accenture

DMPED & Federal City Council
Post-COVID Sector Analysis

Higher Education



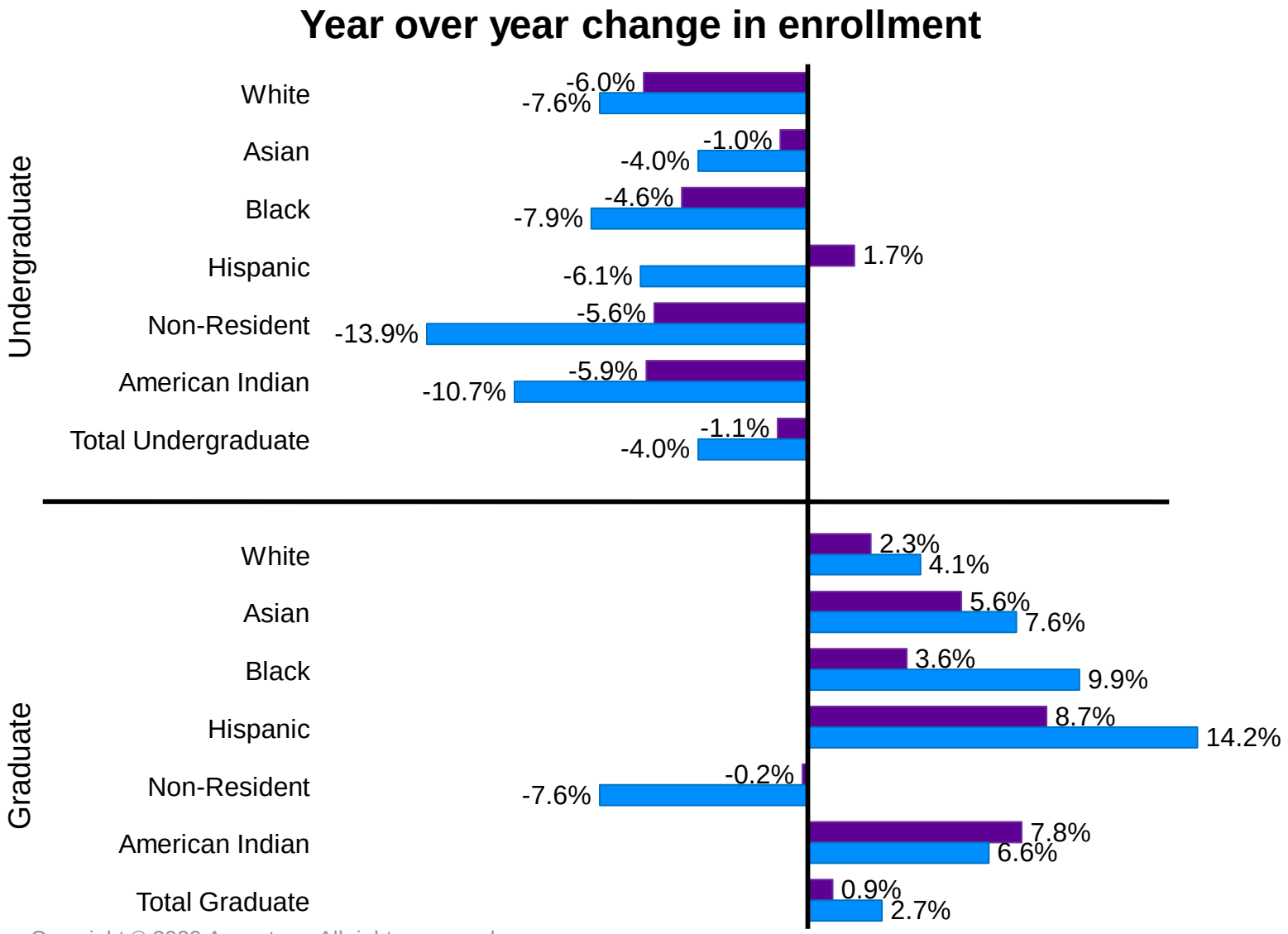
DECEMBER 3 2020

COVID-19 ACCELERATED EXISTING U.S. HIGHER ED TRENDS

Before COVID (B.C.)	After Disease (A.D)
Regional importance of the role of DC institutions	...to heightened focus on DC education sector given exacerbation of inequities during COVID
...from shifting student demographics	...to an enrollment rollercoaster (impacting undergraduate more than graduate)
...from evolving preferences for academic delivery	...to an explosion in hybrid and online models of service delivery
...from traditional recruitment and retention tactics	...to need for a fluid, frictionless and engaging student experience that reflects evolving student sentiments
...from policy-related funding shifts	...to widespread financial instability
...from internal operational transformation	...to migration to an 'elastic workforce'
...from increasing activation of partnerships	...to continued need for strong ecosystem partnerships (employer, government, university)

Copyright © 2020 Accenture. All rights reserved.

COVID-19 IS IMPACTING UNDERGRADUATE ENROLLMENT MORE THAN GRADUATE ENROLLMENT



Undergraduate enrollment is down by 4% from 2019, while graduate enrollment is up by 2.7%.

These trends are impacting different populations of students differently

- International student enrollments is down **(-13.7%)** in general due to **travel restrictions**, **policy implications**, and **low international student enrollment** in online programs
- First-time students are the biggest drop since last fall at **(-16.1%)**. They account for **69%** of all enrollment losses nationally
- **American Indian** and **Native Alaskan** students saw a decline in enrollment **by (-10.7%), Black** students by **(-7.9%), Hispanic** students by **(-6.1%),** and **Asian** students by **(-4.0%),** highlighting the **disproportionate effects** of the pandemic on these populations.

Copyright © 2020 Accenture All rights reserved.

