EXTENSION

College of Agriculture, Biotechnology & Natural Resources

Nevada Stakeholder Perceptions of Youth Educational and Mental Health Needs During the Pandemic

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Nevada Association of Counties

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A partnership of Nevada counties; University of Nevada, Reno; and U.S. Department of Agriculture

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Executive Summary

Nearly a year after the first case of COVID-19 was diagnosed in the U.S., it is evident that the pandemic is more than just a physical health crisis, especially for young people. In a recent school well-being survey administered by the Nevada Department of Education from Nov.16 to Dec.18 ,2020, over half of the students reported that their mental health was sometimes (30%), most of the time (18%) or always (8%) not good during the past 30 days. In addition, there is growing concern for how pandemic-related restrictions and stressors have impacted youth learning.

Concerned about the impacts of the pandemic on Nevada's youth, the Nevada Association of Counties (NACO) asked University of Nevada, Reno Extension to help identify the current educational and mental health needs of school-aged children across the state.

Extension has a long history of conducting formal needs assessments and providing research-driven reports that identify the critical needs of each community. Building on this framework and identifying strategic partnerships, Extension collaborated with the University's College of Education and Human Development and the Nevada Department of Education to design a stakeholder survey to learn how the pandemic has impacted preK-12 education in Nevada.

The survey was designed to obtain input from three distinct groups: parents/families, school personnel and community members. The goal was to learn what is considered most important for ensuring the academic success and health and well-being of youth, along with lessons learned in terms of education delivery during the pandemic.

Survey findings and conclusions are outlined in the following report and will be shared with parents, families, agencies and organizations across Nevada and beyond. The research team also plans to explore the survey data more thoroughly and develop additional publications to help guide decisions surrounding education, education delivery, and emotional and mental health. A webpage has been created that houses a summary of the findings and full report: https://extension.unr.edu/publication.aspx?PubID=3944. Additional publications will be posted as they become available. Upon request, a dashboard containing the data is available for public use.

The team has developed a digital Resource Guide based on identified needs from the survey. The Resource Guide can be found here: https://extension.unr.edu/publication.aspx?PubID=3945. The guide can help educators and families find resources and programs to support youth learning; academics; and health and well-being, including mental health; and more.

Finally, the research team will continue to collaborate with strategic partners across the state to collectively address the current and post-pandemic educational and mental health needs of Nevada's young people.

Introduction

The COVID-19 pandemic has made a mark on many aspects of Nevadans' lives, including education, mental health and access to resources. The Nevada Association of Counties (NACO) shared concerns with University of Nevada, Reno Extension regarding youths' needs for high-quality educational activities and programs to support academics and mental health during COVID-19. More specifically, NACO asked for assistance in identifying the needs and resources to address them.

Extension is a unit within the University's College of Agriculture, Biotechnology & Natural Resources that is engaged with Nevada's communities through direct education, programs and resources. As part of the University, Extension serves as a bridge between the University and local communities. With 20 campuses across Nevada, Extension faculty conduct assessments to determine the critical needs of each community, develop research-driven and evidence-based programs, and conduct ongoing evaluation to ensure programs are effective.

Extension partnered with the University's College of Education and Human Development and the Nevada Department of Education in fall 2020 to design and implement a strategy to best meet NACO's request. The strategy developed includes:

- Identify youth educational and mental health needs across the state during the pandemic
- Share resources available to help address identified needs
- Use the findings to inform current and post-pandemic education delivery

The research team developed and implemented a statewide survey targeting parents/families, school personnel and community representatives to learn about what is considered most important in efforts to ensure quality education for Nevada's youth. The survey was created in Qualtrics and made available in both English and Spanish. The survey link was distributed via email to over 50 stakeholders, agencies, school personnel and administrators in each county, nonprofit organizations and others throughout the state. The survey link was also shared via email with Extension educators, 4-H families and 4-H adult volunteers statewide; posted to various social media accounts (e.g., Extension and Nevada Department of Education Twitter, Facebook pages of various counties or sheriff's pages); and distributed in the October 2020 NACO newsletter. Snowball methodology was used to get the largest response possible. That is, each stakeholder group was asked to share the survey link through their listservs, contacts and organizations. The survey was open Oct. 12 – Nov. 30, 2020.

The survey included 55 multiple choice and open-ended items covering demographics; perceptions of how the school year is going; satisfaction with the school district's pandemic response; engagement among the school, teachers and families; and perceived importance of several items related to education, mental health and well-being, including access to various resources, teacher training and quality of distance learning. Open-ended questions included what is working well, lessons learned and an opportunity for respondents to share anything else related to educational delivery during the pandemic.

The purpose of this report is to present descriptive results from the statewide survey. The report is comprehensive, but does not present all the data. A dashboard enabling access to the data is available upon request. In addition, some research questions are beyond the scope of this report and will be explored at a deeper level in subsequent publications.

Demographics of Survey Respondents

The number of respondents varied by item, but 1,306 people answered at least one question.

Respondents were asked to identify if they were taking the survey as a classroom teacher, district personnel, paraprofessional, parent or family member, pre-service teacher (e.g., candidates pursuing teaching licenses), representative of a community, school-level administrator, or other (see Figure 1). Almost half of the respondents (46%) were parents or family members, and about one-third of them had children in multiple grade categories. Nearly half of the sample were school personnel (49%), with classroom teachers being the largest group of school personnel. Ten percent of the school personnel worked with youth in multiple grade categories. Community representatives (e.g., elected officials, government agency and non-governmental organization personnel, and other community leaders) comprised 5% of the sample of respondents.

Figure 1

Percent of Respondents by Role (*n* = 1,259)
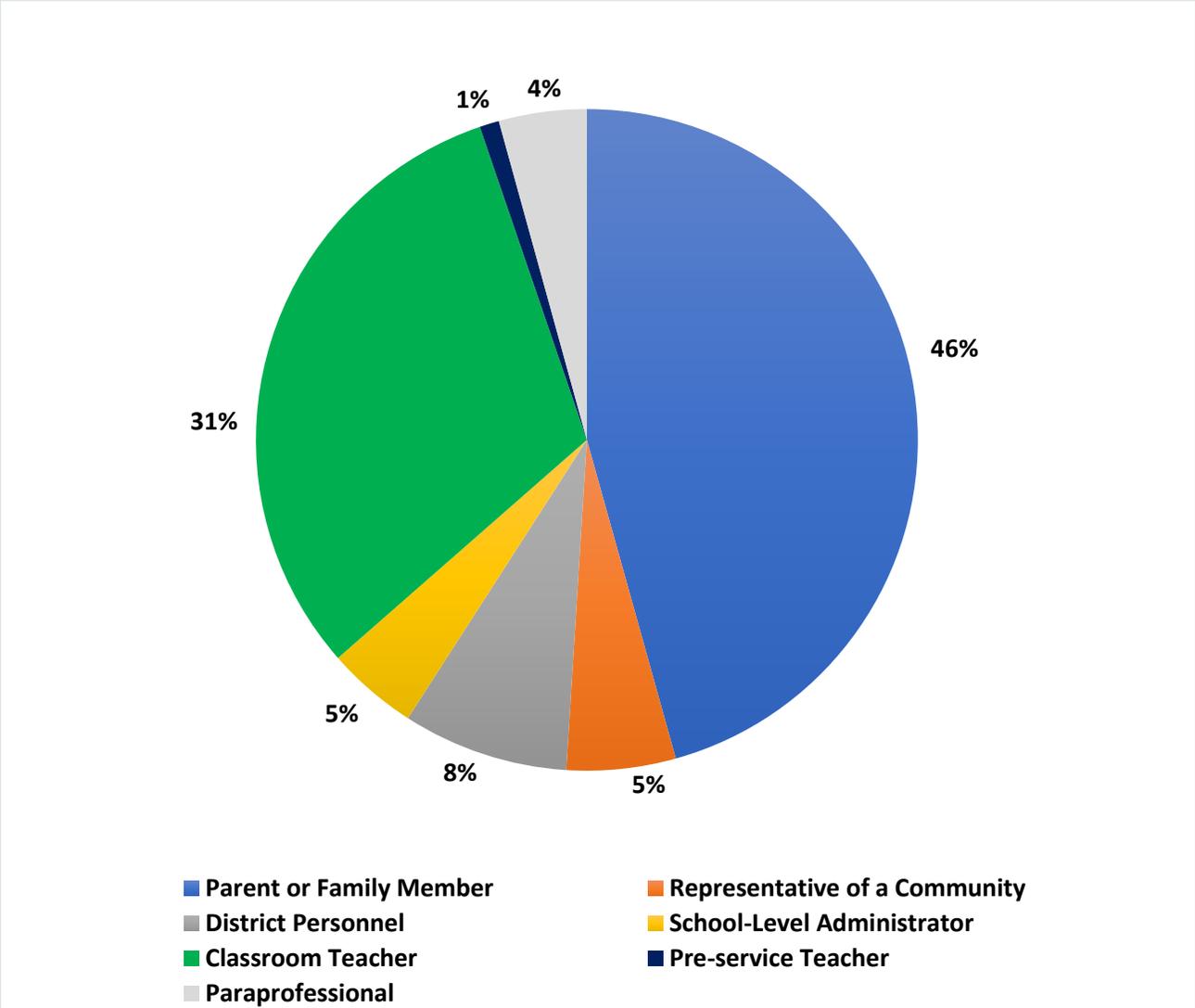
As shown in Figure 2, the sample was primarily comprised of women, with 786 respondents (86%) reporting their gender as female.

Figure 2

Percent of Respondents by Gender (*n* = 913)
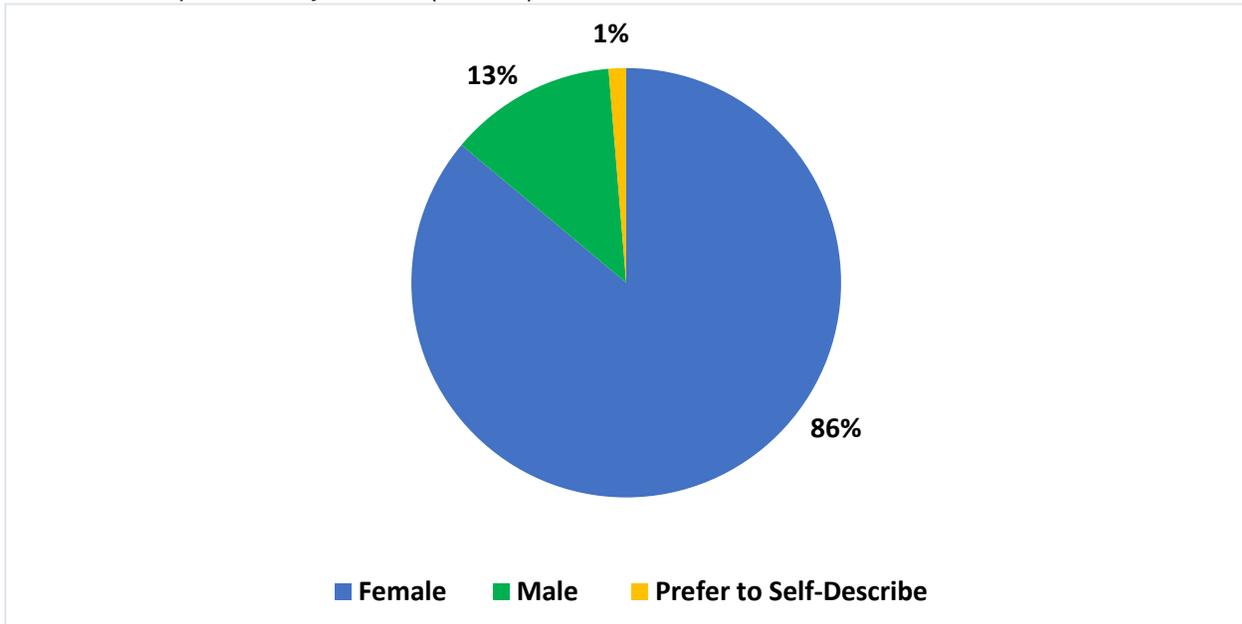
As shown in Figure 3, 38% of the sample fell between the ages of 40 and 49, 33% were younger than 40, and 29% were 50 years or older.

