

A young woman with dark hair and glasses is looking down at a bowl of cucumbers. The background is a warm, orange-toned image of a kitchen. In the foreground, there is a basket of red apples and a bowl of oranges.

UNIVERSITY
OF
CALIFORNIA

Basic Needs Annual Report

To The Regents of the University of California **January 2023**

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Key to Acronyms

AB	Assembly Bill
ACL	All County Letter
CalSAWS	California Statewide Automated Welfare System
CCC	California Community Colleges
CDSS	California Department of Social Services
CPL	California Policy Lab
CSAC	California Student Aid Commission
CSU	California State University
GSWBS	Graduate Student Well-Being Survey
LPiE	Local Programs that Increase Employability
NASPA	National Association of Student Personnel Administrators
SNAP	Supplemental Nutrition Assistance Program
UCGPC	UC Graduate and Professional Council
UCGSES	UC Graduate Student Experience Survey
UCSA	UC Student Association
UCUES	UC Undergraduate Experience Survey

EXECUTIVE SUMMARY

JANUARY 2023

In November 2020, the Regents' Special Committee on Student Basic Needs issued its report, *The University of California's Next Phase of Improving Student Basic Needs*. Included among the recommendations is an annual report to the Regents on progress to date in achieving set goals.

This annual report on student basic needs summarizes outcomes from academic year 2021–22, provides progress updates on recommendations, and discusses key challenges and opportunities.

Significant changes have occurred in the ecosystem of student basic needs over the last seven years. The investment of \$18.5 million in ongoing funding through the State Budget Act of 2019 enabled campuses to establish permanent basic needs services and furnish essential services and direct aid.

The University has been at the forefront of initiating and sustaining conversations, building relationships, and advocating for change in the realm of students' basic needs. The collective efforts of (1) policymakers and advocates, (2) UC leaders and campus practitioners, (3) student service practitioners, (4) researchers, and (5) UC students have elevated the dialogue about basic needs. Statewide partners have worked in close collaboration with University subject-matter experts to conduct research, evaluate equity gaps, and improve access to services. National leaders have recognized the financial needs of students, as well as the reality of food insecurity among college students.

BACKGROUND

In its November 2020 report, *The University of California's Next Phase of Improving Student Basic Needs*, the Regents set forth aspirational goals that would enable the University to reduce food and housing insecurity by half by 2025.¹ The field of basic needs continues to evolve, moving beyond addressing only food and housing insecurity toward a broader and more equitable academic and learning experience for underserved student groups.

DEFINING BASIC NEEDS

Measures to expand the definition of basic needs at State and federal policy levels are an ongoing priority. Over the last few years, the University has worked closely with the University of California Graduate Professional Council (UCGPC), the University of California Student Association (UCSA), State leaders, campus leadership, and basic needs staff to understand the dimensions and scope of a more expanded definition. These efforts are moreover informed by the Governor's Council for Post-Secondary Education and the Intersegmental Workgroup on Basic Needs.

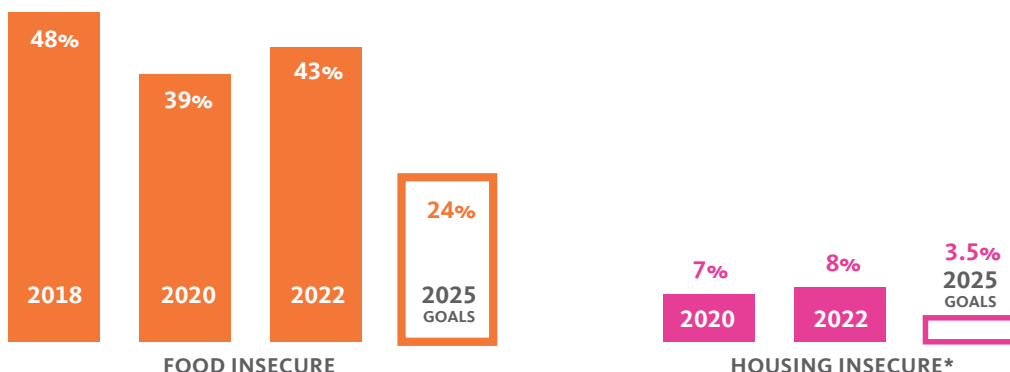
UC currently defines basic needs as the minimum resources necessary to holistically support all students in their daily lives. In more detail, it is an ecosystem that supports financial stability by ensuring equitable access to nutritious and sufficient food; safe, secure, and adequate housing (to sleep, study, cook, and shower); healthcare to promote sustained mental and physical well-being; affordable transportation; resources for personal hygiene care; and emergency needs for students with dependents.²

2025 BASIC NEEDS GOALS

To assess progress toward the 2025 basic needs goals, the University includes items related to basic needs on student surveys, including the UC Undergraduate Experience Survey (UCUES), the Graduate Student Well-Being Survey (GSWBS), and the UC Graduate Student Experience Survey (UCGSES).^{3,4} Data gathered since 2016 through these surveys provides the basis to benchmark progress. The 2025 food and housing insecurity goals have been adjusted to align with results from updated modules within those surveys, which will allow the University to continue to assess progress with accurate measures.

Figure 1 demonstrates UC's progress toward reducing food and housing insecurity among undergraduate students, considering the historical data used to inform 2025 goals. As reported by the 2022 UCUES, the current rate of food insecurity for undergraduate students is 43 percent, and the prevalence of housing insecurity for undergraduate students is 8 percent. Food insecurity was reduced by nine percentage points from 2018 to 2020, but increased by four percentage points from 2020 to 2022. Housing insecurity increased by one percentage point from 2020 to 2022.

FIGURE 1: 2018–22 UC undergraduate student food and housing insecurity with 2025 goals



*UCUES included housing-insecure measures starting in 2020.

Figure 2 demonstrates progress toward reducing graduate students' food and housing insecurity. As reported by the 2021 UCGSES, the current rate of food insecurity for graduate students is 21 percent, and the rate of housing insecurity among graduate students is 3 percent. Between 2016 and 2021, food insecurity among graduate students was reduced by five percentage points, and housing insecurity among graduate students was reduced by two percentage points.

While data from the UCUES and UCGSES provide a snapshot in time of what students experience, further data analyses by UC researchers and subject-matter experts continue to be a priority. Specifically, the University recognizes that various contextual factors might influence the student experience with regard to food and housing. For example, as a result of COVID-19, students who responded to the 2020 UCUES and 2021 UCGSES might have been staying with parents or family members while taking online classes, and this possibly affected their responses. Another potential factor of influence is that graduate and undergraduate students received over \$270 million in federal emergency grants from the Higher Education Emergency Relief Funds (HEERF) which represented funding available beyond traditional financial aid.⁵ Given the short-term nature of HEERF funding, campuses are actively seeking to communicate with students regarding updates to student aid and support packages.

