



# 2024 SUMMER SEED SURVEY REPORT



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DEPARTMENT OF  
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# SUMMER SEED SURVEY REPORT

Summer programs provide unique opportunities to build relationships, spark joy, and deepen natural curiosity that prompts learning, growth, and success for every student. The following report highlights the results of the **Summer Student Educational Equity Development (Summer SEED) Survey**. From July to October of 2024, **8,291** Oregon students entering 3rd through 12th grade shared feedback on the 2024 summer programs they attended. Summer programming for 2024 was supported by several state and federal funding sources to support high-quality summer learning, such as the [State Summer Learning Grants](#) (HB 4082), [Student Success Act Summer Program](#) (SSA Summer), and [21st Century Community Learning Centers](#) (Title IV-B).

## BACKGROUND

The [Summer SEED Survey](#) is an optional student perception survey for students in grades 3–12 designed to help leaders better understand students' experiences in summer programs. The Summer SEED Survey is aligned to the [Oregon SEED Survey](#) administered during the school year. The Summer SEED Survey pulls questions from the School Year SEED Survey but does not contain all of the survey items. Additionally, the Summer SEED Survey differs from the School Year SEED survey by including questions based on core concepts of the [ODE Summer Learning Best Practice Guide](#) and [Companion Toolkit](#). The survey measures key elements of quality summer programming, including provision of enriching environments that elevate relationships, engaging students by offering opportunities for student voice and choice, and integrating well-rounded learning and social-emotional supports through purposeful planning.

## WHY STUDENT VOICE?

The purpose of the Summer SEED Survey and this report is to amplify student voices across Oregon, leveraging their insights to build on our strengths and areas for growth and to enhance summer learning opportunities in ways that are responsive and empowering. Summer programs are voluntary programs, and the success of the programs depends on creating the context where students are likely to become engrossed in learning that matters and is meaningful to them. Students who believe they have a voice in school are seven times more likely to be academically motivated than students who do not believe their voice is being heard.<sup>1</sup>

1. *Quaglia Institute for School Voice and Aspirations. (2016). School Voice Report. Corwin. Retrieved from [https://quagliainstitute.org/dmsView/School\\_Voice\\_Report\\_2016](https://quagliainstitute.org/dmsView/School_Voice_Report_2016).*

# SURVEY RESULTS

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

This report highlights five areas of student perception about their 2024 summer programs:

- Sense of belonging
- Identity-affirming environment
- Student voice and choice
- Mental health, well-being, and safety
- Well-rounded learning opportunities

Response data for all 2024 Summer SEED Survey items can be found in the [Detailed Data Report](#).

## Key Findings

- Overall, 88 percent of all students enjoyed attending their 2024 summer program and over 81 percent had opportunities to try new things and/or support academic success.
- At least 90 percent of students reported 2024 summer programs provided welcoming and supportive learning environments.
- Most students felt affirmed and respected in their programs, where 91 percent of students reported feeling personally understood, and 93 percent reported that students from different backgrounds were treated with respect at their summer program.
- Most students reported having opportunities to provide feedback (84 percent) and opportunities to make choices that shaped their program experiences (74 percent).
- Most students reported positive impacts to their emotional and physical well-being during their program, with 82 percent reporting the program made them feel good about themselves and 85 percent reporting active and healthy experiences.
- Areas for growth within summer programs include providing increased opportunities to learn more about (66 percent) and celebrate (57 percent) different cultures, personal histories and traditions, and create and/or plan activities within their program (66 percent).

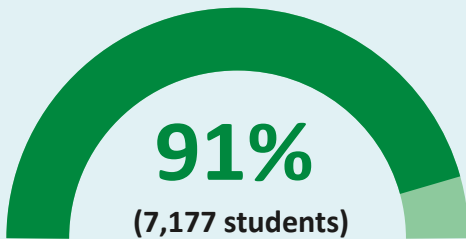


# SENSE OF BELONGING

Summer programs created a foundation of connection and care by establishing welcoming and supportive learning environments.

