Student Centered Funding Formula Responses to Frequently Asked Questions

AS OF March 7, 2019

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# Introduction

##  What is the purpose of changing the funding formula?

The California Community Colleges, which enroll more than 2.2 million students, has a mission that includes providing educational access and opportunity broadly, reducing equity gaps, and strengthening the state’s economy. The system continues to face challenges in pursuing this mission: too few students reach their educational goals, and others take far too long to do so; access and achievement gaps exist for low-income and students of color; older and working adults are often left behind.

The objective of the Student Centered Funding Formula (SCFF) is to mitigate these challenges. The SCFF encourages access for underrepresented students, provides additional funding in recognition of the need to provide additional support for low-income students, rewards colleges’ progress on improving student success, and improves overall equity and predictability so that community college districts may more readily plan and implement instruction and programs.

## How is the new formula different from the prior formula?

The SCFF broadens the factors that are used to allocate general funds to community college districts. The SCFF has a three-pronged focus: access, equity, and success. The prior formula largely focused on enrollment factors—with the primary goal of supporting access.

##  What are the components of the SCFF?

There are three major components of the SCFF. First, the Base Allocation is intended to promote broad access to the community colleges. It is determined based on district enrollment, distinguishing enrollment in different types of courses, and district size. Second, the Supplemental Allocation recognizes that districts must provide additional support to remove barriers to access and success for certain groups of students. It is determined based on the number of low-income students in a district. Third, the Student Success Allocation encourages progress on outcomes linked to the goals included in the *Vision for Success*. It is determined based on counts of those outcomes at each district.

## How were the allocation percentages of the SCFF determined?

The allocation percentages were designed in a way that the funding rates for each of the factors be determined based on a policy framework that divides up the total amount of funds allocated across the three allocations. Specifically, the framework is designed so that—in 2018-19—about 70 percent of the total funds allocated statewide is for the Base Allocation, 20 percent is for the Supplemental Allocation, and 10 percent is for the Student Success Allocation. In 2019-20, under the framework, these percentages will change: 65 percent for the Base Allocation, 20 percent for the Supplemental Allocation, and 15 percent for the Student Success Allocation. In 2020-21, under the framework, the percentages will change again: 60 percent for the Base Allocation, 20 percent for the Supplemental Allocation, and 20 percent for the Student Success Allocation.

## Why are the allocation percentages changing in coming years?

The allocation percentages are changing to continue to place greater emphasis on improving student success. The gradual shift will allow districts to adjust strategies, programs and practices in order to align with the SCFF and *Vision*.

## How is the SCFF related to the *Vision for Success*?

The SCFF aligns state finances with the *Vision*. Notably, the *Vision* commits to improving specific outcomes—related to awards, transfer, and labor market outcomes—and closing achievement gaps. The SCFF provides additional funding for districts to enroll low-income students and to help those students succeed. Further, current statute requires districts to set goals that are aligned with the systemwide goals established in the *Vision*.

# Base Allocation

## What is the Base Allocation?

The Base Allocation is the enrollment-based component of the funding formula. Its provisions are similar to the prior funding formula. The Base Allocation is the sum of the Basic Allocation funding (which is based on the number of colleges and centers in a district and its size) and the funding for enrollment in credit, noncredit, and career development and college preparation (CDCP) noncredit courses, as well as enrollment of special admit students and inmates in correctional facilities.

## Under the new formula, is current year FTES or a multiple-year average FTES used to determinefunding?

Under the SCFF, credit FTES is funded using a three-year average. For other enrollment, funding is generally based on current-year enrollment.

## How is the three-year average of Credit FTES for funding calculated?

First, a district determines the credit FTES amount for the current year.  The FTES for the current year will be the lesser of either FTES reported on the Form 320 reports OR the highest FTES applied in the previous three years. This number is inclusive of the prior years’ funded growth. Second, the FTES for the current year is summed with the prior two years applied FTES numbers. For 2018-19, these years will be 2016-17 and 2017-18. Third, this sum is then divided by three. This product produces the three-year average credit FTES number.

