YOUTH WORKERS’ EXPERIENCE DURING THE COVID-19 PANDEMIC SURVEY RESULTS REPORT

Report Prepared By
Debralyn Woodberry-Shaw and Dr. Thomas Akiva
University of Pittsburgh School of Education
&
Stephanie Lewis
Allegheny Partners for Out-of-School Time

May 2020

This project is funded The Heinz Endowments and is a partnership between the University of Pittsburgh School of Education and Allegheny Partners for Out-of-School Time (APOST), an initiative of The United Way of Southwestern PA.
ABOUT

University of Pittsburgh School of Education
It is focused on advancing education through:
  o Improving the educational experience for students in urban schools
  o Exploring the synergy public policy and classroom practice
  o Understanding the factors and strategies that lead to success in the classroom
  o Developing obesity prevention and intervention programs

Allegheny Partners for Out-of-School Time
It is a partnership of funders, intermediaries, and providers dedicated to building a quality Out-of-School Time (OST) System that will contribute to the healthy successful development of young people as they progress through their school years, graduate from high school and enter into adulthood.

TEAM
Thanks to the amazing team that was involved in this project.

University of Pittsburgh School of Education
Sharon Colvin, Erin Gatz, Marijke Hecht, and Mario Lyles

Allegheny Partners for Out-of-School Time
Tanya Baronti, Damon Bethea, and Jaron Paul

CONTACT

University of Pittsburgh School of Education
If you have any questions regarding the research or youth workers survey, please contact Debralyn Woodberry-Shaw at diw28@pitt.edu.

Allegheny Partners for Out-of-School Time
For questions related to APOST or the organizational survey, please contact Stephanie Lewis at stephanie.lewis@unitedwayswpa.org.
The World Health Organization (WHO) characterized the coronavirus disease (COVID-19) as a global pandemic on March 11, 2020. In addition to the physical illnesses caused by COVID-19, we expect to see widespread mental health impacts due to social isolation, changes in employment, and loss of routine. Youth serving organizations are not exempt from this. Given this is the first coronavirus pandemic, information on how such a pandemic specifically impacts youth workers – i.e., the adults that work with young people through youth serving organizations – has yet to be explored.

The University of Pittsburgh School of Education and Allegheny Partners for Out-of-School Time (APOST), an initiative of The United Way of Southwestern PA, partnered to address the question: How is the COVID-19 pandemic impacting youth workers?. The objectives of this exploratory study were to investigate (a) how COVID-19 is impacting youth workers with a focus on primary and secondary traumatic stress, (b) whether and how youth workers are conducting youth work during the time of social distancing and stay-at-home orders, and (c) how intermediaries such as APOST and Remake Learning can aid youth workers during the COVID-19 pandemic and with next steps after the pandemic.

We conducted two surveys: one asked about youth workers’ feelings, thoughts, and behaviors related to their work and the COVID-19 pandemic, and the other survey specifically asked organizational leaders to share how the pandemic has impacted their organization. The research team and the APOST team initially specifically targeted, through emails and phone calls, organizational leaders that are members of APOST Quality Campaign, Hill Youth Partnership for Enrichment (HYPE), and One Northside Youth eXcel (ONYX). Of the 73 organizations represented on that list, 33 youth workers completed both the youth workers survey and the organizational survey. Additionally, 24 other organizational leaders completed both surveys.

The organizational leaders were asked to forward the survey to their staff. APOST advertised the survey for three weeks in their weekly on-line newsletters. Remake Learning, another local intermediary, sent a dedicated email to their network advertising the survey. In addition, the members of the team emailed the survey to their professional and personal contacts in the region.

Our hope is these data will aid in coordinating, compiling, and creating professional development experiences and resources for youth workers in the Pittsburgh area. The responses will also be used to inform APOST’s strategic priorities. We recognize feelings, thoughts, and behaviors related to the COVID-19 pandemic are rapidly changing, thus this report offers a snapshot in time.

---

WHAT’S IN THIS REPORT?

Survey of Youth Workers in Greater Pittsburgh
6 Introduction
6 Sample of Youth Workers
8 COVID-19 Impact on Youth Workers

Survey of Organizational Leaders in Youth Programs in Greater Pittsburgh
21 Introduction
21 COVID-19 Impact on Youth Serving Organizations
A survey for Youth Workers in Greater Pittsburgh was created by a University of Pittsburgh School of Education research team led by Debralyn Woodberry-Shaw and Dr. Thomas Akiva. The survey was active April 21, 2020 until May 12, 2020.

