CAYCI College and Career Readiness Scale
Parent/Caregiver Version

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I. Definition of Construct
The CAYCI Career and College Readiness scale measures the extent to which parents/caregivers perceive their children’s educational goals and aspirations, especially as they relate to their opportunities for college and future career success.

II. Relevance for Practice
Research on status attainment and student college choice has explored what promotes secondary students’ career and college aspirations. Findings show that parent and caregiver expectations can contribute significantly to fostering student aspirations (Hossler & Stage, 1992; Mau & Biko, 2000; Akos, Lambie, Milsom, & Gilbert, 2007; Gurantz & Borsato, 2012).

III. Scale Description and Instructions
A. Items
1. I talk to my child about the importance of going to college.
2. I know how to prepare my child for college.
3. I know my child will go to college.
4. There are adults, other than me, who expect my child to go to college.
5. I often talk to my child about career options.
6. I am confident my child will reach his/her educational goals.

B. Response Options
Response options for each item include the following:
1 = Strongly disagree
2 = Disagree
3 = Neither disagree or agree
4 = Agree
5 = Strongly agree

C. Instructions for Respondents
These questions ask you about your child’s future. Please mark how strongly you feel about each sentence.

D. Instructions for Scale Administers
For complete instructions on how to administer the survey, reference the “Student Survey Directions” that are printed on the survey itself. Once each parent has a survey, explain that the purpose of the survey is to learn more about their experiences at school. They should mark one answer per statement, selecting the choice that best reflects how they feel.

As parents finish, look thoroughly through the surveys to make sure that they did not miss any items or questions. Please remember that parents do NOT have to answer every question, but do encourage them to complete as much of the survey as possible. Remind parents that their answers will help the school know how to best support them and their students.

IV. Scoring Procedures
An average of the response scores from the 6 items should be calculated and used as an indicator of parent perceptions of career and college readiness, with higher scores reflecting greater levels of motivation.
VI. Psychometric Properties of the Scale (Parent/Caregiver)

A. Description of Sample

Participants used to test the psychometric properties of the scale included 1,388 parents and caregivers from around the state of Utah, as well as Central Ohio. This included 1,155 parents and caregivers located in school districts in Central Ohio and 233 parents/caregivers in an urban Utah district. The parents/caregivers identified themselves as White/Non-Hispanic (81.8%), Latino/Latina (11.4%), Mixed/Multi-Racial (0.7%), African American (0.8%), Asian (1.4%), or American Indian/Alaskan Native (0.6%); and, 44.1% reported they had a four-year bachelor’s degree or higher level of education. Parents/caregivers were not asked to disclose whether or not their children received free or reduced lunch. Data on these students were collected as part of a needs assessment within each school’s improvement planning process. Data were collected using the online instrument.

B. Basic Descriptive Statistics and Relevant Group Differences

<table>
<thead>
<tr>
<th>Sample</th>
<th>Mean</th>
<th>SD</th>
<th>Range</th>
<th>α</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Sample (N =1,388)</td>
<td>4.17</td>
<td>0.52</td>
<td>1-5</td>
<td>.89</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males (n = 237)</td>
<td>4.14</td>
<td>0.56</td>
<td>1-5</td>
<td>.90</td>
</tr>
<tr>
<td>Females (n = 1,119)</td>
<td>4.18</td>
<td>0.52</td>
<td>1-5</td>
<td>.89</td>
</tr>
<tr>
<td>Education Level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than High School (n = 82)</td>
<td>4.00</td>
<td>0.72</td>
<td>1-5</td>
<td>.93</td>
</tr>
<tr>
<td>High School Degree (n = 464)</td>
<td>4.09</td>
<td>0.53</td>
<td>1-5</td>
<td>.90</td>
</tr>
<tr>
<td>Post-Secondary Degree (n =569)</td>
<td>4.24</td>
<td>0.49</td>
<td>1-5</td>
<td>.88</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White/Non-Hispanic (n = 1136)</td>
<td>4.18</td>
<td>0.52</td>
<td>1-5</td>
<td>.89</td>
</tr>
<tr>
<td>Latino/Latina (n= 158)</td>
<td>4.24</td>
<td>0.52</td>
<td>1-5</td>
<td>.88</td>
</tr>
<tr>
<td>Other (n = 94)</td>
<td>4.18</td>
<td>0.53</td>
<td>1-5</td>
<td>.91</td>
</tr>
<tr>
<td>Language Version</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English (n= 1294)</td>
<td>4.18</td>
<td>0.52</td>
<td>1-5</td>
<td>.89</td>
</tr>
<tr>
<td>Spanish (n= 92)</td>
<td>4.23</td>
<td>0.54</td>
<td>1-5</td>
<td>.90</td>
</tr>
</tbody>
</table>

