



2024-25 REPORT

Wellness Vending Machine Pilot Program

California Community Colleges Chancellor's Office | Sonya Christian, Chancellor



California
Community
Colleges

SONYA CHRISTIAN
Chancellor

July 10, 2026

Secretary of the Senate
Erika Contreras
State Capitol, Room 305
Sacramento, CA 95814

RE: Progress Report on Wellness Vending Machine Pilot

Dear Secretary Contreras,

Pursuant to California Education Code Section 66023.8, the California Community Colleges Chancellor's Office is pleased to submit the Wellness Vending Machine Program progress report.

This report summarizes implementation across 17 colleges and fulfills statutory requirements, covering operations, costs, products, partnerships, and funding. While the program continues through 2029, it offers early insight into how colleges are integrating wellness vending machines into campus services.

For any questions regarding this report, please contact Vice Chancellor for Student Services Stacey Shears at Sshears@cccco.edu

Sincerely,

A handwritten signature in black ink that reads "Sonya Christian". The signature is fluid and cursive, with a long horizontal line extending from the end.

Sonya Christian, Chancellor

Enclosure: Report

CC:
Sue Parker, Chief Clerk of the Assembly
Office of Legislative Counsel

2024–25 WELLNESS VENDING MACHINE PILOT PROGRAM REPORT

Prepared By

California Community Colleges Chancellor's Office
Educational Services and Support Division

TABLE OF CONTENTS

EXECUTIVE SUMMARY	1
KEY FINDINGS	1
INTRODUCTION	2
COLLEGES PARTICIPATING IN WELLNESS VENDING MACHINE PILOT PROGRAM	2
BACKGROUND	3
PROGRAM FINDINGS AND IMPLEMENTATION INSIGHTS	3
MACHINE LOCATION, ACCESSIBILITY, AND STOCKING PRACTICES	4
Key Takeaways	4
Machine Location and Access.	4
IMPLEMENTATION CONSIDERATIONS FOR LOCATION AND ACCESSIBILITY	6
MACHINE OPERATIONS, COSTS, AND INVENTORY MANAGEMENT	6
Machine Operations	6
IMPLEMENTATION CONSIDERATIONS FOR OPERATIONS AND COORDINATION	7
Machine Acquisition and Maintenance Costs.	7
Machine Inventory Management	9
IMPLEMENTATION CONSIDERATIONS FOR INVENTORY MANAGEMENT.	9
Student Outreach	9
IMPLEMENTATION CONSIDERATIONS FOR STUDENT AWARENESS AND OUTREACH	11
PRODUCTS OFFERED THROUGH WELLNESS VENDING MACHINES	11
Key Takeaways	11
PRODUCT UTILIZATION AND PRICING STRATEGIES	13

Key Takeaways	13
Product Utilization Patterns	14
Operational Implications of Utilization	15
Pricing Approaches Across Campuses	15
IMPLEMENTATION CONSIDERATIONS FOR PRICING AND SUSTAINABILITY	16
PARTNERSHIPS AND FUNDING SOURCES	17
Key Takeaways	17
IMPLEMENTATION CONSIDERATIONS FOR LONG-TERM SUSTAINABILITY	19
CONCLUSION	19
APPENDIX A: EDUCATION CODE REPORTING REQUIREMENTS CROSSWALK	21
APPENDIX B: TOTAL PRODUCTS DISTRIBUTED BY COLLEGE (2024-2025)	22
APPENDIX C: STUDENT NOTIFICATION AND OUTREACH METHODS BY COLLEGE	23
APPENDIX D: FUNDING SOURCES SUPPORTING IMPLEMENTATION BY COLLEGE.	24

EXECUTIVE SUMMARY

In this report, the California Community Colleges Chancellor's Office (Chancellor's Office) presents findings on the implementation of the Wellness Vending Machine Pilot Program at participating California community colleges. [Assembly Bill 2482](#) directs the Chancellor's Office to report on campus participation, machine accessibility, products offered, student awareness efforts, partnerships, funding sources, costs, and operational challenges, as specified in Education Code section 66023.8. Consistent with the goals of [Vision 2030](#), the pilot expands equitable access to student supports and advances practical, student-centered strategies that meet learners where they are.

Drawing on campus-reported data, this report summarizes how colleges are implementing wellness vending machines and how students are accessing the products offered. The findings provide early insight into the feasibility and operational considerations associated with expanding access to health and wellness supplies across the California Community Colleges system. The sections that follow address each of the reporting elements outlined in [Education Code section 66023.8](#).

KEY FINDINGS

- **Machines were placed in high-traffic student areas.** All participating colleges installed machines in central student locations such as student centers, libraries, or health services buildings to maximize visibility and convenience.
- **Students accessed a wide range of essential health supplies.** Across the reporting period, campuses distributed 14,690 products, with sexual and reproductive health and menstrual products accounting for approximately 74% of all items distributed.
- **Pricing models emphasized affordability while supporting sustainability.** Most campuses offered products free or at prices well below retail cost. Several colleges adjusted pricing over time to address high demand and maintain inventory.
- **Digital communication was the most common outreach strategy.** Colleges primarily used social media, campus websites, and email to notify students of machine availability, supplemented by orientation sessions and campus events.
- **Implementation approaches varied across campuses.** Machine acquisition costs, vendor partnerships, restocking models, and operational responsibilities differed across colleges based on local procurement processes and staffing capacity.
- **Common operational challenges emerged during early implementation.** Colleges most frequently reported challenges related to procurement timelines, machine installation logistics, inventory monitoring, and coordinating responsibilities across campus departments.

INTRODUCTION

This report presents findings from the implementation of the Wellness Vending Machine Pilot Program at 17 participating California community colleges. The program was established through Assembly Bill 2482 (Calderon, Chapter 933, Statutes of 2022), which directs the Chancellor's Office to report to the Legislature on how colleges are implementing wellness vending machines and how students are accessing the products offered through them.

The pilot allows participating campuses to install vending machines that dispense health and wellness products in accessible campus locations. The legislation also requires reporting on key elements of implementation, including machine accessibility, products offered, pricing, student outreach, partnerships, funding sources, and operational considerations.

Drawing on campus-reported information, this report summarizes how participating colleges are implementing the program and highlights early insights into the opportunities and operational considerations associated with expanding student access to health and wellness supplies across the California Community Colleges system.

COLLEGES PARTICIPATING IN WELLNESS VENDING MACHINE PILOT PROGRAM¹

- Bakersfield College
- Cabrillo College
- Chaffey College
- Clovis Community College
- College of San Mateo
- College of Siskiyou
- College of the Redwoods
- Cypress College
- Glendale Community College District
- Grossmont College
- LA Pierce College
- Modesto Junior College
- Reedley College
- San Diego City College

1. Of the 17 colleges participating in the pilot program, 15 submitted complete product tracking data for the reporting period. Findings related to product distribution, pricing, and utilization reflect data from these 15 reporting colleges. This is explained in further detail in the Program Findings and Implementation Highlights section.

- San Diego Mesa College
- Santiago Canyon College
- West Valley College

BACKGROUND

In recent years, California has made significant investments to strengthen student basic needs supports across the California Community Colleges system. These efforts reflect growing recognition that students' ability to succeed academically is closely tied to their ability to meet essential needs such as food, housing, and access to health resources.

State policy has increasingly focused on helping colleges address these needs through coordinated campus services and partnerships. For example, Assembly Bill 74 (2019) established the Basic Needs Centers program to help colleges provide centralized support for students experiencing food or housing insecurity. In parallel, state and federal initiatives have expanded efforts to increase student participation in CalFresh, helping eligible students access nutrition assistance while pursuing their education.

These policies reflect a broader shift toward integrating basic needs support into campus infrastructure. Many colleges now operate basic needs centers, food pantries, and resource hubs designed to connect students with public benefits, health services, and other supports that contribute to stability and persistence in college.

California has also taken steps to improve access to specific health and wellness resources for students. For example, Assembly Bill 453 (2017) expanded access to free menstrual products in certain public facilities, reflecting growing awareness of menstrual health as an equity issue. Efforts like these recognize that access to basic health supplies can have a direct impact on students' ability to participate fully in educational environments.

The pilot program also aligns with the goals of Vision 2030, the California Community Colleges systemwide strategic framework that emphasizes expanding equitable access to student supports and advancing practical, student-centered strategies that meet learners where they are. Wellness vending machines represent one example of how colleges are experimenting with new service delivery models that increase access to essential resources while reducing logistical barriers and stigma.

PROGRAM FINDINGS AND IMPLEMENTATION INSIGHTS

As participating colleges implement the Wellness Vending Machine Pilot Program, they are developing local approaches to machine placement, product selection, pricing models, and outreach strategies. Campus-reported data provides early insight into how wellness vending machines operate in different college environments and how students are accessing the products offered.

While all 17 colleges participated in the pilot program, two colleges experienced delayed machine installation timelines and were not yet fully operational during the reporting period. These delays were associated with factors such as limited staffing capacity, vendor

procurement requirements, district approval processes, and installation logistics. As a result, product utilization, pricing, and inventory data presented in subsequent sections reflect the 15 colleges with operational machines during the reporting period.

The sections that follow summarize these findings, including information on machine accessibility, products offered, student awareness efforts, operational costs, partnerships, and implementation challenges reported by participating colleges. Unless otherwise noted, quotations included in this section reflect anonymized comments from participating colleges.

MACHINE LOCATION, ACCESSIBILITY, AND STOCKING PRACTICES²

Key Takeaways

- Machines are typically located in high-traffic student service areas, such as student centers, libraries, and health services buildings.
- Most machines are accessible during standard campus operating hours, with some locations offering extended evening access.
- Campuses used multiple outreach strategies to promote awareness, including websites, social media, signage, and student organization engagement.
- Restocking and machine oversight vary by campus, with vendors, health services staff, or student workers responsible for monitoring and inventory.

MACHINE LOCATION AND ACCESS

Across the 15 reporting campuses, machines were most commonly installed in high-traffic areas such as student centers, libraries, health services facilities, and other student-facing spaces to maximize student visibility and access. Locating machines in these areas allows students to access supplies as part of their regular campus routines without needing to visit a health office directly.

Most campuses reported that machines are accessible during standard weekday operating hours, with several locations also offering extended evening access depending on building hours. In some cases, colleges placed machines in spaces accessible beyond typical health center hours, allowing expanded access for students attending evening classes or balancing work and family responsibilities.

² *Machine Location and Accessibility*, including Tables 1-3, addresses the criteria from Education Code section 66023.8 (b) (3) for ‘The location of the wellness vending machine’, ‘Which times of the day and days of the week the wellness vending machine is stocked, functioning, and accessible to students’, and ‘Which method or methods were used to notify students of the presence of the wellness vending machine’. A crosswalk of the criteria and corresponding report subsection is available in the *Appendix*.

“The machines allow students to obtain supplies after hours, when other campus health services may not be available.”³

At the same time, campuses noted the importance of balancing visibility with privacy. Some colleges intentionally selected locations that allow students to access products discreetly while still maintaining convenient access in central campus areas.

“Students now have access to discounted health products in a gender-neutral, stigma-free environment.”

Early implementation experiences indicate that strategic machine placement is a key factor in student utilization, particularly when machines are located in areas students already frequent during the academic day.

Table 1 below presents a campus-by-campus summary of the location of the wellness vending machine on campus and indicates the general hours during which the machine is accessible to students.