Figure 3

Percent of Respondents in Each Age Group (*n* = 814)
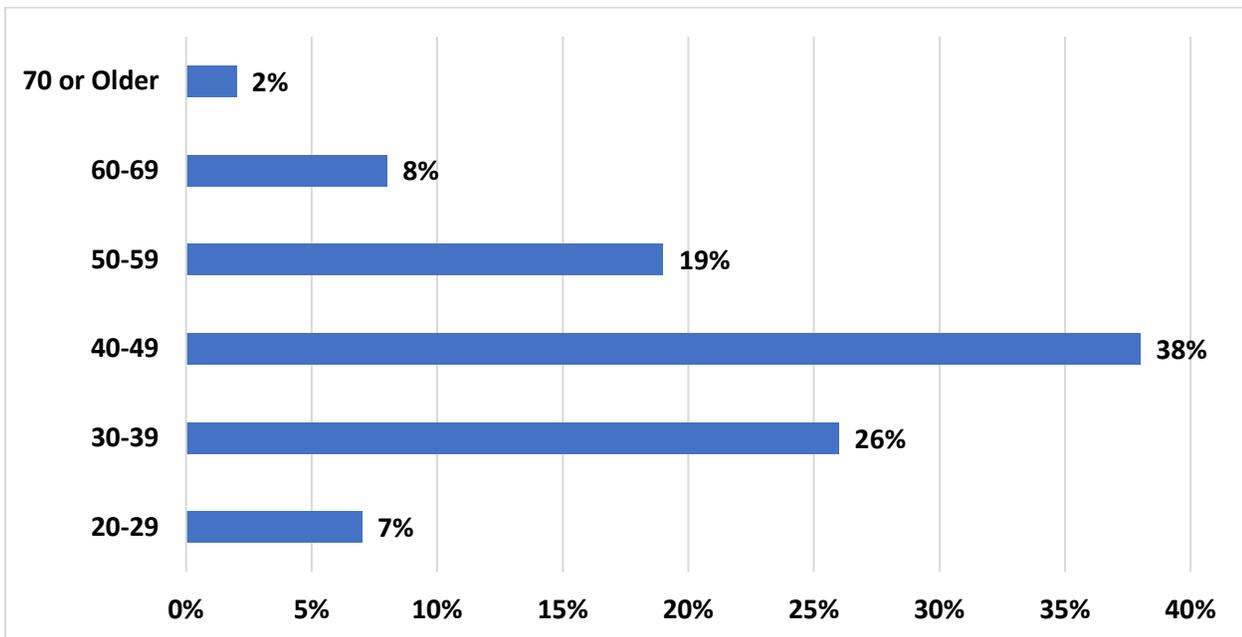
As shown in Figure 4, the majority of respondents, 76%, identified themselves as White. The other 24% represented various other races/ethnicities, with 8% of respondents identifying as Hispanic/Latino.

Figure 4

Percent of Respondents by Race/Ethnicity (*n* = 907)
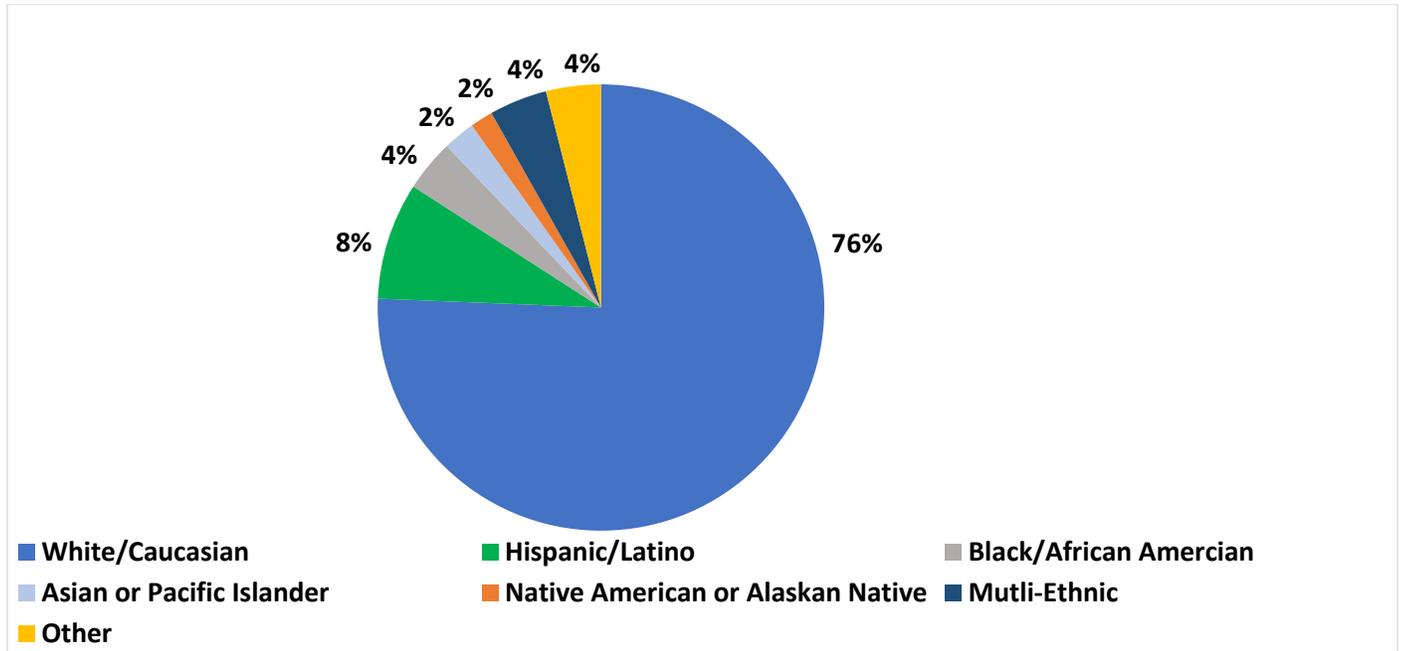
As shown in Figure 5, the sample was relatively well-educated, with 94% having some post-secondary education, 5% a high school degree, and 1% less than high school education. This is not surprising, as nearly half of the sample were school personnel.

Figure 5

Percent of Respondents by Education Level (*n* = 934)
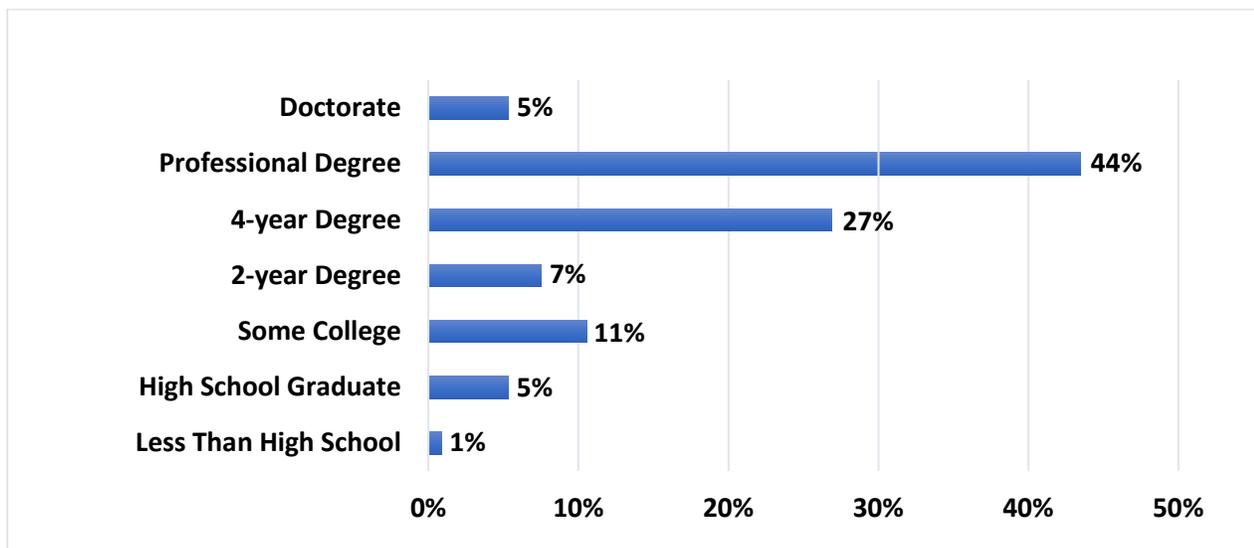
As shown in Figure 6, more than half of the sample (53%) lived in Clark County, 17% were from Washoe County, and 30% were from a rural county in Nevada.

Figure 6

Percent of Respondents by Geographic Location (*n* = 926)
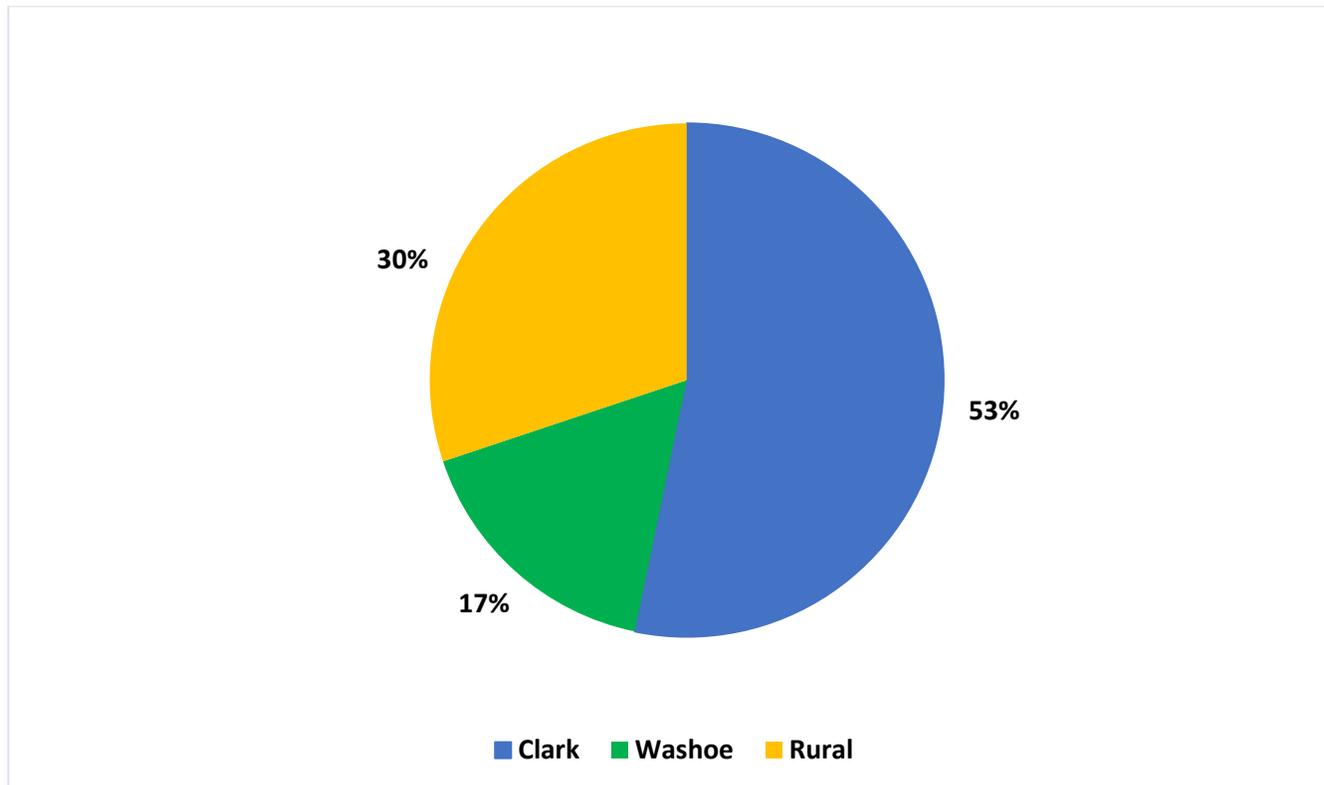
Satisfaction With the School Year and Pandemic Response

As shown in Figure 7, although over one-quarter of the sample (27%) reported that the school year is going poor or very poor, 37% reported fair, and the remaining 36% reported good or very good.

There were some differences based on the geographic location of respondents:

- Respondents in rural school districts responded more positively than those in urban school districts:
  - 46% of respondents in rural school districts reported the school year is going good or very good, compared to 31% in urban school districts.
  - Only 18% of respondents in rural school districts responded poor or very poor, compared to 33% in urban school districts.

  Within the urban school districts, respondents in Clark County had a more positive perception of how the school year is going than in Washoe County.

