

SAVING THE SCFF

Modifications That Can Eliminate the Statewide
Dependency on Hold Harmless and Stability



NOW IS THE TIME TO ACT

The Governor's extension of hold harmless reveals that this administration is either unwilling or unable to fix the SCFF Allocation Model. So now it is our turn to make recommendations for modifications that create greater fiscal stability and increased student success.

Economies of Scale



BIGGER IS OFTEN CHEAPER!

WE HAVE TO CHALLENGE THE NOTION THAT GIVING COMMUNITY COLLEGE STUDENTS QUALITY EDUCATION IS SOMEHOW CHEAPER FOR US

The Economies of Scale Model Does Not Apply!!! Unless students come in with a significant amount of privilege, the costs of each student's success is about the same

PER PUPIL/ PER FTE SPENDING 2019



K-12 \$17,423 per student (as per Budget Act for 2019-2020)

CSU \$14,657 per FTE (average per CSU State Supported Enrollment Summary Table – lowest 12,478 – 20-21 data)

UC \$20,730 per FTE (combination of state funding and tuition) (per UC Operating Budget 2019-20)

CC \$8351 per FTE (as per LAO Office)

CC \$2589 per headcount (CCCO Data)

Historically, our funding model has at its core, two erroneous assumptions

- ▶ 1) Students taking 15 or more units are more expensive to educate than those taking lower unit loads
- ▶ 2) Students who do not take 15 units or more are less committed “dabblers” in higher education

OUR SYSTEM'S CALCULATION OF FTE IS INHERENTLY FLAWED

HOW FTE IS CALCULATED

SIMPLYPUT

1 FTES = 525 student contact hours or 1 student taking 30 units (or 15 units per semester/ Five 3 unit classes)

WHERE DID THIS CALCULATION OF FTE COME FROM?

The calculation of FTE originates from the upper middle class model of education, making assumptions that college students have the financial support and stability to enroll in “traditional” 15 unit semesters. This model is antiquated and DOES NOT REFLECT the current reality of community college enrollments as we have expanded access across class lines, marginalized communities, and stages of life.

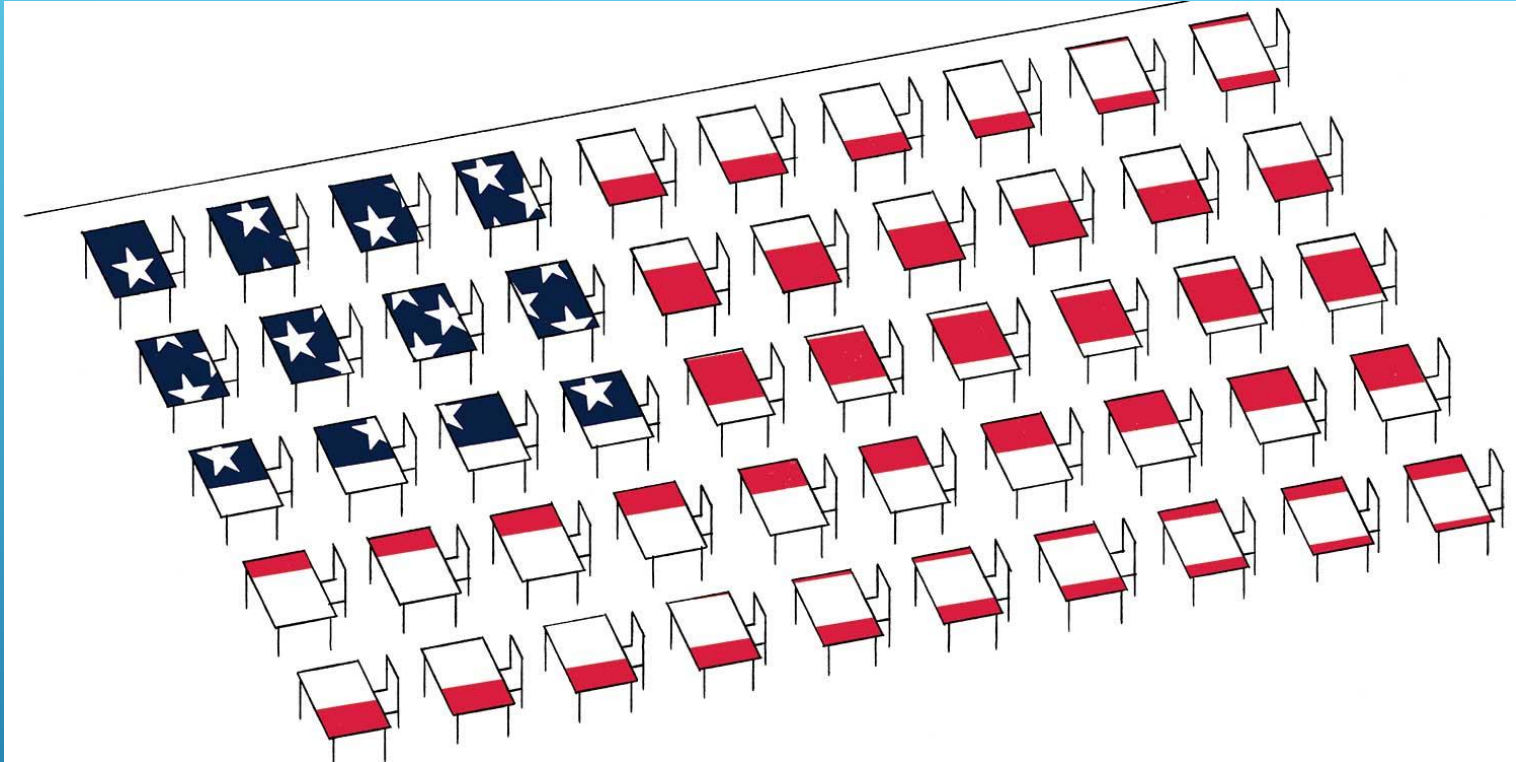
The SCFF was an attempt to channel more money to vulnerable students but it did not address the fundamental problem of the FTE calculation – that **we are funding most colleges for only 31% of their student population** So most students are either underfunded or unfunded. (See your district's breakdown in Document 1)

