



Youth Voice Survey 2020

Academic, Social, and Emotional Impact
of
COVID-19 School Building Shutdown
and Shelter at Home

Wayne County Results
August 2020

Summary of Findings –

In June of 2020, Finger Lakes Community Schools conducted the Youth Voice Survey to assess the impact of the COVID-19 school building shutdown on students. The survey was offered to schools throughout the Finger Lakes region. Fifteen (15) schools in five counties participated with over 2,500 students completing the survey. Results provide vital information for preparing to assist students in returning to school and/or continuing to learn through virtual methods.

Summary of Findings –

Elementary Students (Grades 4 and 5) –

Social Emotional Distress-

- Nearly two of three (63.8%) said that on, “several days of more” they were worried about family members getting sick.
- More than half (51.3%) reported, “feeling nervous, anxious, or on edge”. More than a quarter (28.3%) felt that way more than half the time.
- More than four in 10 (42.8%) reported, “feeling lonely” and 42.2% said they were, “not able to stop or control worrying”.

Academic Impact –

- Nearly two of three (62.9%) of elementary students said they were learning less/much less in social studies or history.
- Six of 10 (60.9%) reported learning less/much less in science.

Behavior during shutdown -

- Two of three (64.0%) elementary students said they had spent less time socializing with friends.
- Three of four (73.5%) said they had left their house to see friends at least once with more than one in five (22.5%) leaving more than five times.
- Elementary students said the worst things about learning from home were missing their friends (70.7%) and missing their teachers (61.1%).

Middle School Students (Grades 6 to 8) –

Social Emotional Distress-

- Nearly six of 10 (58.0%) said, “they felt nervous, anxious, or on edge on several days or more”, with 33.5% feeling that way more than half the time.
- More than half (52.3%) reported, “worrying about a family member getting sick.”
- More than four in 10 (46.4%) said they, “felt lonely”, and 43.9% said they could not stop or control worrying.

Academic Impact-

- More than four in 10 (43.9%) said they were learning less/much less in Science.
- Four in 10 (40.5%) reported learning less much less in ELA.
- More than one in three (36.6%) were learning less/much less in Math.

Behavior during shutdown -

- Seven of 10 (70.7%) middle school students said they spent less time socializing with friends.
- Four of 10 (40.6%) said they had spent less/much less time on schoolwork.
- Two of three (64.8%) said they had left their house to see friends at least once with more than one in five (17.7%) leaving four or more times.
- Middle school students said that the worst things about learning from home were missing their friends (85.4%) and missing school events such as sports or proms (68.1%). More than half (58.3%) missed their teachers.

High School (Grades 9 to 12) –

Social Emotional Distress-

- Two of three (65.5%) high school students reported feeling, “nervous, anxious, or on edge, on at least several days with more than one in three (34.43%) feeling that way more than half the time.
- More than half (53.3%) reported, “feeling lonely.”
- Nearly half (47.4%) said they, “could not stop or control worrying.”

Academic Impact-

- More than four in 10 high school students reported learning less/much less in ELA (44.8%); Math (46.9%); Science (44.5%); and Social Studies (40.7%).

Behavior during shutdown -

- Two of three (66.2%) high school students said they had socialized with friends less/much less than before schools closed.
- More than half (53.4%) of high school students said they had spent less/much less time on schoolwork.
- Three of four (73.9%) high school students left their homes to visit friends; one in four (24.1%) had left their house more than five times in the past two weeks.

Comparison to Parent Perceptions-

Analysis of Parent Voice Survey showed that ...

- Compared to student reports, parents of elementary and middle school students were more likely to say that kids spent less time on social media and playing games online.
- Compared to student reports, parents were more likely to say that kids spent less time on schoolwork.
- Compared to student reports, parents overestimated the impact on learning in ELA, Science, Social Studies and other subjects.

- Parents significantly underestimated students’ social emotional distress especially specifically not being able to stop worrying, worrying about family members getting sick, and feeling sad, down, depressed, or hopeless.
- Parents of high school students underestimated the extent to which students reported spending less time playing games online, using social media, and socializing with friends.
- Parents of high school students significantly overestimated the negative impact on learning in ELA, Math, Science, Social Studies, and other subjects.
- Parents of high school students significantly underestimated students’ social emotional distress from feeling sad, down, depressed, or hopeless; from not being able to stop or control worrying; and from feeling nervous, anxious, or on edge.

ARCH Mitigating Factors for Social Emotional Distress-

Attachment, self-Regulation, Competence, and Health (ARCH) have been demonstrated to predict more positive youth development and reduced likelihood of problem behavior. Items in the Youth Voice Survey were designed to assess the relationship between these factors and the social emotional distress experienced by students during the COVID shutdown.

- Middle school students who scored high in attachment to family were 3.6 times less likely show high social emotional distress.
- Students with high levels of self-regulation were 2.2 times less likely to show high levels of social emotional distress.
- High school students with high levels of attachment to family were 3.5 times less likely to have high levels of social emotional distress.
- High school students with high levels of self-efficacy were significantly less likely to have high levels of social emotional distress.

Background - In March of 2020, all schools in New York State were ordered closed because of the COVID-19 pandemic. Individuals, including school age children, were urged to “shelter at home.” Within a matter of days, schools shifted to an online distance learning format. As the pandemic continues to spread, schools are now faced with deciding if, when, and how to reopen their facilities.

In May, 2020, Finger Lakes Community Schools (FLXCS) formed a workgroup to develop and conduct a survey of students to determine the impact of school building closure on academic, social, and emotional wellbeing of young people. The workgroup conducted an extensive review of research literature, including prior national surveys, regarding the traumatic impact of natural disasters and other catastrophic events on youth. Key concepts including learning, attachment, self-regulation, and emotional wellness were used to construct survey items. The survey was offered at no cost to schools through the Finger Lakes region and the Southern Tier of New York State.

Method- The *Youth Voice Survey*, an anonymous web-based survey was distributed by school district administrators to all students in grades four through 12 via their school email addresses. Parents were sent a notice ahead of time to inform them of the survey and provide an opportunity to opt out (passive consent). At the beginning of the survey all students were required to read a

statement of confidentiality and agree to take the survey. If a student did not check the agreement box, the survey did not continue. Surveys were completed in late May and early June while students were still, “in school”, that is, while the official school year was still in session despite buildings being closed.

In the interest of providing school district administrators with information critical to developing a school re-opening plan, an initial report was provided containing only tabulations of survey responses. The current report includes analysis and interpretation of responses to provide additional insight into students’ needs when school resumes, regardless of the format, in the fall of 2020.

Members of the Finger Lakes Community Schools team are available to answer any questions related to the survey and to assist in interpreting the tabulations. Please feel free to contact Jay Roscup. jroscup@flxcommunityschools.org to arrange a consultation.

The following results tables are for all Wayne County schools combined. Some additional analyses utilized regional data as some sub-populations, (e.g., non-white students) were represented by small samples in any one school or county.

Response- Table 1 shows the number complete surveys by school district and grade level¹.

Table 1. Completed Surveys

Youth Voice Survey 2020	Elementary (4th and 5th)	Middle School (6th to 8th)	High School (9th to 12th)
Clyde Savannah	35	43	79
Newark	46	52	71
NRW	1	78	17
Red Creek	6	25	40
Sodus	117	92	96
Williamson	0	0	91
Other	3	5	5
Wayne County Total	208	295	399

¹ It should be noted that the responses represent a convenience sample, that is, makes no assumptions about statistical representativeness. However, the nature of the survey and the size of the sample support use of the results for planning purposes.

Results for Elementary School Students (N=208) –

Tables es-1

Wayne County Elementary Students

Think about your activities before your school building closed and compare it to your activities while the school building has been closed. Compared to before your school building closed, how long have you spent/are spending on each of the following since your school building closed?

	Much less than before the school building closed	Less than before the school building closed	About the same	More than before the school building closed	Much more than before the school building closed	Spent Less Time/Much Less Time
School work	12.9%	26.2%	40.1%	12.9%	7.9%	39.1%
Socializing with friends (talking, texting, etc.)	40.0%	24.0%	15.0%	10.0%	11.0%	64.0%
Playing games NOT online	24.5%	16.5%	35.0%	14.0%	10.0%	41.0%
Playing games online	19.6%	9.5%	27.6%	18.1%	25.1%	29.1%
Using social media:	25.5%	9.4%	33.9%	9.9%	21.4%	34.9%
Exercising (walking, running, playing a sport)	8.4%	10.3%	27.1%	24.1%	30.0%	18.7%

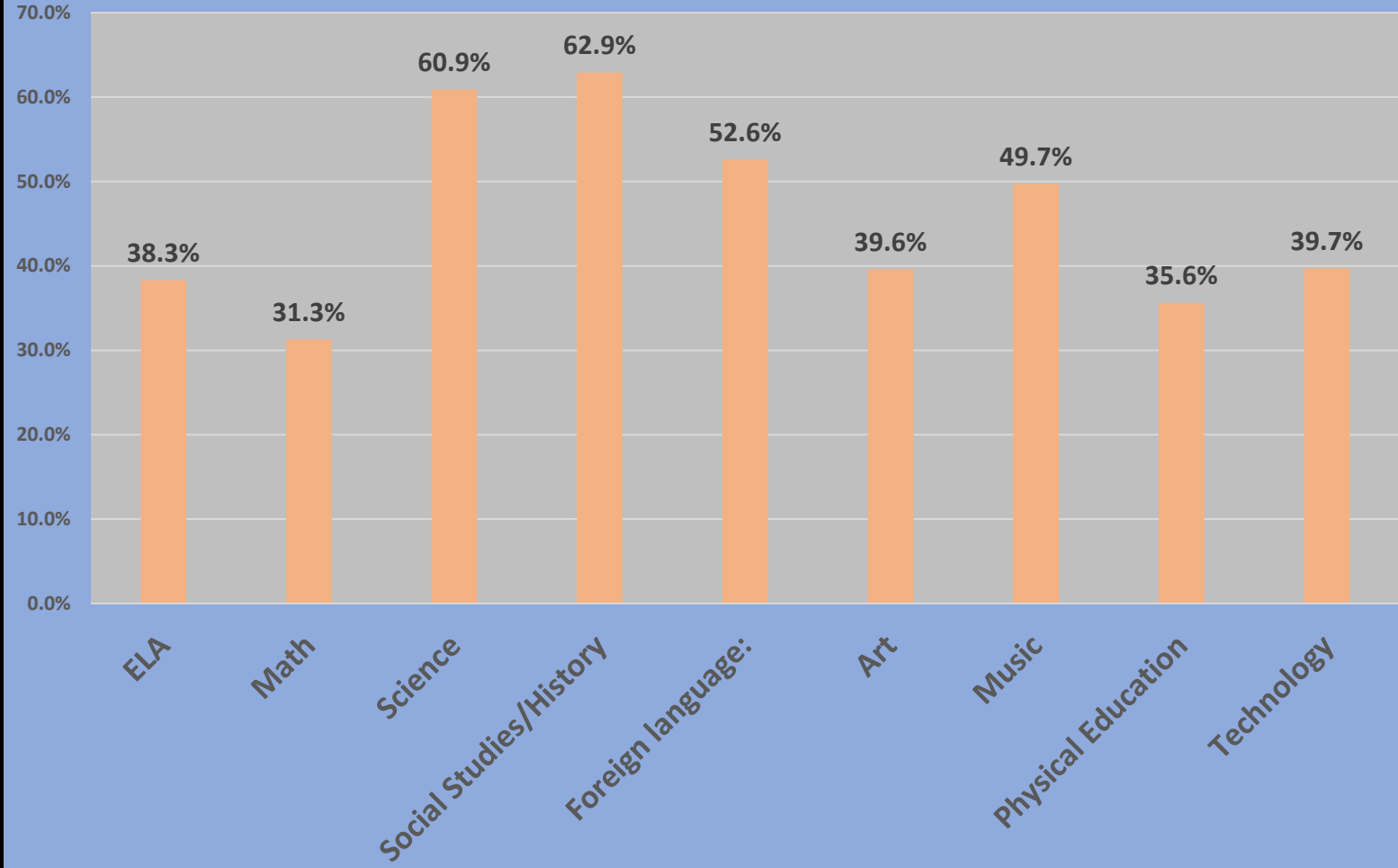
Table es-2
Wayne County Elementary Students

Think about your learning before your school building closed and compare it to your learning while the school building has been closed. Compared to before your school building closed, how much do you think you are learning in each of the following subjects?