Table 1: Wellness Vending Machine Location and Access by College

College	Machine Location (As Reported)	Days Accessible	General Hours of Access
Bakersfield College	CSS Breezeway	Monday–Sunday	24-hour access
Cabrillo College	Aptos Campus - Computer technology Center Watsonville - Student Center vending area	Monday–Saturday	Morning, Afternoon, Evening
Chaffey College	Between Student Life Lounge / Center for Equity & Social Justice	Monday–Friday	Morning, Afternoon, Evening
Clovis Community College	AC2 Building - Across the hall from the Food Pantry	Monday–Saturday	Morning, Afternoon, Evening
College of San Mateo	Health & Wellness Building	Monday–Sunday	Morning, Afternoon, Evening
College of the Redwoods	Library	Monday–Saturday	Morning, Afternoon, Evening
Cypress College	LLRC Lobby	Monday–Friday	Morning, Afternoon, Evening
Glendale Community College District	In the Student Services Building upon entrance near cafeteria/commons/Starbucks	Monday–Saturday	Morning, Afternoon, Evening
Grossmont College	Student Center	Monday–Saturday	Morning, Afternoon, Evening
LA Pierce	Installation in progress	Not yet operational	Not yet operational
Modesto Junior College	We have two machines. East Campus - Library; West Campus -Student Services Center (first floor)	Monday–Friday	Morning, Afternoon, Evening

³ Quotes throughout this report reflect comments shared by representatives of participating colleges during program reporting and roundtable discussions. Identifying information has been omitted to protect anonymity.

College	Machine Location (As Reported)	Days Accessible	General Hours of Access
Reedley College	Student Center	Monday–Friday	Morning, Afternoon
San Diego City College	Basic Needs Center Student Food Pantry	Monday–Friday	Morning, Afternoon
San Diego Mesa College	Student Services building, 4th floor next to cafeteria / coffee shop	Monday–Friday	Morning, Afternoon, Evening
Santiago Canyon College	Quad, Outside of B Building, with other vending machines.	Monday–Friday	Morning, Afternoon, Evening
College of Siskiyou	Installation in progress	Not yet operational	Not yet operational
West Valley College	Campus Center for year one and then relocated to Fox Building	Monday–Friday	Morning, Afternoon, Evening

IMPLEMENTATION CONSIDERATIONS FOR LOCATION AND ACCESSIBILITY

Challenge: Selecting appropriate machine locations required balancing student visibility with privacy considerations. Some campuses reported needing to adjust placement after installation to align with student traffic patterns or building access hours. For example:

- Identifying locations that provide high student traffic while maintaining privacy for students accessing sensitive health products
- Coordinating machine placement with facilities departments and building managers
- Ensuring machine locations align with building operating hours and student access patterns

Program Considerations:

- Locating machines in high-traffic student service areas, such as student centers, libraries, or health services buildings
- Ensuring placement allows discreet access for sensitive health products
- Aligning machine locations with buildings offering extended student access hours

MACHINE OPERATIONS, COSTS, AND INVENTORY MANAGEMENT

Colleges reported a range of approaches to operating wellness vending machines and maintaining consistent product availability. While machine placement and product selection were broadly similar across campuses, operational responsibilities (i.e., machine acquisition, maintenance, and product restocking) varied based on vendor arrangements, campus staffing capacity, and procurement processes.

Machine Operations

Day-to-day machine oversight is typically integrated into existing campus operations. Many colleges reported assigning operational responsibility to campus health services staff, basic

needs staff, or student workers who monitor machine functionality and inventory levels. In some cases, colleges relied on external vendors to provide technical servicing or maintenance support.

Several campuses described combining these approaches. For example, vendor partners may provide machine maintenance or technical support, while campus staff oversee inventory monitoring, product stocking, and coordination with campus departments.

IMPLEMENTATION CONSIDERATIONS FOR OPERATIONS AND COORDINATION

Challenge: Operating the machines required coordination across multiple campus units and, in some cases, external vendors. In some cases, procurement timelines, payment system configuration, or vendor scheduling delayed machine deployment.

- Vendor procurement timelines and delays during machine installation
- Configuring payment systems and connectivity requirements
- Establishing clear restocking responsibilities between vendors and campus staff
- Coordinating across health services, facilities, and business services offices

Program Considerations:

- Establishing clear protocols for machine monitoring and restocking
- Coordinating early in procurement process with facilities, business services, vendors
- Assigning clear responsibility for inventory tracking and maintenance

Machine Acquisition and Maintenance Costs

Participating colleges also reported variation in the cost of acquiring and maintaining wellness vending machines. Acquisition costs ranged from approximately \$1,400 to \$21,000, with an average cost of about \$8,600 per machine across the 15 reporting campuses.

Fourteen of the 15 reporting colleges purchased machines outright, though procurement processes varied by campus and vendor. In some cases, higher acquisition costs reflected the purchase of multiple machines or machines equipped with enhanced payment systems, connectivity features, or security components.

Roundtable discussions with participating colleges highlighted that machine procurement often required navigating district purchasing requirements and technical specifications. Campuses reported working with vendors to ensure machines met accessibility compliance standards, supported required payment systems, and could connect to campus networks where applicable.

In several cases, these requirements extended procurement timelines during the early stages of the pilot program, particularly for colleges with limited staffing capacity, district-specific vendor requirements, or more complex installation and payment system processes. Colleges noted that coordinating machine installation sometimes required collaboration across

multiple campus units, including facilities, information technology, and procurement offices.

Maintenance costs also varied depending on vendor agreements and operational models. Some campuses reported minimal ongoing maintenance costs where machines were managed internally, while others incurred higher costs through vendor service agreements or equipment servicing needs.

Table 2 below summarizes reported restocking schedules, vendor relationships, and machine acquisition and maintenance costs across participating colleges.

