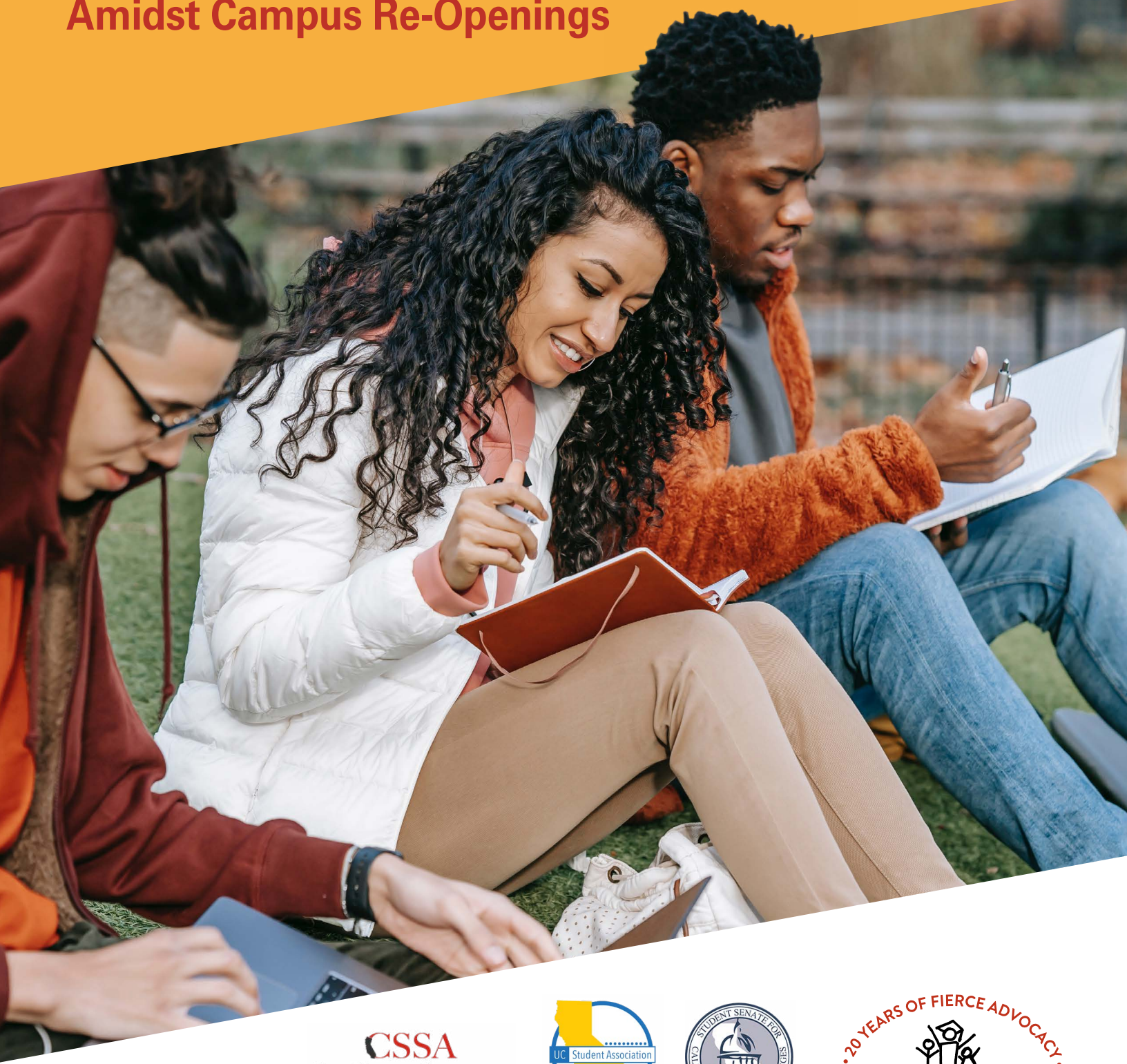


VOICES FROM CALIFORNIA HIGHER EDUCATION:

Recommendations for Centering Equity
Amidst Campus Re-Openings



Centering Equity Amidst Campus Re-Openings in California Higher Education

Higher education systems and institutions are often viewed as resistant to change or slow to adapt, particularly by advocates and communities urging equity-minded reform of colleges and universities. Yet the COVID-19 pandemic jolted California's colleges and universities into drastically changing course to meet students' basic, mental, and academic needs by centering students in new and innovative ways.

As higher education leaders plan for students' returns to California college campuses, they have a unique opportunity to sustain this responsive and innovative approach to supporting students, especially as they receive historic amounts of federal and state funding during the 2021-22 budget year.

COVID-19 has amplified the needs of students already marginalized well before the pandemic. We urge campus leaders to build on the momentum created by the pandemic to leverage historic levels of funding to continue, scale, and adopt more of the groundbreaking policies and practices that have improved the educational experiences of the most underserved students.



