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Building the Plane While Flying It: School and College Policy Responses to the Covid-19 Pandemic

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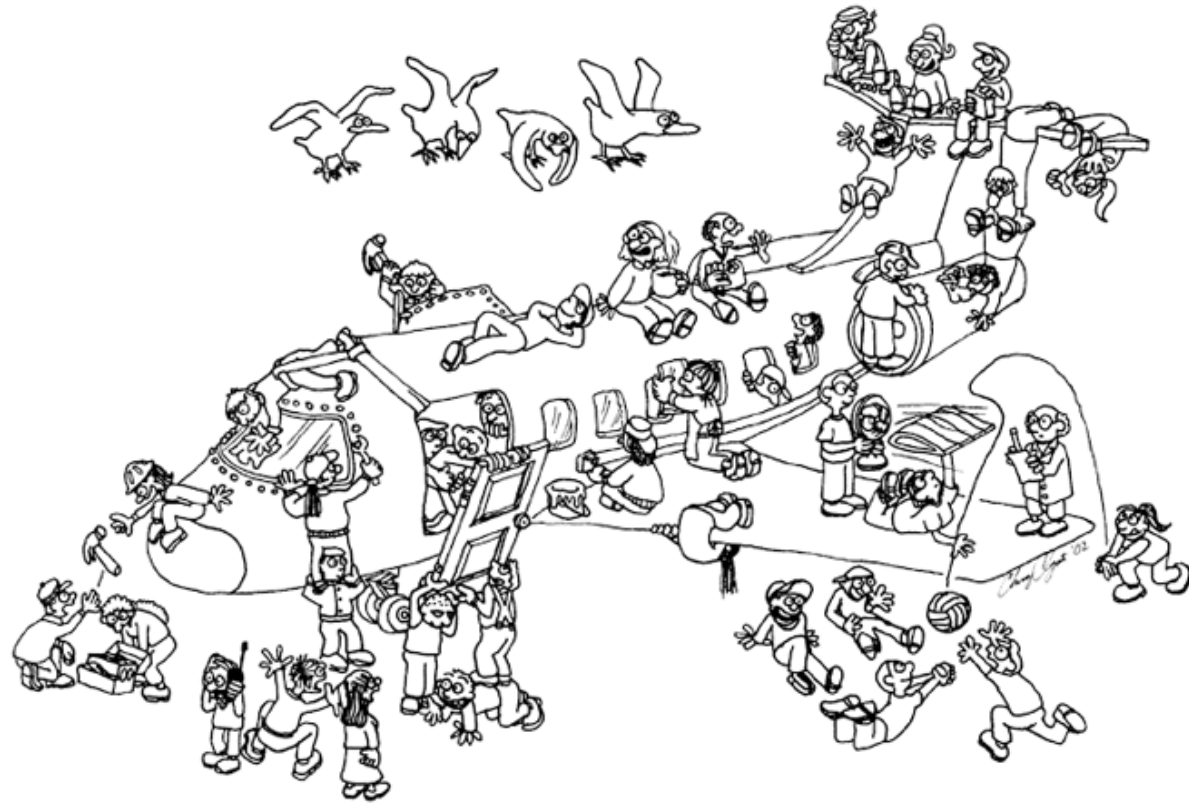
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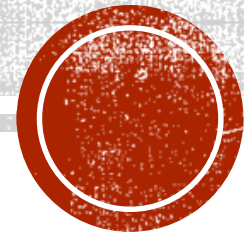
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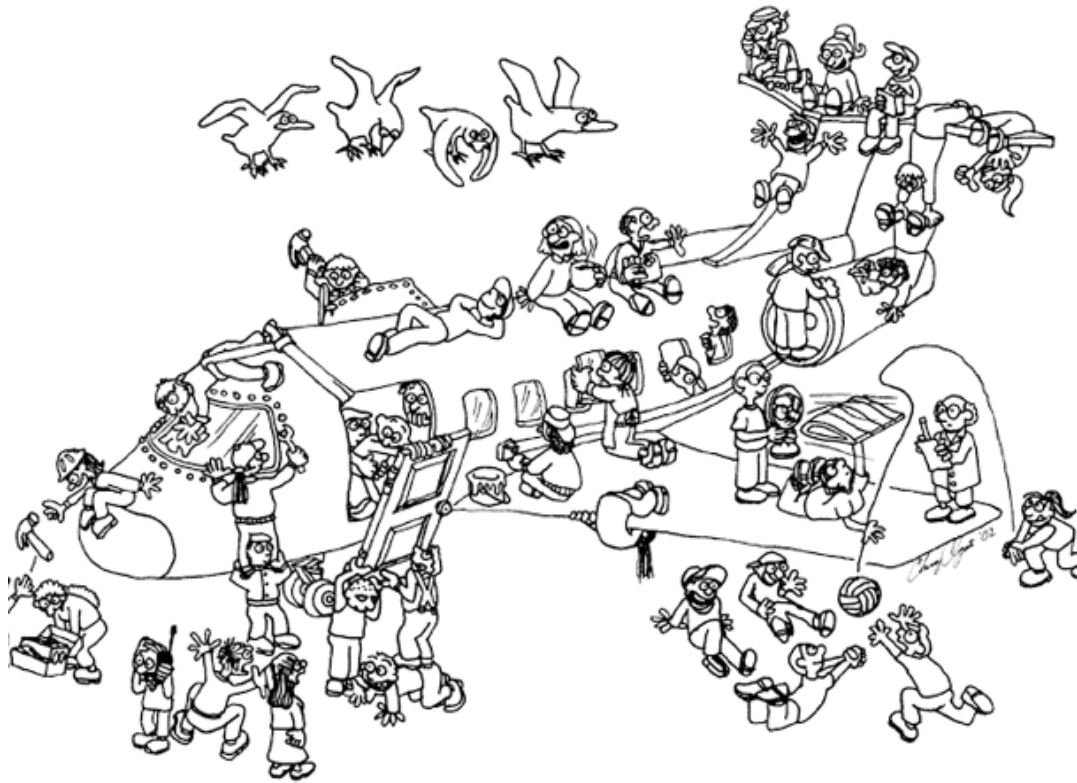
**BUILDING THE PLANE
WHILE FLYING IT:
SCHOOL AND COLLEGE
POLICY RESPONSES TO
THE COVID-19 PANDEMIC**