Credit FTES growth is then calculated from the three-year average credit FTES number.  The sum of the growth FTES plus the three-year average credit FTES number equals the district’s potential growth FTES.

For example, refer to the Credit FTES for District A in the table below:

District A: Growth District

Base Credit FTES Average

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year | 2015-16 FTES | 2016-17 FTES | 2017-18 FTES | 2018-19 FTES | 2019-20 FTES | 2020-21 FTES |
| FTES reported on form 320\* | 10,200 | 9,500 | 10,000 | 10,500 | 11,000 | 11,500 |
| FTES: highest number applied in previous three years (includes previous years’ funded growth) | 10,200 | 10,200 | 10,200 | 10,200 | 10,398 | 10,603 |
| Lower of reported on Form 320 OR highest applied in previous 3 years | 10,200 | 9,500 | 10,000 | 10,200 | 10,398 | 10,603 |
| Achieved Growth\*\* |  |  |  | 198 | 205 | 211 |
| Three-Year Average\*\*\* |  |  |  | 9,900 | 10,265 | 10,535 |

\* Funded Credit FTES, excludes inmates in correctional facilities and special admit populations.

\*\*  Two percent growth rates are used in this example.

\*\*\*When calculating the following year’s three-year average (e.g. going from the 2018-19 to the 2019-20 year), the FTES number to carry-over from the 2018-19 year to use as the 2018-19 FTES number (the second year in the three-year average for 2019-20) is calculated as follows:  sum the 2018-19 FTES number used in calculating the three-year average and the achieved growth from 2018-19.

The three-year rolling average of Base Credit FTES of District A is:

(2016-17 FTES\* + 2017-18 FTES\* + 2018-19 FTES\*) / 3, or

(9,500 + 10,000 + 10,200) / 3 = **9,900 FTES**

The three-year Base Credit FTES used for funding District A is:

(Base Three-Year Average + Growth FTES), or

9,900 + 198 = **10,098 FTES**

District B: Decline District

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year | 2015/16 FTES | 2016/17 FTES | 2017/18 FTES | 2018/19 FTES | 2019/20 FTES | 2020/21 FTES |
| FTES reported on Form 320\* | 10,200 | 9,500 | 10,000 | 9,500 | 9,000 | 8,700 |
| FTES: highest number applied in previous three years (includes previous years’ funded growth) | 10,200 | 10,200 | 10,200 | 10,200 | 10,000 | 10,000 |
| Lower of reported on Form 320 OR highest applied in previous three years | 10,200 | 9,500 | 10,000 | 9,500 | 9,000 | 8,700 |
| Achieved Growth\*\* |  |  |  | 0 | 0 | 0 |
| Three-Year Average\*\*\* |  |  |  | 9,667 | 9,500 | 9,067 |

\* Funded Credit FTES, excludes inmates in correctional facilities and special admit populations.

\*\*Two percent growth rates are used in this example.

\*\*\*Note: When calculating the following year’s three-year average (e.g. going from the 2018-19 to the 2019-20 year), the FTES number to carry-over from the 2018-19 year to use as the 2018-19 FTES number (the second year in the three-year average for 2019-20) is calculated as follows:  sum the 2018-19 FTES number used in calculating the three-year average and the achieved growth from 2018-19.

The Three-year rolling average of Base Credit FTES of District B is:

(2016-17 FTES\* + 2017-18 FTES\* + 2018-19 FTES\*) / 3, or

(9,500 + 10,000 + 9,500) / 3 = **9,667 FTES**

The Three-year Base Credit FTES used for funding District A is:

(Base Three-Year Average + Growth FTES), or

9,667 + 0 = **9,667 FTES**

##

## In this calculation, did you include stability and restoration FTES?

Under the new funding formula, Stability Credit FTES is no longer calculated. Stability is calculated for noncredit and CDCP FTES. On restoration, the funding formula retains the use of the three-year restoration mechanism when calculating FTES workload.

