Washington 21st Century Community Learning Centers

Brief on the Spring 2021 COVID-19 Student Survey

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Washington 21st Century Community Learning Centers

Brief on the Spring 2021 COVID-19 Student Survey

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Introduction

The COVID-19 pandemic continues to impact schools and the services they provide to students in Washington. The 21st Century Community Learning Centers (21st CCLC) are out-of-school time programs, many of which are based on school campuses. With health and safety concerns continuing through the 2020–21 school year, many 21st CCLC programs adapted by offering virtual programming and resources to the youth they served, sometimes in combination with in-person operations.

In this report, we describe the experiences and feelings of students who participated in 21st CCLC programming virtually, in person, or a combination of both. In the spring of 2021, the evaluation team administered a brief survey to students to gain insights into the following questions:

1. What were the experiences of students attending 21st CCLC programming during the 2020–21 program year, during the COVID-19 global pandemic?

2. Did student experiences in programming differ for students who attended in mostly online settings, hybrid settings, and mostly in-person settings?

3. Did student experiences in programming differ between students in elementary, middle, and high school settings?

In the following sections, a summary of findings for the main survey topics is presented, followed by a more in-depth discussion of data and analysis of student responses to the survey items.

Summary of Findings

SCHOOL AND PROGRAM ATTENDANCE

- Hybrid school attendance was more common than attending school mostly in person or mostly online, with 50% of students attending school both online and in person about equally.
- About half (51%) of students attended 21st CCLC online.
- Students who attended school mostly online or mostly in person tended to participate in 21st CCLC in the same environment (78% of students who attended school online participated in 21st CCLC online; 65% of students who attended school in person participated in 21st CCLC in person).
- Hybrid school attendance corresponded more often with online 21st CCLC participation (49%) than with hybrid (27%) or in-person (24%) participation.
- Many students (82%) participated in 21st CCLC at least once a week.
- Elementary students (70%) were more likely to participate in 21st CCLC several times a week than middle school students (59%).
- Solely online 21st CCLC participation was more common for elementary students (45%) than middle school students (27%).

STUDENT CONCERNS AND ANXIETY

- The two largest concerns for students regarding current events in the world were that a family member would get COVID-19 (52%) or that they would not learn as much as normal in school because of COVID-19 (45%).
- Many students (almost 70%) felt at least a little anxiety due to COVID-19, with 49% feeling a little anxious, 10% very anxious, and 9% extremely anxious.
- Students with hybrid 21st CCLC participation felt more extreme COVID-19–related anxiety than students participating mostly in person or mostly online.

POSITIVE AND NEGATIVE AFFECT

- Many students (75%) felt safe most days or every day, but fewer students felt hopeful (57%) or excited (52%) with the same frequency.
- Some students experienced negative emotions most days or every day:
  - 50% of students felt bored
  - 32% of students felt stressed or frustrated
  - 26% of students felt lonely
- An independent-samples t-test showed a statistically significant difference in affect for elementary and middle school students, with elementary students experiencing both higher positive affect and lower negative affect.

STUDENT OPINIONS OF STAFF

- Students who participated in 21st CCLC in an online or hybrid setting had slightly more positive views of staff than those who participated in person.
- Overall, elementary students reported more positive views of staff than middle school students.

ONLINE PROGRAM EXPERIENCE

- On most days or every day, most students (85%) had access to a computer or device when they needed it.
- 33% of students felt their internet connection wasn't fast enough to participate some days or at all.
- Slightly more than half of students (54%) would prefer not to have the option of continuing 21st CCLC programming virtually.

QUALITATIVE FINDINGS

- Students were asked to describe a positive program experience. Common themes included:
  – Fun activities and projects
  – Spending time with friends
  – Making new friends
  – Receiving homework help
  – Learning something new
  – Kind and caring staff and students
- Students described what they gained or learned from this positive experience. Common themes included:
  – Improved academic skills
  – Improved social skills
  – Creativity
  – Learned new games or art skills
  – Perseverance
  – Self-confidence and ability to express themselves
  – Collaboration and teamwork skills
- Students described how they applied what they gained or learned to the challenges of this year. Common themes included:
  – Continued to try when things got hard
  – Focused on the positive
  – Used an outlet to manage/cope with stress
  – Became more social and made new friends
  – Taught new skills/activities to family members
- Students were asked what they felt they missed out on this year. Common themes included:
  – Seeing friends or teachers in person
  – Socializing and connecting with people
  – Making new friends
  – Having a normal school experience
  – Field trips
  – Sports
  – Recess
- Students were asked how they felt about going back to school in person last spring and how they felt about going to school in person this fall. Common feelings included:
  – Happy
  – Nervous
  – Excited
  – Scared or stressed

Measure and Sample

As part of evaluation efforts each year, AIR typically administers a survey called the Youth Motivation, Engagement, and Beliefs (YMEB) survey during mid-to-late spring. This survey administration process typically collects information in an online format at the student level, including identifiable information such as student school identification numbers, in an effort to connect survey responses with other data points to answer specific evaluation questions. However, the COVID-19 pandemic affected many aspects of programming, including program learning environment (moving from in-person programming to hybrid or online programming), and the availability of data points we have typically relied upon to answer our evaluation questions. The YMEB survey was no exception to the effects of COVID-19. Varying program learning environments and overwhelmed staff made it very difficult to collect information from students in the same format we have used in the past, which was based on the assumption of in-person programming. Additionally, in order to better understand youth experiences in programming as they related to the pandemic, we opted to revisit our evaluation questions and associated measures.

As a result, and in collaboration with the Office of Superintendent for Public Instruction (OSPI), we constructed a youth experience survey aimed at capturing how students in grades 4–12 experienced programming in the midst of this pandemic (see Appendix A for a copy of the survey). Additionally, we opted to collect student survey responses anonymously within each center to make the survey administration process easier on program staff. Therefore, we administered an online survey via a center-specific link that was emailed to each project director. Each project director was asked to distribute this link to their program staff, who could either administer the survey in person using similar protocols to prior years for survey data collection, or send the link out to student participants and/or their parents asking them to complete the survey.

Surveys were administered between May 17, 2021, and June 30, 2021. Prior to opening the survey, project directors received parent passive-consent forms to send along to parents and guardians, giving them the opportunity to opt their child out of the survey if they wished.

Given the nature of both our survey administration approach and the variation in how programs were being delivered, we fully expected a lower response rate than we had seen in past survey administrations. A total of 884 students completed surveys, representing 71 different 21st CCLC centers in the state of Washington. Most students who completed the survey (95%) reported being in either elementary or middle school, with 49% in elementary grades (4–5), 46% in middle school grades (6–8), and only 5% in high school grades (9–12)

(Exhibit 1). Due to this distribution, limited information was gained on the experiences of high school students. When examining school-level comparisons, we focused largely on elementary and middle school students.

Exhibit 1. The majority of survey respondents were elementary and middle school students.
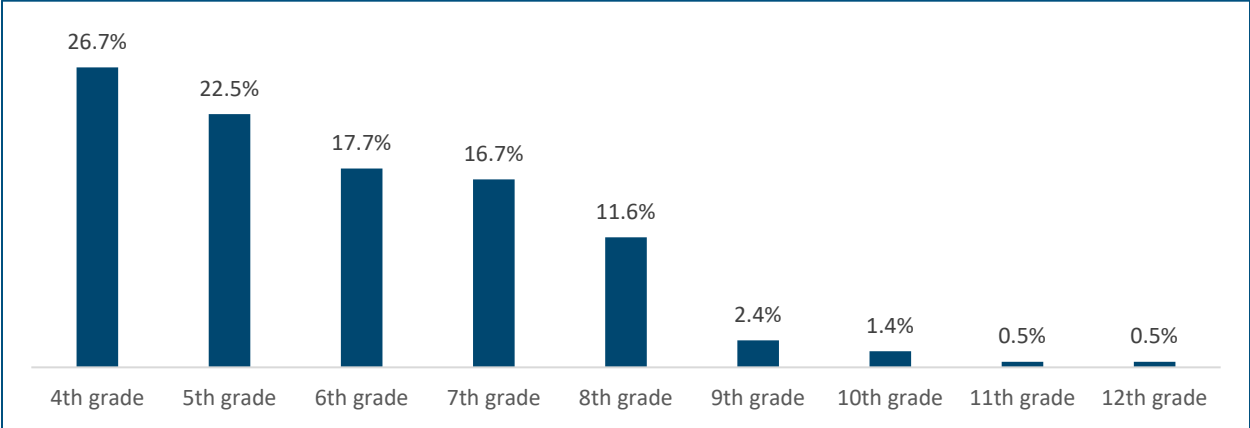
N = 622

Students were asked to report their gender identity. The majority of students identified as male (43%) or female (50%), while a small percentage identified as non-binary or non-conforming (3%). See Exhibit 2.