| California Community Colleges Chancellor's Office | | | |
|---|---------------|-------------------|--|
| Student Enrollment Status Summary Report | | | |
| | Fall 2020 | Fall 2020 | |
| | Student Count | Student Count (%) | |
| State of California Total | 1,452,683 | 100.00 % | |
| 15 + | 139,262 | 9.59 % | |
| 12.0 -14.9 | 266,578 | 18.35 % | |
| 9.0 - 11.9 | 211,310 | 14.55 % | |
| 6.0 - 8.9 | 262,233 | 18.05 % | |
| 3.0 - 5.9 | 425,804 | 29.31 % | |
| 0.1 - 2.9 | 56,575 | 3.89 % | |
| Non-Credit/0 Units | 90,921 | 6.26 % | |
| Source: California Community Colleges Chancellor's Office's Data Mart | | | |
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WHAT % OF CCC STUDENTS FIT THIS UPPER MIDDLE CLASS MODEL OF FTE?

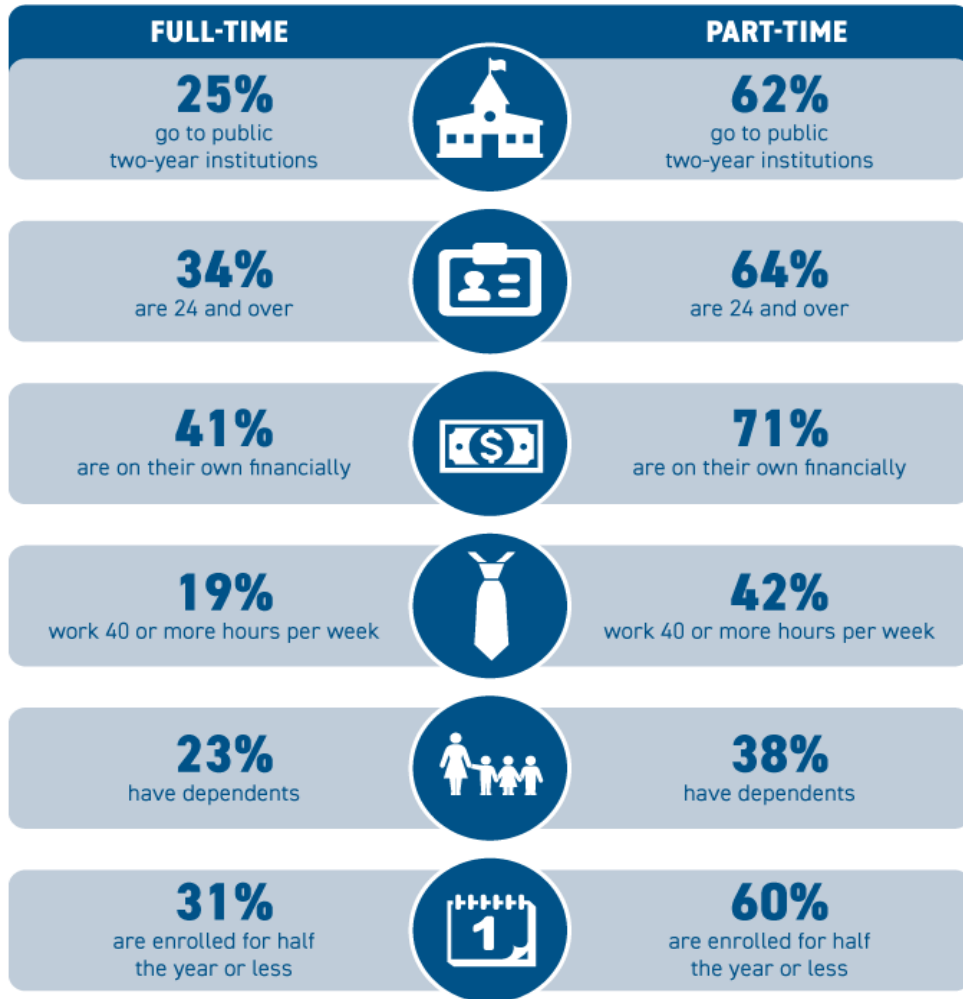
STATEWIDE LESS THAN 10% (RANGE LOW 3.55% SDCCCD-HIGH 37.92% PALOVERDE CCD)

(SEE YOUR DISTRICT'S BREAKDOWN IN DOCUMENT 2)



**EVEN THE FEDERAL GOVERNMENT MEASURES “FULL TIME”
MORE LIBERALLY THAN CALIFORNIA – 12 UNITS FOR
FINANCIAL AID QUALIFICATION, 9 UNITS FOR MANY
STUDENTS WITH DISABILITIES**

How are part-time students different from full-time students?



Source: Authors' analysis of 2011-2012 National Postsecondary Student Aid Study data from National Center for Education Statistics, "Datalab," available at <https://nces.ed.gov/datalab/> (last accessed August 2017).

CAP

BUT EVEN IF WE RECALCULATED FTE TO FEDERAL FINANCIAL AID THRESHOLDS

We still have to address the myth that students taking less than 12 units are less expensive than students taking 12 units or more.

Case Study: Las Positas College

| California Community Colleges Chancellor's Office | | | |
|---|---------------|-------------------|--|
| Student Enrollment Status Summary Report | | | |
| | Fall 2020 | Fall 2020 | |
| | Student Count | Student Count (%) | |
| Las Positas Total | 8,312 | 100.00 % | |
| 15 + | 897 | 10.79 % | |
| 12.0 -14.9 | 1,668 | 20.07 % | |
| 9.0 - 11.9 | 1,631 | 19.62 % | |
| 6.0 - 8.9 | 1,568 | 18.86 % | |
| 3.0 - 5.9 | 2,199 | 26.46 % | |
| 0.1 - 2.9 | 198 | 2.38 % | |
| Non-Credit/0 Units | 151 | 1.82 % | |

Source: California Community Colleges Chancellor's Office's Data Mart
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Las Positas is one of the top transfer CCs in California. Yet our unit load rates skew only slightly more than the state average. We used our Student Survey of 1500+ students to see how our Services were being utilized by unit load.

