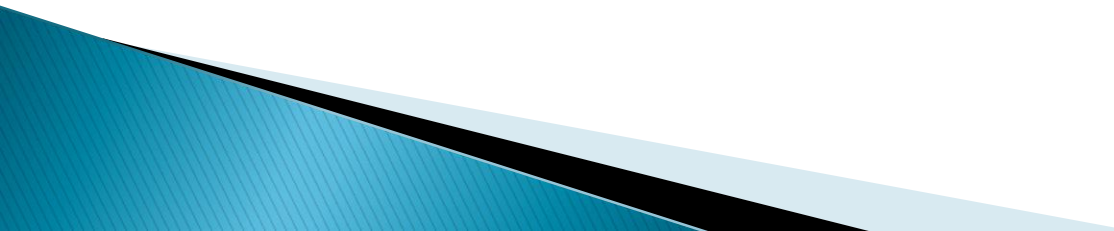


Cañada Budget Committee

Sept. 21, 2011

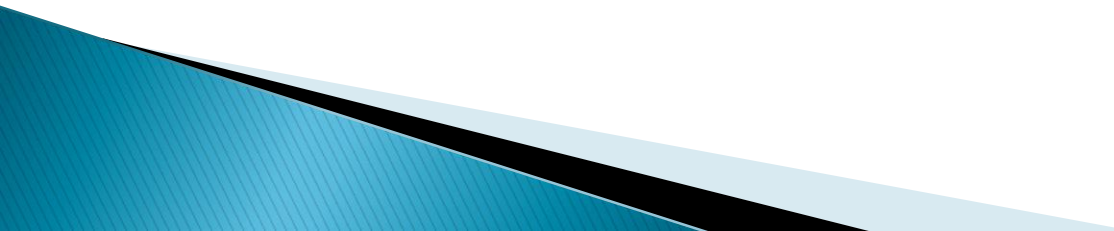
Resource Allocation Model

- ▶ History
 - ▶ State and Local Funding
 - Triple Flip
 - Basic Aid
 - ▶ Changes to the Model
- 

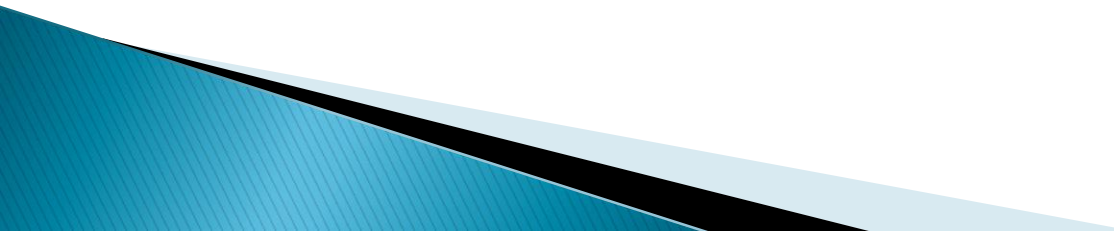
History

- ▶ Developed by DCBF in 2004/05
- ▶ Discussed by the following groups in Fall 2005
 - October 4 Cañada Cabinet
 - November 3 Cañada College Council/Budget & Planning
 - November 10 Cañada Academic Senate
- ▶ Implemented in 2006/07

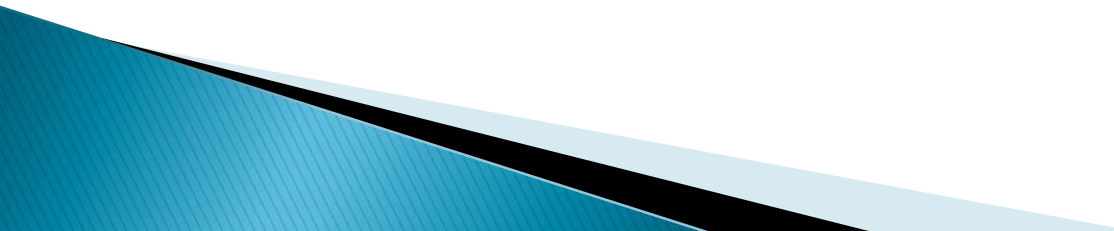
What is it?

- ▶ A method to allocate Fund 1 resources
 - ▶ Does not increase total resources or bring more money to the district
 - ▶ Does not prescribe spending, only allocates resources
 - ▶ Does not affect grants or other categorical programs
- 

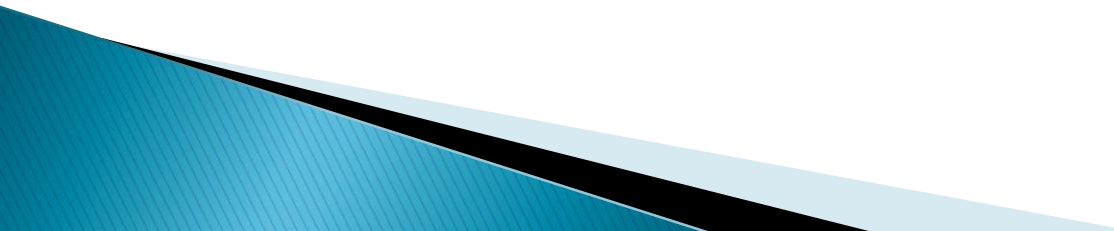
Last Year's Activity *[2004/05]*

- ▶ Presentations to every shared governance group as well as others
 - ▶ Online survey
 - ▶ Presentation to District Shared Governance
 - ▶ Approved by District Shared Governance on May 16, 2005
- 

