

Student Centered Funding Formula Resources

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CCC Budget Committee

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Vision Goals

1. Increase credential obtainment by 20%
2. Increase transfer by 35% to UC and CSU
3. Decrease average unit obtainment for a degree to 79
4. Increase employment for CE students to 76% in their field of study
5. Reduce and erase equity gaps
6. Reduce regional gaps

Commitments

1. Focus on students' goals
2. Design with the students' experience in mind
3. High expectations and high support
4. Foster use of data and evidence
5. Own student performance
6. Thoughtful innovation and action
7. Cross-system partnership

About the college budget

- A budget reflects the priorities of the institution.
- Priorities are set based on the Educational Master Plan or Strategic Plan and broad goals established by the local board of trustees.
- Collegial consultation is the process for the effective participation of faculty.
- These priorities must be aligned to the Vision for Success Goals.

ASCCC Faculty Leadership Institute 2020: Mayra Cruz and Mario Rodriguez

Student Centered Funding Formula

- Replaced “Program-Based Funding Model” or Senate Bill 361
- 70% based on students served and funding for your site
- 20% based on the number of financially needy and Assembly Bill 540 students served
- 10% based on outcomes of students

Student Centered Funding Formula

Three Components

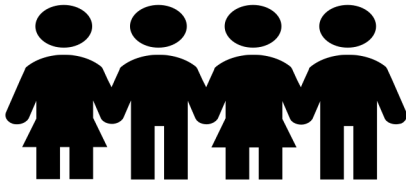
1. Base Allocation – promote broad access
2. Supplemental Allocation – address barriers to access and success for low-income students
3. **Student Success (Performance) Allocation – encourage progress on outcomes linked to goals in the *Vision for Success***

Allocation

Year	2018-19	2019-20	2020-21
Base	70%	65%	60%
Supplemental	20%	20%	20%
Student Success/Performance	10%	15%	20%

Avoiding the Curriculum Pressure Cooker with the New Recipe for Funding : Stephanie Curry, Ginni May, and Carrie Roberson – all of ASCCC

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Equity Component

- Pell Grant Recipients - outcomes
- CA Promise Grant Recipients (previously BOG)

Students Success Allocation

- AA's
- ADTs
- CCC Bachelor
- Credit Certificates
- Completion of Transfer level Math and English
- Transfer to Four-year University
- Completion of 9 CTE units
- Regional Living Wage

Supplemental Allocation

- Headcount - Pell Grant Recipients -
- Headcount - AB 540
- Headcount - CA Promise Grant Recipients (previously BOG)

Base Allocation

- Credit Full-time Equivalent Students (FTES)
- Base Allocation
- Special Admit (FTES)
- Inmates in Correctional Facilities (FTES)

The Student Success Allocations Dollars

Student Success Allocation - Measures	All Students	Promise Premium	Pell Premium
Associate Degrees for Transfer (ADTs) granted	\$ 1,760	\$ 444	\$ 666
Associate degrees granted (excluding ADTs)	\$ 1,320	\$ 333	\$ 500
Baccalaureate degrees granted	\$ 1,320	\$ 333	\$ 500
Credit certificates (16 units or more) granted	\$ 880	\$ 222	\$ 333
Completion of transfer-level mathematics and English courses within first academic year of enrollment	\$ 880	\$ 222	\$ 333
Successful transfer to four-year university	\$ 660	\$ 167	\$ 250
Completion of nine or more CTE units	\$ 440	\$ 111	\$ 167
Attainment of regional living wage	\$ 440	\$ 111	\$ 167

Source: **Workshop Materials:Slide Decks** [Connecting the Dots Part 1](https://iepi.cccco.edu/2019dataworkshops)
<https://iepi.cccco.edu/2019dataworkshops>

Student Centered Funding Formula (SCFF)

The Student-Centered Funding Formula (SCFF) methodology required 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. Shifted focus of funding from enrollment (access) only to a model of enrollment (access) AND performance outcomes funding model. Effective July 1, 2018 for FY 2018-19.

- **SCFF funding methodology based upon three components:**
 - **Base Allocation** – Enrollment funding for credit FTES based on a three-year average. Some aspects of former funding model (SB 361) continues to exist under SCFF. Credit FTES was funded at \$3,727 per FTES in FY 2018-19 and is adjusted annually by COLA. FTES is only 70% of a district's apportionment funding as of FY 2018-19.
 - **Supplemental Allocation** – based on counts/number of low-income students providing 20% of a district's apportionment funding as of FY 2018-19. (low-income demonstrated by awards for Pell, CCPG/BOGW, AB540).
 - **Student Success Allocation** – based on counts/number of outcomes related to the *Vision for Success*, with "premiums" for outcomes of low-income students. This allocation represents 10% of a district's funding as of FY 2018-19. (originally intended to increase to 15% in FY 2019-20 and 20% in FY 2020-21 with 70% FTES funding declining by 5% each year down to 60%.)
- **Non-Credit and Concurrent Enrollment** continue to be funded outside of SCFF with:
 - CDCP non-credit and Concurrent Enrollment FTES funded at \$5,457 as of FY 2018-19
 - Non-credit at \$3,347 per FTES as of FY 2018-19 (Note: both to be adjusted by COLA each year)

Student Centered Funding Formula (SCFF)

- SCFF includes “Hold Harmless” provision, which replaced “Stability Funding” for colleges/districts failing to achieve prior year’s Total Computational Revenue (TCR). Legislation allowed for 3 years, which was extended by 1 year as part of the FY 2019-20 budget signed into law.
- “Hold Harmless” funding currently scheduled to end in FY 2021-22.
- As of FY 2018-19, 27 districts are in “Hold Harmless” and CCCCO anticipates it will increase to 32 districts in FY 2019-20.
- SCFF Impact/Challenges on colleges/Districts apportionment funding:
 - Uncertainty and lack of predictability of SCFF outcomes being fully funded each year due to resource limitations.
 - Potential of state deficits continue to be possible due to revenue and cash shortfalls (Prop 98, student fees and state general fund).
 - SCFF implemented quickly without multi-year forecasting.
 - Metrics and funding per unit continued to be in flux.
 - Final apportionment revenue continues to be unknown until “Recal” is published eight months into a fiscal year.
 - Data driven funding model some of which is not controllable by colleges/districts or easily predictable.
 - Revenue lags costs incurred in order to achieve supplemental and success outcomes (data outcomes based upon changes between the two prior fiscal years while revenue projected for current year).
- 2018-19 State 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 to review specific aspects of SCFF and make recommendations by January 2020 and June 2021..

Understanding Budget Processes and the Student-Centered Funding Formula (SCFF) in Relation to Standard IIID : Stephanie Curry, ASCCC and Bonnie Ann Dowd, Ed.D, Executive Vice Chancellor, Business and Technology Services, San Diego Community College District

SCFF Requires New Sources of Data for Budget Planning and Development

- Data and Planning:

- Counts/number of financial aid awards (Pell, CCPG/BOGW, AB540) drive 20% of apportionment funding colleges/districts use to receive under the SB 361 funding model;
- Demographics of a college/district are not the same at all 72 districts varying by geographical location; and,
- A student may not be eligible for financial aid; however, the cost of living in some regions of the state is high making it difficult for students to achieve outcomes in a timely manner.
- ADT degrees are not uniformly accepted at all CSU institutions/disciplines.
- Difficult to estimate supplemental and performance metric outcomes and using “actual” data for the prior two years results in the costs of generating outcomes not being aligned with the revenue earned in a given fiscal year.



State Chancellor's website has some resources

- <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula>