



Agenda Book

April 23, 2020

Virtual Meeting – Zoom Webinar



April 23, 2020, Virtual Council Meeting Agenda

This is a special virtual meeting in accordance with 2.2-3708.2 of the Code of Virginia and the Governor's Executive Order 51 to discuss the declared emergency and its effect on higher education.

Register in advance for this meeting:

https://zoom.us/webinar/register/WN_05L1WXgCQISTuaXEfeBxmA

After registering, you will receive a confirmation email containing information about joining the meeting.

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Secretary of Health and Human Resources



Daniel Carey, M.D. was appointed Secretary of Health and Human Resources by Governor Ralph Northam in January 2018. Prior to his appointment, Dr. Carey worked as a cardiologist and served as Senior Vice President and Chief Medical Officer at Centra, where his responsibilities included information technology services, patient quality and safety efforts, performance improvement initiatives, and functions of the medical staff at Centra's 3 acute care facilities.

Dr. Carey held numerous leadership positions after joining Cardiology Associates of Central Virginia in 1997, which Centra later acquired in 2006. Within a year, he became Medical Director of the Acute MI

Program, and went on to serve as Director of the Cardiac Cath Lab and Medical Director of the Stroobants Heart Center. Dr. Carey then went on to become the President/Chief Physician Executive of the Centra Medical Group. In this capacity, he directed the acquisition of multiple physician practices, growing the medical group from 200 to 300+ providers. He also championed a new compensation model that integrated productivity, quality, service and group culture across specialties.

Dr. Carey has special interest in medical leadership, and in addition to his roles at Centra, has also served as President of the Lynchburg Academy of Medicine, the Medical Society of Virginia and the MSV Foundation.

In his current role, Dr. Carey is passionate about expanding access to affordable health care for Virginians; improving the Commonwealth's behavioral health and developmental services programs; and making meaningful progress on issues such as substance use and addiction, women's health, and children's issues.

A long-time Virginia resident, Dr. Carey graduated from the University of Virginia and Harvard Medical School. He currently resides in Richmond with his wife Kim, who is a registered nurse. In his spare time, Dr. Carey enjoys being outside, biking, and playing tennis, and is a regular at Richmond's Downtown YMCA.

Chancellor, University of Virginia's College at Wise



Donna Price Henry was elected Chancellor of the University of Virginia's College at Wise by the University of Virginia Board of Visitors on December 7, 2012 and assumed office on January 18, 2013. As the College's eighth Chancellor, she is responsible for leading UVA Wise and its constituents in fulfilling its mission of student success and service to Southwest Virginia and the Commonwealth. Under Chancellor Henry's leadership, UVA Wise is realizing its vision for the future through the implementation of its strategic plan, *Envisioning 2020*. She has supported efforts including targeting financial aid to attract talented students with diverse interests and expanding students' experiential learning opportunities such as paid internships, research fellowships and study abroad. Additionally, Chancellor Henry has led the way

in enhancing STEM-H opportunities, increasing resources, and summer enrichment programming; fundraising to support numerous college initiatives including NCAA Division II athletics and securing multi-million dollar grants to support economic development in the region. She initiated plans for the first online and graduate degree programs at the College in nursing and teaching, respectively as well as expanded access for students throughout the Appalachian Region by offering reduced tuition at near-in-state rates. Most recently, Chancellor Henry promoted the launching of the *innovate2eleVAte* program that provides iPads to the campus community. This initiative will promote student academic success, level the playing field for students in the use of technology and improve digital literacy after college.

Chancellor Henry is active in the community and Commonwealth and serves on a number of boards. Chancellor Henry is the Chair for the Council of Presidents who serve Virginia public colleges and universities and a board member of the Virginia Business Higher Education Council. Chancellor Henry earned a Bachelor of Arts in Biological Basis of Behavior from the University of Pennsylvania, where she also minored in Spanish. She earned a Doctorate in Physiology from Thomas Jefferson University. Chancellor Henry is a professor of biology on the UVA Wise faculty.

President, Council of Independent Colleges in Virginia



Robert B. Lambeth, Jr. serves as President and has held this position since 1983. Robert oversees the coordination of collaborative projects for our member institutions, including government relations, marketing, and business & purchasing activities.