Definitions

- **Youth Worker**: adults, at all levels and in all departments, who work in youth serving organizations
- **Youth Serving Organization**: organizations that provide services to young people (12th grade and younger)
- **Youth Work**: tasks, duties, and responsibilities related to supporting young people
- **Intermediary**: an organization that connects youth serving organizations and provide resources
The sample includes 283 youth workers from 140 different youth serving organizations in Southwestern Pennsylvania.²

**Direct Contact**

We asked youth workers to report the percentage of time they spent in *direct contact with young people* prior to the COVID-19 pandemic (using a slider that allowed any percentage from 0 to 100). A majority (64%) reported spending at least 40% of their time working directly with young people. Overall responses are shown in the figure below.³

Figure 1: Direct Contact; n=259

² For the purposes of this report, the data from school professionals who were not associated with out-of-school time (OST) programming were not used (n=22). The data for youth workers not in Southwestern PA were not used (n=2). Furthermore, there were 16 surveys that were missing demographic information, yet the other information from the surveys was still used.

³ Twenty-four youth workers (8%) did not answer this question.
RACE AND GENDER

The sample of youth workers was majority White and the next largest group was Black (see figure 2). The sample was also majority female (see figure 3).

Figure 2: Race; n=266

- White, 66%
- Black, 24%
- Latinx, 3%
- Multi-Racial, 5%
- Pacific Islander, 0.38%
- Indian, 1%
- Self-Identified, 1%

Figure 3: Gender; n=266

- Female, 81%
- Male, 18%
- Nonbinary, 2%
Worries, Concerns, Preoccupations for Young People

Youth workers selected their top three concerns, worries, or preoccupations about the young people associated with their organization during the COVID-19 pandemic. Only one youth worker did not answer this question. Youth workers could choose multiple options. The initial options were: inadequate resources for online learning, learning loss, won’t be prepared for next school year, unstable housing, food insecurity, no therapeutic services, abusive situations at home, neglectful situations at home, emotional or physical health and wellness, health care, and other, please explain. Written in responses were broken down into one idea and sorted in one of the initial categories or stayed in the “other” category. Each of those new responses were then a data point. Finally, the data points were put into the final 5 categories.

Figure 4: Worries, Concerns, Preoccupations for Young People; n=282, 851 data points

- Academics, 45%
- Services, 24%
- Safety, 17%
- Health and Wellness, 14%
- Other, 0.24%

6 Only one youth worker did not answer this question. Youth workers could choose multiple options. The initial options were: inadequate resources for online learning, learning loss, won’t be prepared for next school year, unstable housing, food insecurity, no therapeutic services, abusive situations at home, neglectful situations at home, emotional or physical health and wellness, health care, and other, please explain. Written in responses were broken down into one idea and sorted in one of the initial categories or stayed in the “other” category. Each of those new responses were then a data point. Finally, the data points were put into the final 5 categories.
Worries, Concerns, Preoccupations for **Young People** (continued)

**Academics** was the most often selected concern. This includes inadequate resources for online learning, learning loss, that young people won’t be prepared for next school year, widening the opportunity gap, young people having difficulty returning to school routine, and young people’s ability to successfully learn remotely. Some comments that illustrate this concern:

- “All the kids will be pretty much in the same boat academically, and I doubt that what education is attempted during this will stick.”
- “I’m more worried that the educational demands thrown to parents during a stressful time has made life even more stressful for families.”

**Services**, the second most often mentioned concern, include unstable housing, food insecurity, no therapeutic services, programming, and lack of resources for young people’s families. Of the 851 data points, this accounted for 24%.

- “This is more about their families, but I'm worried about the limited financial resources of the families and their ability to afford everything during this time (several families have had issues with the unemployment process)”
- “Do the young people know we are out there”

**Safety** concerns include abusive or neglectful situations at home, “unsafe communities”, “safety overall”, and “unhealthy home situations” (e.g., higher stress levels in the home that may lead to neglect). Seventeen percent of data points were categorized as a safety concern.

**Health and Wellness** concerns include emotional, physical, social, and mental health/wellness, access to health care, and trauma. There were 14% of data points related to health and wellness.

- “Heavy prioritization of academics over social and emotional health”
- “Additionally, I worry that our kids are lacking social engagement with their peers and feeling isolated.”
- “Are youth able to engage meaningfully with the world (physically, socially, intellectually) during this time? This has implications for physical and mental health as well [a]s learning.”

**Other concerns** include “Boredom and not following social distancing”.
Worries, Concerns, Preoccupations for Self

Youth workers selected their top three concerns, worries, or preoccupations about their self during the COVID-19 pandemic. Their responses are shown in the figure below.

All the data points for this question were consolidated into 2 main categories – professional and personal. Professional, which accounted for 2/3 of the data points, included anything related to their job and finances, the young people associated with their job, and work-life balance. Personal, which included about 1/3 of the data points, focused on anything related to themselves outside of their professional life.

Figure 5: Worries, Concerns, Preoccupations for Self; n=271, 747 data points

---

7 Twelve youth workers (4%) did not answer this question.
Youth workers could choose multiple options. The initial options were: finances, employment, inadequate resources for an online world, limited knowledge of online tools, unstable housing, food insecurity, no therapeutic services, abusive situations at home, emotional or physical health and wellness, health care, and other. please explain. Written in responses were broken down into one idea and sorted in one of the initial categories or stayed in the “other” category. Each of those new responses were then a data point.
Worries, Concerns, Preoccupations for **Self** (continued)

**Professional concerns** include finances, employment, inadequate resources for an online world, limited knowledge of online tools, concern about their organization – funding and staffing, completing internship hours, missing the young people and families associated with their organization, pressures from work – more hours, attending work when sick, lack of work-life balance (working and assisting own children with school and space in house), and using personal devices. The largest percentage, 66% of the data points were related to the youth worker’s professional life.

- “Inadequate staff for summer programming - current hiring freeze for my institution.”
- “How long this is going to last; for example, if we can't get back to business as usual a year from now, what does that mean about the viability of our organization? What happens when our current grants run out and I have to let go of staff?”
- “Being responsible for youth during social distancing through the summer”

<table>
<thead>
<tr>
<th>Personal concerns</th>
<th>include unstable housing, food insecurity, no therapeutic services, abusive situations at home, emotional, physical, social, and mental health/wellness, access to health care, “fear of contracting COVID-19”, and missing social interactions.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“Feeling stressful about going out for say groceries, being fearful about any small physical discomfort, being stressful about asking for medical help for anything else”</td>
</tr>
<tr>
<td></td>
<td>“Compassion fatigue – primary and secondary stress”</td>
</tr>
</tbody>
</table>

**Other concerns** include fear of the unknown and concern for others especially family and friends.

- “Permanent Industry change that does not reflect my values”
Pay

As shown in figure 6, the large majority of youth workers (78%) reported that they were still being paid fully by their organization and 7% have seen some reduction but were still being paid.8

Figure 6: Pay; n=282

Of the 19 that reported a reduction in pay, 7 youth workers reported a 10% reduction. One response to note is: “10% pay decrease for all non-furloughed staff making under 100k/year”. Another youth worker noted, “Was furloughed for two weeks until they received a loan to pay us until June 7th. Then could be furloughed again.”

One youth worker that is still being paid mentioned, “But with constant pressure that I am not doing enough related to online education. No prior training and expected to have a full outline of services in 4 weeks.”

---

8 Only one youth worker did not respond to this question.
The initial options were: yes, no, yes but not at my regular rate, and was not paid before the COVID-19 pandemic.
Conducting Youth Work

Figure 7 shows youth workers’ reports (from a list of options) of how they were personally conducting youth work during the pandemic.9

Figure 7: Conducting Youth Work; n=283, 915 data points

- **Online**: 76%
- **Planning for After Pandemic**: 65%
- **Professional Development**: 53%
- **Regular Responsibilities**: 41%
- **Reaching Out**: 38%
- **Offline**: 25%
- **Serving Meals**: 13%
- **Not Working**: 10%
- **Other**: 3%

9 Youth workers could choose multiple options. Responses that were initially selected as “other” were sorted into one of the initial option categories, unless the youth worker already selected the corresponding category, or stayed in “other”.

Conducting Youth Work (continued)

The youth workers providing both online and offline activities, 76% and 25% respectively, were using Facebook live/Zoom/Google Hangouts for art, dance, STEM lessons, story time, mailing/dropping off activity packets, and virtual mental health consultation.

