

RESEARCH GUIDE

# “ In Their Own Words: Young People Describe the Impact of COVID-19 ”



Fall 2020

Community Center for Education Results

# ABOUT THE ROAD MAP PROJECT

The Road Map Project is a collective impact initiative that began in 2010 to improve student achievement from cradle through college and career in seven King County, Washington school districts: Auburn, Federal Way, Highline, Kent, Renton, (South) Seattle, and Tukwila. Together, this region serves more than 90 percent of the county's high-poverty schools and has more than 127,000 K12 students, of whom 72 percent are of color, 55 percent are low-income, and 22 percent are English-language learners.

Through multisector collaboration with hundreds of partners, the Road Map Project aims to increase equitable policies and practices in education systems by 2020 and for 70 percent of its region's youth to earn a college degree or career credential by 2030.

## ABOUT THE CCER DATA AND RESEARCH TEAM

The Community Center for Education Results (CCER) is a nonprofit created to staff and support the Road Map Project. The CCER data and research team developed and maintains a pre-kindergarten through college data warehouse that integrates several years of information across the region to support continuous improvement. The team uses various data science and research methods to develop reporting tools and papers—driven by the recommendations, experiences, and perspectives of the region's most-impacted communities.



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@RoadMapProject

## SUGGESTED CITATION

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SURVEY DEVELOPMENT

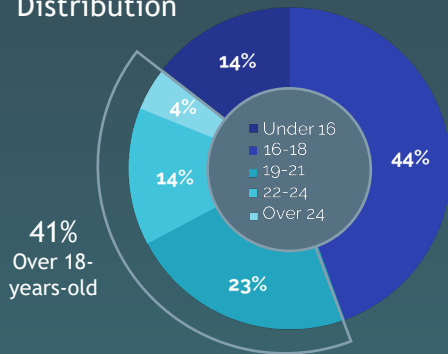
The Opportunity Youth Impacts of COVID-19 survey was developed by youth for youth, focusing on questions young people wanted to ask their peers. The goals were to uplift a set of recommendations for action. This research guide is intended to make this youth survey instrument and methodology publicly available and accessible for youth serving organizations and schools.

The survey closed on May 31, 2020 and received 215 responses. The sample was 82% people of color (28% Latinx, 17% Black or African American, 20% Asian or Asian American, 11% Multiracial, 5% Pacific Islander, 1% Native American/Alaskan Native), and 63% identified as female. Majority of responses were from Tukwila, South Seattle, SeaTac, Federal Way, and Burien. Forty-two percent of respondents

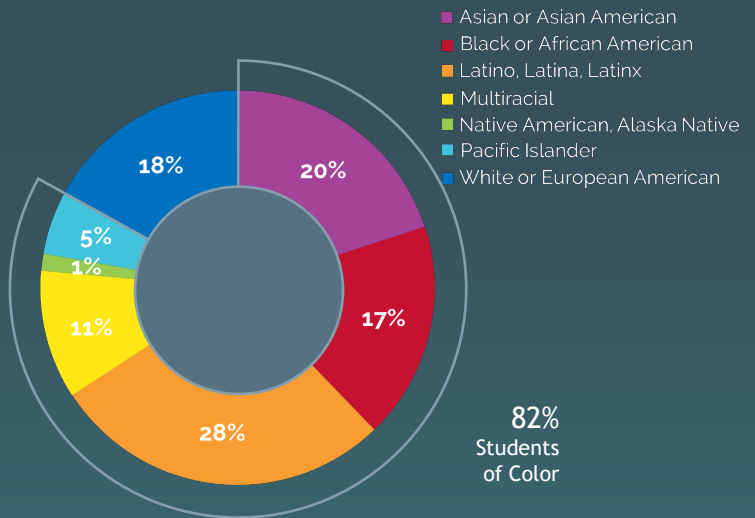
were enrolled in comprehensive high schools, and 23% were enrolled in college. The remaining 35% were enrolled in alternative or reengagement schools or were out of school. The survey was administered through SurveyMonkey in English and Spanish. Many questions were open-ended so that young people could express their unique experiences in their own words. The findings summarized in the [full report](#) are based on descriptive analyses of survey responses, including qualitative coding, as well as follow up conversations with young people as we shared the findings with different groups of stakeholders over the course of the summer and collectively made meaning of the results.

