STUDENTAFFAIRS.COM 2020 VIRTUAL CASE STUDY

Institution: San Diego State University

Team Leader: Rick Piñon Delgado

Team Members: Christine Cortez, Aia Hawari, Elizabeth Jimenez Perez, and Rick Piñon Delgado*

Agenda

Learning Outcomes

National Outlook on Food Insecurity

Institutional Outlook on Food Insecurity

CALL TO ACTION

@ FONTVILLE COLLEGE

A. Identify Food Security Coalition Members to establish a base of support

B. Collectively understand the urgency of food insecurity on our campus

C. Define food insecurity and root causes

D. Recognize which students are most affected by looking at campus data

Learning Outcomes

Food Security Coalition

Rick Piñon Delgado*
(Pat)
Director of Resident Life

Christine Cortez
(Alex)
Director of Campus Mental
Health Resource Center

Aia Hawari
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Coordinator of Student
Activities

Elizabeth Jimenez Perez
(Morgan)
Head of Campus Dining

National Outlook

THE REALITY OF FOOD INSECURITY AND WHO IT AFFECTS

WHAT IS FOOD INSECURITY?

GENERAL CONTEXT:
- FOOD INSECURITY DESCRIBES A HOUSEHOLD'S INABILITY TO PROVIDE ENOUGH FOOD/ HEALTHY FOOD FOR EVERY MEMBER OF THE HOUSEHOLD AND PUTS THEM AT RISK OF HUNGER (FEEDING AMERICA, 2014, P. 2)

BASIC NEEDS IN COLLEGE CONTEXT:
- BASIC NEEDS INCLUDES FOOD SECURITY, HOUSING SECURITY, MENTAL HEALTH STABILITY (INCLUDING SLEEP)

COLLEGE CONTEXT:
- FOOD INSECURITY IS A LACK OF RELIABLE ACCESS TO SUFFICIENT QUANTITIES OF AFFORDABLE, NUTRITIOUS FOOD FOR STUDENTS (DUBRICK, MATHEWS, AND CADY, 2016)
- UNDERMINES SUCCESS FOR THOUSANDS OF COLLEGE STUDENTS ACROSS THE COUNTRY (DUBRICK, MATHEWS, AND CADY, 2016)

COLLEGE CONTEXT

According to the 2016 Hunger on Campus Report*, the following factors contribute to the increase of food insecurity on campuses across the country:
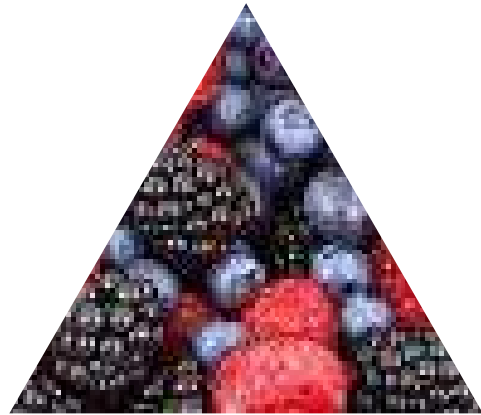
- RISING COST OF HIGHER EDUCATION
  - EXAMPLE: UC TUITION INCREASED BY 32% FROM '06 TO '09

- RISING COST OF HOUSEHOLD EXPENSES/HOUSING INSECURITY

- GROWING NUMBER OF STUDENTS FROM UNDERSERVED COMMUNITIES/NON-TRADITIONAL STUDENTS

- INSUFFICIENT MEAL PLANS
  - 43% OF MEAL PLAN ENROLLEES EXPERIENCE FOOD INSECURITY

- INSUFFICIENT FINANCIAL AID PACKAGES
  - 52% OF STUDENTS EXPERIENCING FOOD INSECURITY RECEIVE FINANCIAL AID

- POVERTY WAGES
  - 56% OF STUDENTS ARE EMPLOYED AND STILL EXPERIENCE FOOD INSECURITY

*Note: Hunger on Campus. The Challenge of Food Insecurity for College Students, Cady, Dubrick, Mathews, 2016. Retrieved from: https://studentsagainsthunger.org/wp-content/uploads/2016/10/Hunger_On_Campus.pdf

**Note: The History of UC Tuition Since 1868. Lilia Vega, 2016. Retrieved from: https://www.dailycal.org/2014/12/22/history-uc-tuition-since-1868/

WHY IS THERE FOOD INSECURITY?

Did you know?