Basic Needs Logic Model

The Basic Needs Logic Model serves as an implementation roadmap for basic needs goals. The logic model considers various inputs that influence the system's outputs and outcomes. For example, each goal and strategy from the 2020 Regents report is an input, influencing the subsequent activities, outputs, and outcomes. Each campus has adapted the logic model to reflect local efforts to address basic needs. For the purposes of tracking efforts across the system, the

University aligns activities with academic year 2020–21, the year the Regents Special Committee report was released.

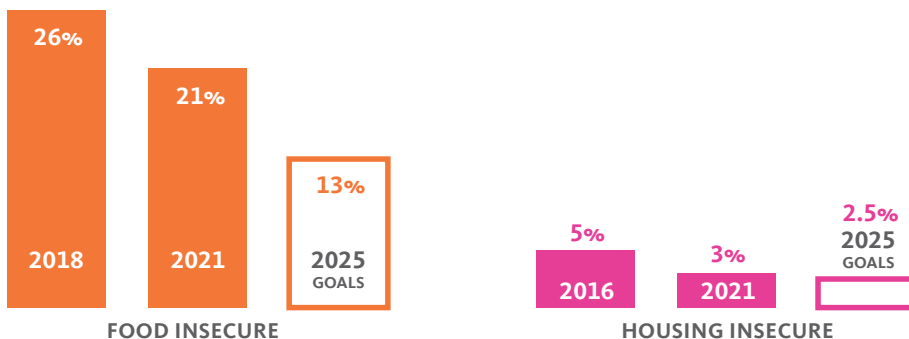
A summary of the Basic Needs Logic Model and examples of inputs and outputs are included as Attachment 1.

The Basic Needs Logic Model was created so that each campus could adapt the framework to its own region, resources, and organizational structure. Each campus is accountable for meeting identified shared goals while also having the flexibility to expand services and support to meet their students' unique basic needs.

The metrics and outcomes included within the logic model are a starting point for each of the campuses. The Office of the President will work closely with campuses to begin benchmark efforts in 2022–2023. Data to be collected annually for benchmarking include the following:

- amount of emergency aid awarded by UC
- number of students who received emergency aid at UC
- number of students served through all UC food services
- number of students served by a UC campus food pantry
- number of students served by UC food distribution sites
- number of students who received UC meal vouchers
- number of students who received UC food/grocery gift cards
- number of UC students served by CalFresh
- number of students served through all UC housing efforts
- number of students served by UC case management
- number of staff members hired by UC
- number of undergraduate student staff members hired at UC
- number of graduate student staff members hired at UC

FIGURE 2: 2021 UC graduate student food and housing insecurity with 2025 goals



BACKGROUND

Figure 3 includes the estimated total number of unique students served from July 1, 2021 to June 30, 2022 as reported by campuses. The University served over 72,000 students across all areas of basic needs services and supports, which includes but is not limited to food pantry visits, meal vouchers, case management support, emergency financial assistance, and CalFresh enrollment support. In addition, the University served over 8,000 students through housing services, which includes but is not limited to emergency grants and/or short- and long-term on- and off-campus housing support.

FIGURE 3: Systemwide basic needs and housing services data from July 1, 2021–June 30, 2022

CAMPUS	BASIC NEEDS SERVICES	HOUSING SERVICES
Berkeley	8,023	2,304
Davis	11,879	1,508
Irvine	4,995	237
Los Angeles	9,422	712
Merced	2,069	228
Riverside	8,560	504
San Diego	8,009	1058
San Francisco	1,843	76
Santa Barbara	8,390	720
Santa Cruz	9,023	865
TOTAL	72,213	8,212

Note: The summary data in this table reflect the estimated number of unique (unduplicated) students served.

The Office of the President continues to work closely with students, staff, faculty, and subject-matter experts to develop new methodologies to enhance and inform the field of practice for basic needs. In 2022, the University of California Basic Needs Initiative was selected as the National Association for Student Personnel Administrators (NASPA) 2022 Excellence Award Bronze Honoree in the category for Equity, Inclusion, and Social Justice. The NASPA Excellence Awards recognize student affairs practitioners who develop transformative, innovative, and data-driven programs at the institution level. The collective support from the Regents, policymakers and advocates, University leaders and campus practitioners, student service practitioners, researchers, and students have been critical in advancing student basic needs efforts.

PROGRESS ON RECOMMENDATIONS

Guiding recommendations within the Regents report advise (1) policymakers and advocates, (2) University leaders and campus practitioners, (3) student service practitioners, (4) research practitioners, and (5) students. In consultation with the basic needs committee and student leaders, UC has prioritized various goals for academic year 2022–23. A summary of progress toward each goal is included as Attachment 2.

PROGRESS ON RECOMMENDATIONS FOR POLICYMAKERS AND ADVOCATES

The four guiding recommendations for policymakers and advocates include strategic actions to support greater access to financial aid while removing barriers to the Cal Grant program and increasing summer aid support for student populations. In addition, this section includes updates on CalFresh strategy, an expanded definition of basic needs, and information about student mental health.

Financial aid

The past year brought to the University significant investments in financial aid at the federal and State levels, the result of UC advocacy efforts over the last few years. In 2021, the Board of Regents approved the Tuition Stability Plan, which increased investment in the University Student Aid Program from 33 percent to 45 percent of new revenue from tuition increases. In addition, the University has moved from reduced self-help to providing a path to no debt for all California undergraduate students by 2030.

The University advised the State legislature on policies to revamp State aid programs, including Cal Grant and the Middle Class Scholarship, to remove artificial access barriers and support students' total educational costs. In addition, advocacy for doubling the Pell Grant program has been a collective effort by stakeholders who recognized that the program has not kept pace with inflation or current educational costs. The University's work on the Double the Pell campaign was part of the successful result of the Biden Administration committing to the largest funding increase in the Pell Grant program in over a decade. This increase is equivalent to \$400 more per year for each eligible student, with a proposed increase of another \$500 next year. With strong support from the State coupled with its own increased investment, UC has provided \$1,500–2,000 more in aid to cover living expenses for its lowest-income students this year.

Social services and CalFresh

University basic needs subject-matter experts advised the California Department of Social Services on how to improve access to CalFresh by eligible students. Last year, campuses made significant progress in giving students easier access to social services and CalFresh benefits.

Better delivery of public benefit services is essential to the success of CalFresh enrollment. UC has generated more CalFresh applications and enrollment, using \$650,000 in one-time funds from Assembly Bill 85 (AB 85), the 2020–21 State Budget Act. The University was able to provide over 58,188 students with CalFresh assistance with these funds.⁶ However, service delivery from the county is a critical component of ensuring that students receive these public benefits.