Table 2. Stocking Schedule, Vendor, and Cost by College

College	Restocking schedule	Vendor	Acquisition method	Acquisition cost	Maintenance cost
Bakersfield College	Weekly	Vend Tek	Purchase	\$1,412	\$86
Cabrillo College	Weekly	Vendnment	Purchase	\$8,168	\$0
Chaffey College	Monthly	Dotstash	Purchase	\$4,590	\$0
Clovis Community College	Monthly	Vendtek Wholesale Equipment, Inc.	Purchase	\$10,685	\$7
College of San Mateo	Weekly	VendTek	Purchase	\$6,977	\$0
College of the Redwoods	Weekly	Rendezvous Vending	Purchase	\$3,120	\$0
Cypress College	Weekly	Cypress College Student Health & Wellness Center	Purchase	\$7,723	\$10
Glendale Community College District	Monthly	The Box Enterprises, LLC	Purchase	\$15,000	\$0
Grossmont College	Weekly	DotStash	Purchase	\$4,982	\$1,885
Modesto Junior College	Weekly	Vendtek	Purchase	\$21,258	\$0
Reedley College	Bi-Monthly	Vendtek	Purchase	\$10,761	\$3,500
San Diego City College	Monthly	Dotstash	Purchase	\$4,486	\$0
San Diego Mesa College	Weekly	Dotstash	Purchase	\$4,486	\$2,609
Santiago Canyon College	Weekly	Vendtek Wholesale Equipment Inc.	Lease	\$10,783	\$0
West Valley College	Weekly	VendTek	Purchase	\$8,512	\$5,155

In addition to acquiring the machines themselves, colleges also developed strategies for sourcing the products stocked in the machines. Several campuses reported using bulk purchasing platforms, statewide purchasing agreements, or vendor product bundles to reduce product costs.

These procurement strategies helped campuses maintain free or low-cost pricing for students while ensuring that high-demand items (e.g., condoms, menstrual products, and emergency contraception) remained available.

Machine Inventory Management

In addition to machine operations and acquisition costs, colleges reported different approaches to product procurement and restocking, such as regular weekly or monthly restocking schedules to maintain product availability.

Restocking responsibilities varied across colleges. Some campuses relied on vendor-managed restocking as part of service agreements, while others assigned campus staff or student workers to monitor inventory and replenish products. Several colleges reported hybrid approaches, combining vendor servicing with campus-managed product restocking.

Colleges noted that managing inventory requires ongoing coordination to track product demand, monitor expiration dates for health supplies, and ensure that machines remain stocked with commonly used items. In several cases, campuses reported adjusting their monitoring practices and staffing assignments over time as usage patterns became clearer.

“Inventory and tracking of supplies and expiration dates is a heavy lift and has turned into an ongoing project for student workers in Health Services.”

IMPLEMENTATION CONSIDERATIONS FOR INVENTORY MANAGEMENT

Challenge: Managing product inventory emerged as an ongoing operational challenge. Several campuses incorporated inventory monitoring into the responsibilities of health services staff or student workers, while others relied partially on vendor support.

- Monitoring inventory levels and product demand
- Managing product expiration dates for certain health supplies
- Determining appropriate product mix based on student demand

Program Considerations:

- Allowing campuses flexibility to adjust product selection based on student demand
- Establishing procedures for tracking product expiration dates and inventory levels
- Considering bundled products or kits to streamline restocking

Student Outreach

Colleges reported using a range of communication strategies to inform students about the availability of wellness vending machines. Outreach efforts typically combined digital communication, in-person engagement, and physical signage to increase student awareness and encourage utilization.

Most campuses reported using digital communication channels, including social media posts, campus websites, and student email announcements, to notify students when machines were installed and to highlight available products. Several colleges incorporated information

about the machines into orientation sessions, health fairs, and basic needs outreach events, introducing the machines alongside other campus health and wellness resources.

Colleges noted that once machines became visible in central campus spaces, student awareness often increased through informal peer communication.

“Once students started seeing the machine in the student center, word spread quickly and we began seeing steady usage.”

In several cases, colleges reported coordinating outreach with campus communications teams, student organizations, or peer health educators to help promote the machines and the resources they provide.

“Working with our campus communications team helped us promote the machine and the products available to students right away.”

Table 3 below summarizes the most reported outreach methods and factors that colleges identified as supporting student awareness and access.

Table 3: Factors Supporting Student Awareness and Access

Factor Supporting Awareness	Observed Impact	Number of Colleges Reporting
Machine placed in high-traffic student space (student center, library, cafeteria)	Increased passive awareness and word-of-mouth discovery	15
Social media promotion	Rapid awareness following installation	12
Physical signage near machine	Helped students identify machine purpose and available products	11
Campus email or newsletter announcements	Reached large student audiences quickly	10
Orientation or health event outreach	Introduced machines alongside other student services	7
Peer outreach (student government, peer educators)	Reinforced awareness through student-to-student communication	5

Together, these strategies helped integrate wellness vending machines into broader campus health and basic needs initiatives while ensuring that students were aware of the resources available to them.

Appendix C summarizes student notification and outreach methods reported by participating colleges.

IMPLEMENTATION CONSIDERATIONS FOR STUDENT AWARENESS AND OUTREACH

Challenges: Several campuses reported that initial student awareness of the machines was lower than expected until targeted outreach efforts were implemented. Challenges included:

- Ensuring students were aware of machine locations and available products
- Integrating machine promotion into existing campus communications channels
- Coordinating outreach across health services, communications teams, and student organizations

Program Considerations: Colleges reported that combining digital outreach, physical signage, and peer promotion helped improve awareness over time. Specifically, they found that awareness improved when machines were promoted through:

- Campus social media, email communications, and websites
- Orientation sessions and health promotion events
- Signage and peer outreach through student organizations

PRODUCTS OFFERED THROUGH WELLNESS VENDING MACHINES⁴

Key Takeaways

- Core reproductive and menstrual health products were widely offered across campuses and accounted for 74% of all reported transactions.
- Many colleges expanded inventories beyond core items to meet a broader range of student needs while also helping reduce stigma around accessing health supplies.
- Demand for harm reduction supplies and emergency contraception emerged as a notable trend, indicating that students are using the machines to access time-sensitive and preventive health resources.
- Product mix varied somewhat by campus, reflecting flexibility and responsiveness to local student needs and available resources.

Participating colleges reported offering a range of health and wellness products through vending machines designed to provide convenient access to commonly needed supplies. Product inventories reflect the goals of Assembly Bill 2482, which established the pilot program to expand student access to reproductive and menstrual health products and Assembly Bill 453, which expanded menstrual product availability in public facilities and highlighted menstrual health as an equity issue. Together, these policies emphasize reducing barriers and stigma associated with accessing essential health supplies.

