



SAFER SCHOOLS AND CAMPUSES  
**BEST PRACTICES  
CLEARINGHOUSE**

- Lessons from the Field -

**Strategies for Supporting College and University  
Students Holistically and Safely: CDC Guidance and  
Best Practices**

JUNE 9, 2021



# NCSSLE Website

[HTTPS://SAFESUPPORTIVELEARNING.ED.GOV](https://safesupportivelearning.ed.gov)

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**National Center on Safe Supportive Learning Environments**  
Safe Supportive Learning  
Engagement | Safety | Environment

School Climate Improvement | Engagement Topics | Safety Topics | Environment Topics | Events, Products, and TA | States and Grantees

**Featured Event**  
**Strategies for Supporting College and University Students Holistically and Safely: CDC Guidance and Best Practices**  
June 09, 2021 - 03:00pm EDT  
**Learn More**

**DO YOU HAVE A QUESTION?**

**Welcome!**  
The National Center on Safe Supportive Learning Environments (NCSSLE) offers information and technical assistance to States, districts, schools, institutions of higher learning, and communities focused on improving school climate and conditions for learning. We believe that with the right resources and support, educational stakeholders can collaborate to sustain safe, engaging and healthy school environments that support student academic success.

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**School Climate Improvement Resource Package**

**ED School Climate Surveys**

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**Building Student Resilience Toolkit**

**Human Trafficking in America's Schools**

**Improving Higher Education Learning Environment**

**Supporting Trauma Recovery**

**Promoting Mental Health**

**Responding to Covid-19**

To access information and archived materials from previous Lessons from the Field webinars, go to: <https://safesupportivelearning.ed.gov/lessons-field-webinar-series>



# Logistics

## Zoom Control Panel

Audio Settings ^



Chat



Raise Hand



Q&A

Leave Meeting

## Technical Issues

For assistance during the webinar, please contact Shoshana Rabinovsky at [srabinovsky@air.org](mailto:srabinovsky@air.org).

This webinar is being recorded and will be archived at the following location:

<https://safesupportivelearning.ed.gov/events/webinar/lessons-field-strategies-supporting-college-and-university-students-holistically-and>



*The content of this presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor does it imply endorsement by the U.S. Department of Education.*



# Initial Polling Questions

## 1. Do you represent:

- Administration
- Counseling
- Faculty
- Financial Aid
- Residence Life
- Safety/Security
- Student Affairs
- Student Health Services
- Wellness/Health Promotion
- Other (Please specify in the chat.)

## 2. Is your Institution of Higher Education (IHE) going to require the COVID-19 vaccination for students returning to campus in the fall?

- Yes
- No
- Unsure
- Not Applicable

## 3. Will your IHE ask about COVID-19 vaccination status for students returning to campus in the fall?

- Yes
- No
- Unsure
- Not Applicable



# Agenda

1

Introduction and Logistics

2

CDC's Guidance for IHEs and COVID-19 Vaccine Toolkit for IHEs, Community Colleges, and Technical Schools

3

Strategies for Safe Operation and Addressing the Impact of COVID-19 on Higher Education Students, Faculty, and Staff

4

Panel Discussion

5

Wrap Up & Closing



# Speakers



**CJ Powell, MS**

Special Assistant, Office of Postsecondary Education, U.S. Department of Education



**Shannon Stokley, DrPH**

Vaccine Task Force, Centers for Disease Control and Prevention



**Antonio Boyle, MBA**

Vice President of Strategic Enrollment and Student Affairs, Delaware State University



**Jonathan S. Yoder, MSW, MPH**

Lead, Community Intervention & Critical Populations Task Force, Centers for Disease Control and Prevention



**Nick Lee, MPA**

Deputy Assistant Secretary, Office of Planning, Evaluation, and Policy Development, U.S. Department of Education



**Sharon Davis, PhD**

Chief Critical Response Officer, Dallas College

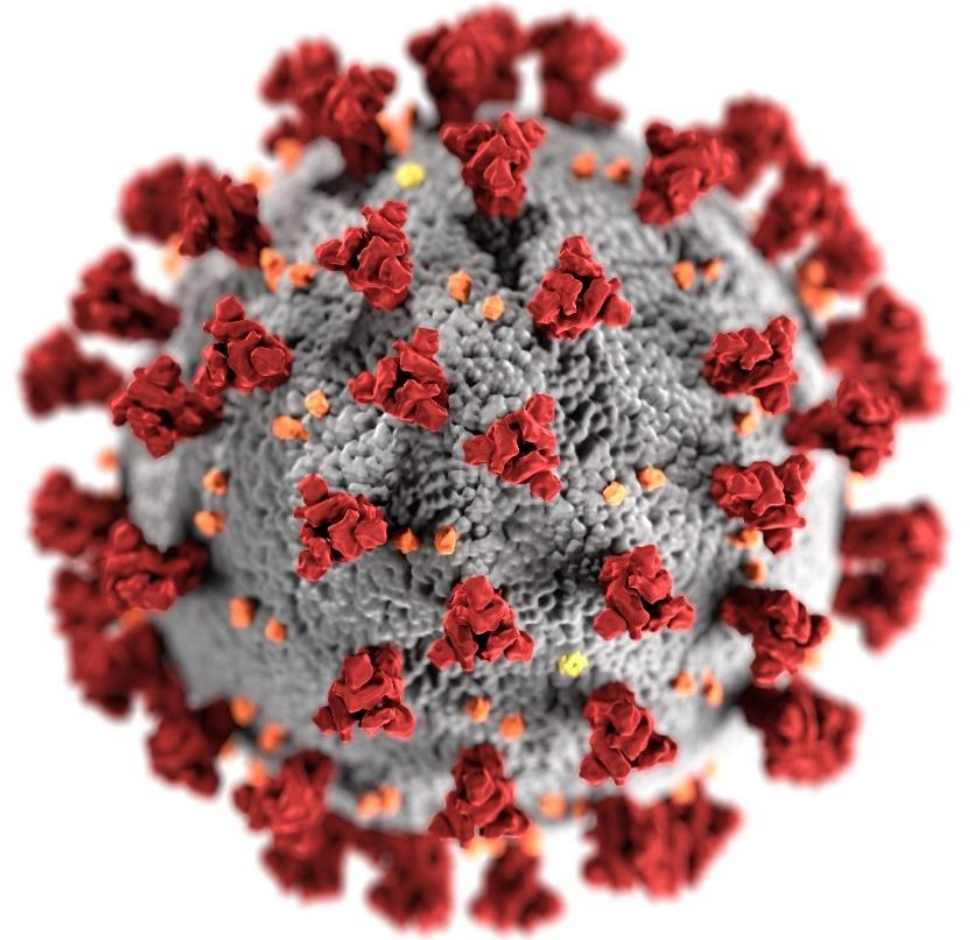
Bios for the speakers are archived at the following location:

<https://safesupportivelearning.ed.gov/events/webinar/lessons-field-strategies-supporting-college-and-university-students-holistically-and>



# Guidance for Institutes of Higher Education

**Jonathan Yoder, MSW, MPH**  
**CDC Community Interventions and Critical  
Populations Task Force**



[cdc.gov/coronavirus](https://cdc.gov/coronavirus)

# Disclaimer

- This presentation is meant to convey critical information for IHE administrators that offer education or instruction beyond the high school level, such as colleges and universities, including community and technical colleges to consider when developing plans for continuing school operations during the COVID-19 pandemic.
- The information covered in this presentation is not exhaustive.
- For access to CDC's full suite of materials and resources for IHE settings, please see Schools and Child Care Programs.

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

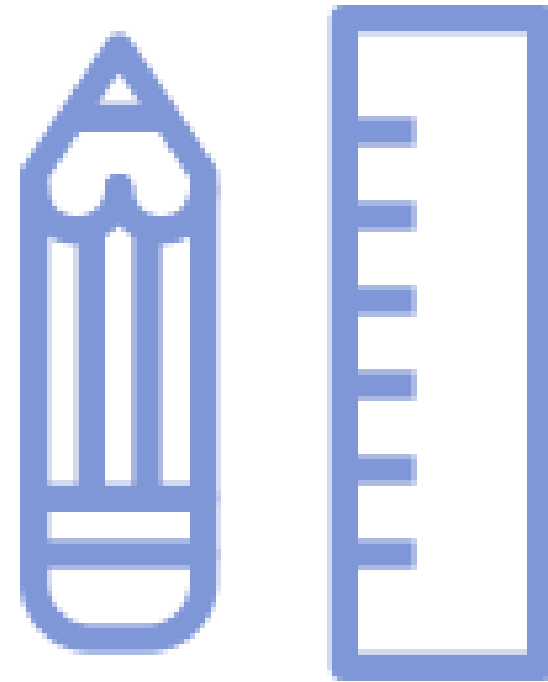
The information in this presentation is current as of **June 2, 2021.**





# Overview

- Data and Statistics
- Guidance for Institutes of Higher Education

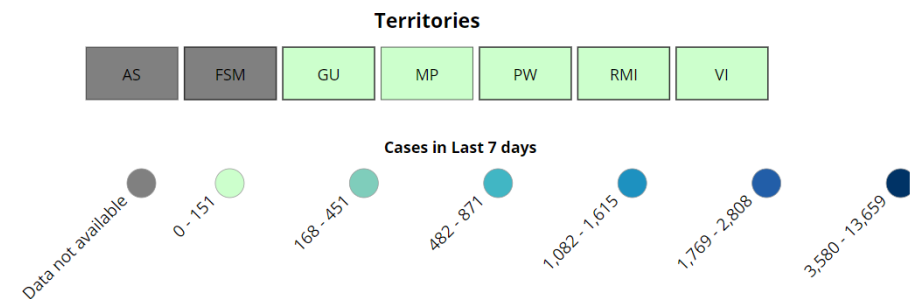
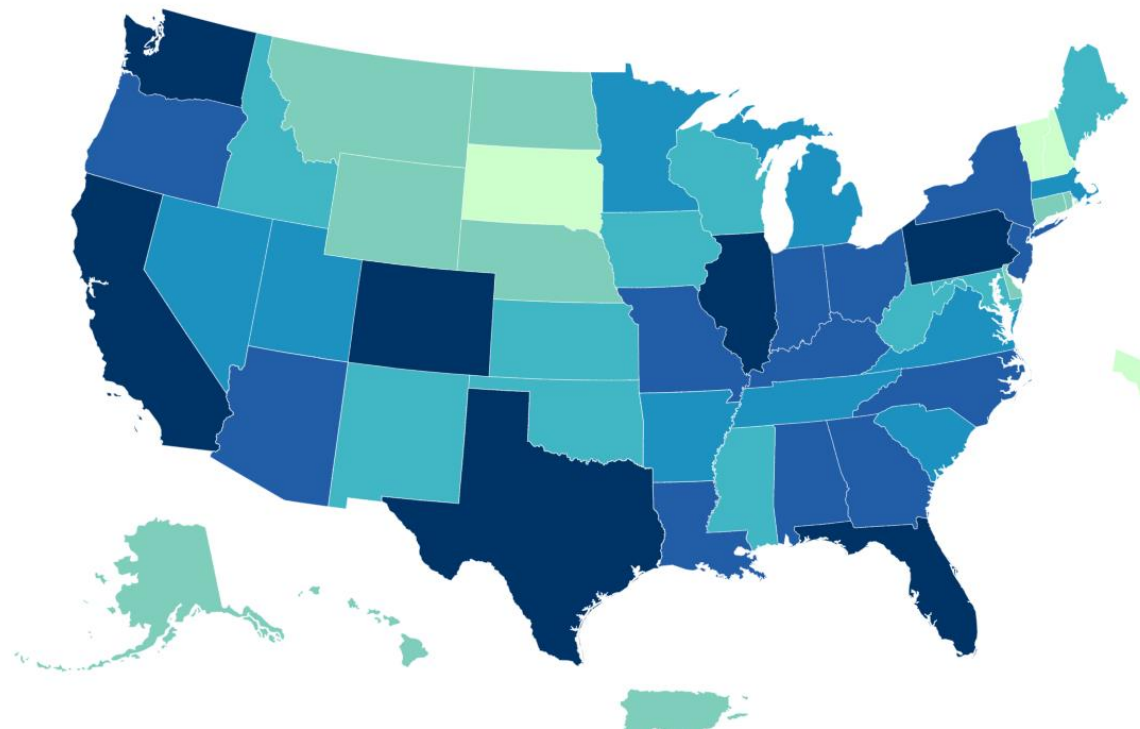


# Data and Statistics



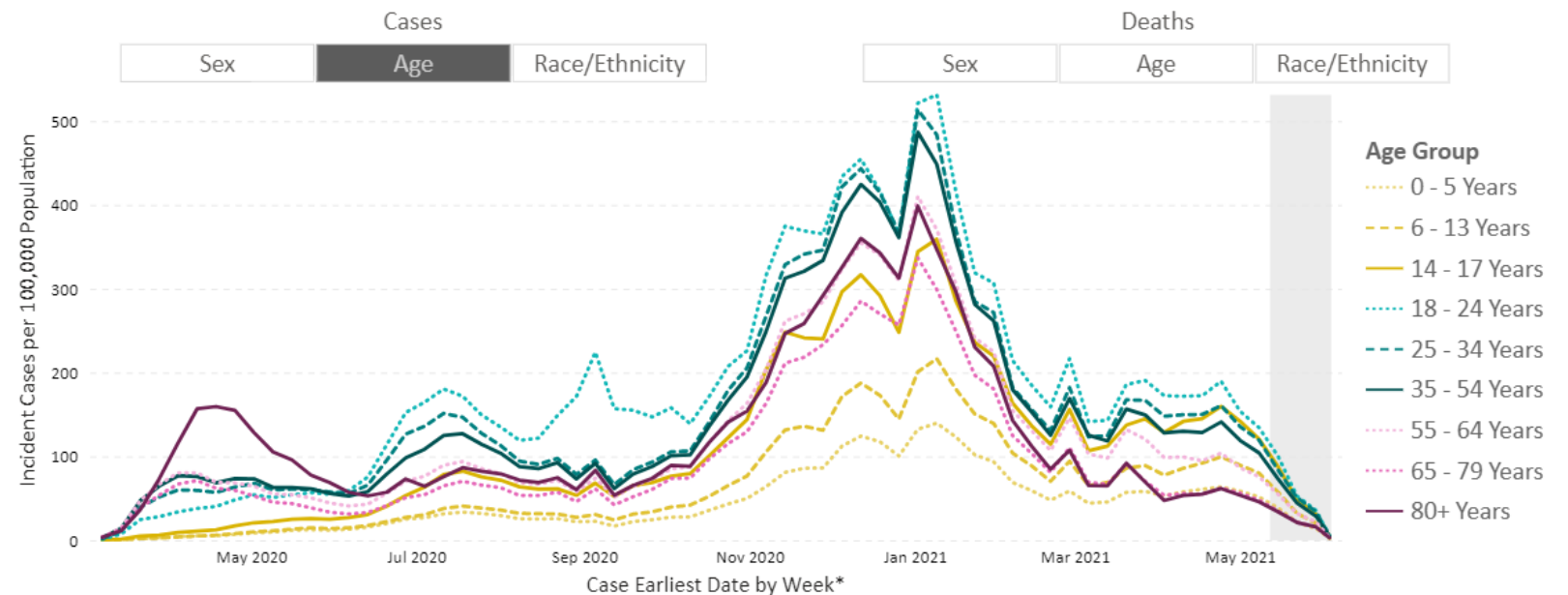
# US COVID-19 cases reported to the CDC in the Last 7 Days, by State/Territory

- As of June 7, 2021
  - Cases in last 7 days
    - **92,937**
  - Deaths in the last 7 days
    - **2,659**
  - Total number of cases
    - **33,193,680**
  - Total deaths
    - **594,802**



# COVID-19 Trends Among Persons by Age — United States, March 1, 2020 –June 3, 2021

- COVID-19 cases in young adults have decreased since fall 2020, with weekly incidence lower in each successive age group.
- Trends among those aged 14–24 years paralleled those among older adults.



# Guidance for Institutes of Higher Education





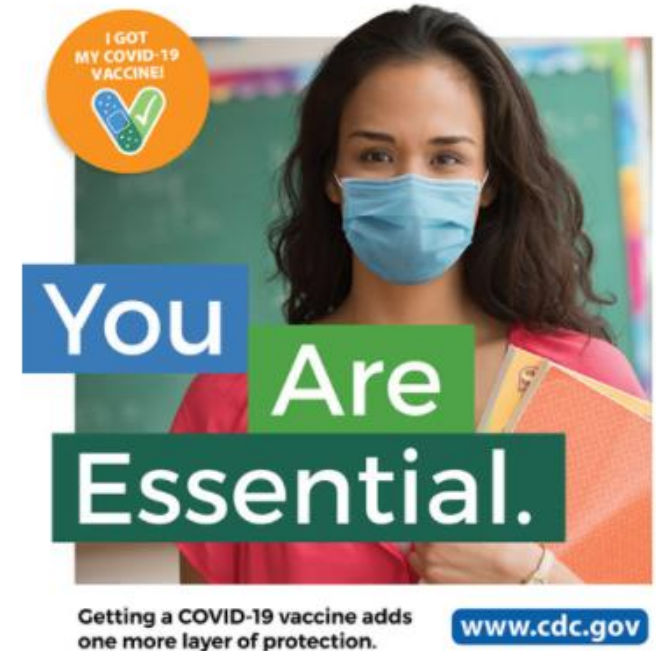
# Benefits of Getting a COVID-19 Vaccination

- Vaccines help develop immunity by imitating an infection by creating an immune system response without having to experience sickness.
- COVID-19 vaccines are effective and protect vaccinated individuals from getting seriously ill even if the individual gets COVID-19.
- Vaccinated individuals do not need to get tested or quarantine if they are not experiencing symptoms.



