



INSTITUTE *for* EVIDENCE-BASED CHANGE
Informing Decisions · Improving Practice · Increasing Student Success

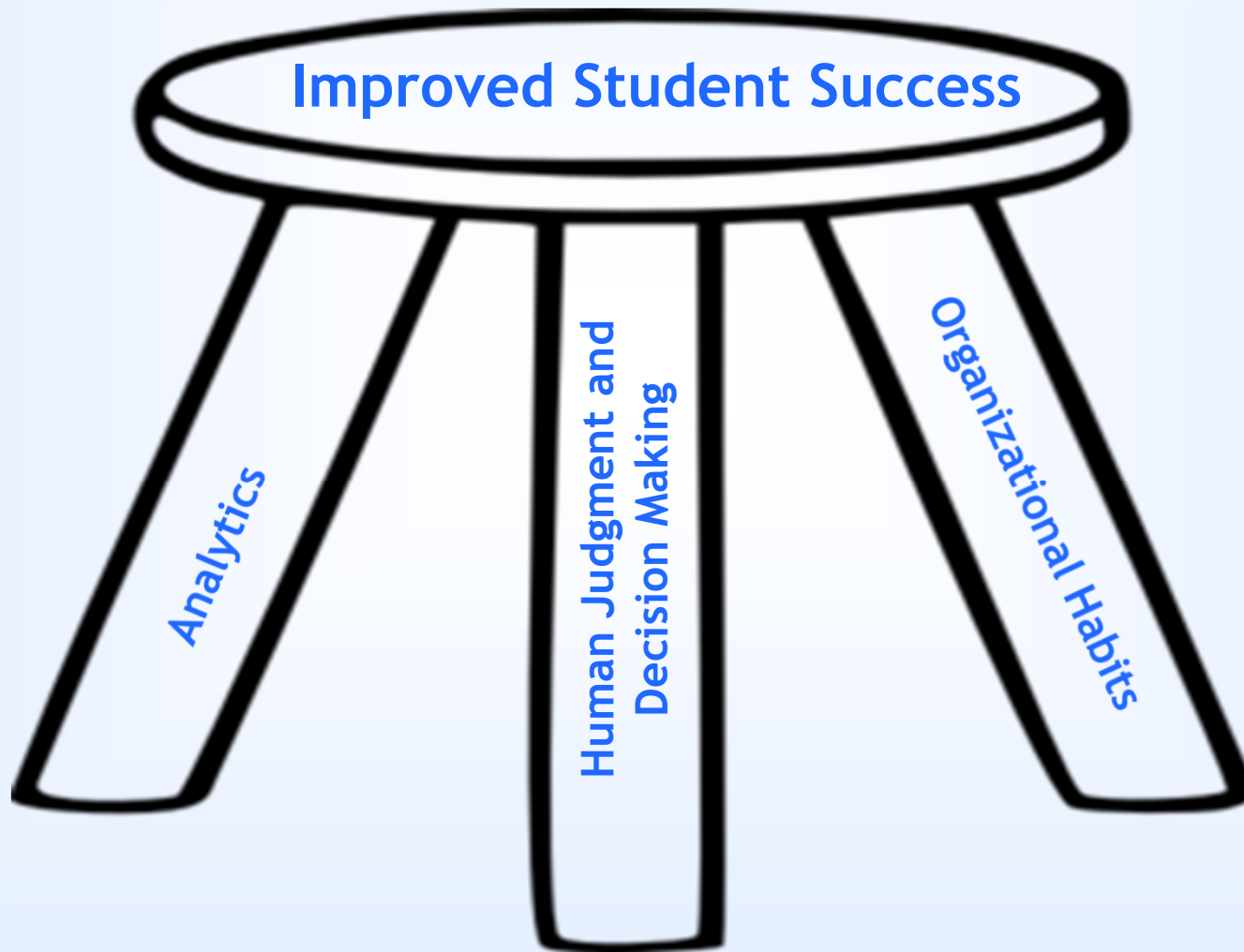
Maximizing Funding from California's Student Centered Funding Formula with Leading and Lagging Indicators

Jordan E. Horowitz, Vice President
Institute for Evidence-Based Change

What We'll Cover Today

- **IEBC's Data Use Model**
- **Leading and Lagging Indicators**
- **California's Student Centered Funding Formula**
- **How to Leverage Your Role to Maximize Funding**

IEBC's Model of Data Use™



IEBC's Model of Data Use™



(1) Response categories for the question include uses computer for homework, games and internet.
 (2) In Wave 1 and Wave 2, "n" indicates the unweighted number of respondents who answered the question.
 (3) In Wave 1 and Wave 2, ** indicates fewer than 10 unweighted respondents in a cell.

SEELS Wave 1 Parent Survey
Health Table 104

General health of student (Item p189a)											
Overall and by Primary disability category											
	Speech Impairment	Mental Retardation	Physical Impairment	Hearing Impairment	Visual Impairment	Orthopedic Impairment	Other Health Impairment	Autism	Traumatic Brain Injury	Multiple Disabilities	Deaf/ Blindness
Excellent	19.2%	56.4%	35.2%	39.6%	41.1%	44.6%	37.6%	26.1%	17.6%		
Good	22.1%	23.6%	25.1%	25.0%	29.1%	10.7%	27.9%	41.5%			
Fair	6.2%	5.6%	11.6%	10.0%	5.1%	13.4%	13.9%	27.1%			
Poor	1.5%	1.5%	*	4.0%	2.1%	1.2%	3.2%	6.2%	*		
n	9,877	871	724	847	913	1,003	313	829	41		

Weighted percentage of respondents in a category who answered the question in the year. Here, 13.8 percent of students with speech impairments nationally were reported to be in good health.

* Too few to reliably report (fewer than 10)

Weighted percentage of respondents in a category who answered the question in this way. Here, 13.8 percent of students with speech impairments nationally were reported to be in good health.

