

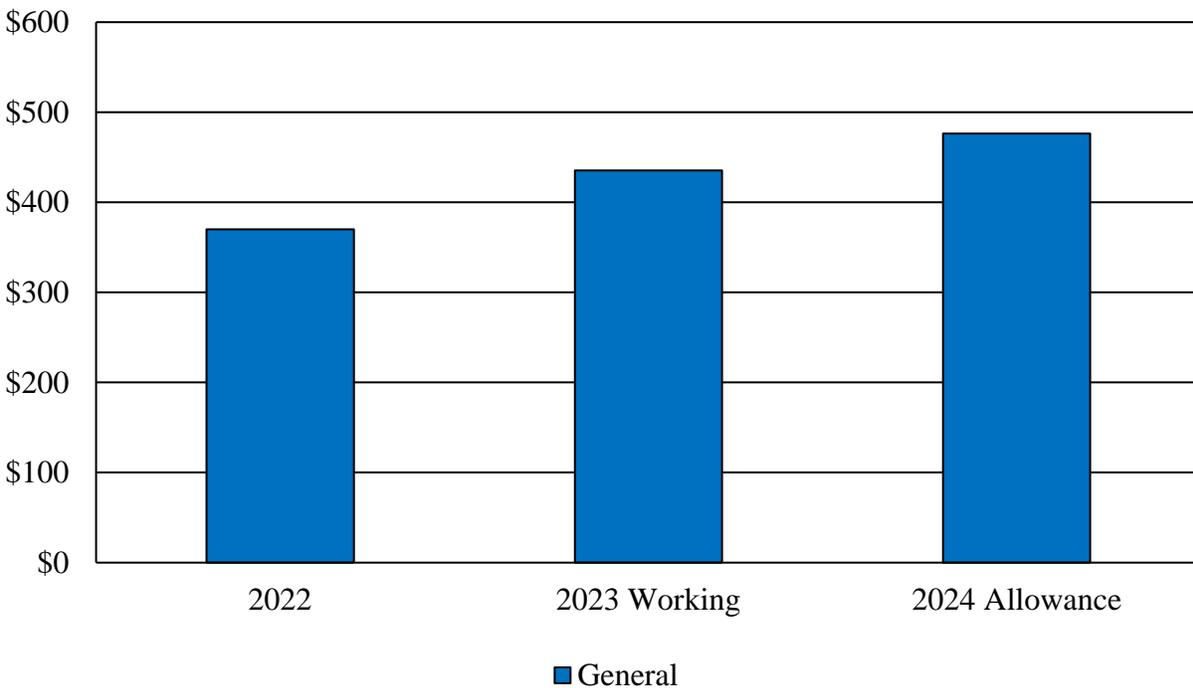
R62I0005
Aid to Community Colleges

Executive Summary

The Aid to Community Colleges budget contains State funding for local community colleges as administered by the Maryland Higher Education Commission (MHEC). The majority of this funding is determined under various aid programs, most significantly the Senator John A. Cade (Cade) Funding Formula. The budget also contains funding to support retirement payments for employees of local community colleges.

Operating Budget Summary

**Fiscal 2024 Budget Increases \$41.0 Million, or 9.4%, to \$476.3 Million
(\$ in Millions)**



- Funding for community colleges through the Cade Funding Formula increases by \$38.2 million, or 10.8%, in the fiscal 2024 allowance relative to the 2023 working appropriation.

Key Observations

- ***Persist Rates Continue to Signify Importance of Completing Developmental Coursework:*** Preliminary data shows that the 2017 cohort of students attending Maryland’s community colleges have successfully persisted at a rate of 72.7%, a slight increase from the prior cohort and the highest rate since the 2007 cohort. Students who complete developmental coursework persist at a rate of 80.6%, while those who do not persist at a rate of only 37.3%. This shows the importance of community college students completing developmental coursework.
- ***Community College Enrollment Continues to Decline:*** In the preliminary opening fall 2022 enrollment dataset, total community college headcount enrollment fell to 95,317, or a 1.8% decline, relative to fall 2021. Total headcount enrollment has fallen by 35.9%, or 53,353 students, when compared to the fall 2011 enrollment high mark.
- ***Community College Students Receiving Less Financial Aid:*** In fiscal 2022, total financial aid awarded decreased by \$6.4 million compared to fiscal 2021, when excluding federal emergency student financial assistance. Pell grant awards decreased compared to fiscal 2021, a decrease of \$7.7 million, which was partially offset by an increase in institutional aid of \$1.3 million.

Operating Budget Recommended Actions

1. Adopt a narrative requesting a report on enrollment declines and use of increased funding to address workforce shortages.

R62I0005
Aid to Community Colleges

Operating Budget Analysis

Program Description

State aid for the 15 local community colleges is provided through the Cade Funding Formula under § 16-305 of the Education Article, under the administration of MHEC. The current formula has been used to determine funding since 1998. The amount of aid is based on a percentage of the current year's State aid per full-time equivalent student (FTES) at selected four-year public higher education institutions and the total number of FTES at the community colleges. The total is then distributed to each college based on the previous year's direct grant, enrollment, and a small-size factor. Under current law, funding is based on an amount equal to 29% of the State aid per FTES at the selected four-year schools.

Additional grants are provided through the following programs.

- ***Small Community College Grants:*** distributed to the smallest community colleges in order to provide relief from the disproportionate costs that they incur. Chapter 284 of 2000 increased the grants distributed by MHEC to seven small community colleges beginning in fiscal 2003, and Chapter 330 of 2017 created the requirement that all schools receiving grants receive the same amount. The amount of the unrestricted grants increases annually by the same percentage of funding per FTES at the selected institutions used by the Cade Funding Formula. Additional grants are received by Allegany College of Maryland and Garrett College, which are referred to as Appalachian Mountain grants. These grants do not increase annually.
- ***Health Manpower Shortage Grant:*** permits some students to attend out-of-county community colleges and pay in-county tuition rates. The grants reimburse colleges for out-of-county tuition waivers. If funding in a single year is not enough to cover the entire program, MHEC prorates funding based on the size of the total submissions of all the institutions.
- ***English for Speakers of Other Languages (ESOL):*** provides funding for instructional costs and services for ESOL students. Funding is capped at \$800 per eligible FTES and \$8 million in total State aid for the program.
- ***Garrett/West Virginia Reciprocity Program:*** allows West Virginia residents to attend Garrett College at in-county tuition rates and provides reimbursement for tuition waivers. The Somerset County Reimbursement Program similarly provides in-county rate tuition waiver reimbursement to colleges, permitting students who reside in Somerset County, which has no community college, to attend at in-county tuition rates.

Certain community college employees are eligible to participate in a defined benefit retirement plan maintained and operated by the State. Alternatively, the employees may participate in the Optional Retirement Program (ORP), a defined contribution plan. Under current law, the State funds the costs associated with the various retirement plans, with the exception of State Retirement Agency administration costs.

The goals that MHEC has set for providing State aid to community colleges are:

- to ensure that Maryland community college students are progressing successfully toward their goals;
- to attain diversity reflecting the racial/ethnic composition of the service areas of the community colleges;
- to support regional economic and workforce development by producing graduates and by supplying training to the current employees of businesses; and
- to achieve a competitive ORP to recruit and retain quality faculty.