# Increase Access to Vaccines

- Provide on-site vaccination in IHE facilities or local vaccination sites through partnerships.
- Facilitate access to off-site vaccination services in the community.
- Offer flexible excused absence and supportive sick leave options for students and employees receiving vaccination and those with side effects after vaccination.



# Promote Vaccination

- Develop educational messaging for vaccination campaigns to build vaccine confidence and consider utilizing student leaders and athletes as spokespersons.
- Ask student and other organizations who are respected in IHE communities to help build confidence in COVID-19 vaccines and promote the benefits of getting vaccinated.
- Ask students, faculty, and staff to promote vaccination efforts in their social groups and their communities.



[This Photo](#) by Unknown author is licensed under [CC BY-SA](#).



# IHEs Where Everyone Eligible Is Fully Vaccinated

- IHEs where all students, faculty, and staff are **fully** vaccinated prior to the start of the semester can return to full capacity in-person learning, without requiring or recommending masking or physical distancing for people who are fully vaccinated.
- People who are not able to get the COVID-19 vaccine due to medical or other conditions should be considered by IHEs for exemptions to COVID-19 vaccine requirements.
- Gatherings and events that include individuals who are not fully vaccinated should utilize appropriate [prevention strategies](#) to protect people who are not fully vaccinated.



# IHEs Where Not Everyone Is Fully Vaccinated

- Multiple factors should inform the optimal implementation of layered prevention strategies by IHEs. The primary factors to consider include:
  1. Level of community transmission of COVID-19
  2. COVID-19 vaccination coverage, including among students, faculty, and staff
  3. Implementation of a robust screening testing program for SARS-CoV-2, the virus that causes COVID-19
  4. Any local COVID-19 outbreaks or increasing trends



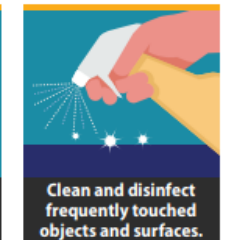
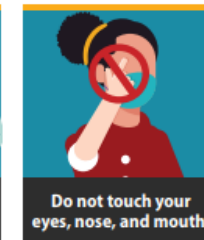
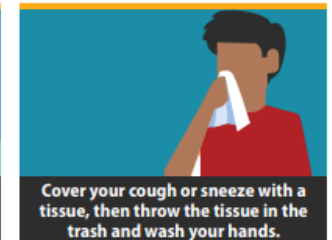
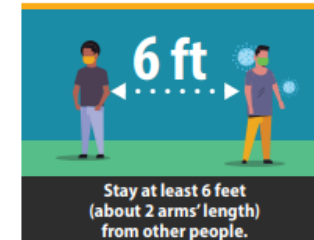


# Prevention Strategies to Reduce COVID-19 Transmission

- Offering and Promoting Vaccination
- Consistent and Correct Use of Masks
- Physical Distancing
- Handwashing and Respiratory Etiquette
- Contact Tracing, Isolation and Quarantine
- Testing for COVID-19
- Maintaining Health Environments
- Maintaining Healthy Operations

## Stop the Spread of Germs

Help prevent the spread of respiratory diseases like COVID-19.

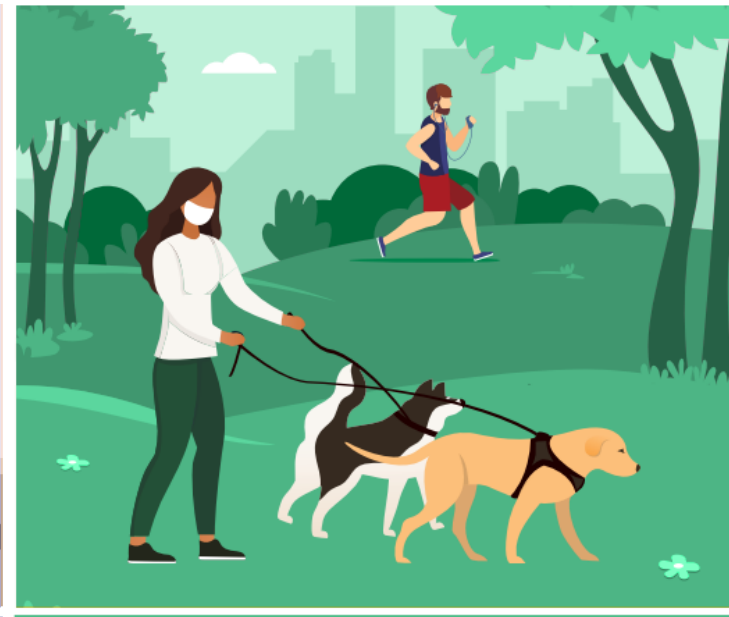
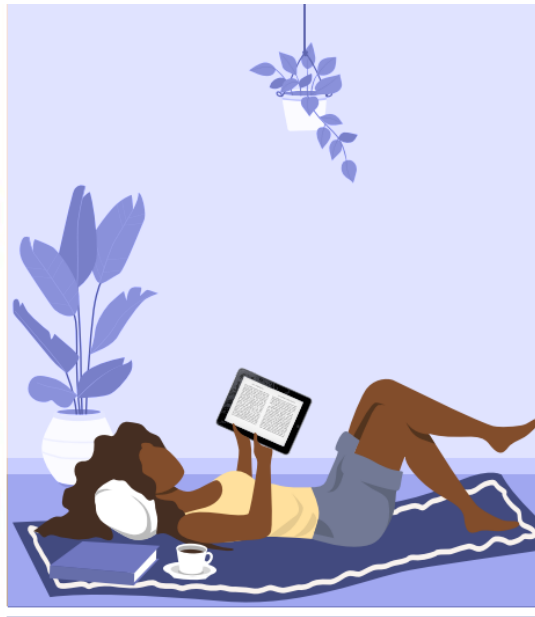


[cdc.gov/coronavirus](https://cdc.gov/coronavirus)



# Support Coping and Resilience

- Employees and students can play an important role in helping each other make sense of what they hear in a way that is honest, accurate, and reduces anxiety or fear.
- Resources to help employees and students are available on the [CDC COVID-19 Stress and Coping](#) page.