Figure 7

Ratings of How Well the School Year is Going by Geographic Location (*n* = 1,263)
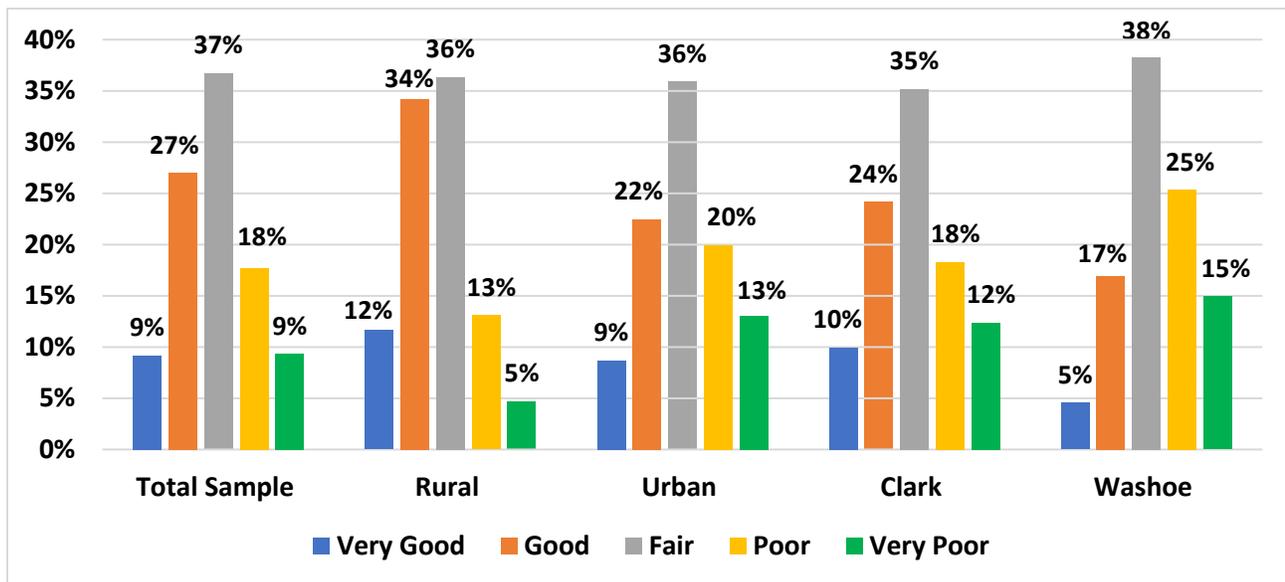
As shown in Figure 8, school personnel responded more positively than parents and families:

- 40% of school personnel reported the school year is going good or very good, and only 34% of parents/families responded this way.
- Only 18% of school personnel responded poor or very poor, compared to 35% of parents/families.
- Trends toward greater satisfaction among school personnel and parents/families in rural school districts compared to urban school districts continued.

Community members were less positive in their responses to how the school year is going than school personnel and parents/family members. There were not enough responses from community representatives to look at geographic comparisons.

Figure 8

Ratings of How Well the School Year is Going by Role (*n* = 1,263)
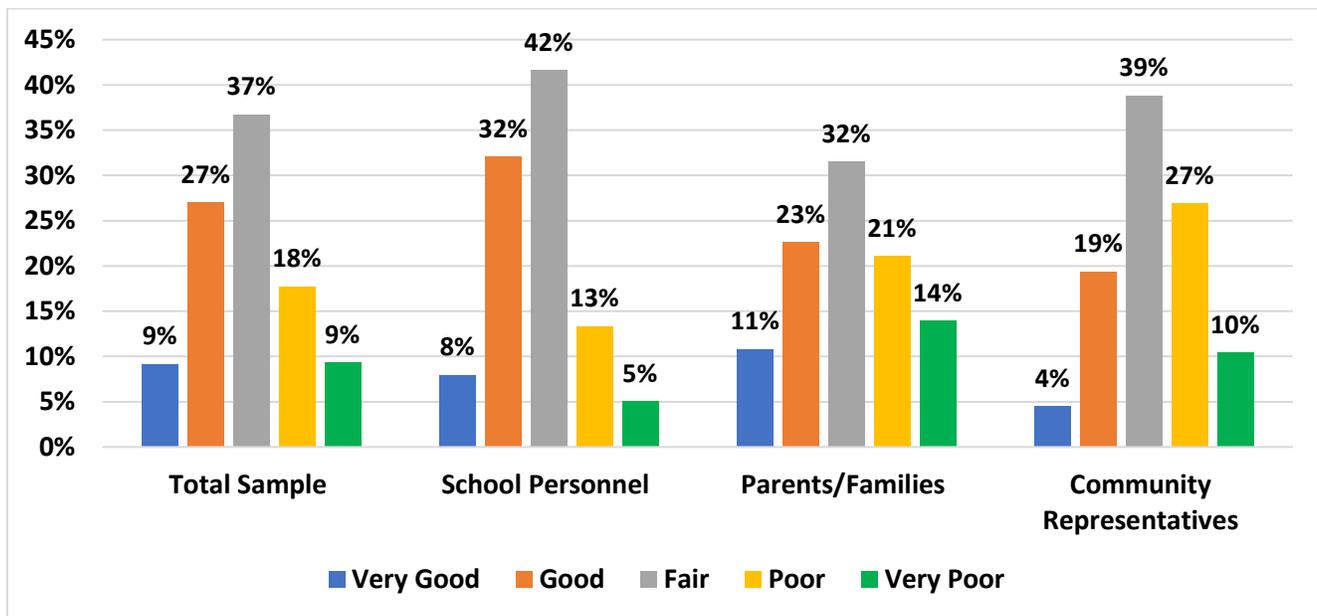
As shown in Figure 9, individuals from different racial/ethnic backgrounds responded similarly to how the school year is going. The most apparent differences were:

- More multi-ethnic (45%) and Asian or Pacific Islander respondents (43%) reported the school year is going good or very good, compared to other racial/ethnic groups.
- However, more multi-ethnic respondents (40%) reported that the school year is going poor or very poor, compared to other racial/ethnic groups.

Figure 9

Ratings of How Well the School Year is Going by Race/Ethnicity of Respondent (n = 1,263)
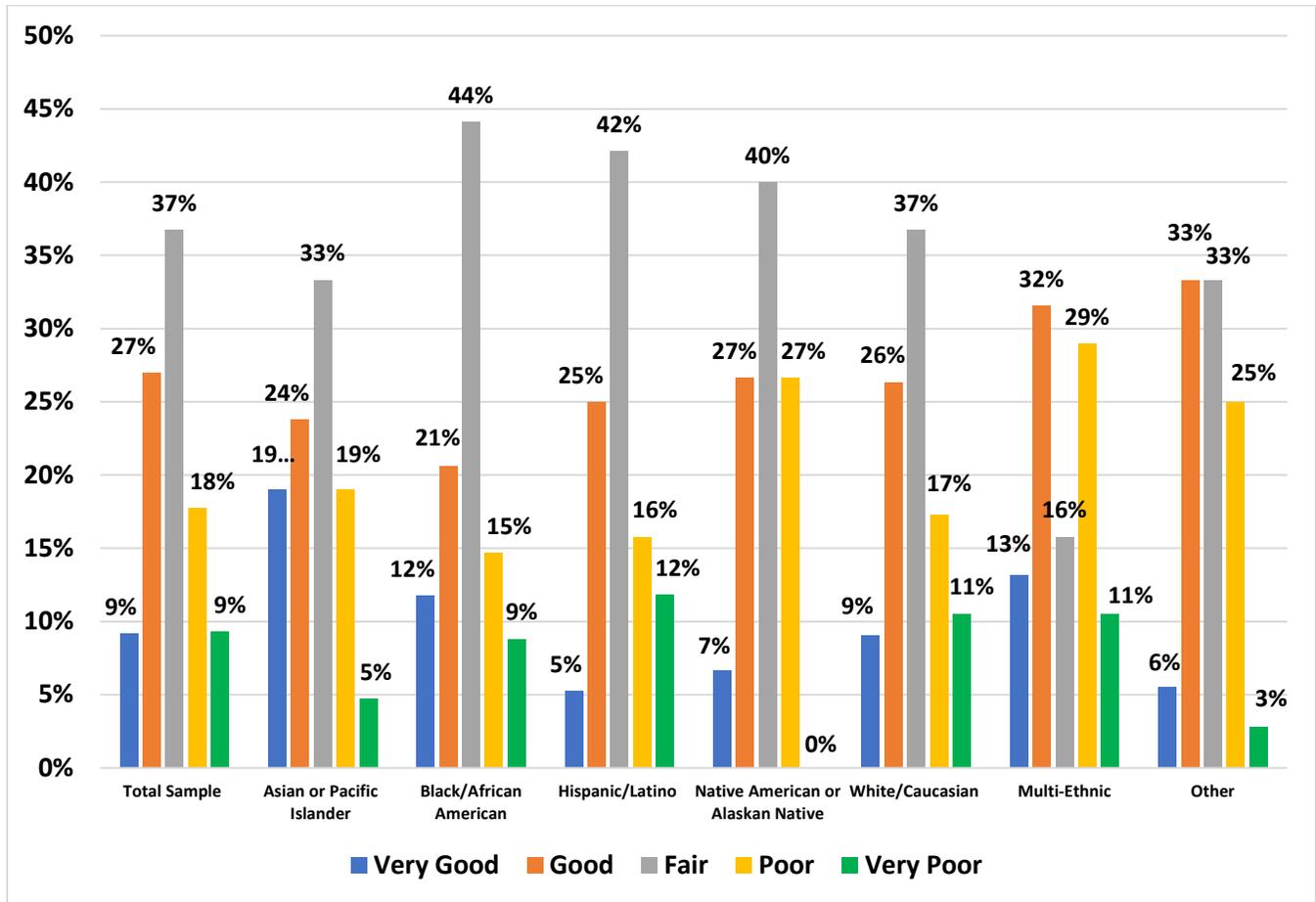
As mentioned previously, most respondents were female and well-educated. However, the responses disaggregated by these background characteristics are available in Appendix A.

As seen in Figure 10, although over one-third (37%) of the sample reported dissatisfaction with their district's response, 16% were neither satisfied nor dissatisfied, and 47% were somewhat or extremely satisfied.

Respondents in rural school districts were more satisfied than those in urban school districts:

- 64% of respondents in rural school districts reported that they are somewhat or extremely satisfied, compared to 40% in urban school districts.
- Only 22% of respondents in rural school districts reported being somewhat or extremely dissatisfied, compared to 44% in urban school districts.
- Within the urban school districts, respondents in Clark County were slightly more satisfied than those in Washoe County.