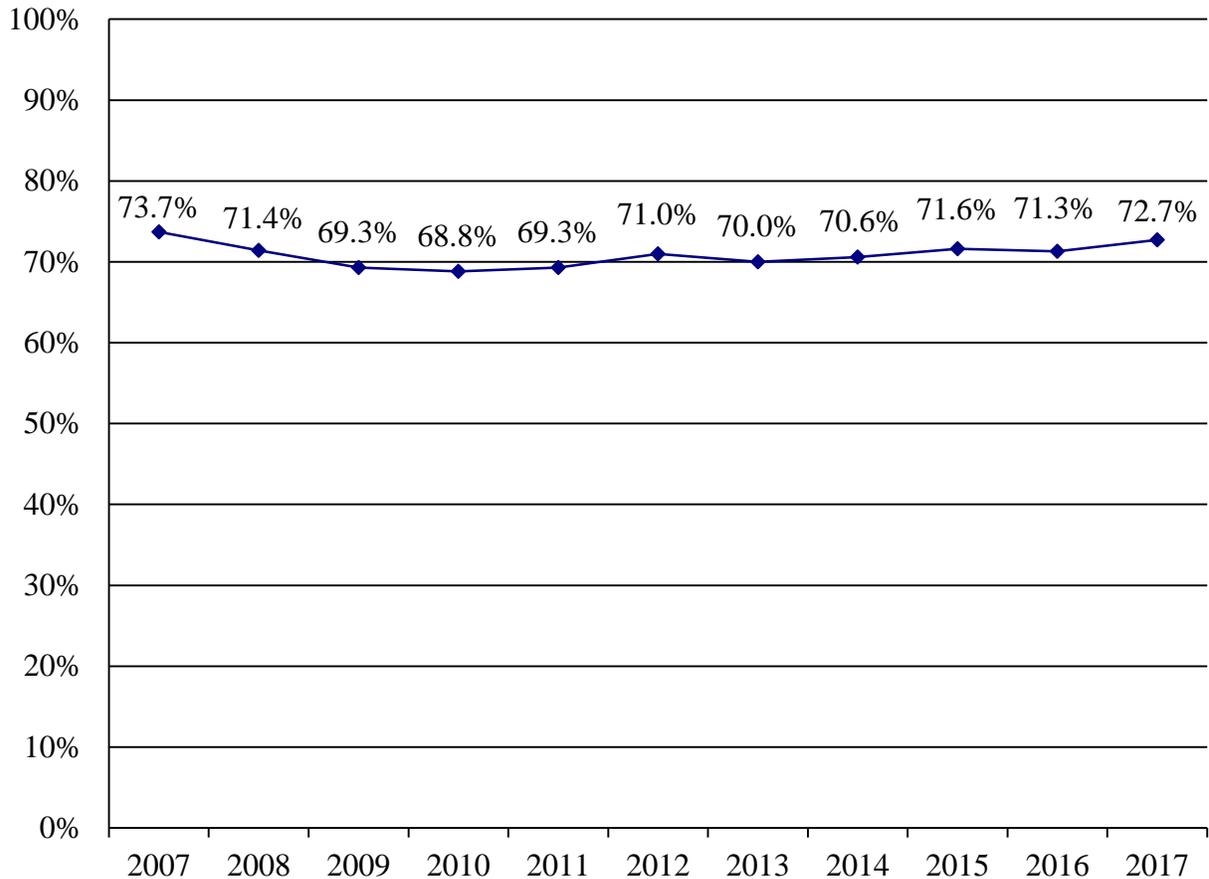
Performance Analysis: Managing for Results

1. Successful Persister Rates

Students enrolling at community colleges often have different goals than those at traditional four-year institutions. Community college students tend to have higher developmental educational needs, are more likely to enroll part-time, and may be less degree focused. With these differences, it is difficult to directly compare the outcomes between the two segments. For community college students, successful persister rates are one metric used to measure student performance. A successful persister is a student who attempts at least 18 credits within the first two years, and who, after four years, is still enrolled, has graduated, or has transferred.

The statewide successful persister rates for the 2007 through 2017 cohorts are shown in **Exhibit 1**. The successful persister rate for the 2017 cohort is 72.7%, a slight increase compared to the 2016 cohort. The 2017 cohort rate is nearly two percentage points above the 70.9% average over this period and is the highest rate since the 2007 cohort.

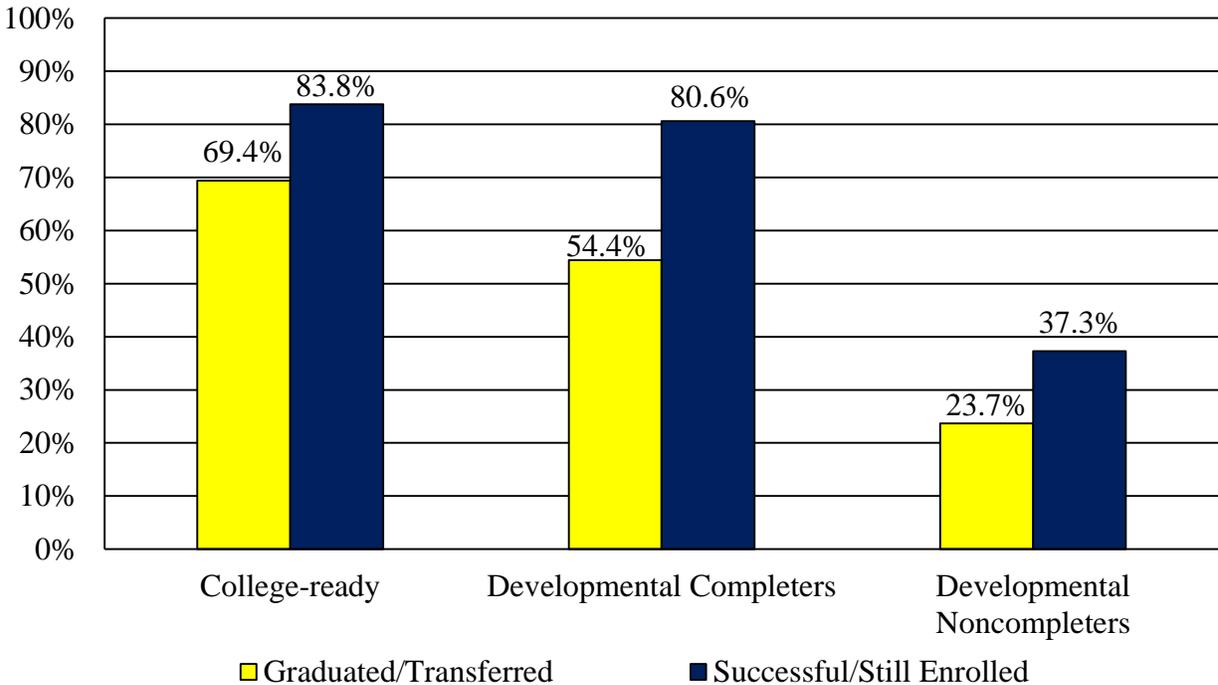
Exhibit 1
Four-year Successful Persister Rate
2007-2017 Cohorts



Source: Maryland Higher Education Commission

The successful persister rates for three separate subgroups of students are tracked by the Maryland Association of Community Colleges (MACC) – college-ready students, developmental completers (students who required developmental education and who completed the recommended developmental coursework or completed a college-level course in the recommended areas within four years), and developmental noncompleters (students who failed to complete all recommended developmental coursework after four years). **Exhibit 2** shows the successful persister rates for those three subgroups in the 2017 cohort.

**Exhibit 2
Degree Progress Four Years after Initial Enrollment
Fall 2017 Cohort**

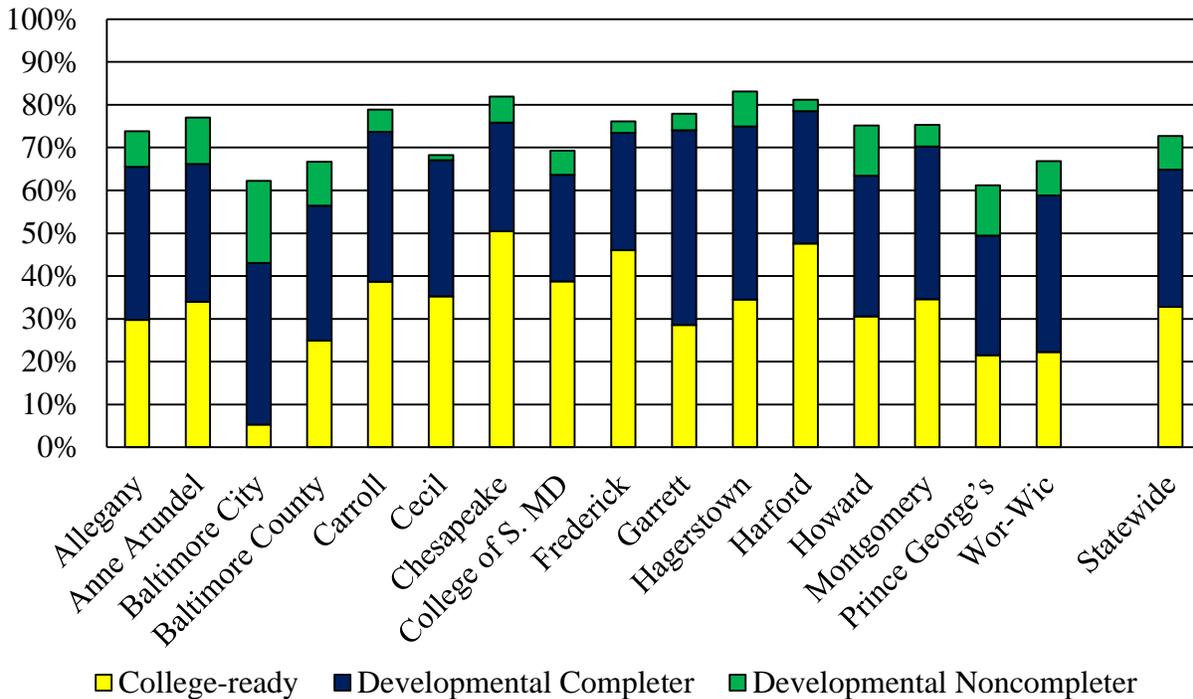


Source: Maryland Higher Education Commission

Results from the successful persister rate data emphasize the importance of students completing developmental coursework. College-ready students and developmental completers both persist at rates over 80% in the 2017 cohort, although actual student outcomes for these groups are slightly less equal, as college-ready students graduate or transfer after four years at a rate of 69.4%, while developmental completers only graduate or transfer after four years at a rate of 54.4%. Meanwhile, outcomes for both college-ready students and developmental completers far outpace those of developmental noncompleters, who only have a persister rate of 37.3% and graduate or transfer at a rate of 23.7%. The importance of getting students to complete developmental coursework is emphasized by the fact that most students (60.9%) in the 2017 cohort tested into developmental education.