Student Use of Services by Unit Load

Computer Center

| Unit Load | Percent who used the service | | Total Responses |
|-----------------------------|------------------------------|-----|-----------------|
| | Num | Pct | |
| 15 or more (full-time) | 86 | 30% | 285 |
| 12-14.5 units (full-time) | 149 | 34% | 444 |
| 6-11.5 units (part-time) | 157 | 37% | 421 |
| 0.5-5.5 units (part-time) | 67 | 34% | 200 |
| Non-credit courses only | 5 | 38% | 13 |
| Skipped / Decline to Answer | 54 | 36% | 152 |
| Grand Total | 518 | 34% | 1,515 |

Counseling Services

| Unit Load | Percent who used the service | | Total Responses |
|-----------------------------|------------------------------|-----|-----------------|
| | Num | Pct | |
| 15 or more (full-time) | 206 | 73% | 281 |
| 12-14.5 units (full-time) | 321 | 73% | 442 |
| 6-11.5 units (part-time) | 265 | 63% | 419 |
| 0.5-5.5 units (part-time) | 114 | 56% | 202 |
| Non-credit courses only | 5 | 42% | 12 |
| Skipped / Decline to Answer | 90 | 60% | 151 |
| Grand Total | 1,001 | 66% | 1,507 |

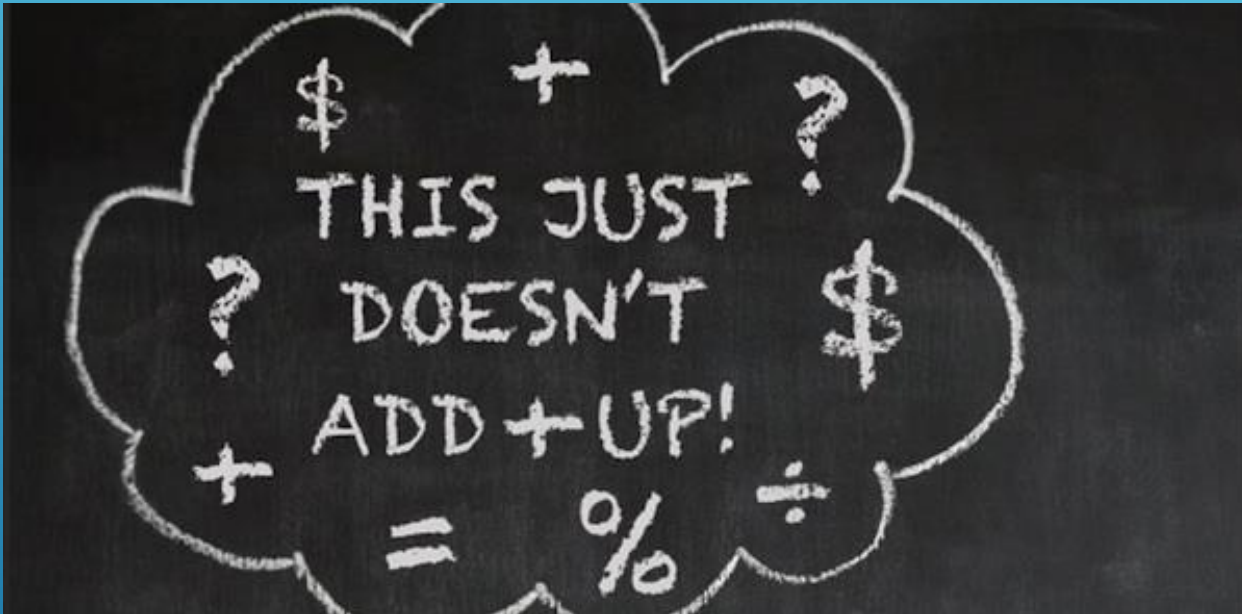
Financial Aid Office

| Unit Load | Percent who used the service | | Total Responses |
|-----------------------------|------------------------------|-----|-----------------|
| | Num | Pct | |
| 15 or more (full-time) | 156 | 54% | 287 |
| 12-14.5 units (full-time) | 255 | 58% | 441 |
| 6-11.5 units (part-time) | 181 | 43% | 423 |
| 0.5-5.5 units (part-time) | 72 | 36% | 202 |
| Non-credit courses only | 2 | 17% | 12 |
| Skipped / Decline to Answer | 66 | 43% | 152 |
| Grand Total | 732 | 48% | 1,517 |