He received his bachelor's degree in political science from Randolph-Macon College in Ashland, Virginia and studied at Wroxton College in Banbury, England. He earned a law degree from the T. C. Williams School of Law at the University of Richmond and has also done graduate work in government and foreign affairs at the University of Virginia.

#VIII.A - Agency Operations – Peter Blake, Director; Alan Edwards, Director of Policy Studies

Agency operations: While the Monroe Building remains open, most agency staff members work remotely. We stay in touch regularly through audio and video technology and email. We are adjusting our work plan for the year to take COVID-19 and legislative changes into account.

Telework survey: We surveyed staff members on how well they are adapting to remote working. About half the staff members said they were working “with some challenges,” and another one-third reported “smooth sailing.” The survey revealed opportunities to make changes to improve the work experience, which we are pursuing.

Staff meetings: We have held two virtual agency-wide staff meetings with good participation by all. Secretary of Education Atif Qarni and Director of the Department of Human Resources Management Emily Elliott spoke at the April 16 meeting.

Advisory groups: We are in regular contact with our advisory groups, including college and university presidents, chief academic officers, finance officers, financial aid directors and others. Reports on those activities appear in other items on the agenda.

Liaison with the Governor’s office: SCHEV staff member Alan Edwards has been our primary liaison to the Governor’s office on COVID-19-related activities, including the following:

1. Virginia COVID-19 Task Force (TF) and Unified Command (UC) – SCHEV serves with over two dozen governmental and nongovernmental entities on the state TF created in February to bring an “all Commonwealth” response to COVID-19. SCHEV participates in the Mitigation Workgroup, which focuses on containing and moderating the virus’ spread, particularly on campuses and between campuses and other locations. Staff communicates institutional information and decisions to the UC and also communicates guidance from the TF and the Virginia Department of Health (VDH) to institutions.
2. Virginia Volunteer Health System (VVHS) – SCHEV assists VDH with the VVHS, which is the database behind the Medical Reserve Corps. Staff initially created crosswalks between disciplinary fields and volunteers’ qualifications and now monitors and manages datasets, verifies new data, transfers files, runs daily volunteer reports and transfers volunteers in the VVHS.
3. Economic Crisis Strike Force (ECSF) – SCHEV serves with many public and private entities on the ECSF chaired by Commerce and Trade Secretary Brian Ball. SCHEV facilitated a March 18 presentation by Education Deputy Secretary Fran Bradford regarding the pandemic’s economic impacts on higher education. SCHEV participates in the ECSF Workforce Programming Workgroup (led by Governor’s Workforce Advisor Megan Healy) and has provided information to the ECSF Data Compilation Workgroup (led by Virginia Economic Development Partnership President Stephen Moret).

Upcoming Council meetings: We anticipate that the General Assembly will approve the Governor's proposed amendment to permit public boards to hold meetings without having a quorum physically present. The next Council meeting is currently scheduled for May 18-19. It is our annual meeting with the Private College Advisory Board (PCAB). The meeting had been scheduled for Virginia Wesleyan College. The in-person meeting has been canceled. Staff intends to present materials for Council discussion and action. Staff seeks Council member input on the agenda for the meeting with PCAB.

Relationship to The Virginia Plan for Higher Education: The short- and long-term effects of COVID-19 have the potential to scramble The Virginia Plan's objective to be the best-educated state in the nation by 2030. Enrollment changes, reductions in institution revenues (either through state cuts, enrollment declines and investment/endowment earnings), higher unemployment rates and other factors will disrupt current goals and strategies and will require modifications.

