



**CALIFORNIA STUDENT AID COMMISSION
TELECONFERENCE MEETING**

DATE OF MEETING NOTICE: July 13, 2020

July 23, 2020

9:00 am

Commission's Boardroom, 11040 White Rock Road, Rancho Cordova, CA

Members

**Catalina Cifuentes (Chair), Jamillah Moore (Vice Chair), Judith Maxwell Greig (Secretary),
Juanita Doplemore, Hal Geiogoue, Maria Manjarrez, Debra Maxie, Guillermo Mayer, Charles Nies,
Steve Ngo, Wm. Gregory Sawyer, Caroline Siegel-Singh, David Valladolid,
Marlene L. Garcia (Executive Director)**

As a result of the COVID-19 emergency and the Governor's Executive Orders to protect public health by limiting public gatherings and requiring social distancing, this meeting will occur solely via remote presence. Governor Newsom's Executive Order N--29-20 suspended the requirements that a physical location be available for members of the public during a teleconference meeting, that each teleconference location be accessible to the public, and that at least one member of the state body be physically present at the location specified in this notice.

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The Commission will meet to discuss and may take action on the following items:

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Item 4

(Information Item)

Executive Director's Report



Executive Director's Report July 2020

Dear Commissioners,

A year has now passed since I began my journey with the California Student Aid Commission. I am grateful for the opportunity to do meaningful work that makes college more affordable for students, especially for our highest-need students.

This work has developed even greater urgency in the wake of COVID-19. As we learn more about the hardship students are facing and their growing sense of uncertainty and confusion, we know our job is even more important. We are trying to maintain a pulse of what students need most during this global pandemic.

Spring 2020 COVID-19 Student Survey Released

In this spirit, Commission staff, in partnership with the UC Davis California Education Lab, conducted one of the largest COVID-19 Student Surveys in the nation. There were close to 80,000 student respondents who provided key insights about their experience navigating the COVID-19 crisis in Spring 2020 and their views on issues related to college enrollment plans for the Summer and Fall terms.

On July 8, 2020, the Commission held a statewide public webinar to discuss the results of the COVID-19 Student Survey. The data was compelling and heart-wrenching. The research team presented the survey findings which revealed just how much students are struggling during this tumultuous time. Striking findings include:

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- Over 70% of current students lost some or all of their sources of income as a result of the COVID-19 pandemic.
- Almost half of all students had their living arrangements disrupted in Spring 2020.
- A quarter dropped one or more courses when COVID-19 hit.

At the webinar, we featured four students who talked about the impact COVID-19 is having in their personal lives. They talked about having to move back home mid-semester to continue their online classes under less than ideal conditions for learning. One student with underlying health conditions lost three part-time jobs and had to move 600 miles to live with his mother. He has been scrambling to access the medication he desperately needs. Another student responded, "...keeping everything positive even if it is tough" when asked how educators can help students. In other words, we all need to keep the faith and know there will be brighter days.

The biggest take-away from the Student Survey was that the data tells part of the story, and the student voices help us understand and feel the depths of their fear, anxiety and uncertainty about what the future holds for them.

CSAC Staff Resiliency

The CSAC staff have been amazing. CSAC staff work at the Student Aid Commission because they believe in the mission to make college affordable for students. They realize that they are the safety net for hundreds and thousands of students who need financial aid to succeed in college.

We continue to receive feedback that staff overall are adjusting well to telework. They find it to be efficient, but many miss the camaraderie of fellow workers. We convene a monthly All Staff meeting (versus the previous twice a year schedule) to provide critical updates and open the floor for discussion. In addition, I have been hosting smaller meetings with individual divisions and units to have the opportunity to engage in more informal discussions.

I would like to highlight the extraordinary work performed by the Fiscal Administration and Services Division (FASD) team this past quarter to close out the year-end fiscal deadlines. Under the leadership of Lilly Myers, our new FASD Chief, the staff managed their virtual work reality and have met every deadline. They have provided new protocols to simplify and clarify the process for all staff going forward. Special thank you to: Lilly Myers, Rhonda Pascual, Deena Sena, Jennifer Donoho, Sandy Melching, Roisin Menorca, Erica Elias, Cindy Fong, Tina Ghidotti, Yoon Hahn, Manvir Kaur, Lucas Lopez-Gill, Rebecca Medina, Aliza Montelongo, Charles Moorehead, Kelly Obrecht, Meghan Ohlson, Teresa Stroschein, Diane Watkins and Pauline Xie.

2020-21 Goals and Priorities

COVID-19 has pushed us to reflect and reevaluate our goals and priorities for how we meet the financial aid needs of the students we serve. Our mission has always been student-focused, but now more than ever, we are searching deep to meet students where they are to help them persevere during this pandemic.

As we begin making plans for the 2020-21 fiscal year, I would like to highlight five priority goals that will help sharpen our focus on what matters most for students, while allowing us to be nimble in

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responding to the unique needs of this moment as they unfold. Each goal includes a list of actionable initiatives we plan to pursue in the upcoming year.

Goal 1: Improve CSAC operations and enhance CSAC's capacity to delivery of Cal Grants and state financial aid smoothly and efficiently.

- *Because of COVID-19, the current economic downturn has hit right at a time when students need financial support more than ever. The Commission is committed to running a smooth and efficient operation that prioritizes quality service to the students and other key constituents. The Commission is seeking outside expertise to evaluate current business practices and determine where we can streamline and automate our business practices to better serve students and allow staff to focus on higher order responsibilities.*
- *The Commission continues to prioritize the completion of the Grant Delivery System Modernization (GDSM) project. The California 2020-21 State Budget Act includes the \$5.3 million in new funding for the first year of maintenance and operations for the GDSM project. The GDSM framework will be completed by November of 2020 with additional refinements made through the first half of 2021. Once fully operational, the system will make it easier to manage and modify the grant program and provide a better experience for students and institution. Our goal is to retire the legacy GDS system by the end of this year.*

Goal 2: Strategically target outreach efforts to inform students of financial aid opportunities and drive greater FAFSA/CADAA completion.

- *With limited to no access to in-person counseling and support, high school and college students may miss key deadlines and opportunities to optimize financial aid resources. The Commission is committed to launching a virtual coordinated effort this fall to target those students with the greatest financial aid need to attend college. This will involve using Zoom and other online communication platforms to host virtual Cash for College events that provide direct service to students and their families when completing their FAFSA or CADAA.*
- *Commission staff will strategically target key organizations to partner with those that serve Black, Latinx, Asian and Pacific Islander and Native American communities. Staff will develop a community-based model that provides ongoing support to students by providing information about how to take advantage of and apply for Cal Grants and other financial aid. Staff will develop a train-the-trainer model to help disperse critical and timely information about completing the FAFSA or CADAA.*
- *The Commission will host the second annual College Affordability Summit virtually in the fall. The event will provide another touch point to get the word out about the critical importance of high-need students completing the FAFSA or CADAA. The event will also include recognition of the winners of the Race to Submit competition.*

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Goal 3: Advocate for structural changes in financial aid policies that more effectively address the financial needs of students and leverages every dollar possible to cover the full cost of attendance.

The Commission is committed to advocating for Cal Grant and other financial aid to support the total Cost of Attendance (COA) for students.

- *Earlier this year, the Commission submitted the Cal Grant Modernization report to the legislature that redesigns the Cal Grant program around cost of attendance and provides greater basic needs support. The legislature has asked Commission staff to consider submitting the policy proposal in the next legislative session to begin implementation of the policy framework without new funds. Commission staff are in the process of modeling this framework and will convene the Cal Grant Work Group in the fall to review plans.*
- *Commission staff are examining how to facilitate a more streamlined experience for high-need college student to access CalFresh resources.*
- *Commission staff will be establishing a Student Loan and Debt Service Review Work Group pursuant to the 2020-21 State Budget Act. The statute allocates \$250,000 to support the formation of the Work Group. The Executive Director has the authority to designate a lead for the Work Group, as well as three members of the public that will serve alongside representatives from the Commission, Department of Finance and the Scholarshare Investment Board. The Work Group is required to submit a report on its findings by September 1, 2021.*

Goal 4: Leverage the Commission's student data base to develop critical financial aid research that helps better understand and serve today's students.

- *To enhance our ability to analyze who is benefitting from state financial aid, Commission staff are in the process of completing an MOU with the California Department of Education to access K-12 ethnicity and race data to cross-match against our Cal Grant and state aid student data base. This data will provide meaningful information on how our current financial aid programs are addressing equity and serving historically underrepresented students.*
- *Commission staff will continue working with our UC Davis researcher partners to delve deeper into the COVID-19 Student Survey findings by: 1) matching internal survey data with cross-tabs by income levels (EFC), first generation, region, gender and Dreamers, and 2) match survey data with fall first census to determine where students actually enrolled.*
- *Commission staff will lead a major research project to understand Cal Grant “paid rates” and how to increase the financial aid take-up rates for awarded students, especially Cal Grant students with dependents.*

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Goal 5: Expand CSAC's communications reach to inform students, families and the public about financial aid opportunities and how to plan for financing college costs utilizing a wide array of communications platforms, especially social media.

- *Fully implement the new logo and create consistent and recognizable branding every time the Commission puts information out to the public.*
- *Update the Commission's website to become the go-to site for any information needed about financial aid, critical policy updates, financial aid literacy and to learn more about the student experience in college vis-a-vis videos, testimonials and blogs.*
- *Develop targeted communications for specific audiences and demographic groups by leveraging the wide array of digital communications platforms, such as Facebook, Instagram, digital newsletters and more.*

COVID-19 has not stopped our work. It has served to shine light on the significance of the work ahead. As we prepare for the upcoming academic year and the opening of the next FAFSA/CADAA application filing period, we are more determined than ever to serve the students hit hardest by the harsh realities of COVID-19. We are committed to ensuring that students have every opportunity to pursue their college aspirations unfettered by financial barriers.

With gratitude,

Marlene L. Garcia
Executive Director

Item 5

(Action Item)

Approval of minutes of February 20, 2020, March 26, 2020 and May 15, 2020

SUMMARY:

The Commission is asked to approve the attached minutes.

RECOMMENDATION:

Commission move to approve the minutes of the February 20, 2020 special meeting, and the March 26, 2020 and May 15, 2020 teleconference meeting.

RESPONSIBLE PERSON(S):

Catalina Mistler, Interim Chief Deputy Director
Executive Office

ATTACHMENT(S):

February 20, 2020 Special Commission Minutes

March 26, 2020 Commission Minutes

May 15, 2020 Commission Minutes



CALIFORNIA STUDENT AID COMMISSION
SPECIAL MEETING MINUTES

Thursday, February 20, 2020

1:00 pm

Offsite Location, State Capitol Assembly Hearing Room 437

COMMISSIONERS PRESENT: Catalina Cifuentes, Chair
Jamillah Moore, Vice Chair
Judith Maxwell Greig, Secretary
Hal Geiogue
Debra Maxie
Guillermo Mayer
Charles Nies
David Valladolid

COMMISSIONERS ABSENT: Glen Becerra
Juanita Doplemore
Maria Manjarrez
Wm. Gregory Sawyer
Caroline Siegel-Singh

1. Call to Order and Roll Call

Chair Catalina Cifuentes called the meeting to order at 1:00 p.m. at the State Capitol Assembly Hearing Room 437.

Roll Call was taken and a quorum was recognized.

2. Public comment on items not on the agenda

There was no public comment.

3. Chair's oral report on Commission related issues (Information)

Chair Cifuentes thanked everyone for attending the special Commission meeting and emphasized the significance of this meeting for students of California.

4. Executive Director's oral report (Information)

Executive Director Garcia thanked everyone and elaborated on the need for the special February Commission meeting.

Ms. Garcia also announced the University of California's (UC) upcoming vote on their cohort tuition proposal on March 19. Ms. Garcia explained that based on the decision made at the March 19 meeting, staff will be prepared to discuss implementation strategies at the March Commission meeting.

Ms. Garcia also announced the upcoming March 2nd Cal Grant deadline and stated that staff will provide an update on the FAFSA and CADAA application at the March meeting.

5. Update on the Cal Grant Reform (Information/Action)

Chair Cifuentes welcomed Patrick Perry and David O'Brien to present on the Cal Grant Modernization proposal.

Executive Director Garcia began the item by referencing several findings from the SEARS survey and emphasized the need of the Cal Grant reform. She also provided a brief history on the legislative process to change the financial aid system to meet the needs of today's students. Ms. Garcia recognized the Cal Grant Reform workgroup members, Commissioners, and staff who played a role in the development of the proposal.

David O'Brien, Director of Government Relations, directed the Commissioners to the attachments and provided an overview of the need for Cal Grant Reform.

Commissioner Geiogoue asked for clarification on the term tuition-guarantee used in the presentation and if it was similar to entitlement, as entitlement is the terminology used for guaranteed financial aid.

Patrick Perry, Director of Data, Analysis and Research Team, presented the Cal Grant model that the workgroup has agreed to propose to the Commission. Mr. Perry presented on the first Cal Grant 2 program model, which would award students attending a 2-year institution.

Commissioners engaged in a discussion on the Cal Grant 2 program model.

Mr. Perry proceeded to the second Cal Grant 4 program model presentation, which would award students attending a 4-year institution.

Commissioners engaged in a discussion on the Cal Grant 4 program model.

Commissioner Nies asked if the Summer Cal Grant will be a separate program, or if it was already included in both proposed models. Mr. O'Brien responded that the Summer Cal Grant was not included in this particular proposal, but it can be included if Commissioners recommend it.

Commissioner Greig asked if there will be a change to the maximum number of years of Cal Grant use. Executive Director Garcia responded that the workgroup did not discuss that particular topic.

Chair Cifuentes invited the first group of panelists to present their reactions and remarks to the Commission.

California Community College (CCC) Chancellor, Eloy Ortiz Oakley, expressed the CCC's full support of the Cal Grant Reform workgroup's proposals. Chancellor Oakley also indicated that the CCC would like to continue partnership with the Commission to address several other issues such as middle-class income students and non-tuition aid. Chancellor Oakley would hope to have the phase in process occur at a rapid rate to assist students with zero Expected Family Contribution (EFC) as quickly as possible.

Yvette Gullia, from the University of California Office of the President (UCOP), expressed the UC's support of the Cal Grant 4 program model proposal. She noted that the proposal aligns with two of the priorities highlighted in the Fall letter from University of California (UC) President, Janet Napolitano, and California State University (CSU) Chancellor, Timothy White. She added that the UC would like to continue discussion on the Summer Cal Grant program and the utilization of institutional aid towards total cost of attendance for students.

Luoluo Hong, from the California State University Office of the Chancellor, expressed the CSU's support Cal Grant model proposals. She added that the CSU recognizes that the models align with the goal of providing equitable access to financial aid for all students, especially for first-time Cal Grant recipients. She briefly highlighted three concerns which included 1) removal of state financial aid for non-institutional costs at 4-year institutions, 2) consistency in the amount of aid based on institution, and 3) emphasis on Expected Family Contribution (EFC) of zero without flexibility. Ms. Hong also recommended to 1) perform more predictive analysis on the models that involve following up on impact after three months, and 2) develop an implementation plan that allows policy change throughout implementation process.

Alex Graves, from the Associate Independent California Colleges and Universities (AICCU), expressed AICCU's support in the simplicity of the models, age and time out of school restriction, eligibility for new students to start restart receiving aid in first year of implementation. He added that AICCU shared concerns with other segments related to the non-tuition aid package of up to \$6,000 and the new EFC model. Mr. Graves also stated that AICCU would like to continue the conversation of including a Summer Cal Grant program and considering AICCU students for the students with dependents program.

Chair Cifuentes invited the second group of panelists to present their reactions and remarks to the Commission.

Carolina Reyes, from the AICCU student group, expressed her appreciation of the age limit lift in the new proposal and how it will change the lives of adult students. Ms. Reyes also noted that, even though she is a student parent, she is not eligible for supplemental funding for students with dependent children because she does not attend a public university.

Varsha Sarveshwar, from the UC Student Association (UCSA), highlighted four key goals that came out of the Fix Financial Aid Coalition: 1) accounting for total cost of attendance; 2) expanding access; 3) investing in basic needs and basic needs resources; and 4) creating a Summer Cal Grant. She also asked that the proposal include additional cost of living support for UC students.

Grace Pang, from the Cal State Student Association (CSSA), reiterated the four key goals of the Fix Financial Aid Coalition. She expressed that the CSSA agreed this proposal moves would expand access, eliminate socioeconomic barriers, simplify financial aid process, and take substantial steps towards addressing the total cost of attendance. She also noted that the CSSA would like to know more about 1) the implementation process, 2) institutional guidelines on how to package institutional aid, 3) whether students will be involved in decision making if the proposal moves to institutional level, 4) oversight and accountability on institutional roles, 5) why there are no new funds directed to non-tuition aid, and 6) why Summer Cal Grant was not incorporated in the proposal.

Amine El Moznine, from Student Senate for the California Community Colleges (SSCCC), reiterated the significance of the four key goals of the Fix Financial Aid Coalition. He also emphasized the need to increase the Cal Grant access award, which would serve more community college students who do not receive institutional aid like other UC and CSU students. He closed his presentation by expressing the SSCCC's full support of the Cal Grant Modernization proposal.

PUBLIC COMMENT ON ITEM 5 UPDATE ON THE CAL GRANT REFORM

Public comments were taken in the following order.

Laura Szabo-Kubitz, from The Institute for College Access and Success (TICAS), thanked the Commission for the collaborative work on the Cal Grant reform proposal. She provided a few recommendations that TICAS hopes to discuss with the Commission that would help more of low-income students.

Magali Kincaid, from Public Advocates, expressed Public Advocates' support of the Cal Grant reform proposal and respectfully urges the Commission to consider an equity phase in process.

Anna Alvarado, from EDGE Coalition, commended the Commission for the quick turnaround on the proposal and would like to continue working with the Commission during the phase in process.

Jake Brymner, from Campaign for College Opportunity, expressed gratitude in Commission for addressing the gaps in financial aid. He urged the Commission to put the needs of the lowest income students first and to identify a sustainable source of revenue to address those needs. He also asked that the legislature, in partnership with the Commission, consider other policies to leverage some of new investments such as summer grant programs.

Brian Rivas, from Education Trust-West, expressed Ed Trust-West's support for the Cal Grant reform proposals.

Gail Yen, from California Competes, expressed shared concerns that TICAS mentioned and elaborated on concerns around adult students who pursue higher education at a later stage. She urged that the Commission also prioritize support for this group during the phase in process.

Moved By: Moore

Seconded By: Valladolid

Carried (8 to 0)

To direct staff to finalize a formal report recommending policy changes to modernize and streamline the Cal Grant program, with final approval from the Executive Director; and submitted by the Chair and Vice Chair, on behalf of the Commission, to the Governor and Legislature.

In Favor (8): Cifuentes, Moore, Greig, Geiogue, Maxie, Mayer, Nies, and Valladolid

Absent (5): Becerra, Doplemore, Manjarrez, Sawyer, and Siegel-Singh

6. New business to be considered at future meetings (Information/Action)

Chair Cifuentes highlighted some of the requests and recommendation presented by panelists and public comments, which Commissioners and staff have noted.

Commissioner Nies added to research additional support for students at private institution who have dependent children.

7. Adjourn

The special Commission meeting was adjourned at 4:04 p.m.

JUDITH MAXWELL GREIG
SECRETARY



**CALIFORNIA STUDENT AID COMMISSION
TELECONFERENCE MEETING MINUTES**

Thursday, March 26, 2020

10:00 am

Commission's Boardroom, 11040 White Rock Road, Rancho Cordova, CA

COMMISSIONERS PRESENT: Catalina Cifuentes, Chair
Jamillah Moore, Vice Chair
Judith Maxwell Greig, Secretary
Juanita Doplemore
Hal Geiogue
Maria Manjarrez
Debra Maxie
Guillermo Mayer
Charles Nies
Caroline Siegel-Singh
David Valladolid

COMMISSIONERS ABSENT: Wm. Gregory Sawyer

1. Call to Order and Roll Call

Chair Catalina Cifuentes called the meeting to order at 10:00 a.m.

Roll call was taken and a quorum was recognized.

2. Public comment on items not on the agenda.

Chair Cifuentes announced that with the use of Zoom video conference, the Commission kindly asks the public to wait until called upon to make a public comment.

There was no public comment.

3. Chair's oral report on Commission related issues (Information)

Chair Cifuentes welcomed everyone and reminded everyone to state name before speaking in order to record statements correctly. Chair Cifuentes spoke on the impact that the coronavirus has had on everyone right now, especially on students.

4. Executive Director's oral report (Information)

Executive Director Marlene L. Garcia welcomed everyone and thanked everyone for joining the meeting. She spoke on the various impact that the coronavirus has made on students such as transition to online learning and postponement of commencement. She added that the Commission staff quickly transitioned to telecommute in less than two weeks.

Executive Director Garcia highlighted priority goals for the Commission regarding communication to students, who may be concerned about the impact to their financial aid, and guidance to Commission staff, who may develop emotional and mental issues due to the coronavirus.

Executive Director Garcia also announced and welcomed the new Fiscal Administration and Services Division Chief, Lilly Myers. She also announced the departure of Virginia Jo Dunlap, Chief Deputy Director/Chief Legal Officer, and David O'Brien, Director of Government Relations. Ms. Dunlap will be joining the Department of Education as an Assistant General Counsel. Mr. O'Brien will be joining the California Community Colleges as the Vice Chancellor of Government Relations.

Chair Cifuentes thanked the Commission staff for maintaining the call center. She asked about what the call center is doing to keep the phone lines open. Executive Director responded that the call center is still receiving the same number of call and that the current duties the staff are performing is listening and providing reassurance to students who are worried about losing their financial aid. She also noted that staff are also tracking issues that students may be encountering such as GPA uploads.

5. Update on state legislation and issues affecting Commission programs (Action)

David O'Brien, Director of Government Relations, and Melissa Bardo, Legislative Analyst, were invited to present on item 5. Mr. O'Brien thanked the Commissioners and Commission staff for their leadership and support for the past few years.

Mr. O'Brien proceeded to his presentation and noted that the legislature has adjourned for the last week due to the coronavirus. He explained the difference attachments for the item.

Ms. Bardo presented the high priority legislative bills and staff recommended positions for these bills.

Commissioner Mayer asked about how the current crisis is going to impact the Commission budget and if there are any emergency funds that can help alleviate some of the financial concerns this has created.

Executive Director Garcia responded that the message received from the Department of Finance is that the current crisis will likely create a negative impact to the upcoming budget. She also noted that there has been no indication that there will be emergency funds to address the ongoing projects that are already in place.

Commissioner Geiogou asked what the Commission's role would be in AB 2030. Mr. O'Brien responded that the Commission may be responsible for administering the award level that is approved for each student, depending on the calculation that is approved based on the formula.

Alex Graves from AICCU, explained the formula and calculation. He also added that the Department of Finance will be involved in reviewing and approving the calculation.

Commissioner Doplemore asked about the different requirements for the student loan services. Executive Director Garcia added that Samantha Seng, from NextGen, will provide more insight on this.

Ms. Seng responded that most of the details will be hashed out on Department of Business Oversight (DBO) regulation meeting. She added that the questions brought up by Commissioner Doplemore are important and will be brought up during their meeting with DBO. She highlighted that especially with the current crisis, students have been experiencing issues with reaching loan services due to telecommuting, making this an important bill to support to ensure that students do not have to encounter the same problem.

Moved By Valladolid
Seconded By Moore
Carried (11 to 0)

The Commission unanimously **APPROVED** the staff recommended position for the following high priority legislative bills: **SUPPORT** AB 376 (Stone), **SUPPORT** AB 2030 (Rubio), **SPONSOR** AB 2819 (Limon), and **SUPPORT** SB 860 (Beall).

In Favor (11): Moore, Greig, Doplemore, Geiogoue, Manjarrez, Maxie, Mayer, Nies, Sawyer, Siegel-Singh, and Valladolid

6. Consideration of Child Savings Account Council (Action)

Catalina Mistler, Deputy Director of the Program Administration and Services Division, and Steve Caldwell, Assistant Deputy Director of the Customer Relations Branch, were invited to present on item 6.

Commissioner Geiogoue stated to avoid the possibility of a conflict of interest, he would like to recuse himself from voting on the item.

Mr. Caldwell provided a background on the Child Savings Account and explained the need for establishing a Child Savings Account Council. He briefly presented on the interested candidates who would like to serve on the council and staff recommended approval of the individuals for the council.

PUBLIC COMMENT ON ITEM 6 CONSIDERATION OF CHILD SAVINGS ACCOUNT COUNCIL (ACTION)

There was none.

Moved By Mayer

Seconded By Maxie

Carried (10 to 0, with 1 recused)

The Commission **APPROVED** the recommended membership of the Child Savings Account Council as follow: Lande Ajose, Kris Perry, Hal Geiogoue, Marlene Garcia, Shira Markoff, Christopher Keil, Michele Wei Layne, Mark Kantrowitz, Yvette Stowers, Dr. Zoe Corwin, Margaret Clancy, Jessica Bartholow, Linda English, and Julio Martinez.

In Favor (10): Moore, Greig, Doplemore, Manjarrez, Maxie, Mayer, Nies, Sawyer, Siegel-Singh, and Valladolid

Recuse (1): Geiogoue

7. Consideration of the Cal-SOAP statewide allocation process (Action)

Catalina Mistler, Deputy Director of the Program Administration and Service Division, Steve Caldwell, Assistant Deputy Director of the Customer Relations Branch, and Patrick Perry, Director of the Data, Analysis and Research team, were invited to present on item 7. Mr. Caldwell provided a brief background on the item. Mr. Perry explained the outcome measures that the Commission will be collecting from the Cal-SOAP consortia.

Executive Director Garcia added the ongoing process to understand the outcome measures for Cal-SOAP and guiding the direction of all the consortia. She noted

that the 5-year data requested from Cal-SOAP is one piece of the outcome measures.

Commissioner Greig asked how long the process will take and how the 5-year project will look for the different consortia.

Mr. Caldwell responded that the staff will look at the data points for the 2020-21 academic year (AY) and are looking to establish the 5-year project in 2021-22 AY through 2025-26 AY. Mr. Perry added that data for some short-term measures can be retrieved earlier than long-term measures.

Commissioner Doplemore asked if there will be a mid-term check point to review if consortia are meeting requirements. Mr. Perry responded that since consortia are required to submit annual reports, the data drawn from these reports can be weighed to evaluate if each consortium is successfully on track and what are areas that need improvements.

Chair Cifuentes asked if there were any discussion on ongoing metrics that can be measured throughout the year rather than the end of the year. Mr. Perry responded that measures, such as the FAFSA and CADAA submission, can be used as frequent measures. He added that this will have to be a discussion with the Cal-SOAP project directors.

PUBLIC COMMENT ON ITEM 7 CONSIDERATION OF THE CAL-SOAP STATEWIDE ALLOCATION PROCESS (ACTION)

There was none.

Moved By Greig
Seconded By Mayer
Carried (11 to 0)

The Commission **ADOPTED** the staff recommendation to: 1) update the Cal-SOAP contracts and mission to increase the consortia's focus on financial aid literacy, while continuing to assist students in preparing for post secondary education, and 2) continue to fund the current Cal-SOAP consortia through an annual allocation process while establishing data requirements and outcome measures that will inform the Commission's release of a competitive RFA at least every five years.

In Favor (11): Moore, Greig, Doplemore, Geiogoue, Manjarrez, Maxie, Mayer, Nies, Sawyer, Siegel-Singh, and Valladolid

8. Consideration of Cal-SOAP additional expenditures (Action)

Catalina Mistler, Deputy Director of Program Administration and Services Division, and Steve Caldwell, Assistant Deputy Director of the Customer

Relations Branch, were invited to present on item 8. Mr. Caldwell provided a brief background on the item and presented the recommendation to augment the budgets for ten Cal-SOAP consortia.

**PUBLIC COMMENT ON ITEM 8 CONSIDERATION ON CAL-SOAP
ADDITIONAL EXPENDITURES (ACTION)**

There was none.

Moved By Maxie
Seconded By Valladolid
Carried (11 to 0)

The Commission **APPROVED** the staff recommendation to augment the budgets for ten Cal-SOAP consortia as illustrated on Attachment 8.1. Commission staff will work with the Cal-SOAP project directors to amend current contracts to reflect the augmentations as quickly as possible.

In Favor (11): Moore, Greig, Doplemore, Geiogoue, Manjarrez, Maxie, Mayer, Nies, Sawyer, Siegel-Singh, and Valladolid

9. Consideration of delegation of authority to grant request for postponement of application deadline (Action)

Chair Cifuentes invited Virginia Jo Dunlap, Chief Deputy Director/Chief Legal Officer, Catalina Mistler, Deputy Director of the Program Administration and Services Division, and Julia Blair, General Counsel, to present on item 9.

Ms. Blair noted that David O'Brien, Director of Government Relations, may be asked to provide some background information on the item, if necessary. She also stated that based on the Bagley-Keene Act, the Commission may seek action on an item that was added after the ten-day deadline. She proceeded to explain that the item can be voted on if the Commission feels comfortable enough to vote.

Ms. Blair explained that the Commission received notice that there was a possibility of a school district seeking postponement of the application deadline.

Executive Director explained that with last year's request from the Oakland district to extend the application deadline, there may be a similar request for the current crisis. She noted that there has not been a request yet, however, she would like to get this approved to ensure that the students are not impacted during the event of a crisis.

Commissioner Moore asked if this applies to the institutional level in regards to financial aid processing. Executive Director responded that the recommendation is meant to support students to grant a 30-day extension on the deadline.

PUBLIC COMMENT ON ITEM 9 CONSIDERATION OF DELEGATION OF AUTHORITY TO GRANT REQUEST FOR POSTPONEMENT OF APPLICATION DEADLINE (ACTION)

There was none.

Moved By Geiogoue
Seconded By Moore
Carried (10 to 0)

The Commission **APPROVED** to Adopt the staff recommendation to: 1) determine that there is a need to take immediate action on this item, brought to the attention of the Commission subsequent to the agenda being posted on March 16, 2020, and 2) delegate to the elected officers of the Commission the authority to approve a request by a school district, community college district, or the president or chancellor of a California institution of higher education to postpone the application deadline for a financial aid program administered by the Commission due to a qualifying event, including a natural disaster or unforeseen emergency outside the control of the student.

In Favor (10): Moore, Greig, Doplemore, Geiogoue, Manjarrez, Maxie, Mayer, Nies, Siegel-Singh, and Valladolid
Absent (1): Sawyer

10. New business to be considered at future meetings (Information/Action)

Executive Director identified that the only item for ongoing discussion is the status of the May meeting, which may be dependent on the status of the current crisis. She also added that this could be the same case for the June Commission meeting.

Chair Cifuentes explained that with the current pandemic, there has been many agenda items that are postponed for future meetings.

Commissioner Mayer would like to know if there is any way to get updates on real time efforts to help students. Executive Director Garcia responded that there will be much attention on the idea of whether emergency aid will be made available to students.

Commissioner Nies suggested to put together a list of federal and state support for students throughout this crisis. Executive Director responded that Commissioner are welcome to send updates that they have to the her and the team.

Melissa Bardo, Legislative Analyst, provided a brief federal update on the financial aid.

Chair Cifuentes thanked David O'Brien and Virginia Jo Dunlap for their work and commitment to the Commission.

11. Adjournment

The Commission teleconference meeting was adjourned at 12:15 p.m.

JUDITH MAXWELL GREIG
SECRETARY



**CALIFORNIA STUDENT AID COMMISSION
TELECONFERENCE MEETING MINUTES**

Friday, May 15, 2020

9:00 am

Commission's Boardroom, 11040 White Rock Road, Rancho Cordova, CA

COMMISSIONERS PRESENT: Catalina Cifuentes
Jamillah Moore
Judith Maxwell Greig
Juanita Doplemore
Hal Geiogoue
Maria Manjarrez
Debra Maxie
Guillermo Mayer
Charles Nies
Wm. Gregory Sawyer (departed 9:15 a.m.)
Caroline Siegel-Singh
David Valladolid

COMMISSIONERS ABSENT: None

1. Call to Order and Roll Call

Chair Catalina Cifuentes called the meeting to order at 9:00 a.m.

Roll call was taken and a quorum was recognized.

2. Public comment on items not on the agenda.

There was no public comment.

3. Chair's oral report on Commission related issues (Information)

Chair Cifuentes welcomed everyone and congratulated Commissioner Maria Manjarrez and Caroline Siegel-Singh on their graduation.

4. Executive Director's oral report (Information)

Executive Director Marlene L. Garcia also congratulated the student Commissioners on their graduation.

Executive Director Garcia announced that an employee survey was administered to Commission staff to get feedback on telework since COVID-19. She highlighted some of the challenges that telework and how the feedback will help management determine how to improve the working environment.

Executive Director Garcia also gave special thanks to staff who provided many support throughout the telework transition period.

5. Approval of minutes of December 5-6, 2019 and January 17, 2020 (Action)

Moved By Greig
Seconded By Maxie
Carried (11 to 0)

The Commission **APPROVED** the minutes of December 5-6, 2019 meeting and January 17, 2020 teleconference meeting.

In Favor (11): Cifuentes, Moore, Greig, Doplemore, Geiogoue, Manjarrez, Maxie, Mayer, Nies, Siegel-Singh, and Valladolid
Absent (1): Sawyer

15. Presentation of Resolution to Nancy Anton and Glen Becerra, former Commissioners (Information) – taken out of order

Chair Cifuentes read the resolution for former Commissioner Glen Becerra.

Commissioner Moore read the resolution for former Commissioner Nancy Anton.

Commissioners were provided an opportunity to share their thoughts and gratitude for the former Commissioners.

PUBLIC COMMENT ON ITEM 15 PRESENTATION OF RESOLUTION TO NANCY ANTON AND GLEN BECERRA, FORMER COMMISSIONERS

There was none.

6. Update on Cal Grant Modernization and Four-Part Strategy Amid COVID-19 Crisis (Information)

Vice Chair Moore invited Executive Director Garcia to present on item 6.

Executive Director Garcia provided a background on the Cal Grant Reform and expressed how important financial aid is for students at this time. She announced that a letter to the Governor requesting for additional funds in the Executive Order. She briefly highlighted the requests in the letter and explained the steps that helped determine the needed requests.

Executive Director Garcia also presented the following Four-Part Phase plan that would help the highest need students in the next couple of years:

1. Immediate term - support colleges and universities by distributing federal emergency financial aid and temporarily relax Cal Grant verification requirements.
2. Short term - target emergency financial aid relief to highest need students who are less likely to receive federal emergency relief.
3. Medium term - advocate for new legislation in the 2021 legislative session that would implement the proposed Cal Grant Modernization framework with existing funds.
4. Long term - fully fund Cal Grant Modernization as presented in released report on March 6, 2020.

PUBLIC COMMENT ON ITEM 6 UPDATE ON CAL GRANT MODERNIZATION AND FOUR-PART STRATEGY AMID COVID-19 CRISIS

There was none.

7. Update on 2020-21 State budget/May Revise and legislative issues and federal Coronavirus Aid, Relief, and Economic Security (CARES) Act (Information)

Chair Cifuentes invited Julia Blair, Interim Director of Government Relations, and Melissa Bardo, Legislative Analyst, to present on item 7.

Ms. Blair summarized the May Revise for 2020-21 FY, which was released yesterday. She noted that while the state will be experiencing a recession, the Governor's budget maintained the traditional Cal Grant adjustments. She highlighted the some of the proposed modifications to the 2019-20 FY.

Commissioner Geiogoue asked for clarification on the reason behind the reduction on Cal Grant awards for the private institutions. Commissioner Greig responded

that the reduction was a result of failure to meet ADT requirement, however, the deficit would hurt many of the low income students at private institutions.

PUBLIC COMMENT ON ITEM 7 UPDATE ON 2020-21 STATE BUDGET/MAY REVISE AND LEGISLATIVE ISSUES AND FEDERAL CORONAVIRUS AID, RELIEF, AND ECONOMIC SECURITY (CARES) ACT

Alex Graves, from the Association of Independent California Colleges and Universities (AICCU), expressed AICCU's disappointment in the Cal Grant cut for private institutions and how this would significantly impact their students. He posed a question of whether this cut violates the CARES act in section 1800-8, which requires states to maintain funding for the three years prior average.

Commissioner Greig asked that General Counsel, Julia Blair, look into the CARES act and determine if the Commission has the responsibility to do anything.

8. Update on COVID-19 Student Survey and other Research and Data Initiatives (Information)

Chair Cifuentes invited Patrick Perry, Director of Policy, Research and Data, and Jessica Moldoff, Research Data Specialist, to present on item 8.

Mr. Perry announced that the new SEARS spotlight report on Food Insecurity was recently released. He presented the findings highlighted in the spotlight report.

Commissioners discussed strategies to address food insecurities.

Mr. Perry continued his presentation on the findings for COVID-19 student survey.

Commissioners provided their thoughts on the survey and discussed ways to utilize the information for future research and collaborative work with partners.

PUBLIC COMMENT ON ITEM 8 UPDATE ON COVID 19 STUDENT SURVEY AND OTHER RESEARCH AND DATE INITIATIVES

There was none.

11. Consideration of the Cal-SOAP LA contract amendment (Action) – taken out of order

Steve Caldwell, Interim Deputy Director of Program Administration and Services Division, presented on the item. He noted that the Cal-SOAP LA consortium would like to request to change their fiscal agent, Families in School, to East Los Angeles College Foundation. Mr. Caldwell provided a brief summary for the

change and explained that due to a legislative bill, Families in School can longer serve as the fiscal agent.

PUBLIC COMMENT ON ITEM 11 CONSIDERATION OF THE CAL-SOAP LA CONTRACT AMENDMENT

There was none.

Moved By Mayer

Seconded By Valladolid

Carried (9 to 0)

The Commission **ADOPTED** the staff recommendations to: 1) amend the contract between Cal-SOAP LA and the Commission to reflect the change in fiscal agent from Families in Schools to East Los Angeles College Foundation (ELAC Foundation); and 2) amend the contract between Cal-SOAP LA and the Commission to change the grant funding from bi-yearly payments to quarterly payments.

In Favor (9): Cifuentes, Greig, Doplemore, Geiogue, Manjarrez, Maxie, Mayer, Siegel-Singh, and Valladolid

Absent (3): Moore, Nies, and Sawyer

9. Leveraging CalFresh to support student basic needs (Information) – taken out of order

Chair Cifuentes invited Alexis Fernandez, Chief of the CalFresh and Nutrition Branch at the California Department of Social Services, to present on item 9.

Ms. Fernandez presented on the background, eligibility, and process for CalFresh.

Commissioner Greig commented on the notification to Cal Grant students regarding TANF/CalFresh eligibility and if there was a way to notify federal work-study students and Cal Grant C students in a CTE program. Ms. Greig also suggested making connections with AICCU segments and asked about advocating for changes to SNAP student requirements based on how different students are now. Ms. Greig also posed the question of why someone with a college degree would be considered unemployable when it should increase someone's employability. Executive Director Garcia agreed that the system and process needs to be more efficient and further discussion is needed with colleagues to address these issues.

Commissioner Nies thanked Ms. Fernandez on behalf of the financial aid team across the UC campuses and basic needs team for the work that has been done

with the work-study verification letters to increase access to CalFresh and remove barriers.

Commissioner Siegel-Singh asked about data to identify which segments are enrolling the most students and where there are gaps in coverage. Ms. Fernandez indicated that their system does not track where students are attending. Ms. Siegel-Singh also asked about what the outreach looks like for students receiving free and reduced lunch who are transitioning from K-12 to higher education. Ms. Fernandez explained that students are not considered eligible until they enroll in college.

Chair Cifuentes asked about the process for students to apply for CalFresh and the 30-day indicator and process for reapplying if student moves to a different county. Ms. Fernandez explained students do not have to re-apply but it is to their benefit to update their information to transfer their benefits. Ms. Fernandez explained the current process does not allow the use of CalFresh to pay for meal plans.

PUBLIC COMMENT ON ITEM 9 LEVERAGING CALFRESH TO SUPPORT STUDENT BASIC NEEDS

There was none.

10. Update on communications strategy, logo and rebranding (Information) – taken out of order

Chair Cifuentes welcomed Michael Lemus, Communications Manager, Judith Gutierrez, Policy and Project Manager, and Teresita Martinez, Executive Fellow, to present on item 10.

Ms. Gutierrez provided a brief history behind the Commission logo and rebranding journey. She introduced Tina Reynolds, Owner and CEO of Uptown Studios, and Noel Riggs, from Uptown Studios, to present the designed logos.

Commissioners were given an opportunity to provide their thoughts and feedback.

Mr. Lemus presented on changes to the Commission website which includes information on COVID-19 for students and families.

Ms. Martinez presented on the impact of various social media platforms and how staff will utilize each platform to increase followers and outreach.

PUBLIC COMMENT ON ITEM 10 UPDATE ON COMMUNICATIONS STRATEGY, LOGO AND REBRANDING

There was none.

12. Update on 2020-21 FAFSA CADAA application award cycle (Information)

Chair Cifuentes invited Steve Caldwell, Interim Chief Deputy Director of Program Administration and Services Division to present on item 12.

Mr. Caldwell provided an update on the 2020-21 FAFSA and CADAA application award cycle.

Patrick Perry, Director of Policy, Research and Data presented the data on FAFSA and CADAA application, and compared it to prior and upcoming years.

Commissioner Moore asked if more information can be provided to address this issue as a Summer Melt issue.

PUBLIC COMMENT ON ITEM 12 UPDATE ON 2020-21 FAFSA CADAA APPLICATION AWARD CYCLE

There was none.

13. Update on implementation of new programs (Information)

Chair Cifuentes invited Steve Caldwell, Interim Deputy Director of Program Administration and Services

Mr. Caldwell provided an update on the Golden State Teacher Grant Program, Child Savings Account Program, Dreamer Service Incentive Grant Program, and Cal Grant Students with Dependents.

The Golden State Teacher Grant Program will have some changes in the May Revision and from federal funding for special education. The Child Savings Account is proposed to have a funding reduction from \$25 million to \$10 million. The Dreamer Service Incentive Grant Program will be ready to be implement in the Fall 2020-21 academic year. The Cal Grant Students with Dependents awards have been implemented and student payments have been processed.

PUBLIC COMMENT ON ITEM 13 UPDATE ON IMPLEMENTATION OF NEW PROGRAMS

There was none.

14. Update on the Grant Delivery System Modernization Project (Information)

Chair Cifuentes invited Gurinder Bains, Chief Information Officer, Steve Caldwell, Interim Deputy Director of Program Administration and Services Division, and George Polisner, Information Technology Manager.

