



**BUDGET COMMITTEE MEETING**

Wednesday, March 15, 2023

Location (In Person – Room 2150)

2:00-3:30 p.m.

**APPROVED MINUTES**

**ROLL CALL:**

X	Jill Ault	X	Elsa Gomez		Darren Gurney		Tim Johnston
X	Katie Littlepage	X	Heidi Loftus	X	Tom Masulis	X	Rob McCandles
X	Sam Osborne	X	Ryder Yannello				

Guests: Sara Holmes, Ioanna Iatridis, Kate Mahar, Joe Wyse, and Angie Yannello,

1. **CALL TO ORDER:** The meeting was called to order at 2:05pm by Committee Chair, Jill Ault. All committee members present, except Darren Gurney and Tim Johnston.
2. **APPROVAL OF MINUTES:**
  - March 01, 2023 – (Tom Masulis) motioned to approve minutes, seconded (Katie Littlepage), Heidi Loftus abstained, absent at 03/01/23 meeting, motion passed, no objections.
3. **PUBLIC COMMENTS:** Joe Wyse congratulated Tom Masulis on his upcoming retirement of 32 years with Shasta College.
4. **REPORTS:** None
5. **DISCUSSION/ACTION ITEMS:**

**A) Emergency Conditions Recovery Plan - Kate Mahar - (Attachment A) & (Attachment B)**

Jill began by letting the committee know that she had invited Kate Mahar and Tim Johnston to speak in regards to the Emergency Conditions Recovery Plan. Jill advised that Tim was unable to attend today’s meeting, however this topic could be brought up at a later date to provide information regarding the Enrollment Services portion of the report. Kate shared the Shasta College (SC) 2022-23 Covid-19 Emergency Conditions Allowance Application/Emergency Conditions Recovery Plan document with the committee, *Attachment A*. This report went to the Board in August and was approved in February. Kate explained how the state is assisting colleges in increasing enrollment numbers, post COVID. Kate went on to recognize the work around the Emergency Conditions Allowance (ECA) and the reserve policies. The ECA represents how this campus has come together and who the District is serving. The shared document captures the many actions, and goals, the District has taken to increase enrollment. Kate went on to outline the Recovery Plan goals, detailing the many ways our campus has come together in outreach projects. Shared examples of outreach include: dual enrollment plans, expanded marketing efforts based on stakeholders, Student Needs Center targeting different populations, research project with adult learners, expanding ACE (Accelerated College Education) offerings, and Credit for Prior Learning. Kate advised how the focus group was instrumental in qualifying for the ECA and that there are many great things happening throughout campus.

Jill shared how the ECA came out last summer requiring steps be taken by each district applying for ECA. Jill went on to say that a lot of these things were already in practice, except the Fund Balance Reserve Policy, to increase reserves. It was explained how the increase in Emergency required a fund balance in Fund 11 adequate to cover two months of expenses in Funds 11 & 12.

Jill shared the Downs Government Affairs LLC (DGA) handout with the Committee, *Attachment B*. This report outlines some of the highlights of President Biden's Fiscal Year 2024 Budget. Jill advised how some of these changes could directly impact SC. Joe advised that there is a mixed congress which will take longer to get a budget passed. Rob inquired about free Community College, as mentioned in the report, and how this will change if it has already been implemented. Jill advised that yes California Community Colleges are already doing this however it might mean that they supplement a little more. Joe explained how different states support community colleges.

**B) 2019-2025 Historical and Projections – (*Attachment C*) & (*Attachment D*)**

Jill shared the 2019-2025 Projection Spreadsheet, *Attachment C*. Jill explained her approach on the projections, and how there are so many assumptions going into next year's budget. There will be assumptions on revenue, expenses, and some hypotheticals on enrollment numbers. Jill began with 2019-20 year explaining how it was normal year except small changes towards the end. Jill also said that due to Covid, 2021-22 years will never be helpful when looking at historical trends. Field trips and travel were removed during this time. Jill explained the Budget/Actual/Forecast spreadsheet and the color coding details. Grey represents the Covid years, the stimulus impact, and lack of activity. Green represents the current budget with income and percent of total expenses. Gold, column A, represents the 2023-24 forecast and how the state is projecting an 8.13% COLA, increase to salaries, and SCFF. The blue and pink, column B and C, represent 2024-25 (new funding floor) and 2025-26 years, with a 3% increase to COLA, funding formula, and salaries. Jill advised of the speculated 4% enrollment growth. Jill went on to say that based on what the state is telling us they will pull back 20-25%, about \$2 million, in Deferred Maintenance in year 2023-24. This multiyear planning worksheet is used as evidence in the accreditation process. Jill also explained how the District, at one time, would create 5 year projections, however this is not always accurate when the assumptions are projected so far out.

Joe shared his spreadsheet as a more global perspective, *Attachment D*. This illustration also reflects a lot of assumptions. Joe outlined the Budget Scenario and how the different colors correspond to the 11 Notes and 11 Assumptions. The data reflected in this spreadsheet show the "Out" and "Pass Through" years, with an assumed COLA at 2%. Joe explained that a carry forward budget of 4% and a 5% decrease in enrollment was also included in the formula. Joe went on to mention the assumed healthcare increase estimated is at 1%, this percentage was selected as an average. All these numbers can be manipulated to see different projections. Other information on the spreadsheet reflect District contributions to PERS/STRS. Joe advised how we don't want our retirement system underfunded. Joe shared a graph with a compound illustration on Profit and Loss with different assumptions. It was explained that these are just rough estimates and a helpful tool to look at the long term projections, this is not a certainty it's subject to change. Jill mentioned the benefits of comparing both her and Joe's Projection Spreadsheets and how the different assumptions work to bring the numbers closer together. Joe said it's also a timing issue for this data and payment. Rob mentioned that the decrease in enrollment would affect the SCFF. Joe discussed our OPEB liability and said we are 62% funded, when we are at 80% is when we would start drawing funds, we don't want to be over budget. Joe shared an illustration regarding STRS/PERS, the different bars reflect different projections. Joe explained how as the employer we were paying 8% in STRS/PERS and we are now paying 19.1% and 27.1% In 2008 we had around \$7M in Reserves, staffing went down by 12%. Joe advised that we have been through some lean times where we wouldn't want to draw on funds. The state is going to purpose using reserves and making cuts if the economy doesn't get better. This worksheet is a glance at long term trends using various scenarios. Tom mentioned how it is critical to do this kind of modeling, if something is happening below the surface, these projections show how things can change. Joe said some districts cover healthcare increases however they don't have money to fund COLA. Bargaining agreements are a balancing act.