Changes in State public policy provided additional support for the delivery of public benefit services to UC students. Governor Newsom signed the following bills into law in October 2021:

- AB 396 (Gabriel) CalFresh Educational Programs: Requires a program that meets the eligibility standards established by the State Department of Social Services for CalFresh local educational programs to increase employability at a campus at CCC, CSU, vocational school, or graduate school; and requests that each UC campus submit an application for certification to the department on or before June 1, 2022.
- AB 543 (Davies) CalFresh Student Orientation: Requires CSU and requests UC to provide, as part of campus orientation, educational information about CalFresh and the eligibility requirements for CalFresh to all incoming students for all campuses of their respective segments.
- AB 1326 (Arambula) Liaison for Higher Education: Requires a county human services agency to designate at least one employee as a staff liaison for academic counselors and professional staff members at public higher education institutions, and encourages the agency to consult with specified stakeholders, including UC, to develop protocols

and to collaborate with CSU, CCC, and UC by request to conduct a related survey and report to be submitted to specified legislative committees and the Department of Social Services.

The implementation of this legislation requires a critical alliance between the University and the State. For example, UC worked closely with the California Department of Social Services (CDSS) to advise on the All County Letter (ACL) 22-46 to further support student accessibility (e.g., navigating the application process for county services). The purpose of this ACL is to notify County Welfare Departments of updates related to the assessment and approval process of campus-based local programs that increase employability (LPIEs) for the CalFresh program, including the reassessment of previously approved statewide programs and the removal of LPIEs at private institutions of higher education.

In addition, UC worked with the California Statewide Automated Welfare System (CalSAWS) to coordinate essential updates to the BenefitsCal portal to ensure that the new BenefitsCal case management system would meet the unique needs of student applicants and to improve communication with eligibility workers to ensure a common understanding of the unique experience of reviewing college student applications.⁷

The University also supported efforts at the federal level to understand and better meet college students' needs. Activities included University participation in the first-ever federal hearing on college students' basic needs, "Ending Hunger in America: Examining Hunger on College Campuses," which took place in September 2021. The University also participated in a letter campaign to President Biden and to federal leadership requesting their full support for a national "White House Conference to End Hunger in America" and for centering college students in that effort. The letter included over one hundred college campuses and organizations.

In September 2022, the University participated in the White House Conference on Hunger, Nutrition, and Health. As part of that participation, the University submitted a formal letter to the Biden Administration with priorities for their consideration to include in the final recommendations from the conference. The conference recommendations have been published and include five pillars that align with UC's priorities: (1) improve food access and affordability, (2) integrate nutrition and health, (3) empower all consumers to make and have access to healthy choices, (4) support physical activity for all, and (5) enhance nutrition and food security research.

Defining basic needs

The definition of basic needs is evolving and, over time, aligning better with both policy and practice. The University defines student basic needs broadly as an ecosystem of financial stability; healthy and sufficient food; safe, secure and adequate housing (to sleep, study, cook, and shower); access to healthcare to promote mental and physical well-being; access to affordable transportation; and emergency needs for dependents of parenting students. This list of comprehensive needs represents the minimum necessary to support students in their holistic experience through the University of California.

Progress has been made to define basic needs more holistically in State language. The April 2022 report of the Governor's Council for Post-Secondary Education, *The Opportunity to Strengthen Basic Needs Supports for California's Post-Secondary Students through Partnership and Shared Accountability: Recommendations from the Intersegmental Working Group on Student Basic Needs*, includes a working definition and principles for basic needs that are closely aligned with the University's:

Basic needs are fundamental to students' dignity and success throughout their higher education experience. They include, but are not limited to:

- Food security
- Housing security
- Financial stability
- Health and wellness
- Child/dependent care
- Transportation
- Technology and broadband

As additional support for a more holistic definition and practice, the Budget Act of 2022, AB 179, was amended to codify basic needs efforts into a holistic strategy to support student basic needs through the ongoing funding available. This updated language ensures that financial aid offices are distributing monetary assistance, that hygiene products are an allowable expense, and that mental health and rapid rehousing efforts are aligned with the University's strategy to provide comprehensive basic needs services and supports.

Student health and mental health

As part of addressing basic needs policy, the work of various groups to increase support for student mental healthcare was met with success this past year. Significantly, the State invested \$4.5 billion dollars in one-time funding into the Children and Youth Behavioral Health Initiative. These efforts take a radical, statewide approach to increasing a diverse workforce, engaging in technology, and improving pathways to care. The University engages with various departments, workgroups, and agencies to identify collaborative opportunities.

The University also received \$15 million dollars in ongoing State funding to support student mental health. The University developed the Equity in Mental Health funding plan, which provides campuses with funding for holistic strategies to meet student mental wellness needs through prevention, early intervention, treatment, and recovery services.

PROGRESS ON RECOMMENDATIONS FOR UNIVERSITY LEADERS AND CAMPUS PRACTITIONERS

The eight guiding recommendations for University leaders and campus practitioners include (1) refine the total cost-of-attendance methodology, (2) advocate to increase mental health funding, (3) create regional approaches to basic needs, (4) prioritize basic needs resources for historically underserved student populations, (5) prioritize basic needs as a goal for campus development or advancement fundraising campaigns, (6) continue to invest in direct partnership with county office of health and social services, (7) coordinate financial aid packaged with the notification of CalFresh eligibility, and (8) establish a memorandum of understanding (MOU) with county and community basic needs services to address student basic needs.

Cost of attendance

Since the 2017 Total Cost of Attendance Working Group, the Office of the President has made ongoing improvements to its method of estimating indirect educational costs for undergraduate students annually. For the 2021–22 academic year, the University implemented a “floor” for monthly grocery expenses used to calculate living expenses. The University uses student survey results to estimate indirect costs. However, it will now replace the reported monthly grocery expenses with the moderate USDA allowance, if students’ reported expenses were below the USDA standard.

The Office of the President does not set student expense budgets for graduate students. However, in the spring of 2022, the Office of the President surveyed professional and academic graduate students about their educational costs. A full analysis of the results has been shared with the campuses.

Basic needs professional development and services

The University supported a remote and online professional development series in spring 2022 with the California Higher Education Basic Needs Alliance. Featuring all three public higher education segments, the series addressed ways of continuing to support students with access to information about financial aid, healthy food, safe housing, and overall health and mental health care.⁸ The learning series reached 540 basic needs practitioners across California.

During the past academic year, UC participated in or co-hosted regional meetings across Central Valley, Central Coast, and Southern California campuses and using multiple modalities (remote and online, hybrid and in-person) to encourage the sharing of best practices and to connect students with basic needs staff at various two- and four-year campuses.

RECOMMENDATIONS FOR STUDENT SERVICE PRACTITIONERS

The three guiding recommendations for student service practitioners include (1) maximize enrollment of eligible graduate and undergraduate students in CalFresh, (2) ensure that students who are experiencing food insecurity and do not qualify for CalFresh have access to nutritious food, and (3) continue to share promising practices related to basic needs.

Student service practitioners went above and beyond to care for students throughout the pandemic. They provided ongoing essential services for students and served as critical campus partners in supporting and housing students during an incredible time of need. Student service practitioners, including frontline basic needs staff, serve as thought partners for shaping efforts (e.g., research, policy, leadership) towards achieving goals.

