

ZERO-BASED BUDGET MANUAL FISCAL YEAR 2015



FY 2015 ZERO-BASED BUDGET MANUAL

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INTRODUCTION

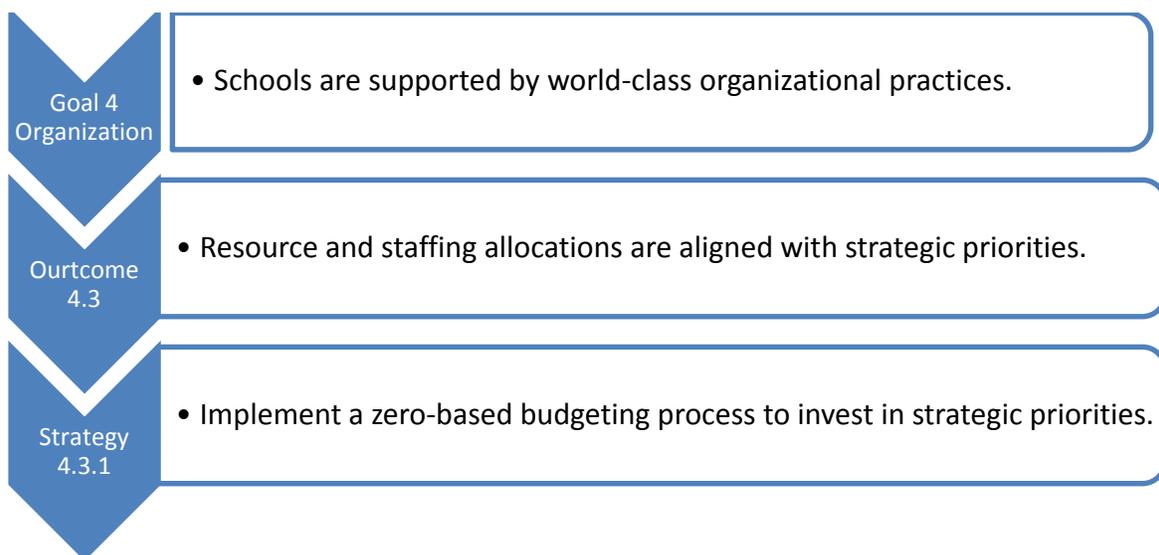
In June 2013 our Superintendent, Dr. Foose, presented to the Board of Education the Howard County Public School System (HCPSS) Strategic Plan, *Vision 2018: Fulfilling the Promise of Preparation*. This marks the exciting beginning of a new era for our school system. To begin implementation of our strategic plan, we start with the Operating Budget which is the resource allocation component of HCPSS's strategic plan. It is the mechanism for allocating funds to pay for the resources needed to achieve the goals outlined in plan.

As we prepare the Superintendent's Proposed Operating Budget to the Board of Education, we are committed to fostering inclusive budget discussions centered on the four goals of the school system:

HCPSS STRATEGIC GOALS

- GOAL 1: Students** *Every student achieves academic excellence in an inspiring, engaging, and supportive environment.*
- GOAL 2: Staff** *Every staff member is engaged, supported, and successful.*
- GOAL 3: Families and the Community** *Families and the community are engaged and supported as partners in education.*
- GOAL 4: Organization** *Schools are supported by world-class organizational practices.*

This year, we will be implementing zero-based budgeting with the FY 2015 budget cycle in support of the HCPSS Strategic Plan. Using a zero-based budget process is aligned with the following goal, outcome, and strategy:



ZERO-BASED BUDGETING OVERVIEW

Zero-based budgeting is a technique used for developing annual budgets that complement the budget planning and review process. Zero-based budgeting allows top-level strategic goals to be implemented into the budgeting process by tying them to specific functional areas of the organization. Due to its flexibility, this method of budgeting allows department heads to identify alternative ways to utilize limited resources through a systematic review.

A zero-based budget starts from a "zero base" and every function within an organization is analyzed for its needs and costs—all expenses must be justified. The budget is built based on the needs for the upcoming year, regardless of whether the new proposed budget is higher or lower than the previous one. Once developed, the budget is balanced given funding constraints.

