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2020 GERA Conference (October 2, 2020)

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Oct 2nd, 9:45 AM - 10:45 AM

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

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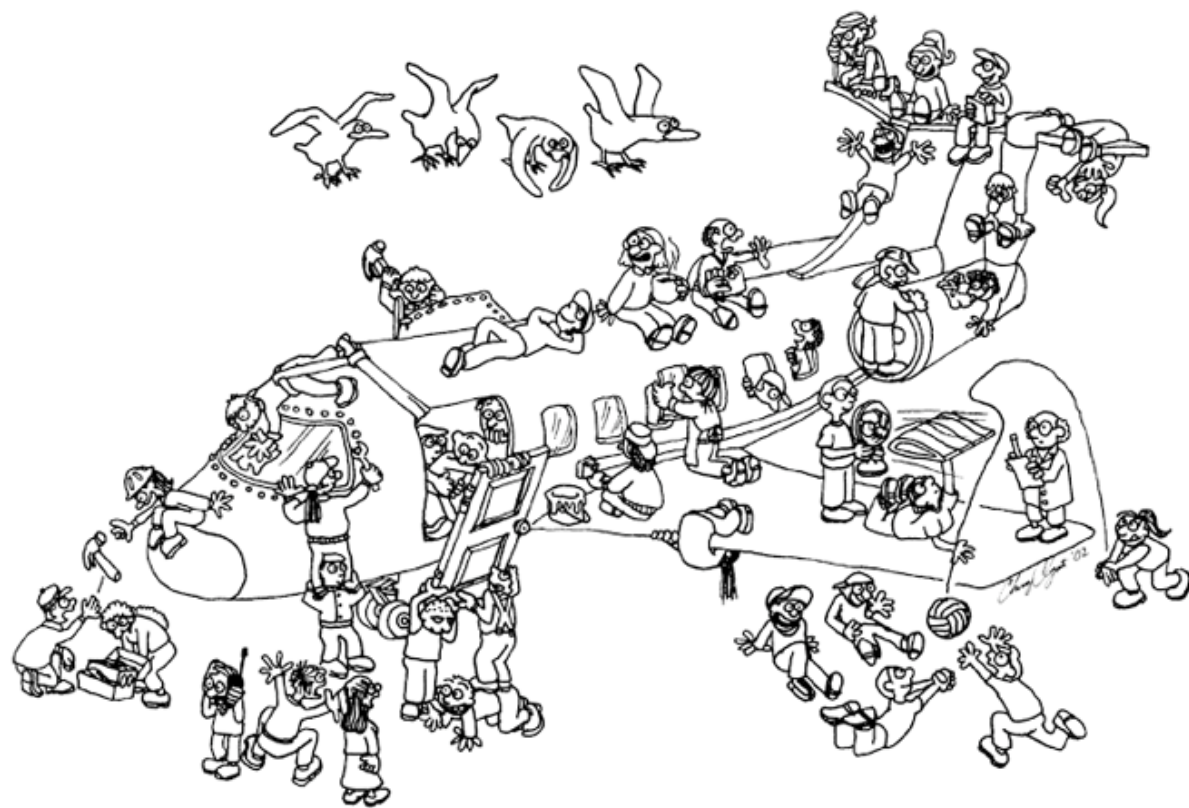