Note. Group specific data omits students who did not indicate their status. All groups were significantly different (p<.05), with the exception of school level. The effect sizes ($\eta^2$) for each comparison indicated that group membership accounted for less than 1% of the variance in the scores.

C. Relationship between College and Career Readiness scores and other Parent/Caregiver Perception Constructs

At this time we have not explored this construct in relationship to other measures of validity.

D. Factorial Validity

A confirmatory factor analysis (CFA) was conducting using robust maximum likelihood estimation procedures in LISREL 9.2 (Scientific Software International, Inc., Chicago). The CFA model specified that the 6 items loaded on a single latent College and Career Readiness factor. The factor variance was freely estimated, as was the uniqueness for each item. No covariances between uniquenesses were modeled. The data were input using the asymptotic covariance matrix.
The overall fit of the model to the data was reasonably good based on commonly recommended cut off values for evaluating model fit (see Hu & Bentler, 1999), $S-B \chi^2 = 51.71, df = 9, p = .00; \text{RMSEA} = .084 (90\% \text{ CI} = .043-.089), \text{SRMR} = .03; \text{CFI} = .97, \text{TLI} = .97$. The table below presents the completely standardized factor loadings and uniquenesses for each item. Squared multiple correlations averaged .47. The modification indices did not suggest any major areas of local strain.

<table>
<thead>
<tr>
<th>Item</th>
<th>Loading</th>
<th>Uniqueness</th>
</tr>
</thead>
<tbody>
<tr>
<td>I talk to my child about the importance of going to college.</td>
<td>.76</td>
<td>.58</td>
</tr>
<tr>
<td>I know how to prepare my child for college.</td>
<td>.70</td>
<td>.49</td>
</tr>
<tr>
<td>I know my child will go to college.</td>
<td>.82</td>
<td>.68</td>
</tr>
<tr>
<td>There are adults, other than me, who expect my child to go to college.</td>
<td>.81</td>
<td>.65</td>
</tr>
<tr>
<td>I often talk to my child about career options.</td>
<td>.67</td>
<td>.45</td>
</tr>
<tr>
<td>I am confident my child will reach his/her educational goals.</td>
<td>.70</td>
<td>.48</td>
</tr>
</tbody>
</table>

VII. Past and Current Scale Development
The original Parent/Caregiver Career and College Readiness scale (e.g., 14 items in 2016) was piloted amongst a sample of parents and caregivers from around the state of Ohio. Psychometric evaluations revealed that several scale items did not fit well within this construct. This led researchers to revise the scale from its initial format (6 items), in an attempt to capture a greater breadth of aspirations for students’ future careers and college attendance. This revision was done to improve the scale’s overall reliability and factorial validity. In its current state, the Career and College Readiness scale (6 items) has good overall fit and psychometric properties. The scale reflected in this technical report will be updated and offered to parents/caregivers taking the 2017-2018 version of the CAYCI survey (Coming Fall 2017).

VIII. Summary
Overall, the results of the psychometric testing indicate initial support for the reliability and validity of the CAYCI College and Career Readiness Scale. The use of this measure can provide valuable information about parent/caregiver perceptions of their children’s aspirations for graduating high school, obtaining a post-secondary education degree, and entering a career field.

IX. References

X. Recommended Citation of Scale
When using the Career and College Readiness scale for program evaluation or research purposes we recommend using the following citation:

If this scale is used along with additional Community and Youth Collaborative Initiative School Experience Surveys then the following citation would be appropriate to cover all scales: