

COVID-19 RESPONSE

Educational Impact

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The longer the shutdown, the greater the negative educational impact on all of our children. The direct impact of the shutdown, including declining mental health, trauma, crisis schooling, and educational barriers, cannot be underestimated, nor sustained.

High risk groups include homeless families, special education students, immigrant families, victims of abuse, and those with a history of mental health issues.

With a study showing the duration of quarantine as the only significant factor for developing PTSD*, parents and children in these groups are at an even higher risk because of the unfortunate situations they already face.

Educational Impact

- Number of children in public school (2018-2019)¹: 6,186,278
- Number of children in private school (2015-2016)²: 500,543

English Learners (2018-2019)

- 19.3% of public school children are English Learners³.
- 41.8% of public school children speak a language other than English in their homes³.
- “...immigrant parents face unique challenges to their involvement due to language barriers and lack of familiarity with the educational system of a host country. Subsequently, increased pressure on parents to be more responsible for the educational performance of their children may lead to further educational inequalities among diverse groups of learners.”¹³.

Special Education

- About 800,000 public school students have physical, cognitive, and learning disabilities⁴.

- That’s 1 in 8 public school students.
- There are at least 209 special education private schools serving at least 12,068 students⁵.
- There are also children across the state whose evaluations and IEP development is at a standstill.

Examples of how children are affected include: not being able to receive ongoing therapy, those with high needs not receiving services from specialists/therapists/assistants. The lack of services and access to centers and/or equipment is also stressful and problematic for parents.

Child Abuse

- While the increase of abuse is prevalent, the reporting is down because of limited access of school’s mandated reporters to identify children who are being abused.
- Because of high stress quarantine, children are now at home with their potential abusers.
- Abusers now have unlimited time and access to those they abuse.

High risk children are more susceptible by removing stability, security, and safety for the child.

Homelessness (2017-2018)

- 263,058 public school students experienced homelessness⁶.

Nutrition

- 60.1% of all Students in CA qualify for Free and Reduced Priced meals
Source: California Department of Education DataQuest, 2017-2018. <http://dq.cde.ca.gov/dataquest/>
- Evidence suggests that when children are out of school (e.g. weekends and summer holidays), they are physically less active, have much longer screen

time, irregular sleep patterns, and less favourable diets, resulting in weight gain and a loss of cardiorespiratory fitness. Such negative effects on health are likely to be much worse when children are confined to their homes without outdoor activities and interaction with same-aged friends during the outbreak⁹.

“Neither age, level of education, healthcare worker status, living with other adult household members, nor having children was correlated with PTSD and depressive symptoms. The duration of quarantine was significantly related to increased PTSD symptoms”*.

Mental Health of Parents and Children

- Post-traumatic stress scores were 4x higher in children who had been quarantined than those who were not⁷.
- 28% of parents quarantined in the study reported sufficient symptoms to warrant a diagnosis of trauma-related mental health disorder, compared with 6% who were not quarantined⁷.
- Criteria for PTSD was met in 30% of isolated or quarantined children based on parental reports, and 25% of quarantined or isolated parents (based on self-reports)⁸.

“... interaction between lifestyle changes and psychosocial stress caused by home confinement could further aggravate the detrimental effects on child physical and mental health, which could cause a vicious circle⁹.”

Typical Mental Health Data

- 1 in 5 children and teens will suffer a mental disorder that severely impairs daily life¹⁰.
- Across the US (2014), 18.2% of parents had a mental health illness and 3.8% had a SMI (serious mental illness)¹¹.

Additional Detrimental Barriers in a Long-term Shutdown

Access to internet/technology

- 1.2 million students do not have access to internet/wifi/technology (20% of students)¹²

High-school education level or less

What has not been examined is the ability to provide educational support by parents who possess a high-school education level or less.

CA legislators have lamented over the struggles they are experiencing with homeschooling, which highlights the difficulties that parents (with even high educational levels) are experiencing in managing the CA curriculum. What has not been examined is the ability to provide educational support by parents who possess a high-school education level or less.

Parental Ability to provide Educational Support

Source: US Census 2018 ACS 5-Year Survey (Table S2101)

- 37.63% of CA population has a H.S. Education or less
- 44% of CA population speak a language other than English
- 28.7% of the CA population speak Spanish
- 31% of the CA population in single parent households
<https://www.countyhealthrankings.org/app/california/2019/measure/factors/82/map>

“Crisis Schooling”

- Schooling from home during this stay at home order is Crisis Schooling. Even homeschooling families are suffering the impacts of this quarantine
 - Public School children - families are schooling at home, not homeschooling.
 - Homeschooling - has a highly adaptable infrastructure.
 - Flexibility with homeschooling is an advantage but still face a multitude of hardships.
 - Traditional homeschooling programs are impacted due to loss of components of the infrastructure.
 - Request that the state write a bill to create studies to identify how the stay at home orders have impacted students and families across the state (as it does not presently exist).

Children are not the high risk group for contracting or spreading the virus, but they are the direct recipients of the devastating long-term negative impact of the shutdown. Taiwan and Sweden worked to maintain educational infrastructure during their respective lockdown, minimizing the detrimental impact on child development.

Resources: *. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3323345/> **1.** <https://www.cde.ca.gov/ds/sd/cb/ceffingertipfacts.asp> **2.** <https://www.cde.ca.gov/sp/ps/cefprivinstr.asp> **3.** <https://www.cde.ca.gov/ds/sd/cb/cefelfacts.asp> **4.** <https://iao.ca.gov/Publications/Report/4110> **5.** <https://www.privateschoolreview.com/california/special-education-private-schools> **6.** <https://www.usich.gov/homelessness-statistics/ca/> **7.** [https://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(20\)30460-8/fulltext](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(20)30460-8/fulltext) **8.** <https://pubmed.ncbi.nlm.nih.gov/24618142/> **9.** [https://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(20\)30547-X/fulltext](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(20)30547-X/fulltext) **10.** <https://pubmed.ncbi.nlm.nih.gov/20855043/> **11.** <https://www.sciencedirect.com/science/article/abs/pii/S1047279716305208> **12.** <https://edsources.org/2020/thousands-of-california-students-still-without-laptops-and-wi-fi-for-distance-learning/628395> **13.** Max Antony-Newman (2019) Parental involvement of immigrant parents: a meta-synthesis, Educational Review, 71:3, 362-381, DOI: 10.1080/00131911.2017.1423278