



PLANNING AND ORGANIZATIONAL EFFECTIVENESS COMMITTEE
POE is the district-level planning and accreditation oversight and coordinating committee that makes recommendations to District

A G E N D A

Wednesday, May 25, 2022 3:30pm-5:00pm

<https://cccconfer.zoom.us/j/94764702826> or dial 1 669-900-6833 / 94764702826#

- I. **WELCOME**
- II. ***APPROVAL OF MINUTES – Action**
 - a. *April 27, 2022 regular meeting
- III. **DISTRICT COUNCIL UPDATE – Information**
 - a. May 2, 2022
- IV. ***REORG – DO / PEOPLE & CULTURE - Action**
- V. ***REVISION OF THE BUDGET ALLOCATION PLAN – Information**
- VI. **DISTRICT MISSION STATEMENT – Information**
 - a. Next Steps - Workgroup meets May 23, 2022
- VII. **PLANNING AT THE COLLEGES - Information**
 - a. Santiago Canyon College
 - i. Planning Update
 - ii. Enrollment Update
 - b. Santa Ana College
 - i. Planning Update
 - ii. Enrollment Update
- VIII. **BOARD INSTITUTIONAL EFFECTIVENESS COMMITTEE (BIEC) – Information**
 - a. Update – May 5, 2022 meeting (Distance Education)
 - b. Next meeting – July 14, 2022 (Topic TBD)
- IX. ***GRANT DEVELOPMENT SCHEDULE – Information**
- X. **DISTRICTWIDE ENROLLMENT MANAGEMENT WORKGROUP MEETING UPDATE - Information**
 - a. Next meeting - June 16, 2022 (*May 19, 2022 meeting cancelled*)
- XI. **OTHER**

*NEXT MEETING: **Wednesday, June 22, 2022***

**attachment provided*

POE COMMITTEE MEMBERS:

Matthew Beyersdorf • Dr. Melba Castro • Alana Gates • Dr. Marilyn Flores • Dr. Vaniethia Hubbard • James Isbell • Dr. Jeffrey Lamb • Dr. James Kennedy • Tyler Nguyen • Enrique Perez • Nga Pham • Roxana Pleitez • Kristen Robinson • Craig Rutan • Sarah Santoyo • Aaron Voelcker

RSCCD Mission Statement

The mission of the Rancho Santiago Community College District is to provide quality educational programs and services that address the needs of our diverse students and communities.

2013 – 2023 RSCCD Goals

RSCCD Goal 1

RSCCD will assess the educational needs of the communities served by RSCCD and will adjust instructional programs, offerings, and support services and will allocate resources as needed to optimize the alignment of students' needs with services and fiscal resources.

RSCCD Goal 2

RSCCD will assess the educational needs of the communities served by RSCCD and then pursue partnerships with educational institutions, public agencies, non-profit organizations, and business/industry/labor to collaboratively meet those needs.

RSCCD Goal 3

RSCCD will annually improve the rates of course completion and completion of requirements for transfer, degrees, certificates, and diplomas.

RSCCD Goal 4

RSCCD will support innovations and initiatives that result in quantifiable improvement in student access, preparedness, and success.

RSCCD Goal 5

RSCCD will use a cycle of integrated planning that will demonstrate the effective use of resources.



PLANNING AND ORGANIZATIONAL EFFECTIVENESS COMMITTEE
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Minutes

Wednesday, April 27, 2022 3:30pm-4:30pm virtual by zoom

Present: Matthew Beyersdorf, Alana Gates, Dr. Marilyn Flores, James Isbell, Tyler Nguyen, Nga Pham, Roxana Pleitez, Kristen Robinson, Craig Rutan, Sarah Santoyo, Aaron Voelcker
Guest: Dr. Annebelle Nery

Mr. Isbell called the meeting to order at 3:30pm.

I. WELCOME

Mr. Isbell provided welcoming remarks.

Ms. Pham shared with committee what was decided at the April 4, 2022 Chancellor's Cabinet meeting: conducting district participatory governance committee meetings using Brown Act procedures is done as a best practice, but not because it is required.

Attendance was taken by roll call vote.

II. *APPROVAL OF MINUTES – Action

a. *March 23, 2022 regular meeting

It was moved by Mr. Rutan; seconded by Mr. Voelcker and, by roll call vote, carried unanimously to approve the March 23, 2022 regular meeting minutes.

III. DISTRICT COUNCIL UPDATE – Information

a. April 4, 2022

Mr. Rutan reported on the April 4th District Council meeting.

IV. DISTRICTWIDE PLANNING FOR SPRING – Discussion / Action

- Mr. Voelcker provided update on the scope of services they're requesting an RFP for the Education Master Plan. EMP meeting scheduled for tomorrow; will report back to POE when receive more feedback.
- Ms. Pham provided update on SAC plans as Dr. Lamb had reported at the March meeting. No action was taken.

V. *STRATEGIC PLAN OBJECTIVES – YEAR 2 DATA - Review / Discussion

Ms. Pham provided review to Objective 4b: Enhance Opportunities That Enable Students to Access College Classes and Services Prior to High School Graduation. Both colleges have robust plans on this objective.

Ms. Robinson and Dr Annebelle Nery joined the meeting at this time.

Dr. Nery reported on dual enrollment, work being done with Academic Senate and next steps. Reported on resolution being forwarded to College Council, dual enrollment workgroup membership and meetings scheduled, expanding dual enrollment program; headcount up by nearly 70%.

Dr. Flores reported on dual enrollment.

Ms. Pham provided overview of Objective 4c: Support Innovative Pedagogies and Curriculum Design.

POE COMMITTEE MEMBERS:

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VI. PLANNING AT THE COLLEGES - Information

a. Santiago Canyon College

i. Planning Update on Accreditation

Mr. Voelcker reported no significant update, participated on ACCJC panel conversation-good turnout. Waiting for commission to meet in June with official notice in July. Positive feedback on visit being more collaborative.

ii. Enrollment Update

Dr. Flores provided update plan to get back at base level and disciplines providing greater increases in enrollment.

Mr. Voelcker provided update on work being done through Enrollment Management Committee.

b. Santa Ana College

i. Planning Update on Accreditation

Dr. Nery reported on a great accreditation site visit, final document reviewed, July will have outcomes, this visit much friendlier and easier process.

ii. Enrollment Update

Dr. Nery provided update; plans to create data tools and dashboards over summer.

VII. BOARD INSTITUTIONAL EFFECTIVENESS COMMITTEE (BIEC) – Information

a. Next meeting – May 5, 2022 (Distance Education Program)

Ms. Pham provided update.

VIII. *GRANT DEVELOPMENT SCHEDULE – Information

Ms. Santoyo provided update.

IX. DISTRICTWIDE ENROLLMENT MANAGEMENT WORKGROUP MEETING UPDATE - Information

a. Update - Tuesday, April 26, 2022 meeting

Mr. Rutan provided update; students enrollment window and drop rates.

Dr. Flores spoke to looking at policies of when to start charging students.

Dr. Nery left meeting at this time.

Mr. Rutan provided input on Hawaii's community college format; student allowed focused view of courses needed based on their educational plan.

X. OTHER

Next meeting scheduled for Wednesday, May 25, 2022.

Mr. Isbell adjourned the meeting at 4:11pm.

**attachment provided*

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
REORGANIZATION REQUEST FORM

Number # _____
Assigned by Human Resources

Use this form and the reorganization process to make a permanent personnel change in your program or department. If proposing a new and/or change of position, please attach a cost of position worksheet.

Site/Department/Division: _____

Manager/Supervisor: _____

Position(s) affected:

CURRENT POSITION	PROPOSED POSITION

Current annual salary/benefits cost \$ _____ Proposed annual salary/benefits cost \$ _____

Specify budget impact – include exact amounts or the best available estimate and the source of funding:

GENERAL FUNDS ____ **RESTRICTED FUNDS** ____

Source of funding (account numbers): _____

(Attach necessary budget change forms)

Reason for reorganization:

Will there be duties and/or responsibilities that will no longer be performed/required in this department/division?

No ___ Yes ___ If yes, please explain below.

Does this change affect more than one department/division? No ___ Yes ___ If yes, please explain below.

Please note: You are required to attach both current and proposed organization charts (*highlighting all positions affected, both current and proposed*) with this form.

Submitted by (*District Cabinet Member*): _____ Date: _____

SIGNATURES AND/OR REVIEW DATES	
Human Resources (<i>Signature/Date</i>):	Business Operations & Fiscal Services (<i>Signature/Date</i>):
	Resource Development (<i>Signature/Date – Only for Restricted Funds</i>)
COLLEGE POSITIONS	DISTRICT POSITIONS
President's Council Approval (<i>Signature/Date</i>):	Chancellor's Cabinet Approval (<i>Signature/Date</i>):
Chancellor's Cabinet Approval (<i>Signature/Date</i>):	Chancellor's Council Approval (<i>Signature/Date</i>):
CSEA (<i>Signature/Date</i>):	CSEA (<i>Signature/Date</i>):

People and Culture Reorganization May 2022

People and Culture (P&C) are requesting the addition of four (4) positions –

- Chief Learning and Mediation Officer (Grade B)
- Manager, People and Culture, Employee Relations, and District Investigation (Grade G).
- Principal Business Partner, People and Culture (Grade K)
- ODEI Coordinator (Grade 15)

Manager, People and Culture, Employee Relations, and District Investigation (Grade G)

District Investigation Manager is needed to offset the use of external investigators and the associated costs. To date, in 2021/22 the District Compliance office has commenced 52 investigations (33 external and 19 internal). The cost of the 33 external investigations based on average cost is \$338,783, and the 19 internal investigations that have been carried out by our current P&C, Employee Relations, and District Investigation Manager have saved \$195,073. This is the approximate annual cost of the position, but the current manager has only been in place since mid-way in 2022. We are proposing adding an additional Investigation Manager, at a cost of \$197,518 to expand our ability to do investigations internally, therefore saving the associated costs of external investigations.

Fiscal Year	External Investigations: Completed (22)	External Investigations: In Progress (11)*	Total (External)	Internal Investigations (19)**	Total (External & Internal)	Investigator Annual Salary	Proposed New Position	Total for 2 Investigators	Net Savings
21/22	\$225,846.34	\$112,937.00	\$338,783.34	\$195,073.00	\$533,856.34	\$ 197,518.97	\$ 197,518.97	\$ 395,037.94	\$ 138,818.40

* based on \$10,267 average cost per investigation

** based on \$10,267 average cost per investigation (in 5 months)

In fiscal year 22/23, external investigation costs will increase by \$100 per hour. Using the average of 68 hours per investigation, if we maintain our current caseload and send 33 investigations outside, we will spend approximately \$561,000 on external investigations alone

2020-2021

19 investigations (all external)
\$6,150 average cost per investigation

2021-2022 (as of 5.19.22)

52 investigations (22 external completed, 11 external in progress, 19 internal)
\$ 10,267 average cost per completed investigation

Principal Business Partner, People and Culture (Grade K)

With the anticipated transformation of the classification and compensation study process, we will need thorough and comprehensive vetting of reclassification and compensation study requests in alignment with applicable Education Code and Title 5. This position will produce savings for the District in terms of outside consultant and vendor costs to do these studies and will be able to expedite the process for our districtwide constituents in a guided way.