⁴ Products Offered Through Wellness Vending Machines, including Table 4, addresses the criteria from Education Code section 66023.8 (b)(3) for ‘The types of products offered through the wellness vending machine’.

Consistent with these policy priorities, all 15 reporting colleges reported offering condoms, emergency contraception, and lubricants, while 13 colleges reported offering both pads and tampons. These product categories formed the core inventory across campuses and represent the primary health access goals of the pilot program. By making these products available through vending machines located in central campus spaces, colleges aimed to provide students with easier and more discreet access to sensitive health supplies.

“Having these products available in the vending machine removes the need for students to request them directly from staff, which can make access feel easier and more comfortable.”

In addition to these core items, many campuses expanded machine inventories to include a broader range of health and wellness products. For example, 14 colleges reported offering over-the-counter pain relievers, 12 colleges reported offering pregnancy tests, and 9 colleges reported offering harm reduction supplies such as Narcan and drug testing strips in response to local public health priorities or partnerships with community health organizations. Thirteen campuses also reported offering other wellness or hygiene products, including cold and allergy medications, first aid supplies, menstrual cups, dental dams, and other basic care items.

Several colleges noted that including commonly used wellness items alongside reproductive health products helped normalize use of the machines while increasing their overall usefulness for students.

“When we added everyday items like pain relievers and hygiene products, students started using the machine more regularly.”

Early utilization data supports these observations. Across participating campuses, sexual and reproductive health products and menstrual supplies accounted for approximately 74% of all items distributed during the reporting period, indicating strong student

demand for these resources. Colleges reported using these utilization patterns to inform decisions about product selection, stocking levels, and restocking frequency.

“Once we saw which products were moving fastest, we adjusted the inventory to make sure those items were always available.”

These findings suggest that wellness vending machines function not only as a distribution mechanism for reproductive and menstrual health products, but also as a flexible platform that campuses can adapt to evolving student health needs. As colleges continue monitoring utilization patterns and product demand, many reported using early implementation insights to refine product inventories and maintain access to high-demand health supplies. Table 4 summarizes the product categories reported by participating colleges during the reporting period.

Table 4: Product Categories Offered Across Participating Colleges

Product Category	Colleges Offering
Condoms	15
Emergency Contraception	15
Lubricants	15
Pain Relievers	14
Pads	13
Tampons	13
Other Wellness / Hygiene Products	13
Pregnancy Tests	12
Narcan	9
Drug Testing Strips	9

Note: Product, utilization, and pricing data reflect the 15 colleges with operational vending machines during the reporting period. Two colleges were still completing installation and launch activities.

While these product categories reflect the range of items made available through wellness vending machines, early implementation data also provides insight into how students are actually using the machines. The following section examines product utilization patterns and how campuses have used early demand data to inform operational decisions such as pricing, stocking schedules, and product selection.

PRODUCT UTILIZATION AND PRICING STRATEGIES⁵

Key Takeaways

- 14,690 products were distributed across participating campuses during the reporting period.
- Sexual and reproductive health and menstrual products accounted for approximately 74% of all items distributed.
- Campuses used utilization data to refine stocking practices and maintain access to high-demand products.
- Several colleges used pricing strategically to manage demand and maintain inventory availability.

⁵ Product Utilization and Pricing Strategies, including Table 5 and Table 6, addresses the criteria from Education Code section 66023.8 (b)(3) for 'Whether the price for each type of product was offered at a discounted rate as compared to the average retail price' and 'The total sales volume, disaggregated by type of product'.

Product Utilization Patterns

Early implementation data provides insight into how students are using wellness vending machines and which products are most frequently accessed. To examine utilization patterns, individual products reported by participating colleges were grouped into broader categories reflecting common health and wellness needs. Table 5 summarizes the total number of products distributed across participating campuses during the 2024–2025 reporting period. Please refer to Appendix B: Total Products Distributed by College (2024-2025) for disaggregated product distribution data by campus for the reporting period.

Across the 15 reporting colleges, 14,690 items were distributed through wellness vending machines. Sexual and reproductive health products and menstrual supplies accounted for approximately 74% of all items distributed, highlighting strong student demand for these essential health resources.

Students also accessed a range of other products through the machines, including harm reduction supplies, over-the-counter medications, hygiene products, health testing supplies, and academic materials.

Table 5. Total Products Distributed by Category (2024-2025)

Product Category	Example Products	Total Units Distributed
Sexual & Reproductive Health Products	Condoms, lubricant, pregnancy tests, emergency contraception	7,393
Menstrual Products	Pads, tampons, menstrual kits, menstrual cups	3,449
Harm Reduction Supplies	Narcan, fentanyl test strips, drink test kits	1,023
Academic Supplies	Blue books, Scantrons	921
Over-the-Counter (OTC) Medications	Tylenol, Advil, cold/flu medication, antacid, allergy medication	710
Health Testing Supplies	COVID tests, ovulation tests, UTI tests	600
Hygiene Products	Sanitizer, wipes, lotion, deodorant, toothbrush kits	548
First Aid Supplies	Bandages, first aid kits, hydrocortisone cream	46

Note: Product, utilization, and pricing data reflect the 15 colleges with operational vending machines during the reporting period. Two colleges were still completing installation and launch activities.

Several additional patterns emerged across participating campuses. Colleges reported distributing more than 1,000 harm reduction supplies, including Narcan and fentanyl test strips, highlighting the role wellness vending machines can play in supporting campus overdose prevention and public health initiatives. Campuses also reported distributing more than 700 units of emergency contraception, demonstrating the value of convenient and discreet access to time-sensitive reproductive health products. Together, these utilization patterns indicate that students are actively using wellness vending machines to obtain a range of essential health supplies.

