

Measuring Outcomes for Young Children and Their Families

Outcome Indicators for Everyday Kids, Everyday Lives: A Vision for Pennsylvania's Children

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Orelena Hawks Puckett Institute Monograph

Measuring Outcomes for Young Children and Their Families: Outcome Indicators for Everyday Kids, Everyday Lives: A Vision for Pennsylvania's Children by Carol M. Trivette and Carl J. Dunst

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PREFACE

This monograph includes the final report for a project funded by the Pennsylvania Developmental Disabilities Council for *Measuring Outcomes for Children* (2008 RFP). The goal of the project was to “develop and demonstrate the effectiveness of an instrument designed to measure life outcomes of children with disabilities being serving by multiple child serving systems.” The instrument and scales that were developed include indicators for measuring the life circumstances of young children and their families that were identified as valued outcomes in the *Monitoring*

Outcomes for Children project which was the predecessor to the project described in this monograph. This monograph includes a description of the activities that were used to develop outcome indicators and the scales that were developed to measure valued outcomes identified by parents, practitioners, and others in the *Monitoring Outcomes for Children* project. The monograph also includes descriptions of lessons learned and recommendations for next steps for measuring and improving the life circumstances of young children and their families.

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EXECUTIVE SUMMARY

Measuring Outcomes for Young Children and Their Families

Outcome Indicators for Everyday Kids, Everyday Lives: A Vision for Pennsylvania's Children

Everyday Kids, Everyday Lives: A Vision for Pennsylvania's Children, an initiative of the Pennsylvania Developmental Disabilities Council, resulted in the vision statement: *All kids should live in loving families and welcoming communities*. The vision also included 10 themes for actualizing this vision which was stated as: *Loving families and welcoming communities include love and relationships, fun, growth, learning, resources, acceptance, competence, spirituality, health, and safety*. The purpose of the *Measuring Outcomes for Children* project was "To develop and demonstrate the effectiveness of an instrument designed to measure life outcomes of children with disabilities being served by multiple child serving systems" (Pennsylvania Developmental Disabilities Council, 2008 RFP) that included indicators for measuring outcomes consistent with the intent of the *Everyday Kids, Everyday Lives* themes. The outcome for this project was to develop a valid and reliable scale that included indicators that parents, professionals, and other concerned citizens identified as important for families and their children and to use the scale to assess the state of community, family, and child quality of life in families with young children.

Scale Development

The development of a scale for measuring outcomes for children was accomplished in four steps:

- The first step was to identify a pool of potential indicators that parents and professionals thought were examples of behavior and life circumstances consistent with the intent of the *Everyday Kids, Everyday Lives* themes. Two hundred sixty-four parents and professionals from 34 of the 67 Pennsylvania counties provided more than 3,000 responses to 80 open-ended questions which were content analyzed to identify just over 400 potential scale items. The
- items were classified into six categories which were the basis for further item analysis: Community and Social Supports, Parent and Family Resources, Professional Help-Giver Practices, Child Learning Opportunities, Child and Adult Relationships, and Child Outcomes.
- The second step was to have parents, professionals, and other concerned citizens identify the most important indicators for measuring community, family, and parent and child quality of life. This was accomplished by a survey which included 30 indicators in each of the six categories of outcomes identified in the first step of the project. Two hundred twenty-eight parents and professionals from 53 of the 67 Pennsylvania counties completed the survey. They were asked to indicate for 180 items which ones they considered *not at all important*, *somewhat important*, *generally important*, *very important*, and *extremely important* indicators for measuring outcomes for young children and their families. The 15 indicators judged either very important or extremely important in each of the six categories were selected as the items which were then subjected to social validity, reliability, and scale validity analyses in the next steps of the project. The 15 indicators for each group were organized into three subcategories or subscales based on the results from this and the previous step in the scale development process.
- The third step involved a field-test of the indicators identified in Step 2 in different kinds of programs serving young children either with or without disabilities or both throughout Pennsylvania. Sixty-two parents and professionals (administrators and practitioners) from 13 programs participated in the field test. The programs included early intervention, preschool

special education, Early Head Start, Head Start, preschool, and family support programs serving children with developmental disabilities, mental health conditions, medical conditions, developmental delays, and those at-risk for biological or environmental factors. The field-test participants were first interviewed about the content and intent of the scale indicators and then were asked to assess the social validity of the items in terms of their clarity, importance, understandability, and relevance. *Clarity* was assessed in terms of whether the intent of the items was explicitly clear to participants. *Importance* was assessed in terms of the significance of the item content for assessing program quality. *Understandability* was assessed in terms of how easily the meaning of the item content was communicated to participants. *Relevance* was assessed in terms of the applicability of the scale items for program monitoring or improvement. The findings from the field test showed that parents who were involved in and professionals who worked in programs serving only children eight years of age or younger judged the indicators socially valid. Field test participants in these same programs also indicated that the scale items would be useful for both quality improvement and program evaluation. The results from the field-tests were used to make changes in the wording of some items that were not clear to the participants.

- The fourth and final step in the scale development process was a state-wide study of 392 parents and other primary caregivers of children birth to eight years of age residing in 46 of the 67 Pennsylvania counties. The participants included the mothers of the young children (84%) and the children's fathers, grandparents, and relatives (16%). Sixty percent of the participants' children had an identified disability or diagnosed development delay, whereas 40% of the children were at-risk for a developmental delay or without any condition associated with a delay. The scale the participants completed included 90 items selected from the findings from Step 2 of the project. Each of the items was rated on a 5-point-scale asking the participants to indicate the extent to which they

agreed that the item best described their family and child(ren)'s life circumstances (*strongly agree, somewhat agree, neither agree or disagree, somewhat disagree, strongly disagree*). The participants' responses to the items were used to perform item analyses and assess both the reliability and validity of the six scales (categories) and 15 subscales (subcategories). The statistical properties of the scales and subscales all met generally accepted standards. This was not unexpected since the item content was selected based on what parent and professionals agreed were important indicators for measuring community, family, and parent and child quality of life.

Usefulness

The applicability of the scale for different types of programs serving young children birth to eight years of age and their families was determined by profile analysis. The information obtained during Step 4 described above was used to produce profiles (pictures) of family, parent, and child quality of life in the six scale categories according to different adult, child, geography, and program variables. Findings showed that the scale was sensitive for detecting differences in the participants' judgments between the six outcome categories (*Child and Adult Relationships* were rated the highest and *Community and Social Supports* were rated the lowest) and according to the type of program serving the parents' children (parents of children who received either or both early intervention and preschool special education judged their life circumstances as less consistent with the intent of the scale indicators compared to parents whose children were involved in other types of early childhood programs). The patterns of results were very much the same for families residing in different parts of the state.

Scales

The findings from all phases of the project as well as other "lessons learned" from parents, practitioners, and others, together with the results from the item analyses of the scale indicators, were used to develop the final versions of the scales for measuring the outcomes for children participating in

different kinds of early childhood programs and their families. The item pool for each of the six outcome categories was reduced from 15 to 9. (Many participants said the scales were too long.) Items were selected so that there were three items for each subscale for each outcome category. Two scales were developed: *Everyday Kids*, *Everyday Lives Scale* and the *Family and Child Early Experiences Scales*. The *Everyday Kids*, *Everyday Lives Scale* includes 54 outcome indicators in the six outcome domains. Each outcome domain includes three subscales. This scale would permit comparisons and contrasts between outcome domains in the same program or organization or between programs or organizations on each of the six outcome domains. These results would be useful for identifying potential areas for targeting program or system change. The *Family and Child Early Experiences Scales* includes six separate scales, one for each outcome category. Each outcome category includes three subscales. The item content is the same as on the *Everyday Kids*, *Everyday Lives Scale*. Some project participants, and especially program administrators and directors, stated that because some of the outcome categories were not a focus of their program practices and activities they would not consider using a scale that included items on all six outcome categories. They did, however, say that they would use individual scales if they were available in that format. This is the reason a decision was made to develop a second version of the scale for measuring outcomes for young children and their families.

Recommendations

The methods and approach, results and findings, and experiences and “lessons learned” from the *Measuring Outcomes for Children* project helped identify areas of interest and importance that should be considered as part of next steps in improving the lives of young children with disabilities and their families:

- Procedures should be developed and implemented to develop shared understanding of the purpose and intent of the individual outcome indicators and both the categories and subcategories (subscales) of indicators. This is a nec-

essary but not sufficient condition for using the scales for measuring both program quality and family quality of life.

- Many of the programs that participated in the field tests were already required to use scales prescribed by their funders for measuring program quality. This should be taken into consideration when asking programs to use any additional instruments.
- Programs that see one or more of the outcome categories as not relevant to their missions or approaches to working with young children and their families may be reluctant to use the scales for measuring outcomes for children and their families. Consideration should be given to this possibility and an approach developed that addresses it.
- Consideration should be given to how the outcome indicators might be used by a program to do a self-assessment of their mission, goals, practices, and expected outcomes. An instrument or process that facilitates a program self-assessment could be of value for identifying areas in need of improvement.
- Early childhood intervention programs in Pennsylvania and elsewhere in the United States do not adhere to the same approach or use the same model but rather vary along many dimensions and factors. That variability should be considered as part of assessing the determinants of differences in parents’ judgments of their child and families’ life circumstances.
- The Pennsylvania Developmental Disabilities Council should consider, as part of funding programs that work with young children and families, an explicit commitment to engage in practices consistent with the intent of the outcome indicators as a condition of funding. Without such a commitment, there may not be the attention necessary to address all categories of outcomes.
- Consideration should be given to offering training on how the scale or scales could be used

for program evaluation and improvement. That training should include a description of those program practices and variables that are likely to influence parents' judgments of their child and family quality of life.

- The fact that parents of children receiving either or both early intervention and preschool special education judged their child and family's quality of life different from parents of young children in other types of programs deserves further investigation. The reasons these differ-

ences exist could be extremely important for identifying policy, program, practitioner, and other factors that could be targeted for changes or improvement.

The *Measuring Outcomes for Children* project produced a wealth of potentially useful information to inform the next generation of efforts to improve the lives of young children and their families. The *Everyday Kids*, *Everyday Lives Scale* and the *Family and Child Early Experiences Scales* should prove useful toward this end.

INTRODUCTION

This final report includes a description of both (1) the process used to develop outcome indicators for the major themes in *Everyday Kids, Everyday Lives: A Vision for Pennsylvania's Children* and (2) the products (scales) that can be used for measuring progress toward outcomes consistent with the *Everyday Kids, Everyday Lives* themes. *Everyday Kids, Everyday Lives* was a project funded by the Pennsylvania Developmental Disabilities Council that resulted in the development of a vision statement and 10 associated themes that were intended to provide a context for improving the lives of children birth to eight years of age and their families in Pennsylvania. The goal of the *Measuring Outcomes for Children* project was to develop scales for assessing the intent of the *Everyday Kids, Everyday Lives* themes that included observable indicators of the themes.

Everyday Kids, Everyday Lives

Table 1 lists the 10 themes included in *Everyday Kids, Everyday Lives*. Each theme includes 3 to 6 elements. The complete list of themes and elements can be found at http://www.hsri.org/publication/everyday_kids_everyday_lives/. Appendix A also includes the complete list of *Everyday Kids, Everyday Lives* themes and elements.

The development of the *Everyday Kids, Everyday Lives* vision statement and themes included “the reflections of Pennsylvanians who care deeply about the lives of young children and their future in the Commonwealth. [Its vision and themes are] to inspire and guide others who also care deeply about strengthening child and family life in Pennsylvania” (Silver et al. 2003. p. 2). Silver et al. (2003) go on to say that the *Everyday Kids, Everyday Lives* process and product were “developed through a collaboration of parents, professionals and policy makers who met over [a] year to discuss and debate what ALL young children (birth to age 8) in Pennsylvania should expect of their communities and families” (p. 2) The vision statement that emerged from the *Everyday Kids, Everyday Lives* project was:

All kids should live in loving families and welcoming communities. Loving families and welcoming communities include love & relationships, fun, growth, learning, resources, acceptance, competence, spirituality, health, and safety.

Everyday Kids, Everyday Lives represents a comprehensive and thoughtful process intended to identify the conditions under which the lives of all young children and families can be supported and strengthened. That work provided the foundations for the procedures used to develop outcome indi-

Table 1
Everyday Kids, Everyday Lives Themes

Loving families and welcoming communities have resources
Loving families and welcoming communities practice acceptance
Loving families and welcoming communities include spirituality
Loving families and welcoming communities support health
Loving families and welcoming communities ensure safety
Loving families and welcoming communities include learning
Loving families and welcoming communities expect competence
Loving families and welcoming communities include love and relationships
Loving families and welcoming communities foster growth
Loving families and welcoming communities have fun

cators for the 10 *Everyday Kids, Everyday Lives* themes. This final report includes a description of both the methods, procedures, and processes used to develop consumer-driven outcome indicators for the *Everyday Kids, Everyday Lives* themes and the development of the scales that resulted from this project.

The main goal of the *Measuring Outcomes for Children* project was to “develop and demonstrate [the utility] of an instrument to measure life outcomes of children with disabilities being served

by multiple child serving systems” (Pennsylvania Developmental Disabilities Council 2008 RFP #: 27-07). The expected outcomes were: (1) An instrument that included items which parents and professionals considered important for families and their children and which were both reliable and valid, (2) procedures (mechanisms) for identifying areas in need of improvement based on parents’ responses to the instrument items, and (3) identification of areas of interest for systems change for improving outcomes for children and their families.

MEASURING OUTCOMES for CHILDREN

This section of the final report includes an overview of the procedures for developing the outcome indicators for the *Everyday Kids, Everyday Lives* themes and the processes used to identify and develop measurable outcome indicators. The procedures used to develop the outcome indicators were entirely consumer-driven; that is, the opinions and inputs from parents, professionals, and other concerned citizens throughout Pennsylvania were used to identify the item content of the outcome measures described in a latter section where the suggested items were operationalized so that they were observable.

Conceptual Foundations

The development of the *Everyday Kids, Everyday Lives* outcome indicators was accomplished using procedures developed by Babbie (2004) for operationalizing constructs and dimensions of constructs. A construct is an abstract idea that is not directly observable such as intelligence or mental health. According to Babbie (2004), a theory or model is “made up” of constructs where the constructs often have multiple dimensions. Take, for example, a theory of psychological health (e.g., Diener & Suh, 2000). The theory might include two or more constructs (e.g., stress, depression, and well-being). Any one construct may further be described in terms of its dimensions (e.g., positive and negative well-being; Diener, Larsen, Levine, & Emmons, 1985). These various processes are called *conceptualization*. This is followed by the *operationalization* of procedures or processes that are used to measure a dimension of a construct. Indicators of positive well-being, for example, might include: “My life is close to my ideal” and “I am happy most of the time.” A good scale includes multiple indicators of the same dimension of a construct. The third step is to develop a scale for measuring the indicators. The two positive well-being indicators above, for example, might be measured on a 5-point scale ranging from *never* to *very little* to *sometimes* to *often* to *almost all the time*.

The same logic was followed in developing the *Everyday Kids, Everyday Lives* outcome indicators.

The vision of *Everyday Kids, Everyday Lives* was treated as a theory of child and family quality of life (*All kids should live in loving families and welcoming communities*). The 10 *Everyday Kids, Everyday Lives* themes were considered the constructs that described the content or focus of the theory (e.g., *Loving families and welcoming communities [should] have FUN!*). The individual elements that make up each *Everyday Kids, Everyday Lives* theme were considered different dimensions of the concept or construct (e.g., *Kids need opportunities for joy and laughter; Families should have fun together*). The goal of the *Measuring Outcomes for Children* project was to identify and develop indicators for the different dimensions of the *Everyday Kids, Everyday Lives* themes.

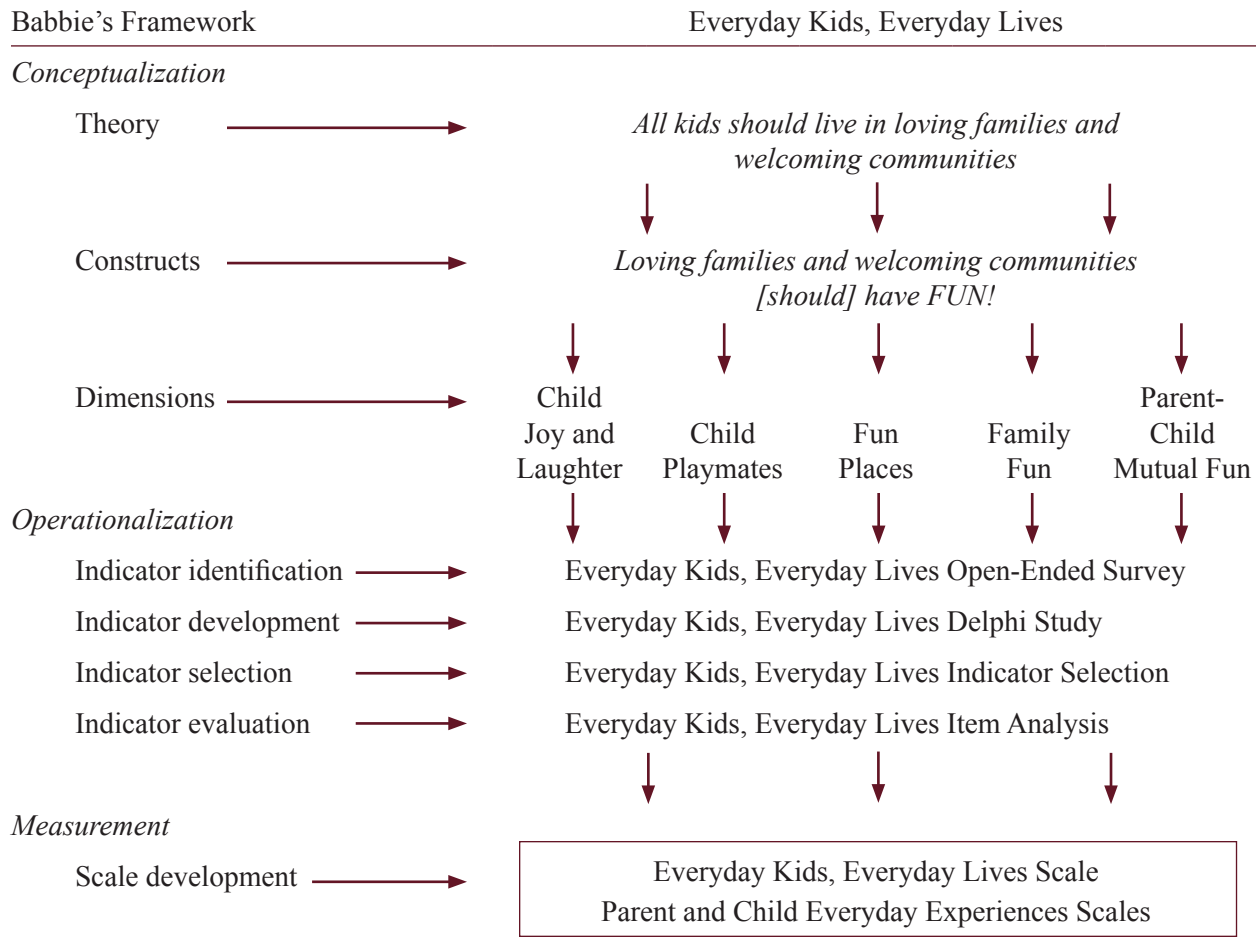
Table 2 shows the relationship between Babbie’s (2004) framework and how we used it to develop the *Everyday Kids, Everyday Lives* outcome indicators for the *Loving Families and Welcoming Communities [Should] have FUN!* The left side of the table shows Babbie’s (2004) framework for going from conceptualization to operationalization to measurement. The parallel between his framework and how we used it to guide the development of outcome indicators is shown in the right side of the table. In Babbie’s way of thinking, *Having Fun* is a construct, and *joy and laughter, having playmates, places to play, families having fun together, and helping families and children enjoy each other* are different dimensions of *Fun*. The ability to measure each dimension reliably and validly requires that we have indicators of each theme and dimensions of a theme that *different people agree are the most important* “yardsticks” for measuring the presence or absence of the constructs (themes) and the different dimensions of the constructs. The same logic was followed for each of the 10 *Everyday Kids, Everyday Lives* vision statements and themes.

General Method

Participants

The participants were parents of children with or without disabilities, professionals who work with young children and their families, program

Table 2
Manner in Which Babbie's (2004) Framework Was Used to Develop the Everyday Kids, Everyday Lives Indicators



administrators and directors, policy makers, and other concerned citizens. They were identified from a master list of preschools, elementary schools, childcare programs, parent and professional organizations, and other programs and organizations that work on behalf of or serve young children and their families in Pennsylvania.

Table 3 shows the types of programs from which we obtained or compiled lists that were subsequently used to contact and announce the conduct of the different surveys and activities of the project. More than 30 different types of programs and organizations were invited to participate in the project. In addition, we posted invitations on the Smoky Mountain Research Institute website, the Pennsylvania Developmental Disabilities Council website, and in newsletters and on websites of parent and professional organizations who agreed to help with participant recruitment.

Procedure

The *Measuring Outcomes for Children* project was carried-out in six phases: (1) Indicator identification, (2) indicator development, (3) indicator validation, (4) indicator field-testing, (5) family survey of everyday parent and child experiences, and (6) instrument development. Each of these steps is briefly described next. Detailed descriptions of the methods and procedures for each of the first five phases are described in the RESULTS AND FINDINGS section of the final report. The development of the scales for measuring the outcome indicators is described in the SCALE DEVELOPMENT section of the report.

Indicator identification. The first activity was to obtain consumer and citizen input and opinions about the experiences, activities, behaviors, and outcomes they considered examples or exemplars of the *Everyday Kids, Everyday Lives* themes. A

series of open-ended questions was prepared to provide persons answering the questions opportunities to describe what they considered examples of activities, and the practices or behaviors that represented the ideas “embedded” in each theme.

Multiple open-ended questions were written for each theme. Table 4 shows how the questions were formatted for the *Loving Families and Welcoming Communities Have FUN!* theme. There were both online and paper-and-pencil versions of the *Every-*

Table 3
Programs and Organizations Contacted to Participate in the Project and Assist with Parent and Professional Recruitment

Programs/Organizations	Number
Early intervention	60
Preschool special education	107
Preschool/child care/Early Head Start/Head Start	78
Other preschool initiatives (e.g., PreK Counts)	411
Mental Health/Mental Retardation Programs	98
Pennsylvania Training and Technical Assistance Network (PaTTAN)	111
Parent to parent programs	158
Disability groups/organization	292
Recreation programs	30
Other (e.g., Intermediate Units, family support programs)	158

Table 4
Open-Ended Questions for the Everyday Kids, Everyday Lives Fun Themes

Kids Need Opportunities For Joy and Laughter

1. What do young children do to show joy and laughter?
2. What kinds of things (opportunities) make young children smile, laugh, and be happy?
3. What kinds of things should young children do to have fun?

Kids Need, Want, and Should Have Playmates

1. Who make the best playmates for young children?
2. What do playmates do to have fun and enjoy one another?

Kids Need Places to Play and Have Fun

1. Where are the places that young children have the most fun?
2. What are the things young children do in those places to have fun?

Families Should Have Fun Together

1. What do families of young children do together when they are having fun?
2. What kind of activities do families of young children do when enjoying each others' company?
3. How can you tell when families of young children are having fun together?

Supports and Services Should Help Families and Kids Enjoy Each Other and Have Fun

1. What kinds of supports help family members and young children enjoy one another?
2. How can services be provided so they help families and young children have fun?

day Kids, Everyday Lives Survey. The online version was completed using *Survey Monkey* (www.surveymonkey.com). Attachment 1 shows the paper-and-pencil version of the survey.

Indicator development. The development of a pool of indicators involved three steps. Step 1 involved a content analysis of the responses to the open-ended questions on Attachment 1. The responses were sorted and organized into major categories where each category included descriptions of the same or similar experiences, practices or behaviors. Step 2 involved the operationalization of the descriptions. The descriptions in each category of responses were used to develop indicators that were subsequently evaluated by consumers and other concerned citizens in terms of their importance. Table 5 shows the indicators for the *Basic Family Resources* category and how respondents made their ratings. Ten indicators were developed for each of 18 categories of descriptions and responses. Step 3 involved parent, professional, and other concerned

citizen ratings of the importance of the indicators. A modified Delphi procedure was used to obtain consumer and concerned citizen judgments of the indicators (Susskind, McKearnan, & Thomas-Larmer, 1997). Each indicator was judged by survey respondents as *not at all important*, *somewhat important*, *generally important*, *very important*, or *extremely important*. There were both on-line and paper-and-pencil versions of the survey. The online version was completed using *Survey Monkey* (www.surveymonkey.com). The paper-and-pencil version is included in Attachment 2.

Indicator validation. The selection of 15 indicators per category (five per subcategory) was done using the modified Delphi procedure results where the percentage of indicators in each subcategory receiving the largest majority of *very important* or *extremely important* ratings were considered the most important outcomes. There were two exceptions. First, if two of the top five indicators were measuring the same or very similar outcomes, one

Table 5
Format for Obtaining Participant Judgments of the Basic Family Resources Indicators

<i>To what extent is each of the following important for determining if families have the resources necessary to nurture their children's growth and developments?</i>	<i>Not at all important</i>	<i>Somewhat important</i>	<i>Generally important</i>	<i>Very important</i>	<i>Extremely important</i>
Support from neighbors and community members	1	2	3	4	5
Adequate transportation (car, bus, subway, train)	1	2	3	4	5
Time to be a family	1	2	3	4	5
Good paying jobs	1	2	3	4	5
High quality healthcare for all family members	1	2	3	4	5
Money to buy necessities (food, clothing, utilities)	1	2	3	4	5
Child and adult access to educational opportunities	1	2	3	4	5
Access to public assistance for those who do not have a good job	1	2	3	4	5
Dependable means to communicate with others (telephone, cell phone, email)	1	2	3	4	5
Adequate shelter (house, apartment)	1	2	3	4	5

NOTE. All sections of the survey for each outcome category and subsets of indicators within categories were formatted in the same way.

of the two indicators was selected for the final item content. Second, in cases where an important outcome was not included in the top five most highly rated indicators, but met our criterion, this indicator was included on the final item content.

Indicator field-testing. The field-test evaluation of the indicators was conducted in early childhood programs serving children birth to 8 years of age throughout Pennsylvania. Field-test participants were asked to make social validity ratings (Foster & Mash, 1999) of each set of items in terms of the *clarity of the indicators, importance of the indicators, indicator understandability, and the relevance of the indicators*. Each of these were rated on a 7-point scale ranging from *strongly disagree* to *strongly agree*. Participants were also asked for their comments and suggestions about how the indicators could be used to: (1) monitor or improve program quality and (2) what format(s) would be most useful to programs and organizations serving young children and their families. The field-test evaluation was conducted with parents and professionals in early intervention, preschool special education, preschool, childcare, Early Head Start and Head Start, and other programs serving young children and their families throughout Pennsylvania. The field-test evaluation scale is included in Attachment 3.

Survey of parent and child everyday experience. This survey involved a state-wide study of parents of young children birth to eight years of age to determine the psychometric properties (Nunnally, 1978) of the indicators on the *Parent and Child Everyday Experiences Scale* (Attachment 4). The scale has six sections with each section including 15 indicators identified using the modified Delphi survey results. Parents were asked to indicate for each item the extent to which they agreed that each indicator (statement) was true for his or her community, family, and child. The items and instructions for completing the scale were phrased in terms of a respondent's community supports, family supports, help-giver practices, child learning opportunities, child-adult relationships, and child outcomes.

Instrument Development

The final products were two instruments for parents' assessments of their community, family, and child(ren)'s quality of life. The item content on both scales were the final set of indicators generated from all previous steps described above. Both scales were developed using methods and procedures considered important for developing reliable and valid instruments (Carmines & Zeller, 1979; DeVellis, 1991).

RESULTS and FINDINGS

This section of the final report includes the results and findings from the indicator development survey, Delphi survey, field-test evaluation, and parent and child everyday experiences study. The manner in which the *Parent and Child Everyday Experiences Scale* differentiated study participants according to parent, child, place of residence, and type of child program variables is also described in this section of the final report. The findings and results, taken together, were the basis of final outcome indicator selection which was used as the item content for the scales described in the SCALE DEVELOPMENT section of the report.

Indicator Development Survey

The purpose of this survey was to obtain consumer (parents and professionals) and other concerned citizens (e.g., policy makers) input, suggestions, opinions, ideas, etc. about possible indicators for measuring the *Everyday Kids*, *Everyday Lives* themes. This was accomplished using a series of open-ended questions to obtain participant descriptions of activities, experiences, practices, and behavior that could be used to develop outcome indicators for measuring progress toward improving the quality of community and family life. The questions that were used to elicit examples and exemplars are included in Attachment 1.

Participants

The participants were 264 parents and professionals from 34 of the 67 Pennsylvania counties. Table 6 shows the background characteristics of the participants. The majority of the participants were female and ranged in age from 18 to 55 years or higher. Most were Caucasian (84%) while 16% had other ethnicities. One fifth of the participants had a high school degree or some college, while the others had either a bachelors or masters degree. (A few had doctoral degrees.)

The parent respondents (N = 129) reporting have between one and six children. The ages of the children ranged from infancy to young adults. Two thirds of the parents indicated that at least one of their children had a disability, identified condition

Table 6

Background Characteristics of the Indicator Development Survey Participants

Characteristic	Percent
<i>Gender</i>	
Female	92
Male	8
<i>Age (Years)</i>	
18-25	3
26-30	9
31-35	15
36-40	18
41-45	14
46-50	16
51-55	9
> 55	12
Not reported	4
<i>Education</i>	
High school or less	9
Some college	12
Bachelors degree	38
Masters degree or higher	37
Not reported	4
<i>Ethnicity</i>	
Caucasian	84
African American	7
Latino	2
Asian	2
Other	5

or developmental delay, or a medical condition that was associated with a disability or delay. The child conditions which the parents reported included, but were not limited to, autism, Asperger's syndrome, Down syndrome, cerebral palsy, epilepsy, attention deficit hyperactivity disorder, and mental health-related illnesses. The other third of the parents indicated that their children had no disability or condition that was associated with a developmental disability or delay.

The professional respondents (N = 135) had, on average, 17 years of experience working with

children and their families (Range = 1 to 44). The majority of professionals worked with infants, toddlers, or elementary age children, while the others reported working with children from preschool to high school. Their professional positions were quite varied and included, but were not limited to, direct service providers, administrators, program directors, coaches and mentors, and policy makers. Their program affiliations were also quite varied and included, but were not limited to, early intervention, preschool special education, Early Head Start, Headstart, preschool and childcare programs, child welfare, medicine, nursing, public health, and vocational rehabilitation.

Survey Results

The survey respondents provided 2002 answers and responses to 80 questions. Many of the answers and responses included multiple descriptions of experiences, activities, practices, and behavior that were subsequently “unpacked” and used to develop a pool of indicators. Figure 1 shows the total number of responses to the questions for each of the 10 *Everyday Kids, Everyday Lives* themes. The number of responses to the questions for each of the

themes ranged between 72 and 365. The responses were very rich and proved extremely useful for developing indicators that were subsequently evaluated by consumers and other concerned citizens in the Delphi survey.

Table 7 shows representative responses to selected questions on each of the 10 sections of the open-ended survey. These kinds of responses were content analyzed to identify the main ideas (concepts) embedded in each response and to develop categories of possible indicators. Many respondents provided two or more answers to the same question that were further divided into subcategories to develop additional indicators. More than 3,000 responses were recorded. This process was repeated several times until no new categories or subcategories of possible indicators were identified.

The content analysis resulted in the identification of 414 possible indicators. Table 8 shows the number of indicators for each of the *Everyday Kids, Everyday Lives* themes. The number of indicators ranged between 3 and 30 for the 10 *Everyday Kids, Everyday Lives* themes. These were used for the final selection of indicators that were then evaluated in the Delphi survey.

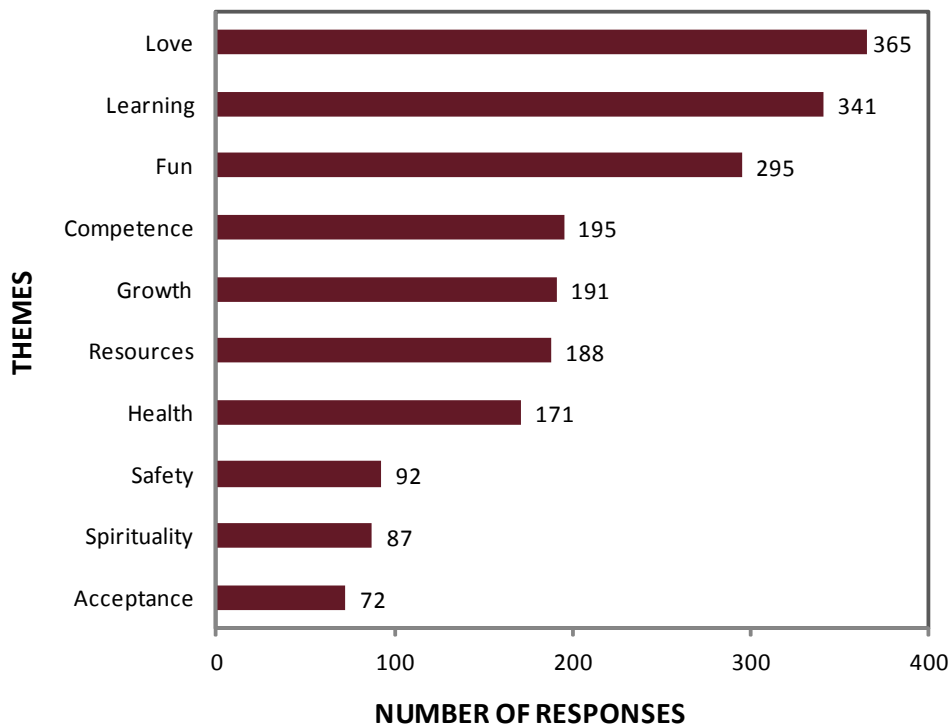


Figure 1. Number of indicator development participant responses to the 80 questions used to identify the outcome indicators for the 10 *Everyday Kids, Everyday Lives* themes.

Table 7

Examples of the Types of Responses Provided by the Indicator Development Survey Participants

Theme/Representative Question

Love

- People show that a child is loved by the affection toward and care provided by adults in the child's life
- People show that a child is loved by treating the child with respect and by providing the child a safe and secure place to live

Fun

- Children have fun by providing them interesting and engaging activities/experiences that make them smile and laugh
- Children have fun by having lots of time to play with parents, friends, classmates, and other people

Growth

- Children show growth when their curiosity, creative, and abilities are challenged
- A child learns and develops when the child has rich and challenging learning opportunities

Learning

- A child is learning when the child is having fun and is enjoying the things he/she is doing
- Children learn best when they are challenged to do their best

Resources

- Parents need to know all the options to make the best decisions for their child and family
- Parents need professionals to be honest and truthful with them

Acceptance

- Community members and agencies welcome all children and families
- The communities and neighborhoods where families live are safe and include lots of fun things for families to do

Competence

- Parents and other people who work with children need the resources to do the best job they can to help children learn
- People who work with children and families need to know about child and family life

Health

- All children need to have health care that is easily available, comprehensive, and affordable
- All children should have health insurance or a way to pay for their health care

Safety

- Children need safe places to play
- Everybody who works with children needs to be sure that the children are safe, secure, and well cared for

Spirituality

- Children need to have family rituals that help them believe in something bigger than themselves
 - Religious leaders need to encourage acceptance of every kind of difference and diversity
-

Table 8
Number of Indicators Suggested by the Indicator Development Participants for the Everyday Kids, Everyday Lives Categories and Themes

Everyday Kids, Everyday Lives Themes	Number of Indicators
<i>Safety</i>	
Kids deserve to be safe and secure	12
Families have adequate food, clothing, etc.	9
Kids need communities free of violence	9
<i>Acceptance</i>	
Communities are places where people have relationships	14
Communities stop stereotypes, harassment, etc.	8
Communities welcome all people	14
Community members benefit from people's gifts and talents	5
Communities care for and protect their members	10
<i>Health</i>	
Families and kids deserve high quality healthcare	3
Kids need health care providers who work with them	3
Kids deserve a safe environment	9
<i>Learning</i>	
Child care and preschools welcome all children	6
Kids need individualized care and education	7
Child care and preschool staff collaborate with parents	11
Kids learn better from state-of-the-art practices	7
<i>Spirituality</i>	
Many families want kids to have a spiritual life	4
Faith communities welcome all families	5
Kids participate in faith rituals and celebrations	4
<i>Resources</i>	
Parents need information to make choices	14
Kids deserve quality preschool education and care	11
Kids need well paid/well-qualified staff	16
Systems should work together for smooth transitions	9
Kids need someone to coordinate their care	6
Families benefit from other families' support	6
<i>Competence</i>	
Families are knowledgeable about family members	9
People need information to make informed decisions	12
People who work with children need to be knowledgeable	9
Professionals must practice ethical behavior	3
Families need relevant, accurate, timely information	14
Families need options, to make good decisions	8
<i>Fun</i>	
Kids need opportunities for joy and laughter	15
Kids need playmates	5
Kids need places to have fun	17
Families should have fun together	7
Professionals should help families and kids have fun	8

Table 8, *continued*

Everyday Kids, Everyday Lives Themes	Number of Indicators
<i>Love and Relationships</i>	
Kids need to be loved and nurtured	15
Kids need to be able to trust people around them	13
Kids need permanent relationships	5
Kids belong in families	6
Kids want friends	9
<i>Growth</i>	
Kids need challenging experiences	27
Kids need the confidence to explore and play	30
Adults need to have high child expectations	6
Parents want their children to contribute to society	3

One finding from the content analysis of the open-ended questions was considerable overlap in terms of the same or similar indicators being described for different themes. The survey participants quite often gave the same answers and responses to the questions in different sections of the survey. In order to reduce redundancy and to “tighten up” the

indicators that were identified, we developed a new categorization scheme for organizing the *Everyday Kids, Everyday Lives* themes without losing the intent and meaning inherent in the themes. The new categorization scheme is shown in Table 9. There are six categories of indicators with each category having three subsets of indicators.

