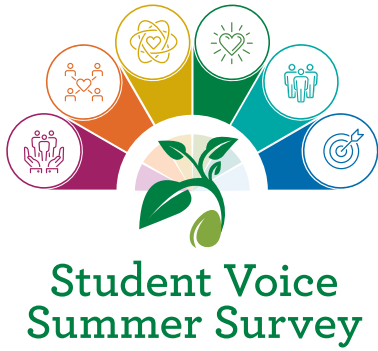




2025 STUDENT VOICE SUMMER SURVEY



Seaside SD students choosing books to read during their 2025 summer program.



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2025 STUDENT VOICE SUMMER SURVEY REPORT

High-quality summer learning programs create powerful opportunities for students to build relationships, strengthen literacy, experience joy, and nurture the curiosity that drives lifelong learning. Oregon's approach recognizes that academic growth and engaging learning experiences are not competing priorities - they reinforce one another. This report presents findings from the **Student Voice Summer Survey** (formerly the Summer SEED Survey), which gathered student perspectives on 2025 summer programming across Oregon. Between July and September 2025, **8,234** Oregon students entering 3rd through 12th grade shared feedback on the summer programs they attended. This represents one of the largest statewide collections of student perspectives on summer learning in the nation. Summer programming for 2025 was supported by state and federal funding

sources to support high-quality summer learning, such as the [State Summer Learning Grant](#) (HB 2007) and [21st Century Community Learning Centers](#) (Title IV-B).

The purpose of this report is to amplify student voices across Oregon, leveraging their insights to build on our strengths, identify areas for growth, and support continuous, evidence-based improvement of summer learning opportunities statewide. Survey findings offer concrete insights from students on how to increase engagement and enrich summer learning opportunities.

BACKGROUND

The Student Voice Summer Survey is an optional student perception survey designed to help leaders better understand students' experiences in summer programs. While the Student Voice Summer Survey complements the [Student Educational Equity Development \(SEED\) Survey](#) administered during the school year, it is not the same survey. In addition to SEED domains such as sense of belonging, the Student Voice Summer Survey includes questions based on core concepts of the [ODE Summer Learning Best Practice Guide](#) and [Companion Toolkit](#). The survey measures key elements of quality summer programming, including provision of enriching environments that elevate relationships, engaging students by offering opportunities for student voice and choice, and integrating well-rounded learning and social-emotional supports through purposeful planning.

WHY STUDENT VOICE MATTERS

The Student Voice Summer Survey elevates student perspectives to help improve summer learning programs. Student Voice captures important information about students' engagement, belonging, safety, and learning experiences that literacy assessments alone cannot measure. Research shows that students who feel they have a voice in school are seven times more likely to be academically motivated than students who do not feel heard¹. Student Voice complements literacy assessments and program implementation data such as the findings from ODE's [2025 Summer Learning Grant Implementation Report](#), providing a more complete understanding of student learning and program effectiveness.

1 Quaglia Institute for School Voice and Aspirations. (2016). School Voice Report. Corwin. Retrieved from https://quagliainstitute.org/dmsView/School_Voice_Report_2016.

KEY FINDINGS

Student feedback from the 2025 Student Voice Summer Survey indicates that students feel safe, welcome, and included in their summer programs, conditions that support participation and sustained engagement. Student responses consistently reflect a coherent experience pathway, in which foundational elements build toward deeper involvement and positive outcomes:

**Safe and Welcoming → Supported → Seen and Affirmed →
Able to Participate → Engaged → Perceived Positive Impacts**

This pattern suggests that when programs prioritize safety, belonging, respect, and support, students are more likely to participate fully and report meaningful benefits from their summer learning experiences.

- **Literacy Confidence:** New literacy-focused items added in 2025 found that **76% of students reported greater confidence in understanding what they read, while 74% reported becoming better readers and writers.** These findings reflect students' perceptions of their literacy learning and complement evidence from required local literacy assessments and implementation reporting, providing additional insight into students' experiences with evidence-based literacy instruction during summer programming.
- **Safe and Supported:** Positive learning environments and supportive relationships were among the most consistently reported aspects of students' summer experiences. **More than 90% of students reported feeling safe and welcomed at their summer program,** representing the highest agreement levels across all survey items. Nearly all students reported respectful interactions, with 93% agreeing to treat students with respect, regardless of background. Similarly, 86% agreed that students treat one another respectfully.
- **Seen and Affirmed:** **Most students reported feeling understood as a person (80%)** and learning about different cultures, personal histories, and traditions through program activities (67%). A majority (59%) also reported that their own culture, personal history, and family traditions were celebrated, an improvement over 2024 which suggests continued progress toward more identity-affirming learning environments.
- **Able to Participate:** Access to activities showed the largest year-over-year increase, with approximately **95% of students reporting they could participate in the activities they wanted,** an increase of more than 17 percentage points from 2024. Access to extended or career-connected opportunities remained more limited, with fewer than 60% reporting frequent participation. Most students also reported opportunities to share ideas (85%) and make choices (79%), while fewer (64%) reported opportunities to create or plan program activities.
- **Engaged:** Engagement and satisfaction remained high overall. **Most students reported enjoying program activities (87%)** and liked going to their summer program (78%), consistent with prior years.
- **Perceived Positive Impacts:** Students commonly reported positive perceived impacts. **Over 80% of students reported feeling active and healthy, inspired to try new things, and feeling good about themselves.**