# Gatherings, Events, and Visitors

- Crowded settings still present a greater risk of transmission among people who have not been fully vaccinated.
- People who are not fully vaccinated should continue to avoid large gatherings, but if they choose to attend, they should practice [prevention strategies](#).
- For IHEs with a mixed campus of vaccination status, in-person instruction should be prioritized over extracurricular activities, including sports and school events, to minimize risk of transmission in schools and to protect in-person learning.



# Sports

- People who are fully vaccinated no longer need to wear a mask or physically distance in any setting including while participating in sports.
  - They can also refrain from quarantine following a known exposure, if asymptomatic.
- Due to increased exhalation that occurs during physical activity, those who are not fully vaccinated at increased risk for getting and spreading COVID-19.
- IHEs should follow CDC Guidance for Sports as long as it does not conflict with state, local, tribal, or territorial requirements and guidance.



# Study Abroad and Travel

- IHEs should postpone programs in destinations with very high COVID-19 levels (Level 4 Travel Health Notice).
- If situations in the destination change and COVID-19 levels become very high during the program, IHEs should have plans in place to take action.
- IHEs planning study-abroad programs should advise and strongly encourage students to
  - Get fully vaccinated against COVID-19 before traveling
  - Follow CDC guidance for international travel
  - Follow general public health considerations
- Students may face unpredictable circumstances accessing medical care if they get sick or injured in their host country. Routine healthcare and emergency medical services may be impacted by COVID-19 at the destination.

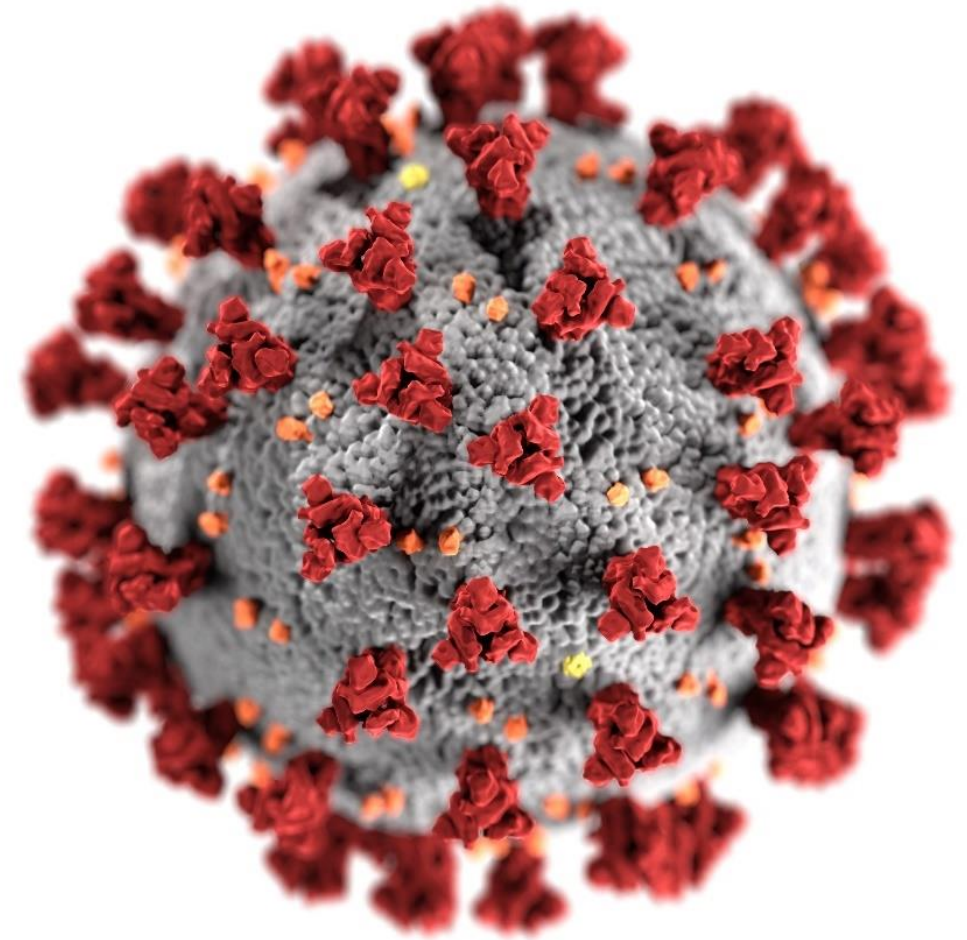




# COVID-19 Vaccine Toolkit for Institutions of Higher Education, Community Colleges, and Technical Schools

**Shannon Stokley, DrPH**  
**Program Equity and Integration Unit**  
**Vaccine Task Force**

June 9, 2021



[cdc.gov/coronavirus](https://cdc.gov/coronavirus)