Table 9
Organization Scheme for Categorizing the Indicator Development Survey Responses

Category	Subsets/Subscales
<i>Community and Social Supports</i>	Safe and secure environments Welcoming and supportive communities Nurturing support systems
<i>Parent and Family Resources</i>	Basic resources Early childhood education and care Parenting supports
<i>Professional Help Giver Practices</i>	Knowledge and skills Relational practices Participatory practices
<i>Child Learning Opportunities</i>	Rich and varied learning opportunities Peer learning opportunities Development-enhancing learning opportunities
<i>Child and Adult Relationships</i>	Trust and dependability Supportive and nurturing relationships Mutually beneficial relationships
<i>Child Outcomes</i>	Child competence Child confidence Child well-being

The relationships between the six categories are shown in Figure 2. Child outcomes are directly influenced by two categories of proximal influences (child learning opportunities and child and adult relationships) where the community and social supports, parent and family resources, and the ways in which professionals interact and treat families, provide parents and other adults (e.g., preschool teachers) the supports and resources, time and energy, and knowledge and skills, to interact with young children in ways that support and strengthen child competence, confidence, and well-being (Bronfenbrenner, 1979).

All of the 10 *Everyday Kids, Everyday Lives* themes are included in the new categorization scheme. This is shown in Appendix B where the indicators are cross-referenced with the *Everyday Kids, Everyday Lives* themes. Close examination of which indicators correspond to which themes shows where overlap was found and how redundancy was reduced. The indicators listed down the left hand side of Appendix B were the ones selected for further analysis to identify the final pool of *Everyday Kids, Everyday Lives* indicators.

Delphi Survey

The purpose of this survey was to obtain parents and professionals judgments of the importance of the indicators for measuring outcomes in each of the 18 subcategories of indicators. A modified Delphi process was used to obtain survey participants' judgments of the importance of the indicators (Susskind et al., 1997). Rather than conduct repeated surveys, we opted to involve a large number of participants to ascertain consensus about the relative importance of a smaller number of indicators.

Participants

The participants were 228 parents and professionals from 53 of the 67 Pennsylvania counties. The parent respondents (N = 94) were mostly mothers (93%) while the other 7% were fathers. Seventy-five percent of the respondents were Caucasian, while the other 15% were Latino, African-American, Asian, and Pacific Islander. They ranged in age from 18 years to over 55 years. The largest majority of the parents (80%) were between 30 and 55



Figure 2. Embedded relationships among the six categories of outcome indicators.

years of age. The parents' educational backgrounds ranged considerably from those having less than a high school degree to masters and doctoral degrees. They were evenly divided in terms of having and not having a college degree. The parents reported having between 1 and 14 children. The majority of parents (94%) reported that their child or one of their children had a developmental disability or delay or a medical condition that was associated with a disability or delay. The children's disabilities included, but were not limited to, Autism, Attention Deficit Hyperactivity Disorder, Asperger's syndrome, Down syndrome, cerebral palsy, emotional disorder, mental illness, and learning disability.

The largest majority of the professionals (N = 134) reported having bachelors or masters degrees. They had an average of 19 years of experience working with children and their families (Range = 2 to 45). Two thirds of the participants worked with preschool aged children mostly in early intervention or preschool programs. The others reported working with preschool and elementary-aged children or preschool to high school aged children, while others indicated they worked with adolescents and adults. Their positions included, but were not limited to, direct service providers, administrators, program directors, school superintendents, teachers, therapists, nurses, mental health specialists, and advo-

cates. Their work settings included, but were not limited to, early intervention, preschool special education, preschools and child care programs, Early Head Start and Head Start, elementary and secondary schools, mental health and human services programs, family support programs, and health care organizations.

Survey Results

Participants were asked to rate the relative importance of 180 indicators, 10 for each of the 18 subcategories of items (N = 30 per category). The ratings were made on a 5-point scale ranging from *not at all important* to *extremely important*. The percentage of participants who indicated that an indicator was either *very important* or *extremely important* was used to ascertain consensus.

Appendix C includes the results for the complete set of 180 indicators. The total number of participants who rated an indicator, the number who judged the indicator *very important* or *extremely important*, and the percentage of participants who judged the indicators in that manner are shown. In each of the 18 tables in Appendix C, the indicators are listed in order from those with the highest con-

sensus to those with the lowest consensus. There was 75% or higher agreement for 160 of the 180 indicators. The high degree of consensus was not unexpected given the fact that parents, professionals, and other concerned citizens were the source of “ideas” used to develop the indicators. The indicators that had the highest percent agreement in each subcategory of items were used to select the final item pool.

It is generally accepted practice to use 85% agreement as the criterion for item selection. However, we used 75% as the desired level of agreement because of how the survey was conducted. (Higher agreement is obtained in Delphi studies by eliminating items for which there is little consensus, and repeating the survey several times which generally results in overall higher consensus.)

Table 10 shows the number of indicators in each subcategory that were judged as *very important* or *extremely important*. At least 7 of the 10 indicators in each subcategory reached the 75% criterion in all but one subcategory. This indicates that there was substantial agreement among the Delphi Survey participants in terms of their judgments of the importance of the indicators for measuring outcomes

Table 10
Number of Indicators Rated as Important or Very Important by 75% of the Delphi Survey Respondents

Category	Subsets/Subscales	Number of Indicators ^a
<i>Community and Social Supports</i>	Safe and secure environments	9
	Welcoming and supportive communities	7
	Nurturing support systems	7
<i>Parent and Family Resources Practices</i>	Basic resources	9
	Early childhood education and care	10
	Parenting supports	5
<i>Professional Help-Giver Practices</i>	Knowledge and skills	10
	Relational practices	10
	Participatory practices	10
<i>Child Learning Opportunities</i>	Rich and varied learning opportunities	9
	Peer learning opportunities	8
	Development-enhancing learning opportunities	10
<i>Child and Adult Relationships</i>	Trust and dependability	10
	Supporting and nurturing relationships	10
	Mutually beneficial relationships	10
<i>Child Outcomes</i>	Child competence	8
	Child confidence	9
	Child well-being	9

consistent with the intent of the *Everyday Kids, Everyday Lives* themes.

The five indicators for which there was the highest agreement in each of the 18 subsets of outcomes (Appendix C) were the ones selected as the outcome measures with two exceptions. First, if two of the five indicators were measuring the same or similar outcomes, one of the two indicators was selected for the final item pool and the next indicator that had the highest percent agreement was added to the subscale of five items. Second, if an important outcome was not included in the top five most highly rated indicators, but was one of the seven most highly rated items, the decision was made to include that item in the final item pool to ensure all *Everyday Kids, Everyday Lives* themes and elements were represented in the complete set of outcome measures.

The final pool of 90 indicators, five for each subset of outcome categories, were subsequently validated in the field test evaluation described next and as the item pool for the *Parent and Child Everyday Experiences Scale* completed by parents throughout Pennsylvania. The findings were used to select the final item content for the two sets of scales described in the next section of the final report. The 90 outcome indicators constitute the operationalized measures for assessing the extent to which parents' judged child and family life circumstances as consistent with the intent of the *Everyday Kids, Everyday Lives* vision and associated themes.

Field-Test Evaluation

The purposes of the field-test evaluation were: (1) evaluate the social validity of the final set of outcome indicators, (2) solicit ways a program could use the indicators to monitor or improve program quality, and (3) have participants suggest ways the indicators could be used by programs serving young children and their families. Item evaluation was assessed in terms of the social validity of the indicators. Social validity is a measure of the *importance* and *acceptability* of a practice and/or outcomes of that practice (Foster & Mash, 1999). Four types of social validity were evaluated: Clarity, importance, understandability, and relevance. *Clarity* was assessed in terms of whether the intent of the items was explicitly clear to participants. *Im-*

portance was assessed in terms of the significance of the item content for assessing program quality. *Understandability* was assessed in terms of how easily the meaning of the item content was communicated to participants. *Relevance* was assessed in terms of the applicability of the scale items for program monitoring or improvement.

The usefulness of the indicators was assessed by interviews and answers to open-ended questions to elicit suggestions and recommendations about the wording of items and how the indicators might be used to evaluate program practices using the indicators as practice standards (Dunst, 2003; Roper, 2005). The outcome of the field-test evaluation was expected to be a better understanding of how and in what manner the indicators would prove beneficial for improving child and family quality of life. The field-test evaluation form is included as Attachment 3.

Participants

The participants were 62 administrators, practitioners, and parents in 13 programs located throughout Pennsylvania (N = 40 professionals and N = 22 parents). The programs were stratified by program type, age of children served, and child condition. Table 11 shows the types of programs that participated in the field-test evaluation of the *Everyday Kids, Everyday Lives* outcome indicators. They were identified from the original list of programs who agreed to distribute or announce the *Everyday Kids, Everyday Lives* surveys and who indicated that they would be interested in the field-test phase of the project.

Procedure

Program directors or administrators were asked to identify program staff and parents involved in the programs to participate in the field-test evaluation. The participants were each sent copies of the field-test evaluation form in Attachment 3 prior to an interview to review and to examine the applicability of the indicators for a program that considered its mission or purpose the provision or mobilization of the resources, supports, experiences, activities, etc. in each section of the evaluation form. This was followed by either an on-site (N = 11) or telephone (N = 2) interview to elicit additional input from the field test participants. After this was completed, the

Table 11

Types of Programs Who Participated in the Field Tests of the Everyday Kids, Everyday Lives Outcome Indicators

Type of Program	Number of Programs	Child Age (Years)	Child Condition
Early intervention	3	0-3	Varied
Preschool special education	2	3-6	Varied
Early Head Start	2	0-3	At-risk, delayed
Head Start	2	3-6	At-risk, delayed
Preschool/school age	2	0-21	Medically fragile
Family support	1	0-21	Varied
Preschool/school age	1	3-18	Mental health

individual field-test participants were asked to make their social validity ratings of each of the 18 subsets of indicators. The interviews were audio taped and later transcribed. Together with notes taken during and after the interviews, the content was analyzed to ascertain: (a) the participants' judgments of the outcome indicators, (b) their opinions and thoughts about how the outcome indicators might be used for program quality improvement, and (c) to judge the extent to which they considered the indicators important for program monitoring and quality improvement.

Field-Test Results

The results from the field test are presented in terms of both the social validity ratings (quantitative) and both the interview and open-ended question (qualitative) findings. These results were used to finalize the ways in which the indicators were worded to make them useful for evaluating the extent to which a program serving young children and their families was operating in ways consistent with the *Everyday Kids, Everyday Lives* themes.

Social validity ratings. Appendix D shows the complete set of results from the social validity ratings of the field-test evaluation participants. There were 72 sets of social validity ratings. An indicator was considered socially valid if a respondent assigned a rating of either 6 (*agree*) or 7 (*strongly agree*) on the 7-point scale used to assess social validity (Attachment 3). Eighty-five percent of the ratings were judged socially valid by at least three quarters of the field-test participants. The social validity data were examined in a number of ways to assess participants' judgments.

Figure 3 shows the percent of indicators that

were judged socially valid for the six categories of outcome indicators. The largest majority of indicators were judged socially valid as evidenced by the fact that 78% to 86% of the indicators met the *a priori* criterion for ascertaining the validity of the outcome indicators. The percent of indicators that were judged socially valid for the four different types of validity measures is shown in Figure 4. Seventy-eight to 88% of the four different types of indicators were judged socially valid.

Whether the social validity ratings varied as a function of type of program (e.g., Early Intervention, Head Start), respondent (professional, parent), location (urban, rural), or age of participants served (e.g., birth to 3, birth to 21) was examined to determine if any of these factors influenced field-test participants judgments. *The only factor that was related to participants' judgments was the age of participants who were served by their programs.* Field site respondents who worked in or their children were involved in programs serving primarily preschool aged children (0-3, 3-6, 0-6) judged the outcome indicators as more socially valid than did participants working or involved in programs serving persons of quite varied ages (0-21, 3-18). The percent of outcome indicators judged socially valid for the two types of programs for the six outcome categories is shown in Figure 5. As can be seen, there were large differences in the social validity ratings for 5 of the 6 outcome categories. Similar differences were found for the four different types of social validity (Figure 6). Both sets of findings provide converging evidence for the validity of the outcome indicators specifically for children birth to 8 years old age which was one goal of the *Measuring Outcomes for Children* project.

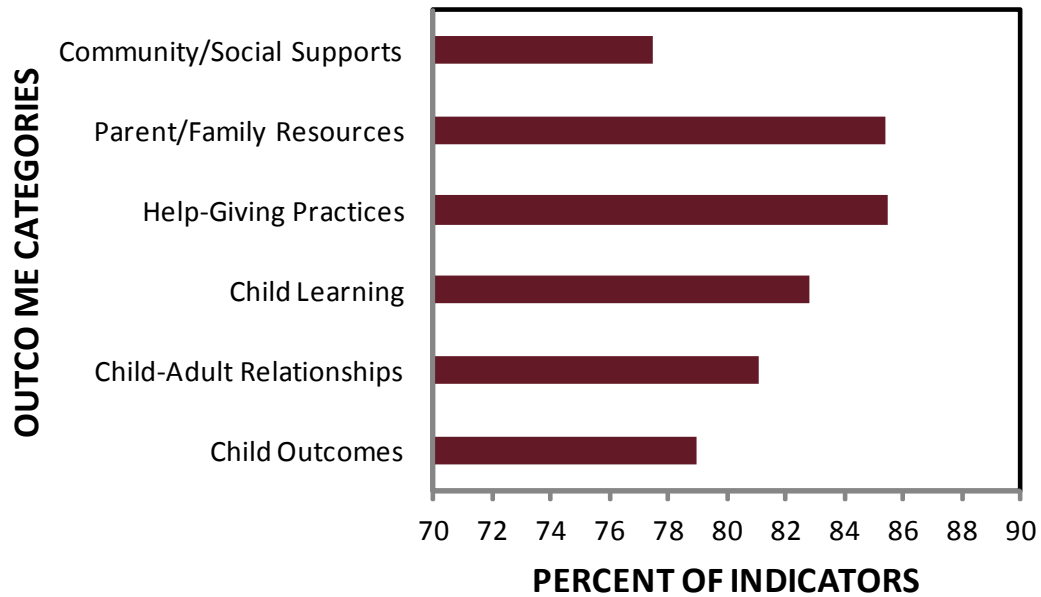


Figure 3. Percentage of the social validity indicators which the field-test participants *agreed* or *strongly agreed* were socially valid.

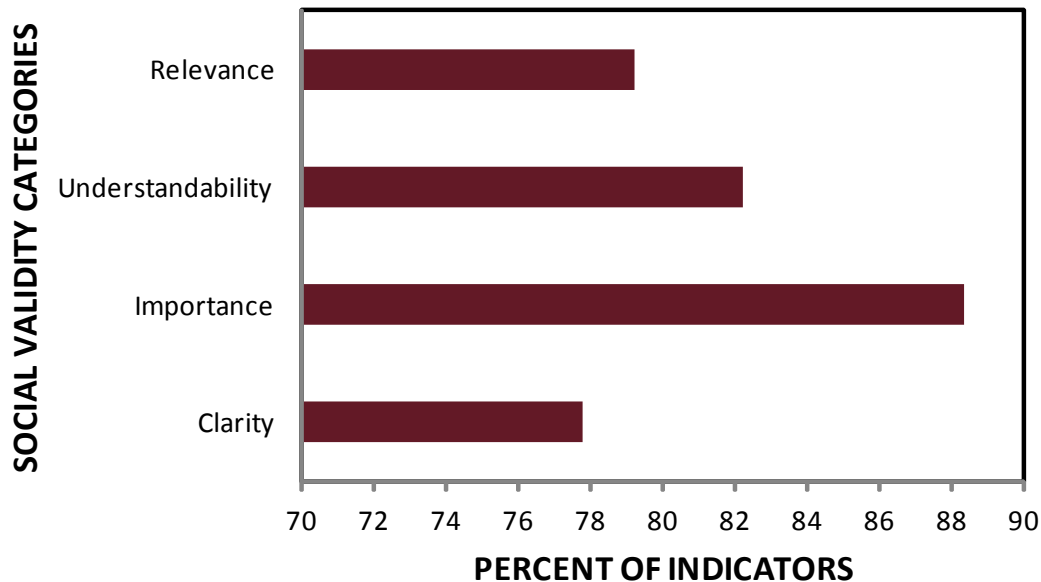


Figure 4. Percentage of social validity indicators which the field-test participants *agreed* or *strongly agreed* with the four types of social validity measures.

Qualitative findings. The field-test participants’ appraisals of the outcome indicators was obtained by both interviews during onsite visits or by telephone interviews (group responses) and answers to three open ended questions on the field-test evaluation form (individual responses). The interview included one question asking the participants to describe their program to obtain information necessary to understand the mission, goals, and major

activities of a program and a series of questions asking participants to indicate whether each subset of indicators for each outcome category (community and social supports, parent and family resources, etc.) were a focus of or relevant to the participants and to obtain feedback about the content and wording of the outcome indicators. The field-test evaluation form asked respondents to suggest ways the outcome indicators could be used to monitor or im-

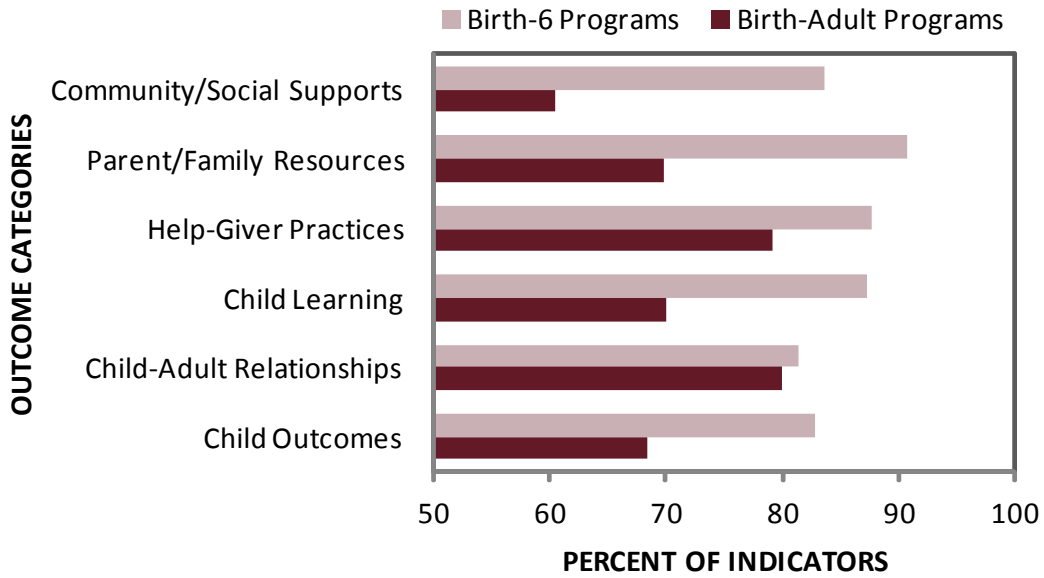


Figure 5. Percentage of social validity indicators which the field-test participants agreed or strongly agreed were valid according to age of program participants served.

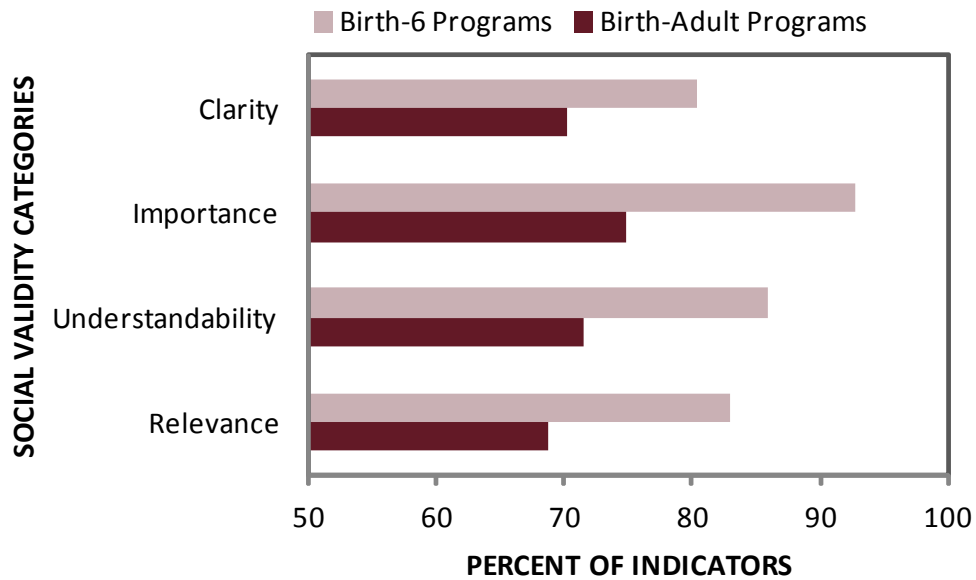


Figure 6. Percentage of social validity indicators which the field-test participants agreed or strongly agreed were valid according to age of program participants served.

prove program quality, how a scale might be formatted to make it useful to programs serving young children and their families, and to make other suggestions regarding the outcome indicators.

The qualitative findings indicated that the field-test participants, and especially professionals, differed in terms of whether they considered the outcome indicators a major focus of their pro-

gram’s mission and activities. The complete set of transcribed responses together with notes taken by the interviewers were used to classify programs according to the *degree of program focus* for each of the 18 sets of indicators: 1 = None of the outcome indicators were a focus of a program’s activities, 2 = some or a few of the outcome indicators were a focus of a program’s activities, 3 = Most of the out-

come indicators were a focus of a program’s activities, and 4 = All of the outcome indicators were a focus of a program’s activities. Table 12 shows the categorization of the programs on each outcome category. Two-thirds or more of the programs considered *all* of the child outcomes, help giver practices, and child learning opportunity indicators a focus of their activities. In contrast, less than half the programs considered *all* of the parent and family resources, child-adult relationships, and community and social support indicators a focus of the program’s activities. As described below, this was the basis, in part, for the development of separate scales for each outcome category inasmuch as one scale including all categories would not likely be seen as relevant by many programs serving young children and their families and therefore might not be used for measuring program practices and outcomes. The reasons for separate scales as well as a scale including outcome indicators in all six categories are described in more detail in the next section of the final report.

There were a number of outcome indicators that the field-test participants had comments about that deserve description. The particular indicators on the field-test survey (Attachment 3) were the final set of items selected from the Delphi Study results that the parents’ and professionals’ considered most important for measuring the intent of the *Everyday Kids*, *Everyday Lives* themes. Several of these items were either not understood by the field-test participants or they found them questionable.

The terminology *medical home* in the *Nurturing Support Systems* subsection of *Community and*

Social Supports set of indicators was not understood by many participants. Medical home is terminology first used by the *American Academy of Pediatrics* (1992) to describe an approach to medical care that is accessible, continuous, comprehensive, family-centered, coordinated, compassionate, and culturally respectful. The wording of the item was changed based on the field-test participants comments and feedback.

The *Help Giver Practices* item *Professionals see themselves as responsible for supporting families’ ability to care for their child* was interpreted by a number of field-test participants as problematic with regard to the phrase *see themselves as responsible*. That language was based on items suggested by the Indicator Development Survey participants. The field-test participants’ concern was the basis of further examination of the item to either change the wording or to eliminate the item from the final versions of the scale.

A third item which some field test participants questioned was *Children eat healthy foods on a regular basis* on the *Child Outcome* scale. They questioned the terminology *on a regular basis*. This is one of the few items that had poor psychometric properties (see below) and was the basis for word change or elimination from the item pool.

There were nine additional items that were not entirely understood by or which field-test participants found perplexing. All of these had to do with indicator wording. The wording of these items was subsequently changed on the final versions of the scales for measuring the intent of the *Everyday Kids*, *Everyday Lives* themes.

Table 12
Percentage of the Field-Test Programs Classified According to Their Program Focus in Each of the Outcome Categories Based on the Practitioner and Parent Interviews

Outcome Category	Program Focus			
	None	Some	Most	All
Child Outcomes	0	15	15	70
Help Giver Practices	0	7	31	62
Child Learning Opportunities	15	0	23	62
Parent/Family Resources	23	15	15	47
Child-Adult Relationships	23	8	31	38
Community/Social Supports	62	0	8	30

The field-test participants made a number of suggestions about how a scale or scales of outcome indicators might be used by programs serving young children and their families. Many of the comments had to do with using the outcome indicators to measure either progress over time or as a measure of program quality at some specified time during a program year. Participants indicated that it would be helpful to have both paper-and-pencil and web-based versions of the scale(s) to make it more accessible to parents. A number of participants suggested that a program could use the outcome indicators to evaluate a program and to develop a plan to improve program practices.

The one comment made by many field-test participants on the open-ended questions was, as already noted, the fact that they did not see many of the outcome categories and subsets of indicators within categories as a major focus of their program and therefore considered the indicators nonrelevant. This again is a reason why separate scales for each outcome category as well as a scale including indicators in each outcome category were developed.

The field-test results, taken together, were used to make changes in outcome indicator wording, clarify item intent, and to propose different ways the outcome indicators could be used to monitor and improve program quality; measure child, parent, and family outcomes; and to suggest ways of formatting the indicators to maximize their usability. These as well as other issues are described in the next section of the final report.

Parent and Child Everyday Experiences Study

The purposes of this study were: (1) obtain parent judgments of the extent to which the participants agreed if each outcome indicator was true for his or her family, (2) evaluate the psychometric properties of the scale indicators using the parents' responses, and (3) select a final pool of indicators that could be used as outcome measures for evaluating a program or programs serving young children and their families. Attachment 4 includes the scale completed by the parents for this phase of outcome indicator development.

Participants

The participants were 392 parents and other caregivers of children birth to eight years of age residing in 46 of the 67 Pennsylvania counties. Twenty-eight of the counties are designated as rural and 18 are designated as urban (Center for Rural Pennsylvania, 2010). The counties where the participants resided were proportionally distributed throughout the State as determined by the distributions in the zip codes of where they resided.

Table 13 shows the background characteristics of the participants. Most of the participants (84%) were the mothers of a preschool aged child while 16% of the participants were the children's fathers, grandparents, or relatives. The participants were quite varied in their ages and years of formal education. They ranged in age from less than 20 to more than 50 with most (92%) being between 20 and 50 years of age. Forty-nine percent of the participants had a high school degree or a few years of college and 47% had an undergraduate or graduate degree. Sixty-one percent of the participants were married while the others were single, divorced or separated. About 40% of the participants did not work outside the home, whereas 60% worked outside the home either full or part-time.

The participants' youngest child ranged in age from birth to eight years with the majority (95%) being 6 years of age or younger. Sixty percent of the children had some type of identified disability or diagnosed developmental delay, whereas 40% of participants indicated that their children had no condition associated with a developmental disability or delay. The types of child disability or delay reported by the participants included chromosomal aberrations such as Down syndrome (intellectual); cerebral palsy and other motor impairments (physical); spina bifida, cleft palate, and prematurity (medical); global and domain specific delays (developmental); autism, Attention Deficit Hyperactivity Disorder, Asperger's syndrome and other behavioral-related conditions (behavioral); and hearing and vision impairments (sensory). The children were currently or had previously been involved in early intervention, preschool special education, preschool, childcare, Early Head Start, Head Start, kindergarten, Intermediate Unit, or family support programs. Two-thirds of the children had been/were involved in only one kind of program whereas

Table 13
Background Characteristics of the Parent and Child Experience Scale Study Participants

Characteristic	Number	Percent
<i>Respondent</i>		
Mother	331	84
Father	28	7
Grandparent	25	6
Relative	4	1
Other	4	1
<i>Respondent Age (Years)</i>		
< 20	9	2
21-30	111	28
31-40	193	49
41-50	54	14
51+	25	6
<i>Respondent Education</i>		
Elementary	18	4
High School	97	25
Some College	94	24
College Graduate	124	32
Advanced College Degree	59	15
<i>Respondent Marital Status</i>		
Single/Never Married	117	30
Married	240	61
Divorced/Separated	35	9
<i>Respondent Work Status</i>		
Not Working	150	38
Work Full Time	145	37
Work Part Time	87	22
Not Reported	10	3
<i>Child Age (Years)</i>		
0-1	49	13
1-2	75	19
2-3	74	19
4-5	105	27
5-6	68	17
6-7	11	3
7-8	7	2
<i>Child Condition</i>		
No Disability/Delay	157	40
Disability/Delay	235	60
<i>Type of Child Disability/Delay</i>		
Intellectual	37	16
Physical	17	7
Medical	22	9
Developmental	78	33
Behavioral	77	33
Sensory	4	2

one-third of the children had been/were involved in 2 or 3 programs. Only 18 (5%) of the participants indicated that their children were not currently or had not previously been involved in any of these types of programs.

Procedure

The scale included in Attachment 4 was completed by the participants either online using *Survey Monkey* (www.surveymonkey.com) or by a paper-and-pencil version of the scale. The scale included nine background questions and six sections of 15 items, each asking the parents to indicate the extent to which they agreed that the 90 outcome statements were true for their community, family, and child. Each of the items was rated on a 5-point scale ranging from *strongly agree* to *strongly disagree* that an indicator best represented child, parent, family, and community life. These ratings were the focus of analysis of the scale properties.

Method of Analysis

Principal components factor analysis was used to determine scale reliability, conduct item analysis, and determine scale validity. Coefficient alpha was used to determine scale reliability. Alpha is an index of how well the items that are intended to measure the same construct (e.g., *Adult and Child Relationships*) go together and in fact are internally consistent (Cortina, 1993). The index can range from zero to one where an alpha of .70 or higher is considered an acceptable reliability measure for a newly developed scale (Carmines & Zeller, 1979; Nunnally, 1978).

Item analysis was assessed by the squared multiple correlation (SMC) of each individual item with all other items in the same outcome category and by coefficient alpha with each item removed from the analyses. SMC can range from zero to one where an SMC of 0.40 or higher indicates that an item contributes to the overall relationship among all the items (Nunnally, 1978). An alpha that remains stable (neither goes up or down) when an item is removed indicates that the item has good measurement qualities (Cortina, 1993).

Construct validity was determined by factor analysis (Thompson & Daniel, 1996). Both the factor loadings and the amount of variance accounted for by the interrelationship among items were used

to assess construct validity. A factor loading “tells us” if the items making up a scale are all measuring the same construct. A factor loading of 0.40 or higher is considered an acceptable index for determining if an individual item is a measure of a construct (Nunnally, 1978). The total amount of variance explained by the relationship among all items tells us “how much” of the construct that the items are intended to measure are measured by the items.

Confirmatory factor analysis was used to determine if the three sets of outcome indicators for each outcome category were measuring separate but interrelated subcategories of indicators (Long, 1983). This type of factor analysis was used to determine if the items on a subscale were related to one another and if the three subscales are related to one another. If both of those conditions are met, a scale is said to be made up of different dimensions of the same construct (Babbie, 2004; Joreskog & Sorbom, 2001).

Results

The responses to all but a single item ranged from 1 (*strongly agree*) to 5 (*strongly disagree*). This indicates that the scale items adequately differentiated between parents and children who had varied everyday experiences. The factor analyses of each set of outcome indicators produced either single factor solutions (4 outcome categories) or second-order single factor solutions (2 outcome categories) (Thompson & Daniel, 1996). A single factor solution indicates that the items on a scale are unidimensional; meaning that the items are measuring a single or unitary construct (e.g., *Child Learning Opportunities*). A second-order single factor solution indicates that the items have a common underlying dimension that can be considered unidimensional.

The complete set of principal components factor analyses results for all 90 items are included in Appendix E. The results in the appendix showed that:

- **Internal reliability.** Coefficient alpha after each individual item was removed were all 0.92 or higher. This indicates that there is a high degree of internal consistency in the relationship among items in each of the six outcome categories.
- **Item analysis.** The squared multiple correlations (SMC) between each individual item and all the remaining items in each outcome category was 0.40 or higher for all but six items. This indicates that the largest number of outcome indicators (93%) had acceptable item properties. The SMCs for the six items that were less than 0.40 ranged between 0.20 and 0.36. This indicates that these items may not be measuring the intended construct and that removal from the final item pool should be considered.
- **Factor loadings.** The factor loadings for all but two items were 0.50 or higher where the majority were 0.75 or higher. This indicates a high degree of construct validity; meaning that the outcome indicators used to measure each of the outcome category constructs may be considered measures of those categories.

Table 14 summarizes the results for the overall scale analysis. Coefficient alpha was very high for all outcome categories ranging between 0.92 and 0.94. This indicates that each of the six outcome category scale items are internally consistent. The total amount of variance explained by the 15 outcome indicators for each outcome category ranged between 51% and 79% with 5 of the 6 sets of indicators accounting for 66% or more of the total vari-

Table 14
Scale Item Results for the Six Outcome Categories

Outcome Category	Coefficient Alpha	Variance Explained	Average Factor Loading
Community and Social Supports	0.93	51%	0.71
Parent and Family Resources	0.92	62%	0.68
Help Giver Practices	0.97	71%	0.84
Child Learning Opportunities	0.97	79%	0.79
Child and Adult Relationships	0.97	74%	0.86
Child Outcomes	0.94	64%	0.73

ance. This means that the participants' responses are capturing the largest amount of shared variability in their responses. The average factor loadings for the outcome indicators in each outcome category ranged between 0.71 and 0.86 which are quite large. This indicates that each set of indicators is measuring the constructs it is intended to measure.

The complete set of confirmatory factor analysis results are included in Appendix F. The tables in the appendix include the factor loadings (structural coefficients) for each of the outcome indicators and the coefficients for the relationships among the three subscales on each outcome category. The factor loadings "tell us" if an item is contributing to a person's total subscale score. The factor loadings (structural coefficients) of the items on each of the 18 subscales were all 0.47 or higher with the majority of the factor loadings being 0.70 or higher. This indicates that each of the items on each subscale is contributing to the composite scores for the subscales.

The correlations between the subscale scores are also shown in Appendix F. There are three correlations, one for each pair of subscales. For example, in Table F1, the correlation between *Safe and Secure Environments* and *Welcoming and Supportive Communities* is 0.99; the correlation between *Welcoming and Supportive Communities* and *Nurturing Support Systems* is 1.00; and the correlation between *Safe and Secure Environments* and *Nurturing Support Systems* is 0.97. The correlations between the different sets of subscales ranged between 0.60 and 1.00. This indicates that the subscales for each outcome category are related to one another. The results, taken together,

showed that the items within subscales were related as expected and that the subscales for each outcome category were also related as expected.

Table 15 shows the fit indices for how well the pattern of relationships among the items within and between subscales matched expectations. We examined a number of fit indices considered important for evaluating model fit (e.g., Bentler, 1990; Kim, 2005; Marsh, Balla, & McDonald, 1988). The closer a fit index is to 1.00, the better the fit of the data to the expected subscale structure. The fit indices were all very high for a newly developed scale and indicate that the subscale structure matched how the items in each subsection of each outcome category are organized.

Profiles of Parent and Child Everyday Experiences

The extent to which children and families differed in their everyday experiences was assessed by constructing profiles of those experiences using the parents' responses on the survey used to evaluate the psychometric properties of the *Parent and Child Everyday Experiences Scale* (Attachment 4). The percentage of items for each outcome category judged *strongly agree* was used as the criterion for determining if a family's experience was consistent with the intent of the indicators. A rating of a five on a 5-point scale is considered the best index of endorsement of whether a response is a true indication of a respondents' beliefs and behavior (see Dunst & Trivette, 2005). We constructed profiles for each of

Table 15
Fit Indices for the Confirmatory Factor Analyses of the Subsets of Outcome Indicators

Outcome Category	Goodness of Fit ^a			
	CFI	NNFI	NFI	RFI
Community and Social Supports	0.95	0.94	0.94	0.93
Parent and Family Resources	0.95	0.94	0.94	0.93
Help Giver Practices	0.98	0.98	0.97	0.97
Child Learning Opportunities	0.97	0.97	0.97	0.96
Child and Adult Relationships	0.98	0.97	0.97	0.97
Child Outcomes	0.95	0.94	0.95	0.93

^a CFI = Comparative fit index, NNFI = Non-normed fit index, NFI = Normed fit index, and RFI = Relative fit index.

the six outcome categories as well as for the subscales. Profiles were then constructed for differences in the participants' ages, education, marital status, and work status; child age, condition (with vs. without a disability), and number of children in the household; geography (rural vs. urban, population density, and region); and type of program serving the participants' children (early intervention, preschool special education, Early Head Start, etc.).

Omnibus Profiles

Figure 7 shows the percentage of outcome indicators judged *strongly agree* for each of the six outcome categories. The percentages ranged between 45% (*Community and Social Supports*) and 82% (*Child and Adult Relationships*). The variability in the percent of indicators rated *strongly agree* shows that the outcome indicators were able to detect differences in the everyday experiences of the participants and their children and families. This is evident by the fact that the difference between the lowest and highest rated outcome indicators was 37%.

Subscale Profiles

The profiles for each of the 15 subscales are shown in Figure 8. The differences in the percent of outcome indicators rated *strongly agree* for the

three subscales in each outcome category ranged between 2% (*Child and Adult Relationships*) and 10% (*Child Outcomes*). This indicates that there is not as much within outcome category variability as there is for between outcome category variability (Figure 7). Subscale profiles are nonetheless of value in detecting differences in child, parent, and family everyday experiences. This is evident by the fact that the difference between the lowest (*Welcoming and Supportive Communities*) and highest (*Trusting and Dependable Relationships*) percentages was 41% for these two subscales.

Child and Family Characteristics Profiles

Appendix G includes the percentages of outcome indicators judged *strongly agree* for selected parent, child, and residence variables. The three tables in the appendix show both the within outcome category differences according to the different grouping variables (e.g., parent age, child condition, place of residence) and between outcome category differences for each of the individual variables (e.g., parents with high school degrees, children with intellectual disabilities, respondents living in south west Pennsylvania). There were both within and between outcome differences on the parent, child, and place-of-residence variables.

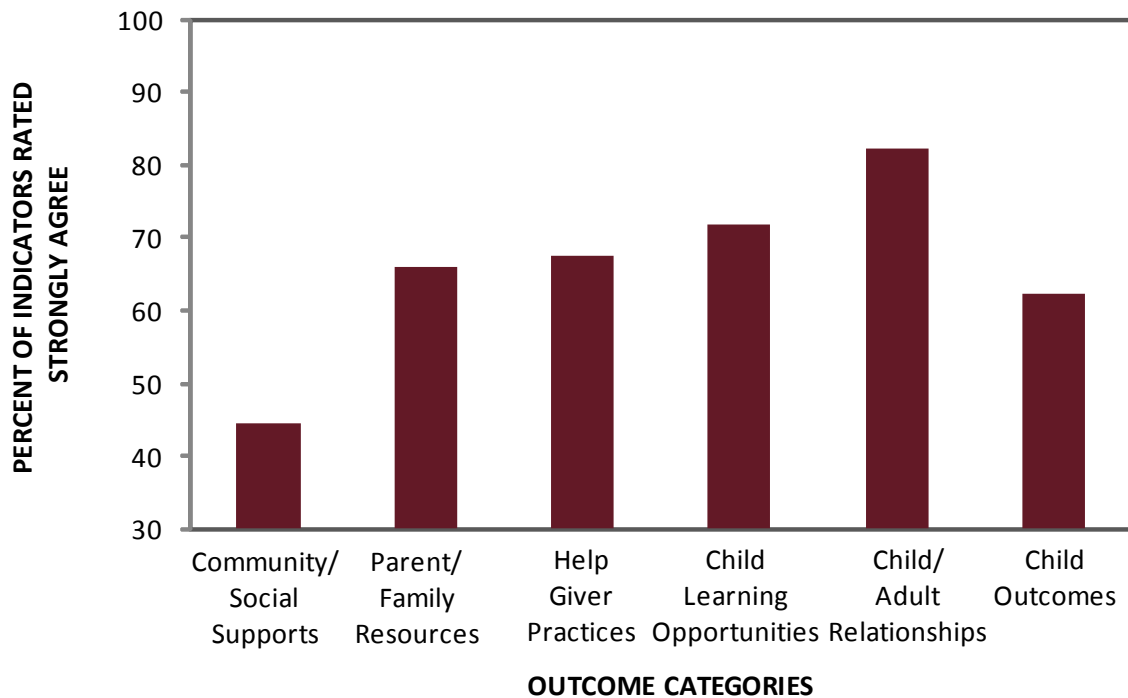


Figure 7. Profiles of the participants' responses on the six outcome category indicators.