LOW UNIT FULL TIME STUDENTS, THREE QUARTER, AND HALF PART TIME STUDENTS UTILIZE MORE SERVICES THAN 15+ UNIT STUDENTS DO. LISTED HERE ARE THREE EXAMPLES OF HIGH COST STUDENT SERVICES AND THEIR USAGE BASED ON STUDENT UNIT LOAD. DOCUMENT 3 IS THE COMPLETE LPC BREAKDOWN IF YOU'D LIKE TO REPLICATE AT YOUR COLLEGES

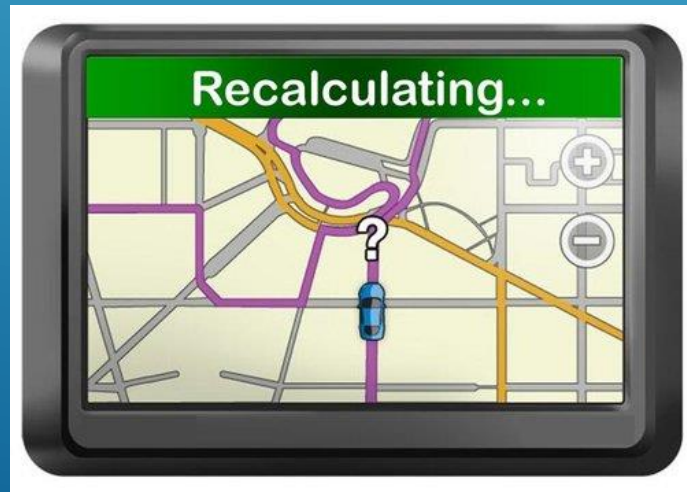
WHY DOES OUR FUNDING MODEL ASSUME PART TIME STUDENTS COST LESS?

There is an embedded assumption that they are “less serious”, “less goal oriented”, etc. Yet the usage of services on top of class enrollment proves the opposite. They are **MORE RELIANT** on the colleges for support for their success than 15+ unit students are – at LPC our low unit full time students, our three quarter part time students, and our half time part time students are 66% of our student body, and utilize all services in greater numbers than our 15+ unit students. But these are the students that must “share” funding under our current model.



SAVING THE SCFF MODIFICATION #1


Recalculate full-time equivalent
students definition from
15 semester units to 9



HOW THE MODEL WOULD CHANGE

For all of the complaints about the SCFF from across the state, this was a flaw that was inherited from previous models. It is the primary reason why so many districts immediately suffered under the SCFF. The new model will solve multiple problems facing districts today.

We would reindex 1 FTES from 30 annual semester units to 18 annual semester units, or 9 units per semester – counting a three quarter part time student as an equivalent cost to a full time student. This would also philosophically recognize our investment in these committed part time students who are obviously working towards their goals and dreams. **See your district's percentage of students taking 9 or more units to see the effect of this reindexing in Document 4.**




We believe in
empowering students to
pursue their dreams.



IT RESOLVES PROBLEM #1: THE THRESHOLDS OF BASE ALLOCATIONS

A number of districts are in jeopardy of losing their eligibility for basic allocation through recent enrollment declines. This “true up” of how many students we are servicing will recalculate the FTE requirements of our current model. 37 districts would either avert funding reductions or receive additional resources. The recalculation would make the need to lower college thresholds unnecessary.

