



ACBO INSTITUTE I

GROUP PROJECT

CREATING STRATEGIES TO MAXIMIZE FUNDING UNDER THE STUDENT-CENTERED FUNDING FORMULA (SCFF)

GROUP PROJECT

Participants will engage in a group project and present their group project during the final session on Friday, April 7, 2023.

GROUP SIZE

Participants will form groups on Thursday, March 2nd. During each in-person session, groups will have an opportunity to work on their project. However, groups will likely need to meet at least one time between the March and April in-person sessions in order to be prepared for their final presentation on April 7th. (Note: Group members should share contact information with other group members.)

LEARNING OUTCOMES

At the end of the activity, each ACBO Institute I participant is expected to:

- Enhance collaboration and communication to realize its value in problem-solving, decision-making, and planning.
- Fully understand the Student-Centered Funding Formula (SCFF).
- Develop out-of-the-box ideas and strategies to maximize funding.
- Understand the role of faculty, staff, and administrators in maximizing funding under the SCFF.
- Understand the important role of diversity, equity, inclusion, and accessibility (DEIA) in developing long-term strategies that meet the needs of the students.
- Develop a holistic strategy for districts to benefit from the SCFF.

BACKGROUND

California Community Colleges through the years has strived to meet the changing needs of the students it serves. Prior to the COVID-19 pandemic, the community college system collectively served about 2.1 million students. Current estimates by the CCC Chancellor's Office is 1.8 million. As the state is in the midst of getting out of the pandemic and establishing some form of normalcy to increase or set a realistic enrollment for the system, the districts are in an inflection point as they develop strategies to sustain enrollment and maximize funding under the SCFF.

The Budget Act of 2022 provides a fiscal stability effort for community college districts in the form of a funding floor starting in FY 2025-26. However, the escalating cost of operating campuses and facilities, increases in maintenance and licensing, the growing threat against information security, and salary increases, the funding floor will significantly stretch the limited available fiscal resources.

It is critical for a district to invest its limited fiscal, technological, facilities and human resources in strategies and opportunities that will provide the most financial benefit to the district through the SCFF. The CCCCCO has provided a framework through Guided Pathways, Equitable Student Experience efforts, and other initiatives to help districts address and transform its institutions with a “DEIA” lens. The collective work of administrators, faculty, and staff at each district are essential in maximizing funding under the SCFF.

PROJECT ASSIGNMENT

Each group is to select a district (either hypothetical or one of the existing districts in the system) including whether it is a rural, urban, single, or multi-college districts. The group should also define the parameters in terms of district /area demographics, district make-up, structure, and student demographics. If the group is using a real district, you may visit the institution’s research and planning website, accreditation report, and other planning documents. The information will help the group provide the landscape and assumptions for the group project. Review in detail the mechanics of the SCFF. The Apportionment Reports such as Exhibit C will also help to provide groups with other details and potential parameters.

Groups are expected to:

- a. Develop at least six SMART (simple, measurable, attainable, realistic, and time bounded) action plans that will help the district focus its efforts that yields the maximum funding under the SCFF.
- b. In each of the action plans, explain how this action plan will:
 - a. Be implemented by the district including the resources needed.
 - b. Allow the district to engage its various constituency groups.
 - c. Address the SCFF (which portion – base, supplemental, and/or success allocation) and how much revenue it will generate.)
 - d. Integrate and address the DEIA goals.

The developed action plans should cover all district constituency groups. For example, an action plan may be developed for faculty while other sub-plans may be specifically for staff and managers.

Here is an example of an action plan.

ACTION PLAN	:	Increase completion rates in 9 or more CTE classes by 5% starting in FY 2024-25 using an early alert system.
RESPONSIBILITY OF	:	Instructional Faculty and Counselors
FISCAL IMPACT	:	\$50,000 per year increase in Success Allocation (1.667% three-year average)
RESOURCES NEEDED	:	No additional resources needed since the early alert system (Start Fish) has been fully implemented by IT and Counseling. Counseling department will train instructional faculty as part of their duties and the existing Student Success Coordinator will handle the logistics and documentations.
DEIA IMPLICATION	:	Increase the completion of at-risk students by early intervention and counseling using technology as a tool.

*** Use the FY 2022-23 rates of the SCFF.

Groups should provide innovative suggestions or alternatives that will help districts.

Groups are given the flexibility to use various ways to present their project to the whole class on Friday, April 7th.