A major issue that transcends each goal is that the greatest risk is to our more vulnerable populations -- minority and low- and middle-income individuals, adults with some higher education but no degree, and those in parts of the state with lower educational attainment. The following paragraphs describe some of the potential risks and benefits by each goal area:

1. Affordable access: With potential tuition increases and no increase in financial aid, the net amount a student pays could grow larger, particularly for low- and middle-income students. In addition, some first-time students may need to repeat or take additional classes if their high school or dual enrollment courses were substantially disrupted by COVID-19. Such delays also can impact access and affordability. SCHEV is working closely with partners to mitigate this risk.
2. Student Success: COVID-19 disruptions will affect continuing students as well as new students. With curtailed budgets, institutions will not be able to provide as many student support services and may need to reduce course offerings. Such conditions could affect whether a student completes and the length of time to gain a credential.
3. Change and Improvement: Disruptions to systems spur innovations, and many experts speculate that COVID-19 will require institutions to think differently. New innovations can enhance leadership and governance -- a strategy of this goal. However, another strategy within this goal seeks public investment to support long-term planning. The potential for state budget cuts places this strategy at risk.
4. Economic and Cultural Prosperity: Some people speculate that community colleges could have increased enrollments, as this occurred during the last recession. Increased enrollments in this area could fill a projected gap in the workforce credential and associate degree area that staff identified in a report last fall. Other strategies in this goal area are at risk, however, including the potential funding to research, loss of jobs and the need to further assess workforce needs post-COVID-19.

#VIII.B – Academic Affairs – Joe DeFilippo, Director of Academic Affairs and Planning

The “Great Pivot” to remote education and its effects: By approximately mid-March, the course of the pandemic had reached a point where it became a necessity for higher education institutions to cancel on-ground instructional activities. This in turn caused them to face a dilemma: to *cancel* the semester at that point, or to continue it via alternative methods. The former course would necessitate either granting partial credit for work done up to that time or sending students home with incompletes, which would have to be made up at a later point in time. The latter course would necessitate continuing spring 2020 instruction via distance education methods. Virginia institutions, as many throughout the nation, have largely chosen to continue spring 2020 via distance education. There are multiple reasons for this choice, among them: less disruption to student academic progress, fewer logistical problems postponed to indefinite future terms, and greater clarity about the extent and kind of refunds to which students may be entitled. This choice, however, has not been without significant challenges of its own, some of which are:

- The sheer magnitude of orchestrating an abrupt “pivot” to distance education for essentially all of an institution’s instruction. While some institutions have more experience with distance education than others, none were prepared for this massive shift, which would necessarily entail supporting *all* faculty and students, some of whom have little experience or inclination for distance education. The logistical challenges in doing this cannot be overestimated. Anecdotally, there is reason to think that a single faculty member could have to spend dozens of hours learning new technologies and shifting teaching approaches to accommodate necessities of the spring 2020 pivot.
- Navigating regulatory and quasi-regulatory requirements. Normally, a shift to distance education modalities on this scale would require forethought and prior approvals of one kind or another from accreditors (SACS-COC, among others), the US Department of Education and SCHEV. These supervising authorities have been quick to relax normal requirements in these areas, thus facilitating institutions’ ability to negotiate the pivot. Still, specific programmatic questions (particularly in licensure-qualifying subjects) have had to be dealt with. The future remains an open question.
- Policy and logistical implications of impacts on the educational pipeline. Virginia has hundreds of thousands of students in K-12 education and in two-year postsecondary institutions who will need to make transitions to and within the overall postsecondary education system. We are still in the early stages of clarifying and securing agreement to principles that will secure flexibility for students while preserving academic integrity. Issues being dealt with include:
 - Most institutions are adopting some form of a Pass/Fail grading system for spring 2020. Virginia four-year institutions have generally agreed to accept the grade of “Pass” in transfer for spring 2020 coursework.
 - The College Board, International Baccalaureate Organization and Cambridge International have had to modify their plans for the AP, CLEP, IB and Cambridge exams that many students take for college credit. Many Virginia postsecondary institutions have already decided they will stand by their existing credit policies for those exams, despite the changes. Others are still reviewing the changes and deciding whether or how to modify their credit award policies for exams taken this semester.

- The State Board of Education and Virginia Department of Education have issued guidance to school districts that allows wide latitude for how schools may finish out the rest of the 2019-20 academic year. This affects both whether and how instruction is delivered for the rest of the year and how student academic progress is presented on transcripts. Higher ed institutions will need to be prepared for these variations for years to come.

SCHEV Actions: Adjustments to policy and practice: SCHEV has conferred state authorization to public institutions to offer all programs online without further approval. This authorization complements flexibility provided by the US Department of Education (USED) and remains in effect until further notice.