Insights From the Field

In the last year, The Education Trust–West, in collaboration with partners, hosted a series of virtual listening sessions attended by over 450 higher education administrators, faculty, staff, and student service providers from across the state. Participants shared the challenges of campus closures and how their campus leadership and staff addressed those challenges by working together, thinking creatively, and implementing innovative solutions. These conversations surfaced key policies and practices that higher education leaders should implement to make campuses more student-centered as they emerge from the pandemic.

We outline eight sets of recommendations – grounded in voices from the field – that higher education leaders should implement to center students and make their campuses more equitable as students return in person. For each set of recommendations, we also uplift concrete examples from California colleges and universities and list available state and federal funding sources to support the implementation of these recommendations.

Federal Higher Education Emergency Relief Funds (HEERF):



\$14 BILLION

HEERF I from The Coronavirus Aid, Relief, and Economic Security Act (**CARES Act**)



\$22.7 BILLION

HEERF 2 from The Coronavirus Response and Relief Supplemental Appropriations Act (**CRRSA Act**)



\$39.6 BILLION

HEERF 3 from **The American Rescue Plan of 2021 (ARP Act)**



\$76.3 BILLION

Total Approved Federal Funding

State Funding through Budget and Stimulus Packages



\$47.1 BILLION

47.1 billion 2021-22 **State Higher Education Budget**



\$721 MILLION

The Golden State Stimulus **package**¹, passed in **February 2021**, included \$721 million in rapid response funding for higher education segments.



\$47.8 BILLION

in State Budget Allocations*

* See appendix for more details on a breakdown of the state budget allocations

8 KEY AREAS FOR INNOVATION

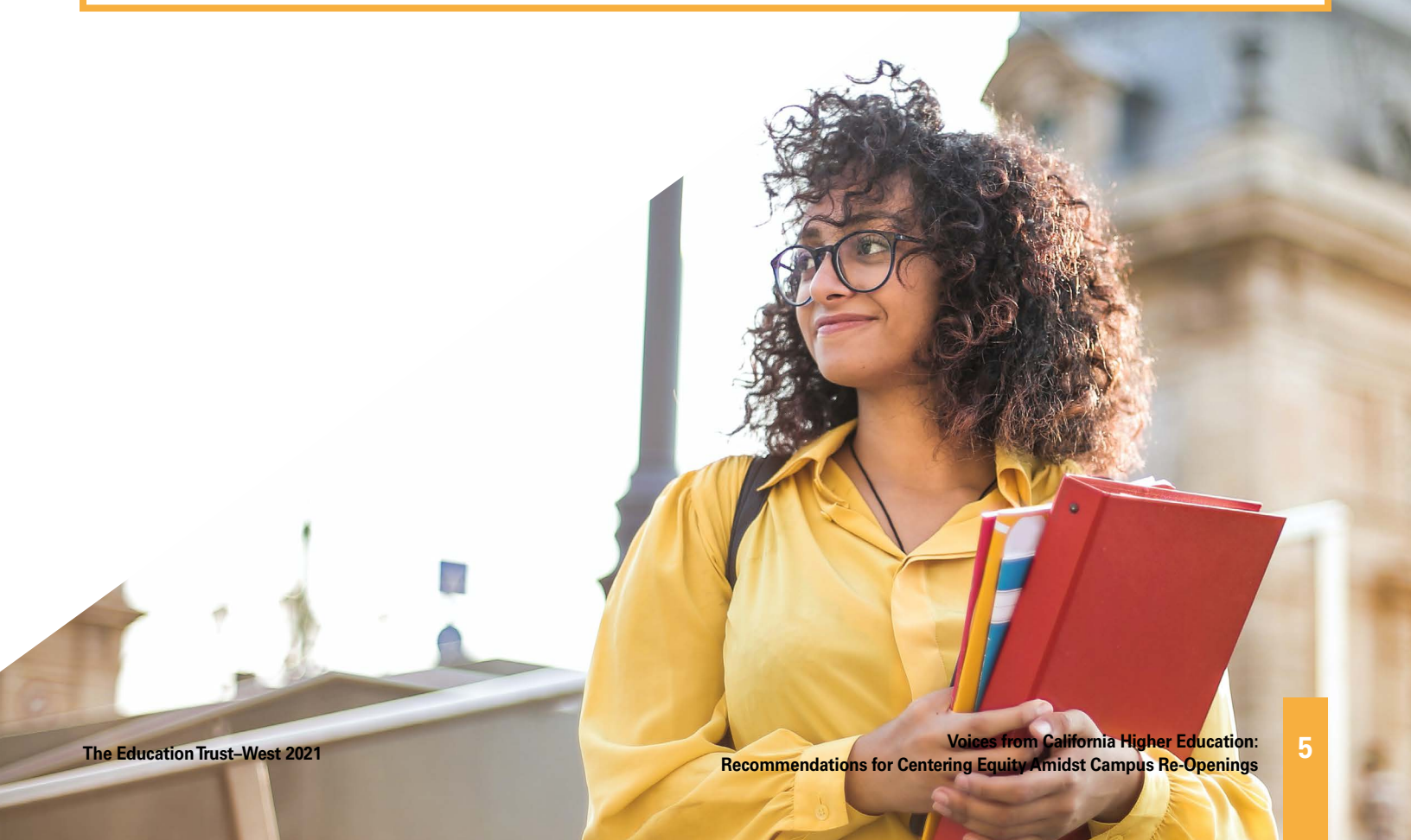
- 5 Keeping Racial Equity Front & Center
- 7 Meeting Students' Health and Wellness Needs
- 8 Addressing the Digital Divide
- 9 Providing Student Services and Fostering Community
- 10 Retaining & Re-Engaging Students
- 12 Advancing Instructional Approaches
- 13 Data-Informed Planning for Recovery and Beyond
- 14 Improving Communications to All Higher Education Stakeholders