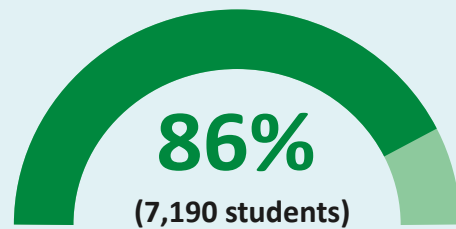
## Welcoming Environment

I feel welcome at my summer program.



■ Agree/Strongly Agree

I feel like I belong in my summer program.



■ Agree/Strongly Agree

Feedback from students participating in 2024 summer programming indicate that programs provided a welcoming environment and fostered a sense of belonging. Nearly 78% of students agreed or strongly agreed that they feel connected to their peers. Creating a welcoming environment that is supportive and academically stimulating can improve student attendance, despite other factors contributing to non-attendance.<sup>2</sup>

*"I feel like I belong because the teachers are so welcoming and the students are fun to be around."*  
— Middle School Student

*"Adults make me feel welcome here."* — Middle School Student

*"Everyone treats me with kindness. I like to see everybody."* — Elementary School Student

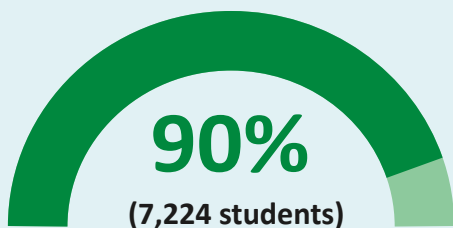
*"I feel like I belong because all the teachers are caring. Also, all the other kids are fun."*  
— High School Student

2. Bryant, V. C., Shdaimah, C., Sander, R. L., & Cornelius, L. J. (2013). *School as haven: Transforming school environments into welcoming learning communities. Children and Youth Services Review, 35(5), 848–855.*



## Supportive Environment

There is at least one teacher or other adult in my summer program that really cares about me.



■ Agree/Strongly Agree

Most students reported that at least one teacher or adult in their summer program genuinely cares about them. Approximately 92% of students also indicated they have friends in the summer program, while 79% agreed that their fellow students care about them. This suggests a strong sense of support from adults as well as peers in the program, which is crucial for fostering a positive environment and satisfaction,<sup>3</sup> and enhancing the overall sense of community and belonging within the program.<sup>4</sup>



*"Whenever I need help with something, the grown-ups are able to help me."*  
— Elementary School Student

*"The students and teachers are kind and have positive attitudes."* — Middle School Student

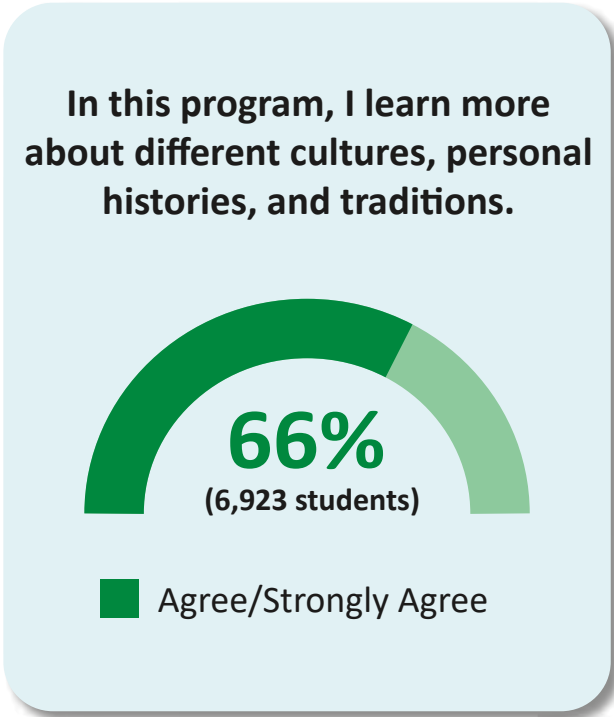
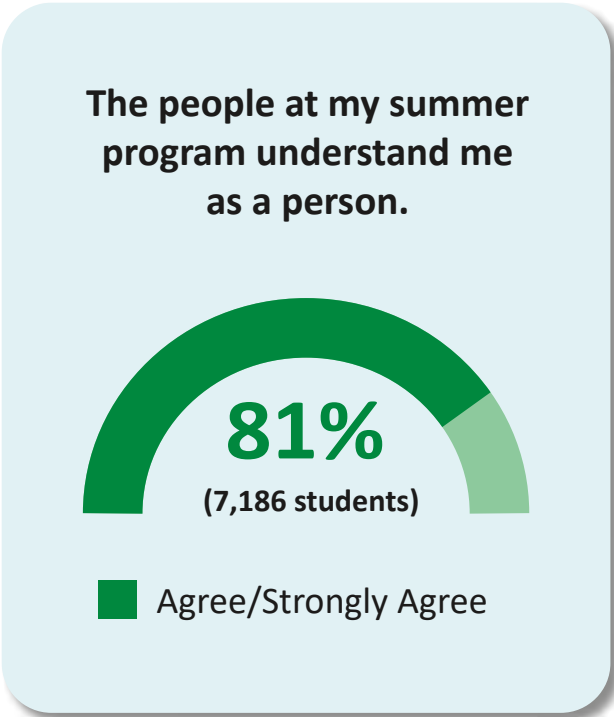
*"I feel so supported here by everyone and feel like I can tell anyone here about what I'm feeling or if I'm having trouble and not feel the need to constantly say sorry."* — High School Student

