**BLACK EDUCATION
RESEARCH COLLECTIVE**
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

NEW YORK CITY METRO REPORT | JUNE 2022

BLACK EDUCATION IN THE WAKE OF COVID-19 & SYSTEMIC RACISM

Advancing an Emancipatory Vision of Education in New York City

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https://www.blackedresearch.org/covidstudy

The **Black Education Research Collective (BERC)** is a collaborative of scholars committed to improving the nature and quality of Black education through culturally sensitive research and evaluation, research-practice partnerships, and critical policy analysis.

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Executive Summary

Last year, the Black Education Research Collective (BERC) conducted a study from January to May of 2021, to better understand how the COVID-19 pandemic and systemic racism impacted Black education in New York City from the perspectives of Black parents, teachers, students, education and community leaders.

One year later, at the time of this writing, there have been over 70,000 COVID-19 related deaths in the state of New York (New York State Department of Health, 2022), with more than 40,000 of those deaths in New York City alone (New York City Department of Health and Mental Hygiene, 2022b). We are approaching the third summer of the pandemic with the majority of new coronavirus cases being represented by a second strand of the Omicron subvariant. New York City's COVID-19 risk level is still high, which means there is high community spread and substantial pressure on the health care system (New York City Department of Health and Mental Hygiene, 2022a).

In anticipation of life post-pandemic, two essential questions guided the study: (1) What is the impact of COVID-19 on the education of Black children and youth in the United States? (2) How should educators and community leaders respond to calls for change and action? This report presents data from New York City, which included 144 survey participants between 14 to 70 plus years of age. The majority of survey and focus group respondents were college-educated women who identified as parents, educators, or both.

Study findings from New York City were similar to those from the national study, underscoring the historical and systemic nature of racism in Black communities and the intergenerational trauma that results both within and beyond U.S. institutions, including schools. Participants expressed concern over the fact that schools are ill-equipped to meet the social, emotional, and academic needs of their children and that COVID-19 and increasing racial violence have revealed further their lack of capacity or willingness to meet the educational needs of Black students or expectations of Black parents.

This report concludes with general recommendations on how education leaders and policymakers can advance an emancipatory vision of education in NYC schools, as grounded in the following five tenets: (1) education is a civil and human right, (2) education is a social, cultural, and political process, (3) education is a calling and valued profession, (4) education is a collective responsibility, and (5) education is the practice of freedom. These tenets illustrate how teaching, learning, and leading for liberation is essential to addressing once and for all the concerns raised by study participants and how to advance equity and improve the nature and quality of educational experiences and outcomes in New York City.

To access the full national report, including the summary of recommendations and findings, please visit our website at: https://www.blackedresearch.org/covidstudy.

Introduction

This report highlights participants' experiences and reflections about the impact of COVID-19 on the overall health and educational conditions of Black students, families and communities in New York City. The inequities and disproportionate impact of COVID-19, coupled with systemic racism, have increased the level of trauma and social repercussions in Black communities throughout New York City. According to the New York City Department of Health (Magas et al., 2020), Black residents in New York City are dying from COVID-19 more than any other racial group. These negative health conditions brought on by COVID-19 have increased anxiety, depression, and an overall negative impact on children's emotional and behavioral health (Magas et al., 2020). From the perspectives of students, parents, educational leaders and community stakeholders, we offer insight on how COVID-19, as a type of trauma, has exacerbated the academic, social-emotional learning, and mental health challenges faced by Black students and families in New York City.

The Study

The New York City report findings were informed by survey data collected from January to May 2021, to better understand how the COVID-19 pandemic and systemic racism have impacted Black education in New York City from the perspectives of Black parents, teachers, students, education and community leaders.

We define Black education as the "systematic efforts to teach Black children" and "the quality of education the African American community has historically organized itself around while considering issues of cultural responsibility and community political empowerment" (Lee, 2005, p. 46). The word cloud presented in *Figure 1: Participant Ethnic & Cultural Identity* illustrates the terms that survey respondents used to indicate their ethnic or cultural identity after confirming they identified as "Black."

The survey questions focused on the perspectives of participants about the impact of both the pandemic and recent racial violence on their lives, communities, and Black education. Out of the 440 national survey participants, 144 represented the

Figure 1: Participant Ethnic & Cultural Identity

New York City Metro area. Participant ages ranged from 14 to over 70 years, with the majority of respondents between the ages of 25 and 55. 96% of survey and focus group respondents were college-educated women who identified as parents, educators, or both. 95 respondents identified as educational professionals. Almost all respondents were essential workers.

Additionally, participants were asked if they would like to opt-in to a virtual focus group, which was held via Zoom. Focus groups were created to further explore common themes shared by participant responses to the survey. There were 25 focus group participants for the New York City Metro area.