KEEPING RACIAL EQUITY FRONT & CENTER

At the onset of the pandemic, equity-minded practitioners and administrators worried that budget shortfalls would cause cuts to programs that support students with the greatest needs. Participants shared that in past recessions, specialized programs for underserved students were the first to be cut, and they expressed concerns that the same would occur during the pandemic. However, higher education institutions are experiencing an influx of funding. Leaders must now prioritize using emergency revenue streams to address the considerable needs of the most marginalized students and the needs of the students who have been most affected by the pandemic.

Recommendations for System, District, and Campus Leaders:

- ▶ Prioritize stimulus funding for campuses that serve high concentrations of underserved students and have experienced the highest declines in enrollment.
- ▶ Use funding to establish or expand evidence-based programs that focus on closing equity gaps in access and success and move each segment towards their systemwide goals². Examples include:
 - ▶ University of California's Student Academic Preparation and Educational Partnerships (SAPEP), which conducts outreach, recruitment, and retention of students from historically underrepresented populations, especially those who come from socioeconomically disadvantaged backgrounds, for whom English is their second language, and first-generation college students,
 - ▶ California Community College's Student Equity and Achievement Program (SEA), which aims to close achievement gaps for students from traditionally underrepresented populations, and
 - ▶ California State University's cultural campus centers and initiatives, which aim to retain and support special student populations (e.g., Education Outreach Program (EOP) and others).





Examples from the Field:

- ▶ Student services teams established identity-based affinity groups for students, faculty, and staff to build community, provide resources and share information in a trusted environment. At one campus, faculty and staff who identified as Black, Indigenous, and People of Color (BIPOC) established a group to support one another following the George Floyd protests.
- ▶ **San Diego State University** launched its Asian Pacific Islander Desi American campus resource center in the fall and has since offered workshops and speaker series. These culturally sustaining activities aim to support students in light of the increase of violence and racism directed at the Asian American and Pacific Islander (AAPI) community throughout the pandemic.

Funding Sources to Use:

- ▶ (HEERF) I, II and III institutional funds: These can be used to increase staffing and services provided by programs that support underserved groups, including temporary protected status students, unhoused students, student parents, undocumented students, and students from low-income backgrounds.
- ▶ Golden State Stimulus Package Higher Education Early Action Dollars:
 - ▶ Recruitment & Retention (CCC only)
 - ▶ Emergency Aid (CCC only)
- ▶ Student Basic Needs and Mental Health
- ▶ Emergency Financial Assistance to Students
- ▶ Summer Financial Aid Provision (UC & CSU only)
- ▶ Retention and Enrollment Strategies (CCC only)
- ▶ Student Equity and Achievement Program (CCC only)
- ▶ Racial Equity Categorical Programmatic Funding (CCC only)
- ▶ LGBTQ+ Pilot Program (CCC only)
- ▶ Immigrant/Dreamer Resources (UC & CCC only)

MEETING STUDENTS' HEALTH & WELLNESS NEEDS

Over the last few years, higher education stakeholders have focused on the basic needs of lower-income college students — needs that the pandemic only exacerbated. Students facing food, housing, and financial insecurity were particularly vulnerable. Campus closures resulted in limited work-study opportunities and safety net services like food pantries became more difficult to access. Similarly, students faced challenges in accessing healthcare — especially mental health services — as they reported mental health declines. Practitioners shared that there was a greater urgency for basic needs and mental health supports while access to those supports decreased as campus personnel offering these services were required to socially distance themselves. Moving forward, campus leaders should be proactive in facilitating students' connections to the robust resources available for their holistic well-being.