## How is projected growth calculated?

FTES growth rates for each district is provided by the Chancellor’s Office. For Credit FTES, these rates are applied to each district’s three-year average FTES to find projected growth FTES. For noncredit, CDCP FTES, special admit FTES, and inmates in correctional facilities FTES, growth rates are applied to the most recent year’s FTES.

## Why does the system use a three-year average for base credit FTES?

The three-year average FTES is used instead of the most recent year’s Credit FTES to moderate impacts of large enrollment swings and unexpected economic downturns. It is also used to increase district stability and predictability in planning, program implementation, and budgeting.

## What is the data source for the Base Allocation?

The sources for all FTES data are the Chancellor’s Office 320 Attendance Reports.

## Are all types of students’ FTES funded at the same rate?

No, all students are not funded at the same rates. For 2018-19, CDCP Students, special admit credit students, and inmates in correctional facility credit students are fully funded at $5,547 per FTES. Noncredit students, including inmates in correctional facilities, are funded at $3,347 per FTES. Base Credit FTES are funded at $3,727.

In 2019-20, the Base Credit FTES rate will be $3,387 per FTES, adjusted for changes in cost of living and other base adjustments.

In 2020-21, the Base Credit FTES rate will be $3,046 per FTES, adjusted for changes of cost of living and other base adjustments, both in the prior year and the 2020-21 fiscal year.

In subsequent years, the rate will be the same as in 2020-21, adjusted for cost of living and base adjustments in subsequent budget acts.

These Credit FTES rates are set in statute (AB 1809 of 2018).

## Systemwide, are these rates the same for all districts?

According to AB 1809, the following districts have different Base Allocation Credit FTES rates for 2018-19: Foothill-De Anza Community College District ($3,745), Lake Tahoe Community College District ($3,818), Lassen Community College District ($3, 794), Marin Community College District ($4,261), Mira Costa Community College District ($3,734), San Francisco Community College District ($3,756), San Jose-Evergreen Community College District ($3,744, Santa Monica Community College District ($3,776), South Orange Community College District ($3,826), and West Kern Community College District ($4,934).

## Will noncredit and CDCP rates increase in future years?

Yes, they will increase by COLA.

## Is it possible for a district’s Basic Allocation to shrink in 2018-19 or any future years with the new formula?

The same stability mechanism that applied to the previous formula applies to the new funding formula. If a district decreases in size and goes from a medium to a small size then that district will shrink in the fourth year from the initial year of decrease (there is a three-year stability allowance for basic allowance decreases). This provision is unchanged under the new funding formula language which is governed by Title 5 Section 58771 (Base Fiscal Year Revenues).

## Are Special Admit and Inmates in Correctional Facility FTES being double counted when funded for the Base Credit FTES?

No, FTES for these groups are not double counted in the credit FTES funding calculations.

## Is COLA being applied to the Basic Allocation?

Yes.

## Is COLA being applied to the Base Allocation as a whole?

Yes. In addition to the Base Allocation COLA, noncredit, CDCP, special admit, and inmates in correctional facility FTES rates will increase by COLA.

## Can the three-year average change a district’s status for its Basic Allocation?

No. A district’s funding will not decrease for the Basic Allocation based on the three-year average.

## Why are Inmates in Correctional Facilities and Special Admit FTES paid at the fully funded amount?

Inmates in correctional facilities and special admit students are special FTES populations that the state encourages districts to continue to serve. Thus, the new formula retains the current funding formula rates for these groups of students.

## Are Inmates in Correctional Facilities and Special Admit students excluded from the Supplemental and Student Success Allocations?

The statute does not exclude inmates in correctional facilities and special admit students from being counted in the Supplemental Allocation and in most of the Student Success Metrics. Therefore, if applicable, a district will receive funding for their counts. For the count of the number of students who complete transfer-level English and math in the first year, special admit students are not counted because the statute specifies that a district is funded based on counts of students who complete those courses within the first academic year of enrollment.

## How will summer enrollments be counted?

Summer enrollments will be counted the same way they were in the former funding formula. Districts may count enrollment in summer intersession courses that overlap fiscal years either in the fiscal year in which the census day procedure is completed or in the fiscal year in which the course ends (Title 5 Section 58010).

