

# NCBW NATIONAL EDUCATION COMMITTEE 2021 RESOLUTION

## School Recovery Strategies for Students K-12 Post- Pandemic COVID 19

**WHEREAS**, the National Coalition of 100 Black Women, Inc. (NCBW) a non-partisan organization advocates to promote policy regarding gender equity in Health, Education, and Economic Empowerment; in a world where Black women and girls live without socio-economic inequities is concerned with *school recovery strategies for students K-12 in post- pandemic COVID 19, and*

**WHEREAS**, it is known to the National Coalition of 100 Black Women, Inc., that the COVID-19 pandemic has disproportionately impacted groups that are traditionally less served by our public-school systems, economically disadvantaged students, students of color, homeless students, and students with disabilities (Slay, 2020), *and*

**WHEREAS**, Black students who were affected by the COVID19 pandemic, would have been on target for year-end results in Reading and Science, Technology, Engineering, Mathematics (STEM ), when compared to White students if they had access to universal internet and computer devices for remote learning. Research shows that in mathematics, students of color could be 4 to 12 months behind compared with 4 to 8 months for White students (Dorn, H. et.al., 2020, Mckinsey & Company, p.2), *and*

**WHEREAS**, principals, administrators, teachers, paraprofessionals, and other personnel should develop ways to support, challenge and engage students in ways to increase and continue the interest in areas inclusive of, but not limited to, Reading and STEM (NORC, (n.d.), *and*

**WHEREAS**, educators and policymakers should target resources to groups that are underserved by the public school system (economically disadvantaged students, students of color, homeless students, indigenous, and students with disabilities) that are in most need. One-on- one tutoring program is one of the most cost-efficient ways to improve academic performance and learning recovery (Koski, W. et.al., August 2020), *and*

**THEREFORE, BE IT RESOLVED** that the National Coalition of 100 Black Women, Inc., will make a collective commitment through each chapter and each member to work collaboratively with the education community to assist educators and policymakers as they account for the different needs of students and focus initially on those with the greatest needs to recover from the loss of learning due to the COVID-19 pandemic, *and*

**THEREFORE, BE IT FUTHER RESOLVED** that the National Coalition of 100 Black Women, Inc., will encourage each chapter through its Mentoring and Science, Technology, Engineering, Arts and Mathematics (STEAM) Initiatives to assist the education community by aiding with tutoring and funding for those students in the greatest need of recovery from the loss of learning due to the COVID-19 pandemic.

## References

- Dorn, E., Hancock, B. Sarakatsannis, J. & Viruleg, E. (December 8, 2020). Mckinsey & Company. COVID-19 and learning loss-disparities grow and students need help. [www.hanoverresearch.com](http://www.hanoverresearch.com).
- Koski, W. et.al. (August 7, 2020). How Schools Can Help Children Recover from COVID Closure: Over 500 of the Top Education Experts in the U.S. Endorse Recovery Action Plan. Language Magazine. [www.languagemagazine.com](http://www.languagemagazine.com).
- NORC. (n.d). Combating pandemic learning loss: Providing data-driven insights to reduce COVID's impact on STEM learning.
- Slay, B. (2020, May 20). COVOD-19 will intensify education inequities for black students. *Diverse: Issues in Higher Education*. Retrieved from <https://diverseeducation.com/article/177796/>.

*Authored by Members of the National Education Committee*

# NCBW NATIONAL EDUCATION COMMITTEE 2021 RESOLUTION

## Student Loan Forgiveness

**WHEREAS**, the National Coalition of 100 Black Women, Inc. (NCBW), a non-partisan organization advocates to promote policy regarding gender equity in Health, Education, and Economic empowerment; in a world where Black women and girls live without socio-economic inequities is concerned with the state of student loan recovery and forgiveness; and

**WHEREAS**, USA FACTS (March 15, 2021) emphasized that forty-two million people, or one in six American adults, currently carry a federal student loan. The nation's overall student debt reached \$1.6 trillion in June 2019; and

**WHEREAS**, USA FACTS (March 15, 2021) stated that President Biden requested that the Secretary of Education, Miguel Cardona, explore the feasibility of federal student loan forgiveness for up to \$50,000 per borrower; and