Operational Implications of Utilization

Participating colleges reported offering most wellness vending machine products at no cost or at prices below typical retail cost, consistent with the pilot program’s goal of expanding access to essential health supplies for students. Several campuses indicated that pilot funds and partnerships with public health agencies allowed them to initially offer certain products free of charge, particularly reproductive health supplies and menstrual products.

As campuses gained experience operating the machines, some colleges reported using price as an operational lever to maintain inventory and ensure long-term sustainability. In several cases, campuses transitioned from fully free product distribution to low-cost pricing for certain items, while continuing to provide a subset of products free of charge. Colleges noted that this approach helped address rapid product depletion and allowed machines to remain stocked with high-demand items.

“Originally, we offered a lot of free items in the vending machine. Due to supply and demand, we had to add low-cost pricing to many of the items so we could keep the machines stocked.”

Several campuses reported that products offered free of charge were depleted more quickly and required more frequent restocking than items priced at a low cost. These patterns led some colleges to use pricing strategically to manage demand and stabilize inventory, introducing modest prices for certain products while continuing to provide others free of charge. Colleges reported that this approach helped slow down the depletion of high-demand items and ensured that machines remained stocked with essential supplies.

“Supplies had depletion within 1–3 days, which showed us that students were actively using the machine and that the need was real.”

Pricing Approaches Across Campuses

To better understand how campuses balanced accessibility with sustainability, participating colleges were asked to describe their pricing approaches for vending machine products. As shown in Table 6, most campuses implemented a combination of free and discounted pricing strategies. These approaches reflect efforts by campuses to expand access to essential health supplies while maintaining the ability to restock high-demand items over time.

Table 6. Product Pricing Approach by College

College	Free Products Offered	Discounted Pricing Used	Notes
Bakersfield College	✓	✓	Free items depleted quickly
Cabrillo College	✓	✓	Mix of free and low-cost items
Chaffey College	✓	✓	Low-cost model implemented
Clovis Community College	✓	✓	Low-cost pricing used

College	Free Products Offered	Discounted Pricing Used	Notes
College of San Mateo	✓	✓	Combination pricing approach
College of the Redwoods	✓	✓	Mix of free and low-cost items
Cypress College	✓	✓	Mix of free and discounted items
Glendale Community College District	✓	✓	Pricing varies by product
Grossmont College	✓	✓	Discounted pricing for sustainability
Modesto Junior College	✓	✓	Combination model used
Reedley College	✓	✓	Some products transitioned to low-cost pricing
San Diego City College	✓	✓	Free menstrual supplies emphasized
San Diego Mesa College	✓	✓	Pricing adjusted based on inventory
Santiago Canyon College	✓	✓	Combination pricing
West Valley College	✓	✓	Adjusted pricing after early demand

Note: Product, utilization, and pricing data reflect the 15 colleges with operational vending machines during the reporting period. Two colleges were still completing installation and launch activities.

While pricing strategies varied across campuses, several colleges reported using early product utilization data to monitor machine usage and product demand, which enabled them to adjust product selection and pricing strategies. This iterative approach reflects the pilot nature of the program and highlights how colleges are refining machine operations to balance accessibility, demand, and inventory sustainability.

Together, these findings indicate that wellness vending machines are being used by students to access a range of essential health and wellness resources, reinforcing their potential as a scalable strategy for improving access to basic health supports on community college campuses.

IMPLEMENTATION CONSIDERATIONS FOR PRICING AND SUSTAINABILITY

Challenge: Several colleges initially offered products free of charge but reported rapid inventory depletion for high-demand items such as condoms, menstrual products, and emergency contraception.

- Rapid depletion of free products, particularly reproductive health and menstrual supplies
- Determining pricing levels that maintain student affordability while supporting inventory sustainability
- Adjusting product quantities or pricing models in response to demand

Program Considerations: Many colleges responded by adopting combination pricing models, offering some items free of charge while providing others at low cost.

- Implementing combination pricing models, offering some products free while pricing others at low cost
- Monitoring utilization data to inform pricing adjustments
- Ensuring pricing strategies maintain affordability while supporting inventory sustainability

PARTNERSHIPS AND FUNDING SOURCES⁶

Key Takeaways

- Pilot funding supported machine acquisition at most campuses.
- Seven (7) colleges reported partnerships with public health or non-profit organizations.
- Partnership often provided harm reduction and reproductive health supplies, which were also the category of products across campuses.
- Some campuses combined pilot funds with student health or basic needs funding.

Although the Wellness Vending Machine Pilot Program was established without a dedicated ongoing appropriation, the Chancellor's Office recognized that participating colleges would require startup support to implement the pilot. To support initial machine acquisition and launch activities, the Chancellor's Office used one-time Basic Needs funding authorized through Assembly Bill 132 (Committee on Budget, Chapter 144, Statue of 2021), to provide each participating college with a \$15,000 allocation. Colleges used these one-time funds primarily to purchase or lease machines, install equipment, and support initial product stocking and implementation activities.

In addition to these one-time startup funds, several colleges reported combining pilot support with other campus resources to sustain ongoing operations. These colleges reported using student health fees, basic needs allocations, mental health funding, and external partnerships to support product purchasing, machine maintenance, and restocking. These diversified funding approaches suggest that some campuses are already identifying strategies to sustain the program beyond the initial pilot period.

External partnerships were less common than pilot funding but played an important role in expanding product access at some campuses. Seven of the fifteen reporting colleges reported working with one or more external partners to support wellness vending machine implementation or product distribution. Colleges that reported partnerships most often

⁶ Partnerships and Funding Sources, including Table 7 and Table 8, addresses the criteria from Education Code section 66023.8 (b)(3) for 'Name of each entity or organization the campus partnered with to offer products' and 'Source or sources of funding used to finance the wellness vending machine'.

collaborated with local public health departments, nonprofit organizations, or healthcare providers to obtain supplies such as naloxone, fentanyl test strips, condoms, and lubricant. These partnerships helped campuses offer certain products at no cost while reducing direct program costs.