Exhibit 2. Most students identified as male or female.
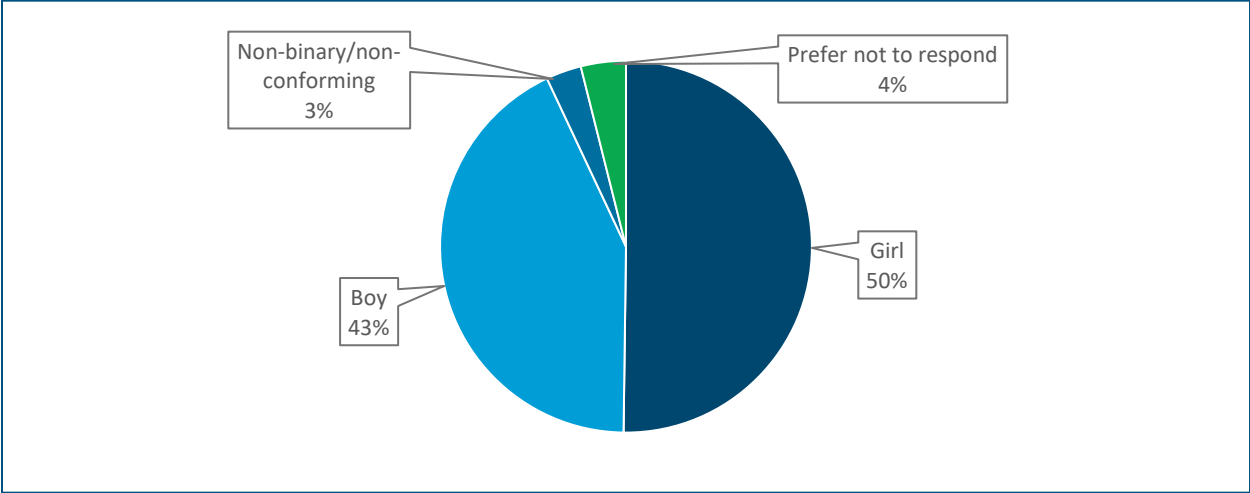
N = 715

Students were also asked to share their race and ethnicity. The sample was predominantly made up of students who identified as White (63%) and as being of Hispanic origin (63%). See Exhibits 3 and 4.

Exhibit 3. Almost two thirds of students identified as White.
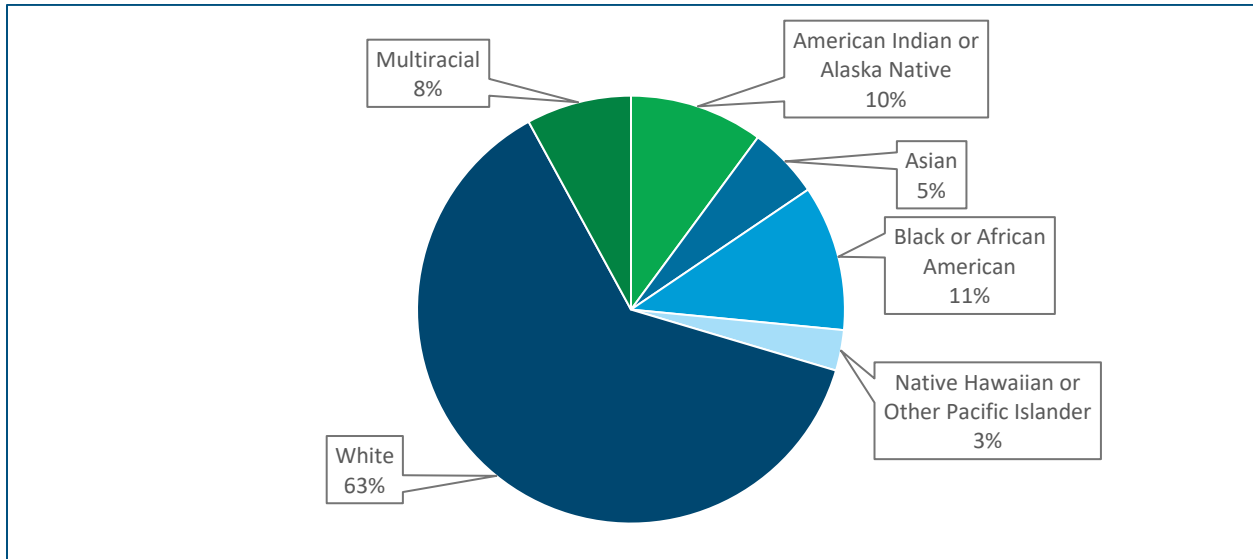
N = 554

Exhibit 4. Almost two thirds of students were of Hispanic origin.
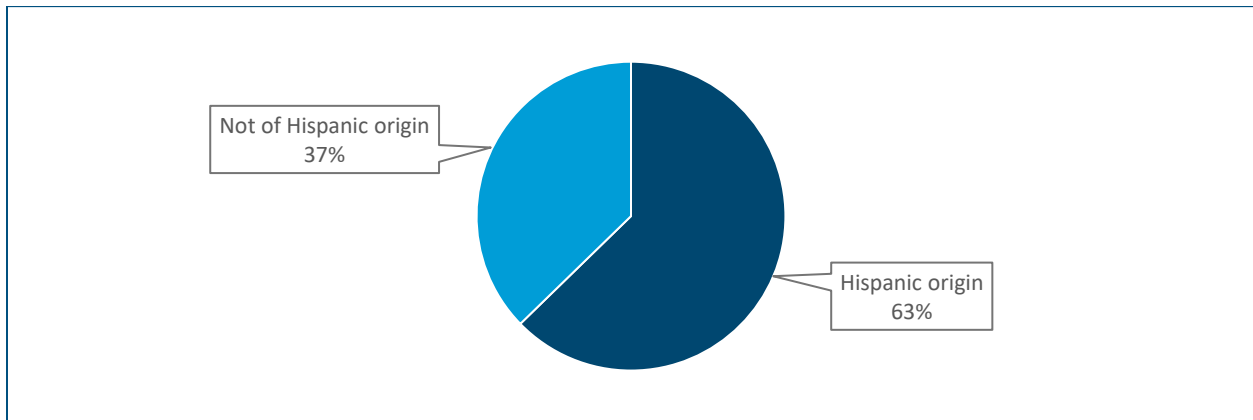
N = 684

School and Program Attendance

Students were asked about the environment (online, in person, or a combination of both) in which they attended school and participated in 21st CCLC during the 2020–21 school year. While 49% of students responded that they attended school both online and in person equally, only 19% participated in 21st CCLC in this same way. In comparison, 51% of students indicated they participated in 21st CCLC predominantly in an online setting, with 13% of students participating mostly online and 38% participating only online (Exhibit 5).

Exhibit 5. About half of students attended school in a hybrid setting, while half of students reported attending 21st CCLC mostly or only online.
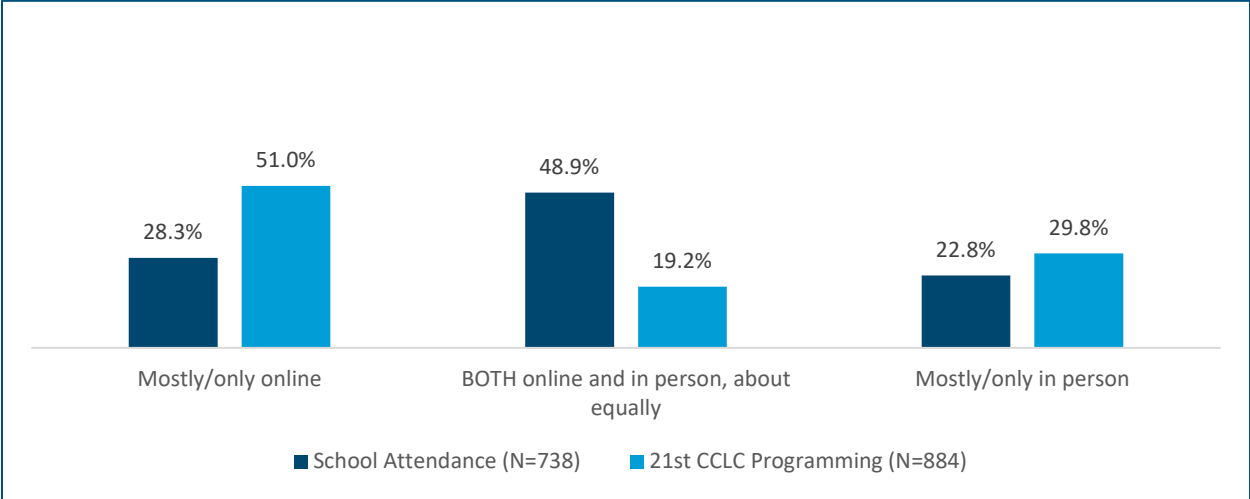
For some students, the learning environment for both the regular school day and 21st CCLC was the same. When looking specifically at students who attended school in an online setting or an in-person setting, they tended to participate in 21st CCLC in the same way: 78% of students with online school attendance participated in 21st CCLC online, while 65% of students attending school in person also participated in 21st CCLC in person (Exhibit 6).

Exhibit 6. Most students who attended school online or in person participated in 21st CCLC in the same way.
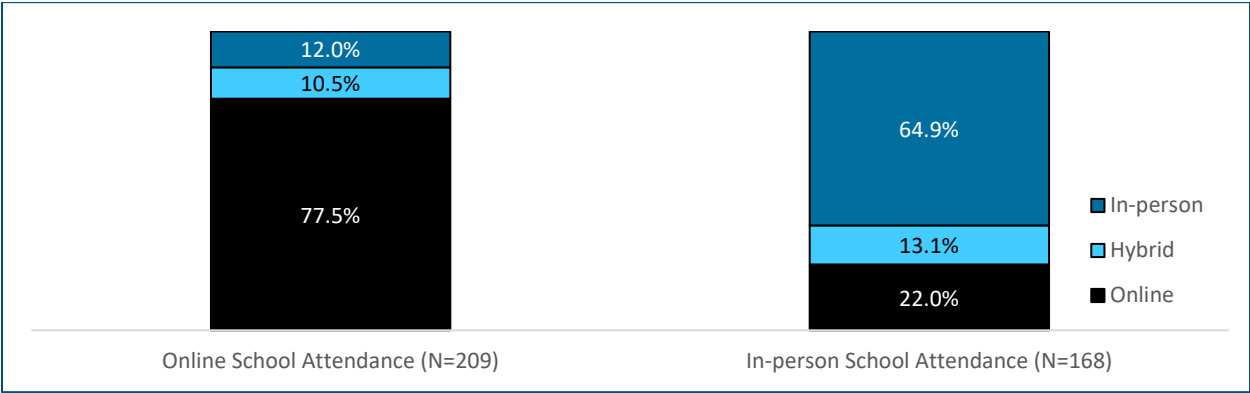
This pattern does not continue when analyzing students who attended school in a hybrid setting, however. For students who attended school both online and in person equally, 49% reported that they participated in 21st CCLC in an online setting (Exhibit 7). Students who split their time between in-person and remote learning for the regular school day were more likely to remain remote for 21st CCLC programming. Further examination of program offerings may reveal whether the number of in-person program offerings limited the in-person options

available to students, or whether schools required a certain level of in-person school attendance in order for in-person 21st CCLC programming to be an option.

Exhibit 7. For students who attended school in a hybrid setting, about half participated in 21st CCLC mostly or only online.
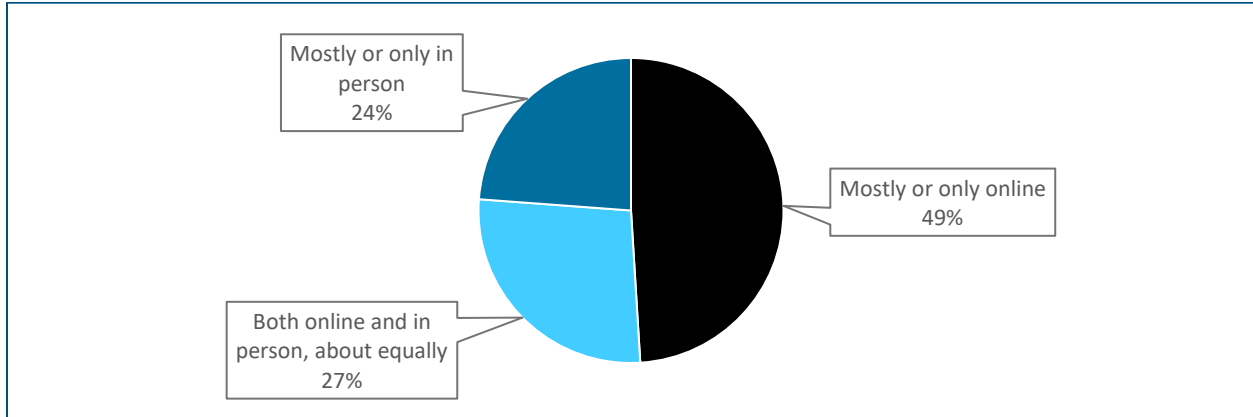
N = 361

Next, we analyzed how frequently students participated in 21st CCLC programming. Students reported frequent participation, with 64% attending several times a week and 18% participating about once a week (Exhibit 8).

Exhibit 8. Over 80% of students participated in 21st CCLC at least once a week.
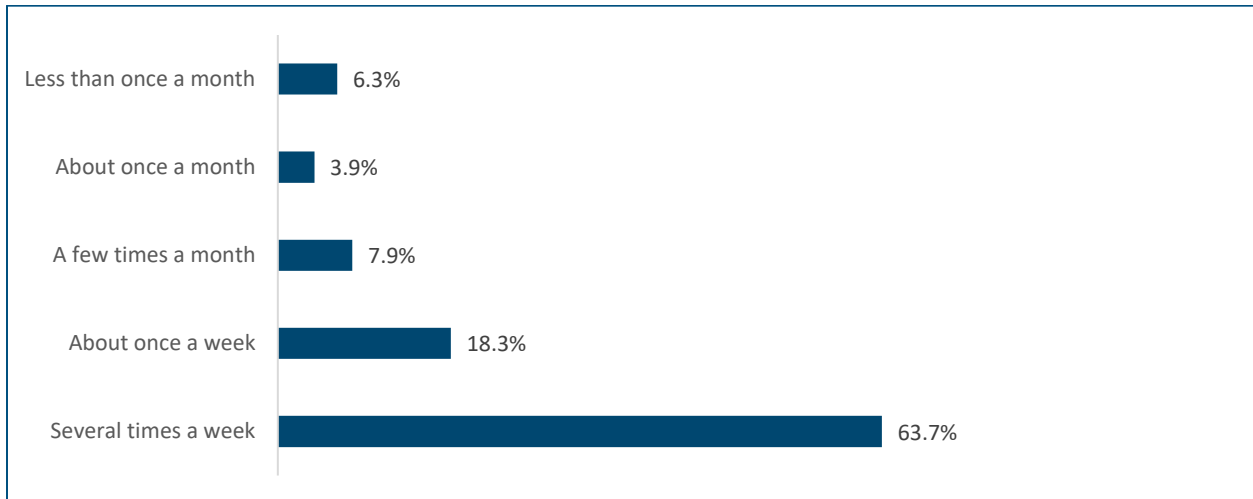
N = 750

When analyzing student participation by school level (elementary or middle), elementary school students were more likely to participate several times a week (70%), compared to 59%

of middle school students (Exhibit 9). Again, note that the analysis focused on elementary and middle school students due to the small number of high school respondents.

Exhibit 9. Elementary students attended 21st CCLC more frequently than middle school students.
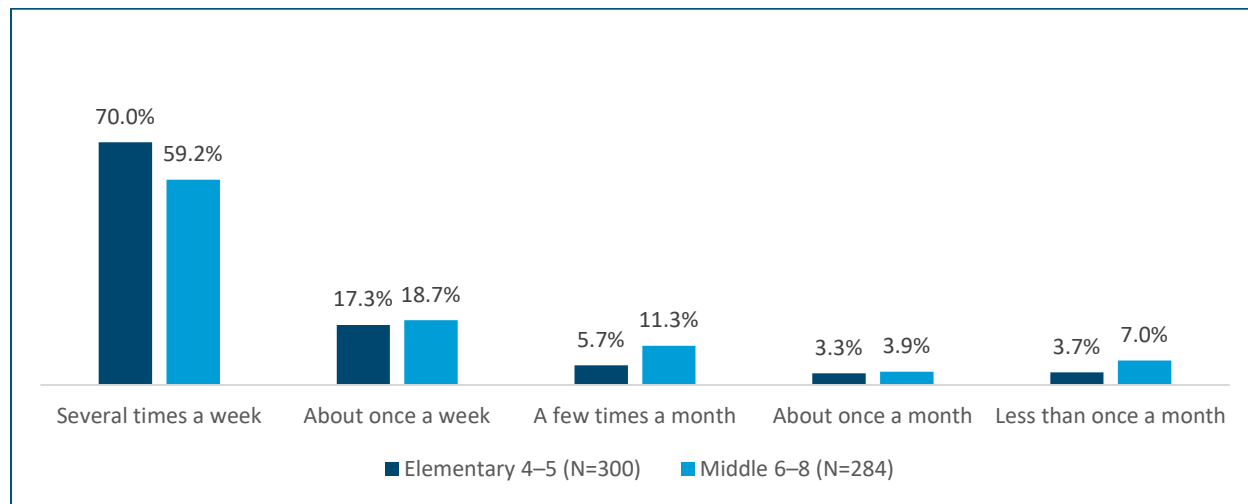
The learning environment for 21st CCLC programming also differed when comparing elementary and middle school students. A larger percentage of elementary students indicated that they participated in 21st CCLC mostly or only online (57%) compared to middle school students (43%). Middle school students (36%) were more likely to participate in 21st CCLC mostly or completely in person compared to elementary school students (25%; Exhibit 10).

Exhibit 10. Online 21st CCLC participation was more common for elementary students compared to middle school students.

57.2% 43.0% 18.3% 21.3% 24.5% 35.7%

Mostly/only online   Both online and in person, about equally   Mostly/only in person

■ Elementary 4–5 (N=306)   ■ Middle 6–8 (N=286)
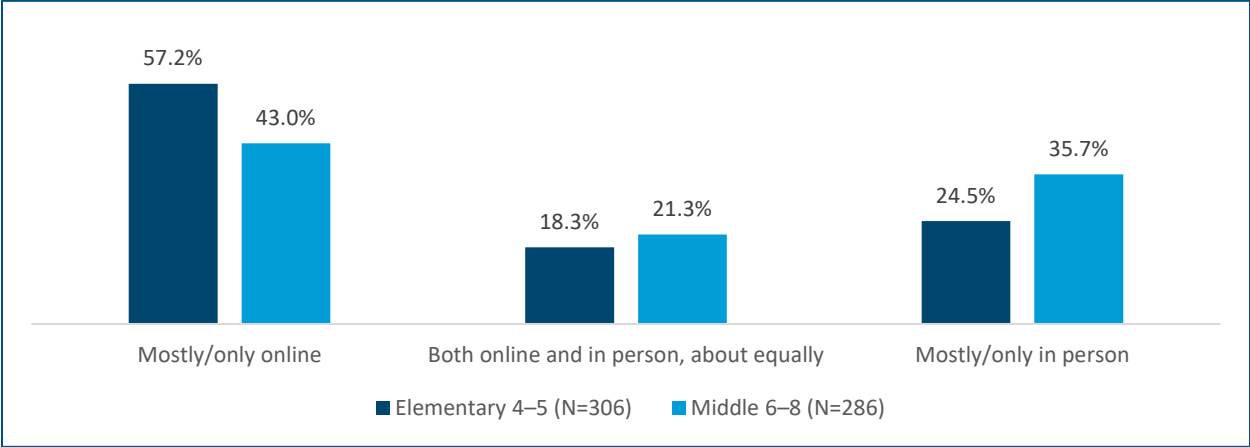
Student Concerns and Anxiety

The survey asked students to indicate any concerns they had about current events in the world. Students were given a series of options related to topics such as COVID-19 or concerns of experiencing racial bias or discrimination. More than half (52%) of students were concerned that a family member would get COVID-19, while 45% worried that they wouldn't learn as much as normal in school because of COVID-19. About one third (34%) of students worried that either they would get COVID-19 or that their family members couldn't work because of the coronavirus. Fewer students reported concerns that they would be treated differently because of their race or ethnicity, with 16% of students indicating they felt this way (Exhibit 11).

Exhibit 11. Overall, students were most concerned that a family member will get COVID-19 or that they wouldn't learn as much as normal in school because of COVID-19.

That a family member will get COVID-19: 48.1% / 51.9%

That I won't learn as much as normal in school because of COVID-19: 54.7% / 45.3%

That I will get COVID-19: 66.5% / 33.5%

That my family members can't work because of COVID-19: 66.5% / 33.5%

That I will be treated differently because of my race/ethnicity: 84.0% / 16.0%

Other (please describe): 84.3% / 15.7%
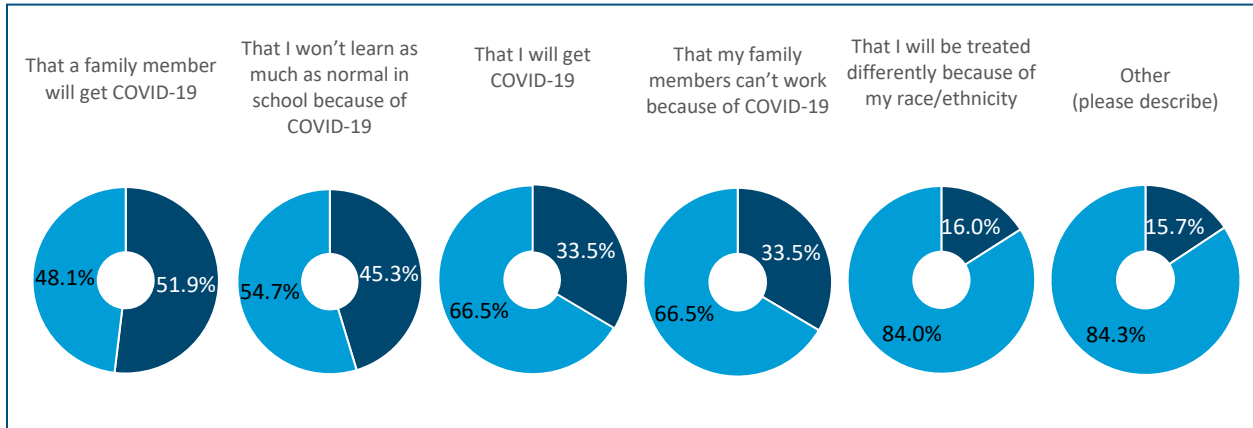
N = 695

When analyzing student concerns between the three learning environments, notable differences exist. Students participating in 21st CCLC mostly or only online (56%) were more concerned that a family member would get COVID-19 than students participating mostly or only in person (46%). Students participating online were also more likely to be concerned that they wouldn't learn as much as normal in school due to the pandemic; 51% of students participating mostly or only online expressed this concern, compared to 37% of students participating in person. Notably, a smaller percentage of students participating in person were concerned they would get COVID-19 (25%) compared to students participating online (37%) or in a hybrid setting (39%). See Exhibit 12.

Exhibit 12. Students participating in 21st CCLC online were more concerned than those participating in person about learning as much as normal in school or a family member or themselves getting COVID-19.
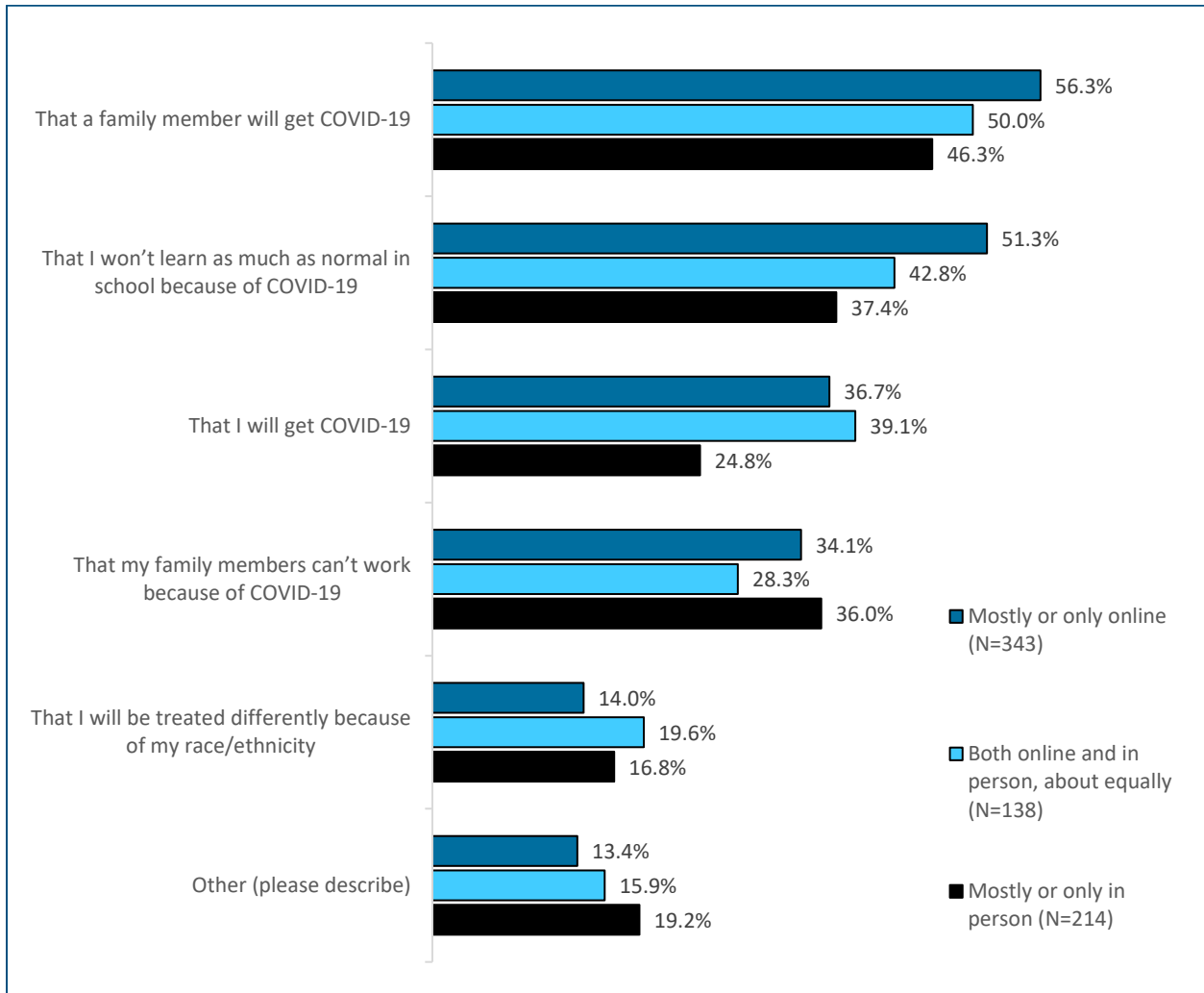
Anxiety related to the COVID-19 pandemic was quite prevalent among the students surveyed. Almost 70% of students indicated they felt at least a little anxiety due to COVID-19, with 49% feeling a little anxious, 10% feeling very anxious, and 9% feeling extremely anxious (Exhibit 13).

Exhibit 13. Almost 70% of students reported feeling at least a little anxiety due to COVID-19.

Extremely anxious
9%

Very anxious
10%

Not at all anxious
32%

A little anxious
49%
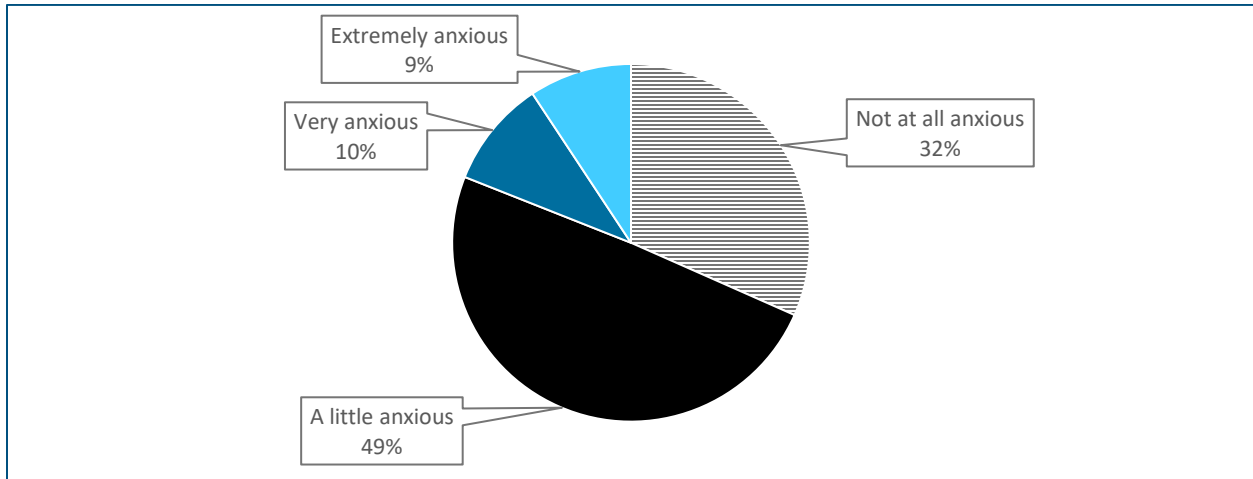
N = 721

It is noteworthy that rates of COVID-19–related anxiety differed among students in different learning environments. For students who participated in 21st CCLC only in person or only online, only 7% of students felt extremely anxious, compared to 14% of students who participated in a hybrid setting. Students participating in a hybrid setting were also more likely to feel very anxious (14%) compared to students participating only in person (10%) or only online (8%). Students participating in person had the highest percentage of respondents indicating they did not feel any COVID-19–related anxiety (36%). See Exhibit 14.

Exhibit 14. Students who participated in 21st CCLC in a hybrid setting reported the most COVID-19–related anxiety, with almost 30% feeling very or extremely anxious.

	Mostly or only online (N=366)	Both online and in person, about equally (N=140)	Mostly or only in person (N=215)
Extremely anxious	7.9%	14.3%	8.4%
Very anxious	9.0%	13.6%	8.4%
A little anxious	53.0%	42.9%	47.4%
Not at all anxious	30.1%	29.3%	35.8%
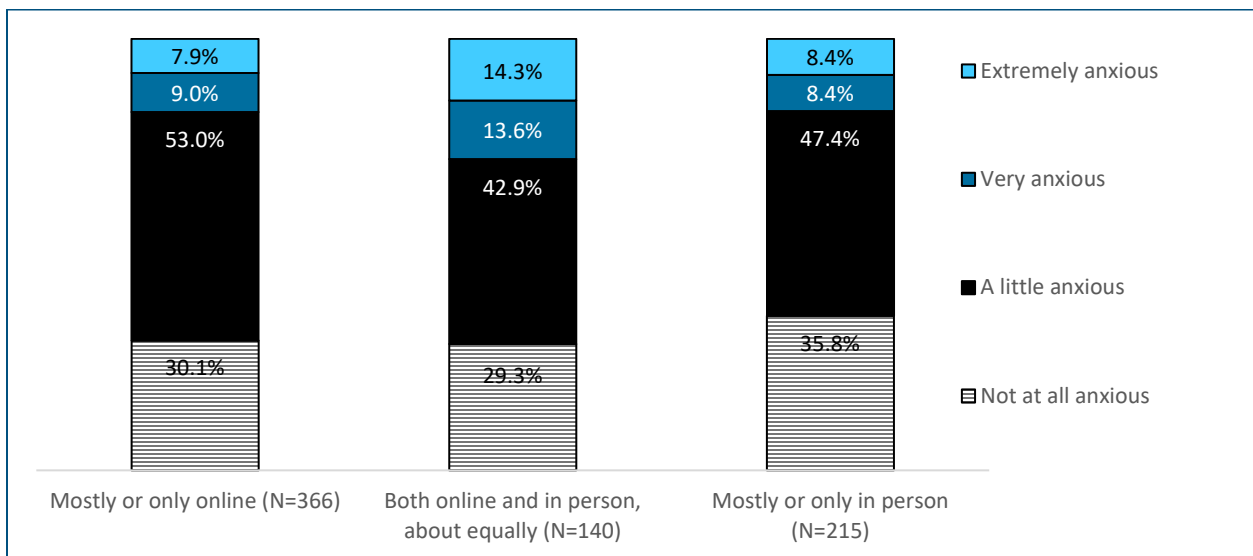
Positive and Negative Affect

Students reported on the positive and negative emotions they experienced. These responses were not in reference to their experiences in 21st CCLC programming specifically, but rather their overall feelings day to day. On most days or every day, 75% of students felt safe, 68% felt happy, and 62% felt relaxed. Fewer students felt hopeful (57%) or excited (52%) with the same frequency (Exhibit 15).