Two research questions guided the study: **(1) What is the impact of COVID-19 on the education of Black children and youth in the United States? (2) How should educators and community leaders respond to calls for change and action?**

Findings

The findings in this report highlight participant experiences and reflections about the impact of COVID-19 on the overall health and educational conditions of Black students, families and communities in New York City. The findings reveal the perpetual disproportionality and staunch inequities caused by centuries of structural racism and racial injustice in Black communities. From the perspectives of students, parents, educational leaders and community stakeholders, we offer insight on how COVID-19, as a type of trauma, has exacerbated the academic, social-emotional learning, and mental health challenges faced by Black students and families in New York City. Participants also indicated strong support for updating school curriculum to include Black history and studies, and the need to prepare and support teachers who could meet the academic, social, and emotional learning needs of Black children.
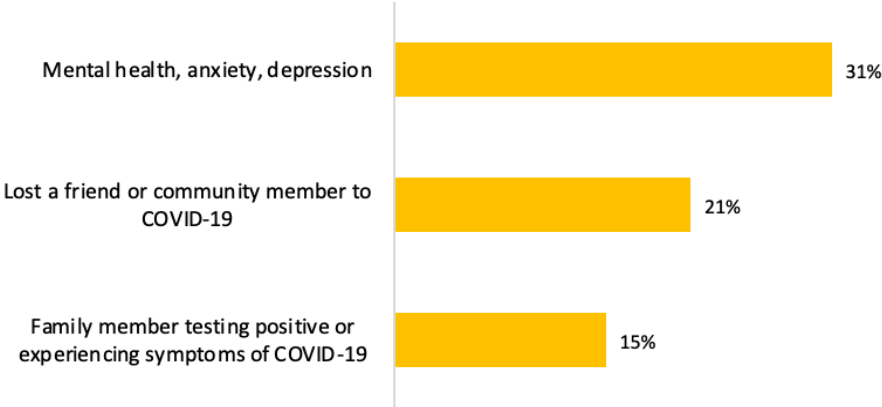
COVID-19 and systemic racism in the form of white supremacy and racial violence have had a disproportionate and traumatic impact on Black students, families, and communities.

The inequities and disproportionate impact of COVID-19, coupled with systemic racism, have increased the level of trauma and its effect on personal health and wellbeing in Black communities throughout New York City.

Societal ills resulting from the effects of white supremacist ideology and racism, including poverty, crime, the visibility of

Figure 2: COVID-19 Impacts on Personal Health & Wellbeing

Mental health, anxiety, depression — 31%

Lost a friend or community member to COVID-19 — 21%

Family member testing positive or experiencing symptoms of COVID-19 — 15%

police, violence against Black people, and unemployment, have intensified, further complicating preexisting poor physical and mental health conditions in the Black community.

According to the New York City Department of Health, Black residents in New York City are dying from COVID-19 more than any other racial group; Black people are twice as likely as white people to die from COVID-19; and more than twice as likely as white people to have a non-fatal hospitalization (Magas et al., 2020). These negative health conditions brought on by COVID-19 have increased anxiety, depression, and an overall negative impact on children's emotional and behavioral health (See Figure 2).

The impact of the COVID-19 pandemic, identified as a type of trauma with catastrophic implications similar to that of a natural disaster, has specifically yielded social isolation in Black communities through contraction of the virus, hospitalization, and being an essential worker. Most study participants (94%) indicated that their social connection with the school community had in some way been impacted by the pandemic (see Figure 3). More than half of survey participants indicated that COVID-19 had impacted their ability to spend time engaging in extracurricular activities and time with family and friends. Less than half stated that they were unable to attend worship services.

This inability to have contact with others is known to traumatically impact people, causing depression and anxiety, along with other physical and mental health conditions. One such participant expressed this essential need to communicate and connect with others. Their sentiment represents an indelible cry felt by many in the Black community:

> That's all we need. We just need to be able to hug each other, be able to see each other and be able to essentially acknowledge that we survived.

Figure 3: Social Connection with School Community
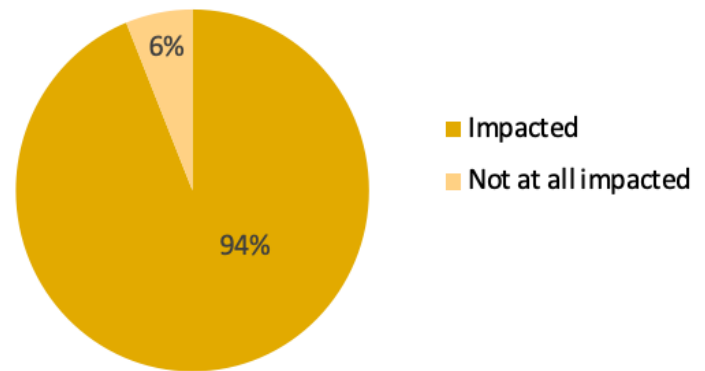
When surveying study participants, results show that 64% (See Figure 4) of participants indicated that they either are or have someone in their household who is a frontline or essential worker, including first responders, educators, childcare workers, postal workers, grocery clerks, public transit workers, food service industry workers, and water or sanitation workers.