Table 7 below summarizes external partnerships reported by seven participating colleges and the types of organizations involved, most of which involved public health agencies or healthcare providers that frequently supported the distribution of harm reduction supplies and reproductive health products. These partnerships helped campuses expand access to items such as naloxone, fentanyl test strips, condoms, and lubricant while reducing direct program costs.

Table 7. External Partnerships Supporting Wellness Vending Machines

College	External Partner(s) Reported	Partnership Type
West Valley College	California Department of Public Health; Santa Clara County Department of Public Health	Public health
Reedley College	California Department of Public Health; California Naloxone Distribution Project; Essential Access	Public health / nonprofit
Modesto Junior College	California Department of Public Health; Aegis; FPA Women's Health	Public health / clinic
Cabrillo College	CYAN; County Public Health; California Department of Health Services	Public health / nonprofit
College of San Mateo	County Public Health	Public health
Cypress College	FPA Women's Health; AltaMed Clinics; California Naloxone Program	Clinic / public health
College of the Redwoods	Humboldt Independent Practitioners Association; Humboldt County Department of Health	Public health / community health

Roundtable discussions with participating colleges suggest that partnerships and diversified funding sources may support long-term sustainability of wellness vending machines. Participants described identifying potential funding streams through basic needs programs, student health services, mental health initiatives, and community health partnerships, particularly as campuses refine operational models beyond the initial pilot period. Table 8 presents the primary funding sources used by campuses to finance machine acquisition and ongoing program operations.

Table 8: Funding Sources Reported by Participating Colleges

Funding Source	Number of Colleges Reporting	Example Uses
Pilot funds	17	Machine acquisition and initial program launch
Student health fee	4	Product purchasing and program support
Basic needs funding	4	Product stocking and student services integration
Mental health funding	2	Product purchasing and wellness program support
General fund	1	Supplemental campus funding
Other / grant-based support	Multiple campuses	Supplemental implementation support

Overall, early implementation experiences suggest that pilot funding enabled most campuses to launch wellness vending machines, while partnerships and supplemental campus funding helped some colleges expand product availability and support ongoing operations. As campuses continue to refine program operations, they are encountering a range of practical challenges related to procurement, machine maintenance, and inventory management.

Appendix D summarizes funding sources reported by participating colleges, including statewide startup funding and supplemental campus funding sources used to support ongoing operations.

IMPLEMENTATION CONSIDERATIONS FOR LONG-TERM SUSTAINABILITY

Challenges: While pilot funding enabled initial implementation at most campuses, colleges reported challenges related to long-term program sustainability. These included:

- Identifying ongoing funding sources for product restocking and machine maintenance
- Establishing partnerships with public health agencies or community organizations
- Coordinating with external partners to supply specialized products, such as harm reduction resources

Program Considerations: Several campuses reported exploring additional funding streams, including student health fees, basic needs funding, and community partnerships, to support continued program operations. Future implementation may benefit from:

- Partnerships with public health agencies, healthcare providers, and nonprofit organizations
- Identifying supplemental funding sources such as student health fees, basic needs funding, or campus wellness programs
- Sharing successful partnership models across participating campuses

CONCLUSION

Early implementation of the Wellness Vending Machine Pilot Program demonstrates that colleges can successfully integrate wellness vending machines into campus environments to expand access to essential health supplies. Across the reporting period, the 15 colleges with operational machines distributed 14,690 products, with sexual and reproductive health products and menstrual supplies accounting for approximately three-quarters of all items distributed. Reporting colleges also evidenced strong demand for harm reduction supplies, over-the-counter medications, and other basic wellness products, reinforcing that students are using the machines to meet a broad range of health needs.

Colleges consistently reported that the most successful implementation strategies were those that embedded wellness vending machines within broader campus basic needs and student support efforts. Locating machines in high-traffic student spaces, integrating promotion into existing communications and outreach, partnering with local health organizations, and

offering products at no cost or reduced cost all contributed to stronger utilization and greater student awareness.

These findings are consistent with broader evidence from California Community Colleges basic needs initiatives, which have shown that students are more likely to persist and succeed when colleges reduce barriers to accessing essential supports. Vision 2030 identifies “Equity in Support” as a core systemwide priority and emphasizes that students need access not only to instruction, but also to the health, financial, and basic needs resources necessary to thrive academically.

The Wellness Vending Machine Pilot Program provides an early example of this approach in practice. The pilot demonstrates that relatively small investments in accessible, student-centered supports can produce meaningful benefits by reducing stigma, increasing convenience, and helping students obtain essential products when they need them. At the same time, participating colleges consistently reported that startup funding and ongoing support for product restocking, machine maintenance, staffing, and outreach were critical to successful implementation.

If the program is expanded beyond the current pilot to all 115 brick-and-mortar California community colleges, a dedicated and sustainable funding source will be essential. Just as California has invested in other basic needs initiatives, such as Basic Needs Centers, affordable student housing, and other Vision 2030 demonstration projects, statewide expansion of wellness vending machines will require stable funding to ensure that all colleges, regardless of size, location, or local resources, can implement and sustain the program effectively. Continued investment would position wellness vending machines not only as a pilot initiative. The pilot demonstrates its potential as a scalable strategy for advancing student wellbeing, educational persistence, and the Vision 2030 goal of ensuring that every student is seen, supported, and able to succeed.