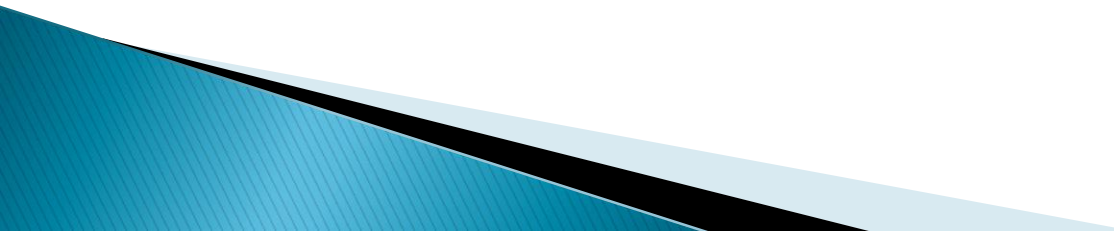
Why a new model?

- ▶ Existing model is: you get what you got before plus movement on step and column plus salary COLA on actual expenditures
 - ▶ No adjustments for growth
 - ▶ No adjustments for special programs
- 

Priorities

- ▶ The model must be fair
 - ▶ Simple
 - ▶ Predictable
 - ▶ Stable
 - ▶ Minimize internal conflict – between colleges & with district office
 - ▶ Timely – in order for development of plans at colleges
 - ▶ Have a multi-year application – not change formula each year
- 

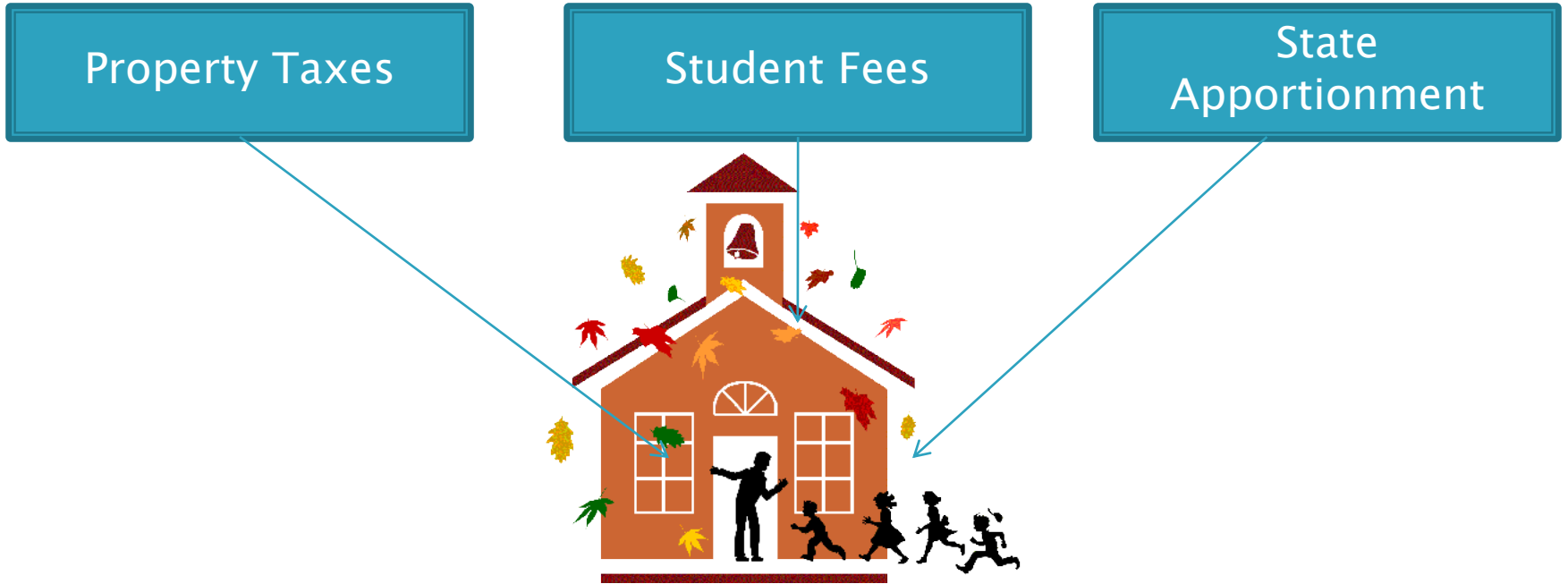
Priorities

- ▶ Accommodate good and bad years
 - ▶ Promote a sensible use of public funding – no “spend it or you lose it”
 - ▶ Uses quantitative, verifiable factors – need for good data
 - ▶ Protects the integrity of base funding – no sudden or major changes
 - ▶ In synch with our mission and goals
- 