SCHEV has conferred state authorization to regulated private schools to offer programs online through June 1. This authorization complements flexibility provided by USED, and is subject to further modification as USED guidance changes. A major difficulty that the PPE section has encountered is ensuring continued authorization of certified schools. Due to the complexity of schools SCHEV certifies, many schools must also answer to other agencies. The US Department of Education, Homeland Security, accrediting agencies, licensing agencies and SCHEV all have specific requirements for approval of distance education. SCHEV, as the authorizing agency, must ensure that the distance education it approves for each school is not in conflict with another agency's rules. Errors in approving appropriate distance education for certified schools could lead to loss of student financial aid, inadequate training for licensed professions or inability of students to qualify for licensing exams.

In other actions, SCHEV had made adjustments in these activities:

- SCHEV Program Productivity Process Review: public higher ed institutions have been given the option to suspend this process through the duration of the current crisis. Six of 15 four-year institutions have chosen the suspension; we will resume the process with them at an appropriate time during 2020-21.
- SCHEV Student Learning Assessment Policy: institutions have the option to postpone assessment activities, including the collection of new assessment data and reporting of results to SCHEV, through the duration of the current crisis.
- Temporary adjustments have been made to SCHEV processes for receiving submissions for approval. These include:
 - option for electronic submission for institutions without printing and mail services;
 - alternative signature authorization; and
 - prioritization of new degree programs in SCHEV review activities.

SCHEV Actions: Communication and coordination: We have increased or adjusted our outreach and engagement with college and university officials, the office of the Secretary of Education and the Virginia Department of Education. Below is a list of regular meetings:

- Weekly teleconferences with institutional legislative liaisons, including the Deputy Secretary of Education
- Monthly teleconferences with IPAC (public institution provosts), including the Deputy Secretary of Education
- Transfer-related communications:

- Surveyed four-year institutions to verify acceptance of “Pass” grades in transfer. (Thus far, 14 of 15 four-year institutions have indicated they will accept “Pass” grades conferred in spring 2020).
- Through the “Transfer Virginia” project, issued guidance for four-year institutions to make information available to students seeking to transfer in fall 2020.
- K-12 transitions:
 - Participating in teleconferences with VDOE, VCCS, the Deputy Secretary and institutions;
 - An intended outcome of these conferences will be to arrive at jointly endorsed principles governing the reception of students affected by the pandemic.
- Virginia Faculty/Educational Development Network: weekly online “meet-ups” are being scheduled for faculty/educational development staff to share experiences, information, ideas and resources.

SCHEV Actions: Continuing with our “normal” work: All staff in Academic Affairs have pivoted to teleworking close to 100% of the time. This has posed challenges in terms of technology, access to information and communications both within and without SCHEV. The Director of Academic Affairs is conducting weekly videoconferences with public higher education staff and with staff in Private Postsecondary Education (PPE). Staff remain highly engaged with their work and committed to maintaining the integrity and “flow” of all processes and functions for which they are responsible. They are succeeding.

Relative to public higher education processes, we are continuing with review of program approval related submissions, transfer policy development, Academic Common Market, and State Authorization Reciprocity.

Relative to private postsecondary regulatory processes, we are continuing with the review of new school submissions. Auditing of existing schools has shifted to desk audits of information that is available online; school visits will resume when allowed by the Governor’s proclamation.

Ms. Sylvia Rosa-Casanova, Director of PPE, has announced her retirement effective June 1. Staff are reviewing PPE functions to develop a transition plan for her replacement.

Work on the SCHEV post-college outcomes survey continues under the direction of Dr. Jim Ellis of VCU-SERL. The survey is in the pilot stage, and we expect VCU-SERL will be able to complete the pilot while working remotely during the closure of the VCU campus. Whether and how the pandemic may affect the continuation of the survey will have to be evaluated later this spring and summer.

