



March 2023

SUMMER SEED SURVEY REPORT



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SUMMER SEED SURVEY REPORT

The following report highlights the results of the Student Voice, Summer Student Educational Equity Development (SEED) Survey. The Oregon Department of Education piloted the [administration of this Summer SEED Survey](#) in August 2022 as an optional platform for schools and districts to hear directly from students to help inform planning and decision-making in summer learning programs. We heard from **1,973** students across the state, entering grades 3rd through 12th, attending school-based and 21st Century Community Learning Center summer programs (21st Century grantees include both school-based and community based organizations). **The aim of this report is to amplify student voice statewide in order to meet the strengths and needs of students and responsibly improve summer learning opportunities.**

Included in the report below:

- Background
- Purpose
- Survey Results
- Insights and Recommendations
- Qualitative Student Responses

BACKGROUND

The Summer SEED Survey is directly aligned to the [Oregon SEED Survey](#) administered during the school year. The Oregon Department of Education (ODE) researched a range of national and international educational surveys including [NAEP](#), [TIMSS](#), [PISA](#), which undergo rigorous review on a regular basis. ODE also recruited Oregon educators from diverse backgrounds and regions to review all prospective items for the SEED Survey using an Oregon lens. The Summer SEED Survey pulls questions from the school year SEED Survey but does not contain all of the survey items. Additionally, the Summer SEED Survey differs from the school year survey by including questions based on core concepts of the [ODE Summer Learning Best Practice Guide](#) and [Companion Toolkit](#).

PURPOSE

Why Student Voice?

The purpose of the [Summer SEED Survey](#) is to amplify student voice to refine program implementation and shape decision-making. Summer programs are voluntary programs and the success of these programs depends on creating the contexts where students are likely to become engrossed in learning that matters and is meaningful to them. **A study on Student Voice published by the Quaglia Institute (2016) found that students who believe they have a voice in school are 7 times more likely to be academically motivated than students who do not believe their voice is being heard.**

SURVEY RESULTS

The [survey questions](#) assess five areas of student perception:

- Sense of belonging
- Student voice and choice
- Well-rounded learning opportunities
- Identity affirming environment
- Strength-based approaches

The results from the survey point to key insights and takeaways from students on how to increase engagement and enrich opportunities in summer learning. The recommendations and insights in the below constructs are based on the [Summer Learning Best Practice Guide](#) and [Companion Toolkit](#).

Complete data graphing found [here](#).

Sense of Belonging

The vast majority of students (94%) reported there are adults at their summer program that care about them.

Overall, students (89.3%) feel connected to their summer programs with a strong sense of belonging.

There are adults at my summer program who care about me. (N=1,616)



■ Strongly Agree/Agree **94%**
■ Disagree/Strongly Disagree **6%**

Do you feel like you belong and are welcome in your summer program? (N=1,535)



■ Strongly Agree/Agree **89.3%**
■ Disagree/Strongly Disagree **10.7%**

Nurture a sense of belonging and connection to summer programs.

Continue to center connection as the foundation of learning. Summer programs should ensure students are able to access the content through focusing on relationships, communities, and a sense of belonging.

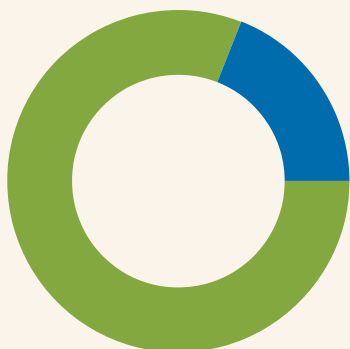
"I've made new friends and I feel more prepared to start high school this coming fall because I'm more familiar with the building. The fun Fridays were a nice touch."

- ✓ Greet students each day.
- ✓ Host community circle.
- ✓ Structure time devoted to mental health and building community.
- ✓ Support staff in emphasizing self and community care.