DEMOGRAPHICS (N = 215)

Youth Age Distribution

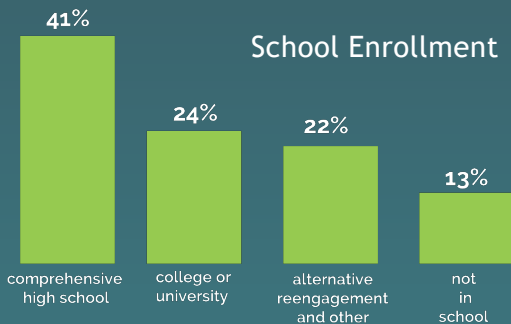


Race and Ethnicity

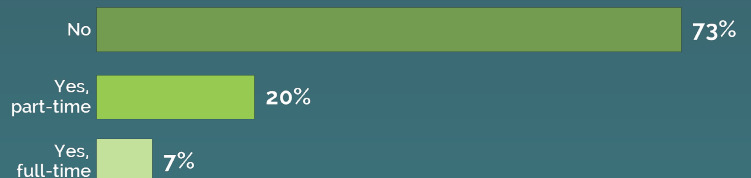


- Asian or Asian American
- Black or African American
- Latino, Latina, Latinx
- Multiracial
- Native American, Alaska Native
- Pacific Islander
- White or European American

School Enrollment



Employment Status



# OPPORTUNITY YOUTH IMPACTS OF COVID-19 SURVEY | ENGLISH

Question	Response Options	
1 How has COVID19 affected these aspects of your life? <b>Rate each item from 1= Very Negatively to 5= Very Positively</b>	<input type="checkbox"/> Access to basic needs (e.g., food, housing) <input type="checkbox"/> Connection to cultural or religious community <input type="checkbox"/> Relationships with people close to you <input type="checkbox"/> Family living in another country <input type="checkbox"/> Overall physical health	<input type="checkbox"/> Mental health <input type="checkbox"/> Diet <input type="checkbox"/> Education <input type="checkbox"/> Employment <input type="checkbox"/> Other (please specify)
2 What resources or support do you wish you had right now?		
3 How are you managing stress during this time (check all that apply)?	<input type="checkbox"/> TV/streaming (e.g., Netflix, Hulu) <input type="checkbox"/> Talking to a counselor or therapist <input type="checkbox"/> Helping others in my community <input type="checkbox"/> Meditation, mindfulness or yoga <input type="checkbox"/> Physical exercise <input type="checkbox"/> Connecting with friends and family via social media, phone, text, zoom	<input type="checkbox"/> Reading <input type="checkbox"/> Playing video games <input type="checkbox"/> Learning something new <input type="checkbox"/> Making art or other creative outlets
4 What are the main ways youth are staying socially connected with each other during this time?	<input type="checkbox"/> Social media (e.g., TikTok, SnapChat, Instagram, Facebook) <input type="checkbox"/> Texting <input type="checkbox"/> Email	<input type="checkbox"/> Phone calls, facetime <input type="checkbox"/> Zoom or other virtual meeting apps <input type="checkbox"/> Other (please specify)
5 Which social media platform do you use most these days?	<input type="checkbox"/> TikTok <input type="checkbox"/> Snapchat <input type="checkbox"/> Instagram	<input type="checkbox"/> Facebook <input type="checkbox"/> Other (please specify) <input type="checkbox"/> I don't use social media
6 Do you have reliable internet access?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7 What types of technology do you have access to?	<input type="checkbox"/> Desktop or laptop computer <input type="checkbox"/> Tablet (e.g., Chromebook, iPad)	<input type="checkbox"/> Smart phone <input type="checkbox"/> Other (please specify)
8 Are you currently...	<input type="checkbox"/> Not enrolled in school <input type="checkbox"/> A student in a traditional or comprehensive high school <input type="checkbox"/> A student in an alternative or reengagement high school	<input type="checkbox"/> A student at a college/university <input type="checkbox"/> A student at another type of school (please specify)
9 Are you currently employed?	<input type="checkbox"/> Yes, part time <input type="checkbox"/> Yes, full time <input type="checkbox"/> No	
10 If you have been participating in online learning during the pandemic, how useful has that experience been?	<input type="checkbox"/> Very Useful <input type="checkbox"/> Somewhat Useful <input type="checkbox"/> Slightly Useful	<input type="checkbox"/> Not So Useful <input type="checkbox"/> Not Useful at All <input type="checkbox"/> N/A - I am not participating in online learning
11 How did they explore these options with you and what made this helpful or not helpful?	<input type="checkbox"/> Very Supportive <input type="checkbox"/> Somewhat Supportive <input type="checkbox"/> Supportive <input type="checkbox"/> Slightly Supportive	<input type="checkbox"/> Not Very Supportive <input type="checkbox"/> Not Supportive at All <input type="checkbox"/> I am not currently in school
12 Sometimes during a crisis some institutions find new ways of working that are better for everyone. What are your hopes for how schools can be different in the future?		
13 Have your long-term personal or professional goals changed since being impacted by the pandemic? (Yes/No) If yes, please tell us how		
14 What is one thing you look forward to doing after quarantine is over?		
15 How old are you?	<input type="checkbox"/> 16-18 <input type="checkbox"/> 19-21	<input type="checkbox"/> 22-24 <input type="checkbox"/> Over 24
16 What is your racial or ethnic identification (mark all that apply)?	<input type="checkbox"/> Asian or Asian American <input type="checkbox"/> Black or African American <input type="checkbox"/> Latino, Latina, Latinx <input type="checkbox"/> Multiracial	<input type="checkbox"/> Native American, Alaska Native or Indigenous <input type="checkbox"/> Pacific Islander <input type="checkbox"/> White or European American <input type="checkbox"/> Something else fits better -----
17 What is your gender identity?	<input type="checkbox"/> Female (cisgender) <input type="checkbox"/> Male (cisgender) <input type="checkbox"/> Female (transgender)	<input type="checkbox"/> Male (transgender) <input type="checkbox"/> Nonbinary <input type="checkbox"/> Something else fits better (please specify)

Question	Response Options	
1 ¿Cómo te ha afectado esto del COVID-19 en los siguientes aspectos de tú vida? (1 = Muy negativamente; 5 = Muy positivamente)	<input type="checkbox"/> Acceso a necesidades básicas (comida, vivienda, medicamentos, etc.) <input type="checkbox"/> Conexión con mi comunidad cultural o religiosa <input type="checkbox"/> Relacionarme con personas cercanas a mí <input type="checkbox"/> Con mis familiares que viven en otro país <input type="checkbox"/> Salud física en general	<input type="checkbox"/> Salud Mental <input type="checkbox"/> Dieta <input type="checkbox"/> Educación <input type="checkbox"/> Empleo/trabajo <input type="checkbox"/> Otro (por favor específica)
2 ¿Qué recursos o apoyo desearías tener en este momento?		
3 ¿Cómo estás manejando el estrés en estos tiempos (elijá todos los que aplican para tí)?	<input type="checkbox"/> Comunicándome con amigos y familiares a través de las redes sociales, teléfono, mensajes de texto, llamadas virtuales como zoom. <input type="checkbox"/> Leyendo <input type="checkbox"/> Jugando video juegos <input type="checkbox"/> Aprendiendo algo nuevo <input type="checkbox"/> Al hacer arte u otro escape creativo <input type="checkbox"/> Televisión / programas por internet (Netflix, Hulu)	<input type="checkbox"/> Hablando con un terapeuta o psicólogo <input type="checkbox"/> Ayudando a otros en mi comunidad <input type="checkbox"/> Ejercicios de meditación, ejercicios de conciencia plena – mindfulness o yoga <input type="checkbox"/> Ejercicio Físico <input type="checkbox"/> Otro (por favor específica)
4 ¿Cuáles son las principales formas en que los jóvenes se mantienen en comunicación entre ustedes mismos durante este tiempo?	<input type="checkbox"/> Redes sociales (TikTok, Facebook, snapchat, etc.) <input type="checkbox"/> Mensajes de Texto <input type="checkbox"/> Correo electrónico	<input type="checkbox"/> Llamadas telefónicas, FaceTime <input type="checkbox"/> Zoom u otras aplicaciones para reuniones virtuales <input type="checkbox"/> Otro (por favor específica)
5 ¿Cuál es la plataforma de redes sociales que más utilizas en estos días?	<input type="checkbox"/> TikTok <input type="checkbox"/> Snapchat <input type="checkbox"/> Instagram	<input type="checkbox"/> Facebook <input type="checkbox"/> Otro (por favor específica) <input type="checkbox"/> No uso las redes sociales
6 ¿Cuentas con una conexión fiable de internet?	<input type="checkbox"/> Sí <input type="checkbox"/> No	
7 ¿A qué tipo de tecnología tienes acceso?	<input type="checkbox"/> Computadora de escritorio o computador portátil <input type="checkbox"/> Tableta (Chromebook, iPad)	<input type="checkbox"/> Teléfono inteligente <input type="checkbox"/> Otro (escribe en el espacio para comentarios)