**WHEREAS**, per USA FACTS, debt varies by race and ethnicity; Black, non-Hispanic families owe the most in student loans while Hispanic or Latino families hold the least in student loans, according to median student loan debt data; and

**WHEREAS**, research (Forbes, Feb 23, 2021) shows that the average African-American borrower owes more than 100% of their loan balance even after 12 years upon graduation and experience higher rates of default; and

**WHEREAS**, according to data from the National Center for Education Statistics, Black college students have an average of \$52,000 in student loan debt and owe an average of \$25,000 more than White college graduates; and

**THEREFORE, BE IT RESOLVED** that the National Coalition of 100 Black Women, Inc., will make a collective commitment through each chapter and its members to work collaboratively with policymakers in the communities to support legislation that would offer ways to reduce and or eliminate student loans for the ones that are most affected; and

**THEREFORE, BE IT FUTHER RESOLVED** that the National Coalition of 100 Black Women, Inc., will strongly encourage chapters through their Public Policy and Education initiatives work to ensure that student loan forgiveness will become a priority for advocacy with policymakers in the communities.

### References

Department of Education, National Center for Education Statistics, Digest of Education Statistics

Forbes, February 23, 2021

USA FACTS, March 15, 2021

*Authored by National Education Committee*

## SISTER-NOMICS© RESOLUTION ON BLACK ENTREPRENEURSHIP

**WHEREAS**, the National Coalition of 100 Black Women, Inc. (NCBW) defines economic empowerment as increasing the wisdom, authority and capacity of black women to create and sustain viable life-styles, including stability in housing, employment and entrepreneurship, in order to enjoy a higher quality of life and to create wealth for future generations; *and*

**WHEREAS**, black workers continued to face a disproportionate share of the pandemic's economic and public health burden, with an unemployment rate 5.6 percentage points greater than the pre-pandemic economic peak<sup>1</sup>; *and*

**WHEREAS**, in June 2020, 11.4% percent of the black unemployment population was the highest unemployment rate of any ethnicity while the white unemployment population was 7.3%<sup>2</sup>, with black women in May 2021 experiencing unemployment at 8.5% compared to white women at 5%<sup>3</sup>; *and*

**WHEREAS**, black women have talents and skills that can be converted to viable self-employment enterprises, with technical and financial support; *and*

**WHEREAS**, black female entrepreneurs and professionals need the financial support of the Black community and each other; *and*

**WHEREAS**, small businesses provide most of the new jobs in the nation and hire people with limited experience and education.

**THEREFORE, BE IT RESOLVED**, that the National Coalition of 100 Black Women shall make a collective commitment through each chapter and each member to do the following:

- Seek goods and services from a Black business owner or professional whenever and wherever possible,
- Provide camaraderie and resources for black females through networking and business literacy training,
- Create a National Black Entrepreneurship Week and a National Buy Black Day, and
- Create a local online Black Entrepreneurship directory, in collaboration with other like-minded Black organizations including the 100 Black Men of America, with a deliberate attempt to develop relationships and increase revenue for Black businesses and professionals.

**THEREFORE, BE IT FURTHER RESOLVED**, that because of the uncertainty of employment opportunities and/or government contracts, the National Coalition of 100 Black Women shall support these policies and encourages the black community to join us in this effort.

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<sup>1</sup> <https://www.epi.org/indicators/state-unemployment-race-ethnicity/>

<sup>2</sup> <https://www.statista.com/statistics/237917/us-unemployment-rate-by-race-and-ethnicity/>

<sup>3</sup> <https://www.brookings.edu/blog/the-avenue/2021/07/02/despite-junes-positive-jobs-numbers-black-workers-continue-to-face-high-unemployment/>

*Authored by National Economic Empowerment Committee*

**National Coalition of 100 Black Women, Inc.**

**National Education Committee White Paper**

**The Effects of COVID-19 on the Academic Performance Among African American Students**

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## **The Effects of COVID-19 on the Academic Performance Among African American Students**

The COVID -19 pandemic has taken an extremely heavy toll on Black, Hispanic, and indigenous communities. Educators, parents, and students know firsthand the high cost of the prolonged period of remote learning; from rising rates of depression and anxiety to the loss of student learning.