Exhibit 3 shows the college-by-college breakdown of the same three categories of students for the 2017 cohort persister rates. Overall, persister rates by college range from 61% at Prince George’s Community College (PGCC) to 83% at Hagerstown Community College. In general, community colleges with high numbers of college-ready students and students completing developmental coursework had higher overall persister rates.

**Exhibit 3
Successful Persister Rate by Community College
Fall 2017 Cohort**



S. MD: Southern Maryland

Source: Maryland Higher Education Commission

Exhibit 4 provides college-by-college details on students who needed developmental coursework in the fall 2017 cohort. As shown, Baltimore City Community College (BCCC) had the highest percentage of students who required developmental coursework at 92%; the next highest, Wor-Wic Community College, had 72% of students requiring developmental coursework. Frederick Community College, Chesapeake College, and Harford Community College had the lowest percentage, at 44% and 46%, respectively. In general, there is a connection between an institution’s overall persister rate and the percentage of the cohort that consisted of successful developmental completers. For instance, of the percentage that was required to take developmental coursework at Frederick Community College, 84% successfully completed this work, with the institution having an overall persistence rate of 76%. Conversely, at BCCC, of the 92% of the cohort that were required to take developmental coursework, only 55% of that cohort successfully completed that work, while the institution had an overall persister rate of 62%. This once more illustrates the importance of successfully completing developmental coursework. Overall, the

number of students requiring developmental coursework decreased to 61% for the fall 2017 cohort from 71% in the fall 2016 cohort. **The Executive Director of MACC should address the factors that led to the change in the share of students requiring developmental coursework and what lessons can be learned from the colleges that had extremely high percentages of developmental completers.**

Exhibit 4
Students Taking Developmental Coursework
Fall 2017 Cohort

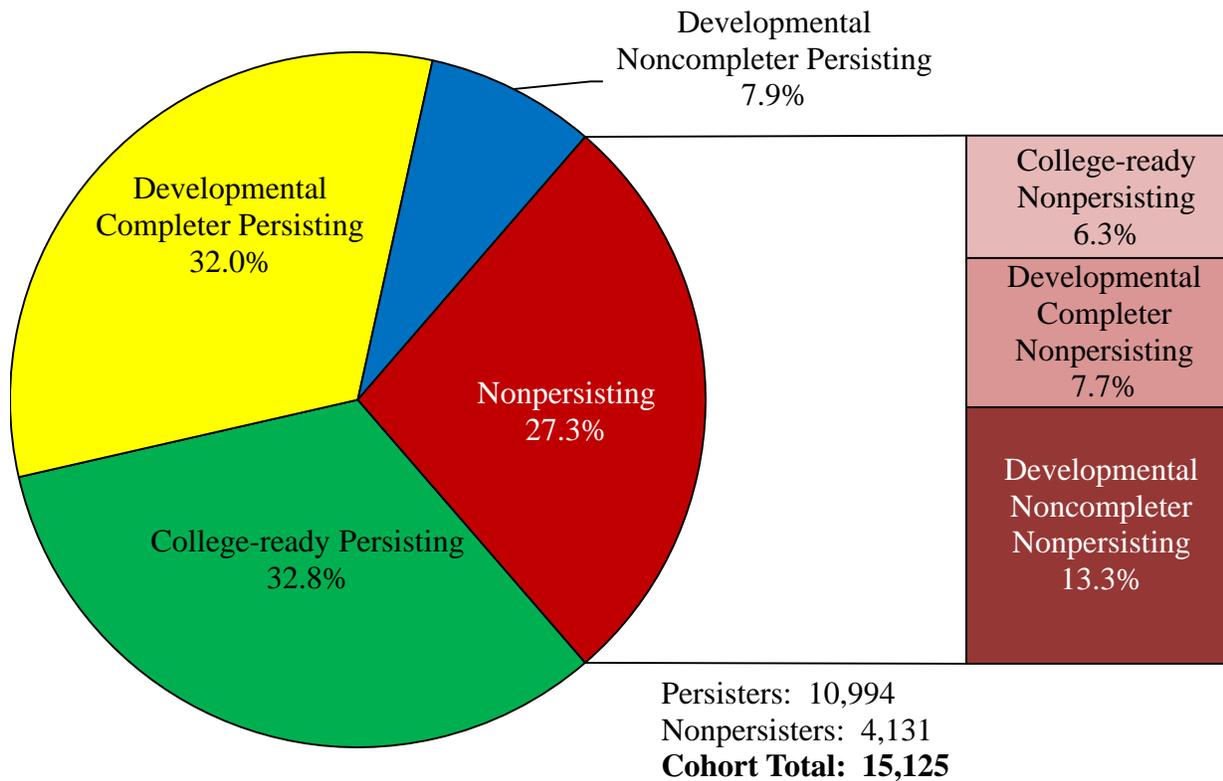
	% of Cohort Who Required Developmental Coursework	Developmental Completers	Developmental Noncompleters
Allegany	67%	67%	33%
Anne Arundel	61%	60%	40%
Baltimore City	92%	55%	45%
Baltimore County	68%	57%	43%
Carroll	57%	69%	31%
Cecil	57%	89%	11%
Chesapeake	46%	71%	29%
College of Southern Maryland	50%	67%	33%
Frederick	44%	84%	16%
Garrett	69%	79%	21%
Hagerstown	61%	78%	22%
Harford	46%	84%	16%
Howard	63%	56%	44%
Montgomery	60%	75%	25%
PGCC	71%	53%	47%
Wor-Wic	72%	59%	41%
Statewide	61%	65%	35%

PGCC: Prince George’s Community College

Source: Maryland Higher Education Commission

Exhibit 5 shows the entire fall 2017 cohort sorted into the categories of college-ready, developmental completer, and developmental noncompleter as well as whether or not they are persisting. Comparing persister and nonpersister rates emphasizes how much more likely developmental noncompleters are to become nonpersisters; of students who cease persisting, 48.6% are developmental noncompleters.

**Exhibit 5
Persisting and Nonpersisting Students
Fall 2017 Cohort**



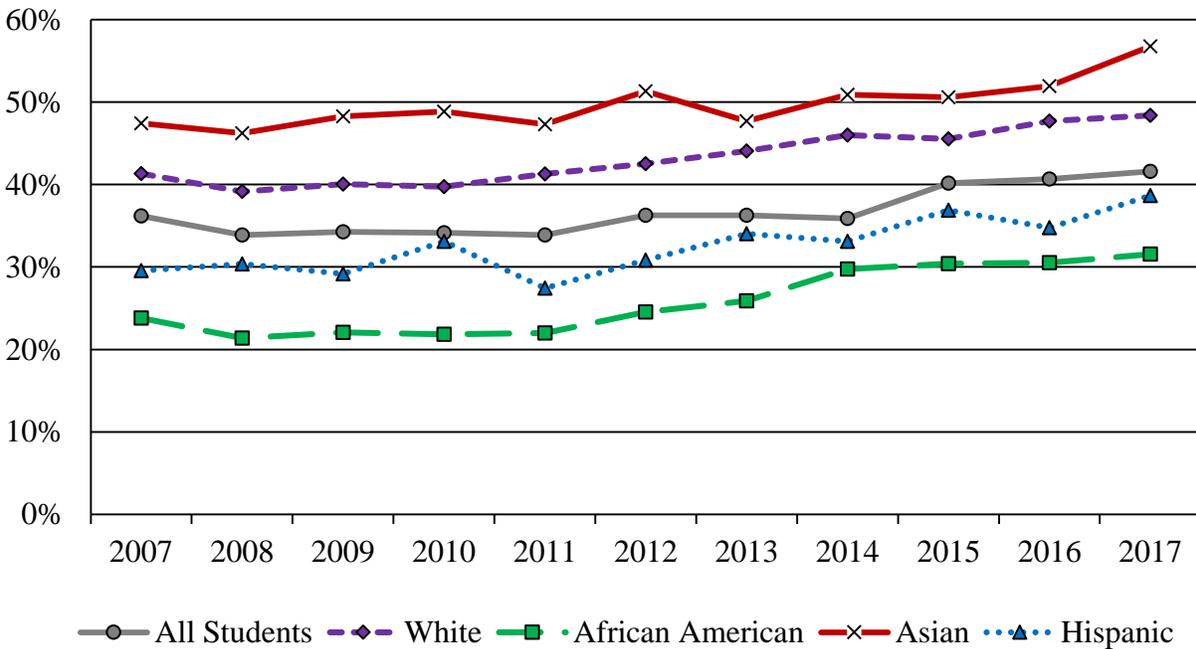
Source: Maryland Higher Education Commission