**C) Cash Management – (Attachment E)**

Jill shared the Short Term Cash Flow Plan document, *Attachment E*, with the committee, advising that this is in no specific order. Jill outlined the document explaining that this is something that both she and Sam work on. Jill explained how there is a big push to build reserves, we have enough in our reserves to carry us through and the state will pay us back at the end of the year. The state's budget process works different than ours.

Joe explained Basic Aid as it relates to high property tax and its effects on different districts. Jill shared Exhibit C, for a quick reference, on the SC property tax and a Basic Aid district.

**D) Requests for Future Agenda Items:**

Jill mentioned at our next meeting we will be going over 2023-24 Tentative Budget, Taryn Roberts is currently working to get this completed.

6. **OTHER:** Jill reiterated to the Committee that there is a lot of information shared today so if any questions come up to email her, and she will respond to the entire committee.
7. **ANNOUNCEMENTS:** None
8. **ADJOURNMENT:** (Rob McCandles) motioned to adjourn, seconded (Ryder Yannello), motion passed, no abstentions/objections. Meeting adjourned 2:54p.m.
9. **NEXT MEETING:** April 05, 2023 - 2:00-3:30pm (In Person – Room 2150)

Minutes Recorded By:  
*Angie Yannello*  
Sub Executive Assistant  
Administrative Services

2022-23 Covid-19 Emergency Conditions Allowance Application  
 Emergency Conditions Recovery Plan  
 Shasta-Tehama-Trinity Community College District

**Emergency Conditions Recovery Plan- Narrative responses:**

**1. Describe the actions the district has taken to increase enrollment, persistence and completion.**

Grounded in the Guided Pathways framework and the RP Group's "Six Success Factors," the 2021-2024 Enrollment Management Plan identifies four focus areas to increase enrollment, persistence and completion:

*Goal #1: Seek*

The goal is to conduct outreach, recruit students, encourage them to apply and increase college enrollment.

Activities include:

- Expand the implementation of the New Applicant Outreach Project to include all applicants, particularly those from disproportionately impacted groups.
- Embed MyPath within the updated website to serve as a virtual "front-door" to the college.
- Implement Ocelot Chatbot.
- Implement NextGen electronic workflow forms for concurrent and dual enrollment.
- Update the high school outreach plan.
- Expand dual enrollment offerings in high schools through strategies such as the "course mapping initiative."
- Investigate scholarship opportunities such as the National Science Foundation S-STEM program.
- Update and implement an international student recruitment plan.
- In consultation with industry advisory committees and professional associations, develop a recruitment plan for certificate pathways.

*Goal #2: Guide*

Aligned with Guided Pathways Pillars 1 and 2, the goal is to define the pathways for the students, and complete a structured onboarding process that helps them choose a pathway and enroll in appropriate courses.

Activities include:

- Implement the automated student planning tool with current program maps.
- Expand front-end transcript evaluation.
- Implement Credit for Prior Learning processes.
- Investigate the feasibility of creating additional pathways that can be offered 100% online.
- Implement Ad Astra class scheduling software to ensure students can take the courses they need when they need them, can plan from one term to the next and can complete their programs in as short a time as possible.
- Implement website resources to track the student intake process from application to registration.
- Implement electronic signature technology.
- Implement electronic transcript sharing between the college and regional high school districts.

- Complete planning of a new Student Services “One Stop” building on the Redding campus.
- Increase the number of students who enter their first year with an identified program of study.
- Provide each student with a program plan in their first semester of study.
- Explore and implement strategies to increase the number of students who complete transfer level math and English in their first year.
- Develop program maps for the first year of study for each approved area of interest.

### **Goal #3: Keep**

Aligned with Guided Pathways Pillar 3, the goal is to help students stay on their path by developing responsive strategies to support student persistence and retention that includes proactive academic and career counseling, innovative classroom practices and responsive student tracking systems.

Activities include:

- To improve persistence and through-put, implement the automated student education planning tool. Continue to implement a student tracking/ case management (CRM) system to provide early alerts/ interventions for student success.
- Develop the workflow to support responsive student tracking systems that align interventions and resources to help students remain on their path.
- Provide professional development on innovative pedagogy.
- Expand embedded tutoring and supplemental instruction particularly for “gateway” math and English courses.
- Continue to increase student and faculty awareness of student support services on all Shasta College campuses.
- Provide single sign-in to students for all online services.
- Continue to promote Student Success courses to first-year students.
- Examine factors impacting financial aid and fee payment to minimize student drop-outs due to financial reasons.
- Promote timely student completion of the FAFSA.
- Continue to investigate methods to reduce textbook costs.
- Expand adoption of Open Educational Resources (OER) to replace current textbooks to narrow income equity gaps.

### **Goal #4: Complete**

Aligned with Guided Pathways Pillar 4, the goal is to help students complete a program of study, transfer to a university, and/or earn a credential with value in the labor market.

Activities include:

- To decrease the number of redundant units, expand the front-end transcript evaluation process.
- Continue to work with the Academic Senate on implementing Credit for Prior Learning.
- To increase completion and course success, examine the role of General Counselors and Categorical Counselors in support of the Guided Pathway model.
- Follow the Degrees-When-Due approach to increase the number of degrees and certificates awarded. Investigate the feasibility of a Completion Grant that provides free tuition for students who are near the end of their program.