- “Instead of leading a planned hike outdoors, I took photos and shared that with the volunteer coordinator to include on social media and in upcoming newsletter I also offered to do videos of hikes to share the same content”

The 65% of youth workers planning for after the pandemic were “cleaning our areas of the building”, “working on summer programming and finishing school year programming”, and “developing hybrid resources for continuation of pandemic-limited programming in Fall 2020”.

Thirty-eight percent of youth workers in the sample were reaching out which includes reaching out to both young people and their families.

- “Helping family units more and understanding and getting to know them better”

Other responses:

- “Change in my role within the organization since I can’t reach much of the youth”
- “Trying to help organization survive financially through grants, new revenue streams, coordinating/rescheduling/refunding cancellations”
Pay and Conducting Youth Work

There were 25 youth workers that selected they are not being paid by their organization but that also selected at least one option for conducting youth work (see figure 8). About half of youth workers that are not being paid but conducting youth work are planning for after the pandemic and offering online activities.

Figure 8: Working Without Being Paid; n=25

- **Percentage of Youth Workers**
  - Planning for After Pandemic: 24%
  - Online Activities: 23%
  - Reaching Out: 17%
  - Professional Development: 15%
  - Regular Responsibilities: 11%
  - Serving Meals: 7%
  - Offline Activities: 3%
Activities

Youth workers specified what type of online or offline activities they were providing (see figure 9).\(^\text{10}\)

Figure 9: Types of Activities Being Provided; n=239, 395 data points

<table>
<thead>
<tr>
<th>PERCENTAGE OF YOUTH WORKERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Specific</td>
</tr>
<tr>
<td>Socio-Emotional Learning</td>
</tr>
<tr>
<td>Academic</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

By far the most common, 75% of youth workers stated that they were doing **content specific activities**, including items such as arts, STEM, dance, exercise, arts and crafts, civic engagement, life skills training, work readiness, and spiritual videos.

Just under half (45%) of youth workers said they were conducting **socio-emotional learning activities** for example are therapy, mentoring, family activities, and social activities (social-book club and play groups online).

Of the 239 youth workers, 41% of them were conducting **academic activities** are things like homework help, online learning platforms (Khan Academy), and story-times/read alouds.

In the **Other** category there were general activities including “emailed activities to my Prek students”, “Sending resources to them from other partners and orgs (i.e. games, books, etc.)”, and “professional development and support”.

---

\(^\text{10}\) Youth workers could choose multiple options. Responses that were initially selected as “other” were sorted in to one of initial option categories, unless the youth worker already selected the corresponding category, or stayed in “other”.

16
Connection

Figure 10 shows how youth workers said they were staying connected to their coworkers and other youth workers during the pandemic. All but 8 (3%) youth workers were staying connected to their coworkers and other youth workers. There were 88% of youth workers keeping in contact through video conferencing (e.g., Zoom, Skype, Google Hangouts, virtual happy hours). Youth workers also stated they were staying connected via text messages, face to face (serving and volunteering with each other), mail, and dropping items off at each other’s houses.

Figure 10: Types of Connection; n=283, 958 data points

- **Video Conference**: 88%
- **Emails**: 87%
- **Phone Calls**: 69%
- **Social Media**: 49%
- **Online Project Tools**: 33%
- **Other**: 10%
- **Not Staying Connected**: 3%

---

11 Youth workers could choose multiple options. Responses that were initially selected as “other” were sorted into one of initial option categories, unless the youth worker already selected the corresponding category, or stayed in “other”.

---
Stress

The figure below shows youth workers’ reported stress levels prior to and during the COVID-19 pandemic.12

Figure 11: Stress Level; n=282

As shown in the figure above, there were considerably more youth workers (44%) on the low end of stress prior to the pandemic and that flipped during the pandemic with more youth workers (54%) on the high end.

The average stress level prior to COVID-19 pandemic was 2.68 (between low and medium) and the average stress level during the COVID-19 pandemic is 3.58 (between medium and high). This is a statistically significant difference (t=15.92; p<0.001).

12 Only one youth worker did not respond to this question
Each response was assigned a number: extremely low = 1, low = 2, medium = 3, high = 4, and extremely high = 5.


**Stress (continued)**

13 As shown in figure 12, the majority (about 73%) of youth workers indicated higher stress now versus prior to the pandemic. It is interesting to note, one youth worker had a stress level of extremely low prior to the COVID-19 pandemic and an extremely high stress level during the pandemic.