2. Achievement Gap for Minority Students

Another goal of the State is to narrow the achievement gap in the four-year graduation/transfer rate of minority students compared to all students. **Exhibit 6** shows the average rates that first-time, full-time (FT/FT) White, African American, Asian, and Hispanic students graduated or transferred from Maryland community colleges for the 2007 through 2017 cohorts compared to all students. All students graduated or transferred at a rate of 41.6% for the fall 2017 cohort. Among this cohort, Asian students have graduated or transferred at the highest rate in the State, 56.8%; White students at a rate of 48.4%; Hispanic students at a rate of 38.7%; and African American students at a rate of 31.6%. This results in a gap of 10.0 percentage points and 2.9 percentage points below the All Students average for African American and Hispanic students, respectively. While the four-year graduation or transfer rate of African American students remains

the lowest in the State, the 31.6% represents the seventh continuous year of improvement, increasing by 9.7 percentage points from the 2010 cohort total.

Exhibit 6
Four-year Graduation and Transfer Achievement Gap
2007-2017 Cohorts

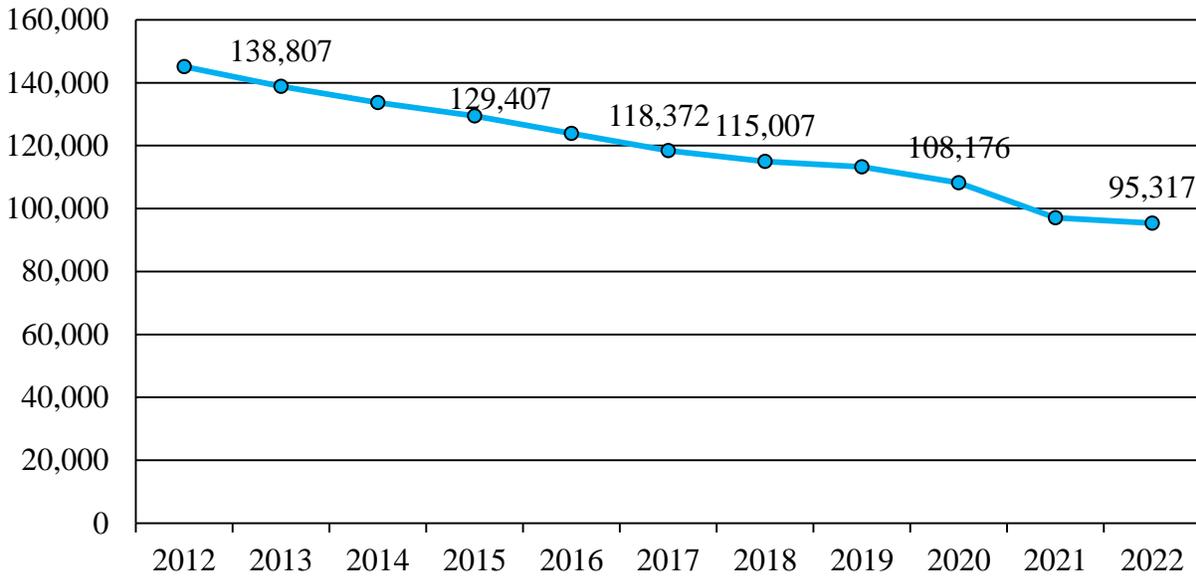


Source: Maryland Higher Education Commission

3. Community College Enrollment

Enrollment in Maryland community colleges reached its peak in the years following the Great Recession of 2008, as students usually enroll at community colleges in greater numbers when the economy is struggling, and job prospects are low. However, the typical recessionary trend did not occur in fall 2020 or 2021 despite the dramatic economic dislocation caused by the COVID-19 pandemic, as shown in **Exhibit 7**. Total enrollment decreased by 1.8%, or 1,769 students, between fall 2021 and 2022 and was 15.9% below the fall 2019 level in fall 2022. While enrollment continued to decline in fall 2022, the rate of decline is at or below prepandemic levels and one of the smallest decreases in recent years. The fall total of 95,317 represents a decline of 53,353 students from the fiscal 2011 record high, a decrease of 35.9%. This figure also represents the tenth consecutive year of Maryland community college enrollment declines.

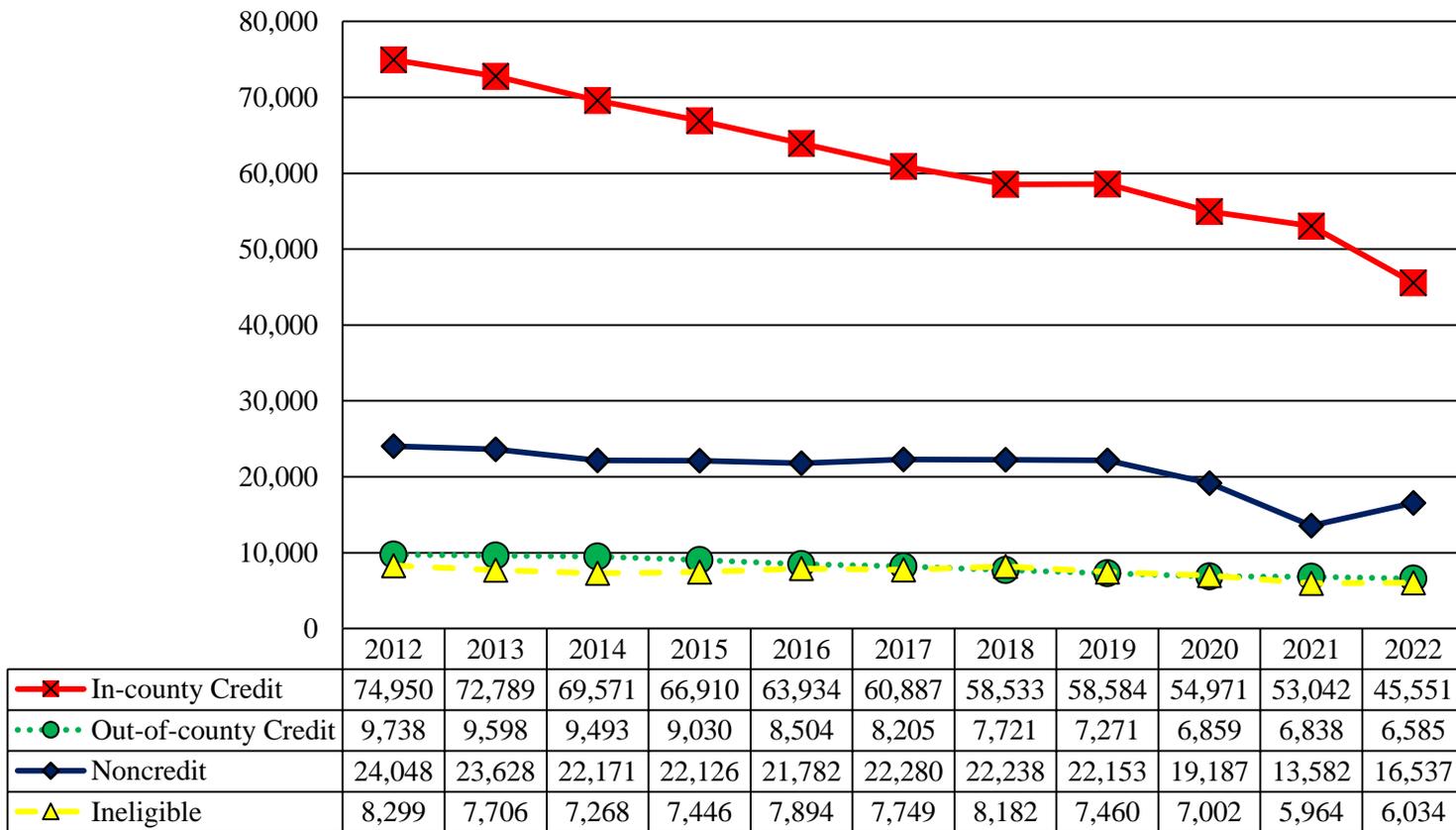
Exhibit 7
Total Enrollment at Maryland Community Colleges
Fall 2012-2022