Zero-based budgeting is a method of budgeting in which all expenses must be justified and every function within an organization is analyzed for its needs and costs. The purpose of the ZBB analysis is to assess a particular program's activities against its statutory responsibilities, purpose, cost to provide services, and desired performance outcomes. Some of the advantages of ZBB are that it:

- Facilitates efficient allocation of resources, as it is based on needs and benefits rather than history.
- Drives managers to find cost effective ways to improve operations.
- Increases staff motivation by providing greater initiative and responsibility in decision-making.
- Increases communication and coordination within the organization.
- Identifies and eliminates wasteful and obsolete operations.
- Requires programs to identify their purpose and their relationship to strategic goals.
- Helps in identifying areas of wasteful expenditure, and if desired, can also be used for suggesting alternative courses of action.

This procedure manual contains instructions and timelines designed to assist account managers in meeting the submission requirements of the ZBB process.

ZERO-BASED BUDGET ANALYSIS PROCESS

The zero-based budget development, review and analysis process will require collaboration among the HCPSS staff, the Budget Office, and the Executive Team. This new process will be rolled out in stages to allow time for training staff on the necessary tasks. The results of the ZBB analysis will be presented to the Superintendent during the fall budget development process. A final report of all ZBB analyses will be published in conjunction with the Superintendent's Proposed Budget request to the Board of Education.

Account managers will complete the following ZBB budget steps for each program they manage:

1. Completion of the Key Activities Form and the Position Key Activity Form – *Due August 6, 2013*

- Identify key activities of the program.
- Identify alignment with the Strategic Plan, Vision 2018: Fulfilling the Promise of Preparation.
- Identify staff performing the key activities and the percentage of their time on each key activity.

2. Completion of the Zero-Based Budget Worksheet – *Due September 30, 2013*

- Analyze program budget and expenditures by identifying all non-salary costs to perform each activity within the program.
- Identify proposed program enhancements and/or new program initiatives.

3. Completion of the Program Summary Form – *Due October 7, 2013*

- Prepare a concise narrative of the program's key activities.

4. Completion of the Performance Measurement Worksheet – *Due October 14, 2013*

- Identify program goals and performance measures used to evaluate the success of each key activity.

Note: Copies of the applicable worksheet/form can be found in the appendices (pages 15-29)

Specific guidance for completing each step of the ZBB process is detailed on pages 4-11. In addition, the Budget Office will conduct training sessions to assist HCPSS staff in completing these tasks. The Budget Office staff will also be available to meet with departmental staff as needed to review and obtain any relevant information to support their analysis.

Step 1: The Key Activities Form and the Position Key Activity Form

The Budget Office will initiate step 1 through distribution of the Key Activities Form based upon FY 2014 budget programs. In collaboration with departments, the Budget Office will work to ensure an adequate understanding of the program and its activities. Departments will be asked to discuss their program's key activities, explain why the program and its activities are critical, and identify how each key activity aligns with the HCPSS Strategic Plan. To assist account managers, the Budget Office will distribute the prior year program pages. Reviewing the narrative description of the program may assist in identifying the program's key activities. **Appendix A** contains a blank Key Activities Form as well as sample completed forms.

Departments will also be asked to complete the Position Key Activity Form, which identifies the staff working on each key activity and the percentage of their time spent on each activity. Staff time may be split between one or more key activities. The form will be pre-populated with the staffing currently assigned to the program. Additional staff may be added if they are not listed; staff no longer assigned to the program should be identified in accordance with the instructions on the form. **Appendix B** contains a blank Position Key Activity Form as well as sample completed forms.

Some questions to consider when evaluating the key activities and related information include:

Key Activities

- How does the activity align with the HCPSS goals articulated in the strategic plan? Identify the goal(s) supported by the activity.
- Is the activity concentrated in one particular department or school, or is it implemented consistently across the system?
- Is there any historical context for the activity that is important for decision makers to know?
- Is there a Board policy related to the activity and program?
- What are some alternative ways of delivering the services of the program? Are there trade-offs with the alternative methods?
- How do the key activities relate to the program's purpose?
- Is this a new initiative or new project? (Initiatives are intended to be ongoing while projects have a start and end date). If so, is it elective or mandated (by policy, law or regulation)?

Statutory Authority

- Is HCPSS statutorily required to perform the activity?
- Is the statutory authority specific to the activity or is the activity being performed within the broader general powers and authority of the department?
- What are the legal consequences of not performing the activity? Consider any local, state, or federal, regulation/requirements.

Step 2: The Zero-Based Budget Worksheet

The Budget Office will initiate step 2 through distribution of the ZBB Worksheet, pre-populated with the Key Activities Form and Position Key Activity Form information previously submitted to the Budget Office. Historical program costs will be also be pre-populated. **Appendix C** contains a blank FY 2015 ZBB Worksheet.