- Support faculty in their development of practices designed to achieve student equity goals.
- Develop and launch a “Declare Your Major” campaign.
- Continue to promote ADT (Associate Degrees for Transfer) and other associate degrees and certificates.
- Promote and enhance Career Center services.
- Continue to offer online library tutoring research appointments via SARS Anywhere appointment scheduling, in addition to current face-to-face library services.
- Continue to offer and expand online *Introduction to Library Research* course in Canvas which can be integrated into current online courses.
- Continue to offer online research guides and library research assignment videos targeted to course goals.
- Expansion of ACE, CPL, and CBE to support non-traditional learners

***What will the district do differently to increase enrollment, persistence and completion? Please include information about strategies related to: student reengagement and persistence, changes to course scheduling and program review and/or strategies by affected populations.***

The district has taken significant steps to increase enrollment, persistence and completion through strategies related to student re-engagement and persistence, changes to course scheduling/program review and strategies by affected populations.

### **Student Re-Engagement and Persistence**

*Commitment to Equity:* Shasta College is working with consultants from Skyline College to create a Shasta College version of Skyline’s Equity Institute. The Equity Institute is aligned with Goal #3 Keep of our Enrollment Management plan, and it aims squarely at Pillar 3 (keep students on the path) of the Guided Pathways framework in that it is focused on culturally responsive pedagogical practices. Skyline College will help us train 10 faculty to themselves become trainers. They will also help us build out Canvas-based training resources. Following the Shasta College Equity Institute Version 1.0, we will move to Version 2.0, where we will train increasingly larger cohorts of Shasta College faculty.

*Faculty Persistence Project:* Several years ago, Shasta College experimented with a Persistence Project based on the project used at Oakton Community College in Illinois. Many faculty adopted some components of this project. This project is being integrated with our Guided Pathways efforts and will be re-launched in Fall 2022.

*Degrees When Due (DWD):* The lessons learned in our Degrees When Due efforts (evaluating academic records of students who left the college who appear to be close to completion) are being carried over in our efforts to re-engage students who stopped out during the pandemic. For those close to 60 units (or more), their records are being evaluated for completion, and personalized messaging is provided to them (e.g., “all you need to complete your degree is one general education course in Social Sciences – please contact us so we can help you finish!”). For those with fewer units, more customized messaging is created based on the number of units completed.

*High School Outreach:* Dedicated Enrollment Services staff work closely with high school counselors to provide monthly Zoom updates about college offerings and any changes to admissions or concurrent

enrollment processes. Our spring outreach to high school seniors is carefully coordinated so that high school counselors are provided lists of students, their Shasta College IDs, and if the student is missing any key information that could cause delays in admissions matriculation or financial aid processing; the high school counselors are committed to helping students address those deficiencies before the end of the high school year.

*Dual Enrollment:* The district applied for and received an IREPO grant. This has afforded us the ability to hire additional staff to support Dual Enrollment and create more defined certificate and degree pathways starting in our partner high schools. The grant also allows for support staff to work closely with high school counselors and students to clearly inform them about starting a pathway in high school, enrolling in Shasta College after high school graduation for free (using CCPG or Promise Grant fees), completing their certificate or degree, and opportunities for continuing their education beyond their initial goal.

*Expanded Advertising/Direct Mail:* The district used Outreach and Retention funding to provide targeted marketing to students in high school; students approaching high school graduation; currently enrolled students and recent “stop outs.” The district has also dramatically expanded its social media presence.

Marketing efforts to help re-engage with audiences who dropped out or were negatively impacted in pursuing their higher-educational aspirations include the following:

1. Postcards were sent to every household in the district’s service area each month to promote enrollment dates, financial aid, and degree opportunities.
2. Email and texting campaigns targeting students who dropped out or did not persist from one semester to the next. Emails were customized based on gender and age. The text was customized per audience target. Personalized greetings used students’ names. Enrollment dates, steps to enrollment, financial aid, and degree options were some of the topics covered. Text messages were also customized per audience.
3. Digital campaigns using retargeting of past students (dropouts and non-persists) and reverse transfer students (those students who were from the district’s service area, moved to attend a 4-year university but moved back to our service area to attend remotely).

These campaigns coupled with our traditional efforts involving print, radio, TV, social media, and environmental graphics combined to help increase awareness and keep Shasta College “top of mind” for those students looking to return to the college or pursue their degree again.

Future efforts that the college is exploring include:

1. Re-engagement with our drop and non-persist audience through highly targeted social media ads with a vendor who has demonstrated success with other CA Community Colleges in targeting and converting these leads into enrollments.
2. Continuation of our environmental graphics with our local bus transit authority.
3. Additional radio (digital and broadcast).
4. Specific local mobile news apps.
5. Influencer-based marketing.



## Report for Shasta College

**Date:**

March 12, 2023

**Prepared by:**

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## Highlights of President Biden's FY 2024 Budget

On March 9, 2023, President Joseph R. Biden, Jr. introduced his Budget for FY 2024. We will be meeting with Executive Branch agencies in the days ahead and will review budget justification materials, and provide updates as appropriate. In the meantime, the following are highlights.

### **Free Community College**

The Budget provides mandatory funding to expand free community college and includes a \$500 million for *Accelerated Success: Free Community College*, a discretionary program focused on free tuition for programs that lead to transfers to four-year institutions or that prepare students for good-paying jobs.

### **Strengthening Community College Training**

The Budget invests \$100 million to help community colleges partner with employers and the public workforce system to design and deliver effective training models in communities across the country.

### **Federal Pell Grants**

President Biden's FY 2024 Budget proposes to increase the discretionary maximum Pell Grant by \$500. This would build on successful efforts to increase the maximum Pell Grant award by \$900 over the past two years.

### **Federal TRIO Programs**

President Biden proposed more funding for TRIO and Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), programs that help prepare low-income and other underrepresented students for college. TRIO programs would receive \$106.8 million over the FY 2023 enacted level and GEAR UP would receive \$20 million more.

## Highlights of President Biden’s FY 2024 Budget (continued)

### **Sectoral Employment through Career Training for Occupational Readiness (SECTOR)**

The Budget provides \$200 million for the new *Sectoral Employment through Career Training for Occupational Readiness* (SECTOR) program, which will support development and expansion of public-private partnerships to equitably deliver high-quality training in growing industries.

### **Postsecondary Student Success Grants**

President Biden requested \$165 million for *Postsecondary Student Success Grants*, which would provide competitive grants to implement or expand evidence-based, institutional level retention and completion reforms that improve student outcomes.

### **School- and Campus-Based Mental Health Service**

The Budget provides for \$150 million for a new *School- and Campus-Based Mental Health Service* to address student mental health needs, including the hiring of additional mental health providers.

### **Promoting Dual Enrollment and Other High School Partnerships**

The Budget provides \$200 million to strengthen connections involving high schools, employers and community colleges through dual enrollment, work-based learning, and career advising.

### **Assistance for High-Poverty K-12 Schools**

The Budget provides \$20.5 billion for Title I, a \$2.2 billion increase above the 2023 enacted level, delivering funding to school districts and helping them provide academic opportunities and support for students in low-income communities.

### **Advanced Manufacturing Funding and Partnerships**

The Budget provides \$375 million for the National Institutes of Standards and Technology’s (NIST) Industrial Technology Services to support the progress of NIST’s existing manufacturing institute, fund a new institute to be launched in 2023, and promote domestic production of institute-developed technologies. The Budget also includes \$277 million for the Manufacturing Extension Partnership, a public-private partnership.

## Highlights of President Biden’s FY 2024 Budget (continued)

### **Science and Technology**

The Budget provides over \$20 billion for CHIPS and Science Act-authorized activities. This includes \$1.2 billion for the CHIPS and Science Act-authorized Directorate for Technology, Innovation, and Partnerships to help accelerate and translate scientific research into innovations, industries, and jobs, as well as \$300 million for NSF’s Regional Innovation Engines program to galvanize use-inspired research, technology translation, and workforce development.

In addition, the Budget requests \$4 billion in new mandatory funding for the Regional Technology and Innovation Hub Program at the Economic Development Administration.

### **Registered Apprenticeship**

The Budget invests \$335 million in Registered Apprenticeship, an earn-and-learn model, to provide debt-free pathways to careers in construction, clean energy, semiconductor manufacturing, and other in-demand industries.

### **Clean Energy Jobs**

The Budget invests \$4.5 billion to support clean energy, including workforce development and sustainable infrastructure projects across the country.

I hope this report is of use to you.

**UNRESTRICTED FUND**  
Budget/Actual/Forecast

the COVID years

	2019/20		2020/21		2021/22		2022/23		2022/23		2023/24		2024/25		2025/26	
	Actual		Actual		Actual		Budget		Projected		Forecast		Forecast		Forecast	
												A	B	C		
<b>Income</b>																
SCFF	47,655,681	90.8%	51,583,551	91.3%	52,931,817	90.3%	57,345,000	94.8%	58,400,000	94.9%	63,214,674	95.2%	62,908,033	95.2%	63,555,931	95.2%
Lottery	1,157,509	2.2%	1,392,800	2.5%	1,342,693	2.3%	1,200,000	2.0%	1,200,000	1.9%	1,200,000	1.8%	1,200,000	1.8%	1,200,000	1.8%
Other Unrestricted Income	3,659,133	7.0%	3,545,960	6.3%	4,366,934	7.4%	1,967,097	3.3%	1,967,100	3.2%	2,000,000	3.0%	2,000,000	3.0%	2,000,000	3.0%
<b>Total Income</b>	<b>52,472,323</b>		<b>56,522,311</b>		<b>58,641,444</b>		<b>60,512,097</b>		<b>61,567,100</b>		<b>66,414,674</b>		<b>66,108,033</b>		<b>66,755,931</b>	
<b>Expense</b>																
Instructional	20,724,998	39.7%	18,827,025	38.4%	20,379,380	37.8%	21,671,959	35.5%	21,601,442	36.4%	23,457,639	36.9%	23,961,368	36.7%	24,680,209	36.9%
Classified	10,604,538	20.3%	10,225,391	20.9%	10,982,064	20.4%	13,302,976	21.8%	12,568,574	21.2%	13,590,399	21.4%	13,998,111	21.5%	14,418,054	21.6%
Employer Share Taxes/Benefits	13,195,269	25.3%	12,333,012	25.2%	12,734,616	23.6%	15,073,871	24.7%	13,814,326	23.2%	15,100,825	23.7%	15,530,947	23.8%	15,921,338	23.8%
Supplies	929,681	1.8%	654,792	1.3%	781,993	1.5%	1,219,334	2.0%	1,000,000	1.7%	1,000,000	1.6%	1,050,000	1.6%	1,100,000	1.6%
Other Operating Exepsens	5,381,829	10.3%	4,500,668	9.2%	5,447,398	10.1%	7,657,761	12.5%	7,308,190	12.3%	7,500,000	11.8%	7,600,000	11.6%	7,800,000	11.7%
Capital	280,661	0.5%	1,116,316	2.3%	390,812	0.7%	766,911	1.3%	766,911	1.3%	500,000	0.8%	600,000	0.9%	650,000	1.0%
Debt/Transfers/Student Aid	1,077,860	2.1%	1,363,977	2.8%	3,205,604	5.9%	1,365,683	2.2%	2,365,683	4.0%	2,500,000	3.9%	2,500,000	3.8%	2,300,000	3.4%
<b>Total Expense</b>	<b>52,194,836</b>	<b>100.0%</b>	<b>49,021,181</b>	<b>100.0%</b>	<b>53,921,867</b>	<b>100.0%</b>	<b>61,058,495</b>	<b>100.0%</b>	<b>59,425,126</b>	<b>100.0%</b>	<b>63,648,864</b>	<b>100.0%</b>	<b>65,240,427</b>	<b>100.0%</b>	<b>66,869,601</b>	<b>100.0%</b>
One-time expenses					10,000,000						2,000,000					
Discount Factor							(2,747,632)									
<b>Net Income</b>	<b>277,487</b>		<b>7,501,130</b>		<b>(5,280,423)</b>		<b>2,201,234</b>		<b>2,141,974</b>		<b>765,810</b>		<b>867,606</b>		<b>(113,670)</b>	
Beginning Fund Balance	9,860,185		10,137,672		17,638,802		12,358,379		12,358,379		14,500,353		15,266,163		16,133,770	
<b>Ending Fund Balance</b>	<b>10,137,672</b>		<b>17,638,802</b>		<b>12,358,379</b>		<b>14,559,613</b>		<b>14,500,353</b>		<b>15,266,163</b>		<b>16,133,770</b>		<b>16,020,099</b>	
Fund Balance as % Operating Exp							24.7%		25.8%		25.2%		26.0%		25.1%	