Mr. Bains expressed the Commission's gratitude for the Governor's continued support for the Grant Delivery System Modernization project. He noted that the system is progressing well and have provided improved features for users. Mr. Bains also announced that Mr. Polisner has been appointed as the new project manager for GDSM.

Mr. Polisner provided an update on GDSM developments, priority programs, and timeline for meeting project deadlines.

PUBLIC COMMENT ON ITEM 14 UPDATE ON GRANT DELIVERY SYSTEM MODERNIZATION PROJECT

There was none.

16. New business to be considered at future meetings (Information/Action)

Commissioner Moore would like to bring more information on outreach to address Summer Melt.

Commissioner Greig would like more information on the legal status of the CARES Acts requirement, and ways to change the student eligibility on the students with dependent children at private institutions.

Commissioner Maxie would like an update on Cal-SOAP in regards to the impact of the pandemic and how information is shared between the consortia and schools.

Commissioner Doplemore would like to have a follow up discussion after getting results from the COVID-19 student survey.

Commissioner Geiogue posed the idea of reconsidering the number of days for the June Commission meeting. Chair Cifuentes responded that with the short time frame, there is a possibility of moving the June meeting to July. Executive Director Garcia also added that with the questionable budget process, the best time to meet would be in July. Chair Cifuentes announced that it could possibly be in July 23rd and 24th as potential meeting dates.

Moved By Geiogue
Seconded By Maxie
Carried (11 to 0)

The Commission **APPROVED** the recommendation to move the June meeting to July 23-24, 2020.

In Favor (11): Cifuentes, Moore, Greig, Doplemore, Geiogue, Manjarrez, Maxie, Mayer, Nies, Siegel-Singh, and Valladolid

Absent (1): Sawyer

17. Adjournment

Chair Cifuentes adjourned the meeting at 3:25 p.m.

JUDITH MAXWELL GREIG
SECRETARY

Item 6

(Action Item)

Approval and ratification of the Cal-SOAP contracts over \$100,000

SUMMARY:

This item provides the proposed 2020-21 allocations for funding 16 California Student Opportunity and Access Program (Cal-SOAP) consortia as well as proposed amendments to current contracts.

RECOMMENDATION:

Staff recommends the Commission approve the following:

1. Amend the current 2019-20 Cal-SOAP contracts for the 14 established consortia to remain valid through June 30, 2021, thus creating two-year contracts.
2. Increase the 2019-2021 base funding for each of the new Inland Empire Cal SOAP projects by \$1.4 million for a total of \$2.8 million and extend funding through 2019-2022.
3. Approve the base funding for 2020-21 for each of the 14 established consortium as well as a portion of the \$5 million augmentation.
4. Authorize the Executive Director the flexibility to reallocate funds, if necessary.

BACKGROUND:

The California State Legislature established the California Student Opportunity and Access Program (Cal-SOAP) in 1978. The Cal-SOAP program consists of regional consortia of K-12 schools, postsecondary institutions and non-profit and community-based organizations whose aim is to increase postsecondary education opportunities for students who are; 1) from low-income families, 2) first-generation college students, 3) from schools or regions with low college eligibility and/or low college-going rates, and 4) homeless youth. The governing boards of each Cal-SOAP project determine the services and college access needs of its local schools and communities. However, all projects are required to: 1) increase the availability of information on postsecondary education and work opportunities and; 2) raise the achievement levels of the students they serve to increase the number of high school graduates eligible to pursue postsecondary educational opportunities. The Commission's goal is to position Cal-SOAP as California's leading financial aid literacy program aimed to successfully prepare underserved students to access and afford college.

California Student Aid Commission

Today, the program operates through 14 locally governed consortia serving 15 geographical areas throughout California. Two additional consortia are under development to serve the Inland Empire Region using funding provided specifically for this purpose in the Budget Act of 2019.

The 2019-20 Budget Act included \$7.9 million appropriated for the Cal-SOAP program, but not allocated for specific use. These funds were in addition to the \$7.9 million allocation to maintain current programming levels and \$2.1 million to begin Cal-SOAP services in the Inland Empire. The Commission's staff proposal included cleanup language to the 2019-20 Budget Act authorizing the Commission to expend the unallocated funds as follows: \$1.5 million for State Operations to improve data collection and accountability, \$3.5 million for local assistance toward the needs of current consortia (those established prior to 2020), and \$2.8 million toward funding the Inland Empire consortia for an additional year, through 2021-22.

At its' March 26, 2020 Commission meeting the Commission approved utilizing up to \$3.5 million to augment the 2019-20 contracts for nine of the Cal SOAP consortia per their requests, which are consistent with Cal-SOAP's mission and priorities. The magnitude of the COVID19 crisis was becoming clear, requiring the Cal SOAP programs to begin shifting to an online platform.

The May Revision of the 2020-21 Governor's Budget did not propose any changes to the Cal-SOAP annual funding allocation of \$7,898,000. The 2020-21 base allocations are consistent with the base allocations in the 2019-20 fiscal year.

ANALYSIS:

Recommendation #1: Amend the current 2019-20 Cal-SOAP contracts for the 14 established consortia to remain valid through June 30, 2021, thus creating two-year contracts.

Staff proposes the Commission allow amendments to the current 2019-20 Cal-SOAP contracts to allow the contracts period to extend through June 30, 2021, thus creating two-year contracts. This one-time change will allow consortia to:

- 1) Adjust their plans appropriately to the new environment,
- 2) Adapt to virtual programming as many campuses plan to teach in a virtual climate in the fall, and
- 3) Meet their match requirements, which may be challenging during the economic downturn, by the end of the contract period.

Recommendation #2: Increase the 2019-2021 base funding for each of the new Inland Empire Cal SOAP projects by \$1.4 million each for a total of \$2.8 million and extend the contract through 2021-22.

Staff proposes;

- 1) Using \$2.8 million increase Inland Empire 2019-2021 contracts by \$1,400,000 each, and
- 2) Extend the Inland Empire contracts through fiscal year 2021-22.

Table 1 provides staff recommendations on the distribution of the proposed Cal-SOAP Fiscal Year 2020-21 State General Fund support.

California Student Aid Commission

**Table 1 - CAL-SOAP
2019-22 PROPOSED BUDGET ALLOCATION FOR INLAND EMPIRE CONSORTIA**

| Inland Empire Consortia | 2019-20 Base (Existing Contract) | Additional 2019-20 One-Time Augmentation | Total 2019-2022 Contract |
|---|--|--|-----------------------------|
| Riverside County Office of Education | \$1,191,000 | \$1,400,000 | \$2,591,000 |
| CSU San Bernardino | \$909,000 | \$1,400,000 | \$2,309,000 |
| | \$2,100,000 | \$2,800,000 | \$4,900,000 |

Recommendation #3: Approve the base funding for 2020-21 as well as a portion of the \$5 million augmentation for each Consortium.

Staff proposes to:

- 1) Continue the 2020-21 base funding as allocated in 2019-20;
- 2) Add a portion of the \$3.5 million augmentation at \$250,000 each Cal SOAP consortia by distributing the funds evenly across the 14 Cal-SOAP consortia, and
- 3) Allocate \$1.5 million to the South County Gilroy Cal-SOAP to work with CSAC to collect data across all Cal-SOAP projects to provide consistent outcome measures on student impact.

Table 2 provides staff recommendations on the distribution of the proposed Cal-SOAP Fiscal Year 2020-21 State General Fund support.

**Table 2 - CAL-SOAP
2019-21 PROPOSED BUDGET ALLOCATION FOR ESTABLISHED CONSORTIA**

| Consortium | 2019-20 Base (Existing Contract) | 2020-21 Base | Additional 2019-20 One-Time Augmentation | Total 2019-2021 Contract (2 Years) |
|---------------------|---|--------------------|---|--|
| Central Coast | \$434,402 | \$434,402 | \$250,000 | \$1,118,804 |
| Central Valley | \$408,117 | \$408,117 | \$250,000 | \$1,066,234 |
| East Bay/Solano | \$1,042,035 | \$1,042,035 | \$250,000 | \$2,334,070 |
| Long Beach | \$ 439,448 | \$439,448 | \$250,000 | \$1,128,896 |
| Los Angeles | \$728,515 | \$728,515 | \$250,000 | \$1,707,030 |
| Merced | \$415,056 | \$415,056 | \$250,000 | \$1,080,112 |
| Northcoast | \$434,396 | \$434,396 | \$250,000 | \$1,118,792 |
| Sacramento | \$654,006 | \$654,006 | \$250,000 | \$1,558,012 |
| San Diego/Imperial | \$1,045,219 | \$1,045,219 | \$250,000 | \$2,340,438 |
| San Francisco | \$387,498 | \$387,498 | \$250,000 | \$1,024,996 |
| San Jose | \$530,582 | \$530,582 | \$250,000 | \$1,311,164 |
| Santa Barbara | \$524,768 | \$524,768 | \$250,000 | \$1,299,536 |
| South County Gilroy | \$418,295 | \$418,295 | \$1,750,000 | \$2,586,590 |
| South San Joaquin | \$435,663 | \$435,663 | \$250,000 | \$1,121,326 |
| | \$7,898,000 | \$7,898,000 | \$5,000,000 | \$20,796,000 |

California Student Aid Commission

Recommendation #4: Authorize the Executive Director the flexibility to reallocate funds, if necessary.

Staff proposes providing the Executive Director with the authority to re-allocate funds equitably as between consortia if a consortium is unable to expend all allocated funding within the designated time-frame.

RESPONSIBLE PERSON(S):

Steve Caldwell, Interim Deputy Director
Program Administration and Services Division

Ramona Carlos, Specialized Programs Manager
Program Administration and Services Division

Item 7

(Action Item)

Ratification of contracts over \$100,000

SUMMARY:

This item presents contract(s) and/or purchase order(s) in amounts greater than \$100,000, for the Commission's consideration, as required by Assignment Policy 3 of the Commission's Governance Policies and Procedures. The contracts and purchase orders were signed under the emergency provision of the policy.

RECOMMENDATION:

Ratify the contracts and purchase order described in the proposed new and amended contracts.

BACKGROUND:

Assignment Policy 3(B) of the Commission Governance Policies and Procedures provides in relevant part:

The Executive Director is authorized under state law, to enter into contracts with a third-party service or product vendors in an amount not to exceed \$100,000 or more. However, in the event an emergency approval is necessary for a contract over \$100,000, the Executive Director may approve such contract with simultaneous notification to the Commission. Such emergency approval shall be ratified at the next regularly scheduled Commission meeting, and if not ratified, the contract shall be canceled. Serial contracts or commitments with the same vendor in a manner that circumvents the intent of this policy are prohibited.

ANALYSIS:

Staff requests ratification of the contracts and purchase order greater than \$100,000 that are listed and described in the attachment. The purpose and descriptions for the contracts and purchase order are included.

RESPONSIBLE PERSON(S):

Lilly Myers, Deputy Director
Fiscal Administrative Services Division

Gurinder Bains, Chief Information Officer
Information Technology Services Division

ATTACHMENT(S):

Proposed New and Amended Contracts over \$100,000

PROPOSED NEW AND AMENDED CONTRACTS OVER \$100,000

PROPOSED NEW CONTRACTS OVER \$100,000:

Contracts

1. Contractor: Celer Systems, Inc.
Amount: \$420,000
Funding: State Budget Act of 2019
Term: 06/30/2020 – 6/30/2021
Purpose: Full Stack Software Developer for the Grant Delivery System (GDS)

Description:

Contractor will provide services necessary to enhance, maintain, or rebuild components of the GDS system and will create and develop applications for deployment in support of all specialized programs including Golden State Teachers Grant Program, Dreamer Service Incentive, and Child Savings Account.

2. Contractor: Resourznet Solutions, Inc.
Amount: \$235,750
Funding: State Budget Act of 2019
Term: 06/30/2020– 6/30/2021
Purpose: Data Security / Administrator / Architect/Quality / Governance Specialist for GDS

Description:

Contractor will help CSAC establish, standardize, and mature its overall data management, data security, data architecture and data governance including tools, platforms, methodologies, processes, and best practices etc., to support the new specialized programs. The Contractor will analyze existing environments, data quality assessment, data profiling, data quality business rules, create data dictionaries, perform data cleansing and correction, evaluate critical database security issues, and make recommendations for their resolution. Contractor will provide CSAC with tactical and strategic direction in the areas of business intelligence analytics, data mining and visualization and consistency across platforms and products.

3. Contractor: xFusion Technologies, Inc.
Amount: \$299,400
Funding: State Budget Act of 2020
Term: 07/01/20-12/31/20
Purpose: Technical Architect Support for the Grant Delivery System Modernization (GDSM) Project

Description:

The Technical Architect(s) will architect the overall system by using prototyping and proof of concepts, which may include modern programming languages. The Technical Architect(s) will ensure strategic alignment of technical design and architecture to meet business growth and direction, and stay on top of emerging technologies; decompose business and system architecture to support clean-interface multi-team development; develop product roadmaps, backlogs, and measurable success criteria, and write user stories and clearly communicate and work with stakeholders at every level.

PROPOSED NEW AND AMENDED CONTRACTS OVER \$100,000

PROPOSED NEW PURCHASE ORDER OVER \$100,000:

Purchase Order

1. Vendor: Ring Central
Amount: \$141,551.53
Funding: State Budget Act of 2019
Purpose: The purchase order is to replace the obsolete Integrated Voice Response (IVR) system

Description:

The Ring Central (IVR) system is a cloud-based SaaS unified communications provider that will better integrate with the new Grant Delivery System Modernization. Our existing IVR is limited to only 20 incoming lines and is based on older technology. It is limited in features and is not expandable. The new IVR system will be cloud based, and is accessible anywhere, anytime, with web chat features along with texting features, expansion of incoming lines on demand and many analytical tools to improve our service.

PROPOSED CONTRACT AMENDMENTS OVER \$100,000:

Contracts

The following contracts were increased by over \$100,000 to support the most mission critical GDSM activities.

1. Vendor: BM Associates, Inc (S-18-012)
Original Amount: \$1,499,000.00
Increase: \$634,737.50
Revised Amount: \$2,133,737.50
Funding: State Budget Act of 2019
Purpose: Front-End Web Development Services
2. Vendor: BM Associates, Inc (S-18-013)
Original Amount: \$1,499,000.00
Increase: \$718,750.00
Revised Amount: \$2,217,750.00
Funding: State Budget Act of 2019
Purpose: Back-End Web Development Services

Funding for these increases are supported through a redirection of unspent contract funds. Other GDSM contracts were reduced for time and funding which offset increases made to the contracts above. No changes to scope or workload were required due to GDSM contracts being reduced.

Item 8

(Action Item)

Consideration of authorization to commence rulemaking process for the California National Guard Education Assistance Award Program

SUMMARY:

This item provides an outline of the proposed steps to complete and the required documents needed for the regulatory process, including an attachment with the relevant change in law.

RECOMMENDATION:

Authorize staff to commence rulemaking process for adoption of amendments to regulations, Sections 30730-30741, Title 5, California Code of Regulations, Division 4, to interpret, implement and make specific Sections 69999.10-69999.24 of the Education Code, implementing the changes to these sections established by Assembly Bill 2722 (Chapter 547, Statutes 2019) to the California National Guard Education Assistance Award Program, including drafting the proposed regulation and accompanying documents, request that the effective date of the regulations be the date of filing, and authorize staff to take the necessary steps to complete the regulatory process.

BACKGROUND:

The California National Guard Education Assistance Award Program (CNG EAAP) is a state-funded, competitive incentive program jointly administered by the California Student Aid Commission (CSAC) and the California Military Department. The CNG EAAP provides funding for active members of the California Army or Air National Guard, the California State Guard (formerly the State Military Reserve), or the California Naval Militia who seek a certificate, degree, or diploma that he or she does not hold at the time of application.

Assembly Bill 2722 (Medina, Chapter 547, Statutes of 2018) was signed by the Governor and chaptered into law on September 19, 2018. Assembly Bill 2722 makes the following modifications to the CNG EAAP, which will apply to new or renewal applicants first accepted to the program during or after the 2020-2021 academic year:

- Revises the name of the CNG EAAP, to the “California Military Department GI Bill Assistance Award Program”;
- Deletes a two-year prior service requirement for participants;
- Adds a post two-year service commitment for participants;
- Limits participants to obtaining one undergraduate, graduate, or doctoral degree;
- Requires participants to complete their studies within ten years, unless extended due to military

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activation or other unexpected circumstances;

- Removes an allowance for books and supplies for graduate school participants;
- Extends the program indefinitely; and
- Deletes a provision to prepare a 2016 report by the Legislative Analyst.

These provisions of Assembly Bill 2722 became effective on January 1, 2019. Staff is proposing to amend the California Code of Regulations to update the revised and renamed program and incorporate the above legislative changes. The proposed regulatory amendments will detail the procedures the Commission and the Military Department will follow to administer this educational funding program for service members and increase program clarity and specificity.

Staff is requesting the authority to commence the formal rulemaking process required to implement regulations under the Administrative Procedure Act. This will include the development of the proposed text, the Initial Statement of Reasons, the STD 399 Fiscal Impact Statement, and the Notice of Proposed Regulatory Action. These forms would then be submitted to the Office of Administrative Law (OAL) for review and publication. These documents would also be published on the Commission's website.

The rulemaking process requires, at a minimum, a 45-day public comment period. The Commission may also elect to hold a public hearing on a proposed rulemaking action. If the Commission does not schedule a public hearing, any interested person can submit a written request for one to be held. The written request for a hearing must be submitted at least 15 days prior to the close of the written public comment period, and the agency must give notice of and hold a public hearing.

After the initial 45-day public comment period, the Commission may decide to change its initial proposal either in response to public comments received or on its own initiative. If changes to the initial regulations are made, the Commission would have to decide whether the changes necessitate an additional public comment period. Depending on whether the change is nonsubstantial or substantial, an additional comment period of either 15-days or 45-days may be required.

The Commission must summarize and respond on the record to timely comments that are directed at the proposal or at the procedures followed by the agency during this process. With each comment, the agency must either (1) explain how it has amended the proposal to accommodate the comment, or (2) explain the reasons for making no change to the proposal. The summary and response to comments are part of the rulemaking file and are included in the Final Statement of Reasons that is submitted to OAL.

Once the complete rulemaking file is submitted to OAL, OAL has 30 working days to conduct its review. OAL must review the rulemaking record to determine whether it demonstrates that the Commission satisfied the procedural requirements of the APA and complied with the appropriate legal standards. Once OAL has completed its review, and assuming the Commission has met its obligations, OAL files the regulation with the Secretary of State and the regulations become effective.

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RESPONSIBLE PERSON(S):

Julia Blair, General Counsel
Executive Office

Gary Collord, Staff Retired Annuitant
Executive Office

ATTACHMENT(S):

Assembly Bill 2722 (Chapter 547, Statutes 2018)

Assembly Bill No. 2722

CHAPTER 547

An act to amend Sections 69999.10, 69999.12, 69999.14, 69999.16, 69999.18, 69999.20, and 69999.24 of, to amend the heading of Article 20.7 (commencing with Section 69999.10) of Chapter 2 of Part 42 of Division 5 of Title 3 of, and to repeal Sections 69999.26 and 69999.30 of, the Education Code, relating to student financial aid.

[Approved by Governor September 19, 2018. Filed with
Secretary of State September 19, 2018.]

LEGISLATIVE COUNSEL'S DIGEST

AB 2722, Medina. Student financial aid: California Military Department GI Bill Award Program.

Existing law establishes various student financial aid programs under the administration of the Student Aid Commission, and establishes eligibility requirements for the receipt of awards under those programs for participating students attending qualifying institutions. Existing law establishes the Military Department, which includes the California National Guard, the California State Military Reserve, and the Naval Militia, to perform various duties regarding the state militia.

Existing law establishes the California National Guard Education Assistance Award Program on behalf of qualifying members of the California National Guard, the California State Military Reserve, and the Naval Militia under the administration of the commission. Existing law requires the Student Aid Commission to report annually to the Legislature regarding program participation and also requires the Legislative Analyst, on or before January 1, 2016, to prepare and submit to the Legislature a report on the program. Existing law further provides that the program becomes operative only if funds are appropriated for the purposes of the program. The program becomes inoperative on July 1, 2019, and is repealed on January 1, 2020.

This bill would change the name of the program to the California Military Department GI Bill Award Program. The bill would provide that the award could be used to obtain one baccalaureate, graduate, or doctoral degree or a certificate, degree, or diploma that leads to a baccalaureate, graduate, or doctoral degree if the person agrees to serve 2 years in the California National Guard, the Naval Militia, or the California State Military Reserve, as specified. The bill would delete the obsolete provision requiring the submission of a report by the Legislative Analyst. The bill would also delete the provision rendering the program inoperative on July 1, 2019, and repealing the program on January 1, 2020, thereby extending the program indefinitely.

The people of the State of California do enact as follows:

SECTION 1. The heading of Article 20.7 (commencing with Section 69999.10) of Chapter 2 of Part 42 of Division 5 of Title 3 of the Education Code is amended to read:

Article 20.7. California Military Department GI Bill Award Program

SEC. 2. Section 69999.10 of the Education Code is amended to read:

69999.10. This article shall be known, and may be cited, as the California Military Department GI Bill.

SEC. 3. Section 69999.12 of the Education Code is amended to read:

69999.12. There is hereby established the California Military Department GI Bill Award Program.

SEC. 4. Section 69999.14 of the Education Code is amended to read:

69999.14. The Legislature finds and declares all of the following:

(a) The California Military Department exists to provide a military organization in California with the capability to protect the lives and property of the people of the state during periods of natural disaster and civil disturbances, and to perform other functions required by the Military and Veterans Code or as directed by the Governor.

(b) The California Military Department performs an essential public purpose in protecting the health, safety, and property of California's citizens and, in order to fulfill its objectives, it is necessary for the California Military Department to have sufficient service members to deal with natural or human-caused disasters and emergencies.

(c) The state-sponsored education benefit is an important tool used to ensure that the California Military Department attracts and retains highly competent and capable service members who stand ready to immediately respond to the state's call.

(d) The California Military Department GI Bill is an investment in the men and women who serve California faithfully. This incentive ensures that members of the California National Guard and the California State Military Reserve are not placed at an educational disadvantage when compared to their active duty or reserve component counterparts.

(e) The Legislature and the California Military Department believe that every service member who takes the oath to serve this great state needs to be afforded the best opportunity to achieve a higher education.

SEC. 5. Section 69999.16 of the Education Code is amended to read:

69999.16. (a) Commencing January 1 of the 2009–10 academic year, and each academic year thereafter, any qualifying member of the California National Guard, the State Military Reserve, or the Naval Militia may apply for an award under the California Military Department GI Bill.

(b) (1) A qualifying member shall meet all of the following conditions to be eligible to receive a California Military Department GI Bill award:

(A) The person is a resident within the meaning of Section 68017.

(B) The person is an active member of the California National Guard, the State Military Reserve, or the Naval Militia.

(C) The person has been accepted or registered at, or enrolled in, a qualifying institution, as defined in subdivision (l) of Section 69432.7.

(D) The person agrees to use the award to obtain a certificate, degree, or diploma that he or she does not hold at the time he or she applies for the award, and enrolls in at least three academic units per semester, or the equivalent thereof. The award may be used to obtain one baccalaureate, graduate, or doctoral degree. The award may be used for a certificate, degree, or diploma that leads to a baccalaureate, graduate, or doctoral degree.

(E) The person agrees to serve two years in the California National Guard, the Naval Militia, or the California State Military Reserve upon completion of the last academic period that he or she uses educational assistance under this program.

(F) The person agrees to complete his or her course of study within 10 years of the person's initial acceptance into the program. If a person is unable to complete his or her course of study in the 10-year period due to federal military activation or other unexpected circumstance, the Adjutant General of the California Military Department may extend that person's participation in the program for a period of up to five additional years.

(G) The person has submitted the Free Application for Federal Student Aid (FAFSA) to the United States Department of Education.

(2) To be eligible for an award for a summer session term, a qualifying member who meets the conditions in paragraph (1) shall submit a letter from his or her unit commander that states that the member's enrollment in that summer session will not adversely impact the member's attendance at mandatory military training.

(c) Each person applying for a California Military Department GI Bill award shall submit an application for an award to the Adjutant General.

(d) The Adjutant General shall do all of the following:

(1) Annually identify the skills most needed by the California National Guard to retain members who possess, or seek to possess, those identified skills.

(2) Prioritize those applicants who qualify for an award pursuant to subdivision (b) based on the skills most needed by the California National Guard, as identified pursuant to paragraph (1).

(3) Select award recipients from among eligible applicants pursuant to subdivision (e).

(4) Certify the eligibility of applicants to the Student Aid Commission.

(5) Notify recipients of their selection for an award.

(e) The Adjutant General shall select recipients who have been judged by the Adjutant General to have outstanding ability on the basis of criteria that may include, but shall not be limited to, any of the following:

(1) The Military Occupational Specialty Code or the Air Force Specialty Code.

(2) An annual noncommissioned officer evaluation report or officer evaluation report of the preceding two years.

(3) A memorandum from the applicant's commander recommending the applicant for the award.

(4) Commendations the applicant has received.

(5) An essay, written by the applicant, explaining why education is important to the applicant.

(f) The number of awards issued by the Student Aid Commission in any fiscal year shall be limited to the number authorized in the annual Budget Act for that year, but in no event shall exceed 1,000 in any fiscal year.

(g) The Student Aid Commission shall issue the awards in accordance with Section 69999.18.

SEC. 6. Section 69999.18 of the Education Code is amended to read:

69999.18. (a) The Student Aid Commission is responsible for issuing awards authorized by Section 69999.16, upon receipt of a certificate from the Adjutant General verifying that the applicant meets the eligibility requirements of this article. The commission shall provide any information to the Military Department that is necessary to meet the reporting requirements of Section 69999.24.

(b) The amount of an award issued pursuant to this article shall be as follows:

(1) For a recipient attending the University of California or the California State University, the maximum amount of the Cal Grant A award, pursuant to Section 66021.2, as adjusted in the annual Budget Act.

(2) For a recipient attending a community college, the maximum amount of the Cal Grant B award, pursuant to Section 66021.2, as adjusted in the annual Budget Act.

(3) For a recipient attending a nonpublic institution, the maximum amount of a Cal Grant A award for a student attending the University of California pursuant to Section 66021.2, as adjusted in the annual Budget Act.

(c) An award used for graduate studies shall not exceed the maximum amount of a Cal Grant A award, as specified in paragraph (1) of subdivision (b).

(d) The award amount under subdivisions (b) and (c) shall not exceed the difference between the recipient's cost of attendance and any other student financial aid and educational benefits pursuant to the federal Montgomery GI Bill (38 U.S.C. Sec. 3001 et seq.) or any other federal educational benefits program for veterans.

(e) California Military Department GI Bill awards may be renewed for each new academic year, for a maximum of the greater of either (1) four years of full-time equivalent enrollment or (2) the duration for which the qualifying member would otherwise be eligible pursuant to the Cal Grant Program (Chapter 1.7 (commencing with Section 69430)), if the Adjutant General certifies the qualifying member's eligibility and the qualifying member maintains at least a 2.0 cumulative grade point average.

SEC. 7. Section 69999.20 of the Education Code is amended to read:

69999.20. Qualifying members shall not receive both a California Military Department GI Bill award and any Cal Grant award for the same academic year. A qualifying member under this article who is also eligible

for a Cal Grant award may elect between an award under this article and any Cal Grant award for the same academic year.

SEC. 8. Section 69999.24 of the Education Code is amended to read:

69999.24. The Student Aid Commission shall report annually to the Legislature regarding program participation, including, but not necessarily limited to, both of the following, as categorized on the basis of age, ethnicity, and gender:

(a) The total number of participants in the program established by this article.

(b) The number of participants who receive a California Military Department GI Bill award, classified by academic year.

SEC. 9. Section 69999.26 of the Education Code is repealed.

SEC. 10. Section 69999.30 of the Education Code is repealed.

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Item 9

(Information Item)

Presentation by institutional segmental representatives COVID-19 impact on enrollment and student services

SUMMARY:

This item provides an update on how California colleges and universities have responded to COVID-19 and continued to make financial aid accessible for their students, as well as any challenges that have arisen in that process. Representatives from the University of California, California State University, California Community Colleges, and Association of Independent California Colleges and Universities have been invited to share the experiences of their segment.

RECOMMENDATION:

This is an information item; no action is required.

BACKGROUND:

On March 4, 2020, Governor Newsom declared a state of emergency to facilitate the response to the COVID-19 pandemic. In the weeks following this declaration, local and county governments issued a range of orders dictating the ability for residents to gather in groups or restricting use of shared spaces to slow the spread of COVID-19. As a result, most college and university campuses have been closed to students and the public, while instruction began online in a distance learning format. In order to deliver courses online, many institutions quickly began to ensure that their students and faculty had access to the necessary technology and internet to participate.

On March 27, 2020, the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) was signed into law. The CARES Act included \$14 billion in funding assistance for postsecondary institutions nationally, including approximately \$1.7 billion for California institutions. At least half of all funding received by colleges and universities was required to be utilized for the purpose of providing emergency aid to students, with the balance available to support expenses related to COVID-19 and continued campus operations.

Despite the initial flexibility for the use of these funds indicated in an April 9, 2020 letter from U.S. Secretary of Education Betsy DeVos, the Department of Education released further guidance on April 30, 2020 which indicated that emergency aid offered with CARES Act funding could only be provided to students eligible for federal financial aid authorized under Title IV of the Higher Education Act. The actions of the Department have faced legal scrutiny and are subject to two lawsuits, including one filed by California Attorney General Xavier Becerra on behalf of the California Community Colleges. On June 10, 2020, a federal judge ruled that the U.S. Department of Education could not place eligibility restrictions on California community college student to receive emergency coronavirus financial aid.

California Student Aid Commission

Higher education institutions have begun to plan for the continued impact of COVID-19 on campus operations for the 2020-21 academic year. For example, the California State University announced its intention to plan for Fall 2020 courses to primarily be delivered via distance learning. Other institutions have shifted the start of their Fall term in order to conclude in November, prior to the next flu season and potential second wave of COVID-19.

Commission staff continue to engage the Financial Aid Advisory Board and other higher education segment partners to identify student needs, challenges to financial aid administration, and areas where Commission action or state policy responses are needed to facilitate continued access to state student aid.

Representatives from the University of California, California State University, California Community Colleges, and the Association of Independent California Colleges and Universities will discuss how their segments have responded to COVID-19, how they are assisting students in continuing to access financial aid or other assistance, and the related challenges that have emerged.

RESPONSIBLE PERSON(S):

Jake Brymner, Director
Government and External Relations

Shawn Brick
Director, Student Financial Support
University of California

Dean Kulju
Director, Student Financial Aid Services
California State University

David O'Brien
Vice Chancellor of Governmental Relations
California Community Colleges

Alex Graves
Vice President for Government Relations
Association of Independent California Colleges and Universities

Item 10

(Information/Action)

Update on 2020-21 final State budget and legislative issues, and consideration of statewide initiatives

SUMMARY:

This item provides an update on the 2020-21 State Budget and legislation relevant to the California Student Aid Commission's (Commission) programs and policy priorities, as well as a staff recommendation to endorse Proposition 16.

RECOMMENDATION:

Adopt the following resolution in support of Proposition 16:

Resolved, that the California Student Aid Commission endorses Proposition 16 on the November 2020 General Election ballot, the legislatively referred initiative constitutional amendment to repeal Proposition 209 and allow the use of affirmative action in higher education, given that it could support the ability for historically underrepresented California students to access public colleges and universities.

BACKGROUND:

2020-21 State Budget

Governor Newsom's proposed budget for FY 2020-21 was released in January 2020 and was significantly revised in May 2020 (known as the May Revision) in the context of COVID-19 impacts to the State Budget. The **Update on the 2020-21 State Budget** attachment provides an overview of key outcomes in the final 2020-21 Budget that was passed by the Legislature on June 15th, 2020 and signed into law by Governor Newsom.

It is widely anticipated that there will be further action on the 2020-21 State Budget over the course of July and August as tax receipts collected by July 15, 2020 and any additional federal assistance received provide greater clarity on overall state revenue.

State Legislation

At the March 26, 2020 Commission meeting, the Commission adopted positions on high priority bills, including [AB 376 \(Stone\)](#), [AB 2030 \(Rubio\)](#), and [SB 860 \(Beall\)](#). The **Update on Priority State Legislation** attachment provides an update on the status of these high priority bills. The **Update on Other Tracked Legislation** attachment provides a brief overview of other legislation related to financial aid that Commission staff are tracking, including priority two-year bills that the Commission took positions on in 2019.

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Initiative Constitutional Amendment

On June 24, the legislature voted to place ACA 5 (Weber), a constitutional amendment that would repeal Proposition 209, on the November 2020 for voter consideration. The resulting initiative constitutional amendment, if approved by voters, would repeal the existing ban on affirmative action policies based on race, gender, ethnicity, or national origin that was amended into the California State Constitution by voter approval of Proposition 209 in 1996. The **Background on Proposition 16** attachment provides additional information about the history of Proposition 209 as well as its impact on California higher education and access to the University of California for Black, Latinx, and Native American students.

Staff recommend that the Commission consider adopting a resolution endorsing Proposition 16 given that it could support the ability for historically underrepresented California students to access public colleges and universities.

RESPONSIBLE PERSON(S):

Jake Brymner, Director
Government and External Relations

Melissa Bardo, Legislative Analyst
Government and External Relations

Valerie Johnson, Intern
Government and External Relations

ATTACHMENT(S):

Update on the 2020-21 State Budget

Update on Priority State Legislation

Update on Other Tracked Legislation

Background on Proposition 16

CALIFORNIA STUDENT AID COMMISSION

Update on the 2020-21 State Budget

UPDATE ON THE 2020-21 BUDGET PROCESS

California started the year with a healthy fiscal outlook for the 2020-21 budget. The Governor's proposed January budget assumed historic levels of reserves and a healthy surplus for new investments. Unfortunately, the COVID-19 pandemic has had devastating impacts on the State's fiscal condition. The State is now experiencing a deep recession and anticipating a \$54 billion deficit. Reserves and federal aid will help offset or postpone painful budget cuts; but there are still many challenging budget negotiations that will take place in the coming years and all areas of the Budget, including higher education and financial aid, will be impacted.

Given that the State's fiscal outlook drastically changed following the pandemic the Governor's May Revise became the new starting point for budget negotiations. Furthermore, tax filing deadlines were extended to July 15, delaying when the State would have an accurate estimate of revenues until late July or early August. While the Legislature adopted a "two-party" budget before the June 15 to meet the constitutional deadline, negotiations with the Governor continued beyond that date. On June 22, the Governor and legislative leadership announced they had reached an agreement on the 2020-21 budget, which adopted the Governor's preferred approach of implementing funding reductions and utilizing "triggering-off" provisions to restore programs or allocations should additional federal funding assistance be received by the State before October 15, 2020. The potential for federal assistance, as well as additional data on tax receipts collected before July 15, make it likely the Administration and Legislature will consider additional adjustments to the 2020-21 budget before the close of the legislative session.

Below is a timeline of the 2020-21 budget process:

- **January 10th:** [Governor's 2020-21 Proposed Budget](#) released
- **March 19th:** Governor declares [State of Emergency](#) and State Public Health Officer issues [public health order](#) to stay at home
- **March 20th – May 4th:** Joint legislative recess; all budget hearings cancelled
- **May 4th:** Legislature reconvenes; budget hearings resume
- **May 14th:** [Governor's May Revise](#) released
- **June 15th:** Legislature passes [SB 74 \(Mitchell\)](#) Budget Act of 2020
- **June 22nd:** Governor Newsom and legislative leadership [announce](#) budget agreement
- **June 26th:** Legislature passes budget trailer bills, including [AB 94 \(Committee on Budget\)](#) the higher education trailer bill, to reflect changes in the budget agreement
- **June 29:** Governor Newsom [announces](#) that he has signed the revised 2020-21 Budget into enactment

SUMMARY OF KEY BUDGET OUTCOMES

The 2020-21 budget agreement includes several key provisions related to the Commission's programs and operations:

- **Grant Delivery System Modernization** – The agreement approves nearly \$5.3 million in one-time funding to support the third year of project costs.
- **Cal Grants for student attending private, nonprofit institutions** – The agreement rejects the May Revise proposal to reduce the Cal Grant award to \$8,056 for students attending private, nonprofit institutions. The maximum Cal Grant award for students attending these institutions will remain at \$9,084 for the 2020-21 academic year.
- **Middle Class Scholarship** – makes adjustments to reflect changes in caseload estimates and specifies that starting with the 2019-20 fiscal year, the new cap for the program is set at \$117 million.
- **Dreamer Service Incentive Grant (DSIG) program** – The agreement redirects \$15 million in program funding allocated for both the 2019-20 and 2020-21 budget years to instead provide disaster relief emergency aid for undocumented students at the California Community Colleges, California State University, and the University of California. The DSIG program will relaunch in 2021-22.
- **Golden State Teacher Grant (GSTG) Program** - The agreement approves \$15 million in federal Individuals with Disabilities Education Act (IDEA) funding to provide GSTG program grants to students in professional development programs training to become special education teachers. The agreement cuts the \$88 million in program funding that was allocated in the 2019-20 Budget Act; but funding would be restored if additional federal assistance is received before October 15, 2020. The budget trailer bill also includes technical adjustments that were needed to implement the program.
- **Child Savings Account (CSA) Grant Program** – The agreement approves the May Revise proposal to reduce the program funding allocated in the 2019-20 budget from \$25 million to \$10 million.
- **Student Loan and Debt Service Review Workgroup** – The agreement allocates \$250,000 to support the formation of the Work Group (rather than the \$500,000 proposed by the Governor). Executive Director Garcia will have authority to designate a lead for the Workgroup, as well as three members of the public that will serve alongside representatives from the Commission, the Department of Finance, and the Scholarshare Investment Board. The Work Group is expected to submit a report on its findings by September 1, 2021.

BUDGET CHANGE PROPOSALS

In September 2019, the Commission submitted several Budget Change Proposals (BCPs), requesting state operations funding for the following purposes:

- **Grant Delivery System Modernization (GDSM)** – third and final year of project implementation costs.

- **National Voter Registration Act (NVRA)** – compliance with state/federal NVRA requirements.
- **Office space acquisition** to accommodate growing staff levels.
- **New positions**, typically referred to as Personnel Years (PYs), and state operations funding to implement new financial aid programs that were approved in the 2019-20 budget, including the Dreamer Service Grant (DSIG) Program, Child Savings Account (CSA) Grant Program, and Golden State Teacher Grant (GSTG) Program.

The table below outlines key actions taken on these budget requests.

| BCP | January Proposed | May Revise | Adopted Budget |
|---------------------------------|---|--------------------------------|------------------------------------|
| GDSM | \$5,282,000 | No change | \$5,282,000 |
| NVRA Compliance | \$479,000 ongoing (6.0 PYs) | \$334,375 ongoing (4.0 PYs) | \$334,375 ongoing (4.0 PYs) |
| Office Space Acquisition | FY 20-21: \$1,846,000 FY 21-22: \$930,000 (ongoing) | Withdrawn | n/a |
| DSIG Program | \$294,000 ongoing (3.0 PYs) | No change | \$294,000 ongoing (3.0 PYs) |
| CSA Grant Program | No additional funding (2.0 PYs) | No change | Withdrawn |
| GSTG Program | No additional funding (4.0 PYs) | Withdrawn | No additional funding (4.0 PYs) |

Table 1: Update on Commission Budget Change Proposals (BCPs)

SPRING FINANCE LETTERS

In February 2020, the Commission submitted several Spring Finance Letter (SFL) requests:

- **Auxiliary Authority** to allow the Commission to accept philanthropic funds to advance its mission of enhancing college affordability without further encroaching on state General Fund resources.
- **Regulations & Rulemaking Authority** to implement programs more effectively and efficiently given that several specialized programs (i.e. GSTG, Chafee Grant for Foster Youth Program, and the CSA Grant Program) contain statutory ambiguities.
- **Adjustments to Cal-SOAP augmentation in the 2019-20 Budget** to allow the Commission to utilize these funds more effectively.
- **Research Division personnel** to enhance research capacity of the agency.

Given the economic impacts of the COVID-19 pandemic, the Department of Finance did not have the capacity to review and approve new SFL requests. Thus, none of these requests were included in the 2020-21 budget agreement.

| | | |
|--|---------------------------------------|-------------------------------|
| AB 376 | Mark Stone (D – Scotts Valley) | |
| <i>Subject:</i> Student loan servicing | | |
| <i>Status:</i> Senate Appropriations (two-year bill) | | <i>Program Affected:</i> None |
| <i>Commission Position:</i> SUPPORT | | |

SUMMARY

[AB 376](#) establishes the ***Student Borrower Bill of Rights*** and imposes new requirements on student loan servicers. Specifically, this bill:

- Prohibits student loan servicers from engaging in abusive practices (i.e. misapplying borrower payments, misrepresenting or omitting information, etc.).
- Requires student loan servicers to give borrowers timely and accurate information and guarantee other protections to borrowers.
- Establishes the position of the Student Borrower Advocate, under the Department of Business Oversight (DBO), to review complaints from borrowers.
- Tasks the DBO with new monitoring requirements, including creating a new “student loan industry report card” to measure effectiveness of different servicers.
- Authorizes victims of industry abuse to bring a private right of action against servicers that violate these provisions.

BACKGROUND

The Student Loan Servicing Act (SLSA), originally established in 2018 by AB 2251 (Stone, Chapter 824, Statutes of 2016) requires student loan servicers to obtain a license from the DBO to operate in California. The SLSA also imposes requirements on student loan servicers, prohibits certain practices, and places oversight of student loan servicers with the Commissioner of DBO.

FISCAL IMPACT

None to the Commission.

STATUS UPDATE

There has been no confirmation yet that the bill will move forward given changes to the legislative process necessitated by COVID-19. However, the sponsor has indicated they are continuing to pursue the legislation.

Bill Summary

| | |
|--|---|
| AB 2030 | Blanca Rubio (D – Baldwin Park) |
| <i>Subject:</i> Student financial aid: Cal Grant Program | |
| <i>Status:</i> Senate Education | <i>Program Affected:</i> Cal Grant for students attending ICCUs |
| <i>Commission Position:</i> SUPPORT | |

SUMMARY

[AB 2030](#), known as the “**College Opportunity Act**,” would establish a **statutory formula** to determine the **maximum Cal Grant award** for new students attending private, nonprofit institutions commencing with the 2021-22 award year. This bill specifies that the maximum award level would be tied to 63.787 percent (originally 68.17) of the average cost of educating a California State University (CSU) Cal Grant recipient. This bill also specifies that the maximum Cal Grant award level may instead be determined by the annual Budget Act if the affected institutions, as a sector, do not accept a specified number of associate degrees for transfer (ADTs) in any given year.

