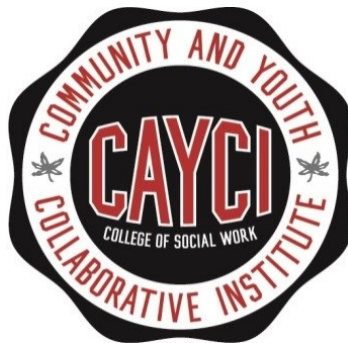Community and Youth Collaborative Institute
School Experience Surveys

Technical Report: School Support for Parent/Caregiver Engagement
Parent Version

Produced By:
Dawn Anderson-Butcher, Anthony J. Amorose, Aidyn Iachini, and Annahita Ball

Community and Youth Collaborative Institute
College of Social Work
The Ohio State University

Updated: Summer 2015

SCHOOL SUPPORT FOR PARENT/CAREGIVER ENGAGEMENT
Parent Version

I. Definition of Construct

The School Support for Parent/Caregiver Engagement scale measures the extent to which parents/caregivers perceive that their children's school provides opportunities for parent/family involvement.

II. Relevance for Practice

Research shows that children do better in school when parents talk often with teachers and become involved in the school (see Freytag, 2001). Families want teachers to listen to their input and their concerns. Parents/caregivers who feel like their concerns are being heard, feel that their needs are being met, and feel well-informed about their children's experience in school are more likely to be involved parents and thus positively impact their children's success in school . The importance of teacher invitations as an influence on parent involvement has been consistently demonstrated within multiple studies (Deslandes & Bertrand, 2005; Overstreet, Devine, Bevans, & Efreom, 2005; Simon, 2004; Walker et al., 2005; Watkins, 1997).

III. Scale Description and Instructions

A. Items

1. The school asks parents/caregivers for ideas about issues important to us and to our children.
2. The school gives me ideas about how to help my child learn at home.
3. The school has many different ways for me to be involved.
4. The school offers programs, conferences, and other activities that fit with our family.
5. Parents/caregivers are included in groups or committees that help lead the school.
6. The school communicates often with parents/caregivers.

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

We are interested in learning about your perceptions of your child's school. For each statement, please fill in the ONE circle that best represents your answer.

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 didn't 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 6 items should be calculated and used as an indicator of school support for parent engagement, with higher scores reflecting greater levels of experiences school support.

V. Psychometric Properties of the Scale

A. Description of Sample

Participants used to test the psychometric properties of the scale included 1409 parents/caregivers of elementary school students from around the state of Utah. This included 1099 mothers, 219 fathers, 22 grandmothers, 6 grandfathers, 10 legal guardians (not parents), 1 foster parent, and 12 others. The majority of respondents indicated having obtained at least a high school diploma (42.2%). The remaining respondents indicated completing an associate's degree (19.2%), bachelor's degree (15.1%), master's degree (2.4), doctoral degree (0.9%) or having not completed high school (16.5%). The respondents identified themselves as White/Non-Hispanic (46.6%), Latino/Latina (42.1%), Mixed/Multi-Racial (4.7%), African American (1.6%), or Asian (1.1%). Data on these parents/caregivers were collected as part of a needs assessment within each school's improvement planning process. 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* = 1409)	4.10	.68	1-5	.88
Gender				
Males (*n* = 283)	4.06	.62	1-5	.85
Females (*n* = 1089)	4.11	.69	1-5	.88
Race/Ethnicity				
White/Non-Hispanic (*n* = 657)	3.96	.68	1-5	.87
Latino/Latina (*n*=593)	4.30	.64	1-5	.88
Other (*n* = 159)	3.96	.67	1-5	.88

Note. Group specific data omits respondents who did not indicate their status. The race/ethnicity groups were significantly different (p<.01). Follow-up tests revealed that the Latino/Latina group reported significantly higher scores than the other groups which did not differ from each other. The effect size (η^2) for the race/ethnicity comparison indicated that group membership differences accounted for 6% of the variance in the scores. Scores were not found to be significantly different between males and female (p<.05), with gender accounting for less that 1% of the variance in the scores.

C. Maximum Value Percentages and Classification of Scores

Percentages		Classification of Scores		
Maximum Value	½ SD	Excelling	Emerging	Needs Improvement
82.0%	6.8%	89+	89-76	<76

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 respondents' experiences 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 parents' experiences of school support for parent engagement relative to normed data.