## If there is a deficit factor, do districts get it funded the next year?

The Chancellor’s Office intends to request funding to administer the SCFF as described. Further, the SCFF Oversight Committee will be evaluating options for the Governor and the Legislature to consider for funding during a recession.

# Supplemental Allocation

## How is the Supplemental Allocation calculated?

For 2018-19, Pell Grant recipients, College Promise Grant recipients, and AB 540 students are funded at a rate of $919 per student. In future years, the rate will be adjusted by changes in the cost of living.

## How were the rates determined?

The SCFF was designed so that about 20 percent of the funds spent on the formula will be allocated in the Supplemental Allocation. That total amount was divided by an estimate of the number of Pell Grant recipients, College Promise Grant recipients, and AB 540 students likely to be funded. That calculation determined the per-count rate.

## What is the data source for the Supplemental Allocation?

All of the data is based on district submittals. The data source for counts of Pell Grant recipients and College Promise Grant recipients is the Chancellor’s Office’s Management Information System (MIS) Data Mart. The data source for the AB 540 students is the Chancellor’s Office 320 Attendance Reports.

## What is the rationale behind choosing counts of Pell Grant recipients, College Promise Grant recipients, and AB 540 students as measures of equity?

Evidence suggests that low-income students face barriers to access and success in community colleges and that undocumented students face even higher barriers. The SCFF recognizes that districts must provide more intensive services to address their students’ needs.

## Are supplemental points awarded for Pell Grant recipients or for Pell Grant-eligible students?

The Supplemental Allocation metrics are awarded based on students being Pell Grant or Promise grant recipients—not for just being qualified to receive those awards. The Chancellor’s Office hopes that this will provide incentives for districts to work with students and help them receive all the funding for which they are eligible.

## Can students be counted multiple times if they are a Pell recipient, a College Promise Grant recipient, and an AB 540 student?

If a student falls in more than one of the categories, the district will receive funding for the student multiple times.

## Does a student's unit load (full-time vs. part-time) affect how they are counted for supplemental funding?

No. The supplemental metrics are based on headcount.

## What year’s students are used for a given year’s funding?

The Supplemental Allocation is based on prior-year data. For funding in 2018-19, the SCFF uses counts from 2017-18.

## Why are headcounts used instead of FTES?

Headcounts recognize that the services needed to overcome the barriers students face may not vary according to the number of courses they take.

## Why aren’t first-generation college students funded as part of the Supplemental Allocation?

At this time the formula was adopted, the data on first-generation students was not reliable, because the Chancellor’s Office only had data on a student’s self-reported status. The SCFF Oversight Committee is charged with evaluating options for including this count as part of the Supplemental Allocation.

## Why aren’t noncredit students funded as part of the Supplemental Allocation?

Enrollment in noncredit courses is funded at current rates.

## What if a student transfers to a four-year institution and receives a Pell grant there even though they had not received the grant when enrolled at the community college?

The SCFF funds counts of students who received Pell Grants at the community college in the prior year.

## Is there any other way to identify low-income students who live in high cost regions?

The SCFF Oversight Committee is charged with evaluating options for the Supplemental Allocation given differences in costs across regions.

## Some AB 540 students are not undocumented. Which metric is used?

The SCFF uses total AB 540 counts.

# Student Success Allocation

## How is the Student Success Allocation calculated?

The Student Success Allocation assigns funding rates for eight outcomes that represent progress toward the *Vision*. Furthermore, a district receives additional funds for outcomes attained by students who received Pell Grants and College Promise Grants.

## What are the metrics and what are their point values?

The SCFF counts all of the following: associate degrees for transfer (ADT) granted, associate degrees granted (excluding ADTs), baccalaureate degrees granted, credit certificates (16 units or more) granted, completion of transfer-level math and English courses within the first academic year of enrollment, successful transfer to a four-year university, completion of nine or more CTE units, and attainment of a regional living wage.

## What is the rationale behind choosing these specific metrics and weights?

The Chancellor’s Office recommended measures based on their adherence to the *Vision* and the Guided Pathways framework.