BACKGROUND

The Cal Grant award for students attending private, nonprofit institutions is currently determined by the annual State Budget Act. The maximum Cal Grant tuition award for students attending these institutions has lost considerable value in recent years, unlike the Cal Grant tuition award for students attending public, four-year institutions, which is statutorily linked to systemwide tuition and fees. The award peaked at \$9,708 in 2000 and has since been reduced to \$9,084 – less than 65 percent of its inflation-adjusted value. Prior to 2000, the maximum Cal Grant award at private, non-profit institutions was tied to a formula that increased annually by attempting to capture increases in college costs and living costs.

FISCAL IMPACT

An Assembly Appropriations analysis estimated annual General Fund increases of about \$5 million in the first year for new students receiving the award with full implementation costs of \$20 million in the 2024-25 award year. After Assembly Appropriations, the author’s office made amendments that made the bill cost-neutral in the first year by adjusting the floor of the award formula to \$9,084, where the current award amount is currently set.

STATUS UPDATE

Passed the Assembly on June 15th → Referred to the Senate Education Committee

Bill Summary

| | | |
|--|---------------------------------|-------------------------------|
| SB 860 | Jim Beall (D – San Jose) | |
| <i>Subject:</i> Foster Youth Services Coordinating Program: postsecondary education financial aid applications | | |
| <i>Status:</i> Assembly Education | | <i>Program Affected:</i> None |
| <i>Commission Position:</i> SUPPORT | | |

SUMMARY

[SB 860](#) would require local educational agencies, to the extent possible, to include in their **Foster Youth Service Plans** a description of how they will coordinate efforts to ensure **completion of financial aid applications for foster youth students** in 12th grade as a condition of receiving funds from the Foster Youth Services Coordinating Program.

Background: Existing law establishes the Foster Youth Services Coordinating Program, under the administration of the Superintendent of Public Instruction, to provide supplemental funding to county offices of education for the purpose of coordinating services and ensuring positive educational outcomes for foster youth students.

FISCAL IMPACT

This bill may result in an increased demand for trainings provided by the Commission's Program Administration and Services Division (PASD).

STATUS UPDATE

Passed the Senate on June 11th → Referred to the Assembly Education Committee

UPDATE ON OTHER TRACKED LEGISLATION (2019-2020)

PRIORITY TRACKED TWO YEAR BILLS:

[AB 843 \(Rodriguez\): Student financial aid: Assumption Program of Loans for Education](#)

Status: 2-year bill, Senate Education Committee

Position: SUPPORT IF AMENDED

Summary: This bill would authorize the Commission to award 7,200 new warrants for the Assumption Program of Loans for Education (APLE) program and provide funding for this purpose.

[AB 1229 \(Wicks\): End Foster Youth Student Hunger in California Act of 2019](#)

Status: 2-year bill, Senate Appropriations Committee

Position: SUPPORT IF AMENDED

Summary: This bill would require the Commission to report to the Legislature, the amount of funding and the authority it would need to establish a Transition Age Foster Youth Meal Plan Program, providing grant aid to foster youth in the amount equivalent to all campus-specific fees and the cost of ten on-campus meals per week.

[AB 1314 \(Medina\): Student financial aid: Cal Grant Reform Act](#)

Status: 2-year bill, Senate Education Committee

Position: SUPPORT

Summary: Cal Grant Reform Vehicle; author has indicated they will not be moving the bill forward this year.

[AB 1623 \(Rivas\): Teaching credential: teacher recruitment: Golden State Teacher Grant Program](#)

Status: 2-year bill, Senate Education Committee

Position: SUPPORT AND SEEK AMENDMENTS

Summary: This bill would establish the Golden State Teacher Grant Program, under the administration of the Commission, to provide a grant to students enrolled in an approved teacher credentialing program who commits to working in a high-need field for four years.

Note: This program was enacted in a Budget Trailer Bill last year.

[SB 291 \(Leyva\): Postsecondary education: California Community College Student Financial Aid Program](#)

Status: 2-year bill, Assembly Higher Education Committee

Position: SUPPORT

Summary: This bill would establish the California Community College Student Financial Aid Program, under the administration of the Board of Governors, to provide need-based grant awards to eligible community college students.

[SB 461 \(Roth\): Student financial aid: Cal Grants: summer term students](#)

Status: 2-year bill, Assembly Higher Education Committee

Position: SUPPORT AND SEEK AMENDMENTS

Summary: This bill would expand Cal Grant lifetime eligibility to include bonus eligibility for students taking summer coursework, for up to two (2) summer terms per student.

[SB 493 \(Jackson\): Education: sex equity](#)

Status: 2-year bill, Assembly Appropriations Committee

Summary: This bill would require colleges and universities that receive state funds, including funds for student financial aid via the Cal Grant program, to comply with requirements relating to the protection of students from sexual harassment.

OTHER TRACKED LEGISLATION:

[AB 1862 \(Santiago\): Public postsecondary education: California State University: tuition](#)

Status: Assembly Higher Education Committee; failed to meet deadline (dead)

Summary: This bill would prohibit the charging of tuition or mandatory systemwide fees for enrollment at a California State University campus for any academic year, up to two academic years, to a California Community College resident transfer student who has completed an Associate Degree for Transfer (ADT) or has received a fee waiver under the California College Promise Program.

[AB 2016 \(Calderon\): Student financial aid: Student Aid Commission: total cost of attendance calculator](#)

Status: Assembly Higher Education; failed to meet deadline (dead)

Summary: This bill would require the Student Aid Commission to develop and post on its internet website a centralized, total cost of attendance calculator for the purpose of generating estimates of the net price for prospective students attending Cal Grant participating institutions, as provided. The bill would require each Cal Grant participating institution to biennially report to the Commission cost of attendance information for purposes of the calculator.

[AB 2125 \(Rivas\): Cal Grant eligibility](#)

Status: Assembly Higher Education; failed to meet deadline (dead)

Summary: Existing law prohibits a student who is incarcerated from being eligible to receive a Cal Grant award. This bill would make a person committed to or detained in a juvenile facility eligible to receive a Cal Grant award.

[AB 2282 \(McCarty\): CalFresh: low-income students: former foster youth students](#)

Status: Senate Education Committee

Summary This bill Would require the Trustees of the California State University and the Board of Governors of the California Community Colleges, and encourage the Regents of the University of California, to, no later than July 1, 2021, and in consultation with the State Department of Social Services and county human services agencies, establish a CalFresh student outreach program to provide students with a link to an internet website with information on applying for CalFresh benefits and to provide students with the name and telephone number of the CalFresh eligibility worker on their respective campus, if one is available.

[AB 2416 \(Gabriel\): Postsecondary education: student financial aid: satisfactory academic progress](#)

Status: Senate Education Committee

Summary: This bill would require that determinations of “satisfactory academic progress (SAP)” by the institutions participating in state aid programs consider “homelessness” as an extenuating circumstance for students who are unable to meet SAP requirements.

[AB 2495 \(Choi\): Public postsecondary education: undergraduate tuition and mandatory systemwide fees](#)

Status: Assembly Higher Education Committee; failed to meet deadline (dead)

Summary: This bill would require the California State University (CSU) trustees and request the University of California (UC) regents to determine the amounts of undergraduate tuition and systemwide fees for each entering first-year class at their respective segments. The bill would require that the tuition and mandatory systemwide fees set for California residents in each incoming first-year class would not be increased for at least six academic years.

[AB 2819 \(Limón\): California Student Opportunity and Access Program](#)

Status: Assembly Higher Education; failed to meet deadline (dead)

Position: SPONSOR

Summary: This bill would modernize the functions and priorities of the California Student Opportunity and Access Program (Cal-SOAP) to reflect an enhanced focus on helping students and families: understand the true costs of college, understand college financing options, and apply for financial aid.

[AB 2972 \(Limón\): Public postsecondary education: undocumented students](#)

Status: Senate Education Committee

Summary: This would require the California State University (CSU) trustees and request the University of California (UC) regents to create a systemwide training program, for the administrators of those respective segments to complete annually, relating to undocumented students, Deferred Action for Childhood Arrivals (DACA), federal and state laws related to immigration generally, and state law relating to exemption from nonresident tuition (AB 540).

[AB 3057 \(Rodriguez\): Postsecondary education: Every Kid Counts \(EKC\) College Savings Program](#)

Status: Assembly Desk; failed to meet deadline (dead)

Summary: This bill is currently in spot bill form.

[AB 3084 \(Cervantes\): Postsecondary education: student financial aid verification](#)

Status: Assembly Desk; failed to meet deadline (dead)

Summary: This bill is currently in **spot bill** form and states the intent of the Legislature to enact legislation that would prohibit the Commission or an institution of higher education from performing a verification to establish eligibility for state financial aid on a student more than once.

[AB 3086 \(Bonta\): Postsecondary education: student financial aid: scholarship displacement](#)

Status: Assembly Higher Education Committee; failed to meet deadline (dead)

Summary: This bill would establish the California Ban on Scholarship Displacement Act of 2020, which would prohibit each public and private institution of higher education that receives, or benefits from, state-funded financial assistance or enrolls students who receive state-funded student financial assistance from reducing a student's institution-based financial aid award below the student's financial need.

[SB 753 \(Stern\): CalServe](#)

Status: Assembly Higher Education Committee

Summary: This bill would establish a new state agency known as CalServe (formerly California Volunteers under the Governor's office). Additionally, this bill would establish the CalServe

Higher Education Grant Program, under the administration of the Commission, which would award annual grants to eligible students that formerly served as CalServe corps members to finance mandatory systemwide tuition and fees not covered by federal, state, or institutionally administered grants or fee waivers commencing with the 2023–24 academic year.

[SB 1082 \(Dodd\): Student nutrition: eligibility for CalFresh benefits](#)

Status: Senate Education committee; failed to meet deadline (dead)

Summary: This bill would require the Commission, to the extent that it possesses pertinent information, to provide written notice to students who qualify for a waiver of the community college enrollment fee that they may qualify for benefits under the CalFresh program. The bill would also require the Commission to confer with legislative staff and advocates on a quarterly basis to continuously improve the process of securing CalFresh benefits for eligible students.

[SB 1267 \(Hertzberg\): Postsecondary education: Public Interest Attorney Loan Repayment Program](#)

Status: Senate Rules Committee; failed to meet deadline (dead)

Summary: This bill is currently in **spot bill** form. Current law establishes the Public Interest Attorney Loan Repayment Program, under the administration of the Commission, as a student loan repayment program for licensed attorneys who practice or agree to practice in public interest areas of the law.

[SB 1402 \(Stern\): CalServe](#)

Status: Senate Rules Committee; failed to meet deadline (dead)

Summary: This bill would establish a new state agency known as CalServe (formerly California Volunteers under the Governor's office). Additionally, this bill would establish the CalServe Higher Education Grant Program, under the administration of the Commission, which would award annual grants to eligible students that formerly served as CalServe corps members to finance mandatory systemwide tuition and fees not covered by federal, state, or institutionally administered grants or fee waivers commencing with the 2023–24 academic year.

Background on Proposition 16

Proposition 16 Summary

Proposition 16 would repeal Proposition 209, which was passed by California voters in 1996. Proposition 209 added Section 1 to Article 1 of the California State Constitution which states that, "The State shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting." Proposition 16 would repeal Proposition 209 and would once again allow California's colleges and universities to take into account the race, ethnicity, gender or national origin of prospective students in the admission process. State agencies would also be allowed to use such criteria in their hiring processes or when awarding contracts, goods, and services. Schools and state agencies would not be mandated to adopt affirmative action programs, but would be allowed to create employment or admission programs that explicitly take the aforementioned criteria into account.

Proposition 209

Proposition 209 eliminated state and local government affirmative action programs in the areas of public employment, public education, and public contracting to the extent these programs involve "preferential treatment" based on race, sex, color, ethnicity, or national origin. The measure does not prohibit reasonably necessary, bona fide qualifications based on sex and actions necessary for receipt of federal funds.

The ban on affirmative action policies established by Proposition 209 took effect in 1998. Since Proposition 209's passage, California has become one of only eight states that do not allow race or gender to be among the many factors considered in hiring, allotting state contracts or accepting students into the state's public colleges and universities.¹

Impact of Proposition 209 on Admissions, Enrollment & Inclusion in Higher Education

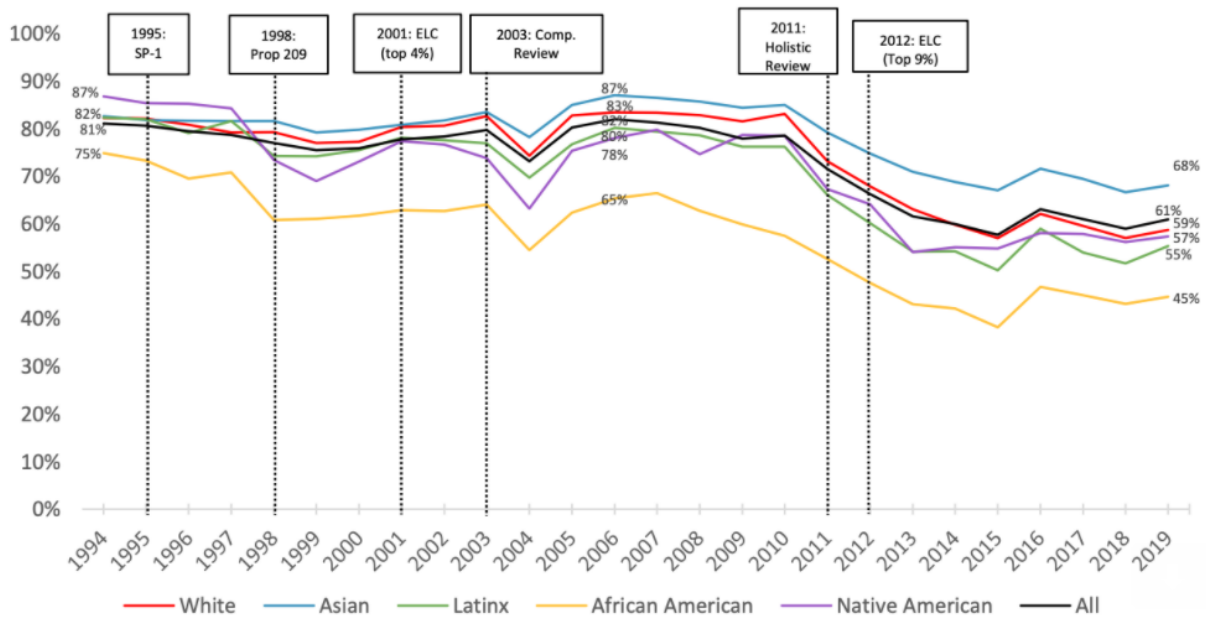
Numerous studies have demonstrated that Proposition 209 had dramatic and immediate effects on enrollment rates of underrepresented groups (URG) at California's universities, with long-term consequences, like declining graduation rates and lower earnings after graduation specifically for African-American and Latinx students.

While admission rates for underrepresented groups have slightly improved in the last two years, the disparities between overall admissions rates and those for African-American and Latinx students have grown significantly since adoption of Proposition 209. In 1994, the admissions rate for African-American applicants was only 6 percentage points below the overall admissions rate, while Latinx applicants were admitted at a higher than average rate (See Figure 1). **After the implementation of Proposition 209, the gap between admission rates of African-American students compared their white counterparts grew from 12 percent in 1994 to 22**

¹ Brookings Institution (2019). Retrieved from: <https://www.brookings.edu/blog/brown-center-chalkboard/2019/04/12/why-might-states-ban-affirmative-action/>

percent in 2019. The gap between admission rates for Latinx students compared to their white counterparts grew from 6 percent to 12 percent, despite the increased number of Latinx students graduating from California high schools and transferring from community colleges.

Figure 1: University of California Admission Rates by Ethnicity (1994-2019)



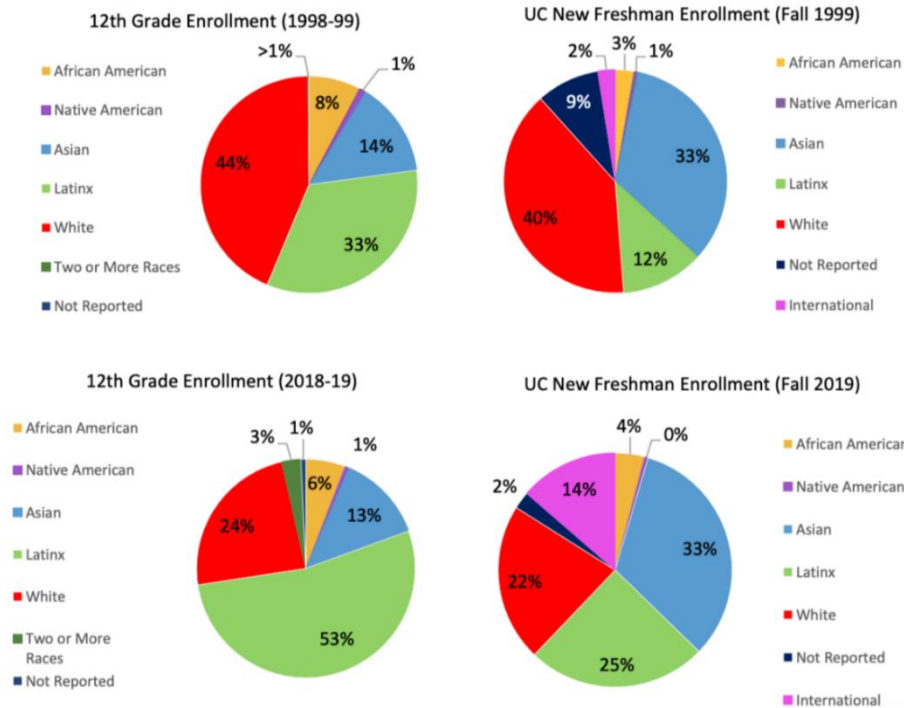
Source: The Education Trust-West, University of California. 2020. Data retrieved from <https://www.universityofcalifornia.edu/infocenter/admissions-residency-and-ethnicity>

According to a University of California Office of the President (UCOP) memo, “the University’s enrollment of students from URG and recruitment of faculty of color falls short of reflecting the rich diversity of California’s population.” Prior to Proposition 209, the proportion of freshmen from URG averaged 19 to 20 percent, then dropped to 15 percent in 1998 then slowly increased over the next 20 years, reaching a peak at 37 percent in 2016—an increase that can be attributed to the increase in enrollment across all UC undergraduate campuses. Meanwhile, the percentage of URG students graduating from high school has nearly doubled to over 56 percent in 2016.²

The impact of Proposition 209 is also clear when comparing the demographics of California K-12 enrollment with that of UC freshmen. The high school senior class of 1998-99 was 33 percent Latinx and 8 percent African-American; in that same year, Latinx and African-American students comprised 12 percent and 3 percent of the UC first-year students. **Among the high school class of 2019, 53 percent of students were Latinx, and 6 percent were African-American; however the UC freshman class of the same year was only 25 percent Latinx and 4 percent African-American** (see Figure 2).

² UC Board of Regents (2020). Retrieved from: <https://regents.universityofcalifornia.edu/regmeet/june20/b1.pdf>

Figure 2: 12th Grade Enrollment and UC New Freshman Enrollment (1999 and 2019)



Source: The Education Trust-West, California Department of Education. (2020). Retrieved from <https://data1.cde.ca.gov/dataquest/>; University of California. (2020). Data retrieved from <https://www.universityofcalifornia.edu/infocenter/fall-enrollment-glance>

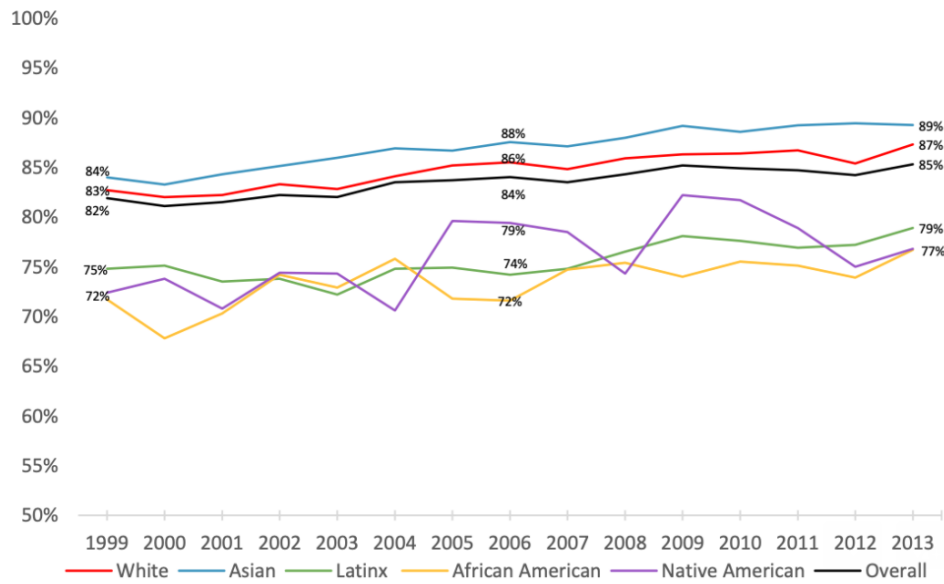
While there was a slight increase in the overall enrollment rate at California’s four-year colleges after Proposition 209 was implemented, enrollment rates fell for African Americans and Hispanics. The **average annual enrollment rates for African-Americans declined by 15 percent post-Proposition 209 and by 10.3 percent for Latinxs**. These declines in enrollment rates occurred both within the UC and the campuses of the California State University system.³

The UCOP study also found that the end of affirmative action led to a **1.4 percentage point decline in all URG applicants’ likelihood of earning a Bachelor’s degree within six years**, likely as a result of their decreased likelihood of enrolling at UC campuses (and the Berkeley and UCLA campuses in particular) after graduating high school.⁴ While graduation rates have slowly improved over time, a gap remains between the overall UC graduation rate and the rates for Latinx and African-American students. Figure 3 shows 6 and 8 percentage point gaps between the overall graduation rate and that of Latinx and African-American students, respectively.

³ Duke University & London School of Economics Centre for Economic Performance, “The effects of Proposition 209 on college enrollment and graduation rates in California” (2011). Retrieved from: <http://public.econ.duke.edu/~psarcidi/prop209.pdf>

⁴ UC Office of the President, “The impact of Proposition 209 on underrepresented UC applicants, and the effect of subsequent UC admission policies on URG enrollment.” Retrieved from: www.ucop.edu/institutional-research-academic-planning/_files/uc-affirmative-action.pdf.

Figure 3: University of California 6-Year Graduation Rates by Ethnicity (1999-2019)



Source: The Education Trust-West, University of California. 2020. Data retrieved from <https://www.universityofcalifornia.edu/infocenter/ug-outcomes>
 *In 1999 and 2013 African-American and Native American students had the same graduation rates.

Staff Recommendation

Commission staff recommends that the Commission adopt the following resolution in support of Proposition 16:

Resolved, that the California Student Aid Commission endorses Proposition 16 on the November 2020 General Election ballot, the legislatively referred initiative constitutional amendment to repeal Proposition 209 and allow the use of affirmative action in higher education, given that it could support the ability for historically underrepresented California students to access public colleges and universities.

Item 11

(Information Item)

Update on COVID-19 Student Survey

SUMMARY:

This item provides an update on the administration and results of the “CSAC 2020 COVID-19 Student Survey”.

RECOMMENDATION:

This is an informational item only; no action is required.

BACKGROUND:

The California Student Aid Commission in partnership with the California Education Lab at the University of California, Davis surveyed current college students and high school seniors during two weeks in May 2020. The survey was e-mailed to a sample of students statewide who submitted financial aid applications to CSAC for intended college enrollment in the 2020-21 academic year. More than 60,000 currently enrolled students and 16,000 high school seniors completed the survey, representing a response rate of 12% and 11 %, respectively. The survey asked students questions about their experiences in high school and college in Spring 2020, and about their expectations for the future terms of Summer and Fall 2020 in areas such as their collegiate choices, ability to meet basic needs, levels and areas of concern about returning to school, awareness of financial aid, changes in anticipated plans, and moving to online delivery modes.

RESPONSIBLE PERSON(S):

Patrick Perry, Director
Data, Analysis, and Research Team

Jessica Moldoff, Research Data Specialist
Data, Analysis, and Research Team

Michal Kurlaender
Professor of Education Policy and Department Chair
School of Education
University of California, Davis

Sherrie Reed
Executive Director, California Education Lab
School of Education
University of California, Davis

ATTACHMENT(S):

CSAC 2020 COVID-19 Student Survey Initial Insights
https://www.csac.ca.gov/sites/main/files/file-attachments/2020_covid19_student_survey.pdf?1594172054

CALIFORNIA STUDENT AID COMMISSION

COVID-19 Student Survey

The survey provides invaluable data and insight directly from students about their experiences during the COVID-19 pandemic crisis of Spring 2020 and their views on issues related to college attendance in Summer and Fall of 2020.

JULY 2020



CALIFORNIA
STUDENT AID
COMMISSION

CALIFORNIA

EDUCATION LAB

UC DAVIS SCHOOL OF EDUCATION

Dear Colleagues,

I am pleased to share the initial results from the California Student Aid Commission's (CSAC) Spring 2020 "COVID-19 Student Survey." The survey provides invaluable data and insight directly from students about their experiences during the COVID-19 pandemic crisis of Spring 2020 and their views on issues related to college attendance in Summer and Fall of 2020.

At the time of the survey administration (May 2020), many of the 76,000 student respondents expressed great concern about what the future holds. They were uncertain about where they would attend and how they would afford college, and a substantial number expressed concern about taking online instruction. However, we are encouraged that the survey findings show that most students intend to begin or continue their enrollment in higher education in future terms; we are hopeful this finding holds true as colleges admit and enroll students in the coming months.

The survey was designed and administered during the spring of 2020 when many students, both in K-12 and higher education systems, were still enrolled at their respective high schools and colleges and experienced academic disruptions due to COVID-19. The survey occurred after some large higher education systems and individual campuses (most notably the California State University) announced that future terms (summer and fall 2020) would be delivered in a primarily online format; students attending these institutions were cognizant of this when they responded to the survey about their plans and concerns.

Some striking initial findings emerged from the survey. Over 70% of current students lost some or all of their sources of income as a result of the COVID-19 pandemic. A quarter of students dropped courses in their Spring 2020 college term. Almost half of all students had their living arrangements change.

The administration of this survey aligns with CSAC's mission and desire to better serve both current and future Cal Grant recipients, specifically during this crisis. These initial findings provide important data points that can be used to estimate future demand trends of financial aid. They also help us understand and focus on issues students worry about most, especially paying for basic living expenses during this uncertain time.

CSAC remains dedicated to providing students with the financial aid they need to ensure uninterrupted enrollment in higher education. We are extremely grateful to the College Futures Foundation, the funder of this work, as well as the researchers and our valued college students who participated in this critical survey.

Respectfully,



Marlene L. Garcia

Executive Director

California Student Aid Commission



COVID-19 has changed my plans for college financially and emotionally. I am currently debating whether I should drop my Fall Semester classes because I need to find a full-time job to help my family.

- Student Survey Respondent

About the COVID-19 Student Survey

In partnership with the California Education Lab at the University of California, Davis, the California Student Aid Commission (CSAC) surveyed current college students and high school seniors over two weeks in May 2020. The survey was emailed to a random sample of students statewide who submitted financial aid applications to CSAC for intended college enrollment in the 2020-21 academic year.

More than 60,000 currently enrolled California college students and 16,000 high school seniors completed the survey, a response rate of 12% and 11% respectively, making this one of the largest surveys in the nation to document how the COVID-19 pandemic is impacting students and their families. For more information on the survey construction, administration procedures, survey questions and tables of responses, see the Technical Appendices posted at www.csac.ca.gov/survey2020.

ACKNOWLEDGEMENTS

CSAC and researchers from the California Education Lab at UC Davis are grateful to the College Futures Foundation for their ongoing support of policy-relevant research. The research reported here was approved by the UC Davis Institutional Review Board (Case #1600635-1). The opinions expressed are those of CSAC and the individual researchers from UC Davis and do not represent the views of any foundations or public agencies who provide data or funding for the California Education Lab.

CSAC recognizes the outstanding efforts in designing, administering and analyzing this survey by:

Michal Kurlaender, UC Davis
Sherrie Reed, UC Davis
Derek Rury, UC Davis
Jessica Moldoff, CSAC
Patrick Perry, CSAC

For questions about the survey, please contact CSAC at research@csac.ca.gov.

Current College Students

How did the COVID-19 pandemic affect current college students?

The COVID-19 pandemic caused an immediate and harsh impact for current college students. When the pandemic and subsequent shelter-in-place orders hit, the majority of college students were in the middle of, or about to start, their spring term. Dramatic shifts in student living, income sources and instructional delivery greatly disrupted students' lives.

90%

of students reported concern about the shift to online classes

71%

of students lost some or all of their income

46%

of students experienced a change in their living situation

24%

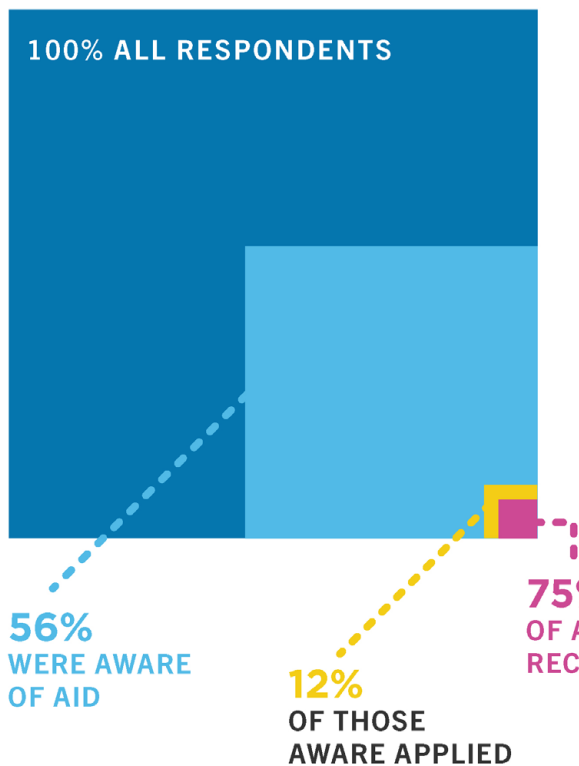
of students dropped 1 or more courses in the spring term

Were students aware of and did they receive emergency aid?

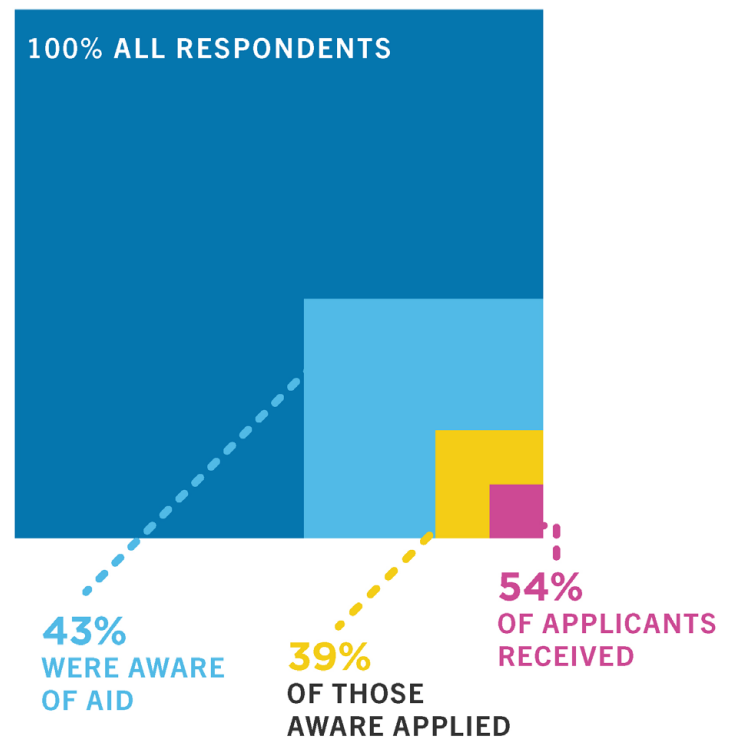
California colleges offered emergency aid to students for living expenses and technology. Not all students knew about these opportunities or requested aid, but more often than not, aid was provided for those who applied.



FREE OR LOANER LAPTOP



AID FOR LIVING EXPENSES



What are current students' plans for Fall 2020?

Looking ahead, California's college students are committed to staying enrolled in college, but their plans, including college choice, living arrangements and employment are shifting, while their worries intensify.

Over 80%

of current students have either changed some aspect of their plans for fall or are still uncertain of their plans

Only 2.4%

of students state that they do not plan to attend college in the Fall 2020, and 1/3 of those plan to successfully complete their degree prior to the Fall term

For many students, their plans changed due to reported financial hardship:

34%

think they need to work more

21%

think they need to attend a less expensive college

For others, plans changed for a variety of reasons:

25%

state they want to stay closer to family

22%

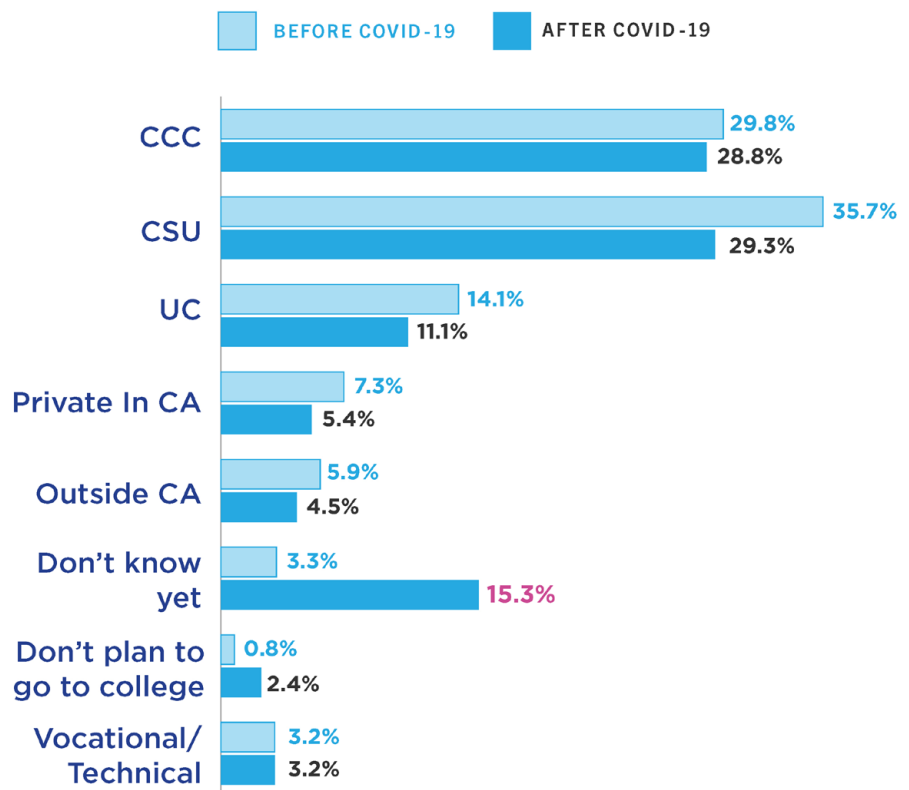
state they don't want to take online courses

15%

state they need a break from college due to the pandemic

Are current students planning on attending a different college in Fall 2020?

When asked about enrollment for Fall 2020, respondents were asked to specifically indicate their plans prior to the pandemic, and their plans now as a result of the pandemic. Responses show an almost **five-fold increase in the rate of uncertainty** about where students will continue their studies in Fall.



(It is important to note that these are students' stated intentions about their plans for the fall, which are still subject to change, and therefore should not be interpreted as fall enrollment projections.)

How much have current students' concerns about their finances and basic needs increased as a result of COVID-19?

Students' shifting plans and persistent uncertainty are accompanied by increasing levels of anxiety for their financial stability, academic demands and health and well-being. Across the board, students reported dramatically higher levels of stress and concern over key economic and well-being measures in all areas as a result of COVID-19.

LINE 1
BEFORE COVID-19

LINE 2
AFTER COVID-19

A LOT

A LITTLE

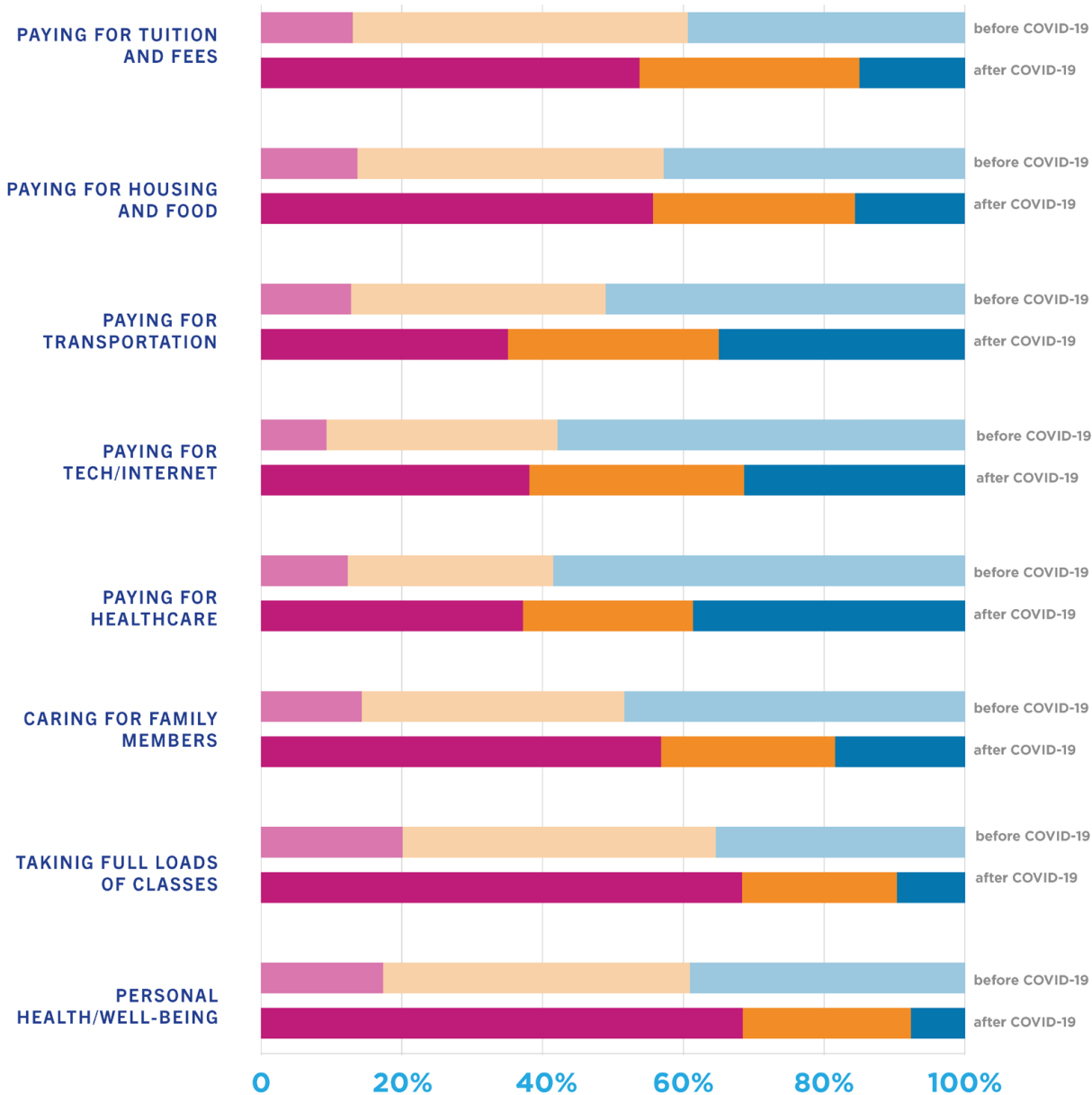
NOT AT ALL

A LOT

A LITTLE

NOT AT ALL

CONCERN ABOUT





I am concerned about being unable to pay rent or other educational expenses. This has added a lot of stress that is distracting me from my academic goals. -Student Survey Respondent

Greatest Concerns for the Class of 2020:

82%

are concerned about taking online classes

73%

are concerned about their personal financial situation

71%

are concerned about financial hardship in their family

How has COVID-19 affected where the Class of 2020 high school graduates intend to enroll?

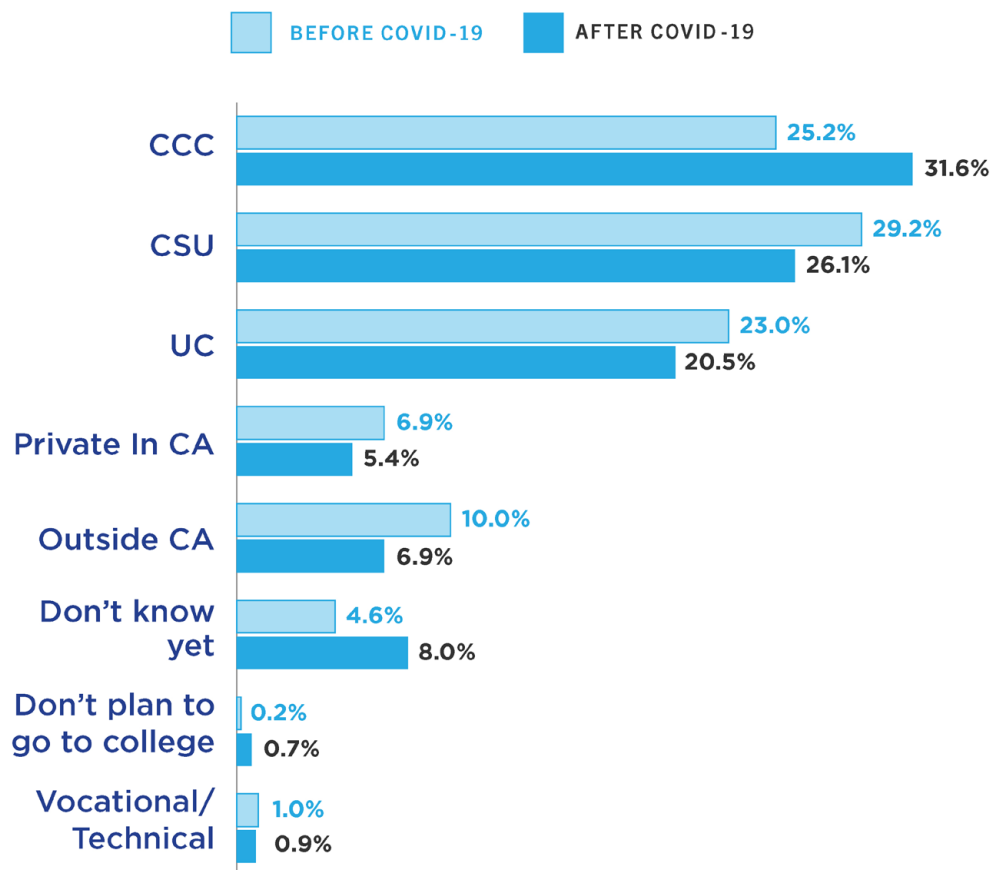
9%

of respondents planned to delay their college enrollment

33%

expressed concern about attending a college far from their home

Students reported shifts in their enrollment plans away from California's public and private four-year universities and out-of-state colleges to the California Community College system; others remained uncertain about their plans.