	Much less than before the school building closed	Less than before the school building closed	About the same	More than before the school building closed	Much more than before the school building closed	I don't take this class	Negative Impact on Learning
ELA	10.9%	27.4%	46.3%	11.4%	4.0%	1.0%	38.3%
Math	11.4%	19.9%	47.8%	14.4%	6.5%	0.5%	31.3%
Science	34.2%	26.6%	31.0%	5.4%	2.7%	7.5%	60.9%
Social Studies/History	30.9%	32.0%	29.1%	5.7%	2.3%	13.4%	62.9%
Foreign language:	24.8%	27.7%	32.8%	8.8%	5.8%	30.1%	52.6%
Art	15.6%	24.0%	46.9%	8.9%	4.7%	5.0%	39.6%
Music	24.1%	25.6%	39.0%	6.2%	5.1%	3.5%	49.7%
Physical Education	15.7%	19.9%	42.9%	13.6%	7.9%	5.0%	35.6%
Technology	19.0%	20.6%	31.7%	16.7%	11.9%	37.0%	39.7%

(Percentage based on those who are taking each course)

Proportion of Students Reporting Negative Impact on Learning Grades 4 -5



**Table es-3
Wayne County Elementary Students**

In the past two (2) weeks how often have you left your house to see your friends or other kids?

In the past two (2) weeks, how often have you seen or talked to friends online or played games online with other players.

	Never	Once	Two or Three Times	Four or Five Times	More than Five Times
In the past two (2) weeks how often have you left your house to see your friends or other kids?	26.5%	13.2%	27.9%	9.8%	22.5%
In the past two (2) weeks, how often have you seen or talked to friends online or played games online with other players.	15.0%	7.3%	13.6%	13.1%	51.0%

**Table es-4
Wayne County Elementary Students**

Do you agree with the following statements?
NO means you strongly disagree; no means you sort of disagree; yes means you sort of agree; YES means you strongly agree

I feel very close to the adults in my family (mother/father/stepparent/grandparent etc.)

I share my thoughts and feelings with adults in my family (mother/father/stepparent/grandparent etc.)

I enjoy spending time with adults in my family (mother/father/stepparent/grandparent etc.)?

If I had a personal problem, I could ask an adult in my family (mother/father/stepparent/grandparent etc.) for help

	NO	no	yes	YES	Show Attachment to Family
I feel very close to the adults in my family (mother/father/stepparent/grandparent etc.)	2.7%	3.7%	21.9%	71.7%	93.6%
I share my thoughts and feelings with adults in my family (mother/father/stepparent/grandparent etc.)	13.0%	19.5%	37.8%	29.7%	67.6%
I enjoy spending time with adults in my family (mother/father/stepparent/grandparent etc.)?	1.6%	3.8%	25.9%	68.6%	94.6%
If I had a personal problem, I could ask an adult in my family (mother/father/stepparent/grandparent etc.) for help	9.2%	8.6%	29.2%	53.0%	82.2%

Table es-5
Wayne County Elementary Students

Now thinking back over the past year in school, before your school building was closed, how often did you:

- I enjoyed being in school
- I hated being in school
- I tried to do my best work in school

	Never	Sometimes	Often	Always	Show Attachment to School
I enjoyed being in school	3.7%	35.1%	30.9%	30.3%	61.2%
I hated being in school	33.9%	47.8%	14.0%	4.3%	81.7%
I tried to do my best work in school	0.5%	4.8%	22.0%	72.6%	94.6%

Table es-6
Wayne County Elementary Students

Do you agree with the following statements?
 NO means you strongly disagree; no means you sort of disagree; yes means you sort of agree; YES means you strongly agree

- It is important to think before you act
- I have to have everything I want right away
- I often do things without thinking about what will happen
- I often switch from activity to activity rather than sticking to one thing at a time
- I can solve most problems if I really try
- Most things happen to me because I am lucky
- I can control my own life

	NO	no	yes	YES	Show Self-regulation
It is important to think before you act	0.5%	1.6%	21.8%	76.1%	97.9%
I have to have everything I want right away	57.1%	27.7%	10.9%	4.3%	84.8%
I often do things without thinking about what will happen	16.9%	32.8%	36.0%	14.3%	49.7%
I often switch from activity to activity rather than sticking to one thing at a time	12.8%	26.2%	38.0%	23.0%	39.0%
I can solve most problems if I really try	2.1%	6.9%	44.7%	46.3%	91.0%
Most things happen to me because I am lucky	39.5%	41.6%	14.6%	4.3%	81.1%
I can control my own life	12.4%	9.2%	37.8%	40.5%	78.4%

Table es-7
Wayne County Elementary Students

Over the past two (2) weeks, approximately how often have you had the following feelings?

	Not at All	Once	On several days	More than half the time	Nearly every day	Show Emotional Distress
Feeling safe	2.1%	2.1%	8.0%	19.7%	68.1%	4.3%
Feeling nervous, anxious, or on edge	27.3%	21.4%	23.0%	17.1%	11.2%	51.3%
Feeling happy	2.6%	3.7%	18.0%	36.0%	39.7%	6.3%
Not being able to stop or control worrying	35.3%	22.5%	17.6%	13.9%	10.7%	42.2%
Feeling calm	4.8%	5.9%	23.9%	34.6%	30.9%	10.6%
Worried about getting sick	41.2%	18.2%	16.0%	11.2%	13.4%	40.6%
Worried about a family member getting sick	18.6%	17.6%	19.1%	13.3%	31.4%	63.8%
Feeling sad, down, depressed, or hopeless	36.0%	26.5%	20.1%	9.0%	8.5%	37.6%
Feeling connected and supported	5.4%	4.8%	15.1%	24.7%	50.0%	10.2%
Feeling lonely	38.5%	18.7%	19.3%	11.2%	12.3%	42.8%
Enjoying doing things I usually like to do	3.2%	1.6%	13.3%	26.6%	55.3%	4.8%

Proportion of Students Reporting Emotional Distress Grades 4 - 5

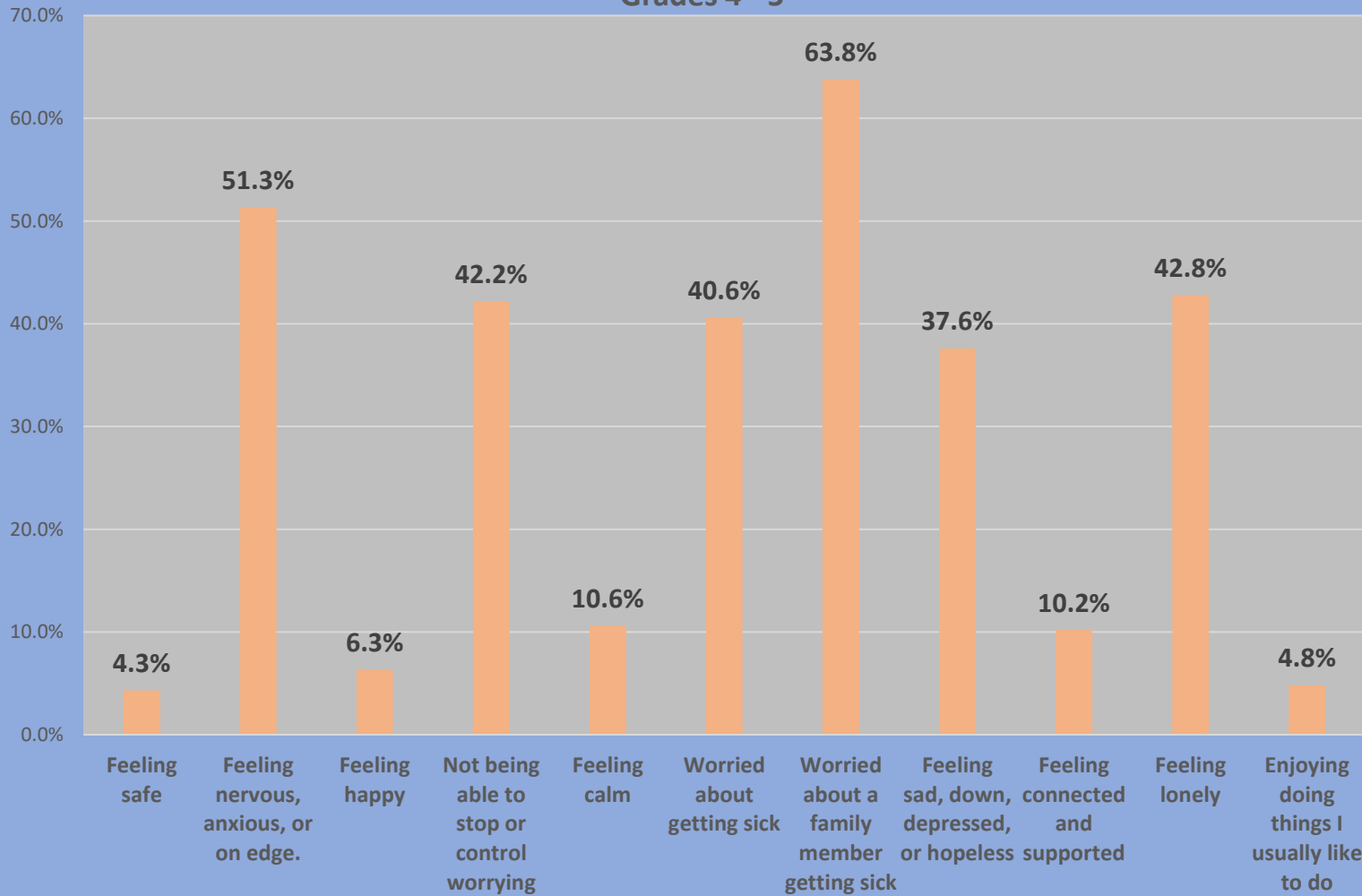


Table es-8
Wayne County Elementary Students

What are the **best** things about learning/doing schoolwork from home? (Check all that apply)

	Yes	No
Being able to stay up late	32.7%	67.3%
Sleeping in	44.7%	55.3%
Lessons online	17.3%	82.7%
Eating while I do online work	33.2%	66.8%
Being home with family	62.5%	37.5%
More time to play	47.6%	52.4%

Table es-9
Wayne County Elementary Students

What are the **worst** things about learning/doing schoolwork from home? (Check all that apply)

	Yes	No
Missing my teachers	61.1%	38.9%
Missing my friends	70.7%	29.3%
Missing school events (e.g., sports, prom, clubs, plays)	49.0%	51.0%
Missing going to the after-school program (21st Century, LEAP)	17.8%	82.2%
Being home with my family	7.2%	92.8%
Doing lessons online	36.1%	63.9%

Table es-10
Wayne County Elementary Students

Which best describes how you feel about going back to school?

Excited	Nervous	Happy	Sad	Scared	I don't care
40.5%	22.7%	17.2%	1.8%	2.5%	15.3%

Table es-11
Wayne County Elementary Students

What could be the best things about going back to school? (Check all that apply)

	Yes	No
Seeing my teachers	62.0%	38.0%
Seeing my friends	78.8%	21.2%
School events (e.g., sports, clubs, plays, prom)	42.8%	57.2%
Going to the after-school program, (e.g., 21st Century, LEAP)	19.2%	80.8%

Tables es-12
Wayne County Elementary Students

Which devices do you have at home to use for schoolwork or learning?

	Do not have it	Have it but I do not use it	Have it and I use it
Desktop Computer	53.5%	23.3%	23.3%
Laptop Computer	13.9%	13.3%	72.8%
iPad/Tablet	35.2%	29.6%	35.2%
Cell Phone	38.3%	25.9%	35.8%
Kindle (e-reader that is NOT a Tablet)	79.5%	14.4%	6.2%
Other device	56.1%	10.8%	33.1%

Results for Middle School Students (N=295) –

Table ms-1
Wayne County Middle School Students

Think about your activities before your school building closed and compare it to your activities while the school building has been closed. Compared to before your school building closed, how long have you spent/are spending on each of the following since your school building closed?