Students consistently described meaningful benefits from their involvement, indicating high levels of participation and engagement. Together, these findings suggest that students experienced summer programs as welcoming and engaging learning environments that supported both their sense of belonging and their literacy learning.

RESULTS: WHAT STUDENTS ARE SAYING

This report draws on responses from **8,234** Oregon students entering 3rd through 12th grade. Students responded to survey items using a four-point scale ranging from strongly disagree (1) to strongly agree (4). Students also responded to some survey items with written responses. Survey items included in this report were selected because they are representative of the domains measured and illustrate a range of agreement levels. Illustrative student quotes that align with the findings are included throughout this report. Year-to-year comparisons with the 2024 survey administration (8,291 students) are included for descriptive trend analysis only. Because the samples do not include the same schools or students in both years, differences should not be interpreted as changes at the individual or school level.

COMPLETE RESPONSE DATA FOR ALL 2025 STUDENT VOICE SUMMER SURVEY ITEMS
ARE AVAILABLE IN THE [DETAILED DATA REPORT](#).

Literacy Confidence and Academic Growth

A central goal of the State Summer Learning Grant (HB 2007) is to improve student reading proficiency through the use of evidence-based literacy instruction and interventions. To better understand students' perspectives on this goal, two literacy-related items were added to the 2025 survey to capture perceptions of academic support during summer programming.

Results indicate that most students reported positive perceptions related to literacy learning and confidence. **Approximately 76% of students reported that the program increased their confidence in understanding what they read, and 74% reported that the program helped them become better readers and writers.** Although these findings reflect students' perceptions rather than direct measures of academic growth, they represent one important source of evidence about students' learning experiences. They should be interpreted alongside required local pre- and post-literacy assessments and findings from [ODE's 2025 Summer Learning Grant Implementation Report](#), which summarizes literacy outcomes and program implementation across funded sites. Together, these complementary sources of evidence help ODE and local programs evaluate both program implementation and student learning.

❖ This program has helped me understand what I read better. (7,387 students)	Strongly Agree/Agree	76.1%
❖ This program has helped me become a better reader and writer. (7,414 students)	Strongly Agree/Agree	74.1%

"My teacher who was my teacher during the year worked real hard with me and I have gotten better at reading and improving my writing."

"It helped me learn and understand things better."

"They [staff] help me with schoolwork and learning new things."

"It makes me feel better about school."

"I just want to say thank you so much for helping me, it makes me feel so good about myself and I feel like I have done a lot to stay focused."

Safe and Welcoming Learning Environments

Ensuring students feel safe and welcomed is an essential component for success in summer programming. Without feeling safe and welcome, students are unlikely to participate fully or benefit from programming. The 2025 results suggest that summer learning programs are reliably meeting this core expectation. The highest agreement levels across all survey items were observed for items related to feeling safe, welcome, and supported in the summer program, specifically, “I feel safe at my summer program” (93%) and, “I feel welcome at my summer program” (92%).

✦ I feel safe at my summer program. (7,932 students)	Strongly Agree/Agree	93.4%
✦ I feel welcome at my summer program. (7,866 students)	Strongly Agree/Agree	91.6%
✦ There is at least one teacher or other adult in my summer program that really cares about me. (7,928 students)	Strongly Agree/Agree	90.2%
✦ I feel safe talking with students at my summer program. (7,975 students)	Strongly Agree/Agree	87.6%
✦ I feel like I belong at my summer program. (7,911 students)	Strongly Agree/Agree	85.6%

These findings reflect stable and sustained strengths in program climate from year to year. While year-to-year changes for most items were slight (less than 1%), the consistently high levels observed in 2025 indicate that summer programs continue to provide learning environments where students feel secure and ready to engage.

“They all make us feel welcome.”