COVID-19 IS CREATING ADDITIONAL CHALLENGES FOR UNDERSERVED POPULATIONS

Key Challenges

Financial Burden

- Higher unemployment rates among Black and Latinx communities
- Limited savings and generational wealth among Black and Latinx families
- First gen students share financial responsibilities (bills, rent) at home

Lack of Key Resources and Spaces

- Less uninterrupted workspace as minority groups often live with large multigenerational families and share household responsibilities
- Lower income families have less access to technology and other necessities such as Wi-Fi, Private Office Space/ Room, Food, LGBTQ students face loss of safe spaces which is impacting mental health and well being

Decreased sense of community and support

- Difficult to participate in cultural activities online (dance, sharing food, artisanal crafts)
- Forming natural, meaningful connections with peers, counselors, mentors, and diversity networks/clubs virtually is difficult

Key Implications / Recommendations

Reduced Enrollment

- American Indian and Native Alaskan (-10.7%), Black students (-7.9%), Hispanic students (-6.1%), and Asian students (-4.0%) International undergraduates (-13.7%)

Decreased Value and Performance

- Low-income students are less likely to succeed without key resources offered by higher education institutions
- Alternative resources must be offered to students at their homes (e.g. public libraries, sponsored laptops, community centers)
- Hybrid models (optional in person classes) have been adopted by some institutions to address access issues

Low Morale, Delays, and More Dropouts

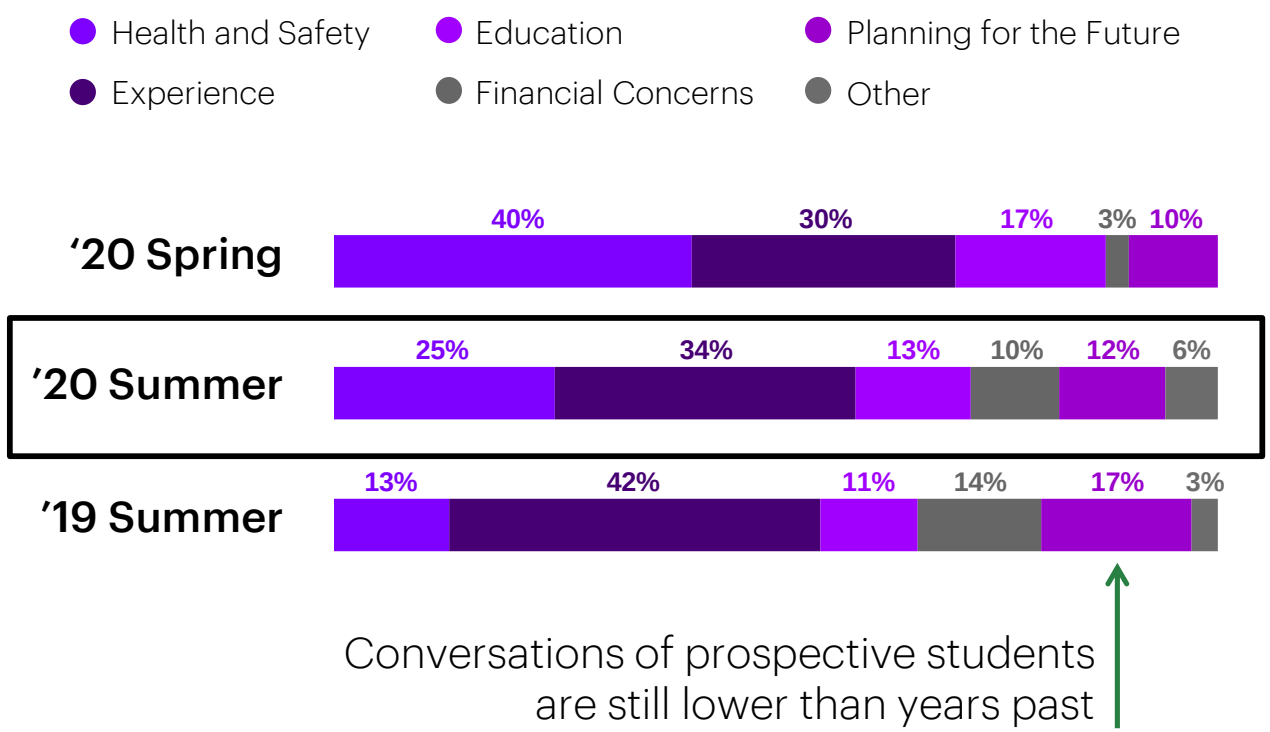
- Minority students are facing a huge emotional toll
- Financial burdens, lack of resources, mental health issues, and lack of support, among other contributors have been linked to increased dropout rates among first generation and low-income communities
- The pandemic has also increased delayed graduations among low income students

Source: see slides in Appendix

Copyright © 2020 Accenture All rights reserved.

BUT STUDENTS ARE ALSO FOCUSED ON CHANGES TO THE STUDENT EXPERIENCE

Students have shifted the focus of their posts to changes in the student experience.



Student activities, are more effectively delivered in person.

"It's really hard to do student organizations virtually."

"There is a real thirst for in-person interaction."

"The biggest complaint I'm hearing now is – 'great my student's there... but there's zero for her to do. And how does she get engaged?'"

Copyright © 2020 Accenture All rights reserved.