	Much less than before the school building closed	Less than before the school building closed	About the same	More than before the school building closed	Much more than before the school building closed	Spent Less Time/Much Less time
School work	13.3%	27.3%	32.1%	15.7%	11.6%	40.6%
Socializing with friends (talking, texting, etc.)	42.4%	28.3%	13.1%	8.3%	7.9%	70.7%
Playing games NOT online	16.9%	17.6%	39.3%	17.2%	9.0%	34.5%
Playing games online	11.3%	8.1%	39.9%	21.9%	18.7%	19.4%
Using social media	15.1%	3.5%	39.8%	21.1%	20.4%	18.7%
Exercising (walking, running, playing a sport)	7.5%	15.4%	33.6%	24.0%	19.5%	22.9%

Table ms-2
Wayne County Middle School Students

Think about your learning before your school building closed and compare it to your learning while the school building has been closed. Compared to before your school building closed, how much do you think you are learning in each of the following subjects?

	Much less than before the school building closed	Less than before the school building closed	About the same	More than before the school building closed	Much more than before the school building closed	I don't take this class	Negative Impact on Learning
ELA	13.9%	26.5%	42.2%	9.5%	7.8%	0.3%	40.5%
Math	13.4%	23.3%	42.5%	14.0%	6.8%	0.3%	36.6%
Science	17.4%	26.5%	40.4%	10.1%	5.6%	1.0%	43.9%
Social Studies/History	11.7%	24.7%	46.3%	8.8%	8.5%	3.1%	36.4%
Foreign language:	16.2%	25.2%	44.1%	6.8%	7.7%	23.7%	41.4%
Art	20.6%	24.4%	42.6%	7.2%	5.3%	28.2%	45.0%
Music	22.4%	26.3%	40.9%	6.0%	4.3%	18.9%	48.7%
Physical Education	15.0%	26.6%	43.7%	8.7%	5.9%	1.4%	41.6%
Technology	24.9%	23.8%	37.0%	5.8%	8.5%	35.3%	48.7%

(Percentage based on those who are taking each course)

Proportion of Students Reporting Negative Impact on Learning Middle School

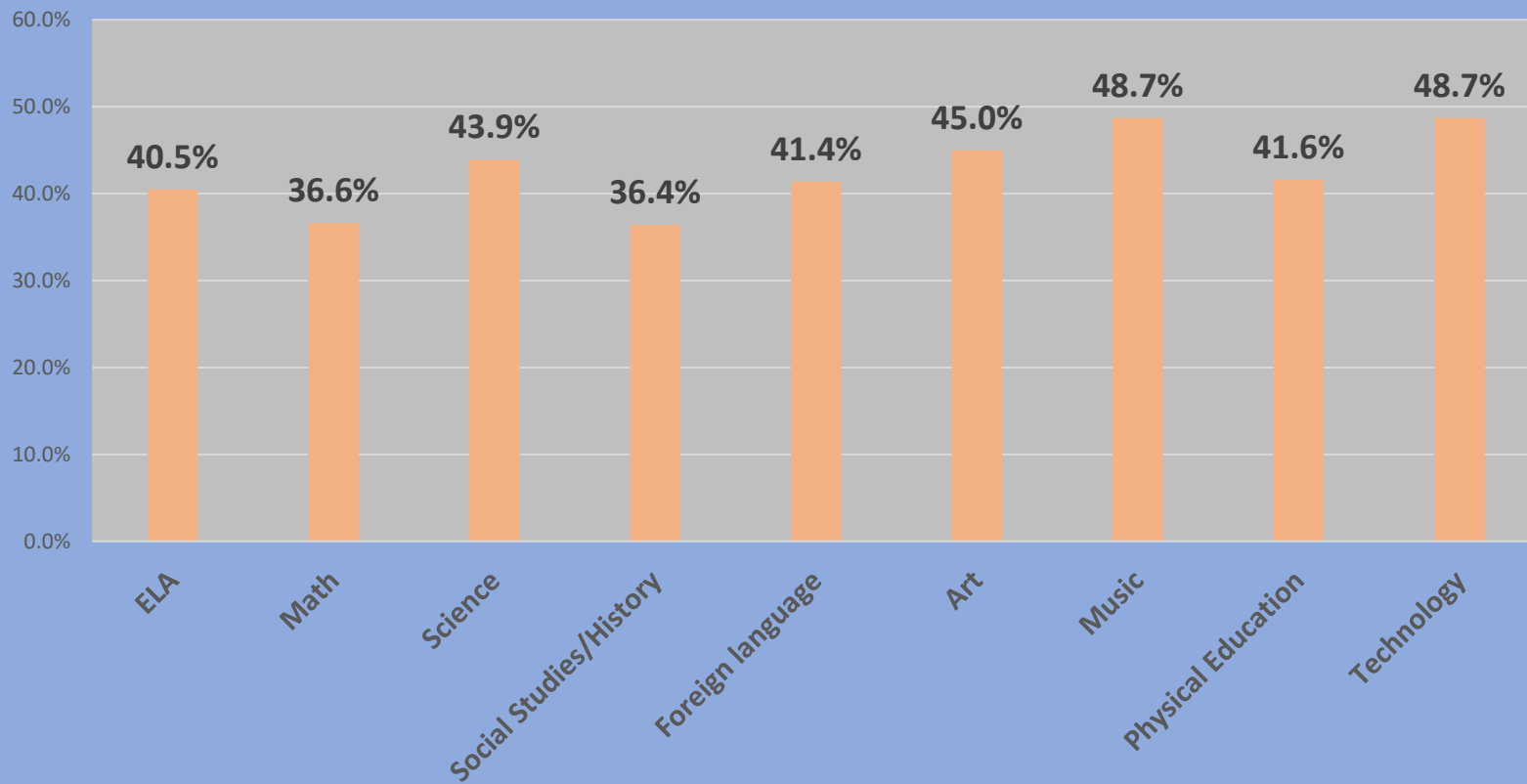


Table ms-3
Wayne County Middle School Students

	Never	Once	Two or Three Times	Four or Five Times	More than Five Times
In the past two(2) weeks how often have you left your house to see your friends or other kids?	34.2%	21.7%	26.4%	5.8%	11.9%
In the past two (2) weeks, how often have you seen or talked to friends online, or played games online with other players.	8.1%	5.8%	19.0%	9.8%	57.3%

Table ms-4
Wayne County Middle School Students

Do you agree with the following statements?
 NO means you strongly disagree; no means you sort of disagree; yes means you sort of agree; YES means you strongly agree

	NO	no	yes	YES	Show Attachment to Family
I feel very close to the adults in my family (mother/father/stepparent/grandparent etc.)?	2.1%	8.2%	27.7%	62.1%	89.7%
I share my thoughts and feelings with adults in my family (mother/father/stepparent/grandparent etc.)?	12.4%	19.9%	44.7%	23.0%	67.7%
I enjoy spending time with adults in my family (mother/father/stepparent/grandparent etc.)?	2.5%	6.4%	40.4%	50.7%	91.1%
If I had a personal problem, I could ask an adult in my family (mother/father/step parent/grandparent etc.) for help	6.4%	10.0%	38.8%	44.8%	83.6%

Table ms-5
Wayne County Middle School Students

Now thinking back over the past year in school, before your school building was closed, how often did you:

- I enjoyed being in school
- I hated being in school
- I tried to do my best work in school

	Never	Sometimes	Often	Always	Show Attachment to School
I enjoyed being in school	9.6%	30.1%	41.1%	19.1%	60.3%
I hated being in school	23.4%	53.2%	15.6%	7.8%	76.6%
I tried to do my best work in school	0.4%	8.5%	32.6%	58.5%	91.1%

Table ms-6
Wayne County Middle School Students

Do you agree with the following statements?
 NO means you strongly disagree; no means you sort of disagree; yes means you sort of agree; YES means you strongly agree

- It is important to think before you act
- I have to have everything I want right away
- I often do things without thinking about what will happen
- I often switch from activity to activity rather than sticking to one thing at a time
- I can solve most problems if I really try
- Most things happen to me because I am lucky
- I can control my own life

	NO	no	yes	YES	Show Self-regulation
It is important to think before you act	0.4%	2.5%	27.3%	69.9%	97.2%
I have to have everything I want right away	48.4%	39.8%	9.0%	2.9%	88.2%
I often do things without thinking about what will happen	11.2%	39.9%	36.3%	12.6%	51.1%
I often switch from activity to activity rather than sticking to one thing at a time	8.9%	26.3%	45.9%	18.9%	35.2%
I can solve most problems if I really try	1.8%	7.1%	53.2%	37.9%	91.1%
Most things happen to me because I am lucky	41.6%	47.3%	8.2%	2.9%	88.9%
I can control my own life	8.6%	17.1%	37.1%	37.1%	74.3%

Table ms-7
Wayne County Middle School Students

Over the past two (2) weeks, approximately how often have you had the following feelings?

	Not at All	Once	On several days	More than half the time	Nearly every day	Show Emotional Distress
Feeling safe	1.1%	1.1%	9.2%	24.1%	64.5%	2.1%
Feeling nervous, anxious, or on edge.	16.7%	25.3%	24.6%	17.1%	16.4%	58.0%
Feeling happy	2.9%	2.9%	21.9%	38.7%	33.7%	5.7%
Not being able to stop or control worrying	40.0%	16.1%	20.0%	12.9%	11.1%	43.9%
Feeling calm	4.7%	8.6%	25.2%	31.3%	30.2%	13.3%
Worried about getting sick	53.0%	22.2%	8.2%	8.2%	8.2%	24.7%
Worried about a family member getting sick	27.8%	19.9%	20.6%	12.1%	19.6%	52.3%
Feeling sad, down, depressed, or hopeless	38.4%	22.2%	17.2%	11.1%	11.1%	39.4%
Feeling connected and supported	6.4%	5.3%	25.3%	26.7%	36.3%	11.7%
Feeling lonely	33.9%	19.6%	20.4%	13.2%	12.9%	46.4%
Enjoying doing things I usually like to do	3.9%	3.9%	19.3%	26.8%	46.1%	7.9%