Figure 4: Essential Worker in Household
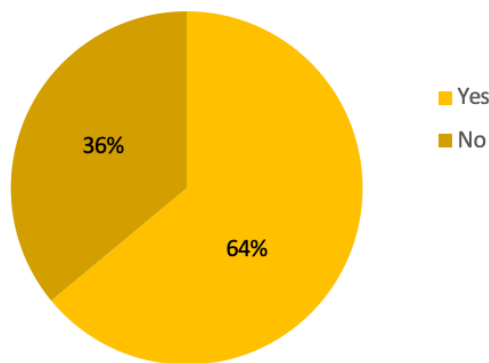
Systemic racism continues to have a disproportionate impact on Black students in schools. With a reduction in learning time, decrease in attendance, and inequitable access and distribution of resources, educational conditions and outcomes have emphatically been affected, further highlighting the mounting inequities in the Black community. These inequitable structures, built into school systems, continue to marginalize Black students and create a negative disproportionate impact.

Study participants expressed their hopes for their children around this issue:

> *My hopes for the Black community are that there will be some progress towards this nation acknowledging the role of racism in its structures, policies and institutions. A conscious decision to acknowledge may be the true impetus to change and increase the quality of life for the Black community.*

The enduring effects of COVID-19 are still impacting the Black community in 2022. The resulting trauma is a critical issue that needs to be systematically addressed.

Increased racial trauma and mental health issues will have major implications for teaching and learning post-pandemic.

Participants in this study identified racial trauma and the stress associated with it as a major concern that will affect teaching and learning during and after the pandemic. Racial trauma is not new to the experiences of Black people in America. White supremacy and racist ideologies, racism, including racial harassment, racial discrimination, and racial bias, can affect student learning and performance, producing negative academic and behavioral outcomes.

Participants continued to underscore the influence of White supremacy on the experiences of Black people, which offers higher levels of power and privilege to White people, and has been ingrained in all aspects of American society, including educational institutions. One study participant acknowledged these consequences:

> *Everything we do is within the context of White supremacy. Everything we do is within that struggle of trying to right the wrong, to correct the injustices, to fix the problems.*

With Black communities in New York City experiencing record numbers of COVID-19 cases and deaths at the onset of the pandemic, the mental and emotional stress associated with racial trauma have demonstrated a surge in the rates of depression, anxiety and suicide in the Black community. As a result, participants indicated that there are implications for teaching and learning in schools that will impact educational outcomes for Black students. Survey participants also stated that schools should address the

Figure 5: Schools Should Address COVID-19 Impact of Stress & Trauma on Students

- Low Priority
- Mid Priority
- High Priority
- Don't Know

1%
6%
7%
86%
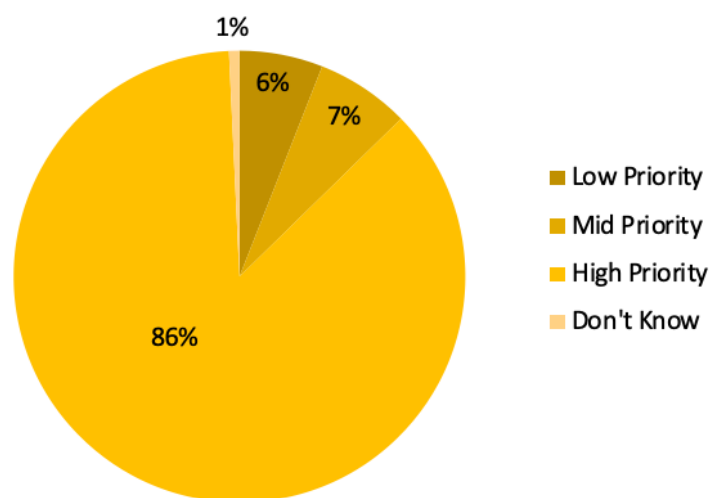
impact of stress and trauma on students, with 86% of participants indicating this as a high priority (see Figure 5).
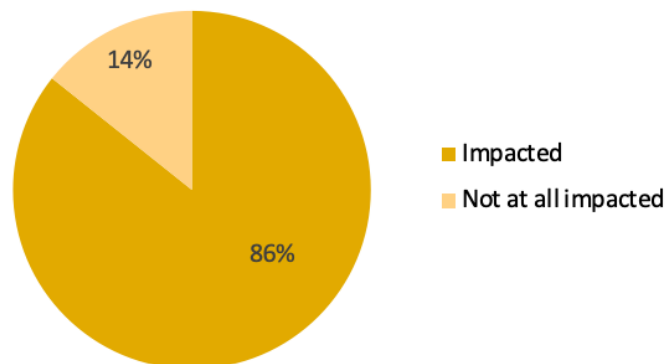

One educator shared their observations with us on the emotional and subsequent academic impact of the pandemic:

> With this pandemic, there's a lot of stress on the students, and even more stress when you have to stay at home. I'm a high school teacher and the majority of the students wanted to go back to school because they missed the contact with their friends. They want to go back because they said staying at home they weren't learning as much and it's true. You can't account for them learning as you would in a classroom, because they may still be in the bed under the covers, sometimes not turning their cameras on. It's a different kind of teaching.