CREATING JOB OPPORTUNITIES WITH CERTIFICATIONS

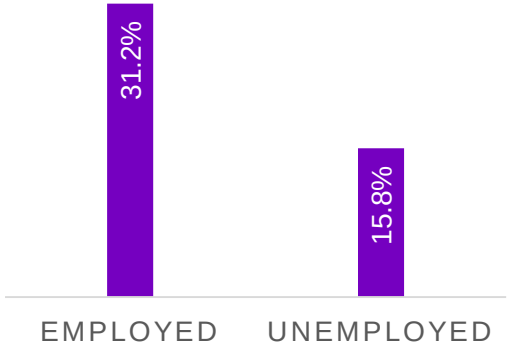
Specialization Opportunities for All

Certifications Demand Already Rising

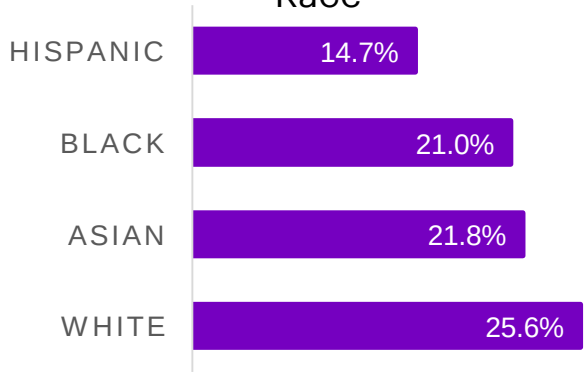
- 99% of jobs creating during recovery of the Great Recession required some post-secondary education[34]; however new undergraduate enrollment is down
- Although there are roughly 738,428 unique credentials in the US, they differ vastly in value to employers and students[33]
- Employers have higher trust in certifications from universities, business schools and established orgs[34]

Certification Inequity

Certifications by Employment Status[34]



Certifications by Race[34]



Innovation District Goal Comparison

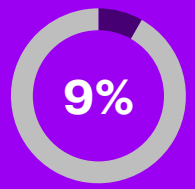
Higher average number of certifications offered

DC	Boston
28	19

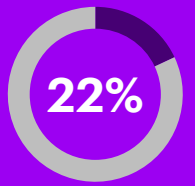
Higher standard deviation of certifications offered

DC	Boston
39	15

Lower percent of certification programs in Cybersecurity, Data Science, Innovation (Key ID Areas)



DC



Boston

Source: see slides in Appendix

Copyright © 2020 Accenture All rights reserved.

RAPIDLY ADJUSTING TO OUR NEW REALITY

DC's agile and sustained response to help our institutions outmaneuver uncertainty

Maintain resiliency of DC's strengths

The city's features and strengths are positioned to enable a pivot to a **hybridized return to campus**:

- Open outdoor space
- Low population density
- High speed internet
- Decreasing rental costs
- Unused public buildings
- Walkability
- Availability of medical care
- Successful existing models within the government (DC Health)
- Magnet for institutions 'headquartered' outside of DC (potential to attract new universities)

Support agile pivot to new normal

Unique opportunities to provide **incentives for operational corrections**:

- Coordinate public health guidance and re-opening
- Modernize campus systems
- Adjust and combine administrative roles, purchasing, other costs
- Share faculty resources between institutions
- Alternative revenue streams to reduce employee downtime
- Leverage DC's strengths to encourage satellite campus locations using DC increasingly vacant real estate
- Partnerships with industry to provide student services
- Consider liability protections for institutions

Align investments to broader sector shifts

Partner with institutions and employers to **align and scale sector shifts**:

- Maximize use of Emergency Education Relief Funding
- Annual Outbreak Response Planning Recommendations
- Scholarship and Loan Forgiveness for Essential Workers
- Fund daycare for parents under 24 to incentivize higher education and upskilling
- Task force to evaluate outcomes of online courses during COVID-19 pandemic

Copyright © 2020 Accenture All rights reserved.

