Proposed SB 1456 Student Success and Support Program Credit Funding Formula

May 6, 2013

Background:

On September 28, 2012, Governor Brown signed Senate Bill 1456, the Student Success Act of 2012, into law. The bill requires the Board of Governors to adopt a new funding formula for the Student Success and Support Program (formerly Matriculation) to allocate funds to colleges. The new law requires the funding formula to include (but not be limited to) the following 3 elements: (1) students to be served; (2) students who received orientation, assessment, counseling/advising, and student education planning services; and, (3) a match requirement.

Beginning November 2012, a 19 member workgroup was convened to review and revise the current MIS data elements reported for matriculation and to develop a new funding formula consistent with SB 1456. The workgroup included a broad representation of system stakeholders: Chief Student Services Officers (2); Matriculation Dean/Coordinators (5); Assessment (1); Chief Instructional Officers (1); Academic Senate for California Community Colleges (2 faculty); Student Senate for California Community Colleges (1); Chief Business Officer (2); Research (2); and MIS (3). The workgroup met over the course of five months and developed a funding formula proposal (described below) using a combination of a general consensus and majority vote decision-making process.

Total State appropriation for the credit Student Success and Support Service Program (formerly Matriculation):

- 40/60 split between headcount and services provided
- Allocations generated by college

Recommended implementation timeline:

- If adopted by the BOG, the new funding formula would be phased in. Colleges' allocations (unless the state's SSSP appropriation increases) would remain the same for 2013-14 and 2014-15 to allow colleges to make any MIS programming changes and ensure accurate and consistent reporting of student data.
- The new funding formula would be run to generate allocations for 2015-16 (based on 2014-15 data).
- The workgroup recommends a phased-in approach when the allocation formula is applied: For the first year, 2015-16, protect colleges at 80 percent of prior year funding; and, for the second year, 2016-17, protect colleges at 50 percent of prior year funding.

Proposed Funding Formula:

40% College's Potential Population of Students to Receive Services **60% Students Served at the College** **College Match**

Student Success and Support Program
Funding Proposal Description

40% College's Potential Population of Students to Receive Services	60% Students Served at the College	College Match
Unduplicated Credit Student Headcount *(academic year = summer, fall, winter, spring)* **Base Funding** **Floor $35K or 10%** *(of total state appropriation increases, whichever is greater)*	Initial Orientation 10% Initial Assessment 10% Abbreviated SEP 10% Counseling/Advising 15% Comprehensive SEP 35% At Risk Follow-Up Svc 15% Other Follow-Up Svc 5%	**3:1**
Detail: • Includes CA resident students enrolled as of census in at least 0.5 credit units, (STD7) headcount status "A," "B," "C," excludes special admits • DSPS and EOPS students and matriculation services provided are included in the counts	**Detail:** • Academic year= summer, fall, winter, spring • Includes pre-enrollment services provided for students with SB record, but no enrollment record for initial orientation, initial assessment, and abbreviated SEP • "New" student at the college definition also allows for a student who stops out for three years, but then "returns" ***Funded services based on weights list above for services provided to the student during the reported term:*** • **Initial Orientation (10%):** *count once during time student attends the college* • **Initial Assessment (10%):** *count once during time student attends the college* • **Abbreviated SEP (10%):** *count once per student during time student attends the college* • **Counseling/Advising (15%):** *count once per year per student during time student attends the college* • **Comprehensive SEP (35%):** *count once per student during time student attends the college (a student who needs their SEP revised or a new SEP in subsequent terms would be reported under "other follow-up service.")* • **At Risk Follow-Up Svc (15%):** count once per term during time student attends the college *(after first term)* • **Other Follow-Up Svc (5%):** count up to four times during the year during time student attends the college *(after first term)*	**Detail:** 3:1 match that allows colleges to count A&R, research, and student service technology towards the match

Funding Proposal Rationale:

1. Base funding of $35,000 (or 10 percent, whichever is greater) plus unduplicated credit student headcount provides a level of funding protection for smaller colleges while at the same time providing a proportionate share of funding for colleges with larger student populations.
2. A 40/60 split in the total state credit Student Success and Support Program appropriation provides colleges with a base funding on credit student unduplicated headcount, while creating an incentive for colleges to serve greater numbers of students.
3. For the 60 percent total state credit SSSP appropriation, 30 percent would be specifically be targeted to provide services to new students (initial orientation, initial assessment, and abbreviated SEP- considered one time services).
4. Based on the latest research which highlights the importance of providing core services to students upon entry and ensuring students receive services along their pathway to completion, the funding also targets to the provision of services for continuing students. Given the importance of ensuring students identify a course of study and develop an SEP, a greater weight was placed on the comprehensive SEP (which based on the proposed title 5 regulations would be required by first time students who earn 15 degree-applicable units or before the end of the 3rd term).
5. Pre-enrollment services are also funded under the proposed model as part of the funding targeted for initial orientation, initial assessment, and abbreviated SEPs (for students who were served by the college and applied, but who subsequently did not enroll). This would incentivize colleges who have programs in place to transition high school seniors to college (early start) to continue to do so.
6. What the funded services include:
    - **Initial orientation:** for first time students, can be provided pre or post enrollment *(counted one per student during the student's enrollment at the college);*
    - **Initial assessment:** for first time students, can be provided pre or post enrollment *(counted one per student during the student's enrollment at the college)*;
    - **Abbreviated SEP:** one to two term SEP, can be provided pre or post enrollment *(counted one per student during the student's enrollment at the college)*;
    - **Counseling/advising:** in person counseling or advising provided to a student or group of students; may be pre-enrollment or post-enrollment;
    - **Comprehensive SEP:** a more detailed SEP (not simply a list of classes- a definition is provided in the proposed title 5 regulations) that in general is longer than one term; if a student identifies a course of study as they enroll at the college, this SEP can be created prior to or after the student enrolls (based on student needs; may also be needed for participation in certain programs, such as federal financial aid);
    - **At risk follow-up services:** Given new state policies where a student may lose enrollment priority or their BOG Fee Waiver for poor academic performance, ensuring students who are on academic or progress probation or facing dismissal, have an opportunity to receive support services is critical—these services may include one on one or group counseling sessions, group workshops, non-apportionment generating tutoring services, student success workshops, etc.
    - **Other follow-up services:** This category includes a variety of services and provides a funding mechanism for colleges to continue to provide student supports along the student's educational pathway. This may include subsequent orientations (perhaps based on just-in-time orientations provided at key momentum points), subsequent assessments (career and interest assessments, or

assessments tests for re-testing); revision or development of a new SEP (beyond the first abbreviated and comprehensive SEP—if the student changes their course of study, or other changes that may necessitate a revised or new comprehensive SEP); student success workshops, etc.