


Chancellor's Office

Discussion on the Student Centered Funding Formula

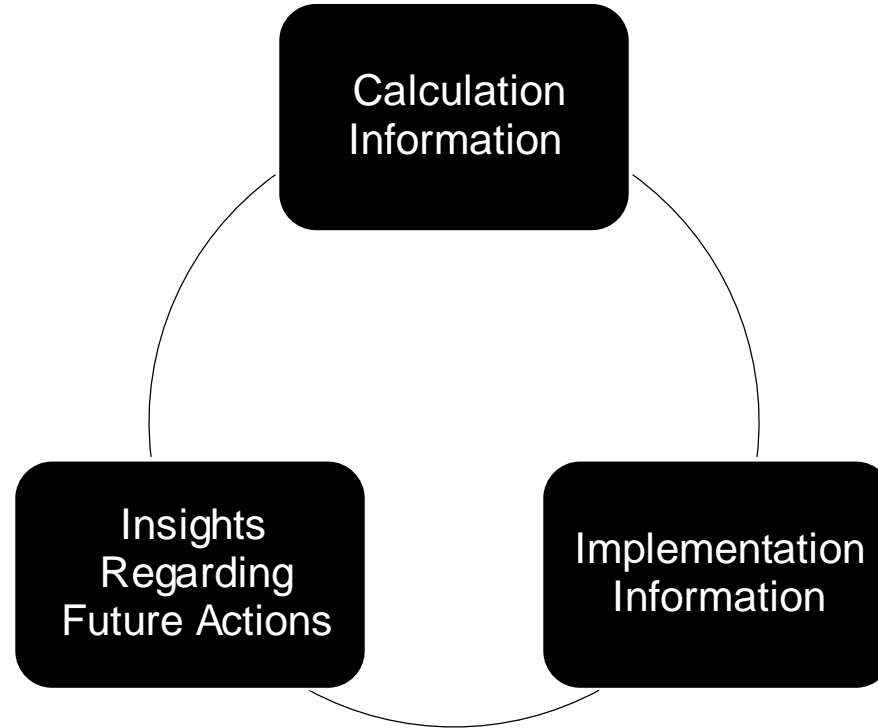
Milestone



“...California’s state leaders have truly delivered on a promise to put students first and set an example for the rest of the nation by adopting a new funding formula that incentivizes student success...”

–Chancellor Eloy Ortiz Oakley

Overview



Principles for Reform

- In reforming funding for community college districts, we should aim to do the following:
 - Encourage progress toward the *Vision for Success* adopted by the Board of Governors.
 - Provide groups of students that have faced barriers to success with additional support to meet our goals.
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Student Centered Funding Formula

- The new formula calculates apportionments generally using three allocations:
 - *Base Allocation*—Current factors (primarily credit FTES).
 - *Supplemental Allocation*—Counts of lowincome students.
 - *Student Success Allocation*—Counts of outcomes related to the *Mission for Success*,
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New Elements—Supplemental Allocation

- For the supplemental allocation, a district would receive one “point” based on the counts of all of the following in the prior year:
 - Pell Grant recipients.
 - California College Promise Grant recipients.
 - AB 540 students.
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New Elements—Student Success Allocation

Measures	All Students	CCPG Recipients ^{1/}	Pell Grant Recipients
Associate degrees for transfer granted	4	4	6
Associate degrees granted (excluding ADTs)	3	3	4.5
Baccalaureate degree granted	3	3	4.5
Credit certificates (16 units or more) granted	2	2	3
Completion of transfer level mathematics and English courses within first academic year of enrollment	2	2	3
Successful transfer to four year university	1.5	1.5	2.25
Completion of nine or more CTE units	1	1	1.5
Attainment of regional living wage	1	1	1.5

^{1/} CCPG = California College Promise Grant.

