Draft for discussion

Purpose:

As the District begins to experience renewed enrollment growth under the Student-Centered Funding Formula (SCFF), it is important that we have a transparent and predictable framework for allocating district funded growth between Chabot College and Las Positas College.

This document is intended as a working draft for discussion within DEMC. Its purpose is to outline a possible framework that balances:

- stability in planning,
- recognition of each college's role in generating growth, and
- the efficient use of district resources.

No changes to existing allocation practices would occur without full discussion and vetting.

Important Context: District Funding Under SCFF

Under the Student-Centered Funding Formula, the State of California funds community college districts as a whole, rather than individual colleges.

As a result:

- Enrollment growth generated at either college increases resources available to the entire district.
- Growth at one college supports districtwide services and operations that benefit both colleges.
- Internal allocation of growth between colleges is therefore a local planning decision, guided by DEMC and recommendation to the Chancellor.

Because growth benefits the entire district, the goal of an internal allocation model is not to create competition between colleges, but to ensure that district growth occurs where students can be served effectively and efficiently.

Conceptual Allocation Model

The concept under consideration would allocate district funded growth in two components:

1. Structural allocation
2. Productivity-based allocation

This approach is intended to maintain stability while also recognizing colleges that are able to expand access using existing resources most efficiently. As one college grows, we all grow.

1. Structural Allocation (50%)

Half of district funded growth would be allocated according to the District's existing Budget Allocation Model (BAM) proportions.

Example BAM shares:

College	Share
Chabot College	60%
Las Positas College	40%

This portion of growth ensures:

- stability for both colleges
- predictability in planning
- alignment with existing allocation practices

Both colleges would always receive some portion of district growth through this structural allocation.

2. Productivity Allocation (50%)

The remaining portion of growth would be allocated based on productivity performance relative to DEMC-approved planning targets.

For FY 2026-27, DEMC approved a Main Group productivity planning target of 15.35 FTES/FTEF.

This target already reflects the planning assumptions used in the DEMC FTEF allocation model.

Allocation principles:

Scenario A

Only one college meets or exceeds the productivity target:

If one college meets or exceeds the target and the other does not:

- The college meeting the target would receive 100% of the productivity allocation share.

This demonstrates that the college exceeding the productivity target is able to:

- serve additional students, and
- do so using fewer instructional resources per student.

Scenario B

Both colleges meet or exceed the productivity target:

If both colleges meet or exceed the target, the productivity share would be allocated proportionally based on relative productivity above the target.

Example:

College	FTES/FTEF
Chabot	15.60
Las Positas	16.10

In this situation:

- Both colleges receive productivity growth
- The college with higher productivity receives a proportionally larger share.

Scenario C

Neither college meets the productivity target

If neither college meets the target, the productivity share would default to the BAM distribution.

This ensures the model continues to operate predictably even in years when productivity targets are not met.

Illustrative Example A: Only One College Meets or Exceeds Productivity Target

Assume district funded growth equals 200 FTES.

Structural allocation (50%):

College	FTES
Chabot	60
Las Positas	40

Productivity allocation (50%):

If only Las Positas meets the productivity target:

College	FTES
Chabot	0
Las Positas	100

Final allocation:

College	Structural	Productivity	Total
Chabot	60	0	60 FTES
Las Positas	40	100	140 FTES

Illustrative Example B: Both Colleges Meet the Productivity Target

Assume the following:

- District funded growth: 200 FTES
- Structural allocation (50%) based on BAM:
    - Chabot = 60%
    - Las Positas = 40%
- Productivity target:
  15.35 FTES/FTEF

Assume both colleges exceed the target:

College	FTES/FTEF
Chabot	15.70
Las Positas	16.10

Step 1 — Structural Allocation (50%)

Half of the district growth is allocated by BAM share.

$$50\% \times 200 = 100 \text{ FTES}$$

College	Structural Allocation
Chabot	60 FTES

College	Structural Allocation
Las Positas	40 FTES

Step 2 — Productivity Allocation (50%)

Remaining growth:

$$100 \text{ FTES}$$

Because both colleges exceeded the productivity target, the allocation is weighted based on how far each college exceeds the target.

Calculate productivity above target:

College	FTES/FTEF	Above Target
Chabot	15.70	0.35
Las Positas	16.10	0.75

Total above target:

$$0.35 + 0.75 = 1.10$$

Step 3 — Allocate Productivity Share

Share of productivity growth:

College	Share
Chabot	0.35 / 1.10 = 31.8%
Las Positas	0.75 / 1.10 = 68.2%

Productivity allocation:

College	Productivity FTES
Chabot	31.8
Las Positas	68.2

Step 4 — Final Growth Allocation

College	Structural	Productivity	Total
Chabot	60	31.8	91.8 FTES
Las Positas	40	68.2	108.2 FTES

Key Principles of the Model

This concept attempts to balance three priorities.

1. Stability
   The structural allocation ensures both colleges receive predictable growth resources.
2. Efficiency
   The productivity allocation recognizes colleges that can serve additional students while using district resources effectively.
3. District Collaboration
   Because the District is funded collectively under SCFF, growth generated at one college ultimately benefits the entire district.

The purpose of exploring this model is not to create competition between colleges, but to ensure that when enrollment growth occurs, the District is positioned to:

- expand access for students, and
- do so in a way that responsibly manages instructional resources allocated to both colleges and benefit of the entire district.

Because growth anywhere strengthens the district as a whole, the goal is to align our internal allocation practices with that shared outcome.