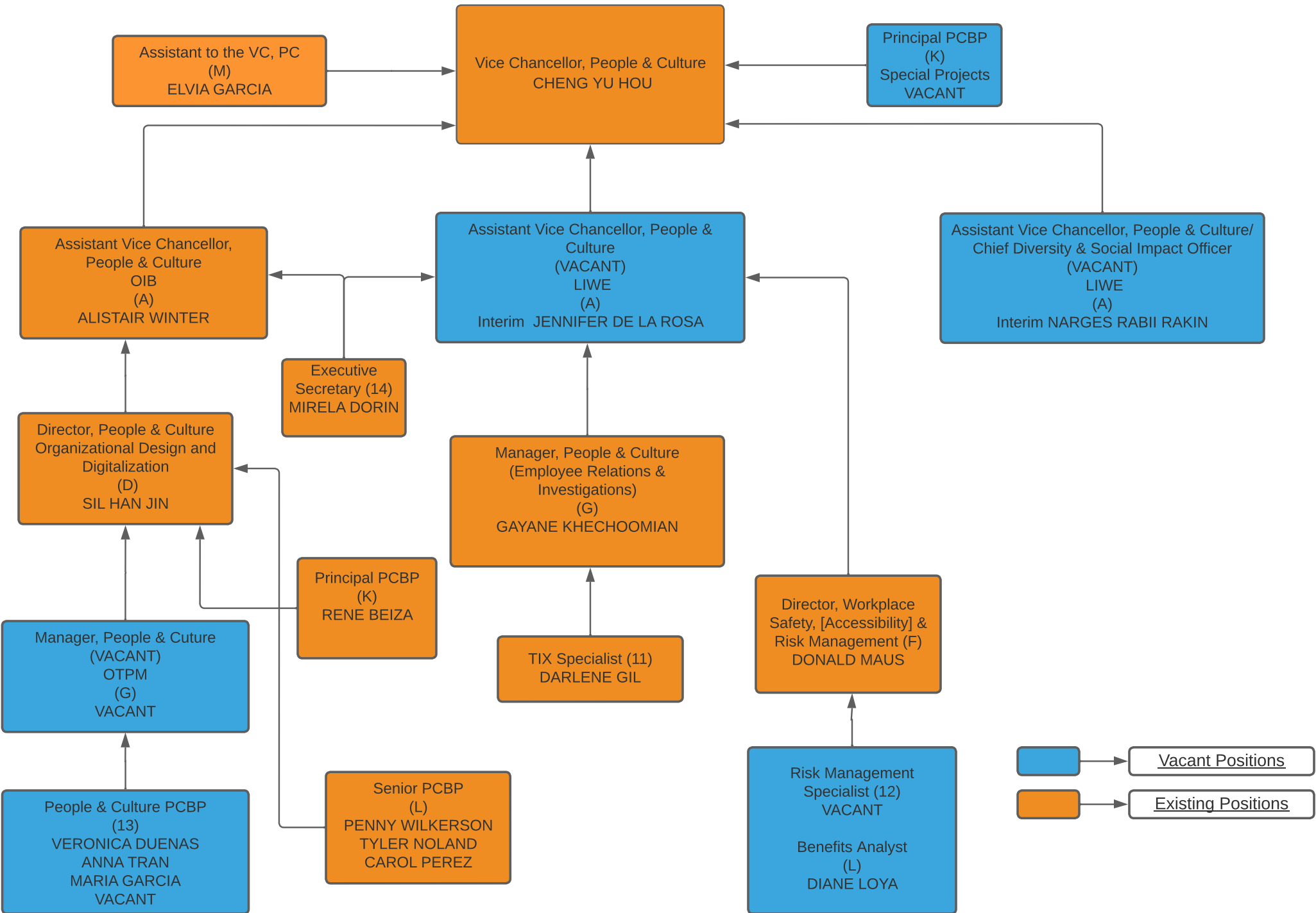
Chief Learning and Mediation Officer (Grade B) and the ODEI Coordinator (Grade 15)

Since the inception of this office, it has been staffed by one interim position. With the inclusion of ODEI into P&C, there is a need for additional staff, such as the Chief Learning and Mediation Office (new job description attached), a role to include mediation services for staff-related

disputes and leading on the new Profession Development programs, Rancho Academy, Classified Development Studio, Management Coaching Lab, and Justice Equity Diversity & Inclusion (JEDI) for our staff. Additionally, the ODEI Coordinator is needed to plan and organize the operational activities of the ODEI office and the associated programs.

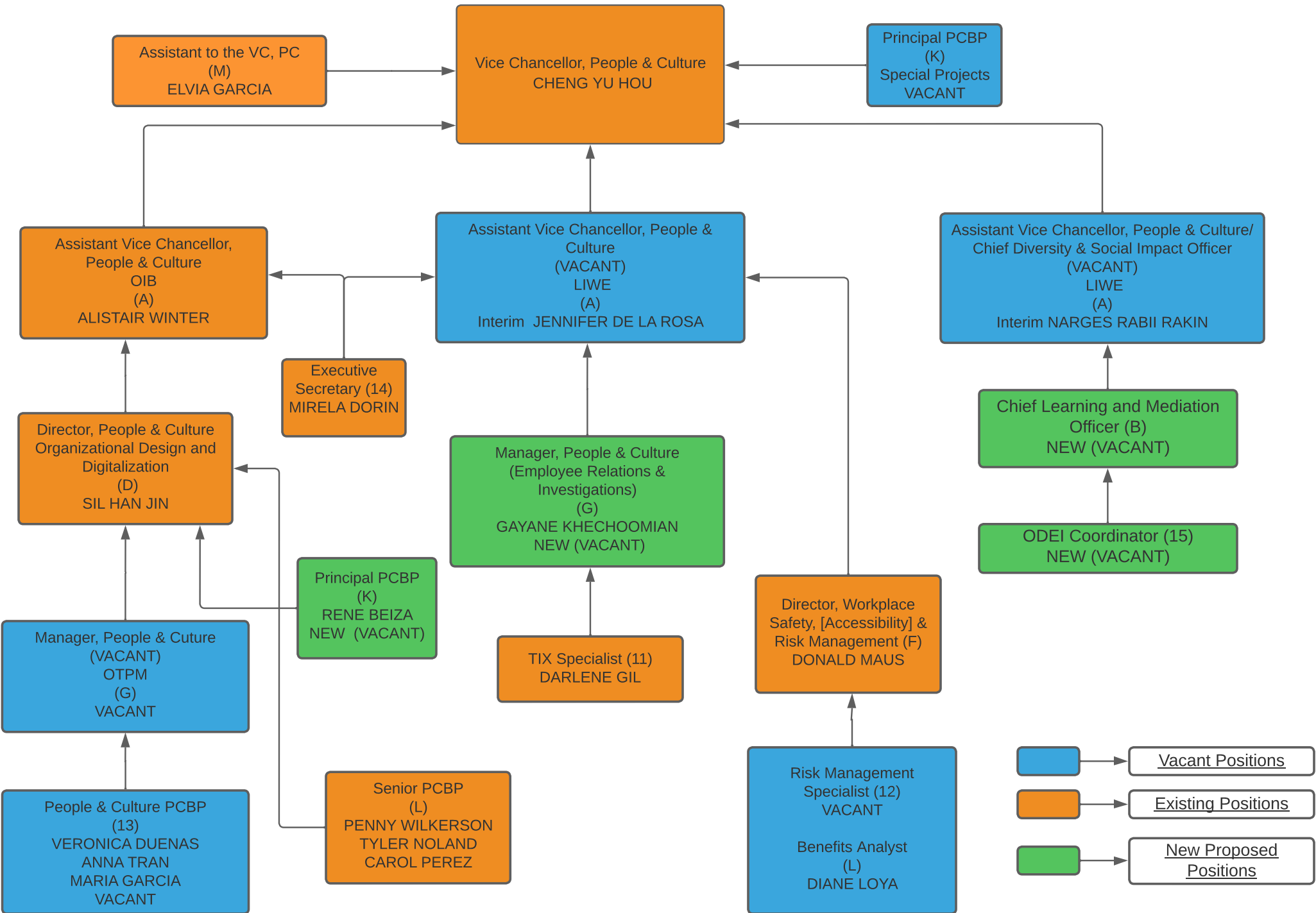
PEOPLE & CULTURE ORGANIZATION CHART

Current



PEOPLE & CULTURE ORGANIZATION CHART

Proposed



People and Culture Reorganization #2 - Cost Projections

	Grade	Step 4	Minimum	Maximum
P&C Emp. Relations and Dist. Investigation Manager	G	\$ 197,518.97	\$ 168,555.25	\$ 216,901.43
Principal P&C Business Partner	K	\$ 163,375.67	\$ 140,439.35	\$ 179,258.47
Chief Learning and Mediation Officer	B	\$ 274,097.55	\$ 229,890.73	\$ 299,654.50
ODEI Program Coordinator (CSEA)	15	\$ 125,885.42	\$ 115,201.87	\$ 139,736.98

People & Culture Position Request - May, 2022

Fiscal Year	External Investigations: Completed (22)	External Investigations: In Progress (11)*	Total (External)	Internal Investigations (19)**	Total (External & Internal)	Investigator Annual Salary	Proposed New Position	Total for 2 Investigators	Net Savings
21/22	\$225,846.34	\$112,937.00	\$338,783.34	\$195,073.00	\$533,856.34	\$ 197,518.97	\$ 197,518.97	\$ 395,037.94	\$ 138,818.40

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RSCCD

2021-2022 Cost of Position

COST OF NEW POSITION - CLASSIFIED CONTRACT

POSITION TITLE	P&C Emp. Relations and Dist. Investigation Manager		
GRADE & STEP	MONTHLY RATE	NO OF MONTHS	ANNUAL COST
G4	\$ 10,691.810	12	\$ 128,301.72

SALARY RELATED TAX/BENEFITS	BENEFIT RATE	BENEFIT COST	
PERS	22.910%	29,393.92	
SOCIAL SECURITY	6.200%	7,954.71	
MEDICARE	1.450%	1,860.37	
UNEMPLOYMENT	0.500%	641.51	
WORKERS COMP	1.500%	1,924.53	
ACTIVE RET. INS. COST	2.000%	2,566.03	
TOTAL TAX & BENEFIT COST	34.560%	\$ 44,341.07	\$ 44,341.07
TOTAL SALARY & BENEFIT COST			\$ 172,642.79

FRINGE BENEFITS COST	BENEFIT RATE	BENEFIT COST	
FRINGE BENEFITS (CSEA only)		-	
SOCIAL SECURITY	6.200%	-	
MEDICARE	1.450%	-	
UNEMPLOYMENT	0.500%	-	
WORKERS COMP	1.500%	-	
ACTIVE RET. INS. COST	2.000%	-	
TOTAL FRINGE BENEFIT COST	11.650%	\$ -	\$ -

INSURANCE BENEFITS			
LIFE INSURANCE (ANNUAL OR \$50,000 minimum)			
(Annual Life Insurance X \$0.075/1000 X 12 Months)	\$ 128,301.72	115.47	
MEDICAL INSURANCE (see below)		24,760.71	
TOTAL INSURANCE COST		24,876.18	\$ 24,876.18

TOTAL COST OF POSITION	\$ 197,518.97
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BENEFITS =	\$ 69,217.25
BENEFIT COST AS A PERCENT OF CONTRACT =	53.95%

Admn., Superv/Mang. & Conf. (including Fringe amount)	Max	40,345.56	24,760.71	AVERAGE
CSEA	Max	35,228.16	21,486.35	AVERAGE

