



# Sacramento Youth Engagement Survey

## How the COVID-19 Lockdown Affected Sacramento Youth, December 2020

### Introduction

In December, 2020 YDN set out to reach and learn from 100 young people in the Sacramento Region to see if there were clear reasons engagement was down in schools and community programming. We received feedback from 467 young people. The following document may be hard to read, especially for those who work closely with young people. YDN is not an official research entity, we are an organization of youth developers who, like you, care.

The data collected provides an honest and transparent account of how young people view their lives during the COVID-19 Pandemic. You will hear, in youth voice, potential reasons for the trends described through both quantitative and qualitative data. It is a pleasant surprise how the qualitative data youth provided gives life to the numbers presented in this document. Young people in general are “surveyed out,” especially when surveys are facilitated online just like everything else in their lives, but these young people took the time to really answer the questions YDN asked. This is why we made the decision to share a large portion of the qualitative data. While all of the open-ended responses are important, YDN has highlighted some of the incredibly impactful answers.

YDN thanks all of our partners who were instrumental in reaching so many respondents, as we always say, we are stronger together than apart. The biggest thanks goes to the 467 young people who shared their thoughts, feelings, struggles, and occasional triumphs. Nothing about you without you.

# Summary Information

**Relationship Building-** Graph 2, page 5 and Graphs 3-6, pages 6-7  
Currently some youth experience isolation from their school communities. Few receive support from adults, with adults being a source of stress who are unaware that young people have more going on in their lives.

**Engagement-** Graph 7, page 8 and Graphs 8-10, pages 9-10  
Youth feel neutrally about the worthwhile nature of school and community programs, leadership opportunities, and voice and choice in community programs.

**Skill Building-** Graph 11, page 11 and Graphs 12-15, pages 11-13  
Young people tend to feel neutrally about their ability to succeed in school along with the ability to retain the information and the worthwhile nature of their learning. More than half of young people feel their teachers are able to teach well virtually.

**Access to Resources-** Graphic 2, page 13  
The majority of young people do not see lack of resources as a reason they are not participating/ engaged.

**School Attendance vs School Engagement-** Graph 16, page 14  
The majority of young people are attending school every weekday but fewer than 10% say they are engaged in class every weekday with around 40% stating that they actively participate less than once a week.

**Community Program Attendance-** Graph 17 on page 15  
The majority of young people are not attending community programs at all, with around 38% attending a program at least once a week.

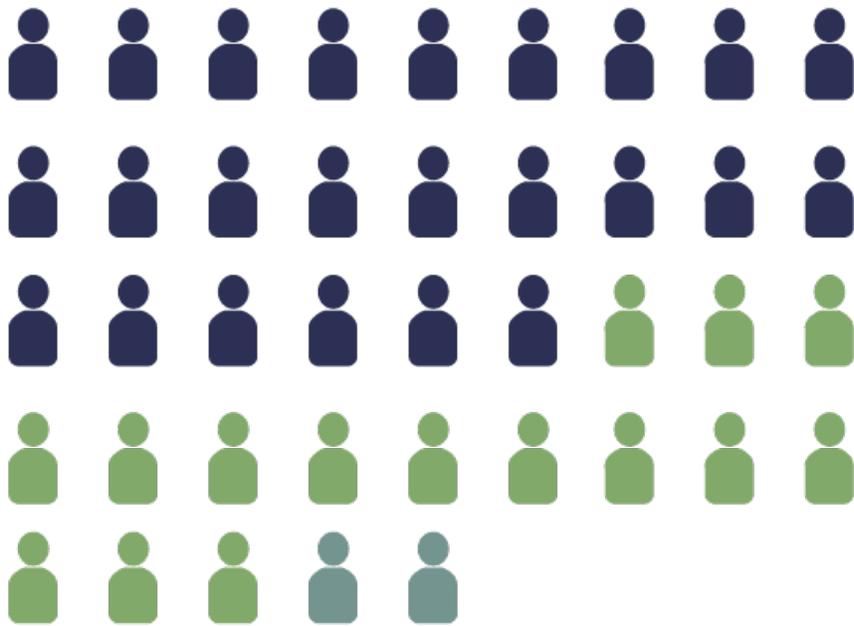
**Participation Changes-**Graph 18, page 16  
Young people are participating less than they would be outside of the lockdown with only 9% stating that they are able to participate more.

**Mental Wellbeing-** Graph 19, page 16  
On a scale of 1-10 young people rate their mental wellbeing at an average of 5 with 30% rating it below a 4, 45% rating it between 4 and 7, and 25% rating it above a 7.

**Additional Concerns-** Graphic 3, page 17  
The three biggest concerns of young people currently are their mental health, relationships, and catching COVID-19.

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**Graphic 1: Population Data**  
for the Sac Youth  
Engagement Survey 2020

Female: 57%  
Male: 33%  
Non-Binary or Self-  
Described: 5%

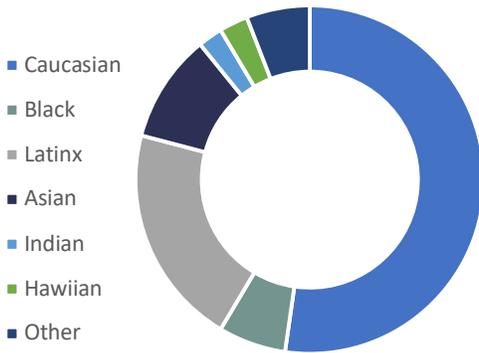
435 Answered

## Population Data

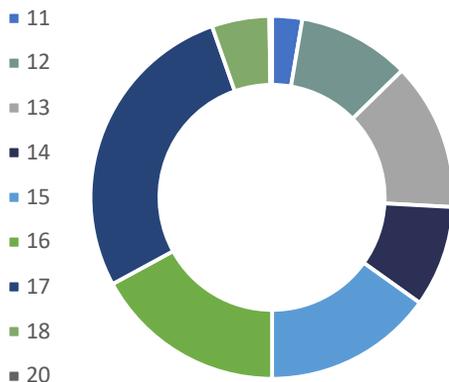
The population data of the Sacramento Youth Engagement Survey closely resemble the population data of the Sacramento Region according to 2018 census data (Sacramento, CA, Census Data Accessed 2/14/2021

<https://datausa.io/profile/geo/sacramento-ca/>). When we look at the ethnicity demographics for the survey respondents, 59% identified as White or Caucasian, 23% identified as Latinx, 11% identified as Asian, and 7%, 3%, and 3% identified as Black, American Indian/ Alaska Native, or Native Hawaiian/Polynesian/ Hawaiian/Polynesian/ another Pacific Islander respectively. The ages of survey respondents ranged from 11 to 20, with the most common age being 17.

Additional answers when allowed to self-describe or select "other" include: Demi and gender fluid for gender descriptions, Arab, Russian, Ukrainian, Filipino, Portuguese, Afghan, and Italian for ethnicity descriptions.



