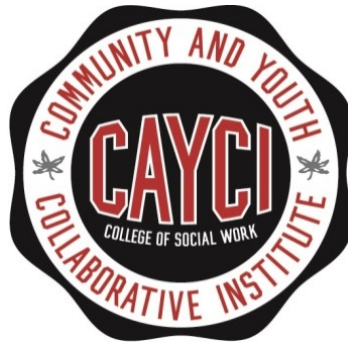


Community and Youth Collaborative Institute
School Experience Surveys – Technical Report



**CAYCI Community Services
& Supports Scale**
Teacher/School Staff Version

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COMMUNITY SERVICES & SUPPORTS

Teacher/ Staff Version

I. Definition of Construct

The CAYCI *Community Services and Supports* scale measures the extent to which teachers/ staff perceive the availability, quality, and quantity of community resources available for students and their families.

II. Relevance for Practice

Research has shown that teacher assessments of services and supports within the school and community improve their abilities to improve student motivation and achievement (Tschannen-Moran & Woolfolk Hoy, 2002). For example, as teachers feel there are more opportunities to support students, they exhibit greater levels of planning, organization, and enthusiasm (Allinder, 1994). The availability of resources in the community, and knowledge of these resources, can therefore impact student learning. In addition, when families have access to quality community resources and services, studies have shown students exhibit higher academic achievement as a result of greater supports within the home (Sheldon, 2003). These findings point to the need to evaluate teacher/staff perceptions of community services and supports for students and their families.

III. Scale Description and Instructions

A. Items

My students' community...

1. Has accessible services and supports available for families.
2. Has quality services and supports available for families.
3. Has services and supports in place to meet the needs of families.

B. Response Options

Response options for each item include the following:

- 1 = Almost never
- 2 = Sometimes
- 3 = Half of the time
- 4 = Frequently
- 5 = Almost always
- * = Don't know

C. Instructions for Respondents

For each of the following statements, please fill in the ONE circle next to your choice on the answer sheet that best represents your answer.

D. Instructions for Scale Administrators

For complete instructions on how to administer the survey, reference the "Teacher/School Staff Survey Directions" that are printed on the survey itself. Once each teacher/staff member 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 teachers/staff finish, look thoroughly through the surveys to make sure that they did not miss any items or questions. Please remember that teachers/staff do NOT have to answer every question, but do encourage them to complete as much of the survey as possible. Remind teachers/staff that their answers will help the school know how to best support them.

IV. Scoring Procedures

An average of the response scores from the 3 items should be calculated and used as an indicator of community services and supports, with higher scores reflecting greater levels of perceived resources in the community.

V. Psychometric Properties of the Scale (Teacher/Staff)

A. Description of Sample

Participants used to explore the psychometric properties of the scale included 737 school staff members from various elementary schools (57.1%), middle schools/junior high schools (14.8%) and high schools (28.1%) in Ohio and Utah. The majority of participants indicated that their primary role at the school included teaching (60.7%), with the remainder reporting non-teaching roles (e.g., support staff, administration). The amount of experience working at the school ranged from 1-10 (75.4%) or 11-20 (17.0%) to over 20 years (6.8%). Staff members (80.5% female) almost all identified themselves as Caucasian (86.4%). The participants varied in age with 18.5% reporting they were under 30 years of age, 38.0% indicated they were 30-45, and 41.4% were older than 45 years.

Data on these staff members were collected as part of a needs assessment within each school's improvement planning process. All data were collected using an online instrument. School administrators informed teachers and school staff of the survey and provided the staff with a link to the online survey. All versions of the survey were anonymous. The final sample includes those with no missing data and no "Do Not Know" responses.

B. Basic Descriptive Statistics and Relevant Group Differences

| Sample | Mean | SD | Range | α |
|--------------------------------|------|------|-------|----------|
| Full Sample ($N=737$) | 3.56 | .94 | 1-5 | .96 |
| Gender | | | | |
| Males ($n=133$) | 3.55 | .95 | 1-5 | .96 |
| Females ($n=593$) | 3.58 | .93 | 1-5 | .96 |
| Age | | | | |
| Less than 30 years ($n=136$) | 3.69 | .87 | 2-5 | .96 |
| 30-45 years ($n=280$) | 3.49 | .93 | 1-5 | .96 |
| Above 45 years ($n=305$) | 3.60 | .96 | 1-5 | .96 |
| Experience at the School | | | | |
| 1-10 years ($n=556$) | 3.59 | .91 | 1-5 | .96 |
| 11-20 years ($n=125$) | 3.47 | .99 | 1-5 | .96 |
| More than 20 years ($n=50$) | 3.61 | .93 | 2-5 | .97 |
| Primary Role as Staff Member | | | | |
| Teaching ($n=447$) | 3.57 | .91 | 1-5 | .95 |
| Non-teaching ($n=290$) | 3.55 | .99 | 1-5 | .97 |
| School-Type | | | | |
| Elementary School ($n=421$) | 3.61 | .86 | 1-5 | .95 |
| Middle School ($n=109$) | 3.57 | 1.04 | 1-5 | .96 |
| High School ($n=207$) | 3.45 | 1.03 | 1-5 | .97 |