## What is the funding rate for points, and how was it determined?

In 2018-19, the rate for all outcomes is $440 per point. For Pell and College Promise student outcomes, it is an additional $111 dollars per point.

In 2019-20, the rate for all outcomes is $660 per point. For Pell and College Promise student outcomes, it is an additional $167 per point. These rates are to be adjusted for cost of living changes and other base adjustments.

In 2020-21, the rate for all outcomes is $880 per point. For Pell and College Promise student outcomes, it is an additional $222 per point. These rates are to be adjusted for cost of living changes and other base adjustments, in both the current year and prior year.

## Which year’s data is used in calculations?

The Student Success Allocation is calculated using prior-year data. For 2018-19 funding, the SCFF uses 2017-18 data.

# Student Success: Transfer-Level English and Math in Year One

## Why is it that the student success metrics require completion of Transfer-Level math and English in the first year at the district?

Completing Transfer-Level English and math early in a student’s college career allows them to gain access to more upper-level courses and has been associated with more timely college completion and transfer.

## If AB 705 requires that students complete Transfer-Level English and math in one year, why does the SCFF specify completion in the first year?

AB705 represents the minimum standard of the law. The SCFF encourages practices that exceed minimum compliance.

## When does the first year start and end? If a student starts in Spring, do they have one year from the time they started, or do they still need to complete both Transfer-Level English and math by the end of Spring term?

Funding is based on outcome data for the prior academic year, which is Summer, Fall, Winter, Spring. Because the outcome is calculated based on the prior academic year data, a student who started in the Spring term would need to complete both Transfer-Level English and math in that term in order to be counted in a district’s SCFF funding.

## Do Special Admit students get student success points for the completion of Transfer-Level math and English?

The statute specifies that a district is funded based on counts of students who complete within the first academic year of enrollment. For that reason, special admit students are not counted.The Chancellor’s Office is aware of the concerns related to this issue and is actively exploring potential revisions.

# Student Success: Nine CTE Credits

## Do the nine plus CTE units in the Student Success Allocation have to be in the same/similar discipline or TOP code?

No.

## What are the minimum number of units to be counted as a transfer student? Is this calculated at the college level or the district level?

All student success metrics are calculated at the district level. To be counted as a successful transfer, the student must earn 12 or more units prior to transfer, anywhere and at any time in the system. While a student may complete the 12 units at any district, the transfer outcome only generates success points for the districts where the student completed credits in their last academic year in the system.

## Does the transfer metric exclude Special Admits if they qualify as having earned 12 or more credits at a community college and then show up at a four-year institution in the following year?

No.

## What happens if after a student transfers to a four-year institution they take an additional course at a community college (for example a summer course or a job skills course)?

If a student transfers to a four-year institution and then takes an additional class at a community college they would not be counted as a successful transfer within **that** academic year but they could be counted as a successful transfer in the **next** academic year. For example, if a student completes most coursework at the community college in 2017-18 and transfers to a CSU in the Fall of 2018-19 but takes one summer course at the community college over the summer prior to starting at the CSU (technically that summer would be in the 2018-19 academic year), that student would not count as a successful transfer for 2017-18. However, if the student continued to be enrolled at the CSU, and did not take any additional community college classes, the student would be counted as a successful transfer the following year (in 2018-19). In this way, the student taking additional courses at the community college after transfer does not eliminate the successful transfer outcome, it just counts that outcome in the following year.

## Does the formula count nonresident student completions?

Outcomes for nonresident students are included.

## Does the formula count students who transfer out of state?

Transfers to four-year universities out of state are counted if the data is captured by the National Student Clearinghouse.

## What happens if a student transfers but their data is not captured by the National Student Clearinghouse?

For students whose data are not captured in the Clearinghouse records, they can still be counted for successful transfer if they transfer to CSU or UC.

# Student Success: Regional Living Wage

## How will the Chancellor's Office determine if a student achieves a regional living wage? What is the living wage based on?