**Population Chart 1: Ethnicity**



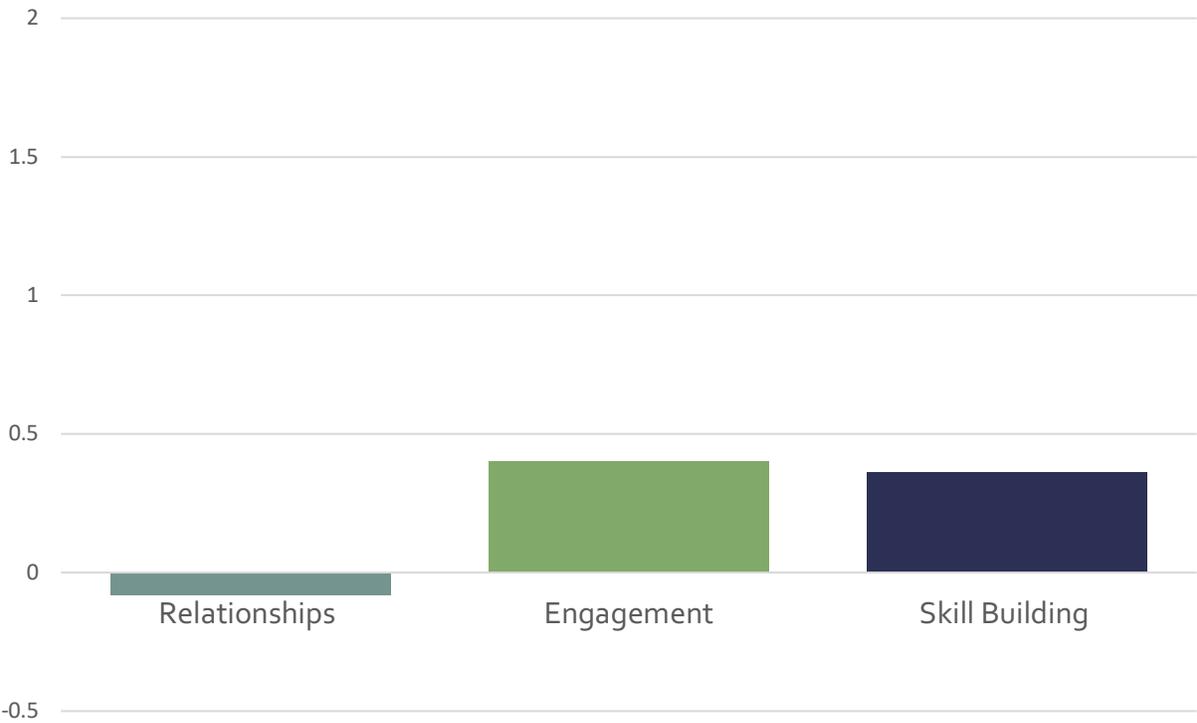
**Population Chart 2: Age**

# Quantitative Data

The quantitative data surveyed measure young people’s feelings on their Relationships, Engagement, and Skill building. The questions asked for each subcomponent of those metrics can be found in table A at the bottom of the text. The first graph, seen below, shows the overall averages of the metrics, indicating that young people in Sacramento tend to feel neutrally or agree that they receive these supports during the lockdown. The following sections will illustrate the subcomponents of each metric, along with interpretations from the YDN team.

Three of the 5 Youth Development Supports and Opportunities are Relationship Building, Engagement, and Skill Building. The other two, Safety and Community Involvement, are directly impacted by the COVID-19 Lockdown mandates.

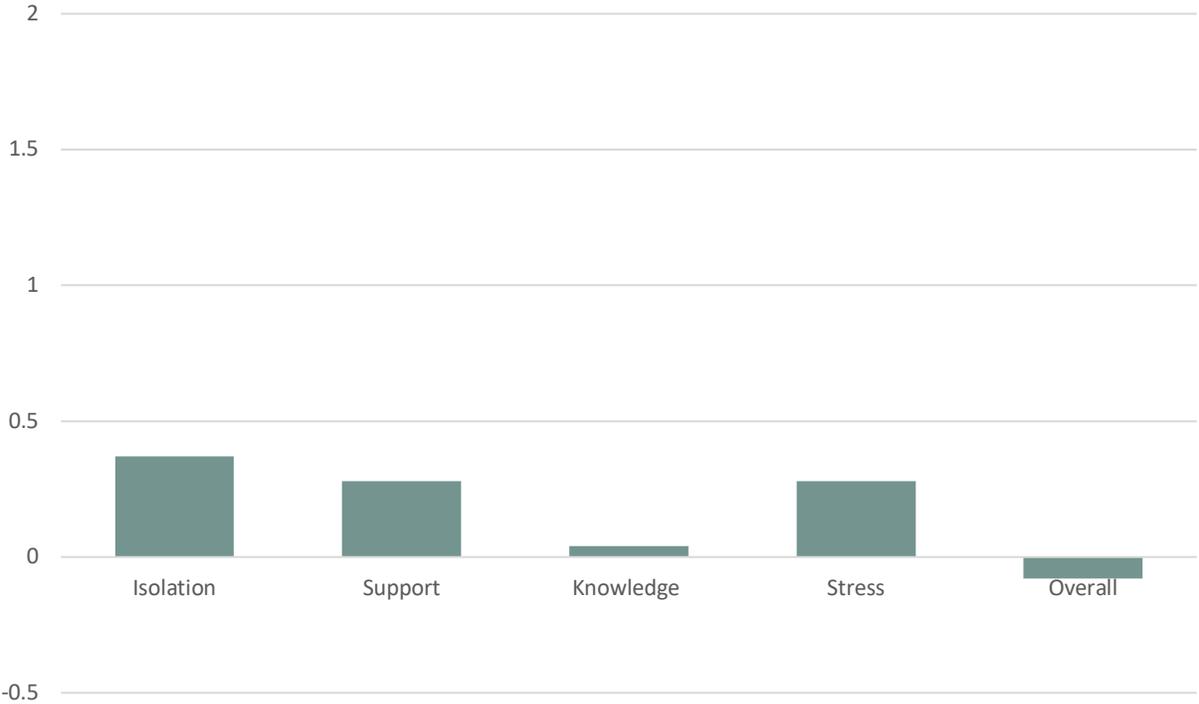
**Note: All questions on Likert type scales are measured from -2 (Strongly Disagree) to 2 (Strongly Agree) with 0 being a Neutral Score.**



**Graph 1: Overall averages for Relationship Building (-0.08), Engagement (0.40), and Skill Building (0.36) Indicating Neutral- Agree Responses**

# Relationship Building

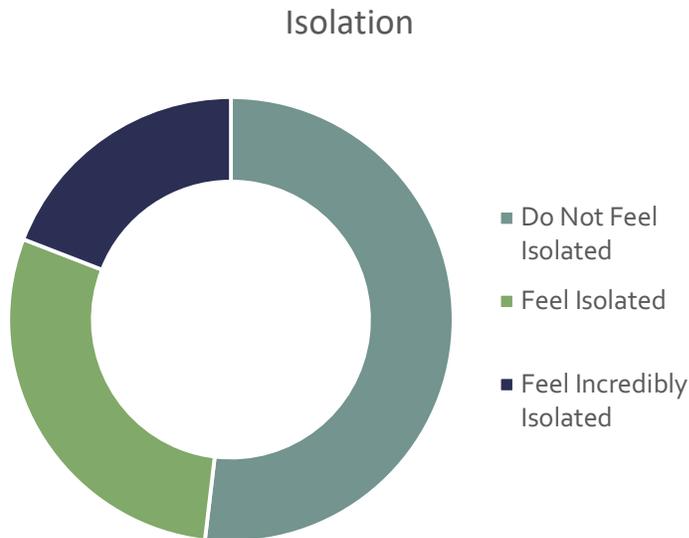
For the purposes of Youth Development, Relationship Building is defined as opportunities to develop positive relationships with their peers, and with caring and consistent adults. This survey measured Relationship Building with the subcomponents of Isolation, Support from Adults, Adult Knowledge of Youth, and Adult Caused Stress. In the graph below, we see that young people tend toward neutral-agreement when it comes to being isolated from their school communities, the support they receive from the adults in their schools or community programs, and the stress their teachers cause. Most notably, youth are neutral when it comes to their teacher’s awareness that they have more going on in their lives.



**Graph 2: Subcomponent averages for Relationship Building, Isolation (0.37) \*, Support (0.28), Knowledge (0.04), Stress (0.28) \*, and the overall average (-0.08)**

*\*Isolation and Stress are negatively related to Relationship building, thus were uses as -0.37 and -0.28 in the calculation of the overall average*

Each subcomponent of the metric also shows individual response rates to the questions; this is where we see how many young people view the support they are receiving.