Black and Hispanic students continue to be more likely to remain remote and are less likely to have access to the prerequisites of learning devices, internet access, and live contact with teachers. Left unaddressed, these opportunity gaps, will translate into wider achievement gaps. Students of color could be 6 to 12 months behind, compared with 4 to 8 months for White students (McKinsey & Company, 2020). While all students are suffering, those who came into the pandemic with the fewest academic opportunities are on track to exit with the greatest loss.

The COVID- 19 pandemic has disproportionately impacted the education of our children in the Black community more than any other demographic group. Systemic disparities challenges ranging from the significant transition from in-person to remote and digital learning, and limited access to meals are deeply rooted in the Black communities. Additionally, lack of continued learning over the summer break, higher level of Black students represented in special education, lower test scores, over-identification of Black students in special education systemic disparities have further exacerbated educational disparities of Black children across the country.

The immediate priority is to prevent further learning loss through a combination of bringing students back to school where it is safe to do so and improving remote learning across

the board. To catch up, many students will need step-up opportunities to accelerate their learning. Now is the time for school systems to prepare post pandemic strategies that help students in elementary, middle, and high schools to meet their full potential which will be discussed in this White Paper.

### **Elementary Schools**

Since many schools have transitioned to a virtual learning environment, numerous African American families with primary school aged children continue to face difficulties transitioning to a virtual format. According to Slay (2020), home environments of many African American families were unable to offer a learning environment comparable to the classroom. Even if parents are positioned to remain home and assist with the educational needs of their children, essential items are needed to ensure success. Studies show 66% of Black households in the U.S. had broadband service in 2019. Only 45% of Black Americans owned a desktop or laptop computer in 2015 (Slay, 2020). Given these statistics, limited or no access to the internet or a computer presents a significant drawback with African American parents in educating their children. Additionally, studies conducted by McKinsey & Company (2020) revealed that Black, Hispanic and low-income students are at higher risks of learning loss resulting from disengagement and lack of receiving remote instructions.

### **Middle Schools**

COVID -19 has impacted student learning for all children. Research has shown that its' impact has affected students in the areas of Math and Reading. In the fall of 2020, students returned to school and many of them found themselves behind in the areas of math and reading in grades five and six. In the United States, teachers reported that students were 2.4 months

behind the expected milestones in November, while October assessment results found students to be 1.5 months behind in reading levels and 3 months behind in math skills.

Because of the pandemic and the need for schools to shut down, research showed it would take students weeks to catch up to where they were prior to the pandemic. According to Brody & Koh (2020). "it would take students in grades five and six at least 12 weeks on average to catch up to where they were expected to be in the fall in math, compared with pre-pandemic skills."

### **High Schools**

According to a recent article, (*COVID-19 and learning loss—disparities grow and students need help, 2020*), White students were approximately one to three months behind in learning when compared to students of color who were approximately three to five months behind.

COVID-19 has forced an abrupt closure of high schools, shifting them to online instruction. This shift has especially affected science, technology, engineering, and mathematics (STEM) learning. More alarming, those repercussions were expecting to fall at a disproportionately rate on minority, poor, and the underserved students affecting inequalities in serious ways. This misfortunate could narrow the pipeline to STEM for families who have resources and endless opportunity and access to e-learning (NORC, n.d.).

### **Recovery Strategies to Assist Students and Schools Affected Academically by the COVID -19 Pandemic**

Schools have been greatly affected by the COVID-19 pandemic. Recovery will take time and should be considered in a holistic manner given the scope of processes, people, and places affected by COVID -19. The United Nations estimates indicate that in April 2020, school



closures affected more than 91% of the world's student population. This White Paper has listed multifaceted ways, based on research ([www.languagemagazine.com](http://www.languagemagazine.com)), of thinking about recovery in schools, and highlight considerations knowing the speed of recovery will not be uniform across student populations.

The specific suggested strategies for recovering the loss of academic instruction are:

**1. Provide substantial additional resources to prevent school budget cuts.**

Congress has provided significant federal funding, including most recently through the historic *American Rescue Plan Act of 2021 (ARP)*, to support the safe reopening of schools.

