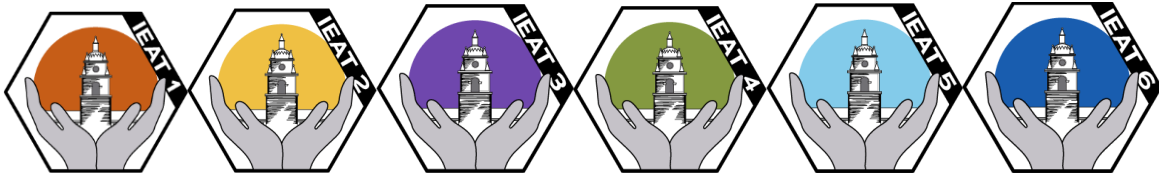


# IEAP Initiative Status Report

## Spring 2023



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**Initiative Title: Basic Need Awareness and Promotion**

**Initiative IEAP 6.4**

**Lead(s): Michael Gravagne and Julia Rose**

**Due:** 8am May 1, 2023 – email to Kaia Tollefson in Word format

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### A. 2022-23 Findings

1. **Metrics/Data for Evaluation:** What metric(s) did you use to evaluate the achievement and/or impact of this initiative's goals?

Basic Needs had 4 recommendations to act on related to the IEAP. In terms of a Canvas Basic Needs module in courses and separate module for campus, recommending a Basic Needs statement for syllabi, and creating satellite pantry locations, measurement would be whether these projects were completed or not. While measuring the program's increased effectiveness as they relate to the above recommendations may present challenges, there has been a notable increase in program activity that indicates increased campus awareness of Basic Needs resources in general. It is worth noting that the recommended elements such as Canvas modules could not be made mandatory for students or staff, and the extent to which individuals participate with the items that were developed for Canvas is unknown. Consequently, the direct impact of the IEAP recommendations cannot be accurately measured. However, by combining our current marketing and exposure strategies with these optional elements, we attribute the continued success of the program to these combined efforts.

2. **Findings & Recommendations:** There is no length requirement or word limit for your narrative responses. Please be thorough yet succinct, keeping in mind that IEAP status reports are shared with the Strategic Resource Planning Committee (SRPC) and published via the [IEAP website](#).

- a. What did you learn?

**Canvas Modules:** Language in the IEAP mandated participation in a Basic Needs module where participation could not be mandated in accordance with university procedures. Instead, a statement regarding Basic Needs was added to the Canvas course shell for faculty, and a Basic Needs section was developed for the online New Student Orientation course. The addition of Basic Needs program and community resource eligibility information to Orientation materials was also required by California Assembly Bill 2881.

**Syllabus Statement:** Basic Needs began seeking approval to add a Basic Needs statement to the University syllabus template in October 2022. Between October of 2022 and March of 2023, inquiries were made with the academic senate, then the Student Academic Policies and Procedures Committee, and finally the Faculty Affairs Committee. In the end, the Faculty Affairs Committee indicated they would revise the current University syllabus template in the 2023-2024 academic year and would consider adding the Basic Needs statement at that time. It became apparent that the faculty contacts Basic Needs was making, while supportive of the idea of a statement in the syllabus, were unclear where

responsibility for the syllabus template sat, and there appeared to be confusion or a lack of clarity about the duties/ tasks of each academic committee such that members were unsure where to direct Basic Needs staff to resolve this project. In the end the Assoc. Vice President for Faculty Affairs, Success, and Equity (Interim) sent out the Basic Needs statement in an email to faculty with encouragement to add the statement to their syllabus for the coming semesters. This was a positive temporary result.

**Satellite Pantries:** After meeting with various IEAP committee members, it was evident that the recommendation to establish satellite pantries was solely based on anecdotal evidence rather than a thorough needs assessment. The committee members shared stories about students wanting quick access to snacks in between classes, which did not align with the program's priorities and mission. As a result, the Basic Needs team decided to keep a centralized location for all Basic Needs wraparound services, as this will provide a better experience for students and improve their access to all the Basic Needs services. It will also help to track and analyze user data more effectively. This approach aligns more closely with the University's mission and values, making it a better fit for the IEAP going forward.

- b. Were the values of diversity, equity, inclusion, and/or accessibility measurably advanced through this initiative in 2022-23? How do you know? (Please attach or link to your data and/or analysis of data.)