- A-8.13% COLA to SCFF and pass-through**
  - highest SCFF is prior year plus COLA
  - entollmnet growth 4%, success metrics 2% growth
  - PERS rate increase 25.37% to 27%, or 6.42% increase to line item
  - increase in transfers out for Block 7,capital outlay and parking
- B-24/25 sets new funding floor**
  - 3% COLA used for planning
  - enrollmnet growth 4%, success metrics 2% growth
  - highest SCFF is prior year plus COLA (focus FTES growth in 23/24)
  - highest SCFF is below prior year by .52%, even with COLA
  - PERS rate increase 27% to 28.1%, or 4% increase to line item
- C-3% COLA used for planning**
  - enrollment growth 4%, success metrics 2% growth
  - SCFF approx \$600K above prior year, 1.11%, even with 3% COLA
  - highest SCFF is prior year plus COLA
  - PERS rate increase 28.1% to 28.8%, or 2.5% increase to line item

Shasta College  
 Budget Scenario Study Spreadsheet  
 FUND 11 Only  
 3/20/2023 12:00

SCENARIO DATA	
Assumed funded COLA	2.00%
Assumed raises	2.00%
Assumed % under budget	4.00%
Assumed healthcare	1.00%
Assumed decrease in SCFF	5.00%

Year	Actual, Budgeted or Projection	Fund 11 budget (Income in \$)	Fund 11 Total Computational Revenue (TCR)	STRS Salary Totals	PERS Salary Totals	Student wages	STRS Employer cost (%)	STRS Employer cost (\$)	PERS Employer cost (%)	PERS Employer cost (\$)	PERS+STRS Total Budget (\$)	PERS+STRS as % of Income	Other Payroll Taxes/Workers Comp	Other Payroll taxes/WC as % of total payroll	Retiree Health Benefit Total	Retiree Health Benefit as % of total income	Health Care Benefit Costs	All other budget (utilities, supplies, etc.)	State funded COLA (%)	On-schedule raises (%) [See note #8]	Off-schedule raises (%) [See note #8]	Total Budget Need after assumptions	Annual Profit/Loss	Ending Fund balance at June 30
2007-08	Actual	\$40,015,239	\$36,418,143	\$17,622,086	\$8,292,965	\$259,192	8.25%	\$1,390,856	9.31%	\$729,747	\$2,120,603	5.30%	\$1,671,689	6.39%	\$1,778,922	4.45%	\$3,422,666	\$5,875,437	4.53%	6.53%	0.00%	\$41,043,560	(\$1,028,321)	\$6,658,436
2008-09	Actual	\$42,347,738	\$38,830,402	\$17,921,956	\$7,793,492	\$274,700	8.25%	\$1,395,262	9.43%	\$729,609	\$2,124,871	5.02%	\$1,764,500	6.79%	\$2,016,303	4.76%	\$3,541,503	\$6,130,208	0.00%	1.50%	0.00%	\$41,567,533	\$780,205	\$7,438,641
2009-10	Actual	\$41,282,077	\$37,307,640	\$16,958,926	\$7,676,227	\$225,508	8.25%	\$1,340,174	9.71%	\$700,087	\$2,040,261	4.94%	\$1,808,839	7.28%	\$2,364,198	5.73%	\$3,581,755	\$6,651,905	0.00%	0.00%	0.00%	\$41,307,619	(\$25,542)	\$7,413,099
2010-11	Actual	\$46,745,068	\$38,425,337	\$16,261,164	\$7,410,201	\$162,574	8.25%	\$1,305,401	10.71%	\$752,395	\$2,057,796	4.40%	\$1,886,509	7.92%	\$6,071,395	12.99%	\$3,420,077	\$6,594,637	0.00%	0.00%	1.00%	\$43,864,353	\$2,880,715	\$10,293,814
2011-12	Actual	\$38,902,902	\$34,930,921	\$15,637,769	\$7,506,993	\$146,677	8.25%	\$1,228,042	10.92%	\$752,620	\$1,980,662	5.09%	\$2,010,627	8.63%	\$2,118,440	5.45%	\$3,296,734	\$6,064,993	0.00%	1.00%	0.00%	\$38,762,895	\$140,007	\$10,433,821
2012-13	Actual	\$39,139,788	\$35,368,186	\$15,590,254	\$7,392,076	\$146,686	8.25%	\$1,234,327	11.47%	\$810,152	\$2,044,479	5.22%	\$1,845,064	7.98%	\$2,433,401	6.22%	\$3,252,884	\$6,342,048	0.00%	0.00%	0.00%	\$39,046,892	\$92,896	\$10,526,717
2013-14	Actual	\$41,028,156	\$37,431,735	\$16,451,356	\$7,682,414	\$139,233	8.25%	\$1,172,766	11.44%	\$848,107	\$2,020,873	4.93%	\$1,629,689	6.71%	\$3,690,531	9.00%	\$3,267,717	\$6,637,943	1.57%	0.00%	0.79%	\$41,519,756	(\$491,600)	\$10,035,117
2014-15	Actual	\$39,795,563	\$35,654,647	\$16,446,231	\$7,827,479	\$144,724	8.88%	\$1,266,578	11.77%	\$834,143	\$2,100,721	5.28%	\$1,625,154	6.66%	\$2,515,493	6.32%	\$3,113,514	\$7,629,430	0.85%	2.42%	0.00%	\$41,402,746	(\$1,607,183)	\$8,427,934
2015-16	Actual	\$46,013,646	\$38,162,905	\$17,208,843	\$7,717,298	\$251,766	10.73%	\$1,594,815	11.85%	\$887,352	\$2,482,167	5.39%	\$1,469,420	5.84%	\$4,303,331	9.35%	\$3,066,208	\$7,519,613	1.02%	2.55%	0.00%	\$44,018,646	\$1,995,000	\$10,422,934
2016-17	Actual	\$44,452,929	\$40,220,058	\$17,599,336	\$8,441,393	\$289,175	12.59%	\$1,828,144	13.89%	\$1,161,964	\$2,990,108	6.73%	\$1,568,357	5.96%	\$2,809,580	6.32%	\$3,170,356	\$7,533,277	0.00%	1.00%	2.00%	\$44,401,582	\$51,347	\$10,474,281
