



ACBO 2025 INSTITUTE I

GROUP PROJECT

CREATING STRATEGIES TO MANAGE IN THE IMPLICATIONS OF THE NEW STANDARDIZED ATTENDANCE ACCOUNTING METHOD

GROUP PROJECT

The ACBO 2025 Institute I professional development program participants will engage in a group activity and present their group project during the final session on **Friday, April 25, 2025**.

GROUP SIZE

Participants will form seven (7) groups with six (6) consisting of five and one (1) consisting of four (4) participants. Each in-person session will allow groups to work on their project. However, groups will likely need to meet at least once between the March and April sessions to prepare for their final presentation on April 25. (Note: Group members should share contact information with other group members when groups are formed during March session.)

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 manage enrollment.
- Understand the role of faculty, staff, and administrators in maximizing funding under the SCFF.
- Understand the critical 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. In FY 2018-19, the State adopted the Student Centered Funding Formula (SCFF) to align funding with a strategic vision for community colleges focusing on equity, access, and success.

The Budget Act of 2022 provided a fiscal stability effort for community college districts through a funding floor starting in FY 2025-26. The Governor was committed to implementing this apportionment provision in the Budget Act of 2023. At some point in the future, all 73 districts will be funded through the SCFF rather than the funding floor. However, with the escalating cost of operations, such as increases in maintenance and licensing, the growing threat against information security, and salary increases, the funding floor will significantly stretch the limited state and districts available fiscal resources.

A district must 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 CCCCO has provided a framework through Guided Pathways, Equitable Student Experience efforts, and other initiatives to help districts address and transform their institutions using a "DEIA" lens consistent with Vision 2030 and the California Community Colleges Road Map. The collective work of each district's administrators, faculty, and staff is essential in maximizing funding under the SCFF.

In FY 2026-27, the new Title 5 regulations require districts to phase out the weekly census, daily census, and alternative attendance accounting methods for calculating **credit FTES** with the **standardized attendance accounting method (SAAM)**. The implications vary from district to district, with some districts anticipating a decline of about 5% while others predict an increase of about 3%. The districts that potentially may gain FTES with the change in accounting method can adopt the SAAM as early as P2 of FY 2024-25. The change is to incentivize districts to offer more short-term (e.g., 8-week courses, online courses, 6-week courses) without being penalized because students (working students in particular) prefer more focused and short-term courses. The effort also aligns with the CCC Chancellor's Vision 2030.

PROJECT ASSIGNMENT

Each group will select a district from within its group members. It is important to choose a district from your group members because you will need to access detailed enrollment reports by working with the selected district's Institutional Research department. Review the mechanics of the standardized attendance accounting method.

Attached is the SAAM FAQs published in December 2024. Please read it in detail before starting your research or discussion.

Groups are expected to:

- a. Determine the implications of SAAM to the selected district and determine whether credit FTES will increase or decrease as a result of this Title 5 change.
- b. Depending on the results in (a), provide **three** recommendations for the selected district to maximize its enrollment and address how DEIA is integrated into each of the three recommendations.

Each recommendation should include the stakeholders necessary to collaborate to implement the recommendation. To justify each recommendation, the group should provide an estimated increase in FTES and the associated revenue using the FY 2024-25 SCFF rates (Please refer to the FY 2024-25 First Principal Apportionment Report – Exhibit C).

Each group has **20** minutes (including set-up, presentation, and Q&A). Groups have the flexibility to use various ways to present their project to the whole class on Friday, April 25.