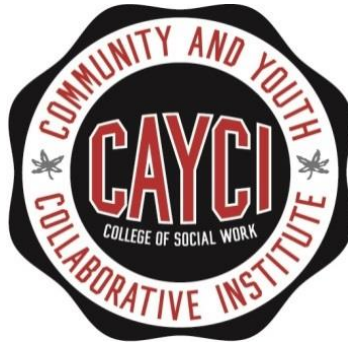


Community and Youth Collaborative Institute
School Experience Surveys-Technical Report



**CAYCI Perceived Support for
Students' Basic Needs Scale**
Teacher/Staff Version

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Perceived Support for Students' Basic Needs

Teacher/Staff Version

I. Definition of Construct

The *CAYCI Perceived Support for Students' Basic Needs* scale measures the extent to which teachers/staff perceive that students' basic needs are being met through parent/caregiver support.

II. Relevance for Practice

Whether parents/caregivers are able to provide for the basic needs of their children has a large influence on student achievement both in and out of school (Davis-Kean, 2005). When students have their basic needs met, they are more likely to be academically successful (Cauthen, 2002; Noltemeyer, Bush, Patton, & Bergen, 2012). An assessment of teacher/staff perceptions of support for students' basic needs can inform stakeholders about the home life of students and provide information on what needs may need to be addressed in order to better support students' academic growth and development.

III. Scale Description and Instructions

A. Items

My students' families or caregivers...

1. Have their basic needs met (i.e., food, shelter, clothing).
2. Have stable employment.
3. Have stable housing.

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 Administrators

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 students 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 them 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 perceived support for students' basic needs, with higher scores reflecting greater levels of perceived basic needs that are met.

Responses of “Don’t Know” is not be factored into the calculation of averages. Instead, examine the percentage of teachers/staff who select this option. If a large proportion selected “Don’t Know,” there is a general lack of awareness among teachers/staff of the degree as it relates to the support of student basic needs.

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

A. Description of Sample

Participants used to explore the psychometric properties of the scale included 555 school staff members from various elementary schools (53.9%), middle schools/junior high school (17.5%) and high school (28.6%) around the state of Ohio. The majority of participants indicated at least part of their duties at the school included teaching (86.3%), with the remainder reporting non-teaching duties (e.g., support staff, administration). The amount of experience working at the school ranged from 1-10 (55.3%), 11-20 (26.1%) to over 20 years (18.6%). Staff members (72.4% female) almost all identified themselves as Caucasian (95.5% %). The participants varied in age with 11.0% reporting they were under 30 years of age, 42.9% indicated they were 30-44, and 46.1% were 45 years or older. Data on these staff members were collected as part of a needs assessment within each school’s improvement planning process. Some data were collected using an on-line instrument, whereas others were collected via paper/pencil survey. School administrators informed teachers and school staff of the survey and distributed the surveys in a meeting or through mailboxes or provided the staff with a link to the online survey. All completed paper/pencil surveys were returned to a specified location in the building or to a person who was identified as the lead. All versions of the survey were anonymous.

The final sample described above, which includes those with no missing data on the scale, omits 184 staff members who responded to one or more of the items with “Do Not Know”. This included 15.8% the staff members who selected the “Do Not Know” response option for the item “My students’ families or caregivers have their basic needs met (i.e., food, shelter, clothing)”, 22.3% for the item “My students’ families or caregivers have stable employment”, and 18.4% for the item “My students’ families or caregivers have stable housing”.

B. Basic Descriptive Statistics and Relevant Group Differences

Sample	Mean	SD	Range	α
Full Sample ($N = 555$)	3.26	.98	1.00-5.00	.90
Gender				
Males ($n = 123$)	3.32	.95	1.33-5.00	.89
Females ($n = 402$)	3.24	.99	1.00-5.00	.90
Age				
Less than 30 years ($n = 61$)	3.13	.92	1.33-5.00	.86
30-44 years ($n = 238$)	3.27	.99	1.00-5.00	.89
45 years and above ($n = 256$)	3.31	1.00	1.33-5.00	.90
Amount of Experience at the School				
1-10 years ($n = 307$)	3.16	.97	1.00-5.00	.89
11-20 years ($n = 145$)	3.32	.98	1.00-5.00	.89
More than 20 years ($n = 103$)	3.54	.98	1.67-5.00	.89
Role as Staff Member				
Teaching ($n = 479$)	3.27	.98	1.00-5.00	.90
Non-Teaching (e.g., support staff, administrators) ($n = 76$)	3.32	1.02	1.67-5.00	.89
School Level				
Elementary ($n = 299$)	3.32	1.03	1.00-5.00	.90
Middles School/Junior High ($n = 97$)	3.21	.92	1.67-5.00	.88
High School ($n = 159$)	3.23	.95	1.33-5.00	.90

