



## Student Centered Funding Formula Dashboard

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### SCFF Dashboard | Phase 2

Analysis of Counts and Patterns of Enrollment, Equity, and Success

The Student Centered Funding Formula (SCFF) was adopted in the 2018-19 state budget as a new way to allocate funding to community college districts. The Student Centered Funding Formula is one of several connected efforts aimed at reaching the *Vision for Success* goals. The Student Centered Funding Formula is a three-part model that (1) supports costs of education by linking funding to enrollment, (2) recognizes higher needs of students who have historically faced barriers to success by targeting funds to districts serving low-income students, and (3) creates emphasis around the goals that matter to our students by providing districts with additional resources for student's successful outcomes.

### What is the SCFF Dashboard?

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**The Student Centered Funding Formula Dashboard provides preliminary analytics and visualizations about the California Community Colleges funding formula.** The data dashboard visually tracks, analyzes, and displays trends, metrics and key data points.

#### About the Student Centered Funding Formula Dashboard (SCFF Dashboard)

- The SCFF Dashboard is interactive.
- The dashboard will not remain static – updates will be made every apportionment period.
- Stakeholders can expect the next data update in late summer of 2021.
- The SCFF Dashboard is housed on the College Finance and Facilities Planning webpage. It is linked to the SCFF webpage where additional details, FAQs, data definitions, and methodology are available.

### SCFF Dashboard Project Phases

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#### Project Phases

- **Phase 1:** Presents an analysis and comparison of the prior funding formula (SB 361) and SCFF.
- **Phase 2:** Provides analysis and trends in the SCFF supplement and student success grants, and funding protections (including minimum revenue guarantee/hold harmless and stability protections).
- **Phase 3:** Provides a district planning tool.

*Phase 1* of the SCFF Dashboard compares the SCFF with the prior funding formula, known as SB 361. Specifically, it compares district revenues through the SCFF over three fiscal years (2018-19 through 2020-21) with the projected revenues that districts would have received if SB 361 had continued.

*Phase 2* of the SCFF Dashboard provides details around the supplemental and student success funding allocations and student counts within each of those portions of the formula for year 2018-19 through 2020-21. While funding allocations are based off of three-year averages in the student success portion of the formula, the Dashboard allows users to view one year data or three year average data. Phase 2 also includes an evaluation of funding protections including the minimum revenue guarantee/hold harmless detailing whether the protection amount or the amount as a percent of Total Computational Revenue (TCR) has increased or decreased. Many of the pages in the Dashboard allow users to compare between two different districts or a single district to the statewide average. This provides context about whether district outcomes are similar to

other districts with similar characteristics. A subsequent data release in *Phase 2* will provide information about race and ethnicity in the supplemental and student success funding allocations.

*Phase 3* of the SCFF Dashboard will be an interactive district planning tool. This tool will allow users to modify assumptions about levels of general enrollment, low-income student enrollment, and student success, in addition to cost of living adjustments to generate projections of funding levels in future years. Release of *Phase 3* is expected late 2021.

## **Analysis of Counts and Patterns Key Points**

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### **Preliminary Findings: Analysis of Counts, and Patterns of Enrollment, Equity, and Success**

- **Enrollment Trends:** The Dashboard illustrates that statewide enrollment has been declining, though the enrollment of Pell Grant students has experienced a small increase (1.8%). This trend is mirrored in many districts and for some districts enrollment declines are pronounced.
- **Student Success Counts:** The Dashboard illustrates that districts have made progress on increasing student success and completion, a goal of the *Vision for Success*. Notable statewide increases are seen in most of the student success outcomes used in the formula with particular growth in the Associate Degree for Transfer (ADT 33% increase from 2017-18 to 2019-20) and the completion of Transfer Level English and Math within the first year of enrollment (69% increase from 2017-18 to 2019-20). It is noteworthy that for many of the success metrics, colleges have seen equal or greater increases in the number of low-income students completions; statewide ADT completions by California Promise Grant students increased by 34% and ADT completions by Pell Grant students increased by 36%. This data demonstrates that districts are making progress at reducing equity gaps for disadvantaged student populations. However, the Dashboard also shows that there are opportunities for improvement; statewide, the number of certificate completions was flat between 2017-18 and 2019-20 and the number of certificate completions for low-income students actually decreased.
- **Funding Allocation Share:** The Dashboard provides details on the amount and share of revenues received through each part of the formula such as the supplemental allocation, which supports equity with funding determined by the number of low-income students in a district, and the student success allocation, which focuses on supporting achievement of educational goals with funding determined by the number of outcomes in various measures of educational progress, transfer, completion and wage earning. For example, the Dashboard demonstrates that 31% of statewide supplemental revenues were from Pell Grant recipients and that 15% of student success revenues were from ADT completions of all students. This analysis is available for each fiscal year in which the SCFF has been in effect and for each district, allowing users to determine which parts of the SCFF are generating the most revenue for each district in any given year.
- **Analysis of Student Success and Success Equity Counts:** The Dashboard allows users to view single-year student success counts data for all students or for low-income students, and the outcomes of Pell Grant recipients and California College Promise Grant recipients. Users can choose to either view student counts or view counts as a percent of total unduplicated enrollment (headcount). Examining counts as a share of enrollment allows users to understand the magnitude of completions compared to the entire student body. For example, although ADT completions have increased since 2017-18, ADT completions only represent 2.7% of total enrollments suggesting there is room for growth in this

metric. This portion of the Dashboard also allows users to examine completions by low-income students as a share of low-income enrollments to help gauge whether the success level of low-income students is comparable to that of all students. For example, statewide ADT completions of Pell Grant recipients in 2019-20 were 7.2% of total Pell Grant enrollment. This indicates that Pell Grant recipients are seeing higher rates of ADT completions than the general student population.