Components of Model

- ▶ Baseline level of college support for instruction, student services and college administration
- ▶ Marginal level of college support for instruction, student services and college administration based upon FTES as averaged over the preceding three years
- ▶ Demonstrated need
- ▶ District Office support for non-facility related services based upon percentage of college allocation
- ▶ Facility related services based partly on an amount per gross square footage building space and partly on a percentage of college allocation
- ▶ Fixed costs

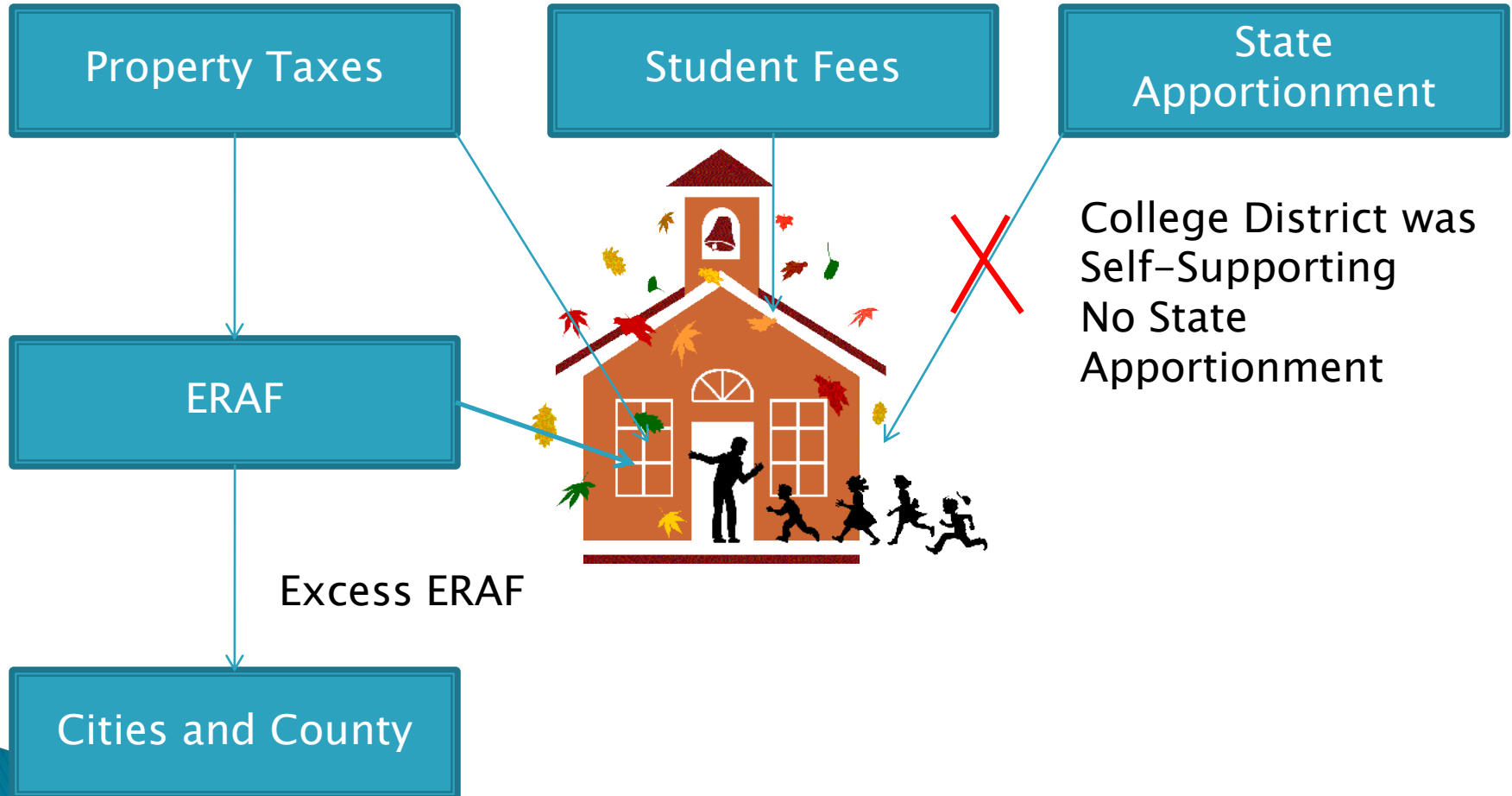
School Finance as of 1986



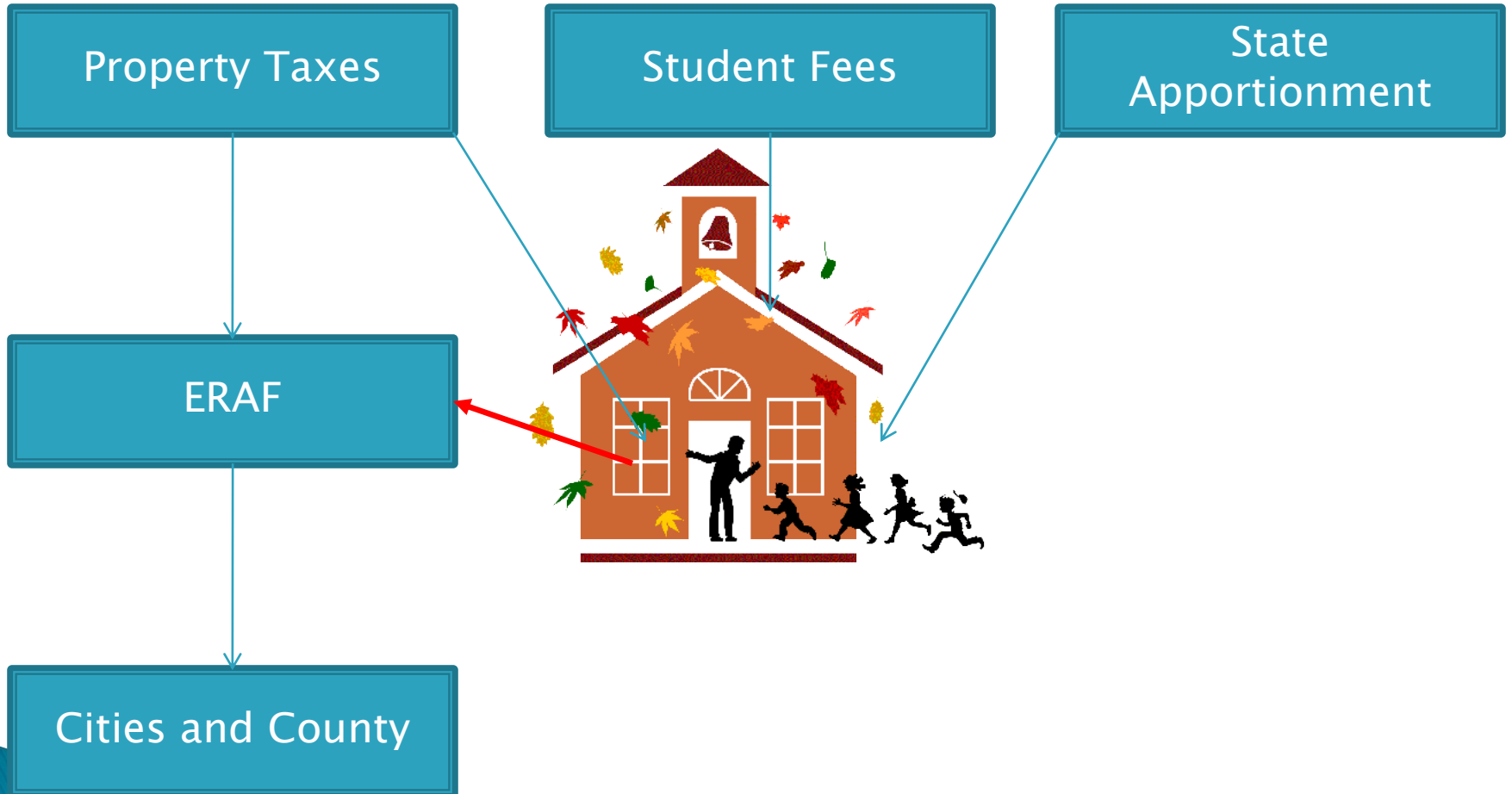
School Finance w/ Prop 98 (1990)



School Finance w/ ERAF (2002–2003)



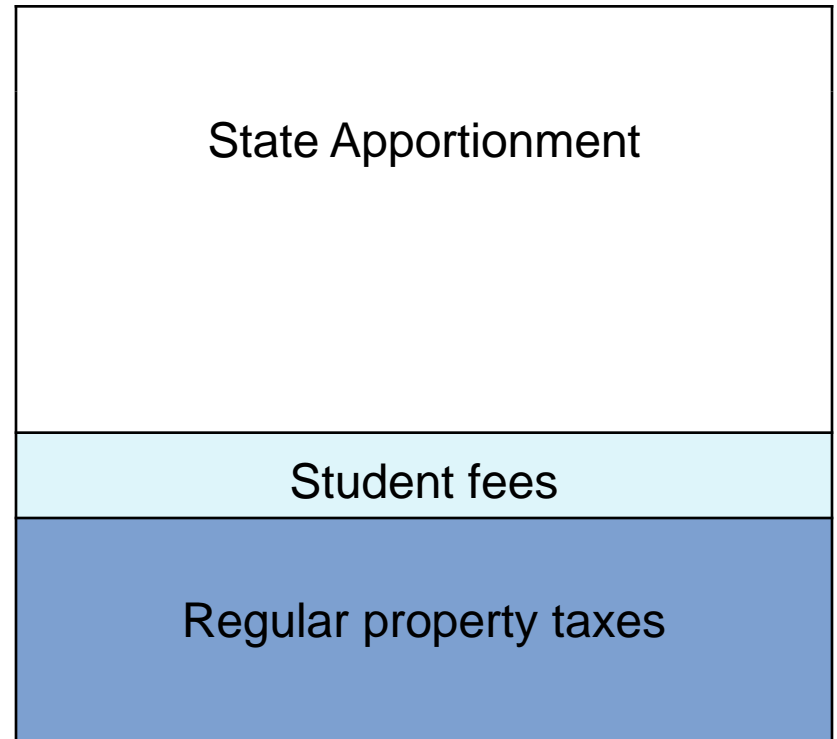
School Finance w/ VLF-Triple Flip (2003-2004)