**2. Implement universal internet and computer access.**

These resources can complement in-person instruction the years ahead.

**3. Target resources to those most in need.**

The crisis is disproportionately harming groups that are traditionally less well served by our public school system: poor students, students who are Black, Indigenous, homeless students, and students with disabilities. Educators and policymakers should try to account for the different needs of students and focus initially on those with the greatest needs.

**4. Schools should address the learning losses created by the crisis by expanding instructional time in ways that challenge, support, and engage students.**

Tutoring, summer school, and extended school years have proven effective in other contexts.

**5. Make decisions about teachers that support pedagogical quality and equity.**

The job of teaching in the midst of a pandemic is both different and more challenging than ever before. Teachers are having to adjust their curricula while at the same time learning new pedagogical methods and tools. Teachers must be supported in their

schools. Schools should maintain teacher employment to the extent possible, foregrounding the need to best serve the most disadvantaged students.

- 6. Implement a district-or-school-wide high-dosage, one-on-one tutoring program is one of the most cost-efficient ways to improve academic performance and learning recovery.**

Although one-on-one tutoring cost several thousand dollars per student annually, districts can defray costs through grants, community partnerships, and Title I Funds for tutorial programs ([www.hanoverresearch.com](http://www.hanoverresearch.com)).

## **Conclusion**

Coronavirus Disease 2019 (COVID-19) has exacerbated existing inequities and inadequacies across a range of social structures, including our nation's education system. The pandemic has also had a more damaging impact on communities and people of color.

Approaches to school reopening must be designed in ways that meet the needs of students, educators, and staff. President Joe Biden has called on us all to consider how we can **“build back better.”** Just as we continue to look to reopening schools safely, we should also turn to research and evidence, as well as the voices of students, educators, staff, and their families, to inform efforts to address the academic impact of COVID-19 (Cardona & McHugh, 2021).

During the first 100 days of the Biden Administration, The Department of Education's (ED) top priority has been to ensure students can return to schools safely, and has taken significant actions to help schools safely reopen for in-person instruction, address inequities exacerbated by the pandemic, and support the needs of all students, teachers, and staff. The Biden Administration has also proposed historic investments to education through the American

Jobs Plan, the discretionary budget, and the American Families Plan, all to lead the country not just through recovery, but to transform our education system so students of all ages and backgrounds can access opportunities to receive a high-quality education and achieve their highest potential. The Biden Administration remains committed to accelerating this critical progress in the nation's reopening efforts ([www.ed.gov/news/press-releases/100-days-biden-admin...-helped-more-schools-safely-reopen-and-meet-students-needs](https://www.ed.gov/news/press-releases/100-days-biden-admin...-helped-more-schools-safely-reopen-and-meet-students-needs)).

## References

- Brody, L. Koh, Y. (November, 2020). Student test scores drop in math since COVID-19 pandemic. *The Wall Street Journal*. Retrieved from [http://wsj.com/articles/student-test-scores-drop-in-math-since-covid-19-pandemic-11605974400?reflink=desktopwebshare\\_permalink](http://wsj.com/articles/student-test-scores-drop-in-math-since-covid-19-pandemic-11605974400?reflink=desktopwebshare_permalink).
- Cardona, M. & McHugh, E. (April, 2021). ED COVID-19 Handbook: Roadmap to Reopening Safety and Meeting All Students' Needs, Department of Education. [www.2.ed.gov/documents/coronavirus/reopening-2pdf](http://www2.ed.gov/documents/coronavirus/reopening-2pdf).
- Dorn, E., Hancock, B. Sarakatsannis, J. & Viruleg, E. (December 8, 2020). McKinsey & Company. COVID-19 and learning loss-disparities grow and students need help. [www.hanoverresearch.com](http://www.hanoverresearch.com).
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- NORC. (n.d). Combating pandemic learning loss: Providing data-driven insights to reduce COVID's impact on STEM learning.
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- U.S. Department of Education. (April 29, 2021). 100 Days of the Biden Administration: How The Department of Education Has Helped More Schools Safely Reopen and Meet Students' Needs.

*Authored by Members of Education Committee*