Figure 12: Stress Difference; n=282

---

13 To find the stress difference, the prior stress level was subtracted from current stress level to obtain their stress difference level.
Intermediary Help

Responses to two questions provided insight into how an intermediary may be helpful to youth workers during the COVID-19 pandemic. Figure 11 shows what youth workers said would be personally and professionally helpful for them. Additionally, youth workers stated what they would like from an intermediary.

Figure 13: What is Personally and Professionally Helpful; n=273, 516 data points

---

14 Nine youth workers (3%) either did not respond to this specific question or responded N/A. Youth workers could choose multiple options. The initial options were: resources (financial, emotional, medical, etc.), professional development (training sessions, professional learning communities, books clubs, books/articles, toolkits, etc.), ways to connect with other youth workers (informal online community, virtual nonworking meetings, virtual working meetings – working on own work, etc.), and other, please explain. Responses that were initially selected as “other” were sorted in to one of initial option categories, unless the youth worker already selected the corresponding category, or stayed in “other”.

15 n=151 (53% of youth workers provided a response to this question)
About two-thirds (66%) of youth workers stated **resources** would be helpful for them right now. In the open-ended responses, youth workers specifically identified wanting resources for themselves (personal finances, technology, and childcare for themselves, etc.), their organizations (finances, etc.), the young people they serve, and the families of those young people. Selected comments are below:

- “What do parents, kids, educators want/need?”
- "Advocacy for low income students who were below level and lack the necessary tools to achieve in their homes which are often inadequately prepared to focus on learning or enrichment.”
- “What would be most helpful would be having a better computer…”

**Professional development** experiences were identified by 63% of youth workers as being helpful during this pandemic.

- “During this time, I want to take advantage of professional development opportunities.”
- “Teach me how to teach online”
- “All youth workers also need to be educated and trained about trauma that will undoubtedly arise from this situation, along with ways that we should daily be helping students and families recognize and respond to needs as this time at home continues.”

Fifty-five percent of youth workers identified, in the open-ended responses, **wanting to connect** with their youth as well as other youth workers and other organizations.

- “I wish that I had contact information from my youth, especially my more vulnerable youth. I am very worried about them…”
- “How to specifically reach out to teens in our area to help them out”

**Other themes** that emerged from open-ended responses include partnerships, advocacy, preparation for post COVID-19, personal wellbeing of youth workers, learning (online, offline, face-to-face), and technology access for young people.

- “More specific information on what platforms schools/programs are using and how we can specifically connect/collaborate with them”
- “More direction from government officials/organizations”
- “Health and safety supplies (thermometers, etc.)”
- “An understanding that everyone is impacted by COVID-19, and the expectation for youth work is extremely high”
- “Plans for education for youth other than sending home packets that create more work and more stress in the youth’s household.”
- “The ability for online work and paper work to be a thing. For some of my youth they just can’t do the online learning and need the physical material. Make the physical material more accessible since many don’t have access to printers.”
- “A way to make online learning more fun. Out students are inundated with the pressure of completing these academic packets, but I’d like to provide fun and relief because they are stressed too.”
The Organizational Survey was created by the APOST team led by Stephanie Lewis. The survey was active April 21, 2020 until May 11, 2020. The sample includes 64 youth serving organizations in Southwestern Pennsylvania.
Childcare Providers for Essential Workers Waivers

Organizational leaders were asked if they had applied for a *childcare waiver* (see figure 14). The initial options were: we have applied and are approved; yes but awaiting approval; and no we have not applied.

Childcare providers (including out-of-school time programs) were able to apply for waivers to operate during the COVID-19 pandemic even if the county was in “Red” based on the Governor’s Phased-In Approach to Reopen Business.

Figure 14: Childcare Waivers; n=64

---

16 The initial options were: we have applied and are approved; yes but awaiting approval; and no we have not applied.

**Meals**

The figure below shows the percentage of organizations that provided *afterschool meals* prior to COVID-19 pandemic and those that provided *emergency food* to families during the pandemic.

**Figure 15: Meals; n=64**

All but 8 (3%) youth workers were staying connected to their coworkers and other youth workers. There were 88% of youth workers keeping in contact through *video conferencing* (e.g., Zoom, Skype, Google Hangouts, virtual happy hours). Youth workers also stated they were staying connected via text messages, face to face (serving and volunteering with each other), mail, and dropping items off at each other’s houses.
Summer Programming/Camp

We asked organizational leaders if they are planning to have a summer program/camp and in what format (see figure 16).\(^{18}\)

Figure 16: Summer Programming/Camp; n=64

Hybrid programming included both online and face-to-face which accounted for 47% of organizations.