SEELS Wave 1 Parent Survey
Health Table 104

General health of student (Item p189a)													
Overall and by Primary disability category													
	Total	Learning Disability	Speech Impairment	Mental Retardation	Physical Impairment	Hearing Impairment	Visual Impairment	Orthopedic Impairment	Other Health Impairment	Autism	Traumatic Brain Injury	Multiple Disabilities	Deaf/ Blindness
Excellent (ex)	(1.3)	(2.3)	(2.5)	(2.2)	(2.8)	(2.5)	(2.7)	(5.0)	(2.4)	(14.7)			
Very good (vg)	(1.1)	(1.9)	(2.1)	(2.5)	(2.2)	(2.4)	(4.1)	(2.4)	(19.0)				
Good (g)	(1.0)	(1.9)	(1.7)	(2.3)	(2.1)	(2.1)	(4.6)	(2.3)	*				
Fair (fa)	(0.7)	(1.1)	(1.1)	(1.8)	(1.5)	(1.2)	(3.5)	(1.9)	(17.1)				
Poor (po)	(0.3)	(0.6)	*	(1.1)	(0.7)	(0.6)	(1.8)	(1.3)	*				

Standard error associated with the percentage estimates in the table above. Here, the standard error of 1.7 applies to the estimate of 13.8% and suggests the population value to be between 12.1% and 15.5%. Smaller SEs indicate greater precision.

* Too few to reliably report (fewer than 10)

Standard error associated with the percentage estimates in the table above. Here, the standard error of 1.7 applies to the estimate of 13.8% and suggests the population value to be between 12.1% and 15.5%. Smaller SEs indicate greater precision.

IEBC's Model of Data Use™

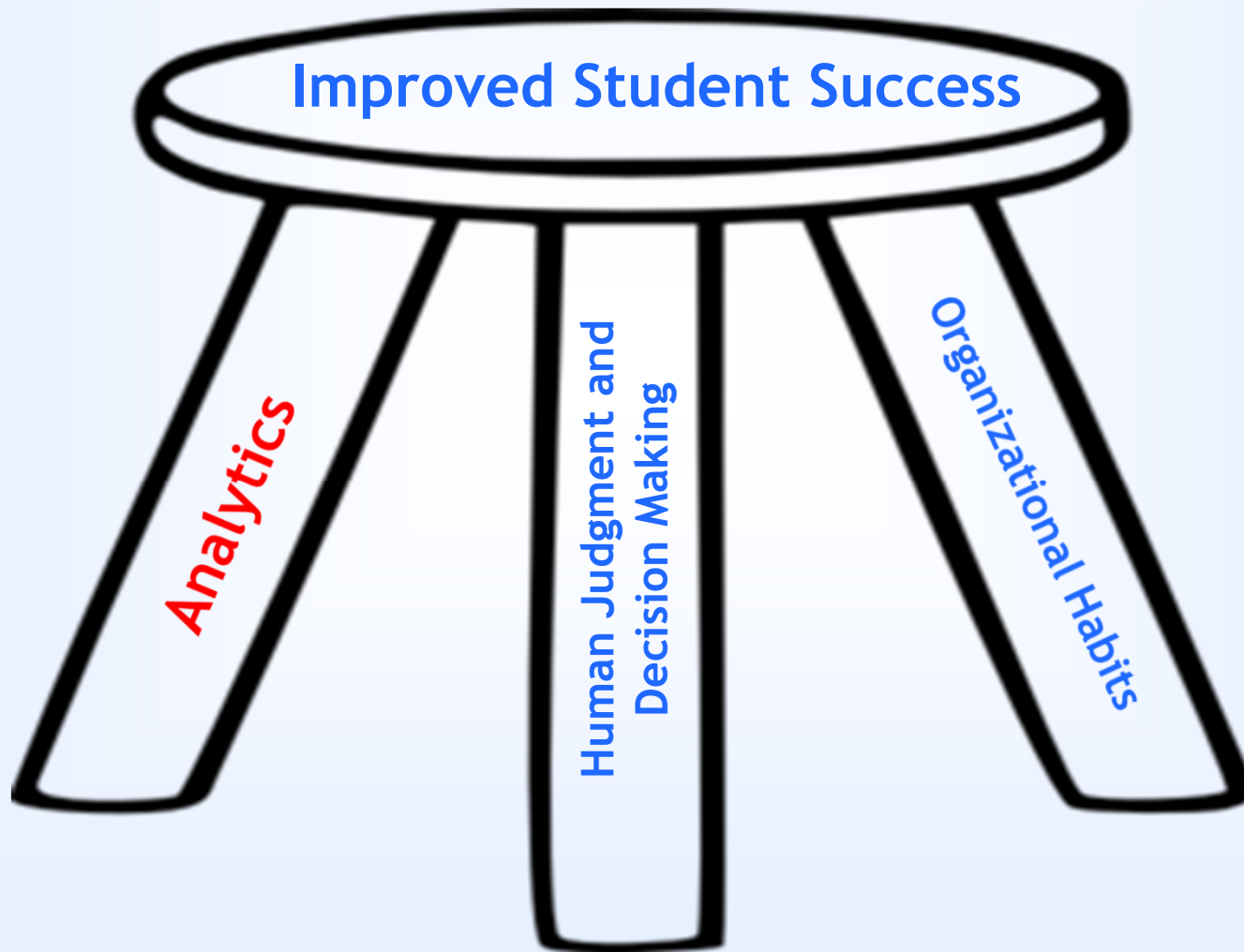
Interactive



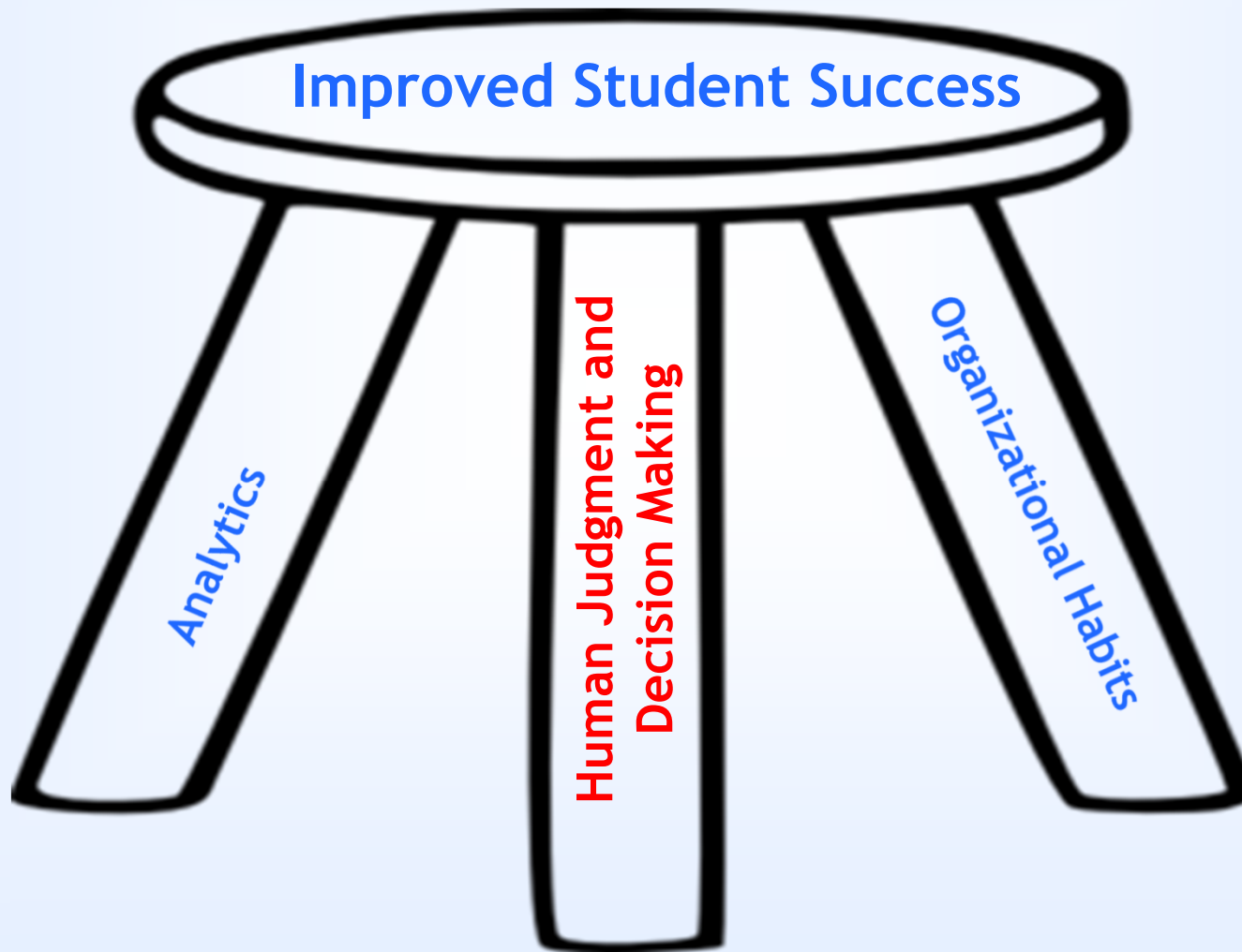
Grounded in Research



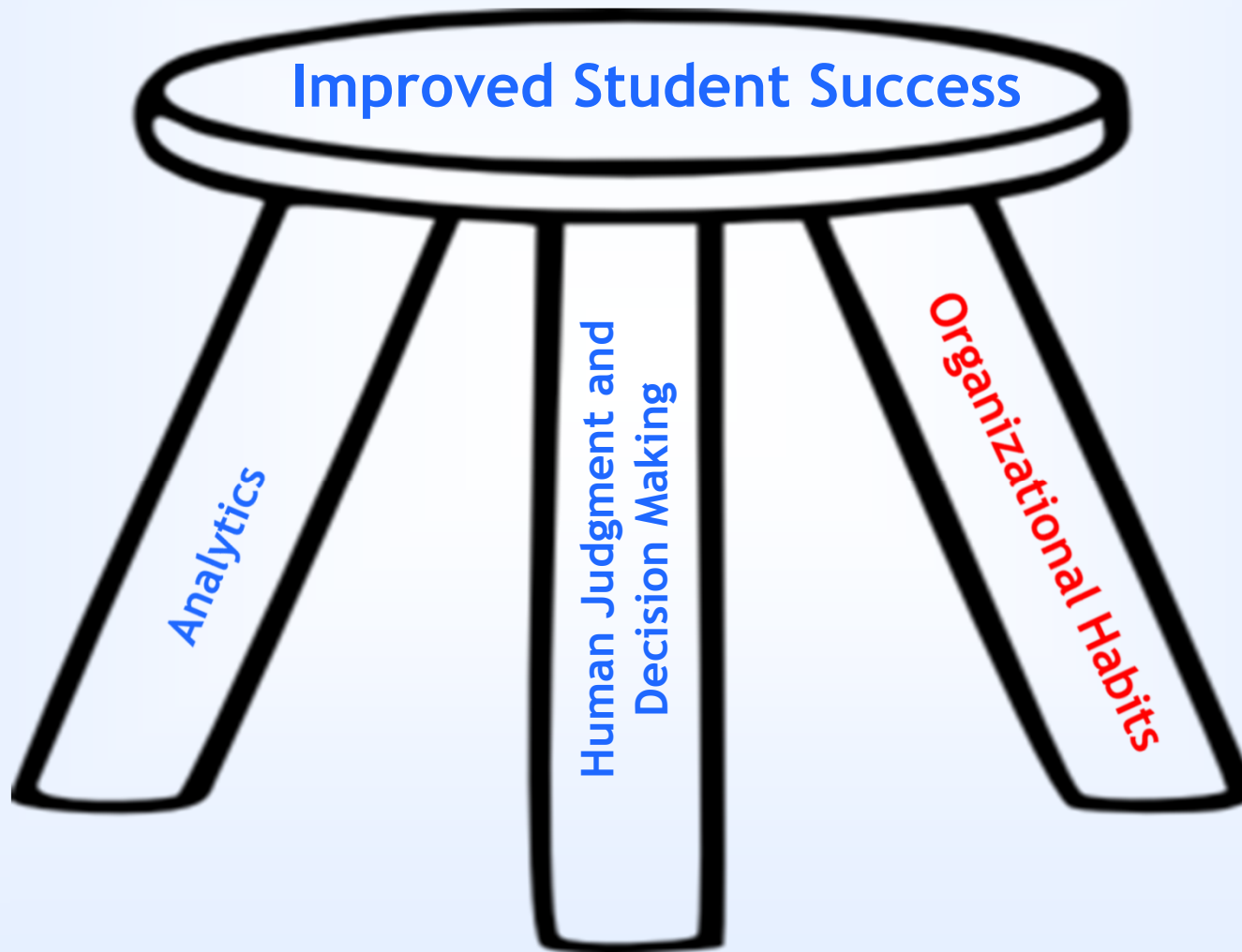
IEBC's Model of Data Use™



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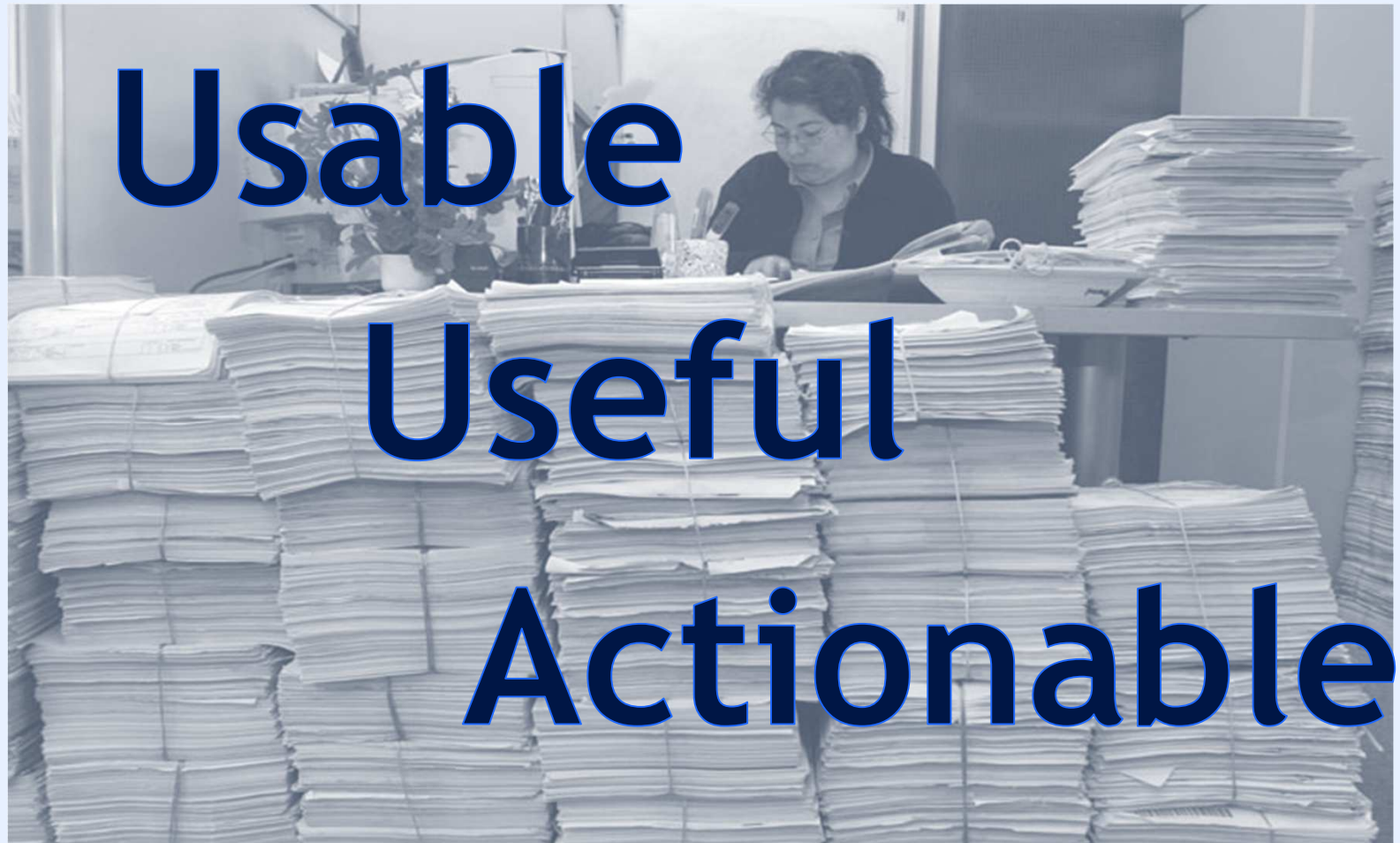
IEBC's Model of Data Use™



Data vs. Information



Data vs. Information



A Thought Exercise



Leading and Lagging Indicators: Introducing the Concept



Leading and Lagging Indicators: Introducing the Concept



Leading and Lagging Indicators: Introducing the Concept



Leading & Lagging Indicators

- Leading indicators are in your control and lead to your hoped-for success
- Lagging indicators are affected by what you do to influence your leading indicators

Lagging Indicators

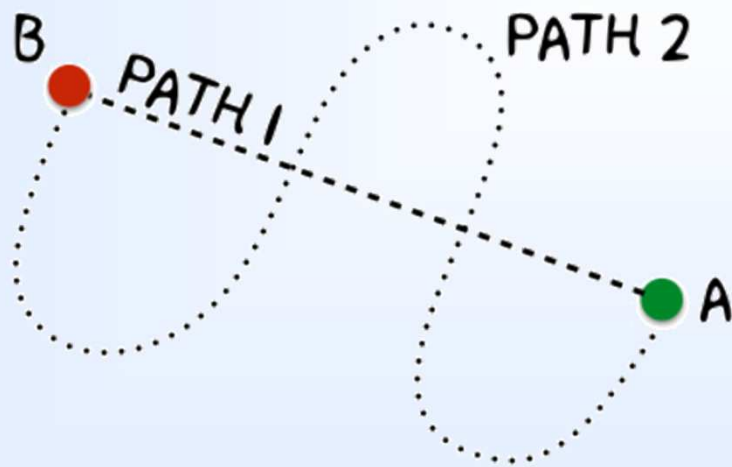
Tend to be our drivers because they are what legislators, funders, and other stakeholders hold us accountable for.