In addition to pandemic-related support, student services practitioners partnered with local county agencies to increase outreach and awareness of CalFresh benefits. They directly supported students with navigating CalFresh eligibility and enrollment by hosting virtual and in-person seminars and office hours.

RECOMMENDATIONS FOR RESEARCHERS

The three guiding recommendations for researchers include (1) further examine interrelations between various components of basic needs, (2) continue researching barriers and facilitators of CalFresh, and (3) establish assessment for basic needs intervention and identify best practices.

The University focused its research efforts during 2021–22 on CalFresh (the federal safety net program known as Supplemental Nutrition Assistance Program (SNAP) that provides a long-term solution for low-income students who are experiencing food insecurity). The University partnered with the California Policy Lab (CPL) to evaluate historical CalFresh enrollment and uptake data in order to inform future practice.

The California Policy Lab study confirmed the growth of undergraduate student CalFresh enrollment from 2.65 percent in 2013–14 to 11.84 percent by the last year available in the data set (2019–20). Graduate student CalFresh enrollment also grew from 0.61 percent (2013–14) to 4.05 percent by 2019–20.

In a study of UC basic needs staff who provide CalFresh outreach, UCSF associate professor Suzanna Martinez and her research team identified barriers and facilitators to students accessing CalFresh.⁹ Findings show that having county CalFresh staff on campus for application assistance and strong relationships between campus staff and the county SNAP agency are major facilitating factors of the CalFresh application process for students. A common barrier cited in the study was inconsistency both in student SNAP eligibility information and in procedures across county offices. The study concluded that, while federal coordination with State agencies on student SNAP policy is needed, better coordination could help to eliminate heterogeneous interpretations of student exemptions across counties and between county staff.

Further research is warranted to identify policy leverage points at the county, State, and federal levels. An example of this would be to explore eliminating the existing student eligibility rule, which would help to ensure equitable access to SNAP among college students. The student eligibility rule requires students to meet certain criteria to qualify for CalFresh. Students must be between the ages of 18–49 and enrolled at least half-time (six units) at an institution of higher education. Students must also meet at least one of the following exemptions:

- Work at least 20 hours per week (on average)
- Approved for and awarded TANF-funded Cal Grant A or Cal Grant B
- Approved for State or federal work-study money and have not refused any job assignments
- A full-time student who is a single parent to a child under 12
- A part-time student with a child (age 6–11) without adequate childcare
- Receiving CalWORKs benefits
- Enrolled in CalFresh employment and training or another training program accepted by CalFresh
- Not planning to register for the next school term

The student eligibility rule is a burden not only for students but also for staff to track and implement. A follow-up study of CalFresh county eligibility staff who process college student CalFresh applications will inform how to improve the CalFresh application process for students.

PROGRESS ON RECOMMENDATIONS FOR STUDENTS

The two guiding recommendations for students include (1) encourage more students to access basic needs services and (2) continue to prioritize ongoing support for basic needs services.

Campus basic needs committees continue to advise on student resources, services, and supports, and they include student representatives who provide insight and share the student perspective on services. These committees work closely with elected student government through participation in meetings and through invitations to remote and hybrid trainings and convenings. In addition, campuses employ both undergraduate and graduate staff at basic needs centers to conduct outreach, education, and program evaluation and to support day-to-day operations.

The UC Graduate and Professional Council (UCGPC), the UC Student Association (UCSA), and the Student Regents have actively participated in systemwide basic needs programming, training, and assessment dimensions to maintain consistent feedback and collaboration. This includes quarterly systemwide calls, student government-specific meetings, and in-person and remote retreats to ensure that campus practitioners are working with student government leadership to address challenges and barriers.

Campuses also increased communication to students to raise awareness of basic needs resources. During the pandemic, campuses conducted outreach through emails, mailings, and social media. Through a collaboration of faculty, staff, and graduate and undergraduate students, UC Santa Cruz developed a communication tool that ensures that all enrolled UC students have access to their own basic needs resource profiles, receive program-specific updates, and connect across basic needs and well-being resources from their home campuses and any other campuses they may be visiting and where they need support. In addition, campuses developed a reciprocity agreement so that students could access basic needs services closer to home while they were attending school remotely.

KEY CHALLENGES

SOCIAL SERVICES

Many UC students have received substantial support from campuses during a critical time of need. Barriers to county services remain a challenge, however. UC students and campuses report complex and challenging eligibility rules and exemptions—barriers to the uptake of student enrollment that cause students to be wrongly disqualified from CalFresh benefits. Previous legislation includes Senate Bill 77, which established a cross-segment, CDSS-led CalFresh Eligibility Work Group; this in turn contributed to the recent passing of AB 396 and AB 1326, which aim to address local challenges. However, more is needed at the county level to create a student-affirming culture and the capacity to serve students at scale.

Additionally, the federal level must ensure that the US Department of Agriculture makes strategic changes to SNAP to support college students, ideally to remove the harmful college student eligibility rule (the only population with such a rule), to make permanent the emergency public health SNAP eligibility for college students, and to urge Congress to pass the Enhance Access to SNAP (EATS) Act.

DATA

Future accountability for progress includes collecting holistic success measures (food insecurity, housing insecurity, physical and mental health, student engagement and belongingness) in addition to traditional student success measures (retention, graduation, time-to-completion, and academic performance). As the definition of basic needs evolves, students' needs for transportation and for access to childcare, hygiene products, technology, and internet services will be critical to their success.

Data limitations pose significant challenges to achieving this accountability. One challenge pertains to limited CalFresh data on student eligibility, enrollment, and uptake. This gap has made it increasingly difficult to arrive at an accurate understanding of CalFresh's impact on students' success. Currently, the California Policy Lab (CPL) is the only entity that has been able to create a linked data system between the CDSS, CSAC, CCC, and UC. While CPL's efforts have been helpful in the short term, California's Cradle-to-Career system will need to examine outcomes from CPL's CalFresh study to inform its 2025–26 goals and to add social service, health, and workforce data to assess student outcomes. Senate Bill 641, the CalFresh for College Students Act, was passed in September 2022 and will help coordinate various reporting and data efforts across CalSAWS/BenefitsCal, CDSS, Cradle-to-Career, CPL, and UC.

The second related data challenge is to develop a UC basic needs services dashboard to serve impact-reporting and communication purposes. Ideally, this dashboard would help capture the quarterly, semester, and annual data of UC's basic needs services at campus and systemwide levels. This dashboard will help inform our day-to-day activities and decision making, as well as the ongoing reporting needs of UC basic needs work.

UNHOUSED STUDENTS

Despite ongoing negotiations and the considerable resources used to refurbish, expand, and build new housing across UC campuses, this investment does not include provisions for the immediate needs of currently unhoused students. Given the bifurcation of capital planning and building with student services, there are varying levels of commitment and involvement when it comes to supporting unhoused students across UC campuses. At present, some campuses have their housing leadership actively involved in providing support on and off campus for unhoused students, while others do not currently have that level of coordination and support. At present, there is no UC policy, protocol, or guidance for activating on-campus housing leadership for the care of students facing off-campus housing challenges, which are increasing across the state. To date, basic needs services on UC campuses focus on acute and midterm housing solutions while prioritizing permanent (long-term) housing for the most impacted populations. However, consistent and coordinated plans for off-campus housing support are lacking.