Organizations that selected not applicable do not usually offer a summer program. According to these data, 3% of organizations that typically have a summer program are not having one this year.

\(^{18}\) Youth workers could choose multiple options. The initial options were: yes – online/virtual only; yes – face-to-face program; yes – planning virtual and face-to-face options; no – we are not planning to have a summer program this year; not applicable (we do not usually offer a summer program); not sure at this time; and other (open-ended).
Fall Programming

As seen in the figure below, nearly every organization (94%) stated that they were planning or preparing for *fall programming*.

Figure 17: Fall Programming; n=64
Current Funding

Organizational leaders selected all their sources of funding (see figure 18).\(^\text{19}\)

Figure 18: Sources of Funding; n=58

![Bar chart showing sources of funding]

A third (34\%) of the organizational leaders selected other which included: United Way, school districts, corporations, fundraising, self-funded, and tax credits.

Almost a quarter (24\%) of organizations received individual, public, private, and congregational donations.

\(^{19}\) Six organizations (9\%) did not respond to this question.
Youth workers could choose multiple options. The initial options were: PDE: 21st Century Community Learning Centers, Allegheny County Department of Human Services Provider, local foundations, tuition-based, national foundations, and other (open-ended). Responses that were initially selected as “other” were sorted into one of initial option categories, unless the organization already selected the corresponding category, put in a new category (donations), or stayed in “other”.

27
Funding Changes

Figure 19 shows a majority of organizational leaders reported that they have lost some funding during the pandemic.²⁰

Figure 19: Funding Changes; n=56

The organizations that experienced funding loss (63%) wrote:
- “Yes, upwards of $50,000 because foundations shifted resources away from established guidelines to emergency relief related to Covid-19.”
- “Lost at least $475,000”
- “We estimate that projects we have had to cancel add up to about $45K.”
- “All summer programming was cancelled which usually brings in 85% of our budget funding”

Other responses included organizations unsure and those with pending grants:
- “…Our revenue streams, which offset a large portion of our costs, cannot be realized with a closed facility… We are incurring Covid related costs in anticipation of reopening our facility to the students which include but not limited to masks, gloves, sanitizer for staff and students to ensure their safety while in the building.”

²⁰ Eight organizations (13%) did not respond to this question. This was an open-ended question and responses were coded into the best fitting category.
Staffing Changes

About half of the organizational leaders reported staffing changes (with 30% saying they had laid off employees) and about half said staffing has remained the same (see figure 20).²¹

Figure 20: Staffing Changes; n=64

- Stayed the same: 52%
- Laid off employees: 30%
- Decreased staff but still paying: 14%
- Volunteers: 3%
- Hired additional staff: 2%

²¹ The initial options were: our staffing has remained the same; decreased staffing but are still paying employees, hired additional staff, laid off employees, and other (open-ended). Responses that were initially selected as “other” were sorted into one of initial option categories, unless the organization already selected the corresponding category, or put into a new category (volunteers).
Resources and Support Given

Figure 21 shows the types of resources or support organizational leaders reported that they were offering families during the pandemic.22

Figure 21: Resources and Support Given; n=64

![Bar chart showing the percentage of organizations providing different types of resources and support.]

The 19% of organizations that provided general resources were giving out cleaning supplies, diapers, bus passes, hygiene products, laptops, and provided connections to other organizations.

**Academic resources** included homework help, tutoring, and learning packets. Fourteen percent of organizations were providing this type of resource.

One (2%) organization was “recruiting for online summer or hybrid”.

---

22 Youth workers could choose multiple options. The initial options were: emergency food, transportation, counseling, childcare, financial, activities, not providing resources at the time, and other (open-ended). Responses that were initially selected as “other” were sorted into one of the initial option categories, unless the organization already selected the corresponding category, or stayed in “other”. Three new categories were created from the other responses: general resources, academic resources, and wellness check-ins.
Organizational Changes

We asked organizational leaders how likely their organization is to change as a result of the pandemic, and over half expected programmatic change and a little over a quarter expected operational changes (see figure 22).²³

Figure 22: Organizational Changes; n=58, 108 data points

Programmatic changes include restructuring programs, more digital and remote resources, offer more academic remediation, form more partnerships to survive, and support schools. With the largest percentage, 54% of the data points were related to programmatic changes.