Basic Aid

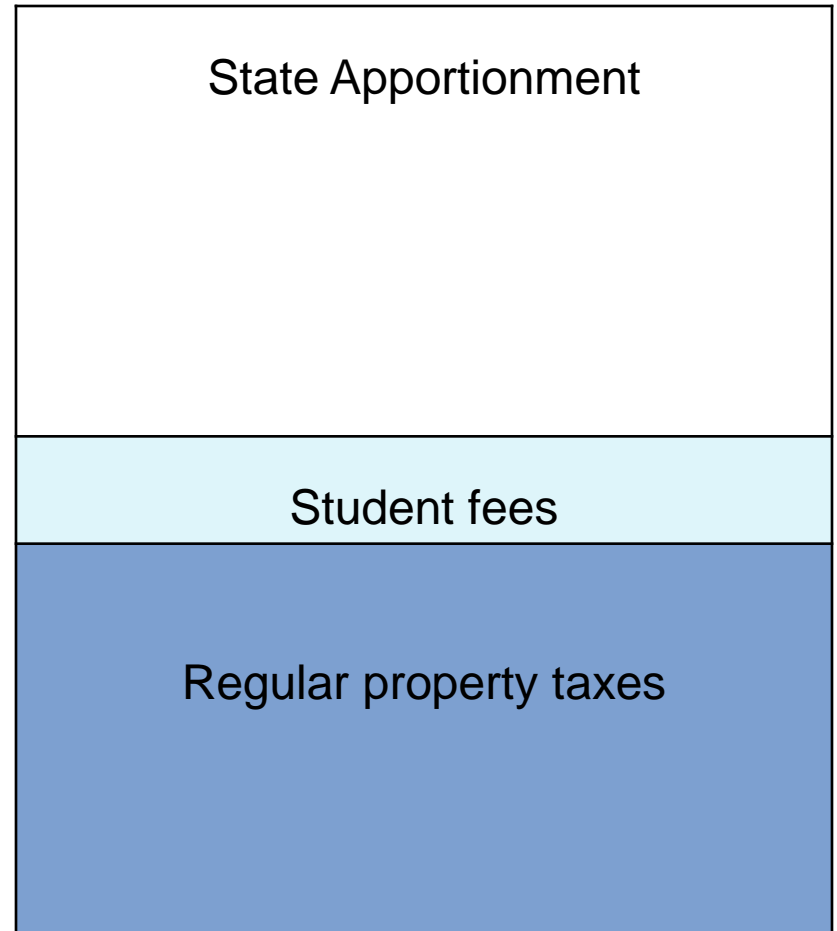
- ▶ Determine Basic Aid status of SMCCCD.