**Graph 3: Isolation Individual Response Rate:**

236 (52%) answered Neutral, Disagree, or Strongly Disagree indicating that they do not feel isolated

132 (29%) answered that they agree they feel isolated from their school communities

87 (19%) answered that they strongly agree they are isolated

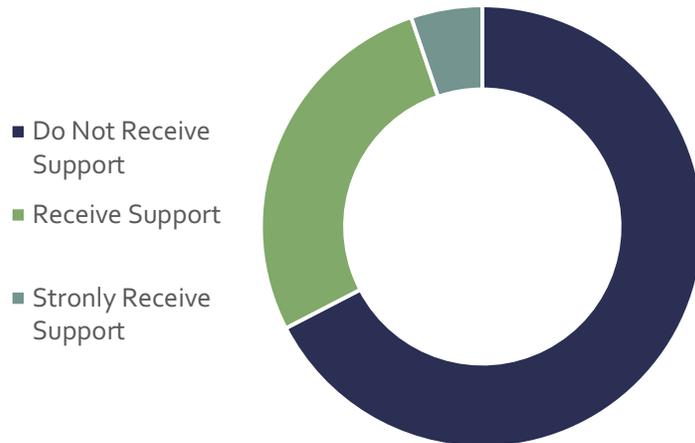
**Graph 4: Support from Adults Individual Response Rate:**

310 (68%) answered Neutral, Disagree, or Strongly Disagree indicating that they do not feel their teachers or community program staff are part of their support network

126 (27%) answered that they agree they feel some support from adults

24 (5%) answered that they strongly agree they receive support from adults

**Support From Adults**



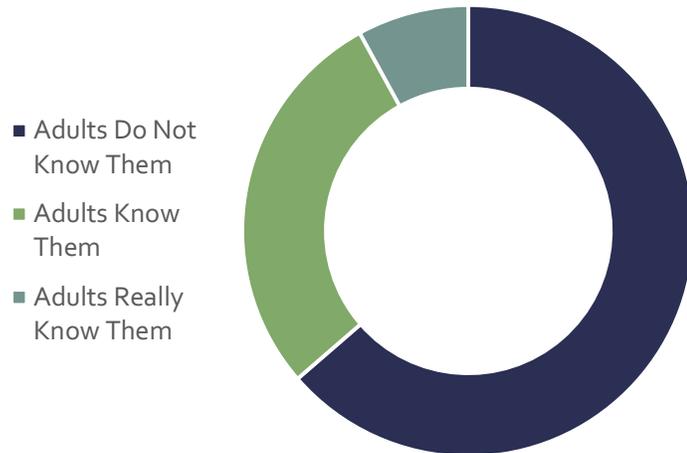
**Graph 5: Knowledge of Youth Individual Response Rate:**

287 (61%) answered Neutral, Disagree, or Strongly Disagree indicating that they do not feel their teachers know they have more than school to worry about

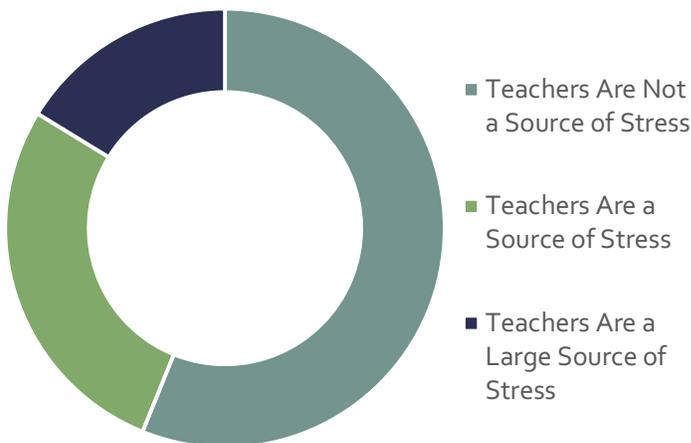
128 (27%) answered that they agree they feel teachers are aware of their lives outside of school

36 (8%) answered that they strongly agree adults know about their lives outside of school

Knowledge of Youth



Source Of Stress



**Graph 6: Source of Stress Individual Response Rate:**

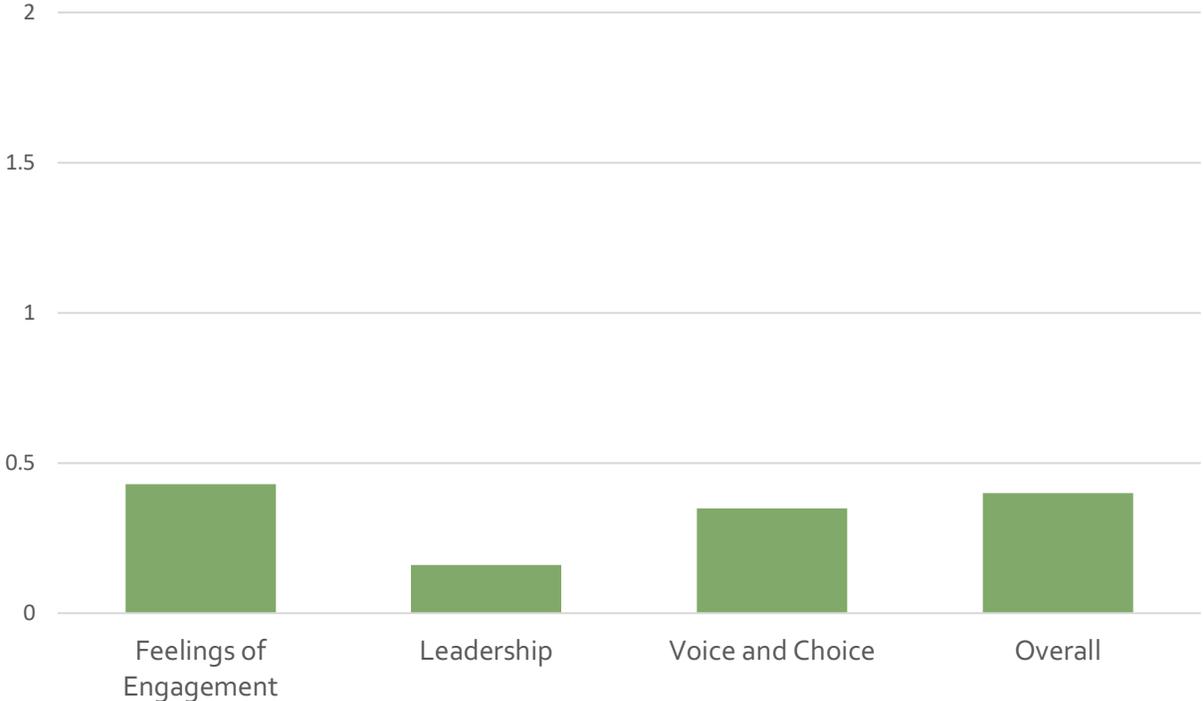
252 (54%) answered Neutral, Disagree, or Strongly Disagree indicating that they do not feel their teachers are a source of their stress

124 (27%) answered that they agree they feel teachers are a source of their stress

73 (16%) answered that they strongly agree their teachers are a source of their stress

# Engagement (Youth Participation)

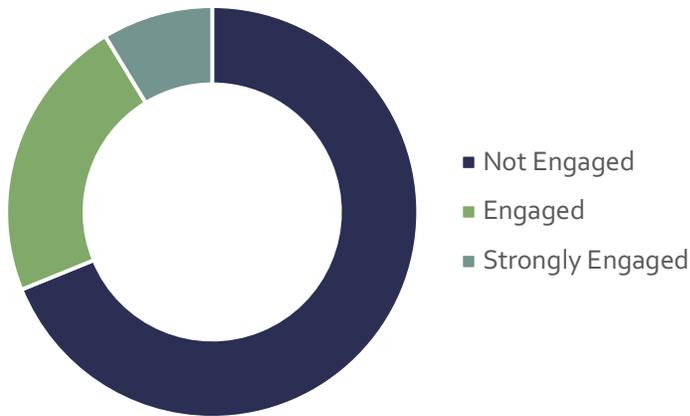
For the purposes of Youth Development, Engagement is defined as youth being involved in a meaningful way or with roles and responsibility, along with opportunities for leadership and decision-making that impact the program. This survey measured Engagement with the subcomponents of General Feelings on Engagement (Priority/ Worthwhile), Leadership Opportunities, and Voice and Choice.



**Graph 7: Subcomponent averages for Engagement, Feelings of Engagement (0.43), Leadership Opportunities (0.16), Voice and Choice (0.35), and the overall average (0.40)**

Graph 7 indicates that young people are leaning neutral on Leadership and Voice and choice, meaning they are unclear whether they can be a leader or if their opinions matter in community programs. We also see that young people are tending towards agreeing that school and community programs are worthwhile or a priority for them.

### Engagement



**Graph 8: Engagement Individual Response Rate:**

285 (61%) answered Neutral, Disagree, or Strongly Disagree indicating that they do not feel school is a priority, of that community programs are worthwhile

93 (21%) answered that they agree they are engaged

36 (8%) answered that they strongly agree that they are engaged

One of the major concerns indicated by these responses is the number of young people who feel that school and community programs are not worthwhile or a priority. We do see a very strong correlation between these numbers and the numbers below on Graphs 9 and 10, and would like to draw attention to the responses on graph 14 (the things I am learning are worthwhile), as potential reasons for these feelings of disengagement.

