Student-Centered Funding Formula

September 14, 2018

▸ The new Student-Centered Funding Formula (SCFF) methodology requires a major paradigm shift from the apportionment funding model (SB 361 Equalization) used for over a decade to fund non-basic aid/community supported districts.

▸ Shifts focus of funding from enrollment to both enrollment and performance funding model.

▸ Districts will be "held harmless" (stability) for the three-year transition to SCFF and guaranteed the greater of 2017-2018 "total computational revenue" apportionment funding plus annual COLAs or SCFF, whichever is greater.

▸ Budget trailer bill included the creation of a "Community College Student Success Funding Formula Oversight Committee" consisting of 12 members, with the Senate Rules Committee, the Assembly Speaker and the Governor each appointing four members.

▸ Districts will be required to submit to the State Chancellor's Office annual reports on their expenditures from "Student Equity and Achievement Program" funds, which the State Chancellor will then be required to submit to the Legislature and the Department of Finance. Legislature's intent is that program focus is on closing achievement gaps.

▸ **SCFF funding methodology is based upon three components:**

  ▸ **Base Allocation** – Enrollments (FTES) credit FTES, which is based on a three-year average FTES. Credit FTES is funded at $3,727 per FTES.

  ▸ **Supplemental Allocation** – based on counts of low-income students.

  ▸ **Student Success Allocation** – based on counts of outcomes related to the *Vision for Success,* with "premiums" for outcomes of low-income students.

▸ **Base Allocation** – continues to fund FTES in 2018-2019 based upon enrollment access and other factors defined in SB 361 model; however, only for 70% of a district's funding in 2018-2019.

  ▸ 65% as of 2019-2020

  ▸ 60% in 2020-2021

▸ Non-Credit and Concurrent Enrollment continue to be funded outside of SCFF with:

  ▸ CDCP non-credit and Concurrent Enrollment FTES funded at $5,457

  ▸ Non-credit at $3,347 per FTES

2018-2019 Methodology and Funding Distribution

- Enrollment / Credit FTES: 70%
    - 3 Year Average
        - 2016-2017 Actuals
        - 2017-2018 Actuals
        - 2018-2019 Targets

- Supplemental (Pell, CCPG/BOGW, AB 540): 20%

- Student Success Metrics: 10%

Funding Rates

▸ Credit – $3,727/FTES

▸ Regular Non-Credit – $3,347/FTES

▸ CDCP Non-Credit – $5,457/FTES

▸ Concurrent Enrollment – $5,457/FTES

▸ Supplemental – $919/count

(2016-2017 Count: 50,161)

▸ Student Success – Varies

Impact: Shifts focus of funding from enrollment to both enrollment and student success.

Old Formula

▸ One (1) Credit FTES = $5,100

New Formula

▸ One (1) Credit FTES = $3,727 per FTES

▸ *Plus* = $919 CCPG/Pell (supplemental)

▸ *Plus** = Student Success Funding

*Allocation varies per metric

Based upon prior year data:

Metric	Funding Per
Associate degrees	$1,320
Bachelor degrees	$1,320
ADT degrees	$1,760
Certificates of Achievement	$880
9+ CTE units	$440
Transfer	$660
Completion of transfer-level English and math in student's first year	$880
Regional living wage	$440

Note: Counts are by award, not student

Student Services

Additional Funding to Achieve Equity

Two metrics:

▸ Pell Grant Students

▸ California College Promise Grant (CCPG) Students

FUNDING PER AWARD		
	Pell Grant	**CCPG**
Associate degrees	$500	$333
ADT degrees	$666	$444
Certificates of Achievement	$333	$220
9+ CTE Units	$167	$111
Transfer	$250	$164
Completion of transfer-level English & math in student's first year	$333	$220
Regional Living Wage	$167	$111

Student Services

Student Examples

Student A – Funding: $9,467	
Pell	$1332
CCPG (BOGW)	$888
Completed transfer-level English and math in first year	$880
Earned Certificate of Achievement	$880
Earned ADT degree	$1,760

Student B – Funding: $7,247	
No Pell	---
No CCPG (BOGW)	---
Completed transfer-level English and math in first year	$880
Earned Certificate of Achievement	$880
Earned ADT degree	$1,760
Did not transfer	---

Student C – Funding: $8,597	
Pell	$1,332
CCPG (BOGW)	$888
Earned Two Associate Degrees	$2,640

▶ Assumes each student equals one (1) FTES

Student Examples

Student D – Funding: $5,051	
CCPG (BOGW)	$444
Earned Certificate of Achievement	$1,320

Student E – Funding: $3,727	---
No Financial Aid	
No Student Success Metrics	

Student F – Funding: $5,457	---
Concurrently Enrolled	

Student G – Funding: $5,457	---
CDCP Noncredit	

Student H – Funding: $3,727	---
Regular Noncredit	

Preliminary Outcomes

2016-2017			
	All	**Pell**	**CCPG**
Associate Degrees	2,010	1,119	1,541
BA / BS Degrees	-	-	-
ADT Degrees	1,304	715	994
Certificates of Achievement	1,141	555	813
9+ CTE Units	6,180	2,571	4,027
Transfer*	5,853	2,286	3,735
Transfer-level English & math in year one	738	270	387
Regional Living Wage	8,989	821	2,489

* Statewide measure based upon completion of 12 units in the District by 2015-2016, and transferred in 2016-2017 from any California Community College.