NOTE: WHEN CALCULATING A VACANT POSITION PLEASE USE AVERAGE \$\$ FOR H&W

RSCCD

2021-2022 Cost of Position

COST OF NEW POSITION - CLASSIFIED CONTRACT

POSITION TITLE	Principal P&C		
GRADE & STEP	MONTHLY RATE	NO OF MONTHS	ANNUAL COST
Grade K Step 4	\$ 8,578.72	12	\$ 102,944.64

SALARY RELATED TAX/BENEFITS	BENEFIT RATE	BENEFIT COST	
PERS	22.910%	23,584.62	
SOCIAL SECURITY	6.200%	6,382.57	
MEDICARE	1.450%	1,492.70	
UNEMPLOYMENT	0.500%	514.72	
WORKERS COMP	1.500%	1,544.17	
ACTIVE RET. INS. COST	2.000%	2,058.89	
TOTAL TAX & BENEFIT COST	34.560%	\$ 35,577.67	\$ 35,577.67
TOTAL SALARY & BENEFIT COST			\$ 138,522.31

FRINGE BENEFITS COST	BENEFIT RATE	BENEFIT COST	
FRINGE BENEFITS (CSEA only)		-	
SOCIAL SECURITY	6.200%	-	
MEDICARE	1.450%	-	
UNEMPLOYMENT	0.500%	-	
WORKERS COMP	1.500%	-	
ACTIVE RET. INS. COST	2.000%	-	
TOTAL FRINGE BENEFIT COST	11.650%	\$ -	\$ -

INSURANCE BENEFITS			
LIFE INSURANCE (ANNUAL OR \$50,000 minimum)			
(Annual Life Insurance X \$0.075/1000 X 12 Months)	\$ 102,944.64	92.65	
MEDICAL INSURANCE (see below)		24,760.71	
TOTAL INSURANCE COST		24,853.36	\$ 24,853.36

TOTAL COST OF POSITION	\$ 163,375.67
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BENEFITS =	\$ 60,431.03
BENEFIT COST AS A PERCENT OF CONTRACT =	58.70%

Admn., Superv/Mang. & Conf. (including Fringe amount)	Max	40,345.56	24,760.71	AVERAGE
CSEA	Max	35,228.16	21,486.35	AVERAGE

NOTE: WHEN CALCULATING A VACANT POSITION PLEASE USE AVERAGE \$\$ FOR H&W

RSCCD

2021-2022 Cost of Position

COST OF NEW POSITION - CLASSIFIED CONTRACT

POSITION TITLE	Chief Learning and Mediation Officer		
GRADE & STEP	MONTHLY RATE	NO OF MONTHS	ANNUAL COST
B4	\$ 15,431.170	12	\$ 185,174.04

SALARY RELATED TAX/BENEFITS	BENEFIT RATE	BENEFIT COST	
PERS	22.910%	42,423.37	
SOCIAL SECURITY	6.200%	11,480.79	
MEDICARE	1.450%	2,685.02	
UNEMPLOYMENT	0.500%	925.87	
WORKERS COMP	1.500%	2,777.61	
ACTIVE RET. INS. COST	2.000%	3,703.48	
TOTAL TAX & BENEFIT COST	34.560%	\$ 63,996.14	\$ 63,996.14
TOTAL SALARY & BENEFIT COST			\$ 249,170.18

FRINGE BENEFITS COST	BENEFIT RATE	BENEFIT COST	
FRINGE BENEFITS (CSEA only)		-	
SOCIAL SECURITY	6.200%	-	
MEDICARE	1.450%	-	
UNEMPLOYMENT	0.500%	-	
WORKERS COMP	1.500%	-	
ACTIVE RET. INS. COST	2.000%	-	
TOTAL FRINGE BENEFIT COST	11.650%	\$ -	\$ -

INSURANCE BENEFITS			
LIFE INSURANCE (ANNUAL OR \$50,000 minimum)			
(Annual Life Insurance X \$0.075/1000 X 12 Months)	\$ 185,174.04	166.66	
MEDICAL INSURANCE (see below)		24,760.71	
TOTAL INSURANCE COST		24,927.37	\$ 24,927.37

TOTAL COST OF POSITION	\$ 274,097.55
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BENEFITS =	\$ 88,923.51
BENEFIT COST AS A PERCENT OF CONTRACT =	48.02%

Admn., Superv/Mang. & Conf. (including Fringe amount)	Max	40,345.56	24,760.71	AVERAGE
CSEA	Max	35,228.16	21,486.35	AVERAGE

NOTE: WHEN CALCULATING A VACANT POSITION PLEASE USE AVERAGE \$\$ FOR H&W

RSCCD

2021-2022 Cost of Position

COST OF NEW POSITION - CLASSIFIED CONTRACT

POSITION TITLE	ODEI Program Coordinator		
GRADE & STEP	MONTHLY RATE	NO OF MONTHS	ANNUAL COST
15 (4)	\$ 6,357.490	12	\$ 76,289.88

SALARY RELATED TAX/BENEFITS	BENEFIT RATE	BENEFIT COST	
PERS	22.910%	17,478.01	
SOCIAL SECURITY	6.200%	4,729.97	
MEDICARE	1.450%	1,106.20	
UNEMPLOYMENT	0.500%	381.45	
WORKERS COMP	1.500%	1,144.35	
ACTIVE RET. INS. COST	2.000%	1,525.80	
TOTAL TAX & BENEFIT COST	34.560%	\$ 26,365.78	\$ 26,365.78
TOTAL SALARY & BENEFIT COST			\$ 102,655.66

FRINGE BENEFITS COST	BENEFIT RATE	BENEFIT COST	
FRINGE BENEFITS (CSEA only)		1,500.00	
SOCIAL SECURITY	6.200%	93.00	
MEDICARE	1.450%	21.75	
UNEMPLOYMENT	0.500%	7.50	
WORKERS COMP	1.500%	22.50	
ACTIVE RET. INS. COST	2.000%	30.00	
TOTAL FRINGE BENEFIT COST	11.650%	\$ 1,674.75	\$ 1,674.75

INSURANCE BENEFITS			
LIFE INSURANCE (ANNUAL OR \$50,000 minimum)			
(Annual Life Insurance X \$0.075/1000 X 12 Months)	\$ 76,289.88	68.66	
MEDICAL INSURANCE (see below)		21,486.35	
TOTAL INSURANCE COST		21,555.01	\$ 21,555.01

TOTAL COST OF POSITION	\$ 125,885.42
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BENEFITS =	\$ 49,595.54
BENEFIT COST AS A PERCENT OF CONTRACT =	65.01%

Admn., Superv/Mang. & Conf. (including Fringe amount)	Max	40,345.56	24,760.71	AVERAGE
CSEA	Max	35,228.16	21,486.35	AVERAGE

NOTE: WHEN CALCULATING A VACANT POSITION PLEASE USE AVERAGE \$\$ FOR H&W

CHIEF LEARNING AND MEDIATION OFFICER

JOB DESCRIPTION – CLASSIFIED ADMINISTRATOR

GENERAL RESPONSIBILITIES

The Chief Learning and Mediation Officer innovates, delivers, and collaborates on Districtwide people and culture functions related to mediation, learning and development, policy/process innovations, diversity, equity, inclusion, and belonging for all district programs. The Chief Learning and Mediation Officer will serve as a trusted guide in leading and fostering collaborative dialogue and the conflict resolution techniques among RSCCD faculty, students, and staff by integrating individual beliefs and actions to align with the district mission and values; guide Districtwide stakeholders in lean and applicable learning and development opportunities with visible accountability and outcomes; and serve as a districtwide expert in inclusion, diversity, equity and belonging to advance the mission and values of People & Culture department.

REPRESENTATIVE DUTIES

- 1) Partners closely with peers and stakeholders across the District to assess existing programs, processes, and practices, and develops the delivery of innovations, improvements, and enhancements in equal employment opportunity, mediation, learning & development, and diversity, equity, inclusion & belonging.
- 2) Provides strategic leadership, direction, and administrative oversight for the development of workshops, presentations, learning modules in the areas of people & culture, collaborative resolution, and diversity, equity, inclusion & belonging.
- 3) Apply solid instructional design skills and effectively use learning principles and creativity to assist with the design and development of projects, as needed, that transfer knowledge and engage participants in the learning process.
- 4) Establishes and implements the Office of Collaborative Resolution in accordance with the District mission and values statements.
- 5) Consults with department leaders, managers, and administrators to establish coordinated efforts to minimize the costs of a workplace conflict; investigates workplace conflict; develops resources and tools to aid the Districtwide stakeholders in fostering a culture of respect, collaboration, and problem resolution.
- 6) Innovates on learning and development opportunities such as the Rancho Academy, Classified Development Studio, Management Coaching Lab, and Justice Equity Diversity & Inclusion (JEDI).
- 7) Leads, and cross-trains on restorative justice practices for healing individual and team experiences of bias, harassment, and discrimination with the primary goal of building a multiculturally competent workforce and creating a fair and inclusive workplace culture.
- 8) Proactively engages with District constituents to offer support, assess situations, and guide individuals toward effective problem resolutions and options.
- 9) Creates data visualizations for digestible reporting with tools like Tableau, Power BI, or Shiny.
- 10) Researches and write reports responding to grievances, identifying problems and pattern areas, and providing some recommendations in order to manage certain areas that require improvement.
- 11) Partners closely with peers and stakeholders across the District to assess existing programs, processes, and practices, and develops the delivery of innovations, improvements, and enhancements in equal employment opportunity, mediation, learning & development, and diversity, equity, inclusion & belonging.
- 12) Provides strategic leadership, direction, and administrative oversight for the development of workshops, presentations, and learning modules.
- 13) Consults with senior leaders, managers, and employees in providing expertise and assessing the

CHIEF LEARNING AND MEDIATION OFFICER

JOB DESCRIPTION – CLASSIFIED ADMINISTRATOR (CONTINUED)

- stakeholder needs, and benefits of furthering diversity and inclusion goals and challenges.
- 14) Advises on enhancements and gaps of existing Board Policies, Administrative Regulations, and policies/procedures.
 - 15) Advocates, plans, and allocates resources in furthering institutional diversity and inclusion programs, evaluates the results of the allocations, and develops strategies for continued development.
 - 16) Partners with employment relations and investigations functions to deliver excellent service as relating to conflict resolution and reporting.
 - 17) Builds and sustains a performance-based culture focused on setting measurable objectives in the implementation of district-wide learning and development that includes short-term and long-term goals.
 - 18) Leads and mentors all stakeholders to inspire learning and development goals and inspire creative strategies to achieve said goals.
 - 19) Serves as a resource for the District Risk Manager, the Equal Employment Opportunity Officer, and the Title IX Officer.
 - 20) Utilizes data analytics to account, project, narrate and guide Districtwide Equal Employment Opportunity.
 - 21) Establishes and maintains a robust network with community stakeholders and organizational partnerships.
 - 22) Acts with a high degree of integrity and discretion in handling confidential employee information.