Lack of Institutional attention derails student efforts

ALTHOUGH STUDENTS AT INDIVIDUAL PUBLIC INSTITUTIONS PROVIDE ADVOCACY TOWARDS THE FOOD INSECURITY ISSUE, THERE ARE SIGNIFICANT "MYTHS" THAT MUST BE ACKNOWLEDGED IN ORDER TO PROVIDE APPROPRIATE RESOLUTIONS

A. Students who are on meal plans are NOT immune to food insecurity
   - Meal plans structure neglect the complexity of needs within student populations. 56% of surveyed students reported missing 9 or fewer meals weekly

B. Majority of food insecure students are employed and working students
   - Students are working to pay for essential living needs and still 56% are employed and food insecure

C. Most food insecure students receive financial aid
   - Although financial assistance is provided to students, it does not assist the overwhelming cost to stay nutritional and physically healthy

D. Assistance programs does not alleviate food insecurity issues
   - Student may be unaware of support programs, are intimidated by their functions, or may feel a sense of embarrassment in the usage of this type of assistance

*Note: Hunger on Campus. The Challenge of Food Insecurity for College Students, Cady, Dubrick, Mathews, 2016. Retrieved from: https://studentsagainsthunger.org/wp-content/uploads/2016/10/Hunger_On_Campus.pdf
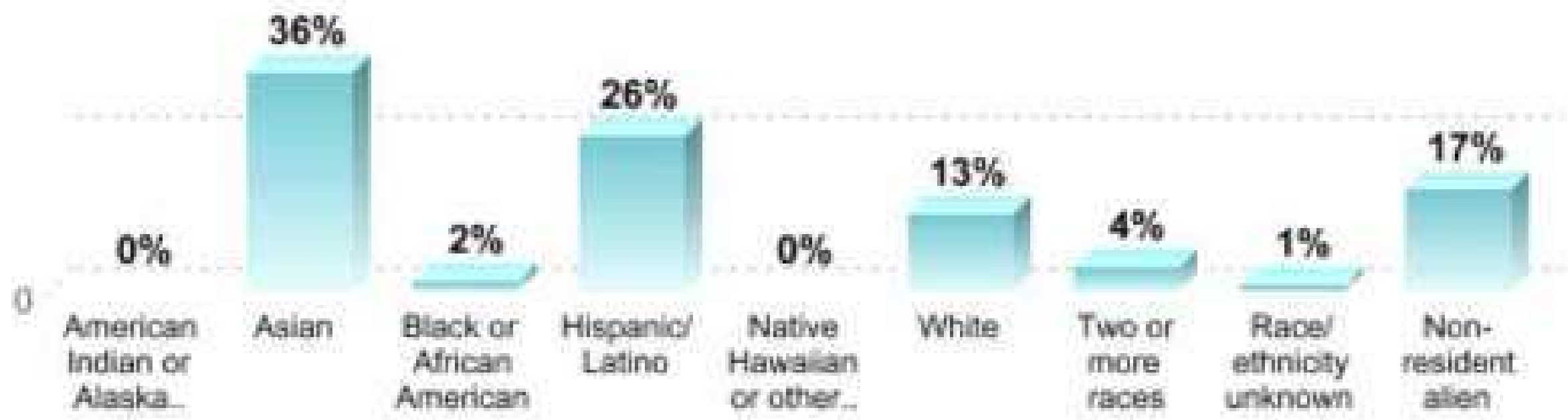
Institutional Outlook: Fontville College

Fontville College is a large public 4-year research-one, division-one institution located in Fontville, CA with a current enrollment of 29,736 undergraduate students*

UNDERGRADUATE RACE/ETHNICITY

100

0%	American Indian or Alaska...
36%	Asian
2%	Black or African American
26%	Hispanic/ Latino
0%	Native Hawaiian or other...
13%	White
4%	Two or more races
1%	Race/ ethnicity unknown
17%	Non-resident alien

0

WHO at Fontville College?

BASED ON THE UNIVERSITY OF CALIFORNIA, GLOBAL FOOD INITIATIVE STUDY IN 2016, THESE ARE THE STUDENT POPULATIONS IDENTIFIED MOST AT-RISK OF FOOD INSECURITY AT 4-YEAR PUBLIC INSTITUTIONS:

"A TOTAL OF 8,932 STUDENTS WERE SURVEYED ACROSS ALL UC CAMPUSES. THE MAJORITY WERE UNDERGRADUATE STUDENTS (73%),18-24 YEARS OF AGE (76%), WITH 66% BEING FEMALE AND 33% MALE. ABOUT A THIRD OF PARTICIPANTS IDENTIFIED AS ASIAN (34%), 31% AS WHITE, 21% AS HISPANIC, 12% AS MIXED RACE/OTHER, AND 2% AS NON-HISPANIC BLACK."
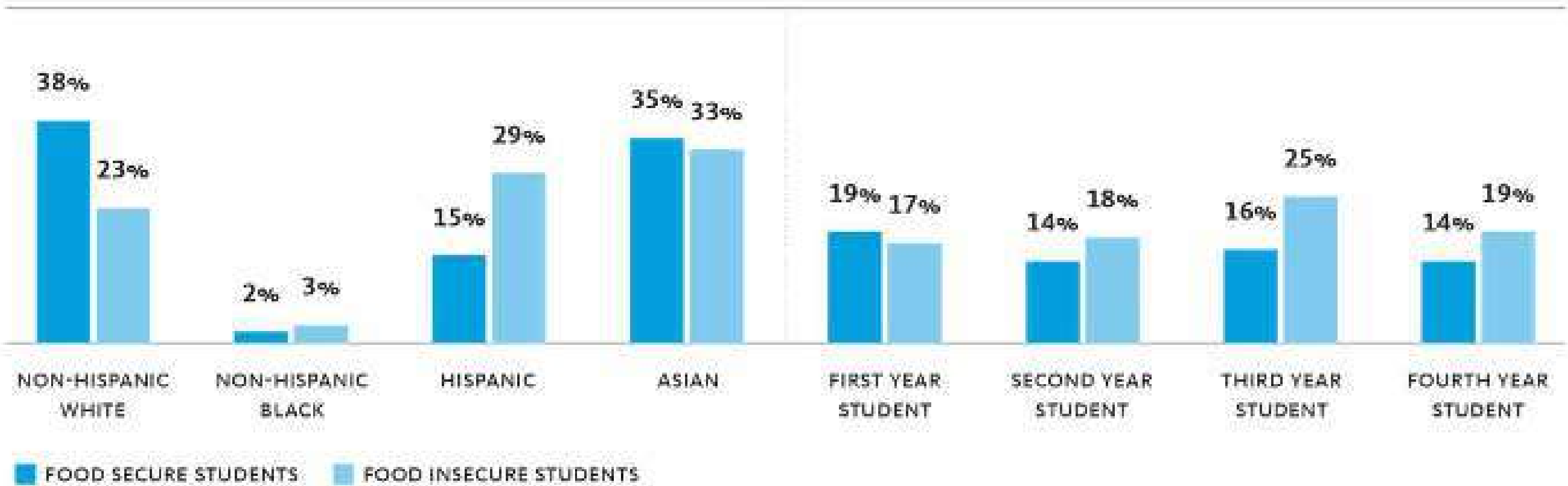
FOOD INSECURITY VARIED BY RACE AND ETHNICITY, BUT NOT BY GENDER.

*Note: Student Food Access and Security Study. Global Food Initiative. University of California Irvine,Fall 2018 food insecure data. Retrieved from: https://regents.universityofcalifornia.edu/regmeet/july16/e1attach.pdf

Breakdown of food insecure students at Fontville College

FIGURE 5

Differences in student race/ethnicity and academic year by food insecurity status, including those experiencing reduced quality, variety or desirability of diet. UC systemwide. (Note: Not all categories are shown, i.e., mixed race/other; therefore, do not add up to 100%)

How this is affecting our students?

A. Food insecure students more likely to have lower grades and suspend studies compared to food secure students.

B. Compared to food secure students, food insecure students more likely to prioritize cost over the healthfulness of food.

C. Food insecure students were more likely to seek free food and purchase fast food than food secure students.

D. Students report cost, preparation, and time as challenges to accessing food.
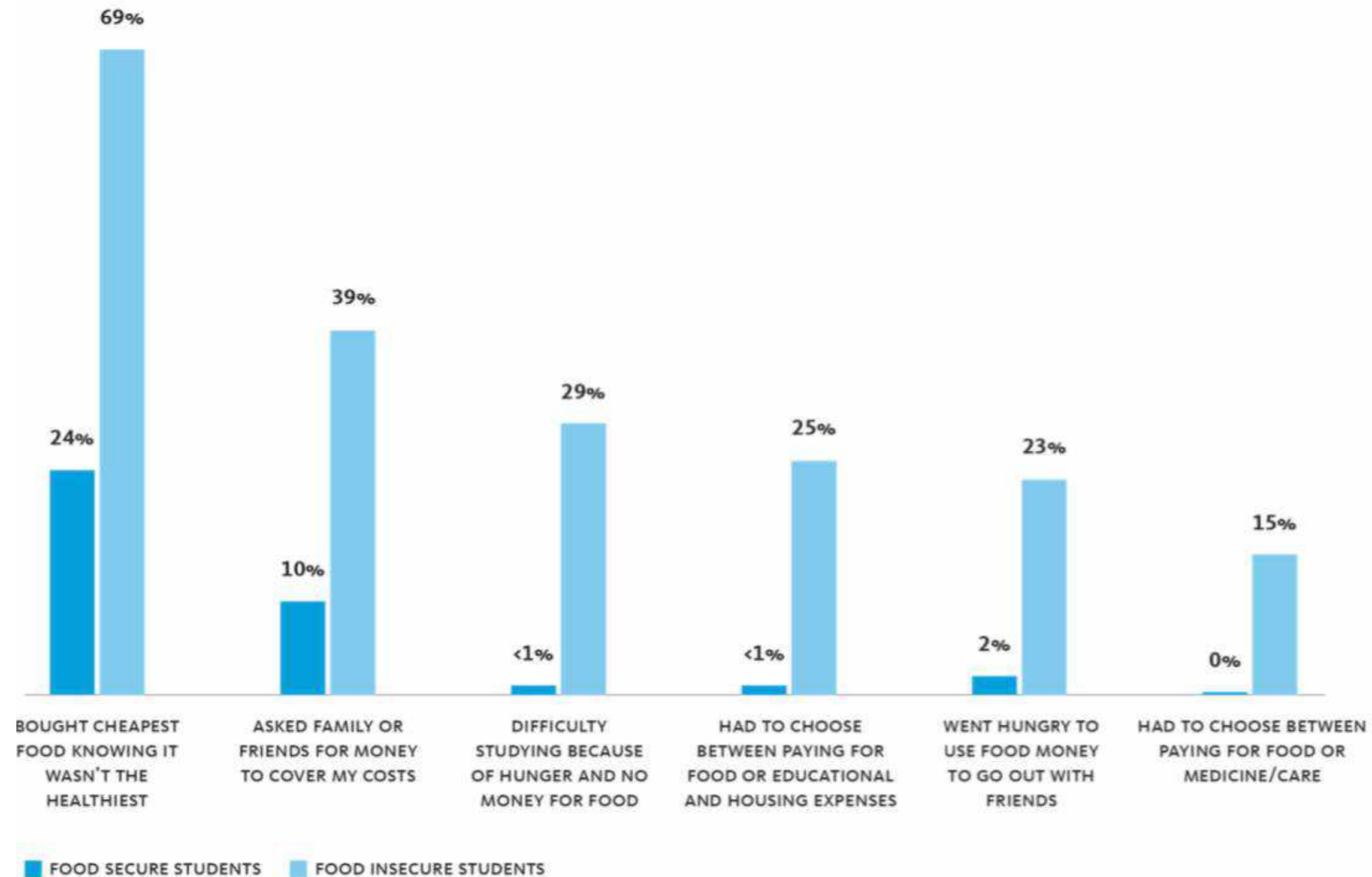
Differences in student reported consequences of not having enough money to cover cost of attendance between food secure and food insecure students, including those experiencing reduced quality, variety or desirability of diet, UC systemwide.

