State-based Funding Models for Community College Systems by Student Enrollment Group

August 13, 2024

Agenda

► Introductions

► Why is this work important?

► Student Success Through Applied Research (SSTAR) Lab Introduction

► Overview of Brief

► Dashboard Launch

► Q&A's

Meet Our Presenters

Jee Hang Lee
President and CEO
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Steve Jurch
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ACCT

Nick Hilman
Professor and Director
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Research Analyst
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Partners

Why Did We Do This?

SSTAR Lab

▶ **Mission**: to produce and elevate research to reduce barriers, improve equity, and support student success in higher education. SSTAR does this through intentional partnerships with practitioners and policymakers in the field.

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Context

► Research questions:
  ► How do states fund credit, non-credit, and dual enrollment programs?
  ► What is the balance of state, local, and tuition resources?

► Prior research
  ► Funding levels can boost student success
  ► No central clearinghouse of state funding models for community colleges
  ► No central dataset on enrollment in non-credit or dual enrollment

► Our research creates a first look inventory of each state's funding approach

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FUNDING MODELS FOR COMMUNITY COLLEGES:

How states fund credit-bearing, dual-enrollment, and noncredit activity

By Amberly Dziesinski, PhD & Eunji You

Student Success Through Applied Research Lab at the University of Wisconsin-Madison

August 2024

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Methodology: policy inventory

- Data collection
    - February to August 2024
    - State-by-state policy scan
    - Internal reliability review
    - Consultation with ACCT staff and networks
- Sources:
    - State statutes
    - Appropriations bills and budgets
    - Codes and administrative policies
    - Websites for state higher education agencies, boards, and institutions
- Goal: broad overview, not an exhaustive list

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Definitions

► **Credit-bearing:** Courses that can be applied toward the requirement of achieving a postsecondary degree, diploma, or certificate

► **Dual enrollment:** High school students enrolled in courses for which they receive both high school and college credit and enroll in a college to participate.

  ► Excludes: AP, IB, etc.

  ► Excludes: indirect funding from K-12, financial aid and scholarships

► **Noncredit education:** Courses that offer no academic credit towards a postsecondary degree, diploma, or certificate, though may result in an industry credential

  ► Includes: workforce training, basic skills, GED, ESL, recreation, etc.

  ► Excludes: financial aid and scholarships, federal funding

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Findings: Funding by enrollment type

- **Number of states:**
- Credit-bearing: 50
- Dual enrollment: 35
- Non-credit: 27

Credit-bearing, Dual enrollment, & Noncredit
Credit-bearing & Dual enrollment
Credit-bearing, & Noncredit
Credit-bearing

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Findings: Funding approaches

► Common methods for funding these activities include:

  ► Enrollment-based formulas

  ► Performance-based formulas

  ► Institutional requests

  ► Special purpose funding

  ► Tuition reimbursements

Policy example: Arizona FTE definition

► Proposed budgets based on expenditure per FTE

► Ariz. Rev. Stat. Ann. § 15-1461: "The number of basic full-time equivalent students shall be computed by dividing the total community college credit units by fifteen per semester and shall be based on regular day enrollment. The number of additional short-term full-time equivalent students shall be computed by dividing the total community college credit units from additional short-term classes by thirty. The number of skill center full-time equivalent students shall be computed by dividing the total number of clock hours in approved vocational training programs by six hundred forty."

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Policy examples: Wisconsin PBF

► WI State Statute 38.28: "The board shall establish a formula for allocating the amount appropriated under s. 20.292 (1) (d) in a fiscal year to each district based on a district's performance in the 3 previous fiscal years with respect to the following criteria:

  a. The placement rate of students in jobs related to students' programs of study.
  b. The number of degrees and certificates awarded in high– demand fields. The board and the department of workforce development shall jointly determine what constitutes high–demand fields and revise the determination as necessary.
  c. The number of programs or courses with industry–validated curriculum.
  d. The transition of adult students from basic education to skills training.
  dm. The number of adult students served by basic education courses, adult high school or English language learning courses, or courses that combine basic skills and occupational training as a means of expediting basic skills remediation, and the success rate of adult students completing such courses.
  e. Participation in dual enrollment programs…"

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Policy examples: Illinois special purpose

► 110 Ill. Comp. Stat. Ann. 27/35: "Subject to appropriation, the Illinois Community College Board shall award funds to community college districts to <mark>expand their service and lower costs for high school students</mark> desiring to take college-level classes prior to receiving their high school diploma to accelerate their college coursework."