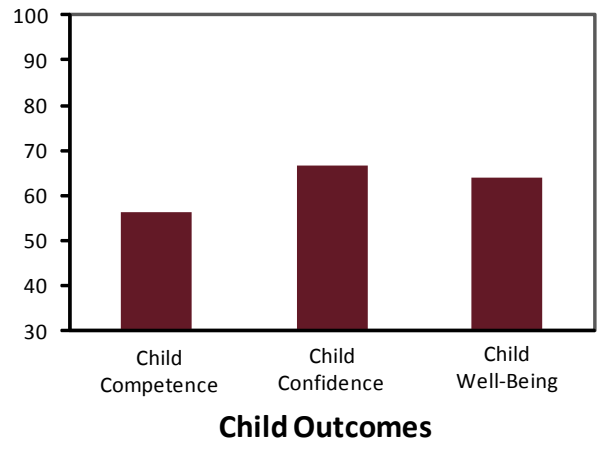
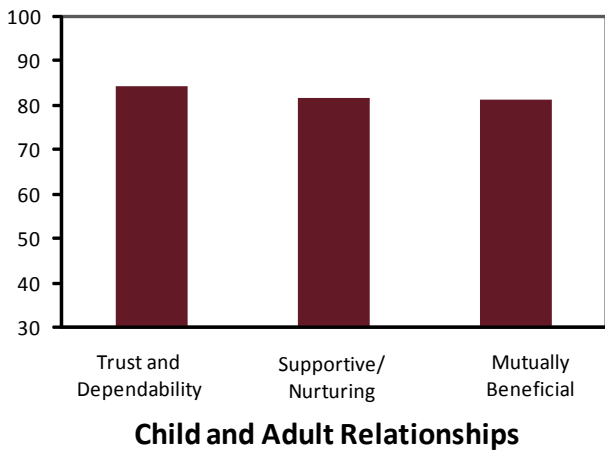
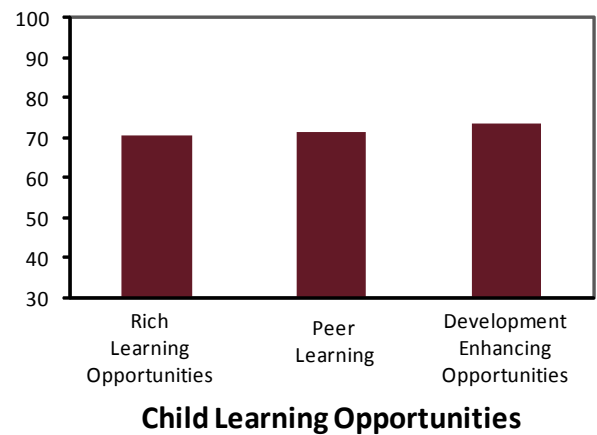
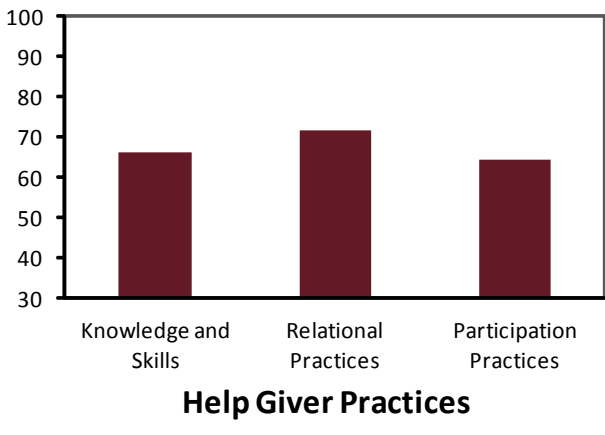
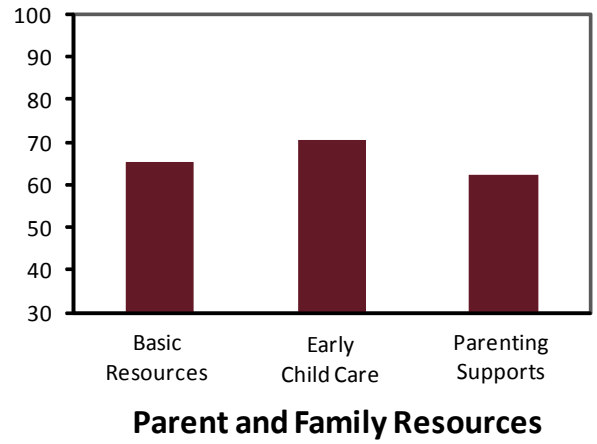
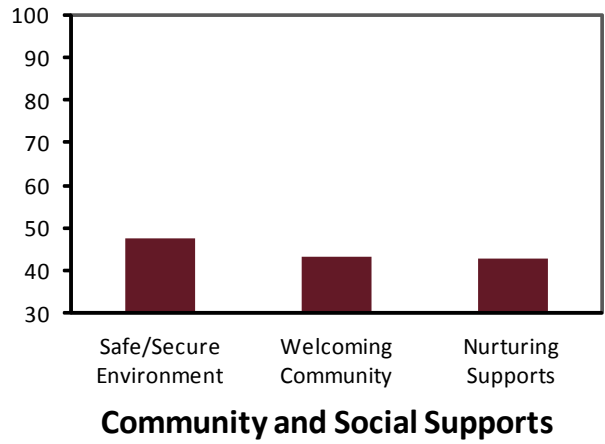


Figure 8. Profiles of the 18 subscales of parent and child everyday experiences.

Table G1 in the appendix shows the profiles for participant ages, education, marital status, and work status. Respondents who were 20 years of age or younger judged their parent and child experiences as less consistent with the intent of the outcome indicators compared to older participants in most of the outcome categories. The same was the case for respondents who had less than a high

school degree for three of the outcome categories (*Community and Social Supports*, *Parent and Family Resources*, and *Child Outcomes*). Respondents who were divorced or separated made judgments that were less consistent with the intent of the indicators compared to the other participants for all of the outcome categories except *Child and Adult Relationships*.

The profiles for child age, number of children in the household, child condition, and type of disability are shown in Table G2 in Appendix G. Parents of children birth to 24 months of age and parents of children older than 72 months of age tended to judge their experiences as less consistent with the intent of the outcome indicators compared to the other participants in several of the outcome categories. The same was the case for respondents who had four or more children in their households. Respondents who indicated that their child had an identified disability or documented developmental delay judged their experiences as less consistent with the intent of the outcome indicators compared to respondents who did not indicate their child had a disability or delay. The nature of these differences are shown in the results for the different types of disabilities.

Table G3 in Appendix G shows the profiles for urban vs. rural, population density, and by region. Counties were designated urban or rural according to assignments by the Center for Urban Pennsylvania (2010). Population density (total population in a county divided by the total number of square miles in a county) was used to group the counties into seven density areas ranging from less than 42 persons per square mile to more than 1,000 persons per square mile. The State was divided into six areas

(southwest, northwest, south central, north central, southeast, northeast) according to regional designations by the Governor’s Office. There were some but not very large differences on any of the three residency measures. The largest differences were on *Child Outcomes* for population density and on *Help Giver Practices* and *Child Outcomes* for different regions within the State.

Profiles for Types of Programs

One measure of the usefulness of the *Parent and Child Everyday Experiences Scale* is its ability to detect differences according to the type of program serving young child with or without developmental disabilities and their families. The profiles of the parents’ responses according to type of preschool program is shown in Table 16. Several results are worth highlighting. First, parents of children who received early intervention and then preschool special education judged their experiences as less consistent with the intent of the outcome indicators in all six outcome categories compared to all other participants. Second, parents whose children received early intervention or preschool special education, but not both, reported poorer child outcomes compared to the parents of children participating in the other types of programs. Third, parents of children who participated

Table 16
Profiles of the Participants’ Responses Judged Strongly Agree According to Type of Child Program

Type of Program	Outcome Category Percentages					
	Community/ Social Support	Parent/Family Resources	Help Giver Practices	Child Learning	Child/Adult Relationships	Child Outcomes
Early Intervention/ Preschool Special Education	31	55	46	50	68	31
Early Intervention	40	62	69	69	83	55
Preschool Special Education	46	65	65	74	85	44
Early Head Start	40	65	70	70	80	68
Head Start	58	80	77	85	90	79
Early Head Start/ Head Start	42	67	57	79	80	78
Preschool/Childcare	48	70	65	76	81	76

in Head Start (but whose children were not served in Early Head Start) judged their experiences as more consistent with the outcome indicators in five of the six outcome categories compared to parents whose children were involved in Early Head Start or both Early Head Start and Head Start. These results indicate that the *Parent and Child Everyday Experiences Scale* was able to detect differences in the parent, child, family, and community experiences of the study participants according to the types of programs serving the children.

Conclusion

This section of the final report included the description of and findings from the activities used to develop, identify, evaluate, and test the reliability

and validity of the outcome indicators for measuring the outcomes of the *Everyday Kids*, *Everyday Lives* themes. The process was both consumer-driven and consumer-informed which resulted in a set of outcome indicators that had excellent psychometric properties for a newly developed scale. The cumulative findings were used to select the final item pool for the *Everyday Kids*, *Everyday Lives Scale* and the *Family and Child Early Experiences Scales* described in the next section of the final report. The focus of final instrument development were scales that were reliable and valid, and which parents and practitioners agreed included item content (outcome indicators) that are important for measuring community and family quality of life in a manner of consistent with the intent of the *Everyday Kids*, *Everyday Lives* themes.

DESCRIPTIONS of the SCALES

This section of the report includes a description of the final versions of the scales for measuring everyday parent and child experiences to determine the extent to which family and community life is consistent with the intent of the *Everyday Kids, Everyday Lives* themes. We preface the description of the scales with a number of points to make clear the process that informed final item content and scale development. Two sets of scales were developed: One that includes selected outcome indicators in all six outcome categories and one scale that includes separate scales for each of the six outcome categories for which outcome indicators were developed.

The following findings, comments, and feedback were taken into consideration in developing both scales:

- The *Parent and Child Everyday Experiences Scale* used to establish the reliability and validity of the outcome indicators included more items that were subsequently needed to be sure enough items for each outcome category had item properties that were psychometrically sound. Field site participants, many parents who completed the *Parent and Child Everyday Experiences Scale*, and practitioners who helped with distribution of the scale to parents, commented that the scale was too long. The final version of the scale that covers all outcome categories has fewer items where items that had the poorest psychometric properties on each of the 18 subscales were eliminated.
- As noted in the description of the field test of the *Parent and Child Everyday Experiences Scale* to have practitioners and parents evaluate item content and social validity, a number of participants, and especially program directors and administrators, strongly stated that a number of the outcome categories and their item content was not relevant to the kind of work they did and then would not consider using the scale. This was the reason we decided to develop two scales since at least some outcome categories would be seen as relevant and therefore increase the likelihood that some scales would be used to obtain parent judg-

ments of their everyday family and community experiences.

- A number of professionals commented that the version of the scale completed by the parents (Attachment 4) was written at too high a reading level. The versions of the scales described in this section of the final report were evaluated by the Oleander Software (2009) package to ensure that the items were written at the lowest reading level possible. The majority of items are written at a 6th to 10th grade level.

With these points as a backdrop, we turn to a description of the scales.

The version of the scale that includes outcome indicators in all 18 subscales on the six outcome categories is the *Everyday Kids, Everyday Lives Scale*, and the version that includes six separate scales with each having three subscales is the *Family and Child Early Experiences Scales*. There are English and Spanish versions of both scales. Although we have retained the subscale structure on both scales, the principal components and confirmatory factor analysis results described in the previous section of the final report (see also Appendices E and F) indicate that the items in each outcome category are measuring unidimensional constructs. The subscale structure was retained so that users of either set of instruments could examine between and within outcome category similarities and differences.

Everyday Kids, Everyday Lives Scale

The item analyses, principal components factor analyses, confirmatory factor analyses, and the field-test results described in the previous section of the final report were used to determine which items were retained on the final version of the scale. We also determined item content by taking into account the constructs (themes) represented in the item pool to ensure nonredundancy of outcome indicators.

Both the English and Spanish versions of the *Everyday Kids, Everyday Lives Scale* are included in Attachment 5. The scale includes six sections with nine outcome indicators in each. Each section includes three subscales corresponding to the dimensions identified as part of the development of the

outcome indicators. The attachment also includes score sheets for computing total outcome category scores as well as subscale scores. The scale is designed to be completed in its entirety so as to have information about the community and family life of a parent and his or her child(ren) and family in all six outcome categories.

The scale can be used in a number of ways. First, it can be used as part of a program evaluation to assess the community and family quality of life of parents and children involved in different kinds of programs serving young children and their families. Second, it can be used by programs to determine the quality of their efforts to support families of young children. For example, we used scales that included items similar to those on the *Help Giver Practices* section of the scale to monitor early childhood and family support program quality over a 14 year period of time and to use the results to make program improvements (Dunst & Trivette, 2005). Third, findings from the scale could be used to identify areas where a program is and is not doing well to develop and implement plans to make changes in program practices and improve parent and child outcomes.

Family and Child Early Experiences Scales

Both the English and Spanish versions of the *Family and Child Early Experiences Scales* are included in Attachment 6. The attachment includes six scales, one for each outcome category. The item content is identical to the *Everyday Kids, Everyday Lives Scale* but each scale is a “stand alone” and a program could pick-and-choose which scales to use for different purposes.

As we described briefly in other sections of the final report, a number of field-test participants, and especially program directors and administrators, questioned the relevance of a number of the outcome categories, and especially the *Community and Social Supports, Parent and Family Resources*, and somewhat to our surprise *Child Outcomes*. The concerns all centered on the mission and goals that were deemed a program’s main focus. In those cases where a program did not view the outcome indicators in an outcome category as relevant to what their program did or what the program hoped to accomplish, the staff indicated that they would

not likely use a scale that included outcome indicators in all six outcome categories. They did, however, say that for the outcome categories that they did consider relevant, they thought the outcome indicators would be useful for monitoring or improving program quality. This was the basis for having a version of an instrument that included separate scales for each outcome category.

Use of the Outcome Indicators

In addition to measuring parents’ and other caregivers’ community and family quality of life, the outcome indicators, and the *constructs they are intended to represent and measure*, have other applications. An early childhood program could use the outcome indicators as standards against which their program practices are assessed to determine if what they purport to do in fact mirrors the intent of the outcome indicators. The outcome indicators could also be used by an external program consultant to provide an independent evaluation of program practices. This kind of “outside look” would provide the foundations for program planning to identify desired changes in how a program works with families and their young children. Another use is to collect information from a number of the same kind of program (e.g., early intervention) where each has a different philosophy or approach to determine if they differ in their practices and outcomes. This kind of information would be especially useful in terms of understanding which kinds of philosophies and approaches are associated with different kinds of practices and in turn different kinds of family, parent, and child outcomes (see e.g., Dunst, Trivette, & Hamby, 2007, 2008; Trivette, Dunst, & Hamby, 1996).

Data Coding Manual and Excel Files

To facilitate the coding and analysis of either the *Everyday Kids, Everyday Lives Scale* or the *Family and Child Early Experiences Scales*, a data coding manual and Microsoft Excel spreadsheets have been prepared for use by researchers, program evaluators, administrators, and other users of the scales. The code manual is included in Attachment 7. The code manual includes a number of parent and child background variables as well as the vari-

able names and descriptions of all the scale items. The scale items are organized by both major outcome categories and subscales within categories.

Attachment 8 includes a brief description of the data structure for the Microsoft Excel spreadsheet files. The electronic versions of the files are available at the www.smriusa.com website. For each person completing the *Everyday Kids*, *Everyday Lives Scale*, all of the scale items would have participant responses. For persons completing the *Family and Child Early Experiences Scales*, only those scales that were administered would have entered data. The data files include the subroutines to compute both outcome category scores and category subscale scores.

Conclusion

The findings reported in the last section of the final report together with the descriptions of the scales described in this section provide the necessary information to understand the identification, evaluation, and development of socially valid, reliable, and psychometrically sound scale items and indicators for measuring the life outcomes of young children and their families. Several of the ways the scales could be used to identify areas in need of change and improvement were also described in this section. The implications of the outcome indicators for policy and system change are described in the last section of this final report.

This section of the final report includes our conclusions based on the findings and experiences developing outcome indicators for measuring the *Everyday Kids, Everyday Lives* themes, “lessons learned” from the *Measuring Outcomes for Children* project, and the recommendations for “next steps” in using the scales that were developed for measuring the community, family, and child quality of life of parents and children involved in different kinds of early childhood programs. The information, taken together, places in context the totality of what was learned in the process of developing the outcome indicators.

Conclusions

The major conclusions that can be made from the *Measuring Outcomes for Children* project are:

- Parents, practitioners, and other concerned citizens provided rich descriptions of the kinds of experiences, practices, conditions, behaviors, and so forth that were examples of the *Everyday Kids, Everyday Lives* themes.
- The parents’ and practitioners’ responses on the Indicator Development Survey proved valuable in terms of identifying an initial pool of indicators for measuring the kinds of outcomes consistent with the intent of the *Everyday Kids, Everyday Lives* themes.
- The consumer-driven approach to identifying possible indicators resulted in an item pool that the largest number of Indicator Development Survey participants considered the “best examples” of the kinds of outcomes constituting the focus of the *Measuring Outcomes for Children* project.
- There was a high degree of consensus (agreement) among the parents and practitioners in terms of the importance of the largest majority of indicators on the Delphi Survey.
- The high degree of consensus was expected based on the fact that indicator identification was consumer-driven.
- The selection of indicators for which there was consensus resulted in a rich and varied item pool that measured outcomes in six categories and 18 subcategories.
- The item pool identified by the Delphi Survey was judged socially valid by both the parent and professional field-site participants.
- Parents whose children were involved in and professionals who worked in programs serving only children younger than eight years of age considered the outcome indicators especially important and relevant, and both clearly stated and easy to understand.
- The field test participants provided insightful comments and feedback on indicator wording that proved valuable for refining the item descriptions on the final versions of the scales.
- The version of the outcome indicator scale that was used to assess instrument reliability and validity proved to have excellent psychometric properties for a newly developed scale.
- The analysis of the parents’ responses on the *Parent and Child Everyday Experiences Scale* found that the items on all six categories of indicators were measuring unidimensional constructs but that subscales were still warranted based on the confirmatory factor analysis results.
- The parents’ responses to outcome indicators on the *Parent and Child Everyday Experiences Scale* were found to be sensitive for detecting differences in the life experiences of young children and their families according to outcome categories (e.g., *Community and Social Supports* vs. *Child and Adult Relationships*); type of early childhood program (e.g., early intervention vs. Early Head Start); and child condition (children with developmental disabilities vs. children without developmental disabilities).
- The findings from the different surveys and studies, taken together, indicate that the goal of developing a scale useful for measuring outcomes for children to determine the extent to which child and family life circumstances are consistent with the intent of the *Everyday Kids, Everyday Lives* themes was achieved.
- Both the *Everyday Kids, Everyday Lives Scale* and the *Family and Child Early Experiences*

Scales include the outcome indicators that were considered most important by parents and practitioners, socially valid by both groups of consumers, and found to be both reliable and valid based on parents' responses to the scale items.

Lessons Learned

As is often the case as part of the development of a new scale, there are lessons learned that help inform the *usefulness* and *understanding* of the scale content, and which help clarify the conditions under which a scale or scales are likely to be used. We share what we consider some of the more important lessons learned in this section of the report.

Item Content Matters

The process of involving parents and practitioners at every step in the development of the scales for measuring outcomes for children and their families was a factor contributing to outcome indicators that consumers considered most important and which mattered most in terms of improving the lives of young children and their families. Notwithstanding the overall agreement among parents and practitioners in terms of the importance of the outcome indicators, that agreement was not universal; and therefore, one should expect and will likely find persons for whom the indicators are not considered appropriate or relevant. As a number of participants said on the surveys completed as part of the project "this is nobody's business" in response to a number of scale items. No scale, no matter how well developed, is likely to include items that everybody agrees are important indicators for measuring the constructs of interest.

Consensus Regarding Understanding

Consensus on the importance of the outcome indicators is one thing, but consensus on an understanding of the intent of an indicator is another matter. In the process of developing the scales as part of this project, there were many instances where different people interpreted the intent of the outcomes differently. This is not unusual. For example, as part of promoting the adoption and use of family support principles for guiding the ways in which programs and practitioners work with and treat families, we

found considerable variation in practitioners understanding of the intent of the principles (e.g., What does it mean to "fully disclose information so families can make informed choices?"). Misunderstanding of the principles or multiple interpretations of the intent of the principles led us to develop a set of procedures for promoting mutual understanding among families support program practitioners (Dunst, 2003, 2005). It may be the case that a similar process may be necessary to develop within program and between program understanding of the intent of the outcome indicators.

Context Matters

Context includes a program's philosophy and goals, the model or approach used to guide program practices, staff beliefs and attitudes, and how a program is situated within other education, human service, health care, or other kinds of programs and organizations among other factors. Any of these as well as other factors can influence whether the outcome indicators are considered relevant to a program as was found in this project. A program that sees its main purpose and focus as the medical care or education of young children is not likely to see, for example, the relevance of the *Community and Social Supports* outcome indicators as was found in the process of developing the scales. The systems model that was used to depict the relationship among all the categories of outcome indicators (Figure 2) shows how "events" within a family are influenced by "events" outside the family. As stated by Bronfenbrenner (1979),

Whether parents can perform effectively in their child-rearing roles within the family depends on the *role demands, stresses, and supports emanating from other settings* [italics added]. Parents' evaluations of their own capacity to function, as well as their view of their child, are related to such external factors as *flexibility of job schedules, adequacy of child care arrangements, the presence of friends and neighbors who can help out in large and small emergencies* [italics added], the quality of health and social services, and neighborhood safety. The availability of supportive settings is, in turn, a function of their existence and frequency in a given culture or subculture. This frequency can be enhanced by the adoption of

public policies and practices that create additional settings and societal roles conducive to family life. (p. 7)

A lack of understanding of the nature of these embedded relationships is at least one of the reasons why the two supports and resources sections of the scales may not have been seen as relevant or important. The more narrowly a program viewed its purpose and mission, the less relevant were broader based considerations.

Real or Perceived Burden

Many of the professionals and some of the parents who participated in the field test, and who helped with participant survey and study recruitment, commented that they were required or already used some type of program quality measure, and that asking program staff or parents to complete “another” scale would be too time consuming, stressful, or distract from the “real work” of a program. Whether real or perceived burden, these conditions are likely to influence adoption and use of the scales developed in this project. These conditions will need to be taken into considerations as part of using the scales for measuring the life circumstances of young children and their families. Otherwise, follow-through or commitment will likely be very low.

Same Name, Different Approaches

Early childhood intervention in Pennsylvania as well as the rest of the country is not a single enterprise but rather a diverse mixture of philosophies, models, approaches, and practices that include equally diverse goals, methods, and outcomes. It was expected and confirmed that there would be both *within* and *between* type of program variability. We found this, for example, in a national study of family support programs for persons with disabilities (Dunst, Trivette, Starnes, Hamby, & Gordon, 1993). The name “early intervention” or “preschool special education” may give the impression that programs that are referred to by these names are more similar than different, but in reality, they are more different than similar. These differences are likely to influence whether the indicators for measuring outcomes for children and their families are seen as important for either measuring program quality or determining program impact on children and their families.

Recommendations

Based on the findings and experiences from this project, we make a number of recommendations that might be considered or be helpful in moving the agenda of *Everyday Kids, Everyday Lives* forward.

- The one recommendation that “stands out” as most important and which is a necessary but not sufficient condition for implementing all other recommendations is promoting “shared understanding” of the purpose and intent of individual outcome indicators and both categories and subcategories (subscales) of indicators. Programs that plan to use the scales for assessing and monitoring program quality would benefit tremendously from engagement in a process to promote agreed upon understanding of the intent of the outcome indicators and the conditions under which that intent is best achieved. The interested reader is referred to Dunst (2005), Dunst and Trivette (2005; 2007), Epstein et al. (1989), and Zaslow, Tout, Halle, and Forry (2009), for different approaches to achieving shared understanding.
- Many of the programs that participated in the field tests were already required to use scales for measuring program quality or they had standards that were used to guide work with children and their families. This should be taken into consideration when asking programs to use any additional instruments. Expending the necessary time and energy to explain the intent of the scales (see below) as well as the value and benefits of using the scales is needed to increase the likelihood of adoption and use of the scales.
- Programs that see one or more of the outcome categories as not relevant to their missions or approaches to working with young children and their families may be reluctant to use the scales for measuring outcomes for children and their families. Consideration should be given to this possibility and a response and approach developed that addresses this circumstance should it arise. It would seem important to take the time to understand which individual categories of outcome indicators are most important and relevant to a program and to engage program staff

in conversations and discussions of what yield would be gained from administering those categories of outcome indicators.

- Consideration should be given to how the outcome indicators might be used by a program to do a self-assessment of their mission, goals, practices, and expected outcomes. An instrument or process that facilitates a program self-assessment could be of value for identifying areas in need of improvement. The item content, for example, could be used as “standards of practice” and program staff determine the extent to which their program practices are either consistent or inconsistent with the intent of the outcome indicators. This type of self-assessment would yield the kind of information useful for developing a plan to improve program practices.
- Early childhood intervention programs in Pennsylvania and elsewhere in the United States do not adhere to the same approach or use the same model or practices, but rather vary along many different dimensions and factors. That variability should be considered as part of assessing the determinants of differences in parents’ judgments of their child and families’ life circumstances. The use of the scales developed in this project should include explicit attention to systemic, programmatic, and service-delivery factors as sources of variations in parents’ judgments of their children’s and families’ experiences.
- The Pennsylvania Developmental Disabilities Council should consider, as part of funding programs that work with young children and families, an explicit commitment to engage in practices consistent with the intent of the outcome indicators as a condition of funding. Without such a commitment, there may not be the attention necessary to address all categories of outcomes. It might be beneficial, for example, to have programs sign an agreement to use the scales to monitor program quality and to have parents complete the scales to determine progress toward improving practices more con-

sistent with the intent of the outcome indicators.

- Consideration should be given to offering training on how the scale or scales could be used for program evaluation and improvement. That training should include a description of those program practices and variables that are likely to influence parents’ judgments of their child and family quality of life. It would be helpful and beneficial to follow up this training with facilitator-guided application of the use of the scale for improving program quality to identify and eliminate or at least reduce barriers to developing and implementing practices more consistent with the intent of the outcome indicators.
- The fact that parents of children receiving either or both early intervention and preschool special education judged their child and family’s quality of life differently from parents of young children in other types of programs deserves further investigation. The reasons why these differences exist could be extremely important for identifying policy, program, practitioner, and other factors that could be targeted for changes or improvement.

Final Comments

The process used to develop outcome indicators for measuring the intent of *Everyday Kids, Everyday Lives* resulted not only in the development of reliable and valid scales for measuring family quality of life but a rich array of information for understanding parents’ and practitioners’ understanding of the conditions necessary for optimal child, parent, and family functioning. The findings—both quantitative and qualitative—taken together, provide the necessary backdrop to move forward in terms of identifying areas of interest for next steps in program and system change specifically related to quality of family life outcomes for young children and their families. The content of the final report includes a wealth of information for informing those next steps.

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ATTACHMENTS

- 1. Everyday Kids, Everyday Lives Survey**
- 2. Everyday Kids, Everyday Lives Scale Survey**
- 3. Everyday Kids, Everyday Lives Field-Test Evaluation**
- 4. Parent and Child Everyday Experiences Scale**
- 5. Everyday Kids, Everyday Lives Scale**
 - English Version**
 - Spanish Version**
- 6. Family and Child Early Experiences Scales**
 - English Version**
 - Spanish Version**
- 7. Code Manual for the Measuring Outcomes for Children Scale Items**
- 8. EXCEL Data Files for the Measuring Outcomes for Children Scales**

Attachment 1

Everyday Kids, Everyday Lives Survey

Thank you for taking the time to complete the Everyday Kids, Everyday Lives Survey. We want to know your thoughts and opinions about what experiences, activities, and outcomes you consider most important for knowing if young children birth to 8 years of age *live in loving families and welcoming communities*. The survey is being conducted as an activity for the Pennsylvania Developmental Disabilities Council.

The survey includes 10 sections on different areas of child, family, and community outcomes. We encourage you to complete as many sections as you would like. However, please feel free to complete only those sections that are of special interest to you as a parent, professional, or other interested citizen. The last section of the survey asks you questions about yourself. This information will be used to be sure we obtained representative input from people throughout Pennsylvania. Please be assured that no personal information will be shared with anyone else.

The following are the 10 sections of the survey. Each section shows the page numbers for each outcome category if you wish to complete only certain sections.

Love and Relationships.....	Page 2
Children Having Fun.....	Page 4
Fostering Child Growth.....	Page 6
Promoting Child Learning.....	Page 8
Child and Family Resources.....	Page 10
Community Acceptance.....	Page 12
Parent and Professional Competence.....	Page 14
Child Health.....	Page 16
Child Safety.....	Page 18
Child Spirituality.....	Page 20

Loving families and welcoming communities include LOVE & RELATIONSHIPS!

Please describe in your own words what you believe is the most important answer to each question.

Kids need to be loved, nurtured, and supported. Kids should know that they are loved, valued, and respected.

1. How do you know when a young child is loved?
2. What does it mean to nurture and support a young child?
3. What does valuing and respecting a young child look like?
4. How does a young child show that he or she is loved?
5. How does a young child “show us” that he or she is respected?

Kids should feel and know that they can trust the people around them, including their families, caregivers, friends, professionals, and others.

1. How does a young child “tell us” he or she trusts family members and friends?
2. How does a young child “show us” that he or she can trust professionals working with him or her?

***Kids need permanent relationships with people
on whom they can count and who won't leave them.***

1. What does a permanent relationship look like for a young child?
2. How do you tell when a child can count on people in his or her life?

Kids belong in families, and families are the people who love them unconditionally.

1. What does unconditional love mean for a young child?
2. What does a young child belonging to a family look like?

Kids want, need, and should have friends.

1. What does a friendship mean or look like for a young child?
2. What kinds of things do young friends do together?

Loving families and welcoming communities have FUN!

Please describe in your own words what you believe is the most important answer to each question.

Kids need opportunities for joy and laughter.

1. What do young children do to show joy and laughter?
2. What kinds of things (opportunities) make young children smile, laugh, and be happy?
3. What kinds of things should young children do to have fun?

Kids need, want, and should have playmates.

1. Who make the best playmates for young children?
2. What do playmates do to have fun and enjoy one another?

Kids need places to play and have fun.

1. Where are the places that young children have the most fun?
2. What are the things young children do in those places to have fun?

Families should have fun together.

1. What do families of young children do together when they are having fun?
2. What kind of activities do families of young children do when enjoying each other's company?
3. How can you tell when families of young children are having fun together?

Supports and services should help families and kids enjoy each other and have fun.

1. What kinds of supports help family members and young children enjoy one another?
2. How can services be provided so they help families and young children have fun?

Loving families and welcoming communities foster GROWTH!

Please describe in your own words what you believe is the most important answer to each question.

Kids need rich and challenging experiences to grow.

1. What do rich and challenging experiences (activities) look like for young children?
2. Which kinds of challenging experiences are best for young children's learning and development?
3. How can you tell young children are learning and developing as a result of these activities?
4. What is the community's responsibility in developing rich and challenging experiences for young children?

Kids need the confidence that encourages them to explore, play, and grow.

1. What kinds of activities (experiences, opportunities) encourage young children to play and explore?
2. How do you know when a young child has a sense of confidence?

The people who support kids should have high expectations of them.

1. What can people do to set high but realistic expectations for young children?
2. What kinds of things should young children be expected to be able to do?
3. Who are the people who should set these high expectations for young children?

Parents want their children to grow up and make a contribution to society.

1. What kinds of contributions to society should young children be expected to make when they grow up?
2. What kinds of early experiences do young children need to be able to make those kinds of contributions to society later in life?

Loving families and welcoming communities include LEARNING!

Please describe in your own words what you believe is the most important answer to each question.

Childcare programs, preschool programs, and schools should welcome, support, and plan carefully for all children.

1. What should childcares, preschools, and other early childhood programs do to welcome ALL children?
2. What kinds of plans and supports need to be in place to welcome ALL children?

Kids need care and education that is individualized, accommodates their unique needs, and is accountable to them and their families.

1. How should childcares, preschools, and early childhood programs individualize young children's learning opportunities?
2. What kinds of accommodations should be made in response to young children's special needs?
3. What should childcares, preschools, and early childhood programs do to be accountable to young children's families?

Successful care and education requires partnering and collaboration among parents, kids, and educators.

1. What do successful home–school partnerships and collaboration look like?
2. What needs to be in place for families and professionals to work together on behalf of young children?

Kids learn better when caregivers and educators use state of the art practices.

1. What are state of the art practices for young children?
2. What are the expected benefits from using those kinds of practices?

Loving families and welcoming communities have RESOURCES!

Please describe in your own words what you believe is the most important answer to each question.

Parents need information, options, and the power to make choices in order to make good decisions for their kids.

1. What kinds of information do parents need to make good choices for their young children?
2. What do parents do or say when they know they have made good choices and decisions for their young children?
3. What do communities need to do to make sure parents have information and options when making decisions about their young children?

Kids deserve quality early childhood education and care.

1. What does high quality care and early childhood education look like?
2. How can you tell that care and education are the highest quality?
3. What do communities need to do to ensure high quality care and early childhood education?

Kids and their families need well-paid, well-qualified staff who stay around to support them over time.

4. What does it mean to be a well-qualified childcare or preschool staff?
5. What do well-qualified staff need to do to support young children?

3.. What does it mean to be a well-paid childcare or preschool staff?

Systems should work together to support kids to make smooth transitions.

1. What can support systems do to work together on behalf of young children?
2. What does a smooth transition between placements look like for young children?
3. What do parents need to help create a smooth transition for their young child?

Kids need someone to take responsibility for coordinating their care or services.

1. What does effective care or service coordination look like for young children and their families?
2. Who should be the care or service coordinators for young children and their families?

Families benefit when other families support them.

1. What kinds of supports should other families provide to young children and their parents?
2. What kinds of parent-to-parent supports are most likely to benefit young children and their families?

Loving families and welcoming communities practice ACCEPTANCE!

Please describe in your own words what you believe is the most important answer to each question.

*Communities are places where people live and have relationships with each other.
Children are contributing members of their communities.*

1. What do supportive communities look like for young children and their families?
2. In what ways do young children make contributions to their communities?

*Welcoming communities are ones that work to stop stereotypes,
harassment, and fear of differences.*

1. What do accepting communities do to include ALL children?
2. How do you know a community welcomes ALL its members?

Communities should welcome all people, including kids.

1. What can community members do to include and welcome ALL children?
2. What are the characteristics of welcoming and accepting communities?

Community members benefit collectively and individually from the gifts and talents all people offer.

1. What are the gifts and talents of welcoming communities?
2. What gifts and talents can young children contribute to their communities?
3. How can communities pool their gifts and talents for the mutual benefit of ALL community members?

Communities have a responsibility to care for, protect, and nurture all the people in them.

1. What does a caring and nurturing community look like?
2. What should a community do to protect all its members?

Loving families and welcoming communities expect COMPETENCE!

Please describe in your own words what you believe is the most important answer to each question.

Families have the most intimate and longstanding knowledge of the members of their family. To best support families, people who work with children must integrate that knowledge into the supports they offer.

1. What are the best ways parents can share information about their young children with professionals?
2. What should professionals do to ensure parents' knowledge about their children is used to provide support and care?

Information is a resource and is power. People need information to be able to make decisions, to influence, and to help. Everyone needs accurate information.

1. What kinds of information do parents need to best help their young children?
2. What kinds of information do professionals need to best help young children?

People who work with children need the knowledge, skills, and attitudes to support all kids and families.

1. What kinds of knowledge do professionals need to support young children and their families?
2. What kinds of skills do professionals need to work effectively with young children and their families?
3. What kinds of attitudes and beliefs do professionals need to have to best support young children and their families?

People who work with children must practice professional and ethical behavior.

1. What professional behaviors are most valued by families?
2. How can we ensure professionals are ethical in their work with young children and their families?
3. What should community members do if they are concerned about the behavior of professionals working with young children and their families?

Families must have relevant, accurate, and timely information to make informed decisions for their children.

1. What can professionals do to provide families information in a timely manner?
2. In what ways should information be shared with families?
3. How should information be provided so families can make informed decisions for their children?
4. How do you know that relevant and accurate information has been shared with families?

Families need options in order to make good decisions.

1. What kinds of options do families need to make good decisions?
2. How can community members and professionals best provide information for families to make good decisions?

Loving families and welcoming communities support HEALTH!

Please describe in your own words what you believe is the most important answer to each question.

Families and kids deserve high quality, affordable, and accessible health care and health insurance.

1. What kinds of health care should be accessible to ALL young children and their families?
2. What kind of health care insurance should be available to young children and their families?
3. How can you ensure young children and their families receive high quality health care?
4. What does affordable health care mean to families of young children?
5. How should families pay for high quality health care for young children?

Kids need their health care providers and other supports and service providers to communicate and work with each other.

1. What should be done to promote communication and cooperation between health care providers and other professionals?
2. How should health care providers and other professionals work together?
3. How would you be able to tell that health care providers and other professionals are effectively working together?

Kids deserve a safe environment and supports that foster their physical and emotional well-being.

1. What does a safe environment look like for young children?
2. How do you tell a young child's physical well-being is being fostered?
3. How do you tell a young child's emotional well-being is being fostered?