GRADUATE STUDENTS

Whereas undergraduate students benefit from the concerted efforts of the Double the Pell Grant Campaign, this campaign does not serve current graduate students, nor is there a comparable effort for graduate students. Graduate students also experience significant challenges in that their incomes are difficult to determine precisely for social services due to the complexity of their roles, compensations, and nonlinear funding availability. Lastly, one of the major platforms that graduate students depend on for their financial resources/compensation is UCPath. Through the University's transition to UCPath there exist various well-known and documented challenges. Unfortunately, graduate students have consistently been affected by these issues. Often, when students do not receive their compensation, they are referred to their campus basic needs center.

OPPORTUNITIES AND NEXT STEPS

University administrators and staff members, at all levels, worked tirelessly to support students throughout the pandemic. Their commitment has continued in the process of helping everyone settle back into on-campus life and in putting to use the many lessons of the pandemic, as they consider students' basic needs for food, housing, health/wellness, financial stability, childcare, and basic technology.

Next steps include:

- Aligning basic needs messaging and resources across the CCC, CSU, and UC systems in support of college transfer, student literacy, and programs and services that support their basic needs and academic success. (Priorities 2.6, 3.3)
- Conducting an on- and off-campus landscape analysis to pinpoint how current institutional housing concepts and structures interface with basic needs-related services and how to be responsive to and supportive of unhoused students. (Priorities 4.1, 5.1, 5.2)
- Convening basic needs regional learning opportunities in fiscal year 2022–23 across all three segments. (Priorities 2.3, 2.8)
- Continuing to increase students' utilization of public benefits by working closely with the CDSS, California higher education segments, and local counties to support policy changes to increase CalFresh enrollment efforts and to broaden eligibility. (Priorities 1.4, 2.3, 2.6, 2.8, 3.1, 5.1, 5.2)
- Continuing to maximize enrollment for eligible graduate and undergraduate students in CalFresh and ensure that students who are ineligible have access to nutritious food. (Priorities 3.1, 3.2, 5.1, 5.2)
- Continuing to advocate for greater investment in financial aid at the federal, State, and University levels by doubling the Pell Grant, engaging in CalGrant and Middle Class Scholarship reform, and creating debt-free UC pathways. (Priorities 1.1, 1.2, 2.1, 5.1, 5.2)
- Continuing to evaluate and report progress towards short-, mid-, and long-term student success outcomes. (Priorities 3.2, 4.1, 4.2, 4.3)
- Advancing and elevating services and supports for parenting students. (Priorities 2.4, 5.1, 5.2)
- Establishing campus benchmarking efforts and conducting a program evaluation of basic needs interventions for historically underserved student groups. (Priorities 4.3, 5.2)

CONCLUSION

UC is committed to addressing students' basic needs at all levels: campus, the UC system, the State, and the nation. That means moving the conversation beyond food and housing toward an equitable ecosystem of financial stability for all students. This commitment to a holistic approach has driven successful collaboration, stewardship of resources, development of essential services, hiring of key staff, and continuous engagement with students. Additionally, this work would not be possible without the help and support of policymakers and advocates who have continued to champion reforms to essential public benefits.

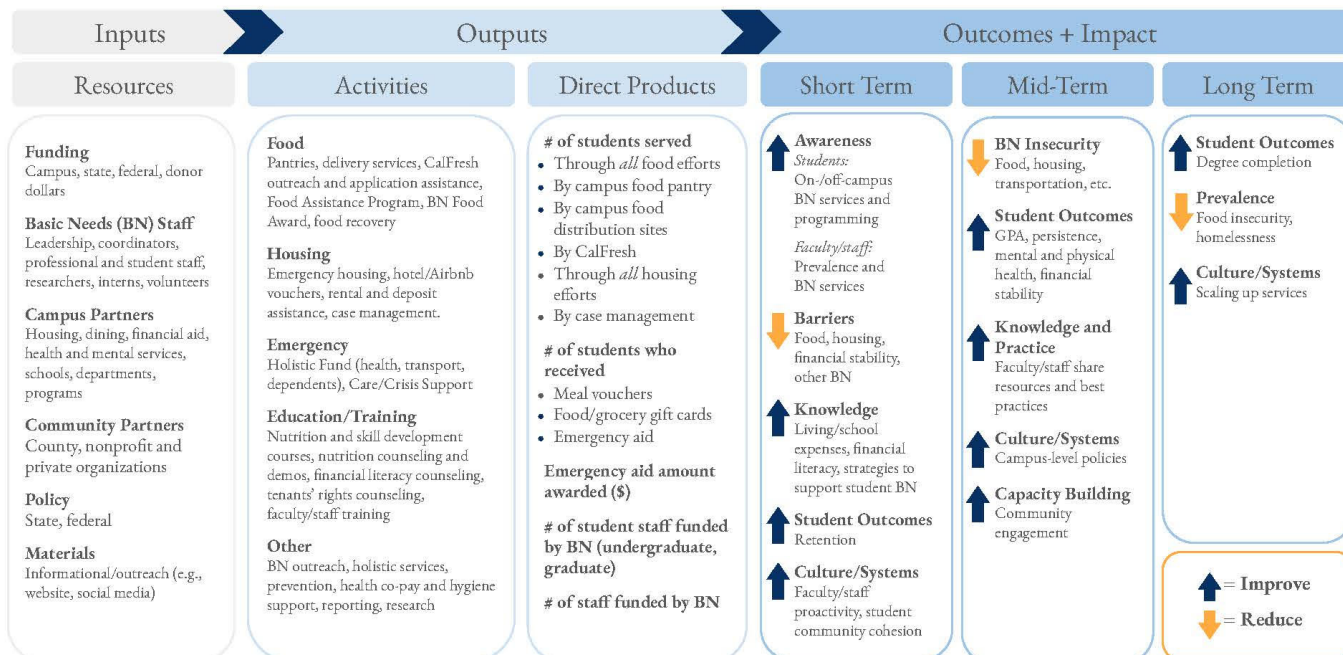
ATTACHMENTS

ATTACHMENT 1. Basic Needs Logic Model Template

The following logic model is a template developed for campuses to reflect local efforts to address basic needs.

Campus LOGO

UC [CAMPUS] Basic Needs Logic Model 2022–23



Developed by UC Basic Needs Research and Evaluation | Suzanna Martinez, Ph.D. and Sevan Kalaydjian, M.A.

ATTACHMENT 2. Basic Needs 2025 Goal Tracker

National leaders have recognized the financial needs of students, as well as the reality of food insecurity among college students.