► Noncredit Workforce Training Initiative: Competitive grant "to <mark>support noncredit training and business solution initiatives</mark>. For the purposes of this NOFO, noncredit workforce training is defined as training, not tied to college credit hours, that results in short-term certificates, industry-recognized certification, or other occupational credentials and excludes developmental education, youth programs, community enrichment, adult education, and English language acquisition."
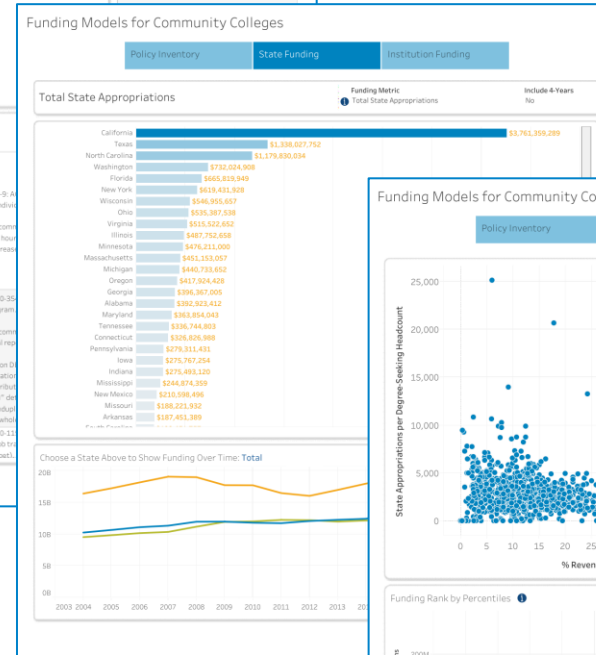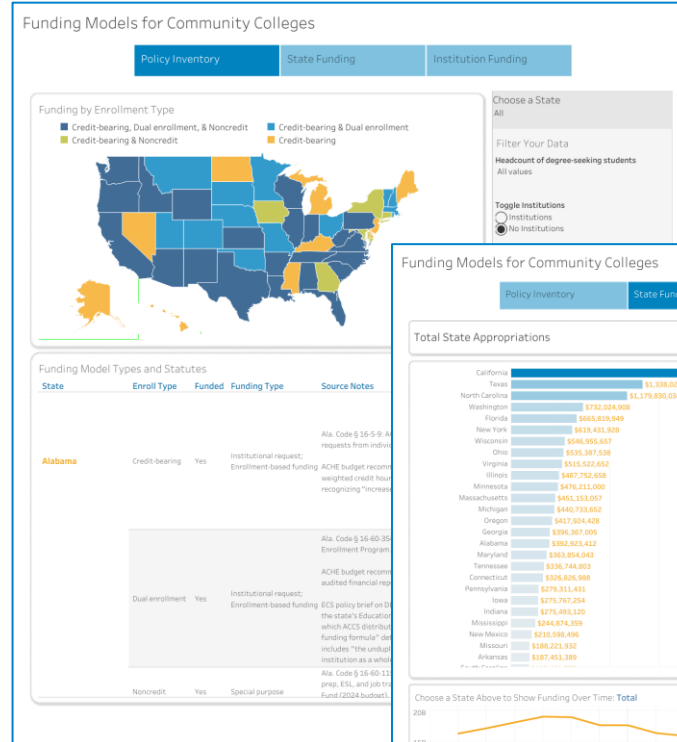
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Inventory take-aways

▶ Most states don't fund the full enrollment mission of community colleges

▶ Lack of clarity can lead to unequal funding

▶ Inconsistent definitions makes advocacy difficult

▶ Our goal is to open a conversation

▶ Future work: interactions with district funding, additional enrollment populations, funding impact, assessing funding adequacy

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Dashboard

▶ Inventory results table

▶ IPEDS data visualization of state, local, and tuition revenue

Questions

https://acct.org/center-for-policy-practice/state-funding-models

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Thank You!

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