3. Huebner, E. & Patton, J. (2011). Relationships among school climate domains and school satisfaction. *Psychology in the Schools, 48*. 133–145. <https://doi.org/10.1002/pits.20532>

4. Collaborative for Academic, Social, and Emotional Learning (2020). *Reunite, review, and thrive: Social and emotional learning (SEL) roadmap for reopening school*. Chicago, IL: CASE

# IDENTITY-AFFIRMING ENVIRONMENT

Identity-affirming environments can help enhance students’ sense of inclusion and make the program feel more personally relevant and validating for all participants, which increases their access to learning.<sup>5</sup> Overall, most students reported feeling personally understood and more than half reported being able to learn more about different cultures, personal histories, and traditions.



However, when asked more specifically whether their culture and personal backgrounds were celebrated in their summer program, only slightly more than half of the students agreed (57%). This suggests an opportunity for summer programs to not only promote cultural awareness broadly but also to more actively celebrate and honor the individual cultures and identities of their students.

*“I feel like I belong here because it’s a native program and I get to interact with other natives and not feel judged or anything.” — Elementary School Student*

*“They’re awesome for taking their own time to teach us our own culture.”  
— Elementary School Student*

*“The summer program has done well in introducing different cultures this year.”  
— Middle School Student*

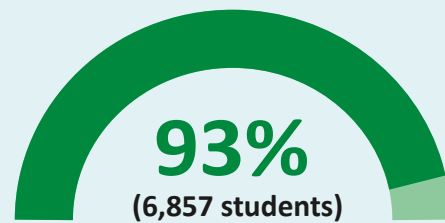
*“The summer program has shown students the different cultures and traditions in our Klamath’s basin.” — High School Student*

| 5. Gay, G. (2018). *Culturally responsive teaching theory, research, and practice (3rd ed.)*. Teachers College Press.

## Positive Climate

Students overwhelmingly agreed that summer program staff showed respect for individuals from different backgrounds. Students also felt that respect was a key value among both adults and students. An impressive 92% of student respondents agreed that adults treated all students with respect and 86% agreed that students treated each other respectfully, demonstrating a positive culture of mutual respect in summer programs. Creating learning environments where students' identities across multiple dimensions are treated with respect creates opportunities for students to feel supported in exploring their sense of self in their learning environment, increasing their sense of belonging.<sup>6</sup>

**Adults in my summer program respect people from different backgrounds (i.e. people of different races, cultures, religions, genders, sexual orientations, or people of different abilities).**



■ Agree/Strongly Agree



*"I feel like everyone is equal and that we can all have fun." — Elementary School Student*

*"I feel welcome here because no one cares if we are non-binary and male and female. I feel welcome because the teachers are nice." — Elementary School Student*

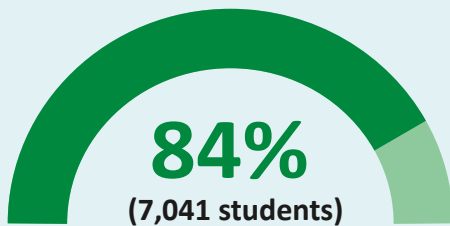
*"People like me and treat me with respect." — Middle School Student*