**BRITTANY BELLAMY,
JULIE EAVENSON,
TIFFANY MCBRIDE, AND
OLIVIA BOGGS**

MERCER UNIVERSITY



AGENDA



- Overview of Study
- Brittany Bellamy: Implications for HBCUs
- Julie Eavenson: Impact on Services for Students with Disabilities
- Tiffany McBride: Responses of Research Universities





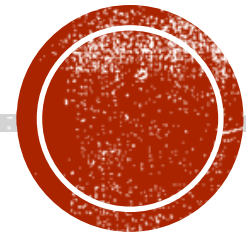
METHODOLOGY AND RESEARCH QUESTION

"Using interpretative policy analysis (IPA), the inquiry focused on the following research question: What were the challenges, responsiveness, and utility of COVID-19 policies issued by college, universities, and public school at the beginning of the COVID- 19 outbreak in the U.S.?"

This methodology was guided by 3 phases of policy analysis: formulation, implementation, and modification."

IMPLICATIONS FOR HISTORICALLY BLACK COLLEGES & UNIVERSITIES

Brittany Bellamy, MSW





HISTORICALLY BLACK COLLEGES AND UNIVERSITIES BRITTANY BELLAMY

- Overview
- Target Sites
- Policy Governing Response
- Findings
- Recommendations






TARGET SITES

- Alabama State University (AL)
- University of Arkansas at Pine Bluff (AR)
- Howard University (DC)
- Spelman College (GA)
- Cheyney University of Pennsylvania (PA)
- Central State University (OH)
- Langston University (OK)
- Southwest Christian College (TX)
- Charles Drew University of Medicine and Science (CA)



CARES Act
U.S. DEPARTMENT OF EDUCATION

**HIGHER EDUCATION
EMERGENCY RELIEF FUND**



There is one version of the bill.