Proportion of Students Reporting Emotional Distress Middle School

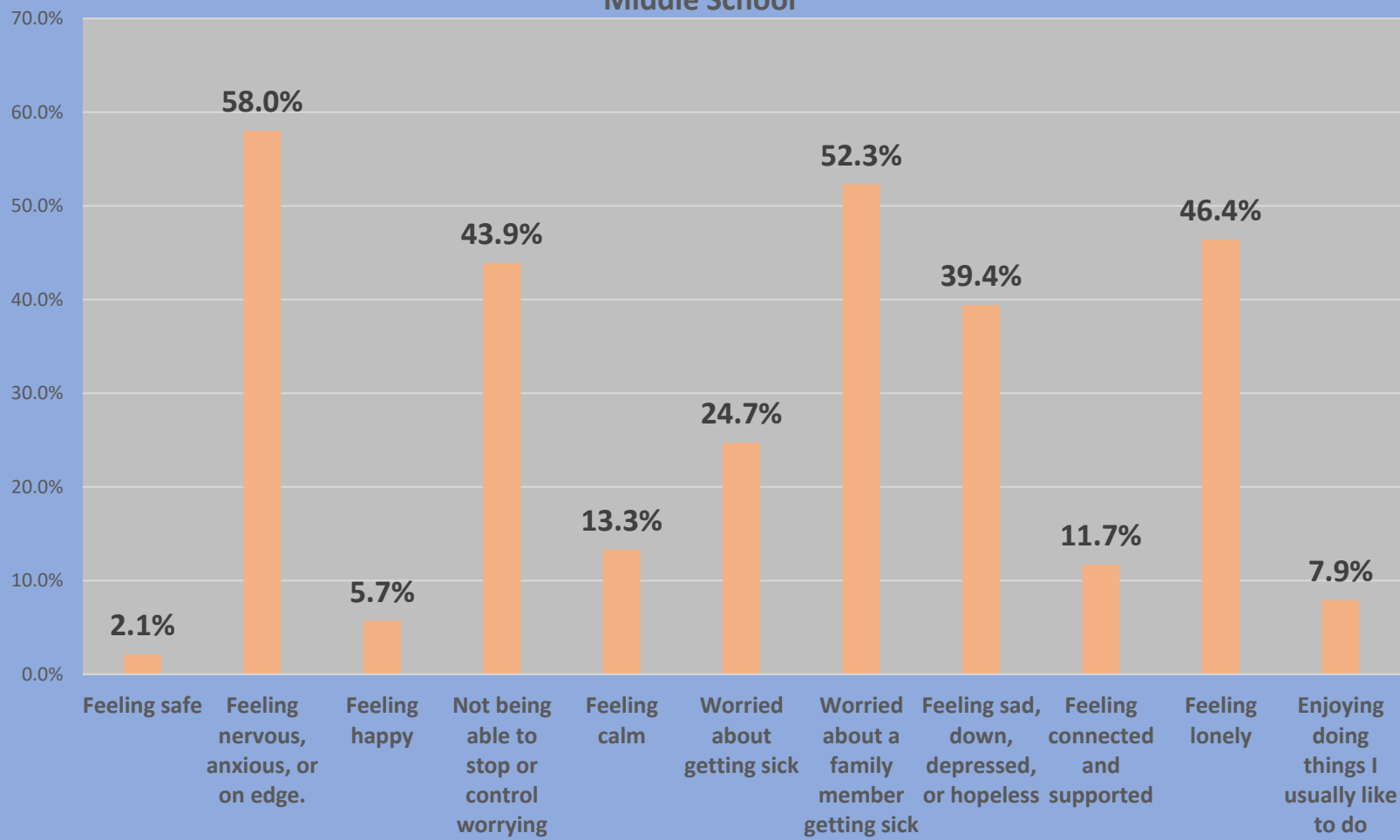


Table ms-8
Wayne County Middle School Students

What are the best things about learning/doing schoolwork from home? (Check all that apply)

	Yes	No
Being able to stay up late	55.6%	44.4%
Sleeping in	65.8%	34.2%
Lessons online	15.9%	84.1%
Eating while I do online work	53.6%	46.4%
Being home with family	52.2%	47.8%
More time to play	49.8%	50.2%

Table ms-9
Wayne County Middle School Students

What are the worst things about learning/doing schoolwork from home? (Check all that apply)

	Yes	No
Missing my teachers	58.3%	41.7%
Missing my friends	85.4%	14.6%
Missing school events (e.g., sports, prom, clubs, plays)	68.1%	31.9%
Missing going to the after-school program (21st Century, LEAP,)	25.1%	74.9%
Being home with my family	11.2%	88.8%
Doing lessons online	54.6%	45.4%

Table ms-10

Wayne County Middle School Students

Which best describes how you feel about going back to school?

Excited	Nervous	Happy	Sad	Scared	I don't care
40.6%	16.3%	20.3%	2.8%	1.6%	18.3%

Table ms-11

Wayne County Middle School Students

What could be the best things about going back to school? (Check all that apply)

	Yes	No
Seeing my teachers	55.9%	44.1%
Seeing my friends	83.1%	16.9%
School events (e.g., sports, clubs, plays, prom)	63.4%	36.6%
Going to the after-school program, (e.g., 21st Century, LEAP	20.3%	79.7%

Table ms-12

Wayne County Middle School Students

Which devices do you have at home to use for schoolwork or learning?

	Do not have it	Have it but I do not use it	Have it and I use it
Desktop Computer	47.1%	30.0%	23.0%
Laptop Computer	8.9%	11.9%	79.3%
iPad/Tablet	38.3%	40.3%	21.3%
Cell Phone	17.4%	24.9%	57.7%
Kindle (e-reader that is NOT a Tablet)	76.4%	17.4%	6.2%
Other device	57.5%	14.6%	27.9%

Results for High School Students (N=399) –

Table hs-1
Wayne County High School Students

Think about your activities before your school building closed and compare it to your activities while the school building has been closed. Compared to before your school building closed, how long have you spent/are spending on each of the following since your school building closed?

	Much less than before the school building closed	Less than before the school building closed	About the same	More than before the school building closed	Much more than before the school building closed	Spent Less Time/Much Less Time
School work	23.8%	29.6%	24.1%	13.5%	9.0%	53.4%
Socializing with friends (talking, texting, etc.)	39.1%	27.1%	20.6%	7.5%	5.8%	66.2%
Playing games NOT online	21.5%	12.9%	42.3%	18.2%	5.1%	34.4%
Playing games online	15.3%	6.1%	38.4%	22.8%	17.4%	21.5%
Using social media:	6.9%	5.3%	26.5%	24.9%	36.4%	12.2%
Exercising (walking, running, playing a sport)	10.9%	21.0%	27.3%	24.8%	15.9%	31.9%

Table hs-2
Wayne County High School Students

Think about your learning before your school building closed and compare it to your learning while the school building has been closed. Compared to before your school building closed, how much do you think you are learning in each of the following subjects?

	Much less than before the school building closed	Less than before the school building closed	About the same	More than before the school building closed	Much more than before the school building closed	I don't take this class	Negative Impact on Learning
ELA	15.1%	29.7%	45.3%	6.0%	3.9%	2.8%	44.8%
Math	19.3%	27.5%	39.0%	10.1%	4.1%	7.6%	46.9%
Science	17.2%	27.3%	41.4%	11.0%	3.1%	9.9%	44.5%
Social Studies/History	15.7%	24.9%	41.2%	11.8%	6.3%	4.0%	40.7%
Foreign language:	23.0%	27.2%	40.1%	4.7%	5.1%	34.8%	50.2%
Art	28.7%	24.9%	37.8%	5.3%	3.3%	46.8%	53.6%
Music	21.7%	24.6%	39.1%	8.2%	6.4%	1.0%	46.3%
Physical Education	26.3%	20.5%	39.7%	5.8%	7.7%	60.3%	46.8%
Technology	26.1%	22.6%	27.1%	8.3%	15.8%	0.0%	48.7%

(Percentage based on those who are taking each course)

Proportion of Students Reporting Negative Impact on Learning High School

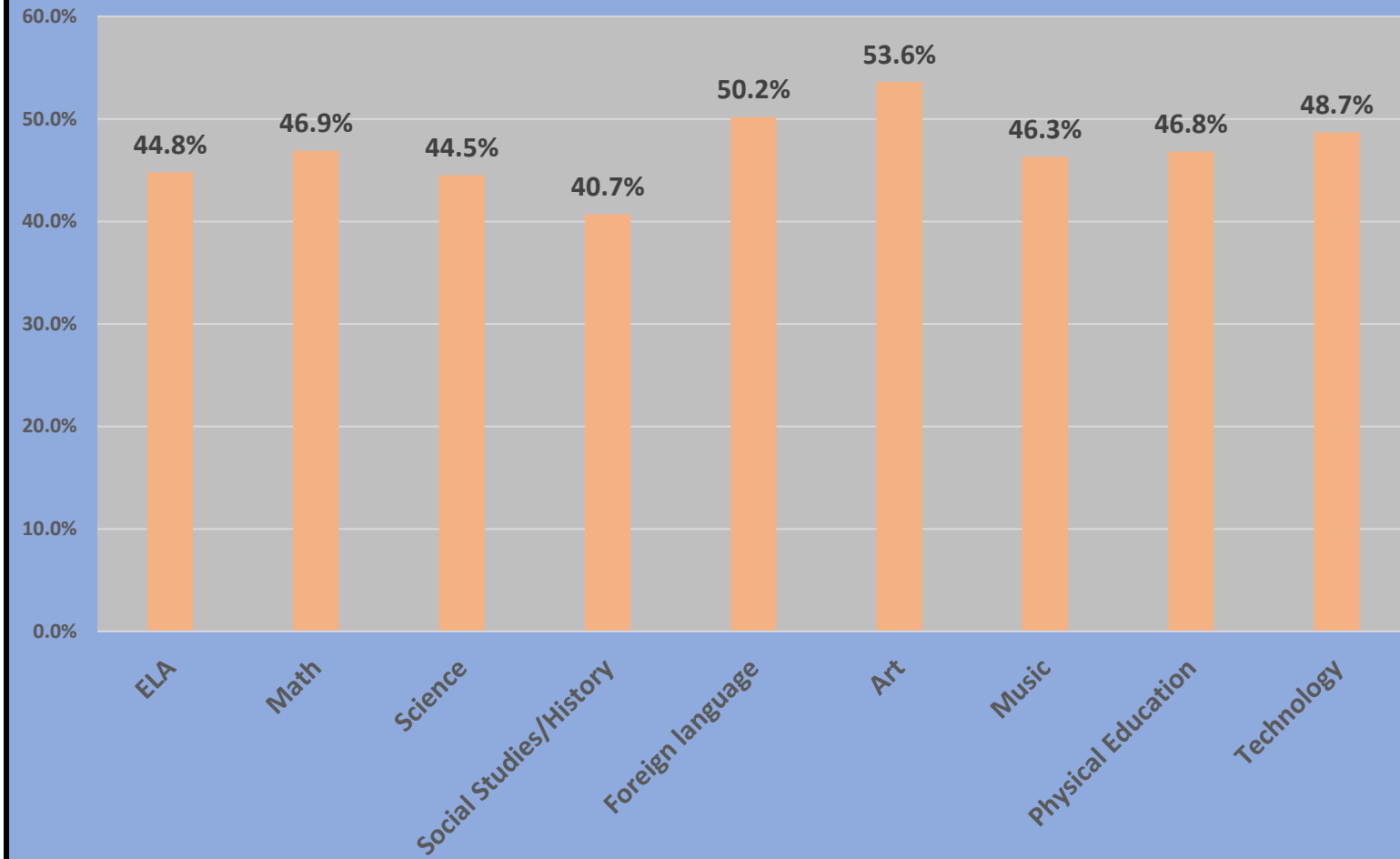


Table hs-3
Wayne County High School Students

	Never	Once	Two or Three Times	Four or Five Times	More than Five Times
In the past two (2) weeks how often have you left your house to see your friends or other kids?	26.1%	22.6%	27.1%	8.3%	15.8%
In the past two (2) weeks, how often have you seen or talked to friends online or played games online with other players.	15.6%	5.3%	20.2%	11.6%	47.4%

Table hs-4
Wayne County High School Students

Do you agree with the following statements? NO means you strongly disagree; no means you sort of disagree; yes means you sort of agree; YES means you strongly agree	NO	no	yes	YES	Show Attachment to Family
I feel very close to the adults in my family (mother/father/stepparent/grandparent etc.)?	6.0%	12.1%	37.5%	44.4%	81.9%
I share my thoughts and feelings with adults in my family (mother/father/stepparent/grandparent etc.)?	15.7%	22.8%	36.8%	24.7%	61.5%
I enjoy spending time with adults in my family (mother/father/stepparent/grandparent etc.)?	5.5%	11.6%	49.7%	33.1%	82.9%
If I had a personal problem, I could ask an adult in my family (mother/father/stepparent/grandparent etc.) for help	9.1%	13.9%	38.8%	38.2%	77.0%

Table hs-5
Wayne County High School Students

Now thinking back over the past year in school, before your school building was closed, how often did you:

- I enjoyed being in school
- I hated being in school
- I tried to do my best work in school

	Never	Sometimes	Often	Always	Show Attachment to School
I enjoyed being in school	9.3%	32.8%	38.0%	19.9%	57.9%
I hated being in school	20.7%	55.4%	15.5%	8.4%	76.1%
I tried to do my best work in school	1.6%	14.8%	31.0%	52.6%	83.6%

Table hs-6
Wayne County High School Students

Do you agree with the following statements?
 NO means you strongly disagree; no means you sort of disagree; yes means you sort of agree; YES means you strongly agree

- It is important to think before you act.:
- I have to have everything I want right away
- I often do things without thinking about what will happen.
- I often switch from activity to activity rather than sticking to one thing at a time
- I can solve most problems if I really try.
- Most things happen to me because I am lucky.
- I can control my own life.