“I feel like I fit in because I feel at home.”

“It feels safe and welcoming.”

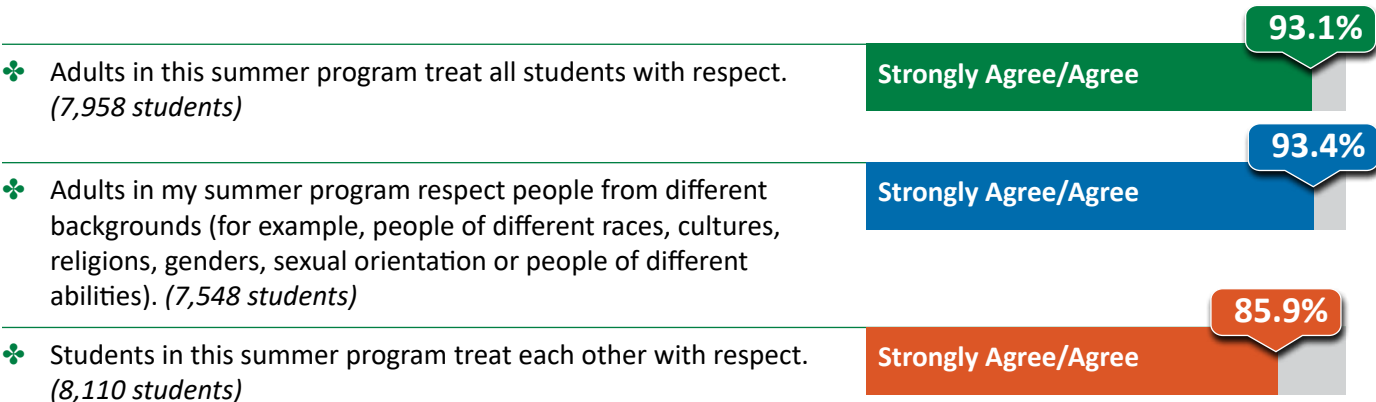
“I would like them to know that they are doing an amazing job to make sure all of the students feel welcome and happy here. Keep up the great work.”



North Clackamas SD students learning to cook during their 2025 summer program.

Supportive Relationships

The 2025 findings reinforce that summer learning programs provided not only safe and welcoming environments but also fostered supportive relationships. A respectful and inclusive climate again emerged as one of the strongest dimensions of the student experience during summer programming. Students overwhelmingly reported that both adults and peers treated one another with respect and respected people from different backgrounds. In particular, survey items related to adults treating students with respect (93%) and respecting students’ cultures (93%) were among the highest-rated survey items, alongside measures of safety and support.



These results were consistent with the prior year (approximately 1% change) and indicate that **fostering a respectful and inclusive climate is a deeply embedded feature of Oregon’s summer learning programs**. This is important because research consistently shows that inclusive, relationship-centered environments are closely linked to attendance, engagement, and social-emotional development, particularly for students who may experience barriers during the regular school year².

“I felt like I belonged there because [staff], our leader’s for the summer program. They made the program safe, welcoming, and cozy to be in! They were very nice and had so many fun activities planned for us.”

“Because everyone there was nice to everyone and the teacher was really nice and helped everyone out if they had questions.”

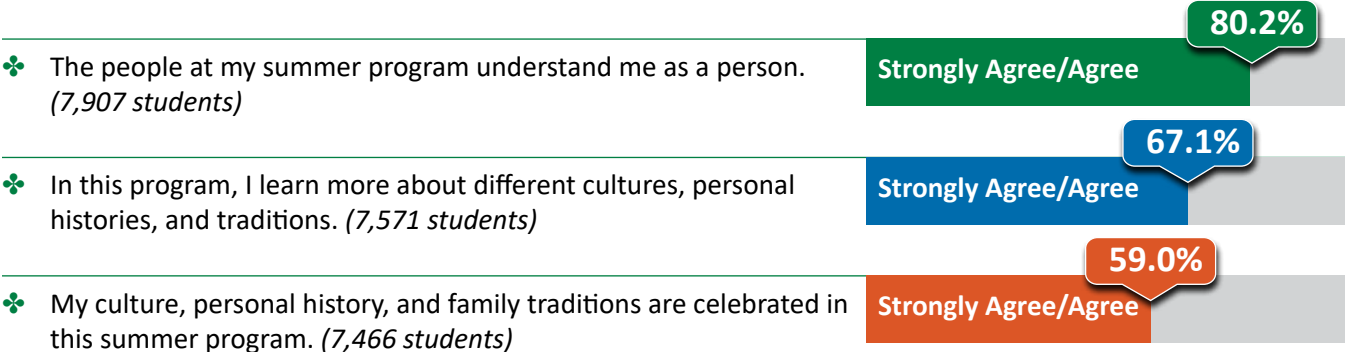
“No one treats me with disrespect, and I think that all the people I met are kind hearted.”