Text available as: [XML/HTML](#) | [XML/HTML \(new window\)](#) | [TXT](#) | [PDF](#) (PDF provides a complete and accurate display of this text) ?

Shown Here:
Introduced in Senate (03/19/2020)

116TH CONGRESS
2^D SESSION

S. 3548

To provide emergency assistance and health care response for individuals, families, and businesses affected by the 2020 coronavirus pandemic.

IN THE SENATE OF THE UNITED STATES

MARCH 19, 2020

Mr. McCONNELL (for himself, Mr. ALEXANDER, Mr. CRAPO, Mr. GRASSLEY, Mr. RUBIO, Mr. SHELBY, and Mr. WICKER) introduced the following bill; which was read twice and referred to the Committee on Finance

A BILL

To provide emergency assistance and health care response for individuals, families, and businesses affected by the 2020 coronavirus pandemic.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

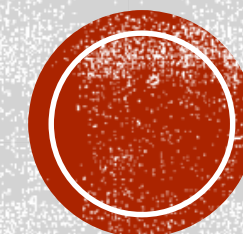
SECTION 1. SHORT TITLE.

This Act may be cited as the “Coronavirus Aid, Relief, and Economic Security Act” or the “CAES Act”.

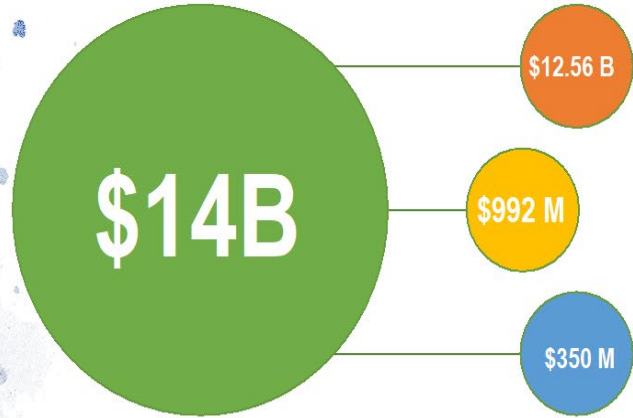
SEC. 2. TABLE OF CONTENTS.

The table of contents for this Act is as follows:

CORONAVIRUS AID RELIEF & ECONOMIC SECURITY ACT



HEERF BREAKDOWN





Communication Strategy



Future Planning



Disbursement of HEERF Funds



Impact on Students and Administrators

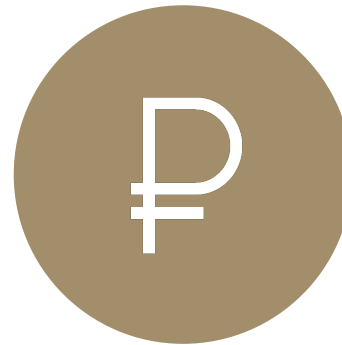
FINDINGS



RECOMMENDATIONS



**AN ASSESSMENT OF UNINTENDED
CONSEQUENCES ON THE MOST
VULNERABLE STUDENTS.**



**BROADENING
ALLOWANCES WITHIN
THE REGULATION.**



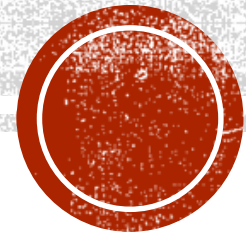
**REPRIORITIZE FUND
DISBURSEMENT.**





PUBLIC SCHOOL SERVICES FOR STUDENTS WITH DISABILITIES

Julie Eavenson



POLICY FORMULATION

Iowa

- March 16th closed 1,328 schools
- 63+ thousand students receiving special education services
- Updates issued March 17th, March 26th, April 14th, and April 16th

Washington

- March 17th closed 2,436 schools
- 100 thousand students receiving special education services
- Updates issues March 24th, April 7th, April 13th, and May 5th

Georgia

- March 18th closed 2,300 schools
- 200+ thousand students receiving special education services
- Updates issued March 27th

California

- March 19th closed 10,286 schools
- 700+ thousand students receiving special education services
- Updates issued March 20th and April 19th



POLICY IMPLEMENTATION

Iowa

- Return to Learn Plan- released on June 16th and gave districts until July 1st to submit specific needs.
- No specific identifying information on students with disabilities

Washington

- Reopening Washington Schools 2020: District Planning Guide- released June 11th
- Offering seminars for educators and families of students with disabilities

Georgia

- Path to Recovery- released June 19th
- Offered use of a hybrid model of instruction be offered as a choice for the families of students with disabilities.