Loving families and welcoming communities ensure SAFETY!

Please describe in your own words what you believe is the most important answer to each question.

Kids deserve to be safe and secure. They should be protected from harm.

1. How can you ensure that young children are safe and secure?
2. How do you ensure that young children are protected from harm?
3. How can you tell that young children feel safe and secure?

All families need adequate food, clothing, housing, and money to be safe and secure.

1. What do families need in order to have adequate basic resources?
2. What do families need in order to have adequate financial resources?
3. What do families need to have to live in a safe and secure neighborhood?

Kids need communities free of violence. Their homes, childcare programs, neighborhoods, playgrounds, and schools need to be safe.

1. How do you ensure young children's homes and neighborhoods are safe and free of violence?
2. How do you ensure childcares and preschools are safe and free of violence?
3. How can you make neighborhoods and playgrounds safe places for young children to visit?
4. How do you know when young children's homes are safe places for them?

Loving families and welcoming communities include SPIRITUALITY!

Please describe in your own words what you believe is the most important answer to each question.

Many families want their kids to have a spiritual life.

1. What does a spiritual life look like for a young child?
2. What can parents do to provide their children spiritual opportunities?

Faith communities should embrace and welcome all families.

1. What can faith communities do to welcome ALL young children and their families?
2. What kinds of experiences should faith communities make available to young children?
3. How would you know that faith communities embrace ALL young children and their families?

Kids should have the opportunity to participate in the rituals and ceremonies of their faith.

1. What kinds of spiritual rituals should young children be part of?
2. In what kinds of spiritual ceremonies should faith communities include young children?

Tell Us About Yourself

Are you a: Parent Professional Other (Please describe) _____

If you are completing the survey as a parent, foster parent or other primary caregiver, please complete this section:

Your Relationship to Your Child(ren): Mother Father Grandmother Grandfather
 Other Relative (Please describe) _____
 Other (Please describe) _____

Your Age: < 18 18-25 26-30 31-35 36-40 41-45 46-50 51-55
 Other (Please specify) _____

Your Education: Less than High School High School Some College
 College Graduate Advanced Degree (Please describe) _____

Your Ethnicity: African American American Indian Asian
 Caucasian Latino Native Hawaiian/Pacific Islander
 Other: _____

Your Children: Age ____ Boy Girl; Age ____ Boy Girl; Age ____ Boy Girl;
Age ____ Boy Girl; Age ____ Boy Girl; Age ____ Boy Girl

Do any of your children have a: Disability Medical Condition Developmental Delay
 Other Condition (Please describe) _____ None

Where do you live? Pennsylvania Other _____
In which county do you live? _____

If you are completing the survey as a professional or other interested citizen,
please complete this section:

Your Profession: _____

Type of Work: _____

Years of Professional Experience: _____ Highest Degree Obtained: _____

Your Age: _____ Years Age of Children with Whom You Work: _____

Your Ethnicity: African American American Indian Asian
 Caucasian Latino Native Hawaiian/Pacific Islander
 Other: _____

Where do you work? Pennsylvania Other _____

In which county do you work? _____

Thank you for completing the survey. Please return in the postage-paid envelope to the:

Smoky Mountain Research Institute
128 South Sterling St.
Morganton, NC 28655

Attachment 2

Everyday Kids, Everyday Lives Scale Survey

Thank you for taking the time to complete this survey. The responses from interested persons like yourself will be used to select items to develop a scale that can be used by parents, professionals, and programs to assess how well parents experience and professionals provide different types of supports, resources, and learning opportunities. The survey is being conducted as an activity for the Pennsylvania Developmental Disabilities Council.

The survey includes six sections with three subsections each. Each subsection includes 10 items that we want you to tell us *how important* each item is for young children and their families. The items were selected or developed from information provided by parents and professionals throughout Pennsylvania. We encourage you to complete all sections. If you prefer, complete only those sections that are most important to you. Please complete the background information section so we know who has completed the survey. The page numbers for each section of the survey are listed below:

Background Information	2-3
Community and Social Supports	4-5
Parent and Family Resources	6-7
Professional Help-Giving Practices	8-9
Child Learning Opportunities	10-11
Child and Adult Relationships	12-13
Child Outcomes	14-15

After you finish, please return the survey to us in the postage-paid envelope. Once again, thank you for participating in this important project. The final version of the *Everyday Kids, Everyday Lives Scale* will be made available free to anyone who wishes to use the scale.

**Thank you for taking the time to complete the survey.
Please return in the postage-paid envelope to:**

**Smoky Mountain Research Institute
128 South Sterling Street
Morganton, NC 28655**

If you have questions, please call Carol Trivette, Ph.D., at 1-800-824-1174.

Tell Us About Yourself

If you are completing the survey as a parent, foster parent, other primary caregiver, or a person with a disability, please complete this section.

If you are a parent or guardian, please give your relationship to your child(ren):

- Mother Father Grandmother Grandfather
 Other Relative (Please describe) _____ Other (Please describe) _____
 I am not a parent or guardian

Your Age: < 18 18-25 26-30 31-35 36-40 41-45 46-50 51-55
 Other (Please specify) _____

Your Education: Less than High School High School Some College
 College Graduate Advanced Degree (Please describe) _____

Your Ethnicity: African American Asian American Indian
 Caucasian Latino Native Hawaiian/Pacific Islander
 Other: _____

Your Children (if you are a parent):

Age ____ Boy Girl; Age ____ Boy Girl; Age ____ Boy Girl

If you are a parent, do any of your children have a: Disability Medical Condition
 Developmental Delay Other Condition (Please describe) _____
 None

Do you have a: Disability Medical Condition Developmental Delay
 Other Condition (Please describe) _____ None

Where do you live? Pennsylvania
 Other State (Please write state name) _____

In which county do you live? _____

The findings from this survey will be used to develop an instrument that programs across Pennsylvania can use to evaluate child outcomes. If you are interested in receiving a copy of the scale, please indicate below.

Name _____

E-mail _____ OR Telephone _____

If you are completing the survey as a professional or other interested citizen, please complete this section.

Your Profession: _____

Type of Work: _____

Years of Professional Experience: _____ Highest Degree Obtained: _____

Your Age: _____ Years Age of Children with Whom You Work: _____

Your Ethnicity: African American Asian American Indian
 Caucasian Latino Native Hawaiian/Pacific Islander
 Other: _____

Where do you work? Pennsylvania
 Other State (Please write state name) _____

In which county do you work? _____

The findings from this survey will be used to develop an instrument that programs across Pennsylvania can use to evaluate child outcomes. If you are interested in receiving a copy of the scale, please indicate below.

Name _____

E-mail _____ OR Telephone _____

Community and Social Supports

Community and social supports include the human aspects and physical features of the places where family members live and work that provide for safe, supportive, and nurturing relationships with other community members. Community and social context includes: (1) safe and secure homes, neighborhoods, and communities; (2) welcoming and supportive community members and organizations; and (3) nurturing and cooperative support systems and members.

Safe and Secure Environments

To what extent is each of the following important for children and families to have safe and secure homes, neighborhoods, and communities?

	<i>Not at all important</i>	<i>Somewhat important</i>	<i>Generally important</i>	<i>Very important</i>	<i>Extremely important</i>
Adults who know children's whereabouts	1	2	3	4	5
Violence-free preschools and childcare programs	1	2	3	4	5
Community Watch or other types of neighborhood monitoring	1	2	3	4	5
Cooperation between law enforcement and community members	1	2	3	4	5
Neighbors who look out for children's safety	1	2	3	4	5
Background checks conducted on preschool and childcare program staff	1	2	3	4	5
Recreation centers and other places that are safe for young children	1	2	3	4	5
Availability of safe places for children to play	1	2	3	4	5
Community members' support for non-violent neighborhoods	1	2	3	4	5
Dependable public safety services	1	2	3	4	5

Welcoming and Supportive Communities

To what extent is each of the following important for communities to be welcoming and supportive to young children and their families?

	<i>Not at all important</i>	<i>Somewhat important</i>	<i>Generally important</i>	<i>Very important</i>	<i>Extremely important</i>
Neighbors that look out and care for all children	1	2	3	4	5
Non-discriminatory community member attitudes and beliefs	1	2	3	4	5
Community activities that encourage child and family interactions	1	2	3	4	5
Child-friendly community activities and events	1	2	3	4	5
Neighbors who take an interest in the well-being of all children	1	2	3	4	5
Playgrounds and other facilities that are accessible to all children	1	2	3	4	5

Welcoming and Supportive Communities, *continued*

To what extent is each of the following important for communities to be welcoming and supportive to young children and their families?

	<i>Not at all important</i>	<i>Somewhat important</i>	<i>Generally important</i>	<i>Very important</i>	<i>Extremely important</i>
Communities that celebrate cultural and ethnic diversity	1	2	3	4	5
Public safety officers who care about young children and their families	1	2	3	4	5
Faith communities that encourage tolerance and acceptance	1	2	3	4	5
Neighborhood and community sponsored children's activities	1	2	3	4	5

Nurturing Support Systems

To what extent is each of the following important for children and families to have nurturing support systems?

	<i>Not at all important</i>	<i>Somewhat important</i>	<i>Generally important</i>	<i>Very important</i>	<i>Extremely important</i>
Accessible and high quality health care services for young children	1	2	3	4	5
Community members who engage children in community activities	1	2	3	4	5
Assistance with child transitions between preschool or school settings	1	2	3	4	5
Accessible and high quality community activities for young children	1	2	3	4	5
Community organizations whose missions include child and family well-being	1	2	3	4	5
All children have a medical home with competent and caring health professionals	1	2	3	4	5
Caring neighbors and community members	1	2	3	4	5
Open communication among family members, neighbors, and community members	1	2	3	4	5
Accessible and high-quality preschools and childcare programs for young children	1	2	3	4	5
Neighbors who talk to one another about children's safety	1	2	3	4	5

Parent and Family Resources

Parent and family resources include the supports provided by formal and informal social network members so parents have the time and energy to carry-out parenting responsibilities. Parent and family resources include: (1) basic resources so parents have the time and energy to nurture their children's growth and development; (2) early childhood care and education that is the highest quality; and (3) informal supports from other parents that include opportunities for mutually beneficial interactions between adults and children.

Basic Resources

To what extent is each of the following important for determining if families have the resources necessary to nurture their children's growth and developments?

	<i>Not at all important</i>	<i>Somewhat important</i>	<i>Generally important</i>	<i>Very important</i>	<i>Extremely important</i>
Support from neighbors and community members	1	2	3	4	5
Adequate transportation (car, bus, subway, train)	1	2	3	4	5
Time to be a family	1	2	3	4	5
Good paying jobs	1	2	3	4	5
High quality healthcare for all family members	1	2	3	4	5
Money to buy necessities (food, clothing, utilities)	1	2	3	4	5
Child and adult access to educational opportunities	1	2	3	4	5
Access to public assistance for those who do not have a good job	1	2	3	4	5
Dependable means to communicate with others (telephone, cell phone, email)	1	2	3	4	5
Adequate shelter (house, apartment)	1	2	3	4	5

Early Childhood Education and Care

To what extent is each of the following important for early childhood education and care to provide high quality child learning experiences and opportunities?

	<i>Not at all important</i>	<i>Somewhat important</i>	<i>Generally important</i>	<i>Very important</i>	<i>Extremely important</i>
Professionals talk to and communicate with parents on a regular basis	1	2	3	4	5
Make child learning experiences fun and enjoyable	1	2	3	4	5
Professional salaries that match recommended standards	1	2	3	4	5
Safe and supportive places for young children	1	2	3	4	5
Learning experiences build on children's interests and strengths	1	2	3	4	5
Include children with and without disabilities in learning experiences	1	2	3	4	5
Professionals and parents work together to improve program quality	1	2	3	4	5

Early Childhood Education and Care, *continued*

To what extent is each of the following important for early childhood education and care to provide high-quality child learning experiences and opportunities?

	<i>Not at all important</i>	<i>Somewhat important</i>	<i>Generally important</i>	<i>Very important</i>	<i>Extremely important</i>
Teaching practices are based on the individual needs of children	1	2	3	4	5
Professionals have college degrees in areas specifically related to young children	1	2	3	4	5
Professionals who involve family members in all parts of their children's education and care	1	2	3	4	5

Parenting Supports

To what extent is each of the following important for parents to be able to nurture and support child learning and development?

	<i>Not at all important</i>	<i>Somewhat important</i>	<i>Generally important</i>	<i>Very important</i>	<i>Extremely important</i>
Parents have opportunities to provide parenting information and guidance to one another	1	2	3	4	5
Faith communities that are responsive to family's spiritual needs	1	2	3	4	5
Community and neighborhood members who provide a range of support to parents	1	2	3	4	5
Parents have knowledge and skills to support child learning and development	1	2	3	4	5
Professional programs and agencies who are responsive to parents specific needs	1	2	3	4	5
Parents have the time, and both physical and emotional energy to carry out parenting responsibilities	1	2	3	4	5
Family support programs or resource centers that make parents feel comfortable asking for support	1	2	3	4	5
Community programs and organizations that encourage family participation in different activities	1	2	3	4	5
Parenting support from faith communities in response to family requests	1	2	3	4	5
Parents receive support from others as a way of strengthening their parenting confidence	1	2	3	4	5

Professional Help-Giving Practices

Professional help-giving practices include the ways in which professionals interact and treat families, and provide them information needed to make informed choices. Professional help-giving practices include: (1) professionals' knowledge, skills, and professional ethics; (2) the relationships professionals have with parents; and (3) informed parent decision-making and parent involvement in obtaining resources, achieving goals, and providing their children learning opportunities.

Knowledge and Skills

<i>To what extent is each of the following important for professionals to have the knowledge and skills necessary to work with parents of young children?</i>	<i>Not at all important</i>	<i>Somewhat important</i>	<i>Generally important</i>	<i>Very important</i>	<i>Extremely important</i>
Professionals who have formal education to work with young children and their families	1	2	3	4	5
Professionals who are thoroughly screened before working with young children and their families	1	2	3	4	5
Professionals who have knowledge about the resources and supports that families need	1	2	3	4	5
Professionals who are responsible for supporting families ability to care for their children	1	2	3	4	5
Professionals who have knowledge about both child and family development	1	2	3	4	5
Professionals who are responsible for keeping themselves informed about best practices informed by research	1	2	3	4	5
Professionals who are held to the highest ethical standards	1	2	3	4	5
Professionals who have the knowledge and skills about how to support and teach parents and other caregivers	1	2	3	4	5
Professionals who receive ongoing high quality training to improve their knowledge and skills	1	2	3	4	5
Professionals who receive ongoing mentoring and coaching by more experienced peers or supervisors	1	2	3	4	5

Relational Practices

<i>To what extent is each of the following important for supporting the parent-professional help-giving relationships?</i>	<i>Not at all important</i>	<i>Somewhat important</i>	<i>Generally important</i>	<i>Very important</i>	<i>Extremely important</i>
Professionals who use open and honest communication skills with parents	1	2	3	4	5
Professionals who provide information to families in ways the family prefers	1	2	3	4	5
Professionals who use active and reflective listening skills with parents	1	2	3	4	5
Professionals who recognize and acknowledge family members' strengths	1	2	3	4	5

Relational Practices, *continued*

<i>To what extent is each of the following important for supporting the parent-professional help-giving relationships?</i>	<i>Not at all important</i>	<i>Somewhat important</i>	<i>Generally important</i>	<i>Very important</i>	<i>Extremely important</i>
Professionals who are nonjudgmental and open-minded when working with parents	1	2	3	4	5
Professionals who share information with families in a complete and unbiased manner	1	2	3	4	5
Professionals who are sensitive to families' ethnic, cultural, and personal beliefs and values	1	2	3	4	5
Professionals who treat family members with dignity and respect at all times	1	2	3	4	5
Professionals who are responsive to family-identified needs, concerns, and priorities	1	2	3	4	5
Professionals who treat family members in ways that strengthen their capacity to become more capable	1	2	3	4	5

Participatory Practices

<i>To what extent is each of the following important for actively involving families to make informed choices and act on those choices?</i>	<i>Not at all important</i>	<i>Somewhat important</i>	<i>Generally important</i>	<i>Very important</i>	<i>Extremely important</i>
Professionals who provide information to families so they can make informed choices and decisions	1	2	3	4	5
Professionals who support a family's decision even if professionals do not agree with their choice	1	2	3	4	5
Professionals and families who work together to strengthen parents' child rearing abilities	1	2	3	4	5
Professionals who help family members learn the things they want to learn to improve their life circumstances	1	2	3	4	5
Professionals and families who together consider different choices and options	1	2	3	4	5
Professionals who support families to do things for themselves so as not to create dependencies	1	2	3	4	5
Professionals who involve family members in all parts of young children's education and care	1	2	3	4	5
Professionals who encourage family members to be active participants in obtaining needed supports and resources	1	2	3	4	5
Professionals who are flexible and responsive to changes in family circumstances	1	2	3	4	5
Professionals who help family members use their strengths to obtain resources and supports	1	2	3	4	5

Child Learning Opportunities

Child learning opportunities include the formal and informal experiences that promote the child's development. Child learning opportunities include: (1) rich and varied formal and informal learning opportunities; (2) opportunities to learn from peers; and (3) learning opportunities that are fun, enjoyable, and development-enhancing.

Rich and Varied Learning Opportunities

<i>To what extent is each of the following important for young children to have rich and varied learning opportunities?</i>	<i>Not at all important</i>	<i>Somewhat important</i>	<i>Generally important</i>	<i>Very important</i>	<i>Extremely important</i>
Community members and organizations support young children's participation in different kinds of learning activities	1	2	3	4	5
Provide young children learning opportunities informed by research-based best practices	1	2	3	4	5
Libraries have a children's section and encourage children to explore books and other reading material	1	2	3	4	5
Provide young children a mix of child-initiated and adult-supported activities and experiences	1	2	3	4	5
Faith communities provide age-appropriate religious and spiritual activities for young children	1	2	3	4	5
Encourage young children to try new things	1	2	3	4	5
Provide young children a mix of informal and formal learning opportunities at home, in the community, and in preschools and child care programs	1	2	3	4	5
Early childhood professionals create learning situations that are individualized and encourage active involvement of young children	1	2	3	4	5
Provide young children opportunities to experience different kinds of activities that build on children's strengths and abilities	1	2	3	4	5
Equipment and learning materials in the community, schools, and childcare programs encourage and challenge young children's participation	1	2	3	4	5

Peer Learning Opportunities

<i>To what extent is each of the following important for encouraging and supporting child-to-child learning opportunities?</i>	<i>Not at all important</i>	<i>Somewhat important</i>	<i>Generally important</i>	<i>Very important</i>	<i>Extremely important</i>
Providing opportunities for children to interact with children who are older and younger	1	2	3	4	5
Providing opportunities for all children to play with other children in a variety of community settings and places	1	2	3	4	5
Providing opportunities to engage in activities that are decided upon with playmates	1	2	3	4	5

Peer Learning Opportunities, *continued*

<i>To what extent is each of the following important for encouraging and supporting child-to-child learning opportunities?</i>	<i>Not at all important</i>	<i>Somewhat important</i>	<i>Generally important</i>	<i>Very important</i>	<i>Extremely important</i>
Children's friendships are nurtured and supported by adults	1	2	3	4	5
Peer play opportunities are contexts for shared learning	1	2	3	4	5
Providing opportunities for children to interact and play with same age peers	1	2	3	4	5
Providing children a variety of opportunities to interact with peers, cousins, neighbors' children, and other children	1	2	3	4	5
Providing play opportunities so children learn compassion and how to share with others	1	2	3	4	5
Providing opportunities to engage in play activities with peers with supportive adults present	1	2	3	4	5
Providing children experiences and opportunities to develop friendships	1	2	3	4	5

Development-Enhancing Learning Activities

<i>To what extent is each of the following important for child learning opportunities to be fun, enjoyable, and promote child development?</i>	<i>Not at all important</i>	<i>Somewhat important</i>	<i>Generally important</i>	<i>Very important</i>	<i>Extremely important</i>
Opportunities encourage children to take an active part in the activity	1	2	3	4	5
Activities that encourage children to try new things	1	2	3	4	5
People who provide learning opportunities make the activities interesting and enjoyable	1	2	3	4	5
Learning opportunities allow children to practice what they can already do and to promote new abilities	1	2	3	4	5
Learning activities that encourage children to explore	1	2	3	4	5
Learning opportunities include a variety of activities that encourage children to figure out how things work	1	2	3	4	5
Learning activities promote a child's sense of mastery and accomplishment	1	2	3	4	5
Learning opportunities based on children's interests	1	2	3	4	5
Learning opportunities that encourage children to do their best	1	2	3	4	5
Children's learning activities are both fun and enjoyable	1	2	3	4	5

Child and Adult Relationships

Child and adult relationships include the ways in which secure and safe relationships are developed and maintained between adults who interact with and care for young children. Child and adult relationships include: (1) relationships that are based on trust and dependability; (2) relationships that are supportive and nurturing; and (3) relationships that are enjoyable and mutually beneficial.

Trust and Dependability

To what extent is each of the following important for building dependable and trusting relationships between young children and adults?

	<i>Not at all important</i>	<i>Somewhat important</i>	<i>Generally important</i>	<i>Very important</i>	<i>Extremely important</i>
An adult on whom the child can depend for comfort	1	2	3	4	5
Children experience emotional and physical support from adults	1	2	3	4	5
Families provide a safe and supportive environment	1	2	3	4	5
An adult who interacts with the child in supportive ways	1	2	3	4	5
An adult who provides the child guidance and support	1	2	3	4	5
Children feel they are members of a family	1	2	3	4	5
Children have adults on whom they can count	1	2	3	4	5
An adult on whom the child can depend when upset or hurt	1	2	3	4	5
One or more adults who are stable and caring caregivers	1	2	3	4	5
An adult who protects the child from harm	1	2	3	4	5

Supportive and Nurturing Relationships

To what extent is each of the following important for supporting and nurturing parent-child relationships?

	<i>Not at all important</i>	<i>Somewhat important</i>	<i>Generally important</i>	<i>Very important</i>	<i>Extremely important</i>
An adult who provides the child encouragement	1	2	3	4	5
An adult who encourages the child's learning	1	2	3	4	5
An adult who treats the child with respect	1	2	3	4	5
An adult who acknowledges the child's individual differences	1	2	3	4	5
An adult who nurtures the child's imagination and creativity	1	2	3	4	5
An adult who listens to the child's wants, needs, and desires	1	2	3	4	5
An adult who encourages the child to do his or her best	1	2	3	4	5

Supportive and Nurturing Relationships, *continued*

<i>To what extent is each of the following important for supporting and nurturing parent-child relationships?</i>	<i>Not at all important</i>	<i>Somewhat important</i>	<i>Generally important</i>	<i>Very important</i>	<i>Extremely important</i>
An adult who provides the child supportive experiences and opportunities	1	2	3	4	5
An adult who acknowledges the child's strengths and accepts his or her limitations	1	2	3	4	5
An adult who provides the child positive feedback	1	2	3	4	5

Mutually Beneficial Relationships

<i>To what extent is each of the following important for there to be mutually beneficial relationships between young children and adults?</i>	<i>Not at all important</i>	<i>Somewhat important</i>	<i>Generally important</i>	<i>Very important</i>	<i>Extremely important</i>
Parents encourage and challenge children to try new things	1	2	3	4	5
Parents interact with children in responsive and supportive ways	1	2	3	4	5
Parents and children have family rituals that occur on a regular basis	1	2	3	4	5
Interactions between parents and children are full of smiles and laughs	1	2	3	4	5
Parents and children do fun activities together	1	2	3	4	5
Parents and children celebrate birthdays, holidays, and other special events	1	2	3	4	5
Parents and children have routine play times	1	2	3	4	5
Parents and children engage in mutually interesting activities	1	2	3	4	5
Parents and children enjoy the time they spend together	1	2	3	4	5
Parents and children go on family outings	1	2	3	4	5

Child Outcomes

Child outcomes include the benefits realized from the experiences and learning opportunities provided young children. Child outcomes include: (1) child growth, development, and competence; (2) child confidence and efficacy, and (3) physical and emotional well-being.

Child Competencies

<i>To what extent is each of the following important for assessing child growth, development, and competence?</i>	<i>Not at all important</i>	<i>Somewhat important</i>	<i>Generally important</i>	<i>Very important</i>	<i>Extremely important</i>
Child seeks assistance from others	1	2	3	4	5
Child communicates with others in ways appropriate for his/her age	1	2	3	4	5
Child helps with things around the house or apartment	1	2	3	4	5
Child participates in activities with other children the same age	1	2	3	4	5
Child shows an interest in new things, people, and places	1	2	3	4	5
Child stays involved in play or other activities for a while	1	2	3	4	5
Child figures things out by experimenting	1	2	3	4	5
Child interacts appropriately with adults	1	2	3	4	5
Child participates in activities in the community	1	2	3	4	5
Child interacts with other children in an appropriate manner	1	2	3	4	5

Child Confidence

<i>To what extent is each of the following important for assessing child confidence and a sense of one's own capabilities?</i>	<i>Not at all important</i>	<i>Somewhat important</i>	<i>Generally important</i>	<i>Very important</i>	<i>Extremely important</i>
Child likes to explore different ways toys and other materials work	1	2	3	4	5
Child gets particularly excited when he/she learns something new	1	2	3	4	5
Child enjoys "showing off" his/her success	1	2	3	4	5
Child knows that he/she has successfully completed a task or activity	1	2	3	4	5
Child shows an "I can do it" attitude	1	2	3	4	5
Child smiles or laughs in response to his/her accomplishments	1	2	3	4	5
Child becomes excited as part of figuring out new things	1	2	3	4	5

Child Confidence, *continued*

<i>To what extent is each of the following important for assessing child confidence and a sense of one's own capabilities?</i>	<i>Not at all important</i>	<i>Somewhat important</i>	<i>Generally important</i>	<i>Very important</i>	<i>Extremely important</i>
Child shows a sense of pride or accomplishment in trying new things	1	2	3	4	5
Child vocalizes or talks about his/her successes	1	2	3	4	5
Child is increasingly interested in particular types of activities	1	2	3	4	5

Child Well-Being

<i>To what extent is each of the following important for assessing child health and well-being?</i>	<i>Not at all important</i>	<i>Somewhat important</i>	<i>Generally important</i>	<i>Very important</i>	<i>Extremely important</i>
Child demonstrates age appropriate physical development	1	2	3	4	5
Child is happy most of the time	1	2	3	4	5
Child eats healthy foods on a regular basis	1	2	3	4	5
Child expresses feelings appropriately	1	2	3	4	5
Child is friendly towards others	1	2	3	4	5
Child engages in vigorous activity at least a few times a day	1	2	3	4	5
Child smiles and laughs in response to fun things	1	2	3	4	5
Child is well adjusted	1	2	3	4	5
Child has good personal hygiene habits	1	2	3	4	5
Child is healthy most of the time	1	2	3	4	5

Attachment 3

Everyday Kids, Everyday Lives Field-Test Evaluation

EVERYDAY KIDS, EVERYDAY LIVES INDICATORS

Thank you for agreeing to participate in the *Everyday Kids, Everyday Lives* scale development project. The project so far has identified the indicators that professionals, parents, and concerned citizens throughout Pennsylvania agreed were important for programs who work with young children and their families. The intent of the items is to ensure children and families receive the highest quality supports and experiences. The version of the scale you will review will be used to develop a program planning and evaluation tool. The version you will ask parents to complete will be used as an outcome measure for assessing child and family life experiences.

PURPOSES OF THE FIELD TEST

There are three purposes of the field-test. The first is to have you evaluate different aspects of the item content. The second is to have you suggest ways a program could use the scale to improve or monitor program quality. The third is to have you suggest ways the scale might be “packaged” to make it most usable to programs serving children and their families. Please make your written comments and suggestions on the last page of this booklet.

HOW TO MAKE YOUR EVALUATIONS

When responding to the field-test questions, we ask you to think of a program or organization that has as part of its mission the provision or mobilization of the resources, supports, experiences, and outcomes in each section of the *Everyday Kids, Everyday Lives* scale. Your program, or the program that serves your child, may not consider the indicators relevant for what you do or want. That is okay. We are interested in your thoughts about the importance and relevance of the items for programs that would consider the indicators important for program quality. After reading and discussing the items in each section, please make your individual ratings for each set of questions using the response form on the right hand side of the page.

BACKGROUND INFORMATION

Name of Program: _____

Location: City _____ County _____ Zip Code _____

Type of Program:

- Early Intervention
 Preschool Special Education
 Early Head Start
 Other _____
- Head Start
 Child Care
 Family Support Program

Ages of Children the Program Serves:

- 0 to 3 years
 3 to 5 years
 5 to 8 years
 Other _____

I am completing this field evaluation scale as a: Professional Parent Other _____

COMMUNITY AND SOCIAL SUPPORTS

Community and social supports include the human resources and physical features of the places where family members live and provide for safe, supportive, and nurturing relationships with other community members. Community and social supports include: (1) safe and secure homes, neighborhoods, and communities; (2) welcoming and supportive community members and organizations; and (3) nurturing and cooperative support systems and members.

Safe and Secure Environments

Violence-free preschools and childcare programs

Recreation centers and other community places that are safe for young children

Community member support for non-violent neighborhoods

Public safety officers who care about young children and their families

Availability of safe places in the community for children to play

Welcoming and Supportive Communities

Neighbors that look out and care for all children

Community activities that encourage children and families to do things together

Child-friendly community activities and events

Playgrounds and other facilities that are accessible to all children

Faith communities that encourage tolerance and acceptance

Nurturing Support Systems

Accessible and high quality health care services for young children

Accessible and high quality community activities for young children

Medical homes with competent and caring health professionals that are available to all children

Accessible and high quality preschools and childcare programs for young children

Family support programs or resource centers that strengthen parenting abilities

Think about a program where *Community and Social Supports* would be a focus of its work with families and young children. For each subsection of indicators on the opposite page, please indicate the extent to which you agree or disagree with each statement.

Safe and Secure Environments	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Intent of the items is clear	1	2	3	4	5	6	7
Content of the items is important	1	2	3	4	5	6	7
Items are easy to understand	1	2	3	4	5	6	7
Focus of the items is relevant	1	2	3	4	5	6	7

Welcoming and Supportive Communities	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Intent of the items is clear	1	2	3	4	5	6	7
Content of the items is important	1	2	3	4	5	6	7
Items are easy to understand	1	2	3	4	5	6	7
Focus of the items is relevant	1	2	3	4	5	6	7

Nurturing Support Systems	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Intent of the items is clear	1	2	3	4	5	6	7
Content of the items is important	1	2	3	4	5	6	7
Items are easy to understand	1	2	3	4	5	6	7
Focus of the items is relevant	1	2	3	4	5	6	7

Parent and Family Resources

Parent and family resources include the supports provided by formal and informal social network members so parents have the time and energy to carry out parenting responsibilities. Parent and family resources include: (1) basic resources so parents have the time and energy to nurture their children's growth and development; (2) early childhood care and education that is the highest quality; and (3) informal supports that include opportunities for mutually positive interactions between adults and children.

Basic Resources

Adequate transportation (car, bus, subway, train)

Time to spend together as a family

High quality healthcare for all family members

Money to buy necessities (food, clothing, utilities)

Adequate shelter (house, apartment)

Early Childhood Education and Care

Safe and supportive preschools and childcare programs

Learning experiences that build on children's interests and strengths

Teachers and childcare staff who use teaching practices based on the individual needs of children

Background checks are conducted on preschool and childcare staff before being hired

Staff involve family members in all parts of their young children's education and care

Parenting Supports

Parents have the knowledge and skills to support child learning and development

Professional programs and agencies are responsive to parents' specific needs

Parents have the time and both physical and emotional energy to carry out parenting responsibilities

Community programs and organizations encourage family participation in different activities

Parents receive support from other parents in ways that strengthen their parenting confidence

Think about a program where *Parent and Family Resources* would be a focus of its work with families and young children. For each subsection of indicators on the opposite page, please indicate the extent to which you agree or disagree with each statement.

Basic Resources	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Intent of the items is clear	1	2	3	4	5	6	7
Content of the items is important	1	2	3	4	5	6	7
Items are easy to understand	1	2	3	4	5	6	7
Focus of the items is relevant	1	2	3	4	5	6	7

Early Childhood Education and Care	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Intent of the items is clear	1	2	3	4	5	6	7
Content of the items is important	1	2	3	4	5	6	7
Items are easy to understand	1	2	3	4	5	6	7
Focus of the items is relevant	1	2	3	4	5	6	7

Parenting Supports	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Intent of the items is clear	1	2	3	4	5	6	7
Content of the items is important	1	2	3	4	5	6	7
Items are easy to understand	1	2	3	4	5	6	7
Focus of the items is relevant	1	2	3	4	5	6	7

Help-Giving Practices

Professional help-giving practices include the ways in which professionals (childcare staff, preschool teachers, social workers, etc.) interact with and treat families, and provide them information needed to make informed choices in ways that empower parents. Professional help-giving practices include: (1) professionals' knowledge, skills, and professional ethics; (2) the relationships professionals have with parents; and (3) informed parent decision-making and parent involvement in obtaining resources, achieving goals, and providing their children learning opportunities.

Knowledge and Skills

Professionals are knowledgeable about the resources and supports families need

Professionals see themselves as responsible for supporting families ability to care for their children

Professionals are knowledgeable about both child and family development

Professionals are held to the highest ethical standards

Professionals receive ongoing high quality training to improve their knowledge and skills

Relational Practices

Professionals use open and honest communication skills with parents

Professionals share information with families in a complete and unbiased manner

Professionals treat family members with dignity and respect at all times

Professionals are responsive to family-identified needs, concerns, and priorities

Professionals work with family members in ways that strengthen parenting abilities

Participatory Practices

Professionals provide information to families so they can make informed choices and decisions

Professionals and families together consider different choices and options

Professionals support families to do things for themselves so as not to create dependencies

Professionals encourage family members to be active participants in obtaining needed supports and resources

Professionals help family members use their strengths to obtain resources and supports

Think about a program where the types of *Help-Giving Practices* professionals use would be important when working with families and young children. For each subsection of indicators on the opposite page, please indicate the extent to which you agree or disagree with each statement.

Knowledge and Skills	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Intent of the items is clear	1	2	3	4	5	6	7
Content of the items is important	1	2	3	4	5	6	7
Items are easy to understand	1	2	3	4	5	6	7
Focus of the items is relevant	1	2	3	4	5	6	7

Relational Practices	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Intent of the items is clear	1	2	3	4	5	6	7
Content of the items is important	1	2	3	4	5	6	7
Items are easy to understand	1	2	3	4	5	6	7
Focus of the items is relevant	1	2	3	4	5	6	7

Participating Practices	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Intent of the items is clear	1	2	3	4	5	6	7
Content of the items is important	1	2	3	4	5	6	7
Items are easy to understand	1	2	3	4	5	6	7
Focus of the items is relevant	1	2	3	4	5	6	7

Child Learning Opportunities

Child learning opportunities include the formal and informal experiences that promote their development. Child learning opportunities include: (1) rich and varied formal and informal learning opportunities; (2) opportunities to interact with and learn from peers; and (3) learning opportunities that are fun, enjoyable, and development-enhancing.

Rich and Varied Learning Opportunities

Young children are provided a mix of child-initiated and adult-supported activities and experiences

Adults encourage young children to try new things

Young children are provided a mix of informal and formal learning opportunities at home and in preschools or childcare programs

Young children are provided opportunities to experience activities that build on children's strengths and abilities

Equipment and learning materials in preschools and childcare programs encourage and challenge young children's participation

Peer Learning Opportunities

Children's friendships are nurtured and supported by adults

Peer play opportunities are used as opportunities for shared learning

Peer play opportunities are used to help children learn compassion and to share with others

Children are provided experiences and opportunities to develop friendships

Children participate in activities with other children the same age

Development-Enhancing Learning Activities

Learning opportunities encourage children to take an active part in different activities

Adults provide children learning opportunities that are interesting and enjoyable

Learning opportunities allow children to practice what they can already do well and to promote new abilities

Learning activities encourage children to explore

Learning opportunities encourage children to do their best

Think about a program where *Child Learning Opportunities* would be a focus of its work with families and young children. For each subsection of indicators on the opposite page, please indicate the extent to which you agree or disagree with each statement.

<i>Rich and Varied Learning Opportunities</i>	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Intent of the items is clear	1	2	3	4	5	6	7
Content of the items is important	1	2	3	4	5	6	7
Items are easy to understand	1	2	3	4	5	6	7
Focus of the items is relevant	1	2	3	4	5	6	7

<i>Peer Learning Opportunities</i>	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Intent of the items is clear	1	2	3	4	5	6	7
Content of the items is important	1	2	3	4	5	6	7
Items are easy to understand	1	2	3	4	5	6	7
Focus of the items is relevant	1	2	3	4	5	6	7

<i>Development Enhancing Learning Activities</i>	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Intent of the items is clear	1	2	3	4	5	6	7
Content of the items is important	1	2	3	4	5	6	7
Items are easy to understand	1	2	3	4	5	6	7
Focus of the items is relevant	1	2	3	4	5	6	7

Child and Adult Relationships

Child and adult relationships include the ways in which secure and safe relationships are developed and maintained between parents, other caregivers, and young children. Child and adult relationships include: (1) relationships that are based on trust and dependability; (2) relationships that are supportive and nurturing; and (3) relationships that are enjoyable and mutually beneficial to adults and children.

Trust and Dependability

Families provide a safe and supportive environment for their children

Adults provide children guidance and support

Children have adults in their lives on whom they can count when they need help or assistance

Children have adults in their lives on whom they can depend when upset or hurt

Children have one or more adults who are stable and caring caregivers

Children have adults who protect them from harm

Supportive and Nurturing Relationships

Parents support and encourage their children's learning

Parents treat their children with respect

Parents listen to their children's wants, needs, and desires

Parents acknowledge their children's strengths and accept their limitations

Parents provide their children positive feedback

Mutually Beneficial Relationships

Parents encourage and challenge their children to try new things

Parents interact with their children in responsive and supportive ways

Parents and children have family rituals and activities they do on a regular basis

Parents and children do lots of fun activities together

Parents and children enjoy the time they spend together

Think about a program where *Child and Adult Relationships* would be a focus of its work with families and young children. For each subsection of indicators on the opposite page, please indicate the extent to which you agree or disagree with each statement.

