



Family/Caregiver Survey on Schoolwide SEL Implementation Research Snapshot

Summary of Caregiver SEL Implementation Survey

The Caregiver SEL Implementation Survey is a tool designed to support school-based SEL teams in collecting data on family perceptions of SEL implementation. Family has been interchanged with caregivers to highlight the diverse array of supports for children. Aligned with a metric for high-quality SEL implementation, the 10 Indicators of Schoolwide SEL, these data are helpful for planning, setting goals, progress monitoring, and continuously improving schoolwide SEL implementation. If you are interested in the survey as a research tool^{*}, you can refer to the Caregiver SEL Implementation survey reliability and validity overview below. The Validity overview below also provides salient indicators of construct validity and a summary of this tool's development.

This tool was recently updated to include proper grounding in empirical evidence via a 1) literature review, 2) content expert review, and 3) construct validity & reliability analysis. The literature was reviewed for best known and research-based practices for authentic parental engagement in educational spaces (especially for marginalized and underrepresented caregivers/families) and the operationalization of 10 Indicators of Schoolwide SEL. Feedback was then obtained from internal (CASEL) and external (educators and education consulting group) content experts for construction of an updated survey. Survey pilot data for the validity and reliability analysis was obtained from a racially/ethnically and economically diverse set of caregivers (N = 450) across the United States. Additional inclusion criteria can be found in the Caregiver SEL Implementation Survey Reliability and Validity Overview below.

Survey Constructs: Item Reliability and Validity

The Caregiver Survey was developed using the CASEL framework as a theoretical foundation for content validity and in support of construct validity (Sireci, 1998; Mislevy, 2007). To ensure content validity expectations were met, questions were developed around CASEL's 10 indicators of high quality SEL implementation, and reviewed by subject matter experts. The Caregiver Survey was then administered to 450 caregiver participants and collected data was

¹*The CASEL research-practice partnership team undergoes iterative continuous improvement cycles of each of our tools. If your school or district team is using the Parent/Caregiver Survey and interested in partnering in a research-practice partnership project using the Parent/Caregiver survey, please reach out to Dr. Ally Skoog-Hoffman (askoog-hoffman@casel.org).

used to conduct reliability testing, factor analysis and item response theory dimensionality modeling. Research design was used to limit internal validity issues and strengthen the overall internal validity of the survey. As part of the internal validity efforts, the CASEL team worked with a third-party vendor and participant inclusion criteria that included specific demographics² to obtain a diverse nationwide sample of caregiver participants. Differentiated item functioning was also conducted to support survey reliability and validity for the diverse caregiver participant groups that will be taking this survey (Bond & Fox, 2007).

The Caregiver Survey with all indicators and individual indicators were found to be moderately to strongly reliable (Cronbach's alpha > .8) with sufficient uni-dimensionality (IRT; explained variance > 40%; unexplained variance < 10%) (Bond & Fox, 2007).

Construct/Sub-Construct	Cronbach's Alpha Reliability	Factor Analysis Results	Item Response Theory Dimensionality	
	> .6 Moderate > .8 Strong		Number of factors with eigenvalue over 1 (number of items)	Variance explained by first contrast (> 40%)
Full Survey- All Indicators	.90	4 (49)	50%	17%
Indicator 1 (Explicit SEL)	.74	1 (5)	50%	17%
Indicator 2 (SEL academic instruction integration)	.83	1 (3)	63%	19%
Indicator 3 (Youth voice and engagement)	.86	1 (4)	62%	17%
Indicator 4 (Supportive school and classroom climates)	.85	1 (6)	53%	12%
Indicator 5 (authentic family partnerships)	.90	1 (8)	55%	11%
Indicator 6 (Adult SEL)	.87	1 (7)	53%	14%
Indicator 7 (community partnerships)	.81	1 (2)	72%	28%
Indicator 8 (supportive discipline)	.96	1 (5)	52%	14%
Indicator 9 (continuous improvement)	.80	1 (4)	58%	16%
Indicator 10 (continuum of integrated supports)	.80	1 (5)	53%	17%

² Inclusion criteria included respondent basic adult & child demographics (location, race, ethnicity, level of education and household income).

³ Unexplained variance greater than 10% is unstable. Please note that although the individual indicators are over 10% due to a low amount of items, the indicators are considered stable (less than 10%) when grouped together.

For more information, tools, and resources, visit schoolguide.casel.org.

The CASEL team is continuing to review these results in order to shorten the length of the Caregiver survey and update items to be applicable to all caregiver participant groups. The use of differentiated item functioning results with demographics and intersectional groupings of demographics will be a focus for this review. From the differentiated item functioning it was found that 20 of 49 items were functioning differently for different participant groups. These items are included in the current reviews and if changes are required they will be addressed in the next iteration of the survey.

The Caregiver Survey reliability and validity results can be applied to the following settings and participant groups:

- Settings: In-Person or Hybrid/Blended settings where teachers are teaching lessons in-person/face-to-face with students.
- Participants: Caregivers of at least one student enrolled in a US public school and meet the caregiver specifications listed below. All caregivers must also be able to read and write in English if responding to the survey in its English version. The survey is also available in Spanish.
 - Caregiver specifications:
 - Custody/proximity: Participant must reside in the same household as the target child OR have joint custody of the target child at least 50% of the time
 - Caregiver must be of adult age (18 years old or older)
 - Caregiver of minor, school age child (Child age > 4 years old and < 19 years old)

References

- Bond, T., & Fox, C. (2007). *Applying The Rasch Model: Fundamental Measurement in the Human Sciences* (2nd ed.). New York: Routledge.
- Mislevy, R. J. (2007). Validity by Design. *Educational Researcher*, 36(8), 463–469. <https://doi.org/10.3102/0013189X07311660>
- Sireci, S. G. (1998). The Construct of Content Validity. *Social Indicators Research*, 45(1), 83–117. <https://doi.org/10.1023/A:1006985528729>