Source: Maryland Higher Education Commission

Exhibit 8 displays FTES enrollment from fiscal 2012 to 2022 for the three current Cade-eligible enrollments as well as ineligible enrollments, which are primarily composed of out-of-state students. MACC has attributed the noncredit enrollment decline that began in fiscal 2019 and continued through fiscal 2021 to be a direct result of the COVID-19 pandemic as many noncredit, continuing education courses require more hands-on, face-to-face involvement and were not easily converted to a hybrid or online environment and as a result, many community colleges canceled these courses until the institutions had the ability to accommodate a safe return. That decline in noncredit enrollment reversed in fiscal 2022, growing 21.8%, or 2,955 students. In-county credit enrollment segment had the largest decrease in fiscal 2022, declining by 14.1%, or 7,491, students from 53,042 students in fiscal 2021 to 45,551 in fiscal 2022. Overall, eligible FTES enrollment declined by 6.5%, or 4,789 students, in fiscal 2022 compared to fiscal 2021. **The Executive Director of MACC should discuss the steep decline of in-county credit students at the community colleges.**

Exhibit 8
FTES Enrollment at Maryland Community Colleges
Fiscal 2012-2022



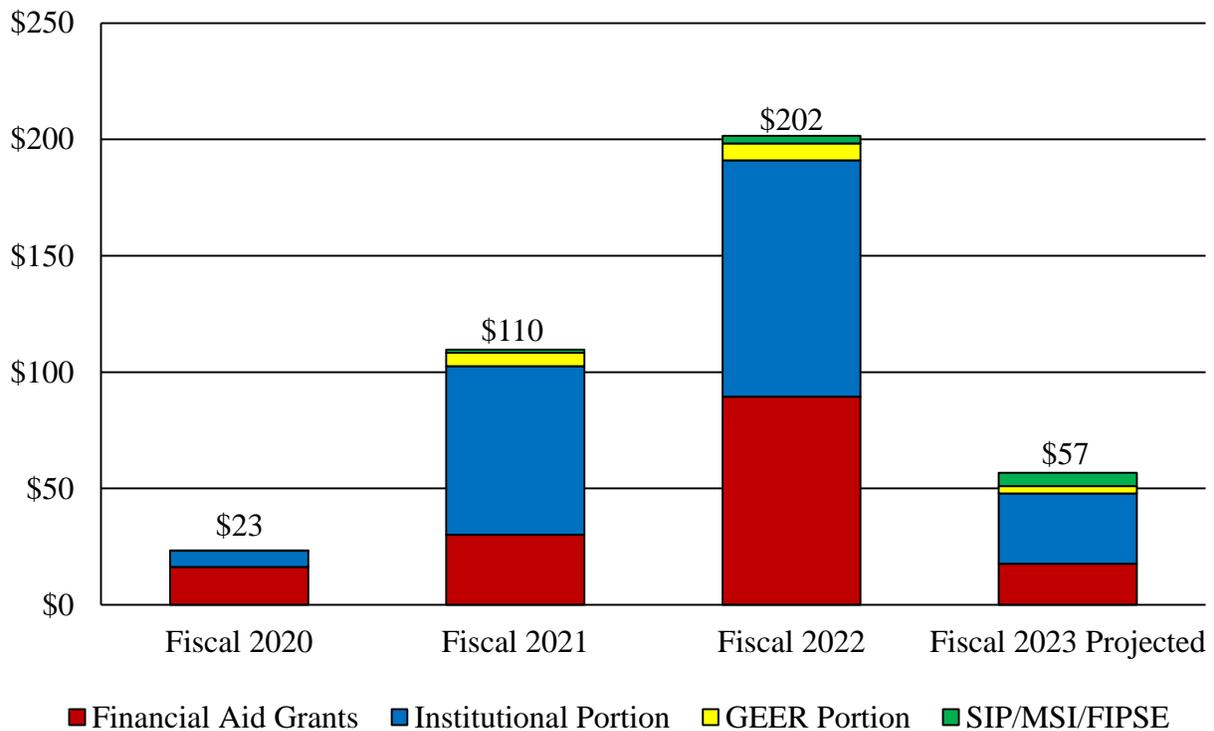
FTES: full-time equivalent student

Source: Maryland Higher Education Commission

Federal Stimulus Funds

In total, the Cade-funded community colleges received \$392.2 million in Higher Education Emergency Relief (HEERF) funds with the actual and planned spending distribution summarized in **Exhibit 9**. In fiscal 2023, the community colleges plan to expend \$56.7 million from these allocations, with financial aid grants funds available totaling \$17.7 million. Under current spending plans, the community colleges will have \$30.3 million of institutional HEERF funding.

Exhibit 9
HEERF Spending Distribution
Fiscal 2020-2023
(\$ in Millions)



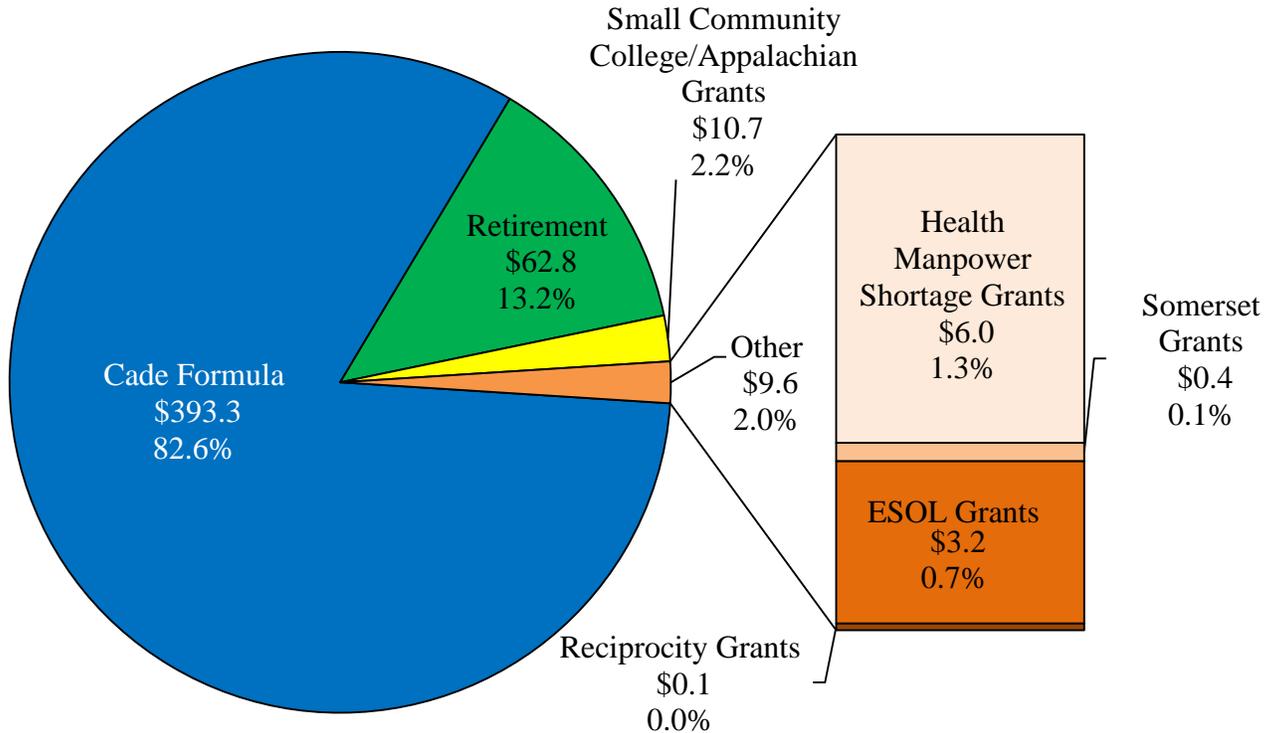
FIPSE: Fund for the Improvement of Postsecondary Education
 GEER: Governor’s Emergency Education Relief
 HEERF: Higher Education Emergency Relief
 MSI: Minority Serving Institutions
 SIP: Strengthening Institutions Program

Source: Maryland Association of Community Colleges; Department of Legislative Services

Fiscal 2024 Proposed Budget

The fiscal 2024 allowance provides \$476.3 million for community colleges in the State. **Exhibit 10** details how this funding is distributed among the various programs that provide funding from the State for community colleges. The most significant amount of funding is for the Cade Funding Formula, which is funded at \$393.3 million, or 82.6% of total funding. Funding for eligible employees participating in either the defined benefit retirement plan or ORP totals \$62.8 million, or 13.2% of total funding. Other grant programs including Small Community College and Appalachian Grants receive a combined \$20.3 million, or 4.3% of total funding.