Trust and Dependability	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Intent of the items is clear	1	2	3	4	5	6	7
Content of the items is important	1	2	3	4	5	6	7
Items are easy to understand	1	2	3	4	5	6	7
Focus of the items is relevant	1	2	3	4	5	6	7

Supportive and Nurturing Relationships	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Intent of the items is clear	1	2	3	4	5	6	7
Content of the items is important	1	2	3	4	5	6	7
Items are easy to understand	1	2	3	4	5	6	7
Focus of the items is relevant	1	2	3	4	5	6	7

Mutually Beneficial Relationships	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Intent of the items is clear	1	2	3	4	5	6	7
Content of the items is important	1	2	3	4	5	6	7
Items are easy to understand	1	2	3	4	5	6	7
Focus of the items is relevant	1	2	3	4	5	6	7

Child Outcomes

Child outcomes include the benefits realized from the experiences and learning opportunities provided young children. Child outcomes include: (1) child growth, development, and competence; (2) child confidence and self-efficacy; and (3) physical and emotional well-being.

Child Competence

Children communicate with other people in ways appropriate for their age

Children show an interest in new things, people, and places

Children figure things out by experimenting

Children interact appropriately with adults

Children interact with other children in an appropriate manner

Child Confidence

Children like to explore different ways toys and other materials work

Children get excited when they learn something new

Children know when they have successfully completed a task or activity

Children show a sense of pride or accomplishment in trying new things

Children show an interest in exploring and trying different things

Child Well-Being

Children eat healthy foods on a regular basis

Children express their feelings appropriately

Children smile and laugh as part of doing fun things

Children are well-adjusted

Children are healthy most of the time

Think about a program where *Child Outcomes* would be a focus of its work with families and young children. For each subsection of indicators on the opposite page, please indicate the extent to which you agree or disagree with each statement.

Child Competence	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Intent of the items is clear	1	2	3	4	5	6	7
Content of the items is important	1	2	3	4	5	6	7
Items are easy to understand	1	2	3	4	5	6	7
Focus of the items is relevant	1	2	3	4	5	6	7

Child Confidence	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Intent of the items is clear	1	2	3	4	5	6	7
Content of the items is important	1	2	3	4	5	6	7
Items are easy to understand	1	2	3	4	5	6	7
Focus of the items is relevant	1	2	3	4	5	6	7

Child Well-Being	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Intent of the items is clear	1	2	3	4	5	6	7
Content of the items is important	1	2	3	4	5	6	7
Items are easy to understand	1	2	3	4	5	6	7
Focus of the items is relevant	1	2	3	4	5	6	7

Comments and Suggestions

What suggestions do you have about how the scale might be used to monitor or improve program quality?

How do you think the scale should be organized to make it most useful to programs serving children and their families?

What other suggestions do you have?

Attachment 4

Parent and Child Everyday Experiences Scale

Thank you for taking the time to complete this scale. The scale includes different questions about your community, your child's preschool or childcare program, adults who work with your child and family, and your preschool aged child(ren). Please read each statement and circle the number that best matches your response to each statement. First, please tell us about you and your preschool child(ren).

BACKGROUND INFORMATION

Your Age in Years: < 20 21–30 31–40 41–50 51+

Years of School Completed: Elementary High School Some College
 College Graduate Advanced College Degree

Marital Status: Single Married Divorced Separated

Work Status: Do Not Work Outside the Home Work Part Time Work Full Time

Your Relationship to Your Child(ren): Mother Father Grandmother
 Foster Parent Other _____

Ages of Your Child(ren) in Years: 0 to 1 1 to 2 2 to 3 3 to 4 4 to 5 5 to 6
 6 to 7 7 to 8 Other _____

Does your preschool child(ren) have a developmental delay, medical condition or disability?

No Yes If Yes, please describe: _____

In what type of early childhood program does your preschool child participate or attend?

Early Intervention Head Start Family Support Program
 Preschool Special Education Childcare Program Other _____
 Early Head Start Preschool None/Not Involved in a Program

Where do you live? City _____ County _____ Zip Code _____

After completing the scale, please return it to us in the postage-paid envelope. Again, thank you for your assistance with this survey of parents in Pennsylvania.

Community and Social Supports

This section of the scale asks you about the neighborhood and community where you and your family live. Please indicate for each statement whether you agree or disagree that the statement is true for your family.

My community has:	<i>Strongly Agree</i>	<i>Somewhat Agree</i>	<i>Neither</i>	<i>Somewhat Disagree</i>	<i>Strongly Disagree</i>
Violence-free preschools and childcare programs	1	2	3	4	5
Community activities that encourage children and family members to do things together	1	2	3	4	5
High-quality health care services for all children	1	2	3	4	5
Recreation centers and other places that are safe for young children	1	2	3	4	5
Child-friendly community activities and events	1	2	3	4	5
High-quality community activities for all children	1	2	3	4	5
Safe places for children to play	1	2	3	4	5
Playgrounds and other facilities that are easy to get to and use by all children	1	2	3	4	5
Enough primary care physicians to coordinate children's health care	1	2	3	4	5
Community members who support non-violent neighborhoods	1	2	3	4	5
Public safety officers who care about young children and their families	1	2	3	4	5
High-quality preschools and childcare programs for young children	1	2	3	4	5
Neighbors who look out and care for all children	1	2	3	4	5
Faith communities that encourage tolerance and acceptance	1	2	3	4	5
Family support programs or family resource centers that promote parenting confidence	1	2	3	4	5

Parent and Family Resources

This section of the scale asks you about your family’s support and resources and the resources that are provided by other persons and organizations. Please indicate for each statement whether you agree or disagree that the statement is true for your family.

My family and child have:	<i>Strongly Agree</i>	<i>Somewhat Agree</i>	<i>Neither</i>	<i>Somewhat Disagree</i>	<i>Strongly Disagree</i>
Adequate transportation (car, bus, subway, train)	1	2	3	4	5
A childcare or preschool program that is a safe and supportive place	1	2	3	4	5
Childcare or preschool staff who have the knowledge and skills to support my child’s learning and development	1	2	3	4	5
Time to spend together as a family	1	2	3	4	5
Childcare or preschool staff who use learning activities that build on my child’s interests and strengths	1	2	3	4	5
Childcare or preschool program staff who are responsive to my questions and concerns	1	2	3	4	5
High-quality health care for all my family members	1	2	3	4	5
Childcare and preschool program staff who have background checks before they are hired	1	2	3	4	5
The time and energy to carry out my parenting responsibilities	1	2	3	4	5
Money to buy necessities (food, clothing, utilities)	1	2	3	4	5
Childcare or preschool staff who involve me in my child’s education and care on a regular basis	1	2	3	4	5
Early childhood program staff who encourage my family’s participation in childcare or preschool activities	1	2	3	4	5
Adequate housing (house or apartment)	1	2	3	4	5
Childcare or preschool staff who use teaching practices based on the individual needs of my child	1	2	3	4	5
Support from other parents as a way of strengthening my parenting confidence	1	2	3	4	5

Help Giver Practices

This section of the scale asks you about the professionals who work with you and your child. Please indicate for each statement whether you agree or disagree that the statement is true for your child and family. Think about the professionals with whom you have the most contact in terms of your preschool child's care or education when making your responses.

<i>The professionals who work with my child and family:</i>	<i>Strongly Agree</i>	<i>Somewhat Agree</i>	<i>Neither</i>	<i>Somewhat Disagree</i>	<i>Strongly Disagree</i>
Have knowledge about the resources and supports families need	1	2	3	4	5
Use open and honest communication skills with me	1	2	3	4	5
Provide information to my family so we can make informed choices and decisions	1	2	3	4	5
Are capable of supporting my family's ability to care for our child(ren)	1	2	3	4	5
Share information with my family in a complete and unbiased manner	1	2	3	4	5
Support my family's decisions even if they do not agree with my choices	1	2	3	4	5
Have knowledge about both child and family development	1	2	3	4	5
Treat my family with dignity and respect at all times	1	2	3	4	5
Work together with my family to consider different choices and options	1	2	3	4	5
Have the highest ethical standards	1	2	3	4	5
Are responsive to my family's needs, concerns, and priorities	1	2	3	4	5
Encourage my family to actively obtain supports and resources that we need	1	2	3	4	5
Receive ongoing training to improve their knowledge and skills	1	2	3	4	5
Treat me in ways that strengthen my abilities to care for my child	1	2	3	4	5
Help my family use our strengths to obtain resources and supports	1	2	3	4	5

Child Learning Opportunities

This section of the scale asks you about the learning opportunities and activities early childhood staff provide or make available to your child. Please indicate for each statement whether you agree or disagree that the statement is true for your family. Think about the persons who work with your child at childcare, preschool, or in your home when making your responses.

Professionals who care for or educate my young child(ren):	<i>Strongly Agree</i>	<i>Somewhat Agree</i>	<i>Neither</i>	<i>Somewhat Disagree</i>	<i>Strongly Disagree</i>
Provide my preschool-aged child a mix of child and adult-initiated activities and experiences	1	2	3	4	5
Nurture my child's friendships with other children	1	2	3	4	5
Provide my child opportunities that encourage his/her active involvement in learning activities	1	2	3	4	5
Encourage my child to try new things	1	2	3	4	5
Provide my child opportunities to have shared learning experiences with other children	1	2	3	4	5
Provide my child learning opportunities that are interesting and enjoyable to him/her	1	2	3	4	5
Provide my child a mix of informal and formal learning opportunities	1	2	3	4	5
Provide my child opportunities to interact and play with other children the same age	1	2	3	4	5
Provide learning opportunities that encourage my child to practice what he/she can already do and to learn new abilities	1	2	3	4	5
Provide my child opportunities and experiences that build on his/her strengths and abilities	1	2	3	4	5
Provide my child opportunities to learn compassion and sharing	1	2	3	4	5
Provide my child learning activities that encourage him/her to explore	1	2	3	4	5
Use equipment and learning materials to encourage and challenge my child's participation in learning activities	1	2	3	4	5
Provide my child experiences and opportunities to develop friendships	1	2	3	4	5
Provide learning opportunities that encourage my child to do his/her best	1	2	3	4	5

Child and Adult Relationships

This section of the scale asks you about the kinds of relationships your child has with adults who care for or educate your child. Please indicate for each statement whether you agree or disagree that the statement is true for your family.

<i>The adults who care for my child:</i>	<i>Strongly Agree</i>	<i>Somewhat Agree</i>	<i>Neither</i>	<i>Somewhat Disagree</i>	<i>Strongly Disagree</i>
Provide my child a safe and supportive environment	1	2	3	4	5
Are adults who encourage my child's learning	1	2	3	4	5
Are adults who encourage and challenge my child to try new things	1	2	3	4	5
Provide my child guidance and support	1	2	3	4	5
Are adults who treat my child with respect	1	2	3	4	5
Are adults who interact with my child in responsive and supportive ways	1	2	3	4	5
Are people on whom my child can count when he/she needs help or assistance	1	2	3	4	5
Are adults who listen to my child's wants, needs, and desires	1	2	3	4	5
Are adults who do fun activities with my child	1	2	3	4	5
Are stable and caring caregivers	1	2	3	4	5
Are adults who acknowledge my child's strengths and accept his/her limitations	1	2	3	4	5
Are adults with whom my child has routine play times	1	2	3	4	5
Are adults who protect my child from harm	1	2	3	4	5
Are adults who provide my child positive feedback	1	2	3	4	5
Are adults who enjoy the time they spend together with my child	1	2	3	4	5

Child Outcomes

This section of the scale asks you about your preschool child’s behavior and health. Please indicate for each statement whether you agree or disagree that the statement is true about your child. Complete this section of the scale on your youngest child.

Child’s First Name: _____ Date of Birth: _____ Age: _____

To what extent do you agree with each statement?	<i>Strongly Agree</i>	<i>Somewhat Agree</i>	<i>Neither</i>	<i>Somewhat Disagree</i>	<i>Strongly Disagree</i>
My child communicates with other people in ways appropriate for his/her age	1	2	3	4	5
My child likes to explore the different ways toys and other materials work	1	2	3	4	5
My child knows when he/she has successfully completed a task or activity	1	2	3	4	5
My child expresses his/her feelings appropriately	1	2	3	4	5
My child shows an interest in new things, people, and places	1	2	3	4	5
My child shows an “I did it” response when he/she figures things out on his/her own	1	2	3	4	5
My child smiles and laughs when doing fun things	1	2	3	4	5
My child figures things out by experimenting	1	2	3	4	5
My child becomes excited as part of figuring out new things	1	2	3	4	5
My child is well-adjusted	1	2	3	4	5
My child interacts appropriately with adults	1	2	3	4	5
My child shows a sense of pride or accomplishment when trying new things	1	2	3	4	5
My child is healthy most of the time	1	2	3	4	5
My child interacts with other children in an appropriate manner	1	2	3	4	5
My child eats healthy foods on a regular basis	1	2	3	4	5

Attachment 5

Everyday Kids, Everyday Lives Scale
English Version
Spanish Version

Everyday Kids, Everyday Lives Scale

Thank you for taking the time to complete the *Everyday Kids, Everyday Lives Scale*. The scale includes questions about your neighborhood and community, your family, professionals who work with your child(ren) and your family, and the health and behavior of your preschool child(ren). Your responses will help us get a good idea about how things are going for your family. Please complete all six sections of the scale. Again, thank you for completing the scale.

Background Information			
Name _____		Age _____	
Address _____			
City _____		County _____	
State _____			
Children's Age and Gender	_____ <input type="checkbox"/> Boy <input type="checkbox"/> Girl	_____ <input type="checkbox"/> Boy <input type="checkbox"/> Girl	_____ <input type="checkbox"/> Boy <input type="checkbox"/> Girl
	_____ <input type="checkbox"/> Boy <input type="checkbox"/> Girl	_____ <input type="checkbox"/> Boy <input type="checkbox"/> Girl	_____ <input type="checkbox"/> Boy <input type="checkbox"/> Girl
	_____ <input type="checkbox"/> Boy <input type="checkbox"/> Girl	_____ <input type="checkbox"/> Boy <input type="checkbox"/> Girl	_____ <input type="checkbox"/> Boy <input type="checkbox"/> Girl
Please check the types of programs in which your preschool aged child(ren) participates:			
<input type="checkbox"/> Early Intervention <input type="checkbox"/> Preschool Special Education <input type="checkbox"/> Regular Preschool <input type="checkbox"/> Childcare			
<input type="checkbox"/> Early Head Start <input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Family Support Program			
<input type="checkbox"/> Other (please describe) _____			

Has your child or any of your children been diagnosed with a developmental disability, developmental delay, or other condition? <input type="checkbox"/> Yes <input type="checkbox"/> No			
If yes, please describe:			
Child's First Name _____	<input type="checkbox"/> Disability	<input type="checkbox"/> Delay	<input type="checkbox"/> Other
What type of disability, delay or condition? _____			
Child's First Name _____	<input type="checkbox"/> Disability	<input type="checkbox"/> Delay	<input type="checkbox"/> Other
What type of disability, delay or condition? _____			
Child's First Name _____	<input type="checkbox"/> Disability	<input type="checkbox"/> Delay	<input type="checkbox"/> Other
What type of disability, delay or condition? _____			

Community and Neighborhood Supports

This section of the scale asks you about the neighborhood and community where you and your family live. Please indicate for each statement whether you agree or disagree that the statement is true for your family.

<i>My community has:</i>	<i>Strongly Agree</i>	<i>Somewhat Agree</i>	<i>Neither</i>	<i>Somewhat Disagree</i>	<i>Strongly Disagree</i>
Preschools and childcare programs that are safe for young children	1	2	3	4	5
Community activities that encourage children and family members to do things together	1	2	3	4	5
Enough good physicians to care for children's health	1	2	3	4	5
Safe places for children to play	1	2	3	4	5
Child-friendly community activities and events	1	2	3	4	5
Good preschools and childcare programs for young children	1	2	3	4	5
Community members who support non-violent neighborhoods	1	2	3	4	5
Faith communities that encourage tolerance and acceptance	1	2	3	4	5
Family support programs or family resource centers for parents of young children	1	2	3	4	5

Parent and Family Resources

This section of the scale asks you about your family's support and resources and the resources that are provided by other persons and organizations. Please indicate for each statement whether you agree or disagree that the statement is true for your family.

<i>My family and child(ren) have:</i>	<i>Strongly Agree</i>	<i>Somewhat Agree</i>	<i>Neither</i>	<i>Somewhat Disagree</i>	<i>Strongly Disagree</i>
Adequate healthcare for all my family members	1	2	3	4	5
Childcare or preschool staff who use learning activities that build on my child's interests and strengths	1	2	3	4	5
Neighbors or friends who look out for my child	1	2	3	4	5
Money to buy necessities (food, clothing, utilities)	1	2	3	4	5
Childcare or preschool staff who support my child's learning and development	1	2	3	4	5
Childcare or preschool program staff who are responsive to my questions and concerns	1	2	3	4	5
Adequate housing (house or apartment)	1	2	3	4	5
Childcare or preschool staff who use teaching practices based on the individual needs of my child	1	2	3	4	5
Childcare or preschool staff who involve me in my child's education and care	1	2	3	4	5

Help Giver Practices

This section of the scale asks you about the professionals who work with you and your child(ren). Please indicate for each statement whether you agree or disagree that the statement is true for your child and family. Think about the professionals with whom you have the most contact in terms of your preschool child's care or education when making your responses.

<i>The professionals who work with my child and family:</i>	<i>Strongly Agree</i>	<i>Somewhat Agree</i>	<i>Neither</i>	<i>Somewhat Disagree</i>	<i>Strongly Disagree</i>
Know about the resources and supports families need	1	2	3	4	5
Use open and honest communication skills with me	1	2	3	4	5
Provide information to my family so we can make informed choices and decisions	1	2	3	4	5
Know about both child and family development	1	2	3	4	5
Share information with families in a complete and unbiased manner	1	2	3	4	5
Support my family's decision even if they do not agree with my choices	1	2	3	4	5
Have the highest ethical standards	1	2	3	4	5
Treat my family with dignity and respect at all times	1	2	3	4	5
Encourage my family to actively obtain supports and resources that we need	1	2	3	4	5

Child and Adult Relationships

This section of the scale asks you about the kinds of relationships your child(ren) has with adults who care for or educate your child. Please indicate for each statement whether you agree or disagree that the statement is true for your family.

<i>The adults who care for my child:</i>	<i>Strongly Agree</i>	<i>Somewhat Agree</i>	<i>Neither</i>	<i>Somewhat Disagree</i>	<i>Strongly Disagree</i>
Provide my child a safe and supportive place to learn	1	2	3	4	5
Encourage and support my child's learning	1	2	3	4	5
Interact with my child in responsive and supportive ways	1	2	3	4	5
Are people on whom my child can count when he/she needs help or assistance	1	2	3	4	5
Treat my child with respect	1	2	3	4	5
Do fun activities with my child	1	2	3	4	5
Protect my child from harm	1	2	3	4	5
Provide my child positive feedback	1	2	3	4	5
Encourage and challenge my child to try new things	1	2	3	4	5

Child Learning Opportunities

This scale asks you about the learning opportunities and activities early childhood staff provide or make available to your child. Please indicate for each statement whether you agree or disagree that the statement is true for your family. Think about the persons who work with your child at childcare, preschool or in your home when making your responses.

<i>Professionals who care for or educate my young child(ren):</i>	<i>Strongly Agree</i>	<i>Somewhat Agree</i>	<i>Neither</i>	<i>Somewhat Disagree</i>	<i>Strongly Disagree</i>
Provide my preschool-aged child a mix of learning activities and experiences	1	2	3	4	5
Provide my child opportunities to have shared learning experiences with other children	1	2	3	4	5
Provide my child interesting and enjoyable learning opportunities	1	2	3	4	5
Provide my child learning opportunities that build on his/her strengths and abilities	1	2	3	4	5
Encourage my child to treat other children with compassion and respect	1	2	3	4	5
Provide learning opportunities that encourage my child to do his/her best	1	2	3	4	5
Provide my child a mix of informal and formal learning opportunities	1	2	3	4	5
Provide my child opportunities to develop friendships	1	2	3	4	5
Provide learning opportunities that encourage my child to learn new behavior	1	2	3	4	5

Child Outcomes

This section of the scale asks you about your preschool child's behavior and health. Please indicate for each statement whether you agree or disagree that the statement is true about your preschool age child.

<i>To what extent do you agree with each statement?</i>	<i>Strongly Agree</i>	<i>Somewhat Agree</i>	<i>Neither</i>	<i>Somewhat Disagree</i>	<i>Strongly Disagree</i>
My child likes to explore the ways toys and other materials work	1	2	3	4	5
My child shows an interest in new things, people, and places	1	2	3	4	5
My child expresses his/her feelings appropriately	1	2	3	4	5
My child interacts with other children in an appropriate manner	1	2	3	4	5
My child shows an "I did it" response when he/she figures things out on his/her own	1	2	3	4	5
My child smiles and laughs when doing fun things	1	2	3	4	5
My child figures things out by experimenting	1	2	3	4	5
My child becomes excited as part of figuring out new things	1	2	3	4	5
My child is healthy most of the time	1	2	3	4	5

Everyday Kids, Everyday Lives Scale Scoresheets

<i>Community and Neighborhood Supports</i>	<i>Safe and Secure Environments</i>	<i>Welcoming and Supportive Communities</i>	<i>Nurturing Supports System</i>	<i>Total Scale Score</i>			
Preschools and childcare programs that are safe for young children	<input type="text"/>						
Community activities that encourage children and family members to do things together		<input type="text"/>					
Enough good physicians to care for children's health			<input type="text"/>				
Safe places in my community for children to play	<input type="text"/>						
Child-friendly community activities and events		<input type="text"/>					
Good preschools and childcare programs for young children			<input type="text"/>				
Community members who support non-violent neighborhoods	<input type="text"/>						
Faith communities that encourage tolerance and acceptance		<input type="text"/>					
Family support programs or family resource centers for parents of young children			<input type="text"/>				
	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>

Everyday Kids, Everyday Lives Scale Scoresheets

<i>Parent and Family Resources</i>	<i>Basic Resources</i>	<i>Early Childhood Education</i>	<i>Parenting Supports</i>	<i>Total Scale Score</i>
Adequate healthcare for all my family members	<input style="width: 60px; height: 20px;" type="text"/>			
Childcare or preschool staff who use learning activities that build on my child's interests and strengths		<input style="width: 60px; height: 20px;" type="text"/>		
Neighbors or friends who look out for my child			<input style="width: 60px; height: 20px;" type="text"/>	
Money to buy necessities (food, clothing, utilities)	<input style="width: 60px; height: 20px;" type="text"/>			
Childcare or preschool staff who support my child's learning and development		<input style="width: 60px; height: 20px;" type="text"/>		
Childcare or preschool program staff who are responsive to my questions and concerns			<input style="width: 60px; height: 20px;" type="text"/>	
Adequate housing (house or apartment)	<input style="width: 60px; height: 20px;" type="text"/>			
Childcare or preschool staff who use teaching practices based on the individual needs of my child		<input style="width: 60px; height: 20px;" type="text"/>		
Childcare or preschool staff who involve me in my child's education and care			<input style="width: 60px; height: 20px;" type="text"/>	
	<input style="width: 60px; height: 20px;" type="text"/>	+	<input style="width: 60px; height: 20px;" type="text"/>	+
			<input style="width: 60px; height: 20px;" type="text"/>	=
				<input style="width: 60px; height: 20px;" type="text"/>

Everyday Kids, Everyday Lives Scale Scoresheets

<i>Help Giver Practices</i>	<i>Knowledge and Skills</i>	<i>Relational Practices</i>	<i>Participatory Practices</i>	<i>Total Scale Score</i>			
Know about the resources and supports families need	<input type="text"/>						
Use open and honest communication skills with me		<input type="text"/>					
Provide information to my family so we can make informed choices and decisions			<input type="text"/>				
Know about both child and family development	<input type="text"/>						
Share information with my family in a complete and unbiased manner		<input type="text"/>					
Support my family's decision even if they do not agree with my choices			<input type="text"/>				
Have the highest ethical standards	<input type="text"/>						
Treat my family with dignity and respect at all times		<input type="text"/>					
Encourage my family to actively obtain supports and resources that we need			<input type="text"/>				
	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>

Everyday Kids, Everyday Lives Scale Scoresheets

<i>Child and Adult Relationships</i>	<i>Trust and Dependability</i>	<i>Supportive/ Nurturing Relationships</i>	<i>Mutually Beneficial Relationships</i>	<i>Total Scale Score</i>			
Provide my child a safe and supportive place to learn	<input style="width: 50px; height: 20px;" type="text"/>						
Encourage and support my child's learning		<input style="width: 50px; height: 20px;" type="text"/>					
Interact with my child in responsive and supportive ways			<input style="width: 50px; height: 20px;" type="text"/>				
Are people on whom my child can count when he/she needs help or assistance	<input style="width: 50px; height: 20px;" type="text"/>						
Treat my child with respect		<input style="width: 50px; height: 20px;" type="text"/>					
Are adults who do fun activities with my child			<input style="width: 50px; height: 20px;" type="text"/>				
Protect my child from harm	<input style="width: 50px; height: 20px;" type="text"/>						
Provide my child positive feedback		<input style="width: 50px; height: 20px;" type="text"/>					
Encourage and challenge my child to try new things			<input style="width: 50px; height: 20px;" type="text"/>				
	<input style="width: 50px; height: 20px;" type="text"/>	+	<input style="width: 50px; height: 20px;" type="text"/>	+	<input style="width: 50px; height: 20px;" type="text"/>	=	<input style="width: 50px; height: 20px;" type="text"/>

Everyday Kids, Everyday Lives Scale Scoresheets

<i>Child Learning Opportunities</i>	<i>Rich and Varied Learning Opportunities</i>	<i>Peer Learning Opportunities</i>	<i>Development Enhancing Learning Opportunities</i>	<i>Total Scale Score</i>			
Provide my preschool-aged child a mix of learning activities and experiences	<input type="text"/>						
Provide my child opportunities to have shared learning experiences with other children		<input type="text"/>					
Provide my child interesting and enjoyable learning opportunities			<input type="text"/>				
Provide my child learning opportunities that build on his/her strengths and abilities	<input type="text"/>						
Encourage my child to treat other children with compassion and respect		<input type="text"/>					
Provide learning opportunities that encourage my child to do his/her best			<input type="text"/>				
Provide my child a mix of informal and formal learning opportunities	<input type="text"/>						
Provide my child opportunities to develop friendships		<input type="text"/>					
Provide learning opportunities that encourage my child to learn new behavior			<input type="text"/>				
	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>

Everyday Kids, Everyday Lives Scale Scoresheets

<i>Child Outcomes</i>	<i>Child Competence</i>	<i>Child Confidence</i>	<i>Child Well-Being</i>	<i>Total Scale Score</i>			
My child likes to explore the ways toys and other materials work	<input type="text"/>						
My child shows an interest in new things, people, and places		<input type="text"/>					
My child expresses his/her feelings appropriately			<input type="text"/>				
My child interacts with other children in an appropriate manner	<input type="text"/>						
My child shows an "I did it" response when he/she figures things out on his/her own		<input type="text"/>					
My child smiles and laughs when doing fun things			<input type="text"/>				
My child figures things out by experimenting	<input type="text"/>						
My child becomes excited as part of figuring out new things		<input type="text"/>					
My child is healthy most of the time			<input type="text"/>				
	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>

Encuesta Los Niños y su Vida Cotidiana

Encuesta Los Niños y su Vida Cotidiana

Gracias por su interés en completar la encuesta *Los Niños y su Vida Cotidiana*. Esta encuesta incluye preguntas sobre su vecindario y su comunidad, su familia, los profesionales que trabajan con su niño(s) y su familia, la salud y el comportamiento de su niño(s) en edad pre-escolar. Su respuesta nos ayudará a saber cómo van las cosas en su familia. Por favor, conteste las seis secciones de la encuesta. Gracias por contestar la encuesta.

Información General			
Nombre _____	Edad _____		
Dirección _____			
Ciudad _____	Condado _____	Estado _____	
Edad y sexo de sus niños:	_____ <input type="checkbox"/> Niño <input type="checkbox"/> Niña	_____ <input type="checkbox"/> Niño <input type="checkbox"/> Niña	_____ <input type="checkbox"/> Niño <input type="checkbox"/> Niña
	_____ <input type="checkbox"/> Niño <input type="checkbox"/> Niña	_____ <input type="checkbox"/> Niño <input type="checkbox"/> Niña	_____ <input type="checkbox"/> Niño <input type="checkbox"/> Niña
	_____ <input type="checkbox"/> Niño <input type="checkbox"/> Niña	_____ <input type="checkbox"/> Niño <input type="checkbox"/> Niña	_____ <input type="checkbox"/> Niño <input type="checkbox"/> Niña
Por favor, marque en qué programas participa su hijo(s) en edad pre-escolar:			
<input type="checkbox"/> Intervención Temprana	<input type="checkbox"/> Educación Pre-escolar Especial	<input type="checkbox"/> Pre-escolar regular	
<input type="checkbox"/> Jardín/guardería infantil	<input type="checkbox"/> Early Head Start	<input type="checkbox"/> Head Start	<input type="checkbox"/> Even Start
<input type="checkbox"/> Family Support Program	<input type="checkbox"/> Otro (describa, por favor) _____		

¿Su hijo o cualquiera de sus hijos han sido diagnosticados con una discapacidad en el desarrollo mental, atraso en el desarrollo mental u otra condición médica? <input type="checkbox"/> Si <input type="checkbox"/> No			
Si contestó sí, describa por favor:			
Nombre del niño _____	<input type="checkbox"/> Discapacidad	<input type="checkbox"/> Atraso	<input type="checkbox"/> Otra
¿Qué tipo de discapacidad, atraso o enfermedad tiene? _____			
Nombre del niño _____	<input type="checkbox"/> Discapacidad	<input type="checkbox"/> Atraso	<input type="checkbox"/> Otra
¿Qué tipo de discapacidad, atraso o enfermedad tiene? _____			
Nombre del niño _____	<input type="checkbox"/> Discapacidad	<input type="checkbox"/> Atraso	<input type="checkbox"/> Otra
¿Qué tipo de discapacidad, atraso o enfermedad tiene? _____			

Apoyo de la Comunidad y del Barrio

En esta sección de la encuesta, se le hace preguntas sobre el vecindario y la comunidad en donde vive usted y su familia. Sírvase indicar para cada enunciado, si está de acuerdo o en desacuerdo con lo enunciado.

<i>Mi comunidad tiene:</i>	<i>Fuertemente de acuerdo</i>	<i>Un poco de acuerdo</i>	<i>Ninguno</i>	<i>Un poco en desacuerdo</i>	<i>Fuertemente en desacuerdo</i>
Programas pre-escolares y jardines/guarderías infantiles que son seguros para los niños pequeños.	1	2	3	4	5
Actividades comunitarias que fomentan que los niños y los miembros de la familia, hagan cosas juntos.	1	2	3	4	5
Suficientes médicos y profesionales, con experiencia, para cuidar la salud de los niños.	1	2	3	4	5
Lugares seguros, para que los niños jueguen.	1	2	3	4	5
Eventos y actividades, en la comunidad, que están orientadas hacia los niños.	1	2	3	4	5
Escuelas para el pre-escolar y jardines/guarderías infantiles buenas.	1	2	3	4	5
Miembros de la comunidad que ayudan a tener barrios sin violencia.	1	2	3	4	5
Congregaciones religiosas que fomentan la tolerancia y la aceptación.	1	2	3	4	5
Centros de recursos o programas de apoyo familiar para los padres de los niños pequeños.	1	2	3	4	5

Los recursos para la familia y los padres

En esta sección de la encuesta, se le hace preguntas sobre el apoyo y los recursos de su familia, y los recursos que le son proporcionados por otras personas u organizaciones. Sírvase indicar para cada enunciado, si usted está de acuerdo o en desacuerdo con lo enunciado.

<i>Mi familia y mi niño(s) tienen:</i>	<i>Fuertemente de acuerdo</i>	<i>Un poco de acuerdo</i>	<i>Ninguno</i>	<i>Un poco en desacuerdo</i>	<i>Fuertemente en desacuerdo</i>
Servicios de salud adecuados para todos los miembros de mi familia.	1	2	3	4	5
El personal del pre-escolar o del jardín/guardería infantil usa actividades de aprendizaje basadas en los intereses y fortalezas de mi hijo.	1	2	3	4	5
Vecinos o amigos que miran y cuidan a mi hijo.	1	2	3	4	5
Dinero para comprar/pagar las necesidades básicas (alimentos, prendas de vestir, pagar las utilidades).	1	2	3	4	5
Personal del pre-escolar o del jardín/guardería infantil que apoya, el aprendizaje y el desarrollo, de mi hijo.	1	2	3	4	5
Personal del pre-escolar o del jardín/guardería infantil que contesta todas mis preguntas y preocupaciones.	1	2	3	4	5
Vivienda adecuada (casa o apartamento).	1	2	3	4	5
Personal del pre-escolar o del jardín/guardería infantil que usan técnicas de enseñanza basadas en las necesidades individuales de mi hijo.	1	2	3	4	5
Personal del pre-escolar o del jardín/guardería infantil que me hacen participe en la educación y cuidado de mi hijo.	1	2	3	4	5

Desempeño del Profesional

En esta sección de la encuesta, se le hace preguntas sobre los profesionales que trabajan con usted y su hijo(s). Sírvase indicar para cada enunciado, si usted está de acuerdo o en desacuerdo con lo enunciado. Cuando conteste, piense en los profesionales con los cuales usted tiene más contacto, en términos de la educación o atención pre-escolar de su niño.

Los profesionales que trabajan con mi familia y mi niño:	<i>Fuertemente de acuerdo</i>	<i>Un poco de acuerdo</i>	<i>Ninguno</i>	<i>Un poco en desacuerdo</i>	<i>Fuertemente en desacuerdo</i>
Saben qué recursos o apoyos necesitan las familias.	1	2	3	4	5
Se comunican conmigo, sincera y abiertamente.	1	2	3	4	5
Le dan a mi familia la información necesaria para que podamos elegir o hacer buenas decisiones.	1	2	3	4	5
Conocen el desarrollo del niño y la familia.	1	2	3	4	5
Comparten, completamente, la información con las familias de una manera imparcial.	1	2	3	4	5
Apoyan la decisión tomada por mi familia, aunque no estén de acuerdo con mi elección.	1	2	3	4	5
Tienen un alto grado de ética profesional.	1	2	3	4	5
Tratan a mi familia con dignidad y respeto en todo momento.	1	2	3	4	5
Alientan a mi familia a que activamente obtengamos la ayuda y los recursos que necesitamos.	1	2	3	4	5

Las relaciones entre el niño y el adulto

En esta sección de la encuesta, se le hace preguntas sobre los tipos de relaciones que tiene su hijo(s) con las personas que lo cuidan o lo educan. Sírvase indicar para cada enunciado, si usted está de acuerdo o en desacuerdo con lo enunciado.

Las personas que cuidan a mi niño:	<i>Fuertemente de acuerdo</i>	<i>Un poco de acuerdo</i>	<i>Ninguno</i>	<i>Un poco en desacuerdo</i>	<i>Fuertemente en desacuerdo</i>
Proporcionan un lugar seguro y propicio para que mi hijo aprenda.	1	2	3	4	5
Alientan y apoyan el aprendizaje de mi hijo.	1	2	3	4	5
Interactúan con mi hijo de una forma sensible, receptiva y de apoyo.	1	2	3	4	5
Son personas con las cuales mi hijo puede contar para recibir la ayuda que necesita.	1	2	3	4	5
Tratan a mi hijo con respeto.	1	2	3	4	5
Son personas que hacen actividades divertidas con mi hijo.	1	2	3	4	5
Protegen a mi hijo de que se lastime.	1	2	3	4	5
Interactúan positivamente con mi hijo.	1	2	3	4	5
Incentivan y desafían a mi hijo para que pruebe cosas nuevas.	1	2	3	4	5

Las Oportunidades de Aprendizaje para los Niños

En esta sección de la encuesta, se le hace preguntas sobre las oportunidades y las actividades de aprendizaje que el personal de la educación temprana, proporciona o pone a disposición de su hijo. Sírvase indicar para cada enunciado, si usted está de acuerdo o en desacuerdo con lo enunciado. Al contestar, piense en las personas que se encargan de su hijo en el jardín/ guardería infantil, en el pre-escolar o en su casa.

Los profesionales que cuidan o educan a mi niño(s) pequeño(s):	<i>Fuertemente de acuerdo</i>	<i>Un poco de acuerdo</i>	<i>Ninguno</i>	<i>Un poco en desacuerdo</i>	<i>Fuertemente en desacuerdo</i>
Le proporcionan, a mi niño en edad pre-escolar, una combinación de experiencias y actividades de aprendizaje.	1	2	3	4	5
Le proporcionan, a mi niño, oportunidades para compartir las experiencias de aprendizaje con otros niños.	1	2	3	4	5
Le proporcionan, a mi niño, oportunidades de aprendizaje interesantes y agradables.	1	2	3	4	5
Proporcionan oportunidades de aprendizaje que se basan en las fortalezas y habilidades de mi hijo.	1	2	3	4	5
Alientan a mi hijo a que trate a otros niños con compasión y respeto.	1	2	3	4	5
Ofrecen oportunidades de aprendizaje que alientan a mi hijo a hacer lo mejor que pueda.	1	2	3	4	5
Le proporcionan una variedad de oportunidades de aprendizajes formales e informales.	1	2	3	4	5
Le proporcionan oportunidades para desarrollar nuevas amistades.	1	2	3	4	5
Ofrecen oportunidades de aprendizaje que estimulan a mi niño a aprender conductas nuevas.	1	2	3	4	5

Los resultados obtenidos de los niños

En esta sección de la encuesta, se le hace preguntas sobre el comportamiento y la salud de su niño en edad pre-escolar. Sírvase indicar para cada enunciado, si usted está de acuerdo o en desacuerdo con lo enunciado.

¿Cuán de acuerdo usted está con cada uno de los siguientes enunciados?	<i>Fuertemente de acuerdo</i>	<i>Un poco de acuerdo</i>	<i>Ninguno</i>	<i>Un poco en desacuerdo</i>	<i>Fuertemente en desacuerdo</i>
A mi hijo le gusta ver cómo funcionan los juguetes u otras cosas.	1	2	3	4	5
Mi niño muestra interés en cosas nuevas, personas y lugares.	1	2	3	4	5
Mi hijo expresa sus sentimientos apropiadamente.	1	2	3	4	5
Mi hijo interactúa con otros niños apropiadamente.	1	2	3	4	5
Mi niño muestra una conducta de "Yo lo hice" cuando él/ella descubre algo por sí mismo.	1	2	3	4	5
Mi hijo se sonríe y se ríe cuando hace cosas divertidas.	1	2	3	4	5
Mi hijo descubre cosas nuevas a través de la experiencia.	1	2	3	4	5
Mi hijo se entusiasma al descubrir cosas nuevas.	1	2	3	4	5
Mi hijo tiene buena salud la mayor parte del tiempo.	1	2	3	4	5

Escala Los Niños y la Vida Cotidiana, Hoja de Puntaje.