KNOWLEDGE AND ABILITIES

- 1) Successful leadership abilities in providing people and culture support in a multi-stakeholder organization across multiple locations.
- 2) Knowledge in areas of EEO, TIX, and Civil Rights compliance monitoring, as well as applicable laws and regulations of California Education Code, Title 5, California Fair Housing and Employment Act, Clery Act, Violence Against Women Act, Campus SaVE Act, Americans with Disabilities Act, the Child Abuse and Neglect Reporting Act (CANRA), and Meyers-Milias-Brown Act.
- 3) Knowledge of principles, practices, and techniques used in the analysis, evaluation, design, planning, and management of a comprehensive mediation/equal employment opportunity/Title IX/civil rights/restorative justice program and its integration with a full-scale human resources program including employee relations, training and development, employee discipline and corrective action.
- 4) Demonstrated knowledge and ability regarding program development in intersectional diversity, inclusion, belonging, equity, antiracism, and equal opportunity.
- 5) Skill in research techniques, data mining practices, and people analytics strategies.
- 6) Experience with software such as Advocate/Maxient, Ellucian Banner/Colleague, Power BI/analytics tools, case management, and related HRIS/people and culture software.
- 7) Effective and concise verbal and written communication skills with the ability to collaborate and influence cross-functional team members.
- 8) Demonstrated expertise in the complexities of higher education that impact community college finances and operations, including collective bargaining, federal and state programs, and legislation.
- 9) Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students and employees.

CHIEF LEARNING AND MEDIATION OFFICER

JOB DESCRIPTION – CLASSIFIED ADMINISTRATOR (CONTINUED)

Education and Experience:

Bachelor's Degree from an accredited college or university and four (4) years of related work experience OR
Master's Degree/Juris Doctorate/Doctorate Degree from an accredited college or university and two (2) years
of related work experience OR Equivalent combination of training and experience.

Board Approved:



Rancho Santiago Community College District Budget Allocation Model Based on the Student Centered Funding Formula

The “*Rancho Santiago Community College District Budget Allocation Model Based on the SCFF*” was recommended at the November 18, 2020 Fiscal Resource Committee meeting and updated on April 20, 2022.

Introduction

In February of 2012, the Rancho Santiago Community College District approved and adopted a revenue allocation formula, based on SB 361, in order to provide the greatest amount of flexibility for each of the campuses. The change was initiated by the district Budget Allocation and Planning Review Committee (BAPR) and a technical subgroup of BAPR who was then delegated the task of reviewing the model that the District had been using for the previous ten years. The BAPR workgroup proceeded to review and evaluate approximately 20 other California community college multi-campus budget allocation models. Following the review of other models, the BAPR workgroup ultimately decided on a revenue allocation model as opposed to the expenditure allocation model that had been in effect in the District. On July 1, 2018, the Student Centered Funding Formula (SCFF) was adopted by the *State of California State of California* marking one of the biggest changes to California Community College funding yet. The SCFF is based on three allocations:

- 1) Base Allocation (70% of state funding) is based on the number of colleges and comprehensive centers in the community college district and total FTES generation
- 2) Supplemental Allocation (20% of state funding) is based on the number of low-income students.
- 3) Student Success Allocation (10% of state funding) is based on student progress such as transfer, completion, and wage earnings.

RSCCD’s Fiscal Resource Committee (FRC), as the current participatory governance body in charge of reviewing and evaluating the RSCCD revenue allocation model, determined that based on the new distribution of funds from the State, the District’s current budget model needed to be reviewed and revised to be in accordance with the Student Centered Funding Formula.

~~Noncredit education funding did not change from SB361.~~ Noncredit and Career Development and College Preparation (CDCP) funding are considered fully funded in the base allocation and do not qualify for supplemental and success funding. See [Appendix A - Definition of Terms](#) for enhanced descriptions.

The goal of the BAM is to create a documented revenue allocation process that provides financial stability and encourages fiscal accountability at all levels in times of either increasing or decreasing revenue streams. It is also intended to be transparent, fair, predictable and consistent, using quantitative, verifiable factors with performance incentives. District Council should conduct a review(s) during each fiscal year to assess if the operation of the budget allocation model is meeting the goal.

Under State law, the District is the legal entity and is ultimately responsible for actions, decisions and legal obligations of the entire organization. The Board of Trustees of the Rancho Santiago Community College District has clear statutory authority and responsibility and, ultimately, makes all final decisions. Likewise, the Chancellor, under the direction of the Board of Trustees, is responsible for the successful operation, reputation, and fiscal integrity of the entire District. The funding model does not supplant the Chancellor's role, nor does it reduce the responsibility of the District Services staff to fulfill their fiduciary role of providing appropriate oversight of the operations of the entire District. It is important that guidelines, procedures and responsibility be clear with regard to District compliance with any and all laws and regulations such as the 50% Law, full-time/part-time faculty requirements, Faculty Obligation Number (FON), attendance accounting, audit requirements, fiscal and related accounting standards, procurement and contract law, employment relations and collective bargaining, payroll processing and related reporting requirements, etc. The oversight of these requirements is to be maintained by District Services, which has a responsibility to provide direction and data to the colleges to assure they have appropriate information for decision making with regard to resource allocation at the local level, thus, assuring District compliance with legal and regulatory requirements.

All revenue is considered District revenue because the district is the legal entity authorized by the State of California to receive and expend income and to incur expenses. However, the majority of revenue is provided by the taxpayers of California for the sole purpose of providing educational services to the communities and students served by the District. Services such as classes, programs, and student services are, with few exceptions, the responsibility of the colleges. It is the intent of the Revenue Allocation Model to allocate the majority of funds to the colleges in order to provide those educational services. The model intends to provide an opportunity to maximize resource allocation decisions at the local college level. Each college president is responsible for the successful operation and performance of his/her college as it relates to resource allocation and utilization. The purpose and function of the District Services in this structure is to maintain the fiscal and operational integrity of the District and its individual colleges and centers and to facilitate college operations so that their needs are met and fiscal stability is assured. District Services is responsible for providing certain centralized functions, both to provide efficient operations as well as to assist in coordination between District Services and the colleges. Examples of these services include: human resources, business ~~services operations~~, fiscal and budgetary oversight, procurement, construction and capital outlay, ~~district safety and security~~ and information technology. On the broadest level, the goal of this partnership is to encourage and support collaboration between the colleges and District Services.

SECTION MOVED TO APPENDIX B - HISTORY Implementation

In the Spring of 2019, Rancho Santiago Community College District began the process of developing a new budget allocation model (BAM) to better align with the newly adopted Student Centered Funding Formula. On November 18, 2020 the Fiscal Resource Committee (FRC) finished their work and recommended a new BAM.

The following committee members participated in the process:

Santa Ana College	Santiago Canyon College	District
Bart Hoffman	Steven Deeley	Morrie Barembaum (FARSCCD)
Vanessa Urbina	Cristina Morones	Noemi Guzman
William Nguyen	Craig Rutan — Co-Chair	Adam O'Connor — Chair
Roy Shahbazian	Arleen Satele	Thao Nguyen
		Enrique Perez
Vaniethia Hubbard (alternate)	Syed Rizvi (alternate)	Erika Almaraz (alternate)

The SCFF is in its infancy and will continue to be modified as the formula matures. This BAM should be reviewed on an annual basis by the FRC to evaluate any the changes in the SCFF as updates are signed into law and recommend any related changes to the BAM to District Council.

College and District Services Budgets and Expenditure Responsibilities

Since the RSCCD BAM is a revenue allocation model, all expenditures and allocation of revenues under the model are the responsibilities of the colleges and centers. Revenue responsibilities for the colleges, District Services and Institutional Costs are summarized in Table 1.

Expenditure responsibilities for the colleges, District Services and Institutional Costs are summarized in Table 2.

TABLE 1 Revenue and Budget Responsibilities		Santa Ana College & CEC ☑	Santiago Canyon College & OEC ☑	District Services ☑	Institutional Cost ☑
Federal Revenue- (81XX)					
1	Grants Agreement	✓	✓	✓	
2	General Fund Matching Requirement	✓	✓	✓	
3	In-Kind Contribution (no additional cost to general fund)	✓	✓	✓	
4	Indirect Cost (overhead)	✓	✓	✓	
State Revenue- (86XX)					
1	Base Funding	✓	✓	✓	
	Supplemental Funding	✓	✓	✓	
	Student Success Funding	✓	✓	✓	
2	Apportionment	✓	✓		
3	COLA or Negative COLA	✓	✓	✓ subject to collective bargaining	
4	Growth, Work Load Measure Reduction, <i>Negative Growth</i>	✓	✓	✓	
5	Categorical Augmentation/Reduction	✓	✓	✓	
6	General Fund Matching Requirement	✓	✓	✓	
7	Apprenticeship	✓	✓		
8	In-Kind Contribution	✓	✓	✓	
9	Indirect Cost	✓	✓	✓	

TABLE 1 Revenue and Budget Responsibilities		Santa Ana College & CEC ☑	Santiago Canyon College & OEC ☑	District Services ☑	Institutional Cost ☑
State Revenue- (86XX)					
10	Lottery				
	- Unrestricted (abate cost of utilities)	✓	✓	✓	
	- Restricted-Proposition 20	✓	✓		
11	Instructional Equipment Matches (3:1)	✓	✓		
12	Scheduled Maintenance Matches	✓	✓	✓	
13	Part-time Faculty Compensation Funding	✓	✓	✓ subject to collective bargaining	
14	State Mandated Cost	✓	✓	✓	
Local Revenue- (88XX)					
1	Contributions	✓	✓	✓	
2	Fundraising	✓	✓	✓	
3	Proceed of Sales	✓	✓	✓	
4	Health Services Fees	✓	✓		
5	Rents and Leases	✓	✓	✓	
6	Enrollment Fees	✓	✓		
7	Non-Resident Tuition	✓	✓		
8	Student ID and ASB Fees	✓	✓		
9	Parking Fees			✓	

TABLE 2 Expenditure and Budget Responsibilities		Santa Ana College & CEC ☑	Santiago Canyon College & OEC ☑	District Services ☑	Institutional Cost ☑
Academic Salaries- (1XXX)					
1	State required full-time Faculty Obligation Number (FON)	✓	✓	✓	
2	Bank Leave	✓	✓	✓	
3	Impact upon the 50% law calculation	✓	✓	✓	
4	Faculty Release Time	✓	✓	✓	
5	Faculty Vacancy, Temporary or Permanent	✓	✓	✓	
6	Faculty Load Banking Liability	✓	✓	✓	
7	Adjunct Faculty Cost/Production	✓	✓		
8	Department Chair Reassigned Time	✓	✓		
9	Management of Sabbaticals (Budgeted at colleges)	✓	✓	✓	
10	Sick Leave Accrual Cost	✓	✓	✓	
11	Administrator Vacation	✓	✓	✓	
Classified Salaries- (2XXX)					
1	Classified Vacancy, Temporary or Permanent	✓	✓	✓	
2	Working Out-of-Class	✓	✓	✓	
3	Vacation Accrual Cost	✓	✓	✓	
4	Overtime	✓	✓	✓	
5	Sick Leave Accrual Cost	✓	✓	✓	
6	Compensation Time taken	✓	✓	✓	
Employee Benefits-(3XXX)					
1	STRS Employer Contribution Rates, Increase/(Decrease)	✓	✓	✓	
2	PERS Employer Contribution Rates, Increase/(Decrease)	✓	✓	✓	
3	OASDI Employer Rates, Increase/(Decrease)	✓	✓	✓	

TABLE 2 Expenditure and Budget Responsibilities		Santa Ana College & CEC ☑	Santiago Canyon College & OEC ☑	District Services ☑	Institutional Cost ☑
Employee Benefits-(3XXX)					
4	Medicare Employer Rates, Increase/(Decrease)	✓	✓	✓	
5	Health and Welfare Benefits, Increases/(Decrease)	✓	✓	✓	
6	SUI Rates, Increase/(Decrease)	✓	✓	✓	
7	Workers' Comp. Rates, Increase/(Decrease)	✓	✓	✓	
8	Retiree Health Benefit Cost				
	-OPEB Liability vs. "Pay-As-You-Go"				✓
9	Cash Benefit Fluctuation, Increase/(Decrease)	✓	✓	✓	
Other Operating Exp & Services-(5XXX)					
1	Property and Liability Insurance Cost				✓
2	Utilities				
	-Gas	✓	✓	✓	
	-Water	✓	✓	✓	
	-Electricity	✓	✓	✓	
	-Waste Management	✓	✓	✓	
	-Water District, Sewer Fees	✓	✓	✓	
3	Audit			✓	
4	Board of Trustee Elections				✓
5	Scheduled Maintenance	✓	✓	✓	
6	Copyrights/Royalties Expenses	✓	✓	✓	
Capital Outlay-(6XXX)					
1	Equipment Budget				
	-Instructional	✓	✓	✓	
	-Non-Instructional	✓	✓	✓	
2	Improvement to Buildings	✓	✓	✓	
3	Improvement to Sites	✓	✓	✓	

The revenue allocations will be regularly reviewed by the FRC. In reviewing the allocation of general

funds, the FRC should take into consideration all revenues, including restricted revenues, available to each of the Budget Centers less any apportionment deficits, property tax shortfalls or uncollected student fees or shortfalls. If necessary, the FRC will recommend adjustments to District Council for submission to the Chancellor.