Exhibit 15. On most days or every day, three quarters of students felt safe, while just over half felt hopeful or excited.
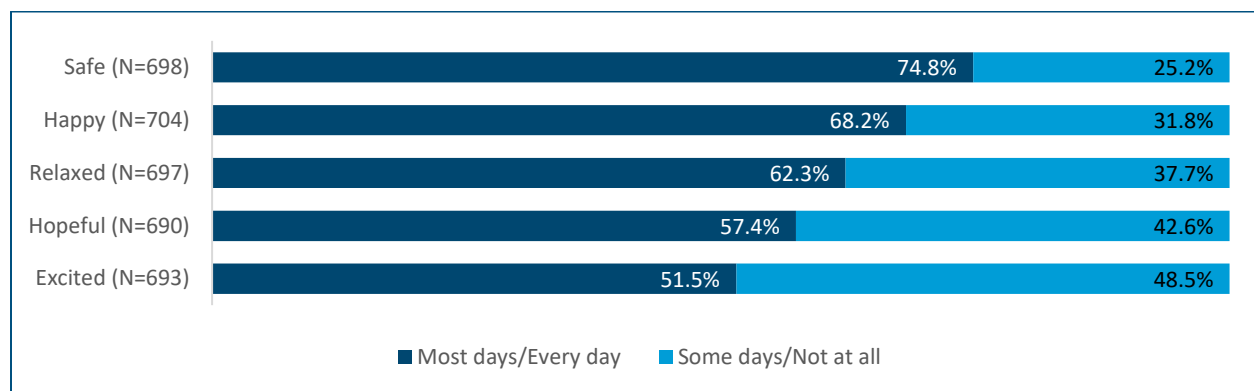
The most common negative emotion reported by students was boredom, with 50% of students feeling bored most days or every day. Again, note that these emotions pertain to students' overall daily experiences, not only their time spent in 21st CCLC programming. A similar number of students indicated feeling frustrated or stressed (32%), while 26% of students felt lonely most days or every day (Exhibit 16).

Exhibit 16. On most days or every day, one quarter of students felt lonely, one third felt stressed or frustrated, and one half felt bored.
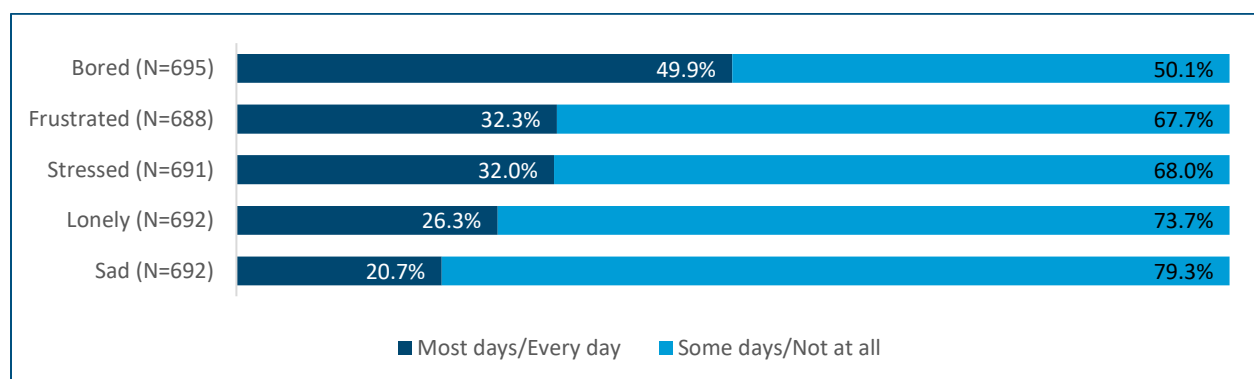
In order to analyze differences in positive and negative affect, an average score was calculated for each scale for students, ranging from 1 (not at all) to 5 (every day). When analyzing these differences for elementary and middle school students, an independent-samples t-test showed a statistically significant difference in affect for elementary and middle school students, with elementary students experiencing both higher positive affect (p<.001) and lower negative affect (p<.01). See Exhibit 17. Differences in positive and negative affect were also analyzed for students participating in either an online, in-person, or hybrid program setting. Students reported similar amounts of positive and negative affect regardless of the environment in which they participated in 21st CCLC programming.

Exhibit 17. Elementary students had both higher positive affect and lower negative affect than middle school students on average.
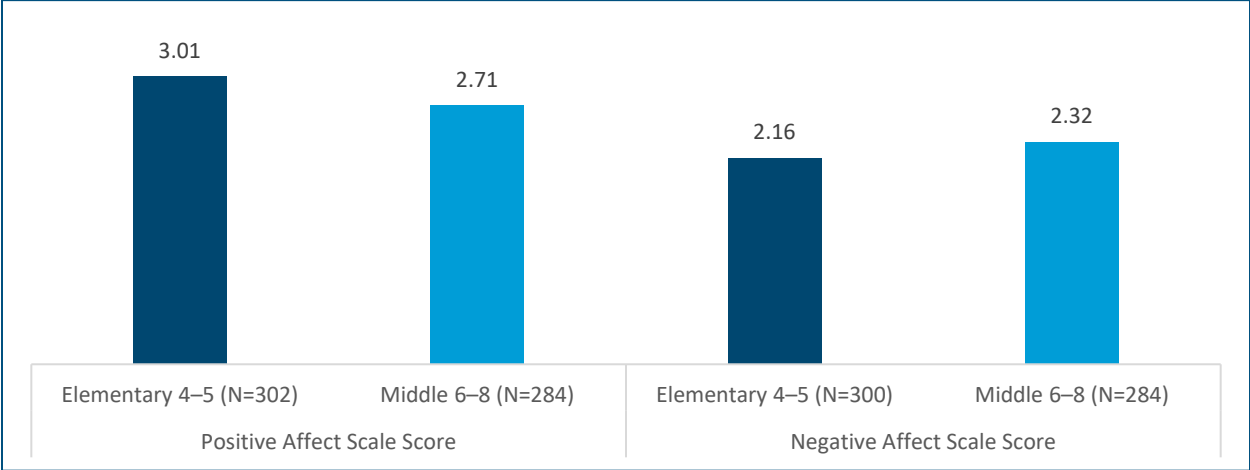
Positive affect: p<.001; Negative affect: p<.01.

Student Opinions of Staff

The survey asked students to indicate whether a number of positive statements were true about the staff who worked in their afterschool program. We analyzed whether students held different views of their staff depending on the environment in which they participated in 21st CCLC programming. Overall, students who participated online or in a hybrid setting held more positive views of staff than those who participated in person (Exhibit 18). This finding is interesting and perhaps unexpected. One possible explanation is that students may have felt they received more individualized attention from staff when online compared to being in person, where multiple things could be taking place in the space at one time, leading to more distractions or divided attention. On the other hand, this result could also simply be a reflection of the underlying programs themselves.

Exhibit 18. Students who participated in 21st CCLC in an online or hybrid setting had more positive views of staff than those who participated in person.

		Mostly/Completely true	Not at all/Somewhat true
Makes learning fun	In person (N=263)	82.8%	
	Hybrid (N=170)	86.2%	
	Online (N=363)	87.1%	
Helps me feel good about myself	n person (N=222)	74.3%	
	Hybrid (N=145)	84.1%	
	Online (N=358)	83.2%	
Asks me about my life and goals	In person (N=221)	59.3%	
	Hybrid (N=145)	67.6%	
	Online (N=363)	70.0%	
Helped me find a special interest or talent	In person (N=222)	56.8%	
	Hybrid (N=144)	72.9%	
	Online (N=363)	66.4%	
I enjoy connecting with	In person (N=219)	79.9%	
	Hybrid (N=146)	83.6%	
	Online (N=366)	83.3%	
Helps me when I have a problem	In person (N=223)	80.7%	
	Hybrid (N=147)	87.8%	
	Online (N=369)	86.7%	
Interested in what I think about things	In person (N=222)	63.5%	
	Hybrid (N=144)	73.6%	
	Online (N=371)	Mostly/Completely true, 72.5%	Not at all/Somewhat true

We also compared students' opinions of their staff among different school levels (elementary and middle). Overall, elementary students indicated more positive views of staff than middle school students (Exhibit 19).

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Exhibit 19. Overall, elementary students reported more positive views of staff members than middle school students.

		Mostly/Completely true	Not at all/Somewhat true
Makes learning fun	Middle 6–8 (N=280)	83.9%	
	Elementary 4–5 (N=298)	89.9%	
Helps me feel good about myself	Middle 6–8 (N=282)	79.4%	
	Elementary 4–5 (N=294)	84.7%	
Asks me about my life and goals	Middle 6–8 (N=282)	66.7%	
	Elementary 4–5 (N=295)	65.4%	
Helped me find a special interest or talent	Middle 6–8 (N=283)	59.0%	
	Elementary 4–5 (N=295)	68.8%	
I enjoy connecting with	Middle 6–8 (N=280)	80.7%	
	Elementary 4–5 (N=297)	85.5%	
Helps me when I have a problem	Middle 6–8 (N=281)	83.6%	
	Elementary 4–5 (N=299)	90.6%	
Interested in what I think about things	Middle 6–8 (N=282)	69.9%	
	Elementary 4–5 (N=296)	Mostly/Completely true, 72.0%	Not at all/Somewhat true

Online Program Experience

For students who participated in 21st CCLC programming online, the survey asked about their experiences with technology. Overall, students reported a positive online experience most days or every day, with 77% indicating the apps were easy to use, 79% reporting they were comfortable using their computer or device to participate, and 85% saying they had access to a computer or device when they needed it. The most common issue for online participants concerned their internet connection speed, with only 67% reporting their internet connection was fast enough to participate most days or every day (Exhibit 20).

**Exhibit 20. Students' experiences with technology for online programming were positive overall, with internet connection speed being the most frequent issue.**
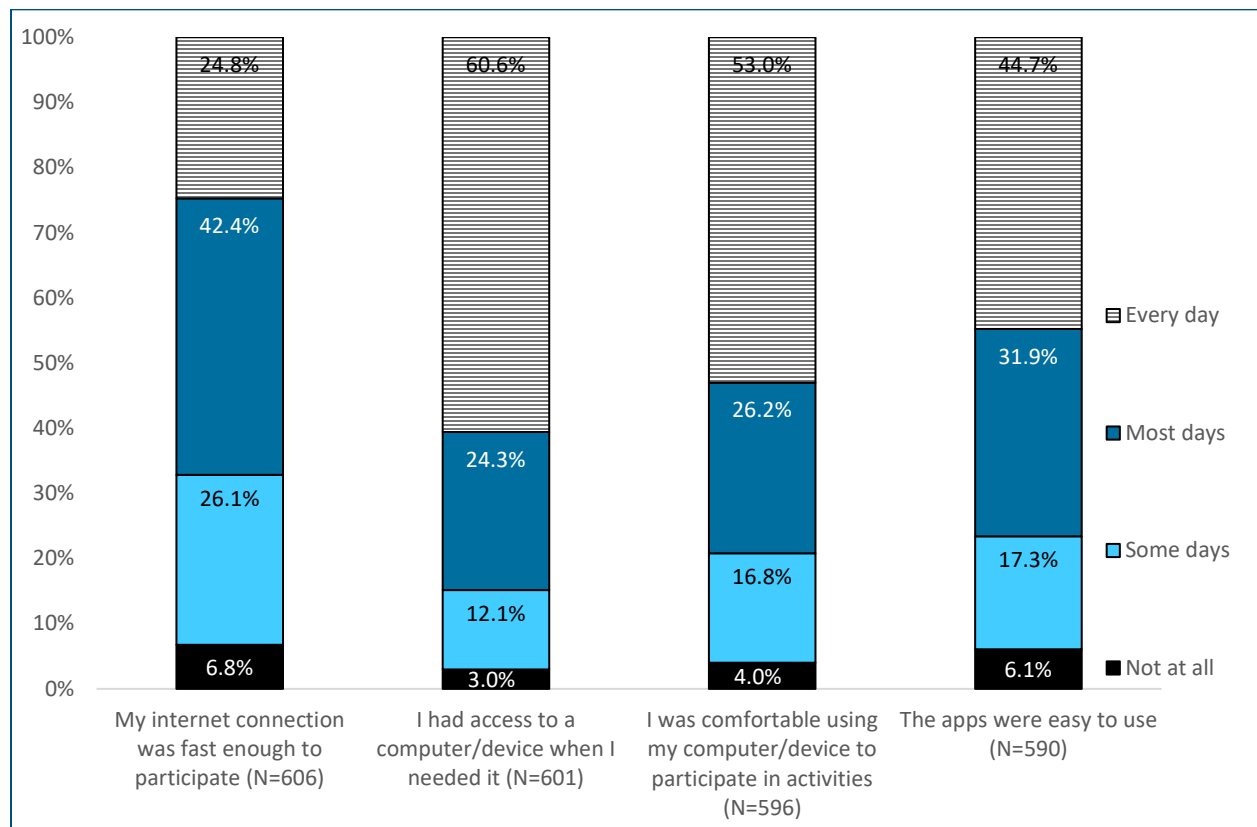
Students expressed mixed levels of interest in continuing 21st CCLC programming online, with 46% indicating they would like the option to continue attending virtually, and 54% indicating they would not (Exhibit 21).

Exhibit 21. Less than half of students would have liked the option to continue 21st CCLC virtually.

Yes
46%

No
54%
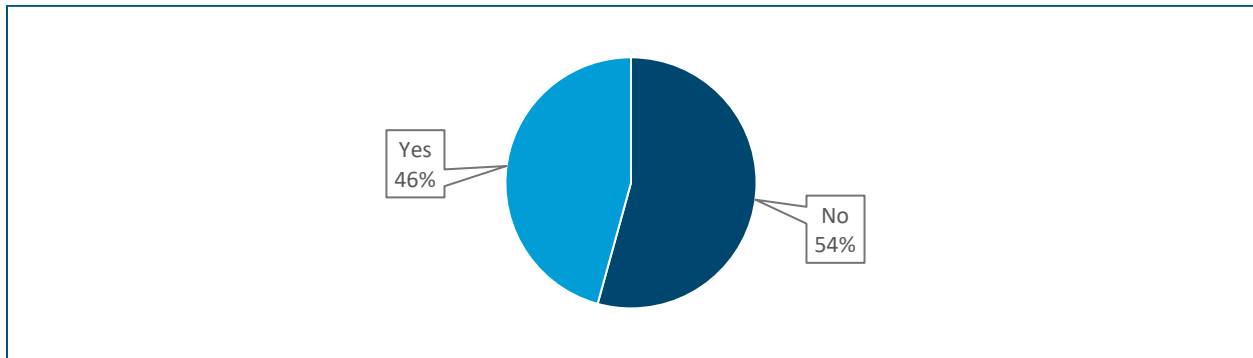
N = 595

Qualitative Findings

The survey asked students to provide open-ended responses to elaborate on their experiences and feelings during the 2020–21 school year. Each question is highlighted below, with a discussion of the main themes in students' responses.

Positive Program Experiences

The survey asked students to describe a positive experience they had in the program during the past year. Many students noted that they participated in fun activities and projects, including art activities (e.g., painting, drawing), crafts (e.g., jewelry making, origami), science experiments (e.g., making slime, building a volcano), and outdoor activities (e.g., dodgeball, scavenger hunt). Students also described playing games and learning something new as positive experiences.

Another common positive experience for students involved receiving homework or academic help. Students mentioned receiving help in subjects such as math, reading, and writing. One student noted, "I got many missing assignments done during this program, it helped me focus more on what I had to do."

Notably, many students indicated that the social aspect of 21st CCLC programming was a positive experience for them. Students reported that spending time with friends, meeting new people, and just having the opportunity to socialize and have people to talk to were positive experiences for them, especially since social interaction was limited during the pandemic. One student said they enjoyed "talking with my friends because I couldn't see them during Covid-19," while another student enjoyed "having people to talk and laugh with."

A number of students commented on positive experiences with the program staff. Students described the staff as kind, caring, and welcoming individuals. One student said that "the teachers made me feel welcome," while another appreciated "how the teachers took time to connect with us." Another student noted that the teacher "listens and genuinely cares about what I have to say."

In addition to the staff, students also noted that the other student participants were kind and caring. One student recalled a positive experience "when I tried my best and no one was laughing." Another student said, "Everyone has been really kind to me, especially the LGBTQ+ club. I'm really able to be myself."

What Was Gained or Learned From Positive Experiences

Building off of the qualitative question above, students were asked what they gained or learned from their positive experience. Many students noted the academic gain, describing how they learned more math, reading, or writing skills. Others felt they had gained creativity through learning new games, crafts, and art skills.

A number of students described the interpersonal growth they had experienced. Some students had learned improved social skills and how to become more social. Other students had learned how to collaborate with others and work as a team. Students also described learning patience and learning to be kinder and more respectful toward others. Some students also noted the important self-confidence they had gained from their experiences. One student said, "I have gained so much confidence from this, I went from not believing in myself, and being scared to put things out, to being able to share things."

Students also noted the perseverance they gained from their experiences. Students described learning that it is okay to fail, and that if they continue working hard, they can get better. One student said they learned "that when things go wrong, just try again."

Applying What Was Gained or Learned

Continuing to build off the previous questions, the survey next asked students to describe how they had applied what they gained or learned to the challenges of that year. Many students described focusing on the positive when facing new problems or challenges. Students noted that they "think about the positive" and have learned "to be positive and just keep trying." One student said, "I tried to remember times where I had been through a challenge like this and tried to be open minded about and learn from that challenge." Several students also described applying their perseverance in difficult situations, noting how they try their best when things get hard and don't give up.

> "To be patient, persistent, and never give up during tough situations."
>
> – *Student response*

Similar to what was seen in students' responses to the first two questions, the theme of social interaction continued to be prevalent in students' responses to this item. A number of students noted that they applied their improved social skills to push themselves to become more social or to make new friends.