**Graph 9: Leadership Opportunities Individual Response Rate:**

219 (62%) answered Neutral, Disagree, or Strongly Disagree indicating that they do not feel they can be a leader in community programs

101 (29%) answered that they agree they have leadership opportunities

30 (9%) answered that they strongly agree that they have leadership opportunities

### Leadership

- Do Not Have Leadership Opportunities
- Have Leadership Opportunities
- Have Lots of Leadership Opportunities



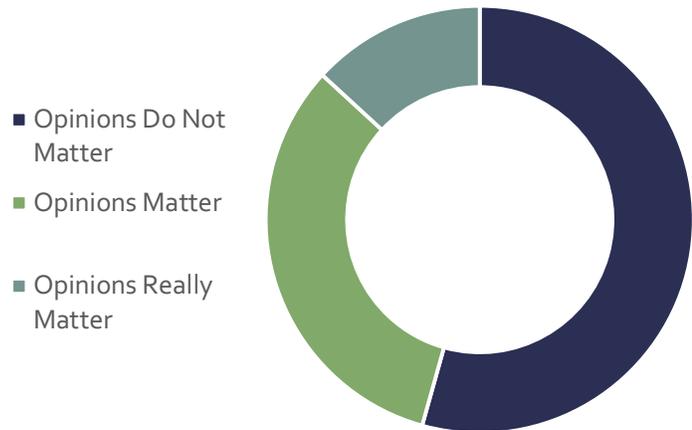
**Graph 10: Voice and Choice  
Individual Response Rate:**

219 (62%) answered Neutral, Disagree, or Strongly Disagree indicating that they do not feel their opinions matter in community programs

101 (29%) answered that they agree their opinions matter

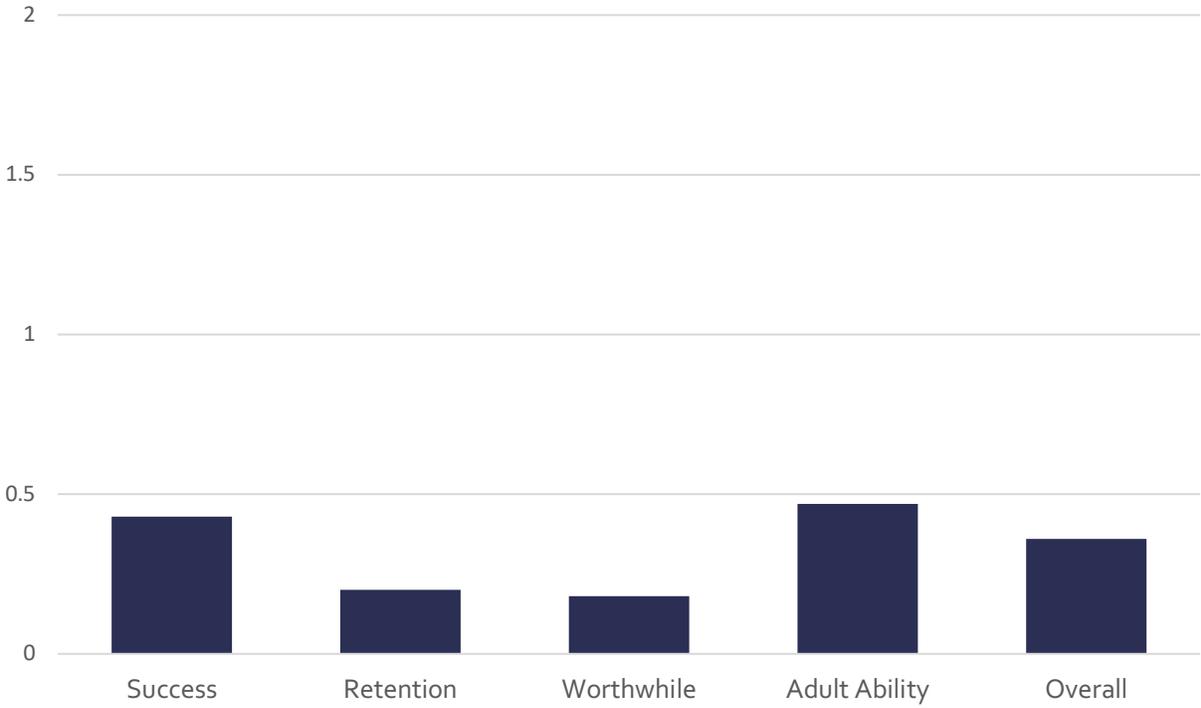
30 (9%) answered that they strongly agree that their opinions matter

Voice and Choice



## Skill Building

In the Youth Development Framework, Skill Building is defined as Relevant, challenging and interesting skill building, where youth can experience growth and progress. This survey measured Skill Building with the subcomponents of Feelings of Success, Retention Ability, Worthwhile Learning, and Adult Ability. One thing to note is, our young people tend to agree (with a neutral pull) that they are able to learn virtually and that their teachers are able to teach virtually. This means that the biggest issues young people have with skill building is their ability to retain information and the feeling that the information they are learning is not worthwhile. As we move into the Qualitative Data, collected through open-ended questions, we see a lot of young people discuss why they are having issues with these two subcomponents.



**Graph 11: Subcomponent averages for Skill Building, Feelings of Success (0.43), Retention Ability (0.20), Worthwhile Learning (0.18), Adult Ability (0.47), and the overall average (0.36)**



**Graph 12: Feelings of Success Individual Response Rate:**

267 (58%) answered Neutral, Disagree, or Strongly Disagree that they are able to learn virtually and succeeding in school

158 (34%) answered that they agree they are succeeding

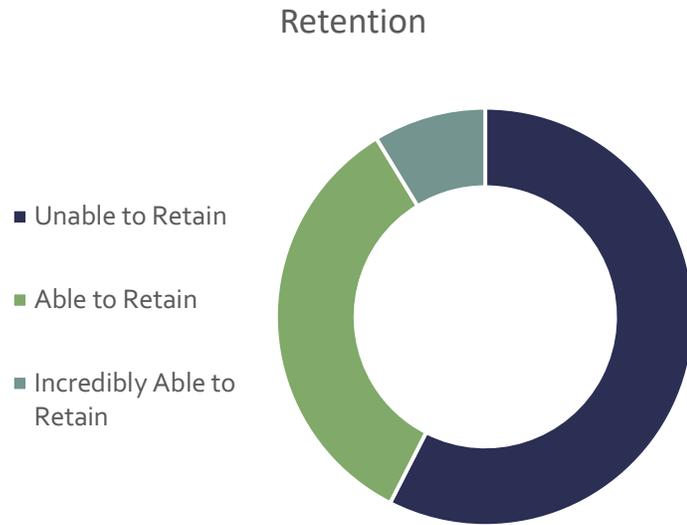
38 (8%) answered that they strongly agree that they are succeeding

**Graph 13: Retention Individual Response Rate:**

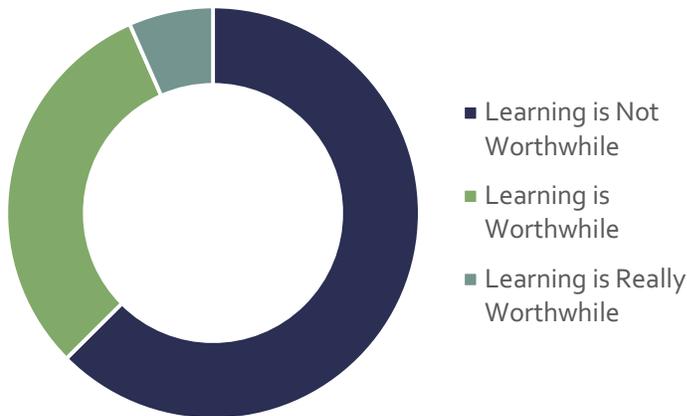
264 (57%) answered Neutral, Disagree, or Strongly Disagree that they are able to retain what they are learning

155 (34%) answered that they agree they are able to retain what they are learning

40 (9%) answered that they strongly agree that they are able to retain what they are learning



**Worthwhile**



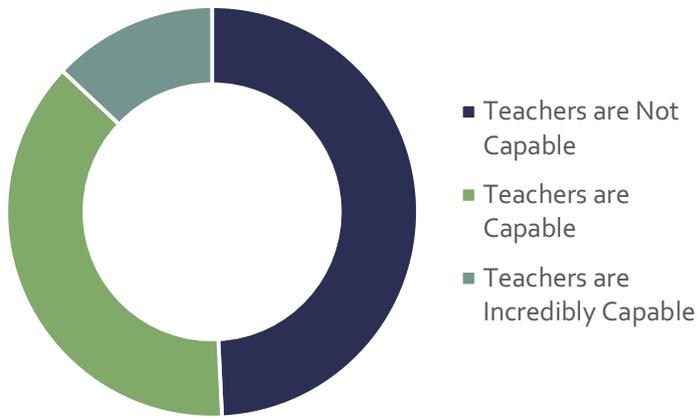
**Graph 14: Worthwhile Individual Response Rate:**