(It is important to note that these are students' stated intentions about their plans for the fall, which are still subject to change, and therefore should not be interpreted as fall enrollment projections.)

Despite their intentions to enroll in college, first-time college freshmen are concerned about online class delivery and their financial situation.

Financial Worry High

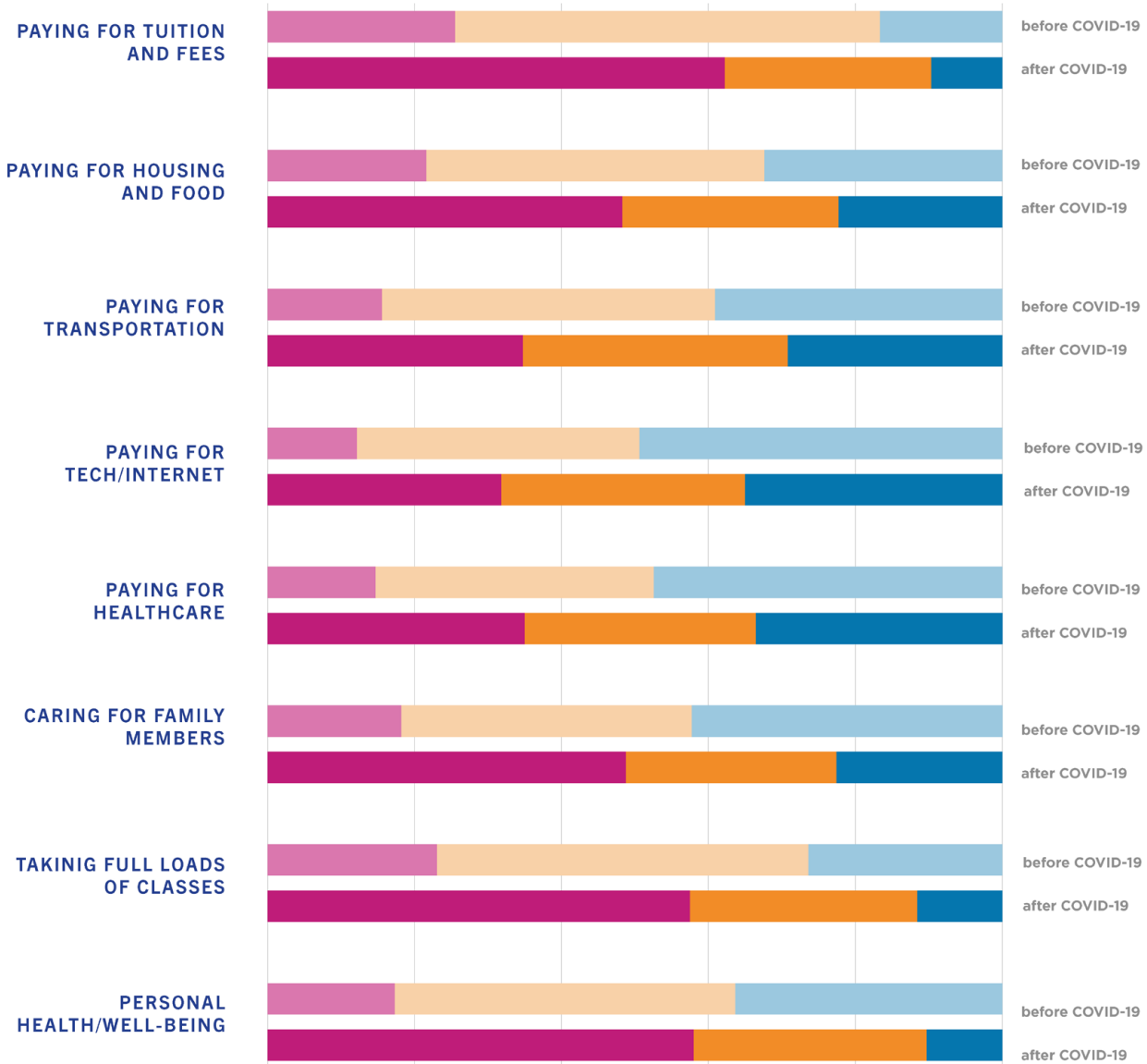
The graduating high school class of 2020 reported dramatic increases in levels of worry about financial and basic needs issues as a result of the pandemic.

LINE 1
BEFORE COVID-19

LINE 2
AFTER COVID-19

A LOT A LITTLE NOT AT ALL A LOT A LITTLE NOT AT ALL

CONCERN ABOUT



0 20% 40% 60% 80% 100%

PERCENT OF ENTERING COLLEGE STUDENTS



No one thinks that they will have a global health crisis in their lifetime. No one thinks they will see their mother cry at seeing a loss in their retirement that questions the future. No one hears their parents talking worriedly through the walls discussing college plans...

We attempt to see through their worrisome glances over their laptops, having researched tuition, housing and added cost... We support our parents, our guardians, by reassuring them that it will pass, and we'll have a future just as exciting, just as ample.

- High School Senior Student Survey Respondent



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Download a PDF of this survey at www.csac.ca.gov/survey2020

Item 12

(Information Item)

Update on logo and rebranding

SUMMARY:

This item provides an update on the California Student Aid Commission's (Commission) logo and branding revisions based on feedback from the Commissioners during the May 15, 2020 Commission meeting and the poll distributed to Commissioners in early June. Uptown Studios has refined the final concept that will be presented at the meeting.

RECOMMENDATION:

This is an information item; no action is required.

BACKGROUND:

Uptown Studios has been working with Commission staff and the Commissioners to create a new logo and complementary brand for the Commission's programs. This process began with Uptown Studios presenting four unique concepts of the main logo to a steering committee and focus groups comprised of Commissioners, students and staff. The four concepts were further refined based on the steering committee feedback and presented to the Commissioners at the May 15th Commission meeting.

The primary feedback from Commissioners, the steering committee, staff, and students was to include the following elements in a new logo:

- Seek a fresh, clean and more modernized look that is aspirational and engenders trust.
- Maintain a connection to the existing logo which has wide brand identity.
- Have a strong connection to the State of California.
- Keep the joyful graduate

The Commissioners were then asked to rank their favorite logo concepts. The majority of Commissioners selected the logo that had a graduate placed in front of the State of California. This logo has been further refined to use the existing graduate from our current logo. This graduate is described as the joyful graduate. The final logo will be presented to the Commission on July 23, 2020. We believe this logo embodies the heart and soul of the Student Aid Commission.

RESPONSIBLE PERSON(S):

Judith Gutierrez, Policy and Project Manager
Executive Office

Michael Lemus, Communications Manager
Executive Office

California Student Aid Commission

ATTACHMENT(S):

CSAC logo – Horizontal – Lettermark Symbol – black

CSAC logo – Horizontal – Lettermark Symbol – Full Color – CMYK

CSAC logo – Horizontal – Lettermark Symbol – Full Color – RGB

CSAC logo – Vertical – Watermark Lettermark Symbol – Full Color – CMYK

CSAC logo – Vertical – Wordmark Lettermark Symbol – Full Color – RGB

CSAC logo – Vertical – Wordmark Symbol - black

CSAC's New Redesigned Logo



CSAC



CSAC



CSAC



CSAC

CALIFORNIA
STUDENT AID
COMMISSION



CSAAC

CALIFORNIA

STUDENT AID

COMMISSION



**CALIFORNIA
STUDENT AID
COMMISSION**

Rebranding CSAC

Michael Lemus, Communications Manager
Judith Gutierrez, Policy and Project Manager



CALIFORNIA
STUDENT AID
COMMISSION

Horizontal | Full Color - Lettermark, Wordmark & Symbol



Horizontal | Full Color - Lettermark & Symbol



Next Steps

1. CSAC Email Signature
2. Letterhead (inclusive of memos, alerts, etc.)
3. Newsletters
4. Website
5. Press Releases





CALIFORNIA
STUDENT AID
COMMISSION

Thank you!

Item 13

(Information Item)

Status of financial aid for California higher education undocumented students

SUMMARY:

This item provides data on estimated number of undocumented students attending California colleges and universities, the financial aid available to them disaggregated by higher education segment and their eligibility for the California Dream Act Application (CADAA), and highlights issues for their ability to access and receive state financial aid

RECOMMENDATION:

This is an information item; no action is required.

BACKGROUND:

According to the New American Economy (NAE) report, there are over 92,000 undocumented students enrolled in the California higher education system. Of the 92,000 students, about 52,000 filed a California Dream Act Application (CADAA) and only 16,000 received some type of state financial aid in 2018-19. There is a substantial gap between the estimated number of undocumented students and those that filed a CADAA (40%), and an even greater gap between those that filed a CADAA and ultimately received state aid (70%).

Of the 52,000 undocumented students who filed a CADAA, about 21,000 were considered new applicants. First time CADAA applicants must overcome barriers to complete the financial aid application process and receive their award. Consequently, only 10,000 new applicants were offered state financial aid and 6,000 were ultimately paid their award in 2018-19. In other words, about 50% of new CADAA applicants were offered some type of state aid and only 30% of new CADAA applicants received an award.

This item provides the estimated number of undocumented students attending California colleges and universities that receive some form of financial aid. Additionally, this item highlights issues that undocumented students face when accessing and receiving state financial aid. Lastly, this item provides policy considerations to ensure that the Commission captures students who are falling through the cracks of the complex financial aid system for undocumented students.

RESPONSIBLE PERSON(S):

Teresita Martinez, Executive Fellow
Executive Office

ATTACHMENT(S):

Status of financial aid for California higher education undocumented students

Status of Financial Aid for California Higher Education Undocumented Students

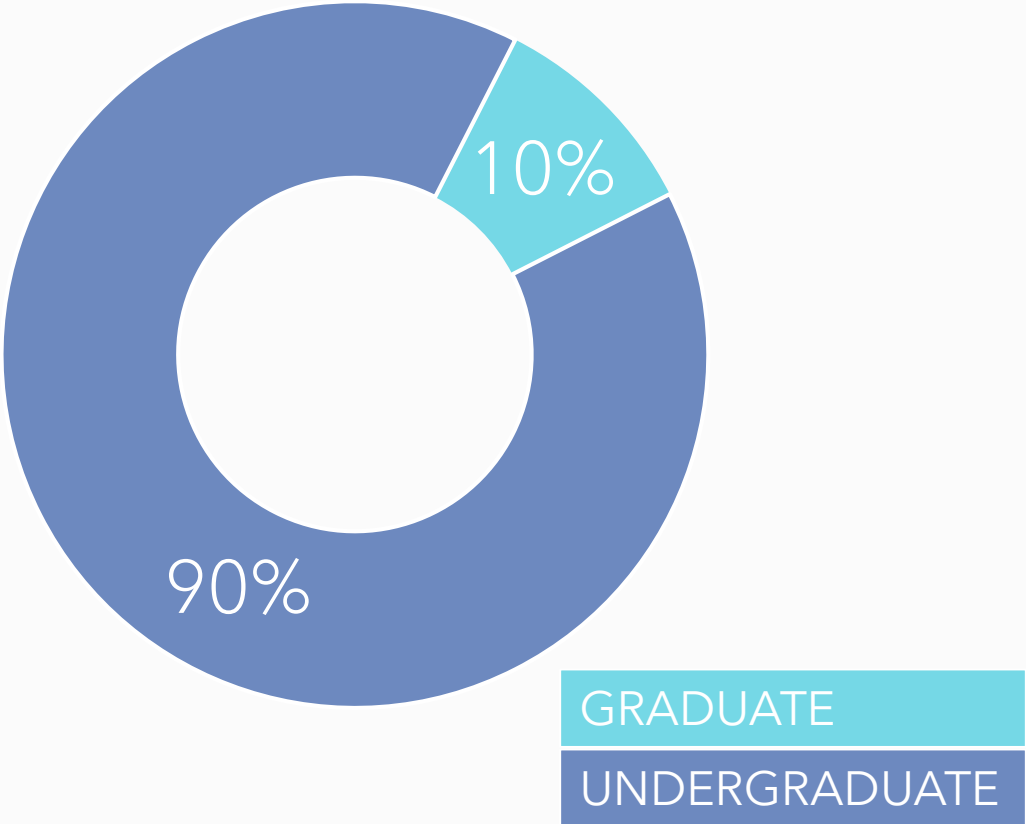
Teresita Martinez, Executive Fellow
California Student Aid Commission



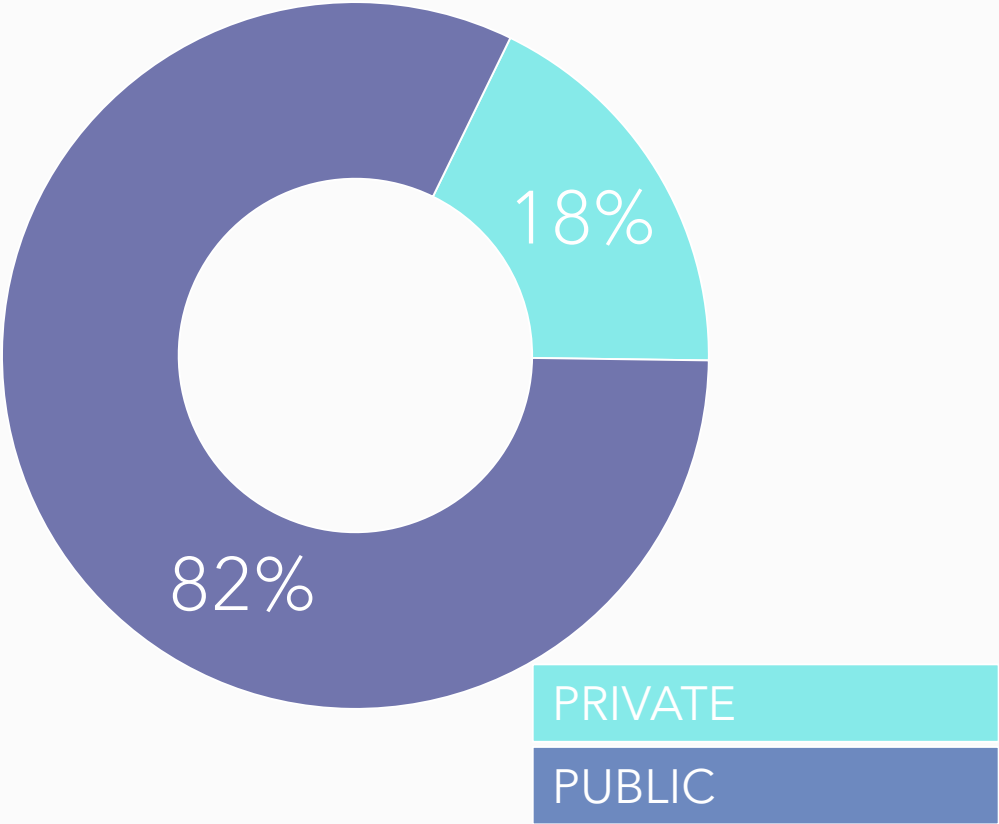
CALIFORNIA
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U.S. Higher Education Undocumented Students

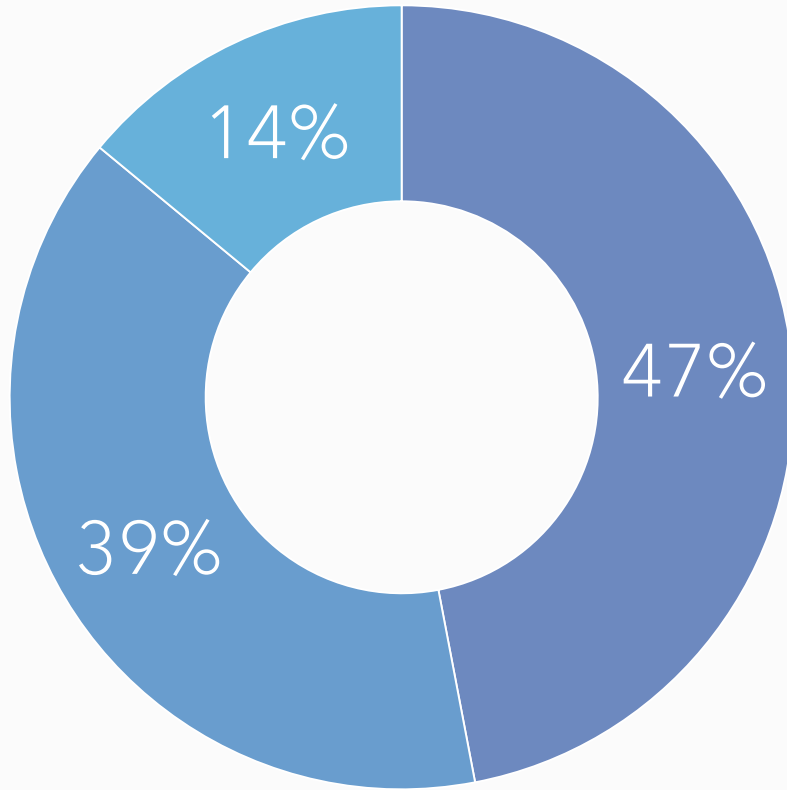
Education Level



Enrollment



Age of Arrival

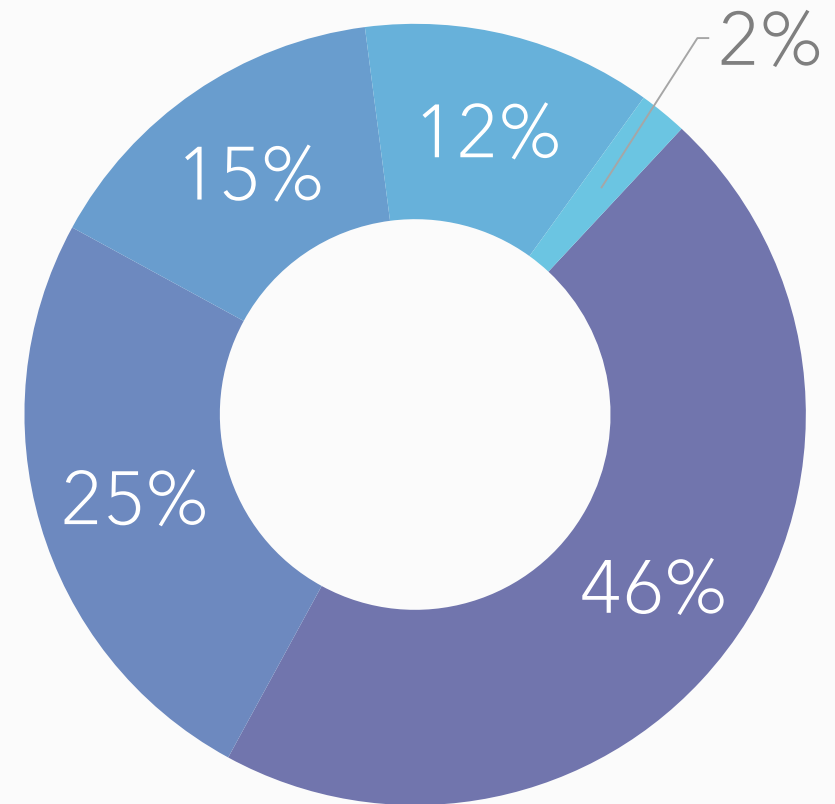


CHILD (0-12)

ADOLESCENTS (13-21)

ADULTS (22+)

Race



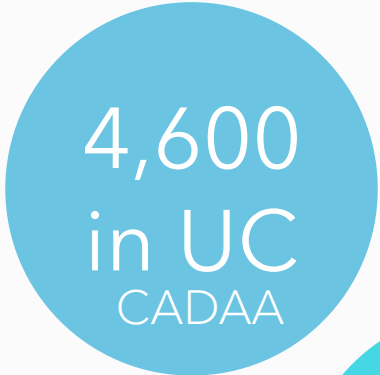
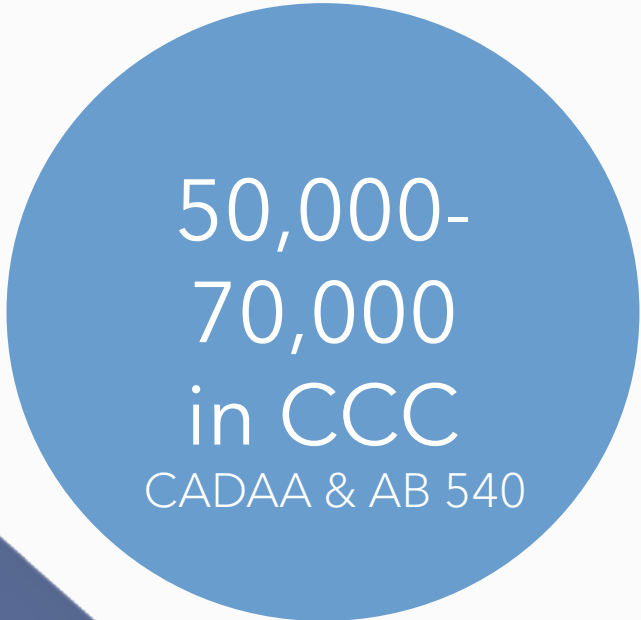
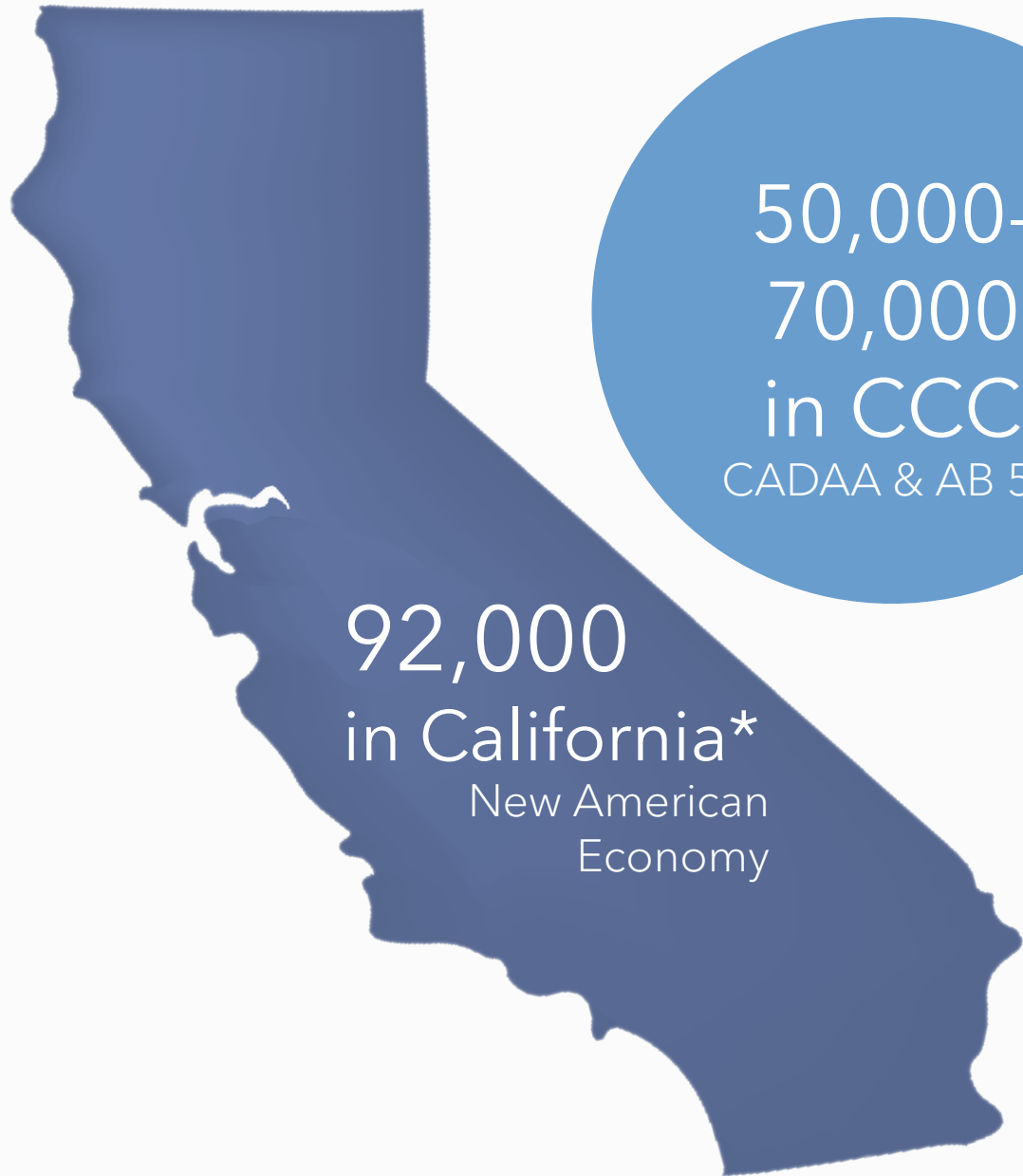
LATINX

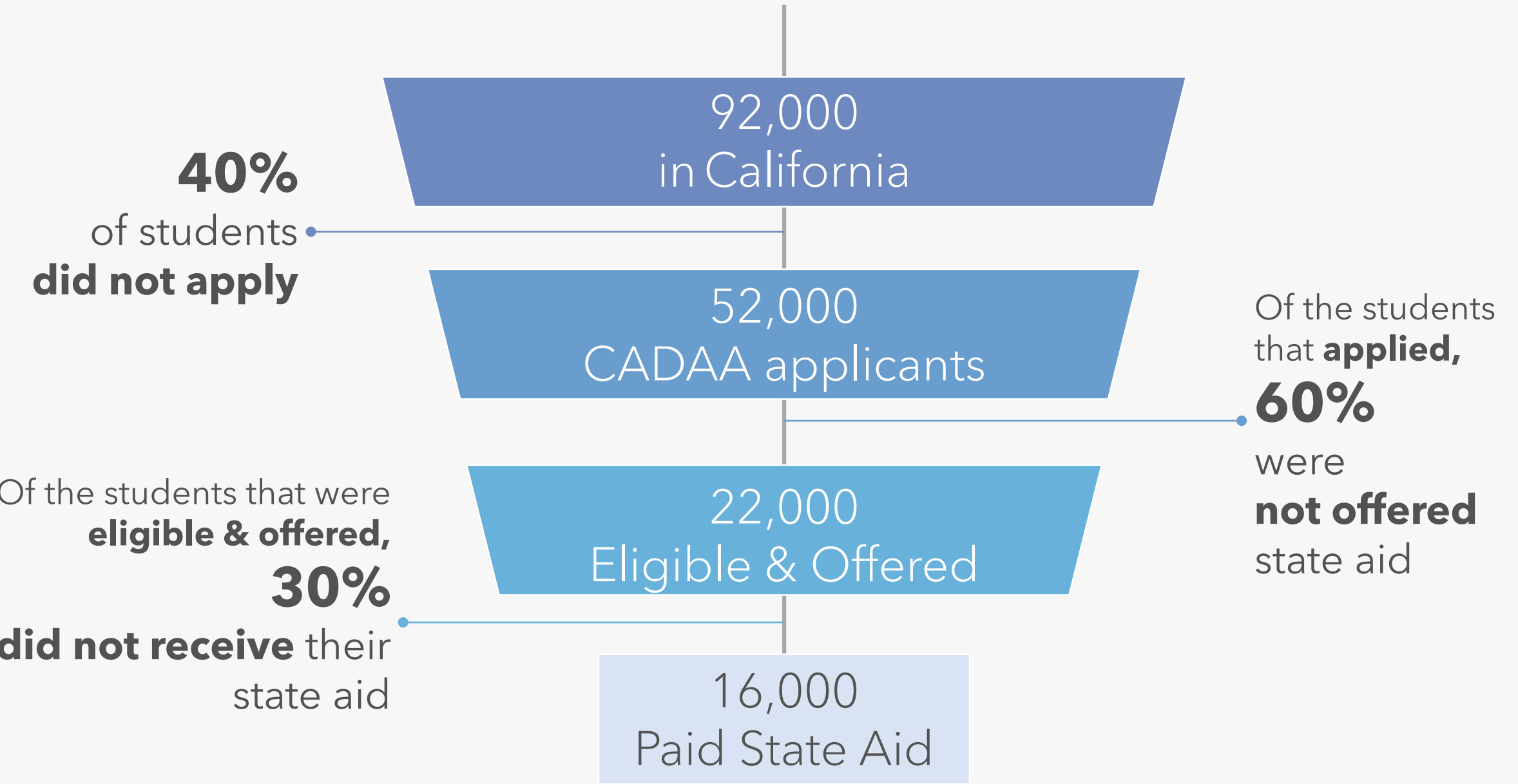
BLACK

AAPI

WHITE

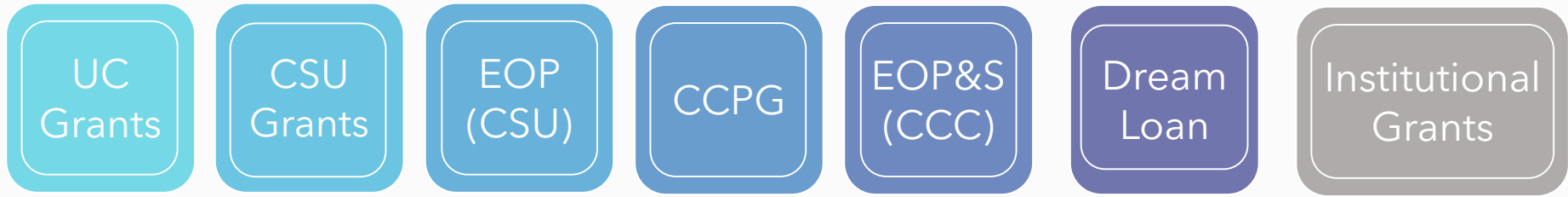
OTHER (BI OR MIXED)







| | FAFSA | In-State Tuition | Cal Grants | Chafee | MCS (UC/CSU) | Private Scholarships* | Private Loans* |
|------------------------|-------|------------------|------------|--------|--------------|-----------------------|----------------|
| Non-AB 540 No-CADAA | No | No | No | No | No | Varies | Varies |
| AB 540 Non-CADAA | No | Yes | No | No | No | Varies | Varies |
| AB 540 CADAA | No | Yes | Yes | Yes | Yes | Varies | Varies |

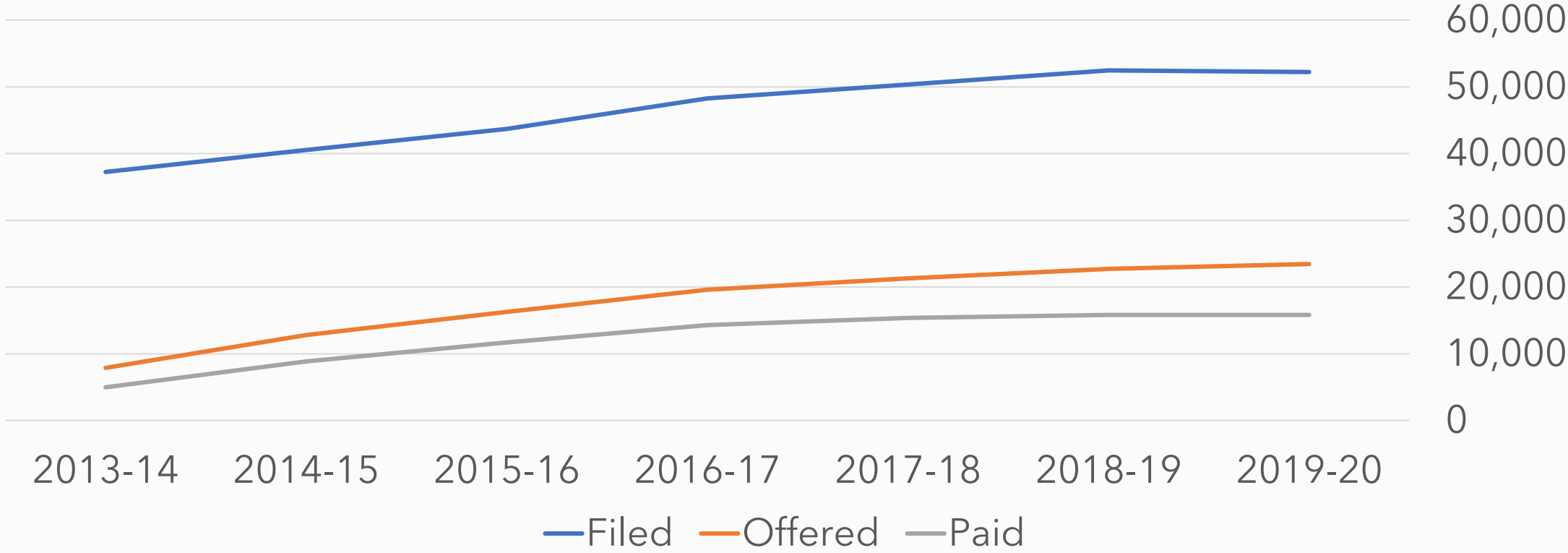


| | UC Grants | CSU Grants | EOP (CSU) | CCPG | EOP&S (CCC) | Dream Loan | Institutional Grants |
|------------------------|-----------|------------|-----------|------|-------------|------------|----------------------|
| Non-AB 540 No-CADAA | No | No | No | No | No | No | Varies |
| AB 540 Non-CADAA | No | No | No | Yes | Yes | No | Varies |
| AB 540 CADAA | Yes | Yes | Yes | Yes | Yes | Yes | Varies |

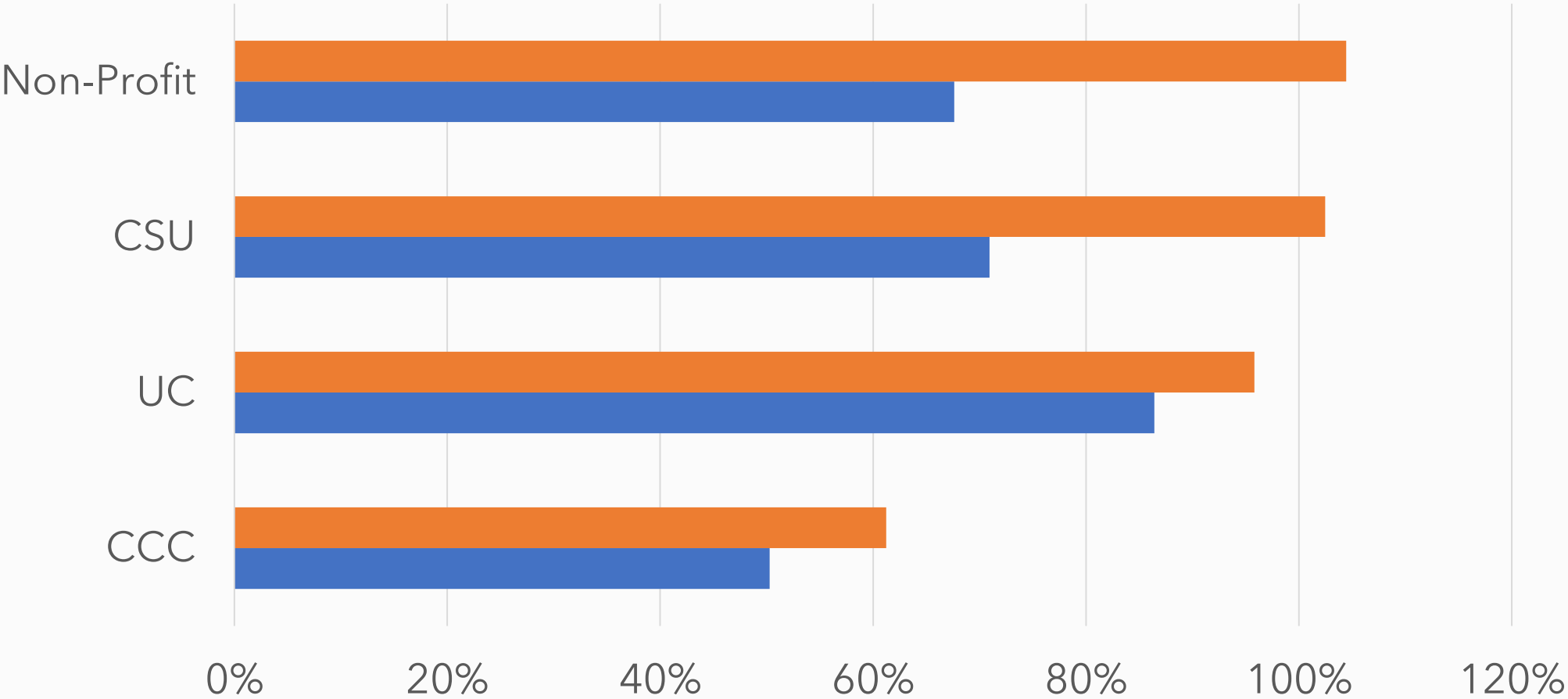
Institutions providing financial aid support

| | | | | | |
|-----|--------------------------|--|------------|---------------------------|-----------------|
| UC | Total Estimated Students | Blue & Gold Institutional Aid | Dream Loan | Institutional Work-Study* | On-campus work* |
| | 4,600 | 4,600 | 1,700 | 340 | 1,300 |
| CSU | Total Estimated Students | Received some form of financial aid (institutional* and state) | | Dream Loan | |
| | 9,100 | 6,800 | | 520 | |
| CCC | Total | Promise Grant | EOPS | | |
| | 50,000-70,000 | N/A | N/A | | |