6. Healey, K., & Stroman, C. (2021). Structures for belonging: A synthesis of research on belonging—supportive learning environments. <https://studentexperiencenetwork.org/wp-content/uploads/2021/03/Structures-for-Belonging.pdf>

# STUDENT VOICE AND CHOICE

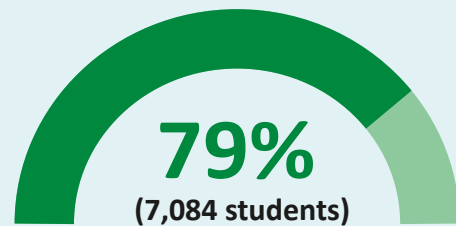
Student voice and choice are essential because they [empower students](#), making them feel valued and respected in their learning environment by drawing from their interests and funds of knowledge<sup>7</sup> as an asset for learning. Most students reported having chances to share their ideas and opinions, and plenty of choices in activities at their summer programs.

**Adults give me the chance to share my ideas and opinions in the program.**



■ Agree/Strongly Agree

**I have lots of choices of activities to do in this summer program.**



■ Agree/Strongly Agree

When asked about opportunities to create activities or help plan events, a lower percentage of students (66%) felt they are given these opportunities. Middle school students felt the most engaged in this area (73%), followed by high school students (67%) and elementary students (60%). These results suggest that, while some students feel empowered, younger students could benefit from more opportunities to actively shape their program experience.

*"My interests are allowed in there and I am not judged extensively for them."  
— Middle School Student*

*"My teacher respects me and my ideas and choices." — Middle School Student*

*"I feel like my opinions are valued in discussions." — High School Student*

*"I feel like my contribution is as important as anyone else's. Sharing my ideas will help us improve as a group." — High School Student*

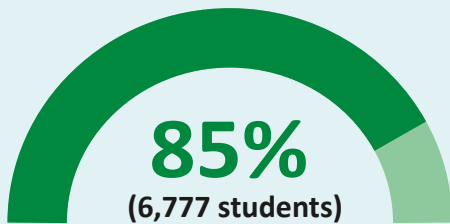
7. Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, 31(2), 132–141. <https://doi.org/10.1080/00405849209543534>



# ENSURE MENTAL HEALTH, WELL-BEING, AND SAFETY

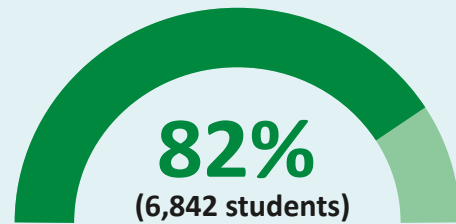
Summer programs are making a positive impact on students' well-being by promoting active, healthy lifestyles, boosting self-esteem, and providing a safe learning environment.

**This program helps me stay active and healthy.**



■ Agree/Strongly Agree

**The summer program has helped me feel good about myself.**



■ Agree/Strongly Agree

The majority of elementary students reported that the summer program helped them feel good about themselves (86%), followed by middle school (78%) and high school students (77%). Additionally, over three-quarters of participants (76%) reported feeling more confident during their time in the program, highlighting its role in fostering personal growth. These findings suggest that Oregon summer programs are effectively supporting both physical health and personal development, contributing to the overall well-being of students.

*"I feel good at summer school because they make me feel good about myself."*

— Elementary School Student

*"The summer program has done well having people stay active and having people try new things, or have people continue things that they enjoy."* — Middle School Student

*"They've helped with people's mental health and kinda like healed them from what happens."*

— Middle School Student

*"Summer school has helped me to connect and interact with other students early on before the school year begins helping me slowly build up that confidence inside of me."*

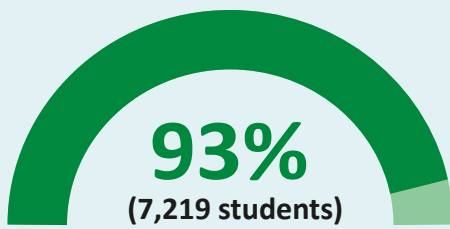
— High School Student



## Personal Safety

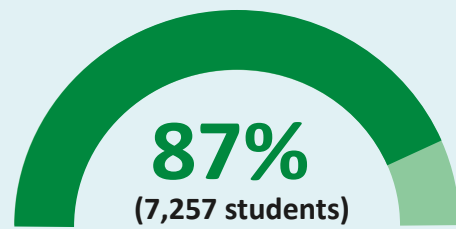
Most students reported feeling safe in their summer program and felt comfortable talking with other students.