#VIII.C - Financial Affairs – Wendy Kang, Director, Finance Policy and Innovation

Refunds for spring semester: Once institutions made the decision to move to online learning for the remainder of the semester, they began working on a process for refunds to students in the primary areas of room, board and parking. The methodology for refunds varies from a fixed amount, a prorated amount or a combination of fixed and prorated per student. Many institutions have completed their refund process and a few others are in the process of completing their refunds (the latest date expected is May 1).

Budget impact: COVID-19 has significant impacts on the short- and long-term budgets of institutions. Institutions are assessing the impact on both Educational and General Program and Auxiliary Enterprises from the shortened spring semester and potential losses in summer income. Federal funding (described below) will offer some relief, but not enough to offset the losses.

For the next fiscal year and beyond, institutions likely will face state budget reductions as well as losses of tuition revenue. Although the Governor's budget amendments proposed no funding cuts for FY 2020, the Governor proposed to "unallot" nearly all new discretionary funding for FY 2021 and FY 2022. This includes new funding for need-based financial aid, the Tuition Assistance Grant program and the tuition moderation fund.

While the most recent state revenue forecast was higher than the prior year, it reflects pre-COVID-19 revenues. Upcoming revenue forecasts will give a better estimate on the impact on the state budget in the coming months. The Governor and the General Assembly are contemplating a special session later in the year to determine if any of the "unalotted" funds could be released and to address other budget adjustments.

Tuition setting for fall semester: Public institutions have not yet approved tuition rates for next year due to the constraints on holding virtual public board meetings. For planning purposes, institutions are exploring a range of budget options. Institutions also are awaiting the final outcome of the state budget.

Modeling impact of budget and enrollment changes: SCHEV staff members are working on potential best- and worst-case scenario budget impacts for the upcoming academic year. The modes are based on potential general fund reductions as well as changes in enrolment (discussed in a later agenda item).

#VIII.D – Student Affairs - Paula Robinson, Associate Director of Equity & Engagement

Student impact: SCHEV hosted a virtual meeting with members of the Student Advisory Committee on Friday, April 3, to gain a better understanding of the impact of our colleges' responses to the pandemic on students. Students generally felt that their institutions were trying to do the best that they could, given the circumstances. Students expressed concerns of not being able to return to campus after spring break to retrieve personal belongings; adapting to remote learning when that was not their preference or fit with their learning style; going without academic and student support services; not being able to maintain work hours; and facing uncertainty around graduation.

Student food and housing: The pandemic extended concerns regarding hunger and housing. Access to food and housing have been a primary concern for students even prior to the pandemic. COVID-19 elevated concerns around healthy food options, flexible dining hours and cost. Many schools already had established food pantries. These pantries have remained open as dining facilities closed and offered "grab-n-go" options in accessible locations or for delivery to the few students remaining in university housing. Some students, especially international students, face additional challenges relative to housing, such as living in hotels or going home to unsafe conditions.

Governor's Summit on Equity in Higher Education: The Governor's Summit on Equity in Higher Education originally scheduled for April 27 at the College of William & Mary has been postponed until further notice. We continue to seek ways to engage college and university presidents and other leaders on this subject.

#VIII.E – Enrollment Impact - Tod Massa, Director, Policy Analytics

Current enrollment projections: In the fall of 2019, Virginia's public and private nonprofit two-year and four-year institutions saw a total enrollment of 525,445 students. Of this total, 421,447 were undergraduate students, 91,412 were graduate students, and 12,476 first professional students. In January 2020, Council approved enrollment projections of 537,089 by fall 2024.

Fall Headcount Enrollment, All Institutions										
	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2019	271,623	150,762	422,385	8,910	658	9,568	40,635	45,289	85,924	518,112
2020	273,079	142,307	415,386	8,811	629	9,440	41,419	45,925	87,344	512,404
2021	274,850	148,521	423,371	8,721	630	9,351	42,125	47,356	89,481	522,436
2022	277,427	148,769	426,196	8,671	640	9,311	42,880	48,521	91,401	527,139
2023	279,207	149,600	428,807	8,690	626	9,316	43,339	49,425	92,764	531,122
2024	281,704	151,248	432,952	8,697	629	9,326	44,128	50,450	94,578	537,089

What we don't know: At this time, no one can project with any sense of confidence the impacts of the pandemic on enrollments, especially in the near term. Too many unknowns exist today. Such unknowns include:

- whether institutions' operations will be impacted by new, extended or revised executive orders or new guidance from federal or state health agencies;
- whether the current high level of unemployment will lead to an increased interest in higher education, particularly at community colleges;
- whether institutions' boards, administrators and faculty will decide to offer instruction in-person, online or some combination thereof and how students will respond to these decisions;
- whether tuition rates will change and how students will react to any changes;
- whether the sudden job losses, especially in service occupations in which students often work, will impact students' ability to cover tuition, regardless of the tuition rate;
- whether students will choose to attend college closer to home, thereby altering the in-state/out-of-state mix of students;
- whether international students will continue to enroll in U.S. institutions;
- whether students will be willing to take on loans to cover educational expenses, given the uncertainties in both higher education and in the labor market; and
- whether students see the value of and feel comfortable participating in higher education, given uncertainty and concerns about health issues, their personal financial situations and the labor market.

Timelines: Traditionally, admission deposits are due May 1 at many four-year institutions. In the current environment, many institutions have extended the deadline to June 1. Some Virginia colleges have rolling admission cycles, and thus are less tied to these dates.

Colleges and universities also are monitoring fall class registrations, which usually begin in the spring. Given the uncertainties, students may delay registration until later in the year.

A complicating factor for anticipating yield is that campus visits historically have been key indicators of student interest and the ability of an institution to successfully recruit students. With a sudden halt to such visits and conversion to virtual campus visits, those historical data may tell institutions little about what to expect for fall enrollments.

What we are hearing nationally: We have seen national data that Free Application for Federal Student Aid (FAFSA) completion of high school seniors is down approximately 2% over last year. The same datasets place Virginia at the same place, about 1.9% below last year. SCHEV staff is investigating its limited sample of FAFSA submissions for the last year and the current year to determine what we might learn from these data.

The National Association for College Admission Counseling (NACAC) made changes to its Code of Ethics and Professional Practice last fall to end pressure from the U.S. Justice Department as certain provisions may violate antitrust laws. Essentially, the changes made stripped limits on what colleges may offer prospective students as incentives for choosing early decision admission plans; the prohibition on counter-offers to students that chose another institution; and the prohibition of recruiting former applicants who chose another institution as transfer students. These changes have the potential creating substantive market changes and increasing the competitive behaviors of institutions.

Another consideration is that a number of nationally-ranked institutions are going “test-optional” if only for the next two years. These institutions do not require SAT or ACT test scores as part of the application process. When institutions go test-optional, students are more easily able to see the possibility of admission to an institution previously considered out of reach. This could have the impact of increasing applications at more selective institutions. This is another confounding factor that makes predicting fall enrollment difficult.

#VIII.F - Federal assistance - Tom Allison, Senior Associate for Finance Policy and Innovation

CARES Act: SCHEV Staff have been following federal action in response to the pandemic, including the Higher Education Emergency Relief Fund component of the Coronavirus Aid, Relief and Economic Security (CARES) Act. Staff have regularly updated its Higher Education and COVID-19 Information webpage with official federal guidance on use of funds as well as best practices and guidance from national trade and advocacy organizations.

Virginia institutions are set to directly receive \$294,391,162 through the largest pool for CARES funds; Half of the funds for each institution must go to direct student grant aid related to COVID-19 disruptions, including eligible expenses under the cost of attendance (e.g., food, housing, health care, etc.).

More details about the institutional allocations, including tables by sector and institution, can be found here:

<https://schev.edu/docs/default-source/Documents/schev-cares-act-ihe-overview-update-4-9-22.pdf>

Virginia will also receive \$66 million under the Governor's Emergency Education Relief Fund (GEERF) fund of the CARES Act. This fund will be distributed at the Governor's discretion between institutes of higher education, local education agencies, and/or other education entities.

Potential for additional federal funding: SCHEV staff are tracking developments for another round of federal stimulus, but initial reports suggest that direct aid to states and localities as well as to institutions of higher education are not included in recent negotiations. For more information, including the institutional distributions of federal funding as well as guidance and best practices from national organizations, please visit: <https://schev.edu/index/covid/institutions>