284 (62%) answered Neutral, Disagree, or Strongly Disagree that what they are learning is worthwhile

140 (31%) answered that they agree that what they are learning is worthwhile

30 (7%) answered that they strongly agree that what they are learning is worthwhile

## Adult Ability



**Graph 15: Adult Ability Individual Response Rate:**

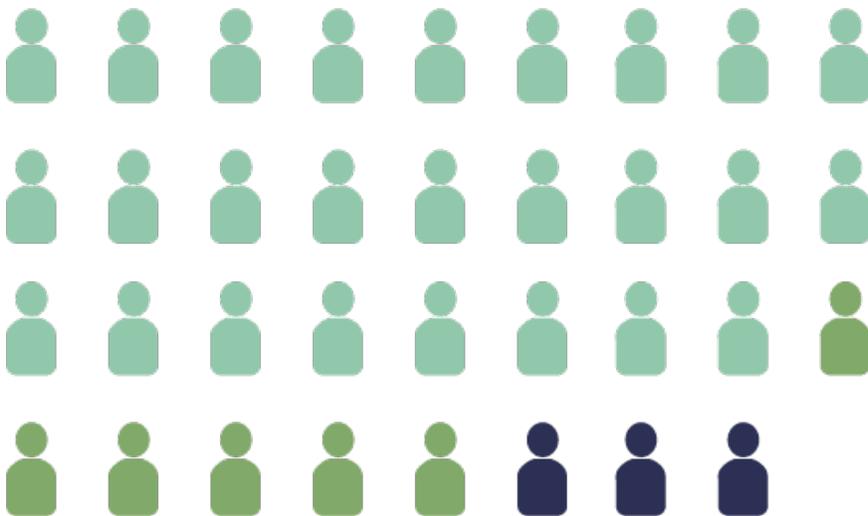
224 (49%) answered Neutral, Disagree, or Strongly Disagree that their teachers can teach well virtually

172 (38%) answered that they agree their teachers can teach well virtually

59 (13%) answered that they strongly agree that their teachers can teach well virtually

## Access to Resources

A key necessity in the 21<sup>st</sup> century is access to technology. The COVID-19 Lockdown made this access more important. YDN wanted to see if young people were becoming disengaged because of a lack of resources. We discovered that most young people do not think that a lack of resources is causing them to miss out on school or community programming. Resources defined as: technology, internet access, materials, physical space etc.



**Graphic 2: Lack of Resources**

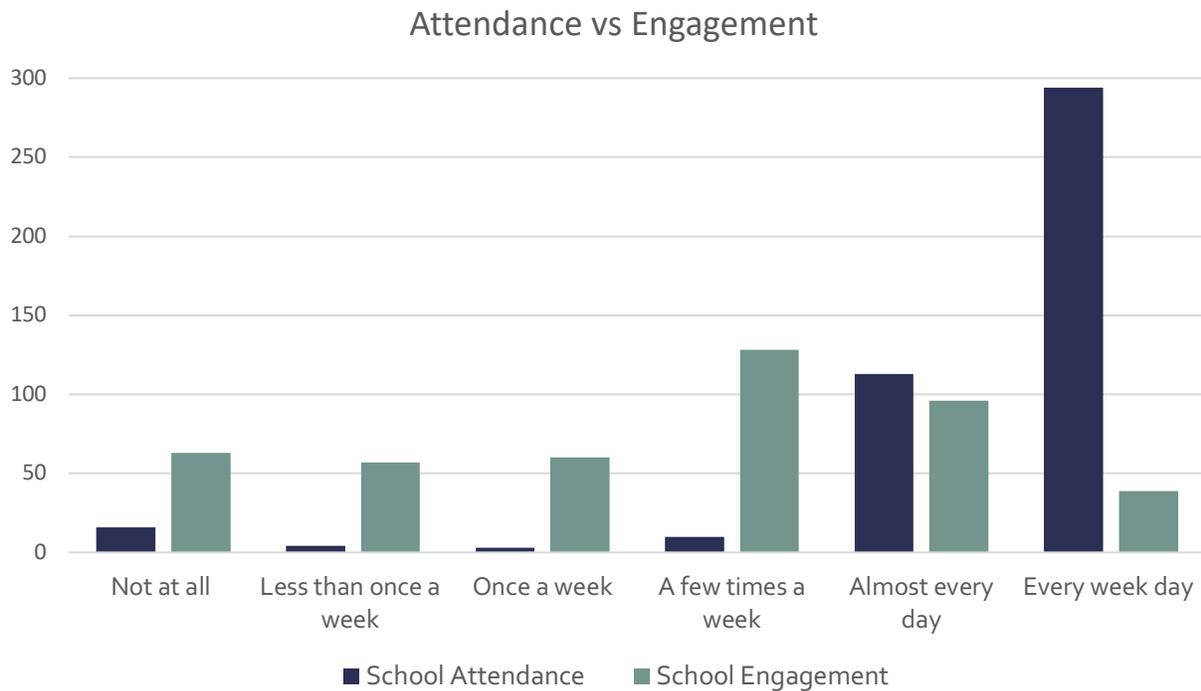
75% of young people do not feel a lack of resources is preventing them from being engaged

19% of young people agree a lack of resources is preventing them from being engaged

6% of young people strongly agree a lack of resources is preventing them from being engaged

# Additional Quantitative Data

Of the 467 Respondents: 409 stated that they attended school every day or almost every day while only 135 felt able to engage (able to ask a question, wanted to turn your camera on, made a comment) in school at the same rate.

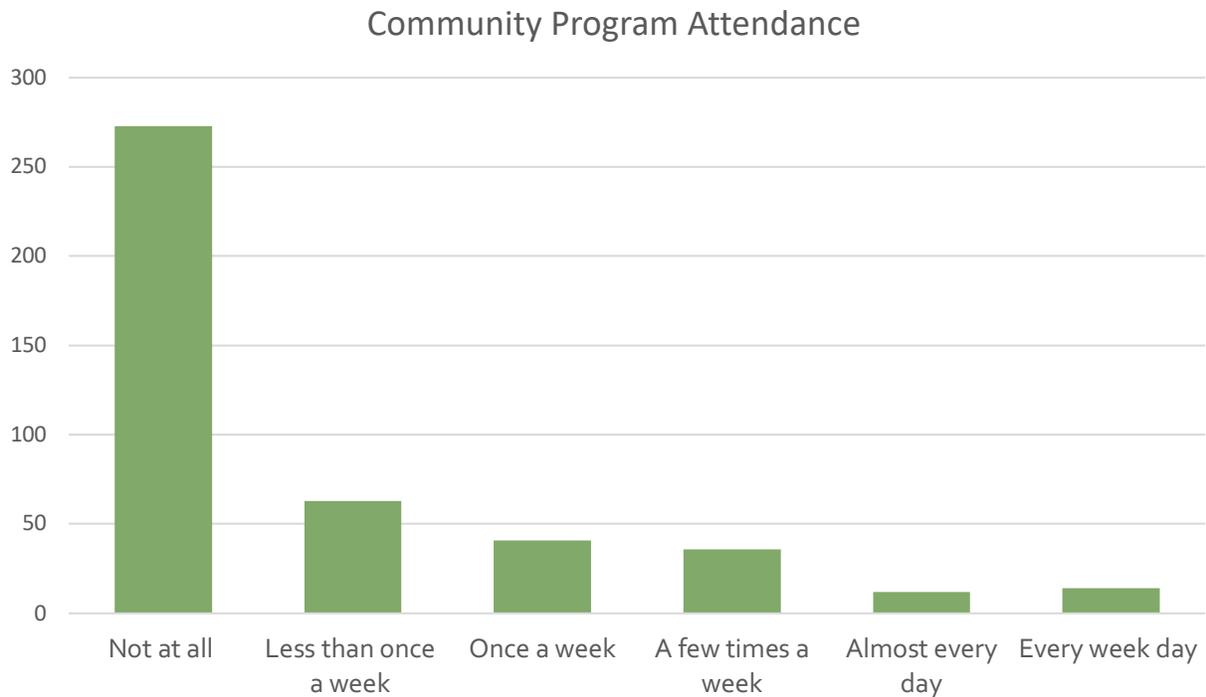


**Graph 16:**

**School Attendance vs School Engagement**

<i>Not at all</i>	<i>16</i>	<i>63</i>
<i>Less than once a week</i>	<i>4</i>	<i>57</i>
<i>Once a week</i>	<i>3</i>	<i>60</i>
<i>A few times a week</i>	<i>10</i>	<i>128</i>
<i>Almost every day</i>	<i>113</i>	<i>96</i>
<i>Every week day</i>	<i>269</i>	<i>39</i>

Youth also rarely engage in community-based programs. Of all respondents more than half stated that they are “not at all” participating in community programs.