	NO	no	yes	YES	Show Self-regulation
It is important to think before you act.:	0.5%	1.4%	31.1%	67.0%	98.1%
I have to have everything I want right away	40.2%	45.6%	10.4%	3.8%	85.8%
I often do things without thinking about what will happen.	20.2%	42.3%	29.5%	7.9%	62.6%
I often switch from activity to activity rather than sticking to one thing at a time	12.3%	31.6%	37.3%	18.8%	43.9%
I can solve most problems if I really try.	0.3%	4.4%	55.4%	39.9%	95.3%
Most things happen to me because I am lucky.	32.4%	53.3%	12.1%	2.2%	85.7%
I can control my own life.	4.9%	14.6%	46.4%	34.1%	80.5%

Table hs-7
Wayne County High School Students

Over the past two (2) weeks, approximately how often have you had the following feelings?

	Not at All	Once	On several days	More than half the time	Nearly every day	Show Emotional Distress
Feeling safe	1.1%	0.8%	9.8%	21.2%	67.1%	1.9%
Feeling nervous, anxious, or on edge.	15.9%	18.6%	31.2%	17.3%	17.0%	65.5%
Feeling happy	2.2%	3.8%	26.2%	34.3%	33.5%	6.0%
Not being able to stop or control worrying	29.3%	23.3%	22.7%	14.8%	9.9%	47.4%
Feeling calm	4.6%	10.9%	30.0%	25.9%	28.6%	15.5%
Worried about getting sick	58.8%	17.0%	15.4%	4.4%	4.4%	24.2%
Worried about a family member getting sick	36.8%	16.9%	21.8%	13.4%	11.2%	46.3%
Feeling sad, down, depressed, or hopeless	33.6%	22.0%	22.9%	11.3%	10.2%	44.4%
Feeling connected and supported	8.5%	10.7%	29.6%	23.8%	27.4%	19.2%
Feeling lonely	29.4%	17.3%	24.7%	12.9%	15.7%	53.3%
Enjoying doing things I usually like to do	3.0%	7.7%	25.8%	27.1%	36.4%	10.7%

Prortion of Students Reporting Emotional Distress High School

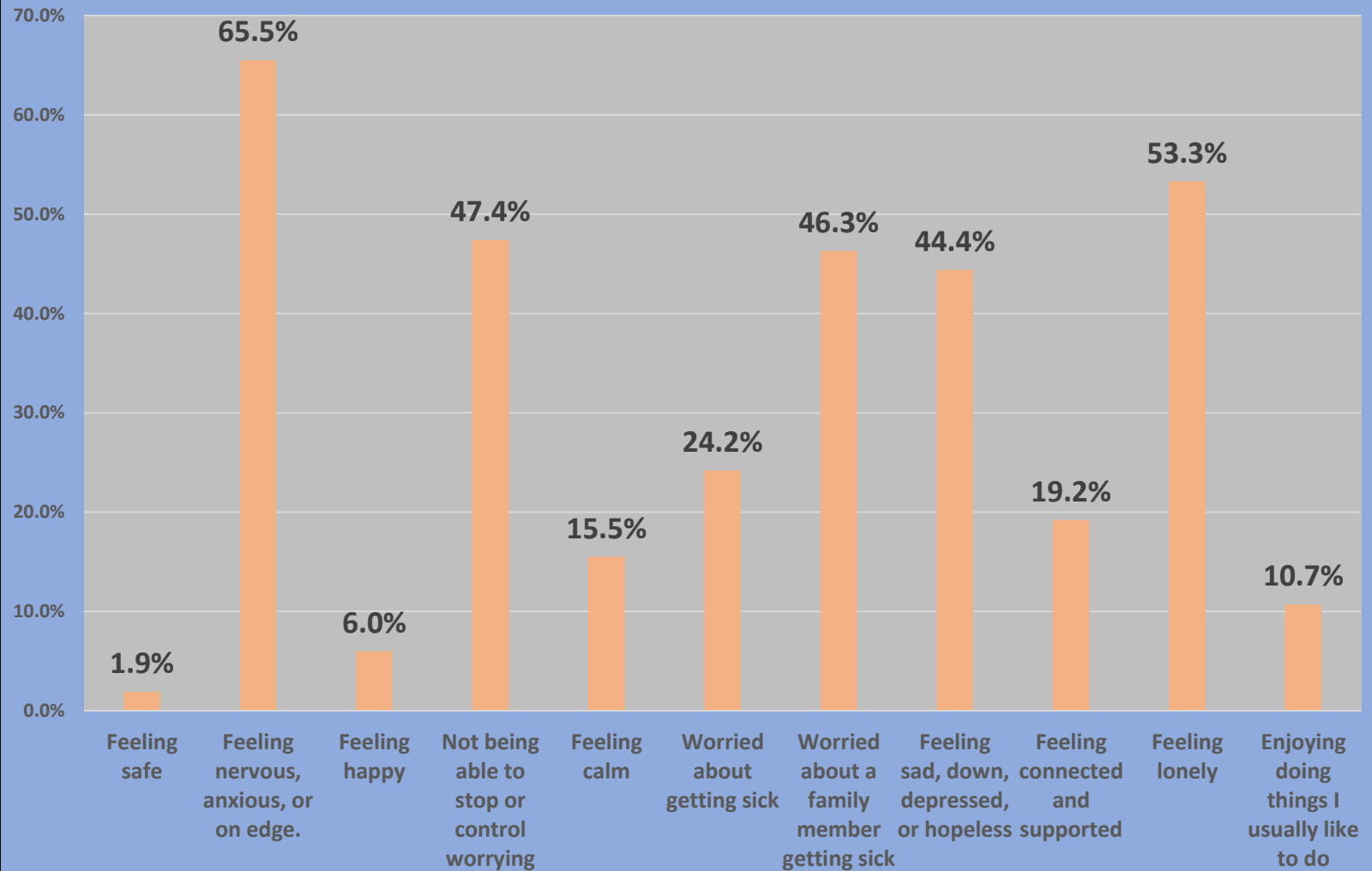


Table hs-8
Wayne County High School Students

What are the best things about learning/doing schoolwork from home? (Check all that apply)

	Yes	No
Being able to stay up late	56.1%	43.9%
Sleeping in	71.2%	28.8%
Lessons online	19.5%	80.5%
Eating while I do online work	55.6%	44.4%
Being home with family	38.3%	61.7%
More time to play	39.8%	60.2%

Table hs-9
Wayne County High School Students

What are the worst things about learning/doing schoolwork from home? (Check all that apply)

	Yes	No
Missing my teachers	53.1%	46.9%
Missing my friends	72.9%	27.1%
Missing school events (e.g., sports, prom, clubs, plays)	69.9%	30.1%
Missing going to the after-school program (21st Century, LEAP,)	14.3%	85.7%
Being home with my family	16.3%	83.7%
Doing lessons online	50.1%	49.9%

Table hs-10

Wayne County High School Students

Which best describes how you feel about going back to school?

Excited	Nervous	Happy	Sad	Scared	I don't care
40.0%	10.3%	21.9%	1.9%	1.6%	24.2%

Table hs-11

Wayne County High School Students

What could be the best things about going back to school? (Check all that apply)

	Yes	No
Seeing my teachers	50.1%	49.9%
Seeing my friends	68.9%	31.1%
School events (e.g., sports, clubs, plays, prom)	62.7%	37.3%
Going to the after-school program, (e.g., 21st Century, LEAP	10.8%	89.2%

Table hs-12

Wayne County High School Students

Which devices do you have at home to use for schoolwork or learning?

	Do not have it	Have it but I do not use it	Have it and I use it
Desktop Computer	48.4%	26.0%	25.7%
Laptop Computer	8.7%	10.3%	81.0%
iPad/Tablet	49.4%	30.8%	19.8%
Cell Phone	4.8%	18.8%	76.4%
Kindle (e-reader that is NOT a Tablet)	86.4%	10.3%	3.3%
Other device	73.5%	9.7%	16.8%

Open-ended/Write-in Responses -

Several survey questions allowed for students to enter “other” or write-in responses. These responses were coded into categories and tabulated. Students could enter more than one write-in response for most items. Many of the responses were like the multiple-choice items.

The first survey question with a write-in option asked about students’ perception of the best things about learning at home. Table oe-1 shows that among the youngest students (grades 4 and 5) and among middle school students (grades 6 to 8), the most common write-in responses were in the category of having more time for the things they enjoy. High school students most often mentioned working at a flexible pace and having a flexible schedule.

Table oe-1

What are the best things about learning/doing remote schoolwork from home?

Grades

	4th and 5th	6th to 8th	9th to 12th
Flexible Pace	1	5	22
Time for breaks	0	2	1
Flexible setting	1	3	2
Flexible schedule	2	6	22
Family	3	0	0
Going Outside	3	1	1
Employment/ Work	0	0	4
Time for things I enjoy	18	10	16
Peer Drama	2	7	5
Staying up late	2	0	0
Negatives	2	4	12
Other	4	7	11

Write-in responses to the survey question about the worst things about learning at home included lack of contact with peers, and decreased learning. Among middle and high school students, the most common write-in responses mentioned needing help from teachers.

Table oe-2

What are the worst things about learning/doing schoolwork from home?

Grades

	4th and 5th	6th to 8th	9th to 12th
Distractions (lack of focus, motivation)	1	1	7
Screen time	1	1	3
Decreased Learning	0	4	3
Missing school events including BOCES	2	1	3
Internet issues	0	0	1
Needing help from teachers	1	7	11
No separation of school and home	0	2	5
Feelings (stress/anxiety/depression/loneliness)	0	6	2
Peers	6	0	0
Family	0	2	2
Workload	1	3	2
Other	8	8	10

In addition to the multiple-choice options, when asked how they feel about returning to school a few younger students mentioned being excited or having mixed feelings. With the exception of non-returning 12th graders; 11 high school students said they did not want to return.

Table oe-3

Which best describes how you feel about going back to school?

Grades

	4th and 5th	6th to 8th	9th to 12th
Excited	5	6	1
Happy	1	2	3
Nervous	3	1	3
Scared	1	1	0
Unhappy	3	1	3
Mixed feelings	2	6	5
Don't want return	3	2	11
Unsure	2	0	2
Not returning	0	0	23
Other	3	2	2

The final question on the survey asked students for any other needs or important factors for returning to school. Many of the open-ended responses were similar to multiple choice options included in other survey items, (e.g., wanting to return to sporting events, wanting to see friends), but many students gave unique responses such mentioning specific teachers or other unique circumstances. High school students said they wanted things to return to normal and some hoped they could ease back in to school routines. Many students in all age groups expressed concern for adequate health and safety measures.

Table oe-4**Grades**

Finally, it is very important for us to understand what you will need when we return to school. Please tell us about anything you think is important to let us know.

	4th and 5th	6th to 8th	9th to 12th
Comments about masks	12	8	17
Cleanliness and Sanitizer	23	7	18
Feelings (stress/anxiety/depression/loneliness)	4	2	17
Easing Back In	3	16	26
Food	5	6	10
Flexible scheduling	0	5	3
Extra help/ review	12	14	26
Health and Safety	19	21	21
Friends/peers	29	26	31
Teachers	15	12	17
Community building	0	0	1
Overreacting about the virus	0	2	6
Sports/Events	3	14	40
Start times	0	2	0
Internet access	1	1	2
Not Returning	0	0	15
Return to Normal	2	7	30
Other	58	44	70

Comparison of Parent Perceptions to Student Reports-

In June 2020, Finger Lakes Community Schools conducted a *Parent Voice Survey* to assess parent attitudes related to their children’s experience with the COVID-19 school building closure and the shelter at home situation. A full report is available separately. Three crucial items from the Youth Voice Survey: (1) time spent in various activities, (2) negative impact on learning, and (3) social emotional distress, were included in the Parent Voice Survey. Parent responses were compared to results from the Youth Voice Survey to assess the extent to which parents shared their children’s perception of the COVID-19 experience. Data were extracted for parents reporting having one or more child in one of the schools from which a sample of Youth Voice Surveys were collected. Data were analyzed separately for young students (grades 4 to 8) and older students (grade 9 to 12).