8 Tú situación actual es:	<input type="checkbox"/> No inscrito en el escuela <input type="checkbox"/> Un estudiante de escuela preparatoria - high school tradicional o general <input type="checkbox"/> Un estudiante de preparatoria alternativa o de reanudación	<input type="checkbox"/> Un estudiante de educación superior o universitaria <input type="checkbox"/> Un estudiante en otro tipo de escuela (por favor específica)
9 ¿Actualmente cuentas con trabajo?	<input type="checkbox"/> Sí, medio tiempo <input type="checkbox"/> Sí, tiempo completo <input type="checkbox"/> No	
10 Sí has estado estudiando en línea durante esta pandemia, ¿qué tan útil ha sido para tí esa experiencia?	<input type="checkbox"/> Muy útil <input type="checkbox"/> Algo útil <input type="checkbox"/> Un poco útil	<input type="checkbox"/> No ha sido útil, nada útil <input type="checkbox"/> No Aplica – No estoy participando de clases en línea
11 Si estás estudiando, ¿cómo ha sido el apoyo que has recibido durante esta pandemia por parte del equipo de trabajo de la escuela (maestros, trabajadores sociales, consejeros)?	<input type="checkbox"/> De mucho apoyo <input type="checkbox"/> Han dado apoyo <input type="checkbox"/> Algo de apoyo <input type="checkbox"/> No de tanto apoyo	<input type="checkbox"/> No me han dado nada de apoyo <input type="checkbox"/> No Aplica porque no estoy estudiando en este momento
12 Algunas veces durante tiempo de crisis, las instituciones educativas encuentran nuevas maneras de trabajar que funcionen para todos de igual manera. ¿Qué es aquello que esperarías que hicieran de diferente las escuelas en el futuro?		
13 ¿Has tenido que hacer cambios en tus metas profesionales que tienes a largo plazo ya que has sido afectado por la pandemia? Si la respuesta fue si, puedes explicar a detalle el porque:		
14 Una vez que pase esto de la cuarentena, ¿qué es aquello que has estado esperando por hacer?		
15 ¿Qué edad tienes?	<input type="checkbox"/> Menor a 16 <input type="checkbox"/> 16-18 <input type="checkbox"/> 19-21	<input type="checkbox"/> 22-24 <input type="checkbox"/> Mayor de 24
16 What is your racial or ethnic identification (mark all that apply)?	<input type="checkbox"/> Asiático o Asiático-americano <input type="checkbox"/> Moreno o Afro-americano <input type="checkbox"/> Latino, Latina, Latinx <input type="checkbox"/> Multiracial <input type="checkbox"/> Nativo-Americano, Nativo de Alaska o Indígena	<input type="checkbox"/> Isleño del pacífico <input type="checkbox"/> Blanco o Euro-americano <input type="checkbox"/> Algo más que encaje mejor contigo (por favor específica)
17 ¿Con qué género te identificas?	<input type="checkbox"/> Femenino (cisgénero – tú identidad sexual concuerda con el género al que perteneces) <input type="checkbox"/> Masculino (cisgénero – tú identidad sexual concuerda con el género al que perteneces)	<input type="checkbox"/> Femenino (transgénero) <input type="checkbox"/> Masculino (transgénero) <input type="checkbox"/> No binario o género no conforme <input type="checkbox"/> Algo más que encaje mejor contigo