The current report acknowledges the importance of advancing diversity, equity, inclusion, and accessibility in the Basic Needs program via the IEAP. Although the recommendations made for Basic Needs do not appear to be directly related to these goals, the program shares the goal of increasing general awareness of the services available to students. However, there were no measurable outcomes regarding diversity, equity, inclusion, and accessibility noted in the report at the time of the assessment. Nonetheless, the Basic Needs program has implemented significant changes to lower barriers to access for students, which is aligned with the program's priority of equity and accessibility. For instance, the program changed the Emergency Funds Grant criteria and procedures, eliminating the requirement to take out all available loans and meet with staff if sufficient documentation is provided. This resulted in more students being approved and a shorter application-to-funds receipt time. Additionally, the program updated its webpage to better describe the CalFresh application process, launched an online pantry order system, partnered with Door Dash to provide free pantry deliveries of online pantry orders, and started the process of adding a Basic Needs button to the MyCI app. Furthermore, the Basic Needs program has partnered with the registrar to send out CalFresh eligibility information related to Local Programs that Increase Employability (LPIE) program participation to over 2000 students. The program also successfully submitted over 25 CI academic and co-curricular programs for approval as LPIE. These efforts demonstrate the program's commitment to advancing diversity, equity, inclusion, and accessibility for students at the university.

- c. Based on what you experienced and learned through this initiative in 2022-23, what are your recommendations specifically relative to the value of, ongoing need for, and/or necessary revisions to this initiative, going forward?

The initiative to include Basic Needs language on all syllabi and a required module for all Canvas courses proved challenging to implement as envisioned. The staff pivoted to develop alternative solutions to address the initiative's goals. Additionally, staff decided not to expand the pantry to include satellite locations due to sustainability concerns. As a result of these discoveries, the IEAP initiatives are now considered ongoing and, in a sense, completed. The staff will continue to pursue the inclusion of a Basic Needs statement in subsequent syllabi templates. The program will strive to find sustainable ways to meet the needs of students and ensure that Basic Needs language is included in all relevant materials going forward. Overall, the staff's ability to pivot and find innovative solutions demonstrates the program's flexibility and commitment to meeting the needs of students. The Basic Needs program will continue to evolve and adapt to better serve students and ensure that their basic needs are met, which

is essential to their success and well-being. Basic Needs staff recommends that future initiatives aimed at expanding access to resources and improving program impact involve subject matter experts knowledgeable about those areas and programs. This will ensure that recommendations are based on accurate information and can be effectively implemented. Additionally, recommendations made through initiatives such as the IEAP will be most effective if they are based on data, and the source/data prompting the recommendation is provided to the relevant area. Recommendations should also include appropriate partners and interim steps to completion to ensure that they have the intended impact and address the intended need. By following these recommendations, future initiatives can be more effective in meeting the needs of students and ensuring that resources are allocated efficiently. This will ultimately result in a more streamlined process and a better experience for students.

3. **Other:** Is there anything else about this initiative that you would like to add? (e.g., Have new questions or opportunities come up through your experience in leading this initiative?)

**B. Budget.**

1. **Budget Report.** Provide a summary of the categories by which funds were spent, the amount spent per category, and anticipated balances as of 4/28/2023 and 6/30/2023. For example:

IEAP Initiative Number and Title	
Total Budget	NA
Expense Category #1	NA
Expense Category #2	NA
Etc.	NA
Expenditures to Date as of 2/28/23*	NA
Anticipated Remainder 6/30/2023	NA

\*Attached: Directions for how to generate financial report

**2. Reflections.**

- a. Will you have expended allocated funds for FY23 for this project by 6/30/23?  
No funds were allocated or needed to complete this project
- b. When do you anticipate having expended funds allocated for this initiative?  
NA
- c. If funds have not been expended by the end of FY23, what are the roadblocks you have experienced in not being able to complete the initiative by 6/30/23?

Firstly, we were tasked with making the Basic Needs module mandatory for all faculty through Canvas. However, after consulting with Tli, we realized that mandating course inclusions could be a lengthy process and may not necessarily be required. As a result, we had to shift our original plan and look for other options that could be implemented within existing policies and procedures. To further elaborate on the previous point, Basic Needs staff recommend keeping services centralized rather than establishing satellite locations. While the initial recommendation included setting up satellite locations, staff has found that this approach may not be the most effective way to increase awareness and use of Basic Needs services. Satellite locations would offer only limited food options and would not necessarily increase awareness or use of Basic Needs services. Instead, having a centralized location like Arroyo Hall allows the program to offer a wide variety of food options, as well as a range of other resources including hot meal cards, CalFresh application assistance, clothing assistance, and emergency grants. By keeping services centralized, the program can also more accurately assess student needs and usage of services like the Dolphin Pantry. Furthermore, keeping services centralized enables the program to make the most efficient use of staff and resources, which can be invested in providing direct services and

items for students. If the program were to establish additional satellite locations, it could potentially reduce funding for other programming and support. However, Basic Needs staff acknowledges the possibility of establishing more satellite locations in the future based on data that identifies locations where student needs are not being met through current programming options. Additionally, staff will continue to assess the usage of existing satellite locations for menstrual products at the LRC and HRE.

- d. Were funds sufficient, too much, or too little for the initiative this year? What do you recommend going forward? Are ongoing efforts/funding needed for this specific initiative?

No funds were allocated or needed to complete this project