Lagging Indicators



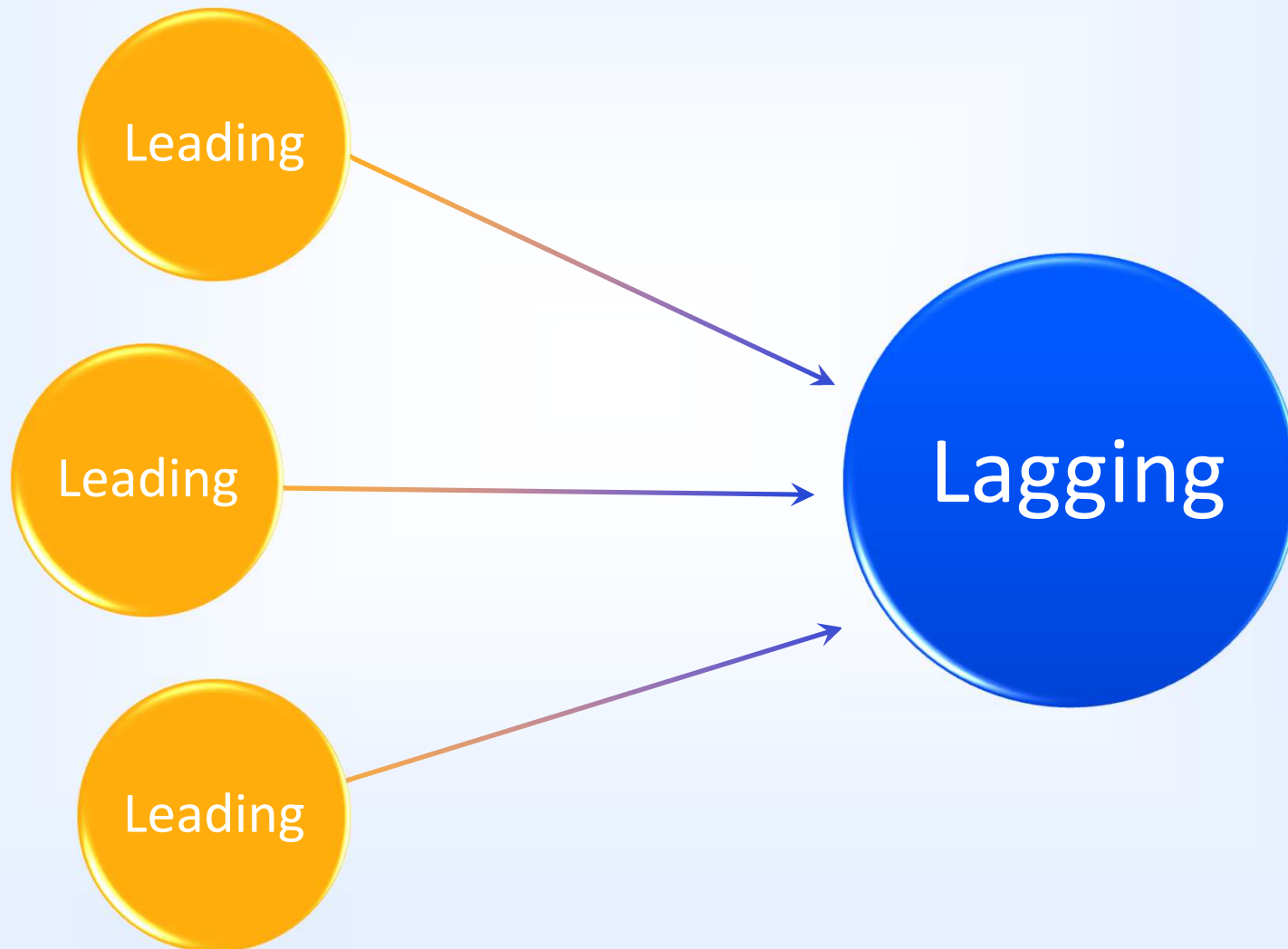
Leading Indicators



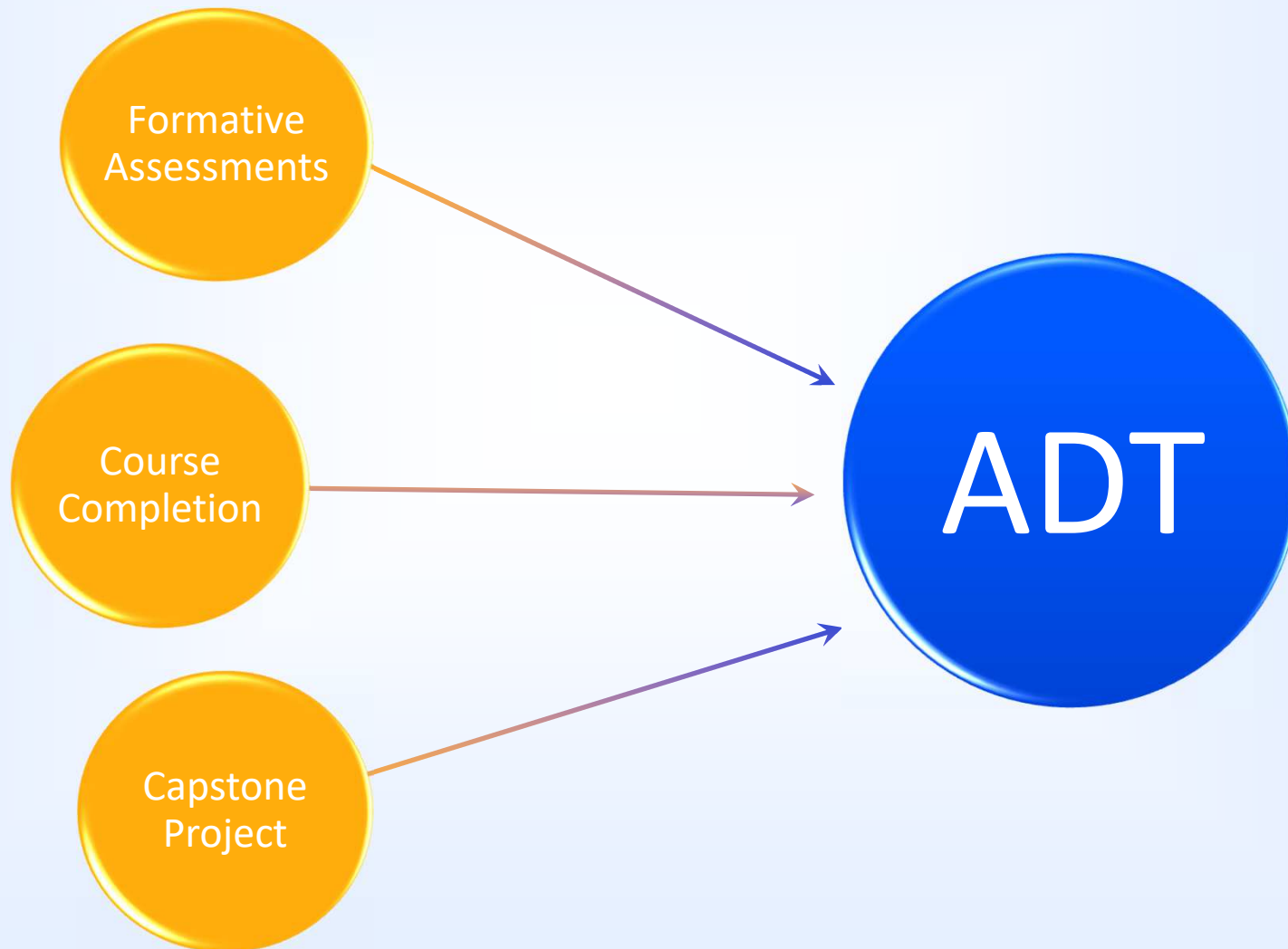
Leading Indicators