Recommendations for System, District, and Campus Leaders:

- ▶ Establish an office to implement emergency aid programs targeting the most severe needs, including food, safe housing, books, transportation, child care, and healthcare.
- ▶ Ensure that campuses clearly communicate which resources are available and where to find them.
- ▶ Work in partnership with nonprofits, community-based organizations, churches, and municipal programs to connect students to resources and services. (e.g., partner with the local county to facilitate Cal Fresh³ enrollment on campus).
- ▶ Prioritize on-campus housing and dining services for unhoused students and students with the highest needs.
- ▶ Expand mental health service offerings, decrease wait times, and increase the number of sessions covered for each student.
- ▶ Extend hours of operations for services and facilities, including access to food pantries on evenings and weekends.

Examples from the Field:

- ▶ Campus deans used stimulus funds to expand **mental health counseling services** by contracting with external providers and offering flexible hours.
- ▶ The **Compton College + Everytable Meal Delivery Program** was implemented and provided students and employees free meals delivered to their homes.
- ▶ **California State University (CSU)** allowed any of its currently enrolled students to access food pantries at any CSU outside of their home campus.
- ▶ **Mount San Antonio Community College** established a centralized office that offers comprehensive resources and services to address basic needs (e.g., support with applying for food assistance, case management, etc.).

Funding Sources to Use:

- ▶ (HEERF) I, II and III student and institutional funds to provide grants to students in need and to support expanding basic needs and mental health resources.
- ▶ Golden State Stimulus Package Higher Education Early Action Dollars:
 - ▶ Cal Fresh, \$5.05 million
 - ▶ Recruitment & Retention, \$20 million (CCC only)
 - ▶ Emergency Aid, \$100 million (CCC only)
- ▶ Student Basic Needs and Mental Health
- ▶ Emergency Financial Assistance to Students
- ▶ Online Education and Support Block Grant (CCC only)
- ▶ Zero-Textbooks-Cost Degrees (CCC only)
- ▶ Retention and Enrollment Strategies (CCC only)
- ▶ Student Equity and Achievement Program (CCC only)
- ▶ Racial Equity Categorical Programmatic Funding (CCC only)
- ▶ Immigrant/Dreamer Resources (UC & CCC only)
- ▶ LGBTQ+ Pilot Program (CCC only)

ADDRESSING THE DIGITAL DIVIDE

As courses shifted away from in-person to online modalities, laptops and reliable internet became the basic equipment necessary to participate. Participants shared that many students have had to use their phones to access and participate in courses since they could no longer access computer labs and campus wi-fi. This shift made high-speed internet and computing devices a basic need for accessing education, and campuses worked quickly to fill that need for their students. Even when campuses begin to open, digital divide challenges will remain for students. Campus leaders should continue to provide connectivity and device support for students with financial needs to ease technology barriers.

Recommendations for System, District, and Campus Leaders:

- ▶ Evaluate the extent of the divide by collecting and analyzing data and providing technology tools for students who need them.
- ▶ Provide resources that support digital learning, including expanding broadband access and access to open-source learning materials and textbooks.
- ▶ Integrate information about subsidized internet options into student orientation (e.g., the Federal [Broadband Benefit Fund](#) available to Pell Grant recipients and other low-income students).

Examples from the Field:

- ▶ Campuses expanded wi-fi access to flexible locations where students can use the internet, including parking lots and other repurposed spaces to accommodate needed services (e.g., [CSU San Marcos](#) repurposed their University Student Union ballroom into a computer lab).
- ▶ Campuses implemented technology refurbishment and loaner programs for equipment including headsets, tablets, and software (e.g., [CSU](#), [UC Davis](#), [CCC California Connects program](#)).
- ▶ Campuses subsidized internet costs, including low-cost [mobile hotspots](#) students could purchase at discounted prices.
- ▶ IT departments created remote-ready task forces to determine student, faculty, and staff needs and provide technology assistance.
- ▶ Campuses provided low-bandwidth internet access instructional training and resources for faculty (e.g., [CSU Los Angeles Low-Bandwidth teaching resource](#)).

Funding Sources to Use:

- ▶ (HEERF) I, II and III student and institutional funds to purchase and maintain loaner devices, so every student has digital access
- ▶ Student Basic Needs and Mental Health
- ▶ Emergency Financial Assistance to Students
- ▶ Online Education and Support Block Grant (CCC only)
- ▶ Zero-Textbooks-Cost Degrees (CCC only)

PROVIDING STUDENT SERVICES & FOSTERING COMMUNITY

The pandemic deprived students of the traditional campus experience, including visiting campus centers, participating in student activities, and experiencing campus culture. Counseling and programmatic staff shared the difficulty of moving their student-facing services online when students needed them the most. Before COVID-19, campus cultural centers had been places of support where students could build community, and classrooms offered opportunities for organic relationship-building with peers and faculty. While the 2019-20 and 2020-21 school years have complicated these opportunities, new virtual opportunities have offered more flexibility. Student services staff held virtual events, workshops, and community-building activities which increased accessibility for students who wouldn't have been able to participate in person; these practices can improve inclusivity and departments should continue to implement them.

