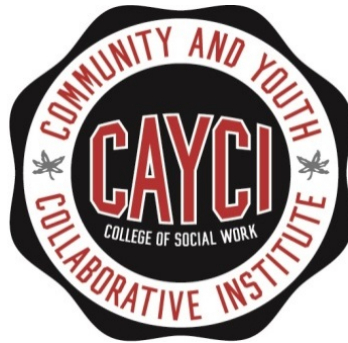Community and Youth Collaborative Institute
School Experience Surveys-Technical Report

CAYCI School and Community Support Services for Parents/Caregivers Scale
Parent/Caregiver Version

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School and Community Support Services for Parents/Caregivers
Parent/Caregiver

I. Definition of Construct
The CAYCI School and Community Support Services for Parents/Caregivers scale measures parent/caregiver perceptions of the support they receive from their children's school and community.

II. Relevance for Practice
Strong school-family-community partnerships have been shown to increase both academic and non-academic outcomes for youth (Epstein & Sanders, 2000). Connecting families with community resources through schools also enhances school climate and builds social capital for parent/caregivers (Berns, 2012; Bryan & Henry, 2008). There is some evidence that parent/caregivers who have favorable experiences with support services (such as mental health or after school programs) are better able to support their children's psychological well-being and academic success (LaRocque, Kleiman, & Darling, 2015). Understanding parent/ caregiver perceptions of school and community supports can help address barriers for engagement and involvement, as well as address the needs for services targeting health and well-being among families.

III. Scale Description and Instructions
A. Items
1. The school helps families get the services we need in the community like childcare, housing, and healthcare.
2. The school helps families get to know other adults in the community.
3. In our school and community, there are opportunities for all parents/caregivers to work.
4. There are opportunities in our school and community for parents/caregivers to improve their education.
5. The school is a place where families can go to get help when needed.

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 experiences at school. Please mark how strongly you feel about each sentence.

D. Instructions for Scale Administers
Surveys can be self-administered or administered to parents in person or online. Explain that the purpose of the survey is to learn more about their perceptions about their student's school and their community. They should select one answer per request, and make a choice based on the answer that best reflects how they feel. They may submit the survey when they have completed it.

If administered in person, look through the finished surveys to make sure that parents 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, reminding them their answers will help the school know how to best support its students and families.

IV. Scoring Procedures

An average of the response scores from the 5 items should be calculated and used as an indicator of how well the school is helping link families to needed resources in the community.

V. Psychometric Properties of the Scale (Parent/Caregiver)

A. Description of Sample

Participants used to test the psychometric properties of the scale included 1264 parents/caregivers of students from Ohio and Utah. This included 1005 mothers, 187 fathers, 17 grandmothers, 1 grandfather, 16 legal guardians (not parents), 1 foster parent, and 5 others. The majority of respondents indicated having obtained a high school diploma (33.5%). The remaining respondents indicated completing an associate's degree (16.8%), bachelor's degree (27.7%), master's degree (13.9%), doctoral degree (2.2%) or having not completed high school (3.2%). The respondents primarily identified themselves as White/Non-Hispanic (88.3%). The majority of parents/caregivers (71.6%) were between the ages of 30-45 years of age. Data on these parents/caregivers were collected as part of a needs assessment within each school's improvement planning process. The schools being referenced included elementary (53.2%), middle (31.9%), or high schools (14.9%). Some data were collected using the on-line instrument, whereas others were collected via paper/pencil survey.

B. Basic Descriptive Statistics and Relevant Group Differences

Sample	Mean	SD	Range	α
Full Sample (N =1264)	3.29	.69	1.00-5.00	.84
Gender				
Males (n =212)	3.21	.73	1.20-5.00	.85
Females (n =1032)	3.31	.67	1.00-5.00	.83
Race/Ethnicity				
White/Non-Hispanic (n =1116)	3.29	.67	1.00-5.00	.83
Other (n =148)	3.32	.78	2.00-5.00	.87
Education Level				
Less than High School (n =41)	3.44	.68	2.00-5.00	.81
High School Degree (n =424)	3.40	.71	1.00-5.00	.86
Associate's Degree (n =212)	3.28	.71	1.20-5.00	.86
Bachelor's Degree (n =350)	3.22	.63	1.00-5.00	.81
Graduate Degree (n =204)	3.19	.62	1.00-5.00	.76
School-Type				
Elementary School (n =673)	3.38	.70	1.00-5.00	.84
Middle School (n =403)	3.21	.65	1.00-5.00	.82
High School (n =188)	3.14	.67	1.00-5.00	.82

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

C. Relationship between School and Community Support Services scores and other Parent/Caregiver Perception Constructs

Construct [a]	$r =$
School Support for Parent/Caregiver Engagement	.62*
Parent/Caregiver Experience of Teacher and School Support	.56*
Parent/Caregiver Experience of Parental/Caregiver Support	.55*
Overall School Experience	.47*
Engagement Efficacy	.35*

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

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 4 items loaded on a single latent School and Community Support Services factor. The factor variance was freely estimated, as was the uniqueness for each item. No covariances between uniquenesses were modeled.

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 $\chi^2 = 20.95$, $df = 5$, $p = .00$; RMSEA = .067 (90% CI = .046-.090), SRMR = .02; CFI = .99, IFI = .99. The table below presents the completely standardized factor loadings and uniquenesses for each item. Squared multiple correlations ranged from .40-.58.

Item	*Loading*	*Uniqueness*
The school helps families get the services we need in the community like childcare, housing, and healthcare.	.76	.42
The school helps families get to know other adults in the community.	.75	.43
In our school and community, there are opportunities for all parents/caregivers to work.	.67	.56
There are opportunities in our school and community for parents/caregivers to improve their education.	.63	.60
The school is a place where families can go to get help when needed.	.74	.45

VI. Past and Future Scale Development

A previous version of the scale included the following additional items: (1) "There is job training available for parents/caregivers in our school or community," and (2) "The school provides families with referrals to outside agencies and resources." Results from preliminary analyses indicated that these items did not fit well with the other scale items. Thus the current recommendation is to use the 5-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. Further, work 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 support for the reliability and validity of the CAYCI *School and Community Support Services scale* with parents/caregivers. The use of this measure could provide

valuable information about connecting families with community resources through school settings. While the impact parent experience of their children's school and community supports and services on student outcomes has not yet been fully explored in the literature, one could propose favorable experiences of such services improve access and linkages to these services which might ultimately contribute to students' psychological well-being and therefore capacity for academic success.

VIII. References

Berns, R., M. (2012). *Child, family, school, community: Socialization and support.* Wadsworth, NY: Cengage Learning.

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Bryan, J., & Henry, L. (2008). Strengths-based partnerships: A school-family-community partnership approach to empowering students. *Professional School Counseling, 12,* 149–156.

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.

Hu, L. & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling, 6,* 1-55.

LaRocque, M., Kleiman, I., & Darling, S.M. (2011). Parental involvement: The missing link in school achievement. *Preventing school failure: Alternative education for children and youth, 55*, 115-122.

Marsh, H.W. (1994). Confirmatory factor analysis models of factorial invariance: A multifaceted approach. *Structural Equation Modeling, 1,* 5-34.

Vandenberg, R. J., & Lance, C. E. (2000). A review and synthesis of the measurement invariance literature: Suggestions, practices, and recommendations for organizational research. *Organizational Research Methods, 3,* 4-70.

IX. Recommended Citation of Scale

When using the school and community support for parents/caregivers 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 y Surveys: School and Community Support Services for Parents/Caregivers Scale. 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.