Grades 4 through 8-

The first comparison is for perceived change in time spent on various activities during June of 2020 compared to the period immediately before school buildings were closed due to the COVID-19 pandemic. Table pc-1 shows that, compared to student reports, parents of students in grades four through 8 were less likely to perceive that their children had spent less time using social media, playing games online, and playing games not online. The proportion of students reporting they spent less time using social media was 3.4 times greater than the proportion perceived by parents (18.5% vs. 5.4%). Parents were more likely to report their child had spent less time on schoolwork (50.5% vs. 40.6%) and exercising (44.1% vs. 22.9%).

Table pc-1 Grades 4 to 8

Student spent less/much less time on these activities.	Parent Perception of Spent Less Time N=288	Student Report of Spent Less Time N=295	Ratio
School work	50.5%	40.6%	0.8
Socializing with friends (talking, texting, etc.)	71.8%	70.7%	1.0
Playing games NOT online	29.6%	34.5%	1.2
Playing games online	8.1%	19.4%	2.4
Using social media	5.4%	18.7%	3.4
Exercising (walking, running, playing a sport)	44.1%	22.9%	0.5

Table pc-2 shows the comparison between the proportions of parents of students in grades four through eight and youth who reported learning less/much less in each subject. Except for math, students were far less likely to say they were learning less or much less while at home compared

to being at school before the COVID-19 shutdown. This was especially true for foreign language and art.

Table pc-2 Grades 4 to 8

Learned less/much less in these subjects²	Parent Perception of Learning Deficit	Student Report Learning Deficit	Ratio
	N=288	N=295	
ELA	54.9%	40.6%	0.7
Math	59.3%	70.7%	1.2
Science	64.1%	34.5%	0.5
Social Studies/History	57.3%	19.4%	0.3
Foreign language	66.8%	18.7%	0.3
Art	70.8%	22.9%	0.3
Music	77.9%	48.7%	0.6
Physical Education	62.0%	41.6%	0.7
Technology	59.8%	48.7%	0.8

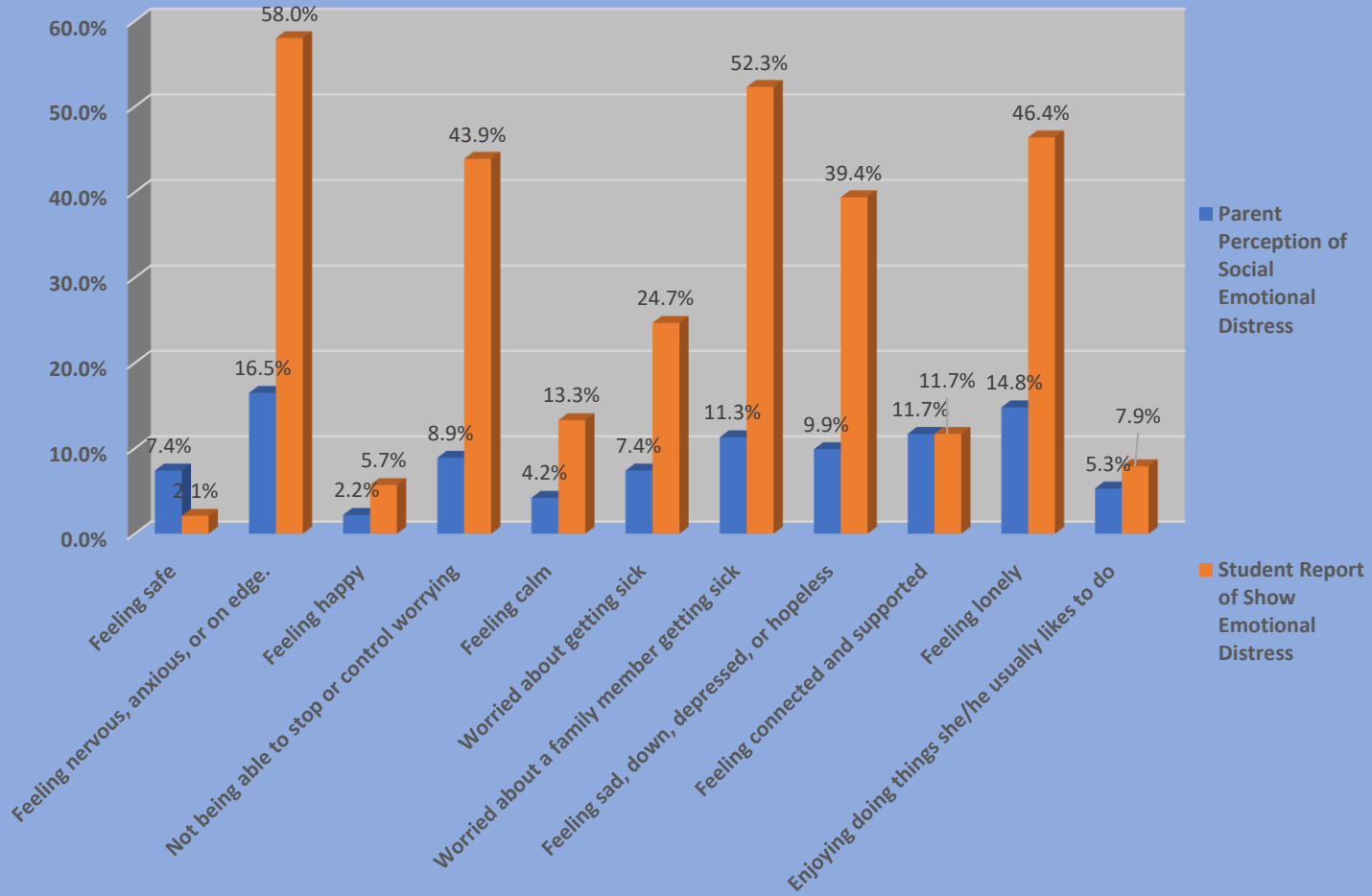
Table pc-3 shows comparisons between students’ reported social-emotional distress and parent perception of that distress. The proportion of students reporting distress was far greater than what parents perceived. Young people were five times (4.9) more likely to report not being able to stop or control worrying (43.9% vs. 8.9%). Parents also dramatically underestimated young people’s worrying about family members getting sick (4.6/ 52.3% vs. 11.3%), feeling sad, down, depressed, or hopeless (4.0), and feeling nervous, anxious, or on edge (3.5/ 58.0% vs.16.5%).

² Proportions are based only on students who are taking each subject.

Table pc-3 Grades 4 to 8

Social-emotional distress in the past two weeks.	Parent Perception of Social Emotional Distress	Student Report of Show Emotional Distress	Ratio
Feeling safe	7.4%	2.1%	0.3
Feeling nervous, anxious, or on edge.	16.5%	58.0%	3.5
Feeling happy	2.2%	5.7%	2.6
Not being able to stop or control worrying	8.9%	43.9%	4.9
Feeling calm	4.2%	13.3%	3.2
Worried about getting sick	7.4%	24.7%	3.3
Worried about a family member getting sick	11.3%	52.3%	4.6
Feeling sad, down, depressed, or hopeless	9.9%	39.4%	4.0
Feeling connected and supported	11.7%	11.7%	1.0
Feeling lonely	14.8%	46.4%	3.1
Enjoying doing things she/he usually likes to do	5.3%	7.9%	1.5

Comparison of Parent Perception and Student Reports of Emotional Distress Grades 4 - 8



Grades 9 through 12-

Table pc-4 shows that, compared to student reports, parents of students in grades nine through 12 were less likely to perceive their child had spent less time using social media, playing games online, and socializing with friends. The proportion of students reporting they spent less time using social media was 3.3 times greater than the proportion of parents (12.2% vs. 3.7%). Parents were slightly more likely to report their child had spent less time on schoolwork (56.3% vs. 53.4%) and exercising (41.7% vs. 31.9%).

Table pc-4

Student spent less/much less time on these activities.	Parent Perception of Spent Less Time	Student Report of Spent Less Time	Ratio
	N=243	N=399	
School work	56.3%	53.4%	0.9
Socializing with friends (talking, texting, etc.)	59.7%	66.2%	1.1
Playing games NOT online	33.9%	34.4%	1.0
Playing games online	10.3%	21.5%	2.1
Using social media	3.7%	12.2%	3.3
Exercising (walking, running, playing a sport)	41.7%	31.9%	0.8

Table pc-5 shows the comparison between the proportions of parents of students in grades nine through 12 and youth who reported learning less/much less in each subject. Students were less likely to say they were learning less or much less while at home compared to at school before the COVID-19 shutdown. This especially true for music.

Table pc-5

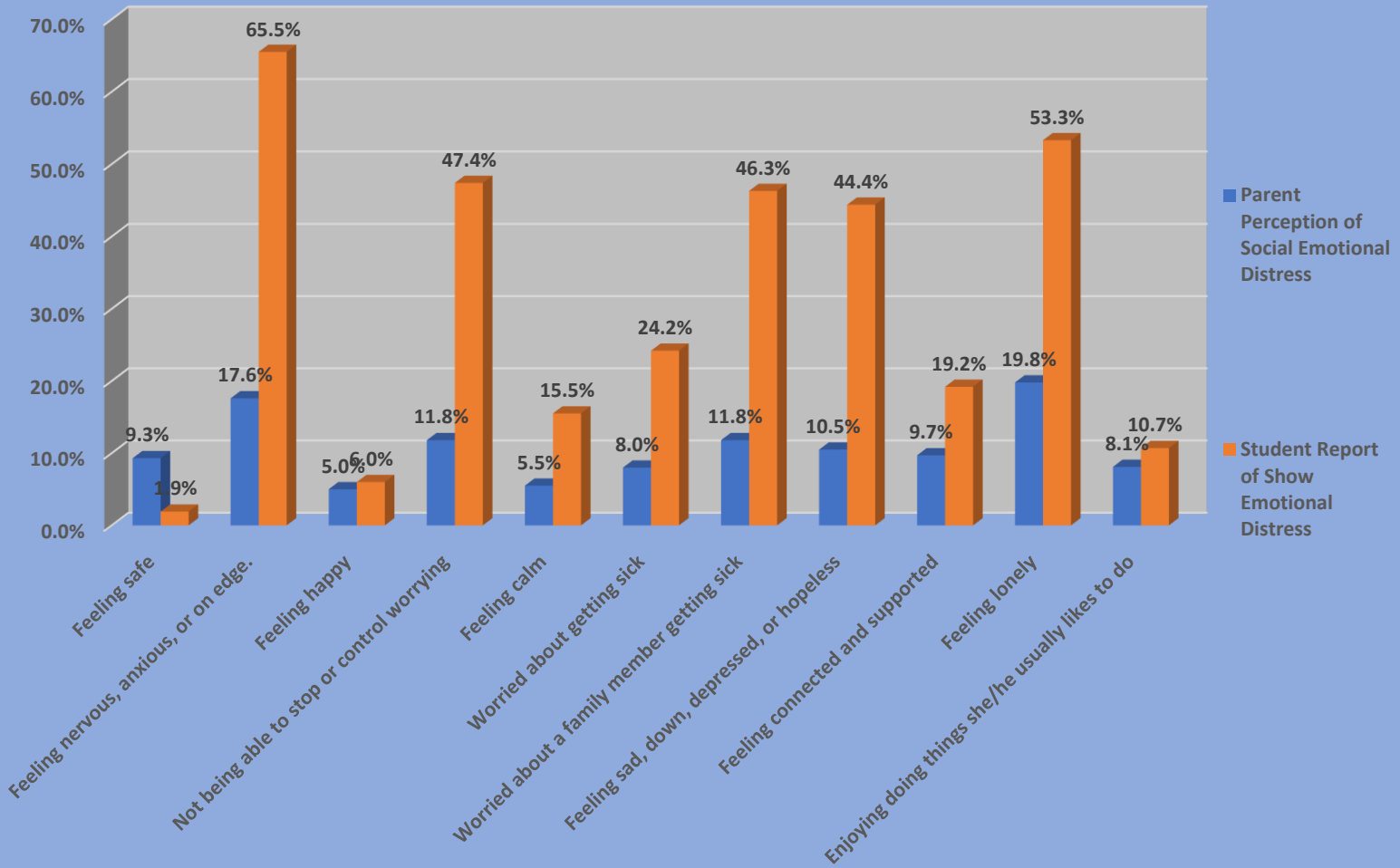
Learned less/much less in these subjects	Parent Perception of Learning Deficit	Student Report of Learning Deficit	Ratio
	N=243	N=399	
ELA	56.4%	44.8%	0.8
Math	60.0%	46.9%	0.8
Science	61.6%	44.5%	0.7
Social Studies/History	57.9%	40.7%	0.7
Foreign language	65.2%	50.2%	0.8
Art	67.3%	53.6%	0.8
Music	74.3%	46.3%	0.6
Physical Education	56.6%	46.8%	0.8
Technology	63.4%	48.7%	0.8

Table pc-6 shows comparisons for students' reported social-emotional distress and parent perception of that distress. Student reports of distress were far greater than what parents perceived. Young people were 4.2 times more likely to report feeling sad, down, depressed, or hopeless (44.4% vs. 10.5%) and 4.0 times more likely to report not being able to stop or control worrying (47.4% vs. 11.8%). Parents also dramatically underestimated young people's worrying about family members getting sick (3.9/ 46.3% vs. 11.8%), and feeling nervous, anxious, or on edge (3.7/ 65.5% vs.17.6%).