The expenditures allocated for District Services and for Institutional Costs will be developed based on the projected levels of expenditure for the prior fiscal year, taking into account unusual or one-time anomalies, reviewed by the FRC and the District Council and approved by the Chancellor and the Board of Trustees. **Any transfers made between District departments during a fiscal year are one-time in nature and do not increase the overall District budget. If any permanent transfers are made at Tentative or Adopted budget, one department is reduced and another increased by the same amount and also do not increase the overall District budget.**

DISTRICT SERVICES – Examples are those expenses associated with the operations of the Chancellor’s Office, Board of Trustees, Public Affairs, Human Resources, Risk Management, Educational Services, Institutional Research, Business ~~Services~~ ~~Operations~~, Internal Auditing, Fiscal Services, Payroll, Purchasing, Facilities Planning, ITS and Safety Services. **The Publications Department operates on a chargeback system in Fund 13 and therefore their funds carryover from year to year to operate the enterprise.** Economic Development expenditures are to be included in the District Services budget **and but** clearly delineated from other District expenditures. **An annual report of Economic Development activities and related costs will be presented to FRC.**

INSTITUTIONAL COSTS – Examples are those expenses associated with State and Federal regulatory issues, property, liability and other insurances, board election, interfund transfers and Retiree Health Benefit Costs. As the board election expense is incurred every other year, it will be budgeted each year at one-half of the estimated cost. In the off years, the funds will remain unspent and specifically carried over to the next year to be used solely for the purpose of the election expense. If there is insufficient budget, the colleges will be assessed the difference based on the current **SCFF FTES** split. If any funds remain unspent in an election year, it will be allocated to the colleges based on the current **SCFF FTES** split for one-time uses.

An annual review of District Services and Institutional Costs will be conducted by the District Council each fall in order to give time to complete the evaluation in time to prepare for the following fiscal year budget cycle and implement any suggestions. The review will include an evaluation of the effectiveness of the services provided to assure the District is appropriately funded. If the District Council believes a change to the allocation is necessary, it will submit its recommendation to the FRC for funding consideration and recommendation to the Chancellor.

District Reserves and Deficits

The Board of Trustees will establish a reserve through board policy, state guidelines and budget assumptions.

The Chancellor reserves the right to adjust allocations as necessary.

The Board of Trustees is solely responsible for labor negotiations with employee groups. Nothing in this budget model shall be interpreted to infringe upon the Board's ability to collectively bargain and negotiate in good faith with employee organizations and meet and confer with unrepresented employees.

College Budget and Expenditure Responsibilities

Colleges will be responsible for funding the current programs and services that they operate as part of their budget plans **within the revenues each generate**. There are some basic guidelines the colleges must follow:

- Allocating resources to achieve the **maximum** state funded level of FTES **and other SCFF metrics** is a primary objective for all colleges.
- Requirements of the collective bargaining agreements apply to college level decisions.
- ~~The FON (Faculty Obligation Number) must be maintained by each college. Full-time faculty hiring recommendations by the colleges are monitored on an institutional basis. To ensure that the District complies with the State required full-time Faculty Obligation Number (FON), the District Chancellor will establish a FON for each college. Each college is required to fund at least that number of full-time faculty positions.~~ Any financial penalties imposed by the state due to FON non-compliance will be borne proportionately by the **campus college(s)** not in compliance **unless a districtwide strategic decision is made to fall below FON and other funding sources are identified.**
- In making expenditure decisions, the impact upon the 50% law calculation must be considered and budgeted appropriately. Any financial penalties imposed by the state due to 50% law non-compliance will be borne proportionally (by **SCFF FTES** split) by both campuses.
- With unpredictable state funding, the cost of physical plant maintenance is especially important. Lack of maintenance of the operations and district facilities and grounds will have a significant impact on the campuses and therefore needs to be addressed with a detailed plan and dedicated budget whether or not funds are allocated from the state.

Budget Center Reserves and Deficits

At the Adopted Budget each college shall set aside a contingency reserve in the Unrestricted General Fund equal to a minimum of 1% of its total current year budgeted Fund 11 expenditures to handle unforeseen expenses. If the contingency reserve is unspent by fiscal year end, the college reserve rolls over into the colleges' beginning balance for the following fiscal year. The District Services and Institutional Cost allocations are budgeted as defined in the model for the appropriate operation of the district and therefore are not subject to carryover, unless specifically delineated. The Chancellor and Board of Trustees reserve the right to modify the budget as deemed necessary.

If a college incurs an overall deficit for any given year, the following sequential steps will be implemented:

The college reserve shall first be used to cover any deficit (structural and/or one-time). If reserves are not sufficient to cover the deficit, then the college is to prepare an immediate expenditure reduction plan that covers the amount of deficit along with a plan to replenish the 1% minimum reserve level. Once the college reserve has been exhausted, in circumstances when any remaining deficit is greater than 1.5% of budgeted Fund 11 expenditures, and a reduction plan has been prepared up to the 1.5% level, the college may request a temporary loan from District Reserves. The request, including a proposed payback period, should be submitted to the FRC for review. If the FRC supports the request, it will forward the recommendation to the District Council for review and recommendation to the Chancellor who will make

the final determination.

Revenue Modifications

Apportionment Revenue Adjustments

It is very likely each fiscal year that the District's revenues from state apportionment could be adjusted after the close of the fiscal year in the fall, but most likely at the P1 recalculation, which occurs eight months after the close of the fiscal year. This budget model therefore will be fluid, with changes made throughout the fiscal year (P-1, P-2, P-annual) as necessary. Any increase or decrease to prior year revenues is treated as a one-time addition or reduction to the colleges' current budget year and distributed in the model based on the most up to date **SCFF** apportionment split reported by the District and funded by the state.

The apportionment includes funded FTES, supplemental, and student success allocations.

An example of revenue allocation adjustment:

\$100,000,000 is originally split 70% Santa Ana College (\$70,000,000) and 30% Santiago Canyon College (\$30,000,000) based on the SCFF split at the time of budget adoption. At the final SCFF recalculation for that year, the District earns an additional \$500,000 based on the total funded apportionment. In addition, the split of apportionment changes to 71% / 29%. The total revenue of \$100,500,000 is then redistributed \$71,355,000 to Santa Ana College and \$29,145,000 to Santiago Canyon College which would result in a shift of \$855,000 between the colleges. A reduction in funding will follow the same calculation.

It is necessary in this model to set a base level of FTES for each college. Per agreement by the Chancellor and college Presidents, the base FTES split is determined by the prior year final FTES total. Similar to how the state sets a base for district FTES, this will be the beginning base level for each college. Each year through the planning process there will be a determination made if the district has growth potential for the coming fiscal year. Each college will determine what level of growth they believe they can achieve and targets will be discussed and established through Chancellor's Cabinet. For example, if the district believes it has the opportunity for 2% growth, the colleges will determine the level of growth they wish to pursue. If both colleges decide to pursue and earn 2% growth and the district is funded for 2% growth, then each college's base would increase 2% the following year. In this case the split would still remain 70.80% / 29.20% as both colleges moved up proportionately (Scenario #1).

	Base FTES	% split	Scenario #1	New FTES	% split
SAC	19,824	70.80%	2.00%	20,220.48	70.80%
SCC	8,176	29.20%	2.00%	8,339.52	29.20%
	28,000		2.00%	28,560.00	

If instead, one college decides not to pursue growth and the other college pursues and earns the entire district 2% growth, all of these FTES will be added to that college's base and therefore its base will grow more than 2% and the split will then be adjusted (Scenario #2).

	Base FTES	% split	Scenario #2	New FTES	% split
SAC	19,824	70.80%	2.82%	20,384.00	71.37%
SCC	8,176	29.20%	0.00%	8,176.00	28.63%
	<u>28,000</u>		2.00%	<u>28,560.00</u>	

Using this same example in which the district believes it has the opportunity for 2% growth, and both colleges decide to pursue 2% growth, however one college generates 3% growth and the other generates 2%, the college generating more FTES would have unfunded over cap FTES. The outcome would be that each college is credited for 2% growth, each base increases 2% and the split remains (Scenario #3).

	Base FTES	% split	Scenario #3	New FTES	% split
SAC	19,824		3.00%	20,418.72	
unfunded				(198.24)	
SAC	19,824	70.80%	2.00%	20,220.48	70.80%
SCC	8,176	29.20%	2.00%	8,339.52	29.20%
	<u>28,000</u>		2.00%	<u>28,560.00</u>	

If instead, one college generates 3% and the other college less than 2%, the college generating the additional FTES can earn its 2% target plus up to the difference between the other college's lost FTES opportunity and the total amount funded by the district (Scenario #4).

	Base FTES	% split	Scenario #4	New FTES	% split
SAC	19,824		3.00%	20,418.72	
unfunded				(136.92)	
SAC	19,824	70.80%	2.31%	20,281.80	71.01%
SCC	8,176	29.20%	1.25%	8,278.20	28.99%
	<u>28,000</u>		2.00%	<u>28,560.00</u>	

All of these examples exclude the effect of statewide apportionment deficits. In the case of any statewide deficits, the college revenues will be reduced accordingly. In addition, the Chancellor reserves the right to make changes to the base FTES as deemed necessary in the best interest of the district as a whole.

Stability

~~The stability mechanism has been eliminated for all FTES in the SCFF.~~

Hold Harmless

This model includes several hold harmless mechanisms in alignment with the SCFF. The chart below describes the various methods the State Chancellor’s Office uses to fund districts in the event apportionments are reduced from year to year. **Hold Harmless funding currently is extended through 2024/25.**

In any given year, a district’s funding under the new Student Centered Funding Formula (SCFF) would be the highest of the amounts included in the lines below:

Line	Statutory Reference	2018-19	2019-20	2020-21	2021-22
1	Education Code section (ECS) 84750.4(b), 84750.4(c), 84750.4(d), 84750.4(e), and 84750.4(f) [STUDENT-CENTERED FUNDING FORMULA (SCFF)]	SCFF calculation	SCFF calculation	SCFF calculation	SCFF calculation
2	ECS 84750.4(g)(1)	2017-18 TCR. ^{/1}	2017-18 TCR. ^{/1}	N/A	N/A
3	ECS 84750.4(g)(2)	N/A	N/A	2017-18 credit, noncredit, and CDCP noncredit rates, multiplied by 2020-21 FTES, with basic allocation. ^{/1}	2017-18 credit, noncredit, and CDCP noncredit rates, multiplied by 2021-22 FTES, with basic allocation. ^{/1}
4	ECS 84750.4(g)(4)	N/A	Greater of lines 1 or 2 as calculated in 2018-19.	Greater of lines 1 or 2 as calculated in 2019-20.	Greater of lines 1 or 3 as calculated in 2020-21.
5	ECS 84750.4(h)	2017-18 TCR adjusted by 2018-19 COLA.	2017-18 TCR adjusted by 2018-19 and 2019-20 COLAs.	2017-18 TCR adjusted by 2018-19, 2019-20, and 2020-21 COLAs.	N/A

^{/1} Special provisions for San Francisco Community College District and Compton Community College District.
TCR = Total Computational Revenue

Stability

~~There remains one year of stabilization under SCFF following Hold Harmless. If a district drops below the prior year total apportionment, they are stabilized at the prior year apportionment amount for that year, giving the district the following year to regain the funding or be reduced to the actual amount earned.~~

Allocation of New State Revenues

~~**Growth Funding:** Plans from the Planning and Organizational Effectiveness Committee (POE) to seek growth funding requires FRC recommendation and approval by the Chancellor, and the plans should include how growth funds will be distributed if one of the colleges does not reach its growth target.~~ A college seeking the opportunity for growth funding will utilize its own carryover funds to offer a schedule to achieve the desired growth. Once the growth has been confirmed as earned and funded by the state and distributed to the district, the appropriate allocation will be made to the college(s) generating the funded growth back through the model. Growth/Restoration Funds will be allocated to the colleges when they are actually earned.

Revenues which are not college specific (for example, student fees that cannot be identified by college), will be allocated based on total funded **SCFF FTES** percentage split between the campuses. After consultation with district's independent audit firm, the implementation team agreed that any unpaid, uncollected student fees will be written off as uncollectible at each year end. This way, only actual collected revenues are distributed in this model. At P-1, P-2 and P-annual, uncollected fee revenues will be adjusted.

Due to the instability of revenues, such as interest income, discounts earned, auction proceeds and vendor rebates (not including utility rebates which are budgeted in Fund 41 for the particular budget center), revenues from these sources will **not** be part of the revenue allocation formula. Income derived from these sources will be deposited to the institutional reserves. The-ongoing state allocation for the Mandates Block Grant will be allocated to the colleges through the model. Any one-time Mandates allocations received from the state will be discussed by FRC and recommendations will be made for one-time uses.

Cost of Living Adjustments: COLAs included in the tentative and adopted budgets shall be distributed to the three budget centers pro rata based on total budgeted salary and benefits expenses and sequestered and not allocated for expenditure until after collective bargaining for all groups have been finalized.

Lottery Revenue: Income for current year lottery income is received based on the prior fiscal year's FTES split. At Tentative Budget, the allocation will be made based on projected FTES without carryover. At Adopted Budget, final FTES will be used and carryovers will be included.

Other Modifications

Salary and Benefits Cost

All authorized full-time and ongoing part-time positions shall be budgeted with corresponding and appropriate fixed cost and health and welfare benefits. Vacant positions will be budgeted at the beginning of the fiscal year or when newly created at the **ninth-place-ranking** level (Class VI, Step 12) for full-time faculty and at the mid-level for other positions (ex. Step 3 for CSEA, Step 4 for Management, and AA step 6 for teachers and BA step 6 for master teachers in child development), with the district's average cost for the health and welfare benefits by employee group. The full cost of all positions, regardless of the budgeted amount, including step and column movement costs, longevity increment costs and any additional collective bargaining agreement costs, will be charged to the particular Budget Center. The colleges are responsible for this entire cost, including any increases or adjustments to salary or benefits throughout the year. If a position becomes vacant during a fiscal year, the Budget Center has the discretion to move unused and available budget from the previous employee's position for other one-time costs until filled or defunded. Any payoffs of accrued vacation, or any additional costs incurred at separation from employment with the district, will be borne by the particular Budget Center. When there is a vacancy that won't be filled immediately, Human Resources should be consulted as to how long it can remain vacant. The colleges should also consult Human Resources regarding the FON when recommending to defund faculty positions.

Grants/Special Projects

Due to the timeliness issues related to grants, approvals rest with the respective Chancellor's Cabinet member, through established processes, in all cases except for Economic Development grants in which a new grant opportunity presents itself which requires an increase to the District Office budget due to match or other unrestricted general fund cost. In these cases, the grant will be reviewed by Chancellor's Cabinet with final approval made by the Chancellor.

Some grants allow for charges of indirect costs. These charges will accumulate by Budget Center during each fiscal year. At fiscal year-end, once earned, each college will be allocated 100% of the total indirect costs earned by that college and transferred into Fund 13 the following year to be used for one-time expenses. The indirect costs earned by district projects will roll into the institutional ending fund balance with the exception of the District Educational Services grants. In order to increase support services and resources provided to the colleges and to acknowledge the additional costs associated with administering grants, any accumulated indirect costs generated from these grants will be distributed as follows: 25% will roll into the institutional ending fund balance, 25% will offset the overall District Services expenditures in that given year, and 50% will carryover specifically in a Fund 13 account **to be used at the discretion of the Chancellor.** ~~-----under Educational Services to be used for one-time expenses to increase support services to the colleges.~~

It is the district's goal to fully expend grants and other special project allocations by the end of the term; however, sometimes projects end with a small overage or can be under spent. For any overage or allowable amount remaining, these amounts will close into the respective Budget Center's Fund 13 using 7,200 transfers.

Banked LHE Load Liability

The liability for banked LHE is accounted for in separate college accounts. The cost of faculty banking load will be charged to the college during the semester the course is taught and added to the liability. When an instructor takes banked leave, they will be paid their regular salary and **District Fiscal Services district office** will make a transfer from the liability to the college 1300 account to pay the backfill cost of teaching the load. A college cannot permanently fill a faculty position at the time someone takes their final year or semester off before retirement. Filling a vacancy cannot occur until the position is actually vacant. In consultation with Human Resources and Fiscal Services, a college can request to swap another faculty vacancy they may have in another discipline or pay the cost differential if they determine programmatically it needs to be filled sooner.

This method will appropriately account for the costs of each semester offerings and ensure an appropriate liability. Although the liability amounts will be accounted for by college, only District Fiscal Services will be able to make transfers from these accounts. Each year end a report will be run to reconcile the total cost of the liability and to determine if any additional transfers are required. The college will be charged **or credited** for the differences.

Other Possible Strategic Modifications

Summer FTES

The 3-year average **used under SCFF** for credit FTES **funding** has severely reduced the effectiveness of the “summer shift,” nevertheless, there may be times when it is in the best financial interest of the District to shift summer FTES between fiscal years. When this occurs, the first goal will be to shift FTES from both colleges in the same proportion as the total funded FTES for each of the colleges. If this is not possible, then care needs to be exercised to ensure that any such shift does not create a disadvantage to either college. If a disadvantage is apparent, then steps to mitigate this occurrence will be addressed by the FRC.

Borrowing of summer FTES is not a college-level decision, but rather it is a District-level determination. It is not a mechanism available to individual colleges to sustain their internal FTES levels.

Long-Term Plans

Colleges: Each college has a long-term plan for facilities and programs. The District Chancellor, in consultation with the Presidents, will evaluate additional funding that may accrue to the colleges beyond what the model provides. The source of this funding will also have to be identified.

Santa Ana College (SAC) utilizes the Educational Master Plan in concert with the SAC Strategic Plan to determine the long-term plans for the college. Long-term facilities plans are outlined in the latest Facilities Master Plan, and are rooted in the Educational Master Plan. SAC links planning to budget through the use of the SAC Comprehensive Budget Calendar, which includes planning milestones linked to the college’s program review process, Resource Allocation Request (RAR) process, and to the District’s planning and budget calendar. As a result of the Program Review Process, resource allocation needs are requested via the RAR process, which identifies specific resources required to achieve specific intended outcomes. The budget augmentation requests are then prioritized at the department, division, and area level in accordance with established budget criteria. The college’s Planning and Budget Committee reviews the prioritized RARs, and they are posted to the campus Planning and Budget web page for the campus community to review. As available resources are realized, the previously prioritized RAR are funded.

At Santiago Canyon College (SCC), long-term plans are developed similarly to short-term plans, and exist in a variety of interconnected processes and documents. Program Reviews are the root documents that form the college’s Educational Master Plan and serve to align planning with resource allocation. The allocation of resources is determined through a formal participatory governance process. The Planning and Institutional Effectiveness (PIE) committee is the participatory governance committee that is charged with the task of ensuring resource allocation is tied to planning. Through its planning cycle, the PIE committee receives resource requests from all college units and ensures that each request aligns with the college mission, college goals, and program reviews. All requests are then ranked by the PIE committee, placed on a college-wide prioritized list of resource requests, and forwarded to the college budget committee for review. If the budget committee identifies available funds, those funds are noted on the prioritized list, and sent back to the PIE committee. The PIE committee then forwards the prioritized list, along with the budget committee’s identification of available funds, to College Council for approval of the annual budget.

District Services: District Services and Institutional Costs may also require additional funding to implement new initiatives in support of the colleges and the district as a whole. POE will evaluate budget augmentation requests and forward a recommendation to District Council. District Council may then refer such requests to FRC for funding consideration.

Full-Time Faculty Obligation Number (FON)

~~To ensure that the District complies with the State required full-time Faculty Obligation Number (FON), the District Chancellor will establish a FON for each college. Each college is required to fund at least that number of full-time faculty positions. When a District falls below the FON a replacement cost penalty is required to be paid to the state. The amount of the replacement cost will be deducted from the revenues of the college(s) incurring the penalty.~~

Budget Input

Using a system for Position Control, Fiscal Services will budget 100% of all regular personnel cost of salary and benefits, and notify the Budget Centers of the difference between the computational total budget from the Budget Allocation Model and the cost of regular personnel. The remaining line item budgets will roll over from one year to the next so the Budget Centers are not required to input every line item. The Budget Centers can make any allowable budget changes at their discretion and will also be required to make changes to reconcile to the total allowable budget per the model.

Rancho Santiago Community College District
Budget Allocation Model Based on the SCFF

Appendix A – Definition of Terms

AB 1725 – Comprehensive California community college reform legislation passed in 1988, that covers community college mission, governance, finance, employment, accountability, staff diversity and staff development.

Accreditation – The review of the quality of higher education institutions and programs by an association comprised of institutional representatives. The Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) accredits California's community colleges.

Apportionments – Allocations of State or federal aid, local taxes, or other monies among school districts or other governmental units. The district's base revenue provides most of the district's revenue. The State general apportionment is equal to the base revenue less budgeted property taxes and student fees. There are other smaller apportionments for programs such as apprenticeship and EOPS.

Augmentation – An increased appropriation of budget for an intended purpose.

Bank Leave – Faculty have the option to “bank” their beyond-contract teaching load instead of getting paid during that semester. They can later request a leave of absence using the banked LHE.

BAM – Budget Allocation Model

BAPR – Budget and Planning Review Committee.