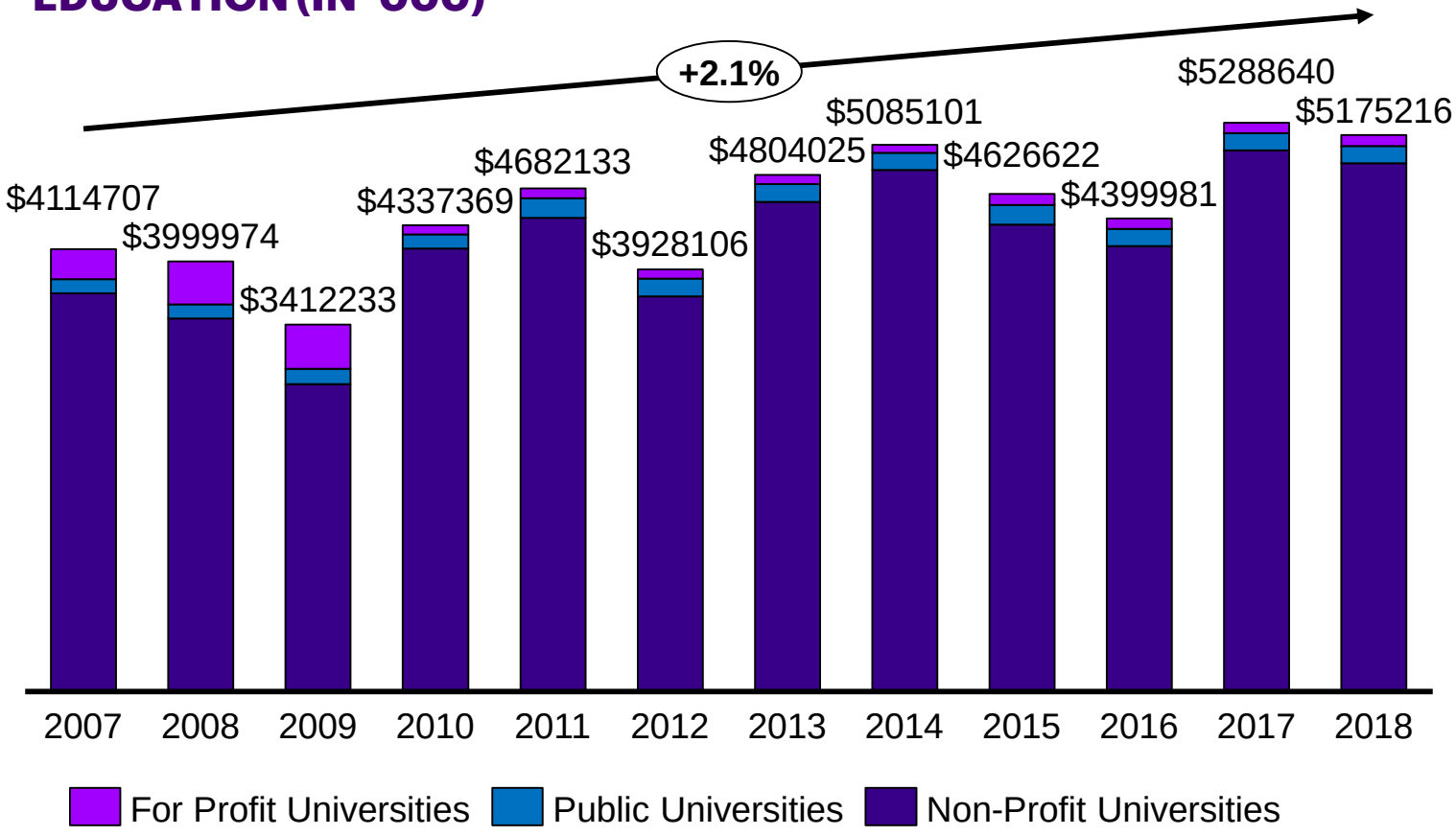
APPENDIX: ECONOMIC IMPACT

Copyright © 2020 Accenture All rights reserved.

REVENUE OF HIGHER EDUCATION INSTITUTES IN DC

IMMEDIATE IMPACTS AND LONG-TERM RECOVERY

ANNUAL REVENUE OF DC INSTITUTES OF HIGHER EDUCATION (IN '000)



Annual revenues from institutes of higher education in the District of Columbia have shown small growth over the past ten years. It is likely future revenues will follow this trend, with modest growth after a dip in 2020.

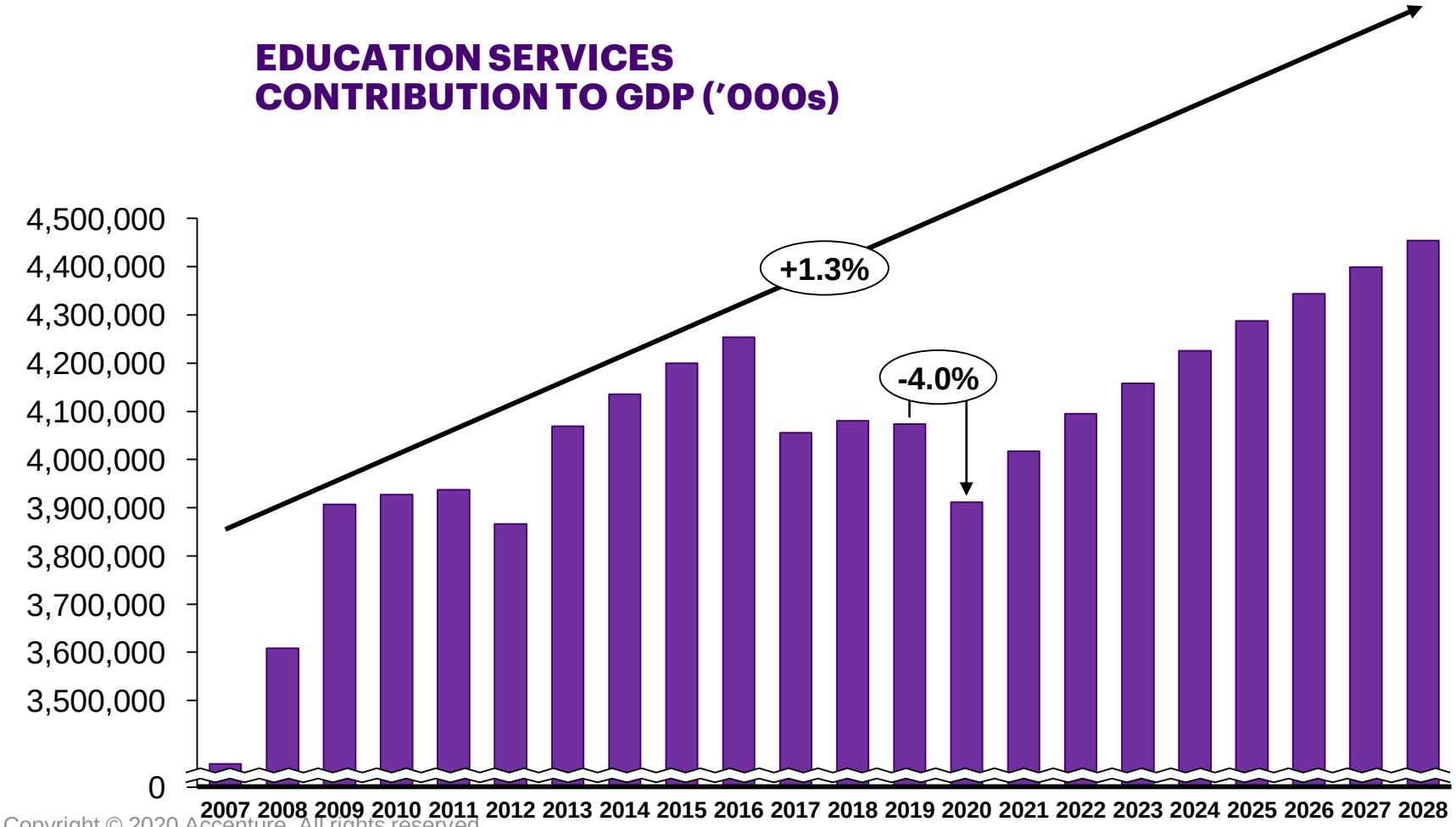
Profit from for profit universities has continued to decline.

Source: IPEDS

Copyright © 2020 Accenture All rights reserved.