# COVID-19 Vaccine Toolkit for IHE Now Online

The screenshot shows the top navigation bar with 'COVID-19' in large white text on a teal background. Below it are menu items: Home, Your Health, Vaccines (highlighted), Cases & Data, Work & School, Healthcare Workers, Health Depts, Science, and More. A left sidebar lists vaccine-related topics with expandable arrows: Vaccines, Getting Your Vaccine, Types of Vaccines Available, Possible Side Effects, After You're Fully Vaccinated, Safety & Monitoring, Effectiveness, About COVID-19 Vaccines, and Communication Resources. Below the sidebar is an email sign-up form titled 'Get Email Updates' with a text input field for 'Email Address' and a 'Submit' button. The main content area features the title 'COVID-19 Vaccine Toolkit for Institutions of Higher Education (IHE), Community Colleges, and Technical Schools', updated on May 24, 2021. An image shows a group of diverse students walking on a campus. Below the image is a paragraph explaining the toolkit's purpose: 'More people get vaccinated when they have strong confidence in the vaccines within their communities. And more people vaccinated leads to fewer COVID-19 illnesses, hospitalizations, and deaths. CDC has designed a toolkit to help administrators and staff at institutions of higher education (IHE) share clear, complete, and accurate messages about COVID-19 vaccines. These unified messages can help build confidence among students and staff and encourage COVID-19 vaccination among students.' At the bottom, an 'On This Page' section lists links: Promote Vaccination on Your Campus, Show Social Support, Provide Regular Updates, Planning for Vaccination, Collaborate with Trusted Messengers, and Print and Digital Communication Resources.



<https://www.cdc.gov/coronavirus/2019-ncov/vaccines/toolkits/higher-education.html>

# Objectives

- Support an ongoing and concerted effort by IHEs to have as many students as possible vaccinated (quickly and equitably) prior to start of 2021 fall semester.
- Provide resources to help IHEs share clear, complete, and accurate messages about COVID-19 vaccines.
  - **Practical tools** for IHEs on how to partner with pharmacies
  - **Strategies** for vaccine confidence-building activities
  - Print and digital communication **resources**



# Suggested Activities to Promote Vaccination

- Foster transparent, two-way communication about the benefits, safety, side effects and effectiveness of vaccines.
- Educate students via articles, blog posts, social media posts, student-driven publications, and student-driven affinity groups.
- Help students find credible vaccine information and get the facts to respond to misinformation.
- Encourage student-led campaigns. Use strategies identified during discussions with students to make vaccine confidence visible on your campus.



# Considerations for IHEs: Partnering with Local Pharmacies

- IHEs can direct students to nearby retail pharmacy sites within local community for vaccination. These can be found using [Vaccines.gov](https://www.cdc.gov/vaccines/covid-19/retail-pharmacy-program/pharmacies-contact.html).
- IHEs can also coordinate with local pharmacies to request pharmacies offer blocks of time/days for students to be able to walk-in to receive their vaccine. The ability to do this will vary by pharmacy.

The screenshot shows the CDC website page for the Federal Retail Pharmacy Program. The page title is "Connecting Your Community Clinic with Federal Pharmacy Partners". The breadcrumb trail is "CDC > COVID-19 Vaccination > Planning & Partnerships > Federal Retail Pharmacy Program". The page content includes a navigation menu on the left with categories like "Product Info by US Vaccine", "Clinical Care", "Provider Requirements and Support", "Training and Education", "Vaccine Recipient Education", "Health Departments", "Planning & Partnerships", "COVID-19 Vaccination Program Operational Guidance", "Vaccine Allocation Transfer and Redistribution Guidance for IHS and Tribal Facilities", and "Considerations for Planning School-Located Vaccination Clinics". The main content area features a table with two columns: "Pharmacy Partners" and "Instructions".

Pharmacy Partners	Instructions
Albertsons Companies, Inc. (Osco, Jewel-Osco, Albertsons, Albertsons Market, Safeway, Tom Thumb, Star Market, Shaw's, Haggen, Acme, Randalls, Carrs, Market Street, United, Vons, Pavilions, Amigos, Lucky's, Pak n Save, Sav-On)	Please submit a request to: <ul style="list-style-type: none"><li>Liz Oler <a href="mailto:Liz.Oler@albertsons.com">Liz.Oler@albertsons.com</a></li></ul>
CPESN USA	Please submit a request to: <ul style="list-style-type: none"><li>Cody Clifton <a href="mailto:cclifton@cpesn.com">cclifton@cpesn.com</a></li></ul>



<https://www.cdc.gov/vaccines/covid-19/retail-pharmacy-program/pharmacies-contact.html>



# Customizable Content for Communicating with Students

## Letter to the IHE community

Dear [University/School] community,

Across the country, the COVID-19 pandemic has had devastating effects. Although we have stayed connected and endured these challenges together, COVID-19 has greatly disrupted the usual way of teaching for our staff and learning for our students. It has forced us all to adapt in ways we probably never anticipated.

Throughout the last year, we have implemented numerous measures to ensure the health and safety of [University/school] students and to continue our academic progress. **[Include local mitigation measures enacted: We have masked up, transitioned many classes to virtual, and performed [x] COVID-19 tests each week to prevent the spread of COVID-19 in our campus and in our community.]** Despite these uncertain and stressful conditions, you have persevered.

As we close out the spring semester, we are looking forward to a more normal semester next fall. Despite many unknowns, we look forward to the day that we can return to in-person learning, social activities and celebrations, and the vibrant and bustling [University/school] life we hold dear. However, we can't achieve that vision without you.

**[If not requiring vaccination: I am writing to encourage all [University/school] students to be vaccinated against COVID-19. If requiring vaccination: This year, [School/university] will require all students to be fully vaccinated against COVID-19 for the fall 2021 semester.]** Getting vaccinated offers an added layer of protection against COVID-19 that could also protect your family, friends, and community. All COVID-19 vaccines available in the United States are safe and effective at keeping you from getting COVID-19. Stopping this pandemic requires using all the tools we have available.