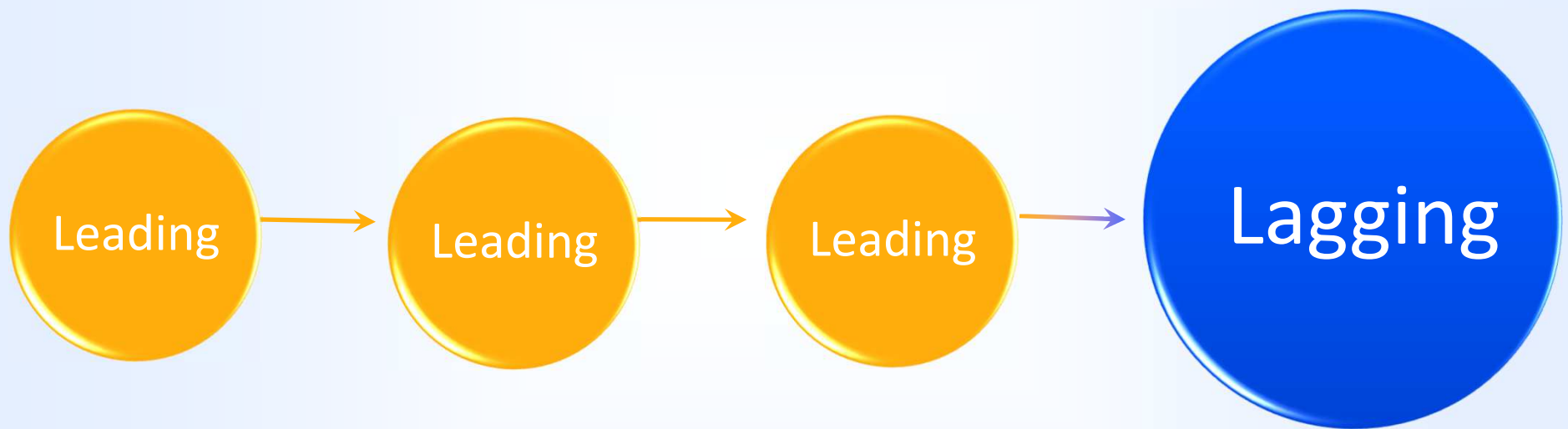
Leading and Lagging Indicators: Relationships



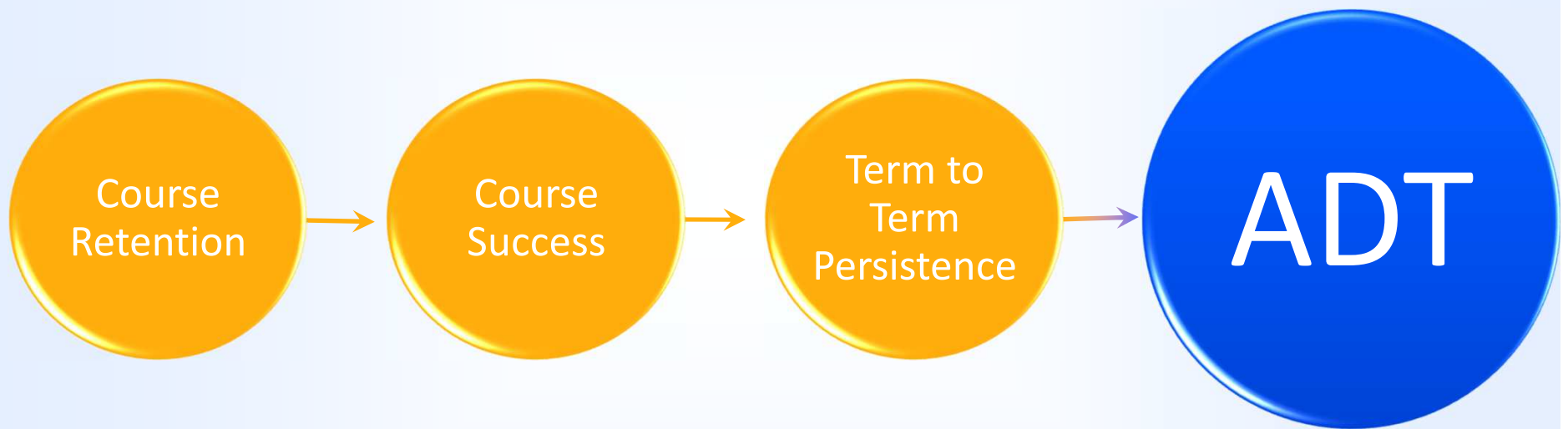
Leading and Lagging Indicators: Relationships



