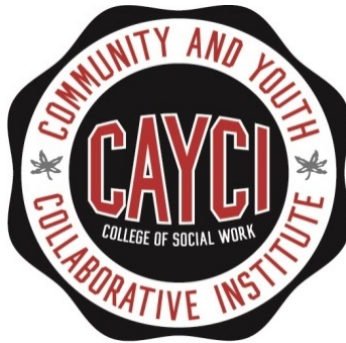Community and Youth Collaborative Institute
School Experience Surveys – Technical Report

CAYCI College and Career Readiness Scale
Teacher/Staff Version

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COLLEGE OF SOCIAL WORK

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COLLEGE AND CAREER READINESS
Teacher/Staff Version

I. Definition of Construct

The *College and Career Readiness* scale measures the extent to which teachers/staff perceive their students aspire to attend college and have successful careers.

II. Relevance for Practice

Previous research on career and college readiness suggests students are more likely to attend college if they are provided information, resources, and skills about college, as well as given access to college preparatory curriculum (Hooker, Brand, 2010). Teacher/staff perceptions of the availability of these supports may provide insight into ways in which the school can further support students' educational and occupational trajectories. Furthermore, since teachers/staff (e.g., counselors, social workers, etc.) often serve as the link between parents/caregivers and the school, it is important to assess their beliefs about the opportunities available for students in relation to post-secondary aspirations. An examination of teacher/staff perceptions of career and college readiness may provide information about the need for parental engagement, college preparatory resources, and school climate initiatives may ultimately, promote these opportunities for students.

III. Scale Description and Instructions

A. Items

My students…

1. Set goals related to their education.
2. Believe what they learn in school will help them in the future.
3. Want to go to college.
4. Know how to prepare them for college.
5. Take classes that prepare them for college.
6. Have adults in their lives who encourage them to go to college.
7. Have identified future careers that might interest them.

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
6 = Don't know

C. Instructions for Respondents

These questions ask you about your perceptions of the futures of the students you teach. 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 "Teacher/Staff Survey Directions" that are printed on the survey itself. Once each teacher/staff 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 7 items should be calculated and used as an indicator of teacher/staff perceptions of career and college readiness, with higher scores reflecting greater levels of college and career readiness among students.

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

A. Description of Sample

Participants used to explore the psychometric properties of the scale included 421 school staff members from various elementary schools (39.0%), middle schools/junior high schools (20.0%) and high schools (41.1%) in Ohio and Utah. The majority of participants indicated that their primary role at the school included teaching (67.2%), with the remainder reporting non-teaching roles (e.g., support staff, administration). The amount of experience working at the school ranged from 1-10 (73.4%) or 11-20 (17.1%) to over 20 years (7.6%). Staff members (72.9% female) typically identified themselves as Caucasian (85.3%). The participants varied in age with 19.7% reporting they were under 30 years of age, 39.7% indicated they were 30-45, and 37.1% 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. Some data were collected using an online instrument, whereas others were collected via paper/pencil survey. 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* =421)	3.03	.92	1.00-5.00	.91
Gender				
Males (*n* =102)	3.07	.85	1.00-5.00	.90
Females (*n* =307)	3.03	.94	1.00-5.00	.92
Age				
Less than 30 years (*n* =83)	3.13	.95	1.00-5.00	.91
30-45 years (*n* =167)	2.98	.89	1.00-5.00	.91
Above 45 years (*n* = 156)	3.04	.92	1.14-5.00	.91
Experience at the School				
1-10 years (*n* =309)	3.02	.94	1.00-5.00	.92
11-20 years (*n* =72)	3.04	.81	1.29-5.00	.87
More than 20 years (*n* =32)	3.18	.93	1.29-5.00	.91
Primary Role as Staff Member				
Teaching (*n* =283)	3.00	.92	1.00-5.00	.90
Non-teaching (*n* =138)	3.08	1.01	1.00-5.00	.93
School-Type				
Elementary School (*n* =164)	3.00	.98	1.00-5.00	.92

Sample	Mean	SD	Range	α
Middle School (*n* =84)	2.82	.85	1.00-5.00	.91
High School (*n* =173)	3.16	.87	1.00-5.00	.91

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

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

Construct [a]	*r =*
Student Academic Motivation	.49*
Student School Connectedness	.46*
Student Academic Press	.40*
Student Internalizing Behaviors	.31*
Student Well-Being	.60*
Student Externalizing Behaviors	.49*
Student Social Skills	.66*
Safety	.47*
Support for Students' Basic Needs	.57*
Family Support for Learning	.58*
Perceived Family History	.37*
Family Support for Prosocial Activities	.59*
Community Services and Supports	.27*
Community Supports for Positive Youth Development	.49*
Perceived Learning Supports	.36*
Perceived School Climate	.48*
School Support for Pro-Social Activities	.50*
Staff Commitment	.54*

*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 7 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 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 χ^2 = 57.12, *df* = 14, *p* = .00; RMSEA = .120 (90% CI = .099-.143), SRMR = .04; CFI = .95, IFI = .95. The table below presents the completely standardized factor loadings and uniquenesses for each item. Squared multiple correlations ranged from .50-.72.

Item	Loading	Uniqueness
My students...		
Set goals related to their education.	.74	.45
Believe what they learn in school will help them in the future.	.75	.44
Want to go to college.	.81	.35
Know how to prepare them for college.	.85	.28
Take classes that prepare them for college.	.79	.38
Have adults in their lives who encourage them to go to college.	.76	.43
Have identified future careers that might interest them.	.71	.50

VI. Past and Future Scale Development

A previous version of the scale included the following additional items: (1) "Are confident they will reach their educational goals," (2) "Have adults in their lives who expect them to go to college," and (3) "Understand how school prepares them for future careers." 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 7-item version of the measure as described in this report. Future scale development 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 initial support for the reliability and validity of the College and Career Readiness Scale. The use of this measure can provide valuable information about teacher/staff perceptions of their students' career and college aspirations, as well as their perceptions of student goal setting behaviors and actions.

VIII. References

Akos, P., Lambie, G. W., Milsom, A., & Gilbert, K. (2007). Early adolescents' aspirations and academic tracking: An exploratory investigation. *Professional School Counseling, 11*(1), 57-64.

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

Hooker, S. & Brand, B. (2010). College knowledge: A critical component of college and career readiness. *New Directions for Youth Development, 127*, 75-85.

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: Perceptions of Career and College Readiness Scale in Teachers & 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.