California Dream Act Application

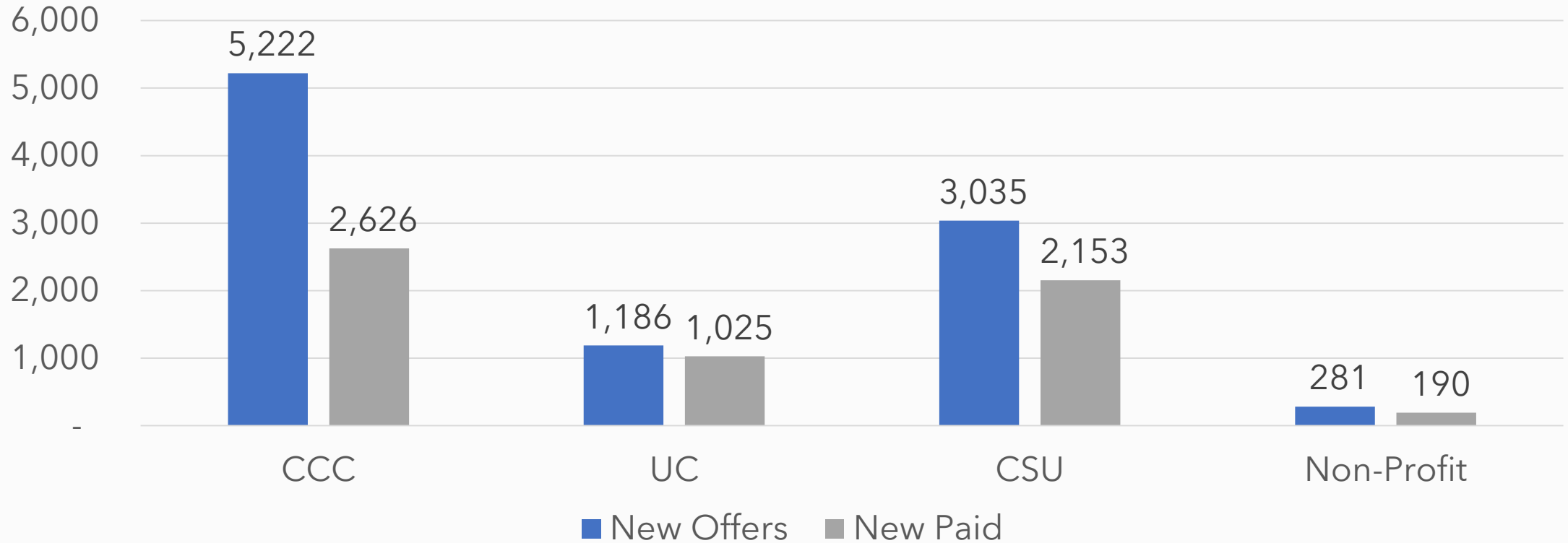


2018-19 Cal Grant Paid Rate by Segment

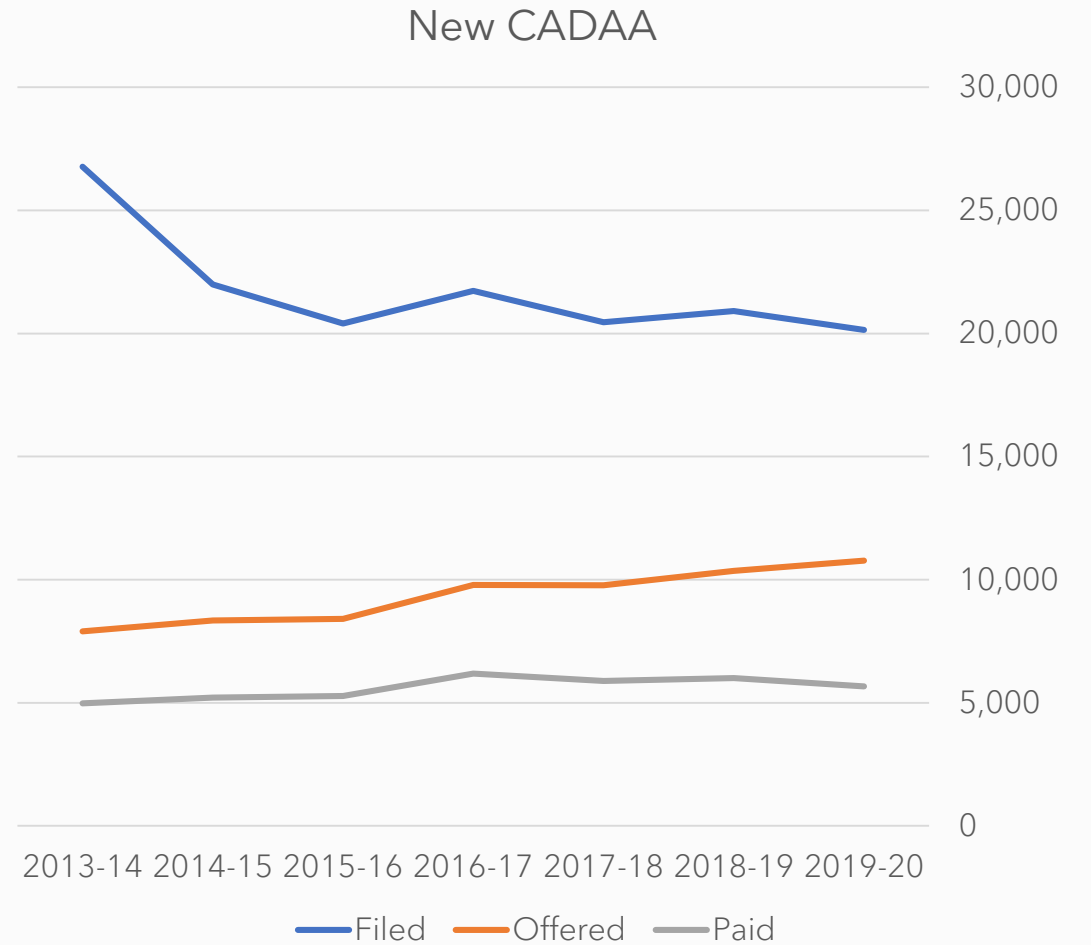
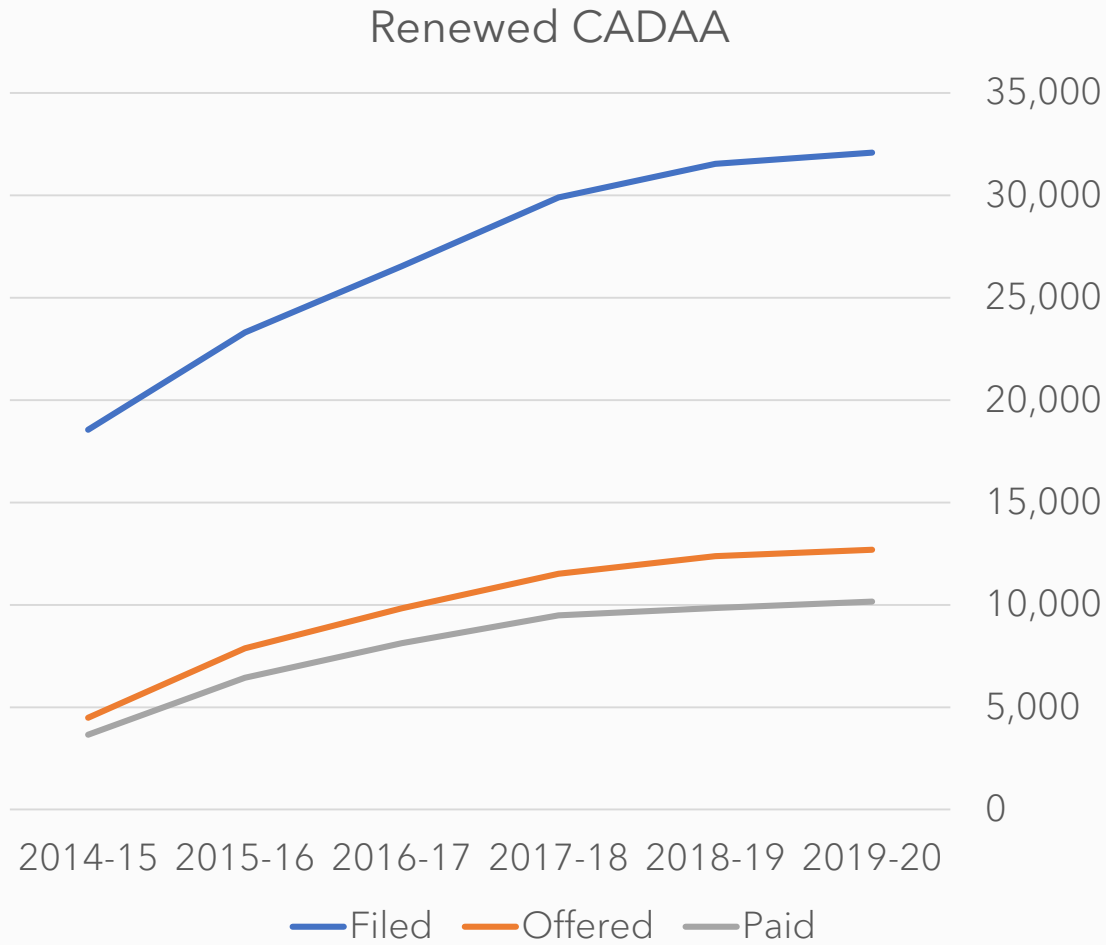


| | CCC | UC | CSU | Non-Profit |
|-----------------|--------|--------|--------|------------|
| Renew Paid Rate | 61% | 96% | 102% | 104% |
| New Paid Rate | 50.29% | 86.42% | 70.94% | 67.62% |

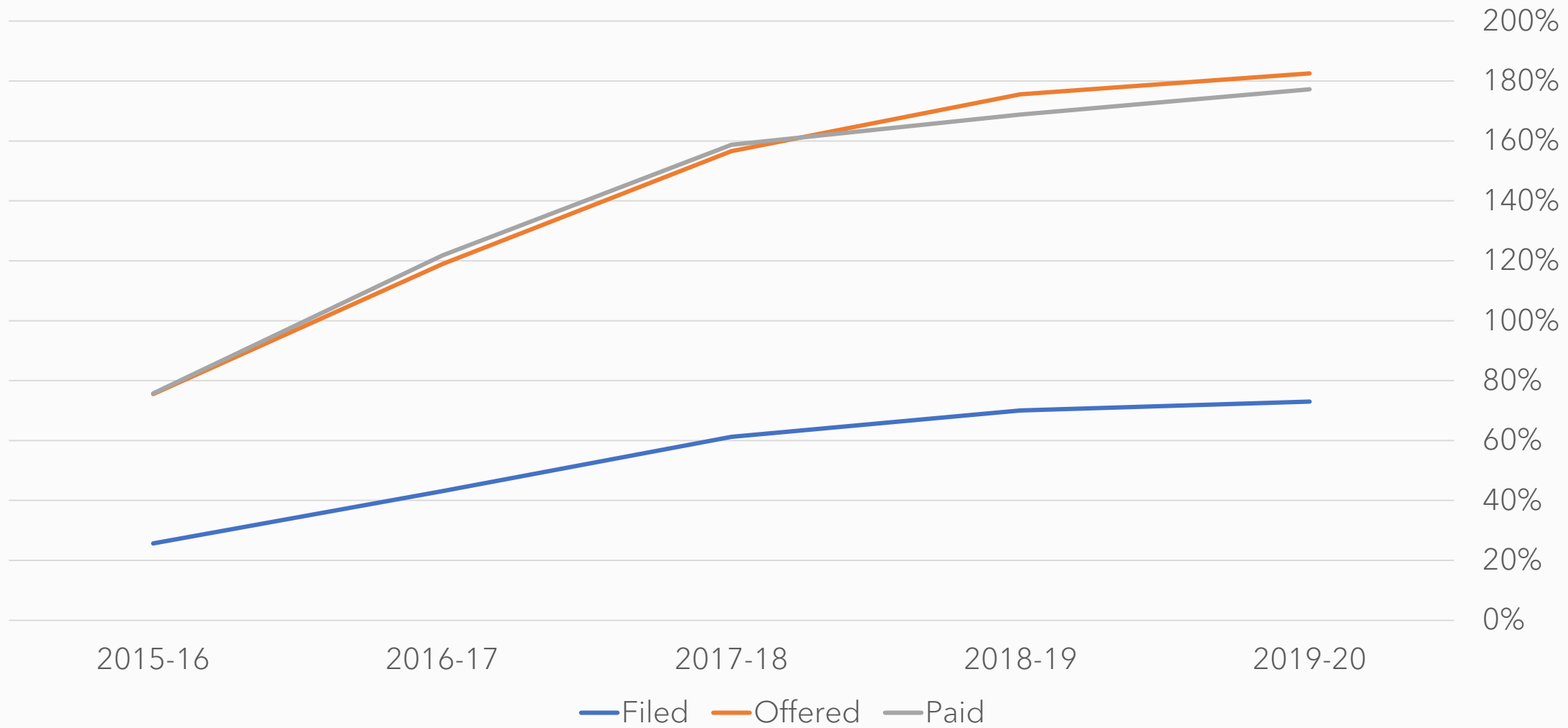
2018-19 New Awardee Cal Grant Offered vs Paid



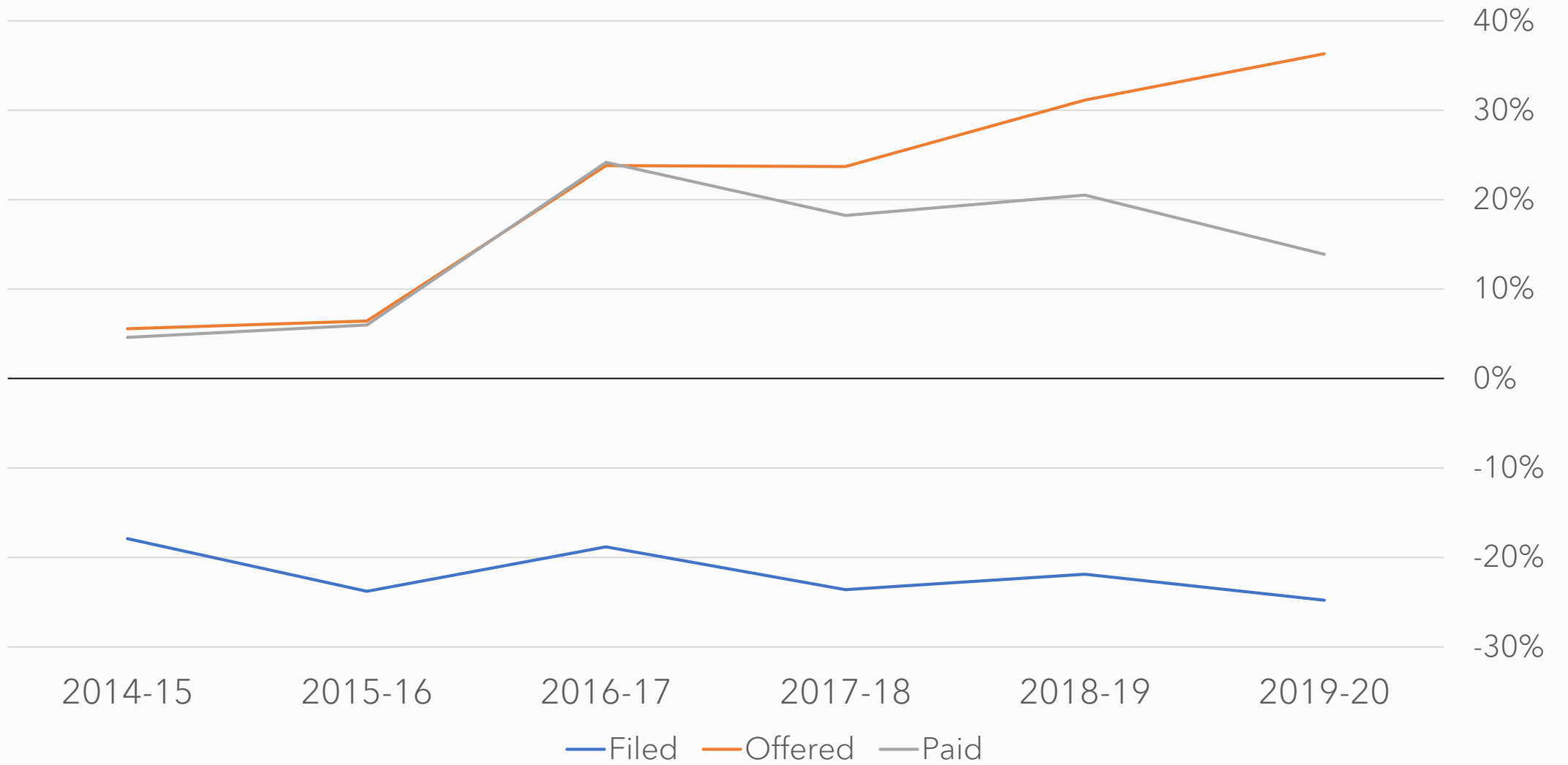
Persistent issue



%Change Renewed CADAA

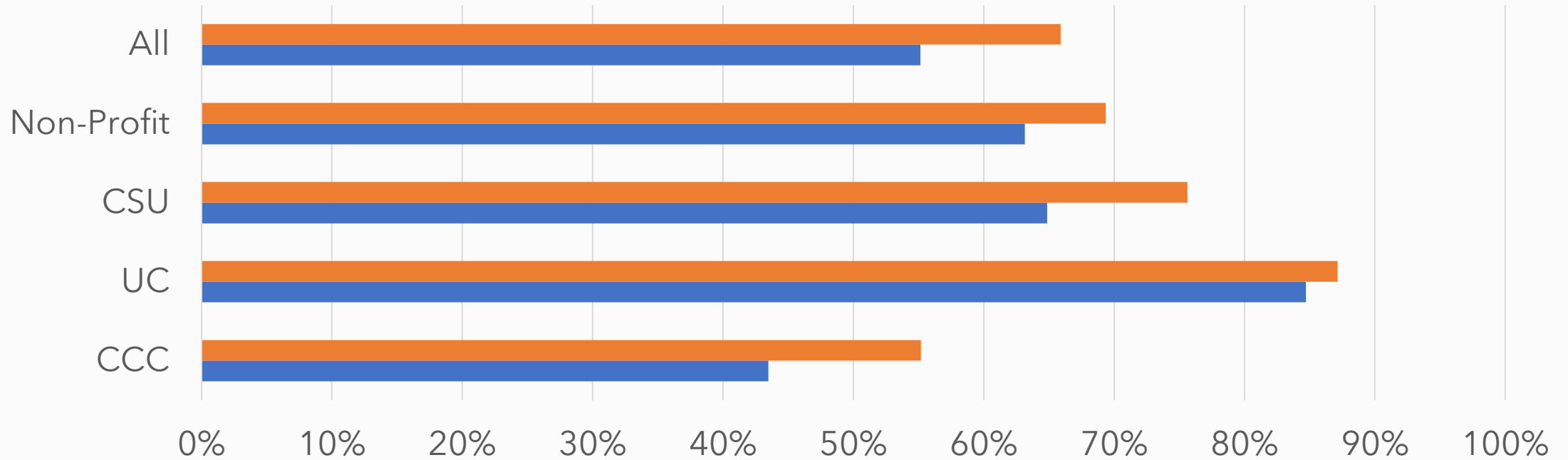


%Change New CADAA

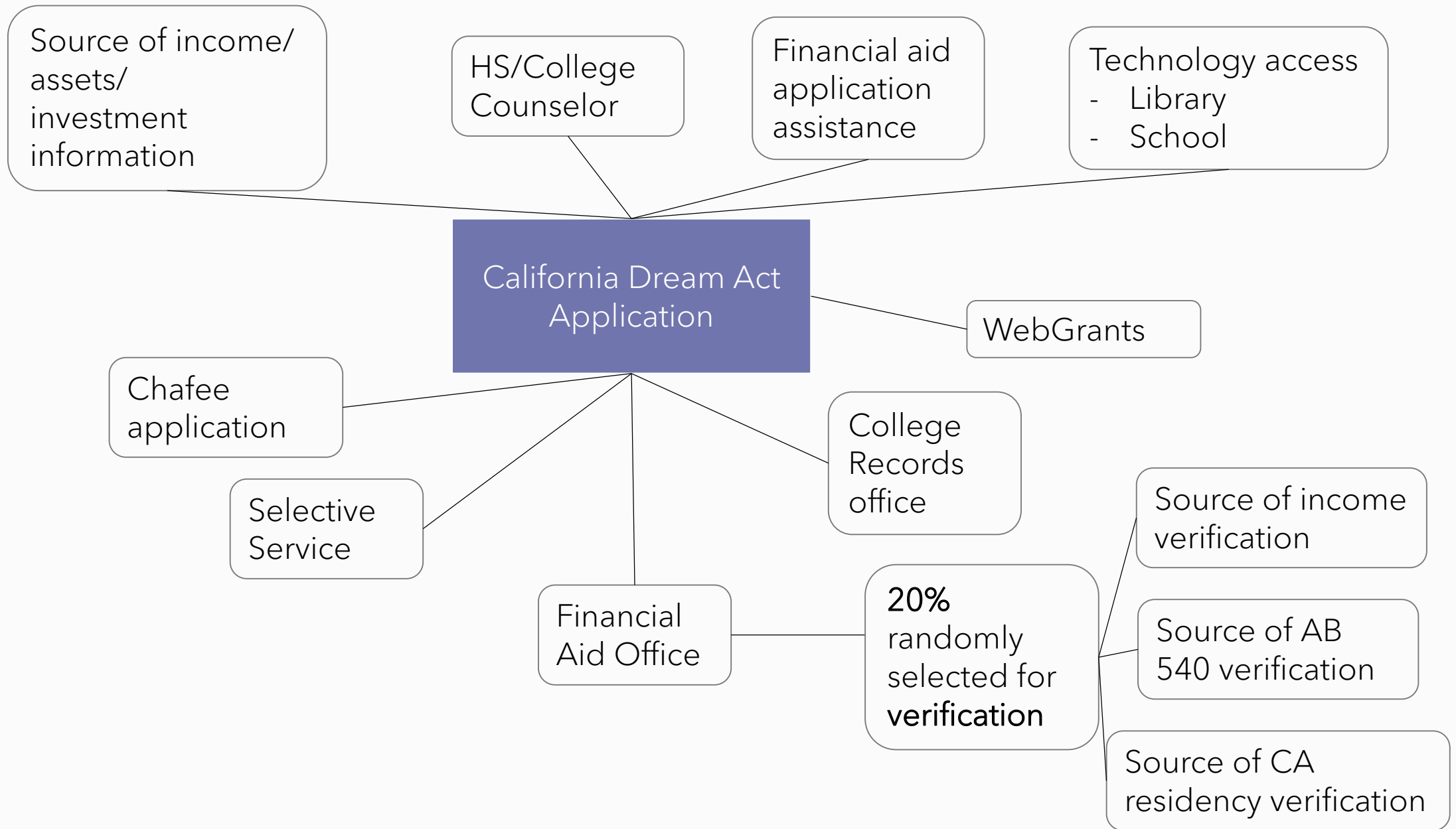


Cal Grant Paid Rate by Gender

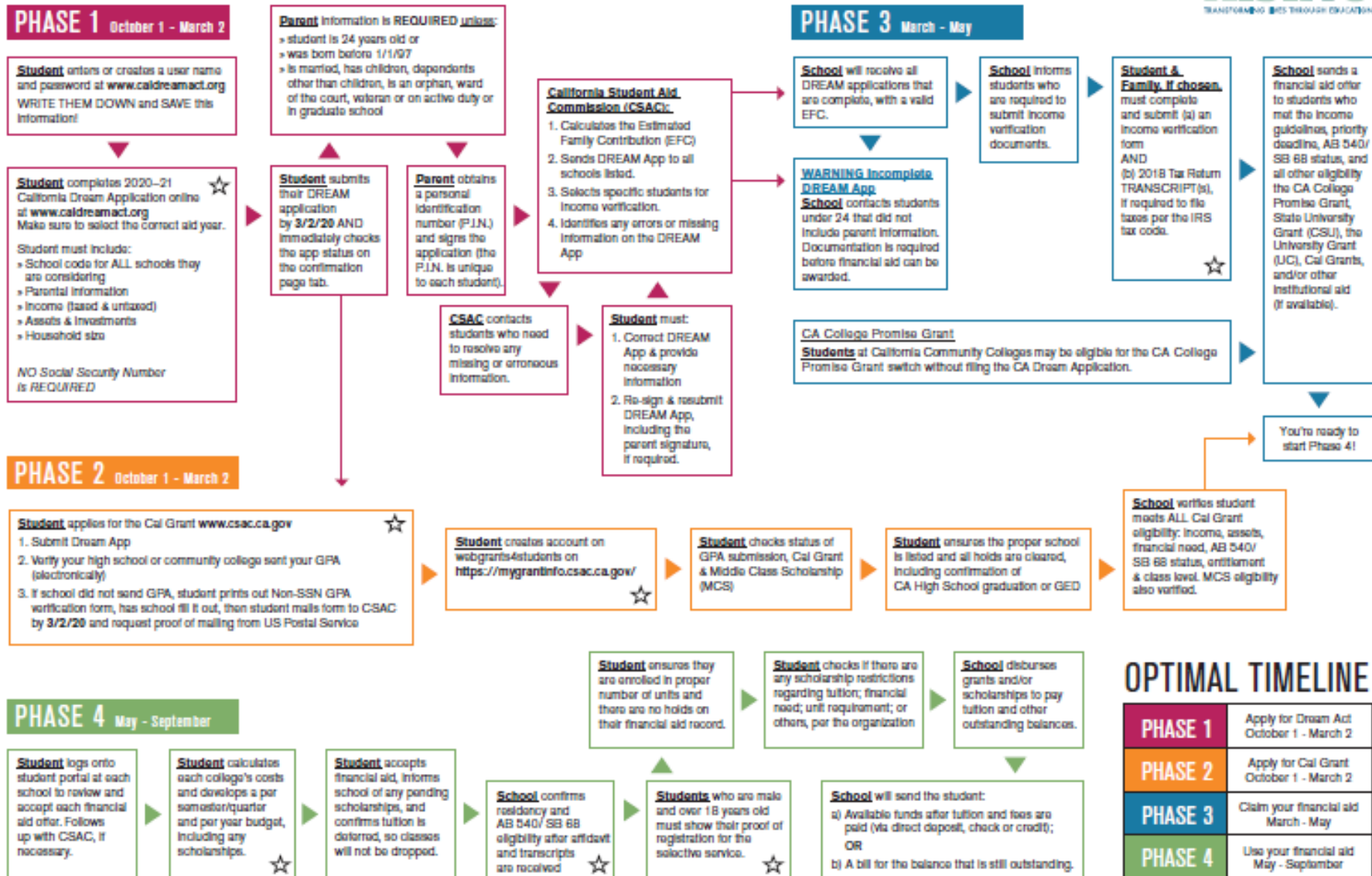
2018-19 New CADAA by Gender



| | CCC | UC | CSU | Non-Profit | All |
|--------|-----|-----|-----|------------|-----|
| Female | 55% | 87% | 76% | 69% | 66% |
| Male | 43% | 85% | 65% | 63% | 55% |



CALIFORNIA DREAM ACT MAP 2020-21: STEPS TO SUCCESSFULLY APPLY



OPTIMAL TIMELINE

| | |
|----------------|---|
| PHASE 1 | Apply for Dream Act October 1 - March 2 |
| PHASE 2 | Apply for Cal Grant October 1 - March 2 |
| PHASE 3 | Claim your financial aid March - May |
| PHASE 4 | Use your financial aid May - September |

☆ Immigrants Rising supplemental materials available

Policy Considerations

- Address undocumented student eligibility/access barriers in the Cal Grant Modernization proposal
- Bring together a CADAA workgroup to assess and improve the CADAA
 - Simplify the process
 - Verification
 - AB 540 affidavit integration
 - Leveraging data sources that can inform policy and outreach
- Partnerships with financial aid offices and external stakeholders to promote outreach and awareness of financial aid opportunities
- Information campaign to combat misinformation, fear, and unawareness for students and families
- Identify other financial resources to make up for FAFSA ineligibility

Thank you

Item 14

(Action Item)

Consideration of institution appeals for 2020-21 Cal Grant Participation

SUMMARY:

This item considers four institutional appeals for Cal Grant participation in the 2020-21 academic year (AY). The following institutions are presenting their appeals to the California Student Aid Commission (Commission) under California Education Code Section 69432.7 of the California Education Code. This code section authorizes the Commission to grant an appeal for an academic year if it determines that the institution has a cohort size of 20 individuals or less and the cohort is not representative of the overall institution performance:

- West Coast University
- Design Institute of San Diego
- Los Angeles Pacific University
- Providence Christian College

An analysis is provided for each of the institutional appeals, along with attachments containing additional details related to each request.

RECOMMENDATION:

Commission staff recommends the following for the 2020-21 Cal Grant Participation appeals:

- Approve West Coast University's appeal pursuant to Section 69432.7(l)(3)(l)(iv)(II) of the California Education Code because the cohort is less than 20 students and the graduation rate is not representative of the institution's overall graduation performance.
- Approve Design Institute of San Diego's appeal pursuant to Section 69432.7(l)(3)(l)(iv)(II) of the California Education Code because the small cohort is less than 20 students and the graduation rate is not representative of the institution's overall graduation performance.
- Deny Los Angeles Pacific University's appeal pursuant to Section 69432.7(l)(3)(l)(iv)(II) of the California Education Code because although the institution has a small cohort of less than 20 students, the institution's overall graduation rate (full cohort) does not meet the over 30 percent graduation rate requirement for Cal Grant participation and therefore the institution does not meet the statutory grounds for approving an appeal.
- Deny Providence Christian College's appeal pursuant to Section 69432.7(l)(3)(l)(iv)(II) of the California Education Code because the cohort size exceeds 20 students, the statutory grounds for approving an appeal.

California Student Aid Commission

APPEALS BASED ON GRADUATION RATE:

West Coast University

Design Institute of San Diego

Los Angeles Pacific University

BACKGROUND:

CEC Section 69432.7(l)(3) provides in relevant part:

(3) (A) The commission shall certify by November 1 of each year the institution's latest official three-year cohort default rate and graduation rate as most recently reported by the United States Department of Education. For purposes of this section, the graduation rate is the percentage of full-time, first-time degree or certificate-seeking undergraduate students who graduate in 150 percent or less of the expected time to complete degree requirements as most recently reported publicly in any format, including preliminary data records, by the United States Department of Education.

* * *

(F) For purposes of the 2012–13 academic year, and every academic year thereafter, an otherwise qualifying institution with a graduation rate of 30 percent or less as certified by the commission pursuant to subparagraph (A), shall be ineligible for initial and renewal Cal Grant awards at the institution, except as provided for in subparagraph (H). [Emphasis added].

The United States Department of Education (USDE) receives data via the Integrated Postsecondary Education Data System from institutions and calculates graduation rates. The USDE then notifies each institution of its draft rates and provides an appeal period in which the institution may seek changes in the calculations based on corrected data. If it agrees with the institution, the USDE will recalculate the relevant rate and report the corrected rate. Cal Grant law mandates that if the USDE corrects an institution's graduation rate, and that correction brings that rate within the statutory Cal Grant standards, the institution immediately regains its eligibility to participate in the Cal Grant Program (see section 69432.7(l)(3)(C) of the California Education Code).

Graduation rate is defined as the percentage of full-time, first time degree or certificate-seeking undergraduate students who graduate in 150 percent or less of the expected time to complete degree requirements. As described in the *Integrated Postsecondary Education Data System – Graduation Rates* attachment, graduation rates are published a couple of years after a cohort's 150 percent graduation rate is initially measured and submitted by the institution to the USDE via the Integrated Postsecondary Education Data System. To determine graduation rates for the 2020-21 academic year, the data focuses on students who began their studies in the fall of 2012.

Section 69432.7(l)(3) of the California Education Code requires the Commission to certify graduation rates calculated and reported by the USDE and establishes that these rates must be applied to determine whether institutions satisfy statutory standards to participate in the Cal Grant Program. Section 69432.7(l)(3)(l)(iv)(II) of the California Education Code authorizes the

California Student Aid Commission

Commission to grant an appeal for an academic year if the Commission determines that the institution has a cohort size of 20 individuals or less and the cohort is not representative of the overall institution performance.

West Coast University Appeal Request

- 2020-21 Graduation Rate: 17 percent
- Graduation Rate Requirement for Cal Grant Participation: Above 30 percent
- Cohort size of Full-Time, First-Time Degree Seeking Students: 12 students
- 2019-20 Cal Grant awardees: 1,075 students

West Coast University (WCU) filed an appeal on January 31, 2020, asking for reconsideration from the Commission to allow WCU's participation in the Cal Grant Program during the 2020-21 academic year, even though WCU does not comply with the statutory Cal Grant Institution eligibility standards for graduation rates for the cohort year certified. The USDE reported WCU 's graduation rate at 17 percent, which fails to meet the Cal Grant requirement that graduation rates be higher than 30 percent. WCU is seeking to appeal this decision based on their very small cohort size (12 students) as authorized under section 69432.7 of the California Education Code.

Staff Recommendation for WCU Appeal

Based on the data reported through the Integrated Postsecondary Education Data System, WCU's cohort of full-time, first-time degree-seeking undergraduate students is under 20 (12 students) which is less than one percent of the institution's overall student population and only accounts for first-time, full-time students at the Los Angeles campus. The combined first-time, full-time graduation rate for all three campuses is 39 percent and the graduation rate for the overall student population at this institution is 78 percent. Therefore, the graduation rate of 17 percent for first time, full time students is not representative of the institution's overall graduation rate of 78 percent.

Pursuant to California Education Code Section 69432.7 (l)(3)(l)(iv)(II), **Commission staff recommends approving WCU's participation appeal because the small cohort is less than 20 students and the graduation rate is not representative of the institution's overall graduation performance.**

Design Institute of San Diego Appeal Request

- 2020-21 Graduation Rate: 25 percent
- Graduation Rate Requirement for Cal Grant Participation: Above 30 percent
- Cohort size of Full-Time, First-Time Degree Seeking Students: 8 students
- 2019-20 Cal Grant awardees: 10 students

Design Institute of San Diego (DISD) filed an appeal on January 27, 2020, asking for reconsideration from the Commission to allow DISD's participation in the Cal Grant Program during the 2020-21 academic year, even though DISD does not comply with the statutory Cal Grant eligibility standards for graduation rates for the cohort year certified. The USDE reported DISD's graduation rate at 25 percent, which fails to meet the Cal Grant requirement that graduation rates

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be higher than 30 percent. DISD seeks to appeal this decision based on their very small cohort size (8 students) as authorized under section 69432.7 of the California Education Code.

Staff Recommendation for DISD Appeal

Based on the data reported through the Integrated Postsecondary Education Data System, DISD's cohort of full-time, first-time degree-seeking undergraduate students is under 20 (8 students) which is less than 14 percent of the institution's overall student population. When graduation rates are considered for the full undergraduate population for the 2012 cohort (58 students), the graduation rate is above the standard at 47 percent. Therefore, the graduation rate of 25 percent for first-time full-time students is not representative of the institution's overall graduation rate of 47 percent.

Pursuant to California Education Code Section 69432.7 (l)(3)(l)(iv)(II), **Commission staff recommends approving DISD's participation appeal because the small cohort is less than 20 students and the graduation rate is not representative of the institution's overall graduation performance.**

Los Angeles Pacific University

- 2020-21 Graduation Rate: 17 percent
- Graduation Rate Requirement for Cal Grant Participation: Above 30 percent
- Cohort size of Full-Time, First-Time Degree Seeking Students: 18 students
- 2019-20 Cal Grant awardees: 222 students

Los Angeles Pacific University (LAPU) filed an appeal on June 1, 2020, asking for reconsideration from the Commission to allow LAPU's participation in the Cal Grant Program during the 2020-21 academic year, even though LAPU does not comply with the statutory Cal Grant eligibility standards for graduation rates for the cohort year certified. The USDE originally reported LAPU's graduation rate at 25 percent. However, upon further communication with the USDE, the graduation rate has been revised to 17 percent. Both rates fail to meet the Cal Grant requirement that graduation rates be higher than 30 percent. LAPU is seeking to appeal this decision based on their very small cohort size (18 students) as authorized under section 69432.7 of the California Education Code.

Staff Recommendation for LAPU Appeal

Based on the data reported through the Integrated Postsecondary Education Data System, DISD's cohort of full-time, first-time degree-seeking undergraduate students is under 20 (18 students) which is less than two percent of the institution's overall student population. However, when graduation rates are considered for the full undergraduate population for the 2012 cohort (776 students), the graduation rate still fails to meet the statutory Cal Grant requirement at 29.4 percent.

LAPU's anticipated graduation rate data shows an increase over the next couple of years to 22 percent for the 2013-14 year (cohort of 9 students) and 25 percent for the 2014-15 year (cohort of 16 students). Unfortunately, these small cohort sizes which represent only two and one percent of the overall cohort will still fail to meet the more than 30 percent graduation rate requirement for Cal Grant participation.

Pursuant to California Education Code Section 69432.7 (l)(3)(l)(iv)(II), **Commission staff recommends denying LAPU's participation appeal based on the institution's overall**

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graduation rate (full cohort) failing to meet the over 30 percent graduation rate requirement for Cal Grant participation, even though the institution has a small cohort of less than 20 students. The graduation rate of 29.4 percent for the full undergraduate population for the 2012 cohort fails to meet the provision in the law that the cohort is not representative of the overall institution's graduation performance because the overall institution performance does not meet the statutory graduation rate requirement.

APPEAL BASED ON COHORT DEFAULT RATE:

Providence Christian College

BACKGROUND:

CEC Section 69432.7(l)(3) provides in relevant part:

(3) (A) The commission shall certify by November 1 of each year the institution's latest official three-year cohort default rate and graduation rate as most recently reported by the United States Department of Education. For purposes of this section, the graduation rate is the percentage of full-time, first-time degree or certificate-seeking undergraduate students who graduate in 150 percent or less of the expected time to complete degree requirements as most recently reported publicly in any format, including preliminary data records, by the United States Department of Education.

* * *

(C) For purposes of the 2012–13 academic year, and every academic year thereafter, an otherwise qualifying institution with a three-year cohort default rate that is equal to or greater than 15.5 percent, as certified by the commission on October 1, 2011, and every year thereafter, shall be ineligible for initial and renewal Cal Grant awards at the institution.

The United States Department of Education (USDE) receives data from institutions and calculates draft cohort default rates. The USDE then notifies each institution of its draft rates and provides an appeal period in which the institution may seek changes in the calculations based on corrected data. If it agrees with the institution, the USDE will recalculate the relevant rate and report the corrected rate. Cal Grant law mandates that if the USDE corrects an institution's three-year cohort default rate, and that correction brings that rate within the statutory Cal Grant standards, the institution immediately regains its eligibility to participate in the Cal Grant Program (see section 69432.7(l)(3)(C) of the California Education Code).

For institutions that have 30 or more borrowers entering repayment in a fiscal year, the school's cohort default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loans (FFELs) and/or William D. Ford Federal Direct Loans (Direct Loans) during that fiscal year and default (or meet the other specified condition) within the cohort default period. For schools with 29 or fewer borrowers entering repayment during a fiscal year, the cohort default rate is an "average rate" based on borrowers entering repayment over a three-year period.

Section 69432.7(l)(3) of the California Education Code requires the Commission to certify cohort default rates calculated and reported by the USDE and establishes that these rates must be applied to determine whether institutions satisfy statutory standards to participate in the Cal Grant Program.

California Student Aid Commission

Section 69432.7(l)(3)(l)(iv)(II) of the California Education Code authorizes the Commission to grant an appeal for an academic year if it is determined that the institution has a cohort size of 20 individuals or less and the cohort is not representative of the overall institution performance.

Providence Christian College Appeal Request

- 2020-21 Cohort Default Rate: 25 percent
- Cohort Default Rate Requirement for Cal Grant Participation: Below 15.5 percent
- Cohort size of Students who Entered Repayment: 32 students
- 2019-20 Cal Grant awardees: 42 students

Providence Christian College filed an appeal on January 22, 2020, requesting reconsideration from the Commission to allow PCC's participation in the Cal Grant Program during the 2020-21 academic year, even though PCC does not comply with the statutory Cal Grant eligibility standards for Cohort Default Rate (CDR) for the cohort year certified. The USDE reported PCC's CDR at 25 percent, which does not meet the Cal Grant requirement that CDR be lower than 15.5 percent.

PCC seeks to appeal this decision based on a change in the way their rates are calculated and because the rate is based on a small cohort of 32 students. Additionally, PCC asserts that 3 of the 8 delinquent borrowers have since brought their accounts to current, which they state would give the institution an updated rate of 15 percent.

Staff Recommendation for PCC Appeal

Education Code Section 69432.7 requires the Commission to certify each year an institution's latest official three-year cohort default rate as most recently reported by the USDE to determine eligibility for participation in the Cal Grant program. The law does not provide exceptions for a cohort default rate to be calculated outside of the parameters determined by the USDE, including the criteria for the non-average rate formula, which is the most common calculation and used for schools with 30 or more borrowers entering repayment for a fiscal year.

PCC notes that 3 of the 8 students are no longer in default. However, these updates occurred after the USDE deadline to change the official rates. The law does not provide exceptions for a cohort default rate to be recalculated outside of the timelines determined by the USDE and does not provide a mechanism for the Commission to correct or revise an institution's CDR unless USDE makes the correction. Furthermore, even if the number of borrowers who defaulted in fiscal year 2016 were reduced from 8 to 5 per PCC's appeal argument, PCC's CDR would result in 15.6 percent (5 out of 32 students) which does not fall below the required CDR of 15.5 percent.

California Education Code Section 69432.7 authorizes the Commission to grant an appeal for an academic year only if the Commission has determined that the institution has a cohort size of 20 individuals or less and the cohort is not representative of the overall institutional performance. PCC's cohort size is 32, which is above the provision in the law to grant an exception. In addition, the cohort size fails to meet the USDE's standards for the average rate formula that is used for schools with 29 or fewer borrowers entering repayment.

California Student Aid Commission

Pursuant to Section 69432.7(l)(3)(l)(iv)(II) of the California Education Code, **Commission staff recommends denying Providence Christian College's appeal based on their cohort size of 32 students which exceeds the small cohort size of 20 students specified in law and therefore the Commission does not have statutory authority to grant the appeal.**

RESPONSIBLE PERSON(S):

Steve Caldwell, Interim Deputy Director
Program Administration and Services Division

Alessandra Morrison, Assistant Deputy Director
Program Support Services Branch

ATTACHMENT(S):

Appeal from West Coast University (WCU)

Appeal from Design Institute of San Diego (DISD)

Appeal from Los Angeles Pacific University (LAPU)

Appeal from Providence Christian College (PCC)

Integrated Postsecondary Education Data System – Graduation Rates

Official Cohort Default Rates for Schools

Michelle Dean
California Student Aid Commission
11040 White Rock Road
Rancho Cordova, CA 95670

January 31, 2020

Re: 20-21 Cal Grant Eligibility Appeal for West Coast University (036983)

Dear Ms. Dean,

This appeal letter is in response to the communication we received on January 24, 2020 in regards to West Coast University becoming ineligible for Cal Grant for the 2020-2021 academic year. West Coast University has three campuses in California – Los Angeles (main campus), Anaheim and Ontario (branch campuses). CSAC has provided one approval for all three campuses and all three campuses share accreditation and state approval.

CSAC’s criteria for Cal Grant eligibility is stated as follows:

“Cal Grant participating colleges, universities, and career technical schools must meet various eligibility requirements in law to be able to receive Cal Grants. The two required thresholds* for the 2020-21 academic year are:

1. Schools must keep their federal student loan Cohort Default Rate (CDR) below 15.5 percent; and
2. Schools must keep their graduation rate above 30 percent.”

West Coast University’s institutional CDR is 2.6%. The combined graduation rate for WCU-LA, WCU-Anaheim and WCU-Ontario is 39%. However, reviewing the data on CSAC’s Ineligible Schools Cal Grant for 2020-2021 list it appears that CSAC certified USDOE 2018 Graduation rates using only the data for our main campus (WCU-LA).

Below is the table including the First-Time, Full-Time graduation data for all three campuses:

| Campus | First-Time, Full-Time Undergraduates | Graduated within 150% | Graduation Rate |
|--------------|--------------------------------------|-----------------------|-----------------|
| Los Angeles | 12 | 2 | 17% |
| Anaheim | 22 | 8 | 36% |
| Ontario | 15 | 9 | 60% |
| Total | 49 | 19 | 39% |

Considering that CSAC has always approved WCU on institutional basis, the graduation rate should be combined for the institution as only 24% of first-time full-time undergraduates in the cohort are from the Los Angeles campus and yet the graduation rate criteria is based on cohort of students from a single campus.

In addition, most of the students enrolled at West Coast University have attended other postsecondary institutions prior to WCU and have credits from other institutions that they transfer into their programs at WCU. The USDOE only considers first-time full-time students when calculating the graduation rate for each campus. Therefore, the number of eligible students to be considered in the calculation is not reflective of WCU's student population as all transfer students are excluded.

Only 12 out of 1,260 students enrolled in the Los Angeles campus in the Fall 2012 cohort (*less than 1%*) are first-time full-time students used in the calculation of the graduation rate above. Below please find the same table that includes all students in the Fall 2012 cohort and not just first-time full-time students.

Please note that *first-time, full-time students are only 1% of the entire student population at West Coast University overall.*

| Campus | All Undergraduates | Graduated within 150% | Graduation Rate |
|--------------|--------------------|-----------------------|-----------------|
| Los Angeles | 1,260 | 977 | 78% |
| Anaheim | 1,416 | 1,146 | 81% |
| Ontario | 1,006 | 765 | 76% |
| Total | 3,682 | 2,888 | 78% |

Based on the reasons above, we ask that CSAC reinstate eligibility for WCU for 2020-2021 academic year so that WCU's students at all California campuses continue to have financial support using state funds while attending WCU.

If you have any questions, please do not hesitate to contact me or Marilyn Faller, Vice President of Financial Aid at 949-783-4026 or email mfaller@westcoastuniversity.edu.

Sincerely,



Jeb Egbert
 President
 West Coast University

January 27, 2020

Catalina G. Mistler
Deputy Director
Program Administration & Services Division
csacipa@csac.ca.gov

Design Institute
of San Diego



RE: Appeal of Loss of Cal Grant Eligibility for Design Institute of San Diego

Dear Ms. Catalina,

Please accept this letter as a formal request to appeal the loss of Cal Grant eligibility for Design Institute of San Diego (DISD) for the award year 2020-2021 based on the graduation rate dropping below 30% as reported in the IPEDS data collection.

The authority for this appeal rests with the California Education Code Section 69432.7-H (II)

Which states:

The commission may grant an appeal for an academic year only if the commission has determined the institution has a cohort size of 20 individuals or less and the cohort is not representative of the overall institutional performance.”