Total Base Revenue as determined by the state



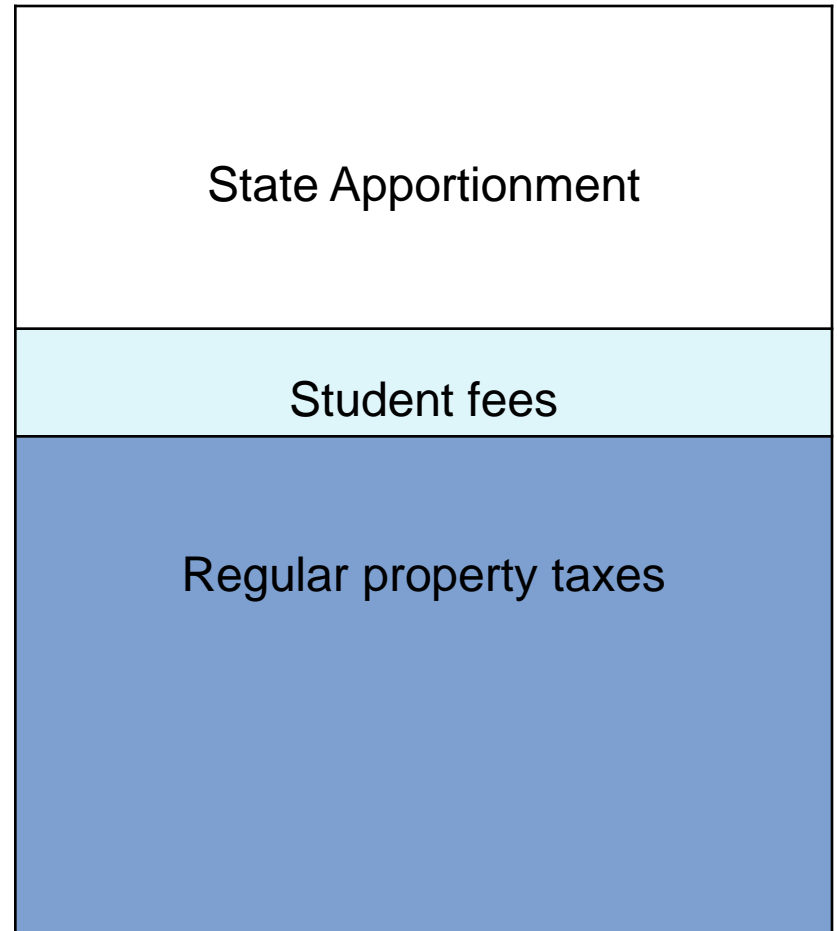
Basic Aid

- ▶ Determine Basic Aid status of SMCCCD.



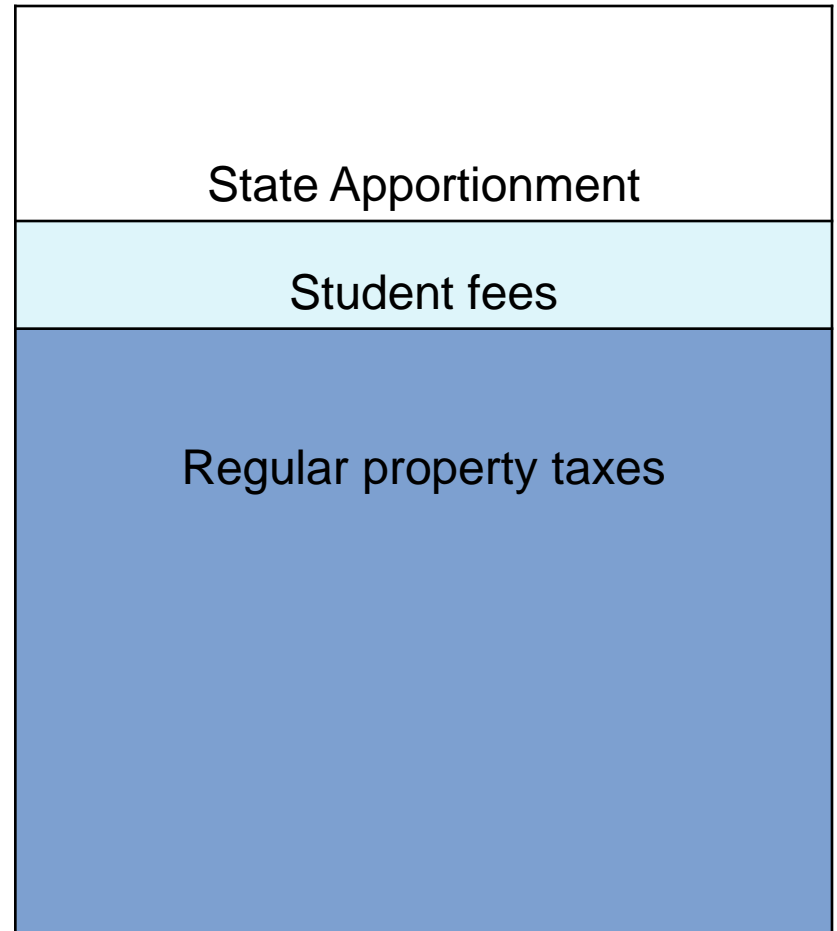
Basic Aid

- ▶ Determine Basic Aid status of SMCCCD.



Basic Aid

- ▶ Determine Basic Aid status of SMCCCD.