Base Allocation (Funding) – The base allocation represents approximately 70% of the statewide funding for CCC's. The base allocation includes the Basic Allocation and FTES in Traditional Credit, Special Admit Credit, Incarcerated Credit, Traditional Noncredit, CDCP, and Incarcerated Noncredit. A district's base funding could be higher or lower than the 70% statewide target depending on FTES generation as a comparison to overall apportionment.

Base FTES – The amount of funded actual FTES from the prior year becomes the base FTES for the following year. For the tentative budget preparation, the prior year P1 will be used. For the proposed adopted budget, the prior year P2 will be used. At the annual certification at the end of February, an adjustment to actual will be made.

Basic Allocation – Funding based on the number of colleges and comprehensive educational centers in the community college district. Rates for the size of colleges and comprehensive educational centers were established as part of SB 361 and henceforth are adjusted annually by COLA. The district receives a basic allocation for CEC, OEC, SAC, and SCC. Current year FTES is used to determine the basic allocation.

Budget Center – The three Budget Centers of the district are Santa Ana College, Santiago Canyon College, and ~~the~~ District Services.

Budget Stabilization Fund – The portion of the district’s ending fund balance, in excess of the 12.5% **Board Policy Contingency reserve**, budget center carryovers and any restricted balances, available for one-time needs at the discretion of the chancellor and Board of Trustees.

Cap – An enrollment limit beyond which districts do not receive funds for additional students.

Capital Outlay – Capital outlay expenditures are those that result in the acquisition of, or addition to, fixed assets. They are expenditures for land or existing buildings, improvement of sites, construction of buildings, additions to buildings, remodeling of buildings, or initial or additional equipment. Construction-related salaries and expenses are included.

Categorical Funds – Money from the State or federal government granted to qualifying districts for special programs, such as Student Equity and Achievement or Career Education. Expenditure of categorical funds is restricted to the fund's particular purpose. The funds are granted to districts in addition to their general apportionment.

Career Development and College Preparation (CDCP) - Noncredit courses offered in the four distinct categories (instructional domains) of English as a Second Language (ESL), Elementary and Secondary Basic Skills, Short-term Vocational, and Workforce Preparation are eligible for "enhanced funding" when sequenced to lead to a Chancellor's Office approved certificate of completion, or certificate of competency, in accordance with the provisions of the California Education Code governing Career Development and College Preparation (CDCP) programs.

CCCCO – California Community College Chancellor’s Office

Comprehensive Educational Center – An off-campus site administered by a parent college that offers programs leading to certificates or degrees that are conferred by the parent institution. The district comprehensive centers are Centennial Education Center (CEC) and Orange Education Center (OEC).

COLA – Cost of Living Adjustment allocated from the State calculated by a change in the Consumer Price Index (CPI).

College Reserve – College-specific one-time funds set aside to provide for estimated future expenditures or deficits, for working capital, economic uncertainty, or for other purposes.

Credit FTES – Credit FTES include traditional credit, special admit and incarcerated populations. Traditional credit FTES are funded based on a simple three-year rolling average of the current year and prior two years. Special admit and incarcerated FTES are funded based on the current year production.

Decline – When a District (or college internally) earns fewer FTES than the previous year. (please see Stabilization and Restoration)

Defund – Eliminating the cost of a position from the budget.

Ending Fund Balance – Defined in any fiscal year as Beginning Fund Balance plus total revenues minus total expenditures. The Ending Fund Balance rolls over into the next fiscal year and becomes the Beginning Fund Balance. It is comprised of College Reserves, Institutional Reserves and any other specific carryovers as defined in the model or otherwise designated by the Board.

Fifty Percent Law (50% Law) – Section 84362 of the Education Code, commonly known as the 50% Law, requires each community college district to spend at least half of its “current expense of education” each fiscal year on the “salaries of classroom instructors.” Salaries include benefits and salaries of instructional aides.

Fiscal Year – Twelve calendar months; in California, it is the period beginning July 1 and ending June 30. Some special projects use a fiscal year beginning October 1 and ending September 30, which is consistent with the federal government’s fiscal year.

FON – Faculty Obligation Number.; †The **minimum** number of full-time faculty the district is required to employ as set forth in title 5, section 53308.

FRC – Fiscal Resources Committee.

FTES – Full-Time Equivalent Students. The number of students in attendance as determined by actual count for each class hour of attendance or by prescribed census periods. Every 525 hours of actual attendance counts as one FTES. The number 525 is derived from the fact that 175 days of instruction are required each year, and students attending classes three hours per day for 175 days will be in attendance for 525 hours (3 x 175 = 525). FTES are separated into the following categories for funding; traditional credit, special admit, incarcerated, traditional noncredit and CDCP.

Fund 11 – The unrestricted general fund used to account for ongoing revenue and expenditures.

Fund 12 – The restricted general fund used to account for categorical and special projects.

Fund 13 – The unrestricted general fund used to account for unrestricted carryovers and one-time revenues and expenses.

Growth – Funds provided in the State budget to support the enrollment of additional FTES **students**.

In-Kind Contributions – Project-specific contributions of a service or a product provided by the organization or a third-party where the cost cannot be tracked back to a cash transaction which, if allowable by a particular grant, can be used to meet matching requirements if properly documented. In-kind expenses generally involve donated labor or other expense.

Indirect Cost – Indirect costs are institutional, general management costs (i.e., activities for the direction and control of the district as a whole) which would be very difficult to be charged directly to a particular project. General management costs consist of administrative activities necessary for the general operation of the agency, such as accounting, budgeting, payroll preparation, personnel services, purchasing, and

centralized data processing. An indirect cost rate is the percentage of a district's indirect costs to its direct costs and is a standardized method of charging individual programs for their share of indirect costs.

Institutional Reserve – Overall districtwide one-time funds set aside to provide for estimated future expenditures or deficits, for working capital, economic uncertainty, or for other purposes. The Institutional Reserve consists of the Board Policy Contingency, the Budget Stabilization Fund, and any other contingency fund held at the institutional level over and above the College Reserves.

Mandated Costs – District expenses which occur because of federal or State laws, decisions of federal or State courts, federal or State administrative regulations, or initiative measures.

Modification – The act of changing something.

Noncredit – Noncredit coursework consists of traditional noncredit and CDCP. CDCP is eligible for enhanced funding. Current year FTES are used to determine funding.

POE – Planning and Organizational Effectiveness Committee.

Proposition 98 – Proposition 98 refers to an initiative constitutional amendment adopted by California's voters at the November 1988 general election which created a minimum funding guarantee for K-14 education and also required that schools receive a portion of State revenues that exceed the State's appropriations limit.

Reserves – Funds set aside to provide for estimated future expenditures or deficits, for working capital, economic uncertainty, or for other purposes. Districts that have less than a 5% reserve are subject to a fiscal "watch" to monitor their financial condition.

Restoration – A community college district is entitled to restore any reduction of apportionment revenue related to decreases in total FTES during the three years following the initial year of decrease if there is a subsequent increase in FTES.

SB 361 – The Community College Funding Model (Senate Bill 361), effective October 1, 2006 through July 1, 2018, included funding-based allocations depending on the number of FTES served, credit FTES funded at an equalized rate, noncredit FTES funded at an equalized rate, and enhanced noncredit FTES funded at an equalized rate. The intent of the formula was to provide a more equitable allocation of system-wide resources, and to eliminate the complexities of the previous Program-Based Funding model while still retaining focus on the primary component of that model instruction. In addition, the formula provided a base operational allocation for colleges and centers scaled for size.

SCFF – The Student Centered Funding Formula was adopted on July 1, 2018 as the new model for funding California community colleges. The SCFF is made up of three parts: Base Allocation, Supplemental Allocation, and Student Success Allocation. The aim of the SCFF is to improve student outcomes as a whole while targeting student equity and success.

Seventy-five/twenty-five (75/25) – Refers to policy enacted as part of AB 1725 that sets 75% of the hours of credit instruction as a goal for classes to be taught by full-time faculty.

Stabilization – ~~Stabilization has been eliminated for all FTES in the SCFF~~ If a district drops below the prior year total apportionment, they are stabilized at the prior year apportionment amount for that year, giving the district the following year to regain the funding or be reduced to the actual amount earned.

Student Success Allocation (Funding) – Consists of approximately 10% of the statewide budget. Apportioned to districts based on a variety of metrics that measures student success. Some examples of the metrics used include associate degrees and certificates awarded, transfers, nine or more CTE units, number of students successfully completing transfer level Math and English in their first academic year and number of students achieving a regional living wage. The student success allocation is based on a simple three-year rolling average which uses the prior year; prior, prior year; and prior, prior, prior year outcome metrics. Students contributing to fully funded FTES populations (special admit and incarcerated) are not included for funding.

Supplemental Allocation (Funding) – Consists of approximately 20% of the statewide budget. Apportioned to districts based on districts students that are Pell Grant Recipients, AB540 students and/or California Promise Grant Recipients. Prior year data is used for funding.

Target FTES – The estimated amount of agreed upon FTES the district or college anticipates the opportunity to earn growth/restoration funding during a fiscal year.

Three-year Average – Traditional credit FTES data for any given fiscal year is the average of current year, prior year and prior, prior year. Special Admit and Incarcerated FTES are not included in the three-year average. A three-year average is also utilized for student success metrics. For student success, the three-year average uses the prior year; prior, prior year; and prior, prior, prior years to determine funded outcomes.

Title 5 – The portion of the California Code of Regulations containing regulations adopted by the Board of Governors which are applicable to community college districts.

1300 accounts – Object Codes 13XX designated to account for part-time teaching and beyond contract salary cost.

7200 Transfers – Intrafund transfers made between the restricted and unrestricted general fund to close a categorical or other special project at the end of the fiscal year or term of the project.

Appendix B – History of Allocation Model

In 2008, both colleges were visited by ACCJC Accreditation Teams in the normal accreditation cycle. The Teams noticed that the district’s budget allocation model that was in place for approximately ten years had not been annually reviewed as to its effectiveness as stated in the model documents. The existing revenue allocation model was developed when the district transformed into a multi-college district. The visiting Team recommended a review of the existing budget allocation model and recommended changes as necessary.

The Budget Allocation and Planning Review Committee (BAPR) charged the BAPR Workgroup, a technical subgroup of BAPR, with the task of reviewing the ten-year-old model. In the process, the Workgroup requested to evaluate other California Community College multi-campus budget allocation models. Approximately twenty models were reviewed. Ultimately, the Workgroup focused on a revenue allocation model as opposed to an expenditure allocation model. A revenue allocation model allocates revenues (state and local) generated in a budget year to the college campuses in the district based on the state funding model that allocates state apportionment revenues to districts. An expenditure allocation model allocates, by agreed upon formulas, expenditure appropriations for full-time faculty staffing, adjunct faculty staffing, classified and administrative staffing, associated health and welfare benefit costs, supply and equipment budgets, utility costs, legal and other services. The BAPR Workgroup ultimately decided on a revenue allocation formula in order to provide the greatest amount of flexibility for the campuses.

Senate Bill 361, passed in 2006, changed the formula of earned state apportionment revenues to essentially two elements, 1) Basic Allocations for college/center base funding rates based on FTES size of the college and center and 2) Full Time Equivalent Students (FTES) based on earned and funded FTES. The BAPR Workgroup determined that since this is how our primary funding comes from the state this model should be used for distribution on earned revenues to the colleges. The colleges and centers are the only entities in the district that generates this type of funding. Revenue earned and funded by the state will be earned and funded at the colleges.