2017-18	Actual	\$47,045,051	\$42,264,500	\$18,267,437	\$9,180,904	\$282,904	14.43%	\$2,173,957	15.53%	\$1,422,135	\$3,596,092	7.64%	\$1,534,524	5.53%	\$3,098,881	6.59%	\$3,180,552	\$7,823,632	1.56%	2.06%	2.00%	\$46,964,926	\$80,125	\$10,554,406
2018-19	Actual	\$49,385,934	\$46,273,836	\$18,527,692	\$9,714,701	\$338,811	16.28%	\$2,480,775	18.06%	\$1,694,854	\$4,175,629	8.46%	\$1,644,495	5.75%	\$4,236,476	8.58%	\$3,171,675	\$8,248,130	2.71%	3.50%	0.00%	\$50,057,609	(\$671,675)	\$9,882,731
2019-20	Actual	\$52,472,323	\$47,179,124	\$20,724,998	\$10,303,502	\$301,036	16.70%	\$2,898,308	20.73%	\$2,018,355	\$4,916,663	9.37%	\$1,798,171	5.74%	\$3,231,586	6.81%	\$3,248,849	\$7,670,031	3.26%	0.00%	3.50%	\$52,194,836	\$277,487	\$10,160,218
2020-21	Actual	\$56,522,311	\$51,067,715	\$18,827,025	\$10,027,593	\$197,798	16.15%	\$2,493,116	20.70%	\$2,079,027	\$4,572,143	8.09%	\$1,925,779	6.63%	\$2,718,782	4.81%	\$3,116,308	\$13,635,753	0.00%	2.50%	2.50%	\$55,021,181	\$1,501,130	\$11,661,348
2021-22	Actual	\$56,282,189	\$52,402,499	\$20,725,801	\$10,899,885	\$197,109	16.92%	\$2,930,691	22.91%	\$2,457,885	\$5,388,576	9.57%	\$1,771,872	5.57%	\$2,489,211	4.82%	\$3,792,390	\$10,804,155	5.07%	4.00%	0.00%	\$56,068,999	\$213,190	\$11,874,538
2022-23	Budget	\$61,984,825	\$58,484,825	\$20,805,081	\$12,229,031	\$541,826	19.10%	\$3,698,462	25.37%	\$3,208,181	\$6,906,643	11.14%	\$1,914,810	5.70%	\$2,400,000	3.87%	\$3,249,463	\$12,509,689	6.56%	6.56%	0.00%	\$60,556,543	\$1,428,282	\$13,302,820
2023-24	Projected	\$66,239,641	\$63,239,641	\$22,496,534	\$13,223,251	\$559,887	19.10%	\$3,914,838	27.00%	\$3,232,778	\$7,147,616	10.79%	\$2,140,501	5.90%	\$2,500,000	3.77%	\$3,281,957	\$12,759,883	8.13%	8.13%	0.00%	\$64,109,628	\$2,130,013	\$15,432,833
2024-25	Projected	\$64,974,848	\$61,974,848	\$23,171,430	\$13,619,949	\$577,948	19.10%	\$4,043,743	28.10%	\$3,475,956	\$7,519,699	11.57%	\$2,204,790	5.90%	\$2,500,000	3.85%	\$3,314,777	\$11,082,914	3.00%	3.00%	0.00%	\$63,991,506	\$983,342	\$16,416,175
2025-26	Projected	\$64,974,848	\$61,974,848	\$23,634,858	\$13,892,348	\$596,009	19.10%	\$4,132,258	28.80%	\$3,640,996	\$7,773,254	11.96%	\$2,249,270	5.90%	\$2,500,000	3.85%	\$3,347,925	\$11,304,573	2.00%	2.00%	0.00%	\$65,298,236	(\$323,387)	\$16,092,788
2026-27	Projected	\$66,625,000	\$63,125,000	\$24,107,555	\$14,170,195	\$614,069	19.10%	\$4,222,543	29.20%	\$3,772,697	\$7,995,240	12.00%	\$2,294,617	5.90%	\$2,500,000	3.75%	\$3,381,404	\$11,530,664	2.00%	2.00%	0.00%	\$66,593,745	\$31,255	\$16,124,044
2027-28	Projected	\$67,887,500	\$64,387,500	\$24,589,707	\$14,453,599	\$632,130	19.10%	\$4,314,634	30.70%	\$4,053,505	\$8,368,139	12.33%	\$2,340,851	5.90%	\$2,500,000	3.68%	\$3,415,218	\$11,761,277	2.00%	2.00%	0.00%	\$68,060,920	(\$173,420)	\$15,950,623
2028-29	Projected	\$69,175,250	\$65,675,250	\$25,081,501	\$14,742,671	\$632,130	19.10%	\$4,408,567	30.70%	\$4,142,250	\$8,550,817	12.36%	\$2,386,922	5.90%	\$2,500,000	3.61%	\$3,449,370	\$11,996,503	2.00%	2.00%	0.00%	\$69,339,913	(\$164,663)	\$15,785,961
2029-30	Projected	\$70,488,755	\$66,988,755	\$25,583,131	\$15,037,524	\$632,130	19.10%	\$4,504,378	30.70%	\$4,232,770	\$8,737,148	12.40%	\$2,433,914	5.90%	\$2,500,000	3.55%	\$3,483,864	\$12,236,433	2.00%	2.00%	0.00%	\$70,644,144	(\$155,389)	\$15,630,572
2030-31	Projected	\$71,828,530	\$68,328,530	\$26,094,793	\$15,338,274	\$632,130	19.10%	\$4,602,106	30.70%	\$4,325,100	\$8,927,206	12.43%	\$2,481,847	5.90%	\$2,500,000	3.48%	\$3,518,702	\$12,481,162	2.00%	2.00%	0.00%	\$71,974,115	(\$145,584)	\$15,484,987
2031-32	Projected	\$73,195,101	\$69,695,101	\$26,616,689	\$15,645,040	\$632,130	19.10%	\$4,701,788	30.70%	\$4,419,277	\$9,121,065	12.46%	\$2,530,738	5.90%	\$2,500,000	3.42%	\$3,553,890	\$12,730,785	2.00%	2.00%	0.00%	\$73,330,336	(\$135,236)	\$15,349,752
2032-33	Projected	\$74,589,003	\$71,089,003	\$27,149,023	\$15,957,941	\$632,130	19.10%	\$4,803,463	30.70%	\$4,515,338	\$9,318,801	12.49%	\$2,580,607	5.90%	\$2,500,000	3.35%	\$3,589,428	\$12,985,400	2.00%	2.00%	0.00%	\$74,713,331	(\$124,328)	\$15,225,424

