

| Criteria  | Clear and Compelling   | Satisfactory   | More Data Needed   | Point Totals   |
|---|--|--|--|--|
| <p><b>Impact</b></p> <p>What is the cost/benefit analysis of the project proposal to the SCFF?</p>                    | <p><b>(34-50 pts)</b></p> <p>The project clearly shows positive return to students and CLPCCD over its lifetime and may be expanded to other areas or across the district. The calculations for the SCFF metrics and project costs are accurately and realistically calculated and clearly explained.</p>                        | <p><b>(17-33 pts)</b></p> <p>The project shows some positive return to students and CLPCCD. Ideas for expanding to other areas or across the district are unclear. The calculations for the SCFF metrics and project costs are mostly accurately and realistically calculated and explained.</p>                             | <p><b>(1-16 pts)</b></p> <p>The benefits of the project to students or CLPCCD are minimal or not adequately described. Calculations for SCFF metrics &amp; project costs are not accurately and/or not realistically calculated nor explained.</p>   | <p><b>Notes:</b></p> <p>Projected ROI 19-20 ___<br/>           Projected ROI 20-21 ___<br/>           Projected ROI 21-22 ___</p> <p>Accurate?</p> <p>Realistic?</p> <p><b>Impact Points (1-50):</b> _____</p> |
| <p><b>Feasibility</b></p> <p>Can the project deliver the impact within the scope, budget and requested resources?</p> | <p><b>(21-30 pts)</b></p> <p>Project has a thorough plan which describes how the outcomes will be accomplished. The plan clearly addresses how <i>all</i> related areas (e.g., relevant faculty, classified professionals, administrators, and technology) would work together to accomplish the project.</p>                    | <p><b>(11-20 pts)</b></p> <p>Project has a general description of the effort required to achieve the stated outcomes within-the timeline. The plan addresses how some of the related areas (e.g., relevant faculty, classified professionals, administrators, and technology) would work together to accomplish project.</p> | <p><b>(1-10 pts)</b></p> <p>The process to achieve the desired outcome is uncertain or inadequately explained. A key player(s) (e.g., relevant faculty, classified professionals, administrators, or technology) to accomplish the project has been left out of the project plan.</p>                | <p><b>Notes:</b></p> <p><b>Feasibility Points (1-30):</b> _____</p>  |
| <p><b>FFC Philosophy</b></p> <p>Does the project comply with the Philosophy Statement put forth by the FFC?</p>       | <p><b>(14-20 pts)</b></p> <p>Project is clearly in keeping with all the values defined by FFC's Philosophy Statement. Project clearly considers: students meeting their ed goals, student equity, colleges' strategic plans &amp; educational missions, cost-benefit analyses, scalability, &amp; alignment across colleges.</p> | <p><b>(7-13 pts)</b></p> <p>The Project generally aligns with the values defined by FFC's Philosophy Statement. Project somewhat considers: students meeting their ed goals, student equity, colleges' strategic plans and educational missions, cost-benefit analyses, scalability, and alignment across colleges.</p>      | <p><b>(1-6 pts)</b></p> <p>There is a lack of, or limited alignment, with FFC's Philosophy Statement. Project leaves out: students meeting their ed goals, student equity, colleges' strategic plans and educational missions, cost-benefit analyses, scalability, or alignment across colleges.</p> | <p><b>Notes:</b></p> <p><b>FFC Points (1-20):</b> _____</p>  |
| <p>Total the points for Impact, Feasibility, and FFC Philosophy. (Maximum possible points: 100)</p>                   |  |  |  | <p><b>Total Points:</b> _____</p>  |



## Funding Formula Committee Philosophy Statement

The Funding Formula Committee (FFC) strives to educate the Chabot-Las Positas Community College District (CLPCCD) about the state funding formula metrics, accurate data sources on the metrics, and best practices and efficient processes to fully benefit from the metrics. We aim to capitalize on the metrics while maintaining a central focus on student success and equity.

The FFC aims to recommend high-impact initiatives and processes that are fiscally responsible and lead to increased funding based on any of the state's three funding formula components:

- *Base Allocation:* Credit FTES, Non-Credit FTES, CDCP FTES, Special Admit FTES, and Inmate Education FTES
- *Supplemental Allocation:* California Promise Grant, AB 540 students, and Pell Grant recipients
- *Student Success Allocation:* Degrees, degrees for transfer, credit certificates, completion of 9 or more CTE units, transfers to four-year university, completion of transfer level math and English, and attainment of a regional living wage
  - Equity "bumps" for CA Promise Fee Waiver and Pell Grant recipients.

The FFC aims to do all the above, while also taking into consideration the initiatives' impacts on: students meeting their educational goals, student equity, colleges' strategic plans and educational missions, cost-benefit analyses, scalability of initiatives, and alignment across colleges.

The FFC strives for our committee processes to be respectful, transparent, equitable, collaborative, and grounded in data-driven analyses and evidence-based practices. We aim to value and respect the time it will take faculty members, classified professionals, administrators, and student employees to accomplish new initiatives. We believe that all CLPCCD community members have valuable ideas and we will be most successful collectively strategizing to maximize our funding.

### **Chabot's Mission and Strategic Plan Goal:**

Chabot College is a public comprehensive community college that prepares students to succeed in their education, progress in the workplace, and engage in the civic and cultural life of the community. Our students contribute to the intellectual, cultural, physical, and economic vitality of the region. ... Chabot's Strategic Plan Goal in support of this mission is to offer student-ready college services and academic programs to improve educational equity and to increase the number of students who reach progress milestones, and identify and achieve their educational goals.

### **LPC's Mission and Educational Master Plan Goals**

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals. The Educational Master Plan goals in support of this mission are: 1) Educational Excellence, 2) Community Collaboration, 3) Supportive Organizational Resources, and 4) Organizational Effectiveness.