In the Spring of 2019, Rancho Santiago Community College District began the process of developing a new budget allocation model (BAM) to better align with the newly adopted Student Centered Funding Formula. On November 18, 2020 the Fiscal Resource Committee (FRC) finished their work and recommended a new BAM.

The following committee members participated in the process:

Santa Ana College	Santiago Canyon College	District
Bart Hoffman	Steven Deeley	Morrie Barembaum (FARSCCD)

Vanessa Urbina	Cristina Morones	Noemi Guzman
William Nguyen	Craig Rutan – Co-Chair	Adam O’Connor – Chair
Roy Shahbazian	Arleen Satele	Thao Nguyen
		Enrique Perez
Vaniethia Hubbard (alternate)	Syed Rizvi (alternate)	Erika Almaraz (alternate)

The Budget Allocation Model (BAM) described in this document provides the guidelines, formulas, and basic steps for the development of an annual district budget including the allocation of budget expenditure responsibilities for Santa Ana College, Santiago Canyon College, and District Services referred to as the three district Budget Centers. The budget is the financial plan for the district, and application of this model should be utilized to implement the district’s vision, mission statement, district strategic plan and the technology strategic plan as well as the colleges’ mission statements, educational master plans, facilities master plans and other planning resources. The annual implementation of the budget allocation model is to be aligned with all of these plans. To ensure that budget allocation is tied to planning, it is the responsibility of District Council to review budget and planning during the fiscal year and, if necessary, recommend adjustments to the budget allocation model to keep the two aligned for the coming year. The Chancellor and the Board of Trustees are ultimately responsible for the annual budget and the expenditures associated with the budget. In February of 2013, the Board of Trustees adopted a new planning design manual. This document eliminated BAPR and created the Fiscal Resources Committee (FRC). The FRC is responsible for recommending the annual budget to the District Council for its recommendation to the Chancellor and Board of Trustees. FRC is also responsible for annual review of the model for accreditation and can recommend any modifications to the guidelines.

RSCCD Resource Development Grant Development Schedule

Grant	District/College	RSCCD Goals	Due	Status	Expected Notification Date	Match	If awarded ...	Institution-ization?	District/College authorized submission
Submitted									
CCCCO IEPI Partnership Resources Team \$200,000	DO – Enrique Perez	Goals #1, #2, #3, and #4	LOI 3/11/2022	Update: Selected for next stage in process.	April 2022	No	Implement a project to improve the district's capacity to provide accurate and consistently reliable data for the colleges to use for SEM and Equity	Yes	Pending
U.S. Department of Education, Upward Bound \$347,196 per year for 5 years	SAC – Alicia Kruezinga and Veronica Hurtado	Goals #1, #2, #3, #4	1/31/2022	Submitted	Summer 2022	No	Continue existing programs to provide college prep services for low-income, first-generation and students with disabilities, who want to pursue STEM majors.	No	Yes
U.S. Department of Education, College Assistance Migrant Program (CAMP) \$475,000 per year for 5 years	SCC – Miguel Luna	Goals #1, #2, #3, #4	2/1/2022	Submitted	Summer 2022	No	Existing CAMP would continue to recruit and provide wrap-around support services for 1 st year students from migrant families.	No	Yes
California Community Colleges Chancellor's Office, Strategic Enrollment Management Program	DO – Enrique Perez	#1, #2, #3 and #4	2/21/2022	UPDATE: Not selected.	March 2022	No	Focus on student journey as it pertains to retention and completion. Engage with other colleges and SEM team to identify and implement best practices. Implement a SEM initiative as an outgrowth of these planning work.	Yes. Expected that effective SEM strategies are retained.	Pending
Lumina – Million Dollar Challenge Grant \$1 million or \$100,000 for 10 selected community colleges	SAC – Ruth Cossio-Muniz	Goals #2 and #4	3/15/2022	UPDATE: Not selected.	April 2022	No	Implement a marketing/branding campaign that focuses on adult learners	No	Pending
CCCCO, LGBTQ+ Plan – District award allocated to the colleges \$276,618	SAC – Dr. Hubbard SCC – Dr. Castro	Goals #1, #2, #3, #4	April 29, 2022	Submitted	May 2022	No	5-Year plan established at each college to support LGBTQIA students.	Yes	Pending

RSCCD Resource Development Grant Development Schedule

Grant	District/ College	RSCCD Goals	Due	Status	Expected Notification Date	Match	If awarded ...	Institution- alization?	District/College authorized submission
<p><i>Congressionally Directed Spending (Earmark) Feinstein and Padilla</i></p> <p><i>\$4.9 million</i></p>	<p>SCC – Dr. Pamela Ralston</p>	<p>#1, #2, #3 and #4</p>	<p>April 6, 2022</p>	<p>Submitted</p>	<p>November 2022</p>	<p>No</p>	<p>Implement local projects as proof-of-concept on establishing locally-led sustainable and equitable water treatment and management policies and practices to empower residents and youth to participate in civil efforts to address environmental challenges. In collaboration with the City of Orange, SCC's Water Utility Science students would have applied-learning/work-experience opportunities through local water management and usage projects.</p>	<p>No</p>	<p>No. Less than 1 week to submit for opportunity.</p>
<p><i>Congressionally Directed Spending (Earmark) Correa</i></p> <p><i>\$2.5 million</i></p>	<p>Dr. Annebelle Nery</p>	<p>#1, #2, #3 and #4</p>	<p>April 13, 2022</p>	<p>Submitted</p>	<p>November 2022</p>	<p>No</p>	<p>Develop complete CTE pathways that start in non-credit courses (for CTE skill development and prep for credit programs, basic skills, English) and transition to credit certificate and degree programs. Develop these pathways for in-demand occupations and careers in the region to diversify the workforce and broaden engagement and access by marginalized populations. Collaborate with the Orange County, Santa Ana, and Anaheim Workforce Development Boards to connect dislocated, under- and un-employed workers to career training that leads to in-demand jobs in the region.</p>	<p>No</p>	<p>No less than 1 week to submit for opportunity.</p>

RSCCD Resource Development Grant Development Schedule

Grant	District/College	RSCCD Goals	Due	Status	Expected Notification Date	Match	If awarded ...	Institution-ization?	District/College authorized submission
<i>Recovery & Equity Regional Plan (RERP)</i> CCCCO allocated \$10 million for the community colleges participation in RERP \$100,000 Sub-award, as OC Workforce Development Board is the applicant	Non-Credit – Lorena Chavez, Osiel Madrigal	Goals #1, #2, #3, #4	Due May 6, 2022	Submitted	June 2022	No	Non-credit IT Training program would be offered to clients of the OC WDB, Santa Ana WDB and Anaheim WDB.	No	Pending
Spring 2022									
<i>U.S. Department of Education, Upward Bound Math & Science</i> \$250,000 per year for 5 years	SCC – LaKyshia Perez	Goals #1, #2, #3, #4	June 3, 2022	Writing	Summer 2022	No	Continue existing program to provide college prep services for low-income, first-generation students and students with disabilities, who want to pursue STEM majors.	No	Yes
<i>U.S. Department of Education, Title V – HSI</i> \$600,000 year each year for 5 years	SCC – Dr. Melba Castro	Goals #1, #3, and #4	June 6, 2022	Writing	September 2022	No	Leverage GP to bolster early engagement and onboarding (1 st pillar) to improve retention and persistence, especially for Hispanic/Latinx and other disadvantaged or marginalized populations.	Yes	Pending
<i>U.S. Department of Education, Veterans Upward Bound</i> \$250,000 per year for 5 years	SAC Veterans SAC – Mark Canett	Goals #1, #2, #3, #4	RFA will be out April/May 2022	Writing	June/July 2022	No	Continue existing program to provide college prep services for veterans who are low-income, first-generation and/or have disabilities.	No	Yes
<i>CCCCO, California Apprenticeship Initiative Pre-Apprenticeship and Apprenticeship grants</i> Up to \$500,000 over two years	SCC – Elizabeth Arteaga	Goals #1, #2, and #4	March 31, July 15, September 30, 2022	Considering	Within 4 months after submission.	Yes. 20% from employer partner.	Create a pre-apprenticeship or apprenticeship program in a non-traditional area or in an innovative way.	Yes. Expected that the pre-apprenticeship or apprenticeship program will be sustained after grant ends.	Pending
Partnership opportunities to receive sub-award									

RSCCD Resource Development Grant Development Schedule

Grant	District/College	RSCCD Goals	Due	Status	Expected Notification Date	Match	If awarded ...	Institution-alization?	District/College authorized submission
<p><i>Office of Public School Construction, K-16 Collaborative \$250 million for the entire initiative. Estimated at about \$250,000 million per award</i></p> <p>OCDE is the applicant</p>	SAC – Jeffrey Lamb	Goals #1, #2, #3, #4	Due May 2, 2022	OCDE is applying as the regional lead; only one application will be awarded in each region.	June 2022	No.	An intersegmental partnership (K12, CC, CSU, UC) and a steering committee in which 25% of members are local employers implement 4 recommendations from the 2021 Recovery with Equity report, and establish at least two pathways in Healthcare, Education, Business Management or Engineering/Computing.	Expectation that pathways will be maintained, as well as continued implementation of effective recommendations.	Pending

RSCCD Resource Development Grant Development Schedule

California Community Colleges Chancellor's Office

California Apprenticeship Initiative. Multiple due dates available: March 31, 2022; July 15, 2022; September 30, 2022. Up to \$500,000 over 2 years to establish Pre-Apprenticeship and Apprenticeship projects in new or non-traditional occupations that are DAS (Division of Apprenticeship Standards) approved.

National Science Foundation

Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM)

Deadline: February 22, 2022

Vision and Change in Undergraduate Biology Education

Deadline: March 7, 2022

Racial Equity in STEM Education

First Deadline: March 22, 2022

Improving Undergraduate STEM Education: Hispanic-Serving Institutions (HSI Program)

First deadline: March 28, 2022

Building Capacity in STEM Education Research

Deadline: March 29, 2022

Advancing Innovation and Impact in Undergraduate STEM Education at Two-year Institutions of Higher Education

Deadline: May 2, 2022

Advanced Technological Education (ATE)

Deadline: October 06, 2022

US Department of Education

Title V HSI – Developing Hispanic-Serving Institutions Program

Deadline: June 6, 2022

Grant Schedule

Summary Sheet of Positions related to grant and contract proposals

Site	Grant	Staff proposed in grant applications
DO	IEPI Partnership Resource Team	Not known at this time. Minimal staff costs anticipated.
	LGBTQIA2+	Funds allocated for faculty and support staff, and supplies for activities and events.
SAC	U.S. Department of Education, <i>Veterans Upward Bound</i>	Project Director 50% of 1.0 FTE Program Coordinator 48% of 1.0 FTE Instructors, hourly Counselors, hourly Instructional Assistants, hourly
	Office of Public School Construction <i>K16 Educational Collaborative</i>	Not known at this time
	Congressionally Directed Spending	Not known at this time
SCC	U.S. Department of Education, <i>Upward Bound Math & Science</i>	Project Director 33% of 1.0 FTE Counselor, hourly Project Assistant 10% of 1.0 FTE Student Services Specialist, hourly Tutors, hourly
	Title V – Hispanic-Serving Institutions Program	Not known at this time
	Congressionally Directed Spending	Not known at this time
Continuing Education – SAC	Recovery & Equity Regional Plan – sub-award from OC WDB	Instruction and counseling – hourly Equipment to operate the IT training project