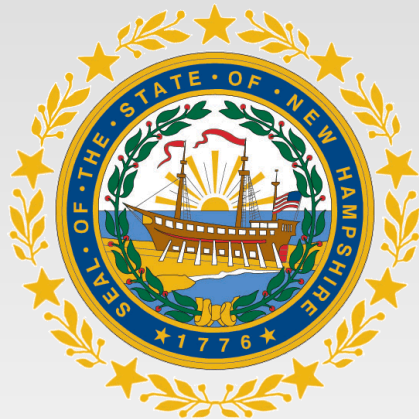


**State of New Hampshire
Department of Health and Human Services**

**Educational Neglect & Truancy
through the Pandemic**

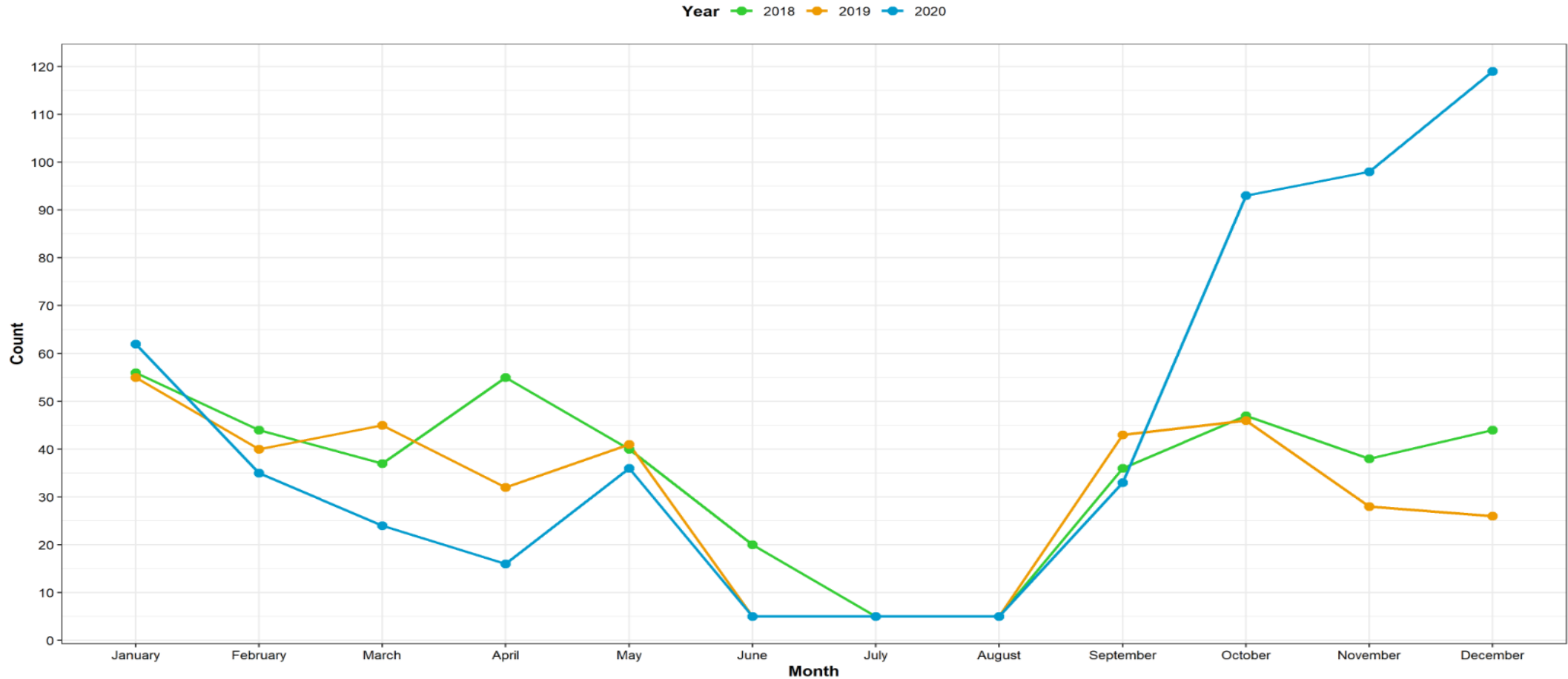
Fall/Winter 2020

February 17, 2021



Statewide Data on Educational Neglect- Screened In Assessments

Counts of Reports Received At Intake With At Least One Allegation of Educational Neglect
Calendar Years 2018 - 2020 | Months With Counts Under 5 Suppressed

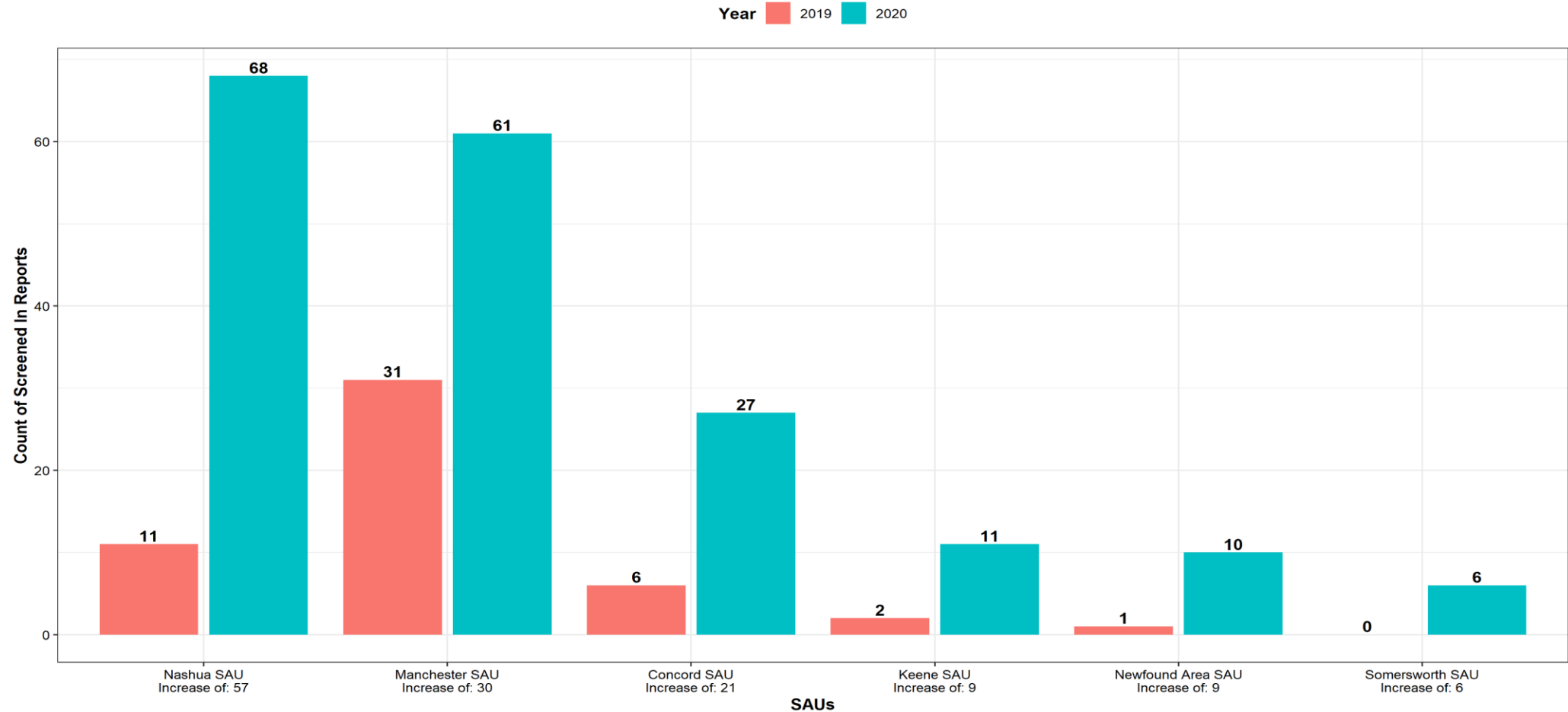


Data Extracted From Bridges (NH SACWIS) on 02/03/21



SAUs With Significant Changes In Reports of Educational Neglect | Sept. – Dec. 2019 vs. 2020