The four open-ended questions were coded using a grounded theory approach with themes closely matching the wording used by young people. Reasoning codes were developed for each open-ended item so that they could be used in descriptive analyses and inform proposed recommendations for the *In Their Own Words* report.

Decision rules were developed to ensure codes reflected the breadth and frequency of student responses. These criteria were also informed by relevant literature in child development, education and Critical Race Theory (e.g., Garcia, López, & Vélez, 2018; Marks, & García Coll, 2018; Solórzano, & Yosso, 2002). Initial codes were then refined until there was a distinct set of codes or enough codes to ensure statistical power given the sample size. Rates of null, illegible or un-codable responses were under 9 percent for each item.

► GOAL CHANGE

Have your long-term personal or professional goals changed since being impacted by the pandemic? If yes, please tell us how?

Code and Description	Example	Frequency
<p><b>Setback in Education or Employment</b> Experiencing major setbacks in employment or education (e.g., job loss, no internships, low grades, halted college planning, lack of finances to pay for school)</p>	<p><b>“ I am a senior in high school. Because I have been unemployed during the pandemic, I may not be able to go to school. I used up my savings and now I don't have anything to rely on.”</b></p>	40%
<p><b>Setback in Personal Goals and Social Connections</b> Describes setbacks in personal health, wellness, finances, housing, driver's license, hobbies/interests; includes negative impact on social relationships and activities</p>	<p><b>“ Loss of almost all relationships and connection contact with anybody has affected my goal to improve my mental health, and as a result of that along with a lack of physical interaction in the classroom has led me to severely procrastinate.”</b></p>	21%
<p><b>Uncertainty Around Urgent Goal Changes</b> Making a shift in life goals out of urgency and reflecting on options with uncertainty</p>	<p><b>“ Financial stability has been an issue at home. So I had to change my future plans for college.”</b></p>	14%
<p><b>Opportunity to Reenvision Life Goals</b> Excitement about the opportunity to make future career plans and shift life goals</p>	<p><b>“ I started to think about what I wanted to do after college.”</b></p>	14%
<p><b>Exploring Career Opportunities</b> General desire to work, take classes or currently on the job market</p>	<p><b>“ I want to start working and take more college Classes this coming year.”</b></p>	12%

## ► RESOURCE NEEDS

What resources or support do you wish you had right now?

Code and Description	Example	Frequency
<b>Basic Needs (Finances, Bills, Housing)</b> Needing financial support, money, rent, etc. Includes "income".	" I wish I have money to pay my electricity and my rent since I lost my work due to Covid-19."	19%
<b>Basic Needs (Food, Transportation or Wi-Fi)</b> Described basic needs mostly around food or food access as well as transportation and some mention of Wi-Fi and technology access	" Free food or hotspot or gift card."	16%
<b>Employment Support</b> Support securing employment or describes wanting a job in general	" I really need a job. If there was a service that connected local employees with local places that were hiring, that would be a godsend."	11%
<b>Relationships and Connection</b> Social, religious, etc. Includes wanting to go to school for social reason.	" I really wish I could see my friends and my favorite tutor from school."	11%
<b>Academic Assistance and Tutoring</b> Specific need for individualized learning support, such as tutoring, and more ways to engage within coursework or teachers	" I wish that I have a tutor to help me with my schoolwork because it's harder to learn using distance learning and the tools are very limited."	10%
<b>Mental Health</b> Stated need for individual counseling, therapy, or other mental health supports.	" I wish I had support with my mental health my family doesn't believe in that thing and I can't talk to my friends about it because they are dealing with their own problems."	10%
<b>No Support or Resources</b> Explicitly not needing supports.	" None at this exact moment."	9%
<b>Physical Safety and Wellbeing</b> Describes resources for Physical health, safety, and healthcare, including Covid-specific wellbeing such as masks or others' behavior.	" Everyone coming together to support each other in various ways. Access to virus testing."	6%
<b>Higher Edu. and Career Connected Learning</b> Support with career and education goals beyond an immediate job. Includes programs such as YouthSource	" Relief funds, scholarships for college next year."	4%
<b>NA/Unsure</b> NULL or Unsure what the need is	" I'm not sure."	6%

► LOOKING FORWARD

What is one thing you look forward to doing after quarantine is over?