Departments will be asked to identify all non-salary costs to perform each activity within the program. In addition, departments will have the opportunity to identify proposed program enhancements or new budget initiatives with identification of their related costs.

The Budget Office will schedule training for staff to ensure an adequate understanding of the ZBB Worksheet.

Analysis of the Program Budget and Expenditures

The financial analysis of a program will examine historical expenditures by object class. The goal of the analysis is to show the cost effectiveness (return on investment) of the program when compared to the outcomes established in the performance metric analysis. Departments will be asked to review prior year expenditure data as well as the FY 2014 budget in an Excel workbook provided by the Budget Office.

Departments will be asked to explain in detail the expenditures that comprise each object class and identify the major cost centers for each program. The following are questions to consider when reviewing prior year expenditures and the current budget.

Salaries and Wages

- Are salary and wage expenditures primarily for full-time or temporary/part-time staff?
- Could more functions of the program be performed by part-time rather than full-time staff? Why?
- Does the department use contractors to fulfill activities that could be done with staff?
- How have budget reductions over the last few years affected personnel as compared to contracted services, supplies and materials, other charges, and equipment?

Step 2: The Zero-Based Budget Worksheet, *continued*

Contracted Services

- What services are contracted?
- Could any of these services be provided using existing staff?
- What contracts are valued at greater than \$25,000? Have each of these contracts been approved by the Board?
- For existing contracts, what is the contract length and when does the contract expire?
- Are there services currently performed by full-time staff that could be provided more efficiently through a contract?
- Are funds for contracts spent in a timely manner, or do contracts act as a “parking lot” for funds between years and take more than one fiscal year to spend down?
- Are contractors working on specific time-limited projects or ongoing routine work?
- What, if any, space is leased? Identify the square footage, price per square foot, geographic locations, and details of the rental agreement. Are there penalties to relocating certain offices or consolidating space with other departments or locations?
- What, if any, equipment is leased? Identify details of the rental agreement. Is it more cost effective to lease versus purchase? Are there penalties for terminating the lease?
- Are any contracts open for bid in FY 2015?
- If there are services contracted at set rates, how have the rates been determined and how do they compare to what other Maryland school districts pay for the same services?
- Are there major repairs funded through this object class that could be funded through the Capital Budget?
- Does the department perform repairs and maintenance in house or are these functions contracted out? Could savings be achieved by outsourcing (or insourcing) these items?
- Could print publications be reduced or eliminated by making them available electronically?
- Could forms be consolidated to reduce the number or types of forms printed?
- Have all software purchases been approved by the Technology Department in accordance with the software approval process?

Supplies and Materials

- Have all contracts valued over \$25,000 been approved by the Board?
- What method was used to calculate the supply budget? How are these supplies procured? How does the department ensure the lowest available price is paid for supplies?
- Does the department make use of the Stores Inventory to purchase at bulk savings?
- Does the department require use of HCPSS negotiated contracts with Staples and Office Depot for supplies purchased through these vendors? If not, why?

Step 2: The Zero-Based Budget Worksheet, *continued*

Supplies and Materials continued

- Are there unusual items required for this program, or are there cyclical buying cycles for supplies?
- How have supply expenditures changed over the last two years?

Other Charges

- How have utility costs changed over the last several budget cycles? Have increases in utility costs resulted in reduced spending in other programs or projects?
- Has the department found ways to reduce utility costs to offset increases in rates?
- Does HCPSS have a staff member who reviews all communications billings each month? Has the department thoroughly evaluated the inventory for which it is billed to determine if there are terminals/phone lines that are unused that should be disconnected?
- Are there other telecommunication or computer charges that are critical to the delivery of program services?
- Are travel costs monitored to ensure staff chooses the most cost-effective arrangements?
- What processes does the department have in place to select conferences with the best value for the cost?
- Does the department review staff schedules to ensure staff minimize travel (mileage)?
- Has the department limited meeting refreshments in accordance with HCPSS cost containment steps?
- What types of dues are paid by the department?
- How does the department determine who it will pay dues for and what dues it will pay?
- Do subscriptions paid by the department align with department activities?
- What professional development/training is included in the budget?

Equipment

- Is this a large cost center for the program?
- What is the age of equipment inventory? Is an inordinate amount spent to repair older equipment? Would it be more cost effective to repair existing equipment or purchase new?