DISD has a very low population of full-time, first-time degree seeking undergraduate students; the majority of DISD students are second degree seeking students or transfer students. Consequently, the cohort for these students is often very low. The cohort that has prompted this appeal was 8 students. For this reason, DISD asserts that code section 69432.7-H (II) should apply, and requests that the Commission consider granting an appeal, as the IPEDS cohort in question was 8 students, therefore meeting the first part of the code” ... a cohort of 20 individuals or less.”

Additionally, the graduation rate reported using the traditional IPEDS reporting method is not “representative of the overall institutional performance.” This can be illustrated by viewing data that is reported and which include the entire student population. These reporting methods more accurately represent the overall institutional performance. For example, IPEDS for the 2019-2020 reporting year has included in the Data Collection System, an Outcome Measures Component Summary, 6 year Award Rate. For this report, DISD reported full-time, first-time degree seeking undergraduate students, with a graduation rate of 44% and non-first-time entering student with a graduation rate of 60%. Expanding the cohort to include first-time and non-first time degree seeking students is a more accurate representation of the college due to the low cohort. **Please See Exhibit A-IPEDS 2019-20 Data Collection System, Outcome Measures Component Summary, 6 year Award Rate.**

DISD also reports to the Bureau for Private Post-Secondary Education (BPPE), as part of the Student Performance Fact Sheet, graduation rates. These rates over the past four years have remained consistent, ranging over 36% to 42%. **Please See Exhibit B -Student Performance Fact Sheet Calendar Years 2017& 2018 Students Completing within 150% of the Published Program Length.**

The WASC Senior College and University Commission, requires accredited institutions to provide data for the WSCUC Graduation Rate Dashboard. The WASC Dashboard also includes the entire student population rather than the IPEDS first time, full-time degree seeking student and demonstrates the IPEDS method of data collection "is not representative of the overall institutional performance." Data reported to WASC shows a similar absolute graduation rate range as reported to the BPPE. **Please See Exhibit C-Graduation Rate Dashboard.**

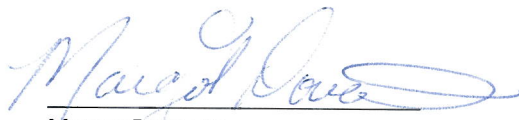
Design Institute previously filed an appeal for this same issue for the award year 2018-19. The CEO and the Director of Financial Aid personally attended the Commission meeting to present the evidence in support of the appeal. The facts and circumstances are the same as this appeal. In, reviewing the first time, full-time students over a seven-year cohort the data reflects these rates.

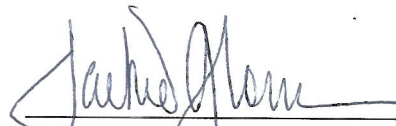
2016-17- **25%** appealed and won
2017-18- **50%**
2018-19- **25%** appeal requested
2019-20 will be reported at **58%**
2020-21 will be reported at **50%**
2021-22 will be reported at **57%**
2022-23 with three students graduating in June and the fourth student still in attendance reported rate is projected to be **100%** completion.

It is important to have benchmarks to ensure successful outcomes for students. We would suggest that the Commission consider adding the entire student population graduation rates and placement rates to the California Education Code Section 69432.7 (l)(3)(A) making it a more accurate representative of the overall institutional performance. **Please See Exhibit D- IPEDS Tracking. Prepared by DISD.**

We thank you in advance for your consideration and review of the supporting documentation. Please feel free to contact us should you have further questions or wish to request additional evidence to support this appeal request.

Sincerely,


Margot Doucette
CEO


Jackie Gloria
Director of Financial Aid

Design Institute of San Diego (113582) (3)

- Surveys
- Reports
- Tools
- Help
- Log Out

Outcome Measures

Summary

▼ Outcome Measures

- ▶ Overview
- ▶ Establishing Cohorts
- ▶ Award Status at Four Years
- ▶ Award Status at Six Years
- ▶ Award and Enrollment Status at Eight Years
- ▶ Prepared by
- ▶ **Summary**

Outcome Measures Component Summary

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website. The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website. College Navigator is updated approximately three months after the data collection period closes.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

| Cohort | 4-year Award Rate | 6-year Award Rate | 8-year Award Rate | Still enrolled at your institution after 8 years | Did not receive an award and subsequently enrolled at another institution |
|--------------------------------|-------------------|-------------------|-------------------|--|---|
| First-time entering | | | | | |
| Full-time | 38% | 44% | 44% | 0% | 19% |
| Pell Grant recipients | 14% | 29% | 29% | 0% | 29% |
| Non-Pell Grant recipients | 56% | 56% | 56% | 0% | 11% |
| Part-time | 0% | 0% | 0% | 0% | 0% |
| Pell Grant recipients | N/A | N/A | N/A | N/A | N/A |
| Non-Pell Grant recipients | 0% | 0% | 0% | 0% | 0% |
| Non-First-time entering | | | | | |
| Full-time | 53% | 60% | 60% | 0% | 10% |
| Pell Grant recipients | 50% | 60% | 60% | 0% | 15% |
| Non-Pell Grant recipients | 55% | 60% | 60% | 0% | 5% |
| Part-time | 15% | 30% | 30% | 5% | 10% |
| Pell Grant recipients | 20% | 50% | 50% | 10% | 20% |
| Non-Pell Grant recipients | 10% | 10% | 10% | 0% | 0% |
| Total Entering | | | | | |
| Full-time | 39% | 48% | 48% | 1% | 12% |
| Pell Grant recipients | 35% | 51% | 51% | 3% | 19% |
| Non-Pell Grant recipients | 43% | 45% | 45% | 0% | 5% |





SCHOOL PERFORMANCE FACT SHEET
CALENDAR YEARS 2017 & 2018
BACHELOR OF FINE ARTS IN INTERIOR DESIGN DEGREE (4-year)

On-Time Completion Rates (Graduation Rates)

(includes data for the two calendar years prior to reporting)

Bachelor of Fine Arts in Interior Design degree (4-year)

| Calendar Year | Number of Students who Began Program | Students Available for Graduation | Number of On-Time Graduates | On-Time Completion Rate |
|---------------|--------------------------------------|-----------------------------------|-----------------------------|-------------------------|
| 2017 | 61 | 59 | 20 | 34% |
| 2018 | 59 | 59 | 21 | 36% |

Initials: _____ Date: _____ I have read and understand the above completion rates.

Students Completing Within 150% of the Published Program Length

Bachelor of Fine Arts in Interior Design degree (4-year)

| Calendar Year | Number of Students who Began Program | Students Available for Graduation | 150% Graduates | 150% Completion Rate |
|---------------|--------------------------------------|-----------------------------------|----------------|----------------------|
| 2015 | 83 | 83 | 35 | 42% |
| 2016 | 67 | 66 | 27 | 41% |
| 2017 | 61 | 59 | 21 | 36% |
| 2018 | 59 | 59 | 24 | 41% |

Initials: _____ Date: _____ I have read and understand the above completion rates.

Job Placement Rates (includes data for the two calendar years prior to reporting)

Bachelor of Fine Arts in Interior Design degree (4-year)

| Calendar Year | Number of Students Who Began Program | Number of Graduates | Graduates Available for Employment | Graduates Employed in the Field | Placement Rate % Employed in the Field |
|---------------|--------------------------------------|---------------------|------------------------------------|---------------------------------|--|
| 2017 | 61 | 34 | 31 | 25 | 81% |
| 2018 | 59 | 32 | 31 | 26 | 84% |



- Students initialing this disclosure understand that either a majority or all of this school's graduates are employed in this manner and understand what comprises this work style.

Initials: _____ Date: _____ I have read and understand the above placement information.

License Examination Passage Rates – Not Applicable

Bachelor of Fine Arts in Interior Design degree (4-year)

| First Available Exam Date | Date Exam Results Announced | Number of Graduates in Calendar Year | Number of Graduates Taking the Exam | Number Who Passed Exam | Number Who Failed Exam | Passage Rate |
|---------------------------|-----------------------------|--------------------------------------|-------------------------------------|------------------------|------------------------|--------------|
| Not Applicable | | | | | | |

Salary and Wage Information

Bachelor of Fine Arts in Interior Design degree (4-year)

(includes data for the two calendar years prior to reporting)

Annual salary and wages reported for graduates employed in the field

| Calendar Year | Graduates Available for Employment | Graduates Employed in Field | Annual Salary and Wages Reported by Graduates Employed in the Field, SOC code 27-1025 | | | | | | |
|---------------|------------------------------------|-----------------------------|---|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| | | | \$15,001 to 20,000 | \$20,001 to 25,000 | \$25,001 to 30,000 | \$30,001 to 35,000 | \$35,001 to 40,000 | \$40,001 to 45,000 | \$45,001 to 50,000 |
| 2017 | 31 | 25 | 0 | 3 | 2 | 5 | 3 | 5 | 2 |
| 2018 | 31 | 26 | 1 | 2 | 2 | 4 | 4 | 6 | 3 |

| Calendar Year | Graduates Available for Employment | Graduates Employed in Field | Annual Salary and Wages Reported by Graduates Employed in the Field, SOC code 27-1025 | | | | | | |
|---------------|------------------------------------|-----------------------------|---|--------------------|--------------------|----------------------|----------------------|----------------------|--------------------------------|
| | | | \$50,001 to 55,000 | \$75,001 to 80,000 | \$85,001 to 90,000 | \$130,000 to 135,000 | \$155,001 to 160,000 | \$165,001 to 170,000 | No Salary Information Reported |
| 2017 | 31 | 25 | 1 | 1 | 1 | 0 | 1 | 1 | 0 |
| 2018 | 31 | 26 | 2 | 0 | 1 | 1 | 0 | 0 | 0 |

If you have any questions about how the data reflected on the above charts was gathered or if you want a list of employment positions determined to be within the field for any specific program for which statistics are reported above, please speak with an Admissions Representative.

Initials: _____ Date: _____ I have read and understand the above salary information.



Definitions

- “Number of Students Who Began Program” means the number of students who began a program who were scheduled to complete the program within 100% of the published program length within the reporting calendar year and excludes all students who cancelled during the cancellation period.
- “Students Available for Graduation” is the number of students who began program minus the number of students who have died, been incarcerated, or called to active military duty.
- “Number of On-Time Graduates” is the number of students who completed the program within 100% of the published program length within the reporting calendar year.
- “On-Time Completion Rate” is the number of On-Time Graduates divided by the Number of Students Available for Graduation.
- “150% Graduates” is the number of students who completed the program within 150% of the program length (includes on-time graduates).
- “150% Completion Rate” is the number of students who completed the program in the reported calendar year within 150% of the published program length, including on-time graduates, divided by the Number of Students Available for Graduation.
- “Number of Graduates” is the number of students who began the program and have been awarded a degree in the reporting year.
- “Graduates Available for Employment” means the number of graduates minus the number of graduates unavailable for employment.
- “Graduates Unavailable for Employment” means graduates who, after graduation, die, become incarcerated, are called to active military duty, are international students that leave the United States or do not have a visa allowing employment in the United States, or are continuing their education in an accredited or bureau-approved postsecondary institution.
- “Graduates Employed in the Field” means graduates who beginning within six months after a student completes the applicable educational program are gainfully employed, whose employment has been reported, and for whom the institution has documented verification of employment. For occupations for which the state requires passing an examination, the six months period begins after the announcement of the examination results for the first examination available after a student completes an applicable educational program.
- “Placement Rate Employed in the Field” is calculated by dividing the number of graduates gainfully employed in the field by the number of graduates available for employment.
- “Number of Graduates Taking Exam” is the number of graduates who took the first available exam in the reported calendar year.
- “First Available Exam Date” is the date for the first available exam after a student completed a program.
- “Passage Rate” is calculated by dividing the number of graduates who passed the exam by the number of graduates who took the reported licensing exam.

Institution Name: Design Institute of San Diego

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 8 Year Total |
|---|---------|---------|---------|---------|---------|---------|---------|---------|--------------|
| Enrolled Students | | | | | | | | | |
| Unduplicated Headcount | 343 | 304 | 270 | 238 | 233 | 218 | 200 | 159 | 1,965 |
| Completed Annual Institutional Units | 6903 | 6135 | 5355 | 4794 | 4404 | 3912 | 3873 | 3633 | 39009 |
| Average Institutional Units Completed Per Student | 20 | 20 | 20 | 20 | 19 | 18 | 19 | 23 | 20 |
| Bachelor Degree Recipients | | | | | | | | | |
| Unduplicated Headcount | 70 | 58 | 44 | 33 | 35 | 27 | 30 | 24 | 321 |
| Completed Graduation Units | 7953 | 6417 | 5208 | 3774 | 3942 | 3003 | 3396 | 2958 | 36651 |
| Average Graduation Units Per Student | 114 | 111 | 118 | 114 | 113 | 111 | 113 | 123 | 114 |
| Y/Y Enrollment Change | | -11.37% | -11.18% | -11.85% | -2.10% | -6.44% | -8.26% | -20.50% | |
| Y/Y Graduation Headcount Change | | -17.14% | -24.14% | -25.00% | 6.06% | -22.86% | 11.11% | -20.00% | |
| Ratio - Grad Headcount/Annual Units | 20% | 19% | 16% | 14% | 15% | 12% | 15% | 15% | 94% |
| Unit Redemption Rates (URR) | | | | | | | | | |
| URR 2-year average | 115% | 105% | 97% | 79% | 90% | 77% | 88% | 81% | |
| URR 3-year average | 115% | 98% | 91% | 74% | 86% | 72% | 87% | 79% | |
| URR 4-year average | | 98% | 85% | 70% | 81% | 69% | 84% | 78% | |
| | | 98% | 85% | 65% | 76% | 65% | 80% | 75% | |
| Calculation for numerator of 'd' | | | | | | | | | |
| Total institutional units completed by non-continuing students = | 2142 | 2223 | 2118 | 1335 | 1890 | 1803 | 1437 | 912 | |
| Headcount of non-continuing students = | 51 | 49 | 55 | 39 | 44 | 39 | 34 | 26 | |
| Average institutional units for non-continuing students = | 42 | 45.37 | 38.51 | 34.23 | 42.95 | 46.23 | 42.26 | 35.08 | 41.65 |
| 'd' (ratio of average non-continuing units to average graduating units) | 0.368 | 0.409 | 0.326 | 0.3 | 0.38 | 0.416 | 0.374 | 0.285 | 0.368 |
| Absolute Graduation Rates (AGR) | | | | | | | | | |
| AGR 2-year average | 156% | 112% | 92% | 53% | 76% | 58% | 73% | 56% | 89% |
| AGR 3-year average | 156% | 96% | 76% | 47% | 70% | 52% | 72% | 51% | |
| AGR 4-year average | | 96% | 65% | 41% | 62% | 48% | 66% | 50% | |
| AGR 5-year average | | 96% | 65% | 36% | 55% | 44% | 60% | 46% | |
| | | 65% | 36% | 36% | 49% | 39% | 54% | 42% | |
| (WASC Staff pulls these) | | | | | | | | | |
| Available IPEDS 6-year graduation rates | 66% | 62% | 50% | 67% | 33% | 83% | 25% | 50% | 55% |
| IPEDS Graduates | 8 | 8 | 8 | 8 | 4 | 5 | 2 | 6 | 49 |
| IPEDS Cohort | 12 | 13 | 16 | 12 | 12 | 6 | 8 | 12 | 91 |
| Proportion of graduating cohort in IPEDS | 11.43% | 13.79% | 18.18% | 24.24% | 11.43% | 18.52% | 6.67% | 25.00% | 14.89% |

| Full Time First Time Fall 2011 | Status | Full Time First Time Fall 2012 | Status | Full Time First Time Fall 2013 | Status | Full Time First Time Fall 2014 | Status | Full Time First Time Fall 2015 | Status | Full Time First Time Fall 2016 | Status | Full Time First Time Fall 2017 | Status |
|--------------------------------|------------|--------------------------------|-----------------|--------------------------------|-----------------|--------------------------------|--------------------|--------------------------------|----------------------|--------------------------------|-------------------|--------------------------------|------------------|
| IPEDS Cohort- 2017/18 | | IPEDS Cohort- 2018/19 | | IPEDS Cohort- 2019/20 | | IPEDS Cohort- 2020/21 | | IPEDS Cohort- 2021/22 | | IPEDS Cohort- 2022/23 | | IPEDS Cohort- 2023/24 | |
| Bell, Aurelia | WD | Apone, Meli | Grad | Agrey, Kelly | Grad | Arrizon, Victor | WD | Bautista, Sarah | WD | Carreno Salgado, Laura | Current | Hinson, Alice | W/D |
| Blancas-Rosique, Daniela | Grad | Burkes, Savannah | WD | Al-Agha, Sara | WD | Charvel, Fernanda | Dismissed | Bowen, Paige | Grad | Janzon, Mathilda | Current-Grad 5/20 | Rennegarbe, Lynda | Current |
| Flores, Brenda | Grad | Currie, Jordan | Grad | Barret, Jason | WD | Espino, Shaira | Grad | Moran, Clarissa | WD | Nguyen, Nhi | Current-Grad 5/20 | | |
| Gutierrez, Itzel Leticia | Dismissed | Herrera, Stefanie | WD - other inst | Becerril, Kassandra | Grad | Foot, Yannicia | WD | Sandoval, Yazmin | Grad | Ralston, Salina | Current-Grad 5/20 | | Possible 1/2=50% |
| Jones, Jandi | Grad | Nakagawa, Misaki | WD - other inst | Corless, Emily | Grad | Gomes, Gabriella | Grad | Schweikhard, Rachel | WD | | | | |
| Kimble, Megan Elizabeth | WD | Sangines, Valerie | Dismissed | Curry, Shane | Grad | Leong, Jamie | Grad | Valenta, Isabel | Current-Grad in 5/20 | | Possible 4/4=100% | | |
| McHale, Lorelei | Grad | Smith, Olivia | WD | DeBray, Alisa | WD | | | Villa, Stephanie | Grad | | | | |
| Morris, Brooke | Grad | Whitaker, Kimberly | WD - other inst | Estrada, Estefania | Grad | | Possible 3/6 = 50% | | | | | | |
| Seale, Makenzie | WD | | | Estrada, Yesenia | Grad | | | | Possible 4/7 = 57% | | | | |
| Stratton, Mallory | WD | | 2/8 = 25% | Hartsfield, Brandi | Grad | | | | | | | | |
| Strawn, Alexandra | WD | | | Johnson, Ximena | WD | | | | | | | | |
| Zaro, Jared | Grad | | | Kirby, Andrea | Grad | | | | | | | | |
| | | | | Lacroix, Shea | Grad | | | | | | | | |
| | 6/12 = 50% | | | Minich, Tabitha | WD | | | | | | | | |
| | | | | Nissan Leizorek, Victoria | Grad | | | | | | | | |
| | | | | Rerick, Samantha | WD - other inst | | | | | | | | |
| | | | | Van Cott, Torrey | Grad | | | | | | | | |
| | | | | Waldon, Emily | WD | | | | | | | | |
| | | | | Young, Lisa | WD | | | | | | | | |
| | | | | | | | 11/19 = 58% | | | | | | |



SCHOOL PERFORMANCE FACT SHEET
CALENDAR YEARS 2017 & 2018
BACHELOR OF FINE ARTS IN INTERIOR DESIGN DEGREE (4-year)

On-Time Completion Rates (Graduation Rates)

(includes data for the two calendar years prior to reporting)

Bachelor of Fine Arts in Interior Design degree (4-year)

| Calendar Year | Number of Students who Began Program | Students Available for Graduation | Number of On-Time Graduates | On-Time Completion Rate |
|---------------|--------------------------------------|-----------------------------------|-----------------------------|-------------------------|
| 2017 | 61 | 59 | 20 | 34% |
| 2018 | 59 | 59 | 21 | 36% |

Initials: _____ Date: _____ I have read and understand the above completion rates.

Students Completing Within 150% of the Published Program Length

Bachelor of Fine Arts in Interior Design degree (4-year)

| Calendar Year | Number of Students who Began Program | Students Available for Graduation | 150% Graduates | 150% Completion Rate |
|---------------|--------------------------------------|-----------------------------------|----------------|----------------------|
| 2015 | 83 | 83 | 35 | 42% |
| 2016 | 67 | 66 | 27 | 41% |
| 2017 | 61 | 59 | 21 | 36% |
| 2018 | 59 | 59 | 24 | 41% |

Initials: _____ Date: _____ I have read and understand the above completion rates.

Job Placement Rates (includes data for the two calendar years prior to reporting)

Bachelor of Fine Arts in Interior Design degree (4-year)

| Calendar Year | Number of Students Who Began Program | Number of Graduates | Graduates Available for Employment | Graduates Employed in the Field | Placement Rate % Employed in the Field |
|---------------|--------------------------------------|---------------------|------------------------------------|---------------------------------|--|
| 2017 | 61 | 34 | 31 | 25 | 81% |
| 2018 | 59 | 32 | 31 | 26 | 84% |



Gainful Employment Categories (includes data for the two calendar years prior to reporting)
Bachelor of Fine Arts in Interior Design degree (4-year)

Part Time vs. Full Time Employment

| Calendar Year | Graduates Employed in the Field 20 to 29 Hours Per Week | Graduates Employed in the Field at Least 30 Hours Per Week | Total Graduates Employed in the Field |
|---------------|---|--|---------------------------------------|
| 2017 | 1 | 24 | 25 |
| 2018 | 7 | 19 | 26 |

Single Position vs. Concurrent Aggregated Positions

| Calendar Year | Graduates Employed in the Field in a Single Position | Graduates Employed in the Field in Concurrent Aggregated Positions | Total Graduates Employed in the Field |
|---------------|--|--|---------------------------------------|
| 2017 | 25 | 0 | 25 |
| 2018 | 26 | 0 | 26 |

Self-Employed / Freelance Positions

| Calendar Year | Graduates Employed who are Self-Employed or Working Freelance | Total Graduates Employed in the Field |
|---------------|---|---------------------------------------|
| 2017 | 3 | 25 |
| 2018 | 4 | 26 |

Institutional Employment

| Calendar Year | Graduates Employed in the Field Who Are Employed By the Institution, An Employer Owned by the Institution, or An Employer Who Shares Ownership With the Institution | Total Graduates Employed in the Field |
|---------------|---|---------------------------------------|
| 2017 | 0 | 25 |
| 2018 | 0 | 26 |

Initials: _____ Date: _____ I have read and understand the above information.

This program may result in freelance or self-employment.

- The work available to graduates of this program is usually for freelance or self-employment.
- This type of work may not be consistent.
- The period of employment can range from one day to weeks to several months.
- Hours worked in a day or week may be more or less than the traditional 8 hour work day or 40 hour work week.
- You can expect to spend unpaid time expanding your networks, advertising, promoting your services, or honing your skills.
- Once graduates begin to work freelance or are self-employed, they will be asked to provide documentation that they are employed as such so that they may be counted as placed for our job placement records.



- Students initialing this disclosure understand that either a majority or all of this school's graduates are employed in this manner and understand what comprises this work style.

Initials: _____ Date: _____ I have read and understand the above placement information.

License Examination Passage Rates – Not Applicable

Bachelor of Fine Arts in Interior Design degree (4-year)

| First Available Exam Date | Date Exam Results Announced | Number of Graduates in Calendar Year | Number of Graduates Taking the Exam | Number Who Passed Exam | Number Who Failed Exam | Passage Rate |
|---------------------------|-----------------------------|--------------------------------------|-------------------------------------|------------------------|------------------------|--------------|
| Not Applicable | | | | | | |

Salary and Wage Information

Bachelor of Fine Arts in Interior Design degree (4-year)

(includes data for the two calendar years prior to reporting)

Annual salary and wages reported for graduates employed in the field

| Calendar Year | Graduates Available for Employment | Graduates Employed in Field | Annual Salary and Wages Reported by Graduates Employed in the Field, SOC code 27-1025 | | | | | | |
|---------------|------------------------------------|-----------------------------|---|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| | | | \$15,001 to 20,000 | \$20,001 to 25,000 | \$25,001 to 30,000 | \$30,001 to 35,000 | \$35,001 to 40,000 | \$40,001 to 45,000 | \$45,001 to 50,000 |
| 2017 | 31 | 25 | 0 | 3 | 2 | 5 | 3 | 5 | 2 |
| 2018 | 31 | 26 | 1 | 2 | 2 | 4 | 4 | 6 | 3 |

| Calendar Year | Graduates Available for Employment | Graduates Employed in Field | Annual Salary and Wages Reported by Graduates Employed in the Field, SOC code 27-1025 | | | | | | |
|---------------|------------------------------------|-----------------------------|---|--------------------|--------------------|----------------------|----------------------|----------------------|--------------------------------|
| | | | \$50,001 to 55,000 | \$75,001 to 80,000 | \$85,001 to 90,000 | \$130,000 to 135,000 | \$155,001 to 160,000 | \$165,001 to 170,000 | No Salary Information Reported |
| 2017 | 31 | 25 | 1 | 1 | 1 | 0 | 1 | 1 | 0 |
| 2018 | 31 | 26 | 2 | 0 | 1 | 1 | 0 | 0 | 0 |

If you have any questions about how the data reflected on the above charts was gathered or if you want a list of employment positions determined to be within the field for any specific program for which statistics are reported above, please speak with an Admissions Representative.

Initials: _____ Date: _____ I have read and understand the above salary information.



Cost of Educational Program

Total Charges for the program for students completing on-time in 2018: \$104,940. Additional charges may be incurred if the program is not completed on-time.

Initials: _____ Date: _____ I have read and understand the above cost of program.

Federal Student Loan Debt at Design Institute of San Diego

| Most Recent Three Year Cohort Default Rate, as Reported By The United States Department of Education. ¹ | The Percentage of Enrolled Students In 2018 Receiving Federal Student Loans To Pay For this Program. | The Average Amount of Federal Student Loan Debt of 2018 Graduates Who Took Out Federal Student Loans at this Institution. | The Percentage of Graduates in 2018 With Federal Student Loans as Calculated by the Institution. |
|--|--|---|--|
| 2% | 80% | \$21,423 | 59% |

¹The percentage of students who defaulted on their federal student loans is called the Cohort Default Rate (CDR). It shows the percentage of this school’s students who were more than 270 days (about 9 months) behind on their federal student loans within three years of when the first payment was due. This is the most recent CDR reported by the U.S. Department of Education.

Initials: _____ Date: _____ I have read and understand the above student loan information.

Definitions on following page



Definitions

- “Number of Students Who Began Program” means the number of students who began a program who were scheduled to complete the program within 100% of the published program length within the reporting calendar year and excludes all students who cancelled during the cancellation period.
- “Students Available for Graduation” is the number of students who began program minus the number of students who have died, been incarcerated, or called to active military duty.
- “Number of On-Time Graduates” is the number of students who completed the program within 100% of the published program length within the reporting calendar year.
- “On-Time Completion Rate” is the number of On-Time Graduates divided by the Number of Students Available for Graduation.
- “150% Graduates” is the number of students who completed the program within 150% of the program length (includes on-time graduates).
- “150% Completion Rate” is the number of students who completed the program in the reported calendar year within 150% of the published program length, including on-time graduates, divided by the Number of Students Available for Graduation.
- “Number of Graduates” is the number of students who began the program and have been awarded a degree in the reporting year.
- “Graduates Available for Employment” means the number of graduates minus the number of graduates unavailable for employment.
- “Graduates Unavailable for Employment” means graduates who, after graduation, die, become incarcerated, are called to active military duty, are international students that leave the United States or do not have a visa allowing employment in the United States, or are continuing their education in an accredited or bureau-approved postsecondary institution.
- “Graduates Employed in the Field” means graduates who beginning within six months after a student completes the applicable educational program are gainfully employed, whose employment has been reported, and for whom the institution has documented verification of employment. For occupations for which the state requires passing an examination, the six months period begins after the announcement of the examination results for the first examination available after a student completes an applicable educational program.
- “Placement Rate Employed in the Field” is calculated by dividing the number of graduates gainfully employed in the field by the number of graduates available for employment.
- “Number of Graduates Taking Exam” is the number of graduates who took the first available exam in the reported calendar year.
- “First Available Exam Date” is the date for the first available exam after a student completed a program.
- “Passage Rate” is calculated by dividing the number of graduates who passed the exam by the number of graduates who took the reported licensing exam.



- “Number Who Passed First Available Exam” is the number of graduates who took and passed the first available licensing exam after completing the program.
- “Salary” is as reported by the graduate or graduate’s employer. Not all graduates reported salary.
- “No Salary Information Reported” is the number of graduates for whom, after making reasonable attempts, the school was not able to obtain salary information.

This fact sheet is filed with the Bureau for Private Postsecondary Education. Regardless of any information you may have relating to program costs, student loan debt, completion rates, placement rates, license exam passage rates, or starting salaries, this fact sheet contains the information as calculated pursuant to state law.

Any questions a student may have regarding this fact sheet that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at: P.O. Box 980818, W. Sacramento, CA 95798-0818, www.bppe.ca.gov, Phone: 888.370.7589 or 916.431.6959, F:916.263.1897.

I have read and understand this School Performance Fact Sheet. The School Performance Fact Sheet was provided to me prior to signing an enrollment agreement.

Student Name - Print

Student Signature

School Official

Date

Date

June 1, 2020

Catalina Mistler
Deputy Director, Program Administration & Services Division
California Student Aid Commission
PO Box 419027
Rancho Cordova, CA 95741-9027

RE: ELIGIBILITY FOR CAL GRANT PARTICIPATION 2020-2021

Dear Ms. Mistler:

Thank you for your letter dated January 14, 2020 regarding the eligibility of Los Angeles Pacific University (LAPU, OPE ID: 04278800) for Cal Grant participation in 2020-2021. We also appreciate your recent meeting with us (May 28, 2020) to discuss the appeal process. In light of recent guidance from IPEDS, revision of our graduation rate surveys, and the counsel you and your team have provided, we would like to appeal the CSAC decision to remove LAPU's eligibility from Cal Grant participation in 2020-21 and ask that our eligibility be reinstated.

Subsequent to receiving your letter LAPU has been in dialogue with IPEDS administrators (primarily Samuel Barbett and Andrew Mary) to clarify how best to determine a first-time, full-time (FTFT) student, given the fact that LAPU enrolls students continuously throughout the year in six eight-week sessions. Based on guidance provided by IPEDS and further research, we have confirmed that there were only 18 FTFT undergraduate students in the 2012-13 cohort and three of them graduated, resulting in a 17% graduation rate. However, these students represent only 2% of LAPU's undergraduate student population, which is comprised largely of non-traditional students who typically have one or more of the following characteristics:

- Financially independent, but low household incomes (64% have household incomes of \$48,000 or less).
- Ethnic/racial minorities (only 22% are white)
- Employed full- or part-time (73% are part-time students)
- Caring for dependents
- Have prior postsecondary experience but no degree
- Are first-generation students (32%)

The above characteristics demonstrate that the majority of LAPU's students are at-risk students in need of financial assistance, of which the Cal Grant program is a vital component.

The attached document shows LAPU's improving track record of helping such students succeed. Here is a summary of the findings, based on the recently revised IPEDS graduation rate data:

- For the 2012-13 cohort, FTFT students represent only 2% of the cohort and achieved a 17% graduation rate within 150% of the normal time. But the other 98% of the cohort (non-FTFT degree/certificate-seeking students) achieved a 30% graduation rate within 150% of the normal time and another 4% persisted to complete beyond the 150%.
- For the 2013-14 cohort, FTFT students represent only 1% of the cohort (9 students) and achieved a 22% graduation rate within 150% of the normal time. But the other 99% of the cohort (non-FTFT degree/certificate-seeking students) achieved a 35% graduation rate within 150% of the normal time and another 4% persisted to complete beyond the 150%.
- For the 2014-15 cohort, FTFT students represent only 1% of the cohort (16 students) and achieved a 25% graduation rate within 150% of the normal time. But the other 99% of the cohort (non-FTFT degree/certificate-seeking students) achieved a 49% graduation rate within 150% of the normal time and another 2.5% persisted to complete beyond the 150%. However, the numbers for this cohort will not be final until June 30, 2021.

Please also find attached confirmation from Mr. Samuel Barbett at IPEDS that LAPU's revised Graduation Rate Surveys for the 2018-19 and 2019-20 collections have been submitted and received by IPEDS. A copy of LAPU's 2018-19 Graduation Rate Survey (for the 2012-13 cohort) has also been attached.

As this summary and the attached data demonstrate, LAPU is making significant strides to help a population of very deserving students achieve academic success. The typical student population LAPU serves is not represented by the very few (1 - 2%) FTFT students LAPU admits. As a relatively young institution, LAPU has established a solid track record of helping students achieve their academic goals and improving graduation rates for all students. On this basis we appeal the CSAC decision and request that LAPU's eligibility for the Cal Grant program be reinstated for the 2020-21 academic year.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink that reads "John C. Reynolds". The signature is written in a cursive style with a large, prominent initial "J".

John C. Reynolds, PhD
President



Confirmation of Revised Surveys

Barbett, Samuel <Samuel.Barbett@ed.gov>
 To: Wayne Herman <wherman@lapu.edu>, "Mary, Andrew" <Andrew.Mary@ed.gov>
 Cc: John Reynolds <jreynolds@lapu.edu>

Thu, May 28, 2020 at 7:

Wayne

I am confirming the revised graduation numbers for 2018 have been entered into our the IPEDS 2018-19 prior year revision system. See screenshot below.

I also confirmed the revised data have been migrated to our internal servers, where we proceed to perform quality procedures for all institutions reporting IPEDS data. I attached a comparison of the provisional that was first submitted in the spring 2019 and the revised numbers submitted on May 22, 2020 for the overall cohort of first-time students and the bachelor's degree seeking subcohort. The final revised release the Graduation rates 2018 should occur sometime this fall.

We hope to release the 2019 graduation rate data on college navigator search tool at <http://nces.ed.gov/collegenavigator> , sometime in June. Our quality control and followup with our winter data collection has b slow due to COVID.

Thank you

IPEDS 2018-19
Prior Year Data Revision System

IPEDS Help Desk
 (877) 225-2568 or ipedshelp@rti.org

NCES National Center for Education Statistics

Admin ID: sam

Los Angeles Pacific University (474863) (2)

| Institution | User | Tools | Reports | Help | HTML | System | Log Out |
|--|---|--|--|---|------|-----------------------------------|---------|
| Institution Click here to select a new institution | | | | | | | |
| Los Angeles Pacific University (474863) | | | | | | | |
| Address: 300 N Lone Hill Avenue, #200 San Dimas, CA 917731741 | | | | OPE ID: 04278800 | | Title IV: Yes | |
| Status: Active | | | | Ready for Collection: Yes | | | |
| Identification OPE Characteristics | | Users F/HR/SFA/AL Contacts Helpdesk Call Log Make Partial Respondent | | Coordination Tree Parent/Child Relationship One Last Chance | | Message Log Open R.T.S. System | |
| Survey | Status | Migration | Options | | | | |
| Student Financial Aid Edit Report Override Report | Has_Data (0/1 locks) New Update Survey Log | None | Impersonate Locking User Extend Deadline View Data Survey Forms (Data) Make Not Applicable | | | | |
| Graduation Rates (Deadline Extended by 5/22/2020) Edit Report Override Report | Complete (1/1 locks) New Update Context Boxes Survey Log Unlock Survey | Migrated | Impersonate View Only User View Data Survey Forms (Data) View Review QC Note | | | | |

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IPEDS 2018-19 Prior Year Data Revision System

IPEDS Help Desk
(877) 225-2568 or ipedshelp@rti.org

NCES National Center for Education Statistics

Admin ID: sam

Los Angeles Pacific University (474863) (2)

| | | | | | | | |
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Institution [Click here to select a new institution](#)

Los Angeles Pacific University (474863)

Address: 300 N Lone Hill Avenue, #200 San Dimas, CA 917731741 **OPE ID:** 04278800 **Title IV:** Yes

Status: Active **Ready for Collection:** Yes

| | | | |
|-------------------------------------|--|---|------------------------------------|
| Identification | Users F/HR/SFA/AL Contacts | Coordination Tree | Message Log |
| OPE Characteristics | Helpdesk Call Log | Parent/Child Relationship | Open R.T.S. System |
| | Make Partial Respondent | One Last Chance | |

| Survey | Status | Migration | Options |
|--|---|-----------|--|
| Student Financial Aid Edit Report Override Report | Has_Data (0/1 locks) New Update Survey Log | None | Impersonate Locking User Extend Deadline View Data Survey Forms (Data) Make Not Applicable |
| Graduation Rates (Deadline Extended by 5/22/2020) Edit Report Override Report | Complete (1/1 locks) New Update Context Boxes Survey Log Unlock Survey | Migrated | Impersonate View Only User View Data Survey Forms (Data) View Review QC Note |

LAPU2018GraduationRates.xlsx
12K

Institution: Los Angeles Pacific University (474863)
User ID: P4748632


Overview

Graduation Rates Overview

Welcome to the IPEDS Graduation Rates (GR) survey component. The GR component collects data on the cohort of full-time, first-time degree/certificate-seeking undergraduate students and tracks their completion status at 150% of the normal time to complete all requirements of their program of study. This information is collected to assist institutions in complying with the requirements of the Student Right-to-Know Act.

Data Reporting Reminders

Once a student is in the cohort, they remain in the cohort, even if their status changes to part-time or they drop out or transfer out of the institution. However, adjustments can be made to the cohort for allowable exclusions, which include the death of a student, permanent disability, military deployment, or service on an official church mission or with a foreign aid service of the Federal government.

 When reporting award levels for sub-baccalaureate certificates, determine program length by the number of credit or contact hours, NOT the academic year length in parentheses. The academic year length is meant only to provide context.

Recent Changes to the Graduation Rates Component:

- IPEDS will collect the HEA, as amended, required graduation rate for Pell recipients and recipients of a subsidized Direct Loan who did not receive a Pell Grant. A recipient will be defined as anyone who receives and uses these awards anytime within their first year

Resources:

The survey materials package for this component can be downloaded using the following link: [Survey Materials](#)

To access your prior year data submission for this component: [Reported Data](#)

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

Section I - Establishing cohorts

Based on your institution's response to the predominant calendar system question (B3) on the Institutional Characteristics Header survey component from the IPEDS Fall 2018 data collection, your institution must report graduation rates data using a:

Full-Year Cohort (September 1, 2012 - August 31, 2013)

A fall cohort is used by institutions with standard academic terms (semester, trimester, quarter, 4-1-4). A full-year cohort is used by institutions offering primarily occupational/vocational programs and operating on a continuous basis.

Establishing cohorts

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

NOTE: Reporting using the new race/ethnicity categories is now mandatory. On this screen you will need to establish your 2012 cohort of full-time, first-time degree/certificate-seeking undergraduate students using the new race/ethnicity categories. For information and assistance with this, please visit the IPEDS Race/Ethnicity Information Center.

Men

| Screen 1 of 2 | Cohort year 2012 Cohort (Column 01) | |
|---|---|----------|
| Nonresident alien | | 0 |
| Hispanic/Latino | | 3 |
| American Indian or Alaska Native | | 0 |
| Asian | | 0 |
| Black or African American | | 0 |
| Native Hawaiian or Other Pacific Islander | | 0 |
| White | | 3 |
| Two or more races | | 0 |
| Race and ethnicity unknown | | 0 |
| Total men | | 6 |

Women

| Screen 1 of 2 | Cohort year 2012 Cohort (Column 01) | |
|---|---|-----------|
| Nonresident alien | | 0 |
| Hispanic/Latino | | 1 |
| American Indian or Alaska Native | | 0 |
| Asian | | 0 |
| Black or African American | | 2 |
| Native Hawaiian or Other Pacific Islander | | 0 |
| White | | 9 |
| Two or more races | | 0 |
| Race and ethnicity unknown | | 0 |
| Total women | | 12 |
| Total men + women | | 18 |
| Total in prior year (men and women) | | 27 |

Section I - Establishing cohorts

- Incoming students seeking a bachelor's degree should be reported in Column 02. Column 03 will then be generated for you. Column 03 is meant to include any full-time, first-time entering students who were seeking a degree or certificate other than a bachelor's degree, such as an associate's degree or undergraduate certificate.
- If you have no changes to the preloaded data on this screen, click the "Save and Next" button to generate additional screens for reporting completers and transfers/exclusions.

Establishing cohorts

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Men

| Screen 2 of 2 | Cohort year 2012 | | |
|---|------------------|---|--|
| | Cohort | Bachelor's or equivalent degree-seeking subcohort | Other degree/certificate-seeking subcohort (Cohort minus Bachelor's or equivalent degree-seeking subcohort) |
| | (Column 01) | (Column 02) | (Column 03) |
| Nonresident alien | 0 | 0 | 0 |
| Hispanic/Latino | 3 | 1 | 2 |
| American Indian or Alaska Native | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 |
| Native Hawaiian or Other Pacific Islander | 0 | 0 | 0 |
| White | 3 | 1 | 2 |
| Two or more races | 0 | 0 | 0 |
| Race and ethnicity unknown | 0 | 0 | 0 |
| Total men | 6 | 2 | 4 |

Women

| Screen 2 of 2 | Cohort year 2012 | | |
|---|------------------|---|--|
| | Cohort | Bachelor's or equivalent degree-seeking subcohort | Other degree/certificate-seeking subcohort (Cohort minus Bachelor's or equivalent degree-seeking subcohort) |
| | (Column 01) | (Column 02) | (Column 03) |
| Nonresident alien | 0 | 0 | 0 |
| Hispanic/Latino | 1 | 1 | 0 |
| American Indian or Alaska Native | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 |
| Black or African American | 2 | 0 | 2 |
| Native Hawaiian or Other Pacific Islander | 0 | 0 | 0 |
| White | 9 | 2 | 7 |
| Two or more races | 0 | 0 | 0 |
| Race and ethnicity unknown | 0 | 0 | 0 |
| Total women | 12 | 3 | 9 |
| Total men + women | 18 | 5 | 13 |

Section II - Bachelor's or equivalent degree-seeking subcohort - Completers within 150%

- In the columns below, report the status of the bachelor's degree-seeking subcohort of students listed in Column 10.
- Of the students in Column 10, those who attained a degree or certificate OTHER THAN A BACHELOR'S DEGREE within 150% of the normal time to complete the program as of August 31, 2018 should be reported in either Column 11 or 12, depending on the length of the program completed.
- Of the students in Column 10, those who attained a bachelor's degree or equivalent within 150% of normal time should be reported in Column 18.