Figure 10

Satisfaction With the School District's Pandemic Response by Geographic Location (*n* = 1,260)
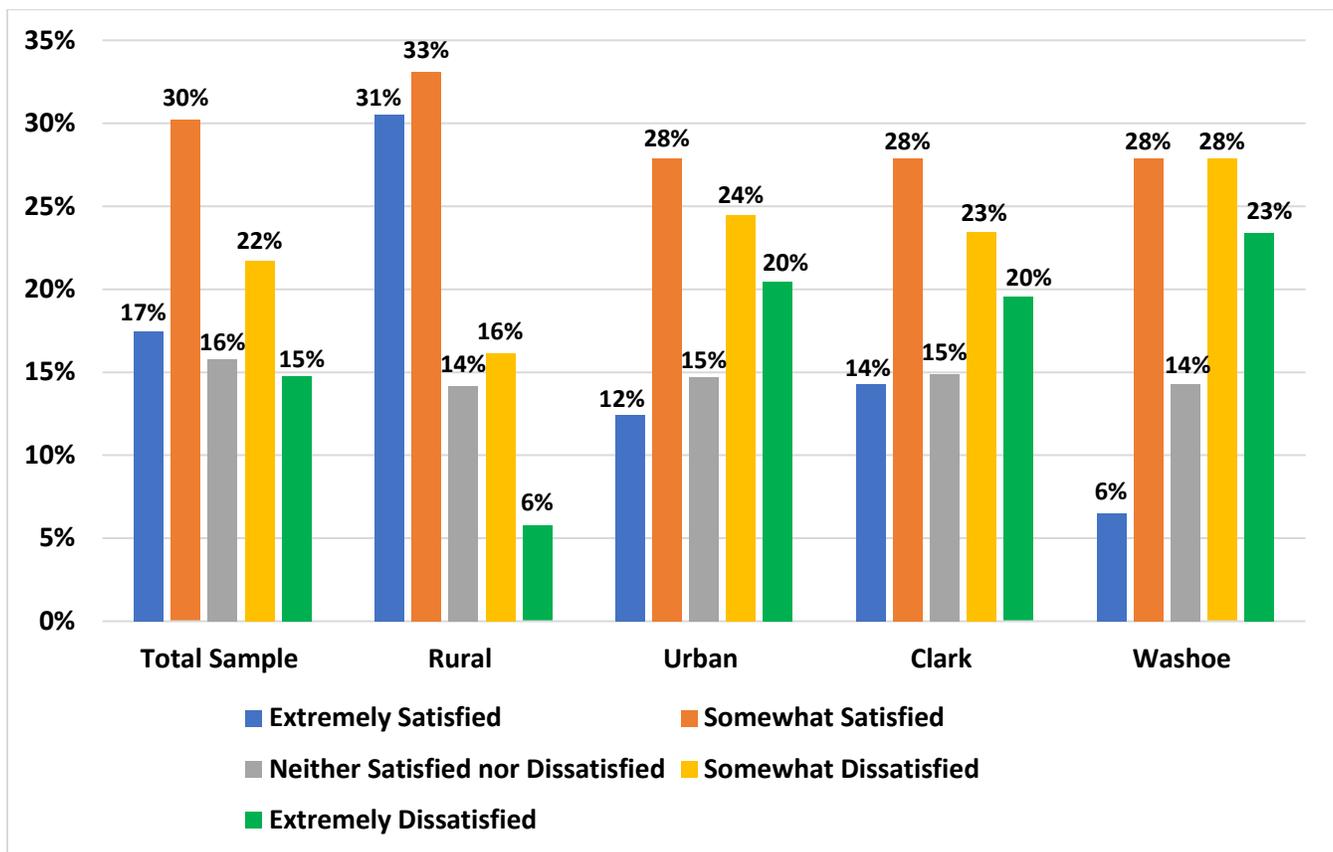
As shown in Figure 11, school personnel were more satisfied than parents/families:

- 55% of school personnel reported that they are somewhat or extremely satisfied with the school district's pandemic response, and 42% of parents/families responded this way.
- Only 30% of school personnel responded somewhat or extremely dissatisfied, compared to 43% of parents/families.

Trends toward greater satisfaction among school personnel in rural school districts compared to urban school districts continued:

- 72% of school personnel in rural school districts responded that they are satisfied or extremely satisfied, compared to 43% in urban districts (46% Clark, 33% Washoe).
- 47% of parents/families in rural school districts responded that they are satisfied or extremely satisfied, compared to 40% in urban school districts (41% Clark, 35% Washoe).

> *Parent Engagement Matters –*
>
> *Parents who reported being more engaged with the school or teacher reported that the school year was going better, and they were more satisfied with the school district's pandemic response. Engagement was also higher in the earlier grade levels (e.g., pre-K) than higher grade levels (e.g., high school). As such, engagement may help explain more positive responses of parents and family members of youth in lower grade levels.*

Again, representatives from the community reported less satisfaction with the school district's pandemic response than parents/family members and school personnel.

Figure 11

Satisfaction With the School District's Pandemic Response by Role (*n* = 1,260)
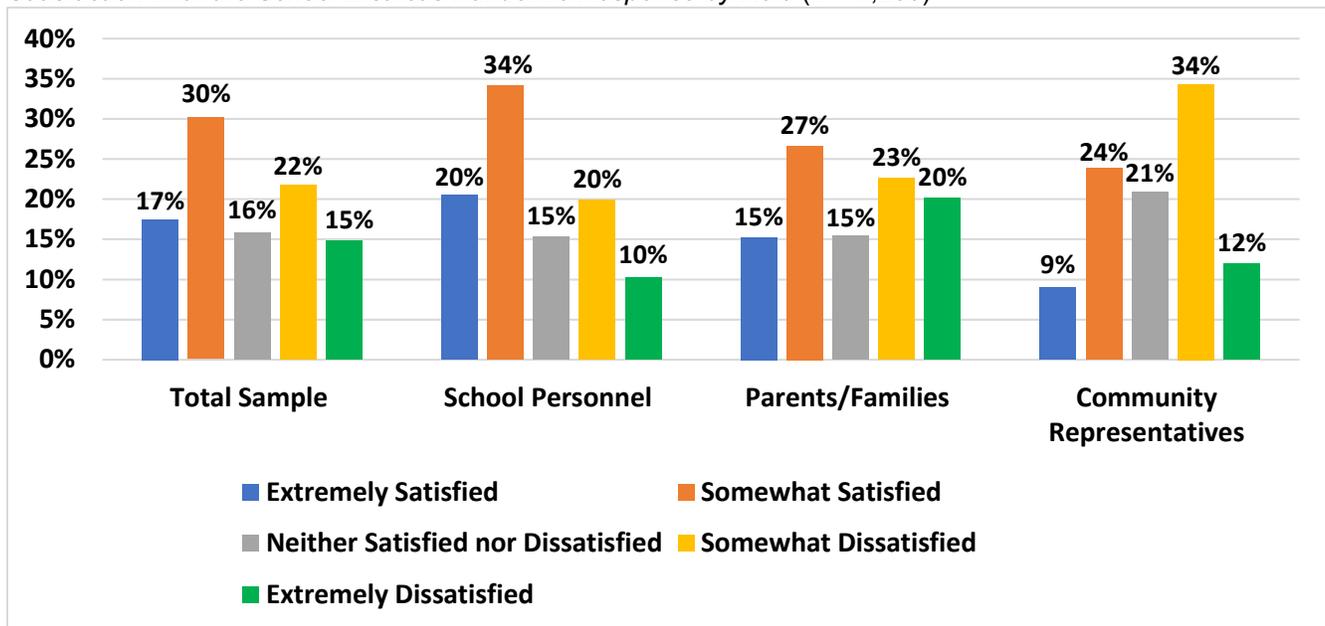
As seen in Figure 12, responses were more similar than different when disaggregated by race/ethnicity of the respondent (see Figure 12). Of note, Native American or Alaskan Native respondents reported more satisfaction or neutral responses, compared to other racial/ethnic groups.

Similar trends were found among multi-ethnic and Asian or Pacific Islander respondents as reported previously. They reported slightly more satisfaction with the pandemic response, compared to other racial/ethnic groups. Individuals identifying as multi-ethnic had fewer neutral responses, compared to other racial/ethnic groups.

Figure 12

Satisfaction with the School District's Pandemic Response by Race/Ethnicity of Respondents (*n* = 1,260)
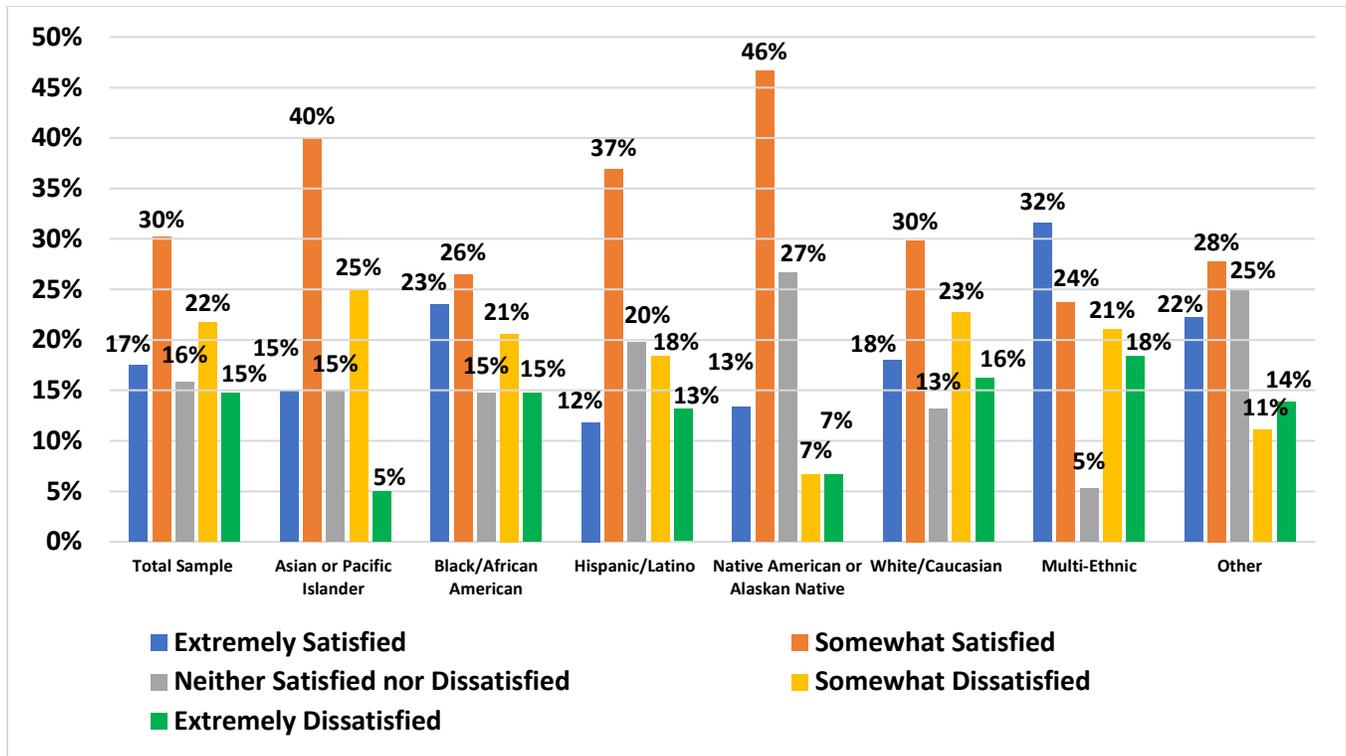
As mentioned previously, most respondents were female and well-educated. However, the responses disaggregated by these background characteristics are available in Appendix A.

As seen in Figures 13 and 14, generally, school-level administrators responded more positively to both questions – how the school year is going and satisfaction with the school district's pandemic response – than either district personnel or classroom teachers (see Figures 13 and 14). Classroom teachers responded less favorably to both questions. Overall, the responses were more positive with respect to the school district's pandemic response than to how the school year is going. This is consistent with the trends for parents/families and community members presented previously.

While sample sizes for each educator role were not large when disaggregated by geography, there were trends toward responses being more positive for those working in rural communities than urban communities. Within the urban communities, responses were more positive in Clark than Washoe County School District.