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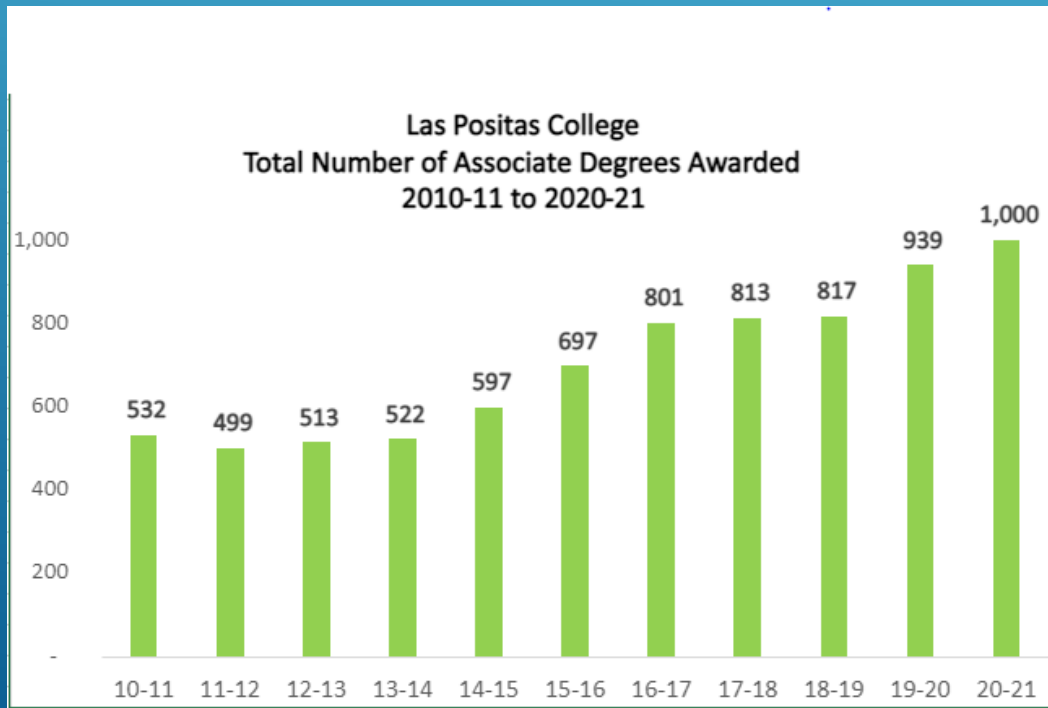
IT RESOLVES PROBLEM #2: THE THRESHOLDS OF CENTER ALLOCATIONS

Rural Districts and San Francisco City College are especially affected by the FTE generated thresholds. Currently these 72 centers reach out to the most marginalized students, the recalculation should better fund them for the support needed. The recalculation would make the recommendation to increase base funding for centers by 15% unnecessary.



IT RESOLVES PROBLEM #3: STUDENT SUCCESS RATES

One thing Las Positas has learned from the past two years is that when we experience enrollment decline, but stable funding, we actually were able to spend more per student. The result? Higher success rates. We did not switch to the SCFF, we did not auto-award degrees. It was simply easier for greater one on one attention from faculty and easier access to counseling, tutoring, and other support services.