D. Relationship between School Support for Parent/Caregiver Engagement scores and Other Parent/Caregiver Experience Constructs

Construct [a]	r =
Parents/Caregivers' Engagement Efficacy	.51*
School and Community Support Services for Parent/Caregivers	.63*
Overall School Experiences	.38*
Parents/Caregivers' Experiences of Teacher and School Support	.74*
Parents/Caregivers' Experiences of Parental/Caregiver Support	.58*

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

E. Factorial Validity

A confirmatory factor analysis (CFA) was conducting using robust maximum likelihood estimation procedures in LISREL 8.71 (Scientific Software International, Inc., Chicago). The CFA model specified that the 6 items loaded on a single latent School Support for Parent Engagement 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.

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 = 33.83, df = 9, p = .00; RMSEA = .044 (90% CI = .029-.061), SRMR = .02; CFI =1.00, TLI = .99. The table below presents the completely standardized factor loadings and uniquenesses for each item. Squared multiple correlations averaged .56.

Item	Loading	Uniqueness
1. The school asks parents for ideas about issues important to us and to our children.	.69	.52
2. The school gives me ideas about how to help my child learn at home.	.72	.49
3. The school has many different ways for me to be involved.	.80	.36
4. The school offers programs, conferences, and other activities that fit with our family.	.79	.37
5. Parents/caregivers are included in groups or committees that help lead the school.	.75	.44
6. The school communicates often with parents/caregivers.	.72	.48

VII. Past and Future Scale Development

Earlier versions of the CAYCI parent/caregiver survey established initial reliabilities for various parent experiences subscales (e.g., experiences of value placed on parental input, academic involvement and support, parental involvement at school, and communication with parents). New data were collected in 2011 that were used to test further psychometric properties of the entire survey. This 6-item School Support Scale is one of the new scales. The current recommendation is to use the 6-item version of the School Support for Parent Engagement scale as described in this report. Future scale work should be done to validate the use of the Spanish version and check for invariance across the two languages. We also suggest that future work explore the validity of the measure using parents/caregivers of secondary school students.

VII. Summary

Overall, the results of the psychometric testing indicate initial support for the reliability and validity of the *School Support for Parent/Caregiver Engagement* scale with parents/caregivers of elementary school students. The use of this measure could provide valuable information about parents/caregivers' experiences of schools' resources and communication which would be important in that supporting parent engagement can result in higher likelihood of student success.

VIII. References

Anderson-Butcher, D., Amorose, A. J., Iachini, A. & Ball, A. (2013). Community and Youth Collaborative Institute School Experience Surveys. Columbus, OH: College of Social Work, The Ohio State University.

Deslandes, R., & Bertrand, R. (2005). Motivation of parent involvement in secondary-level schooling. The *Journal of Educational Research, 98*, 164–175.

Freytag, C. (2001). Teacher-parent communication: Starting the year off right. Paper presented at the Biennial Meeting of the Kappa Delta Pi International Honor Society in Education (43rd, Orlando, FL, November 8-10, 2001).

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.

Overstreet, S., Devine, J., Bevans, K., & Efreom, Y. (2005). Predicting parental involvement in children's schooling within an economically disadvantaged African American sample. *Psychology in the Schools, 42*, 101–111.

Simon, B. S. (2004). High school outreach and family involvement. *Social Psychology of Education, 7*, 185–209.

Walker, J. M. T., Wilkins, A. S., Dallaire, J. R., Sandler, H. M., & Hoover-Dempsey, K. V. (2005). Parental involvement: Model revision through scale development. *Elementary School Journal, 106*, 85–104.

Watkins, T. J. (1997). Teacher communications, child achievement, and parent traits in parent involvement models. *The Journal of Educational Research, 91,* 3–14.

IX. Recommended Citation of Scale

When using the *School Support for Parent Engagement scale* for program evaluation or research purposes, we recommend using the following citation:

Anderson-Butcher, D., Amorose, A. J., Iachini, A., & Ball, A. (2013). Community and Youth Collaborative Institute School Experience Surveys: Perceived School Support for Parent/Caregiver Engagement scale. Columbus, OH: College of Social Work, The Ohio State University.

If this scale is used along with additional Community and Youth Collaborative Institute School Experience Surveys, then the following citation would be appropriate to cover all scales:

Anderson-Butcher, D., Amorose, A. J., Iachini, A., & Ball, A. (2013). Community and Youth Collaborative Institute School Experience Surveys. Columbus, OH: College of Social Work, The Ohio State University.