Student Voice and Choice

While most students (81%) reported being heard, less students (61%) felt they had a role in decision-making and choice in activities.

Adults listen to our ideas when making decisions about the program. (N=1,588)



Strongly Agree/Agree **80.6%**

Disagree/Strongly Disagree **19.4%**

I sometimes get to choose what I want to study or do in class. (N = 1,591)



Strongly Agree/Agree **60.9%**

Disagree/Strongly Disagree **39.1%**

Cultivate a learning community that honors student voice and choice and amplifies student interest to shape learning.

“The thing that I would like seeing in the future is how we can pick what we want to do.”

- ✓ Involve students in the creation of classroom norms versus imposing classroom rules.
- ✓ Facilitate a space for students to share their ideas on what to include in summer programs (this could happen during the school year or before/ during summer programs). *Ex. Spring Student Leadership Summit.*
- ✓ Actualize student input and feedback into lesson plans, routines, and activities. Follow up with students to share how their ideas have been incorporated into summer learning programs.
- ✓ Implement project-based learning and career connected learning based on student interest. Start by surveying students on their interests or glean feedback from student focus groups and design summer opportunities around that input.

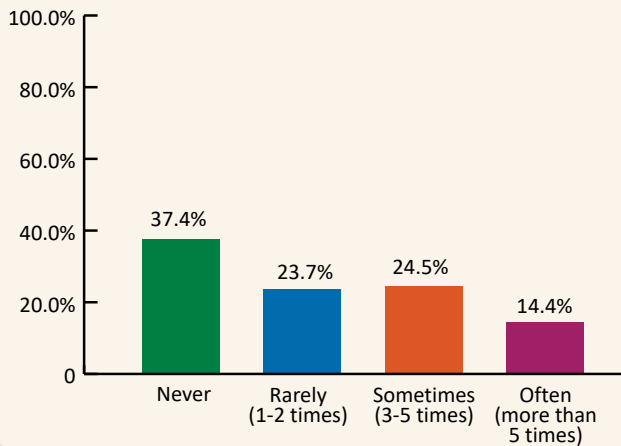


“The teachers listen to my ideas when I talk”.

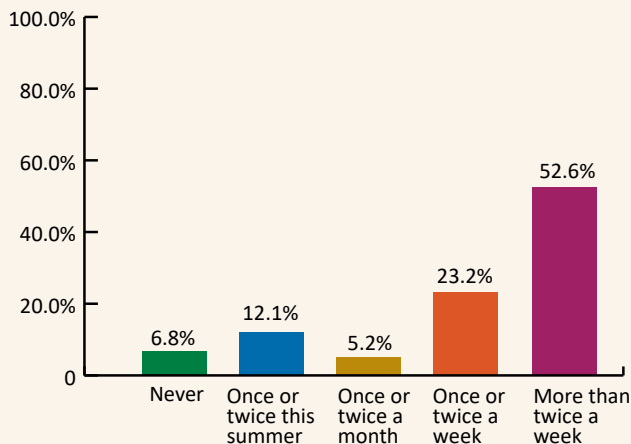
Well-Rounded Educational Opportunities

61% of students said they never or rarely visited another location during their summer program. In the open-ended responses, students reported field trips as being among the top activities they would like to see in summer programs.

How many times have you visited another location (e.g., community location, field trip, etc.)? (N = 1,498)



How often do you do activities in art, music, and/or physical education during the summer program? (N = 1,556)



Connect student learning with the real world by offering off-site experiences and well-rounded opportunities.

When students were asked what activities they would like to see again:

"I liked the boat museum and the fish place and I liked touching the animals at the beach. I liked all the field trips."

"Yes, more artists in residence and I loved seeing the Llama!"

Connect with local community partners, businesses, and organizations for opportunities to deepen art, music, physical activities and discover potential field trip opportunities.