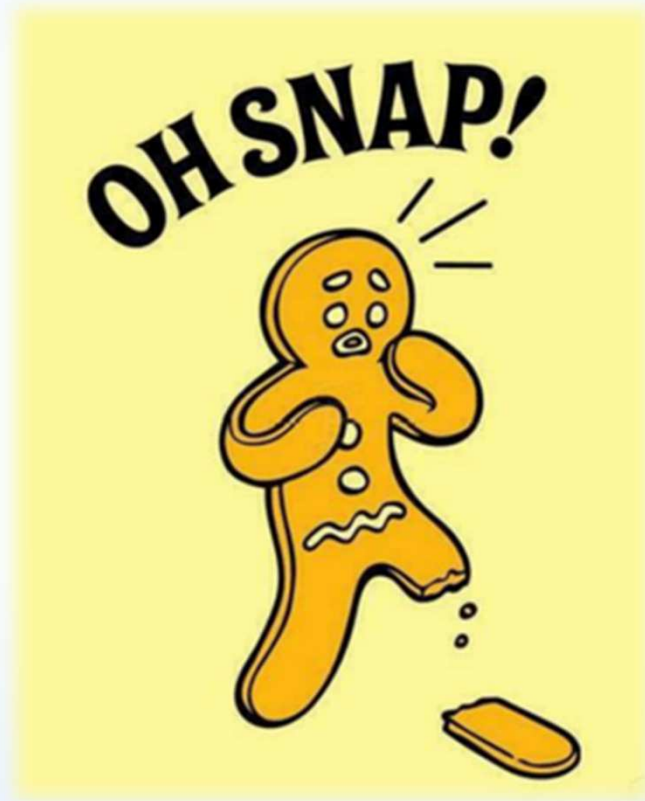
Leading and Lagging Indicators: Relationships



Leading and Lagging Indicators: Relationships



Time for a Break



Why a Student Centered Funding Formula?

- An effort to improve traditionally low completion rates
- Preserve their critical role as the on-ramp to higher education
- Policy and practice reforms have not moved the needle enough
 - 29% complete an AA
 - 32% go on to 4-year universities
 - 13% earn a BA/BS in six years
 - Achievement gaps exist and often do not improve
- Finesse the fact that community college are underfunded
- Over half of all states have a Performance-Based funding model

California's Student Centered Funding Formula (SCFF)

- Mostly consists of *Lagging Indicators*
- Weights are given for input and outputs
- Weights are varied by student population
 - Designed to support equity
- Will be phased in with a hold harmless
- SCFF attempts to balance incentivizing participation and completion and to do no harm

California's Student Centered Funding Formula (SCFF)

What considerations need to be addressed with a performance based funding model in a diverse state that has a range of colleges: some colleges have a large disadvantaged student population and some colleges have a small disadvantaged student population?

SCFF Input Incentive

Allocation Metrics (\$919 per point)

- California Promise Grant (Formerly BOG Recipient) – **1 point each**
- AB 540 students– **1 point each**
- Pell Recipient – **1 point each**

SCFF Completion Incentive

Allocation Metrics (\$440 per point)

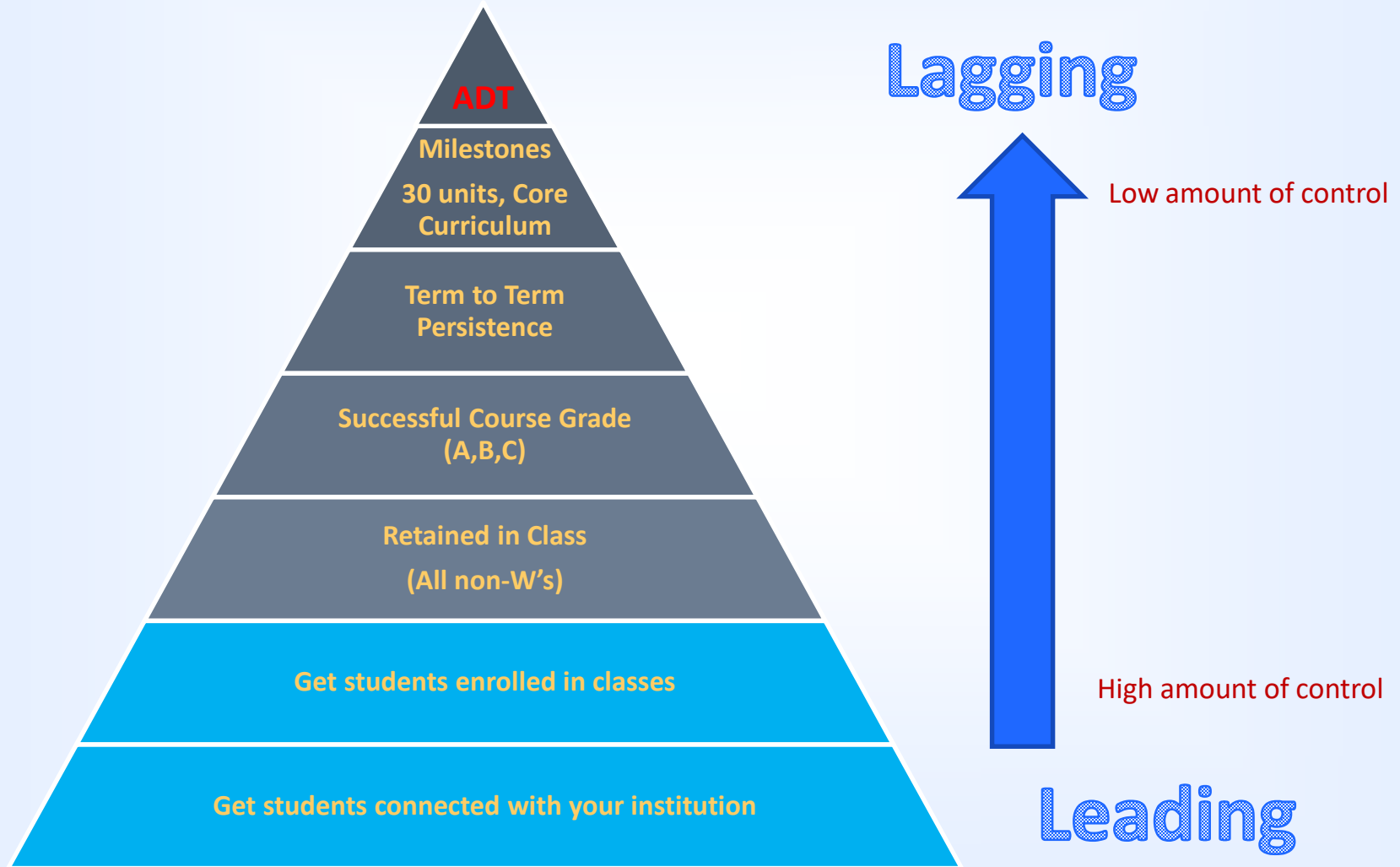
- Associate and Baccalaureate degrees – **3 points each**
- Associate Degree for Transfer – **4 points each**
- Credit certificate (16 units or more) – **2 points each**
- Completion of 9 or more CTE units – **1 point each**
- Transfers to a four year university – **1.5 points**
- Completion of transfer-level math and English in 1st year – **2 points**
- Attainment of regional living wage – **1 point**
- *Bonus factor* \$111 per point (equity bump) – **Pell x 1.5; CA Promise x 1.0**