Exhibit 10
Budgeted Allowance
Fiscal 2024
(\$ in Millions)



Cade: Senator John A. Cade Funding Formula
 ESOL: English for Speakers of Other Languages

Note: Numbers may not sum due to rounding.

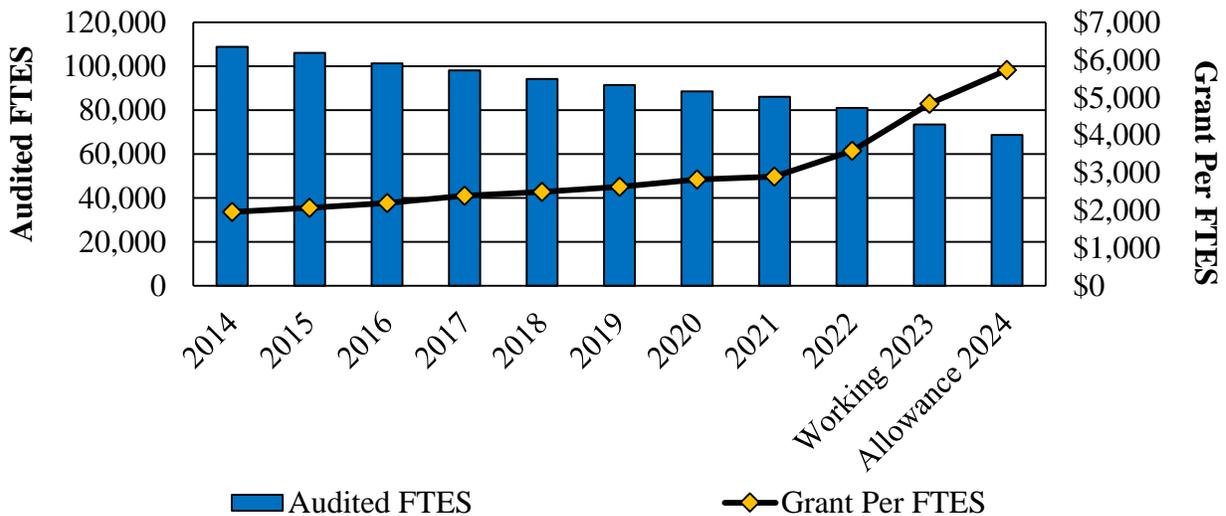
Source: Governor’s Fiscal 2024 Budget Books; Department of Legislative Services

The Senator John A. Cade Formula

The Cade formula is calculated based on audited community college enrollments from two years prior and a percentage (29.0% for the fiscal 2023 allowance) of the proposed per student funding at selected public four-year institutions. Three different types of enrollment are included in the Cade formula: in-county credit; out-of-county credit; and eligible noncredit. As funding has steadily increased at the selected public four-year institutions, funding provided to the community colleges through the Cade formula has also steadily increased, apart from fiscal 2021 when a Board of Public Works action level funded the community colleges at the fiscal 2020 level.

As shown in **Exhibit 11**, the combined impact of declining enrollment and phase-up of the statutorily mandated percentage of the funding per student at select public four year institutions from 19.6% in fiscal 2013 to 29.0% in fiscal 2023 led to substantial growth in the per FTES spending. In fiscal 2024, the grant per FTES has grown substantially due to the growth per FTES at the select public four years that contributes to the formula. With the decline in enrollment at the public four years, State support per FTES has grown from \$16,720 in fiscal 2023 to \$19,748 in fiscal 2024. When this trend is coupled with the decrease in audited enrollment at the community colleges, the grant amount per FTES increases significantly. The grant amount of \$5,727 per FTES in the fiscal 2024 allowance is an 18.5% increase compared to fiscal 2023 and 192.4% higher than a decade ago when the formula was at a lower statutory level.

Exhibit 11
Audited Enrollment and Grant Per FTES
Fiscal 2014-2024



Note: FTES number are the audited FTES from two years prior, which is used for the calculation of the fiscal year formula (for example, fiscal 2024 FTES is the audited FTES from fiscal 2022).

FTES full-time-equivalent student

Source: Governor’s Fiscal 2014-2024 Budget Books; Department of Legislative Services

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When calculating the Cade grant for a fiscal year, the audited FTES of community colleges from the previous two years are used for the formula. For example, the fiscal 2024 Cade funding is based on the audited FTES from fiscal 2022. As shown in **Exhibit 12** between fiscal 2020 and 2022 the audited FTES decreased 15.2%, or 12,344.76 FTES. Audited FTES was decreased by 6.5% in FTES between fiscal 2021 and 2022, with three community colleges having a decrease of more than 10%. The decrease enrollment has led to the growth in grant per FTES previously referenced. Of the community colleges, only Chesapeake College, Garrett Community College, and Hagerstown Community College saw an increase in enrollment between fiscal 2021 and 2022.

Exhibit 12
Total Audited FTES
Fiscal 2020-2022 (Used for Fiscal 2022-2024 Formula)

	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>Change</u> <u>2021-2022</u>	<u>Percent</u> <u>Change</u> <u>2021-2022</u>
Allegany Community College	1,467.41	1,157.22	1,062.09	-95.13	-8.2%
Anne Arundel Community College	9,547.78	8,638.32	7,739.75	-898.57	-10.4%
Community College of Baltimore County	13,806.22	13,420.59	13,319.89	-100.70	-0.8%
Carroll Community College	2,179.93	2,065.87	1,925.76	-140.11	-6.8%
Cecil Community College	1,409.88	1,187.81	1,135.88	-51.93	-4.4%
Chesapeake College	1,641.55	1,305.12	1,517.28	212.16	16.3%
College of Southern Maryland	4,563.73	4,275.10	3,814.38	-460.72	-10.8%
Frederick Community College	3,889.72	3,534.80	3,385.62	-149.18	-4.2%
Garrett Community College	541.22	458.44	461.71	3.27	0.7%
Hagerstown Community College	2,663.87	2,376.09	2,403.87	27.78	1.2%
Harford Community College	3,958.51	3,580.30	3,314.44	-265.86	-7.4%
Howard Community College	6,993.92	6,393.48	6,142.12	-251.36	-3.9%
Montgomery College	15,301.49	14,358.25	12,597.82	-1,760.43	-12.3%
Prince George’s Community College	10,884.23	8,776.73	7,938.07	-838.66	-9.6%
Wor-Wic Community College	2,167.59	1,933.07	1,913.62	-19.45	-1.0%
Total	81,017.05	73,461.19	68,672.30	-4,788.89	-6.5%

FTES: full-time-equivalent student

Source: Governor’s Fiscal 2022-2024 Budget Books; Department of Legislative Services

The Department of Legislative Services recommends narrative requesting a report on the efforts to address the ongoing enrollment decline at the community colleges and how the colleges are using the increase funding that they have received in the recent fiscal years to invest in programs that address workforce shortages.

Proposed Budget Change

Exhibit 13 shows the total budget changes for Aid to Community Colleges between the fiscal 2023 working appropriation and the fiscal 2024 allowance. In total, the budget increases by \$41.0 million in general funds, or 9.4%. Appendix 1 shows the funding by community college for fiscal 2023 and fiscal 2024.

Exhibit 13
Proposed Budget
Fiscal 2024
(\$ in Thousands)

How Much It Grows:	<u>General Fund</u>	<u>Total</u>
Fiscal 2022 Actual	\$370,049	\$370,049
Fiscal 2023 Working Appropriation	435,344	435,344
Fiscal 2024 Allowance	<u>476,348</u>	<u>476,348</u>
Fiscal 2023-2024 Amount Change	\$41,004	\$41,004
Fiscal 2023-2024 Percent Change	9.4%	9.4%
 Where It Goes:		<u>Change</u>
Senator John A. Cade Funding Formula.....		\$38,220
Small Community College Grants.....		1,543
Faculty and staff retirement contributions.....		1,083
English for Speakers of Other Languages grant.....		137
Garrett County and West Virginia reciprocity grant.....		20
Total		\$41,004

Note: Numbers may not sum to total due to rounding.