Recommendations for System, District, and Campus Leaders:

- ▶ Maintain hybrid and flexible opportunities for students to access academic and career supports.
- ▶ Encourage faculty and staff to focus on building personal connections with students by establishing campus programs and initiatives to foster relationships.

Examples from the Field:

- ▶ Student services departments extended hours and offered virtual opportunities for accessing services and events, including counseling and tutoring services, campus orientations, campus talks, workshops, and college recruitment activities.
- ▶ Deans of student services scaled peer mentor opportunities, such as success coaches.
- ▶ Program coordinators have implemented student-friendly communications, including personalized emails and texts and curated content for social media outreach on Instagram and Tik-Tok.
- ▶ Student services staff offered creative virtual activities (e.g., drawing workshops, work-outs, mindfulness meditation sessions) and open spaces to make connections with peers by dropping in and hanging out, many with incentives for participants to improve turnout.
- ▶ Faculty and staff developed virtual learning communities around topic areas (e.g., a book club with instructors).

Funding Sources to Use:

- ▶ (HEERF) I, II and III student and institutional funds to expand student services
- ▶ Golden State Stimulus Package Higher Education Early Action Dollars:
 - ▶ Cal Fresh, \$5.05 million
 - ▶ Recruitment & Retention, \$20 million (CCC only)
 - ▶ Emergency Aid, \$100 million (CCC only)
- ▶ Student Basic Needs and Mental Health
- ▶ Emergency Financial Assistance to Students
- ▶ Summer Financial Aid Provision (UC & CSU only)
- ▶ Online Education and Support Block Grant (CCC only)
- ▶ Zero-Textbooks-Cost Degrees (CCC only)
- ▶ Racial Equity Categorical Programmatic Funding (CCC only)
- ▶ Immigrant/Dreamer Resources (UC & CCC only)
- ▶ LGBTQ+ Pilot Program (CCC only)

RETAINING & RE-ENGAGING STUDENTS

The pandemic has had devastating effects on community college enrollment and it has made it more difficult for students to make progress toward their degrees across all of California's higher education institutions. Practitioners shared concerns about student stop-out as a result of the disruptions COVID-19 has had on all facets of students' lives. State and federal stimulus packages offer campus leaders resources for re-capturing the students who have faced affordability challenges. Campus leaders should take proactive measures to use these resources to provide aid directly to students to ensure they can remain in school without interruptions.

Recommendations for System, District, and Campus Leaders:

- ▶ Increase capacity for ongoing outreach and hire additional support personnel.
- ▶ Create dedicated retention and re-engagement staff positions.
- ▶ Package and communicate campus resources and emergency grants for students and frontline workers in innovative and effective ways.
- ▶ Partner with entities like businesses, municipalities, nonprofits, community groups, churches, and K-12 partners to communicate emergency resources for students.
- ▶ Survey currently enrolled students and students who've stopped out to understand which accommodations would be conducive to retaining and re-engaging students.
- ▶ Eliminate remedial courses and establish co-requisites to place students directly into credit-bearing courses.
- ▶ Collaborate with K-12 partners to identify opportunities that maximize stimulus dollars for college pathways, specifically investments that will strengthen college access and success, including:
 - ▶ Dual enrollment: Establish or expand partnerships with local high schools to offer early college experiences that allow students to earn college credits while in high school.
 - ▶ First-year experience programs: Create cohort-based programming that offers structured academic and nonacademic transitions for students entering college.
 - ▶ Summer bridge: Establish programming to combat **summer melt** by keeping students engaged and on track to enroll during the summer before their freshman year.



Examples from the Field:

- ▶ Retention-Focused Advising:
 - ▶ Counselors used early alert flags to identify students most at risk of stopping out (e.g., experiencing academic difficulty, students on probation) and prioritized them for interventions. At one campus, faculty identified students with low class attendance to counselors who followed up with those students to provide them with needed strategies and campus resources.
 - ▶ Campus staff (teachers, counselors, etc.) reached out multiple times through different channels to share resources such as class announcements with students.
 - ▶ Advising directors restructured academic services and supports. For example, some CSU campuses overhauled their academic advising in favor of a more **intensive** approach for first-year students and upperclassmen. Changes include urging students to take a full course load, centralizing freshman advising services through hubs, and assigning advisers in departments to work with upperclassmen on graduation targets, career prospects, and graduate school applications.
 - ▶ Student success deans established new approaches to student outreach and support. For example, **Los Angeles City College** uses a “customer service approach.” It has opened call centers and chat services to answer student questions and help problem-solve any college-related inquiries. The call center has been operating for two years, and the college lost almost no students during the fall 2020 semester.
- ▶ College Re-engagement Strategies:
 - ▶ **Santa Ana College** kicked off a phone campaign, calling students who stopped out of their courses and high school graduates who had registered for classes but did not attend. The staff supported their matriculation and helped them access emergency financial aid awards; over half of the 8,050 students contacted by the call center registered for the following semester.
 - ▶ As part of their retention campaign, **MiraCosta College** staff surveyed about 3,000 students who had not returned for the semester to identify their needs. Campus staff followed up with each student to connect them with services and saw 14 percent of those students register for the following semester.