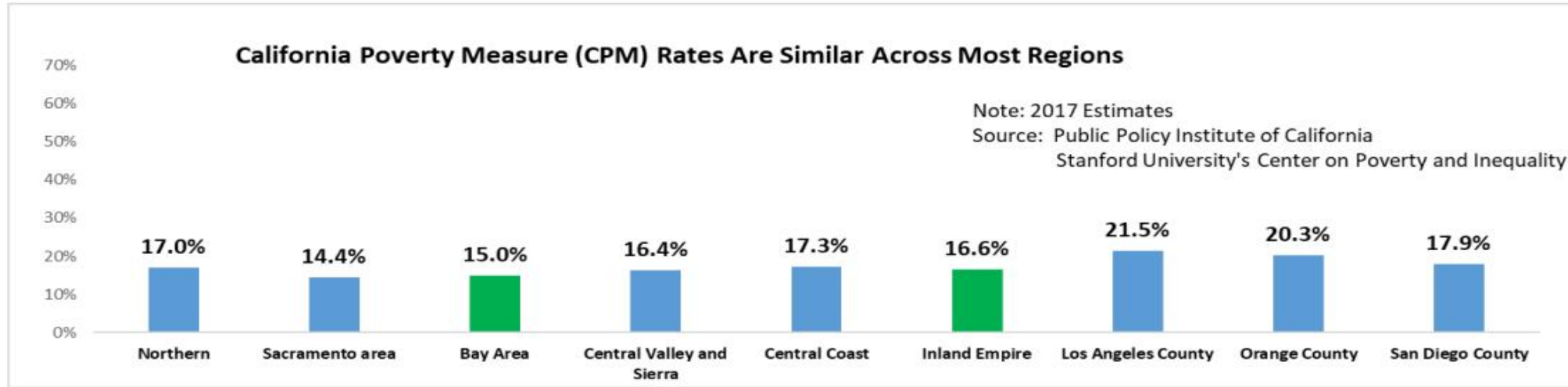
SAVING THE SCFF MODIFICATION #2

**Adding a Cost of Living Metric
to the Supplemental Allocation**

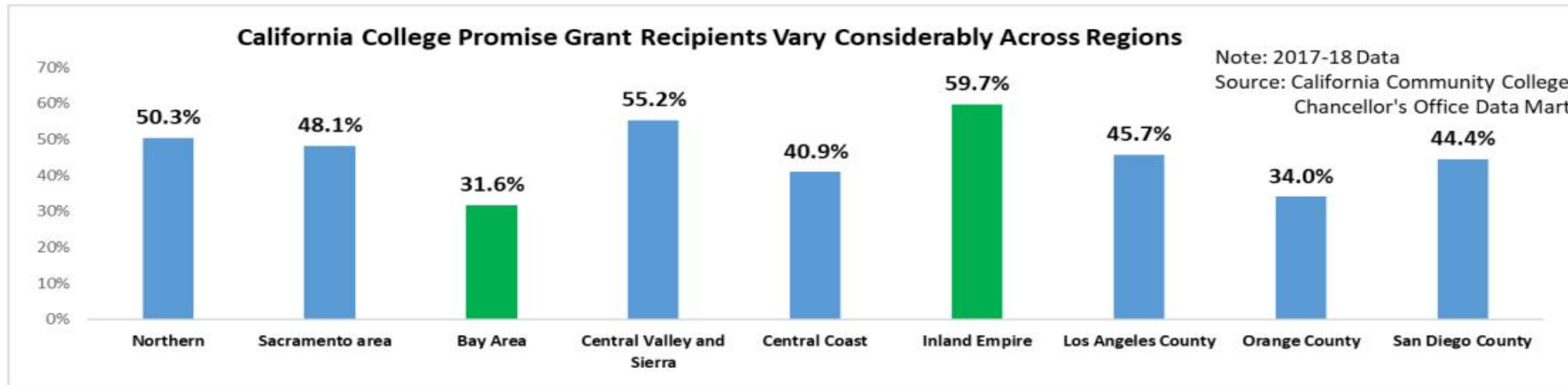
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POVERTY IS NOT A REGIONAL PROBLEM BUT A CALIFORNIA PROBLEM BUT THE SCFF DOESN'T RECOGNIZE THAT

California College Promise Grants Do Not Correspond to Poverty Rates




Notes: The following link is to the Public Policy Institute of California (PPIC) paper that addresses the California Poverty Measure: https://www.ppic.org/wp-content/uploads/JTF_PovertyJTF.pdf. Estimates for Los Angeles County, Orange County, and San Diego County are for 2017 and differ from the 2015-2017 combined data that are displayed in the table of the PPIC paper. A co-author of the PPIC paper provided the exact percentages for the above bar chart.



SAVING THE SCFF MODIFICATION #3

**Eliminate Success Metric –
Embrace a 70/30 Split**

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WHY IS THE SUCCESS METRIC PROBLEMATIC?

- 1) The operationalization is flawed.
- 2) It requires data mining which is labor intensive and takes money away from students, contrary to the purpose of the model.
- 3) Increasing funding per student merits desired results.

WHAT IS SUCCESS?

Factors & Rates—Student Success Allocation:

- ▶ Associate degrees for transfer (ADT) granted \$1,760
- ▶ Associate degrees granted (excluding ADT) 1,320
- ▶ Baccalaureate degrees granted 1,320
- ▶ Credit certificates (16 units or more) granted 880
- ▶ Completion of transfer-level mathematics and English courses within first academic year of enrollment 880
- ▶ Successful transfer to four-year university 660
- ▶ Completion of nine or more CTE units 440
- ▶ Attainment of regional living wage 440

CS185559



This is Mr Smith from Big Data Mining.
He says he's found an insight.

DATA MINING

Our first hires with our hold harmless funds were in Research and Financial Aid. We needed these positions to even begin the onerous task of the level of expedited paper processing and data mining required under the SCFF. These hires had no direct and arguably minimal indirect impact on the Student Experience in our district. These necessary hires were not Student Centered, but Compliance Centered.

OUR STUDENTS SAW MORE SUCCESS WITH SIMPLY SPENDING MORE MONEY ON THEM THAN ANY OTHER INITIATIVE

As we go through our Guided Pathways processes, we are identifying the road to success for our students. Fund us fairly so we have the resources to accomplish the California Dream for our current and future students.