The regional living wage is based on the Insight Center for Community Economic Development’s Self-Sufficiency Tool. Using an example for funding for the 2018-2019 year, this measure includes all students who exited the system in the 2016-2017 academic year and did not transfer to a four-year institution who earned a living wage in 2017-2018. A student's reported wage is compared to the living wage for one adult, for the district's primary county in 2017-18 (annual student earnings are calculated based on annualized earnings from October 1 through December 31).

## How can a district find out the “primary county” for determining the living wage calculation and how is the primary county determined?

The primary county is determined through an examination of county to district overlap. In districts with colleges across multiple counties, the district office location informs the choice of the primary county.

## Is the living wage for a single person or a person with children?

The living wage is calculated for one adult.

## What happens if a student attends college in one district and resides, or moves, to another area of the state? Which region is used to determine the regional living wage?

The student’s wage is compared to the living wage for the district in which the student enrolled.

# Student Success: Students with Multiple Success Outcomes

## If a student obtains both a transfer degree and a CTE certificate, do the districts get credit for both the transfer degree and the CTE certificate? What steps are being taken to keep colleges from creating multiple overlapping degrees and certificates in which students can earn several awards for the completion of the same collection of classes?

Yes. The award metrics are duplicated counts of all Chancellor’s Office approved awards. In this case, if a student completes a certificate and an ADT in the same district in the same year, the district receives points for both outcomes.

All degrees and certificates must be approved by the Chancellor’s Office. The statute requires the Chancellor’s Office to develop a process to monitor the approval of new awards, certificates and degree programs. Furthermore, the Chancellor’s Office, with consultation from the SCFF Oversight Committee, will establish minimum standards for the approval of these certificates and awards.

## If a student attends and completes units in multiple districts, do all districts get to count that degree or certificate under the Student Success Allocation? If multiple districts cannot count that outcome could the points for the outcome be split between the districts? If this is not the case, is the Chancellor’s office concerned that the inability to share outcome points will result in districts competing for students and will disincentivize districts from cooperating with each other?

In the Student Success Allocation, the SCFF provides points (and therefore funds) to the district that awards the degree or certificate. The Chancellor’s Office provides instruction and services in the ways that meet the needs of students.

## Do districts get points for completions of Special Admit students?

The statute does not exclude inmates in correctional facilities and special admit students from being counted for most of the outcomes included in the Student Success Allocation. Therefore, if applicable, a district will receive funding for their counts. For the count of the number of students who complete Transfer-Level English and math in the first academic year of enrollment, special admit students would not be counted because the statute specifies that a district is funded based on counts of students who complete within the first year of enrollment.

## What is the rationale for weighting the ADT higher than an Associate or Transfer completions?

The state is intending to make the ADT the preferred pathway for students seeking to transfer to a four-year university. By successfully obtaining an ADT, the student leaves the community college with a meaningful degree, is guaranteed admission to the CSU with junior standing, and has increasingly greater options at UC and nonprofit universities. Improving the pipeline from community colleges to the UC and CSU, therefore enabling students to make progress towards a bachelor’s degree, is a high priority in the *Vision.*

## What will happen if a student transfers without getting a degree?

Students who choose not to get a degree, but transfer to a four-year institution without a degree, will still generate funds under the count of students who successfully transfer to a four-year university. While some students may not get a degree for a variety of reasons, leaving the system without a degree leaves a student in a weaker position in our education and skills-based economy. Even if the student successfully transfers to a four-year institution, there is always a risk that the student may not complete a four-year degree.

## Are noncredit certificates eligible for points under the Student Success Allocation?

No.

## How does time to degree factor into the Student Success Allocation?

At this point, time to degree is not factor in the SCFF. However, the *Vision* does include a goal related to reducing the number of units students achieve to accomplish successful transfer.

# Funding Amounts and Timing

## Is this a zero sum formula (i.e. if all districts increase their equity and success metrics does their apportionment increase as well)? Is there a limit on growth in the supplemental or student success metrics? Does this mean that total funding to the community college system will need to increase if systemwide successful outcomes increase, or is there a cap on the funding increase? As colleges earn more points in future years, will colleges get less funding per point?