Note. Group specific data omits respondents who did not indicate their status. No groups were significantly different ($p < .05$), and the effect sizes (η^2) for each comparison indicated that group membership accounted for less than 1% of the variance in the scores.

C. Relationship between scale scores and other Teacher/Staff Constructs

| Construct ^a | r = |
|---|------|
| Student Academic Motivation | .16* |
| Student School Connectedness | .20* |
| Student Academic Press | .21* |
| Student Internalizing Behaviors | .25* |
| Student Well-Being | .25* |
| Student Externalizing Behaviors | .21* |
| Student Social Skills | .26* |
| Safety | .29* |
| Support for Students' Basic Needs | .32* |
| Family Support for Learning | .31* |
| Perceived Family History | .20* |
| Family Support for Prosocial Activities | .28* |
| Community Supports for Positive Youth Development | .58* |
| Perceived Learning Supports | .28* |
| Perceived School Climate | .30* |
| School Support for Prosocial Activities | .42* |
| Staff Commitment | .32* |
| Student College and Career Readiness | .28* |

Notes. ^a Average score on the respective subscale scores from the CAYCI surveys (Anderson-Butcher, Amorose, Iachini, & Ball, 2013). * relationship significant ($p < .01$)

D. Factorial Validity

A confirmatory factor analysis (CFA) was conducted using robust maximum likelihood estimation procedures in LISREL 9.2 (Scientific Software International, Inc., Chicago). The CFA model specified that the 3 items loaded on a single latent Community Services and Supports factor. The factor variance was freely estimated, as was the uniqueness for each item. No covariances between uniquenesses were modeled.

Given this model was just identified, the overall fit of the model to the data was perfect, S-B $\chi^2 = 0$, $df = 0$, $p = 1.00$. The table below presents the completely standardized factor loadings and uniquenesses for each item. Squared multiple correlations ranged from .83-.95.

| Item | Loading | Uniqueness |
|---|---------|------------|
| <i>My students' community...</i> | | |
| Has accessible services and supports available for families. | .91 | .17 |
| Has quality services and supports available for families. | .98 | .05 |
| Has services and supports in place to meet the needs of families. | .94 | .12 |

VI. Past and Future Scale Development

A previous version of the scale included the following additional item: (1) "My students' community has enough services and supports available for families." Results from preliminary analyses indicated that this

item did not fit well with the other scale items. Thus the current recommendation is to use the 3-item version of the measure as described in this report. Future scale development work may consider modifying the items and/or response format to increase the variability in the scores. Future work also is needed to test for invariance in the factor structure across relevant groups and time.

VII. Summary

Psychometric results for the CAYCI Community Services and Supports scale show support for the validity and reliability of the Community Services and Supports Scale. The use of this measure can provide valuable information about teacher/staff attitudes and beliefs, as well as their current knowledge about resources in the community that can support families and students in schools.

VIII. References

- Allinder, R. M. (1994). The relationship between efficacy and the instructional practices of special education teachers and consultants. *Teacher Education and Special Education, 17*(2), 86-95.
- Tschannen-Moran, M., & Woolfolk Hoy, A. (2002, April). *The influence of resources and support on teachers' efficacy beliefs*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Sheldon, S. B. (2003). Linking school–family–community partnerships in urban elementary schools to student achievement on state tests. *The Urban Review, 35*(2), 149-165.

IX. Recommended Citation of Scale

When using the Career and College Readiness scale for program evaluation or research purposes, we recommend using the following citation:

Anderson-Butcher, D., & Amorose, A. J. (2012). Community and Youth Collaborative Initiative School Experience Surveys: Community Services and Supports Scale in Teacher & Staff. Columbus, OH: College of Social Work, The Ohio State University.

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:

Anderson-Butcher, D., & Amorose, A. J. (2012). Community and Youth Collaborative Initiative School Experience Surveys. Columbus, OH: College of Social Work, The Ohio State University.