Figure 13

Ratings of How Well the School Year is Going by Educator Role (*n* = 549)
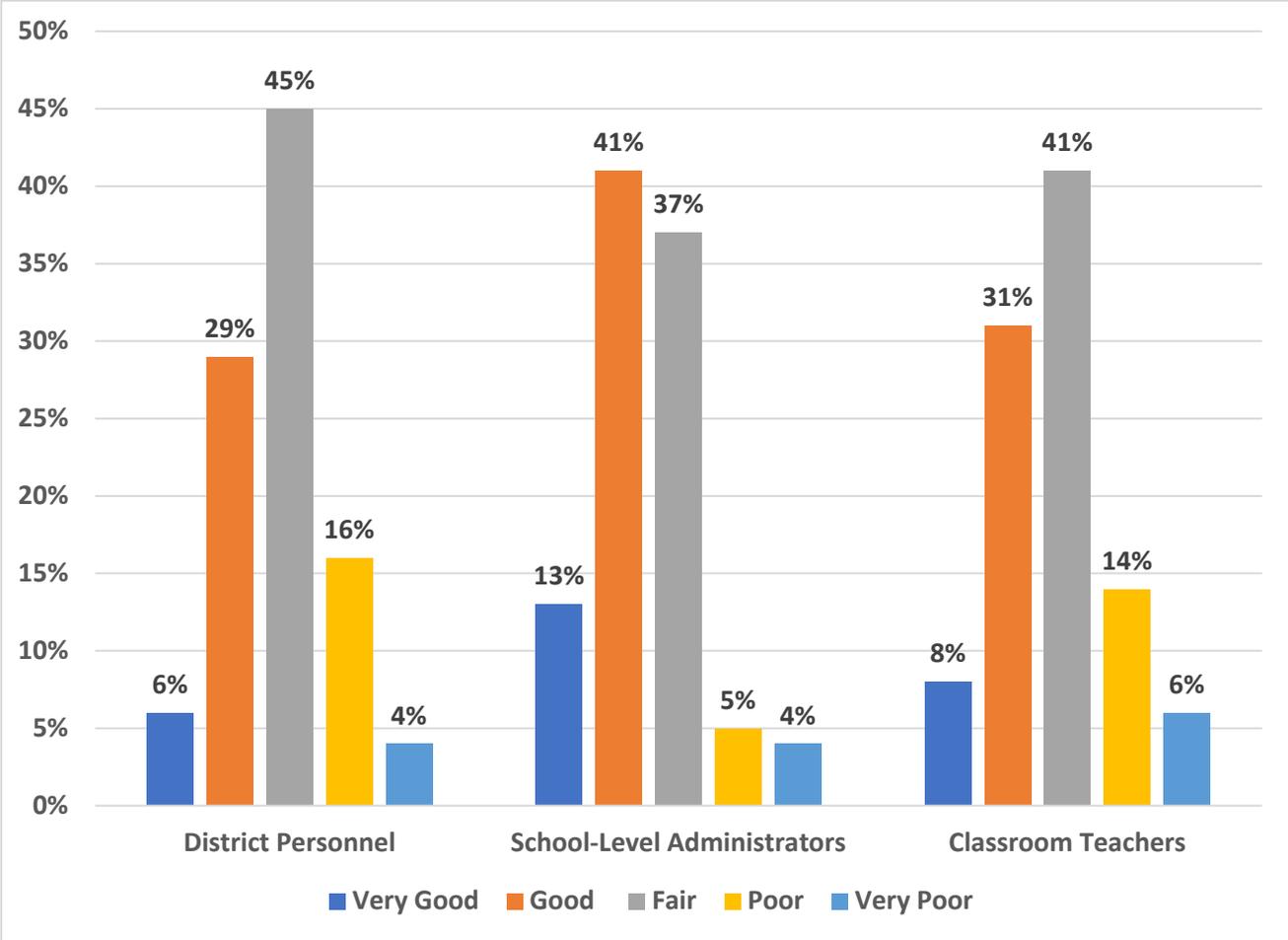
Figure 14

Satisfaction With the School District's Pandemic Response by Educator Role (n = 549)
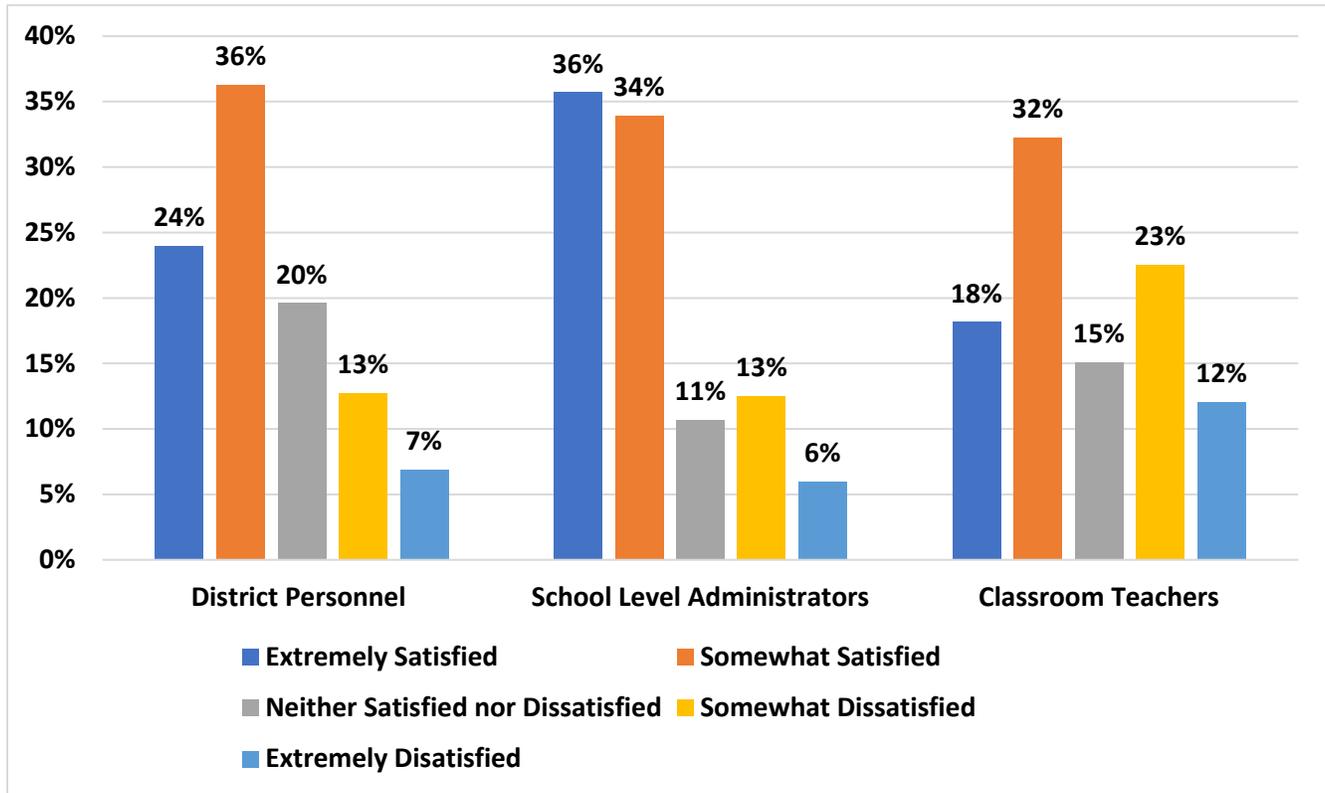
Most Important Educational Issues of the Pandemic

Parents/family members and school personnel were asked to rate the importance of 38 items pertaining to distance learning, quality of educational delivery, educational supports for youth and families, health and well-being, out-of-school time activities, youth learning, achievement, and communication. A full list of the items and means are in Appendix B.

The 10 items rated as most important among parents/family members and school personnel are shown in Table 1. The items are listed in descending order. Where there are duplicate numbers this indicates that, on average, respondents rated those items the same. Overall, the responses reflect the needs brought about by changes in instructional delivery model and stressors as a result of the pandemic, such as communication, quality of distance education and social-emotional health of youth.

Table 1

Top 10 Items Rated as Most Important Among Parents/Family Members and School Personnel

#	PARENTS/FAMILIES	#	SCHOOL PERSONNEL
1	Communication among school/teachers/students/parents	1	Communication among school/teachers/students/parents
2	Quality of distance education	2	Safety of children at school
2	Commitment of teachers to make distance learning effective	3	Quality of distance education
3	Quality of education received during the pandemic	4	Making distance learning accessible for children/students with disabilities
4	Making distance learning interactive and engaging	5	Making distance learning interactive and engaging
4	Social-emotional health of students	5	Social-emotional health of students
5	Student educational progress	6	Commitment of teachers to make distance learning effective
6	Teacher training for distance learning	6	Meeting the needs of children/students with disabilities
7	Safety of children at school	7	Quality of education received during the pandemic
8	Making distance learning accessible for children/students with disabilities	8	Social-emotional health of school personnel

Notably, there is considerable alignment in what parents/families and school personnel identify as most important, with few differences (see highlighted items in Table 1). Both parents/family members and school personnel rated communication and quality of distance education as the most important. School personnel placed a higher importance on safety of children at school and making distance learning accessible for children/youth with disabilities, while parents and family members placed greater importance on commitment of teachers to make distance learning effective.

The 10 items rated as least important among parents/family members and school personnel are shown in Table 2. The items are listed in ascending order, with substance abuse resources being noted as least important of the 38 items. Of note, these items reflect wrap-around services that are designed to provide youth and families the academic social, or behavior supports they need to help the student be successful in school and beyond. It is important to mention that these items were still rated as medium importance by respondents.

Table 2

Bottom 10 Items Rated as Least Important Among Parents/Family Members and School Personnel

#	PARENTS/FAMILIES	#	SCHOOL PERSONNEL
1	Substance abuse resources	1	Substance abuse resources
2	Childcare services	2	After-school programming
3	After-school programming	3	Physical activity resources
4	Youth programming during school day	4	Youth programming during school day
5	Nutrition education	5	Expanding community youth nonformal programs
6	Expanding community youth nonformal programs	6	Childcare services
7	Physical activity resources	7	Nutrition education
8	What to do on days students are not receiving instruction	8	Affordable youth activities
9	Affordable youth activities	9	What to do on days students are not receiving instruction
10	Parenting education	10	Tutoring resources

Again, parents/family members responded very similarly, with only one difference (highlighted in the table). However, it should be noted that parent education was #11 for school personnel, and tutoring resources was #11 for parents and families.

Parents and family members were provided the opportunity to write in additional youth educational needs. The most common responses were:

- Re-open schools and resume in-person classes and support
- Ensure internet access and access to devices (e.g., laptops) for youth's distance learning
- Too much work for youth and needing more meaningful work

"[We need] better internet access for distance learning in rural areas."
– parent or family member

An underlying theme in parents and family members' responses was supporting youth with special needs and implementing Individualized Education Programs (IEPs).

School personnel also were able to write in additional educational needs. The most common needs expressed were:

- Support for teachers' high workloads and health and well-being
- Ensure youth have internet and device access
- Resources and technology for schools/teachers to support distance learning
- Return to in-person classes

"Teachers need time to prepare. We are continually asked to do more with less. This impacts our ability to meet educational needs of all students…" – school personnel

An underlying theme in school personnel responses mirrored parents' responses with respect to supporting youth with special needs, and concerns over equity and achievement gaps due to the pandemic.

There were some similarities and some differences in ratings of importance based on geography (see Appendix C). Rural respondents rated many of the most highly endorsed issues similarly to their urban counterparts (e.g., quality of education, social-emotional health of students [and school personnel], communication, commitment of teachers to make distance learning effective, making distance learning accessible for students with disabilities). Needs that emerged as more important among rural respondents than their urban counterparts largely reflect wrap-around services. This may be due to a lack of resources in the community and/or a lack of access to these resources, if available. Alternatively, urban respondents may have de-emphasized the importance of wrap-around services because more immediate educational needs were top of mind given the uncertainty and changes in instructional delivery models utilized in response to the pandemic.

There were also some variations in responses by race/ethnicity, gender and educational attainment of the respondent (see Appendix C). However, in general, the same trends were found as presented previously. That is, items rated as most important reflect the needs brought about by changes in instructional delivery model and stressors as a result of the pandemic, and those rated less important reflect wrap-around services.

Respondents' Perspectives, Perceptions and Lessons Learned

Respondents were asked to provide feedback on three open-ended questions:

- From your perspective, what is working well in terms of pre-K-12 education here in Nevada during this pandemic? (n = 682)
- Are you aware of any "lessons learned" during this pandemic (in terms of educational delivery/support) that could be shared? (n = 497)
- Is there anything else, good or bad, you would like to share regarding your perceptions of pre-K-12 educational delivery during this pandemic? (n = 569).

The feedback from these three items converged on the following themes.

Communication and Collaboration

Respondents noted the increased communication among youth, families, teachers and administrators as one of the positive aspects of the COVID-19 response in schools. Many responses indicated that frequent communication is key to a smooth transition and effective instruction. In some cases, increased communication in the form of virtual meetings and office hours allowed youth more access to individual or small-group instruction that they may not have had access to in face-to-face environments. Many family members noted their appreciation for being able to "see" how their children are doing in their education because of online modes of delivery, and some noted the increased ability to track their children's work and keep them accountable. Respondents who expressed the most frustration were often those who indicated a lack of clear communication. Given the frequency of the positive responses and importance placed on communication among stakeholders during the pandemic, this is an area of pre-K-12 education in Nevada that should continue after the pandemic is over.

> *"Communication is key! My kids do well in classes where teachers have clear communication and outline where HW is listed and due. They struggle when instructions are vague."* – parent or family member

Access to Internet and Technology Resources

Many respondents were very happy with the increased access to technology and internet services to support educational work in a variety of instructional delivery models. Specifically, respondents who live in areas where Chromebooks or other internet-connected devices were provided for youth were pleased with the availability of these tools. While there was no consensus on which particular learning platforms (Google Classrooms, Canvas, etc.) were most effective, respondents generally agreed that these tools increase communication among teachers and youth, especially when the tools were used consistently across grade levels and subject areas. Some respondents noted that the move to digital and hybrid learning has improved digital literacy for all. On the other hand, some respondents pointed out that a digital divide still exists, and that more efforts to make high-quality internet available, affordable and accessible to all are necessary. Some respondents noted the need for increased teacher training, technology support and technology grant funds to provide smoother tech-based education.