A participant from Harlem called for the acknowledgment and appropriate practices in addressing mental health for Black students:

Figure 6: Mental Health & Wellness
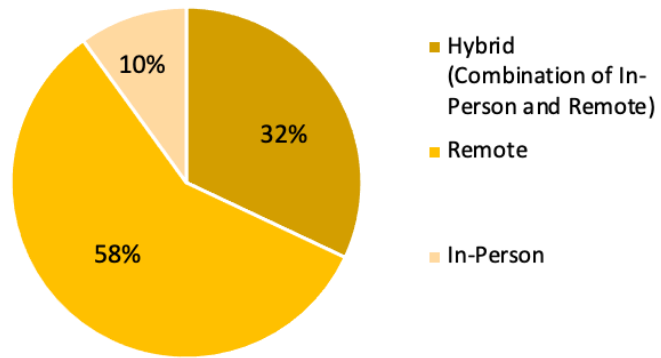

14%

86%

■ Impacted
■ Not at all impacted

> We need to make these children's mental well-being a priority and help them re-enter socialization. We have lost the art of simple communication. There is basically no one listening to our kids and we hear what they tell us and see the challenges in behavior. Putting them in organizations that will help are so non-existent – there are waiting lists or they cost too much. So how do we help our children feel normal and not socially dysfunctional?

Eighty-six percent (86) of study participants indicated that their mental health and wellness have been impacted (See Figure 6) and stated that practices should target the specific needs of Black students. Fifty-eight percent (58%) of students indicated remote learning as their schooling situation and 32% of students engaged in hybrid learning (See Figure 7).

One participant expressed concern about their teaching and learning experiences during the pandemic:

> *There is a lack of instruction going on, and there are so many kids not getting any instruction. Teachers are just sending little packets home with no synchronous learning. It's been amazing to see the lack of instruction and planning throughout this whole period.*

Figure 7: Current Schooling Situation

- Hybrid (Combination of In-Person and Remote) — 32%
- Remote — 58%
- In-Person — 10%

The challenge with teaching and learning rests not only with the lack of connection between students and teachers, but also with schools and their inability to provide a culturally relevant curriculum that will support these challenges:

> *The use of a culturally sensitive and personalized curriculum that addresses the trauma experienced by generations of Black and Brown children will be needed in New York City schools.*

> *We have to identify student needs and meet them where they are, design a curriculum that teaches African heritage and provides mental health services that are culturally sensitive.*

Participants also stressed the importance of creating healing-centered spaces for Black students that will address mental health issues:

> *I think the heart of Black education is the essence of love and really thinking about what it means to create liberatory and healing spaces that are rooted and anchored in love. Learning what it means to love oneself, and what it means to be connected to one's ancestry.*

Schools are ill-equipped to meet the social, emotional, and academic needs of Black students.

Amid the pandemic, school personnel, families and communities across the country have observed the intensification in the social-emotional and academic needs of the entire Black community. Black students in particular have experienced a great deal of trauma associated with the pandemic and systemic racism, resulting in and intensifying existing inequities – impacting their social, emotional and academic development.

Through New York State's Safe Schools Task Force, implementation of New York's Every Student Succeeds Act (ESSA) plan has placed an emphasis on the development of social-emotional learning competencies, which would support academic achievement and improve educational outcomes for students in schools. Despite these efforts in New York schools, there has been a decline in Black student progress in these areas.

The pandemic has confirmed that schools are not prepared to address the social, emotional and academic needs of Black students. Teachers, administrators and families in Black communities require appropriate support and professional development in order to sustain prior efforts to improve academic and social-emotional learning, and address new needs associated with the pandemic.

An educator in Brooklyn indicated that these trainings need to be targeted in order to meet the needs of Black students and better serve Black families and communities:

> *Trainings need to be evaluated to determine if they actually work. How many of us have taken an all-day training and can recall or apply any skills gained? Trainings can be impactful but I think they need to be enhanced to be truly effective for Black students.*