<i>Apoyo de la comunidad y del barrio</i>	<i>Entornos seguros</i>	<i>Comunidades receptivas que dan apoyo</i>	<i>Sistemas de apoyo y ayudas</i>	<i>Puntaje TOTAL</i>			
Programas pre-escolares y jardines/guarderías infantiles que son seguros para los niños pequeños.	<input type="text"/>						
Actividades comunitarias que fomentan que los niños y los miembros de la familia, hagan cosas juntos.		<input type="text"/>					
Suficientes médicos y profesionales, con experiencia, para cuidar la salud de los niños.			<input type="text"/>				
Lugares seguros, en la comunidad para que los niños jueguen.	<input type="text"/>						
Eventos y actividades, en la comunidad, que están orientas hacia los niños.		<input type="text"/>					
Escuelas para el pre-escolar y jardines/guarderías infantiles buenas.			<input type="text"/>				
Miembros de la comunidad que ayudan a tener barrios sin violencia.	<input type="text"/>						
Congregaciones religiosas que fomentan la tolerancia y la aceptación.		<input type="text"/>					
Centros de recursos o programas de apoyo familiar para los padres de los niños pequeños.			<input type="text"/>				
	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>

Escala Los Niños y la Vida Cotidiana, Hoja de Puntaje.

<i>Los recursos para la familia y los padres</i>	<i>Recursos básicos</i>	<i>Educación a una edad temprana</i>	<i>Apoyo para la crianza de los hijos</i>	<i>Puntaje TOTAL</i>			
Servicios de salud adecuados para todos los miembros de mi familia.	<input type="text"/>						
El personal del pre-escolar o del jardín/guardería infantil usa actividades de aprendizaje basadas en los intereses y fortalezas de mi hijo.		<input type="text"/>					
Vecinos o amigos que miran y cuidan a mi hijo.			<input type="text"/>				
Dinero para comprar/pagar las necesidades básicas (alimentos, prendas de vestir, pagar las utilidades).	<input type="text"/>						
Personal del pre-escolar o del jardín/guardería infantil que apoya, el aprendizaje y el desarrollo, de mi hijo.		<input type="text"/>					
Personal del pre-escolar o del jardín/guardería infantil que contesta todas mis preguntas y preocupaciones.			<input type="text"/>				
Vivienda adecuada (casa o apartamento).	<input type="text"/>						
Personal del pre-escolar o del jardín/guardería infantil que usan técnicas de enseñanza basadas en las necesidades individuales de mi hijo.		<input type="text"/>					
Personal del pre-escolar o del jardín/guardería infantil que me hacen participe en la educación y cuidado de mi hijo.			<input type="text"/>				
	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>

Escala Los Niños y la Vida Cotidiana, Hoja de Puntaje.

<i>Desempeño del profesional</i>	<i>Los conocimientos y las habilidades (calidad técnica)</i>	<i>Prácticas de relación</i>	<i>Prácticas para la participación</i>	<i>Puntaje TOTAL</i>			
Saben qué recursos o apoyos necesitan las familias.	<input type="text"/>						
Se comunican conmigo, sincera y abiertamente.		<input type="text"/>					
Le dan a mi familia la información necesaria para que podamos elegir o hacer buenas decisiones.			<input type="text"/>				
Conocen el desarrollo del niño y la familia.	<input type="text"/>						
Comparten, completamente, la información con mi familia de una manera imparcial.		<input type="text"/>					
Apoyan la decisión tomada por mi familia, aunque no estén de acuerdo con mi elección.			<input type="text"/>				
Tienen un alto grado de ética profesional.	<input type="text"/>						
Tratan a mi familia con dignidad y respeto en todo momento.		<input type="text"/>					
Alientan a mi familia a que activamente obtengamos la ayuda y los recursos que necesitamos.			<input type="text"/>				
	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>

Escala Los Niños y la Vida Cotidiana, Hoja de Puntaje.

<i>Las relaciones entre el niño y el adulto</i>	<i>La confianza y la seguridad</i>	<i>Las relaciones que nutren y apoyan</i>	<i>Relaciones mutuamente beneficiosas</i>	<i>Puntaje TOTAL</i>			
Proporcionan un lugar seguro y propicio para que mi hijo aprenda.	<input style="width: 50px; height: 20px;" type="text"/>						
Alientan y apoyan el aprendizaje de mi hijo.		<input style="width: 50px; height: 20px;" type="text"/>					
Interactúan con mi hijo de una forma sensible, receptiva y de apoyo.			<input style="width: 50px; height: 20px;" type="text"/>				
Son personas con las cuales mi hijo puede contar para recibir la ayuda que necesita.	<input style="width: 50px; height: 20px;" type="text"/>						
Tratan a mi hijo con respeto.		<input style="width: 50px; height: 20px;" type="text"/>					
Son personas que hacen actividades divertidas con mi hijo.			<input style="width: 50px; height: 20px;" type="text"/>				
Protegen a mi hijo de que se lastime.	<input style="width: 50px; height: 20px;" type="text"/>						
Interactúan positivamente con mi hijo.		<input style="width: 50px; height: 20px;" type="text"/>					
Incentivan y desafían a mi hijo para que pruebe cosas nuevas.			<input style="width: 50px; height: 20px;" type="text"/>				
	<input style="width: 50px; height: 20px;" type="text"/>	+	<input style="width: 50px; height: 20px;" type="text"/>	+	<input style="width: 50px; height: 20px;" type="text"/>	=	<input style="width: 50px; height: 20px;" type="text"/>

Escala Los Niños y la Vida Cotidiana, Hoja de Puntaje.

<i>Las oportunidades de aprendizaje para los niños</i>	<i>Las oportunidades de aprendizaje fortalecedoras y variadas</i>	<i>Las oportunidades para aprender de los compañeros o de los amigos</i>	<i>Las actividades de aprendizaje para realzar el desarrollo</i>	<i>Puntaje TOTAL</i>			
Le proporcionan, a mi niño en edad pre-escolar, una combinación de experiencias y actividades de aprendizaje.	<input style="width: 50px; height: 20px;" type="text"/>						
Le proporcionan, a mi niño, oportunidades para compartir las experiencias de aprendizaje con otros niños.		<input style="width: 50px; height: 20px;" type="text"/>					
Le proporcionan, a mi niño, oportunidades de aprendizaje interesantes y agradables.			<input style="width: 50px; height: 20px;" type="text"/>				
Proporcionan oportunidades de aprendizaje que se basan en las fortalezas y habilidades de mi hijo.	<input style="width: 50px; height: 20px;" type="text"/>						
Alientan a mi hijo a que trate a otros niños con compasión y respeto.		<input style="width: 50px; height: 20px;" type="text"/>					
Ofrecen oportunidades de aprendizaje que alientan a mi hijo a hacer lo mejor que pueda.			<input style="width: 50px; height: 20px;" type="text"/>				
Le proporcionan una variedad de oportunidades de aprendizajes formales e informales.	<input style="width: 50px; height: 20px;" type="text"/>						
Le proporcionan oportunidades para desarrollar nuevas amistades.		<input style="width: 50px; height: 20px;" type="text"/>					
Ofrecen oportunidades de aprendizaje que estimulan a mi niño a aprender conductas nuevas.			<input style="width: 50px; height: 20px;" type="text"/>				
	<input style="width: 50px; height: 20px;" type="text"/>	+	<input style="width: 50px; height: 20px;" type="text"/>	+	<input style="width: 50px; height: 20px;" type="text"/>	=	<input style="width: 50px; height: 20px;" type="text"/>

Escala Los Niños y la Vida Cotidiana, Hoja de Puntaje.

<i>Los resultados obtenidos de los niños</i>	<i>Las competencias del niño</i>	<i>La confianza del niño</i>	<i>El bienestar del niño</i>	<i>Puntaje TOTAL</i>			
A mi hijo le gusta ver cómo funcionan los juguetes u otras cosas.	<input type="text"/>						
Mi niño muestra interés en cosas nuevas, personas y lugares.		<input type="text"/>					
Mi hijo expresa sus sentimientos apropiadamente.			<input type="text"/>				
Mi hijo interactúa con otros niños apropiadamente.	<input type="text"/>						
Mi niño muestra una conducta de "Yo lo hice" cuando él/ella descubre algo por sí mismo.		<input type="text"/>					
Mi hijo se sonríe y se ríe cuando hace cosas divertidas.			<input type="text"/>				
Mi hijo descubre cosas nuevas a través de la experiencia.	<input type="text"/>						
Mi hijo se entusiasma al descubrir cosas nuevas.		<input type="text"/>					
Mi hijo tiene buena salud la mayor parte del tiempo.			<input type="text"/>				
	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>

Attachment 6

Family and Child Early Experiences Scales
English Version
Spanish Version

Family and Child Early Experiences Scales

Thank you for taking the time to complete the *Family and Child Early Experiences Scales*. The scale includes questions about your neighborhood and community, your family, professionals who work with your child(ren) and your family, and the health and behavior of your preschool child(ren). Your responses will help us get a good idea about how things are going for your family. Please complete all six sections of the scale. Again, thank you for completing the scale.

Background Information			
Name _____	Age _____		
Address _____			
City _____	County _____	State _____	
Children's Age and Gender	____ <input type="checkbox"/> Boy <input type="checkbox"/> Girl	____ <input type="checkbox"/> Boy <input type="checkbox"/> Girl	____ <input type="checkbox"/> Boy <input type="checkbox"/> Girl
	____ <input type="checkbox"/> Boy <input type="checkbox"/> Girl	____ <input type="checkbox"/> Boy <input type="checkbox"/> Girl	____ <input type="checkbox"/> Boy <input type="checkbox"/> Girl
	____ <input type="checkbox"/> Boy <input type="checkbox"/> Girl	____ <input type="checkbox"/> Boy <input type="checkbox"/> Girl	____ <input type="checkbox"/> Boy <input type="checkbox"/> Girl
Please check with types of programs your preschool aged child(ren) participates in:			
<input type="checkbox"/> Early Intervention	<input type="checkbox"/> Preschool Special Education	<input type="checkbox"/> Regular Preschool	<input type="checkbox"/> Child Care
<input type="checkbox"/> Early Head Start	<input type="checkbox"/> Head Start	<input type="checkbox"/> Even Start	<input type="checkbox"/> Family Support Program
<input type="checkbox"/> Other (please describe) _____			

Has your child or any of your children been diagnosed with a developmental disability, developmental delay, or other condition? <input type="checkbox"/> Yes <input type="checkbox"/> No			
If yes, please describe:			
Child's First Name _____	<input type="checkbox"/> Disability	<input type="checkbox"/> Delay	<input type="checkbox"/> Other
What type of disability, delay or condition? _____			
Child's First Name _____	<input type="checkbox"/> Disability	<input type="checkbox"/> Delay	<input type="checkbox"/> Other
What type of disability, delay or condition? _____			
Child's First Name _____	<input type="checkbox"/> Disability	<input type="checkbox"/> Delay	<input type="checkbox"/> Other
What type of disability, delay or condition? _____			

Community and Neighborhood Supports Scale

This section of the scale asks you about the neighborhood and community where you and family live. Please indicate for each statement whether you agree or disagree that the statement is true for your family.

<i>My community has:</i>	<i>Strongly Agree</i>	<i>Somewhat Agree</i>	<i>Neither</i>	<i>Somewhat Disagree</i>	<i>Strongly Disagree</i>
Preschools and childcare programs that are safe for young children	1	2	3	4	5
Community activities that encourage children and family members to do things together	1	2	3	4	5
Enough good physicians to care for children's health	1	2	3	4	5
Safe places in my community for children to play	1	2	3	4	5
Child-friendly community activities and events	1	2	3	4	5
Good preschools and childcare programs for young children	1	2	3	4	5
Community members who support non-violent neighborhoods	1	2	3	4	5
Faith communities that encourage tolerance and acceptance	1	2	3	4	5
Family support program or family resource centers for parents of young children	1	2	3	4	5

Parent and Family Resources Scale

This section of the scale asks you about your family’s support and resources and the resources that are provided by other persons and organizations. Please indicate for each statement whether you agree or disagree that the statement is true for your family.

<i>My family and child(ren) have:</i>	<i>Strongly Agree</i>	<i>Somewhat Agree</i>	<i>Neither</i>	<i>Somewhat Disagree</i>	<i>Strongly Disagree</i>
Adequate healthcare for all my family members	1	2	3	4	5
Childcare or preschool staff who use learning activities that build on my child’s interests and strengths	1	2	3	4	5
Neighbors or friends who look out for my child	1	2	3	4	5
Money to buy necessities (food, clothing, utilities)	1	2	3	4	5
Childcare or preschool staff who support my child’s learning and development	1	2	3	4	5
Childcare or preschool program staff who are responsive to my questions and concerns	1	2	3	4	5
Adequate housing (house or apartment)	1	2	3	4	5
Childcare or preschool staff who use teaching practices based on the individual needs of my child	1	2	3	4	5
Childcare or preschool staff who involve me in my child’s education and care	1	2	3	4	5

Help Giver Practices Scale

This section of the scale asks you about the professionals who work with you and your child(ren). Please indicate for each statement whether you agree or disagree that the statement is true for your child and family. Think about the professionals with whom you have the most contact in terms of your preschool child's care or education when making your responses.

<i>The professionals who work with my child and family:</i>	<i>Strongly Agree</i>	<i>Somewhat Agree</i>	<i>Neither</i>	<i>Somewhat Disagree</i>	<i>Strongly Disagree</i>
Know about the resources and supports families need	1	2	3	4	5
Use open and honest communication skills with me	1	2	3	4	5
Provide information to my family so we can make informed choices and decisions	1	2	3	4	5
Know about both child and family development	1	2	3	4	5
Share information with families in a complete and unbiased manner	1	2	3	4	5
Support my family's decision even if they do not agree with my choices	1	2	3	4	5
Have the highest ethical standards	1	2	3	4	5
Treat my family with dignity and respect at all times	1	2	3	4	5
Encourage my family to actively obtain supports and resources that we need	1	2	3	4	5

Child and Adult Relationships Scale

This section of the scale asks you about the kinds of relationships your child(ren) has with adults who care for or educate your child. Please indicate for each statement whether you agree or disagree that the statement is true for your family.

<i>The adults who care for my child:</i>	<i>Strongly Agree</i>	<i>Somewhat Agree</i>	<i>Neither</i>	<i>Somewhat Disagree</i>	<i>Strongly Disagree</i>
Provide my child a safe and supportive place to learn	1	2	3	4	5
Encourage and support my child's learning	1	2	3	4	5
Interact with my child in responsive and supportive ways	1	2	3	4	5
Are people on whom my child can count when he/she needs help or assistance	1	2	3	4	5
Treat my child with respect	1	2	3	4	5
Are adults who do fun activities with my child	1	2	3	4	5
Protect my child from harm	1	2	3	4	5
Provide my child positive feedback	1	2	3	4	5
Encourage and challenge my child to try new things	1	2	3	4	5

Child Learning Opportunities Scale

This scale asks you about the learning opportunities and activities early childhood staff provide or make available to your child. Please indicate for each statement whether you agree or disagree that the statement is true for your family. Think about the persons who work with your child at childcare, preschool or in your home when making your responses.

<i>Professionals who care for or educate my young child(ren):</i>	<i>Strongly Agree</i>	<i>Somewhat Agree</i>	<i>Neither</i>	<i>Somewhat Disagree</i>	<i>Strongly Disagree</i>
Provide my preschool-aged child a mix of learning activities and experiences	1	2	3	4	5
Provide my child opportunities to have shared learning experiences with other children	1	2	3	4	5
Provide my child interesting and enjoyable learning opportunities	1	2	3	4	5
Provide my child learning opportunities that build on his/her strengths and abilities	1	2	3	4	5
Encourage my child to treat other children with compassion and respect	1	2	3	4	5
Provide learning opportunities that encourage my child to do his/her best	1	2	3	4	5
Provide my child a mix of informal and formal learning opportunities	1	2	3	4	5
Provide my child opportunities to develop friendships	1	2	3	4	5
Provide learning opportunities that encourage my child to learn new behavior	1	2	3	4	5

Child Outcomes Scale

This section of the scale asks you about your preschool child’s behavior and health. Please indicate for each statement whether you agree or disagree that the statement is true about your preschool age child.

<i>To what extent do you agree with each statement?</i>	<i>Strongly Agree</i>	<i>Somewhat Agree</i>	<i>Neither</i>	<i>Somewhat Disagree</i>	<i>Strongly Disagree</i>
My child likes to explore the ways toys and other materials work	1	2	3	4	5
My child shows an interest in new things, people, and places	1	2	3	4	5
My child expresses his/her feelings appropriately	1	2	3	4	5
My child interacts with other children in an appropriate manner	1	2	3	4	5
My child shows an “I did it” response when he/she figures things out on his/her own	1	2	3	4	5
My child smiles and laughs when doing fun things	1	2	3	4	5
My child figures things out by experimenting	1	2	3	4	5
My child becomes excited as part of figuring out new things	1	2	3	4	5
My child is healthy most of the time	1	2	3	4	5

Family and Child Early Experiences Scales Scoresheets

<i>Community and Neighborhood Supports</i>	<i>Safe and Secure Environments</i>	<i>Welcoming and Supportive Communities</i>	<i>Nurturing Supports System</i>	<i>Total Scale Score</i>
Preschools and childcare programs that are safe for young children	<input type="text"/>			
Community activities that encourage children and family members to do things together		<input type="text"/>		
Enough good physicians to care for children's health			<input type="text"/>	
Safe places in my community for children to play	<input type="text"/>			
Child-friendly community activities and events		<input type="text"/>		
Good preschools and childcare programs for young children			<input type="text"/>	
Community members who support non-violent neighborhoods	<input type="text"/>			
Faith communities that encourage tolerance and acceptance		<input type="text"/>		
Family support program or family resource centers for parents of young children			<input type="text"/>	
	<input type="text"/>	+	<input type="text"/>	+
			<input type="text"/>	=
				<input type="text"/>

Family and Child Early Experiences Scales Scoresheets

<i>Parent and Family Resources</i>	<i>Basic Resources</i>	<i>Early Childhood Education</i>	<i>Parenting Supports</i>	<i>Total Scale Score</i>			
Adequate healthcare for all my family members	<input style="width: 60px; height: 20px;" type="text"/>						
Childcare or preschool staff who use learning activities that build on my child's interests and strengths		<input style="width: 60px; height: 20px;" type="text"/>					
Neighbors or friends who look out for my child			<input style="width: 60px; height: 20px;" type="text"/>				
Money to buy necessities (food, clothing, utilities)	<input style="width: 60px; height: 20px;" type="text"/>						
Childcare or preschool staff who support my child's learning and development		<input style="width: 60px; height: 20px;" type="text"/>					
Childcare or preschool program staff who are responsive to my questions and concerns			<input style="width: 60px; height: 20px;" type="text"/>				
Adequate housing (house or apartment)	<input style="width: 60px; height: 20px;" type="text"/>						
Childcare or preschool staff who use teaching practices based on the individual needs of my child		<input style="width: 60px; height: 20px;" type="text"/>					
Childcare or preschool staff who involve me in my child's education and care			<input style="width: 60px; height: 20px;" type="text"/>				
	<input style="width: 60px; height: 20px;" type="text"/>	+	<input style="width: 60px; height: 20px;" type="text"/>	+	<input style="width: 60px; height: 20px;" type="text"/>	=	<input style="width: 60px; height: 20px;" type="text"/>

Family and Child Early Experiences Scales Scoresheets

<i>Help Giver Practices</i>	<i>Knowledge and Skills</i>	<i>Relational Practices</i>	<i>Participatory Practices</i>	<i>Total Scale Score</i>			
Know about the resources and supports families need	<input type="text"/>						
Use open and honest communication skills with me		<input type="text"/>					
Provide information to my family so we can make informed choices and decisions			<input type="text"/>				
Know about both child and family development	<input type="text"/>						
Share information with families in a complete and unbiased manner		<input type="text"/>					
Support my family's decision even if they do not agree with my choices			<input type="text"/>				
Have the highest ethical standards	<input type="text"/>						
Treat my family with dignity and respect at all times		<input type="text"/>					
Encourage my family to actively obtain supports and resources that we need			<input type="text"/>				
	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>

Family and Child Early Experiences Scales Scoresheets

<i>Child and Adult Relationships</i>	<i>Trust and Dependability</i>	<i>Supportive/ Nurturing Relationships</i>	<i>Mutually Beneficial Relationships</i>	<i>Total Scale Score</i>			
Provide my child a safe and supportive place to learn	<input style="width: 50px; height: 20px;" type="text"/>						
Encourage and support my child's learning		<input style="width: 50px; height: 20px;" type="text"/>					
Interact with my child in responsive and supportive ways			<input style="width: 50px; height: 20px;" type="text"/>				
Are people on whom my child can count when he/she needs help or assistance	<input style="width: 50px; height: 20px;" type="text"/>						
Treat my child with respect		<input style="width: 50px; height: 20px;" type="text"/>					
Are adults who do fun activities with my child			<input style="width: 50px; height: 20px;" type="text"/>				
Protect my child from harm	<input style="width: 50px; height: 20px;" type="text"/>						
Provide my child positive feedback		<input style="width: 50px; height: 20px;" type="text"/>					
Encourage and challenge my child to try new things			<input style="width: 50px; height: 20px;" type="text"/>				
	<input style="width: 50px; height: 20px;" type="text"/>	+	<input style="width: 50px; height: 20px;" type="text"/>	+	<input style="width: 50px; height: 20px;" type="text"/>	=	<input style="width: 50px; height: 20px;" type="text"/>

Family and Child Early Experiences Scales Scoresheets

<i>Child Learning Opportunities</i>	<i>Rich and Varied Learning Opportunities</i>	<i>Peer Learning Opportunities</i>	<i>Development Enhancing Learning Opportunities</i>	<i>Total Scale Score</i>			
Provide my preschool-aged child a mix of learning activities and experiences	<input style="width: 60px; height: 20px;" type="text"/>						
Provide my child opportunities to have shared learning experiences with other children		<input style="width: 60px; height: 20px;" type="text"/>					
Provide my child interesting and enjoyable learning opportunities			<input style="width: 60px; height: 20px;" type="text"/>				
Provide my child learning opportunities that build on his/her strengths and abilities	<input style="width: 60px; height: 20px;" type="text"/>						
Encourage my child to treat other children with compassion and respect		<input style="width: 60px; height: 20px;" type="text"/>					
Provide learning opportunities that encourage my child to do his/her best			<input style="width: 60px; height: 20px;" type="text"/>				
Provide my child a mix of informal and formal learning opportunities	<input style="width: 60px; height: 20px;" type="text"/>						
Provide my child opportunities to develop friendships		<input style="width: 60px; height: 20px;" type="text"/>					
Provide learning opportunities that encourage my child to learn new behavior			<input style="width: 60px; height: 20px;" type="text"/>				
	<input style="width: 60px; height: 20px;" type="text"/>	+	<input style="width: 60px; height: 20px;" type="text"/>	+	<input style="width: 60px; height: 20px;" type="text"/>	=	<input style="width: 60px; height: 20px;" type="text"/>

Family and Child Early Experiences Scales Scoresheets

<i>Child Outcomes</i>	<i>Child Competence</i>	<i>Child Confidence</i>	<i>Child Well-Being</i>	<i>Total Scale Score</i>			
My child likes to explore the ways toys and other materials work	<input type="text"/>						
My child shows an interest in new things, people, and places		<input type="text"/>					
My child expresses his/her feelings appropriately			<input type="text"/>				
My child interacts with other children in an appropriate manner	<input type="text"/>						
My child shows an "I did it" response when he/she figures things out on his/her own		<input type="text"/>					
My child smiles and laughs when doing fun things			<input type="text"/>				
My child figures things out by experimenting	<input type="text"/>						
My child becomes excited as part of figuring out new things		<input type="text"/>					
My child is healthy most of the time			<input type="text"/>				
	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>

Encuesta de las Experiencias Tempranas del Niño y la Familia

Las Experiencias Tempranas del Niño y la Familia, Encuesta.

Gracias por su interés en completar la encuesta. Esta encuesta incluye preguntas sobre su vecindario y su comunidad, su familia, los profesionales que trabajan con su niño(s) y su familia, la salud y el comportamiento de su niño(s) en edad pre-escolar. Su respuesta nos ayudará a saber cómo van las cosas en su familia. Por favor, conteste las seis secciones de la encuesta. Gracias por contestar la encuesta.

Información General			
Nombre _____		Edad _____	
Dirección _____			
Ciudad _____		Condado _____ Estado _____	
Edad y sexo de sus niños: _____ <input type="checkbox"/> Niño <input type="checkbox"/> Niña _____ <input type="checkbox"/> Niño <input type="checkbox"/> Niña _____ <input type="checkbox"/> Niño <input type="checkbox"/> Niña _____ <input type="checkbox"/> Niño <input type="checkbox"/> Niña _____ <input type="checkbox"/> Niño <input type="checkbox"/> Niña _____ <input type="checkbox"/> Niño <input type="checkbox"/> Niña _____ <input type="checkbox"/> Niño <input type="checkbox"/> Niña _____ <input type="checkbox"/> Niño <input type="checkbox"/> Niña _____ <input type="checkbox"/> Niño <input type="checkbox"/> Niña			
Por favor, marque en qué programas participa su hijo(s) en edad pre-escolar:			
<input type="checkbox"/> Intervención Temprana		<input type="checkbox"/> Educación Pre-escolar Especial	
<input type="checkbox"/> Jardín/guardería infantil		<input type="checkbox"/> Pre-escolar regular	
<input type="checkbox"/> Family Support Program		<input type="checkbox"/> Early Head Start	
		<input type="checkbox"/> Head Start	
		<input type="checkbox"/> Even Start	
<input type="checkbox"/> Otro (describa, por favor) _____			

¿Su hijo o cualquiera de sus hijos han sido diagnosticados con una discapacidad en el desarrollo mental, atraso en el desarrollo mental u otra condición médica? <input type="checkbox"/> Si <input type="checkbox"/> No			
Si contestó sí, describa por favor:			
Nombre del niño _____		<input type="checkbox"/> Discapacidad <input type="checkbox"/> Atraso <input type="checkbox"/> Otra	
¿Qué tipo de discapacidad, atraso o enfermedad tiene? _____			
Nombre del niño _____		<input type="checkbox"/> Discapacidad <input type="checkbox"/> Atraso <input type="checkbox"/> Otra	
¿Qué tipo de discapacidad, atraso o enfermedad tiene? _____			
Nombre del niño _____		<input type="checkbox"/> Discapacidad <input type="checkbox"/> Atraso <input type="checkbox"/> Otra	
¿Qué tipo de discapacidad, atraso o enfermedad tiene? _____			

Apoyo de la Comunidad y del Barrio

En esta sección de la encuesta, se le hace preguntas sobre el vecindario y la comunidad en donde vive usted y su familia. Sírvase indicar para cada enunciado, si está de acuerdo o en desacuerdo con lo enunciado.

<i>Mi comunidad tiene:</i>	<i>Fuertemente de acuerdo</i>	<i>Un poco de acuerdo</i>	<i>Ninguno</i>	<i>Un poco en desacuerdo</i>	<i>Fuertemente en desacuerdo</i>
Programas pre-escolares y jardines/guarderías infantiles que son seguros para los niños pequeños.	1	2	3	4	5
Actividades comunitarias que fomentan que los niños y los miembros de la familia, hagan cosas juntos.	1	2	3	4	5
Suficientes médicos y profesionales, con experiencia, para cuidar la salud de los niños.	1	2	3	4	5
Lugares seguros, en la comunidad para que los niños jueguen.	1	2	3	4	5
Eventos y actividades, en la comunidad, que están orientadas hacia los niños.	1	2	3	4	5
Escuelas para el pre-escolar y jardines/guarderías infantiles buenas.	1	2	3	4	5
Miembros de la comunidad que ayudan a tener barrios sin violencia.	1	2	3	4	5
Congregaciones religiosas que fomentan la tolerancia y la aceptación.	1	2	3	4	5
Centros de recursos o programas de apoyo familiar para los padres de los niños pequeños.	1	2	3	4	5

Los Recursos para la Familia y los Padres

En esta sección de la encuesta, se le hace preguntas sobre el apoyo y los recursos de su familia, y los recursos que le son proporcionados por otras personas u organizaciones. Sírvase indicar para cada enunciado, si usted está de acuerdo o en desacuerdo con lo enunciado.

<i>Mi familia y mi niño(s) tienen:</i>	<i>Fuertemente de acuerdo</i>	<i>Un poco de acuerdo</i>	<i>Ninguno</i>	<i>Un poco en desacuerdo</i>	<i>Fuertemente en desacuerdo</i>
Servicios de salud adecuados para todos los miembros de mi familia.	1	2	3	4	5
El personal del pre-escolar o del jardín/guardería infantil usa actividades de aprendizaje basadas en los intereses y fortalezas de mi hijo.	1	2	3	4	5
Vecinos o amigos que miran y cuidan a mi hijo.	1	2	3	4	5
Dinero para comprar/pagar las necesidades básicas (alimentos, prendas de vestir, pagar las utilidades).	1	2	3	4	5
Personal del pre-escolar o del jardín/guardería infantil que apoya, el aprendizaje y el desarrollo, de mi hijo.	1	2	3	4	5
Personal del pre-escolar o del jardín/guardería infantil que contesta todas mis preguntas y preocupaciones.	1	2	3	4	5
Vivienda adecuada (casa o apartamento).	1	2	3	4	5
Personal del pre-escolar o del jardín/guardería infantil que usan técnicas de enseñanza basadas en las necesidades individuales de mi hijo.	1	2	3	4	5
Personal del pre-escolar o del jardín/guardería infantil que me hacen participe en la educación y cuidado de mi hijo.	1	2	3	4	5

Desempeño del Profesional

En esta sección de la encuesta, se le hace preguntas sobre los profesionales que trabajan con usted y su hijo(s). Sírvase indicar para cada enunciado, si usted está de acuerdo o en desacuerdo con lo enunciado. Cuando conteste, piense en los profesionales con los cuales usted tiene más contacto, en términos de la educación o atención pre-escolar de su niño.

<i>Los profesionales que trabajan con mi familia y mi niño:</i>	<i>Fuertemente de acuerdo</i>	<i>Un poco de acuerdo</i>	<i>Ninguno</i>	<i>Un poco en desacuerdo</i>	<i>Fuertemente en desacuerdo</i>
Saben qué recursos o apoyos necesitan las familias.	1	2	3	4	5
Se comunican conmigo, sincera y abiertamente.	1	2	3	4	5
Le dan a mi familia la información necesaria para que podamos elegir o hacer buenas decisiones.	1	2	3	4	5
Conocen el desarrollo del niño y la familia.	1	2	3	4	5
Comparten, completamente, la información con las familias de una manera imparcial.	1	2	3	4	5
Apoyan la decisión tomada por mi familia, aunque no estén de acuerdo con mi elección.	1	2	3	4	5
Tienen un alto grado de ética profesional.	1	2	3	4	5
Tratan a mi familia con dignidad y respeto en todo momento.	1	2	3	4	5
Alientan a mi familia a que activamente obtengamos la ayuda y los recursos que necesitamos.	1	2	3	4	5

Las Relaciones entre el Niño y el Adulto

En esta sección de la encuesta, se le hace preguntas sobre los tipos de relaciones que tiene su hijo(s) con las personas que lo cuidan o lo educan. Sírvase indicar para cada enunciado, si usted está de acuerdo o en desacuerdo con lo enunciado.

Las personas que cuidan a mi niño:	<i>Fuertemente de acuerdo</i>	<i>Un poco de acuerdo</i>	<i>Ninguno</i>	<i>Un poco en desacuerdo</i>	<i>Fuertemente en desacuerdo</i>
Proporcionan un lugar seguro y propicio para que mi hijo aprenda.	1	2	3	4	5
Alientan y apoyan el aprendizaje de mi hijo.	1	2	3	4	5
Interactúan con mi hijo de una forma sensible, receptiva y de apoyo.	1	2	3	4	5
Son personas con las cuales mi hijo puede contar para recibir la ayuda que necesita.	1	2	3	4	5
Tratan a mi hijo con respeto.	1	2	3	4	5
Son personas que hacen actividades divertidas con mi hijo.	1	2	3	4	5
Protegen a mi hijo de que se lastime.	1	2	3	4	5
Interactúan positivamente con mi hijo.	1	2	3	4	5
Incentivan y desafían a mi hijo para que pruebe cosas nuevas.	1	2	3	4	5

Las Oportunidades de Aprendizaje para los Niños

En esta sección de la encuesta, se le hace preguntas sobre las oportunidades y las actividades de aprendizaje que el personal de la educación temprana, proporciona o pone a disposición de su hijo. Sírvase indicar para cada enunciado, si usted está de acuerdo o en desacuerdo con lo enunciado. Al contestar, piense en las personas que se encargan de su hijo en el jardín/ guardería infantil, en el pre-escolar o en su casa.

Los profesionales que cuidan o educan a mi niño(s) pequeño(s):	<i>Fuertemente de acuerdo</i>	<i>Un poco de acuerdo</i>	<i>Ninguno</i>	<i>Un poco en desacuerdo</i>	<i>Fuertemente en desacuerdo</i>
Le proporcionan, a mi niño en edad pre-escolar, una combinación de experiencias y actividades de aprendizaje.	1	2	3	4	5
Le proporcionan, a mi niño, oportunidades para compartir las experiencias de aprendizaje con otros niños.	1	2	3	4	5
Le proporcionan, a mi niño, oportunidades de aprendizaje interesantes y agradables.	1	2	3	4	5
Proporcionan oportunidades de aprendizaje que se basan en las fortalezas y habilidades de mi hijo.	1	2	3	4	5
Alientan a mi hijo a que trate a otros niños con compasión y respeto.	1	2	3	4	5
Ofrecen oportunidades de aprendizaje que alientan a mi hijo a hacer lo mejor que pueda.	1	2	3	4	5
Le proporcionan una variedad de oportunidades de aprendizajes formales e informales.	1	2	3	4	5
Le proporcionan oportunidades para desarrollar nuevas amistades.	1	2	3	4	5
Ofrecen oportunidades de aprendizaje que estimulan a mi niño a aprender conductas nuevas.	1	2	3	4	5

Los Resultados Obtenidos de los Niños

En esta sección de la encuesta, se le hace preguntas sobre el comportamiento y la salud de su niño en edad pre-escolar. Sírvase indicar para cada enunciado, si usted está de acuerdo o en desacuerdo con lo enunciado.

¿Cuán de acuerdo usted está con cada uno de los siguientes enunciados?	<i>Fuertemente de acuerdo</i>	<i>Un poco de acuerdo</i>	<i>Ninguno</i>	<i>Un poco en desacuerdo</i>	<i>Fuertemente en desacuerdo</i>
A mi hijo le gusta ver cómo funcionan los juguetes u otras cosas.	1	2	3	4	5
Mi niño muestra interés en cosas nuevas, personas y lugares.	1	2	3	4	5
Mi hijo expresa sus sentimientos apropiadamente.	1	2	3	4	5
Mi hijo interactúa con otros niños apropiadamente.	1	2	3	4	5
Mi niño muestra una conducta de "Yo lo hice" cuando él/ella descubre algo por sí mismo.	1	2	3	4	5
Mi hijo se sonríe y se ríe cuando hace cosas divertidas.	1	2	3	4	5
Mi hijo descubre cosas nuevas a través de la experiencia.	1	2	3	4	5
Mi hijo se entusiasma al descubrir cosas nuevas.	1	2	3	4	5
Mi hijo tiene buena salud la mayor parte del tiempo.	1	2	3	4	5

Escala Las Experiencias Tempranas del Niño y la Familia, Hoja de Puntaje.

<i>Apoyo de la comunidad y del barrio</i>	<i>Entornos seguros</i>	<i>Comunidades receptivas que dan apoyo</i>	<i>Sistemas de apoyo y ayudas</i>	<i>Puntaje TOTAL</i>			
Programas pre-escolares y jardines/guarderías infantiles que son seguros para los niños pequeños.	<input type="text"/>						
Actividades comunitarias que fomentan que los niños y los miembros de la familia, hagan cosas juntos.		<input type="text"/>					
Suficientes médicos y profesionales, con experiencia, para cuidar la salud de los niños.			<input type="text"/>				
Lugares seguros, en la comunidad para que los niños jueguen.	<input type="text"/>						
Eventos y actividades, en la comunidad, que están orientas hacia los niños.		<input type="text"/>					
Escuelas para el pre-escolar y jardines/guarderías infantiles buenas.			<input type="text"/>				
Miembros de la comunidad que ayudan a tener barrios sin violencia.	<input type="text"/>						
Congregaciones religiosas que fomentan la tolerancia y la aceptación.		<input type="text"/>					
Centros de recursos o programas de apoyo familiar para los padres de los niños pequeños.			<input type="text"/>				
	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>

Escala Las Experiencias Tempranas del Niño y la Familia, Hoja de Puntaje.

<i>Los recursos para la familia y los padres</i>	<i>Recursos básicos</i>	<i>Educación a una edad temprana</i>	<i>Apoyo para la crianza de los hijos</i>	<i>Puntaje TOTAL</i>			
Servicios de salud adecuados para todos los miembros de mi familia.	<input type="text"/>						
El personal del pre-escolar o del jardín/guardería infantil usa actividades de aprendizaje basadas en los intereses y fortalezas de mi hijo.		<input type="text"/>					
Vecinos o amigos que miran y cuidan a mi hijo.			<input type="text"/>				
Dinero para comprar/pagar las necesidades básicas (alimentos, prendas de vestir, pagar las utilidades).	<input type="text"/>						
Personal del pre-escolar o del jardín/guardería infantil que apoya, el aprendizaje y el desarrollo, de mi hijo.		<input type="text"/>					
Personal del pre-escolar o del jardín/guardería infantil que contesta todas mis preguntas y preocupaciones.			<input type="text"/>				
Vivienda adecuada (casa o apartamento).	<input type="text"/>						
Personal del pre-escolar o del jardín/guardería infantil que usan técnicas de enseñanza basadas en las necesidades individuales de mi hijo.		<input type="text"/>					
Personal del pre-escolar o del jardín/guardería infantil que me hacen participe en la educación y cuidado de mi hijo.			<input type="text"/>				
	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>

Escala Las Experiencias Tempranas del Niño y la Familia, Hoja de Puntaje.