SCFF Completion Incentive

Allocation Metrics (\$440 per point)

- Associate and Baccalaureate degrees – **3 points each**
- Associate Degree for Transfer – **4 points each**
- Credit certificate (16 units or more) – **1 point each**
- Completion of 9 or more CTE units – **1 point each**
- Transfers to a four year university – **2.5 points**
- Completion of transfer over math and English in 1st year – **2 points**
- Attainment of regional living wage – **1 point**
- *Bonus factor* \$111 per point (equity bump) – **Pell x 1.5; CA Promise x 1.0**

Leading & Lagging Indicators



Gaming the System: The Hyundai Story

Hyundai trio tops JD Power study

Eon, i10 and Elite i20 surge ahead

OUR BUREAU

Hyundai has bagged top honours in the latest JD Power 2015 India Initial Quality Study (IQS) released early this week.

The study measures problems owners experience with their new vehicle during the first two to six months of ownership and examines more than 200 problem symptoms covering eight vehicle categories (listed in order of frequency of reported problems): engine and transmission; HVAC; driving experience; vehicle exterior; features, controls and displays; vehicle interior; seats; and audio, entertainment and navigation.

All problems are summarised as the number of problems per 100 vehicles (PP100), with a lower PP100 score indicating a lower incidence of problems and higher initial quality.

Leading the way

The Hyundai Eon ranks highest in the entry compact segment with 78 PP100; the Hyundai i10 ranks highest in the compact segment with 83 PP100; and the debutant Hyundai Elite i20 Active ranks highest in the premium compact segment with 61 PP100.

Honda and Toyota each receive two model-level awards. The Honda Brio ranks highest in the upper compact segment with 41 PP100 and the Honda City ranks highest in the midsize segment with 68 PP100.



Top of the class The Hyundai EON when it was launched Car KAMAL NARANG

The Toyota Etios ranks highest in the entry midsize segment with 82 PP100 and the Toyota Innova ranks highest in the MUV/MPV segment with 44 PP100. The Ford Ecosport ranks highest in the SUV segment with 75 PP100.

The study is based on evaluations from 8,438 vehicle owners who purchased a new vehicle between November 2014 and July 2015. It includes 69 vehicle models from 17 makes. The study was fielded from May 2015 to September 2015 in 30 cities across India. The industry averages 96 PP100 in

2015, which is 22 PP100 fewer than in 2011. Problems related to defects/malfunctions account for 52 of the total PP100, a 26 PP100 decline since 2011. Design-related problems, such as features difficult to use and excessive fuel consumption, are at 36 PP100 in 2015, down marginally from 38 PP100 in 2011. "The industry overall has made significant strides in improving the quality of vehicles, dramatically reducing defects and malfunctions," said Mohit Arora, executive director, J.D. Power, Singapore.



Gaming the System: Where's Your Control?

Base Allocation:

- Credit FTES
- Basic Allocation
- Special Admit FTES
- Inmates in Correctional Facilities FTES

Supplemental Allocation:

- Pell Grant Recipients
- AB540 Students
- Special Admit FTES
- CA College Promise Grant Recipients

Student Success Allocation:

- Baccalaureate Degrees
- Associate Degrees for Transfer
- Credit Certificates
- Completion of Entry-Level Math & English
- Successful Transfer to Four-Year Institution
- Completion of Nine CTE Units
- Regional Living Wage
- Equity Component: Pell & College Promise

Leading & Lagging Indicators

What are some leading indicators you can track to ensure students are likely to achieve their educational goals of a degree or transfer? How can they be positively affected?

A rectangular box with a thick, textured grey border, resembling a picture frame. Inside the frame, the text is written in red. The text reads:

Remember: Leading indicators are in your control and lead to your hoped-for success

Focus on Leading Indicators

Role of the Chief Business Officer

One of the most important actions you can undertake is to build a working relationship with your institutional researcher.



Focus on Leading Indicators

Role of the Chief Business Officer

Small Group Discussion

- 1. How can you connect with IR?**
- 2. What do you need to ask them?**
- 3. Do you sit on any IR committee?**
- 4. Is there an IR representative on your budget committee?**

Report Out



Reflections on today's session





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