Conditions for Black students have worsened since the pandemic with increased rates of unemployment, lack of internet access, fewer services for students with disabilities, lack of support for teaching and learning, and poorer educational outcomes. Seventy percent (70%)of study participants corroborated claims that the education conditions for Black students are getting worse (See Figure 8).
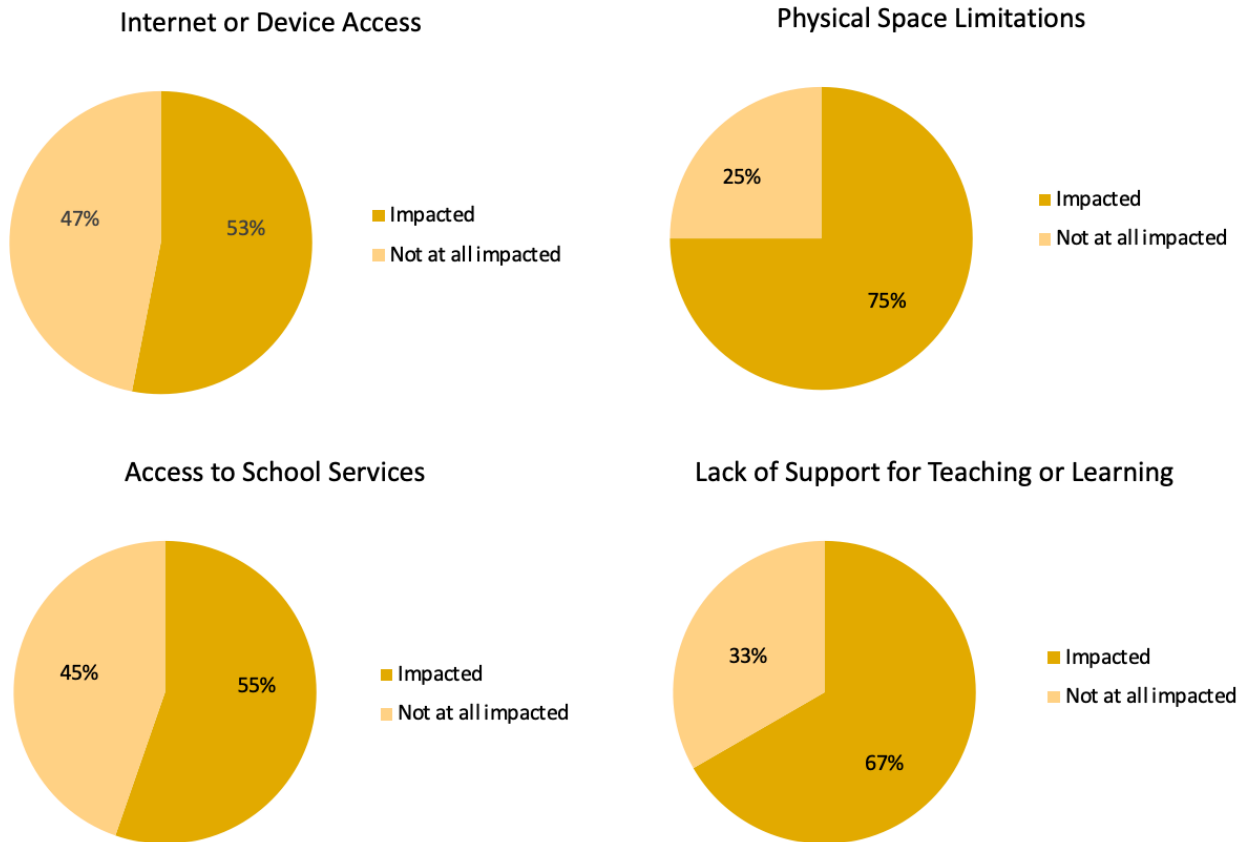
Figure 8: Education Conditions for Black Students
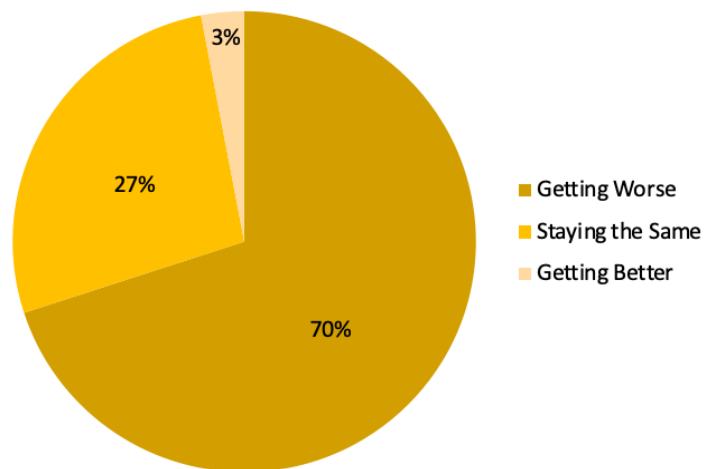
Survey findings further revealed that more than half (53%) of study participants in New York City have been impacted in some way by the lack of internet or device access, and 75% of participants indicated that they have been impacted by physical space limitations, while more than half (55%) were impacted by a lack of access to school services.

Figure 9: COVID-19 Impact on School Life

Internet or Device Access

- 47% Not at all impacted
- 53% Impacted

■ Impacted
■ Not at all impacted

Physical Space Limitations

- 25% Not at all impacted
- 75% Impacted

■ Impacted
■ Not at all impacted

Access to School Services

- 45% Not at all impacted
- 55% Impacted

■ Impacted
■ Not at all impacted

Lack of Support for Teaching or Learning

- 33% Not at all impacted
- 67% Impacted

■ Impacted
■ Not at all impacted

Participants across the five boroughs shared that in order to better serve Black students, families and communities, the following priorities are needed to strengthen academic and social-emotional support.

> *Ongoing workshops are needed around anti-racism, diversity and equity for all faculty members and for families.There needs to be a clear understanding of why this work is critical at improving educational outcomes for Black students.*
>
> *Mentorship programs and opportunities are needed to support Black students - they need to see Black adults, Black educators, Black photographers, Black lawyers, Black actors, community organizers and so on... I believe connecting them with successful people who look like them, and developing those relationships over a period of time, would be beneficial for the social-emotional development of Black students.*

The importance of cultural programming and training opportunities was deemed necessary by participants for all Black education stakeholders. Participants indicated mentorship and seeing positive role models from their communities as key to Black student development and overall success.

Failed responses to COVID-19, police brutality, and the insurrection at the Capitol have further reduced trust in schools and public institutions.

Governmental and institutional responses to COVID-19, police brutality, and the insurrection at the Capitol have provoked feelings of doubt in schools and public institutions. Participants in New York City expressed their concerns around this issue. An overwhelming number of study participants indicated that education conditions are getting worse, revealing a lack of faith the Black community has in schools and public institutions overall.