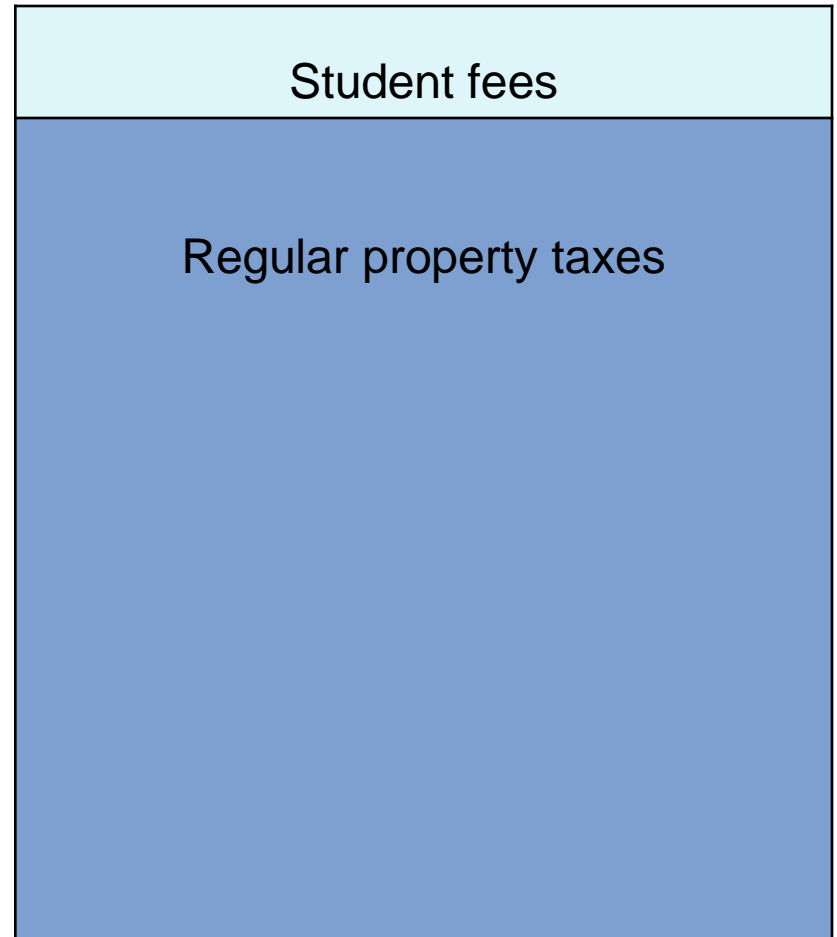
Basic Aid

- ▶ Determine Basic Aid status of SMCCCD.

State Apportionment
Student fees
Regular property taxes

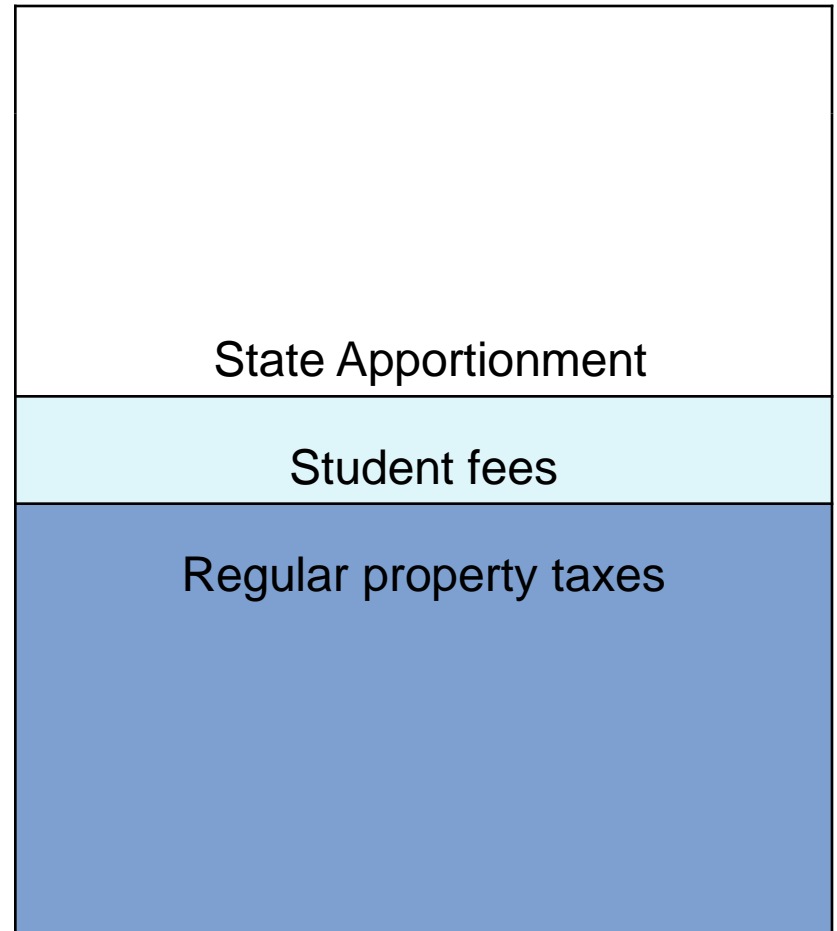
Basic Aid

- ▶ Determine Basic Aid status of SMCCCD.