> *"Digital literacy is improving for all; parents are starting to see what their kids can/cannot do; some students are thriving in this mode because there are less in-class distractions."* – classroom teacher

Consistency

Although responses differed in terms of specific preferences for workload, learning platforms, modalities and time requirements for educational activities, many respondents expressed a need for clear and consistent expectations. Frequently, the desire for consistency coincided with a need for increased communication among schools, families and youth; respondents seemed happiest when there was a consistent routine that families could rely on each day or week. Relatedly, some respondents expressed dismay that systems have changed frequently, teachers have not had adequate time to prepare, and youth have felt uncertain about how to complete their work. Some respondents indicated that having a clear plan at the school or district level would increase consistency among teachers, thereby creating a more consistent routine for families and youth.

> *"Not having a concrete plan and always trying to figure out what the plan is becomes frustrating."* – classroom teacher

Care and Safety

Throughout the open-ended responses, the care and safety of youth, families and school personnel frequently appeared as a top concern. Many respondents noted some important positive changes as a result of the pandemic. While not universally accessible, as some respondents pointed out, the increased availability of meals for families was especially beneficial. Some respondents expressed appreciation for the diligence and hard work of school personnel to keep youth and employees safe with additional sanitizing, distancing and options for remote work.

> *"Administrators are very understanding and sensitive to teacher and family needs."* – classroom teacher

Flexibility and Learning

Responses to all three open-ended questions varied widely in terms of instructional delivery model preferences (face-to-face, digital or hybrid). Some respondents expressed concern about decreased social and academic outcomes as a result of distance learning, while others appreciated the safety that distance learning provides. Some respondents felt that youth were struggling academically as a result of distance learning, while others noted that the quality of instruction had not changed as a result of the pandemic. Although there was no consensus on how best to deliver instruction, respondents frequently expressed concern that the remote or digital modalities are especially challenging for youth with special educational needs. One important lesson from this pandemic is the need for continued and increased attention on how to deliver educational services for youth with special needs.

"I have learned my kids need in person teaching. They have low self-esteem, hate school and want to move away and we are currently looking for jobs in states that are open. Our kids are depressed, not eating well and are now falling behind in school. They have no interest anymore in classes." – parent or family member

Regarding flexibility within learning environments, respondents praised systems that allowed for short, well-structured screen sessions with ample time for youth to complete work with individual or small-group support from teachers. Combined with the preferences for clarity and consistency described above, many respondents appreciated knowing the workload expectations and having increased flexibility to complete that work.

Respondents who lived in areas where they were able to choose the best modality for themselves and their families generally indicated that these structures worked well and accommodated a variety of needs for teachers, youth and families. Consistent with this response, some respondents noted the importance of local control in decision-making to best serve the needs of the school staff and youth within individual communities.

Finally, a frequent piece of positive feedback was that having fewer youth in the classroom (virtually or physically) has allowed teachers more time to support youth individually or in small groups and has decreased disruptions. Some respondents pointed out the benefits of smaller class sizes as having particular benefits for youth learning.

"Everyone is trying to do the best they can under the circumstances. There is a level of flexibility with educators that may not have been present prior to the pandemic. Nevada is doing all that it can to ensure students have access to technology." – school-level administrator

Racial and Ethnic Differences

When taken as a whole, the qualitative dataset did not reveal a clearly positive or clearly negative reaction to school districts' responses to the pandemic; however, when the data were disaggregated by race/ethnicity, there was more frustration expressed with distance learning among nonwhite respondents statewide. Many of the responses expressed frustration with not knowing how to use the technology or how to best support youth. Additionally, more frequent concerns about mental health, physical health (screen time and lack of exercise), and the importance of social interactions among youth were expressed as compared to the entire qualitative dataset.

"It's really hard to get clear information, so difficult to track assignments easily, it's so confusing and minimal help from some of the teachers leaving parents to just figure it out or NOT." – parent or family member

Although the quantitative results show fairly similar responses across racial/ethnic groups, the primarily negative responses among nonwhite respondents in the open-ended questions is not to be overlooked. It is impossible to speculate as to the reasons for the difference in tone among the responses. However, the increased negative responses among respondents of color may indicate that the changes in instructional delivery model are working better for white families than nonwhite families and/or reflect concern about not being able to access other services and supports schools typically provide for youth. When nonwhite respondents shared positive aspects, those aspects were consistent with the responses in the whole group; respondents appreciate good communication and teachers who are working hard to connect with youth.

Youth With Disabilities

An analysis of qualitative responses specific to children/youth with disabilities indicated several concerns. A concern expressed by a number of individuals was that distance learning is not meeting the unique educational needs of children/youth with disabilities, especially those with significant disabilities and those with low-incidence disabilities. There was also a common concern expressed related to the implementation of Individualized Education Plans (IEPs) (e.g., delivery of related services such as speech/language services, provision of specified accommodations, delivery of a specified number of minutes of services). Another common concern related to the belief that youth with disabilities' educational needs could best be met in person with youth physically present at school sites. Even with these concerns expressed, some respondents indicated that they felt many special education teachers were doing the best they could, given the circumstances of a pandemic.

"For General Education students who have supportive families, that may be fine, but in no way are we meeting the needs of those with significant disabilities." – classroom teacher

Summary and Emerging Priorities

Parents and families who were more engaged with the school and teachers felt the school year was going better and were more satisfied with the school district's pandemic response. As such, school districts would benefit from looking at best practices in family engagement to determine how to help families navigate through times of uncertainty or change when instructional delivery model, communication and normal ways of interacting are being shifted.

After reviewing the qualitative and quantitative data from over 1,300 respondents, there was not a preferred instructional delivery model (face-to-face, online or hybrid model). Instead, the preferred model differed by family situation (e.g., resources, ability of parent to stay with child, comfort with and access to technology and internet) and individual differences of the child (e.g., grade, learning style of the child), along with preparation of the teacher. There was, however, a strong desire for consistency in the type of instructional delivery model across the school district. For the purposes of this needs assessment, geography can be considered a proxy for the type of instructional delivery models available in the school district; as plans were developed and implemented at the school district level. This may help explain why rural school districts, which did not experience as much transition in the instructional delivery model and uncertainty around education, were more satisfied with how the school year is going and the school district's pandemic response than respondents from urban school districts.

Responses to how the school year is going and the school district's pandemic response were fairly similar among respondents with different background characteristics, except for respondents identifying as multi-ethnic who reported more negative perceptions. However, nonwhite respondents expressed greater frustration in their responses regarding distance learning, use of technology, how to support youth and concerns over youth's health and well-being.

Concerns related to the delivery of educational and services to youth with disabilities were apparent. It is important that IEPs of youth with disabilities be fully implemented; there were concerns that IEPs were not being appropriately addressed, especially for those youth with more significant or low-incidence disabilities. Based on these responses, it may be important to reassess delivery of educational services, particularly during times of change and uncertainty, for youth who have disabilities.

As might be expected, needs that emerged as most important among parents/families and school personnel were related to changes in instructional delivery model and other stressors that resulted from the pandemic. Those who were less pleased with how the school year is going and the district's pandemic response expressed that their needs in these areas are not being met. Wrap-around services that support education, youth and families are still considered important to families and school personnel, and were rated as more important among those who responded more positively to how the school year is going. As might be expected, this suggests that if fundamental needs (e.g., safety, quality of education, equitable access to education, socio-emotional health) are met, high-level needs such as wrap-around services (e.g., community youth programs, physical activity resources, nutrition education) are more desired.

Social and emotional support for the youth, families and teachers was consistently identified in both the quantitative and qualitative data as important and highly affected during the pandemic. Recognizing and taking measures to address the additional workload of school personnel during times of change will be important to help with the morale of school staff. Providing community resources for families and youth to help address social and emotional needs would be beneficial. An example would be sharing youth programs available in each community, such as the University of Nevada, Reno Extension's 4-H Youth Development Program. The 4-H Youth Development Program provides the opportunity for youth to interact with other young people in a safe environment. Youth involved in the program are also more engaged in school, have better grades, and develop life skills that may make them more resilient during times of stress and uncertainty.

"My oldest has had to start seeing a therapist because he feels 'worthless'. My middle child is having angry outbursts. My kindergartener has gone from being a happy fun ray of sunshine to being a crabby monster. She cries all day long about how this isn't 'her school' she is barely absorbing information because she can't use the computer without help but I have 2 other kids to help and a 2 year old... I've watched our teachers break down because they are so overwhelmed. This isn't healthy for anyone." - parent or family member

Finally, current and post-pandemic education may benefit from assessing the best practices and lessons learned to improve parent engagement, communication, access to internet and technology resources to support learning, consistency and predictable schedules, care and safety of youth and school personnel, and flexibility to meet individual youth and family needs. This will lead to opportunities for school districts, community non formal educational programs and institutions of higher education to provide programs to support both the academic and social-emotional needs of Nevada's youth, families and educators.

Limitations

The findings are based on self-report data collected at one point in time and, as such, reflect a snapshot of the conditions at that particular time. For example, two districts (Clark and Elko) opted for full distance learning in the first quarter; whereas, approximately eight offered hybrid or parent options, eight others offered in-person, and the remaining offered a variation of the three models. Yet, regardless of the state-approved instructional model, most district plans shifted to a different model based on the ever-evolving outcomes of the pandemic. Therefore, the districts' chosen instructional delivery model may have influenced responses and differences in the results.

Additionally, residents who completed this needs assessment may not be representative of the state population. For instance, the respondents were largely school personnel and parents or family members of youth in preK-12, educated, young adult, white women, who resided or were employed in urban areas. Using a snowball sampling procedure to recruit the respondents may have led to biases in the data, despite efforts to gather a large sample. This sampling procedure, although inclusive and cost-effective, may have created more chances for a particular segment of the target population to be included in the report.

Furthermore, the findings may not provide a complete picture of the educational needs of Nevada youth during the pandemic since the sample did not include youth data. It is recommended, in the future, to collect and examine responses from youth and compare their responses to other stakeholders' perceptions of youth needs.

In addition, the survey that was used to determine the educational needs of Nevada's youth was not field-tested. This may have affected how individuals responded to the survey questions. Field-testing helps minimize ambiguity and bias, and helps improve the quality of the survey. However, due to the urgency to identify youth needs during the pandemic in an effort to inform current educational delivery, the survey was reviewed and validated by a panel of technical experts.

Despite these limitations, given the large number of respondents and extensive qualitative data, including responses from every county, stakeholders in education may use this report with confidence to help inform their strategies or action plans. This report may also serve as a baseline or framework for further discussions among stakeholders about preK-12 educational and mental health needs in Nevada.

Next Steps

Report findings and conclusions will continue to be shared with parents, families, agencies and organizations throughout Nevada and beyond. The goal is to disseminate this research widely to inform education, education delivery and addressing the emotional and mental health needs of youth. While this study was specific to the pandemic, it will be vital to recognize and learn from this time to address the various and evolving needs of Nevada's youth, families and communities.

In addition to this report, an accessible dashboard is available for public use that includes the quantitative data collected through this study. This database will allow users to view data from various lenses (e.g., by county, respondent type, rating of how the school year is going, satisfaction with the school district's pandemic response).

As an immediate response to the identified needs, a Resource Guide has been created with existing programming and resources to support the academic success and mental health of youth in Nevada. Intended for school districts, youth, families and communities, this guide can be used to help educators find supplemental programs for their classrooms and to help families find programs and resources to support youth learning, academics, positive youth development, health and well-being, and more. All programs and resources identified meet both state and national educational standards with programs from the University's 4-H Youth Development Program; Department of Psychology, College of Science; and Extended Studies; Nevada Department of Education; the Nevada Department of Wildlife; the Nevada Division of Child Family Services – Northern Nevada Child & Adolescent Services; S.I.E.R.R.A. Families; and others. This guide will be updated as additional resources and programs are identified.

Complementary and additional research has been conducted around preK-20 education, mental health and emotional needs of youth, families, educators and communities both in and outside of Nevada related to the COVID-19 pandemic. The university research team will actively pursue ways to collaborate and partner with organizations, agencies and stakeholders across the state (e.g., Nevada Department of Education, Nevada Association of Counties, school districts) on findings and conclusions from these studies to inform current and post-pandemic educational delivery for Nevada's youth.