Table pc-6

Social-emotional distress in the past two weeks.	Parent Perception of Social Emotional Distress N=243	Student Report of Social Emotional Distress N=399	Ratio
Feeling safe	9.3%	1.9%	0.2
Feeling nervous, anxious, or on edge.	17.6%	65.5%	3.7
Feeling happy	5.0%	6.0%	1.2
Not being able to stop or control worrying	11.8%	47.4%	4.0
Feeling calm	5.5%	15.5%	2.8
Worried about getting sick	8.0%	24.2%	3.0
Worried about a family member getting sick	11.8%	46.3%	3.9
Feeling sad, down, depressed, or hopeless	10.5%	44.4%	4.2
Feeling connected and supported	9.7%	19.2%	2.0
Feeling lonely	19.8%	53.3%	2.7
Enjoying doing things she/he usually likes to do	8.1%	10.7%	1.3

Comparison of Parent Perception and Student Reports of Emotional Distress Grades 9 - 12



Comparison to 2019 Evalumetrics Youth Survey (EYS) –

The Evalumetrics Youth Survey (EYS) is conducted with 6th, 8th, 10th, and 12th grade students in all schools in Wayne County every odd-numbered year. The EYS measures multiple individual characteristics and factors that have been shown to mitigate the social-emotional impact of traumatic events. These mitigating factors include attachment to school, attachment to family, self-regulation, and competency, (e.g., self-efficacy). Items from the EYS were included in the Youth Voice Survey (YVS) in order to assess the relationship between these protective factors and level of distress.

An initial analysis was completed to determine any differences between 2019 EYS responses and 2020 Youth Voice Survey responses. The following tables are based on responses for students who are in the same cohort, that is, in the same grade levels and from the same schools and had adequate sample size in the YVS.

Middle School Results-

Table ec-1 shows the response frequencies for items related to attachment to family. In general, there is consistency between student reports of feeling attached to their family per the Youth Voice Survey and the matching population responses in the 2019 EYS.

Table ec-1 Wayne County Middle School Students	YVS N=208	EYS 2019 N=852
Do you agree with the following statements? NO means you strongly disagree; no means you sort of disagree; yes means you sort of agree; YES means you strongly agree	Show Attachment to Family	Show Attachment to Family
I feel very close to the adults in my family (mother/father/stepparent/grandparent etc.)?	89.7%	85.2%
I share my thoughts and feelings with adults in my family (mother/father/stepparent/grandparent etc.)?	67.7%	66.7%
I enjoy spending time with adults in my family (mother/father/stepparent/grandparent etc.)?	91.1%	86.9%
If I had a personal problem, I could ask an adult in my family (mother/father/step parent/grandparent etc.) for help	83.6%	79.3%

Table ec-2 shows that students were more attached to school in June 2020, while learning through virtual classrooms, than they were in 2019 when they completed the EYS.

Table ec-2
Wayne County Middle School Students

Now thinking back over the past year in school, before your school building was closed, how often did you:

I enjoyed being in school

I hated being in school

I tried to do my best work in school

	YVS N=208	EYS 2019 N=852
Show Attachment to School		Show Attachment to School
	60.3%	50.3%
	76.6%	47.8%
	91.1%	86.6%

In terms of self-regulation, table ec-3 shows that results for the Youth Voice Survey and the EYS were similar with slightly more students reporting self-regulation at the time of the YVS. Students in the YVS were more likely to say they can solve problems and less likely to believe most things happen because of luck, both indicators of self-efficacy.

Table ec-3
Wayne County Middle School Students

Do you agree with the following statements?
 NO means you strongly disagree; no means you sort of disagree; yes means you sort of agree; YES means you strongly agree

It is important to think before you act.:

I have to have everything I want right away

I often do things without thinking about what will happen.

I often switch from activity to activity rather than sticking to one thing at a time

I can solve most problems if I really try.

Most things happen to me because I am lucky.

I can control my own life.

	YVS N=208	EYS 2019 N=852
Show Self-regulation		Show Self-regulation
	97.2%	92.2%
	88.2%	84.7%
	51.1%	52.0%
	35.2%	52.5%
	91.1%	84.5%
	88.9%	81.7%
	74.3%	74.2%

High School Results –

Table ec-4 shows that high school students’ responses to family attachment items were virtually identical in the 2019 EYS and the 2020 YVS.

Wayne County High School Students Table ec-4	YVS N=399	EYS 2019 N=642
Do you agree with the following statements? NO means you strongly disagree; no means you sort of disagree; yes means you sort of agree; YES means you strongly agree	Show Attachment to Family	Show Attachment to Family
I feel very close to the adults in my family (mother/father/stepparent/grandparent etc.)?	81.9%	80.9%
I share my thoughts and feelings with adults in my family (mother/father/stepparent/grandparent etc.)?	61.5%	62.5%
I enjoy spending time with adults in my family (mother/father/stepparent/grandparent etc.)?	82.9%	83.9%
If I had a personal problem, I could ask an adult in my family (mother/father/stepparent/grandparent etc.) for help	77.0%	75.1%

Table ec-5 shows that high school students expressed far more attachment to school in the 2020 YVS compared to the 2019 EYS.

Wayne County High School Students Table ec-5	YVS N=399	EYS 2019 N=642
Now thinking back over the past year in school, before your school building was closed, how often did you:	Show Attachment to School	Show Attachment to School
I enjoyed being in school	57.9%	44.5%
I hated being in school	76.1%	39.9%
I tried to do my best work in school	83.6%	79.8%

Table ec-6 indicates that high school students were more likely to report self-regulation in the YVS compared to the 2019 EYS. The same is true for the self-efficacy items.

Wayne County High School Students
Table ec-6

YVS
N=399

EYS 2019
N=642

Do you agree with the following statements?
NO means you strongly disagree; no means
you sort of disagree; yes means you sort of
agree; YES means you strongly agree

	Show Self-regulation	Show Self-regulation
It is important to think before you act.:	98.1%	91.9%
I have to have everything I want right away	85.8%	78.4%
I often do things without thinking about what will happen.	62.6%	56.9%
I often switch from activity to activity rather than sticking to one thing at a time	43.9%	52.2%
I can solve most problems if I really try.	95.3%	87.4%
Most things happen to me because I am lucky.	85.7%	68.6%
I can control my own life.	80.5%	74.3%

Disparity –

The regional sample included 264 elementary/middle school (grades 4 to 8) who identified their race as other than white. Analysis was conducted to determine the extent to which non-white students were impacted by the COVID-19 shutdown. Non-white elementary/middle school students showed minimal differences in impact on time spent on activities except that non-white students were 1.48 times more likely to report spending less time playing games online compared to the time before the shutdown. There was minimal disparity in any of the other measures. Among males, non-white students were nearly twice as likely (1.9) to report spending less time playing games and were more likely to report less time using social media, exercising, and playing games not online. Non-white males, compared to white males, were nearly four times more likely to report not feeling happy; were twice as likely (2.05) to not feel safe and were twice as likely (1.96) to report not feeling calm.

Comparisons of white and non-white high school students indicated that non-white students were 1.34 times more likely to report spending less time playing games online. Among males, non-whites were 1.76 times more likely to report spending less time playing games online however, there were no other significant differences between white and non-white high school males' reported impact from the COVID-19 shutdown.

Grades 4 through 8

Non-white Total N=264 **White Total N=1,225** **Non-White Males N=85** **White Males N=540**

Think about your activities before your school building closed and compare it to your activities while the school building has been closed. Compared to before your school building closed, how long have you spent/are spending on each of the following since your school building closed?

School work
 Socializing with friends (talking, texting, etc.)
 Playing games NOT online
 Playing games online
 Using social media:
 Exercising (walking, running, playing a sport)

	Spent Less Time	Spent Less Time	Disparity	Spent Less Time	Spent Less Time	Disparity
School work	47.5%	50.4%	0.94	49.4%	51.9%	0.95
Socializing with friends (talking, texting, etc.)	54.0%	56.7%	0.95	57.0%	58.5%	0.97
Playing games NOT online	32.1%	28.4%	1.13	32.1%	26.9%	1.20
Playing games online	26.4%	17.9%	1.48	30.1%	15.8%	1.90
Using social media:	23.6%	20.1%	1.17	27.7%	21.9%	1.26
Exercising (walking, running, playing a sport)	20.1%	22.9%	0.88	28.1%	22.5%	1.25

Grades 4 through 8

Think about your learning before your school building closed and compare it to your learning while the school building has been closed. Compared to before your school building closed, how much do you think you are learning in each of the following subjects?

	Non-white Total	White Total		Non-White Males	White Males	
	Negative Impact on Learning	Negative Impact on Learning	Disparity	Negative Impact on Learning	Negative Impact on Learning	Disparity
ELA	39.8%	40.9%	0.97	40.7%	43.2%	0.94
Math	38.4%	35.0%	1.10	37.2%	35.3%	1.05
Science	41.4%	43.3%	0.96	46.5%	43.2%	1.08
Social Studies/History	35.0%	37.2%	0.94	32.6%	39.1%	0.83
Foreign language:	30.9%	33.6%	0.92	32.6%	36.3%	0.90
Art	34.8%	36.7%	0.95	43.0%	39.0%	1.10
Music	35.1%	42.7%	0.82	40.7%	43.9%	0.93
Physical Education	37.2%	46.0%	0.81	37.2%	43.6%	0.85
Technology	30.0%	31.9%	0.94	29.4%	32.3%	0.91

Grades 4 through 8

	Non-white Total	White Total		Non-White Males	White Males	
Do you agree with the following statements? NO means you strongly disagree; no means you sort of disagree; yes means you sort of agree; YES means you strongly agree	Show Attachment to Family	Show Attachment to Family	Disparity	Show Attachment to Family	Show Attachment to Family	Disparity
I feel very close to the adults in my family (mother/father/stepparent/grandparent etc.)?	86.7%	91.8%	0.94	95.2%	94.7%	1.01
I share my thoughts and feelings with adults in my family (mother/father/stepparent/grandparent etc.)?	60.8%	70.2%	0.87	67.5%	72.7%	0.93
I enjoy spending time with adults in my family (mother/father/step parent/grandparent etc.)?	88.6%	91.4%	0.97	89.2%	92.9%	0.96
If I had a personal problem, I could ask an adult in my family (mother/father/stepparent/grandparent etc.) for help	76.5%	86.9%	0.88	79.5%	87.2%	0.91

Grades 4 through 8

	Non-white Total	White Total	Disparity	Non-White Males	White Males	Disparity
Now thinking back over the past year in school, before your school building was closed, how often did you:	Show Attachment to School	Show Attachment to School		Show Attachment to School	Show Attachment to School	Show Attachment to School
I enjoyed being in school	64.5%	65.0%	1.0	65.4%	59.3%	124.8%
I hated being in school	86.4%	83.3%	1.0	88.8%	79.1%	169.7%
I tried to do my best work in school	91.6%	92.0%	1.0	88.9%	92.3%	181.2%