Student responses also focused on applying the creative skills they had gained. Some students described teaching the new skills or activities they had learned to siblings or other family members. Other students mentioned using their new skills as a way to cope with stress. One student responded, "Art has been my outlet," while another said, "I start painting or drawing when I'm stressed out."

Experiences Missed Out On

Students were asked to describe what they felt they missed out on during the previous school year. Interestingly, some of the most common responses centered on social interactions, similar to students' positive experiences from the past year. Many students missed seeing their friends in person, which is understandable given the percentage of students who were attending 21st CCLC online. Students also reported that they missed out on socializing and being around people. Some also mentioned missing out on making new friends. One student commented that they missed out on "getting to know people better" while another said they missed "being with the teacher and my friends in the same classroom."

> "I feel I missed out on interacting with my friends more."
>
> – *Student response*

Many students noted that they missed out on having a normal school experience. Students said they missed "feeling normal" or having "a normal learning experience." They described a number of aspects related to a typical in-person school day, such as participating in sports, playing at recess, and spending time with friends either on the bus or in the cafeteria. Students also felt they missed the opportunity to go on field trips, another valuable aspect of in-person school and 21st CCLC programming.

> "I think that I missed out on how the first year of middle school should feel."
>
> *– Student response*

Feelings Toward Returning to School In Person

The survey asked students both how they felt about going back to school in person that year (2020–21) as well as how they felt about going back to school in person in the fall of 2021. For both questions, students expressed similar feelings. Many students felt excited or happy about returning to school in person because they missed having in-person social interaction. One student said, "I hadn't realized how much human interaction I missed," while another shared, "I was really excited to see real human beings again and to be able to do more things like eat lunch with people." Students were happy to return in person not only for the social aspect, but also for the academic support that in-person schooling can provide. One student responded, "I feel good about it because you can ask for help," and another student said, "It was better than online because if I needed help, I was able to ask and when online I had to wait for a response back from the teacher." A common response was that the student felt "good" about it, with one student saying, "I feel great knowing that it will be easier for me to learn."

> "I felt good because I could see my friends in person and I was able to have resources."
>
> *– Student response*

Other students expressed feeling a mixture of both excitement and nervousness. One student responded, "I feel very nervous, it's been a long time since I went to school." Some students responded that they felt scared about returning to school in person, with one student indicating they felt "scared that we can get sick easily." A few students also indicated feeling stressed, citing concerns about the ongoing pandemic or about the possibility of being bullied. Predominantly, students expressed a mixture of emotions, with one student sharing, "I still feel cautious and think we should still have safety precautions, but I'm really excited to go back in person as I/we have missed a whole year of social interaction and immediate help on an assignment during the school hours."

Conclusion

21st CCLC programs have adapted to the ongoing COVID-19 pandemic by providing a combination of online and in-person programming for students in Washington. Through a brief online survey, students shared their feelings and experiences during the past academic year. While students who attended school predominantly in person or online tended to participate in 21st CCLC in the same environment, it is noteworthy that students attending school in a hybrid setting were more likely to participate in 21st CCLC online. As health and safety concerns from the ongoing pandemic continue to impact schools as they begin the new school year, it will be interesting to see whether a majority of students continue to participate in an online setting, or whether in-person participation becomes more common. As seen from the open-ended responses provided by students, many are happy or excited to return to school in person, emphasizing the value they put on in-person social interactions and academic support.

As seen from both the survey items and short-answer responses, many students still have feelings of concern and anxiety related to the COVID-19 pandemic. Some students are nervous about returning to school in person while health concerns remain an issue: many are concerned that they or their family members will get COVID-19. It is worth highlighting that almost 70% of students felt some level of anxiety due to the pandemic. Particularly for students participating online, it is concerning that more than half of students worry they won't learn as much as normal because of the pandemic. It will be important for schools and programs to recognize these feelings and promote students' emotional wellbeing as the pandemic continues to affect students' lives.

Looking forward to next steps, it would be valuable to review the results of this survey with OSPI and other 21st CCLC stakeholders to gain input on key findings and then determine whether additional data collection is warranted, depending on how 21st CCLC programs are operating in the current school year. Future data collection efforts for consideration include a parent survey to gain parent insights into 21st CCLC programming. Through further data collection and discussion, additional valuable information may be gained about the emotions and experiences of students and their families in ever-evolving 21st CCLC programming amidst the ongoing pandemic.

Appendix A. COVID-19 Student Survey

This survey will ask you about your experience in 21st Century Community Learning Centers (21st CCLC) programming during this school year, as well as questions about school and the COVID-19 pandemic. Your answers are private and will not be shared with anyone. The survey is also voluntary. You can stop taking the survey at any time. We appreciate your honest feedback!

Please answer the following questions about your experience in your 21ˢᵗ CCLC out-of-school-time programming.

During this school year, in what ways have you participated in 21st CCLC out-of-school-time programming?

- o   ONLY online
- o   MOSTLY online
- o   BOTH online and in person, about equally
- o   MOSTLY in person
- o   ONLY in person
- o   I have not participated in 21st CCLC out-of-school activities this school year.

Whether in person or online, about how often have you participated in 21st CCLC out-of-school-time activities this year?

- o   Several times a week
- o   About once a week
- o   A few times a month
- o   About once a month
- o   Less than once a month

Thinking about the staff who work in your afterschool program, how true are these statements for you? There is an afterschool staff member, like a teacher, …

	Not at all true	Somewhat true	Mostly true	Completely true
a. Who is interested in what I think about things	O	O	O	O
b. Who helps me when I have a problem	O	O	O	O
c. Who I enjoy connecting with	O	O	O	O
d. Who has helped me find a special interest or talent (something I'm good at)	O	O	O	O
e. Who asks me about my life and goals	O	O	O	O
f. Who helps me feel good about myself	O	O	O	O
g. Who makes learning fun	O	O	O	O

If attended the afterschool program virtually from home:

Please choose the answer that reflects your online experience this program year.

Connecting to your afterschool program online, how often did you feel that …	Not at all	Some days	Most days	Every day
a. My internet connection was fast enough to participate	O	O	O	O
b. I had access to a computer/device when I needed it	O	O	O	O
c. I was comfortable using my computer/device to participate in activities	O	O	O	O
d. The apps were easy to use	O	O	O	O

Would you like to continue the option of attending 21st CCLC virtually?
- o Yes
- o No

For all students:

Describe a positive experience you had in the program this year.

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What did you gain or learn from this experience?

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How have you applied what you gained or learned to the challenges of this year?

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What do you feel you missed out on this year?

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Please answer the following questions about your experience in school this year.

How did you attend school this year?
- o ONLY online
- o MOSTLY online
- o BOTH online and in person, about equally
- o MOSTLY in person
- o ONLY in person

How did you feel about going back to school in person this year?

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How do you feel about going back to school in person in the fall?

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Please answer the following questions about your thoughts on the COVID-19 pandemic.

How anxious are you about COVID-19?
- o Not at all anxious
- o A little anxious
- o Very anxious
- o Extremely anxious

What concerns you most about what is happening in the world right now? Select all that apply.
- o I'm concerned that I will get COVID-19
- o I'm concerned that a family member will get COVID-19
- o I'm concerned that my family members can't work because of COVID-19
- o I'm concerned that I won't learn as much as normal in school because of COVID-19
- o I'm concerned that I will be treated differently because of my race/ethnicity
- o Other (please describe)

Do you think you have less communication with family and friends because of COVID-19?

- o Yes
- o No
- o Don't know

How often do you see, in person or virtually, family and friends that do not live with you?

- o Every day
- o A few times per week
- o Once per week
- o Less than once per week
- o Never

Please tell us a little bit more about yourself.

What grade are you in?

- o 4th grade
- o 5th grade
- o 6th grade
- o 7th grade
- o 8th grade
- o 9th grade
- o 10th grade
- o 11th grade
- o 12th grade

What is your gender identity?

- o Girl
- o Boy
- o Non-binary/non-conforming
- o Prefer not to respond

What is your race?

- o American Indian or Alaska Native
- o Asian
- o Black or African American
- o Native Hawaiian or Other Pacific Islander
- o White

What is your ethnicity?

- o Hispanic origin
- o Not of Hispanic origin

How often do you feel …	Not at all	Some days	Most days	Every day
Positive Affect				
a. Happy	○	○	○	○
b. Excited	○	○	○	○
c. Relaxed	○	○	○	○
d. Hopeful	○	○	○	○
e. Safe	○	○	○	○
Negative Affect				
f. Frustrated	○	○	○	○
g. Bored	○	○	○	○
h. Sad	○	○	○	○
i. Stressed	○	○	○	○
j. Lonely	○	○	○	○

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