The purpose of this report is to provide descriptive results from the statewide survey. The research team will produce future publications to examine the data at a deeper level. Examples of future inquiry include an exploration of differences in the results by race/ethnicity of the respondent, role, geographic location and parent engagement. Another area of interest is examining differences in what emerged as the most important educational issues of the pandemic based on respondent's perceptions of how the school year was going and the school district's pandemic response.

A webpage has been created that houses a summary of the findings and full report:
https://extension.unr.edu/publication.aspx?PubID=3944.
The Resource Guide can be found here: https://extension.unr.edu/publication.aspx?PubID=3945.
Additional publications will be posted as they become available. Finally, upon request, a dashboard containing the data is available for public use.

The pandemic has presented an important learning experience that will allow school districts and personnel to be more prepared for situations that require distance learning or significant changes in educational delivery in the future. The research team's hope is that the results of this statewide survey will aid decision-makers and families now and in the future.

Appendix A

Table A1

Question	Mean Score	Sample Size	Respondent Education Level
From your perspective, how is the school year going so far?	3.00	50	Doctorate
	3.08	405	Professional Degree
	3.04	249	4-year Degree
	3.06	69	2-year Degree
	3.08	99	Some College
	2.92	50	High School Graduate
	3.25	8	Less Than High School

Response options: 1 = *Very Poor,* 2 = *Poor*, 3 = *Fair*, 4 = *Good*, 5 = *Very Good*

Question	Mean Score	Sample Size	Respondent Education Level
How satisfied are you with your school district's pandemic response?	3.18	50	Doctorate
	3.11	405	Professional Degree
	3.11	249	4-year Degree
	3.23	69	2-year Degree
	3.13	99	Some College
	3.14	49	High School Graduate
	3.88	8	Less Than High School

Response options: 1 = *Extremely Dissatisfied,* 2 = *Somewhat Dissatisfied*, 3 = *Neither Satisfied nor Dissatisfied*, 4 = *Somewhat Satisfied*, 5 = *Somewhat Dissatisfied*

Table A2

Question	Mean Score	Sample Size	Gender of Respondents
From your perspective, how is the school year going so far?	3.08	783	Female
	2.94	114	Male
	2.92	12	Prefer to Self-Describe

Response options: 1 = *Very Poor,* 2 = *Poor*, 3 = *Fair*, 4 = *Good*, 5 = *Very Good*

Question	Mean Score	Sample Size	Gender of Respondents
How satisfied are you with your school district's pandemic response?	3.13	782	Female
	3.22	114	Male
	3.00	12	Prefer to Self-Describe

Response options: 1 = *Extremely Dissatisfied,* 2 = *Somewhat Dissatisfied*, 3 = *Neither Satisfied nor Dissatisfied*, 4 = *Somewhat Satisfied*, 5 = *Somewhat Dissatisfied*

Appendix B

Table B1

Means and Sample Sizes for Parent and Family Member Ratings of the Most Important Educational Issues of the Pandemic

Item	Mean Score	Sample Size
Communication among school/teachers/students/parents	2.92	466
Quality of distance education	2.87	467
Commitment of teachers to make distance learning effective	2.87	463
Quality of education received during the pandemic	2.86	469
Making distance learning interactive and engaging	2.84	466
Social-emotional health of students	2.84	471
Student educational progress	2.82	469
Teacher training for distance learning	2.81	462
Safety of children at school	2.79	467
Making distance learning accessible for children/students with disabilities	2.76	423
Meeting the needs of children/students with disabilities	2.74	430
Literacy and school readiness	2.70	462
Social-emotional health of school personnel	2.69	466
Safety of personnel at school	2.68	459
Educational technology preparedness and literacy	2.68	451
Student school engagement	2.66	465
Access to resources to support distance learning	2.59	463
Distance learning support (e.g., Zoom, Google, etc.)	2.53	464
Parent engagement	2.53	472
Stress and crisis management	2.51	468
Tips to help parents support children to do schoolwork at home	2.48	459
Mental health resources for school personnel	2.47	442
College preparedness	2.47	457
Mental health resources for families and youth	2.42	452
Workforce skills training	2.38	454
Health and wellness programs for youth	2.30	449
Poverty education and support	2.28	450
Tutoring resources	2.25	454
Parenting education	2.24	466

Item	Mean Score	Sample Size
Affordable youth activities	2.19	445
What to do on days students are not receiving instruction	2.12	445
Physical activity resources	2.03	458
Expanding community youth nonformal programs (example: 4-H Youth Development, Girl Scouts, etc.)	1.99	446
Nutrition education	1.98	468
Youth programming during school day	1.95	428
After-school programming	1.82	449
Childcare services	1.71	437
Substance abuse resources	1.66	428

Response options: 1 = *Low Importance,* 2 = *Medium Importance*, 3 = *High Importance*

Table B2

Means and Sample Sizes for School Personnel Ratings of the Most Important Educational Issues of the Pandemic

Item	Mean Score	Sample Size
Communication among school/teachers/students/parents	2.89	501
Safety of children at school	2.87	502
Quality of distance education	2.86	503
Making distance learning accessible for children/students with disabilities	2.85	502
Making distance learning interactive and engaging	2.82	502
Social-emotional health of students	2.82	504
Commitment of teachers to make distance learning effective	2.80	502
Meeting the needs of children/students with disabilities	2.80	502
Quality of education received during the pandemic	2.79	504
Safety of personnel at school	2.77	504
Social-emotional health of school personnel	2.75	505
Literacy and school readiness	2.74	502
Student educational progress	2.73	504
Student school engagement	2.73	501
Tips to help parents support children to do schoolwork at home	2.72	500
Educational technology preparedness and literacy	2.71	502
Access to resources to support distance learning	2.70	504
Distance learning support (e.g., Zoom, Google, etc.)	2.66	504
Teacher training for distance learning	2.66	504
Mental health resources for families and youth	2.65	502
Stress and crisis management	2.63	505
Parent engagement	2.61	500
Mental health resources for school personnel	2.58	503
Poverty education and support	2.51	500
Workforce skills training	2.51	501
Health and wellness programs for youth	2.42	501
College preparedness	2.42	500
Parenting education	2.40	501
Tutoring resources	2.34	501
What to do on days students are not receiving instruction	2.25	484
Affordable youth activities	2.21	493

Item	Mean Score	Sample Size
Childcare services	2.10	486
Nutrition education	2.10	501
Expanding community youth nonformal programs (example: 4-H Youth Development, Girl Scouts, etc.)	2.09	488
Physical activity resources	2.07	498
Youth programming during school day	2.07	485
After-school programming	1.99	487
Substance abuse resources	1.97	491

Response options: 1 = *Low Importance*, 2 = *Medium Importance*, 3 = *High Importance*

Appendix C

Table C1

Means for Each Item by Geographic Location

Item	Clark Mean	Washoe Mean	Rural Mean
Substance abuse resources	1.74	1.73	2.01
Tips to help parents support children to do schoolwork at home	2.58	2.47	2.71
What to do on days students are not receiving instruction	2.07	2.30	2.31
Expanding community youth nonformal programs (example: 4-H Youth Development, Girl Scouts, etc.)	1.95	2.15	2.19
Tutoring resources	2.20	2.40	2.43
After-school programming	1.82	1.99	2.05
Physical activity resources	1.97	2.13	2.17
Childcare services	1.86	2.03	2.03
Affordable youth activities	2.14	2.28	2.31
Parenting education	2.30	2.23	2.40
Youth programming during school day	1.97	2.05	2.13
Parent engagement	2.59	2.45	2.61
Nutrition education	2.00	2.03	2.15
Student school engagement	2.69	2.59	2.74
Teacher training for distance learning	2.79	2.78	2.65
Mental health resources for families and youth	2.54	2.48	2.59
Workforce skills training	2.43	2.44	2.53
Health and wellness programs for youth	2.33	2.40	2.42
Making distance learning interactive and engaging	2.86	2.84	2.78
Quality of distance education	2.89	2.87	2.82
Educational technology preparedness and literacy	2.70	2.64	2.71
Student educational progress	2.80	2.73	2.76
Distance learning support (e.g., Zoom, Google, etc.)	2.59	2.65	2.59

Item	Clark Mean	Washoe Mean	Rural Mean
Poverty education and support	2.39	2.45	2.45
Meeting the needs of children/students with disabilities	2.80	2.78	2.74
Commitment of teachers to make distance learning effective	2.86	2.81	2.81
Making distance learning accessible for children/students with disabilities	2.82	2.77	2.80
Literacy and school readiness	2.72	2.70	2.75
Stress and crisis management	2.59	2.54	2.59
Safety of children at school	2.85	2.81	2.82
Access to resources to support distance learning	2.64	2.67	2.68
Communication among school/teachers/students/parents	2.89	2.93	2.90
Social-emotional health of students	2.85	2.81	2.81
Safety of personnel at school	2.74	2.73	2.71
Quality of education received during the pandemic	2.84	2.81	2.82
Mental health resources for school personnel	2.53	2.55	2.55
College preparedness	2.44	2.44	2.46
Social-emotional health of school personnel	2.73	2.73	2.72

Response options: 1 = *Low Importance*, 2 = *Medium Importance*, 3 = *High Importance*

Table C2

Means (M) and Sample Sizes (n) for Each Item by Ethnicity/Race of Respondents

Item	Asian or Pacific Islander		Black/ African American		Hispanic/ Latino		Native American or Alaskan Native		White/ Caucasian		Multi- Ethnic		Other	
	M	*n*	*M*	*n*	*M*	*n*	*M*	*n*	*M*	*n*	*M*	*n*	*M*	*n*
Distance Learning support (e.g., Zoom, Google, etc.)	2.90	21	2.74	34	2.63	76	2.71	14	2.57	668	2.57	37	2.62	34
Teacher training for distance learning	2.81	21	2.91	33	2.82	76	2.71	14	2.73	669	2.68	38	2.44	34
Making distance learning interactive and engaging	2.85	20	2.88	33	2.86	76	2.71	14	2.84	671	2.81	37	2.68	34
Quality of distance education	2.86	21	2.82	33	2.92	75	2.93	14	2.86	670	2.95	38	2.78	32
Commitment of teachers to make distance learning effective	2.90	21	2.82	34	2.92	76	2.85	13	2.82	666	2.76	38	2.76	34
Making distance learning accessible for children/students with disabilities	3.00	17	2.73	33	2.94	70	3.00	14	2.80	647	2.81	37	2.73	30
Tips to help parents support children to do schoolwork at home	2.95	20	2.71	34	2.61	76	2.92	13	2.58	660	2.53	38	2.39	33
What to do on days students are not receiving instruction	2.52	21	2.39	33	2.30	74	2.21	14	2.18	644	2.00	36	2.10	30
Safety of personnel at school	2.90	20	2.58	33	2.77	75	2.86	14	2.72	666	2.79	38	2.59	32
Safety of children at school	2.86	21	2.97	33	2.87	77	2.93	14	2.82	671	2.89	37	2.77	31
Access to resources to support distance learning	3.00	21	2.64	33	2.77	73	2.85	13	2.63	669	2.71	38	2.41	34

Item	Asian or Pacific Islander		Black/ African American		Hispanic/ Latino		Native American or Alaskan Native		White/ Caucasian		Multi- Ethnic		Other	
	M	*n*	*M*	*n*	*M*	*n*	*M*	*n*	*M*	*n*	*M*	*n*	*M*	*n*
Substance abuse resources	2.59	17	1.79	33	1.96	70	2.15	13	1.77	638	1.86	37	1.67	30
Physical activity resources	2.58	19	2.22	32	2.15	74	2.54	13	2.01	663	2.21	38	1.87	31
Tutoring resources	2.60	20	2.64	33	2.52	73	2.57	14	2.25	661	2.32	38	2.09	34
Mental health resources for families and youth	2.80	20	2.50	32	2.60	73	2.77	13	2.52	665	2.66	38	2.48	31
Mental health resources for school personnel	2.90	20	2.61	31	2.59	71	2.77	13	2.51	658	2.74	38	2.31	32
After-school programming	2.50	18	1.85	34	1.97	74	2.36	14	1.90	646	1.95	37	2.09	32
Childcare services	2.41	17	2.12	34	1.99	71	2.43	14	1.90	641	2.03	38	1.83	30
Youth programming during school day	2.41	17	2.25	32	2.26	69	2.64	14	1.98	636	2.03	37	2.13	32
Affordable youth activities	2.59	17	2.41	32	2.40	72	2.50	14	2.17	651	2.21	38	2.30	33
Health and wellness programs for youth	2.68	19	2.61	33	2.47	74	2.79	14	2.30	660	2.58	38	2.45	33
Expanding community youth non-formal programs (example: 4-H Youth Development, Girl Scouts, etc)	2.11	18	2.27	30	2.15	74	1.92	13	2.04	653	2.18	38	2.21	33
College preparedness	2.79	19	2.69	29	2.50	76	2.50	14	2.40	668	2.63	38	2.52	33
Poverty education and support	2.89	18	2.53	32	2.45	75	2.86	14	2.37	662	2.63	38	2.55	31