Regent Goal	Status	Details
1. Recommendations for Policymakers & Advocates		
1.1. Advocate for greater investment in financial aid at the federal, State, and University levels: stronger financial aid helps prevent basic needs insecurity. With an additional \$500 million in need-based grants, the University could: (1) decrease, by half, the number of undergraduate students who would need to borrow or work and (2) increase by 60 percent the amount of aid available to support students living expenses.	In Progress	The maximum Federal Pell Grant increased by \$400 in 2022-23 and is proposed to increase by \$500 in 2023-24. UC advocated for doubling the Pell by 2029-30. The State of California also expanded its investment in Cal Grants by creating the Community College Entitlement, which should help UC transfer students. More importantly, the Middle Class Scholarship has been drastically expanded from a program that provides roughly \$36M to 11,000 UC students to one that will provide an estimated \$240M to 114,000 students. Finally, the return-to-aid was increased from 33 to 45% starting with 2022-23.
1.1.a. Goal: Increase financial aid available to undergraduate students from all sources, including federal, State, and philanthropic sources. The goal is to cut, by half, undergraduate students' need to work and borrow by FY 2025. In 2020, that would require the equivalent of \$13 million, which could grow with inflation and enrollment.	In Progress	(a) In 2021-2022, the UC developed the cohort tuition model in order to increase amount of financial aid available. (b) In March 2022 the Biden administration proposed an increase of the maximum Pell Grant by \$2,175 over its current level, bringing the maximum annual amount to \$8,670.
1.1.b. Goal: Increase financial aid available to academic doctoral students from all sources, including federal, State and philanthropic sources, with the goal of expanding net stipends to match living expenses by FY 2025. In 2020, that would require the equivalent of \$13 million, which could grow with inflation and enrollment, enabling campuses to commit to multi-year offers for doctoral candidates.	Not Started	UCOP will conduct a survey of newly admitted graduate students in Spring 2023 to assess the competitiveness of graduate student financial support.
1.2. When the State's budget allows, advocate for legislation that would eliminate unnecessary barriers for UC students in the State's Cal Grant program and provide additional summer financial aid for students enrolled in summer session.	In Progress	The California Legislature approved the Cal Grant Equity Framework in the 2022 Budget Act, contingent on funding available in 2024-25. UCOP will work with the Legislature and the California Student Aid Commission to ensure that the Equity Framework is implemented if the reform is activated.
1.2.a. Goal: Convince the Legislature to pass acts that reform Cal Grant to expand eligibility by FY 2022.	In Progress	CCC Entitlement Program and MCS 2.0 passed through the Budget process. \$4M in Summer Aid made permanent. So, even though AB1456 was vetoed, there was progress made.
1.3. Advocate for the State adoption of the UC definition of student basic needs.	In Progress	Governor's Intersegmental Workgroup on Basic Needs was established in Fall 2021. https://postsecondarycouncil.ca.gov/initiatives/intersegmental-working-group-on-student-basic-needs/
1.3.a. Goal: Expand upon the current State definition of basic needs funding to go beyond just food and housing by FY 2022.	In Progress	Governor's Intersegmental Workgroup on Basic Needs published its recommendations in March 2022. https://postsecondarycouncil.ca.gov/initiatives/intersegmental-working-group-on-student-basic-needs/
1.4. Continue the work of County Human Services collaborating with campuses to provide staffing for regular on-campus county (and food bank) office hours and for technical and application assistance for student CalFresh applicants.	In Progress	AB1326 approved by Governor 10/6/2021. Next step, work collaboratively with CHHS to establish MOUs and working agreements. https://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1326
1.4.a. Goal: Ensure that all ten UC campuses have regular office hours with designated local county staff by FY 2022.	In Progress	(a) Campuses are coordinating efforts with CDSS that provide campus-based office hours with designated county staff.
1.4.b. Goal: Ensure that all ten UC campuses have direct lines of communication to their local county staff who are trained to assist students in navigating the application process, by FY 2022	In Progress	All 10 campuses have relationships with their County Department of Social Services; however, much work needs to be done to improve access and enrollment for students, ensure this is included within MOU (AB 1326)
2. Recommendations for University Leader		
2.1. Refine the total cost-of-attendance calculation methodology, especially the algorithm used to account for off-campus rent costs, to ensure that the calculated cost of attendance accurately represents the true local cost of living.	In Progress	The Education Financing Model Steering Committee continues to implement refinements to the estimated total cost of attendance. In 2022-23, this included a "floor" for grocery expenses using the USDA allowances and continued the practice of a "floor" for rents based on Housing and Urban Development data. UCOP will conduct a new Cost of Attendance Survey in Spring 2023.
2.1.a. Goal: Refine the total cost-of-attendance—set for each campus by the UC Office of the President (UCOP)—to be used for academic year 2021–22 using new data sources (e.g., the off-campus housing study that UCOP is now conducting) to supplement the current student survey method.	Complete	(a) The off-campus housing study was not usable (i.e., too restricted, not representative of student behavior). However, UCOP augmented its data sources using HUD and USDA to modify student expense budgets. (b) The EFM Steering convened in February 2022 to approve the cost of attendance for each campus.