- 73% of New York City study participants said that school and district responses to COVID-19 have eroded their level of trust in the ability of schools and districts to serve Black students, while 73% also expressed that school and district responses to violence and the resulting uprisings have damaged their level of trust. The majority of participants (87%) indicated that they were impacted in some way by the insurrection in the U.S. Capitol among Trump supporters.

- 76% asserted that the response to white supremacist attacks on the government, which delayed the certification of the 2020 presidential election results, caused great uncertainty and wariness in Black communities, with 69% of participants indicating that the response to the presidential election also caused mistrust.

- More than half of participants (65%) indicated they were not at all surprised by the violent acts in and around the Capitol by Trump supporters, and 88% of participants expressed worry about their own safety and/or the safety of their loved ones arising from the insurrection and increased visibility of white supremacy.

Participants also expressed their mistrust of law enforcement in light of more visible instances of police brutality and the killings of innocent Black men, women and children, which were exacerbated by the murder of George Floyd in the spring of 2020. Participants expressed their concern for the safety of children in schools where school safety agents abused their positions:

> *I am deeply disturbed that police are in schools and are almost always being caught on video harming Black children (i.e., arresting, handcuffing, slamming, etc). Law enforcement needs to be decolonized and demilitarized, especially in education. The continued oppression is sickening.*

Across New York City's public schools, the New York City Police Department (NYPD) places school safety agents on school grounds to "provide security and ensure the safety of students, faculty and visitors."[1] According to participants, school safety agents have been known to frequently make arrests and criminalize youth, resulting in the removal of students from class and ultimately feeding the school-to-prison pipeline. Participants were, however, optimistic about changes to the police system while calling out policing as a form of oppression and domestic terrorism:

> *It is my hope that there is a national charge to root white supremacy out of law enforcement. It is time for real, hard talk about white supremacy and terrorism.*

Though 88% of participants indicated that the increased visibility of police violence against Black people had impacted their community in some way, 91% expressed hope in the change in national leadership.

Education leaders and policymakers at the local, state, and federal levels must be held accountable for meeting the educational needs of Black students.

The New York City Department of Education, the largest school system in the United States, serving over one million students, faces barriers to successfully educating Black students, including poverty, inequitable distribution of resources, insufficient professional development, low expectations, and lack of culturally relevant practices — all of which fail to adequately address the educational needs of Black students. New York City study participants recognized these challenges and shared what they would like to see to meet the educational needs of Black students:

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[1] NYPD school safety agents: https://www1.nyc.gov/site/nypd/careers/civilians/school-safety-agents.page

It is dehumanizing for schools to eliminate Black history altogether or teach the same narratives about Black history that focus on enslavement and the fight for civil rights. While these are very important parts of our history, they do not tell the full story. We need our children to see their greatness and their potential.

As another participant explained:

Regardless of what school a student attends and/or their race, class, gender identity and/or their language, physical and/or mental ability status, they will receive the best possible education that meets their needs and maximizes their potential.

New York City study findings show that approximately 90% of participants indicated that ensuring the basic needs of students should be a high priority for education leaders and policymakers, and 83% of participants asserted that education leaders and policymakers should make offering school programs to support the health and well-being of students and families a high priority (See Figure 10).

Figure 10. Priorities for Education Leaders and Policymakers

Ensure Students Basic Needs Are Met

Offer School Programs to Support the Health and Wellbeing of Students and Families
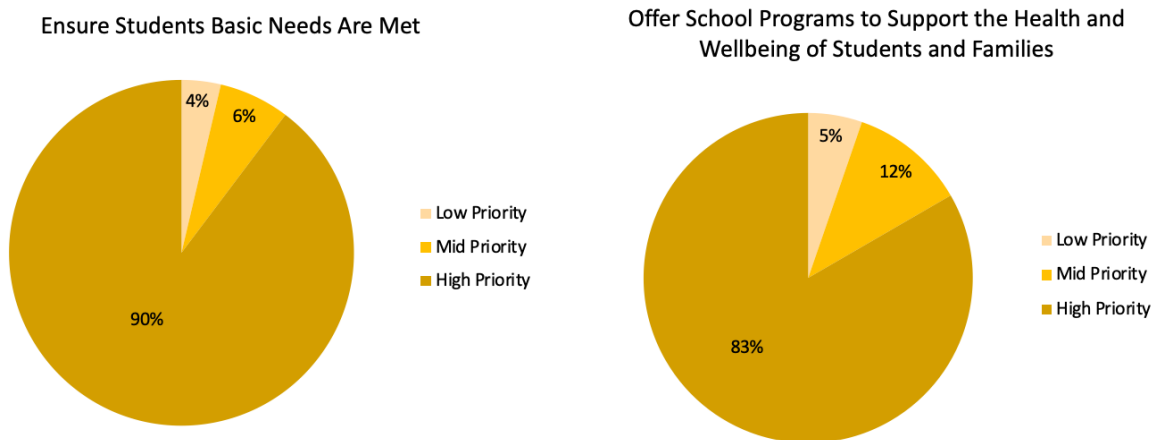
Additionally, participants indicated the following to be the highest priorities education leaders and policymakers should address to meet the educational needs of Black students during the pandemic and beyond (See Figure 11, below):