Item	Asian or Pacific Islander		Black/ African American		Hispanic/ Latino		Native American or Alaskan Native		White/ Caucasian		Multi- Ethnic		Other	
	M	*n*	*M*	*n*	*M*	*n*	*M*	*n*	*M*	*n*	*M*	*n*	*M*	*n*
Workforce skills training	2.61	18	2.39	31	2.57	76	2.79	14	2.41	667	2.68	38	2.41	32
Literacy and school readiness	2.84	19	2.77	31	2.79	77	2.79	14	2.70	669	2.87	38	2.74	34
Educational technology preparedness and literacy	2.84	19	2.75	32	2.74	74	3.00	14	2.67	659	2.74	38	2.63	35
Communication among school/teachers/students/parents	2.90	20	2.90	31	2.90	77	2.86	14	2.90	678	2.95	37	2.94	33
Stress and crisis management	2.85	20	2.69	32	2.65	77	2.64	14	2.54	681	2.68	38	2.53	34
Student educational progress	2.95	20	2.91	32	2.78	76	2.93	15	2.77	679	2.74	38	2.82	34
Social-emotional health of students	2.95	20	2.75	32	2.87	77	2.86	14	2.83	680	2.87	38	2.74	35
Social-emotional health of school personnel	2.90	20	2.72	32	2.83	75	2.71	14	2.72	674	2.82	38	2.46	35
Parenting education	2.80	20	2.53	32	2.47	76	2.79	14	2.28	671	2.42	38	2.12	34
Nutrition education	2.60	20	2.29	31	2.34	77	2.53	15	1.99	671	2.08	38	1.97	35
Student school engagement	2.60	20	2.84	32	2.72	75	2.73	15	2.69	670	2.71	38	2.74	35
Meeting the needs of children/students with disabilities	2.94	18	2.72	32	2.94	71	2.87	15	2.76	655	2.76	38	2.80	30
Parent engagement	2.80	20	2.61	33	2.66	77	2.47	15	2.56	677	2.76	38	2.49	35

Item	Asian or Pacific Islander		Black/ African American		Hispanic/ Latino		Native American or Alaskan Native		White/ Caucasian		Multi- Ethnic		Other	
	M	*n*	*M*	*n*	*M*	*n*	*M*	*n*	*M*	*n*	*M*	*n*	*M*	*n*
Quality of education received during the pandemic	2.95	20	3.00	32	2.87	77	2.87	15	2.82	677	2.82	38	2.80	35

Response options: 1 = *Low Importance*, 2 = *Medium Importance*, 3 = *High Importance*

Table C3

Means (M) and Sample Sizes (n) for Each Item by Education Level of Respondents

Item	Doctorate		Profession-al Degree		4-year Degree		2-year Degree		Some College		High School Graduate		Less Than High School	
	M	*n*	*M*	*n*	*M*	*n*	*M*	*n*	*M*	*n*	*M*	*n*	*M*	*n*
Distance Learning support (e.g., Zoom, Google, etc.)	2.60	47	2.62	402	2.49	247	2.71	65	2.59	95	2.61	46	2.63	8
Teacher training for distance learning	2.67	49	2.70	400	2.67	247	2.88	65	2086	96	2.85	46	3.00	8
Making distance learning interactive and engaging	2.90	48	2.83	400	2.80	248	2.83	65	2.84	96	2.80	46	2.88	8
Quality of distance education	2.94	47	2.85	402	2.86	245	2.92	65	2.89	96	2.80	46	3.00	8
Commitment of teachers to make distance learning effective	2.94	48	2.79	402	2.80	246	2.91	64	2.89	94	2.96	46	3.00	8
Making distance learning accessible for children/students with disabilities	2.83	47	2.81	389	2.77	230	2.85	62	2.81	95	2.86	43	3.00	7
Tips to help parents support children to do schoolwork at home	2.53	47	2.59	398	2.58	245	2.62	65	2.66	91	2.72	47	2.63	8
What to do on days students are not receiving instruction	2.17	46	2.14	380	2.20	240	2.37	63	2.19	93	2.37	46	2.50	8
Safety of personnel at school	2.82	49	2.75	397	2.67	243	2.72	67	2.72	94	2.76	45	3.00	8
Safety of children at school	2.82	49	2.85	396	2.83	247	2.78	67	2.80	97	2.87	46	3.00	8
Access to resources to support distance learning	2.52	48	2.65	400	2.62	245	2.63	63	2.71	97	2.87	46	2.71	7
Substance abuse resources	1.85	47	1.71	386	1.78	227	2.03	58	2.03	93	2.18	44	2.00	7

Item	Doctorate		Profession-al Degree		4-year Degree		2-year Degree		Some College		High School Graduate		Less Than High School	
	M	*n*	*M*	*n*	*M*	*n*	*M*	*n*	*M*	*n*	*M*	*n*	*M*	*n*
Physical activity resources	2.00	47	1.93	395	2.04	238	2.29	65	2.25	96	2.53	47	2.00	7
Tutoring resources	2.15	47	2.22	394	2.29	244	2.52	65	2.50	96	2.53	45	2.43	7
Mental health resources for families and youth	2.52	48	2.56	397	2.49	239	2.44	64	2.59	96	2.78	46	2.43	7
Mental health resources for school personnel	2.55	47	2.50	398	2.52	237	2.51	59	2.59	96	2.78	45	2.57	7
After-school programming	1.85	48	1.85	386	1.96	235	2.10	62	1.85	96	2.31	45	2.29	7
Childcare services	1.85	47	1.93	388	2.01	229	1.95	61	1.75	95	2.05	42	2.00	8
Youth programming during school day	1.98	47	1.97	379	2.03	232	2.31	62	1.99	92	2.37	43	2.43	7
Affordable youth activities	2.04	46	2.13	390	2.22	237	2.49	63	2.25	95	2.57	44	2.50	8
Health and wellness programs for youth	2.26	47	2.32	396	2.32	238	2.51	67	2.40	97	2.64	45	2.43	7
Expanding community youth non-formal programs (example: 4-H Youth Development, Girl Scouts, etc.)	1.85	48	1.98	387	2.10	241	2.41	64	2.12	95	2.27	41	1.88	8
College preparedness	2.50	48	2.33	397	2.47	248	2.72	65	2.62	94	2.43	44	2.63	8
Poverty education and support	2.30	47	2.41	398	2.39	238	2.34	65	2.40	95	2.67	46	2.75	8
Workforce skills training	2.33	49	2.38	398	2.44	242	2.64	67	2.65	95	2.58	45	2.43	7

Item	Doctorate		Profession-al Degree		4-year Degree		2-year Degree		Some College		High School Graduate		Less Than High School	
	M	*n*	*M*	*n*	*M*	*n*	*M*	*n*	*M*	*n*	*M*	*n*	*M*	*n*
Literacy and school readiness	2.65	49	2.70	397	2.68	246	2.84	67	2.84	98	2.84	44	2.63	8
Educational technology preparedness and literacy	2.55	47	2.71	394	2.64	247	2.78	65	2.70	94	2.77	44	2.86	7
Communication among school/teachers/students/parents	2.96	48	2.87	400	2.92	250	2.94	68	2.92	96	2.98	47	2.75	8
Stress and crisis management	2.57	49	2.56	402	2.51	251	2.62	66	2.62	98	2.77	48	2.63	8
Student educational progress	2.80	49	2.72	402	2.79	247	2.89	70	2.88	98	2.87	47	3.00	8
Social-emotional health of students	2.83	48	2.82	402	2.82	249	2.88	69	2.83	98	2.94	48	2.88	8
Social-emotional health of school personnel	2.69	48	2.71	400	2.69	248	2.78	68	2.74	96	2.90	48	3.00	7
Parenting education	2.13	47	2.28	399	2.27	246	2.58	66	2.39	98	2.58	48	2.38	8
Nutrition education	1.83	48	1.96	399	2.06	248	2.30	67	2.19	96	2.33	48	3.63	8
Student school engagement	2.62	47	2.68	399	2.67	245	2.77	70	2.72	95	2.92	48	2.88	8
Meeting the needs of children/students with disabilities	2.79	47	2.77	396	2.74	231	2.75	65	2.84	93	2.91	45	2.88	8
Parent engagement	2.49	49	2.54	399	2.58	248	2.73	70	2.62	98	2.69	49	2.63	8
Quality of education received during the pandemic	2.78	49	2.79	401	2.83	249	2.93	69	2.83	96	2.94	48	3.00	8

Response options: 1 = *Low Importance*, 2 = *Medium Importance*, 3 = *High Importance*

Table C4

Means (M) and Sample Sizes (n) for Each Item by Gender of Respondents

Item	Female		Male		Prefer to Self-Describe	
	M	*n*	*M*	*n*	*M*	*n*
Distance learning support (e.g., Zoom, Google, etc.)	2.60	768	2.55	110	2.18	11
Teacher training for distance learning	2.75	768	2.60	111	2.55	11
Making distance learning interactive and engaging	2.84	768	2.76	111	2.55	11
Quality of distance education	2.87	768	2.80	109	2.82	11
Commitment of teachers to make distance learning effective	2.84	767	2.73	110	2.64	11
Making distance learning accessible for children/students with disabilities	2.82	735	2.73	108	2.64	11
Tips to help parents support children to do schoolwork at home	2.59	762	2.63	108	2.30	10
What to do on days students are not receiving instruction	2.19	742	2.19	105	2.55	11
Safety of personnel at school	2.75	761	2.59	111	2.64	11
Safety of children at school	2.84	766	2.77	112	2.67	11
Access to resources to support distance learning	2.65	767	2.63	108	2.50	12
Substance abuse resources	1.83	728	1.76	103	1.73	11

Item	Female		Male		Prefer to Self-Describe	
	M	*n*	*M*	*n*	*M*	*n*
Physical activity resources	2.04	757	2.10	105	1.75	12
Tutoring resources	2.30	756	2.30	110	2.33	12
Mental health resources for families and youth	2.88	758	2.49	107	2.36	11
Mental health resources for school personnel	2.54	750	2.48	107	2.45	11
After-school programming	1.94	737	1.86	110	1.92	12
Childcare services	1.94	730	1.88	107	1.92	12
Youth programming during school day	2.05	720	2.01	109	1.75	12
Affordable youth activities	2.22	741	2.19	111	1.90	10
Health and wellness programs for youth	2.36	753	2.35	112	2.27	11
Expanding community youth non formal programs (example: 4-H Youth Development, Girl Scouts, etc.)	2.06	741	2.11	111	2.42	12
College preparedness	2.44	759	2.46	113	2.25	12
Poverty education and support	2.42	755	2.34	112	2.11	9
Workforce skills training	2.43	758	2.54	112	2.25	12
Literacy and school readiness	2.73	763	2.68	113	2.67	12

Item	Female		Male		Prefer to Self-Describe	
	M	*n*	*M*	*n*	*M*	*n*
Educational technology preparedness and literacy	2.69	752	2.71	113	2.58	12
Communication among school/teachers/students/parents	2.91	772	2.85	112	2.92	12
Stress and crisis management	2.60	777	2.45	112	2.33	12
Student educational progress	2.79	774	2.75	114	2.92	12
Social-emotional health of students	2.85	777	2.69	112	2.67	12
Social-emotional health of school personnel	2.75	769	2.56	113	2.50	12
Parenting education	2.34	769	2.19	111	2.09	11
Nutrition education	2.06	769	2.00	112	1.92	12
Student school engagement	2.71	766	2.67	113	2.75	12
Meeting the needs of children/students with disabilities	2.81	738	2.64	113	2.42	12
Parent engagement	2.60	775	2.50	113	2.50	12
Quality of education received during the pandemic	2.83	774	2.81	113	2.92	12

Response options: 1 = *Low Importance*, 2 = *Medium Importance*, 3 = *High Importance*