California

- Stronger Together- released June 8th
- Emphasized restructuring of curriculum to address student needs, especially students with disabilities.



OVERALL ASSESSMENT AND RECOMMENDATIONS

Assessment:

- Washington and California overall highest standards for keeping families of students with disabilities informed and engaged in distant learning.
- Iowa and Georgia provided limited information with little to no reference to students with disabilities.

Recommendations:

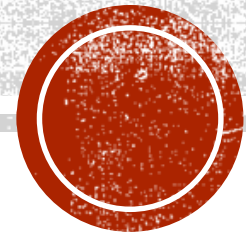
- Provide families of students with disabilities detailed information on how school closure may impact a student's IEP services.
- Provide families of students with disabilities mandated services in speech/communication, emotional/behavioral, and occupational therapies.

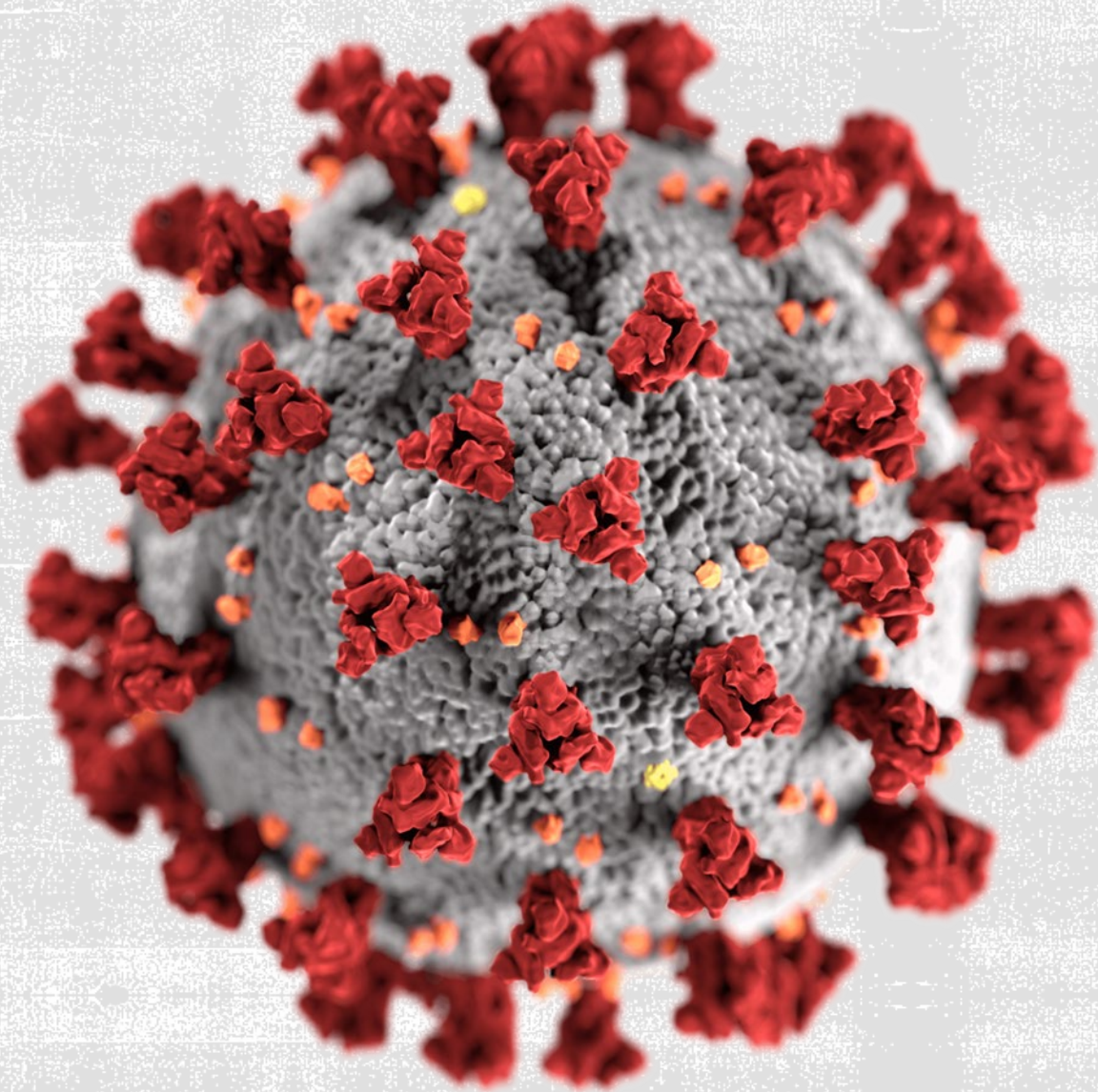




RESPONSES OF RESEARCH UNIVERSITIES TO THE COVID- 19 PANDEMIC

TIFFANY MCBRIDE





COVID-19 AND HIGHER EDUCATION

- Overview
- Target Sites
- Policy Formulation
- Policy Modification
- Findings
- Recommendations



TARGET SITES

Nine Research Universities:

Auburn University

Harvard University

Columbus State University (GA)

Albany State University

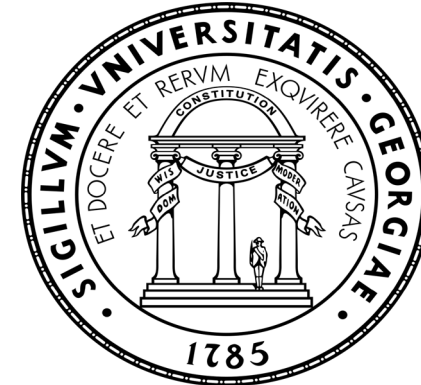
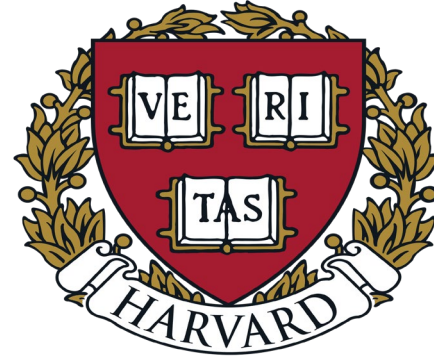
Georgia State University