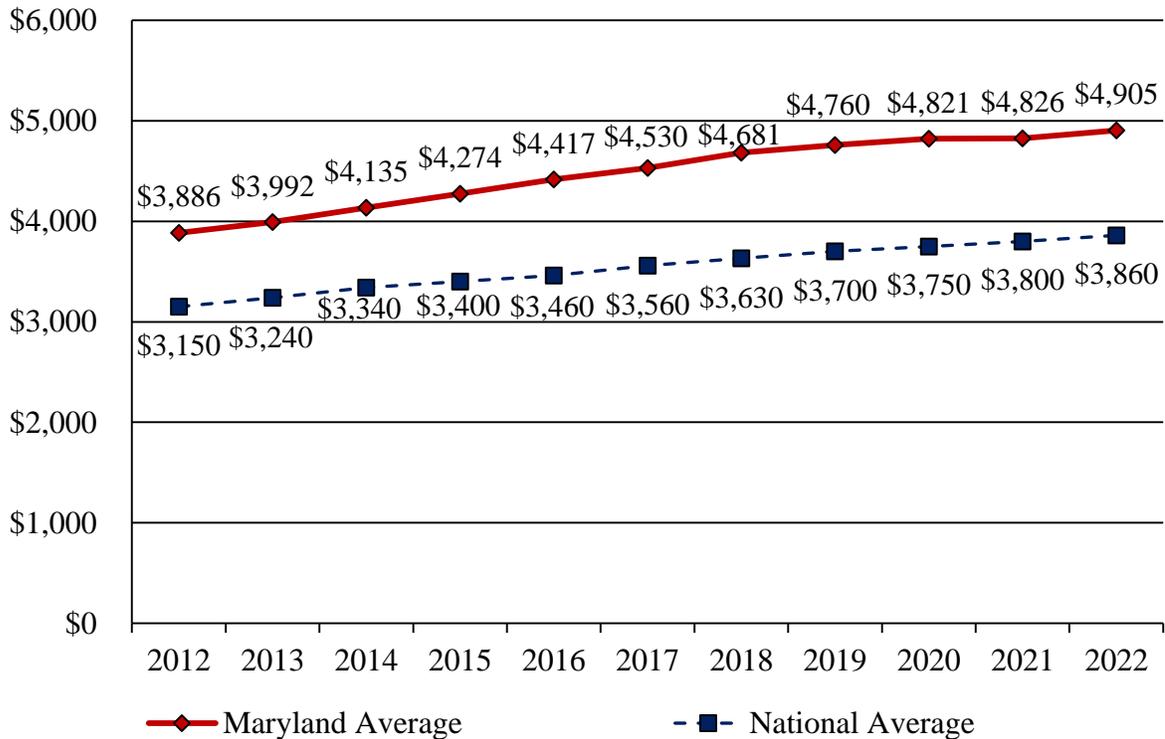
Source: Governor’s Fiscal 2024 Budget Books; Department of Legislative Services

Issues

1. Tuition, Fees, and Student Aid to Community Colleges

Community colleges offer a significantly lower cost of entry into higher education compared to public four-year institutions for students living within the community college’s service area. According to the College Board, the enrollment weighted average of Maryland public four-year institutions’ tuition and fees was \$10,562 for fall 2022, compared to \$4,905 at the State’s community colleges. This means, on average, community colleges are 53.6% less expensive. However, the average community college tuition and fee rate in Maryland is higher than the national average. **Exhibit 14** shows the difference between the State and national average from fall 2012 to 2022. In fall 2022, the gap between the national average and the average at Maryland community colleges was \$1,045, the fourth largest amount for this time period.

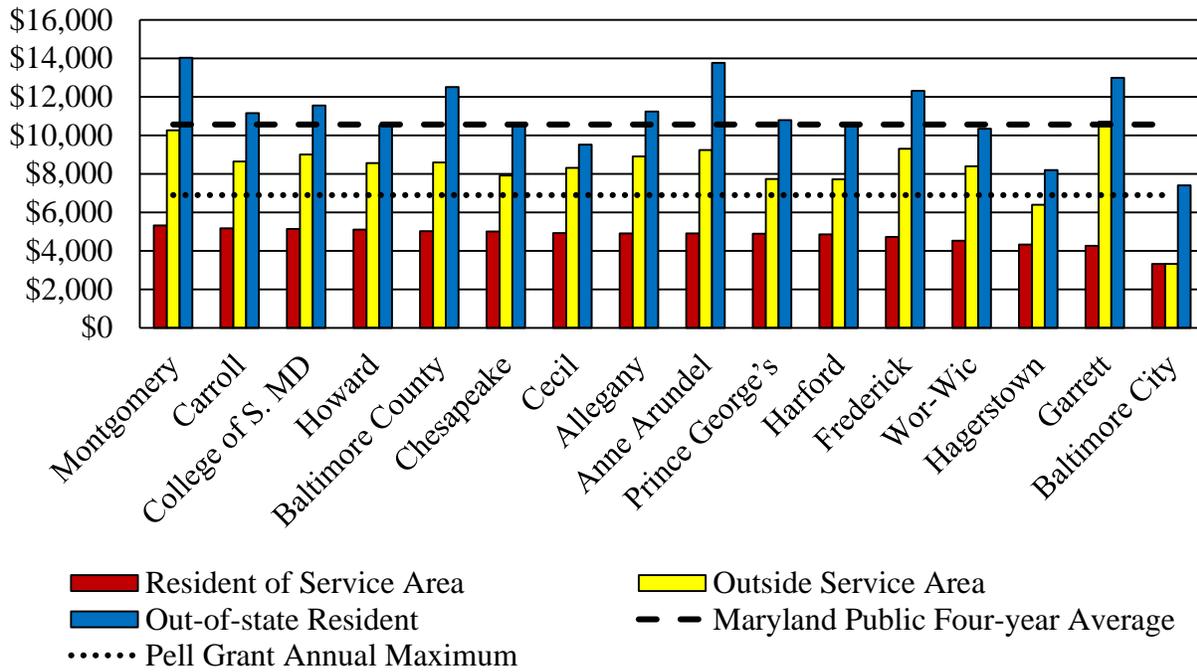
Exhibit 14
Community College Tuition and Fee Rates
Comparison Maryland Average and National Average
Fall 2012-2022



Source: The College Board, *Trends in College Pricing and Student Aid, 2022*

Exhibit 15 shows the annual tuition and fee rates by community college for full-time students for fall 2022. Among the Cade-funded institutions, Montgomery College is the State’s most expensive community college for resident students at \$5,322, while BCCC has the lowest rate, \$3,314. Including BCCC, the statewide average for tuition and fees is \$4,773 for a service-area resident, \$8,310 for all other Marylanders, and \$11,092 for out-of-state residents.

Exhibit 15
Tuition and Fee Rates by Community College
Fall 2022



S. MD: Southern Maryland

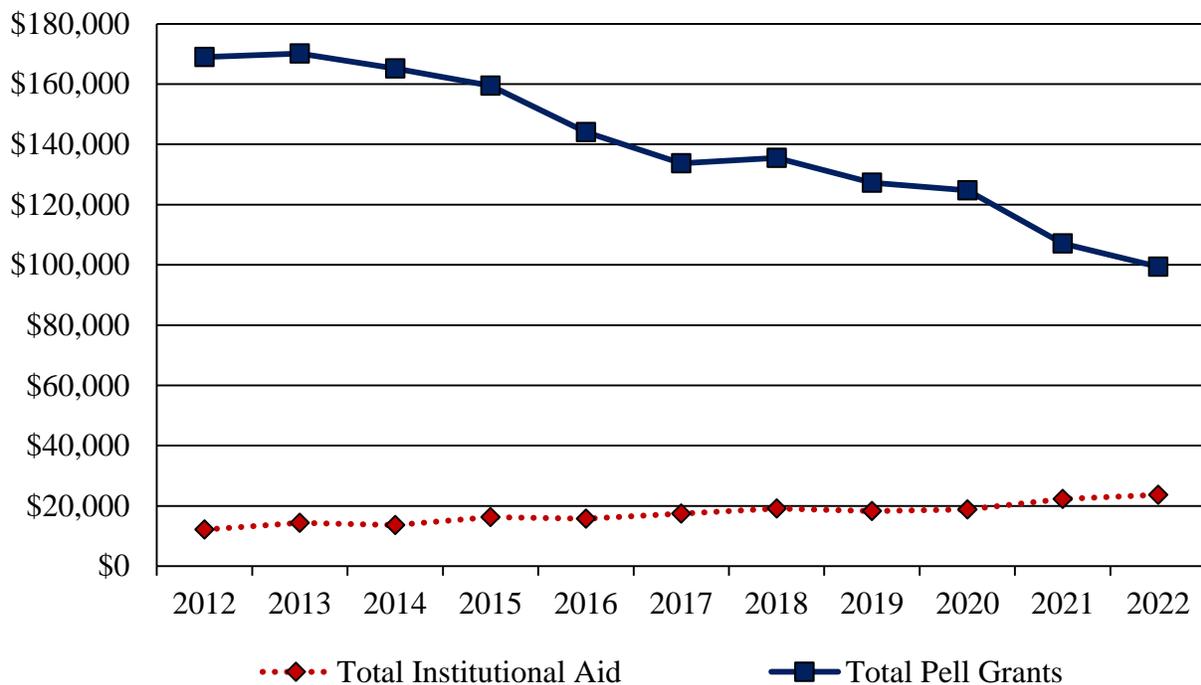
Source: Maryland Association of Community Colleges; the College Board; U.S. Department of Education

Institutional Aid Offered to Students

In addition to trying to keep costs low, colleges offer students institutional aid to bring down the “sticker” price, or total cost of tuition, fees, housing, and other related expenses. Institutional aid awards are usually made to students with few financial resources (need-based aid) or to reward academic achievement or athletic ability (merit and athletic awards). Regardless of aid type, colleges typically require students to complete a Free Application for Federal Student Aid, which determines a student’s expected family contribution, *i.e.*, the amount of money a student’s family is expected to pay toward the cost of education.