EDUCATION SERVICES CONTRIBUTION TO DC GDP

IMMEDIATE IMPACTS AND LONG-TERM RECOVERY



Education services includes all establishments that provide instruction and training in a wide variety of subjects.

Education services contribution to DC GDP has been fairly flat, experiencing slight growth. Despite a decline in 2020, this GDP growth is anticipated to continue.

Copyright © 2020 Accenture All rights reserved.

Source: Oxford Economics, Accenture Research

DC SATELLITE CAMPUSES

LEVERAGING DC'S STRENGTHS WITH LONG-TERM CHANGES IN USE OF SPACE

SPACE IN DC

"[DC] could use real estate better to drive competitive advantage "

-DC University Strategy Officer

D.C.'s office vacancy rate reached an all-time high of 15.2% in the second quarter of 2020[38]

IMPLEMENTATION AND ECONOMIC ADVANTAGES

- Leverage evolving commercial real estate market and unique employment opportunities to institutions located in regions with distinct career opportunities.
- The number of universities within a city has a proven positive economic impact. Researchers found the multiplier effect of a University to be 1.9. That is, for every $1 increase in university expenditures, it led to $0.89 increase in average income within a city.
- DC is already exemplary in schools' implementation of special short-term and semester programs.

UNIVERSITY LOCATIONS IN THE DISTRICT

- **Arizona State University**
- **Cornell University**
- **New York University**
- **Pepperdine University**
- **Marquette university**
- **Stanford University**
- **University of California, Washington center**
- **University of Maryland**
- **John Hopkins University**

Copyright © 2020 Accenture All rights reserved.

Source: See Source Numbers

APPENDIX: SELECT POLICY CASE STUDIES

Copyright © 2020 Accenture All rights reserved.

RE-OPENING POLICY ACTIONS TAKEN BY STATES

State guidance to encompass all Higher Ed institutions, providing a consistent re-opening statewide

States are trying to best support their Higher Ed institutions by providing **COVID guidance and legal protection**. North Carolina in May granted **blanket immunity to businesses and educational institutions from coronavirus-related lawsuits**. Utah lawmakers have also approved giving immunity in the cases. Alabama's governor, through an executive order **raised the legal standard plaintiffs must meet** in such cases to one of "clear and convincing" proof.

Texas

The Texas Higher Education Coordinating Board's (THECB) primary role :

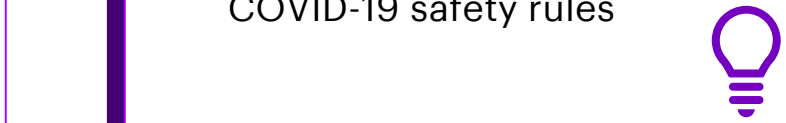
- Serve as a resource to all Texas colleges and universities, to help collect information about and address the challenges they're facing in response to COVID-19;
- Collaborate with institutions across the state to adapt to the changes that may be needed to ensure continuity of instruction for students



Massachusetts

The State of Massachusetts has provided statewide guidance for higher ed:

- Institutions are working together and in partnership with the state to ensure a safe and gradual return to campus life.
- A re-opening control plan template is provided as a self-certification to show that institutions have adopted the COVID-19 safety rules



New York

The State of New York and Governor Cuomo have provided statewide mandatory requirements:

- There are mandatory controls to implement and best practices to respond to COVID
- This guidance is not intended to supersede a more restrictive campus rule or metric, or to prevent any institution from voluntarily ceasing in-person learning



1. Texas Higher Education Coordinating Board, Texas Higher Education Coordinating Board, https://www.highered.texas.gov/misc/coronavirus-update-for-higher-education/, understanding of guidance and information supplied to Higher Ed institutions
2. Reopening: Higher Education, Executive Office of Education, https://www.mass.gov/info-details/reopening-higher-education#introduction-, Details of Mass. Reopening process and requirements for Higher Ed
3. New York Governor's Office, Governor's Office https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/Higher_Education_Summary_Guidelines.pdf, Mandatory Guidance and best practices

Copyright © 2020 Accenture All rights reserved.

RE-OPENING POLICY ACTIONS TAKEN BY CITIES

Cities are providing data and guidance to work collaboratively with higher ed

Cities themselves are supporting Higher Ed by providing guidance and general requirements for safely returning to campus. Cities do not seem to be providing fiscal support since the CAREs Act has $14 billion in aid for colleges and universities

City of Chicago

Student Arrival



Provide options for all students returning to campus, particularly if traveling from high-incidence states

Reporting



Under Public Health Order No. 2020-2, IHEs must report to CDPH clusters of 2 or more cases of COVID

Testing & Quarantine



Recommendations such as: close contacts should be tested between days 5 and 9 after exposure

City of San Francisco

The health officer of the city issued requirements, best practices and forms for institutions of higher education programs to follow

General Requirements

- Requirements for indoor vs outdoor instruction
- Additional Requirements for Housing Under the Control of a Higher Education Programs

Guidance

- Strategies to prevent spread of COVID-19 in Higher Education Programs
- Handling specific situations such as athletics, libraries and dining halls

Miscellaneous

- A template for each Higher Education Program must complete, post onsite, and follow a Health and Safety Plan.
- Resources and contacts to reach out to for further guidance

4. Be Safe. Higher Education, City of Chicago, https://www.chicago.gov/content/dam/city/sites/covid/reopen-businesses-portal/guidelines/BeSafe.Higher-Education-City-of-Chicago-Phase-4-Guidelines.pdf, Cautiously reopening Chicago requirements for various forms of learning
5. ORDER OF THE COMMISSIONER OF HEALTH OF THE CITY OF CHICAGO No. 2020-9, Section 3, City of Chicago, https://www.chicago.gov/content/dam/city/sites/covid/health-orders/CDPH%20Order%202020-9%20-%205th%20Amended%20FINAL%209.30.20_AAsigned.pdf, Education related policy
6. Higher Education Programs During COVID-19 Directive 2020-22c -- September 30 2020, Health Officer Directive, https://www.sfdph.org/dph/alerts/files/Directive-2020-22-Higher-Education-Programs.pdf, Specific requirements for Higher Ed instruction and programs

Copyright © 2020 Accenture All rights reserved.