Funding Sources to Use:

- ▶ (HEERF) III funding to bolster dual enrollment partnerships and resources and CCC \$2.5 million for instructional materials for dual enrollment students.
- ▶ (HEERF) I, II and III student and institutional funds to provide emergency grants to students in an aim to support their retention and completion of a degree.
- ▶ Golden State Stimulus Package Higher Education Early Action Dollars:
 - ▶ Cal Fresh, \$5.05 million
 - ▶ Recruitment & Retention, \$20 million (CCC only)
 - ▶ Emergency Aid, \$100 million (CCC only)
- ▶ Emergency Financial Assistance to Students
- ▶ Student Basic Needs and Mental Health
- ▶ Retention and Enrollment Strategies (CCC only)
- ▶ Dual Enrollment Instructional Materials (CCC only)
- ▶ Summer Financial Aid Provision (UC & CSU only)
- ▶ Zero-Textbooks-Cost Degrees (CCC only)
- ▶ Online Education and Support Block Grant (CCC only)

ADVANCING INSTRUCTIONAL APPROACHES

As a result of the pandemic, students and educators have had to adjust to learning and teaching in a new environment with very little preparation or training. Instructors expressed concerns about moving their pedagogies online while managing the complexities of distance learning. Others shared concerns about the need for training on diversity, equity, and inclusion to combat deficit perspectives about students and hyper-focus on rigor over a **humanizing classroom experience**. All students should have access to a welcoming and supportive learning environment, whether in-person or online, no matter their socioeconomic status, race, culture, language ability, or unique learning needs. Campus leadership should use available funding to provide every campus employee with the knowledge, tools, and resources needed to better understand and more effectively serve students facing barriers to success.

Recommendations for System, District, and Campus Leaders:

- ▶ Extend professional development opportunities and training to peer advisors, program staff, and counselors.
- ▶ Provide additional academic support for instructors and their students by hiring currently enrolled community college or four-year students to serve as teaching assistants or aides.
- ▶ Offer training that provides robust tools and resources to support instructors as they develop various modalities for instruction, with a focus on:
 - ▶ Effective distance learning practices
 - ▶ Active learning teaching strategies
 - ▶ Universal Learning Design principles
 - ▶ Trauma-informed instruction
 - ▶ Culturally competent pedagogies
 - ▶ The benefits of synchronous and asynchronous learning
- ▶ Maintain grading flexibility policies that do not interfere with students' satisfactory progress requirements, including extended dates for students to determine academic withdrawal and pass/no pass grading choices.

Examples from the Field:

- ▶ Academic senate staff created communities of practice to discuss topics, ask for support, and share tools and resources.
- ▶ Instructors surveyed course participants at the beginning of classes and throughout the term to gauge the effectiveness of instruction and seize the opportunity to shift instructional approaches.
- ▶ Faculty opened up courses and materials for the entire semester, rather than weekly, to allow students to get a head start on covering content and completing assignments.
- ▶ Professors and graduate assistants provided flexible zoom office hours and phone calls via Google Duo and Voice to generate higher levels of communication with faculty and with teaching assistants.
- ▶ Instructors incorporated course captioning for online instruction to ensure accessibility for all students.
- ▶ Academic staff exhibited trust in students and empathy for their lived experiences through flexibility in course policies and practices, both online and upon returning (e.g., respecting that zoom cameras may need to be off during some classes or counseling appointments to prioritize students' privacy and boundaries).
- ▶ Instructors offered alternative assessments for demonstrating course mastery and solicited student input on course grading policies (e.g., contract grading, deadline extensions, conversations with students about course policies, etc.).

Funding Sources to Use:

- ▶ (HEERF) II and III institutional funds to provide faculty and staff training
- ▶ Culturally Competent Professional Development

DATA-INFORMED PLANNING FOR RECOVERY AND BEYOND

To recover and strengthen future campus offerings, resources should be directed at data-driven decisions to eliminate barriers and implement solutions. Practitioners shared that their campuses used surveys to gather feedback from students to guide planning related to the swift campus closures. They also shared an urgency in prioritizing data gathering and analysis to address campus-based challenges and opportunities. Notably, practitioners cited publicly available information from other campuses and systems as particularly beneficial for sharing and learning about the actions and innovations implemented by colleagues across the field. Program, campus, and district-level leaders should continue to streamline data sharing within and across institutions; additionally, system-level leaders should prioritize data-related conversations and planning.