<i>Desempeño del profesional</i>	<i>Los conocimientos y las habilidades (calidad técnica)</i>	<i>Prácticas de relación</i>	<i>Prácticas para la participación</i>	<i>Puntaje TOTAL</i>
Saben qué recursos o apoyos necesitan las familias.	<input style="width: 50px; height: 20px;" type="text"/>			
Se comunican conmigo, sincera y abiertamente.		<input style="width: 50px; height: 20px;" type="text"/>		
Le dan a mi familia la información necesaria para que podamos elegir o hacer buenas decisiones.			<input style="width: 50px; height: 20px;" type="text"/>	
Conocen el desarrollo del niño y la familia.	<input style="width: 50px; height: 20px;" type="text"/>			
Comparten, completamente, la información con las familias de una manera imparcial.		<input style="width: 50px; height: 20px;" type="text"/>		
Apoyan la decisión tomada por mi familia, aunque no estén de acuerdo con mi elección.			<input style="width: 50px; height: 20px;" type="text"/>	
Tienen un alto grado de ética profesional.	<input style="width: 50px; height: 20px;" type="text"/>			
Tratan a mi familia con dignidad y respeto en todo momento.		<input style="width: 50px; height: 20px;" type="text"/>		
Alientan a mi familia a que activamente obtengamos la ayuda y los recursos que necesitamos.			<input style="width: 50px; height: 20px;" type="text"/>	
	<input style="width: 50px; height: 20px;" type="text"/>	+	<input style="width: 50px; height: 20px;" type="text"/>	+
			<input style="width: 50px; height: 20px;" type="text"/>	=
				<input style="width: 50px; height: 20px;" type="text"/>

Escala Las Experiencias Tempranas del Niño y la Familia, Hoja de Puntaje.

<i>Las relaciones entre el niño y el adulto</i>	<i>La confianza y la seguridad</i>	<i>Las relaciones que nutren y apoyan</i>	<i>Relaciones mutuamente beneficiosas</i>	<i>Puntaje TOTAL</i>			
Proporcionan un lugar seguro y propicio para que mi hijo aprenda.	<input type="text"/>						
Alientan y apoyan el aprendizaje de mi hijo.		<input type="text"/>					
Interactúan con mi hijo de una forma sensible, receptiva y de apoyo.			<input type="text"/>				
Son personas con las cuales mi hijo puede contar para recibir la ayuda que necesita.	<input type="text"/>						
Tratan a mi hijo con respeto.		<input type="text"/>					
Son personas que hacen actividades divertidas con mi hijo.			<input type="text"/>				
Protegen a mi hijo de que se lastime.	<input type="text"/>						
Interactúan positivamente con mi hijo.		<input type="text"/>					
Incentivan y desafían a mi hijo para que pruebe cosas nuevas.			<input type="text"/>				
	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>

Escala Las Experiencias Tempranas del Niño y la Familia, Hoja de Puntaje.

<i>Las oportunidades de aprendizaje para los niños</i>	<i>Las oportunidades de aprendizaje fortalecedoras y variadas</i>	<i>Las oportunidades para aprender de los compañeros o de los amigos</i>	<i>Las actividades de aprendizaje para realzar el desarrollo</i>	<i>Puntaje TOTAL</i>
Le proporcionan, a mi niño en edad pre-escolar, una combinación de experiencias y actividades de aprendizaje.	<input style="width: 50px; height: 20px;" type="text"/>			
Le proporcionan, a mi niño, oportunidades para compartir las experiencias de aprendizaje con otros niños.		<input style="width: 50px; height: 20px;" type="text"/>		
Le proporcionan, a mi niño, oportunidades de aprendizaje interesantes y agradables.			<input style="width: 50px; height: 20px;" type="text"/>	
Proporcionan oportunidades de aprendizaje que se basan en las fortalezas y habilidades de mi hijo.	<input style="width: 50px; height: 20px;" type="text"/>			
Alientan a mi hijo a que trate a otros niños con compasión y respeto.		<input style="width: 50px; height: 20px;" type="text"/>		
Ofrecen oportunidades de aprendizaje que alientan a mi hijo a hacer lo mejor que pueda.			<input style="width: 50px; height: 20px;" type="text"/>	
Le proporcionan una variedad de oportunidades de aprendizajes formales e informales.	<input style="width: 50px; height: 20px;" type="text"/>			
Le proporcionan oportunidades para desarrollar nuevas amistades.		<input style="width: 50px; height: 20px;" type="text"/>		
Ofrecen oportunidades de aprendizaje que estimulan a mi niño a aprender conductas nuevas.			<input style="width: 50px; height: 20px;" type="text"/>	
<input style="width: 50px; height: 20px;" type="text"/> + <input style="width: 50px; height: 20px;" type="text"/> + <input style="width: 50px; height: 20px;" type="text"/> = <input style="width: 50px; height: 20px;" type="text"/>				

Escala Las Experiencias Tempranas del Niño y la Familia, Hoja de Puntaje.

<i>Los resultados obtenidos de los niños</i>	<i>Las competencias del niño</i>	<i>La confianza del niño</i>	<i>El bienestar del niño</i>	<i>Puntaje TOTAL</i>			
A mi hijo le gusta ver cómo funcionan los juguetes u otras cosas.	<input type="text"/>						
Mi niño muestra interés en cosas nuevas, personas y lugares.		<input type="text"/>					
Mi hijo expresa sus sentimientos apropiadamente.			<input type="text"/>				
Mi hijo interactúa con otros niños apropiadamente.	<input type="text"/>						
Mi niño muestra una conducta de "Yo lo hice" cuando él/ella descubre algo por sí mismo.		<input type="text"/>					
Mi hijo se sonríe y se ríe cuando hace cosas divertidas.			<input type="text"/>				
Mi hijo descubre cosas nuevas a través de la experiencia.	<input type="text"/>						
Mi hijo se entusiasma al descubrir cosas nuevas.		<input type="text"/>					
Mi hijo tiene buena salud la mayor parte del tiempo.			<input type="text"/>				
	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>

Attachment 7

**Code Manual for the
Measuring Outcomes for Children Scale Items**

Code Manual for Measuring Outcomes for Children Scale Items

Variable Number	Variable Name	Variable Description
1	ID	ID Number
2	AGE	Respondent's Age
3	CITY	City of residence
4	COUNTY	County of residence
5	STATE	State (2 letter postal code)
6	CH1_AGE	Child 1 Age (months)
7	CH1_GEND	Child 1 Gender
		Value Label
		1 Boy
		2 Girl
8	CH2_AGE	Child 2 Age (months)
9	CH2_GEND	Child 2 Gender
		Value Label
		1 Boy
		2 Girl
10	CH3_AGE	Child 3 Age (months)
11	CH3_GEND	Child 3 Gender
		Value Label
		1 Boy
		2 Girl

Variable Number	Variable Name	Variable Description
12	CH4_AGE	Child 4 Age (months)
13	CH4_GEND	Child 4 Gender
		Value Label
		1 Boy
		2 Girl
14	CH5_AGE	Child 5 Age (months)
15	CH5_GEND	Child 5 Gender
		Value Label
		1 Boy
		2 Girl
16	CH6_AGE	Child 6 Age (months)
17	CH6_GEND	Child 6 Gender
		Value Label
		1 Boy
		2 Girl
18	CH7_AGE	Child 7 Age (months)
19	CH7_GEND	Child 7 Gender
		Value Label
		1 Boy
		2 Girl
20	CH8_AGE	Child 8 Age (months)
21	CH8_GEND	Child 8 Gender
		Value Label
		1 Boy
		2 Girl

Variable Number	Variable Name	Variable Description	
22	CH9_AGE	Child 9 Age (months)	
23	CH9_GEND	Child 9 Gender	
		Value	Label
		1	Boy
		2	Girl
24	E_INVENT	Preschool aged child(ren) participates in an Early Intervention Program	
		Value	Label
		0	No
		1	Yes
25	P_SPEDUC	Preschool aged child(ren) participates in a Preschool Special Education Program	
		Value	Label
		0	No
		1	Yes
26	PRESCHOL	Preschool aged child(ren) participates in a Regular Preschool Program	
		Value	Label
		0	No
		1	Yes
27	CHILDCAR	Preschool aged child(ren) participates in a Childcare Program	
		Value	Label
		0	No
		1	Yes

Variable Number	Variable Name	Variable Description
28	EHEADST	Preschool aged child(ren) participates in a Early Head Start Program
		Value Label
		0 No
		1 Yes
29	HEADSTAR	Preschool aged child(ren) participates in a Head Start Program
		Value Label
		0 No
		1 Yes
30	EVENSTAR	Preschool aged child(ren) participates in a Even Start Program
		Value Label
		0 No
		1 Yes
31	FAMSUPRG	Preschool aged child(ren) participates in a Family Support Program
		Value Label
		0 No
		1 Yes
32	OTHER	Description of other type of program preschool aged child(ren) participates
33	CHCOND TN	Child/Children been diagnosed with developmental disability, developmental delay, or other condition?
		Value Label
		0 No
		1 Yes

Variable Number	Variable Name	Variable Description	
34	CH1COND	Child 1 Condition Code	
		Value	Label
		1	Developmental Disability
		2	Developmental Delay
		3	Other
35	CH1DESC	Child 1 Condition Description, if given	
36	CH2COND	Child 2 Condition Code	
		Value	Label
		1	Developmental Disability
		2	Developmental Delay
		3	Other
37	CH2DESC	Child 2 Condition Description, if given	
38	CH3COND	Child 3 Condition Code	
		Value	Label
		1	Developmental Disability
		2	Developmental Delay
		3	Other
39	CH3DESC	Child 3 Condition Description, if given	
40	CNCHCSAF	Preschools and childcare programs that are safe for young children	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree

Variable Number	Variable Name	Variable Description	
41	CNTOGETH	Community activities that encourage children and family members to do things together	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree
42	CNHLTCAR	Enough good physicians to care for children's health	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree
43	CNPLCPLA	Safe places for children to play	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree
44	CNCFEVNT	Child-friendly community activities and events	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree

Variable Number	Variable Name	Variable Description	
45	CNCCGOOD	Good preschools and child care programs for young children	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree
46	CNNOVIOL	Community members who support non-violent neighborhoods	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree
47	CNTOLRNC	Faith communities that encourage tolerance and acceptance	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree
48	CNFSPFRC	Family support programs or family resource centers for parents of young children	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree

Variable Number	Variable Name	Variable Description
49	SAFSECEV	Safe and Secure Environments – Subscale Score Sum of 40, 43, 46
50	WELCSUPP	Welcoming and Supportive Communities – Subscale Score Sum of 41, 44, 47
51	NUTSUPSY	Nurturing Supports System – Subscale Score Sum of 42, 45, 48
52	CNS_TOTL	Community and Neighborhood Supports – Total Scale Score Sum of 40 to 48
53	PFHLTCAR	Adequate healthcare for all my family members
		Value Label
		1 Strongly Agree
		2 Somewhat Agree
		3 Neither
		4 Somewhat Disagree
		5 Strongly Disagree
54	PFSTRENG	Childcare or preschool staff who use learning activities that build on my child’s interests and strengths
		Value Label
		1 Strongly Agree
		2 Somewhat Agree
		3 Neither
		4 Somewhat Disagree
		5 Strongly Disagree

Variable Number	Variable Name	Variable Description	
55	PFLOKOUT	Neighbors or friends who look out and care for all children	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree
56	PFMONRY	Money to buy necessities (food, clothing, utilities)	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree
57	PFCLEARN	Childcare or preschool staff who support my child's learning and development	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree
58	PFPROFAG	Childcare or preschool program staff who are responsive to my questions and concerns	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree

Variable Number	Variable Name	Variable Description
59	PFHOUSE	Adequate housing (house, apartment)
		Value Label
		1 Strongly Agree
		2 Somewhat Agree
		3 Neither
		4 Somewhat Disagree
		5 Strongly Disagree
60	PFINDNED	Childcare or preschool staff who use teaching practices based on the individual needs of my child
		Value Label
		1 Strongly Agree
		2 Somewhat Agree
		3 Neither
		4 Somewhat Disagree
		5 Strongly Disagree
61	PFYCEDUC	Childcare or preschool staff who involve me in my child's education and care
		Value Label
		1 Strongly Agree
		2 Somewhat Agree
		3 Neither
		4 Somewhat Disagree
		5 Strongly Disagree
62	BASICRES	Basic Resources – Subscale Score Sum of 53, 56, 59
63	EC_EDUC	Early Childhood Education – Subscale Score Sum of 54, 57, 60
64	PARNSUPS	Parenting Supports – Subscale Score Sum of 55, 58, 61
65	PFR_TOTL	Parent and Family Resources – Total Scale Score Sum of 53 to 61

Variable Number	Variable Name	Variable Description	
66	KSRESOUR	Professionals who know about the sources and supports families need	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree
67	RPHONEST	Professionals who use open and honest communication skills with me	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree
68	PPINFRMD	Professionals who provide information to my family so we can make informed choices and decisions	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree
69	KSDEVELP	Professionals who know about both child and family development	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree

Variable Number	Variable Name	Variable Description	
70	RPUNBIAS	Professionals who share information with families in a complete and unbiased manner	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree
71	PPSUPDEC	Professionals who support my family's decision even if they do not agree with my choices	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree
72	KSETHICL	Professionals who have the highest ethical standards	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree
73	RPDIGNTY	Professionals who treat my family with dignity and respect at all times	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree

Variable Number	Variable Name	Variable Description
74	PPENCOUR	Professionals who encourage my family to actively obtain supports and resources that we need
		Value Label
		1 Strongly Agree
		2 Somewhat Agree
		3 Neither
		4 Somewhat Disagree
		5 Strongly Disagree
75	KNOWSKIL	Knowledge and Skills – Subscale Score Sum of 66, 69, 72
76	RELATINL	Relational Practices – Subscale Score Sum of 67, 70, 73
77	PARTICIP	Participatory Practices – Subscale Score Sum of 68, 71, 74
78	HGP_TOTL	Help Giver Practices – Total Scale Score Sum of 66 to 74
79	ARENVIRO	Adults who provide my child a safe and supportive place to learn
		Value Label
		1 Strongly Agree
		2 Somewhat Agree
		3 Neither
		4 Somewhat Disagree
		5 Strongly Disagree
80	ARCLEARN	Adults who encourage and support my child’s learning
		Value Label
		1 Strongly Agree
		2 Somewhat Agree
		3 Neither
		4 Somewhat Disagree
		5 Strongly Disagree

Variable Number	Variable Name	Variable Description	
81	ARRESPSV	Adults who interact with my child in responsive and supportive	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree
82	ARCOUNT	Adults who my child can count on when he/she needs help or assistance	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree
83	ARRESPCT	Adults who treat my child with respect	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree
84	ARFUNTOG	Adults who do fun activities with my child	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree

Variable Number	Variable Name	Variable Description
85	ARPROTEC	Adults who protect my child from harm
		Value Label
		1 Strongly Agree
		2 Somewhat Agree
		3 Neither
		4 Somewhat Disagree
		5 Strongly Disagree
86	ARPOFBK	Adults who provide my child positive feedback
		Value Label
		1 Strongly Agree
		2 Somewhat Agree
		3 Neither
		4 Somewhat Disagree
		5 Strongly Disagree
87	ARTRYNEW	Adults who encourage and challenge my child to try new things
		Value Label
		1 Strongly Agree
		2 Somewhat Agree
		3 Neither
		4 Somewhat Disagree
		5 Strongly Disagree
88	TRUSTDEP	Trust and Dependability – Subscale Score Sum of 79, 82, 85
89	SUPNUTRL	Supportive/Nurturing Relationships – Subscale Score Sum of 80, 83, 86
90	MUTBENEF	Mutually Beneficial Relationships – Subscale Score Sum of 81, 84, 87
91	CAR_TOTL	Child and Adult Relationships – Total Scale Score Sum of 79 to 87

Variable Number	Variable Name	Variable Description	
92	CLMIXACT	Provide my preschool-aged child a mix of learning activities and experiences	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree
93	CLSLEARN	Provide my child opportunities to have shared learning experiences with other children	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree
94	CLFUNENJ	Provide my child interesting and enjoyable learning opportunities	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree
95	CLSTRENG	Provide my child learning opportunities that build on his/her strengths and abilities	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree

Variable Number	Variable Name	Variable Description	
96	CLCOMPAS	Encourage my child to treat other children with compassion and respect	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree
97	CLDOBEST	Provide learning opportunities that encourage my child to do his/her best	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree
98	CLMIXLOP	Provide my child a mix of informal and formal learning opportunities	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree
99	CLDVFRND	Provide my child opportunities to develop friendships	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree

Variable Number	Variable Name	Variable Description
100	CLNWBEHV	Provide learning opportunities that encourage my child to learn new behavior
		Value Label
		1 Strongly Agree
		2 Somewhat Agree
		3 Neither
		4 Somewhat Disagree
		5 Strongly Disagree
101	RVLEARNO	Rich and Varied Learning Opportunities – Subscale Score Sum of 92, 95, 98
102	PEERLEAR	Peer Learning Opportunities – Subscale Score Sum of 93, 96, 99
103	DEVENHAN	Development Enhancing Learning Opportunities – Subscale Score Sum of 94, 97, 100
104	CLO_TOTL	Child Learning Opportunities – Total Scale Score Sum of 92 to 100
105	CODIFWAY	My child likes to explore the ways toys and other materials work
		Value Label
		1 Strongly Agree
		2 Somewhat Agree
		3 Neither
		4 Somewhat Disagree
		5 Strongly Disagree

Variable Number	Variable Name	Variable Description
106	COINTNEW	My child shows an interest in new things, people and places
		Value Label
		1 Strongly Agree
		2 Somewhat Agree
		3 Neither
		4 Somewhat Disagree
		5 Strongly Disagree
107	COFEELIN	My child expresses his feelings appropriately
		Value Label
		1 Strongly Agree
		2 Somewhat Agree
		3 Neither
		4 Somewhat Disagree
		5 Strongly Disagree
108	COINACHL	My child interacts with other children in an appropriate manner
		Value Label
		1 Strongly Agree
		2 Somewhat Agree
		3 Neither
		4 Somewhat Disagree
		5 Strongly Disagree
109	COIDIDIT	My child shows an “I did it” response when he/she figures out things on his/her own
		Value Label
		1 Strongly Agree
		2 Somewhat Agree
		3 Neither
		4 Somewhat Disagree
		5 Strongly Disagree

Variable Number	Variable Name	Variable Description	
110	COSMILES	My child smiles and laughs when doing fun things	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree
111	COEXPERM	My child figures things out by experimenting	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree
112	COFIGOUT	My child becomes excited as part of figuring out new things	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree
113	COHEALTH	My child is healthy most of the time	
		Value	Label
		1	Strongly Agree
		2	Somewhat Agree
		3	Neither
		4	Somewhat Disagree
		5	Strongly Disagree

Variable Number	Variable Name	Variable Description
114	CHCOMPET	Child Competence – Subscale Score Sum of 105, 108, 111
115	CHCONFID	Child Confidence – Subscale Score Sum of 106, 109, 112
116	CHWELBEN	Child Well-Being – Subscale Score Sum of 107, 110, 113
117	CHOUTCOM	Child Outcomes – Total Scale Score Sum of 105 to 113

Attachment 8

**Excel Data Files for the
Measuring Outcomes for Children Scales**

The Excel data files for entering and scoring item responses can be downloaded from www.smri-usa.com. The data files are organized in a participant by data coding manual variable format (Attachment

7). The Excel file includes subroutines for calculating subscale scores and total scale scores for each of the six outcome categories. Figure 8A shows the manner in which the data files are formatted.

	Participant ID Code	Data Coding Manual Variables (See Attachment 7)							
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
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n									

Figure 8A. Format of the Excel data files for the measuring outcomes for children scales.

APPENDICES

- A. Everyday Kids, Everyday Lives Major Themes and Codes**
- B. Everyday Kids, Everyday Lives Delphi Study Items and Corresponding Everyday Kids, Everyday Lives Themes and Codes**
- C. Everyday Kids, Everyday Lives Modified Delphi Process Survey Results**
- D. Everyday Kids, Everyday Lives Field-Test Social Validity Results**
- E. Psychometric Properties of the Parent and Child Everyday Experiences Scale**
- F. Confirmatory Factor Analyses of the Parent and Child Everyday Experiences Scale Items**
- G. Profiles of the Parents and Children's Everyday Experiences According to Selected Parent, Child, and Residence Variables**

Appendix A

**Everyday Kids, Everyday Lives
Major Themes and Codes**

Loving families and welcoming communities ensure SAFETY!

Themes	Code
Kids deserve to be safe and secure. They should be protected from harm.	SAF 1
All families need adequate food, clothing, housing, and money to be safe and secure.	SAF2
Kids need communities free of violence. Their homes, childcare programs, neighborhoods, playgrounds, and schools need to be safe.	SAF3

Loving families and welcoming communities practice ACCEPTANCE!

Themes	Code
Communities are places where people live and have relationships with each other. Children are contributing members of their communities.	ACC1
Welcoming communities are ones that work to stop stereotypes, harassment, and fear of differences.	ACC2
Communities should welcome all people, including kids.	ACC3
Community members benefit collectively and individually from the gifts and talents all people offer.	ACC4
Communities have a responsibility to care for, protect, and nurture all the people in them.	ACC5

Loving families and welcoming communities support HEALTH!

Themes	Code
Families and kids deserve high quality, affordable, and accessible health care and health insurance.	HLH1
Kids need their health care providers and other supports and service providers to communicate and work with each other.	HLH2
Kids deserve a safe environment and supports that foster their physical and emotional well-being.	HLH3

Loving families and welcoming communities include LEARNING!

Themes	Code
Childcare programs, preschool programs, and schools should welcome, support, and plan carefully for all children.	LRN1
Kids need care and education that is individualized, accommodates their unique needs, and is accountable to them and their families.	LRN2
Successful care and education requires partnering and collaboration among parents, kids, and educators.	LRN3
Kids learn better when caregivers and educators use state of the art practices.	LRN4

Loving families and welcoming communities include SPIRITUALITY!

Themes	Code
Many families want their kids to have a spiritual life.	SPR1
Faith communities should embrace and welcome all families.	SPR2
Kids should have the opportunity to participate in the rituals and ceremonies of their faith.	SPR3

Loving families and welcoming communities have RESOURCES!

Themes	Code
Parents need information, options, and the power to make choices in order to make good decisions for their kids.	RES1
Kids deserve quality early childhood education and care.	RES2
Kids and their families need well-paid, well-qualified staff who stay around to support them over time.	RES3
Systems should work together to support kids to make smooth transitions.	RES4
Kids need someone to take responsibility for coordinating their care or services.	RES5
Families benefit when other families support them.	RES6

Loving families and welcoming communities expect COMPETENCE!

Themes	Code
Families have the most intimate and longstanding knowledge of the members of their family. To best support families, people who work with children must integrate that knowledge into the supports they offer.	COM1
Information is a resource and is power. People need information to be able to make decisions, to influence, and to help. Everyone needs accurate information.	COM2
People who work with children need the knowledge, skills, and attitudes to support all kids and families.	COM3
People who work with children must practice professional and ethical behavior.	COM4
Families must have relevant, accurate, and timely information to make informed decisions for their children.	COM5
Families need options in order to make good decisions.	COM6

Loving families and welcoming communities have FUN!

Themes	Code
Kids need opportunities for joy and laughter.	FUN1
Kids need, want, and should have playmates.	FUN2
Kids need places to play and have fun.	FUN3
Families should have fun together.	FUN4
Supports and services should help families and kids enjoy each other and have fun.	FUN5

Loving families and welcoming communities include LOVE & RELATIONSHIPS!

Themes	Code
Kids need to be loved, nurtured, and supported. Kids should know that they are loved, valued, and respected.	LUV1
Kids should feel and know that they can trust the people around them, including their families, caregivers, friends, professionals, and others.	LUV2
Kids need permanent relationships with people they can count on and who won't leave them.	LUV3
Kids belong in families, and families are the people who love them unconditionally.	LUV4
Kids want, need, and should have friends.	LUV5

Loving families and welcoming communities foster GROWTH!

Themes	Code
Kids need rich and challenging experiences to grow.	GRO1
Kids need the confidence that encourages them to explore, play, and grow.	GRO2
The people who support kids should have high expectations of them.	GRO3
Parents want their children to grow up and make a contribution to society.	GRO4

Appendix B

Everyday Kids, Everyday Lives

Delphi Study Items and Corresponding Everyday Kids, Everyday Lives Themes and Codes

Community and Social Supports

Community and social supports include the human aspects and physical features of the places where family members live and work that provide for safe, supportive, and nurturing relationships with other community members. Community and social context includes: (1) safe and secure homes, neighborhoods, and communities; (2) welcoming and supportive community members and organizations; and (3) nurturing and cooperative support systems and members.

Safe and Secure Environment Delphi Indicators	Everyday Kids, Everyday Lives Themes and Codes ^a									
	SAF	ACC	HLH	LRN	SPR	RES	COM	FUN	LUV	GRO
Adults who know children's whereabouts	1	1, 5								
Violence-free preschools and childcare programs	3	2								
Community Watch or other types of neighborhood monitoring	3	5								
Cooperation between law enforcement and community members	3	5				4				
Neighbors who look out for children's safety	1	1, 5	3							
Recreation centers and other places that are safe for young children	1, 3	3	3							
Availability of safe places for children to play	3		3							
Community member support for non-violent neighborhoods	3	2								
Dependable public safety services	3									
Public safety officers who care about young children and their families	1, 3	5								

NOTE. SAF = Safety, ACC = Acceptance, HLH = Health, LRN = Learning, SRR = Spirituality, RES = Resources, COM = Competence, FUN = Fun, LUV = Love and Relationships, and GRO = Growth.

^a The numeric codes for the corresponding themes can be found in Appendix A.

Community and Social Supports, continued

	Everyday Kids, Everyday Lives Themes and Codes										
	SAF	ACC	HLH	LRN	SPR	RES	COM	FUN	LUV	GRO	
Welcoming and Supportive Community Delphi Indicators											
Neighbors that look out and care for all children		1, 5	3								
Non-discriminatory community member attitudes and beliefs		2, 4			2						
Community activities that encourage child and family interactions		3									
Child-friendly community activities and events		3									
Neighbors who take an interest in the well-being of all children		2, 3, 4									
Playgrounds and other facilities that are accessible to all children		3	3								
Communities that celebrate cultural and ethnic diversity		2, 4									
Faith communities that encourage tolerance and acceptance		2, 4			2						
Neighborhood and community sponsored children's activities		1, 3	3								

Community and Social Supports, continued

Nurturing Support System Delphi Indicators	Everyday Kids, Everyday Lives Themes and Codes									
	SAF	ACC	HLH	LRN	SPR	RES	COM	UN	LUV	GRO
Accessible and high quality health care services for young children			1			4				
Community members who engage children in community activities		3	3							
Assistance with child transitions between preschool or school settings				1, 2		4				
Accessible and high quality community activities for young children	3	1, 3		1						
Community organizations whose missions include child and family well-being		1, 3	3							
All children have a medical home with competent and caring health professionals			1, 2			4				
Caring neighbors and community members		1, 2, 5								
Open communication between family members, neighbors, and community members		1	2			4				
Accessible and high quality preschools and childcare programs for young children				1, 2, 4						
Neighbors who talk to one another about children's safety		4								
Family support programs or resource centers that make parents feel comfortable asking for support						6	6			

Parent and Family Resources

Parent and family resources include the supports provided by formal and informal social network members so parents have the time and energy to carry-out parenting responsibilities. Parent and family resources include: (1) basic resources so parents have the time and energy to nurture their children's growth and development; (2) early childhood care and education that is the highest quality; and (3) informal supports from other parents that include opportunities for mutually beneficial interactions between adults and children.

Basic Resources Delphi Indicators	Everyday Kids, Everyday Lives Themes and Codes									
	SAF	ACC	HLH	LRN	SPR	RES	COM	FUN	LUV	GRO
Support from neighbors and community members		5				6				
Adequate transportation (car, bus, subway, train)			1							
Time to be a family							4			
Good paying jobs	2									
High quality healthcare for all family members			1, 2							
Money to buy necessities (food, clothing, utilities)	2									
Child and adult access to educational opportunities				1, 2, 4		4				1
Access to public assistance for those who do not have a good job	2									
Dependable means to communicate with others (telephone, cell phone, email)						1	2			
Adequate shelter (house, apartment)	2									

Parent and Family Resources, continued

Early Childhood Education and Care Delphi Indicators	Everyday Kids, Everyday Lives Themes and Codes											
	SAF	ACC	HLH	LRN	PR	RES	COM	FUN	LUV	GRO		
Professionals talk and communicate with parents on a regular basis				3		1	2, 5					
Make child learning experiences fun and enjoyable				4				1, 3				1, 2
Professional salaries that match recommended standards						3	3					
Safe and supportive places for young children	1, 3		3									
Learning experiences build on children's interests and strengths				4								1, 2
Include children with and without disabilities in learning experiences				1, 2		2						
Professionals and parents work together to improve program quality				3		1						3
Teaching practices are based on the individual needs of children				2		2						
Professionals have college degrees in areas specifically related to young children						3	3					
Background checks conducted on preschool and childcare program staff				2								
Early childhood professionals create learning that is individualized and encourage active child involvement*				2			3					

* Paraphrased indicator. See Appendix C for the complete descriptions of the indicators.

Parent and Family Resources, continued

Parenting Supports Delphi Indicators	Everyday Kids, Everyday Lives Themes and Codes									
	SAF	ACC	HLH	LRN	SPR	RES	COM	FUN	LUV	GRO
Parents have opportunities to provide parenting information and guidance to one another						1, 6	2, 5			
Faith communities that are responsive to family's spiritual needs					1, 2	1				
Community and neighborhood members who provide a range of support to parents	2					1				
Parents have knowledge and skills to support child learning and development						1	3, 6			
Professional programs and agencies that are responsive to parents' specific needs				3						
Parents have the time and both physical and emotional energy to carry out parenting responsibilities					1		4	5		
Community programs and organizations that encourage family participation in different activities		3								
Parenting support from faith communities in response to family requests					1, 2					
Parents receive support from others as a way of strengthening their parenting confidence						6				

Professional Help Giver Practices

Professional help giver practices include the ways in which professionals interact and treat families, and provide them information needed to make informed choices in ways that empower parents. Professional help giver practices include: (1) professionals' knowledge, skills, and professional ethics; (2) the relationships professionals have with parents and professional–parent interactions; and (3) informed parent decision-making and parent involvement in obtaining resources, achieving goals, and providing their children learning opportunities.

Knowledge and Skill (Technical Quality) Delphi Indicators	Everyday Kids, Everyday Lives Themes and Codes									
	SAF	ACC	HLH	LRN	SPR	RES	COM	FUN	LUV	GRO
Professionals who have formal education to work with young children and their families						3	3			
Professionals who are thoroughly screened before working with young children and their families						3	4			
Professionals have knowledge about the resources and supports that families need							3			
Professionals who are responsible for supporting families' ability to care for their children						2, 6				
Professionals who have knowledge about both child and family development						2, 3	3			1, 3
Professionals who are responsible for keeping themselves informed about best practices*							3			
Professionals are held to the highest standards*										
Professionals have the knowledge and skills about how to support parents and other caregivers*				3			2, 3			
Professionals who receive ongoing high quality training to improve their knowledge and skills						3				
Professionals who receive ongoing mentoring and coaching by more experienced peers or supervisors						3				

* Paraphrased indicators. See Appendix C for the complete descriptions of the indicators.

Professional Helpgiver Practices, continued

Relational Practice Delphi Indicators	Everyday Kids, Everyday Lives Themes and Codes									
	SAF	ACC	HLH	LRN	SPR	RES	COM	FUN	LUV	GRO
Professionals who use open and honest communication skills with parents				3		1	5			
Professionals who provide information to families in ways the family prefers				3		1	2, 5, 6			
Professionals who use active and reflective listening skills with parents				3			1			
Professionals who recognize and acknowledge family members' strengths							1			
Professionals who are nonjudgmental and open-minded when working with parents						1	1, 2, 5			
Professionals who share information with families in a complete and unbiased manner				3		1	2, 5, 6			
Professionals who are sensitive to families' ethnic, cultural, and personal beliefs and values							1			
Professionals who treat family members with dignity and respect at all times							1,5			
Professionals who are responsive to family-identified needs, concerns, and priorities				3		1, 4	2, 5, 6			
Professionals who treat family members in ways that strengthen their capacity to become more capable							1, 5			

Professional Helpgiver Practices, continued

	Everyday Kids, Everyday Lives Themes and Codes										
	SAF	ACC	HLH	LRN	SPR	RES	COM	FUN	LUV	GRO	
Participatory Practice Delphi Indicators											
Professionals who provide information to families so they can make informed choices and decisions						1	2, 6				
Professionals who support a family's decision even if professionals do not agree with a family's choice						1	6				
Professionals and families work together to strengthen parents' child rearing abilities				3			2, 6				
Professionals who help family members learn the things they want to learn to improve their life circumstances						4	2, 5				
Professionals and families together consider different choices and options				3		1	1, 5				
Professionals who support families to do things for themselves so as not to create dependencies							2				
Professionals who involve family members in all parts of young children's education and care				3							
Professionals who encourage family members to be active participants in obtaining needed supports and resources						1	1, 2, 5				
Professionals who are flexible and responsive to changes in family member circumstances						4	5				
Professionals who help family members use their strengths to obtain resources and supports							1, 2, 5				

Child Learning Opportunities

Child learning opportunities include the formal and informal experiences that promote their development. Child learning opportunities include: (1) rich and varied formal and informal learning opportunities; (2) opportunities to learn from peers; and (3) learning opportunities that are fun, enjoyable, and development-enhancing.

Rich and Varied Learning Opportunity Delphi Indicators	Everyday Kids, Everyday Lives Themes and Codes										
	SAF	ACC	HLH	LRN	SPR	RES	COM	FUN	LUV	GRO	
Community members support young children's participation in different learning activities*		5									1
Provide young children learning opportunities informed by research-based best practices*				4				3			1, 2
Libraries have a children's section and encourage children to explore reading material*								3			1, 2
Provide young children a mix of child-initiated and adult-supported activities and experiences				4							
Faith communities provide age-appropriate religious and spiritual activities for young children					2, 3						
Encourage young children to try new things											2, 3
Provide young children a mix of informal and formal learning opportunities*				4							2
Provide young children opportunities to experience strength-based activities*								3			1, 2
Equipment and learning materials that encourage and challenge young children's participation*											1, 2

* Paraphrased indicators. See Appendix C for the complete descriptions of the indicators.

Child Learning Opportunities, continued

Peer Learning Opportunity Delphi Indicators	Everyday Kids, Everyday Lives Themes and Codes									
	SAF	ACC	HLH	LRN	SPR	RES	COM	FUN	LUV	GRO
Providing opportunities for children to interact with children who are older and younger		1, 3						2	5	
Providing opportunities for all children to play with other children in a variety of community settings and places		1, 3						2	5	
Providing opportunities to engage in activities that are decided upon with playmates		1, 3				2			2, 5	
Children's friendships are nurtured and supported by adults						2			2, 5	
Peer play opportunities that are contexts for shared learning		1				2		2		
Providing opportunities for children to interact and play with same age peers		1, 3				2		2	2, 5	
Providing children a variety of opportunities to interact with peers, cousins, neighbors' children, and other children								5	2, 5	
Providing play opportunities so children learn compassion and how to share with others		2				2			2, 5	
Providing opportunities to engage in play activities with peers with supportive adults present						2				
Providing children experiences and opportunities to develop friendships						2		2, 5	2, 5	
Child participates in activities with other children the same age									5	

Child Learning Opportunities, continued

Development-Enhancing Learning Activity Delphi Indicators	Everyday Kids, Everyday Lives Themes and Codes									
	SAF	ACC	HLH	LRN	SPR	RES	COM	FUN	LUV	GRO
Opportunities encourage children to take an active part in the activity	1							1		1, 2
People who provide learning opportunities make the activities interesting and enjoyable								1, 3		1, 2
Learning opportunities allow children to practice what they can already do and to promote new abilities										2
Learning activities that encourage children to explore	1							3		2
Learning opportunities include a variety of activities that encourage children to figure out how things work										1, 2
Learning opportunities based on children's interests								1, 3		1, 2
Children's learning activities are both fun and enjoyable								1, 3		1, 2
Learning opportunities that encourages children to do their best				1						1

Child and Adult Relationships

Child and adult relationships include the ways in which secure and safe relationships are developed and maintained between adults who interact with and care for young children. Child and adult relationships include: (1) relationships that are based on trust and dependability; (2) relationships that are supportive and nurturing; and (3) relationships that are enjoyable and mutually beneficial.

Trust and Dependability Delphi Indicators	Everyday Kids, Everyday Lives Themes and Codes									
	SAF	ACC	HLH	LRN	SPR	RES	COM	FUN	LUV	GRO
An adult on whom the child can depend for comfort									1, 3	
Children experience emotional and physical support from adults							4		1	
Families provide a safe and supportive environment									1	
An adult who interacts with the child in supportive ways									2	4
An adult who provides the child guidance and support									1, 2	4
Children feel they are members of a family								4	4	
Children have adults on whom they can count									1, 3	
An adult on whom the child can depend when upset or hurt									3, 4	
One or more adults who are stable and caring caregivers									2, 3	
An adult who protects the child from harm	1								2	

Child and Adult Relationships, continued

Supportive and Nurturing Relationship Delphi Indicators	Everyday Kids, Everyday Lives Themes and Codes										
	SAF	ACC	HLH	LRN	SPR	RES	COM	FUN	LUV	GRO	
An adult who provides the child encouragement									1		
An adult who encourages the child's learning						3			1		
An adult who treats the child with respect						3			1		
An adult who acknowledges the child's individual differences						3			1, 4		
An adult who nurtures the child's imagination and creativity						3			1		
An adult who listens to the child's wants, needs, and desires						3			1, 4		
An adult who encourages the child to do his or her best						3			1, 4		
An adult who provides the child supportive experiences and opportunities		5				3			1		
An adult who acknowledges the child's strengths and accepts his or her limitations						3			1, 4		
An adult who provides positive feedback				1					1		

Child and Adult Relationships, continued

Mutually Beneficial Relationship Delphi Indicators	Everyday Kids, Everyday Lives Themes and Codes									
	SAF	ACC	HLH	LRN	SPR	RES	COM	FUN	LUV	GRO
Parents encourage and challenge children to try new things										2, 3
Parents interact with children in responsive and supportive ways										2, 3
Parents and children have family rituals that occur on a regular basis					1, 3					
Interactions between parents and children are full of smiles and laughs							4			
Parents and children do fun activities together							4, 5			
Parents and children celebrate birthdays, holidays, and other special events							4			
Parents and children have routine play times							4, 5			
Parents and children engage in mutually interesting activities							5			
Parents and children enjoy the time they spend together							5			
Parents and children go on family outings							5			

Child Outcomes

Child outcomes include the benefits realized from the experiences and learning opportunities provided young children. Child outcomes include: (1) child growth, development, and competence; (2) child confidence and efficacy, and (3) physical and emotional well-being.