2.2. Advocate for an increase in mental health funding to ensure that the University has the capacity to meet demand for mental health services, including for students whose need for mental health services is related to basic needs insecurity.	In Progress	(a) Systemwide Student Mental Health Oversight Committee has developed an Equity in Mental Health plan for achieving underlying goals. (b) University is working with two faculty research teams at UCSB and UCD to help develop common metrics for evaluation.
2.2.a. Goal: Prioritize mental health funding in the Regents' budget request to the State.	Complete	(a) In Spring 2021, \$15 million ongoing for student mental health was included in the Budget Act of 2020. (b) In Fall 2021, the re-imagining community safety efforts included the provision of a stepped response approach, including mental health crisis response.
2.2.b. Goal: Re-engage in discussions with the Mental Health Services Oversight and Accountability Commission (MHSOAC) and county mental health directors about providing enhanced mental health services to UC students supported by Mental Health Services Act (MHSA/Proposition 63) funding.	In Progress	(a) In Spring 2021, UC provided a support position on AB 940 (McCarty) to include the provision of funding to address student mental health; the bill did not pass. (b) UC is exploring regional partnerships to support student mental health needs within the scope of the Children Youth Behavioral Health Initiative and the Mental Health Student Services Act.
2.3. Create regional approaches to basic needs by strengthening alliances with UC partners (e.g., Agriculture and Natural Resources), intersegmental partners (e.g., the California Higher Education Basic Needs Alliance, California Community Colleges, the California State University), private/independent colleges and universities, and external partners (e.g., the HOPE Center and other national entities)	In Progress	(a) Governor's Intersegmental Workgroup on Basic Needs is focused on regional approaches and collaborations. (b) CHEBNA and the Global Food Initiative and Healthy Campus Network are examples of collaborative approaches with various UC Partners.
2.3.a. Goal: Support regional professional development trainings and conferences to improve efforts across direct services, financial student awards, strategic planning, and policy.	Ongoing	(a) UC participated in the 2021 Intersegmental CHEBNA Learning Series, (b) UC participated in the CSU Chico CalFresh Outreach Summit in June 2021, (c) UC to host the Intersegmental CHEBNA Learning Series April 2022.
2.4. Prioritize basic needs resources for historically underserved student populations including, but not limited to, low-income, LGBTQ, community college transfer, parenting, undocumented, current/former foster, and carceral system-impacted students, as well as student veterans.	In Progress	(a) In Spring 2021, the Basic Needs team presented the Regents report to Systemwide Chief Diversity Officers, Systemwide Housing Group, Vice Chancellors for Student Affairs, and Budget and Planning Directors. (b) Budget Act of 2022 included SAPEP funding for former foster youth, undocumented students, and carceral impacted students.
2.4.a. Goal: Include specific efforts to address the basic needs of historically underserved population in campus FY 2020-21 spending plans.	Complete	(a) Reviewed results from parenting student workgroup in Winter 2021, (b) included underserved student populations in student mental health funding plans.
2.4.a. Goal: Include specific efforts to address the basic needs of historically underserved populations in campus FY 2020-21 spending plans.	Complete	(a) In Fall 2021, explored Federal Basic Act Grant Funding for HSI Campuses, FGR advocating for 4-year public universities. (b) Basic Needs Innovation Dollars were redirected to provide funding to all 10 campuses during the COVID-19 pandemic to assist with underserved populations (2020-21, 2021-22).
2.4.b. Goal: Include criteria in the annual Innovation Grant process that prioritize proposals focused on supporting historically underserved populations	In Progress	(a) Developing strategy to ensure this is a priority for systemwide funding strategy for 2022-2025.
2.5. Prioritize basic needs as a goal of campus development or advancement fundraising campaigns.	In Progress	(a) In 2021, presented Regents Report to Vice Chancellors for Planning and Budget and Vice Chancellors for Student Affairs, discussing basic needs as an opportunity for development and advancement fundraising campaigns.
2.5.a. Goal: Assess whether development opportunities exist to raise additional funding for basic needs by FY 2022.	In Progress	(a) Presented to Vice Chancellors for Student Affairs and discussed development opportunities for fundraising. Will coordinate meeting with Development Directors in 2022-2023
2.6. Continue to invest in direct partnerships between county offices of Health and Social Services and Campus Governmental Relations to ensure regular office hours for on-campus county staff to assist students with the CalFresh application	Complete	AB 1326 (Arambula) Public Social Services was passed in June 2022.
2.6.a. Goal: Provide direct lines of communication for all ten campuses with their local county staff (i.e., have a county contact accessible via phone and/or email) by FY 2022.	In Progress	See Goal 1.4
2.7. Coordinate financial aid packages with the notification of CalFresh eligibility	Complete	(a) Students who are workstudy eligible receive notifications for financial aid offices.
2.7.a. Goal: Implement processes that notify students of CalFresh eligibility in all campus Financial Aid offices by FY 2022.	Complete	(a) Spring 2021, Student Financial Services, worked closely with CDSS to develop a standard notification letter.
2.8. Advocate for collaboration with county and community services to improve basic needs services for students.	In Progress	See Goal 1.4
2.8.a. Goal: Establish a memorandum of understanding (MOU) with county and community basic needs services to address student basic needs.	In Progress	(a) Spring 2022 Governor's Intersegmental Workgroup on Basic Needs includes recommendations for regional partnerships. (b) Spring 2021, AB 1326 was passed to designate a higher education liaison within the County Department of Social Services.