Your health and safety continue to be our priority. **[If you have scheduled vaccination clinics: To ensure convenient access to vaccination, we will have vaccines available to our students at [insert information about where to get vaccinated]. If you don't have vaccination clinics: Many retail pharmacy locations and mass vaccination sites are near campus. Visit [vaccines.gov](https://www.cdc.gov/vaccines.gov) to find a location convenient to you. Include any other details about where students can be vaccinated and any other measures to support access.]** If you have questions about how to get vaccinated, please contact **[insert name and contact information for your school's point of contact]**. If you want to know more about COVID-19 vaccines, visit [www.cdc.gov/coronavirus/vaccines](https://www.cdc.gov/coronavirus/vaccines).

We have stood together this year, and we need to stand together again, as a [school/university] community, to help stop this virus. COVID-19 vaccination is a safe and effective means to help us do that. It takes all of us. Please take care of yourself this summer, and I will continue to update you as plans are finalized closer to the fall semester.

Sincerely,

[INSERT SIGNATURE OF University/School administrator or leadership]

On this page, these resources are available:

[Customizable letter to the IHE community](#)

[Customizable article to use on the IHE website or intranet](#)

[Frequently Asked Questions Specific to Vaccination of IHE Student](#)

## Drop-in article for school websites

### Top 5 Things to Know About COVID-19 Vaccination

Getting a COVID-19 vaccine is one of the most important things we can do together to stop this pandemic. It can help protect you, your friends, your family, and your community. Here are the top 5 things you should know about COVID-19 vaccination.

#### 1. COVID-19 vaccines are safe.

Millions of people in the United States have received COVID-19 vaccines under the most intense safety monitoring in US history. These vaccines cannot give you COVID-19.

Results from vaccine safety monitoring efforts are reassuring. Some people have no side effects. Others have reported common side effects after COVID-19 vaccination like pain, redness, or swelling at injection site. You may also have tiredness, headache, muscle pain, chills, fever or nausea. These reactions are common. Serious safety problems are rare.

#### 2. COVID-19 vaccines work.

Getting a COVID-19 vaccine can help protect you from getting sick or severely ill with COVID-19. It may also help protect people around you, like your friends, your family, our school, and our community.

#### 3. You may have side effects after vaccination, but these are normal.

You may have some side effects after receiving a COVID-19 vaccine, such as pain, redness or swelling at the injection site. You may also have tiredness, headache, muscle pain, chills, fever, or nausea. These are normal signs that your body is building protection. These side effects may affect your ability to do daily activities, but they typically go away in a few days. Some people have no side effects.

Talk to your doctor about taking over-the-counter medicine, such as ibuprofen, acetaminophen, aspirin, or antihistamines, for any pain you may have after getting vaccinated. It is not recommended you take these medicines before vaccination to try to prevent side effects.



# Print and Digital Resources

## Fact Sheets

### Web Widgets



Copy the code below for this "How do I get a COVID-19 Vaccine?" widget:

```
<div data-cdc-widget="HDFinderCOVIDVaccination" data-cdc-wid...>
```