APPENDIX A: EDUCATION CODE REPORTING REQUIREMENTS CROSSWALK

Education Code Report Criteria	Where Addressed in Report	Key Finding
(A) Location of the wellness vending machine	Machine Location, Accessibility, and Stocking Practices; Table 1	Participating colleges placed machines in high-traffic student areas such as student centers, libraries, and health services buildings to maximize visibility and access while maintaining student privacy.
(B) Times of day and days of the week machines are stocked, functioning, and accessible	Machine Location, Accessibility, and Stocking Practices; Tables 1–2	Most machines are accessible during standard campus operating hours, with several locations offering extended evening access depending on building schedules and student traffic patterns.
(C) Total cost to acquire and maintain the machine	Machine Acquisition and Maintenance Costs; Table 2	Acquisition costs ranged from approximately \$1,400 to \$21,000, with an average cost of about \$8,600 per machine, reflecting differences in machine specifications, vendor arrangements, and procurement approaches.
(D) Methods used to notify students of the presence of the machine	Student Notification and Outreach; Appendix C	Colleges primarily used digital communication channels, including social media, campus websites, and email, supplemented by orientation sessions, signage, tabling events, and peer outreach activities.
(E) Types of products offered through machines	Products Offered; Table 4	Campuses stocked core reproductive and menstrual health products, with many expanding inventories.
(F) Whether products were offered at a discounted rate compared to retail price	Product Pricing; Table 5	Most products were offered free of charge or at prices below typical retail cost, with many campuses adopting combination pricing models to maintain affordability while supporting inventory sustainability.
(G) Total sales volume disaggregated by product type	Product Utilization and Pricing Strategies; Table 5; Appendix B	Participating campuses reported distributing 14,690 products during the reporting period, with reproductive health and menstrual products accounting for the largest share. Appendix B provides total product distribution data by college.
(H) Name of each partner organization involved in offering products	Partnerships and Funding Sources	Colleges partnered with vendors, public health programs, and community organizations to supply machines, distribute health products, and support initiatives such as harm-reduction supply distribution.st
(I) Source(s) of funding used to finance the machines	Partnerships and Funding Sources; Appendix D	All participating colleges received startup funding through a Chancellor’s Office allocation supported by one-time Basic Needs funding. Several colleges also reported using supplemental campus or external funding sources to support ongoing operations and product restocking.

APPENDIX B: TOTAL PRODUCTS DISTRIBUTED BY COLLEGE (2024-2025)

College	Total Products Distributed
Bakersfield College	6,435
Cabrillo College	3,888
Chaffey College	145
Clovis Community College	749
College of San Mateo	2,521
College of the Redwoods	907
Cypress College	0
Glendale Community College District	197
Grossmont College	717
Modesto Junior College	1,393
Reedley College	2,263
San Diego City College	270
San Diego Mesa College	1,185
Santiago Canyon College	1,053
West Valley College	5,498
Total	14,690

Note: College of Siskiyou and LA Pierce College were not yet operational during this reporting period; Cypress College reported that the machine was operational during the reporting period, but no products were distributed during this reporting period.

APPENDIX C: STUDENT NOTIFICATION AND OUTREACH METHODS BY COLLEGE

College	Email	Social Media	Posters / Flyers	Student Orientation	Website	Tabling / Events	Other
Bakersfield College	✓	✓	✓	✓	✓	✓	-
Cabrillo College	✓	✓	✓	✓	✓	✓	✓
Chaffey College	✓	✓	-	-	✓	✓	-
Clovis Community College	✓	✓	✓	-	✓	-	-
College of San Mateo	✓	✓	-	-	✓	✓	-
College of the Redwoods	✓	✓	-	-	✓	-	-
Cypress College	✓	✓	✓	✓	✓	✓	✓
Glendale Community College District	✓	✓	✓	-	-	-	✓
Grossmont College	✓	✓	✓	✓	✓	✓	-
Modesto Junior College	✓	✓	✓	-	✓	✓	-
Reedley College	✓	✓	✓	✓	✓	✓	-
San Diego City College	✓	✓	✓	✓	✓	✓	✓
San Diego Mesa College	✓	✓	✓	✓	✓	✓	-
Santiago Canyon College	✓	✓	✓	-	✓	✓	-
West Valley College	-	✓	-	✓	✓	✓	-

Note: College of Siskiyou and LA Pierce College were not yet operational during this reporting period

APPENDIX D: FUNDING SOURCES SUPPORTING IMPLEMENTATION BY COLLEGE

All participating colleges received a \$15,000 startup allocation through one-time Basic Needs funding administered by the Chancellor's Office. Only one college reported student fundraisers as an additional source of funding.

College	Chancellor's Office Startup Funding	Mental Health Allocation	General Fund	Student Health Fee	Student Equity & Achievement Allocation	Basic Needs Allocation	Philanthropic Support
Bakersfield College	✓	✓	-	✓	-	✓	-
Cabrillo College	✓	-	-	-	-		-
Chaffey College	✓	-	-	-	-	✓	-
Clovis Community College	✓	-	-	-	-	-	-
College of San Mateo	✓	-	-	-	-	-	-
College of the Redwoods	✓	-	-	-	-	✓	-
Cypress College	✓	-	-	-	-	-	-
Glendale Community College District	✓	-	-	-	-	-	-
Grossmont College	✓	-	-	-	-	-	-
Modesto Junior College	✓	-	-	✓	-	-	-
Reedley College	✓	-	-	✓	-	-	-
San Diego City College	✓	-	-	-	-	-	-
San Diego Mesa College	✓	-	-	✓	-	-	-
Santiago Canyon College	✓	-	-	-	-	✓	-
West Valley College	✓	✓	✓	-	-	-	-

Front cover photo:
San Diego Mesa College

Photo at right:
Mt. San Antonio College

Back cover photo:
I CAN



Connect
with us!

WEBSITES

California Community Colleges
ccco.edu

Salary Surfer
salarysurfer.cccco.edu

I Can Go To College
ICanGoToCollege.com

SOCIAL MEDIA



California Community Colleges Facebook
facebook.com/CACommColleges



California Community Colleges X (Formerly Twitter)
x.com/CalCommColleges

Chancellor Sonya Christian X (Formerly Twitter)
x.com/sonyachristian

Government Relations X (Formerly Twitter)
x.com/CCGRAdvocates



California Community Colleges YouTube
youtube.com/CACommunityColleges



California Community Colleges Instagram
instagram.com/CaliforniaCommunityColleges



California Community Colleges LinkedIn
linkedin.com/company/CaliforniaCommunityColleges/



California Community Colleges Threads
threads.com/@californiacommunitycolleges



California Community Colleges Chancellor's Office
1102 Q Street | Suite 4400 | Sacramento, CA 95811

www.cccco.edu