UCLA (University of California-Los Angeles)

Florida State University

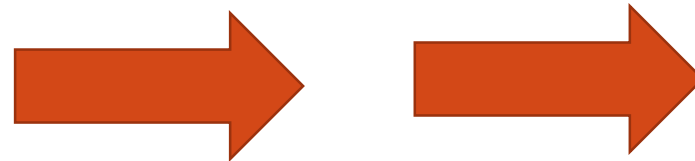
University of Georgia

The University of Washington



POLICY FORMULATION

- All of the targeted institutions issued their first COVID-19 communication at the beginning of March 2020,
- Exceptions were the University of Washington (January), Harvard University (February) and the University of California at Los Angeles (February).



POLICY MODIFICATION

- An overall analysis of the targeted colleges and universities found that initial COVID-19 policies were modified as the CDC gave more information.



FINDINGS

1. All universities and colleges communicated effectively with stakeholders (faculty, staff and students).
2. University of Washington, UCLA, and Harvard communicated as early as January and February.
3. Universities policies and procedures addressed: travel advisories, campus closures, suspension of sporting events and programs, remote class transition, new grading policies and withdrawal policies
4. Each college website was deemed both informative and timely.



1. Identify best practices of other colleges and universities.
2. Develop an initial plan of action and preparation of policies and procedure should another pandemic or catastrophe occur.