- Work towards safely resuming in-person learning (60%)
- Improve distance & hybrid learning (79%)
- Ensure all students have access to wifi and devices (88%)

In order to Improve teaching and learning, participants identified the following to be the highest priorities (See Figure 12 below):

- Implement adequate and equitable school funding (89%)
- Increase professional development and training for educators (71%)

- Build strong relationships with students, families and communities (85%)
- Use of culturally sensitive and personalized curriculum and assessments (81%)

Figure 11. Education Priorities Focused on New Educational Needs Due to COVID-19
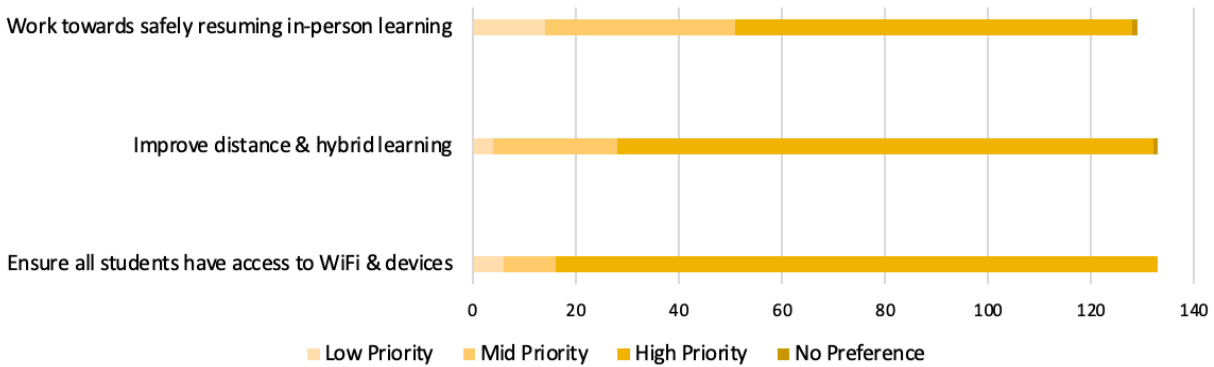
Figure 12. Education Priorities Focused on Improving Teaching & Learning
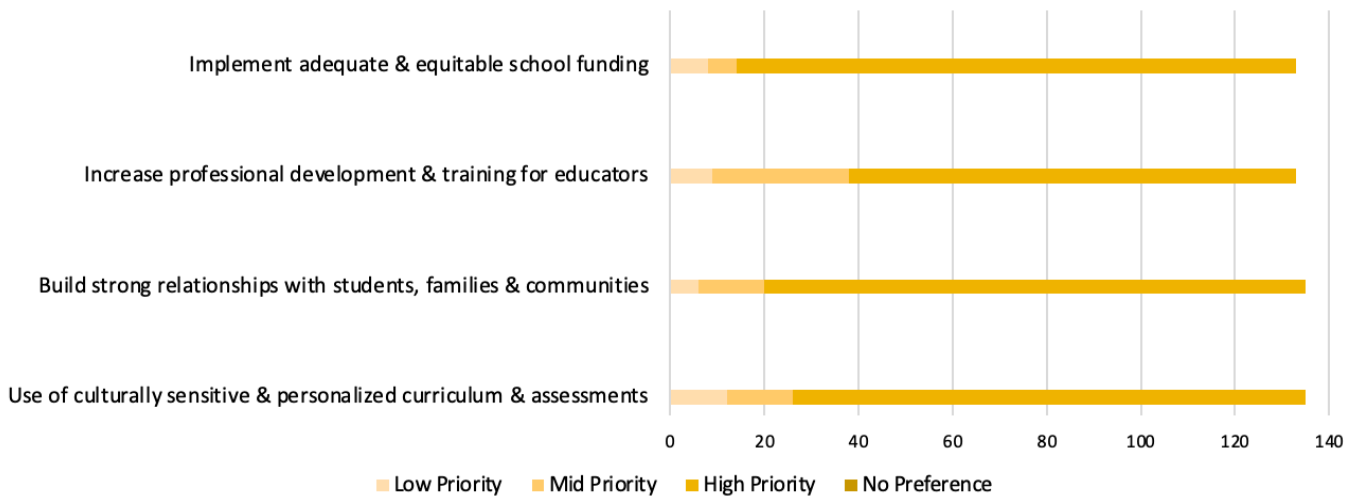
Systemic racism continues to have a disproportionate effect on Black students in schools. Coupled with the impact of the COVID-19 pandemic, identified as a type of trauma, social isolation in Black communities and the negative health conditions brought on by COVID-19 have increased anxiety, depression, and an overall negative impact on children's emotional and behavioral health. These enduring effects of COVID-19 are still plaguing the Black community in 2022. The resulting trauma is a critical issue that needs to be systematically addressed through policies that articulate an emancipatory vision of education designed to improve the nature and quality of educational experiences and outcomes in New York City.

Recommendations

Advancing an Emancipatory Vision of Education in New York City

Informed by the recommendations from the national COVID-19 study and data collected from participants in New York City specifically, we present six (6) general recommendations with more detailed examples of how they might be advanced in New York City.