**Note: Student Food Access and Security Study. Global Food Initiative. University of California Irvine,Fall 2018 food insecure data. Retrieved from https://regents.universityofcalifornia.edu/regmeet/july16/e1attach.pdf

CALL TO ACTION

As we continuously work to tackle food insecurity on our college campus, we would like to highlight the immense need for community support across the institution. We recognize that although the Food Security Coalition is focused on addressing the issue of food insecurity at Fontville College, this needs to be recognized as a campus-wide effort. With support from various campus members, including faculty, staff, and students, in collaboration with the county, we hope to elevate our success in minimizing food insecurity. These partnerships will bridge our community towards a common goal of acknowledging the reality of food insecurity and amend it together in fulfilling students' basic needs.

This level of increased visibility on food insecurity will foster partnerships that will extend the purview of our goals to the edges of our campus. It is essential to become involved in the future developments of our programs and services aimed to combat food insecurity. We ask that you all become knowledgeable about the wide spectrum of students that are affected by this issue daily and take action towards minimizing these external and real stressors.

CAMPUS PROGRAM

AGENDA

1. **FELLOWSHIP PROGRAM OVERVIEW**
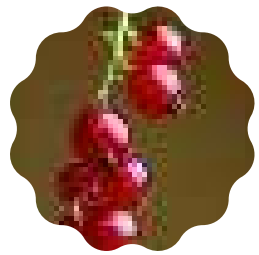
2. **STRATEGIC PLAN**

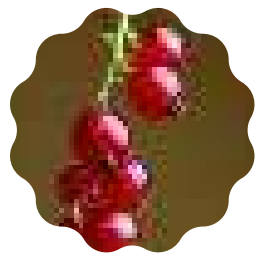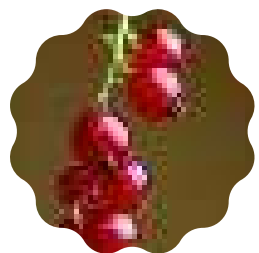3. **GUIDING FRAMEWORKS**

4. **CLOSING**

UNDERSTAND BLUEPRINT OF
FOOD INSECURITY
FELLOWSHIP PROGRAM

INSTITUTIONALIZE FOOD
INSECURITY SUPPORT ON
CAMPUS

ESTABLISH STUDENT-
EMPOWERED INITIATIVE

IMPLEMENT RESEARCH
STRATEGIES

LEARNING OUTCOMES

Fellowship Program

WE WILL ADDRESS THE URGENCY OF FOOD INSECURITY WITH DIRECT RELIEF BY PRIORITIZING THE ESTABLISHMENT OF THE FOOD PANTRY WITH THE FOOD SECURITY COALITION COMPOSED OF CAMPUS PARTNERS

WE STRIVE TO INSTITUTIONALIZE CAMPUSWIDE AND STUDENT-DRIVEN SUPPORT BY ENGAGING IN COLLECTIVE WORK AND RESEARCH REGARDING FOOD INSECURITY PROGRAMMING AND INITIATIVES AROUND CAMPUS

THE PURPOSE OF THE FELLOWSHIP PROGRAM IS TO EMPOWER STUDENTS IN THEIR ACADEMIC AND PROFESSIONAL JOURNEYS AS WELL AS THEIR ROLE IN ESTABLISHING CAMPUS CULTURE AND COMMUNITY

THIS IS AN OPPORTUNITY FOR STUDENTS--WITH THE HELP AND MENTORSHIP OF STAFF AND FACULTY--TO ENGAGE IN DEVELOPING FURTHER RESEARCH AND DATA TO SUPPORT STUDENTS EXPERIENCING FOOD INSECURITY WITH COMPREHENSIVE SERVICES

Our mission is to establish a collaborative, intentional, and self-sustaining Food Insecurity Initiative that begins with direct relief to the food insecurity epidemic through immediate action.