SAUs with the Most Significant Change in Reports of Educational Neglect
Comparing Count of Screened In Reports With Educational Neglect: Sept - Dec Each Year

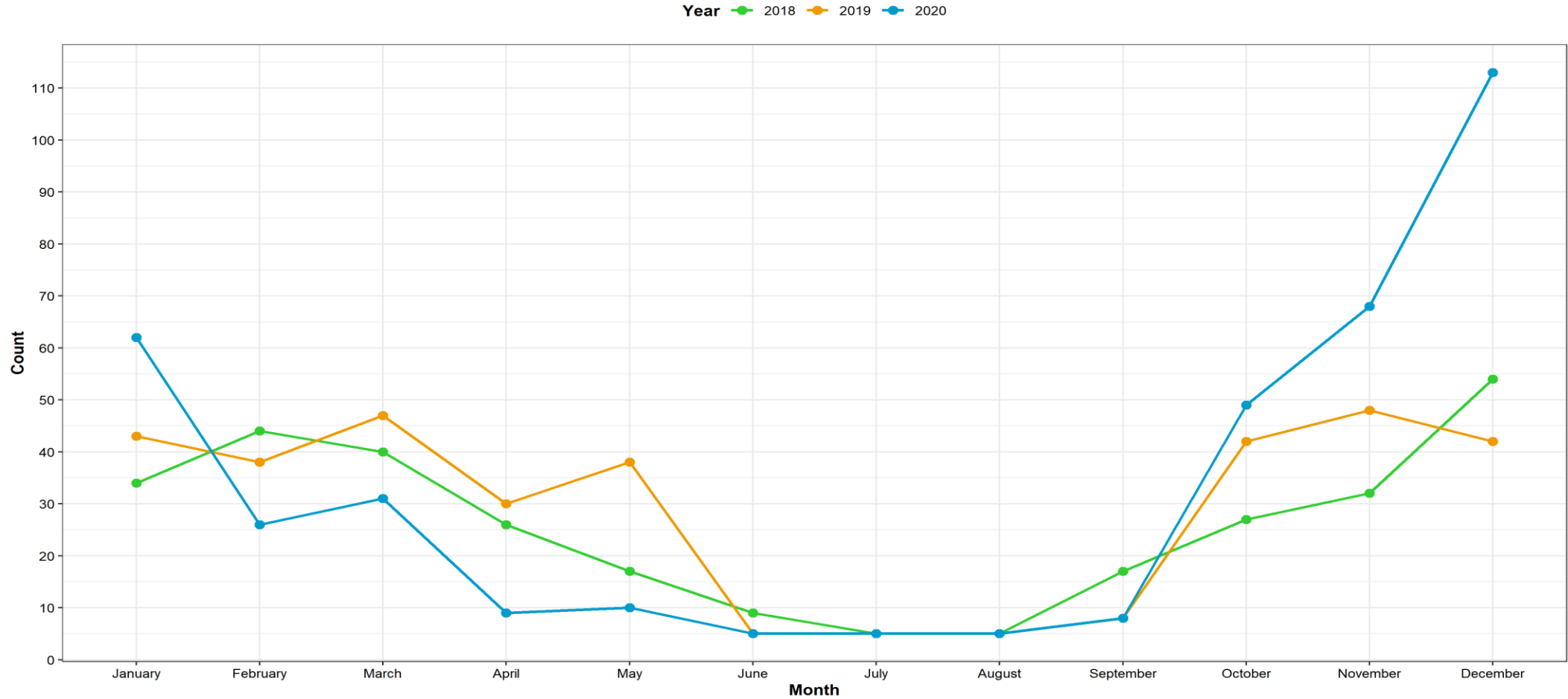


Data Extracted From Bridges NH SACWIS on 1/8/2021



Statewide Data on Truancy- Voluntary CHINS Opened

Counts of Voluntary CHINS Opening With Mentions of Truancy
Calendar Years 2018 - 2020 | Months With Counts Under 5 Suppressed