These recommendations are consistent with an "emancipatory vision of education" (Black Education Research Collective, 2022) grounded in the following tenets: (1) education is a civil and human right, (2) education is a social, cultural, and political process, (3) education is a calling and valued profession, (4) education is a collective responsibility, and (5) education is the practice of freedom.

They illustrate how teaching, learning, and leading for liberation is essential to addressing once and for all the concerns raised by study participants and how to advance equity and improve the nature and quality of educational experiences and outcomes in New York City.

1. **Protect and defend the rights of Black students to receive an appropriate and equitable education in a safe, welcoming, and affirming learning environment.** Given the extensive resources available in New York City, especially with federal support through COVID relief funds, it is important that adequate funding and supports are allocated to ensure that Black students receive a high-quality educational experience free from discrimination, traumatization, and dehumanization. Resources should be equitably distributed to schools and districts serving disproportionate numbers of students who identify as Black, in ways that ensure their affirmative development socially, emotionally, culturally, and academically.

2. **Invest in counseling, psychological, and mental health services and supports to address racial trauma and its impact on Black students and educators post-pandemic**. The devastating mental and psychological impacts of COVID-19 have yet to be fully realized. It is critical that both mental health resources are made readily available to students, families, and educators, as well as opportunities to learn more about mental health literacy. Mental health literacy should be incorporated into health education classes, and on an even larger scale, into the development of school and district-based mental health literacy and wellness curricula.

3. **Provide professional development to teachers and school leaders on how to meet the social, emotional, and academic needs of Black students grounded in trusting relationships with parents, families, and communities.** In New York City, collaborations between the Department of Education and university-based teacher and leader preparation programs and graduate schools of education provide immediate opportunities to leverage the content knowledge and expertise of education researchers, faculty, and graduate students to support practitioners and policymakers through research-practice-partnerships designed to facilitate community engagement, trust, and sustainability.

4. **Modernize curriculum, pedagogy, and assessment to develop the academic ability of all students and prepare them for civic life by teaching the truth.** Participants expressed the need to revise and revamp curriculum in PK-12 schools in order to ensure students are exposed to accurate information about the history, culture, and contributions of Black people in the U.S. and globally. New York City is leading the country in its effort to develop and implement a comprehensive, interdisciplinary, PK-12 Black Studies Curriculum in NYC public schools, and it will be important to share lessons learned about the curriculum development process, professional development needs, school and district readiness, program effectiveness, and strategies and approaches for systems-level change and transformation.

5. **Invest in the preparation, cultivation, and mentoring of culturally relevant educators who are called to the profession and endorsed by the families they serve.** As schools in New York City and across the country grapple with declining student enrollment and teacher shortages, it is critical that policymakers and district-level leaders invest in teacher and leader pipeline and professional development programs that identify, recruit, train, support, and sustain aspiring educators with content knowledge and the capacity to engage culturally relevant teaching and leadership practices within school communities.

6. **Restore and rebuild community trust by engaging Black students, families, educators, researchers, and leaders as experts and equal partners in education.** As demonstrated in this report, Black students, families, and educators have a clear sense of what they want and need from their schools. It is important that teachers, principals, district-level leaders, researchers, and policymakers recognize Black students, families, educators, and researchers as experts and equal partners in the effective education of Black children and work collaboratively and cooperatively with them to develop solutions.

Conclusion

Study findings from New York City demonstrate what many had known prior to the pandemic: the nation's largest school district in the country continues to reflect significant disparities in educational opportunities and outcomes. Participant experiences and perceptions illuminate the disproportionate impact COVID-19 and systemic racism have had on Black families and communities and how the pandemic further exacerbated inequities related to the education of Black students. One of the most effective ways to improve the educational experiences and outcomes of Black children is through targeted investments in curriculum development and professional learning opportunities for educators grounded in culturally relevant and responsive educational practices. Such efforts will advance equity more broadly across New York City, and will improve the quality of education for all learners.

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Appendix A

Table 1: Survey Participants in New York City Metro Area

Table 1. Survey Participants (n=144)	Percentage
Self Identify as Black	100
Relationship to Education	
K-12 Professional	41
Parent	23
Higher Education	25
Community Member	15
Grandparent	1
Student	1
Policymaker	2
Other	9
Type of School	
Traditional Public School	69
Charter School	9
Private School	9
Parochial School	4
Homeschool	0
Other	9
Age	
14-18 years	2
19-24 years	1
25-34 years	24
35-44 years	25
45-55 years	27
56-70 years	16
70 and above	4
Education	
Some High School	1
High School	1
GED	0
Some College	7
Bachelor's Degree	20
Master's Degree	47
Doctorate Degree	23
Trade School	1
Prefer Not to Say	1
Gender	
Female	99
Male	0
Genderfluid/Non-Binary	1

Appendix B

Table 2: Focus Group Participants in New York City Metro by Stakeholder Type

	NYC Metro Area	National Total
Students (Grades 9-12)	0	14
Parents	8	17
Teachers	9	28
School Leaders	5	12
Community leaders	3	11
Total Participants	25	**82**

*19 focus groups
*82 total participants

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