Operational changes include decrease in number of students served, possible layoffs and closures, reduced capacity, hiring freezes, CDC guidelines, and frequent sanitation. Twenty-eight percent of data points were categorized as operational changes.

Financial changes include ramping up and pivoting fundraising events, negative changes, and uncertain about funding resources. Seven percent of data points were labeled as a financial change.

Eleven percent of organizations stated they were uncertain about the future but hopeful to return to normalcy after COVID-19.

---

²³ Six organizations (9%) either did not respond to this specific question or responded N/A. These written in responses were broken down into one idea and sorted into four categories. These are data points.
Support Needed

As seen in figure 23, organizational leaders shared what support they need to reopen after the pandemic.24

Figure 23: Support to Reopen; n=56, 83 data points

---

24 Eight organizations (13%) either did not respond to this specific question or responded N/A or none. These written in responses were broken down into one idea and sorted into five categories. These are data points.
Support Needed (continued)

With the largest percentage, 39% of data points were related to **financial support**. This includes general flexible funds, money for equipment, internet, and cleaning resources, creativity with funding sources, and doing more with less.

- “Primarily, flexible financial resources that will allow us to pay for what is needed, as opposed to proscribed costs.”
- “Financially adjusting to the new technological needs both our students and staff will need to provide high quality authentic arts experiences that are at the core of our experiences. Offering brick and mortar, mobile engagements, and virtual engagements will be necessary. The resources to provide these experiences and the needs of our staff to adjust and bridge this learning curve will be necessary.”

**Staff and volunteer support** includes professional development (which accounted for 7% of all data points), creating safe space for staff, rehiring staff, dealing with staff loss, and needing volunteers. Twenty percent of data points were characterized as staff and volunteer support.

Of the 83 data points, 19% of them were labeled as **healthcare guidelines**. This includes best practices on safety, resources to implement guidelines, COVID-19 testing, and space to spread out small group of students.

- “Ongoing education about how to best to keep everyone safe and support young people while still having fun and promoting a hopeful outlook.”

**Connection to OST providers and schools** accounted for 8% of the 83 data points.

**Other** items of support needed include: technology, advocacy to address inequities and promotional outreach, and unsure of what is needed. Thirteen percentage of data points were considered other.
Additional Comments

Organizational leaders were given the opportunity to add any additional comments at the end of the survey.\textsuperscript{25}

Selected Quotes

Resources:
- “We did not receive a Payroll Protection Plan loan.”
- “We’d be interested in building a consortium or some way to aggregate some of the educational resources that different organizations around Pittsburgh are developing at this time.”
- “[Organization] is ineligible for PPE funding due to that it has over 500 employees. They are a large nonprofit that serves over 5000 annually that still needs financial support.”
- “Making sure my Youth have the resources to be successful emotionally, mentally and financially is a huge concern.”
- “Private pay centers need help to stay in business. The PPP will only be a band aid when we go back. I’m going to be in the hole so deep!!!”

Professional Development:
- “I’d like the support of a strategic planning consultant to work with us on revising our vision for the future so that we can stay grounded in our mission and plan for going back to business as usual.”

Collaboration and Connection:
- “Having a space for OST providers to work together and provide as many resources as we can to our youth and one space for families/youth to go to - across the board instead of each organization reaching out to their own kids to be able to provide more opportunities”
- “The NSF STEM PUSH Network, Remake Learning, Youth Places and the STEM Learning Ecosystem Community of Practice are all exploring similar issues, is there a way we can work together to develop a comprehensive response and be a voice on a policy level”
- “Once things are back open, it would be great to have opportunities to meet regularly over multiple events with peers to discuss success, struggles, etc and perhaps get a plan for the next time. “
- “There is a lot of work happening on the ground in communities that is not being shared or recognized by large organizations and governments. It would be great if APOST could lift up these grassroots efforts and connect them to the larger institutions in our city and region.”
- “Having a space for OST providers to work together and provide as many resources as we can to our youth and one space for families/youth to go to - across the board instead of each organization reaching out to their own kids to be able to provide more opportunities”

\textsuperscript{25} Quotes were selected based on categories from the open-ended questions on the youth workers’ survey.