Notes. Group specific data omits staff who did not indicate their status. Group comparisons were all non-significant ($p > .05$), with the exception of amount of experience at the school. The effect sizes (η^2) indicated that group membership accounted for 2.1% or less of the variance in the scores. Follow-up comparisons showed that school staff with 10 years or less experience at the school reported lower scores than staff reporting more than 20 years experience. Staff with 11-20 years experience did not differ for either of the other groups.

C. Maximum Value Percentages and Classification of Scores

Percentages		Classification of Scores		
Maximum Value	½ SD	Excelling	Emerging	Needs Improvement
65.2%	9.8%	> 74	74 - 55	<55

Note. The max value percentages reflect the scale mean divided by the number of response options in the scale. This value allows the subscale to be compared with other measured constructs measured in the CAYCI surveys, thereby providing relative information regarding the extent to which staffs' perceptions are favorable across constructs. The classification of scores provides ranges of values based on the maximum value percentage plus or minus ½ SD percentage. Based on these cut points, schools may determine where they stand on staffs' perceptions of the amount of support that exists for the students' basic needs relative to normed data.

D. Relationships between Perceived Support for Students' Basic Needs Score and Other Staff Perception Constructs

Construct ^a	r =
Student Academic Motivation	.417
Student School Connectedness	.289
Student Academic Press	.202
Student Internalizing Behaviors	.370
Student Psychological Well-Being	.535
Student Externalizing Behaviors	.387
Perceived Social Skills	.550
Perceived Students Safety	.596
Families and Caregivers' Support for of Learning	.622
Family History	.480
Family Support for Pro-social Activities	.550
Services and Supports	.176
Community Supports for Positive Youth Development	.254
Learning Supports	.202
Student Physical Activity and Nutrition	.498

Notes. ^a Average scores on the respective subscale from the Perceived School Experience Scale (Anderson-Butcher, Amorose, Iachini, & Ball, 2013). ^b Students responded to the question "On average what grades do you get in school?" with response options ranging from 1 (mostly A's) to 9 (mostly F's). ^c Average score on the Support for Learning Scale (Anderson-Butcher, Amorose, Iachini, & Ball, 2013). * relationship significant ($p < .01$).

E. Factorial Validity

A confirmatory factor analysis (CFA) was conducted using robust maximum likelihood estimation procedures in LISREL 8.71 (Scientific Software International, Inc., Chicago). The CFA model specified that the 3 items loaded on a single latent Perceived Support for Students' Basic Needs 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.

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 averaged .74.

Item	Loading	Uniqueness
My students' families or caregivers have their basic needs met (i.e., food, shelter, clothing)	.78	.39
My students' families or caregivers have stable employment	.85	.28
My students' families or caregivers have stable housing	.95	.10

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 should involve testing the psychometric properties of the scale with a larger sample of non-teaching staff (e.g., school administrators, support staff). Further, it may be worth considering modifying items and/or response format to increase the variability in the scores and potentially adding additional items.

VII. Summary

Overall, the results of the psychometric testing indicate initial support for the reliability and validity of the CAYCI Perceived Support for Students' Basic Needs scale. The use of this measure could provide valuable information about the home life of students. When students have their basic needs met, they are better able to highly perform in school (Osterman, 2000). Insight for teacher/staff in relations to student experiences may provide

VIII. References

- Cauthen, N. (2002). Policies that improve family income matter for children. *Improving children's economic security: Research findings about increasing family income through employment, policy brief no. 1*. National Center for Children in Poverty.
- Kean-Davis, P., E. (2005). The Influence of Parent Education and Family Income on Child Achievement: The indirect Role of Parental Expectations and the Home Environment. *Journal of Family Psychology*, 19(2), 294-304.
- Noltmeyer, A., Bush, K., Patton, J., & Bergen, D. (2012). The relationship among deficiency needs and growth needs: An empirical investigation of Maslow's theory. *Children & Youth Services Review*, 34, 1862-1867.
- Osterman, K. (2000). Students; Need for Belonging in the School Community. *Review of Educational Research*, 70(3), 323-367).

IX. Recommended Citation of Scale

When using the Perceived Support of Students' Basic Needs 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: Perceived Support of Student Basic Needs for Teacher/School 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.