Subcohort of full-time, first-time students seeking a bachelor's or equivalent degree

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Men

| Screen 1 of 4 | | Cohort year 2012 | | | |
|---|--|---|--|---|---|
| | Bachelor's or equivalent degree-seeking subcohort (Column 10) | Subcohort students who completed their program within 150% of normal time to completion | | | Total completers within 150% (Column 29) |
| | | Completors of programs of less than 2 academic yrs (or equivalent) (Column 11) | Completors of programs of at least 2 but less than 4 academic yrs (or equivalent) (Column 12) | Completors of bachelor's or equivalent degrees (Column 18) | |
| Nonresident alien | 0 | 0 | 0 | 0 | 0 |
| Hispanic/Latino | 1 | 0 | 0 | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Native Hawaiian or Other Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| White | 1 | 0 | 0 | 1 | 1 |
| Two or more races | 0 | 0 | 0 | 0 | 0 |
| Race and ethnicity unknown | 0 | 0 | 0 | 0 | 0 |
| Total men | 2 | 0 | 0 | 1 | 1 |

Women

| Screen 1 of 4 | | Cohort year 2012 | | | |
|---|--|---|--|---|---|
| | Bachelor's or equivalent degree-seeking subcohort (Column 10) | Subcohort students who completed their program within 150% of normal time to completion | | | Total completers within 150% (Column 29) |
| | | Completors of programs of less than 2 academic yrs (or equivalent) (Column 11) | Completors of programs of at least 2 but less than 4 academic yrs (or equivalent) (Column 12) | Completors of bachelor's or equivalent degrees (Column 18) | |
| Nonresident alien | 0 | 0 | 0 | 0 | 0 |
| Hispanic/Latino | 1 | 0 | 0 | 1 | 1 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Native Hawaiian or Other Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| White | 2 | 0 | 0 | 1 | 1 |
| Two or more races | 0 | 0 | 0 | 0 | 0 |
| Race and ethnicity unknown | 0 | 0 | 0 | 0 | 0 |
| Total women | 3 | 0 | 0 | 2 | 2 |

| | | | | | |
|-------------------|---|---|---|---|---|
| Total men + women | 5 | 0 | 0 | 3 | 3 |
|-------------------|---|---|---|---|---|

Section II - Bachelor's completers by length of time to degree

Those students in the bachelor's or equivalent degree-seeking subcohort who attained a bachelor's degree or equivalent within 150% of normal time to completion, as reported on the previous screen, are listed in Column 18. In Column 19, report the number of these students who earned a bachelor's degree in 4 years. In Column 20, report the number of these students who earned a bachelor's degree in 5 years. Column 21 will be calculated for you.

Subcohort of full-time, first-time students seeking a bachelor's or equivalent degree

•Report Hispanic/Latino individuals of any race as Hispanic/Latino

•Report race for non-Hispanic/Latino individuals only

Men

| Screen 2 of 4 | Cohort year 2012 | | | | |
|---|--|---|--|--|--|
| | <u>Bachelor's or equivalent degree-seeking subcohort</u> | Completed bachelor's degree or equivalent within 150% (Column 18) | Subcohort students who attained a <u>bachelor's degree or equivalent</u> | | |
| | | | Completed the program in 4 yrs or less (Column 19) | Completed the program in 5 yrs (Column 20) | Completed the program in 6 yrs (Column 21) |
| (Column 10) | | | | | |
| Nonresident alien | 0 | 0 | 0 | 0 | 0 |
| Hispanic/Latino | 1 | 0 | 0 | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Native Hawaiian or Other Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| White | 1 | 1 | 1 | 0 | 0 |
| Two or more races | 0 | 0 | 0 | 0 | 0 |
| Race and ethnicity unknown | 0 | 0 | 0 | 0 | 0 |
| Total men | 2 | 1 | 1 | 0 | 0 |

Women

| Screen 2 of 4 | Cohort year 2012 | | | | |
|---|--|---|--|--|--|
| | <u>Bachelor's or equivalent degree-seeking subcohort</u> | Completed bachelor's degree or equivalent within 150% (Column 18) | Subcohort students who attained a <u>bachelor's degree or equivalent</u> | | |
| | | | Completed the program in 4 yrs or less (Column 19) | Completed the program in 5 yrs (Column 20) | Completed the program in 6 yrs (Column 21) |
| (Column 10) | | | | | |
| Nonresident alien | 0 | 0 | 0 | 0 | 0 |
| Hispanic/Latino | 1 | 1 | 1 | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Native Hawaiian or Other Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| White | 2 | 1 | 0 | 1 | 0 |
| Two or more races | 0 | 0 | 0 | 0 | 0 |
| Race and ethnicity unknown | 0 | 0 | 0 | 0 | 0 |
| Total women | 3 | 2 | 1 | 1 | 0 |
| Total men + women | 5 | 3 | 2 | 1 | 0 |

Section II - Bachelor's or equivalent degree-seeking subcohort - Transfers/exclusions

- In the columns below, report the status of those students in the BACHELOR'S OR EQUIVALENT DEGREE-SEEKING SUBCOHORT listed in Column 10 who did not complete a program within 150% of normal time to completion.
- Report transfers-out who did not complete a program in Column 30. If the mission of your institution includes providing substantial preparation for students to enroll in another eligible institution WITHOUT having completed a program, you must report transfer-out data in Column 30. A school is required to report only on those students that the school knows have transferred to another eligible institution. A school must document that the student actually transferred. If it is not part of your mission, you may report transfer-out data if you wish.
- Report eligible exclusions from the subcohort in Column 45. The ONLY allowable categories for this column are:
 Students who died or became permanently disabled
 Students who left school to serve in the armed forces (or have been called up to active duty)
 Students who left school to serve with a foreign aid service of the Federal Government
 Students who left school to serve on an official church mission
- Column 52 [No longer enrolled] will be calculated for you. This includes students who have dropped out as well as those who completed in greater than 150% of normal time.
- If you do not have any values to report in either Column 30, 45, or 51, you must enter at least one zero in a field on this screen to continue.

Subcohort of full-time, first-time students seeking a bachelor's or equivalent degree

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Men

Screen 3 of 4

| | Cohort year 2012 | | | | | |
|--|--|-------------------------------------|------------------------------------|-------------------------|-----------------------|---------------------------|
| | <u>Bachelor's or equivalent degree-seeking subcohort</u> | <u>Total completers within 150%</u> | <u>Total transfer-out students</u> | <u>Total exclusions</u> | <u>Still enrolled</u> | <u>No longer enrolled</u> |
| | (Column 10) | (Column 29) | (Column 30) | (Column 45) | (Column 51) | (Column 52) |
| <u>Nonresident alien</u> | 0 | 0 | 0 | 0 | 0 | 0 |
| <u>Hispanic/Latino</u> | 1 | 0 | 0 | 0 | 0 | 1 |
| <u>American Indian or Alaska Native</u> | 0 | 0 | 0 | 0 | 0 | 0 |
| <u>Asian</u> | 0 | 0 | 0 | 0 | 0 | 0 |
| <u>Black or African American</u> | 0 | 0 | 0 | 0 | 0 | 0 |
| <u>Native Hawaiian or Other Pacific Islander</u> | 0 | 0 | 0 | 0 | 0 | 0 |
| <u>White</u> | 1 | 1 | 0 | 0 | 0 | 0 |
| <u>Two or more races</u> | 0 | 0 | 0 | 0 | 0 | 0 |
| <u>Race and ethnicity unknown</u> | 0 | 0 | 0 | 0 | 0 | 0 |
| Total men | 2 | 1 | 0 | 0 | 0 | 1 |

Women

Screen 3 of 4

| | Cohort year 2012 | | | | | |
|--|--|-------------------------------------|------------------------------------|-------------------------|-----------------------|---------------------------|
| | <u>Bachelor's or equivalent degree-seeking subcohort</u> | <u>Total completers within 150%</u> | <u>Total transfer-out students</u> | <u>Total exclusions</u> | <u>Still enrolled</u> | <u>No longer enrolled</u> |
| | (Column 10) | (Column 29) | (Column 30) | (Column 45) | (Column 51) | (Column 52) |
| <u>Nonresident alien</u> | 0 | 0 | 0 | 0 | 0 | 0 |
| <u>Hispanic/Latino</u> | 1 | 1 | 0 | 0 | 0 | 0 |
| <u>American Indian or Alaska Native</u> | 0 | 0 | 0 | 0 | 0 | 0 |
| <u>Asian</u> | 0 | 0 | 0 | 0 | 0 | 0 |
| <u>Black or African American</u> | 0 | 0 | 0 | 0 | 0 | 0 |
| <u>Native Hawaiian or Other Pacific Islander</u> | 0 | 0 | 0 | 0 | 0 | 0 |
| <u>White</u> | 2 | 1 | 1 | 0 | 0 | 0 |
| <u>Two or more races</u> | 0 | 0 | 0 | 0 | 0 | 0 |
| <u>Race and ethnicity unknown</u> | 0 | 0 | 0 | 0 | 0 | 0 |
| Total women | 3 | 2 | 1 | 0 | 0 | 0 |

Total men + women

5 3 1 0 0 1

Section II - Bachelor's or equivalent degree-seeking cohort - Pell recipients and a recipients of a subsidized Direct Loan who did not receive a Pell Grant

For each subcohort, report the number of students in the cohort, total exclusions for the cohort, the number of students that completed a bachelor's or equivalent degree within 150% of normal time to completion, and the total completers within 150%.

•Recipients of a Pell Grant and Recipients of a Direct Subsidized Loan that did not receive a Pell Grant are **mutually exclusive**, that is, if a student is in one cohort, they cannot be in the other cohort.

- The total of these 2 subcohorts must be less than the Bachelor's or equivalent degree-seeking cohort

Subcohort of full-time, first-time students seeking a bachelor's or equivalent degree

Screen 4 of 4

| | Cohort year 2012 | | | |
|---|------------------------------|-------------------------|---|------------------------------|
| | Number of students in cohort | Total <u>exclusions</u> | Completed bachelor's degree or equivalent within 150% | Total completers within 150% |
| | (Column 10) | (Column 45) | (Column 18) | (Column 29) |
| Bachelor's or equivalent degree-seeking cohort | 5 | 0 | 3 | 3 |
| Recipients of a Pell Grant (within entering year) | 2 | 0 | 1 | 1 |
| Recipients of a Direct Subsidized Loan (within entering year) that did not receive a Pell Grant | 1 | 0 | 1 | 1 |
| Did not receive either a Pell Grant or Direct Subsidized Loan (within entering year) | 2 | 0 | 1 | 1 |

Section III - Other degree/certificate-seeking subcohort - Completers within 150%

- In the columns below, report the status of the subcohort of students seeking other than a bachelor's or equivalent degree listed in Column 10.
- Of the students in Column 10, those who attained a degree or certificate other than a bachelor's degree within 150% of the normal time to complete the program as of August 31, 2018 should be reported in either Column 11 or 12, depending on the length of the program completed.
- Of the students in Column 10, those who attained a bachelor's degree or equivalent within 150% of normal time should be reported in Column 18.

Subcohort of full-time, first-time students seeking other than a bachelor's degree

• Report Hispanic/Latino individuals of any race as Hispanic/Latino

• Report race for non-Hispanic/Latino individuals only

Men

| Screen 1 of 3 | Cohort year 2012 | | | | |
|---|---|---|--|---|---|
| | Other degree/certificate-seeking subcohort (Column 10) | Subcohort students who completed their program within 150% of normal time to completion | | | Total completers within 150% (Column 29) |
| | | Completers of programs of less than 2 academic yrs (or equivalent) (Column 11) | Completers of programs of at least 2 but less than 4 academic yrs (or equivalent) (Column 12) | Completers of bachelor's or equivalent degrees (Column 18) | |
| Nonresident alien | 0 | 0 | 0 | 0 | 0 |
| Hispanic/Latino | 2 | 0 | 0 | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Native Hawaiian or Other Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| White | 2 | 0 | 0 | 0 | 0 |
| Two or more races | 0 | 0 | 0 | 0 | 0 |
| Race and ethnicity unknown | 0 | 0 | 0 | 0 | 0 |
| Total men | 4 | 0 | 0 | 0 | 0 |

Women

| Screen 1 of 3 | Cohort year 2012 | | | | |
|---|---|---|--|---|---|
| | Other degree/certificate-seeking subcohort (Column 10) | Subcohort students who completed their program within 150% of normal time to completion | | | Total completers within 150% (Column 29) |
| | | Completers of programs of less than 2 academic yrs (or equivalent) (Column 11) | Completers of programs of at least 2 but less than 4 academic yrs (or equivalent) (Column 12) | Completers of bachelor's or equivalent degrees (Column 18) | |
| Nonresident alien | 0 | 0 | 0 | 0 | 0 |
| Hispanic/Latino | 0 | 0 | 0 | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 2 | 0 | 0 | 0 | 0 |
| Native Hawaiian or Other Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| White | 7 | 0 | 0 | 0 | 0 |
| Two or more races | 0 | 0 | 0 | 0 | 0 |
| Race and ethnicity unknown | 0 | 0 | 0 | 0 | 0 |
| Total women | 9 | 0 | 0 | 0 | 0 |

| | | | | | | |
|--------------------------|----|---|---|---|---|---|
| | | | | | | |
| Total men + women | 13 | 0 | 0 | 0 | 0 | 0 |

Section III - Other degree/certificate-seeking subcohort - Transfers/exclusions

- In the columns below, report the status of those students in the OTHER DEGREE/CERTIFICATE-SEEKING SUBCOHORT listed in Column 10 who did not complete a program within 150% of normal time to completion.
- Report transfers-out who did not complete a program in Column 30. A school is required to report only on those students that the school knows have transferred to another eligible institution. A school must document that the student actually transferred. If it is not part of your mission, you may report transfer-out data if you wish.
- Report eligible exclusions from the subcohort in Column 45. The **ONLY** allowable categories for this column are:
 Students who died or became permanently disabled
 Students who left school to serve in the armed forces (or have been called up to active duty)
 Students who left school to serve with a foreign aid service of the Federal Government
 Students who left school to serve on an official church mission
- Column 52 [No longer enrolled] will be calculated for you. This includes students who dropped out as well as those who completed in greater than 150% of normal time.
- If you do not have any values to report in either Column 30, 45, or 51, you must enter at least one zero in a field on this screen to continue.

Subcohort of full-time, first-time students seeking other than a bachelor's degree

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Men

| Screen 2 of 3 | Cohort year 2012 | | | | | |
|--|---|-------------------------------------|------------------------------------|-------------------------|-----------------------|---------------------------|
| | <u>Other degree/certificate-seeking subcohort</u> | <u>Total completers within 150%</u> | <u>Total transfer-out students</u> | <u>Total exclusions</u> | <u>Still enrolled</u> | <u>No longer enrolled</u> |
| | (Column 10) | (Column 29) | (Column 30) | (Column 45) | (Column 51) | (Column 52) |
| <u>Nonresident alien</u> | 0 | 0 | 0 | 0 | 0 | 0 |
| <u>Hispanic/Latino</u> | 2 | 0 | 1 | 0 | 0 | 1 |
| <u>American Indian or Alaska Native</u> | 0 | 0 | 0 | 0 | 0 | 0 |
| <u>Asian</u> | 0 | 0 | 0 | 0 | 0 | 0 |
| <u>Black or African American</u> | 0 | 0 | 0 | 0 | 0 | 0 |
| <u>Native Hawaiian or Other Pacific Islander</u> | 0 | 0 | 0 | 0 | 0 | 0 |
| <u>White</u> | 2 | 0 | 0 | 0 | 0 | 2 |
| <u>Two or more races</u> | 0 | 0 | 0 | 0 | 0 | 0 |
| <u>Race and ethnicity unknown</u> | 0 | 0 | 0 | 0 | 0 | 0 |
| Total men | 4 | 0 | 1 | 0 | 0 | 3 |

Women

| Screen 2 of 3 | Cohort year 2012 | | | | | |
|--|---|-------------------------------------|------------------------------------|-------------------------|-----------------------|---------------------------|
| | <u>Other degree/certificate-seeking subcohort</u> | <u>Total completers within 150%</u> | <u>Total transfer-out students</u> | <u>Total exclusions</u> | <u>Still enrolled</u> | <u>No longer enrolled</u> |
| | (Column 10) | (Column 29) | (Column 30) | (Column 45) | (Column 51) | (Column 52) |
| <u>Nonresident alien</u> | 0 | 0 | 0 | 0 | 0 | 0 |
| <u>Hispanic/Latino</u> | 0 | 0 | 0 | 0 | 0 | 0 |
| <u>American Indian or Alaska Native</u> | 0 | 0 | 0 | 0 | 0 | 0 |
| <u>Asian</u> | 0 | 0 | 0 | 0 | 0 | 0 |
| <u>Black or African American</u> | 2 | 0 | 0 | 0 | 0 | 2 |
| <u>Native Hawaiian or Other Pacific Islander</u> | 0 | 0 | 0 | 0 | 0 | 0 |
| <u>White</u> | 7 | 0 | 4 | 0 | 0 | 3 |
| <u>Two or more races</u> | 0 | 0 | 0 | 0 | 0 | 0 |
| <u>Race and ethnicity unknown</u> | 0 | 0 | 0 | 0 | 0 | 0 |
| Total women | 9 | 0 | 4 | 0 | 0 | 5 |
| Total men + women | 13 | 0 | 5 | 0 | 0 | 8 |

Section III - Other degree/certificate-seeking subcohort - Pell recipients and recipients of a subsidized Direct Loan who did not receive a Pell Grant

For each subcohort, report the number of students in the cohort, total exclusions for the cohort, the number of students who completed a bachelor's or equivalent degree with 150%, and the total completers within 150%.

•Recipients of a Pell Grant and Recipients of a Direct Subsidized Loan that did not receive a Pell Grant are **mutually exclusive**, that is, if a student is in one cohort, they cannot be in the other cohort.

- The total of these 2 subcohorts must be less than the other degree/certificate-seeking cohort

Subcohort of full-time, first-time students seeking other than a bachelor's degree

| Screen 3 of 3 | Cohort year 2012 | | | |
|---|------------------------------|------------------|---|------------------------------|
| | Number of students in cohort | Total exclusions | Completed bachelor's degree or equivalent within 150% | Total completers within 150% |
| | (Column 10) | (Column 45) | (Column 18) | (Column 29) |
| Other degree/certificate-seeking cohort | 13 | 0 | 0 | 0 |
| Recipients of a Pell Grant (within entering year) | 7 | 0 | 0 | 0 |
| Recipients of a Direct Subsidized Loan (within entering year) that did not receive a Pell Grant | 1 | 0 | 0 | 0 |
| Did not receive either a Pell Grant or Direct Subsidized Loan (within entering year) | 5 | 0 | 0 | 0 |

Graduation and transfer-out rates

Calculation of graduation and transfer-out rates

| Screen 1 of 2 | Cohort year 2012 | |
|---|------------------|-------------------|
| | Graduation rate | Transfer-out rate |
| Overall Rates (will be displayed on College Navigator) | 17 | 33 |
| Men | 17 | 17 |
| Women | 17 | 42 |

Graduation rates displayed below in bold italics will be displayed on College Navigator


Graduation rates for students pursuing bachelor's or equivalent degrees

| | 4 year graduation rate | 5 year graduation rate | 6 year graduation rate |
|--|------------------------|------------------------|------------------------|
| Men | 50 | 50 | 50 |
| Women | 33 | 67 | 67 |
| Total (men and women) | 40 | 60 | 60 |
| <u>Nonresident alien</u> | | | |
| <u>Hispanic/Latino</u> | 50 | 50 | 50 |
| <u>American Indian or Alaska Native</u> | | | |
| <u>Asian</u> | | | |
| <u>Black or African American</u> | | | |
| <u>Native Hawaiian or Other Pacific Islander</u> | | | |
| <u>White</u> | 33 | 67 | 67 |
| <u>Two or more races</u> | | | |
| <u>Race and ethnicity unknown</u> | | | |

Do you wish to provide additional context notes?

No

Yes

 **Note that certain information from these worksheets will be displayed on College Navigator, as noted. You may use the space below to provide context for these data. These context notes will be posted on the College Navigator website, and should be written to be understood by students and parents.**

Interpret data with caution due to small cohort. Los Angeles Pacific University enrolls very few first-time, full-time students. Graduation rates for the majority of part-time and transfer students are significantly higher.

4-year average rates

| 4-year average rates | | | | | |
|--|------|------|------|------|--------------|
| Screen 2 of 2 | | | | | |
| Men | | | | | |
| | 2009 | 2010 | 2011 | 2012 | 4-year Total |
| Adjusted cohort | | | 8 | 6 | 14 |
| Total completers within 150% | | | 3 | 1 | 4 |
| Total transfer-out students | | | 1 | 1 | 2 |
| Women | | | | | |
| | 2009 | 2010 | 2011 | 2012 | 4-year Total |
| Adjusted cohort | | | 19 | 12 | 31 |
| Total completers within 150% | | | 0 | 2 | 2 |
| Total transfer-out students | | | 4 | 5 | 9 |
| Total (men and women) | | | | | |
| | 2009 | 2010 | 2011 | 2012 | 4-year Total |
| Adjusted cohort | | | 27 | 18 | 45 |
| Total completers within 150% | | | 3 | 3 | 6 |
| Total transfer-out students | | | 5 | 6 | 11 |
| 4-year average Student Right-to-Know completion or graduation rate calculation (Total Completers within 150% / Adjusted Cohort) | | | | | 13 |
| 4-year average Student Right-to-Know transfer-out rate calculation (Total Transfer-out Students / Adjusted Cohort) | | | | | 24 |

Prepared by

The name of the preparer is being collected so that we can follow up with the appropriate person in the event that there are questions concerning the data. The Keyholder will be copied on all email correspondence to other preparers.

The time it took to prepare this component is being collected so that we can continue to improve our estimate of the reporting burden associated with IPEDS. Please include in your estimate the time it took for you to review instructions, query and search data sources, complete and review the component, and submit the data through the Data Collection System.

Thank you for your assistance.

This survey component was prepared by:

- | | | |
|--|--|----------------------------------|
| <input checked="" type="radio"/> Keyholder | <input type="radio"/> SFA Contact | <input type="radio"/> HR Contact |
| <input type="radio"/> Finance Contact | <input type="radio"/> Academic Library Contact | <input type="radio"/> Other |

Name: Irene Lee
 Email: ilee@lapu.edu

How many staff from your institution only were involved in the data collection and reporting process of this survey component?

2.00 Number of Staff (including yourself)

How many hours did you and others from your institution only spend on each of the steps below when responding to this survey component?

Exclude the hours spent collecting data for state and other reporting purposes.

| Staff member | Collecting Data Needed | Revising Data to Match IPEDS Requirements | Entering Data | Revising and Locking Data |
|---------------|------------------------|---|---------------|---------------------------|
| Your office | 5.00 hours | 2.00 hours | 2.00 hours | 1.00 hours |
| Other offices | 0.00 hours | 0.00 hours | 0.00 hours | 0.00 hours |

Summary**2018 IPEDS Graduation Rate Component Data Summary**

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the [Data Center](#) and sent to your institution's CEO in November 2018.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

| Overall Graduation Rate | |
|---|-----|
| Graduation Rate | 17% |
| Total number of students in the Adjusted Cohort | 18 |
| Total number of completers within 150% of normal time | 3 |

| Overall Transfer-out Rate | |
|--|-----|
| Transfer-out Rate | 33% |
| Total number of students in the Adjusted Cohort | 18 |
| Total number of transfers-out within 150% of normal time | 6 |

| Graduation Rate for students pursuing Bachelor's Degrees | |
|---|-----|
| Graduation Rate for Bachelor's Cohort | 60% |
| Total number of students in the Adjusted Cohort | 5 |
| Total number of bachelor's degree completers within 150% of normal time | 3 |

Graduation Rates

Los Angeles Pacific University (474863)

| Source | Description | Severity | Resolved | Options |
|-------------------------------------|--|--------------|----------|---------|
| Global Edits | | | | |
| Perform Edits | The calculated graduation rate based on the numbers entered this year (16.67) is outside the expected range when compared with the prior year graduation rate. The expected range is between 9 and 13. Please correct your data and click Perform Edits on the Surveys page to update the calculations; or provide an explanation if these data are correct. (Error #4404) | Explanation | Yes | |
| Reason: | Our university first began enrolling students in 2011. Since then, we have experienced significant growth. We continue to offer new degree programs. Our graduation rate has increased due to growth and new degree programs, which is likely the reason for the ranges being outside of expected ranges compared to prior year. | | | |
| Related Screens: | Cohort, part 1, Cohort, part 2, Completers 150%, Transfers/exclusions, Completers 150%, Transfers/exclu | | | |
| Screen: Cohort, part 1 | | | | |
| Screen Entry | The total number of students (men + women) in the cohort is outside the expected range when compared with the prior year value. The expected range is between 19 and 35. Please correct your data or explain. (Error #4343) | Explanation | Yes | |
| Reason: | LAPU has a small number of first-time, full-time students so such variations are possible. We also determined a more accurate way of determining which students were truly first-time students, which lowered the number for this cohort. | | | |
| Screen: Transfers/exclusions | | | | |
| Screen Entry | The total number of students (men+women) in the Still Enrolled (Column 51) is zero. Please confirm that the data reported are correct. (Error #4347) | Confirmation | Yes | |
| Screen Entry | The total number of students (men+women) in the Still Enrolled (Column 51) is zero. Please confirm that the data reported are correct. (Error #4347) | Confirmation | Yes | |

Los Angeles Pacific University Graduation Rates

2012-2013 Cohort

First-time, Full-time Students

| Grad Rate within 150% | 17% | 150% Completion | | | 151+% |
|--------------------------|-----------|-----------------|-----------|------------|------------|
| Program Level | Headcount | Certificate | Associate | Bachelor's | Completion |
| Associate | 13 | | | | |
| Bachelor's | 5 | | | 3 | |
| Subtotal | 18 | | | 3 | |
| Percent of Cohort | 2% | | | | |

Non-first-time or Part-time Students

| Grad Rate within 150% | 30% | 150% Completion | | | 151+% |
|--------------------------|------------|-----------------|-----------|------------|------------|
| Program Level | Headcount | Certificate | Associate | Bachelor's | Completion |
| Certificate | 155 | 56 | 2 | 1 | 8 |
| Associate | 279 | | 30 | 26 | 13 |
| Bachelor's | 324 | | | 110 | 13 |
| Subtotal | 758 | 56 | 32 | 137 | 34 |
| Percent of Cohort | 98% | | | | |

Total Headcount

776

Based on the total COHORT by a Full Year (9/1 through 8/31)
 Completers (only highest award within 150% per student included)

Los Angeles Pacific University Graduation Rates

2013-2014 Cohort

First-time, Full-time Students

| Grad Rate within 150% | 22% | 150% Completion | | | 151+% |
|--------------------------|-----------|-----------------|-----------|------------|------------|
| Program Level | Headcount | Certificate | Associate | Bachelor's | Completion |
| Associate | 3 | | | | |
| Bachelor's | 6 | | | 2 | |
| Subtotal | 9 | | | 2 | |
| Percent of Cohort | 1% | | | | |

Non-first-time or Part-time Students

| Grad Rate within 150% | 35% | 150% Completion | | | 151+% |
|--------------------------|--------------|-----------------|-----------|------------|------------|
| Program Level | Headcount | Certificate | Associate | Bachelor's | Completion |
| Certificate | 248 | 111 | 2 | 1 | 13 |
| Associate | 365 | | 40 | 33 | 21 |
| Bachelor's | 520 | | | 209 | 11 |
| Subtotal | 1,133 | 111 | 42 | 243 | 45 |
| Percent of Cohort | 99% | | | | |

Total Headcount 1,142

Based on the total COHORT by a Full Year (9/1 through 8/31)
 Completers (only highest award within 150% per student included)

Los Angeles Pacific University Graduation Rates

2014-2015 Cohort

First-time, Full-time Students

| Grad Rate within 150% | 25% | 150% Completion | | | 151+% |
|--------------------------|-----------|-----------------|-----------|------------|------------|
| Program Level | Headcount | Certificate | Associate | Bachelor's | Completion |
| Associate | 9 | | | 3 | 1 |
| Bachelor's | 7 | | | 1 | |
| Subtotal | 16 | | | 4 | 1 |
| Percent of Cohort | 1% | | | | |

Non-first-time or Part-time Students

| Grad Rate within 150% | 49% | 150% Completion | | | 151+% |
|--------------------------|--------------|-----------------|-----------|------------|------------|
| Program Level | Headcount | Certificate | Associate | Bachelor's | Completion |
| Certificate | 165 | 94 | 3 | 1 | 9 |
| Associate | 323 | | 52 | 37 | 20 |
| Bachelor's | 1083 | | | 583 | 11 |
| Subtotal | 1,571 | 94 | 55 | 621 | 40 |
| Percent of Cohort | 99% | | | | |

Total Headcount 1,587

Based on the total COHORT by a Full Year (9/1 through 8/31)

Completers (only highest award within 150% per student included)

Results are not yet final until 6/30/2021



June 15, 2020

Catalina G. Mistler, Deputy Director
Program Administration & Services Division
California Student Aid Commission
PO Box 419027
Rancho Cordova, CA 95741-9027

Dear Deputy Director Mistler,

We received the letter dated June 2, 2020 from the California Student Aid Commission (CSAC) denying our appeal to participate in the Cal Grant program for the 2020-21 academic year. Per the institutional participation agreement we formally request a hearing before the Commission.

In the letter we received, the reason for the denial of our appeal states that it is due to the California Education Code Section 69432.7(l)(3)(l)(iv)(II) and CSAC staff's determination that our appeal does not meet the statutory requirements. However, per our 2017-21 IPA, page 14, Article VII-Corrective Measures, section C, it states that "The Institution shall be permitted to submit, and the Commission shall consider, a response to such notice, including any legal and factual reasons why such corrective measure should not be imposed. Such response shall be submitted within fifteen (15) calendar days of receipt of the Commission's written notice of its intent to impose such measure. The Commission has thirty (30) calendar days to consider the Institution's response to the notice. The Institution will be informed of the date, time and location of the public meeting at which the Commission will discuss the Institution's response and the Commission's decision thereon. Within five (5) business days following the meeting, the Commission will issue, in writing, to the Institution its final decision on the matter."

On this basis, we formally request a hearing to present our case to the Commission. In any normal year the loss of Cal Grant funding for students would be a hardship, but in a year such as 2020 where so many have suffered devastating financial impact due to the pandemic, the loss could mean the end of the pursuit of higher education entirely. These past months dealing with the effects of the pandemic has been difficult for everyone, but we've seen our students and families hit especially hard. We have already increased our institutional financial aid budget by 5% in anticipation of extra need by our students who already receive an average 54%, and we are committed to meeting the needs of our students to ensure they are provided every opportunity to complete their education despite the upheaval of these times.

During the 2019-2020 academic year 42 out of 158 Providence students received a Cal Grant, which is 26% of our student body. Of these 42 students, 36 also received Pell grants. We also have a diverse student body with roughly 57% of our Cal Grant students coming from non-white backgrounds, with many of these being first generation college students and 7 out of 42 are transfer students. We are proud to enroll students of all backgrounds and to provide them the support that they need to graduate

in a timely manner and successfully prepare for a productive future in the workforce and their communities. Because of the Cal Grant these students are able to attend our school and without it many would need to take out additional loans in order to continue attending or end up leaving which could put a delay to their graduation timeline. The loss of Cal Grant eligibility creates a significant hardship on students seeking to continue their education at their school of choice.

Providence Christian College started in 2005 as a small school of 22 students and still remains a rather small school with less than 160 students. Since we are so small our CDR has been calculated since 2012 using the "Average Rate" (for schools with 29 or fewer borrowers), using the "Average Rate" they take 3 years' worth of borrowers and 3 years' worth of delinquent borrowers so you have more borrowers in the denominator and the numerator. For example, for 2015 borrowers were combined from 2013-2014, 2014-2015 and 2015-2016, which gave 53 total borrowers in the denominator and 7 delinquent borrowers were also used from the same years for the numerator, for a 13.2% CDR.

For 2016, there were 32 borrowers going into repayment, which is above the 29 required for the average rate calculation. Out of this group there were 8 delinquent borrowers of which 3 have since brought their accounts current, which would technically give us 5 delinquent borrowers. This combination is 8/32 giving a 25% CDR. This formula is known as the Actual Rate. This unfortunately puts us out of range to participate in the Cal Grant program as they require a 15.5% and below CDR.

The historical, current, and estimated future CDR Rates:

| Year | Rate | Borrowers | Delinquent |
|---|-------|-----------|------------|
| 2012 Official CDR (Avg Rate) | 8% | 25 | 2 |
| 2013 Official CDR (Avg Rate) | 7.1% | 39 | 3 |
| 2014 Official CDR (Avg Rate) | 8% | 50 | 4 |
| 2015 Official CDR (Avg Rate) | 13.2% | 53 | 7 |
| 2016 Official CDR (Actual Rate) | 25% | 32 | 8 |
| *2016 CDR (with 3 accounts brought current) * | 15% | 32 | 5 |
| 2017 Estimated CDR | 8.6% | 35 | 3 |
| 2018 Estimated CDR | 3.3% | 61 | 2 |
| 2019 Estimated CDR | 2.2% | 45 | 1 |

As you can see, historically the rates have been below the CSAC threshold. Since our past CDRs have been at the eligible level and this year we have been pushed from using the Average Rate to the Actual Rate we would like to appeal to continue in the program for the 2020-2021 school year based on this and several other relevant factors, such as that several students listed in the defaulted group brought their accounts current, but it was just past the cut-off date. Out of the 8 delinquent borrowers 3 have brought their accounts current that would have brought our rate to a combination of 5/32 giving a 15% CDR instead of 25%. When you are dealing with such small numbers, one or two students can make a big difference in terms of where the CDR falls. As you can see the 2016 CDR is not representative of the institution.

We have taken steps to help manage the CDR for the future by working with Ascendium using their Cohort Catalyst program. Currently our draft rate for the 2017 CDR is at 8.6% and the next several years are also projected to be well below the CSAC IPA requirements even though the number of

borrowers going into repayment are projected to increase substantially. This is a more accurate representation of the institution.

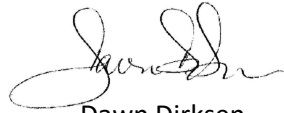
Again, we respectfully request a hearing before the Commission so that we can present our case for continued participation for our students in the Cal Grant program for the 2020-2021 school year. These funds mean a great deal to our students for the future of their education and we are convinced that you'll agree Providence Christian College is responsible partner and an institution worthy of participating in the Cal Grant program.

Thank you for your consideration.

Sincerely,

Tina Bos

Tina Bos
Financial Aid Advisor



Dawn Dirksen
Finance & Operations



PROVIDENCE
CHRISTIAN COLLEGE

January 22, 2020

Catalina G. Mistler, Deputy Director
Program Administration & Services Division
California Student Aid Commission
PO Box 419027
Rancho Cordova, CA 95741-9027

Dear Ms. Mistler:

Recently we received a letter from the California Student Aid Commission indicating that we are ineligible to participate in the Cal Grant program for the 2020-2021 school year due to a 3 year cohort default rate reported at 25%. We believe that this rate is not representative of the overall institutional performance and would like to appeal to continue to participate for the 2020-2021 school year. Our students have benefited greatly from using Cal Grant funds at our institution. For some, it is the only way that they can afford their college education. We would like to explain our situation and respectfully request your consideration on our appeal for continued participation.

Providence Christian College started in 2005 as a small school of 22 students and still remains a rather small school with less than 140 students. Since we are so small our CDR has been calculated since 2012 using the "Average Rate" (for schools with 29 or fewer borrowers). Using the "Average Rate" the calculation takes 3 years' worth of borrowers and 3 years' worth of delinquent borrowers so you have more borrowers in the denominator and the numerator. This method seeks to provide a more fair and balanced evaluation for very small institutions.

For example, for 2015, borrowers were averaged from 2013-2014, 2014-2015 and 2015-2016 which gave 53 total borrowers in the denominator and 7 total delinquent borrowers in the numerator resulting in 7/53 and a 13.2% CDR.

For 2016, Providence has 32 students going into repayment (more than 29 borrowers), which means that the "Average Rate" would no longer be used, but the "Actual Rate" would, which takes the single year total borrowers and the single year total delinquent borrowers. This new method resulted in a higher CDR with 32 total borrowers and 8 delinquent borrowers, 3 of which have brought their accounts current which would technically give us 5 delinquent borrowers. This "Actual Rate" calculation is 8/32 giving a 25% CDR. This unfortunately puts us out of range to participate in the Cal Grant program as they require a 15.5% and below CDR. Taking into consideration the students who have rectified their delinquent status would make the calculation 5/32 or 15%.

Additionally, we have been participants in good standing since our first year with borrowers. In the past years our rates have been:

2012 Official CDR 8% 2013 Official CDR 7.1%

2014 Official CDR 8% 2015 Official CDR 13.2%

Our historical rates have been well-below the required CDR. Since our past CDRs have been at the eligible level and this year we have been pushed from using the Average Rate to the Actual Rate we would like to appeal to continue in the program for the 2020-2021 school year based on this and several other relevant factors, such as that several students listed in the defaulted group brought their accounts current, but unfortunately it was past the cut-off date. Out of the 8 delinquent borrowers 3 have brought their accounts current that would have brought our rate to a combination of 5/32 giving a 15% CDR instead of 25%. (Please refer to the attached supporting evidence summary point #1). When dealing with such small numbers, one or two students can make a big difference in terms of the CDR calculation.

In 2019-20 we have had 42 students participate in the Cal Grant program, roughly one quarter of our student body with \$362,023 of Cal Grant funds. In the large picture we are very small compared to other schools and the Cal Grant funds impact our students just as much and many would be unable to attend without the benefit of the Cal Grant.

In the past year we contracted with a 3rd party to help manage the CDR for the future by working with Ascendium using their Cohort Catalyst program. (Please refer to the attached supporting evidence summary point #2). Currently our rate for the 2017 CDR is projected to be 8.6% and the next several years look promising to be well below the CSAC IPA requirements.

We appeal to you and the commission to reconsider our participation in the Cal Grant program based on our small numbers and the fact that 3 students have brought their accounts current which would have put our rate within range of the requirements. Please consider allowing us to participate in the Cal Grant program for the 2020-2021 school year. These funds mean a great deal to our students future education and we hope that you will allow us to participate once again.

Thank you for your consideration.

Sincerely,



James Belcher, PhD
President



Tina Bos
Financial Aid Director



Dawn Dirksen
Chief Fiscal Officer

Enclosure(s): Supporting Evidence Summary and Documentation

Providence Christian College - Appeal to California Student Aid Commission

Supporting Evidence Summary and Documentation

1. Three Borrowers whose accounts are now current. This has been redacted to protect student privacy.
 - a. Student A - in repayment as of 9-24-2019
 - b. Student B - in repayment as of 12-13-2019
 - c. Student C - loan paid in full as of 8-6-2019
2. Cohort Catalyst Projections of CDR's for 2017 through 2019
 - a. 2017 - estimated CDR 8.6%
 - b. 2018 - estimated CDR 3.3%
 - c. 2019 - estimated CDR 2.2%



Menu Aid Enroll GE Org Report Tran

8 | 7 | 1 | 4

Overpayment List | Grants | Delinquent Borrowers | Exit Counseling History | Student Contact Info | Student Access Interface | Reaffirmation History | Perkins Submittal | SSN Conflict

SSN: First Name: DOB: (MMDDCCYY) Retrieve

Previously Retrieved Borrower: - Select -

Student A

Loan History

Aggregate Loan Information

| Loan Type | Outstanding Principal Balance | Pending Disbursements | Total |
|----------------------------------|-------------------------------|-----------------------|--------------------|
| | | | Award Year: 2015 ⓘ |
| Undergraduate | | | |
| Subsidized Loans | \$5,250 | \$0 | \$5,250 |
| Unsubsidized Loans | \$9,000 | \$0 | \$9,000 |
| Combined Loans | \$14,250 | \$0 | \$14,250 |
| Consolidation Loans, Unallocated | N/A | | N/A |
| Totals | | | |
| Subsidized Loans | \$5,250 | \$0 | \$5,250 |
| Unsubsidized Loans | \$9,000 | \$0 | \$9,000 |
| Combined Loans | \$14,250 | \$0 | \$14,250 |
| Consolidation Loans, Unallocated | N/A | | N/A |
| Other | | | |
| Perkins Loans | N/A | | N/A |

Currently Sorted by LOAN DATE, No filtering

1 D0 - DIRECT STAFFORD SUB (SULA ELIGIBLE) Status: RP as of 09/24/2019 | Loan Detail
PROVIDENCE CHRISTIAN COLLEGE - 04153900

| | | | | | | | |
|-------------------------|--------------------------|------------------------|---------|---|-------------------------|------------------|---------|
| Approved Amt: | \$1,750 | Disbursed Amt: | \$1,750 | <input checked="" type="checkbox"/> OPB: | \$1,987 | Agg. OPB: | \$1,750 |
| Loan Date: | 09/30/2014 | Sep. Loan Ind: | A | Loan Period: | 09/30/2014 - 09/30/2015 | | |
| Last Disb. Date: | 09/30/2014 | Last Disb. Amt: | \$1,750 | Acad. Lv: | 1 | | |
| ED Servicer: | DEPT OF ED/NAVIENT - 578 | | | | | | |

2 D2 - DIRECT STAFFORD UNSUB Status: RP as of 09/24/2019 | Loan Detail
PROVIDENCE CHRISTIAN COLLEGE - 04153900

| | | | | | | | |
|-------------------------|--------------------------|------------------------|---------|---|-------------------------|------------------|---------|
| Approved Amt: | \$3,000 | Disbursed Amt: | \$3,000 | <input checked="" type="checkbox"/> OPB: | \$3,601 | Agg. OPB: | \$3,000 |
| Loan Date: | 09/30/2014 | Sep. Loan Ind: | A | Loan Period: | 09/30/2014 - 09/30/2015 | | |
| Last Disb. Date: | 09/30/2014 | Last Disb. Amt: | \$3,000 | Acad. Lv: | 1 | | |
| ED Servicer: | DEPT OF ED/NAVIENT - 578 | | | | | | |

3 D0 - DIRECT STAFFORD SUB (SULA ELIGIBLE) Status: RP as of 09/24/2019 | Loan Detail
PROVIDENCE CHRISTIAN COLLEGE - 04153900

| | | | | | | | |
|-------------------------|--------------------------|------------------------|---------|---|-------------------------|------------------|---------|
| Approved Amt: | \$3,500 | Disbursed Amt: | \$3,500 | <input checked="" type="checkbox"/> OPB: | \$3,949 | Agg. OPB: | \$3,500 |
| Loan Date: | 09/30/2013 | Sep. Loan Ind: | A | Loan Period: | 09/30/2013 - 09/30/2014 | | |
| Last Disb. Date: | 09/30/2013 | Last Disb. Amt: | \$3,500 | Acad. Lv: | 1 | | |
| ED Servicer: | DEPT OF ED/NAVIENT - 578 | | | | | | |

4 D2 - DIRECT STAFFORD UNSUB Status: RP as of 09/24/2019 | Loan Detail
PROVIDENCE CHRISTIAN COLLEGE - 04153900

| | | | | | | | |
|-------------------------|--------------------------|------------------------|---------|---|-------------------------|------------------|---------|
| Approved Amt: | \$6,000 | Disbursed Amt: | \$6,000 | <input checked="" type="checkbox"/> OPB: | \$7,141 | Agg. OPB: | \$6,000 |
| Loan Date: | 09/30/2013 | Sep. Loan Ind: | A | Loan Period: | 09/30/2013 - 09/30/2014 | | |
| Last Disb. Date: | 09/30/2013 | Last Disb. Amt: | \$6,000 | Acad. Lv: | 1 | | |
| ED Servicer: | DEPT OF ED/NAVIENT - 578 | | | | | | |

Notes:

- ⓘ For the determined award year and academic level displayed, the dependency status is/was Independent.
- Ⓢ Amount includes capitalized interest.