Code and Description	Example	Frequency
<p><b>Friendships and Community Connection</b> Desire to connect and socialize with peers, social groups and community.</p>	<p>“ I’m looking forward to human interaction, to seeing my friends and going outside. I miss being able to stay active outside and feeling like I’m accomplishing actual things that need to be accomplished. The main thing is seeing my best friend because I really miss him and it’s weird not seeing him everyday.”</p>	46%
<p><b>Pursue Hobbies or Interests</b> Desire to resume specific hobbies or interests.</p>	<p>“ Being back in the music scene - going to concerts and arts festivals.”</p>	12%
<p><b>Education and Career Progress</b> Interest in going back to school or advancing in career or career training in order to accomplish goals.</p>	<p>“ Get a job in tech and pursue my degree. Get my child in daycare so she’s not squeezed in a little apartment.”</p>	11%
<p><b>Family Time</b> Desire to see and spend time with family.</p>	<p>“ One thing I look forward after this quarantine is reuniting with all my family again since we will be able to getting out or getting out or traveling.”</p>	9%
<p><b>Getting out or Traveling</b> Desire to get out of the house, go places, resume routines or travel.</p>	<p>“ Being able to go out without any worry of getting sick.”</p>	8%
<p><b>Life Goals and Milestones</b> Desire to get on with life and adulthood, including naming specific milestones e.g., license, moving out.</p>	<p>“ Finishing school and getting my driver’s license.”</p>	7%
<p><b>Employment</b> Interest in finding a job with a focus on needing income (comments not necessarily connected to longer term career goals)</p>	<p>“ Finding a job and working more.”</p>	6%
<p><b>Hopeful, Societal Changes</b> Hopeful about the world and society changing for the better</p>	<p>“ The world being a better place.”</p>	5%



## ► OPPORTUNITY IN CRISIS

Sometimes during a crisis some institutions find new ways of working that are better for everyone. What are your hopes for how schools can be different in the future?

Code and Description	Example	Frequency
<p><b>Deeper Understanding, Care and Connection</b> Need for deeper understanding of students' experiences by schools and instructors as well as ability to connect with instructors and peers</p>	<p>" Allow leeway/allotted time for students to find secure home/food/work stability and not have a negative impact on your education/grades. This was a situation that was forced on us and should not have to deal with choosing what's most important."</p>	20%
<p><b>Safe, Clean and Prepared</b> Reflects on the importance of health and safety in schools and the need for a proactive education system</p>	<p>" I hope they can be more prepared in the future so if something like this were to happen there would be no delay and we could start online school in a much more organized way."</p>	18%
<p><b>Engaging Platforms and Quality Instruction</b> Online learning platforms that encourage engagement and improve quality of instruction</p>	<p>" Figure away on making classes more interactive versus me just watching it a video basically."</p>	15%
<p><b>Equity and Accessibility in Online Learning</b> Equitable access to online learning through new services, technology access and reducing the price of online schooling.</p>	<p>" Guiding on how to do online school to language barrier parents."</p>	11%
<p><b>Flexible Academic Schedule</b> Focus on scheduling and need for flexibility in the hours of the school day</p>	<p>" A better schedule for zoom/teams meetings."</p>	10%
<p><b>Individualized Learning and Academic Supports</b> Need for one-on-one instruction and more academic supports</p>	<p>" More focus on individualized learning would be nice, i think the pandemic has brought to light how much of school is wasted for the amount of learning done."</p>	8%
<p><b>Relevant and Career-connected Curricula</b> Improvements in curricula so courses are relevant to life goals and career interests</p>	<p>" Students feel as if their learning something meaningful and something they can use in the future."</p>	6%
<p><b>Mental Health</b> References to the centrality of mental health and ability to learn and engage</p>	<p>" Not to leave so much work because we have other things to worry about like our mental health and a lot of work from different classes affect our mental health."</p>	3%
<p><b>NA/Unsure</b> NULL or Unsure what the need is</p>	<p>" I can't think of anything right now."</p>	10%

# RESOURCES

## RESOURCES

## U R L

King County Reengagement Youth Provider Network	<a href="https://roadmapproject.org/action-teams/king-county-reengagement-provider-network/">https://roadmapproject.org/action-teams/king-county-reengagement-provider-network/</a>
King County Reconnect to Opportunity	<a href="https://reopp.org/">https://reopp.org/</a>
Soar	<a href="https://soarkc.org/">https://soarkc.org/</a>

## REFERENCES

Creswell, J. W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. Second Edition. Thousand Oaks, CA: Sage Publication.

Solórzano, D. G., & Yosso, T. J. (2002). Critical Race Methodology: Counter-Storytelling as an Analytical Framework for Education Research. *Qualitative Inquiry*, 8, 23-44.



Photo: Highline School District

## WAS THIS DOCUMENT HELPFUL?

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