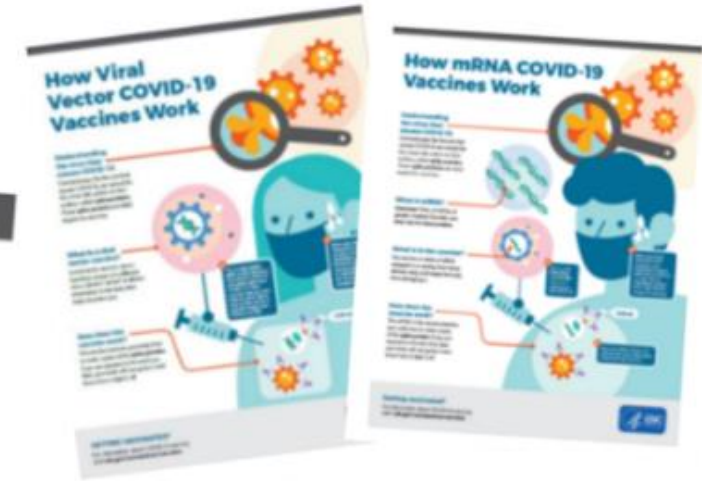
### Infographics

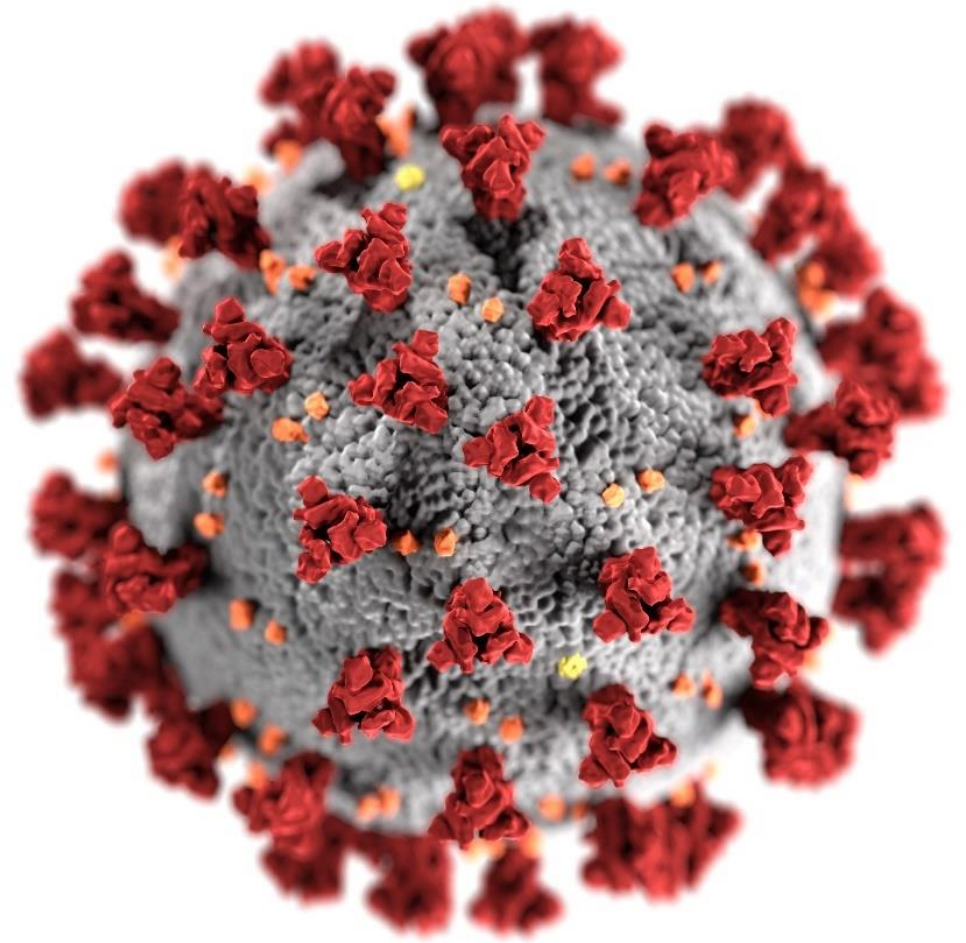


### Social Media Toolkit: COVID-19 Vaccinations

Your school or program can use [these messages and images](#) on various social media channels, including Facebook, Twitter, and LinkedIn. You can use them as is with the hashtag #SleeveUp or include your own identity. They can be adapted to fit your school's or program's needs. Note that the #COVID19 hashtag is for Twitter and Instagram; use COVID-19 for other social media channels.

### Stickers





For more information, contact CDC  
1-800-CDC-INFO (232-4636)  
TTY: 1-888-232-6348 [www.cdc.gov](http://www.cdc.gov)

The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.





**SAFER SCHOOLS AND CAMPUSES  
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# COVID-19 Handbook Volume 3: Strategies for Safe Operation and Addressing the Impact of COVID-19 on Higher Education Students, Faculty, and Staff

**NICK LEE**

DEPUTY ASSISTANT SECRETARY  
OFFICE OF PLANNING, EVALUATION, AND POLICY DEVELOPMENT  
U.S. DEPARTMENT OF EDUCATION



# ED Guidance

## Context

- Executive Order 14000
- Complement to other federal guidance and informational resources
- Stakeholder Input

## Objectives of Volume 3

- Spotlight common challenges associated with the ongoing COVID-19 response and recovery
- Present recommendations, practices, and resources on key topics
- Catalog sources of federal support



# ED Guidance

## TOPICS



Safe practices for in-person learning



Supporting student caregivers



Navigating online learning



Mental Health Needs of Students and Staff



Technology access for students, faculty, and staff



Commitments to Community



Basic needs supports for students



Available federal funding and flexibilities



# ED Guidance

## SELECTED KEY TAKEAWAYS

### Safe practices for in-person learning

- Amplifies prevention strategies in the CDC guidance
- Lays out potential uses for HEERF funds

### Navigating online learning

- Training and supporting quality delivery of educational content is important, but engaging students is equally important.

### Technology access for students, faculty, and staff

- Myriad ways of increasing access to broadband and devices through direct funding, but other approaches can be beneficial as well.

### Basic needs supports for students

- Minimize barriers and make connections wherever possible when helping students access resources.

### Supporting student caregivers

- Value of virtual support, communities, and care giving.

### Available federal funding and flexibilities

- Significant support from the Department of Education, but also from other federal agencies.





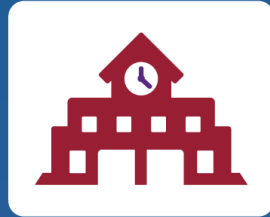
# ED Guidance

QUESTIONS/SUGGESTIONS?



Email us at

[COVIDHandbookHE@ed.gov](mailto:COVIDHandbookHE@ed.gov)



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# Panel Discussion

LESSONS FROM THE FIELD



# About the IHEs the Panelists Represent



DELAWARE STATE  
UNIVERSITY



DALLAS  
COLLEGE

Dover,  
Delaware

Public

4-Year Public  
University

Dallas,  
Texas

Public

2-Year  
Community  
College

Medium-sized  
(more than 4,300)

Historical  
Black College

Suburban

Large-sized

Hispanic-  
Serving  
Institution

Urban

Residential  
Campus

7 Main  
Campuses  
and 11  
Centers

Online,  
Hybrid, and In  
Person



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# Panel Discussion

LESSONS FROM THE FIELD



# Closing Polling Question

## **4. Select the topic(s) for which you feel additional information is needed. (Select all that apply.)**

- Allowable Uses of ARP Funds
- COVID-19 Prevention and Safe Operations Strategies
- Mental Health for Students, Faculty and Staff
- Vaccinating Students, Faculty and Staff
- Other (Please specify in the chat box.)



# Feedback Form



## Lessons from the Field - Strategies for Supporting College and University Students Holistically and Safely: CDC Guidance and Best Practices

Thank you for attending the webinar, *Lessons from the Field - Strategies for Supporting College and University Students Holistically and Safely: CDC Guidance and Best Practices*, on June 9, 2021. To best serve you, we would greatly appreciate receiving your feedback on the webinar.

### 1. Prior to the webinar, how knowledgeable were you about the webinar's topic?

- Not At All Knowledgeable
- Somewhat Knowledgeable
- Very Knowledgeable

### 2. Overall this webinar was a good use of my time.

- Strongly Disagree
- Somewhat Disagree
- Somewhat Agree
- Strongly Agree

[HTTPS://WWW.SURVEY  
MONKEY.COM/R/LFTF S  
SESSION6](https://www.surveymonkey.com/r/lftf_session6)



# Thank You!

Should you have any questions, please contact us at [NCSSLE@air.org](mailto:NCSSLE@air.org) or 800-258-8413. We are happy to help!

NCSSLE Website

<https://safesupportivelearning.ed.gov>

Best Practices Clearinghouse

<https://bestpracticesclearinghouse.ed.gov/>