LONG TERM POLICY TRENDS

INNOVATIVE INITIATIVES ACROSS THE NATION

	Enacted	Pending	Failed
Annual outbreak response planning	MD HB 187		
Essential worker relief		NJ 4396, NY SB 8271, NY AB 10382, NY AB 10435, NY SB 8650, PA HB 2516, PA HB 2644, PA HB 2685	
On-campus food bank + career transition			CA AB 94
Task force for investigating online transition efficacy	LA HR 52	NJ AB 4836	
Unemployment benefits for higher education workers		NJ SB 8145	
Day care for parent students		NY SB 8142	

Source: NCSL

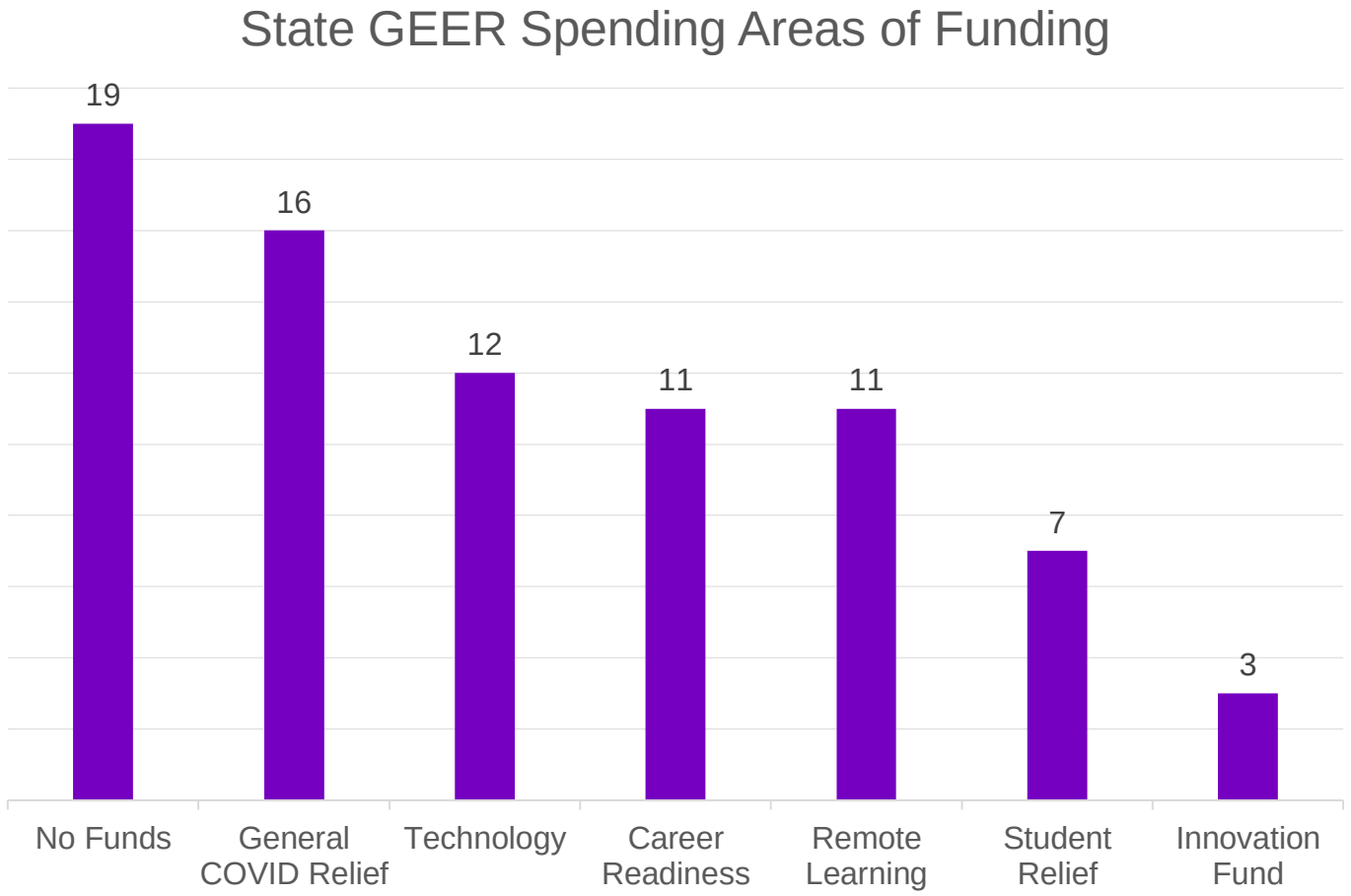
Copyright © 2020 Accenture All rights reserved.

STATES HAVE LEVERAGED FEDERAL CARES ACTS FUNDS TO AID HIGHER EDUCATION

Broken Down by Areas of Use

Areas of Funding

- **No Funds**: State has not declared GEER fund use for higher ed
- **General COVID Relief**: Testing/safety measures or unspecified
- **Technology**: improving access to technology including hardware purchasing and WiFi enablement
- **Career Readiness**: certification and dual enrollment investments
- **Remote Learning**: creating best practices for remote learning and class conversion
- **Student Relief**: retroactive refunds and scholarship incentives
- **Innovation Fund**: application-based innovation funding



Source: GEER Fund Utilization, The Hunt Institute

Copyright © 2020 Accenture All rights reserved.