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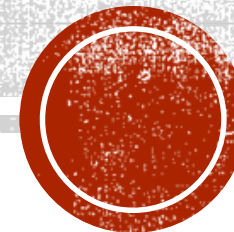
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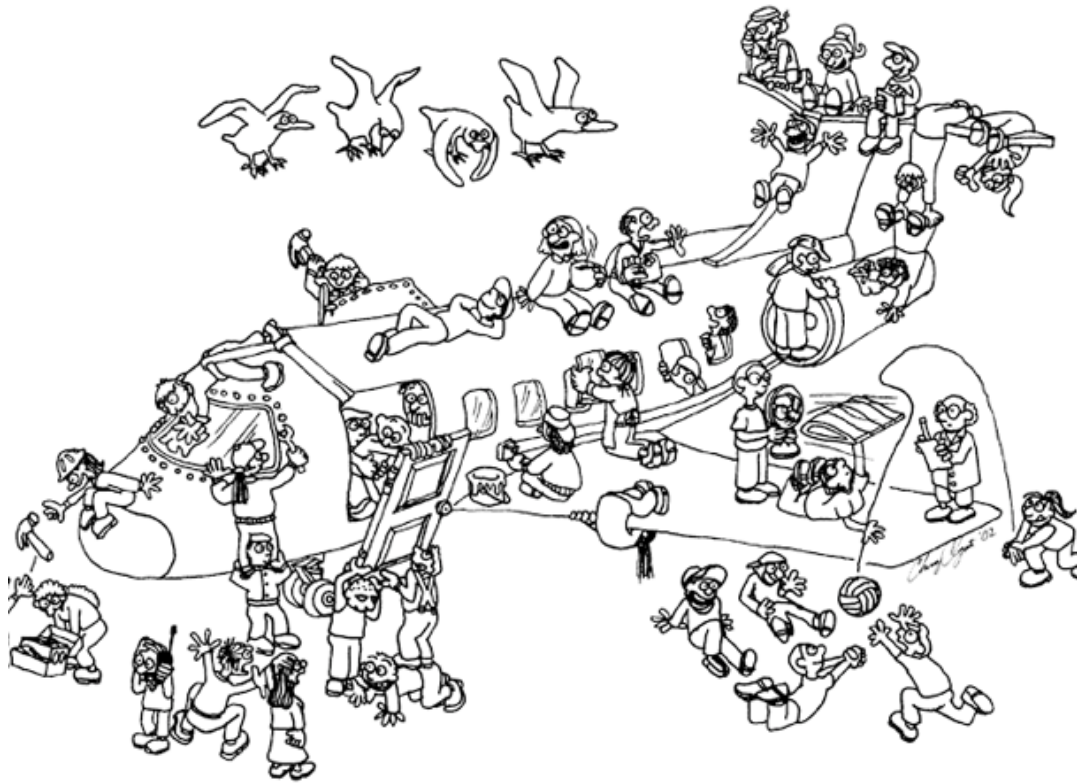
**BUILDING THE PLANE  
WHILE FLYING IT:  
SCHOOL AND COLLEGE  
POLICY RESPONSES TO  
THE COVID-19 PANDEMIC**