The statute funds each district based on what the formula factors generate for that district. Therefore, under the law, the funding for other districts does not affect a district’s formula calculation.

In total, the state generally funds the community colleges at the minimum level required by California Constitution (Proposition 98). Therefore, to the extent existing obligations exceed the minimum guarantee, the Governor and the legislature will need to determine how to fund those costs or adjust programs.

## Will my district receive 70 percent of its funding from the Base, 20 percent from the Supplemental Allocation, and 10 percent from the Success Allocation? How is the phase-in from the 70-20-10 split to the 60-20-20 split going to be implemented? Will the dollars per point and dollars per credit FTES change?

The funding formula has a three-year phase in. In 2018-19, approximately 70 percent of statewide funding will be for the Base Allocation, approximately 20 percent for the Supplemental Allocation, and approximately 10 percent for the Student Success Allocation. The law is designed so that, in 2019-20, those percentages shift to a 65-20-15 split and, in 2020-21, the percentages shift to a 60-20-20 split. However, individual districts will not necessarily receive funding in those proportions. While the systemwide budget is being divided in this manner, the composition of individual districts’ funding allocations will differ based on each district’s own unique conditions and composition.

## If a district is to get more via their 2017-18 Fiscal Year apportionment versus the new formula,will COLA be applied to the 2017-18 amount?

Yes. in 2018-19, districts can expect to receive their 2017-18 total revenue adjusted by COLA.

## Will the state still use the P-2 reported amount for the next year's funding?

The state will still make a second principal apportionment. For the base allocation, the Chancellor’s Office will continue to rely on final reported measures.

## If advanced apportionment isn’t done until mid-August, how is our July apportionment going to be calculated and distributed?

July apportionment will be calculated using prior year data. August advanced apportionment calculations are based on P2 data. When new data is available, that data will be used to certify P1 apportionment in February.

## Will the funding periods (Advance, P1, P2, Recalc) remain the same?

Yes.

## Will there be a refresh of CCFS 320 data after the recalculation in November?

Yes.

## Is November 30 the final date for resubmission of term or annual files for SCFF calculations?

Yes. If a district CEO believes their information is inaccurate, the CEO should email Christian Osmeña at cosmena@cccco.edu.

## How does the new formula impact Basic Aid Districts?

The SCFF applies to all districts. However, Basic Aid districts will still retain all property tax revenues over and above their calculated SCFF apportionment.

## Is the academic year summer to spring?

The academic year is summer, fall, winter, spring in any given year.

##  How are units handled for colleges on the quarter system?

In the case of colleges that have quarter terms instead of semester terms, the Chancellor’s Office converts units to semester values.

## Will districts with differential rates for FTES funding continue to be funded at their higher rates?

Yes.

##  How will stabilization be defined in future years?

Starting in 2019-20, if a district’s Total Computational Revenue (TCR) is computed using the provisions of the new funding formula and that TCR declines in the current year compared to its TCR in the prior year, the district receives the prior year TCR revenue. Below is an example of how this would work. (Also, see hold harmless chart, line 4, in Section J.)

***Example of how this would work in 2019-20:***

District A’s 2019-20 TCR: SCFF = $46 million

District A’s 2018-19 TCR: SCFF = $47 million

District A’s Funding = $47 million

## For a district in stability, will the hold harmless funding level be based on actual or funded FTES?

It will be based on the district’s total TCR for 2017-18, which includes stability funding.

##  What happens with restoration?

 Declines in FTES workload measures from prior years will still be eligible for restoration over the subsequent three-year period.

## What is going to happen to the FON calculation, given the new apportionment given to the Base Allocation?

The regulations related to the FON have not changed. The Chancellor has asked an Advisory Workgroup on Regulations to convene to make recommendations.

## Is it possible under the SCFF for there to be leftover systemwide funds? If so, what would happen to unused funding?

The uses of any available resources are subject to use determined by the Governor and legislature.

# Hold Harmless

The chart below was created to summarize the hold harmless provisions.

##

## How many years will my district be held harmless if its funding is reduced because of the SCFF?

See chart above.

