**Comparison of Values of Resource Allocation Model (RAM) between RAC and DFAC**

| **Values from RAC** | **DFAC Values from 10/17 Meeting** | **DFAC Values from 12/5 Meeting** |
| --- | --- | --- |
| ***Characteristics*** | ***Characteristics*** | ***Characteristics*** |
| * Direct connection between base funding to what we teach and how we teach
 | Need to have a direct connection between FTES and budget. | * Direct connection between base funding and FTES
 |
| * Promotes a students’ first culture by encouraging access and completion
 | * Promotes a “students first” culture
* Promotes access and completion
 | * Promotes a “students first” culture by encouraging access and completion with an emphasis on equity
 |
| * Academic technology budget (fixed allocation)
 | Currently listed in the sample model under “New Agreed Upon Items” which translates to not always included in budget. |  |
| * Professional development for faculty and staff (fixed allocation)
 | Currently listed in the sample model under “New Agreed Upon Items” which translates to not always included in budget. |  |
| * Continued education and communication of district budget to promote transparency and solvency
 | * Transparent
 | * Transparent
 |
| * Protects the integrity of the base funding but adaptable to meet expectations
 | * Predictable
* Stable
* Accommodate good and bad years
* Protects the integrity of base funding – no sudden or major changes
 | * Predictable
* Stable
* Accommodate good and bad years
* Protects the integrity of base funding-no sudden or major changes
 |
| * Continuous evaluation of fixed and agreed upon costs to identify efficiencies & savings
 |  |  |
| Reword – The model must be strategic. | * The model must be widely perceived to be fair
 | * The model must be strategic, widely promoting a perception of fairness
 |
| Reword – To the extent possible, the RAM should be clear and accurate to actual expenditures | * Simple – to the extent possible
* Have a multi-year application – not change formula each year
 | * Simple enough to follow while still addressing these values
* Have a multi-year application – not change formula each year
 |
| ***Behavioral*** | ***Behavioral*** | ***Behavioral*** |
| * Timely to allow for sufficient planning
 | * Timely – in order for development of plans at colleges
 | * Timely – in order for development of plans at colleges
 |
| * Promote sensible use of public funding – savings stay with the college Savings need to stay with the college - Strategic
 | * Promote a sensible use of public funding – no “spend it or you lose it” Perception – The college can still “lose it” if the savings have to go back to the District.
 | * Promote a sensible use of public funding-no “spend it or you lose it”
* Rewards efficient use of funds; carryover savings at each site from year to year
 |
| * Encourage a culture of grant-seeking to enhance resources for sustainable projects with the college maintaining a portion of the indirect funds generated by grants and other categorical funds.
 | There needs to be a fiscal incentive for us to go out and try obtain additional resources through grants as there is a cost for implementing the programs funded by the grants received. | * Encourage a culture of grant-seeking in part by maintaining a portion of the indirect funds generated by grants at the site
 |
| * Encourages innovative applications
 | This can be subsumed in the bullet regarding grants. |  |
| * Colleges are incentivized to achieve the desired student success outcomes with a particular focus on student equity
 | This is important for the culture we are trying to create here at the college. | No statement regarding student success funding staying at the colleges. |
| * Vision and strategic planning should guide our fiscal sustainability
 | * In synch with our mission and goals (listed under characteristics) Need a definition of whose mission and goals.
* Long-term sustainability (listed under characteristics)
 | * In synch with District mission and goals
* Long term sustainability
 |
| What does this have to do with our process of resource allocation? | * Minimize internal conflict – between colleges & with district office
 | * Maximize opportunity for cooperation between colleges & with district office
 |
| Need a definition of efficient and clarification of the reward. | * Reward efficient use of funds
 |  |
| Need additional info to understand what this is referring to and what effects. | * Includes effects of Starfish and Guided Pathways
 |  |
| ***Data Driven*** | ***Data Driven*** | ***Data Driven*** |
| * Metrics should be tied to specific data elements to achieve the desired ~~behaviors or~~ outcomes
 | * Metrics should be specific to the desired ~~behaviors or~~ outcomes
 | * Metrics should be specific to the desired outcomes
 |
|  | * Use quantitative, verifiable factors – need for good data
 | * Uses quantitative, verifiable factors - need for good data
* Annually assess the effectiveness of the model
 |