**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

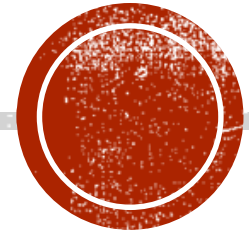
"Using interpretative policy analysis (IPA), the inquiry focused on the following research question: What were the challenges, responsiveness, and utility of COVID-19 policies issued by college, universities, and public school at the beginning of the COVID- 19 outbreak in the U.S.?"

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



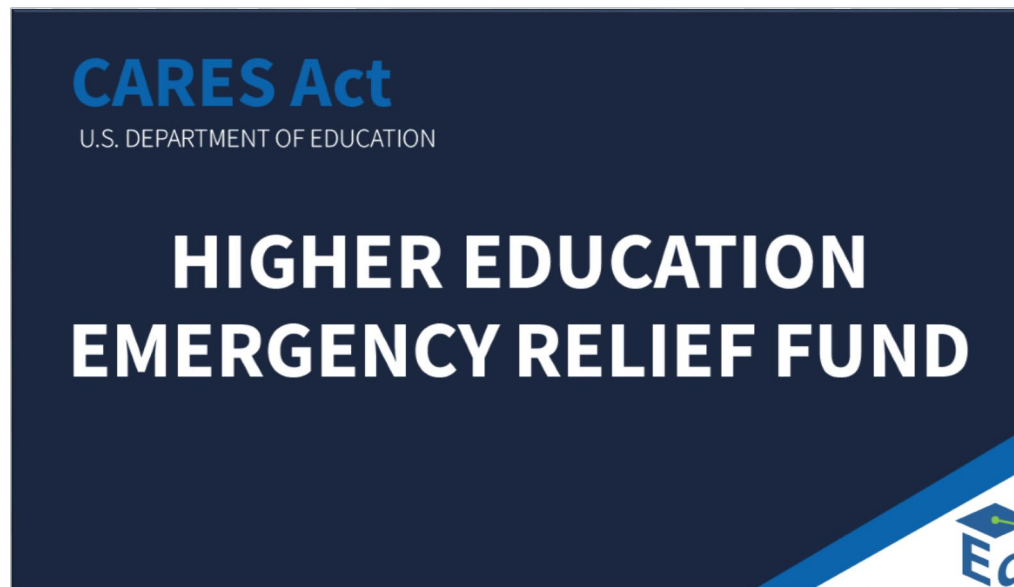




# TARGET SITES

- 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)





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.)<sup>?</sup>

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

116TH CONGRESS  
2d 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,*

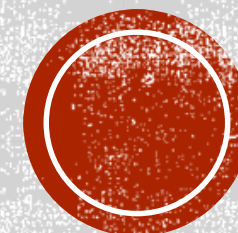
### SECTION 1. SHORT TITLE.

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

### SEC. 2. TABLE OF CONTENTS.

The table of contents for this Act is as follows:

# CORONAVIRUS AID RELIEF & ECONOMIC SECURITY ACT



An Assessment of the Federal Government's Response to COVID-19 and It's Impacts on Students and Higher Education Institutions



# HEERF BREAKDOWN

\$14B

\$12.56 B

\$992 M

\$350 M

75 % Pell-  
Eligible



25% non  
Pell-  
Eligible



\$12.56 B





Communication Strategy



Future Planning



Disbursement of HEERF Funds



Impact on Students and Administrators

# FINDINGS

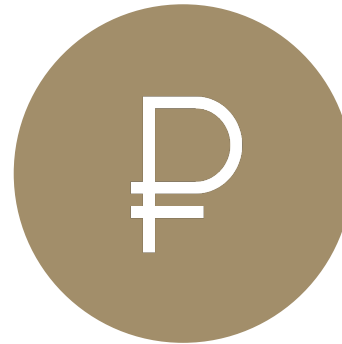


# RECOMMENDATIONS

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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