Scenarios - can change these to see effect

Note #1: 10 year average funded COLA (13-14 to 22-23) = 2.26%

Note #2: 10 year average on-schedule salary increases = 2.46%

Note #3: These years had significant 1-time savings from HEERF Federal funds and \$10M total was deposited into a PARS fund assume \$3 million in additional one-time transfers to other funds occur in 2022-23 & 2023-24

Note #4: TCR is included because state funded COLA applies to this amount of the revenue

Note #5: These years had significant 1-time income/expenses that skews the total numbers

Note #6: PERS rates are based on the most current projections - the PERS board takes action annually on rates

Note #7: Raise history is based on faculty agreements - classified and administration varies from this history slightly

AND does not include CARES act funded stipends in 2020 - over \$1.3 million to faculty, equivalent to over 6.33%

Note #8: Assume no growth funding

Note #9: These are proposed COLA and a placeholder for salary changes - depends upon negotiations

Note #10: Projected future income numbers assume COLA to the formula = COLA to us - another MAJOR assumption

Note #11: Assumes no emergency conditions allowance in 2023-24, start to take cuts in SCFF funding due to enrollment declines

Assumption #1: Payroll taxes/workers comp in out years is 5.9% of total payroll (the average of the last 5 years)

Assumption #2: Health care share of premium cost remains same - or increases by X% for the district

Assumption #3: STRS rates follow statutory increases. PERS rates follow projected increases

Assumption #4: No retirements or step increases factored in the projections - assume they level out

Assumption #5: We are not able to regain all enrollment by 2024-25 & new funding floor is on lower FTES in SCFF Cals

Assumption #6: Student wages go to \$15 an hour by 2021 and rise 50 cents a year for 5 years