Menu Aid Enroll GE Org Report Tran

Overpayment List Grants Delinquent Borrowers Exit Counseling History Student Contact Info Student Access Interface
Reaffirmation History Perkins Submittal SSN Conflict

SSN: First Name: DOB: (MMDDCCYY) Retrieve

Previously Retrieved Borrower: - Select -

Student B

Loan History

Aggregate Loan Information

| Loan Type | Outstanding Principal Balance | Pending Disbursements | Total |
|----------------------------------|-------------------------------|-----------------------|--------------------|
| | | | Award Year: 2015 ⓘ |
| Undergraduate | | | |
| Subsidized Loans | \$2,316 | \$0 | \$2,316 |
| Unsubsidized Loans | \$3,880 | \$0 | \$3,880 |
| Combined Loans | \$6,196 | \$0 | \$6,196 |
| Consolidation Loans, Unallocated | N/A | | N/A |
| Totals | | | |
| Subsidized Loans | \$2,316 | \$0 | \$2,316 |
| Unsubsidized Loans | \$3,880 | \$0 | \$3,880 |
| Combined Loans | \$6,196 | \$0 | \$6,196 |
| Consolidation Loans, Unallocated | N/A | | N/A |
| Other | | | |
| Perkins Loans | N/A | | N/A |

Currently Sorted by LOAN DATE, No filtering

| | | | | | | | |
|------------------|------------------------------|---|---------|-----------------------------|-------------------------|-------------|---------|
| 1 | | D0 - DIRECT STAFFORD SUB (SULA ELIGIBLE) PROVIDENCE CHRISTIAN COLLEGE - 04153900 | | Status: RP as of 12/13/2019 | | Loan Detail | |
| Approved Amt: | \$3,500 | Disbursed Amt: | \$3,500 | OPB: | \$2,316 | Agg. OPB: | \$2,316 |
| Loan Date: | 09/30/2014 | Sep. Loan Ind: | A | Loan Period: | 09/30/2014 - 09/30/2015 | | |
| Last Disb. Date: | 09/30/2014 | Last Disb. Amt: | \$3,500 | Acad. Lv: | 1 | | |
| ED Servicer: | DEPT OF ED/GREAT LAKES - 581 | | | | | | |
| 2 | | D2 - DIRECT STAFFORD UNSUB PROVIDENCE CHRISTIAN COLLEGE - 04153900 | | Status: RP as of 12/13/2019 | | Loan Detail | |
| Approved Amt: | \$6,000 | Disbursed Amt: | \$6,000 | OPB: | \$4,146 | Agg. OPB: | \$3,880 |
| Loan Date: | 09/30/2014 | Sep. Loan Ind: | A | Loan Period: | 09/30/2014 - 09/30/2015 | | |
| Last Disb. Date: | 09/30/2014 | Last Disb. Amt: | \$6,000 | Acad. Lv: | 1 | | |
| ED Servicer: | DEPT OF ED/GREAT LAKES - 581 | | | | | | |

Notes:

- ⓘ For the determined award year and academic level displayed, the dependency status is/was Independent.
- Ⓜ Amount includes capitalized interest.

PRIVACY ACT OF 1974 (AS AMENDED)



Menu | Aid | Enroll | **EE** | Org | Report | Tran

Overpayment List | Grants | Delinquent Borrowers | Exit Counseling History | Student Contact Info | Student Access Interface |
Reaffirmation History | Perkins Submittal | SSN Conflict

Student C

SSN: [Redacted] First Name: [Redacted] DOB: [Redacted] (MMDDCCYY) Retrieve
Previously Retrieved Borrower: - Select -

Loan History

Aggregate Loan Information

| Loan Type | Outstanding Principal Balance | Pending Disbursements | Total |
|----------------------------------|-------------------------------|-----------------------|-------------------------------|
| Undergraduate | | | Award Year: 2015 [Ⓟ] |
| Subsidized Loans | N/A | N/A | N/A |
| Unsubsidized Loans | \$0 | \$0 | \$0 |
| Combined Loans | \$0 | \$0 | \$0 |
| Consolidation Loans, Unallocated | N/A | | N/A |
| Totals | | | |
| Subsidized Loans | N/A | N/A | N/A |
| Unsubsidized Loans | \$0 | \$0 | \$0 |
| Combined Loans | \$0 | \$0 | \$0 |
| Consolidation Loans, Unallocated | N/A | | N/A |
| Other | | | |
| Perkins Loans | N/A | | N/A |

Currently Sorted by LOAN DATE, No filtering

D2 - DIRECT STAFFORD UNSUB
PROVIDENCE CHRISTIAN COLLEGE - 04153900

Status: DP as of 08/06/2019

Loan Detail

| | | | | | | | |
|-------------------------|--|------------------------|---------|---------------------|-------------------------|------------------|-----|
| Approved Amt: | \$5,500 | Disbursed Amt: | \$5,500 | OPB: | \$0 | Agg. OPB: | \$0 |
| Loan Date: | 10/23/2014 | Sep. Loan Ind: | A | Loan Period: | 08/28/2014 - 05/08/2015 | | |
| Last Disb. Date: | 01/22/2015 | Last Disb. Amt: | \$2,750 | Acad. Lv: | 1 | | |
| ED Servicer: | DEBT MANAGEMENT AND COLLECTIONS SYSTEM - 556 | | | | | | |

Notes:

[Ⓟ] For the determined award year and academic level displayed, the dependency status is/was Dependent.

PRIVACY ACT OF 1974 (AS AMENDED)

Providence Christian College - 1/23/2020

Summary Data

2019 Cohort Year

| | |
|------------------------------------|-----------|
| Borrowers in Default | <u>1</u> |
| Borrowers Entered Repayment | <u>45</u> |
| Borrowers over 240 days Delinquent | 0 |
| Borrowers At Risk | <u>4</u> |
| Estimated Cohort Default Rate | 2.2% |
| Estimated Risk Factor Rate* | 11.1% |

2018 Cohort Year

| | |
|------------------------------------|-----------|
| Borrowers in Default | <u>2</u> |
| Borrowers Entered Repayment | <u>61</u> |
| Borrowers over 240 days Delinquent | <u>4</u> |
| Borrowers At Risk | <u>9</u> |
| Estimated Cohort Default Rate | 3.3% |
| Estimated Risk Factor Rate* | 18.0% |

2017 Cohort Year

| | |
|------------------------------------|-----------|
| Borrowers in Default | <u>3</u> |
| Borrowers Entered Repayment | <u>35</u> |
| Borrowers over 240 days Delinquent | <u>1</u> |
| Borrowers At Risk | 0 |
| Estimated Cohort Default Rate | 8.6% |
| Estimated Risk Factor Rate* | 8.6% |



Graduation Rates

Publication No. 2017046 | DECEMBER 2016

@ipeds_nces



HISTORY AND LEGISLATION

IPEDS graduation rate data have changed over time. These were originally developed to compare the academic achievement of athletes to the student body as a whole. In 1985, the National Collegiate Athletic Association (NCAA) began collecting graduation rates from their members.

From there, the survey component grew in response to policymakers' questions about gender and race/ethnicity achievement levels. The federal government passed several legislative acts to collect graduation rates for specific groups, including:

- Student Athlete Right-to-Know and Campus Security Act (1990)
- Student Right-to-Know Act (1997, 1999)
- Higher Education Act (HEA), as amended (2008)

The HEA, as amended, specifies that all the graduation rate data that IPEDS collects must be available to the public in an easily accessible site called College Navigator. See <http://nces.ed.gov/collegenavigator>.

Introduction

Graduation rates are the calculated percentages of students who graduate or complete their program within a specified timeframe. Graduation rates are important to a variety of audiences.

- Policymakers use them to evaluate legislation and programs,
- States use them as performance metrics for fund allocations,
- Higher education associations use them to drive organizational missions and priorities,
- Schools use them for benchmarking purposes,
- Consumers (e.g., students and parents) use them for college decision making, and
- The media uses them to assess the education landscape.

IPEDS Graduation Rates

IPEDS data are collected at the institution level, not at the student level. IPEDS graduation rates (GR) are reflective of full-time, first-time, degree-/certificate-seeking students who started and finished at the same institution. Students included in graduation rates do not represent all of the students at an institution (e.g., GR excludes part-time and transfer students). Refer to the IPEDS Outcome Measures survey component for data on other student populations and outcomes.

The IPEDS graduation rate is calculated as:

$$\text{GR} = \frac{\text{\# of students who completed their program within a specific percentage of normal time to completion}}{\text{\# of students in the entering cohort (adjusted)}}$$

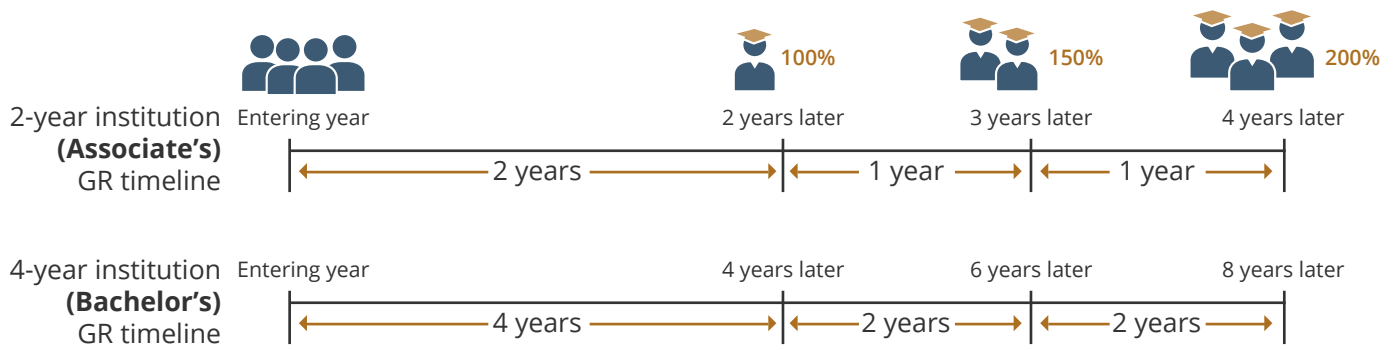
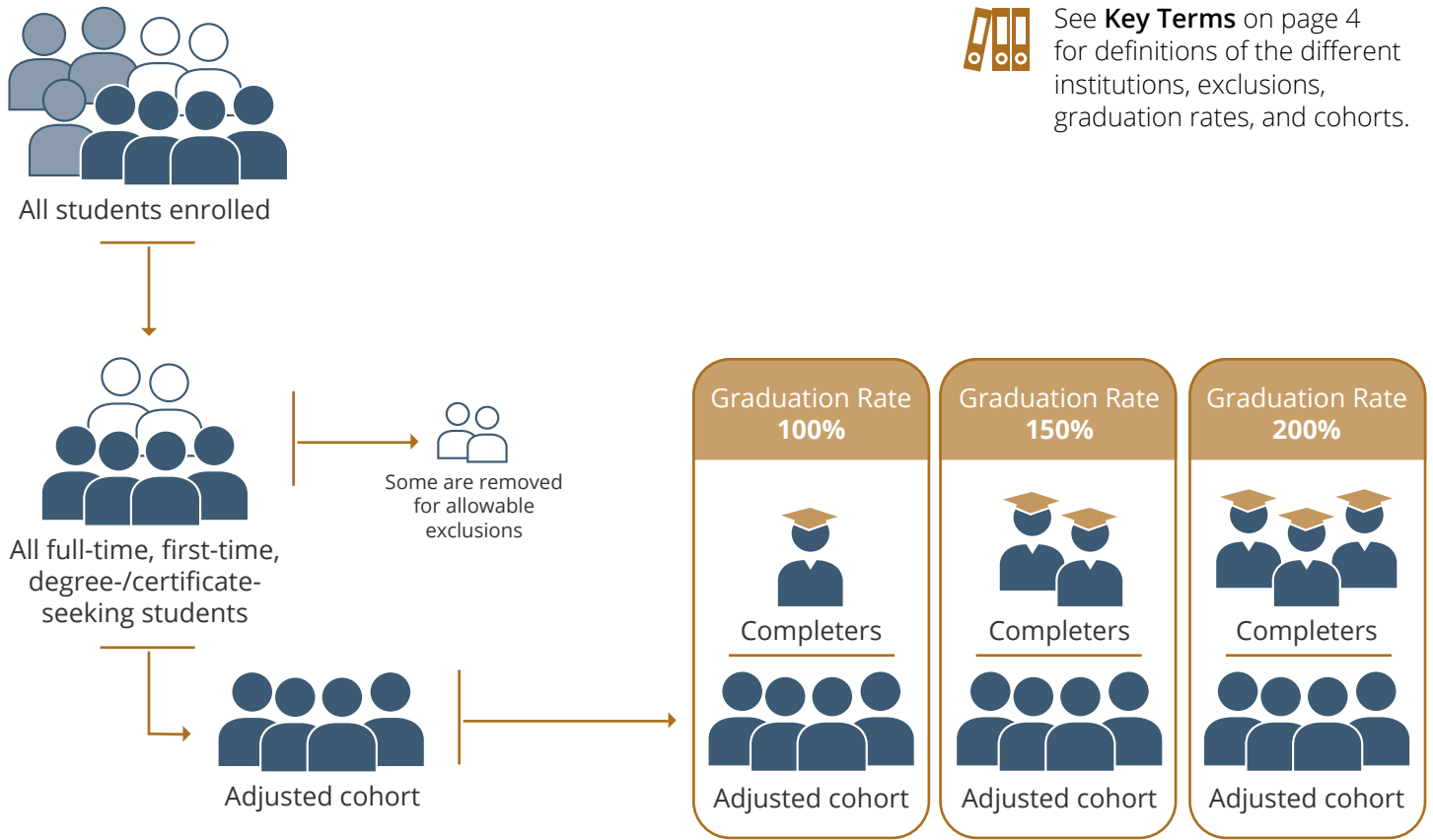


See **Key Terms** on page 4.

What are IPEDS graduation rates and cohorts?

The IPEDS GR survey components collect the number of students enrolled in a cohort year and the number in that cohort graduating within different lengths of time. These numbers are then used to calculate published graduation rates. See the following figure (and definitions on the last page) for an explanation of creating cohorts and calculating graduation rates.

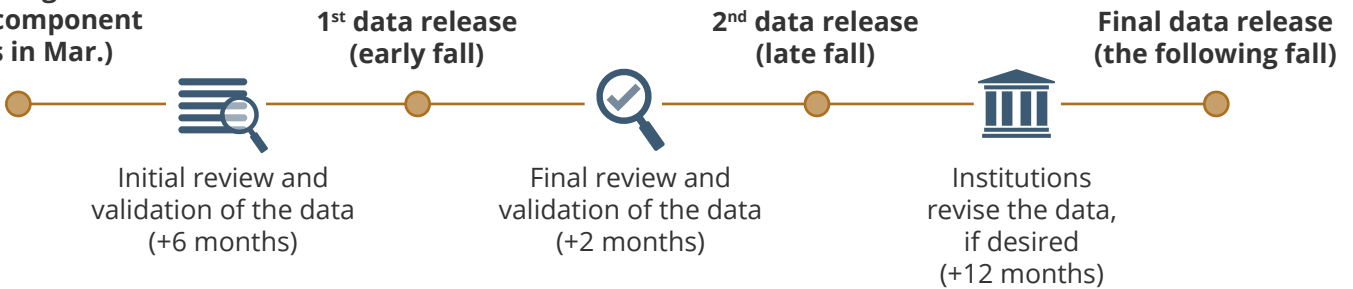
See **Key Terms** on page 4 for definitions of the different institutions, exclusions, graduation rates, and cohorts.



What is the data release process?

Data are released several months after the survey component closes and after they have been cleaned. For more detail about the data cleaning process, read http://nces.ed.gov/ipeds/resource/download/IPEDS_DataReleaseProcedures.pdf.

Institution finishes submitting data (survey component closes in Mar.)

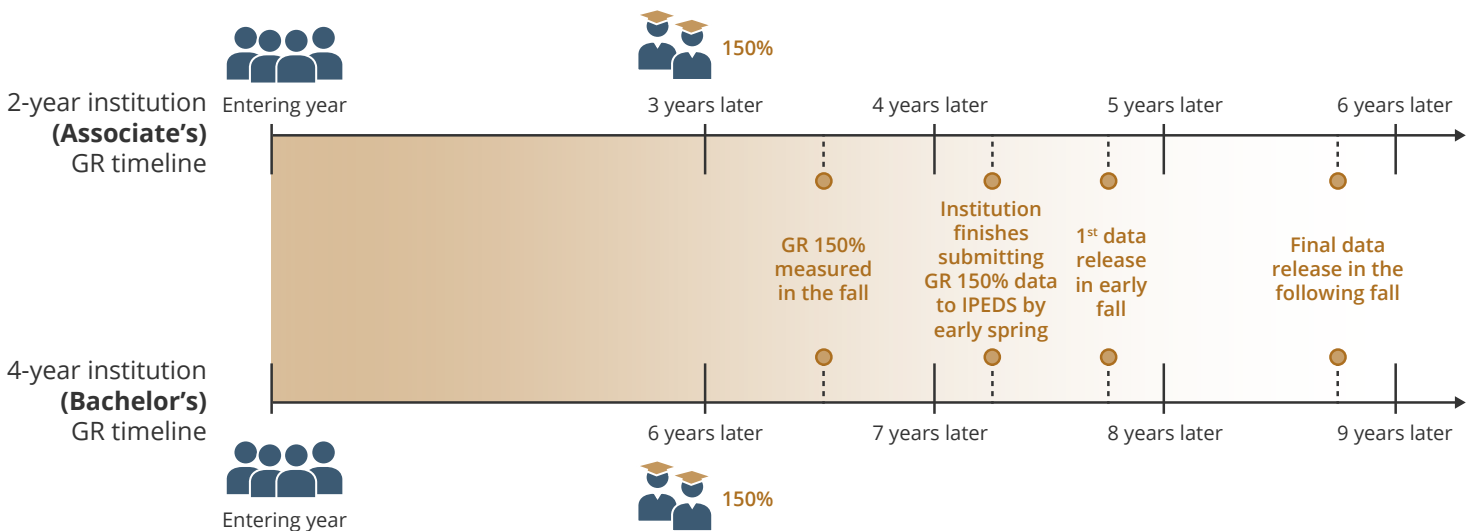


NOTE: Times are approximate.

When will data be available for a specific cohort?

Because graduation rates are published several years after students entered their program, they are not reflective of the current entering student population. The following figure shows an example of when the GR 150% metric would be collected and released for a specific cohort of entering students at a 2-year and 4-year institution.

GR 150% Data Availability Timeline for Cohort at 2- and 4-Year Institutions



NOTE: Start and graduation dates differ for schools with various calendar years (e.g., schools that enroll on a continuous basis).



Key Terms

2-year institution

A postsecondary institution that offers programs of at least 2 but less than 4 years duration. Includes occupational and vocational schools with programs of at least 1800 hours and academic institutions with programs of less than 4 years. Does not include bachelor’s degree-granting institutions where the baccalaureate program can be completed in 3 years.

4-year institution

A postsecondary institution that offers programs of at least 4 years duration or one that offers programs at or above the baccalaureate level. Includes schools that offer postbaccalaureate certificates only or those that offer graduate programs only. Also includes free-standing medical, law or other first-professional schools.

Cohort

A specific group of students established for tracking purposes. For the GR component, the initial cohort only includes full-time, first-time students.

Exclusions

Those students who may be removed (deleted) from a cohort (or subcohort). For the Graduation Rates reporting, students may be removed from a cohort if they left the institution for one of the following reasons: death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions.

Adjusted cohort

The result of removing any allowable exclusions from a cohort (or subcohort).

Graduation rate 100%

This rate is calculated as the total number of completers within 100% of normal time divided by the GR adjusted cohort.

Graduation rate 150%

The rate required for disclosure and/or reporting purposes under Student Right-to-Know Act. This rate is calculated as the total number of completers within 150% of normal time divided by the GR adjusted cohort.

Graduation rate 200%

This rate is calculated as the total number of completers within 200% of normal time divided by the GR adjusted cohort.

Normal time to completion

The amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution’s catalog. This is typically 4 years (8 semesters or trimesters, or 12 quarters, excluding summer terms) for a bachelor’s degree in a standard term-based institution; 2 years (4 semesters or trimesters, or 6 quarters, excluding summer terms) for an associate’s degree in a standard term-based institution; and the various scheduled times for certificate programs.



Visit the **IPEDS Use the Data** page at <http://nces.ed.gov/ipeds/Home/UseTheData> for more information.

Contacts



For help using or retrieving data:
IPEDS Data Use Help Desk
1-866-558-0658
ipedstools@rti.org



For press inquiries:
U.S. Department of Education Press Office
202-401-1576
press@ed.gov



For survey component specific questions:
IPEDS Staff
<http://nces.ed.gov/ipeds/Home/InsideStaff>

Default Management

Official Cohort Default Rates for Schools

A cohort default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year (FY), October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. Please refer to the Cohort Default Rate Guide for a more in-depth description of cohort default rates and how the rates are calculated.

The U.S. Department of Education releases official cohort default rates once per year. The FY 2016 official cohort default rates were delivered to both domestic and foreign schools on September 23, 2019, electronically via the [eCDR process](#). All schools must enroll in eCDR to receive cohort default rate notification. Schools may [check their eCDR enrollment online](#) or by calling CPS/SAIG Technical Support at 800-330-5947.

Secretary DeVos announced that **the FY 2016 national cohort default rate is 10.1 percent**. The Department also released a summary of the [FY 2016 official cohort default rates by state](#) and by [institution type](#). We are also providing a [briefing](#) on the national default rates.

Schools may also obtain an electronic loan record detail report via the [National Student Loan Data System \(NSLDS\) Professional Access website](#). A loan record detail report contains the data used to calculate a school's FY 2016 official cohort default rate. Assistance in accessing the NSLDS site or with downloading an electronic loan record detail report is available through NSLDS Customer Service at 1-800-999-8219.

For schools interested in taking actions to manage defaults, and for schools required to submit a default prevention plan based on at least one year of a cohort default rate equal to or greater than 30 percent, please refer to the federal regulations at 34 CFR 668.217 and Appendix A within that section.

Important Note: Some schools have a small number of borrowers entering repayment. At other schools only a small portion of the student body takes out student loans. In such cases, the cohort default rate should be interpreted with caution as these rates may not be reflective of the entire school population.

Search the Cohort Default Rate Database

You may search this database for one school or many schools by OPEID (Office of Postsecondary Education Identification Number), school name, city/state, institution type, or eligibility status. Note: A school must have had at least one borrower in repayment for any of the years for which a cohort default rate was calculated to be found in this database.

Other information:

- Historically Black Colleges and Universities [Fact Sheet](#).
- Official FY 2016 Schools Subject to Potential Sanctions Appeal Status Report [PDF file](#) | [Excel file](#).

Download a Microsoft Excel or Zipped Access File

The information contained in the searchable database and the downloadable files reflects schools' 3-year cohort default rate data as of September 25, 2019. Because a school may appeal its cohort default rates, a school's official cohort default rate may change. [Instructions on using these files may be found here](#). Please contact the Operations Performance Division at (202) 377-4259 or via e-mail at fsa.schools.default.management@ed.gov for the most up-to-date information regarding school cohort default rates and eligibility for Title IV student financial assistance programs.

| Download an Excel or zipped Access file | Description of file |
|---|---|
| Access Excel | FY 2016, FY 2015, and FY 2014 official cohort default rates published for schools participating in the Title IV student financial assistance programs. |
| Access Excel | Schools subject to loss of Direct Loan Program and/or Federal Pell Grant Program eligibility due to FY 2016, FY 2015, and FY 2014 official cohort default rates of 30.0% or greater. Definition |
| Access | |

[Excel](#)

Schools subject to loss of Direct Loan Program eligibility due to FY 2016 official cohort default rates greater than 40.0%. [Definition](#)

Last updated March 30, 2020

Item 15

(Information Item)

Update on Cal-SOAP in a COVID-19 environment

SUMMARY:

This item provides an update on how Cal-SOAP Project Directors are providing services and programming opportunities to students during the COVID-19 pandemic. Programming has been and will continue to be adjusted to meet the needs of students in a virtual setting. Project Directors will discuss best practices and challenges they have overcome in serving students in their regions.

RECOMMENDATION:

This is an information item. No action is required.

BACKGROUND:

The California Student Opportunity and Access Program (Cal-SOAP) was created to increase the accessibility of postsecondary educational opportunities for students who are from low-income families, first in their families to attend postsecondary education, students who are from schools or geographic regions with documented low-eligibility or low college participation rates, and students who are homeless youth.

The Cal-SOAP Project Directors annually present a report to the Commission highlighting notable activities and accomplishments of the previous year. At the May 2020 meeting, the Commissioners requested information on how the COVID-19 pandemic has affected the Cal-SOAP programming. Staff worked with the Cal-SOAP lead Project Director, Joanna Romo, to gather responses to questions regarding the impact of the pandemic on changes to their business model, how they are addressing summer melt, their anticipated fall activities, and how they will provide financial aid information to students and their parents. San Diego/Imperial Valley's Project Director Linda Doughty will co-present with Joanna Romo. The attachment -- *Project Directors Respond to COVID-19 Impact* summarizes the information provided by the Project Directors.

Additionally, Commission staff requested an update from the newly approved Cal-SOAP Inland Empire consortia led by the Riverside County Office of Education and University Enterprises, CSU San Bernardino. The Inland Empire Cal-SOAP will discuss their best practices in building a new Cal-SOAP program in the midst of the COVID-19 crisis, and reaching their students virtually.

RESPONSIBLE PERSON(S):

Steve Caldwell, Interim Deputy Director
Program Administration and Services Division

Ramona Carlos, Specialized Programs Manager
Program Administration and Services Division

California Student Aid Commission

Joanna Romo, Lead Project Director
Santa Barbara Consortium

Linda Doughty, Project Director
San Diego/Imperial Valley Consortium

Riverside County Office of Education Consortium

University Enterprises, CSU San Bernardino

ATTACHMENT(S):

Project Directors Respond to COVID-19 Impact

Cal-SOAP Presentation – COVID-19 Response

Cal-SOAP Presentation – Inland Empire, Riverside

Cal-SOAP Presentation – Inland Empire, UEC

Cal-SOAP Project Directors Report

The California Student Opportunity and Access Program (Cal-SOAP) has operated as a hands-on, face to face program helping secondary students prepare for education beyond high school since 1978. The following compilation represents examples of how Cal-SOAP consortia are adjusting to working with students and families in the COVID-19, shelter in place environment. This list is not exhaustive. Consortia will report additional detail when they submit year-end reports after the end of the 2019-20 fiscal year.

| | |
|---|--|
| <p>Has the pandemic and working remotely changed your business model? If, so, please provide details that address:</p> | <p>Communication</p> <ul style="list-style-type: none"> • Cal-SOAP local staff working remotely. • Updated consortia websites to be student friendly. • Current Technology: Zoom, Microsoft Teams, Skype for Business and Zoom for Educators, Google Suites, Google Hangouts, email, text and social media. • College students created informational videos on financial aid, A-G requirements and other topics for middle and high school students. • Mailed postcards about programs and services to families. • Converted student application to a DocuSign form, allowing for student/parent e-signature. • Enhanced information security guidelines to ensure safe and secure remote communications with all student participants. <p>Communication Challenges and Solutions</p> <ul style="list-style-type: none"> • Some school districts are not allowing Tutors/Advisors to work directly with teachers or counselors through virtual platforms. Therefore, staff are not able to communicate directly with school staff. • Cal-SOAP Project Directors and staff continue to work with district staff. While all have good working relationships with school districts, all will continue to be flexible with the changing environment. • Using each Cal-SOAP's database, staff continue to reach out to students directly as well as families to inform them about the opportunities available through Cal-SOAP. <p>College Student Advisors/Tutors</p> <ul style="list-style-type: none"> • College advising and academic support services transitioned to supporting students through virtual advising and academic support. • Continued advising or tutoring sessions using phone calls, text messages, email, Google Hangouts, and Zoom. • Continued work with high school seniors to complete financial aid applications. • Connecting with students, creating forms, flyers, virtual presentations, and more. • Checking in weekly with students to provide support with 4-year admission decisions, financial aid verification, award letters, community college application and college matriculation. |
|---|--|

- Communications Manager created Cal-SOAP LA TV; Coaches post short videos to the Cal-SOAP LA website. Topics include, how to apply for community college, transfer stories, and more.
- Each College Advisor has been assigned a high school.

College Student Advisors/Tutors Challenges and Solutions

- Not all our school districts have been open to Cal-SOAP student tutoring sessions or inviting them to virtual classrooms due to security concerns; this reduced the number of sites and tutors available.
- Engaging students to respond to emails/text/calls. For many, the digital divide has been expounded.
- Some consortia did not have laptops for tutors and advisors to use and have worked with Commission staff to purchase equipment.
- Created Individual Cal-SOAP Google email accounts for tutors and advisors to use with students.
- Consortia are recruiting college students and developing orientation and training programs to facilitate quick onboarding. Once trained, they will be assigned to high schools.

Activities

- Advisors have implemented student pre-recorded and live virtual workshops. Topics include Financial Aid Literacy, Loan Education, and College Admissions. Advisors are reaching out to all seniors via email and phone to compete year-end senior surveys.
- SAT Prep, Tutoring, Advising, Parent Workshops, and I'm Going to College continue.
- Virtual experiences include campus visits, study abroad experience, career technical education and meet a mentor.
- Engaging and interactive activities (virtual events, games and quizzes) to assess college readiness prior knowledge and effectiveness of our delivery methods of services.
- Tutoring shifted from one-on-one instruction to virtual open office hours during school year.
- Summer Melt activities continue with student contact via online platforms.
- Summer Packets or Summer Boxes (hard copies with prepaid envelopes for mail-back) with support via Zoom and Google Classroom.
- FAFSA/CADAA completion in March: one consortium indicated that nearly 800 seniors had not completed a FAFSA. Staff contacted them via email, texts assisted them using Zoom.
- In lieu of in-person Summer Academy, transitioned all curriculum and activities to an online format. Students have access to a series of workshops June 8-26. More than 200 participants!
- Many students made more efforts to reach out to Cal-SOAP staff as one of few programs that continued to provide support to assist students into their summer and/or fall term in their respective colleges.

Activities Challenges and Solutions

- School sites did not have the infrastructure to support tutors with traditional or online retro-methods (tutoring relies on school personnel supervision).
- Protocols, procedures and permissions were non-existent in order to continue remote contact/services to minors (MOU's, etc.). Summer Program is in modification stage.
- Cancelled events between mid-March and May but we are working towards having all events virtual in the fall.
- Training and workshops have replaced many of the activities. Topics include tutoring training, peer advisor workshops, academic support, specific subject assistance, and more. As noted above, Cal-SOAP staff quickly transitioned to serve students efficiently and effectively in the COVID-19 environment.

D. Equipment and/or Programs

- Funds that had been allocated to in-person services were reallocated for equipment updates, program outreach materials, and mailing resource packets to participants.
- All staff have verified premium Zoom accounts and shared Google access.

Equipment and/or Programs Challenges and Solutions

- Laptops provided for staff and some tutors but not all. If additional funds remain, purchasing laptops may be considered.
- Majority of staff using personal laptops but only utilizing shared drives; working with Commission staff to address technology needs to provide Cal-SOAP laptops.
- Consultant hired due to pandemic. Study Smart Tutors to develop Financial Literacy video series in English, Spanish and Vietnamese.
- Considering additional consultants to address need for online content, training, and other needs.

Staffing

- Increased check-ins with staff from monthly to weekly. Work hours remained the same.
- Regular brainstorming sessions on possible modifications to continue services. Remote work assignments and electronic forms and timesheet submissions.
- Staff for next academic year under review. Analyzing needs for dedicated advisors if remote.

Staffing Challenges and Solutions

- The new Inland Empire consortia through the CSU San Bernardino project did not have any staff pre-pandemic. The pandemic has, however, created additional barriers for posting positions as the university is in a hiring slow down.

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| | <ul style="list-style-type: none"> • Consortia continue to receive applications for student positions. The overall effect of COVID-19 on staffing continues to take shape. Some other outreach programs that work with Cal-SOAP have endured budget cuts making partnerships more difficult. |
| <p>How are you addressing summer melt?</p> | <ul style="list-style-type: none"> • The collaborative partners are offering different summer melt activities. Once we have Cal-SOAP up and running the activities will be more streamlined. At this point we are trying to provide as much help and assistance as we can to our district partners to help support their summer melt activities. • East Bay and Solano will address summer melt at all our high schools from June 15th through July 22nd. • Assisting students to enroll in summer and fall courses. This includes orientation registration, housing applications, scholarships and financial aid application completion, matriculation steps for community college, and making sure that they are navigating through their "To Do Lists" in their college portals. • Staff will advise seniors on FAFSA completion, studying tips, monitoring college email, reviewing and understanding their federal Student Aid Report (SAR) and more. • One consortium hosting 55 workshops in June to address financial aid/literacy, college transition, career exploration, and more. • Advisors meeting with seniors via email, Zoom, and phone as much as possible to ensure college readiness for fall terms. • Remote student contacts via School emails, Google Voice text messages, Google Hangouts, phone calls, and Zoom meetings. • Communication with colleges, universities and support programs regarding student status: registered, and pending vs. completed. • Regular communication regarding changes to CC, CSU, UC dates, deadlines and requirements. • Using senior surveys (college transition and financial aid) to follow up with students. <p>Challenges and Solutions</p> <ul style="list-style-type: none"> • Some consortia experience challenges with professional staff who are 11-month employees and are off for the summer. • Most consortia use college success coaches and tutors to work with existing staff and will continue to focus on helping students towards fall enrollment. |
| <p>How do you perceive fall activities will change?</p> | <ul style="list-style-type: none"> • Preparing for online or hybrid services with multiple options with financial aid assistance; from online appointments over Zoom to small groups in-person utilizing various classroom. • Expecting our services will be provided remotely in the fall. Many campuses have yet to determine their back to school plans. |

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| | <ul style="list-style-type: none"> • Services will be dependent on stages of opening access to the public. At this time, preparation for all options will be available. • Hiring and training will be conducted remotely. • College advising/Financial aid assistance will also continue to be remote. • Planning retreat for Cal-SOAP LA staff via zoom: July 13-17. • The program and staff will follow the lead of the employing colleges and district partners. • Workshops, advising and tutoring services will be created with remote implementation in mind. <p>Challenges and Solutions</p> <ul style="list-style-type: none"> • Limited access to students and school facilities (if any). Capturing and maintaining student attention without in-person contact. • Working with consortia partners to design replacement for Fall Higher Ed Week in a virtual format. • Some Cal-SOAP projects will not be able to host annual college and career fairs at local High Schools. • Developing plans to continue to reach families with important college and career information as noted previously. |
| <p>How will you provide financial aid and college preparation information to students and parents in the fall?</p> | <ul style="list-style-type: none"> • Appointments via Zoom beginning the month of March and if possible, in person options with social distancing for financial aid application completion. FAFSA completion and Cash for College workshops will be available virtually from October 2020 until July 2021. • Will develop and send prepaid envelopes, postcards and flyers. • The program will plan and implement virtual workshops, and create campaigns (virtual, marketing and mail) to promote the applications, requirements and deadlines. • Short videos/Short Pre-recorded sessions/Zoom workshops/Small group sessions in coordination with schools. • One on one communication via telephone calls, texts, and emails. • Work with high school and consortia partners to disseminate information. • Create online content that is accessible to student and families via YouTube and other online platforms. • Continue to work with campuses to identify the best online advising platform. • Collaborate with Commission staff and higher ed partners to help every senior file a FAFSA or a CADAA. |



Cal-SOAP COVID –19 Response

California Student Opportunity and Access Program (Cal-SOAP)



**CALIFORNIA
STUDENT AID
COMMISSION**

Cal-SOAP Staff Support and Collaboration During COVID-19

- Cal-SOAP staff have successfully transitioned to virtual work
- Project Directors continue to meet monthly to share best practices
- Project Directors continue to share resources and materials on a shared google drive
- Project Directors share research on virtual platforms to strengthen remote contacts with students and families
- Safety protocol resources and guidelines have been shared amongst consortia to ensure the safety of all in delivering virtual services to minors
- On 7/21 Project Directors met with Commission Chair Cifuentes to engage in learning about strategies to connect and encourage students to enroll for fall 2020

Immediate Response to COVID -19

- Sacramento Cal-SOAP completed an online Senior Survey for 12 high schools. Survey was sent to over 650 seniors. Advisors sent reminder emails and texts. We had an over 85% return.
- Southern San Joaquin Valley converted all services to be provided through virtual platforms; provided 25 laptops to all staff supporting students with Wi-Fi hot spots; created 20 videos demonstrating summer melt success shared widely with all seniors, counselors, and administrators.
- San Francisco Cal-SOAP student advisors created a website using Google sites for each of their 4 targeted schools to provide timely and valuable information and resources on several topics such as: colleges, financial aid, academic resources for tutorial services as well as how family members can support their children. In addition, the advisors were able to follow-up with their students after they identified key areas on the google websites for help.

Student Participation Rates

- Cal-SOAP L.A began "Cal-SOAP LA TV" in April on their website dedicated to short "how to" and "to do" videos that help students & families navigate the college matriculation process. 5 videos posted w/ a total of 543 views.
- South County Cal-SOAP provided virtual one-on-one advising and tutoring via google voice to over 1600 students.
- Central Valley: 800 students were contacted to avoid Summer Melt. 490 responded. Students will be tracked through the National Clearinghouse and Internal Student Management.
- East Bay Cal-SOAP: Successful Virtual Advising via phone calls. 538 students attempted, 361 reached = 61.92% success rate for calls.
- Long Beach Cal-SOAP's College Bound Summer Academy was offered to 4 school districts had 336 students register, 200 attended, and 187 students completed 5+ workshops.

Planning for the Future

- San Diego- Imperial Valley Cal-SOAP will provide virtual college fair for over 300 colleges and universities for 5,000 students and parents.
- North Coast Cal-SOAP will resume 100% of services virtually including advising, tutoring, events, and workshops (pre-recorded webinars w/ live access) and is creating 3 one-stop resource website pages – 5 Virtual College Fairs, Financial Aid Resources, and Local Speaker Series.
- San José Consortium will work in partnership with East Side Union High School District and its college financial aid experts to provide FA application assistance to all 6,740 ESUHSD seniors to strive toward an 80% Financial Aid completion rate.



Riverside County/ Inland Empire Consortium Update

California Student Opportunity and Access Program (Cal-SOAP)



**CALIFORNIA
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COMMISSION**

Updates for Cal-SOAP Riverside County

- Consortium will consist of seven school districts that serve approximately 84,743 students grades 6th – 12th grade
- The Consortium will support all schools college and career readiness goals and mission, in addition will focus on specific cohorts of students in middle and high school
- Matched funding has secured technology including devices and online platform accounts for all 40+ College Success Coaches in preparation for virtual environments
- All student interaction, trainings, and support will be provided virtually at all school sites until further notice
- Outreach was already provided to over 1,000 UC admitted students to prevent summer melt

Riverside County Cal-SOAP Consortium Baseline Data

| Graduating Class | Overall College Enrollment Rate | College Enrollment Rate for African American Students | College Enrollment Rate for Latino Students | College Enrollment Rate for Socio- Economically Disadvantage Students |
|--|---------------------------------|---|---|---|
| 2018 (CA State Avg.) | 64.4% | 59.7% | 57.6% | 57.2% |
| 2019 (RC Cal-SOAP Avg. 12,250 Students) | 59.1% | 60.8% | 57.5% | 55.2% |

Riverside County Cal-SOAP Consortium Baseline Data

| Graduating Class | College Enrollment Rate for English Language Learners | College Enrollment Rate for Males | College Enrollment Rate for Females |
|---|---|-----------------------------------|-------------------------------------|
| 2018 (CA State Avg.) | 42.2% | 59.7% | 69% |
| 2019 (RC Cal-SOAP Avg. 12,250 Students) | 37.47% | 50.6% | 66.4% |

National Student Clearinghouse Data for: Hemet USD, Moreno Valley USD, Murrieta Valley USD, Perris- Union HSD, San Jacinto USD, Temecula Valley USD, and Val Verde USD

Looking Ahead

- Identifying student grade level cohort groups by school and district once enrollment and the school year begins early August
- Virtual training for College Success Coaches has been developed including college application, transcript analysis, finding the right college fit, serving specific student populations, etc.
- Generating baseline cohort data for all Cal-SOAP metrics including college application rate, FAFSA/CADAA completion, 3.0 or higher middle school GPA, UC/CSU A-G completion rate, etc.
- Identifying and scaling out best practices that have the greatest return on investment for student outcomes and not just participation



Inland Empire Cal-SOAP – UEC for CSUSB Update

California Student Opportunity and Access Program (Cal-SOAP)



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Updates for Cal-SOAP Inland Empire – UEC for CSUSB

- Logistics and Start Up - Updates
 - Marketing
 - Accounting
 - Human Resources

- Collaboration
 - Meetings

- Academic Year Planning
 - Service Implementation

Looking Ahead

- August 2020
 - Complete Professional Recruitment
 - Consortium Meeting
 - Calendars
 - Contracts
- Fall 2020
 - Ed Coach Recruitment
 - Virtual Training
 - Virtual Workshops

Item 16

(Information/Action Item)

Personnel, Evaluation and Nominations (PEN) Committee Report

SUMMARY:

The PEN Committee Chair will report to the Commission regarding the July 23, 2020 PEN Committee meeting.

RESPONSIBLE PERSON(S):

Wm. Gregory Sawyer, Committee Chair
Personnel, Evaluation and Nominations Committee