**Graph 17:** **Community Program Attendance**

<i>Not at all</i>	273
<i>Less than once a week</i>	63
<i>Once a week</i>	41
<i>A few times a week</i>	36
<i>Almost every day</i>	12
<i>Every week day</i>	14

Note: There was no question asking specifically about pre-lockdown program participation. See Graph 17 for notes on overall participation changes.

The level of overall participation from young people also shifted, when asked “Do you feel like you are participating as often as you would if we were not on lockdown?” The majority of respondents stated that they felt they were participating less. The reasons for this decrease in participation can be found in the first section of qualitative data.

**Graph 18: Participation Changes**

41(9%) of youth responded that they feel they are participating more since the lockdown began

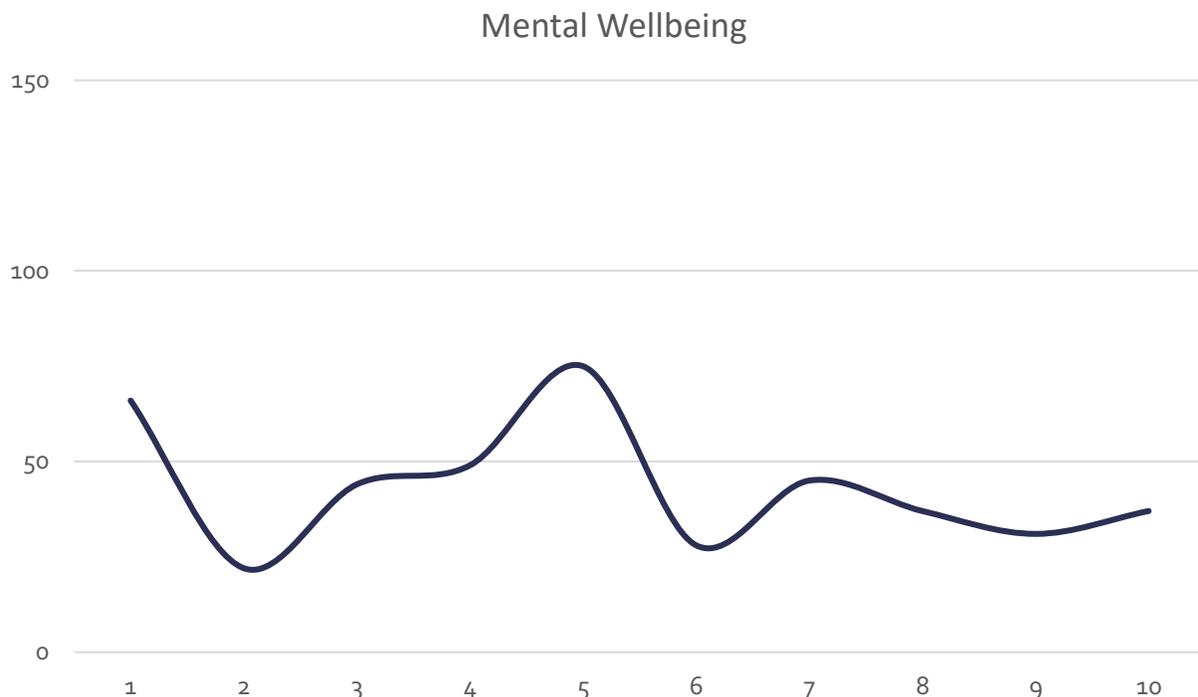
169 (38%) answered that they feel they are participating the same amount

232 (52%) answered that they feel they are participating less than before the lockdown

- Participating More
- Participating the Same
- Participating Less



Another important observation is that respondents rate their general mental wellbeing at an average of 5, with 1- constantly sad, angry, stressed etc. and 10- constantly happy, felling normal etc.; 132 young people rated their mental wellbeing at or below 3, while 197 young people rated it between a 4 and 7, and 105 rated it at 8 or above.



**Graph 19 Mental Wellbeing Rating:**

Ranking- Number: 1- 66, 2- 22, 3- 44, 4- 49, 5- 75, 6- 28, 7- 45, 8- 37, 9- 31, 10- 37  
440 Answered

# The Concerns of Young People

Finally, young people were asked to select any of following items they were concerned about, along with an opportunity to provide other items, topics, or themes that the questionnaire may have missed. 407 of the respondents answered the following:



Note: This survey is intended to be completely anonymous, if you are concerned about the “other concerns” mentioned please check in with your young people as a group.

Other concerns young people expressed were: School, losing family because of COVID, getting bad grades, college, getting kicked out of school because of grades, eating disorders, the mental wellbeing of friends, money for college, having time to mourn, climate change, getting teachers to use their correct pronouns, access to religion, and self-harm.

## Qualitative Data

Numbers truly only tell us so much; the following pages are open-ended responses from the young people who took the survey. This information is split into three sections, first: Explain your answer to the participation level (organized in less participation, the more participation, then normal participation); second, “Are there any factors that are affecting your engagement this year?”; and, “What is the best tool/support the adults in your life could provide you right now?”.

In these 3 sections you will see some quotes have been bolded. The YDN team feels that these are important to explaining some of the quantitative data. Other quotes are in highlighted boxes. We feel that these quotes are important for everyone to read, regardless of their impact on the data above.

# Why Young People are Participating Less

"If I was going to a physical school, I would have a more structured schedule, which would allow me to be on a more structured schedule meaning, I would be more organized and just have better time management overall."

"Since I'm not in school more I'm communicating less with my friends and class. The main source of that is because I have social anxiety, and get nervous easily."

**"It is harder to participate when a teacher is trying to pay attention to both an online and in-person class. The teachers are NOT the problem though."**

"It's harder to speak out when there's more of an option to not. Since I don't have to participate as much, I don't feel as motivated to do so as I would if I were in at school learning."

"I am not participating as much as I would. I'm not learning anything. Everything is stressful, my family is impacted by this virus and I feel like no one is taking it seriously. School is the last thing I should be worrying about but is the main source of my stress. I have good grades, but I'm learning nothing. So, yeah that's fun :)"

"There are not safe opportunities to participate, and I rather not log onto another online meeting, after being online schooling all day."

"There is definitely more anxiety that comes with talking on zoom since it focuses everyone's attention directly on you. I also just don't feel motivated to participate in class"

**"In the past would not participate a lot in class discussions, but now it feels like I participate even less. In the past I did really well with one- on- ones with teachers and students, but now with virtual setting it's harder to do."**

"Now that we are home, I feel like I am able to stay in the comfort that my home provides, which means I tend to stay quieter in my classes. I don't like speaking up because we don't have the same distractions/loudness that comes with a classroom setting."

"From home, I feel like I'd much rather participate less because it feels unnatural from a computer. Also, just in general with the things that's been happening on the news has been keeping my mind super occupied. It would be hard for me to participate when things like that are on my mind."

**"I feel nervous to turn on my camera, especially when the teacher is recording our lesson. Also turning on my mic is nerve-wracking because of my social anxiety. I find it easier to talk during the actual class. Although I will mainly participate in the chat"**

"In a regular class, I would feel a bit more comfortable participating because everyone else is also participating. In virtual classes, I don't participate as much because everyone else also participates less and I don't feel as comfortable participating as much as I used to."

"I cannot concentrate, technology and internet problems make it harder for me to participate, my environment at home isn't suitable for learning, my needs are not being met."

"My community program is very different online and so it makes me not want to participate as much"

**"I'm trying to participate as much as I can. I'm having some problems because I'm not used to doing work by myself."**

"I feel more depressed than usual, so it's hard for me to be motivated enough to participate properly, but I'm trying."