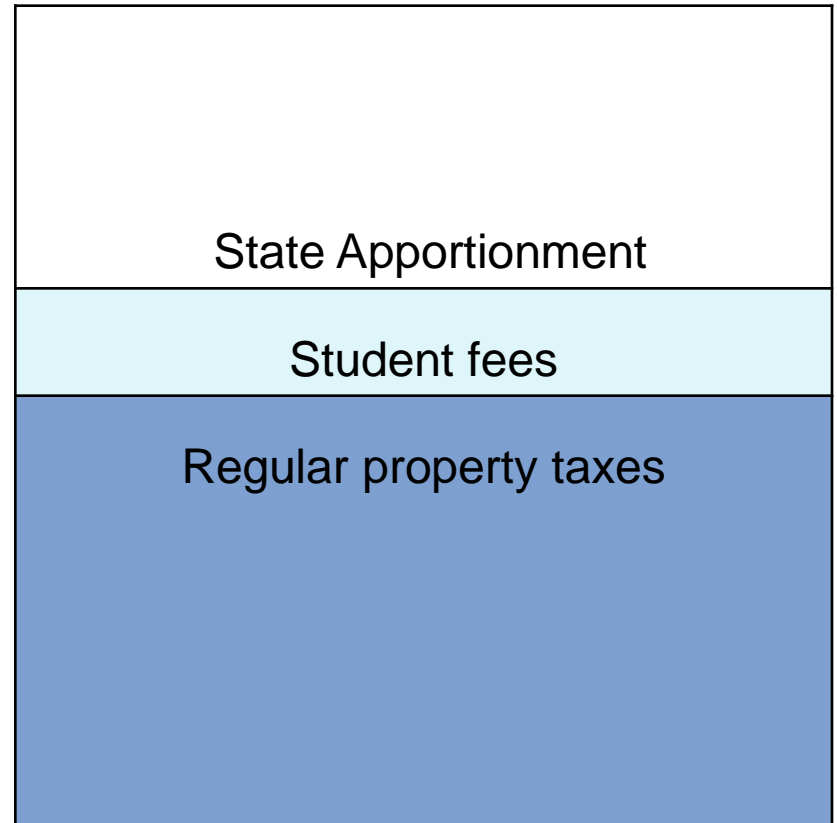
Basic Aid

- ▶ Backing into Basic Aid.



Basic Aid

- ▶ Backing into Basic Aid.



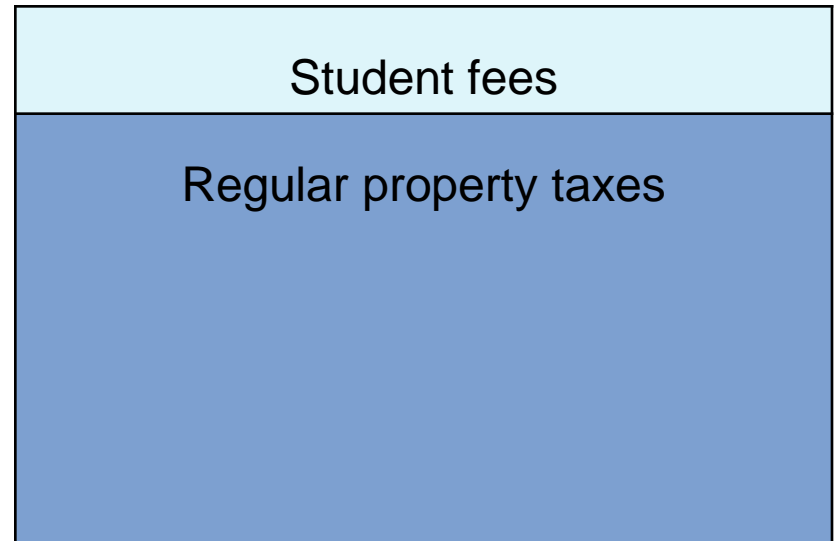
Basic Aid

- ▶ Backing into Basic Aid.

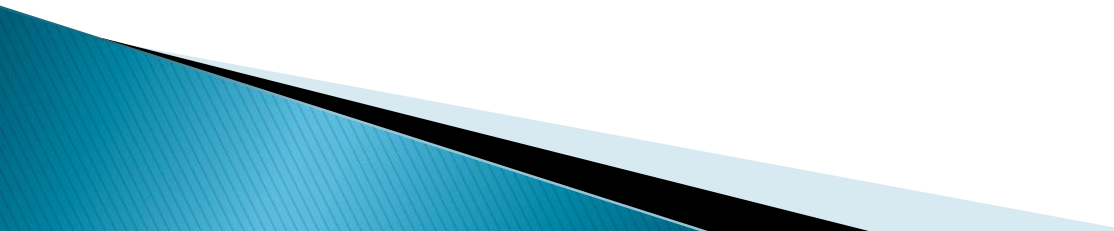
State Apportionment
Student fees
Regular property taxes

Basic Aid

- ▶ Backing into Basic Aid.



Basic Aid

- ▶ Instead of the main driver being FTES (as determined by the state, it will be assessed valuation
 - ▶ Can drop out of basic aid if state revenue limit increases faster than property taxes
 - ▶ Political danger in being basic aid
 - ▶ Other dangers such as earthquakes or 9-11
- 

Resource Allocation Revisited

- ▶ 10/11 Cabinet met and discussed numerous times
- ▶ Spring 2011, Presidents, VPs and DO met
- ▶ Some items presented included
 - Staffing comparisons, including FTE to FTEF ratios
 - Categorical and grant effect on staffing
- ▶ Looking for additional data
 - Released/reassigned time
 - Counseling hours/visits
 - Effect of grants and categorical cuts

Resource Allocation

- ▶ Some questions have come up
 - What is the minimum staffing/funding to be a college?
 - Should every college in the District have every function?
 - Can we centralize/share some functions across the colleges or in the District Office?
- 