Recommendations for System, District, and Campus Leaders:

- ▶ Conduct a campus needs assessment to identify gaps in services and resources and use the funding to address them.
- ▶ Establish a district- or campus-based task force to identify ways funding can address both shorter-term priorities and longer-term strategic investments that will diminish systemic inequities (e.g., partnering with other departments, colleges or segments to strengthen access pathways).
- ▶ Use data to monitor the impacts of COVID-19 on enrollment, completion, and success patterns by disaggregating student-level data by key demographics like income and race/ethnicity. Use the insights from these analyses to develop appropriate interventions.
- ▶ Acquire technical assistance or resources to support the highest-impact policies and practices for student success (i.e., AB 705 and EO 1110, Guided Pathways).
- ▶ Create a systemwide repository where all campuses can access student feedback collected across campuses.
- ▶ Report and publicly share effective practices identified by each system that should be sustained post-pandemic via a centralized webpage or website (e.g., California Governor's Council for Postsecondary Education's website).
- ▶ Stand in support of the Governor's Cradle-to-Career Statewide Longitudinal Data System.

Examples from the Field:

- ▶ Campus leaders examined data on course schedules, success rates, and student feedback to identify structures that produce the best outcomes for students and used the findings to inform the reconfiguration of class timing, length, modalities, and offerings.
 - ▶ Bakersfield Community College created more options through 8+8 short-term classes: a semester comprised of two eight-week sessions where students can take two or three courses for each shortened term and maintain their full-time status.
 - ▶ Chaffey Community College increased the number of "Fast Track" eight-week courses they offer to encourage more students to enroll in those offerings.
 - ▶ Students requested that campuses add more lower-division classes online to address the demand for courses that fill up quickly and that can delay time to degree completion.

Funding Sources to Use:

- ▶ Guided Pathways (CCC only)

IMPROVING COMMUNICATIONS TO ALL HIGHER EDUCATION STAKEHOLDERS

Communication is a simple concept, but information gathering and sharing during the pandemic have been vital in preparing for and creating solutions to meet the current challenges. Practitioners shared the difficulties and confusion they experienced from too much or too little information shared by system, campus, and program leadership. Additionally, practitioners identified purposeful collaboration between stakeholders within the campus and across the community as key to a robust recovery. Therefore, practitioners should establish focused information channels to improve clarity and efficiency in communication both within and outside the campus.

Recommendations for System, District, and Campus Leaders:

- ▶ Communicate guidance to campus leaders for equitable uses of stimulus funds.
- ▶ Provide opportunities for intentionally and authentically engaging students, community members, and educators as partners in decision-making.
- ▶ Collaborate across entities (e.g., agencies, non-profits, philanthropy) to identify shared goals and resources for supporting student success.
- ▶ Establish a communication plan for streamlining information between campus departments.
- ▶ Create structures for forming cross-institutional research groups and partnerships between colleges and employers.

Examples from the Field:

- ▶ Student services and instructional staff created a weekly newsletter for students to centralize communications specific to them.
- ▶ Outreach and engagement staff translated all communications intended for students into various languages to ensure broad accessibility.
- ▶ Campus leadership personnel conducted town halls, focus groups, surveys, and polls to uplift student voices and leveraged campus technology to collect feedback.

Funding Sources to Use:

- ▶ Learning Aligned Employment

APPENDIX

Acknowledgments

This brief was authored by Yvonne Muñoz. We offer appreciation to the partners who cohosted the listening sessions, including Association of Raza Educators, California Competes, California Teacher Residency Lab, Center for Research on Educational Access and Leadership, Center for Urban Education, Community College Equity Assessment Lab, Early Edge California, EdInsights, Educator Quality Center, Public Advocates, Teach Plus, The California Acceleration Project, and The Campaign for College Opportunity. We also offer our gratitude to the many practitioners, education leaders, students, and community stakeholders whose perspectives informed this brief. Lastly, we offer thanks to the Community College Chancellor's Office for their feedback as well as The University of California Student Association (UCSA), California State Students Association (CSSA) and Student Senate for California Community Colleges for their contributions to this report.