This will lay the groundwork for the launch of our Fellowship Program that seeks to develop sustainable relief to students of all degree levels at Fontville College. Using student development theories and basic needs research, we seek to empower students, faculty, and staff to recognize the severity of the food insecurity issue and collectivize to institutionally address this issue for our campus community.

Mission

Vision

AS A TOP RESEARCH INSTITUTION, WE STRIVE TO FOSTER A COLLABORATIVE COMMUNITY CAMPUS CULTURE THAT CONTINUOUSLY PROVIDES BASIC NEEDS IN THE FORM OF FOOD SECURITY TO ALL STUDENTS. THE FELLOWS WILL STRIVE TO ENHANCE THE PHYSICAL, EMOTIONAL, SPIRITUAL, AND ENVIRONMENTAL WELLBEING OF STUDENTS TO ENSURE THAT FONTVILLE COLLEGE IS A WELCOMING, SAFE AND SOCIALLY JUST ENVIRONMENT WHERE STUDENTS' NEEDS ARE MET TO ENSURE THEIR SUCCESS.

Four Fellows: Research, Advocacy, Fundraising, Community Garden

Fellows

RESEARCH FELLOW - CONDUCT RESEARCH TO BETTER UNDERSTAND STUDENTS' NEEDS AND EXPERIENCES AND DEVELOP AND/OR ANALYZE HOW TO STRENGTHEN PROGRAMS AND SUPPORT RELATED TO BASIC NEEDS

ADVOCACY FELLOW - COORDINATE PROJECTS AND/OR ACTIVITIES THAT CONNECT STUDENTS WITH BASIC NEEDS RESOURCES ON CAMPUS AND/OR THE BROADER COMMUNITY (E.G., OUTREACH EFFORTS)

FUNDRAISING FELLOW - REACH OUT TO ADVANCEMENT AND DEVELOPMENT OFFICERS, CAMPUS ORGANIZATIONS AND LOCAL COMMUNITY FOR POTENTIAL COLLABORATIONS FOR FUNDRAISING/DONATIONS

COMMUNITY GARDEN FELLOW - IDENTIFY UNDERUTILIZED SPACES ON CAMPUS FOR REPURPOSING AS AREAS FOR FOOD PRODUCTION AND BEGIN FIRST STAGE OF GARDENS

Strategic Plan Fellowship Program

Year 1	Year 3	Year 5	Year 10
Immediate Actions: ■ Increase urgency level of food insecurity ■ Mobile Food Pantry ■ County Awareness & Involvement- work with students to apply for CalFresh services ■ Student-to-student meal swipe ■ Recruit student volunteers to support pantry/calfresh process ■ Funding/ donations - work with Advancement and Development officers, Alumni to secure donations **Fellowship Launch:** Formally accept students for fellowship that manages food security projects and supports the following: ❑ Launch website for accessible information ❑ Utilize resources available (UC Student Experience Survey) to further develop Assessment Plan ❑ Create a budget plan/fundraising plan ❑ Get County Social Worker on campus to assist with CalFresh clinics ❑ Inform different Student Affairs functional areas and campus partners to build coalition of different departments, staff faculty, potential community partners, AS/student government) ❑ Institutionalize program- involve academic senate/ faculty ❑ Create a committee with campus partners ❑ Create Fellowship Handbook ❑ Hire a Program Coordinator to oversee the fellowship program and Basic Needs Center	**Services provided:** ● Food pantry ● Calfresh clinic ● Grocery Shuttles ● Student-to student Meal-Swipe Donations ● Donations funds ● Launch community garden **Actions:** ❑ Assessment- focus group ❑ Increase student stipend ❑ Increase funds for special projects ❑ Continue building partnership with faculty- How can we get more faculty involved? ❑ Update fellows responsibilities, learning outcomes, expectations ❑ Formalize Fellowship Cohort Alumni base ❑ Update & maintain website ❑ Grocery shuttles are operational to transport students to local markets that accept Calfresh ❑ Create Fonville Bites-app that notifies students about leftover food from campus events. In collaboration with computer science department.	**Services provided:** ● Food pantry ● Calfresh clinic ● Grocery Shuttles ● Community Gardens ● Student-to student Meal-Swipe Donations ● Donations funds ● FonvilleBites **Actions:** ❑ Practicum course, faculty-lead ❑ Run training for campus faculty & staff ❑ Course credit ❑ Provide professional development funding- Admin will work on this ❑ Office space for fellows to work ❑ Professional Development funding opportunities (i.e. travel expenses; the fellows' salary; and additional expenses incurred by the nonprofit partner for project management, office space, supplies and other resources.) ❑ FonvilleBites is fully operational	**Services provided:** ● Food pantry ● Calfresh clinic ● Grocery Shuttles ● Community Gardens ● Student-to student Meal-Swipe Donations ● Donations funds ● FonvilleBites **Actions:** ❑ Student stipend increase ❑ Funding provided for attending conferences or presenting ❑ Summer practicum course- free ❑ Training ❑ Retreat- alumni involvement ❑ Have 3 fellows per focus (Research, Advocacy, Fundraising, Community Garden) ❑ Assessment of progress ❑ Create a 5-year strategic plan