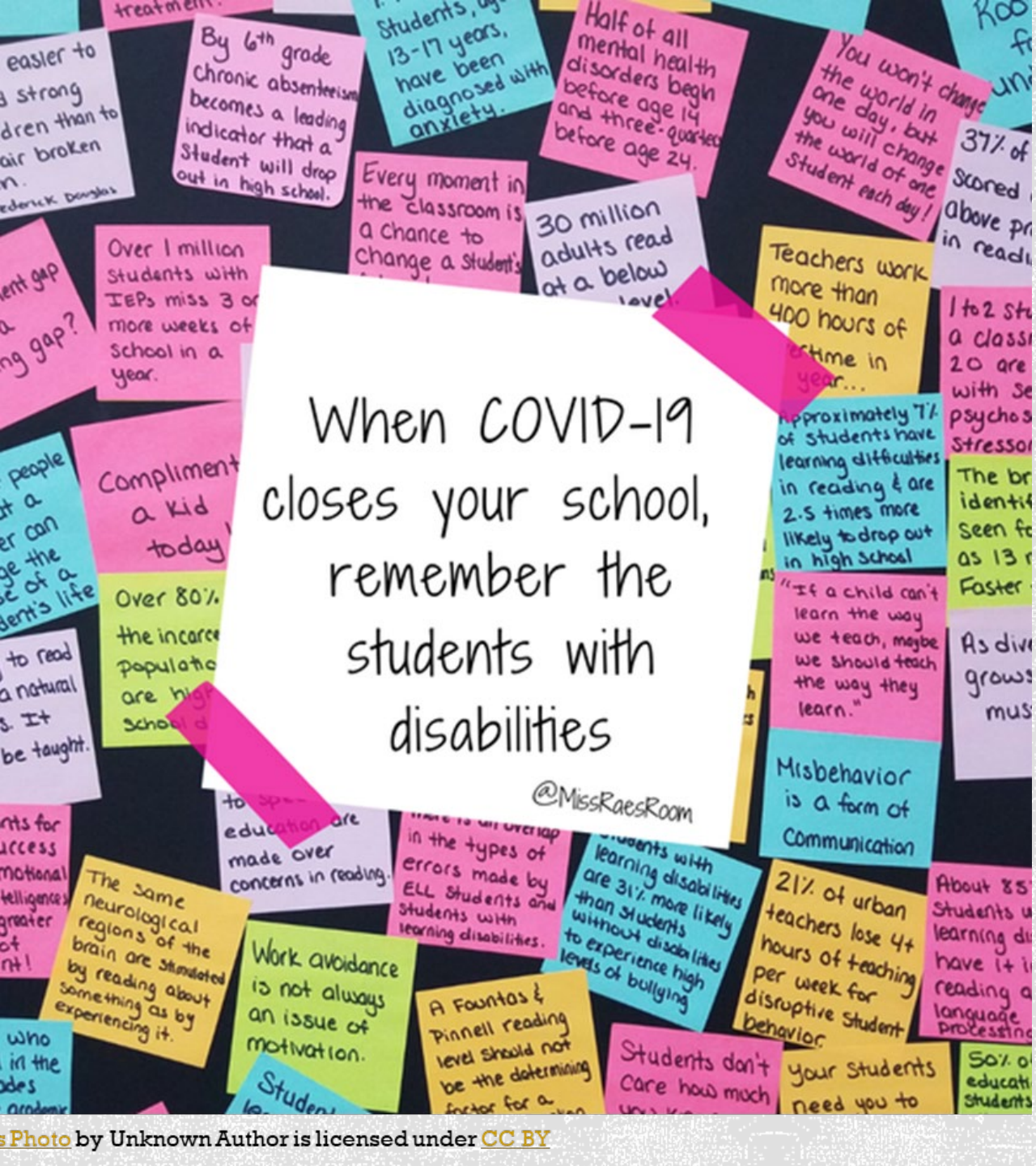




# COVID-19 SERVICES FOR STUDENTS WITH DISABILITIES

**Research focused on the public schools of:**

- Iowa
- Washington
- Georgia
- California



When COVID-19 closes your school, remember the students with disabilities

@MissRaesRoom



# POLICY FORMULATION

## **Iowa**

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

## **Washington**

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

## **Georgia**

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

## **California**

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





# POLICY IMPLEMENTATION

## Iowa

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

## Washington

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

## Georgia

- Path to Recovery- released June 19<sup>th</sup>
- 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 8<sup>th</sup>
- 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.