Upcoming Deadlines

Deadline	Description
October 30	Districts required to submit data on awards in MIS.
November 1	Districts required to submit data on financial aid in MIS.
November 15	

Alignment with Educational Programs

- Districts are required to do the following:
 - *Goals*—Adopt, by January 1, 2019, of goals that are aligned with the Vision for Success.
 - *Comprehensive Plans*—Align comprehensive plans with those goals and alignment of annual budgets with the comprehensive plans.
 - *Capacity*—If directed by the chancellor (with approval by the Board of Governors), use funds for technical assistance or professional development.
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Alignment with Educational Programs

- The 201819 budget also established the Student Equity and Achievement Program to provide districts with additional flexibility to support students, especially those with the greatest needs, in meeting the outcomes included in the Student Centered Funding Formula.
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Implementation Team

- To communicate how the implementation of the SCFF can advance the *Vision for Success* under the Guided Pathways framework.
 - To apportion funds consistent with the related statutes.
 - To align system policies and practices with these changes.
 - To support community colleges in implementing these policies by providing professional development and technical assistance.
 - To make decisions transparently and with advice from interested parties.
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Oversight Committee

- Budget legislation would create an oversight committee consisting of 12 members appointed by the Senate Rules Committee, the Assembly Speaker, and the Governor.
 - The committee would make recommendations:
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Other Concerns

- We have heard concerns that a district would not receive points in the student success allocation for the following:
 - A student who has completed a transfer-level mathematics course in the district and a transfer-level English course in another district (or vice versa).
 - A student who has taken some CTE units (less than nine) in the district and some CTE units (less than nine) in another district even if those units total nine units or more.
 - A “special admit” student (generally a high school student in dual or concurrent enrollment) who has achieved outcomes included in the new
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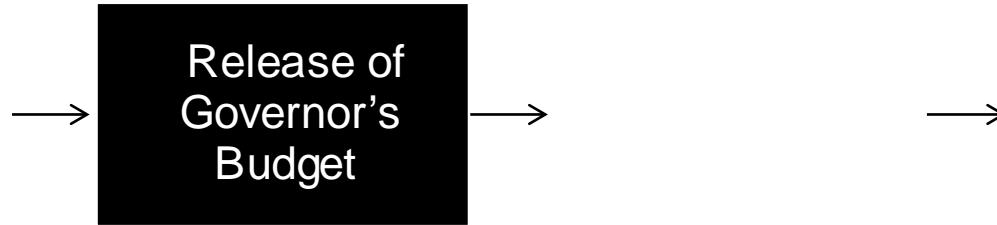
Other Concerns

- In the student success allocation, we have also heard interest in:
 - Considering apprenticeship-related outcomes.
 - Refining the measure related to completion of nine or more CTE units.
 - Further, we have heard concerns that the formula might encourage districtnTSo04ioeinTSo04i he22(e)-6.9(o)-1.8.518.1(r)8.1(r)8.1(r)8(h20.
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Advisory Workgroup on Fiscal Affairs

- The Chancellor asked the Advisory Workgroup on Fiscal Affairs to lend expertise on the following:
 - The adoption of regulations that clarify the provisions of the related statutes.
 - The development of new reports, including apportionment reports, that reflect the formula and associated processes to collect data from districts.
 - The production of tools that would help business officials and other local leaders forecast revenues under the formula, including new multi-year planning tools
 - The Chancellor also asked for appointment of members who serve in other roles, including a CEO, CIO, CSSO, faculty member, and student.
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California Budget Process



Budget and Legislative Request

- A primary component of the budget and legislative request for 2019-20 approved by the Board of Governors is an increase in appropriations
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Budget and Legislative Request

- The Board of Governors is also requesting a 5 percent increase in funding for the Student Equity and Achievement Program, amounting to \$23 million (in addition to the \$475 million currently budgeted).
 - Further, the board is requesting authority to establish a methodology for allocation of these funds—a formula that should create appropriate financial incentives for meeting the goals of the *Vision for Success*.
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Resources to Support Implementation

- Through Guided Pathways, the Chancellor's Office is supporting
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More Information



To receive responses to questions or to provide comments on implementation, please email SCFF@cccoco.edu