10 Year Strategic Plan to keep food security program sustainable

Guiding Theories/Framework

Seven Vectors of Identity Development
Arthur Chickering & Linda Reisser

IDENTITY DEVELOPMENT
- Developing Competence
- Managing Emotions
- Moving Through Autonomy Toward Interdependence
- Developing Mature Interpersonal Relationships
- Establishing Identity
- Developing Purpose
- Developing Integrity

WESTERN

*Note: Seven Vectors of Identity Development. John Purdie, Ph. D., 2014. Retrieved from: https://slideplayer.com/slide/3576904/

Chickering's Seven Vectors

Using the following vectors as a framework to guide for our fellowship program:
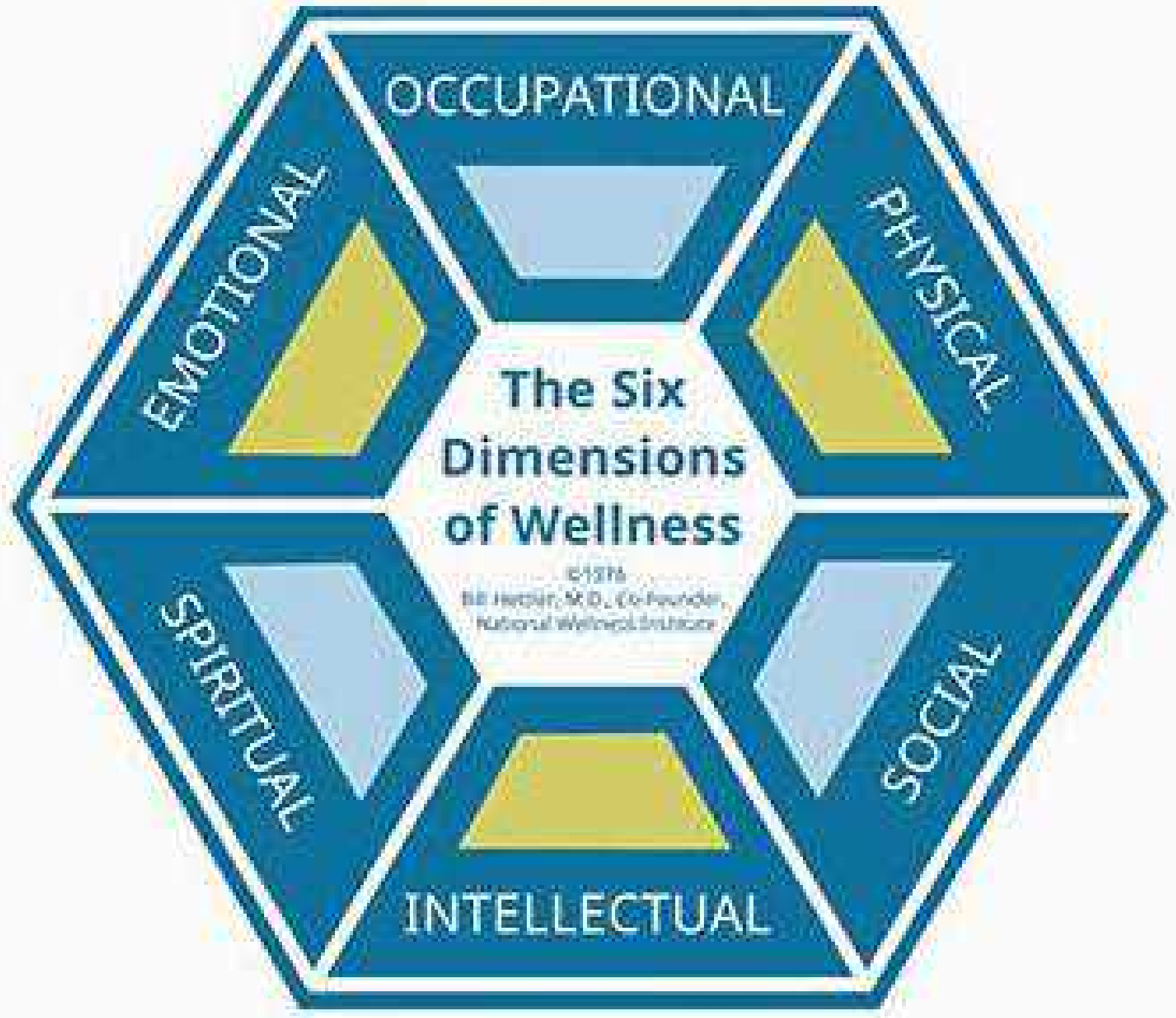
- **Developing Competence**
  - **Intellectual & interpersonal competence, physical & manual skills**
- **Managing Emotions**
  - **Recognize & accept emotions and appropriately express and control them**
- **Developing Purpose**
  - **Develop career goals, make commitments to personal interests & activities, establish strong interpersonal commitments**

Chickering's Vectors Applied to Program

- **Developing competency:**
  - **We are including the food insecurity topic in various forms to provide students with foundational knowledge of this inequitable issue**
    - **Website Student**
    - **Orientations**
    - **Trainings (for student fellows, faculty & staff)**
- **Managing Emotions:**
  - **Food insecurity is a traumatizing experience. We will teach students through services, housing/campus orientations, etc. to recognize their emotions & provide them with the tools to manage those emotions and encourage them use the resources available**
  - **Reassuring students that having food insecurity is not shameful and the institutional message will normalize receiving help**
- **Developing Purpose:**
  - **Establishing a fellowship in which students address social justice issues helps them develop a strong sense of purpose**
    - **Align career interests by tackling a prevalent issue within our campus**
  - **Encourages students to make commitments to themselves and others while developing strong interpersonal relationships with college and surrounding community**

Guiding Theories/Framework

*Note: Hettler's The Six Dimensions of Wellness. Retrieved from: https://www.nationalwellness.org/page/Six_Dimensions

Hettler's The Six Dimensions of Wellness Model:

- Occupational
  - recognizes personal satisfaction and enrichment in one's life through meaningful & rewarding work
- Physical
  - optimal wellness is met through the combination of good exercise and eating habits
- Social
  - encourages contributing to one's environment and community
- Intellectual
  - recognizes one's creative, stimulating mental activities
- Spiritual
  - recognizes our search for meaning and purpose in human existence
- Emotional
  - capacity to manage one's feelings and related behaviors including the realistic assessment of one's limitations, development of autonomy, and ability to cope effectively with stress

Hettler's Six Dimensions Applied to Program

- Physical Wellness:
  - Maslow's Hierarchy of Needs -- development is not met without meeting the basic needs of individuals.
  - Hettler recognizes that optimal wellness is met with good exercise and nutrition. By providing immediate needs services (food pantry, student-to-student meal transfer, community garden, etc.) & continued education (research, trainings, assessments, etc.) on food insecurity we can strengthen the importance of nutrition and health
- Emotional:
  - Our fellowship program allows fellows to develop autonomy by being a part of the programming development and managing many of the services
  - Our trainings of fellows, faculty and staff will provide them with tools to teach food insecure students on how to manage their stress
    - This teaches fellows, faculty, staff to manage their feelings & behaviors towards people with particular needs
- Occupational:
  - Students, faculty & staff will be addressing a social justice issue and working towards a greater good. This will help staff, faculty & staff recognize the value in supporting their community

Hettler's Six Dimensions Applied to Program (cont.)

- Spiritual:
  - By having students, faculty & staff manage services, research and continued expansion of the program, we are encouraging deeper engagement, establishing a strong sense of purpose with community and environment
- Intellectual:
  - Fellows are given opportunities to explore their own creative ideas, conduct research to stimulate their learning

THANK YOU

Please contact us with any questions or concerns:

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References

Cady, Dubrick, Mathews. (2016). Hunger on Campus. The Challenge of Food Insecurity for College Students. Retrieved from: https://studentsagainsthunger.org/wp-content/uploads/2016/10/Hunger_On_Campus.pdf

Hettler's The Six Dimensions of Wellness. [Image]. Retrieved from: https://www.nationalwellness.org/page/Six_Dimensions

Lilia Vega. (2016). The History of UC Tuition Since 1868. Retrieved from: https://www.dailycal.org/2014/12/22/history-uc-tuition-since-1868/

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Student Food Access and Security Study. Global Food Initiative. University of California Irvine, Fall 2018 food insecure data. Retrieved from https://regents.universityofcalifornia.edu/regmeet/july16/e1attach.pdf

Purdie, John. (2014). Seven Vectors of Identity Development. Image #7. Retrieved from: https://slideplayer.com/slide/3576904/

Overview of Fellowship Program

Christine Cortez, Aia Hawari,
Elizabeth Jimenez Perez, and Rick Piñon Delgado (team leader)

San Diego State University

Application Process:

1. Criteria that applicant/Fellows should meet
    a. Applicant should:
        i. Submit resume and personal statement explaining why they're a good fit for fellowship position of choice by deadline
        ii. At least in sophomore standing and good academic standing
        iii. Commit to fellowship for at least one year
2. Conduct thorough candidate interviews to ensure candidates are a good match with their projects
    a. **First interview round** -- Bigger picture: why they want to be a part of the program, what makes them a good fit for the program, what they intend to get out of the program, and how you can take what you've learned through the program and apply it to your job/future career plans
    b. **Second interview round** -- Verify technical expertise

Fellowship Recruitment/Training Process

1. Ensure the program addresses what Fellows will gain professionally and personally
    - This will be done through clear Learning Outcomes/Fellowship Handbook, which students will have access to prior to applying. Info will be housed under the website.
    - This ensures that the candidate has researched and is passionate about their project. Once chosen as a Fellow, individuals work with the Food Insecurity Coalition to finalize project details, including the exact organization served, the participant's role, project timing and project costs.
2. Formal Training
    - Fellows participate in an extensive training and preparation, designed to enable the Fellows and the partner organizations to successfully complete their projects.
    - Fellow will work with their assigned staff or faculty member to establish fellowship goals
3. Fellowship Portfolio
    - **Purpose:** Should typically cover personal and professional goals and development, knowledge sharing and collaboration, and developing external partnerships/networking.
    - Portfolio sections:
        - **Part 1**: Personal and professional goals established; expectation form completed with mentor
        - **Part 2**: Mid-point check in
        - **Part 3**: Summary/reflection of fellowship year
4. Committee Meetings (Accountability)
    - Fellows are encouraged to keep an open dialogue with their faculty/staff mentors (Food Insecurity Coalition) and fellowship cohort to ensure reporting of their work/progress

FELLOW ROLES:

Four Fellows: Research, Advocacy, Fundraising, Community Garden

Research
- With guidance from a faculty mentor, Fellow will develop a plan for their project
- Complete expectation form with the faculty member
- Create reports for all Fellows meetings every 2 months

Responsibilities
- Research to better understand students' needs and experiences and develop and/or analyze how to strengthen programs and support related to basic needs

Advocacy
- With guidance from a faculty or staff mentor, the Fellow will develop a plan for their awareness project
- Complete expectation form with mentor
- Create reports for all Fellows meetings every 2 months

Responsibilities
- projects and/or activities that connect students with basic needs resources on campus and/or the broader community (e.g., outreach efforts)

Fundraising
- With guidance from a faculty/staff mentor, the Fellow will develop a plan for their project
- Complete expectation form with mentor
- Create reports for all Fellows meetings every 2 months

Responsibilities
- Reach out to campus organizations and local community for potential collaborations for fundraising (items, clothing, money, etc)
- Meet with advancement and development officers and alumni base
    - Donations, advertisement material, events
- Oversee the budget plan

Community Garden
- With guidance from a faculty/staff mentor, the Fellow will develop a plan for their project
- Complete expectation form with mentor
- Create reports for all Fellows meetings every 2 months

Responsibilities-
- Begin campus gardens and farms project- first stage
- repurposing underutilized spaces on campus as areas for food production
- Create a plan for reaching out to students, staff, faculty
- Create a 3-year strategic plan for the launch of gardens and farms

<u>Strategic Plan Outlines:</u>

Year 1 Development
- Create Food Security Coalition under Student Affairs Division
  - Immediate Actions:
    - Increase awareness of urgency level of food insecurity by educating staff (campus partners) and faculty
    - Best understand the scope of the issue through student experience surveys
    - Food Pantry
    - County Awareness & Collaboration - Social Work assistance to help students apply for CalFresh benefits
    - Funding/donations - Advancement and Development officers, Alumni
- Launch website for accessible resources and information
- Utilize resources available (UC Student Experience Survey) to further develop Assessment Plan
- Create a budget plan/fundraising plan
- Contact Advancement and Development Officers and Alumni base for donations
- Contact and collaborate with local community/resources - Utilize County (awareness & action/groundwork)
  - Assign County Social Worker on campus to assist with CalFresh applications & CalFresh clinics
- Inform different Student Affairs functional areas and campus partners to build coalition of different departments, staff, faculty, potential community partners, AS/student government)
  - Institutionalize program- involve academic senate/faculty
  - Create a committee with campus partners
- Create Fellowship Handbook
- Hire a Program Coordinator to oversee the fellowship program and Basic Needs Center

3-year Strategic Plan
- Assessment- focus group
- Increase student stipend
- Increase funds for special projects
- Continue building partnership with faculty- How can we get more faculty involved?
- Update fellows responsibilities, learning outcomes, expectations
- Formalize Fellowship Cohort Alumni base

5-year Strategic Plan
- Provide free faculty-lead Practicum course
- Course credit
- Provide professional development funding- Admin will work on this
- Office space for fellows to work

- Professional Development funding opportunities (i.e. travel expenses; the fellows' salary; and additional expenses incurred by the nonprofit partner for project management, office space, supplies and other resources.)

10-year Strategic Plan
- Student stipend increase
- Professional development opportunities for students
- Retreat
- Establish committees under each fellow
- Assessment of progress
- Create a 5-year strategic plan