POLICY APPROACH: ESSENTIAL WORKERS RELIEF

Policy Case Study

Multiple Bills

- NJ AB 4396, NY AB 10382, NY AB 10435, NY SB 8271, NY SB 8650, PA HB 2516, PA HB 2644, PA HB 2685
- Essential Workers have put their lives at risk to help us all get through the COVID 19 pandemic
- This set of bills establishes **scholarship and loan forgiveness** programs for nurses and other essential workers

Source: COVID-19: Education Bill Tracking Database, National Conference of State Legislature

Copyright © 2020 Accenture All rights reserved.



POLICY APPROACH: CAREER READINESS

GEER Spending Case Study

Florida

- Increase capacity around short-term, in-demand certification and training programs
- Development of Pathway to Job Market Dashboard, a "cockpit view" of the performance of Florida's credentials of value

Oklahoma

- Tri County Tech's Skills to Rebuild initiative will train 375 individuals to immediately enter well-paying jobs that are in high demand in the region for free

South Dakota

- Launching UpSkill program, consisting of 22 online certificate programs in high-demand fields for little to no cost



Sources: Reopening Florida's Schools and the CARES Act, Florida Department of Education

GOVERNOR, TRI COUNTY TECH ANNOUNCE TUITION-FREE PROGRAMS TO ACCELERATE EMPLOYMENT OPPORTUNITIES, Governor Kevin Stitt, SD UpSkill

Copyright © 2020 Accenture All rights reserved.

POLICY APPROACH: INNOVATION FUND

GEER Spending Case Study

Indiana

- With a rapid shift to online training, many higher ed institutions were forced to transition to online programming without best practice guidance
- Indiana's "Innovation Grants" can be used to create regional or statewide initiatives advancing/developing best practices, training, and curriculum curation for online P-20 instruction



Copyright © 2020 Accenture All rights reserved.

Source: GEER Fund Utilization, The Hunt Institute

SOURCES

Copyright © 2020 Accenture All rights reserved.

COVID-19 IS CREATING ADDITIONAL CHALLENGES FOR UNDERSERVED POPULATIONS

REFERENCES

1. Early evidence of the impacts of COVID-19 on minority unemployment, Kenneth A.CouchaRobert W.Fairlie, HuananXue, https://doi.org/10.1016/j.jpubeco.2020.104287, Journal of Public Economics
2. The Disproportionate Impact of COVID-19 on Racial and Ethnic Minorities in the United States Don Bambino Geno Tai, Aditya Shah, Chyke A Doubeni, Irene G Sia, Mark L Wieland, https://doi.org/10.1093/cid/ciaa815
3. How wealth inequality has changed in the U.S. since the Great Recession, by race, ethnicity and income, RAKESH KOCHHAR AND ANTHONY CILLUFFO, https://www.pewresearch.org/fact-tank/2017/11/01/how-wealth-inequality-has-changed-in-the-u-s-since-the-great-recession-by-race-ethnicity-and-income/
4. Examining the Black-white wealth gap, Kriston McIntosh, Emily Moss, Ryan Nunn, and Jay Shambaugh, https://www.brookings.edu/blog/up-front/2020/02/27/examining-the-black-white-wealth-gap/
5. What Work-Study Looks Like During the Coronavirus, Emma Kerr, https://www.usnews.com/education/best-colleges/paying-for-college/articles/what-work-study-looks-like-during-the-coronavirus-pandemic
6. Pandemic Increases Importance of Filing Early for Financial Aid, Ann Carrns, https://www.nytimes.com/2020/09/25/your-money/fafsa-colleges-coronavirus.html
7. Higher Education Emergency Relief Fund- Student Aid, U.S. Department of Education, https://www2.ed.gov/about/offices/list/ope/heerfstudent.html
8. Amid Funding Threats And Coronavirus, Minority College Students Face Many Concerns, Roxana Ruiz, https://ncrc.org/amid-funding-threats-and-coronavirus-minority-college-students-face-many-concerns/, Online Article
9. First-Gen Problems: How One Group of Students Are Struggling During Covid, Janmaris Perez, https://uptownradio.wixsite.com/uptownradio/post/first-gen-problems-how-one-group-of-students-are-struggling-during-covid
10. A record 64 million Americans live in multigenerational households, D'VERA COHN AND JEFFREY S. PASSEL, https://www.pewresearch.org/fact-tank/2018/04/05/a-record-64-million-americans-live-in-multigenerational-households/
11. Digital divide persists even as lower-income Americans make gains in tech adoption, MONICA ANDERSON AND MADHUMITHA KUMAR, https://www.pewresearch.org/fact-tank/2019/05/07/digital-divide-persists-even-as-lower-income-americans-make-gains-in-tech-adoption/, Online Article
12. Are We Really A Nation Online? Ethnic and Racial Disparities in Access to Technology and Their Consequences, Robert W. Fairlie, http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.512.8863&rep=rep1&type=pdf
13. The first-level digital divide shifts from inequalities in physical access to inequalities in material access, van Deursen AJ, van Dijk JA, doi:10.1177/1461444818797082, https://journals.sagepub.com/doi/full/10.1177/1461444818797082#articleCitationDownloadContainer
14. Pandemic threatens food security for many college students, Matthew J. Landry and Heather Eicher-Miller, https://theconversation.com/pandemic-threatens-food-security-for-many-college-students-146823
15. Sexual and Gender Minority Stress Amid the COVID-19 Pandemic: Implications for LGBTQ Young Persons' Mental Health and Well-Being, Salerno JP, Devadas J, Pease M, Nketia B, Fish JN., doi:10.1177/0033354920954511
16. University of Iowa cultural centers create sense of community virtually during COVID-19, Eleanor Hildebrandt, https://dailyiowan.com/2020/09/24/university-of-iowa-cultural-centers-create-sense-of-community-virtually-during-covid-19/

Copyright © 2020 Accenture All rights reserved.