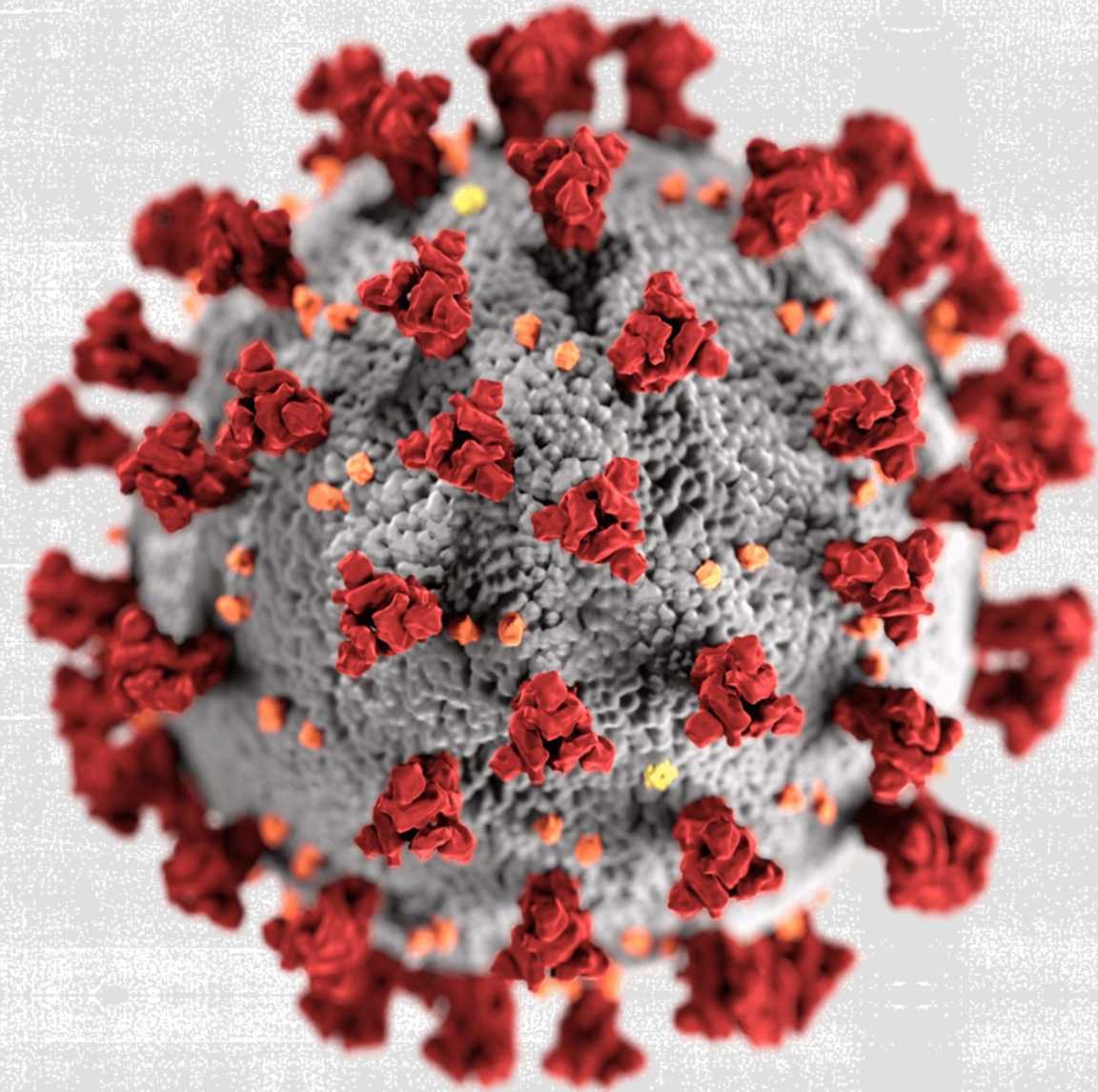


# **RESPONSES OF RESEARCH UNIVERSITIES TO THE COVID- 19 PANDEMIC**

**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

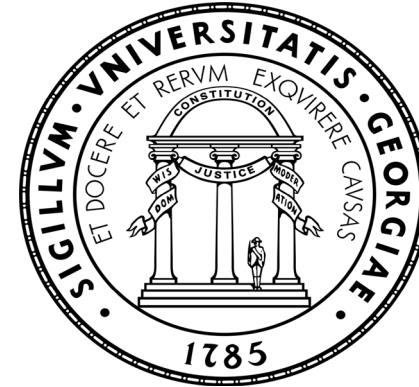
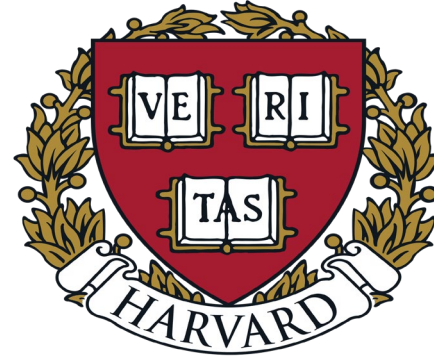
Georgia State University

UCLA (University of California-Los Angeles)

Florida State University

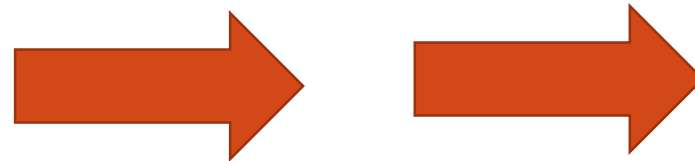
University of Georgia

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.