² Roorda, D. L., Koomen, H. M., Spilt, J. L., & Oort, F. J. (2011). The influence of affective teacher–student relationships on students’ school engagement and achievement: A meta-analytic approach. *Review of Educational Research*, 81(4), 493–529.

Identity-Affirming Learning Environments

A highlight of the 2025 results was continued progress in offering identity-affirming experiences. Most students reported feeling understood as a person (80%), and approximately 67% indicated that they learned about different cultures and traditions through program activities. Fewer students reported that their own culture, personal history, and family traditions were actively celebrated, though a majority (59%) agreed with this statement.

These indicators represent meaningful improvement compared to 2024, when identity-affirming measures trailed behind general climate measures. In the 2024 Student Voice Summer Survey, while many students reported feeling personally understood, fewer indicated that their cultures or histories were reflected (65.5%) or celebrated (57%). The upward movement observed in 2025 suggests that programs may be strengthening culturally responsive practices.



Perceptions of representation within their programs also varied. Nearly three-quarters of students (74%) reported that there were other students in the program who were like them and their family, and more than two-thirds (68%) reported seeing adults who shared similar backgrounds. However, representation within instructional materials was more limited: only 16% of students reported that materials frequently included pictures or stories of people like them and their family, while about 50% said this occurred rarely or never.

Overall, these findings suggest that students commonly experience interpersonal and cultural inclusion within summer programs, while representation within curriculum materials remains an area for continued growth.

“Le quisiera decir al creador de este programa que su programa ha sido muy amable conmigo aunque yo sea de otro país. Me quiere mucho.” [“I want the creator of the program to know that they have been very nice to me even though I’m from another country. They like me very much.”]

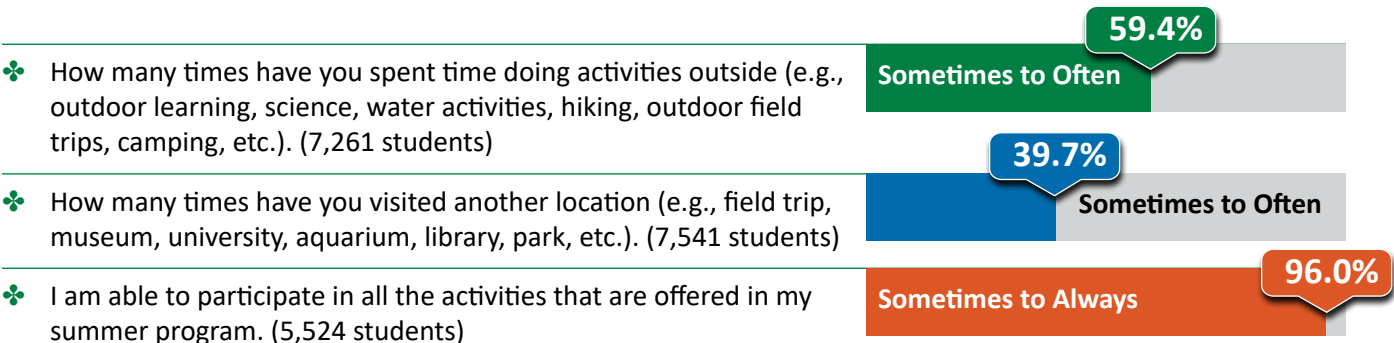
“This has been a very wonderful experience. I have never been to summer school before this, so I am so grateful to the teachers for organizing summer school the way that they did this year and I am also really thankful they put in the effort that they did to make us feel safe and have real conversations with us, and for being so kind to us.”

“Everyone includes you.”

“Thank you for treating me with respect and with love.”

Increased Access and Opportunities

Access to learning opportunities showed the largest year-over-year improvement of any survey domain in 2025. This year, substantially more students reported that they were able to participate in all the activities that were offered during summer programming. This was an **increase of 17 percentage points from the prior year**, and these findings suggest meaningful progress in reducing barriers related to scheduling, transportation, capacity, or eligibility. However, the data also reveal persistent gaps. Participation in outside activities (59%) and off-site experiences (40%) remained among the lowest-rated access indicators in 2025.