Will be updated with 2017-2018 data in November for 2018-2019 funding.

Preliminary 2017-2018 Outcomes

2017-2018			
	SCFF CCCCO 2016-2017	**Actuals 2017-2018***	**% Difference**
Associate Degrees	2,010	2,009	0%
BA / BS Degrees	NA	10	
ADT Degrees	1,304	1,447	11%
Certificates of Achievement	1,141	1,181	4%
9+ CTE Units	6,180	6,249	1%
Transfer**	5,853	NA	
Transfer-level English and math in year one	738	804	9%
Regional Living Wage***	8,989	9,079	1%

* Actuals are tentative values due to potential changes. Source: SDCCD Information Systems.

** Transfer was not included in the comparison (NA=Not Applicable for comparison).

*** Regional Living Wage values for 2017-2018 are projections based on 2016-2017 CCCCO values with a one percent increase.
1% was chosen after examining the current economic reports for State and local personal income growth rate.
Source: Bureau of Economic Analysis. The region is increasing at around 2%, so 1% was chosen to be conservative.

2018-2019 FTES Targets

City College			FTEF
Regular	9,379		
Concurrent	224		619.5
Total		9,603 FTES	

Mesa College			FTEF
Regular	13,020		
Concurrent	470		870.3
Total		13,490 FTES	

Miramar College			FTEF
Regular	9,154		
Concurrent	350		613.2
Total		9,504 FTES	

Continuing Education			FTEF
CDCP	5,896		
Regular	1,386		
f factor	125		477.9
Total		7,407 FTES	

District			FTEF
Total		40,004	2,580.9

Note: FTEF at 15.5

College Credit

▶ Census Week Course Example

The following example is equivalent to **three FTES**:

▶ 3-unit lecture course

▶ Scheduled 54 hours

▶ 30 students enrolled at census

▶ Student Examples

The following examples are both equivalent to **one FTES**:

▶ One student enrolled in five 3-unit lecture classes for 2 semesters

▶ Five students enrolled in one 3-unit lecture class for 2 semesters

Continuing Education

▶ Student Examples

The following examples are both equivalent to **one FTES**:

▶ One student who completed 525 hours in one semester

▶ Five students who complete a cumulative total of 525 hours in a semester

Student Services

Productivity and Class Size

- Colleges and Continuing Education are funded at a productivity of 15.5 FTES/FTEF

Credit

30 Students
5 – 3 Unit Lecture Classes
52 Total Scheduled Hours/Class
14.86 FTES/FTEF

31 Students
5 – 3 Unit Lecture Classes
52 Total Scheduled Hours/Class
15.35 FTES/FTEF

31.4 Students
5 – 3 Unit Lecture Classes
52 Total Scheduled Hours/Class
15.55 FTES/FTEF

33 Students
5 – 3 Unit Lecture Classes
52 Total Scheduled Hours/Class
16.34 FTES/FTEF

Note: Class size average as of census.

Noncredit

30 Students
5 classes – 50 Total Scheduled Hours/Class
14.29 FTES/FTEF

31.5 Students
5 classes – 50 Total Scheduled Hours/Class
15 FTES/FTEF

32.5 Students
5 classes – 50 Total Scheduled Hours/Class
15.48 FTES/FTEF

34.4 Students
5 classes – 50 Total Scheduled Hours/Class
16.38 FTES/FTEF

Note: Assumes full hours for all students enrolled.

Student Services

State Initiatives:
Common Themes

State Initiatives: Supporting the New Funding Formula

▸ California College Promise (AB 19)

▸ Assessment Reform (AB 705)

▸ Guided Pathways

▸ Strong Workforce

▸ Student Success & Support Program (SSSP)

▸ Student Equity

▸ Basic Skills Initiative

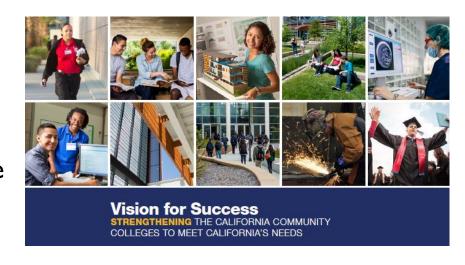Now referred to as: Student Equity and Achievement Program

Goal: Achieve system-wide goals for *Vision for Success*

Common expectations across all initiatives:

- Increase completion
  - Degrees
  - Certificates
  - Transfer
- Reduce number of units students complete
- Close equity gaps
- Increase employment for CTE students
- Reduce regional achievement gaps

Vision for Success
STRENGTHENING THE CALIFORNIA COMMUNITY
COLLEGES TO MEET CALIFORNIA'S NEEDS

Student Services

AB 705
Innovations and Curriculum Reform

Strategies for Moving Forward

▶ Appoint Table Lead

▶ Discuss strategies guided by questions

▶ Identify recommended action steps

▶ How can the colleges and Continuing Education partner to create pathways for students?

▶ How can articulation agreements best be created between CE and the colleges (CE courses, math, English, ELAC)?

▶ What processes and supports need to be in place to identify pathways with all existing, and newly developed curriculum?

▶ What other data do we need to make class scheduling decisions and in what format?

▶ How do we plan class scheduling across campuses to optimize capacity?

Brainstorming Guided Questions

▶ How do disciplines meet across the District for planning?

▶ How do we think holistically across campuses?

▶ What tools can be provided that we don't have to invent ourselves?

▶ Are there administrative barriers that should be revisited?

Student Services