**"I am prioritizing work over school, and going out with friends. It is easy to cheat on assignments and no one is actually learning anything. Online is damaging a whole generation of students and we need to return."**

**"I am feeling very burned out by both the workload and the lack of space (being able to move from classroom to classroom). While I'm normally quite responsible and hardworking, I've been falling pretty short of that lately."**

"I'm not that comfortable participating in class discussions as much because I feel like if I say something dumb, people who don't know me will judge me, but in a real classroom setting, people would be able to know my personality and not judge me as much if I did say something kinda dumb in front of everyone."

"I don't like this at all... I hate doing this shit on the computer because I'm constantly trapped here and I have been bottling my emotions and anger towards things for a while and I just want to do something else, I'm learning nothing, I am not learning much at all"

**"It is hard, to speak up when you don't understand something, or aren't sure if you have the right answer. To have all eyes and ears on you, when you have nothing to perceive in return, is intimidating and leads to more worrying and less understanding."**

"I am participating less in class discussions and projects because some teachers don't have a good setup or are too lazy to care about the students online. If you try to suggest something that might improve how the class is getting information then they say it's your fault and insult you."

"I don't feel like I'm being pressured as I was when I was in class, in class I'd feel like I had to do work so I didn't get embarrassed for being the only one to not do my work"

**"I am not doing as much and am constantly being late or procrastinating. I don't have the drive or strength to do much of anything at this point."**

**"I feel less motivated to participate since there are no real consequences to doing so. For example, at school, if I were distracted and not doing work in class, the teacher would call me out on it and tell me to work. At home, there is no teacher to do that so I have to manage myself."**

**"I'm not understanding the material as much so I don't really have the answers. I'm also embarrassed to unmute because of my background noise."**

"Having the same surroundings, sitting in the same chair in front of the same screen for the whole day is draining and un motivating. I used to look forward to class and all the programs I do and now I dread them and can't pay attention."

# Why Young People are Participating More

**“Kind of? I seem to participate more because it is easier for me to talk through screen, but it's harder for others to participate because of connection, and how easy it is to get distracted in this environment. Most teachers don't call on people as much anymore.”**

“I feel, during the lockdown, I'm participating more because I can do things more independently, I don't zone out as much, and it's just easier to communicate, mainly chat box.”

**“I feel like participating more, as somehow it doesn't give me the same peer pressuring feeling (most likely because everyone else is muted). I feel more comfortable in my home environment, though it would be nice to get back to school.”**

“I always participate a lot but I participate more because I feel bad for the teachers that no one interacts with them. It's a pity participation”

“I feel able to, and do, participate more while learning from a distance as it is less daunting to answer question when you cannot see or hear anyone's reactions if your answer is completely off. Everyone's responses can also be submitted at the same time rather than having to be called on individually so I don't feel pressured to raise my hand and speak within a certain time frame.”

“I'm participating a lot more because since I'm not in my classroom I should feel a little bit more open about what I need help with. Also, it's helped me in ways that I can do work easier at home.”

# Why Young People are Participating Normally

**"I am participating as much as I would if I was in virtual or visual learning. I am answering questions as often as I would, but I am not turning on my camera most of the time."**

"I feel like I am participating just like I would in school because all the same stuff just online but it is harder"

"I am participating as much as I used to but it is harder to concentrate now."

"I am participating the average amount but slightly less due to anxiety."

**"I am participating a lot even though we are in virtual school. I ask questions, I answer them, I turn in all of my assignments, I help other students, and I have my camera on."**

"I think I am participating as I usually would. Sometimes it's hard to wake up and get things out though, such as clay for my ceramics class."

"I do feel like I would be forced to do more on the school campus, but I work about the same amount."

"To me, just because we are in an online school does not mean that we need to change our ability to participate. We still need to work hard and try our best because online school isn't harder nor easier than regular. Because of this, it's why I participate the same."

"I mean yes but I feel less engaged and the homework/classwork feels wayyyyy more boring."

"I am not participating as I normally would because there's not a whole lot that's engaging enough to make me want to put in input."

**"I'm doing different activities (more school-sponsored and library stuff) but I'm doing about the same amount in general. Maybe a little more but not too much more"**

**“I still don't talk very much but it is easier for me to participate when I'm just trying instead of actually verbally saying it.”**

“yes, I don't say anything unless I'm called on or know the answer to it same with online school and in person school, I personally preferer online school over in school to a certain extent though”

**“In some classes I participate much less because of how the teacher conducts the class, but in others I participate more than normal because the class's layout is more geared towards interaction. This averages out to be around normal participation for me.”**

“In a virtual setting, it's nerve-racking and makes people self-conscious a lot more than in the in-person environment. I don't know what it is, it could be how the cameras make us look, or how only one person can talk at a time, but it's just an anxious feeling I don't usually have in an in-person setting.”

# What Factors are Affecting Engagement

**"I think that not being to really talk with others for the most part, the past year has affected how socially confident I am and has at least somewhat given me social anxiety."**

"yes, virtual learning is shitty I don't learn anything and am about to fail."

**"One is wifi and seeing my nana who has stage 4 kidney failure so it's hard on them to. also, my grandma who is used to going out every day."**

"I am not able to communicate and have human interaction when quarantined longer than needed for whatever reason the district has for that."

**"Distance learning makes me feel less connected to my peers, and that makes me feel less comfortable engaging in ways other than turning my camera on."**

"Yes. School is boring and I haven't really learned anything new so I find it hard to stay engaged."

"My mental health is so bad and it's stopping me from doing well."

"Too much work obviously, it gives me no time to focus on myself and rather I have to focus on work that means nothing most of the time. I do enjoy my art classes because at least it's somewhat of a break."

"teachers not teaching well and being so overwhelmed with work I have breakdown"

"Internet speed, also online school is awkward because you can see yourself the whole time."

**"I'm just tired of it all. I don't feel as happy and motivated as I used to when there was an actual reason for me to get up in the morning five times a day."**

**"Stressed, Family, heavy workloads, mental wellbeing, and things that are happening in our country right now."**

"I'm extremely demotivated and stressed. Sitting at a desk all day has made me feel too tired to engage in classes."

**"Not being around people other than my family makes me feel kind of lonely at times which takes away my motivation to be as engaging. It also feels almost more stressful to comment in online class than in person class."**

**"Well. Covid. And again, I just feel completely unmotivated. Learning isn't fun as of right now, it's just about meeting the deadlines so I don't fail. Because of that I'm not really learning very much."**

"It's mainly motivation because I feel as though the effort I am putting in no longer benefits me or the classroom environment."

"The amount of homework is extremely impactful on how much I can pay attention to class."

**"I am not able to socialize with others and be able to work hands on and work in groups with people to collaborate with. I am able to focus on things but it gets difficult when going on my computer the entire time."**

"Online school can be hard to keep up with as it is new and different from what I am used to. Also, I don't feel as obligated to participate because I can go unnoticed by teachers and peers pretty easily."

**"Virtual school tires me out emotionally and I don't have the presence of any of my friends because my built up anxiety makes me afraid to talk to even message them 'hello'"**

"My grades and mental health have been increasingly stressful, and with that increase I've lost my motivation. It's such a difficult transition that I haven't been able to make yet, and to be punished for it only increases the severity of my future performance. It's a scary task, to speak up when you don't know what the reaction from others will be."

**"Lack of physically being there. Unintentionally being ignored to focus on students in class. Assignments being in-class favored and difficult for online students. Insufficient resources to complete certain assignments that are accessible at school."**

"most teachers pay 75% of their attention to in person kids or they don't engage with online kids for more than 5 minutes"

"Teachers struggling with the online lessons, being too lazy to help students, teachers talking about students with their other co-teacher in front of the class, teachers teaching their own ideas and material instead of actually teaching the subject they were hired to teach."

"I have a big family that I look after, when in at-home learning during the day, it is difficult to engage in class."

"I already spend almost all my day on the computer so being asked to spend more time is something I wouldn't like to do."

"I think just staying inside my house makes me lack motivation for anything including school. It's also a lot harder to learn online because some of my teachers kind of forget about online students."

"Yes. the programs and teachers are much less engaging and there are way too many distractions online."

**"Sometimes my internet is off, my audio cuts in and out, and some new programs/technology that my teachers have been trying to use aren't compatible with my computer"**

"Yes, the fact I don't even know half the stuff about community programs since I wasn't here at the beginning last year and the pandemic started 1-2 months since I started"

"Just that it's easier to act differently because you don't feel your online presence affects people as much/it's harder to acknowledge that there is a person behind the screen."