With respect to access for career-connected learning opportunities, 62% of students in grades 5-12 reported having opportunities to explore careers in the summer program. As well, 69% of students reported being able to connect what they are learning during programming with career opportunities “sometimes” or “often” during the summer program. Taken together, these findings indicate that removing barriers to participation is achievable, but expanding the breadth of opportunities may require additional resources, partnerships, or coordination.

“[This program] provides many learning opportunities that can be connected to real-world situations.”

“This summer program has done amazing things this year by getting teens to go outside and get their hands dirty! while helping the pollinators thrive in our community.”

“I liked the field trips because we can explore new places.”

“The activities here were really great. I liked doing things we don’t normally get to do.”



Student Voice and Leadership Opportunities

Students in 2025 generally reported having opportunities to share ideas (85%) and make choices (79%) within their summer programs. Students also reported that they had opportunities to participate in activities that aligned with their interests (82%). However, fewer than two-thirds reported they had opportunities to create or plan events or activities within the program (64%).

❖ Adults give me the chance to share my ideas and opinions on program. (7,759 students)	Strongly Agree/Agree	84.5%
❖ I have lots of choices of activities to do in this summer program. (7,764 students)	Strongly Agree/Agree	79.2%
❖ I have opportunities to participate in activities that align with my interests. (5,412 students)	Strongly Agree/Agree	81.5%
❖ At my summer program, I have opportunities to create activities, or plan events/activities. (7,718 students)	Strongly Agree/Agree	63.7%

This pattern mirrors findings from 2024, where student voice (84%) was consistently stronger than student leadership (66%). These findings highlight an area where relatively small programmatic adjustments, such as incorporating student leadership roles or youth-led projects, could yield meaningful gains in engagement.

“They [staff] listen to us and help us.”

“We get to share our ideas.”

Responses to “What has the summer program done well this year?”

“Everyone gets a chance and has fun!”

“Creating games and skits, campfire, baking and science.”

“Being able to share my own ideas with others with my pen and paper.”



North Clackamas SD students learning to produce music during their 2025 summer learning program.

Student Engagement and Satisfaction

Overall student engagement and satisfaction remained high in 2025, with most students reporting that they felt engaged in daily activities (87%) and enjoyed their summer learning experiences (78%). These findings are consistent with those observed in 2024. Importantly, engagement remained strongest among students who also reported high levels of choice and sense of belonging, reinforcing the interconnected nature of learning conditions.

❖ I like the activities we do in my summer program. (7,820 students)	Strongly Agree/Agree	84.4%
❖ I like going to my summer program. (7,851 students)	Strongly Agree/Agree	78.0%

“The reading program was good and fun this summer, she gave me books to take home.”

“I like it and always come because I always make new friends and do fun activities.”

“We get to do activities we don’t usually do during the school year.”

“We get to do fun stuff every day.”

Perceived Impacts on Well-Being

Beyond engagement, students were asked whether participation in summer learning programs had positive impacts on their well-being and learning-related confidence. In 2025, students continued to report strong perceived benefits in these areas. Students reported feeling active and healthy (84%), inspired to try new things (84%), self-assured (83%), and confident (78%) during their summer program. Indicators related to mental health and overall well-being remained stable compared to 2024 (+/- 1%), when most students reported feeling good about themselves and their participation in summer learning.

❖ This program helps me stay active and healthy. (7,434 students)	Strongly Agree/Agree	84.4%
❖ The summer program has helped me try new things. (7,488 students)	Strongly Agree/Agree	84.3%
❖ The summer program has helped me feel good about myself. (7,512 students)	Strongly Agree/Agree	82.6%
❖ I feel more confident in myself while I’m at this program. (7,430 students)	Strongly Agree/Agree	77.6%

CONCLUSION

The 2025 Student Voice Summer Survey provides valuable insight into how students experienced summer learning across Oregon. Students consistently reported feeling safe, supported, and welcomed, with opportunities to participate, build relationships, and engage in meaningful learning. Students also reported positive perceptions of their literacy learning, with many indicating that summer programming helped them better understand what they read and become stronger readers and writers.

The findings also highlight opportunities for continued growth, including strengthening identity-affirming practices, expanding student leadership opportunities, increasing access to extended and career-connected learning experiences, and continuing to integrate engaging, evidence-based literacy instruction throughout summer programming. By listening to student voices and using these findings to inform continuous improvement, Oregon's summer learning programs are well positioned to further strengthen literacy, engagement, and student success beyond the traditional school year.



Seaside SD students on a field trip during their 2025 summer program.



South Umpqua SD students filling in their favorite authors on T-shirts to celebrate their 2025 summer program.



Scio SD students building connection and confidence as they rehearse a fairytale-themed musical to perform for their families at their 2025 summer program showcase.



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