Attachment 2. Basic Needs 2025 Goal Tracker *continued*

3. Recommendations for Student Service Practitioners		
3.1. Maximize enrollment of eligible graduate and undergraduate students in CalFresh by continuing to work with county agencies to increase application assistance.	In Progress	Partnering with the Center for Healthy Communities, which holds the USDA contract for higher education.
3.1.a. Goal: Establish/increase the number of county staff hosting regular on-campus or virtual office hours for CalFresh assistance; integrate CalFresh into financial aid advising; and operate large-scale, onsite CalFresh enrollment clinics with county staff present. This will create stronger partnerships between campus governmental relations and county offices of health and social services.	In Progress	(a) UC is partnering with CDSS to implement AB 1326 by 2022. (reference goal 1.4.a, 2.6.a)
3.1.b. Goal: Increase the number of UC students enrolled into CalFresh by 50 percent by FY 2022, using a baseline benchmark to be developed by the California Policy Lab in partnership with UCOP.	Complete	(a) UC received one-time funding from AB 85 to conduct CalFresh Outreach (b) UC developed a guidance memo in consultation with the Center for Healthy Communities (CHC) to provide "best practices" for maximizing CalFresh Outreach funding (c) 9/10 UC campuses are on the CHC Contract, CHC received funding from AB 85 to provide technical assistance to all higher ed partners.
3.1.c. Goal: Establish partnerships between all ten campuses' CalFresh outreach programs and Financial Aid offices by FY 2022 to facilitate recommendations regarding CalFresh eligibility and financial aid notifications.	In Progress	(a) Systemwide training between Financial Aid and Basic Needs practitioners and guidance provided to campuses regarding financial aid implications.
3.1.d. Goal: Request application outcomes data from County Social Services and report on meals provided and the local economic impact of CalFresh student enrollment.	Not Started	(a) Working closely with the Center for Health Communities, Code for America, California Policy Lab, CDSS, CSAC to assess data outcomes (b) Awaiting implementation of BenefitsCal/CalSAWS to report college aged student outcomes
3.2. Ensure that students who are experiencing food insecurity but do not qualify for CalFresh (e.g., undocumented and international students) have access to nutritious food.	In Progress	(a) Campuses have developed programming to support students who do not qualify for CalFresh.
3.2.a. Goal: Establish programs on all campuses to that ensure CalFresh-ineligible students can access nutritious food, such as another program equivalent to CalFresh benefits or student aid awards, by FY 2022.	In Progress	(a) Campus practitioners have or are in the process of establishing programs for students who do not qualify for benefits.
3.2.b. Goal: Identify a baseline of food insecurity for this population by FY 2022, then create benchmarks toward closing the equity gaps in food insecurity between this population and the CalFresh-eligible population by 2024.	In Progress	(a) Spring 2021 Graduate Student Experience data analyzed and published to Basic Needs Dashboard https://www.universityofcalifornia.edu/about-us/information-center/student-basic-need . (b) Fall 2021, benchmarks updated to ensure consistent data reporting for rate of food and housing insecurity.
3.3. Continue to share promising practices related to basic needs and to coordinate strategies across campuses and intersegmental partners.	Ongoing	(a) UC participation in CHEBNA Virtual Learning Series in Spring 2021 (b) UC hosting CHEBNA Virtual Learning Series during Spring 2022 (c) UC hosting systemwide monthly and quarterly technical assistance calls (d) Co-Chairs participating in campus visits.
3.3.a. Goal: Continue to convene the Systemwide Basic Needs Committee to share promising practices, coordinate strategies, and build the community of practice among campus service providers.	Ongoing	(a) Basic Needs Managers/Coordinators meet on a monthly basis. (b) Systemwide campus stakeholder calls are hosted on quarterly basis.
3.3.b. Goal: Provide the resources needed to offer a biennial California Higher Education Basic Needs Alliance (CHEBNA) conference that brings together basic needs experts from across UC, California State University (CSU), California Community Colleges (CCC), private and independent colleges, non-profit organizations, and others.	In Progress	(a) UC is expected to host CHEBNA Summit in 2023, campuses will participate and contribute to conference proposals and sessions.
4. Recommendations for Researchers		
4.1. Further examine the interrelations between the various components of basic needs, including food; housing; financial and economic needs; health care; hygiene; mental health, well-being and safety; sleep; and transportation.	Ongoing	(a) Working closely with IRAP to refine UCUES and GSE Survey Indicators and other survey opportunities
4.1.a. Goal: Continuously improve student experience surveys (i.e., the UCUES, GWBS, Cost of Attendance Survey) to evaluate basic needs services and to inform best practices.	Complete	(a) Provided education to Basic Needs Village in January 2021. (b) continue to include links and information via stakeholder roadshows to BN Dashboard (c) working closely with Institution Research and Academic Planning to ensure survey measures are validated.
4.1.b. Goal: Continue to disseminate research and evaluation findings to basic needs leadership, staff, and researchers.	Ongoing	(a) Published research findings on new Basic Needs Website. https://basicneeds.ucop.edu
4.2. Continue researching barriers and facilitators of CalFresh enrollment systemwide, particularly the factors that influence student eligibility, and monitor CalFresh enrollment and application rates among UC students.	In Progress	(a) Partnering with the California Policy Lab and working closely with Professor Martinez to conduct focus groups.
4.2.a. Goal: Publish a study by 2022 that assesses CalFresh eligibility and trends in CalFresh enrollment with better representation from a range of California county agency staff respondents.	In Progress	(a) Engage research team to complete informational interviews and collaborate with segment researchers to develop a comprehensive study.
4.2.b. Goal: Collaborate with the California Policy Lab and UCOP to develop a methodology for annual reporting on the number of students eligible for and enrolled in CalFresh.	Complete	(a) Preliminary study results published by CPL in March 2022 https://www.capolitylab.org/california-community-college-and-university-of-california-student-participation-in-calfresh-food-benefits/
4.3. Establish assessments of basic needs interventions and identify practices that best support the experiences of students, especially those from historically underserved groups.	In Progress	(a) Updated housing insecurity measures in UCUES & GSES in Spring 2021
4.3.a. Goal: Design and launch a survey tool to assess and refine basic needs interventions at the campus level for use during the 2020-21 academic year.	In Progress	(a) A logic model has been developed as a starting point to begin assessing basic need service interventions across the system.
4.3.b. Goal: Design and launch the CHEBNA Research, Evaluation and Tools strategy that will coordinate efforts across UC, CSU, and CCC.	Not Started	(a) Discussing with CHEBNA leadership and consulting recommendations from Governor's Workgroup on Student Basic Needs.
5. Recommendations for Students		
5.1. Encourage more students—on individual campuses and across the system—to access basic needs resources by raising awareness about basic needs insecurity in order to normalize students' availing themselves of assistance.	In Progress	(a) CalFresh Outreach week in partnership with the Center for Healthy Campus Living is scheduled for October 2022.

Regent Goal	Status	Details
5.1.a. Goal: Include student ambassador internships and peer-to-peer advising in all campus basic needs centers.	Complete	(a) Student position describing and training programs have been shared with basic needs managers/coordinators (b) All campuses have set aside funding in their spending plans 2019-22 for student positions
5.2. Continue to prioritize ongoing support for basic needs services in student government leadership and advocacy and participate in campus basic needs committees to represent the student voice in these spaces.	In Progress	(a) UC included student representation on Governor's Intersegmental Workgroup for Basic Needs. (b) Student representation is included on Quarterly systemwide calls.
5.2.a. Goal: Ensure that all campus basic needs committees include undergraduate and/or graduate student representatives.	In Progress	(a) Ongoing effort to recruit student representatives annually (b) UCSA representative was identified to participate in the Governor's Intersegmental workgroup on Basic Needs.
Word Key		
SEA: Student Equity Affairs (UCOP)		
GUEA: Graduate, Undergraduate and Equity Affairs (UCOP)		
SFS: Student Financial Support (UCOP)		
SGR: State Governmental Relations (UCOP)		
FGR: Federal Governmental Relations (UCOP)		
BAP: Budget Analysis and Planning (UCOP)		
IRAP: Institutional Research and Academic Planning (UCOP)		
FAD: Financial Aid Directors		
BN: Basic Needs		
BNRI: Basic Needs Research Institute		
CPL: California Policy Lab		
CCC: California Community Colleges		
CSU: California State University		
UC: University of California		
CHEBNA: California Higher Education Basic Needs Alliance		
CHC: Center for Healthy Communities (CSU CHICO)		
CDSS: California Department of Social Services		
CWDA: California Welfare Directors Association		
CBHT: California Behavioral Health Taskforce		
UCSA: University of California Student Association		
UCGPC: University of California Graduate and Professional Council		

ENDNOTES

¹ *The University of California's Next Phase of Improving Student Basic Needs*, November 2020
https://basicneeds.ucop.edu/_files/uc-next-phase-of-improving-student-basic-needs.pdf

² University of California Basic Needs Initiative
<https://basicneeds.ucop.edu/about>

³ UCUES is administered every other year and has included items related to basic needs on the 2016, 2018, and 2020 surveys. The GSWBS was administered in 2016 only.

⁴ UCGSES was administered for the first time in 2021, combining efforts of the GSWBS and other graduate student surveys, and will be administered every other year moving forward.

⁵ Annual Report on Student Financial Support:
https://www.ucop.edu/enrollment-services/data-and-reporting/reports-to-the-regents-on-student-financial-support/regents_uc_50th_annual_report_student_financial_support_2020-21_letter_aa-714-ac-002.pdf

⁶ University of California CalFresh Legislative Report 2020–21:
https://www.ucop.edu/operating-budget/_files/legreports/2021-22/calfresh_legrpt_2021.pdf

⁷ CalSAWS will be the case management system for county eligibility staff for CalWorks, CalFresh, Medi-Cal, Foster Care, and other human service programs. It will encompass eligibility determination, benefits calculation, benefits issuance, and information management.

⁸ California Higher Education Basic Needs Alliance Spring 2022 Learning Series
<https://basicneeds.ucop.edu/resources/professional-development.html>

⁹ Esaryk, E.E., Moffat, L.F., Ritchie, L.D., Martinez, S.M. (2022). Helping college students get SNAP: Facilitators of and barriers to students accessing the federal nutrition assistance program. *Journal of Nutrition Education and Behavior*, 54(5):422-431.



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