## Will my district be held harmless beyond three years if its enrollment or outcomes drop after the formula is adopted?

See chart above.

## How many community college districts are expected to need hold harmless funds during the next three years?

At the 2018-19 July simulation, 22 districts were held harmless.

# Where to Find Data and Information

## Where can I find information and materials about the funding formula? Is there a data element dictionary for the SCFF elements?

Information about the SCFF can be found through the Chancellor’s website at: [*http://extranet.cccco.edu/Divisions/FinanceFacilities/StudentCenteredFundingFormula.aspx*](http://extranet.cccco.edu/Divisions/FinanceFacilities/StudentCenteredFundingFormula.aspx)

This website contains Excel simulations, statutory language, PowerPoint presentations, and two different FAQs regarding the formula and prior webinars. Within the Excel simulations, there is a tab with a data element dictionary that includes examples. Anyone interested in the SCFF should also join the SCFF community on the Vision Resource Center.

## How can I find the source for the data used to determine my funding?

A Data Dictionary is also included in the simulation file and a PowerPoint on sources can be found on the SCFF Community within the Vision Resource Center.

## Can someone at my district verify the data and run the reports used for the SCFF? What are the timelines for the MIS Data Mart and the SCFF calculators?

For most data elements, you can verify data locally using the 320 Attendance Reports and the Chancellor’s Office MIS Data Mart as well as Data on Demand.

## Is it possible to have a spreadsheet detailing my individual district’s projected changes under the SCFF, similar to the systemwide simulation?

The Chancellor’s Office has partnered with the Fiscal Crisis and Management Assistance Team to make a calculator available: <http://fcmat.org/community-colleges/>. Using this calculator, a district can project changes under the SCFF for 2018-19 and for subsequent years.

## Data on Demand is district-based. Will there be a college indicator so that individual colleges can parse out their data?

MIS is working on adding college-level data to Data on Demand. Furthermore, Launchboard will provide disaggregated data by February 2019.

## Will there be professional development for all campuses to seek resources on how to scale up best practices in student success and achieving desirable outcomes under the SCFF?

The Chancellor’s Office is making support available through the implementation of Guided Pathways and through the Institutional Effectiveness Partnership Initiative. You are encouraged to get involved in the discussions around Guided Pathways at your college.

## Will the Chancellor’s Office be conducting a budget workshop this year?

Budget Workshops were held on August 13th (North) and 15th (South) 2018.

##  Will the Chancellor’s Office be recalculating the SCFF at Recalc or is it going to be set using P2?

The Chancellor’s Office will recalculate the formula consistent with current practice.

# Monitoring and Implementation

##  How will the Chancellor’s Office monitor the implementation of the SCFF in future years,including modifying metrics and their weights?

The Chancellor’s Office, in coordination with the SCFF Oversight Committee, is collecting data and monitoring the effects of the SCFF.

##  How will the SCFF affect my district’s master planning process?

The law creates new requirements that districts adopt goals aligned with the *Vision*, align their comprehensive plans with those goals, and align their budgets with their plans. Refer to AB 1809, Section 32, paragraph (m). The Chancellor’s Office produced guidance on the adoption of goals at the local level. District boards were required to adopt goals and submit them to the Chancellor’s Office by December 31, 2018.

##  How will external auditing requirements change with the SCFF?

Further instructions will be forthcoming from the Chancellor’s Office on audit requirements.

##  Will districts need to use the new SCFF metrics when revising our student education plans due June 2019?

Yes.

##  Is this formula and/or the specific data elements specified in statute? If changes are needed in the future, will additional statutory changes be needed? Does the Chancellor’s Office have the authority to make changes and assess the effectiveness of the formula?

Yes. The funding factors and rates are included in the statute (AB 1809). Changes to those factors and rates would require changes in statute.

##  Who should be involved in reviewing the metrics before submission? Is there a mechanism in place to review data for accuracy before final submission?

The district is responsible for submitting accurate data to the Chancellor’s Office. Districts are encouraged to have executive-level discussions about the internal processes that will be used to verify and validate data.