

Office of the President

TO MEMBERS OF THE PUBLIC ENGAGEMENT AND DEVELOPMENT COMMITTEE:

DISCUSSION ITEM

For Meeting of July 21, 2021

STATE INVESTMENTS IN THE UNIVERSITY OF CALIFORNIA FOR 2021-22

EXECUTIVE SUMMARY

Acting Associate Vice President for State Governmental Relations (SGR) Meredith Turner will provide an update on the State budget for 2021-22. In addition, two speakers, Vice President for Graduate and Undergraduate Affairs Gullatt, and Vice President of UC Health Cathryn Nation, will present on state-funded programs related to student success and wellbeing, and on UC Programs in Medical Education (PRIME).

This year's state budget provides the University of California with the largest ever single-year funding increase, totally \$1.27 billion dollars. Of this amount, \$547.8 million is ongoing funding, and includes the over \$300 million base budget restoration beginning July 1 of this year, and a 5percent unallocated increase for the campuses. Given that state budget allocations related to specific programs may not be fully resolved by the time this written item is due to be published, speakers will utilize their oral presentations during the Committee meeting to share more specific information.

BACKGROUND

Student Academic Preparation and Educational Partnerships (SAPEP)

UC's primary approach to addressing educational disparities comprises seven overarching strategies provided through a portfolio of programs, services, and supports collectively known as Student Academic Preparation and Educational Partnerships (SAPEP). The SAPEP portfolio of programs spans the education pipeline and prepares California students for postsecondary education and for graduate and professional school opportunities, as well as success in the workplace. The majority of schools served by SAPEP programs enroll high percentages of students who are from underserved groups, including those who are first-generation college-goers or those who qualify for federal free/reduced priced meals under the National School Lunch Program.

Through SAPEP and other efforts, the University engages in the following work:

- Partners with public and private high schools and every community college in California to align readiness standards (known as A-G courses for high school students, and UC-transferable courses for community college students)
- Provides direct services to students and their families at both secondary and postsecondary levels to raise student achievement and impact academic aspirations, particularly for students from underrepresented groups, who are low income and/or first generation
- Engages in partnerships with secondary schools, other education sectors, community-based organizations, and business/industry partners to address inequities in opportunity and to improve access
- Provides high-quality educator preparation and professional development that contributes to diversity and quality in K–12 teaching, learning, and leadership
- Provides online courses for A-G, honors, and Advanced Placement credit that are UC-approved and available for free to any California pupil
- Participates with K–12 schools and community colleges in data-sharing agreements that provide on course access and student achievement
- Conducts research that enhances educational policy and practice across California and is directly relevant to increasing equity along its education pipeline

The University’s K–12 academic preparation programs have a strong impact on undergraduate diversity at UC. These programs, part of a comprehensive strategy to contribute to college readiness in California, support the University’s land grant mission and uphold the Regents’ policies for outreach.

Use of new resources

New resources would support serving more schools; scaling undergraduate and graduation preparation programs, including those at California Community Colleges; and, in particular, ensuring that greater numbers of African American, Chicano/Latino, and Native American students have the opportunity to engage with UC through one of its programs.

Basic Needs

The University of California defines student basic needs as an ecosystem that supports financial stability by ensuring equitable access to: nutritious and sufficient food; safe, secure, and adequate housing (to sleep, study, cook, and shower); healthcare and mental healthcare; affordable transportation; resources for personal hygiene care; and emergency needs for students with dependents. This list of comprehensive needs represents the minimum resources necessary to holistically support students in their daily lives.

According to the 2020 UC Undergraduate Experience Survey, 63percent of UC undergraduate students reported feeling at least somewhat concerned about meeting their basic needs as a result of the COVID-19 pandemic (e.g., food, housing, etc.). Furthermore, Chicano/Latino (76 percent) and African American (70 percent) students reported the highest level of concern with meeting their basic needs (Figure 2). This data reflects the unique challenges specific populations face within UC, which also includes parenting students, as well as students who are LGBTQ+, Black, Indigenous and/or people of color (BIPOC), all of whom are disproportionately impacted by the COVID-19 pandemic.

Basic needs centers support students in emergency situations, provide CalFresh application assistance, conduct financial analyses, coordinate data collection and analyses, provide financial aid advising, facilitate educational workshops, and bolster outreach and marketing efforts, among other purposes fundamental to the success of basic needs services.

In 2020, across all campus basic needs services (food and housing), a total of 35,432 unique students were served, and a total of 205,214 student contacts were made as a result of the state-funded basic needs programs (Figure 1). The ongoing funding for student basic needs has been absolutely essential for UC student success and well-being. The impact of COVID-19 on student success and basic needs has been instrumental through the essential work of staff funded by these efforts, ensuring that these virtual and in-person programs continuously support students in crisis. Students themselves are challenged, as evidenced by the number of students still seeking basic needs services during remote instruction. Additionally, many students have anecdotally expressed concern about accessing technology and internet bandwidth as well as balancing family and home obligations while remote learning.