Federal Higher Education Emergency Relief Funds⁴

Category	Description	Institution	Investment	Approved
HEERF 1	The Coronavirus Aid, Relief, and Economic Security Act (CARES)	All	\$14 billion in one-time funds	March 2020
HEERF 2	The Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA)	All	\$22.7 billion in one-time funds	December 2020
HEERF 3	The American Rescue Plan of 2021 (ARP)	All	\$39.6 billion in one-time funds	March 2021

Golden State Stimulus Package Higher Education Early Action Proposals⁵

Category	Description	Institution	Investment	Approved
Recruitment & Retention	To support retention and enrollment rates and student re-engagement	CCC	\$20 million in one-time funds	February 2020
Emergency Aid	For emergency financial assistance grants for students	CCC	\$100 million in one-time funds	February 2020
Cal Fresh	To support campus outreach efforts to increase student applications in the Cal Fresh program	All	\$5.05 million in one-time funds	February 2020

2021-22 Higher Education Budget⁶

Category	Description	Institution	Investments
Student Basic Needs and Mental Health	<p>To address basic needs like food and housing and increase mental health resources, the Budget includes investments for mental health and basic needs at all three public post-secondary systems.</p> <ul style="list-style-type: none"> ▶ UC \$15 million ongoing for mental health ▶ CSU \$15 million ongoing for mental health ▶ CSU \$15 million ongoing for the Basic Needs Initiative ▶ CCC \$30 million ongoing for mental health ▶ CCC \$30 million ongoing to establish basic needs centers and coordinators ▶ CCC \$100 million one-time to address basic needs 	All	Combined \$105 million ongoing and \$100 million one-time
Emergency Financial Assistance	<p>To provide students with support through emergency financial assistance grants.</p> <ul style="list-style-type: none"> ▶ UC \$15 million one-time ▶ CSU \$30 million one-time ▶ CCC \$250 million one-time 	All	Combined \$295 million in one-time funds
Culturally Competent Professional Development	<p>To provide culturally competent professional development for faculty.</p> <ul style="list-style-type: none"> ▶ UC \$5 million ▶ CSU \$10 million ▶ CCC \$20 million 	All	Combined \$35 million in one-time funds
Summer Financial Aid	Summer financial aid resources to assist colleges in their efforts to improve timely degree completion.	UC & CSU	Permanent provision and ongoing investment of \$4 million for the UC and \$6 million for the CSU.
Learning-Aligned Employment	To establish the Learning-Aligned Employment program that will function as a state work-study program for students attending the UC, CSU, and CCC. The learning aligned employment position is to be related to the student's area of study or career interest, and placements with employers that are able to provide them with or connect them to full-time employment opportunities upon graduation.	All	\$500 million one-time funds over two years
Online Education and Support Block Grant	To support the continuity of education and quality distance learning through online tutoring, counseling, and student support services like mental health services.	CCC	\$10.6 million in on-going funds
Zero-Textbooks-Cost Degrees	To develop and implement zero-textbook-cost degrees and open educational resources.	CCC	\$115 million in one-time funds
Dual Enrollment Instructional Materials	To provide instructional materials for dual enrollment students.	CCC	\$2.5 million in one-time funds

Retention and Enrollment Strategies	To support efforts to bolster CCC student retention rates and enrollment.	CCC	\$120 million one-time funds
Guided Pathways	To further support colleges' efforts to implement Guided Pathways programs.	CCC	\$50 million in one-time funds
Immigrant/ Dreamer Resources	To further support Dreamer Resource Liaisons and student support services for immigrant students, including undocumented students at community colleges and the UC system.	UC & CCC	\$300,000 ongoing for the UC Immigrant Legal Services & \$5.8 million for the CCC Dream Resource Liaisons and services
Student Equity and Achievement Program (SEAP)	To supplement funds for the SEAP program, which focuses on closing achievement gaps for students from traditionally underrepresented populations.	CCC	\$23.8 million in ongoing funds
Racial Equity Categorical Programmatic Funding	Ongoing fund to support categorical programs, including: <ul style="list-style-type: none"> ▶ \$4.9 million ongoing for Umoja ▶ \$8.2 million ongoing for MESA ▶ \$7.3 million ongoing for Puente ▶ \$20 million ongoing for EOPS ▶ \$1.3 million ongoing for the HBCU Transfer Program 	CCC	\$41.7 million in ongoing funds
LGBTQ+ Pilot Program	This will support the establishment of LGBTQ+ pilot programs at participating community college campuses.	CCC	\$10 million one-time funds

Endnotes

- 1 In the Governor's January budget, he included items listed as Early Action Proposals; most of these were funded and enacted through the Golden State Stimulus Package via the following budget bills: AB 81, AB 82, AB 85, SB 87, SB 88 & SB 94.
- 2 University of California's 2030 Goals, California State University 2025 Graduate Initiative and California Community Colleges Vision for Success
- 3 The Golden State Relief Package included \$28.8 million for local county administrative costs associated with helping to enroll newly eligible college students into the CalFresh program due to federal changes.
- 4 For a detailed table and comparison of these federal funding sources see here: https://www.nasfaa.org/uploads/documents/HEERF_Funds_Comparison_Chart.pdf
- 5 This is not an exhaustive list; please see: <https://www.gov.ca.gov/2021/01/08/governor-newsom-proposes-2021-22-state-budget/>
- 6 This is not an exhaustive list; for a line-by-line-item list of the state higher education expenditures please see: <http://www.ebudget.ca.gov/budget/2021-22EN/#/Agency/6013>