Child Competency Delphi Indicators	Everyday Kids, Everyday Lives Themes and Codes									
	SAF	ACC	HLH	LRN	SPR	RES	COM	FUN	LUV	GRO
Child seeks assistance from others		1, 3								
Child communicates with others in ways appropriate for his/her age							1			2
Child helps with things around the house or apartment								2		
Child shows an interest in new things, people, and places										1, 2
Child stays involved in play or other activities for a while										1
Child figures things out by experimenting										1, 2
Child interacts appropriately with adults		1								
Child participates in activities in the community	1	3					5			
Child interacts with other children in an appropriate manner						3				4

Child Outcomes, continued

Child Confidence Delphi Indicators	Everyday Kids, Everyday Lives Themes and Codes									
	SAF	ACC	HLH	LRN	SPR	RES	COM	FUN	LUV	GRO
Child likes to explore different ways toys and other materials work								3		1, 2
Child gets particularly excited when he/she learns something new								1, 3		1, 2
Child enjoys “showing off” his/her success								1, 3		1, 2
Child knows that he/she has successfully completed a task or activity										1, 2
Child shows an “I can do it” attitude										1, 2
Child smiles or laughs in response to his/her accomplishments								1		1, 2
Child becomes excited as part of figuring out new things								1		1, 2
Child shows a sense of pride or accomplishment in trying new things								1, 3		1, 2
Child vocalizes or talks about his/her successes								1, 3		1, 2
Child is increasingly interested in particular types of activities								1, 3		1, 2
Learning activities promote a child’s sense of mastery and accomplishment	1							3		2, 3
Activities that encourage children to try new things	1							1		2

Child Outcomes, continued

Child Well-Being Delphi Indicators	Everyday Kids, Everyday Lives Themes and Codes									
	SAF	ACC	HLH	LRN	SPR	RES	COM	FUN	LUV	GRO
Child demonstrates age appropriate physical development	2									
Child is happy most of the time	1							1, 3	2	
Child eats healthy foods on a regular basis	2									
Child expresses feelings appropriately	1				3				2	
Child is friendly towards others									3	
Child engages in vigorous activity at least a few times a day	1									
Child smiles and laughs in response to fun things								1, 3		
Child is well-adjusted					3			1		
Child has good personal hygiene habits	2									
Child is healthy most of the time	3									

Appendix C

Everyday Kids, Everyday Lives

Modified Delphi Process Survey Result

Community and Social Supports

Community and social supports include the human aspects and physical features of the places where family members live and work that provide for safe, supportive, and nurturing relationships with other community members. Community and social context includes: (1) safe and secure homes, neighborhoods, and communities; (2) welcoming and supportive community members and organizations; and (3) nurturing and cooperative support systems and members.

Parent and Family Resources

Parent and family resources include the supports provided by formal and informal social network members so parents have the time and energy to carry-out parenting responsibilities. Parent and family resources include: (1) basic resources so parents have the time and energy to nurture their children's growth and development; (2) early childhood care and education that is the highest quality; and (3) informal supports from other parents that include opportunities for mutually beneficial interactions between adults and children.

Professional Help Giver Practices

Professional help giver practices include the ways in which professionals interact and treat families, and provide them information needed to make informed choices in ways that empower parents. Professional help giver practices include: (1) professionals' knowledge, skills, and professional ethics; (2) the relationships professionals have with parents and professional–parent interactions; and (3) informed parent decision-making and parent involvement in obtaining resources, achieving goals, and providing their children learning opportunities.

Child Learning Opportunities

Child learning opportunities include the formal and informal experiences that promote their development. Child learning opportunities include: (1) rich and varied formal and informal learning opportunities; (2) opportunities to learn from peers; and (3) learning opportunities that are fun, enjoyable, and development-enhancing.

Child and Adult Relationships

Child and adult relationships include the ways in which secure and safe relationships are developed and maintained between adults who interact with and care for young children. Child and adult relationships include: (1) relationships that are based on trust and dependability; (2) relationships that are supportive and nurturing; and (3) relationships that are enjoyable and mutually beneficial.

Child Outcomes

Child outcomes include the benefits realized from the experiences and learning opportunities provided young children. Child outcomes include: (1) child growth, development, and competence; (2) child confidence and efficacy, and (3) physical and emotional well-being.

Table 1A
Number and Percent of Survey Respondents who Rated the Safe and Secure Environment Indicators for Community and Social Supports as Very or Extremely Important

Safe and Secure Environment Indicators	Total Number of Respondents	Number of Affirmations ^a	Percent of Respondents
Violence-free preschools and childcare programs	221	216	97.7
Adults who know children's whereabouts	222	215	96.8
Availability of safe places for children to play	220	210	95.5
Recreation centers and other places that are safe for young children	220	202	91.8
Dependable public safety services	219	197	90.0
Community member support for non-violent neighborhoods	218	191	87.6
Cooperation between law enforcement and community members	220	188	85.5
Public safety officers who care about young children and their families	212	181	85.4
Neighbors who look out for children's safety	220	183	83.2
Community Watch or other types of neighborhood monitoring	220	145	65.9

^a Number of respondents judging an item as *very important* or *extremely important*.

Table 1B

Number and Percent of Survey Respondents who Rated the Welcoming and Supportive Community Indicators for Community and Social Supports as Very or Extremely Important

Welcoming and Supportive Community Indicators	Total Number of Respondents	Number of Affirmations	Percent of Respondents
Playgrounds and other community facilities that are accessible to all children	213	200	93.9
Community activities that encourage child and family interactions	211	179	84.8
Child-friendly community activities and events	213	179	84.0
Non-discriminatory community member attitudes and beliefs	212	175	82.5
Neighbors that look out and care for all children	213	162	76.1
Neighborhood and community sponsored children's activities	213	162	76.1
Faith communities that encourage tolerance and acceptance	209	154	73.7
Neighbors who take an interest in the well-being of all children	213	156	73.2
Communities that celebrate cultural and ethnic diversity	211	142	67.3

Table 1C

Number and Percent of Survey Respondents who Rated the Nurturing Support System Indicators for Community and Social Supports as Very or Extremely Important

Nurturing Support System Indicators	Total Number of Respondents	Number of Affirmations	Percent of Respondents
Accessible and high quality health care services for young children	205	194	94.6
Accessible and high quality preschools and childcare programs for young children	205	186	90.7
All children have a medical home with competent and caring health professionals	204	181	88.7
Family support programs or resource centers that make parents feel comfortable asking for support	177	155	87.6
Accessible and high quality community activities for young children	204	167	81.9
Community organizations whose missions include child and family well-being	205	162	79.0
Assistance with child transitions between preschool or school settings	205	161	78.5
Caring neighbors and community members	203	157	77.3
Open communication between family members, neighbors, and community members	203	148	72.9
Community members who engage children in community activities	204	142	69.6
Neighbors who talk to one another about children's safety	203	141	69.5

Table 2A
Number and Percent of Survey Respondents who Rated the Basic Resources Indicators for Parent and Family Supports as Very or Extremely Important

Basic Resource Indicators	Total Number of Respondents	Number of Affirmations	Percent of Respondents
Adequate shelter (house, apartment)	184	175	95.1
Money to buy necessities (food, clothing, utilities)	185	175	94.6
High quality healthcare for all family members	186	174	93.5
Time to be a family	185	172	93.0
Child and adult access to educational opportunities	186	164	88.2
Adequate transportation (car, bus, subway, train)	186	158	84.9
Dependable means to communicate with others (telephone, cell phone, email)	186	150	80.6
Access to public assistance for those who do not have a good job	186	140	75.3
Good paying jobs	185	138	74.6
Support from neighbors and community members	186	109	58.6

Table 2B

Number and Percent of Survey Respondents who Rated the Early Childhood Education and Care Indicators for Parent and Family Supports as Very to Extremely Important

Early Childhood Education and Care Indicators	Total Number of Respondents	Number of Affirmations	Percent of Respondents
Safe and supportive education and care environments for young children	181	175	96.7
Background checks conducted on preschool and childcare program staff	220	211	95.9
Teaching practices are based on the individual needs of children	182	174	95.6
Professionals who involve family members in all parts of young children's education and care	172	161	93.6
Learning experiences build on children's interests and strengths	182	170	93.4
Make child learning experiences fun and enjoyable	182	169	92.9
Early childhood education and care professionals talk and communicate with parents on a regular basis	180	161	92.2
Early childhood professionals create learning situations that are individualized and encourage active involvement of young children	156	143	91.7
Include children with and without disabilities in learning experiences	181	165	91.2
Early childhood education and care professionals and parents work together to improve program quality	182	165	90.7
Early childhood education and care professional salaries that match recommended standards	182	146	80.2
Early childhood education and care professionals have college degrees in areas specifically related to young children	182	141	77.5

Table 2C

Number and Percent of Survey Respondents who Rated the Parenting Support Indicators for Parent and Family Supports as Very or Extremely Important

Parenting Support Indicators	Total Number of Respondents	Number of Affirmations	Percent of Respondents
Parents have knowledge and skills to support child learning and development	177	168	94.9
Parents have the time and both physical and emotional energy to carry out parenting responsibilities	177	167	94.4
Professional programs and agencies who are responsive to parents specific needs	177	158	89.3
Parents receive support from others as a way of strengthening their parenting confidence	177	140	79.1
Community programs and organizations that encourage family participation in different activities	176	130	73.9
Parenting support from faith communities in response to family requests	176	119	67.6
Parents have opportunities to provide parenting information and guidance to one another	177	116	65.5
Community and neighborhood members who provide a range of support to parents	177	113	63.8
Faith communities that are responsive to family's spiritual needs	177	107	60.5

Table 3A

Number and Percent of Survey Respondents who Rated the Knowledge and Skills Indicators for Professional Help Giver Practices as Very or Extremely Important

Knowledge and Skill Indicators	Total Number of Respondents	Number of Affirmations	Percent of Respondents
Professionals who are held to the highest ethical standards	179	171	95.5
Professionals who are thoroughly screened before working with young children and their families	179	169	94.4
Professionals who receive ongoing high quality training to improve their knowledge and skills	179	169	94.4
Professionals have knowledge about the resources and supports that families need	179	166	92.7
Professionals who have knowledge about both child and family development	179	160	89.4
Professionals who are responsible for keeping themselves informed about best practices informed by research	178	157	88.2
Professionals have the knowledge and skills about how to support and teach parents and other caregivers ^a	84	74	88.1
Professionals who receive ongoing mentoring and coaching by more experienced peers or supervisors	177	152	85.9
Professionals who are responsible for supporting families' ability to care for their children	179	151	84.4
Professional who have formal education to work with young children and families	179	146	81.6

^a Item inadvertently left off the original version of the web-based survey, and was added about three-quarters of the way through the study.

Table 3B

Number and Percent of Survey Respondents who Rated the Relational Practices Indicators for Professional Help Giver Practices as Very or Extremely Important

Relational Practice Indicators	Total Number of Respondents	Number of Affirmations	Percent of Respondents
Professionals who treat family members with dignity and respect at all times	176	171	97.1
Professionals who use open and honest communication skills with parents	176	170	96.6
Professionals who treat family members in ways that strengthen their capacity to become more capable	176	169	96.0
Professionals who share information with families in a complete and unbiased manner	176	164	93.2
Professionals who are responsive to family identified needs, concerns, and priorities	176	164	93.2
Professionals who are nonjudgmental and open-minded when working with parents	176	162	92.0
Professionals who recognize and acknowledge family members' strengths	176	161	91.4
Professionals who use active and reflective listening skills with parents	176	159	90.4
Professionals who provide information to families in ways the family prefers	176	158	89.8
Professionals who are sensitive to families' ethnic, cultural, and personal beliefs and values	176	156	88.7

Table 3C

Number and Percent of Survey Respondents who Rated the Participatory Practices Indicators for Professional Help Giver Practices as Very or Extremely Important

Participatory Practice Indicators	Total Number of Respondents	Number of Affirmations	Percent of Respondents
Professionals who provide information to families so they can make informed choices and decisions	171	165	96.5
Professionals who encourage family members to be active participants in obtaining needed supports and resources	171	162	94.8
Professionals who support families to do things for themselves so as not to create dependencies	171	158	92.4
Professionals and families together consider different choices and options	172	158	91.9
Professionals who help family members use their strengths to obtain resources and supports	171	157	91.8
Professionals who are flexible and responsive to changes in family member circumstances	172	156	90.7
Professionals and families work together to strengthen parents' child-rearing abilities	172	152	88.4
Professionals who help family members learn the things they want to learn to improve their life circumstances	172	152	88.4
Professionals who support a family's decision even if professionals do not agree with their choice	171	141	82.5

Table 4A

Number and Percent of Survey Respondents who Rated the Rich and Varied Child Learning Opportunity Indicators as Very or Extremely Important

Rich and Varied Learning Opportunity Indicators	Total Number of Respondents	Number of Affirmation	Percent of Respondents
Provide young children opportunities to experience different kinds of activities that build on children's strengths and abilities	157	149	94.9
Provide young children a mix of informal and formal learning opportunities at home, in the community, and in preschools and childcare programs	157	143	91.1
Encourage young children to try new things	157	141	89.8
Libraries have a children's section and encourage children to explore books and other reading material	157	140	89.2
Equipment and learning materials in the community, schools, and childcare programs encourage and challenge young children's participation	157	139	88.5
Provide young children a mix of child-initiated and adult-supported activities and experiences	157	131	83.4
Provide young children learning opportunities informed by research-based best practices	157	122	77.7
Community members and organizations support young children's participation in different kinds of learning activities	157	117	74.5
Faith communities provide age-appropriate religious and spiritual activities for young children	157	100	63.7

Table 4B

Number and Percent of Survey Respondents who Rated the Peer Child Learning Opportunity Indicators as Very or Extremely Important

Peer Learning Opportunity Indicators	Total Number of Respondents	Number of Affirmations	Percent of Respondents
Providing children experiences and opportunities to develop friendships	155	140	90.3
Providing play opportunities so children learn compassion and how to share with others	156	140	89.7
Child participates in activities with other children the same age	152	132	86.8
Providing opportunities to engage in play activities with peers with supportive adults present	156	135	86.5
Peer play opportunities are contexts for shared learning	154	131	85.1
Providing opportunities for children to interact and play with same age peers	156	130	83.3
Providing children a variety of opportunities to interact with peers, cousins, neighbors' children, and other children	156	130	83.3
Children's friendships are nurtured and supported by adults	157	127	80.9
Providing opportunities for all children to play with other children in a variety of community settings and places	157	117	74.5
Providing opportunities to engage in activities that are decided upon with playmates	157	115	73.2
Providing opportunities for children to interact with children who are older and younger	157	111	70.7

Table 4C

Number and Percent of Survey Respondents who Rated the Development-Enhancing Child Learning Activity Indicators as Very or Extremely Important

Development-Enhancing Learning Activity Indicators	Total Number of Respondents	Number of Affirmations	Percent of Respondents
Learning activities that encourage children to explore	155	141	91.0
Learning opportunities allow children to practice what they can already do and to promote new abilities	154	140	90.9
Learning opportunities include a variety of activities that encourage children to figure out how things work	154	138	89.6
Learning opportunities that encourage children to do their best	154	136	88.3
People who provide learning opportunities make the activities interesting and enjoyable	154	134	87.0
Children's learning activities are both fun and enjoyable	154	134	87.0
Opportunities encourage children to take an active part in the activity	154	133	86.4
Learning opportunities based on children's interests	155	132	85.2

Table 5A

Number and Percent of Survey Respondents who Rated the Trusting and Dependable Child and Adult Relationship Indicators as Very or Extremely Important

Trust and Dependability Indicators	Total Number of Respondents	Number of Affirmations	Percent of Respondents
Children have adults on whom they can count	155	154	99.4
An adult who protects the child from harm	155	154	99.4
An adult on whom the child can depend when upset or hurt	155	153	98.7
One or more adults who are stable and caring caregivers	155	153	98.7
Families provide a safe and supportive environment	155	152	98.1
An adult who provides the child guidance and support	155	152	98.1
An adult on whom the child can depend for comfort	155	151	97.4
Children experience emotional and physical support from adults	155	151	97.4
An adult who interacts with the child in supportive ways	155	150	96.8
Children feel they are members of a family	155	147	94.8

Table 5B

Number and Percent of Survey Respondents who Rated the Supportive and Nurturing Child and Adult Relationship Indicators as Very or Extremely Important

Supportive and Nurturing Relationship Indicators	Total Number of Respondents	Number of Affirmations	Percent of Respondents
An adult who treats the child with respect	154	149	96.8
An adult who encourages the child's learning	153	148	96.7
An adult who provides the child positive feedback	155	149	96.1
An adult who provides the child encouragement	154	147	95.5
An adult who acknowledges the child's strengths and accepts his or her limitations	155	148	95.5
An adult who listens to the child's wants, needs, and desires	154	146	94.8
An adult who encourages the child to do his or her best	155	146	94.2
An adult who acknowledges the child's individual differences	155	145	93.5
An adult who provides the child supportive experiences and opportunities	155	145	93.5
An adult who nurtures the child's imagination and creativity	155	144	92.9

Table 5C

Number and Percent of Survey Respondents who Rated the Mutually Beneficial Child and Adult Relationship Indicators as Very or Extremely Important

Mutually Beneficial Relationship Indicators	Total Number of Respondents	Number of Affirmations	Percent of Respondents
Parents interact with children in responsive and supportive ways	149	144	96.6
Parents and children enjoy the time they spend together	151	143	94.7
Parents encourage and challenge children to try new things	151	134	88.7
Parents and children do fun activities together	151	128	84.8
Interactions between parents and children are full of smiles and laughs	151	126	83.4
Parents and children have family rituals that occur on a regular basis	151	125	82.8
Parents and children celebrate birthdays, holidays, and other special events	151	125	82.8
Parents and children engage in mutually interesting activities	150	124	82.7
Parents and children have routine play times	151	122	80.8
Parents and children go on family outings	151	115	76.2

Table 6A
Number and Percent of Survey Respondents who Rated the Child Competence Outcome Indicators as Very or Extremely Important

Child Competency Indicators	Total Number of Respondents	Number of Affirmations	Percent of Respondents
Child interacts with other children in an appropriate manner	152	143	94.1
Child communicates with others in ways appropriate for his/her age	152	138	90.8
Child interacts appropriately with adults	152	128	84.2
Child figures things out by experimenting	151	127	84.1
Child shows an interest in new things, people, and places	152	126	82.9
Child stays involved in play or other activities for a while	152	123	80.9
Child seeks assistance from others	152	118	77.6
Child helps with things around the house or apartment	152	105	69.1
Child participates in activities in the community	150	97	64.7

Table 6B

Number and Percent of Survey Respondents who Rated the Child Confidence Outcome Indicators as Very or Extremely Important

Child Confidence Indicators	Total Number of Respondents	Number of Affirmations	Percent of Respondents
Learning activities promote a child's sense of mastery and accomplishment	155	142	91.6
Activities that encourage children to try new things	154	140	90.9
Child knows that he/she has successfully completed a task or activity	151	133	88.1
Child shows an "I can do it" attitude	151	131	86.8
Child shows a sense of pride or accomplishment in trying new things	151	131	86.8
Child smiles or laughs in response to his/her accomplishments	151	129	85.4
Child becomes excited as part of figuring out new things	151	126	83.4
Child gets particularly excited when he/she learns something new	151	123	81.5
Child is increasingly interested in particular types of activities	150	120	80.0
Child likes to explore different ways toys and other materials work	151	118	78.1
Child vocalizes or talks about his/her successes	151	114	75.5
Child enjoys "showing off" his/her success	151	106	70.2

Table 6C

Number and Percent of Survey Respondents who Rated the Child Well-Being Outcome Indicators as Very or Extremely Important

Child Well-Being Indicators	Total Number of Respondents	Number of Affirmations	Percent of Respondents
Child eats healthy foods on a regular basis	149	132	88.6
Child is healthy most of the time	149	132	88.6
Child is well-adjusted	149	131	87.9
Child expresses feelings appropriately	149	130	87.2
Child has good personal hygiene habits	148	120	81.1
Child smiles and laughs in response to fun things	148	119	80.4
Child is happy most of the time	149	114	76.5
Child engages in vigorous activity at least a few times a day	149	114	76.5
Child demonstrates age appropriate physical development	148	112	75.7
Child is friendly towards others	149	110	73.8

Appendix D

**Everyday Kids, Everyday Lives
Field-Test Social Validity Results**

Percentage of Field-Test Site Participants Judging the Scale Indicators Socially Valid

Outcome Categories	Social Validity Measures ^{a, b}			
	Clarity	Importance	Understandability	Relevance
<i>Community and Social Supports</i>				
Safe/Secure Environments	81	87	71	68
Welcoming/Supportive Communities	76	87	74	68
Nurturing Support Systems	76	89	75	78
<i>Parent and Family Resources</i>				
Basic Resources	87	87	89	78
Early Childhood Education/Care	87	95	89	92
Parenting Supports	71	87	82	81
<i>Professional Help Giver Practices</i>				
Knowledge/Skills	82	87	79	79
Relational Practices	84	89	89	89
Participatory Practices	76	95	82	95
<i>Child Learning Opportunities</i>				
Rich/Varied Learning Opportunities	82	90	87	84
Peer Learning Opportunities	79	90	82	74
Development Enhancing Activities	79	84	84	79
<i>Child and Adult Relationships</i>				
Trust/Dependability	74	87	84	71
Supportive/Nurturing Relationships	74	90	84	74
Mutually Beneficial Relationships	79	87	87	82
<i>Child Outcomes</i>				
Child Competence	68	87	74	79
Child Confidence	74	82	84	79
Child Well-Being	71	90	84	76

^a Percent of indicators rated either *agree* or *strongly agree* on the 7-point scale used to measure social validity.

^b See the text for the definitions of the four social validity measures.

Appendix E

**Psychometric Properties
of the
Parent and Child Everyday Experiences Scales**

Table E1
Community and Social Supports Reliability and Validity Results

Scale Items	Scale Item Properties		
	Factor Loadings	Squared Multiple Correlation	Coefficient Alpha
<i>Safe and Secure Environments</i>			
Violence-free preschools	0.50	0.36	0.93
Safe community places for young children	0.74	0.59	0.93
Support for non-violent neighborhoods	0.72	0.54	0.93
Public safety officers who care about young children	0.77	0.57	0.92
Availability of safe places for children to play	0.78	0.64	0.92
<i>Welcoming and Supportive Communities</i>			
Neighbors that look out and care for all children	0.73	0.55	0.93
Community activities for children and families to do things together	0.81	0.64	0.92
Child-friendly community activities and events	0.84	0.77	0.92
Playgrounds that are accessible to all children	0.62	0.47	0.93
Faith communities that encourage tolerance/acceptance	0.65	0.49	0.93
<i>Nurturing Support Systems</i>			
Accessible health care services for young children	0.68	0.49	0.93
Accessible community activities for young children	0.85	0.77	0.92
Competent and caring health professionals	0.62	0.43	0.93
Accessible preschools for young children	0.70	0.49	0.93
Family support programs for parents	0.67	0.43	0.93

Table E2
Parent and Family Resources Reliability and Validity Results

Scale Items	Scale Item Properties		
	Factor Loadings	Squared Multiple Correlation	Coefficient Alpha
<i>Basic Resources</i>			
Adequate transportation	0.48	0.34	0.92
Time to spend together as a family	0.56	0.49	0.92
High quality healthcare for all family members	0.53	0.33	0.92
Money to buy necessities (food, clothing)	0.54	0.41	0.92
Adequate shelter (house, apartment)	0.53	0.43	0.92
<i>Early Childhood Education and Care</i>			
Safe preschools and childcare programs	0.77	0.66	0.91
Learning that builds on children's interests/strengths	0.86	0.78	0.91
Teaching practices based on the individual needs of children	0.86	0.79	0.91
Background checks are conducted on preschool staff	0.75	0.55	0.91
Family members are part of their young children's education	0.82	0.74	0.91
<i>Parenting Supports</i>			
Parents have the knowledge and skills to support child learning	0.84	0.75	0.91
Professional programs are responsive to parents' needs	0.85	0.77	0.91
Parents have the time/energy to carry out parenting responsibilities	0.56	0.49	0.92
Community programs encourage family participation in different activities	0.79	0.66	0.91
Parents receive support from other parents	0.53	0.29	0.92

Table E3
Help Giver Practices Reliability and Validity Results

Scale Items	Scale Item Properties		
	Factor Loadings	Squared Multiple Correlation	Coefficient Alpha
<i>Knowledge and Skills</i>			
Professionals are knowledgeable about the resources and supports	0.83	0.69	0.97
Professionals are responsible for supporting families	0.88	0.76	0.97
Professionals are knowledgeable about both child and family development	0.84	0.70	0.97
Professionals are held to the highest ethical standards	0.82	0.69	0.97
Professionals receive ongoing training to improve their knowledge/skills	0.81	0.65	0.97
<i>Relational Practices</i>			
Professionals use open and honest communication skills	0.82	0.70	0.97
Professionals share information in a complete and unbiased manner	0.85	0.71	0.97
Professionals treat family members with dignity and respect	0.78	0.65	0.97
Professionals are responsive to family needs, concerns, and priorities	0.86	0.73	0.97
Professionals strengthen parenting abilities	0.89	0.81	0.97
<i>Participatory Practices</i>			
Professionals provide information to families to make informed choices	0.89	0.79	0.97
Professionals and families consider different choices and options	0.89	0.78	0.97
Professionals support families to do things for themselves	0.80	0.64	0.97
Professionals encourage active family participants in obtaining needed supports	0.83	0.75	0.97
Professionals help family members use their strengths to obtain resources	0.88	0.83	0.97

Table E4
Child Learning Opportunities Reliability and Validity Results

Scale Items	Scale Item Properties		
	Factor Loadings	Squared Multiple Correlation	Coefficient Alpha
<i>Rich and Varied Learning Opportunities</i>			
Young children are provided a mix of learning activities	0.76	0.64	0.97
Adults encourage young children to try new things	0.83	0.74	0.97
Young children are provided a mix of informal and formal learning opportunities	0.86	0.72	0.97
Young children's learning builds on children's strengths and abilities	0.89	0.83	0.97
Learning materials encourage and challenge young children's participation	0.87	0.79	0.97
<i>Peer Learning Opportunities</i>			
Children's friendships are nurtured by adults	0.77	0.72	0.97
Peer play opportunities are used for shared learning	0.82	0.77	0.97
Peer play opportunities are used to help children share with others	0.89	0.81	0.97
Children are provided opportunities to develop friendships	0.84	0.83	0.97
Children participate in activities with other children of the same age	0.74	0.76	0.97
<i>Development-Enhancing Learning Activities</i>			
Learning encourages children to take an active part in different activities	0.86	0.75	0.97
Children's learning opportunities are interesting and enjoyable	0.88	0.82	0.97
Learning opportunities allow children to practice existing and promote new abilities	0.89	0.83	0.97
Learning activities encourage children to explore	0.87	0.77	0.97
Learning opportunities encourage children to do their best	0.91	0.85	0.97

Table E5
Child and Adult Relationships Reliability and Validity Results

Scale Items	Scale Item Properties		
	Factor Loadings	Squared Multiple Correlation	Coefficient Alpha
<i>Trust and Dependability</i>			
Families provide a safe environment for their children	0.84	0.78	0.97
Adults provide children guidance and support	0.87	0.78	0.97
Children have adults on whom they can count	0.85	0.74	0.97
Children have one or more adults who are stable caregivers	0.88	0.79	0.97
Children have adults who protect them from harm	0.86	0.79	0.97
<i>Supportive and Nurturing Relationships</i>			
Parents support their children's learning	0.89	0.79	0.97
Parents treat their children with respect	0.87	0.78	0.97
Parents listen to their children's wants, needs, and desires	0.87	0.76	0.97
Parents acknowledge their children's strengths	0.88	0.79	0.97
Parents provide their children positive feedback	0.87	0.75	0.97
<i>Mutually Beneficial Relationships</i>			
Parents encourage their children to try new things	0.82	0.75	0.97
Parents interact with their children in responsive ways	0.91	0.85	0.97
Parents and children have family activities they do on a regular basis	0.75	0.58	0.97
Parents and children do fun activities together	0.85	0.71	0.97
Parents and children enjoy the time they spend together	0.87	0.79	0.97

Table E6
Child Outcome Reliability and Validity Results

Scale Items	Scale Item Properties		
	Factor Loadings	Squared Multiple Correlation	Coefficient Alpha
<i>Child Competence</i>			
Children communicate in ways appropriate for their age	0.75	0.66	0.93
Children show an interest in new things, people, and places	0.77	0.56	0.93
Children figure things out by experimenting	0.80	0.67	0.93
Children interact appropriately with adults	0.81	0.74	0.93
Children interact with other children in an appropriate manner	0.77	0.69	0.93
<i>Child Confidence</i>			
Children explore ways toys and materials work	0.76	0.58	0.93
Children get excited when they learn something new	0.79	0.67	0.93
Children know when they have successfully completed a task	0.72	0.58	0.94
Children show a sense of accomplishment in trying new things	0.83	0.72	0.93
Children show an interest in trying different things	0.79	0.73	0.93
<i>Child Well-Being</i>			
Children eat healthy foods on a regular basis	0.43	0.20	0.94
Children express their feelings appropriately	0.77	0.67	0.93
Children smile and laugh as part of doing fun things	0.69	0.58	0.94
Children are well-adjusted	0.82	0.68	0.93
Children are healthy most of the time	0.51	0.31	0.94

Appendix F

**Confirmatory Factor Analyses
of the
Parent and Child Everyday Experiences Scale Items**

Table F1
Community and Social Supports Confirmatory Factor Analysis Results

Scale Items	Factor Loadings	Correlations Among the Subscales
<i>Safe and Secure Environments</i>		
Violence-free preschools	0.47	0.99
Safe community places for young children	0.73	
Support for non-violent neighborhoods	0.69	
Public safety officers who care about young children	0.74	
Availability of safe places for children to play	0.77	
<i>Welcoming and Supportive Communities</i>		
Neighbors that look out and care for all children	0.68	1.00
Community activities for children and families to do things together	0.79	
Child-friendly community activities and events	0.86	
Playgrounds that are accessible to all children	0.58	
Faith communities that encourage tolerance/acceptance	0.61	
<i>Nurturing Support Systems</i>		
Accessible health care services for young children	0.63	0.97
Accessible community activities for young children	0.87	
Competent and caring health professionals	0.57	
Accessible preschools for young children	0.66	
Family support programs for parents	0.66	

Table F2
Parent and Family Resources Confirmatory Factor Analysis Results

Scale Items	Factor Loadings	Correlations Among the Subscales
<i>Basic Resources</i>		
Adequate transportation	0.60	0.60
Time to spend together as a family	0.59	
High quality healthcare for all family members	0.62	
Money to buy necessities (food, clothing)	0.66	
Adequate shelter (house, apartment)	0.72	
<i>Early Childhood Education and Care</i>		
Safe preschools and childcare programs	0.78	1.00
Learning that builds on children’s interests and strengths	0.89	
Teaching practices based on the individual needs of children	0.70	
Background checks are conducted on preschool staff	0.84	
Family members are part of their young children’s education	0.88	
<i>Parenting Supports</i>		
Parents have the knowledge and skills to support child learning	0.87	
Professional programs are responsive to parents’ needs	0.88	
Parents have the time and energy to carry out parenting responsibilities	0.42	
Community programs encourage family participation in different activities	0.78	
Parents receive support from other parents	0.43	

Table F3
Help Giver Practices Confirmatory Factor Analysis Results

Scale Items	Factor Loadings	Correlation Among the Subscales
<i>Knowledge and Skills</i>		
Professionals are knowledgeable about the resources and supports	0.82	0.98
Professionals are responsible for supporting families	0.88	
Professionals are knowledgeable about both child and family development	0.83	
Professionals are held to the highest ethical standards	0.80	
Professionals receive ongoing training to improve their knowledge and skills	0.80	
<i>Relational Practices</i>		
Professionals use open and honest communication skills	0.83	0.99
Professionals share information in a complete and unbiased manner	0.91	
Professionals treat family members with dignity and respect	0.77	
Professionals are responsive to family needs, concerns, and priorities	0.86	
Professionals strengthen parenting abilities	0.89	
<i>Participatory Practices</i>		
Professionals provide information to families to make informed choices	0.78	
Professionals and families consider different choices and options	0.88	
Professionals support families to do things for themselves	0.88	
Professionals encourage active family participants in obtaining needed supports	0.82	
Professionals help family members use their strengths to obtain resources	0.88	

Table F4
Child Learning Opportunities Confirmatory Factor Analysis Results

Scale Items	Factor Loadings	Correlation Among the Subscales
<i>Rich and Varied Learning Opportunities</i>		
Young children are provided a mix of learning activities	0.71	0.86
Adults encourage young children to try new things	0.84	
Young children are provided a mix of informal and formal learning opportunities	0.84	
Young children's learning builds on children's strengths and abilities	0.91	
Learning materials encourage and challenge young children's participation	0.88	
<i>Peer Learning Opportunities</i>		
Children's friendships are nurtured by adults	0.82	0.84
Peer play opportunities are used for shared learning	0.86	
Peer play opportunities are used to help children share with others	0.83	
Children are provided opportunities to develop friendships	0.88	
Children participate in activities with other children of the same age	0.90	
<i>Development-Enhancing Learning Activities</i>		
Learning encourages children to take an active part in different activities	0.85	0.99
Children's learning opportunities are interesting and enjoyable	0.90	
Learning opportunities allow children to practice existing and promote new abilities	0.92	
Learning activities encourage children to explore	0.87	
Learning opportunities encourage children to do their best	0.93	

Table F5
Child and Adult Relationships Confirmatory Factor Analysis Results

Scale Items	Factor Loadings	Correlation Among the Subscales
<i>Trust and Dependability</i>		
Families provide a safe environment for their children	0.85	0.98
Adults provide children guidance and support	0.87	
Children have adults on whom they can count	0.85	
Children have one or more adults who are stable caregivers	0.88	
Children have adults who protect them from harm	0.87	
<i>Supportive and Nurturing Relationships</i>		
Parents support their children's learning	0.87	1.00
Parents treat their children with respect	0.86	
Parents listen to their children's wants, needs, and desires	0.85	
Parents acknowledge their children's strengths	0.86	
Parents provide their children positive feedback	0.86	
<i>Mutually Beneficial Relationships</i>		
Parents encourage their children to try new things	0.83	0.93
Parents interact with their children in responsive ways	0.93	
Parents and children have family rituals	0.84	
Parents and children do fun activities together	0.73	
Parents and children enjoy the time they spend together	0.87	

Table F6
Child Outcome Confirmatory Factor Analysis Results

Scale Items	Factor Loadings	Correlation Among the Subscales
<i>Child Competence</i>		
Children communicate in ways appropriate for their age	0.77	0.82
Children show an interest in new things, people, and places	0.73	
Children figure things out by experimenting	0.72	
Children interact appropriately with adults	0.85	
Children interact with other children in an appropriate manner	0.81	
<i>Child Confidence</i>		
Children explore ways toys and materials work	0.74	0.84
Children get excited when they learn something new	0.76	
Children know when they have successfully completed a task	0.85	
Children show a sense of accomplishment in trying new things	0.81	
Children show an interest in trying different things	0.88	
<i>Child Well-Being</i>		
Children eat healthy foods on a regular basis	0.80	1.00
Children express their feelings appropriately	0.51	
Children smile and laugh as part of doing fun things	0.83	
Children are well-adjusted	0.48	
Children are healthy most of the time	0.39	

Appendix G

**Profiles of the Parents and Children's
Everyday Experiences According to
Selected Parent, Child, and Residence Variables**

Table G1
Profiles of the Percentages of Strongly Agree Responses for Selected Parent Background Variables

Parent Variables	Outcome Categories					
	Community/ Social Supports	Parent/ Family Resources	Help Giver Practices	Child Learning	Child/ Adult Relationships	Child Outcomes
<i>Age (Year)</i>						
<20	25	33	42	37	55	49
21-30	47	70	72	72	85	66
31-40	44	66	66	73	83	63
41-50	44	62	66	77	85	52
51+	45	66	67	63	74	64
<i>Education</i>						
Elementary	38	50	60	66	78	51
High School	46	65	70	73	81	63
Some College	42	72	70	78	85	66
College Graduate	46	65	70	71	82	61
Advanced College Degree	45	66	55	64	81	61
<i>Marital Status</i>						
Single	45	63	64	70	78	68
Married	46	68	69	74	86	60
Divorced/Separated	37	59	64	61	73	55
<i>Work Status</i>						
Not Working	44	64	68	72	81	60
Working Part-Time	47	68	69	76	83	64
Working Full-Time	41	65	64	67	82	62

Table G2
Profiles of the Percentages of Strongly Agree Responses for Selected Child Background Variables

Child Variables	Outcome Categories					
	Community/ Social Supports	Parent/ Family Resources	Help Giver Practices	Child Learning	Child/ Adult Relationships	Child Outcomes
<i>Age (Months)</i>						
0-24	35	59	72	61	87	59
25-48	46	62	64	69	80	58
49-72	59	72	71	80	85	70
73-96	40	57	46	56	64	34
<i>Number of Children in the Household</i>						
One	44	67	69	85	85	63
Two	48	67	64	79	79	61
Three	42	64	72	82	82	64
Four or More	29	47	54	86	86	56
<i>Condition</i>						
No Disability/Delay	50	73	72	85	85	80
Disability/Delay	41	61	65	81	81	51
<i>Type of Disability/Delay</i>						
Intellectual Disability	48	58	56	82	82	46
Physical Disability	45	63	81	87	87	52
Sensory Disability	33	63	71	92	92	57
Autism Spectrum Disorder	39	66	60	79	79	36
Medical Condition	38	54	56	70	70	51
Developmental Delay	41	61	69	80	80	60

Table G3
Profiles of the Percentages of Strongly Agree Responses for Selected Residency Variables

Residency Variables	Outcome Categories					
	Community/ Social Supports	Parent/ Family Resources	Help Giver Practices	Child Learning	Child/ Adult Relationships	Child Outcomes
<i>Place of Residence</i>						
Urban	47	67	67	72	82	64
Rural	48	62	68	72	83	58
<i>Population Density</i>						
<100	39	63	72	67	82	59
101-200	34	59	65	74	82	51
201-300	38	66	65	78	87	60
301-400	40	70	75	80	88	63
401-500	27	47	49	69	79	59
501-1000	48	65	61	66	79	52
1001+	50	68	67	71	81	66
<i>Region</i>						
Northwest	39	63	66	66	83	62
Southwest	50	72	71	75	83	61
North Central	43	64	72	77	82	70
South Central	39	61	73	86	92	64
Northeast	31	59	61	75	84	52
Southeast	41	66	57	61	76	48