- ✓ Asset map your community to know all the potential partners and organizations.
- ✓ Invite guest artists, local sports teams, and musicians from the community to share their experiences with students.
- ✓ Link with [Regional Stem Hubs](#) to find community based organizations and ways to connect students to opportunities outside the classroom.
- ✓ Work with local parks and rec, libraries, and other free opportunities for students.
- ✓ If transportation is an issue, consider walking field trip opportunities.

When asked what they want their summer program staff to know:

"I wish that third grade had music time too! More art please!"

"I wish we did field trips."

Identity Affirming Environment

A notable percentage of students reported a lack of identity representation in: a) the materials used in their summer program (49%), b) program staff (42%), and c) content taught during program (33%). That is, they felt the materials, staff, and content taught did not or rarely reflected their personal identity.

Think about the materials you used in class this summer. How often did they have pictures or stories of people who are like you and your family? (N = 1,515)



■ Sometimes/Often **51%** ■ Never/Rarely **49%**

How often do adults at your summer program encourage students to learn about people from diverse races, ethnicities, or cultures? (N = 1,482)



■ Sometimes/Often **67.4%** ■ Never/Rarely **32.6%**

There are adults at my summer program who are like me and my family. (N = 1,533)



■ Strongly Agree/Agree **57.9%**
 ■ Disagree/Strongly Disagree **42.1%**

Foster identity-affirming learning environments that honor each and every student and sustain cultural knowledge.

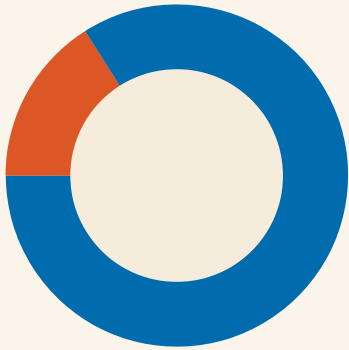
"I wanted them (summer staff) to know that my Mom is Japanese."

- ✓ Focus on building interpersonal relationships where students are well-known, cared for, and connected - [ODE Care and Connection Effort](#).
- ✓ Find stories, books, magazines, online videos, and articles that reflect the background and identity of students whether that be culture, gender, ability, etc. Incorporate those materials into lesson plans.
- ✓ Invite students to bring materials and items from home into class that represent them and their families.
- ✓ Identify and work to partner with culturally specific community-based organizations (CBOs).

Strength-Based, Student Interest

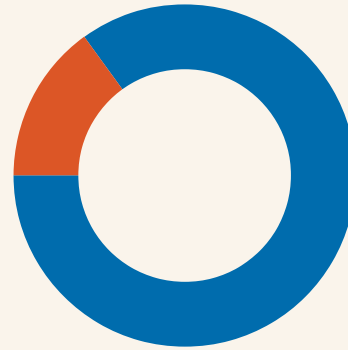
Majority of students report that summer programs are important to their future goals and align with their interests.

I have opportunities to participate in activities that will help me achieve my future goals. (N = 650)



■ Sometimes/Often **83.4%** ■ Never/Rarely **16.6%**

I have opportunities to participate in activities that align with my interests. (N = 1,639)



■ Sometimes/Often **85.4%** ■ Never/Rarely **14.6%**

QUALITATIVE FEEDBACK

Students had the opportunity to provide answers to open-ended questions.

“I was encouraged to do things that I thought I couldn’t do, and when I couldn’t do it at first I was told to try and again. The teachers also tried to help me learn new ways to do things.”

“I liked the community service portion. I would love to have this camp offered again!”

“I really liked the last day, math, recess, and lunch and I LOVED creativity hour when we made our food trucks.”

FUTURE ITERATIONS

Oregon Department of Education is working to refine the Student Voice, Summer SEED Survey for administration in Summer 2023. We also plan to hear directly from student focus groups to gain a deeper understanding of their perceptions, feedback, and ideas to inform statewide decision making in summer learning. If you would like to be a part of this process or have feedback and/or questions, please let us know [here](#).





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