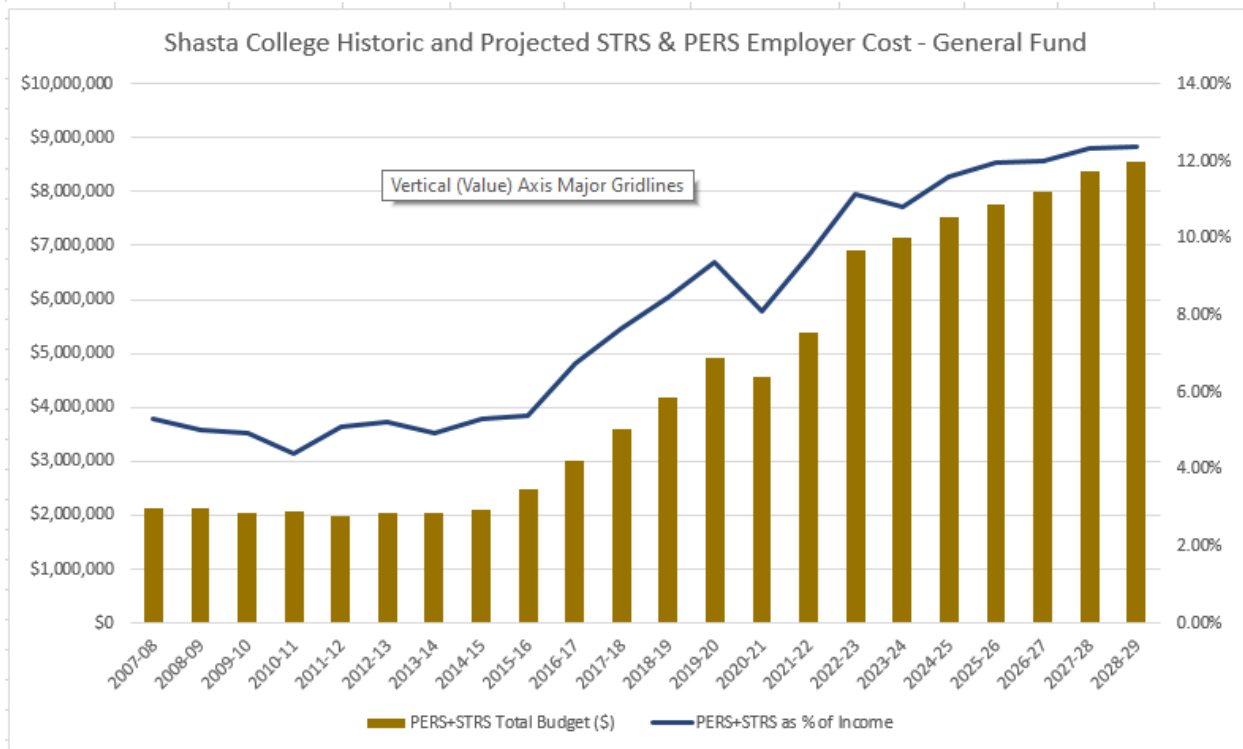
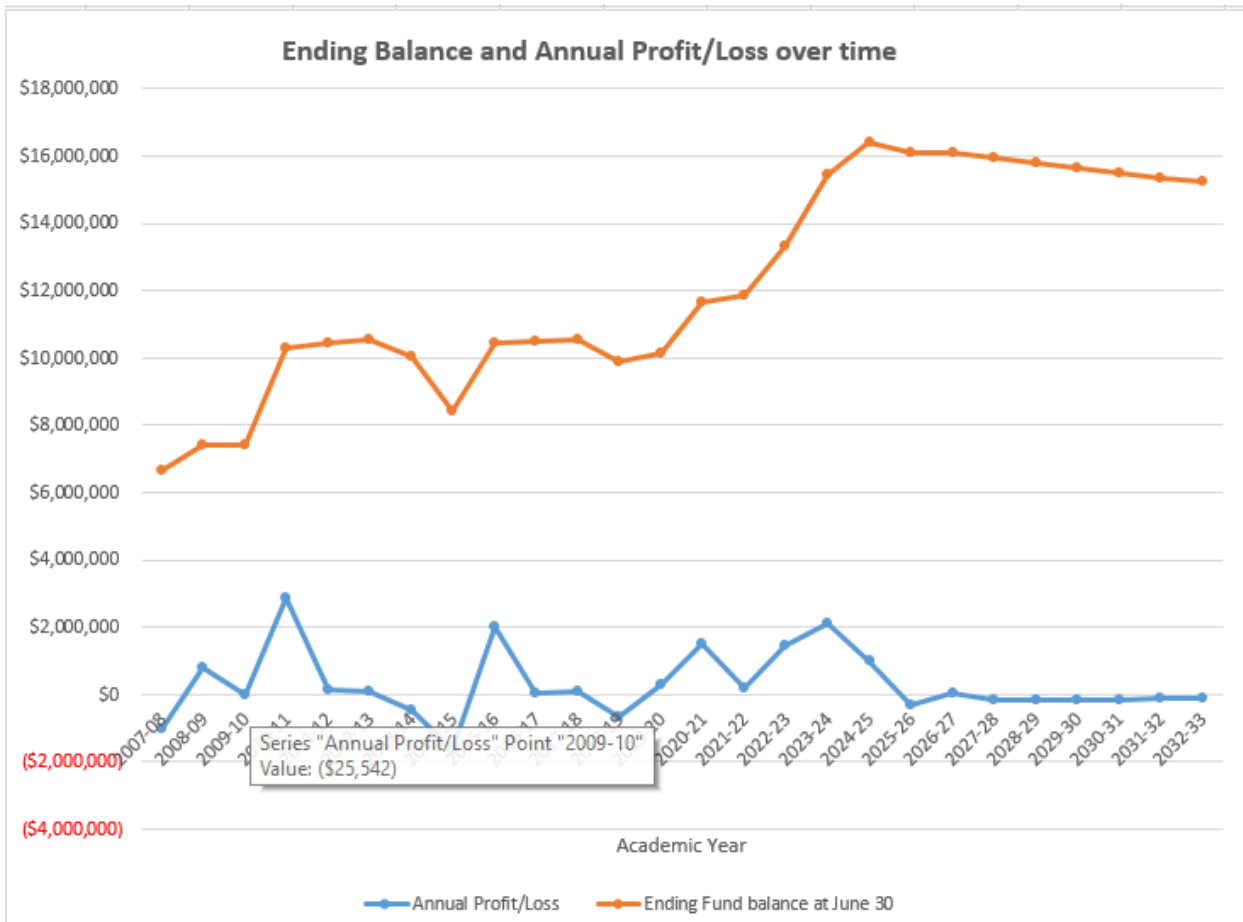
Assumption #7: Do not deposit any additional general fund \$ into trust

Assumption #8: Future STRS costs assumes \$2 million of PT faculty salaries are in Social Security, not STRS

Assumption #9: Future PERS costs assumes \$1.25 million of PERS salaries are OT/ET

Assumption #10: We are able to come in X% under budget in these areas in current & future years

Assumption #11: We can keep all other cost increases to 2% per year (hard to do in inflationary times)



**Shasta College**

**Cash Management**

**Short Term Cash Flow Plan**

**Short term need less than \$100,000**

- Timely draw down of federal funds from G5/GAPS, before or at disbursement date
- Reduce inventories and only purchase essential items
- Reduce prepaid items
- Contact any receivables and request payment
- Contact Counties and request timely transfer of property tax revenue collected (is this even doable?)
- Submit timely grant invoices for reimbursement
- Require students to pay for registration at time of registration
- ~~-Hold vendor payments and pay on due date~~
- ~~-Contact vendors and ask to pay late~~

**Short term need less than \$1,000,000**

- Interfund borrowing
- Borrow from Shasta County Treasurer
- Establish line of credit for short term borrowing with bank, like Columbia/Umquoa Bank*
- ~~-Withholding funding retirement trust~~

**Short term need in excess of \$1,000,000**

- Hold off Financial Aid disbursements until funds are in hand, including Cal Grant
- TRANS (Tax Revenue Anticipate Note)
  - TRANS have to be arranged at first of year and we have done mid year TRANS at times in the past, but not always available.
- Withdraw up to allowed amount from OPEB or PARS trust