I feel safe at my summer program.



■ Agree/Strongly Agree

I feel safe talking with students at my summer program.



■ Agree/Strongly Agree

However, a notable proportion of students (44%) also reported feeling “worry about people hurting each other during the summer program.” Examination by grade span shows that elementary students worried the most (56%), followed by middle school (44%) and high school students (24%). These findings warrant future exploration as to the factors that contribute to students’ perceived personal safety in summer programs, particularly by grade band.

*“They have created a safe and welcoming learning environment for us to learn and have fun.”  
— Middle School Student*

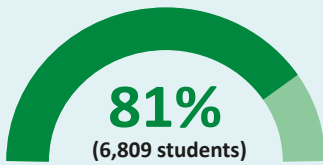
*“They have kept me active and up and running happy good days and most of all they have kept me feeling loved and happy and most of all protected and safe.” — High School Student*

*“The program is a safe and inclusive place where we all collaborate with each other to plan for the upcoming year.” — High School Student*

# INTEGRATE WELL-ROUNDED LEARNING AND WORK THAT MATTERS

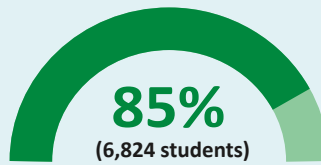
A well-rounded education provides the knowledge and skills to live, learn, work, create and contribute by creating experiences that are individualized, intentional, and integrated.

The things we do in the summer program help me understand and remember what we learned in school.



■ Agree/Strongly Agree

The summer program has helped me try new things.



■ Agree/Strongly Agree

Examples of well-rounded education include college and career guidance and counseling programs; programs and activities that use music and the arts; programs in Science, Technology, Engineering, and Math (STEM); accelerated learning; American history, civics, economics, geography, or government; foreign language; Career Technical Education; environmental education; programs that promote volunteerism and community involvement; and the integration of multiple disciplines.<sup>8</sup>

Students reported that summer programs helped them try new things and reinforce what they learned in school. This suggests that summer programs support students through year-round learning and development.

*“It is helping me learn and pay more attention. It is helpful.”*

— Elementary School Student

*“It’s an opportunity to interact with others and have the academic opportunity to improve myself and my past grades.”* — High School Student

*“Gave me an opportunity to get ahead in my classes, and provided a safe learning environment.”* — High School Student

*“Helping us prepare for the future. Learning how to apply to colleges and scholarships. Overall, it has made me feel more at ease and confident about the future.”* — High School Student



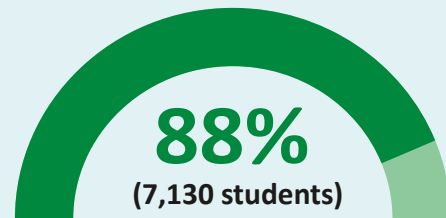
| 8. Section 4107 of the Every Student Succeeds Act (ESSA)



## Satisfaction

A large majority of participants expressed that they enjoyed the activities in the summer program, indicating that their program successfully provided engaging and enjoyable experiences for the students. Satisfaction was highest for elementary students (92.1%), followed by middle school students (89.9%), then high school students (80%). This finding suggests that students attending summer programs had access to [rich and engaging educational experiences](#), which may help to achieve better educational outcomes throughout the year.

**I like the summer activities we do in my summer program.**



■ Agree/Strongly Agree



*“I really liked the activities and teachers.”*

— Elementary School Student

*“They have planned lots of activities and field trips for us.”*

— Elementary School Student

*“I have fun there and have friends, I can play with them on Roblox and fun activities.”*

— Elementary School Student

*“I feel happy to be on an amazing adventure at this program.”*

— High School Student



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