COVID-19 IS CREATING ADDITIONAL CHALLENGES FOR UNDERSERVED POPULATIONS

REFERENCES CONT.

17. Police brutality and racism in America. Stephan A. Schwartz, https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7331505/

18. ENOUGH: COVID-19, Structural Racism, Police Brutality, Plutocracy, Climate Change—and Time for Health Justice, Democratic Governance, and an Equitable, Sustainable Future, Nancy Krieger PhD, https://ajph.aphapublications.org/doi/full/10.2105/AJPH.2020.305886

19. Race and Worrying About Police Brutality: The Hidden Injuries of Minority Status in America, Amanda Graham, Murat Haner, Melissa M. Sloan, Francis T. Cullen, Teresa C. Kulig & Cheryl Lero Jonson, https://www.tandfonline.com/doi/full/10.1080/15564886.2020.1767252

20. COVID-19 is affecting Black, Indigenous, Latinx, and other people of color the most, The Atlantic, https://covidtracking.com/race

21. Health Equity Considerations and Racial and Ethnic Minority Groups, CDC, https://www.cdc.gov/coronavirus/2019-ncov/community/health-equity/race-ethnicity.html

22. Fall 2020 Enrollment (As of Sept 24):Undergraduate by Demographic Characteristics, National Student Clearinghouse Research Center's Monthly Update on Higher Education Enrollment, http://nscresearchcenter.org/stay-informed/

23. Students, faculty and staff begin their return to Rice University, https://www.youtube.com/watch?v=m4kjV8haeYs&ab_channel=RiceUniversity

24. Inclusion, Equity, and Access While Teaching Remotely, Amanda Jungels, https://cte.rice.edu/blogarchive/2020/3/13/inclusion-equity-and-access-while-teaching-remotely

25. The impact of COVID-19 on student experiences and expectations: Evidence from a survey, Esteban M. Aucejo, Jacob French, Maria Paola Ugalde Araya, Basit Zafar, https://reader.elsevier.com/reader/sd/pii/S0047272720301353?token=7272BE9513243FE26AE9CA4A7B36AB0910ABCF2515C6E25877516B66762A9088FD9D097456FF7513E09C3C0806067309

25. Ep. 11: The Pandemic's Impact on Education and Work for People of Color, https://www.insidehighered.com/audio/2020/06/16/ep-11-pandemic%E2%80%99s-impact-education-and-work-people-color

26. Finding One's Place or Losing the Race? The Consequences of STEM Departure for College Dropout and Degree Completion., Lee, You-Geon and Joseph J. Ferrare., doi:10.1353/rhe.2019.0095.

27. College Dropout Rates https://educationdata.org/college-dropout-rates/

28. It's Now or Never: College leaders seeking to survive and thrive in a post-pandemic environment have no choice but to reassess and redefine their value proposition, Scott Latham and Michael Braun, https://www.insidehighered.com/views/2020/06/01/survive-post-pandemic-world-colleges-must-rethink-their-value-proposition-now

29. No Home, No Wi-Fi: Pandemic Adds to Strain on Poor College Students, Dan Levin, https://www.nytimes.com/2020/10/12/us/covid-poor-college-students.html

30. The Role of Motivation, Parental Support, and Peer Support in the Academic Success of Ethnic Minority First-Generation College Students A1 - Dennis, Jessica M. A1 - Phinney, Jean S. A1 - Chuateco, Lizette Ivy JF - Journal of College Student Development VL - 46 IS - 3 SP - 223 EP - 236 PY - 2005 PB - Johns Hopkins University Press SN - 1543-3382 UR - https://muse.jhu.edu/article/182831 N1 - Volume 46, Number 3, May/June 2005 ER –

31. Undocumented Students Generated Up to $132 Million in Relief to Colleges—But They Won't Receive a Dime From the Stimulus, Viviann Anguiano, https://www.americanprogress.org/issues/education-postsecondary/news/2020/05/05/484505/undocumented-students-generated-132-million-relief-colleges-wont-receive-dime-stimulus/

32. The Emotional Toll of Racism. Greta Anderson, https://www.insidehighered.com/news/2020/10/23/racism-fuels-poor-mental-health-outcomes-black-students

Copyright © 2020 Accenture All rights reserved.

COVID-19 IS CREATING ADDITIONAL CHALLENGES FOR UNDERSERVED POPULATIONS

REFERENCES CONT.

33. Keeping up with (and verifying) digital badges and credentialing, Elizabeth Loutfi, https://www.chieflearningofficer.com/2020/02/06/keeping-up-with-and-verifying-digital-badges-and-credentialing/ , Online Article

34. Credential Currency: How States Can Identify and Promote Credentials of Value, https://levelupcoalition.org/wp-content/uploads/2019/02/Credential-Currency-Full-Report.pdf

35. Measuring Alternative Educational Credentials: 2012 Household Economic Studies. Ewert, Stephanie, and Robert Kominski. https://www.census.gov/prod/2014pubs/p70-138.pdf

36. Course Catalogs Websites: Georgetown (2020), American (2020), Trinity (2020), UDC (2020), George Washington (2020), Howard (2020), MIT (2020), Tufts (2020), Howard (2020), Boston College (2020)

37. COVID-19: Education Bill Tracking Database, National Conference of State Legislature, https://www.ncsl.org/research/education/covid-19-education-bill-tracking-database.aspx

38. CBRE's Washington D.C. Office MarketView Q2 2020 https://www.cbre.com/research-and-reports/Washington-DC-Office-MarketView-Q2-2020

39. "Needing revenue, old universities open new campuses where the students are" https://hechingerreport.org/needing-revenue-old-universities-open-new-campuses-students/

40. "Hidden in plain sight: The oversized impact of downtown universities" https://www.brookings.edu/wp-content/uploads/2017/10/2017-10-10_ocs_bass_downtown_universities_scott_andes_full.pdf

Copyright © 2020 Accenture All rights reserved.