UC recognizes that while our basic need efforts have been successful, these safety net programs cannot be the only solution to solving students' basic needs issues. It is integral that we look holistically at the systemic barriers in higher education at the state and federal level to ensure that student services, such as ensuring that financial aid supports are available to support student success. For example, the University of California Student Association (UCSA) has embarked on an effort to “double the Pell,” which will increase federal investment in the Pell Grant. Students continue to lack adequate food and housing security, as well as access to child care, technology and other resources that make pursuing higher education possible. With increased federal investment in the Pell Grant, many of these needs can be met by a students' financial aid package. This would allow for sustainability within basic needs services and ultimately reduce basic needs insecurity among UC students.

Use of new resources

Additional funds would continue to be used to address student basic needs insecurity at the University of California. This is critical as the system continues to grow student safety net programs and continues to be responsive to the recovery of the economic repercussions of the COVID-19 pandemic on current and future students. We look to advance a holistic approach to basic needs as outlined by the UC Regents and continue to develop innovative services as a strategy for student success. UC is committed to advancing the work of basic needs for the State of California, including working collaboratively and collectively with the other higher education segments and statewide systems and programs for a healthy California.

Student Mental Health

Since March 2020, a growing concern has gained national attention regarding the mental health and well-being of students, particularly as a result of the confluence of the COVID-19 pandemic, racial justice issues and political unrest. These concerns have impacted college students as they experience abrupt shifts to remote learning, lack of social connection, increased social isolation and the economic impacts affecting our most historically vulnerable student populations. The University of California is not immune to these national concerns and trends. Although the

national trends precede the COVID-19 pandemic, the trifold trauma of the pandemic, racial justice issues and political unrest have lasting impacts on student mental health and well-being, resulting in a pandemic within a pandemic. According to the Kaiser Family Foundation, 47 percent of those sheltering in place reported negative mental health effects resulting from worry or stress related to COVID-19. As the pandemic persists, it is critical that we address student mental health and well-being with a whole-campus approach

Use of new resources

The proposed \$15 million in student mental health and digital equity funding from the 2021 Governor's Budget would support coordinated strategies integral to combatting the behavioral health crisis we face, as we move together to improve public assistance programs across the state, including:

- Developing pipeline strategies to meet the needs of the mental health crisis, with an emphasis on a diverse workforce; including a portfolio of prevention specialists, advocates, treatment providers, and leaders.
- Partnering with the higher education segments to increase training programs to help build better opportunities for our students, resulting in more degrees awarded, better infrastructure for service delivery, and improved outcomes. This strategy will address the prediction that demand for services will continue to exceed supply.
- Coordinating prevention and early intervention strategies between K–12 and higher education to ensure unobstructed pathways to success for underrepresented students.
- Scaling innovative strategies to ensure continuity of care, access to care, and support for student education towards health literacy, ensuring that our graduates are able to navigate complex health systems and become better-informed consumers of health products and services.
- Developing health and well-being seminars for the transitions into and out of college, ensuring that students have the skills necessary to thrive while on campus and after they leave campus.

UC Programs in Medical Education (PRIME)

In January 2007, the UC system completed a multi-year health sciences planning effort that was the most comprehensive undertaken in decades. The resulting plan recommended development of new health professions programs that were intended to respond to state needs for physicians and other health care professionals and to increase enrollment in new and unprecedented ways. While the first PRIME program was launched prior to the completion of these system-wide planning activities, the development of the programs that followed was aligned fully with this effort. The plan was also intended to inform decision-making about the development of future medical education programs elsewhere in the system – including the transition of the former joint UC Riverside-UCLA program to the now independent UCR School of Medicine.

Notwithstanding the budgetary challenges of the past decade, the planned growth in UC medical student enrollment has been achieved by UC medical schools through the creation of new “Programs in Medical Education” (PRIME). This system-wide initiative includes six innovative programs that focus on meeting the needs of medically underserved populations. Each program includes a specified area of focus and combines structured activities ranging from student

outreach and recruitment to specialized coursework, population-focused clinical training experiences, advanced independent study, master's degree educational opportunities, and faculty mentoring. These activities are intended to recruit and prepare highly motivated, socially conscious students as future clinicians and leaders. Each program has its own area of focus, which was selected based upon the priorities of the medical school, faculty expertise, the patient populations served by each campus, and other local/regional considerations.

UC PRIME's focus on medically underserved communities has resulted in extraordinary increases in racial, ethnic, and socioeconomic diversity across the UC medical education system, with 67 percent of PRIME students from groups underrepresented in medicine compared to 13.6 percent at medical schools nationally.

In 2020-21, 365 medical students were enrolled in PRIME. Since the first PRIME program started in 2004, PRIME has produced over 470 medical school graduates. The vast majority of PRIME graduates match with residency positions in California to continue their training and practice in California communities. A focus on health equity is a central element in all PRIME programs. The special training these students receive prepares them for leadership roles as community-engaged clinicians, educators, researchers, and social policy advocates for underserved communities.

Use of new resources

The Governor's budget includes \$12.9 million for sustaining and growing PRIME. The UC Regents requested this funding, and it would support existing programs/enrollments that do not receive state funding and would allow PRIME to expand with two new programs serving American Indian and Native Alaskan and Black/African American communities.