Exhibit 16 shows the total amount of need-based and merit aid awarded by community colleges to students from fiscal 2012 to 2022 as well as the amount of Pell grants students received. In fiscal 2022, when excluding emergency financial aid assistance that was provided through the various HEERF stimulus packages, Maryland community colleges awarded \$23.7 million in institutional aid, an increase of \$1.3 million compared to fiscal 2021. The amount of institutional aid provided is dwarfed by Pell grants (80.8% of total aid provided in fiscal 2022), which totaled \$99.3 million in fiscal 2022 for Maryland students attending community college. Total Pell aid for community college students decreased by \$7.7 million in fiscal 2022, continuing a downward trend that began again in fiscal 2019. This decline in aid awarded reflects the overall general decline in total enrollment at the Maryland community colleges.

Exhibit 16
Total Institutional Aid and Pell Grants
Fiscal 2012-2022
(\$ in Thousands)

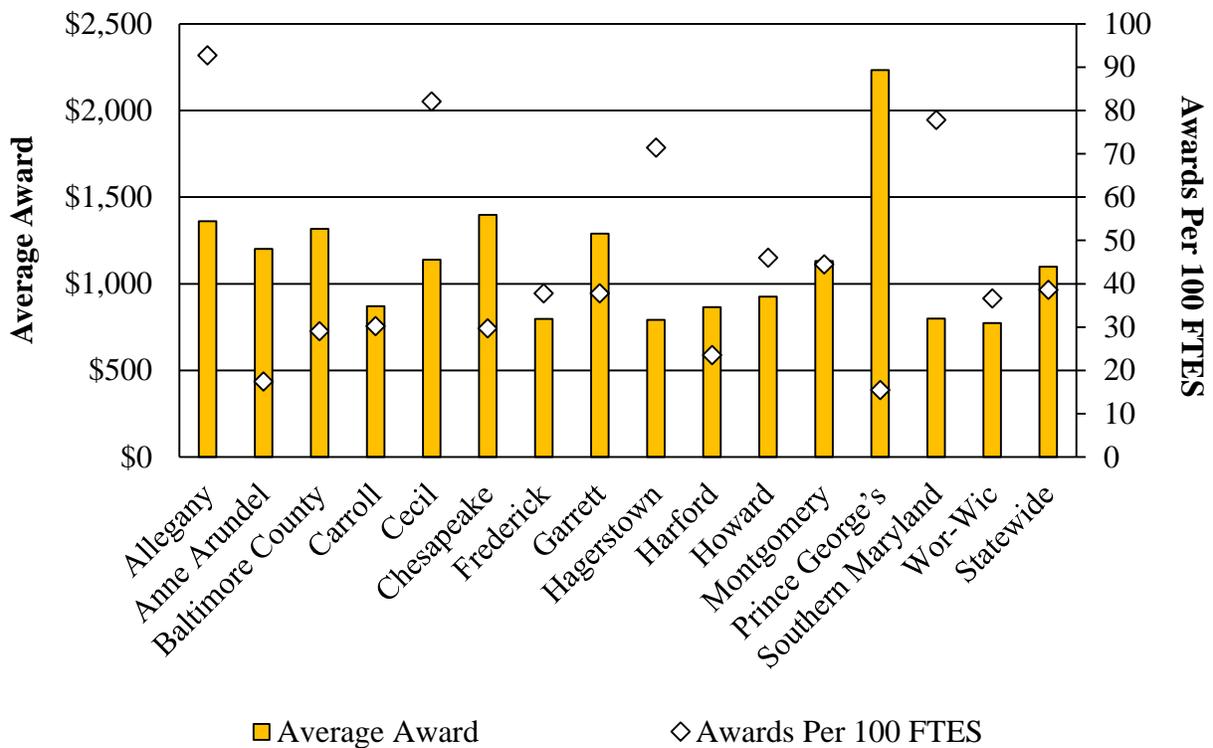


Note: All data is self-reported by the institutions. Data does not include Baltimore City Community College. Institutional aid in fiscal 2020 and 2021 excludes any Higher Education Emergency Relief Funds for emergency student financial assistance from the various stimulus packages.

Source: Maryland Association of Community Colleges; Department of Legislative Services

Exhibit 17 shows the average value of institutional aid awards and the average number of awards per 100 FTES by college. There is considerable variation in this data, but it is similar to the results from prior years. The exhibit may somewhat overstate awards per FTES and understate the amount received by students, as an individual student may receive both a need-based and merit award, and both awards would be counted separately. Allegany College of Maryland is notable for giving the most awards per 100 FTES, with 93. This is in large part due to scholarship programs in that county that cover the cost after federal aid of community college for FT/FT students at that institution. PGCC gave the largest average award at \$2,233. PGCC implemented a promise scholarship program in fiscal 2018 that may contribute to these large average award amounts. However, as only 15 students per 100 at PGCC received institutional aid in fiscal 2022, the number of students benefiting from this program appears to be limited.

Exhibit 17
Average Institutional Aid Awards and Awards Per 100 FTES
Fall 2022



FTES: full-time equivalent student

Note: All data is self-reported by the institutions.

Source: Maryland Association of Community Colleges; Department of Legislative Services

Operating Budget Recommended Actions

1. Adopt the following narrative:

Community College Enrollment Decline and Use of Funding: There has been an overall decline in college enrollment in recent years, particularly at the community college level. The committees request a report on efforts to address enrollment declines at the local community colleges. The committees understand that this decline in enrollment has led to an increase in State funding per full-time equivalent student at the community colleges. The report should also include how the increased funding in fiscal 2021 through 2023 has been used to address workforce shortages and how the additional funding in fiscal 2024 will also be used to further these efforts. This report shall be submitted by November 1, 2023.

Information Request	Author	Due Date
Enrollment and workforce shortages	Maryland Association of Community Colleges	November 1, 2023

Appendix 1

**Cade Funding by Institution
Fiscal 2023-2024**

<u>Institution</u>	<u>2023</u>	<u>2024</u>	<u>Change 2023-2024</u>	<u>Percent Change 2023-2024</u>
Allegany Community College	\$7,288,256	\$7,840,829	\$552,573	7.6%
Anne Arundel Community College	40,788,521	43,763,073	2,974,552	7.3%
Community College Baltimore County	61,614,534	71,703,077	10,088,543	16.4%
Carroll Community College	11,112,191	12,418,047	1,305,856	11.8%
Cecil Community College	7,336,220	8,114,572	778,352	10.6%
Chesapeake College	8,072,487	9,735,020	1,662,533	20.6%
College of Southern Maryland	19,741,934	21,416,280	1,674,346	8.5%
Frederick Community College	16,429,151	18,548,628	2,119,477	12.9%
Garrett Community College*	3,835,348	4,324,485	489,137	12.8%
Hagerstown Community College	12,742,336	14,747,044	2,004,708	15.7%
Harford Community College	16,841,913	18,477,775	1,635,862	9.7%
Howard Community College	29,624,948	33,574,567	3,949,619	13.3%
Montgomery College	66,059,823	71,092,972	5,033,149	7.6%
Prince George’s Community College	42,695,054	45,246,966	2,551,912	6.0%
Wor-Wic Community College	10,878,721	12,278,064	1,399,343	12.9%
Total	\$ 355,061,437	\$ 393,281,399	\$38,219,961	10.8%

Source: Governor’s Fiscal 2024 Budget Books

**Appendix 2
Object/Fund Difference Report
Aid to Community Colleges**

<u>Object/Fund</u>	<u>FY 22 Actual</u>	<u>FY 23 Working Appropriation</u>	<u>FY 24 Allowance</u>	<u>FY 23 - FY 24 Amount Change</u>	<u>Percent Change</u>
Objects					
12 Grants, Subsidies, and Contributions	\$ 370,049,341	\$ 435,344,298	\$ 476,347,929	\$ 41,003,631	9.4%
Total Objects	\$ 370,049,341	\$ 435,344,298	\$ 476,347,929	\$ 41,003,631	9.4%
Funds					
01 General Fund	\$ 370,049,341	\$ 435,344,298	\$ 476,347,929	\$ 41,003,631	9.4%
Total Funds	\$ 370,049,341	\$ 435,344,298	\$ 476,347,929	\$ 41,003,631	9.4%