Grades 4 through 8

	Non-white Total	White Total	Disparity	Non-White Males	White Males	Disparity
Do you agree with the following statements? NO means you strongly disagree; no means you sort of disagree; yes means you sort of agree; YES means you strongly agree	Show Self-regulation	Show Self-regulation		Show Self-regulation	Show Self-regulation	Disparity
It is important to think before you act.:	97.6%	98.0%	1.00	97.6%	97.6%	1.00
I have to have everything I want right away	84.3%	90.5%	0.93	78.3%	89.3%	0.88
I often do things without thinking about what will happen.	46.3%	54.2%	0.85	39.8%	53.0%	0.75
I often switch from activity to activity rather than sticking to one thing at a time	39.8%	44.2%	0.90	39.8%	45.3%	0.88
I can solve most problems if I really try.	92.5%	91.2%	1.01	95.1%	92.3%	1.03
Most things happen to me because I am lucky.	79.1%	86.1%	0.92	70.7%	86.0%	0.82
I can control my own life.	73.2%	78.0%	0.94	73.5%	83.4%	0.88

Grades 4 through 8

	Non-white Total	White Total		Non-White Males	White Males	
Over the past two (2) weeks, approximately how often have you had the following feelings?	Show Emotional Distress	Show Emotional Distress	Disparity	Show Emotional Distress	Show Emotional Distress	Disparity
Feeling safe	1.9%	3.5%	0.53	3.6%	1.8%	2.05
Feeling nervous, anxious, or on edge.	60.9%	58.3%	1.04	49.4%	55.4%	0.89
Feeling happy	3.2%	6.6%	0.48	10.8%	2.8%	3.91
Not being able to stop or control worrying	44.2%	45.7%	0.97	42.7%	39.1%	1.09
Feeling calm	5.8%	9.4%	0.62	10.8%	5.5%	1.96
Worried about getting sick	36.6%	35.2%	1.04	32.5%	29.5%	1.10
Worried about a family member getting sick	53.3%	53.7%	0.99	51.8%	46.9%	1.11
Feeling sad, down, depressed, or hopeless	45.6%	47.2%	0.97	36.6%	38.7%	0.95
Feeling connected and supported	5.8%	9.0%	0.64	8.4%	6.1%	1.38
Feeling lonely	47.5%	49.4%	0.96	42.7%	43.7%	0.98
Enjoying doing things I usually like to do	4.1%	8.2%	0.49	3.7%	3.0%	1.24

Grades 9 through 12

Non- white Total N=187	White Total N=1,087	Non- White Males N=65	White Males N=393
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Think about your activities before your school building closed and compare it to your activities while the school building has been closed. Compared to before your school building closed, how long have you spent/are spending on each of the following since your school building closed?

	Spent Less Time	Spent Less Time	Disparity	Spent Less Time	Spent Less Time	Disparity
School work	54.3%	57.2%	0.95	50.8%	61.6%	0.82
Socializing with friends (talking, texting, etc.)	57.9%	54.2%	1.07	52.3%	56.6%	0.92
Playing games NOT on line	28.6%	26.7%	1.07	30.2%	26.2%	1.15
Playing games on line	19.6%	14.6%	1.34	21.9%	12.4%	1.76
Using social media:	17.9%	15.6%	1.15	21.0%	18.8%	1.12
Exercising (walking, running, playing a sport)	29.3%	35.6%	0.82	31.1%	29.6%	1.05

Grades 9 through 12

Non-white Total N=187 **White Total N=1,087** **Non-White Males N=65** **White Males N=393**

Think about your learning before your school building closed and compare it to your learning while the school building has been closed. Compared to before your school building closed, how much do you think you are learning in each of the following subjects?

	Negative Impact on Learning	Negative Impact on Learning	Disparity	Negative Impact on Learning	Negative Impact on Learning	Disparity
ELA	49.7%	49.1%	1.01	50.8%	53.5%	0.95
Math	37.8%	44.0%	0.86	51.6%	46.8%	1.10
Science	41.9%	47.2%	0.89	48.4%	50.1%	0.97
Social Studies/History	40.3%	44.1%	0.91	46.9%	47.8%	0.98
Foreign language:	34.1%	37.2%	0.92	37.5%	39.7%	0.94
Art	27.0%	29.5%	0.91	29.7%	31.3%	0.95
Music	32.1%	35.9%	0.89	32.8%	37.4%	0.88
Physical Education	48.4%	49.0%	0.99	50.0%	49.2%	1.02
Technology	24.3%	23.1%	1.05	28.1%	32.9%	0.85

Grades 9 through 12

Non-white Total N=187 **White Total N=1,087** **Non-White Males N=65** **White Males N=393**

Do you agree with the following statements? NO means you strongly disagree; no means you sort of disagree; yes means you sort of agree; YES means you strongly agree

I feel very close to the adults in my family (mother/father/step parent/grand parent etc.)?

I share my thoughts and feelings with adults in my family (mother/father/step parent/grand parent etc.)?

I enjoy spending time with adults in my family (mother/father/step parent/grand parent etc.)?

If I had a personal problem, I could ask an adult in my family (mother/father/step parent/grand parent etc.) for help

Show Attachment to Family	Show Attachment to Family	Disparity	Show Attachment to Family	Show Attachment to Family	Disparity
78.7%	83.2%	0.95	81.1%	85.6%	0.95
53.0%	61.3%	0.86	58.5%	59.8%	0.98
82.3%	83.4%	0.99	83.0%	85.3%	0.97
69.4%	80.7%	0.86	79.2%	82.6%	0.96

Grades 9 through 12

	Non-white Total N=187	White Total N=1,087	Disparity	Non-White Males N=65	White Males N=393	Disparity
Now thinking back over the past year in school, before your school building was closed, how often did you:	Show Attachment to School	Show Attachment to School		Show Attachment to School	Show Attachment to School	
I enjoyed being in school	46.5%	58.2%	0.80	51.9%	58.0%	0.90
I hated being in school	79.5%	78.9%	1.01	79.2%	78.9%	1.00
I tried to do my best work in school	81.9%	87.3%	0.94	76.9%	82.7%	0.93

Grades 9 through 12

	Non-white Total N=187	White Total N=1,087	Disparity	Non-White Males N=65	White Males N=393	Disparity
Do you agree with the following statements? NO means you strongly disagree; no means you sort of disagree; yes means you sort of agree; YES means you strongly agree	Show Self-regulation	Show Self-regulation		Show Self-regulation	Show Self-regulation	
It is important to think before you act.:	96.3%	98.3%	0.98	96.2%	97.6%	0.99
I have to have everything I want right away	86.6%	88.8%	0.98	84.9%	87.7%	0.97
I often do things without thinking about what will happen.	57.7%	63.3%	0.91	52.8%	60.1%	0.88
I often switch from activity to activity rather than sticking to one thing at a time	42.1%	44.1%	0.95	43.4%	43.7%	0.99
I can solve most problems if I really try.	93.3%	94.4%	0.99	94.3%	94.9%	0.99
Most things happen to me because I am lucky.	80.6%	84.1%	0.96	79.6%	83.3%	0.96
I can control my own life.	73.3%	77.4%	0.95	79.6%	81.5%	0.98

Grades 4 through 8

	Non-white Total	White Total		Non-White Males	White Males	
Over the past two (2) weeks, approximately how often have you had the following feelings?	Show Emotional Distress	Show Emotional Distress	Disparity	Show Emotional Distress	Show Emotional Distress	Disparity
Feeling safe	1.2%	1.9%	0.64	0.0%	2.7%	0.00
Feeling nervous, anxious, or on edge.	66.5%	69.0%	0.96	55.6%	61.5%	0.90
Feeling happy	4.9%	4.7%	1.05	0.0%	4.8%	0.00
Not being able to stop or control worrying	57.9%	57.5%	1.01	46.3%	45.0%	1.03
Feeling calm	6.7%	7.8%	0.86	0.0%	6.2%	0.00
Worried about getting sick	36.6%	34.4%	1.06	27.8%	25.6%	1.08
Worried about a family member getting sick	61.6%	54.6%	1.13	55.6%	48.8%	1.14
Feeling sad, down, depressed, or hopeless	59.1%	52.6%	1.12	42.6%	41.6%	1.02
Feeling connected and supported	11.0%	9.6%	1.14	11.1%	9.9%	1.12
Feeling lonely	53.0%	56.8%	0.93	33.3%	49.2%	0.68
Enjoying doing things I usually like to do	4.9%	6.0%	0.81	0.0%	5.7%	0.00

ARCH Mitigating Factors for Social Emotional Distress (SED)

Youth Voice Survey (YVS) data were analyzed to determine the relationship between social-emotional distress (SED) and elements of the ARCH model. ARCH stands for **A**ttachment, **R**egulation, **C**ompetency, and **H**ealth. Multiple items on the YVS were drawn from the Evalumetrics Youth Survey and were combined to form scales for attachment to family, attachment to school, self-regulation, and competence/self-efficacy. Scale scores were converted to statistical standard scores (z scores) by subtracting the population mean and dividing by the population standard deviation based on the full regional YVS response. Separate statistical parameters were calculated for young students (grade 4 to 8) and for older students (grade 9 to 12). Similarly, population parameters were used to standardize a social-emotional distress scale consisting of the 11 YVS items related to social emotional status. Students with a z-score of 1.0 or more were defined as having the protective level of each scale while those with a z-score of -1.00 or less were defined as being at the risk level for lack of the protective factor. Students with a z-score of 1.00 or greater were considered to have high social-emotional distress.

Table ac-1 shows that young students (grade 4 to 8) with high levels of attachment to family were 3.62 times less likely to show high SED (3.1% vs. 11.4%). Students with high self-regulation were 2.18 times less likely to show SED (5.0% vs. 10.9%). Attachment to school and self-efficacy were also related to lower likelihood of SED.

Table ac-1

	Middle School		Ratio
	Sig. Protective	Low Protective	
Attachment to Family	3.1%	11.4%	3.62
Attachment to School	6.8%	10.8%	1.59
Self-Regulation	5.0%	10.9%	2.18
Self-efficacy	6.5%	10.9%	1.66

Table ac-2 shows that low levels of attachment are related to greater social-emotional distress. Young students with low levels of attachment to family, (i.e., risk level), are nearly four times (3.97) more likely to have high social-emotional distress scores. Students with low self-efficacy were more than twice as likely (2.07) to have high SED. Lack of attachment to school and low self-regulation also were related to high SED.

Table ac-2

Middle School High Social Emotional Distress

Scored at Risk Level	Sig. Risk	Low Risk	Ratio
Attachment to Family	26.9%	6.8%	3.97
Attachment to School	13.2%	8.9%	1.48
Self-Regulation	13.8%	8.5%	1.63
Self-efficacy	15.7%	7.6%	2.07

The pattern was similar for high school students. Table ac-3 shows that high school students with high levels of attachment to family were 3.50 times less likely to have high SED scores (5.0% vs. 17.4%). Students with high levels of self-efficacy were more than twice (2.09) as likely to have low SED (8.3% vs. 17.4%).

Table ac-3

High School High Social Emotional Distress

Scored at Protective Level	Sig. Protective	Low Protective	Ratio
Attachment to Family	5.0%	17.4%	3.50
Attachment to School	14.5%	15.7%	1.08
Self-Regulation	11.1%	16.7%	1.50
Self-efficacy	8.3%	17.4%	2.09

Table ac-4 shows that high school students with low levels of attachment to family, (i.e., risk level), were more than three times (3.09) more likely to have high SED. Students with low levels of self-efficacy were 1.74 times more likely to have high SED.

Table ac-4

High School High Social Emotional Distress

Scored at Risk Level	Sig. Risk	Low Risk	Ratio
Attachment to Family	32.2%	10.4%	3.09
Attachment to School	17.0%	15.0%	1.14
Self-Regulation	16.7%	15.1%	1.11
Self-efficacy	22.6%	13.0%	1.74