**"I lost my close friend in a tragic accident, and have been losing mental composure but still being able to communicate."**

"The teachers have had to become more creative with teaching and projects, so I think I strive to do better in class, especially with the whole "stay-at-home" thing going on."

"Most of the time, when I'm on virtual, my brothers annoy me a lot asking me to help them or give them things."

"I believe that there is more workload on online rather than physical school. It's manageable but also stressful at times."

**"When teachers take more time explaining than giving us time to work, because there's already usually instructions and if I had a question I can ask."**

"When there are a lot of cameras off in class that is sometimes distracting. Also, just the fact that we're not in person where we have people in the room with us. Staring at the screen for long makes it hard to pay attention because it makes your eyes tired after a while."

"I would turn my camera on if I didn't feel my classmates would laugh at me"

"Sometimes I can get so distracted that I'm not completing my work fully and that I can get so tired of working that I do it at the last minute."

"Being at home trying to do school makes it harder to focus fully on school. I also work as a babysitter, which sometimes requires me to do school while I'm watching kids. Overall, the large amounts of stress from school and a little bit of stress from work make it harder to be engaged because I have a lot of work that I need to get done."

"Anxiety, mental health, issues within my personal life. But I'm still on track no matter how hard I'm suffering as if I don't get this year done to the best of my ability, I'll most likely end up in a terrible depression."

**"My living situation (3 in one room) was made more difficult since we rarely left and are unable to go to campus. This has led to stress and depression that makes it difficult to feel engaged with anything"**

"Online students tend to be forgotten about or don't get as much of the visuals and such as in person students, making it a bit harder to learn sometimes."

"The online environment makes it harder to stay engaged which makes it harder to focus on the topics at hand."

# What are the Best Tools Adults Could Give Youth

**"I think that having more family time and zoom meetings with friends would really help."**

"Less school work and less teaching time in a short period of time online so I can comprehend everything."

**"Teachers could make sure that the workload allows time for students to relax and maybe have some time to talk with others (as in talking with friends and family outside of school)"**

"More time and more understanding to the fact that I have a life outside of school and deal with stuff even at home, and even though my grades aren't all straight A's I'm doing my best, it's so hard."

"Take into consideration the position many kids are in and try to sympathize and lessen the stress/workload"

"Instead of over assigning work, I would love if teachers communicated [with each other] so that I wouldn't have to write a large essay, plus project for every class, plus worthless homework."

**"To be understanding that this is 10x more difficult than regular school and motivation is lower in students than it has ever been"**

**"Time, I feel like it takes longer to understand what we're learning in class because it's online. Also, if there are important dates and information to repeat it as many times as they can so the students don't forget about it."**

"Knowing that we are doing our best, and if that isn't enough we really are sorry."

“More understanding that multiple students are struggling emotionally and mentally because of everything going on, and that leniency on certain work is okay. Students are stressed enough as it is, and it does not seem like teachers get that. Struggling with motivation is a real issue for students particularly now, and getting assignments on top of assignments the way teachers pile it, is not okay. Students have lives outside of school, which can get really hard to manage.”

**“A deeper empathy towards students and managing high amounts of work load. (Adults are going through things too). But not just acknowledging it but also trying to help mitigate the workload. Some teachers often say "I know you guys must be stressed from everything that's been happening" and then proceed to give an essay as an assignment that's due soon.”**

“Doing what they are supposed to do and keeping in mind that their students are struggling just as much as they are.”

“They could give me support by asking if I need help with anything and offering to help.”

**“Just support. Doing the bare minimum feels more like a chore than it ever has, and sometimes I wish it was acknowledged how hard it is.”**

**“The best tool would be more flexible with attendance and deadlines. I have other things going on outside of school and having tons of work due so soon is really stressful.”**

“A hug, and encouraging words would be nice. I don't really get that often.”

“Maybe realizing that just because we aren't in school doesn't mean we have more time and should be assigned twice as much work”

**“The best support the adults in my life could provide is a weekly check in for everyone through zooms, or to provide extra support during or after zooms.”**

“Open up schools for hybrid at least. I would bet money that if I took the SAT today I would get less than 1000. I am forgetting everything and developing bad habits”

**“More interactive lessons and online communication would help. If I felt included school may feel more worth trying for.”**

**“Oftentimes they put more pressure on me and my peers, and it’s not helpful. I would like a little more space”**

“Let me do my own thing, let me learn my own subjects and stop teaching me random facts I will not use in a job”

**“Time and one-on-one interaction. I have a 504, and had accommodations in place that allowed me to succeed in and understand the rigorous courses I was in. The lack of individual support makes it nearly impossible to achieve that same position, where you feel secure enough to get help and be vulnerable about your understanding.”**

“In person sports and club activities. Creative ways for students to express themselves and show what they are doing. Reaching out.”

“Less busy work. I would like to do assignments that are actually meaningful to my education. I also would like more lectures where we learn things, as opposed to reading a textbook and answering questions to learn the material. I do not retain this information at all when I learn this way, and discussing the ideas in class would help.”

**“Just understanding that as much as they’re being affected so are we. Everyone thinks school is easier because we’re online but honestly it’s harder.”**

**“They need it to be less about checking the boxes, getting it done, and more about engaging and supporting the students, and making them feel important, or like they matter.”**

**“Just understand we have a life outside of school and we are stressed, also to be more understanding and like, helpful”**

“The best tool/support the adults in my life could provide me right now is giving me time to have office hours if I am struggling with something in my classes.”

**“Understanding that not only my mental and neurological disabilities make a lot of work harder but also the fact that I am alone a lot and the lockdown is affecting my mental health”**

“Motivation. Our teachers are really good at motivating us and making us want to work and engage with the class.”

“Letting the students work more outside of class rather than having everything be done in class. Interacting can be draining.”

“Maybe giving us less projects because so many classes give me projects which overloads me with assignments and stress when I have other things to work on out of school”

**“Seriously taking a step back and thinking about how they should modify their usual finals schedule and taking into account those who may be stressed or struggling.”**

“My eye disability slows me down in my school work. It takes me a long time to complete assignments and tests. The best support for me is to receive more time on these assignments. I want my teachers to know that I am not being lazy but I am trying my hardest. It is just that these tasks take me twice the amount of time that for a person with convergence insufficiency.”

**“The best way my parents, teachers, or adults could help me is by giving me less work. I feel SO stressed and overwhelmed with all the tasks I have to complete with perfect grades that there isn't any time for myself. Is it that teachers think we will forget a topic in a four-hour break from one day to the next? How come we go to school for six hrs (9:00-3:10) and THEN get five more of homework. I understand that we have to finish the work we didn't compete in class but why MORE after? I really think it is unfair for both the students and teachers, the less work you give the more time we all get to enjoy. I get out of school at 3:10 and I am JAM packed with work, it lasts me (at least) till 6:30 and I have activities in between school such as track, girl scouts, family chores, etc. It would be nice to have a break every once in a while. I very much dislike the excuse that we have all the time in the world to complete things because of quarantine. It would be a life saver if every adult understood that and either help us speed the process or stop the work load. Thanks!”**

“Nothing I can think of, I'm an introvert though so I kinda hate when teachers say "we all are craving connection" because I'm not, but even so I have that at home so they shouldn't make blanket statements.”

Table A: Questions Associated with Each Subcomponent

<b>Relationship Building</b>	
<i>Isolation</i>	I feel isolated from my school community.
<i>Support from Adults</i>	My teachers are a part of my support network
	Program staff are a part of my support network
<i>Knowledge of Youth</i>	My teachers know that I have more than school to worry about
<i>Sources of Stress</i>	My teachers are a source of my stress

<b>Engagement</b>	
<i>Feelings on Engagement</i>	I see school as a priority in my life
	The (community) program is drastically different when virtual*
	Coming to community programs online is worthwhile
<i>Leadership Opportunities</i>	I can be a leader in the (community) programs I am in
<i>Voice and Choice</i>	My voice and opinions matter in community programs

\* Removed from calculation to more accurately represent priority/ worthwhile- See below for responses

<b>Skill Building</b>	
<i>Feelings of Success</i>	I am able to learn virtually
	I am succeeding in school this year
<i>Retention</i>	I am able to retain the things I am learning
<i>Worthwhile</i>	The things I am learning now are worthwhile
<i>Adult Ability</i>	My teachers are able to teach well in a virtual setting

The (community) program is drastically different when virtual- Weighted average 0.98 showing that young people agree that the programs are different.  
 Strongly Agree- 115  
 Agree- 139  
 Neutral, Disagree, Strongly Disagree- 102

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