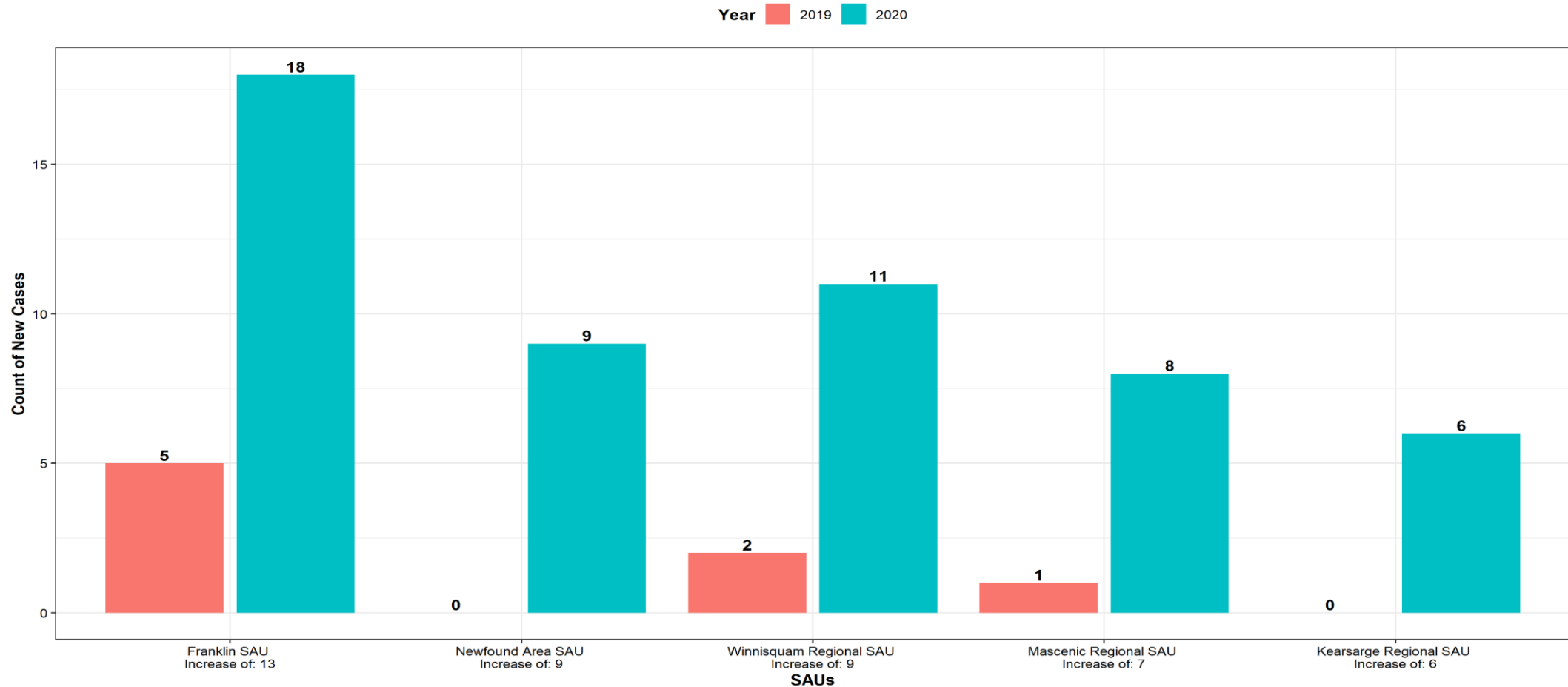


Data Extracted From Bridges (NH SACWIS) on 02/10/21



SAUs With Significant Changes in Voluntary CHINS Opened | Sept. – Dec. 2019 vs. 2020

SAUs with the Most Significant Change in Voluntary CHINS
 Comparing Count of New Voluntary CHINS Cases Opened: Sept - Dec Each Year



Data Extracted From Bridges NH SACWIS on 1/8/2021



Qualitative Review: key insights and quotes

FAMILIES ARE FACING CRITICAL BARRIERS TO SUPERVISING & SUPPORTING LEARNING

Key insights

- **Parents needing to make the difficult choice between working and supervising children for schooling**
- Students sometimes reporting they're doing work but aren't
- Technology difficulties (e.g., one Chromebook for multiple kids)
- Teens are supervising younger children
- ESL and Immigrant families face higher barriers including language barrier, culturally eldest sometimes in charge of younger children, understanding technology, understanding curriculum

"A major barrier we are finding is that parents are on overload. Trying to balance numerous kids in the home, or trying to maintain their own employment while assuring the student is signing onto the computer to do school work."

"These families have to work and put food on the table and a home over their heads and that will and should come before education for some of them."

"Lower income families with less services and support. Families with multiple children. Just imagine trying to get 3+ children to work remotely, while you yourself need to figure out how to get to work."

"Non-English speaking families have some difficulties in communicating with the schools; these are often families that must go to work in person, and in one case we worked with had no choice but to bring their child to work with them in a restaurant during their remote schooling time."

"Many have been new families or families we haven't seen in a while and I don't think they would have presented to us had it not been for COVID."

"Technology issues, work schedules, homelessness, parents struggling and also needing to teach their kids."



Qualitative Review: key insights and quotes (continued)

INDIVIDUAL SCHOOL POLICIES MAY INFLUENCE REPORTS

Key insights

- Inconsistency in school policies with some having very low thresholds for absence

SAU “counts students as absent if they are not logged on in the first 15 minutes. If camera is off they are also counted as absent. If they are in class, they should be marked as such...”

“Some of the children are requested to have their cameras on which can be an issue with some children due to their living environments.”

SUPPORTS MAY EXIST BUT CAN BE HARD TO ACCESS

Key insights

- Community educational supports exist but many families can't access due to limited transportation, not enough space/slots, not aware, and cost
- Schools unable to provide normal crisis interventions they usually would (e.g., contracted mental health agency, school counselor, social worker) which affects kids' ability to engage in remote school

“We have utilized local organizations which are running schoolwork assistance programs such as the Boys & Girls Clubs, YMCAs, PAL, Girls Inc... Unsure if families are aware these programs exist until we recommend them. Partnerships between schools and [these orgs] would be beneficial if they don't already exist.”

“Barriers include not enough locations to help during the school day (e.g., Girls Inc, YMCA, Boys and girls club) and transportation as well as affording the services.”

“We have been helping families come up with a plan/routine and facilitating communication or relaying a family's difficulties to the school. In one case, we called the superintendent's office to request paper packets of school work when the school refused to do this.”



Supporting families - What you can do to help

- Help families **troubleshoot and problem-solve specific barriers to learning**
- Use **Child & Family Wellbeing Guide**:
 - <https://www.dhhs.nh.gov/dcyf/documents/family-wellbeing-during-covid-19.pdf> (English)
 - <https://www.dhhs.nh.gov/dcyf/documents/family-wellbeing-during-covid-19-sp.pdf> (Spanish)
- **Proactively connect families to community resources** such as:
 - Community programs offering homework help or remote school space (e.g., at Ys, BGCs, etc.)
 - Family Resource Centers (incl. help with financial barriers)
 - Find your local FRC: <https://www.nhchildrenstrust.org/connect>
 - Waypoint Warm Line (1-800-640-6486) to help parents navigate challenging times, build plans
- **Consider absentee policies** that recognize and accommodate diverse student/family needs (e.g., camera use, tardiness)
- **Offer in-person learning** for students about whom you have educational neglect / truancy concerns
 - Comparable to efforts in some SAUs for young children, children with special needs, and other vulnerable populations