- **Total Funding Protections:** The Dashboard provides a detailed analysis of funding protections through both the minimum revenue guarantee/hold harmless and stability protections. The analysis allows users to view either the total funding protection amount or the funding protections as a share of Total Computational Revenue (TCR), for three years. Examining data over three years allows districts to understand whether their funding protection amount is growing or decreasing as a percent of total SCFF funding. If the dollar amount of funding protections is growing but the share is decreasing this is an indication that the district is becoming less reliant on the funding protections. If the share is growing this indicates that the district is becoming more reliant on the funding protections. This analysis also allows users to include or exclude basic aid districts from the analysis.
- **Context for Evaluating Funding Protections:** The Dashboard also includes additional contextual information on factors that may influence whether a district qualifies for funding protections.
  - For the base allocation, the analysis shows enrollment changes from 2017-18 to 2019-20. Comparing this data to the statewide average over the same period indicates whether a district's enrollment change is similar to the state average. Since FTES enrollment is still a major funding factor used in the SCFF, enrollment declines of greater magnitude may be a key reason a district qualifies for funding protections.
  - For the supplemental allocation, low-income enrollment counts for 2019-20 (California Promise Grant recipients or Pell Grant recipients) are divided by unduplicated headcount for 2019-20, indicating the share of students that are low-income in a district. This provides context for understanding whether a district's enrollment of low-income students is similar to the statewide average. A smaller share of low-income students indicates that either the district serves fewer low-income students or that fewer students are applying for or qualifying for financial aid than the statewide average.
  - For the student success allocation, counts for each student success metric for 2019-20 are divided by unduplicated district headcount for 2019-20 indicating the share of metric achievements compared to the entire student body. This provides context for understanding whether a district's successful outcomes are similar to the statewide average. The analysis provides areas of potential growth in funding for districts.

## Methodology

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The Analysis of Counts and Patterns of Enrollment, Equity, and Success was designed to assist colleges in understanding the components of the SCFF and how student enrollments and metric achievements affect funding through the SCFF.

### **SCFF Funding Calculations and Funding per Allocation Stream:**

Data is shown for the funded year. The base allocation uses a three-year average of FTES counts, including data from the current year. The supplemental allocation uses AB540 counts, California Promise Grant counts,

and Pell Grant counts from the prior year. The student success allocation uses a three-year average of outcome counts from the three prior years.

**Total Funding Protections:**

In 2020-21, funding protections totals include both the 2017-18 TCR plus COLA minimum revenue guarantee/hold harmless protection and the statutory SCFF stability protection, which operates similar to stability protections under the prior formula and provides the greater of current year or prior year SCFF revenue adjusted for COLA. For details on these individual funding amounts refer to Exhibit C on the Apportionment Reports: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Apportionment-Reports>

**Funding per Metric as a Share of Allocation Stream and as a Share of TCR:**

The Dashboard provides information on total funding in the supplemental and student success allocation streams, and funding per metric as a share of the total. For the funding share calculations, total counts are multiplied by the fiscal year funding rate for that metric in order to calculate the total funding generated by that single metric. The funding per metric is then divided by total funding in the relevant allocation stream (supplemental or student success). To understand the share of TCR (Total Computational Revenue) that metric represents, funding per metric is divided by the sum of base, supplemental, student success, and funding protections (which equal the TCR).

**Enrollment FTES Changes:** The FTES Change analysis calculates the percent change in reported FTES enrollment between 2017-18 and 2019-20. FTES reported is the number reported on CCFS-320 adjusted for emergency condition allowances and statutory requirements.

**Supplemental and Student Success Counts:**

The Dashboard contains both single year supplemental and student success counts, while also displaying funding calculations consistent with statutory requirements which use a three-year average of student success counts for the three prior years. The student success counts also reflect statutory changes to the formula methodology as implemented in the 2019-20 budget which required only counting the highest of all awards (i.e., associate degree for transfer, associate degree, baccalaureate degree, and credit certificate) a student earned in the same year. Additionally, a student must have been enrolled in the district in the year the award was granted. Therefore, outcome counts may vary slightly from district reported counts as this analysis removes duplicates.

**Counts/Unduplicated Headcount:** Several pages of the Dashboard display supplemental counts and student success counts as a share of total unduplicated headcount. The unduplicated district headcount includes a student who attends more than one college in a multi-college district only once, but includes a student multiple times if the student attends in more than one district. For student success equity metrics, calculations are for outcomes divided by total Promise Grant Recipients or Total Pell Grant recipients. Data is shown as single year count for the reported year.

**Basic Aid/Community Supported Districts:** Basic Aid/Community Supported Districts do not receive state funds (with the exception of required minimum EPA payments and 2015-16 Full-Time Faculty allocations), because revenues from local property taxes and enrollment fees provide more funding than it would receive under state formulas.