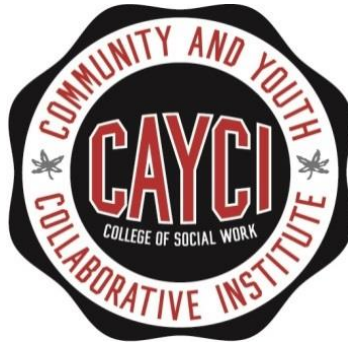Community and Youth Collaborative Institute
School Experience Surveys-Technical Report

CAYCI Community Supports for Positive Youth Development Scale
Teacher/Staff Version

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Community Supports for Positive Youth Development
Teacher/Staff Version

I. Definition of Construct

The CAYCI *Community Supports for Positive Youth Development* scale measures the extent to which teachers/staff feel their students are able to be involved in and supported through pro-social activities.

II. Relevance for Practice

Research has shown that youth involvement in pro-social activities (e.g., after-school programs or other organized activities) is positive in relation to academic, psychological, and social adjustment (Fredricks, & Simpkins 2011). Connecting students with community resources through their school has been shown to increase both academic and non-academic outcomes for youth. For example, engagement in the community through youth programs, religious institutions, and social organizations has been found to positively impact youth's self-concept, peer relationships, and academic success (Epstein & Sanders, 2000). An assessment of teacher/staff perceptions of the community supports can provide insight to whether students are being supported by their communities and inform the need for school and may also inform the need for additional school and community partnerships in this area.

III. Scale Description and Instructions

A. Items

My students' community…

1. Provides opportunities for youth to be involved in pro-social activities.
2. Reinforces youth involvement in pro-social activities.
3. Views youth as valuable assets.

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

These questions ask you about your experiences at school. 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 student 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 they 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 support for positive youth development, with higher scores reflecting greater levels of support.

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

A. Description of Sample

Participants used to explore the psychometric properties of the scale included 254 school staff members from various elementary schools (50.4%), middle schools/junior high schools (15.4%) and high schools (34.3%) in Ohio and Utah. The majority of participants indicated that their primary role at the school included teaching (76.0%), with the remainder reporting non-teaching roles (e.g., support staff, administration). The amount of experience working at the school ranged from 1-10 (63.4%) or 11-20 (22.0%) to over 20 years (13.0%). Staff members (73.6% female) almost all identified themselves as Caucasian (90.2%). The participants varied in age with 18.1% reporting they were under 30 years of age, 37.8% indicated they were 30-45, and 40.2% 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* =254)	3.61	.97	1.00-5.00	.91
Gender				
Males (*n* =61)	3.44	.98	1.67-5.00	.91
Females (*n* =187)	3.66	.97	1.00-5.00	.92
Age				
Less than 30 years (*n* =46)	3.80	.86	2.00-5.00	.93
30-45 years (*n* =96)	3.49	1.00	1.33-5.00	.91
Above 45 years (*n* = 102)	3.65	.99	1.00-5.00	.92
Experience at the School				
1-10 years (*n* =161)	3.66	.96	1.00-5.00	.93
11-20 years (*n* =56)	3.46	1.01	1.67-5.00	.91
More than 20 years (*n* =33)	3.60	.98	2.00-5.00	.88
Primary Role as Staff Member				
Teaching (*n* =193)	3.57	.95	1.33-5.00	.90
Non-teaching (*n* =61)	3.71	1.02	1.00-5.00	.95
School-Type				
Elementary School (*n* =128)	3.69	.96	1.33-5.00	.92
Middle School (*n* =39)	3.62	1.04	1.00-5.00	.95
High School (*n* =87)	3.47	.94	1.67-5.00	.88

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 1.5% of the variance in the scores.

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

Construct [a]	r =
Student Academic Motivation	.25*
Student School Connectedness	.23*
Student Academic Press	.39*
Student Internalizing Behaviors	.27*
Student Well-Being	.38*
Student Externalizing Behaviors	.19*
Student Social Skills	.34*
Safety	.30*
Support for Students' Basic Needs	.28*
Family Support for Learning	.40*
Perceived Family History	.24*
Family Support for Prosocial Activities	.54*
Community Services and Supports	.58*
Perceived Learning Supports	.23*
Perceived School Climate	.25*
School Support for Prosocial Activities	.44*
Staff Commitment	.32*
Student College and Career Readiness	.43*

*Notes. [a] Average score on the respective subscale scores from the CAYCI surveys (Anderson-Butcher, Amorose, Iachini, & Ball, 2013). * relationship significant (p<.05)*

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 3 items loaded on a single latent Community Supports for Positive Youth Development 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 .67-.92.

Item	Loading	Uniqueness
My students' community…		
Provides opportunities for youth to be involved in pro-social activities.	.93	.14
Reinforces youth involvement in pro-social activities.	.96	.08
Views youth as valuable assets.	.82	.33

VI. Past and Future Scale Development

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 the factor structure with a larger and more diverse sample, as well as testing for invariance in the factor structure across relevant groups and time.

VII. Summary

Overall, the results of the psychometric testing indicate initial support for the reliability and validity of the CAYCI *Community Supports for Positive Youth Development* Scale The use of this measure can provide information about teacher/staff perceptions of the extent to which the students are involved in pro-social activities and community programs. Such insight is important in light of demonstrated associations between such involvement and better student engagement, as well as academic and social performance (Fredricks, & Simpkins 2011).

VIII. References

Epstein, J., L., & Sanders, M.G. (2000). Connecting home, school, and community: New directions for social research. In Hallinan, M.T. (Ed.), *Handbook of the Sociology of Education* (pp. 285-306). New York: Kluwer Academic/Plenum Publishers.

Fredricks, J. A., Simpkins, S. D. (2011) Promoting Positive Youth Development through Organized After-School Activities: Taking a Closer Look at Participation of Ethnic Minority Youth. *Child Development Perspectives,* 6(3), 280-287.

IX. Recommended Citation of Scale

When using the Community Supports for Positive Youth Development 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 Supports for Positive Youth Development 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.