Unique Object Classes

- Why was a unique object class created?
- What account codes are charged for expenditures?
- How are the funds used?

Step 2: The Zero-Based Budget Worksheet, *continued*

Other questions for consideration:

- Has the department targeted one area of spending for reductions over the last several budget cycles, or have they made cuts across the board?
- Has the program sustained greater budget cuts compared to other HCPSS programs, or has the department sought to limit cuts in the program?
- Has the program's effectiveness diminished due to cost reductions, or has the program operated more efficiently?
- Is the program currently performing any activities that are not statutorily authorized? What would be the impact of halting those activities? Conversely, are there activities not occurring that are required by law/statute?
- Can the program or its activities be implemented more efficiently? Are there alternative/less costly ways the program could be implemented?
- Does this program or activity have to be provided by HCPSS? Could the service be provided by the non-profit or private sector or another level of government?
- Is this program or any of its services duplicative or similar to other programs or services the county, state or another entity outside of HCPSS already offers?
- Given the cost verses outcomes, is it a program HCPSS should continue to fund?
- Would any laws need to change to end or alter the activity to increase efficiency?

Step 3: The Program Summary Form

The Budget Office will initiate step 3 through distribution of the Program Summary Form. **Appendix D** contains a blank Program Summary Form. The Budget Office will also conduct training for staff to ensure an adequate understanding of the Program Summary Form.

In preparing a program summary, the following questions should be considered:

- What is the program's purpose?
- What are the program's key activities?
- What are the program achievements and how do they align with the Superintendent's strategic plan?
- What other information could be included to provide the public with a greater understanding of this program?

Step 4: The Performance Measurement Worksheet

Performance metrics are an integral part of a zero based-budget analysis and are used to assess the workload, efficiency, and effectiveness of an activity and/or program. As part of the ZBB process, each department will identify appropriate performance measures for their programs and related activities. The Budget Office will work with the Executive Team to conduct a thorough review of the measures. This collaborative review will help develop a common understanding of the programs purpose and ensure that the performance measures identified are sufficient. If changes are recommended, the department will be asked to offer alternative measures.

Performance measures should be selected based on their overall value for providing meaningful information to decision makers. **Please meet with your division chief to develop meaningful performance measures for your program.** Ideally, performance measures will demonstrate outcomes aligned with the strategic plan.

Quality performance measures are clear (understandable to a general audience), valid (measurable), and relevant to the core purpose of the program. To the extent possible, include four years of actual data. Such data will enable the department to explain trends in outcomes over time and consequently, the program's effectiveness. Where historical data is available, the department will be asked to review performances trends and consider factors contributing to that performance. In instances where the ZBB process results in a new measure that the department does not currently track, the Budget Office will work with the department to design a plan for tracking the measure.

In summary, the process should include:

1. A review of existing and historical measures for the program.
2. The development and evaluation of measures for each key activity.

Note: At least one performance measure per activity should be identified, with an emphasis on *outcome measures*.

While the ZBB process focuses on performance at the program level, one should not lose sight of existing HCPSS and MSDE performance metrics to which the program contributes. When selecting possible measures, staff should include applicable state indicators and federal benchmarks as supporting measures.

At the end of this process, the budget request for each program will reflect the best possible measures for the program's activities and provide the Executive Team with the information needed to assess performance and improve operations.

Step 4: The Performance Measurement Worksheet, *continued*

Questions for consideration:

- Based on the measures identified, how effective is the program and its activities?
- What factors may be causing a program to be less effective than desired, and what would need to change to increase effectiveness? This could include changes to law, funding, etc.
- Is the data provided for the measure reliable and accurate?
- Can the department document the sources used for the data?
- What are the limitations of the data, if any?

A Performance Measurement Worksheet to help identify and select meaningful measures for the program is provided in **Appendix E**. Completion of this worksheet will help ensure that all three types of measures (output, efficiency and outcome) are represented and that the measures selected speak to the program's importance. The Budget Office is available to assist the department in the compilation of both current and future measures.

ZERO-BASED BUDGET CALENDAR AND DEADLINES

These are key dates and deadlines in the ZBB budget process (*dates are subject to change*).

August 28	ZBB Budget Worksheets distributed to account managers
August 29	Budget training on ZBB Worksheet (Board Room A & B, 10:00-11:00 a.m.)
September 30	ZBB Budget requests due to Budget Office
September 16	Program Summary & Performance Measurement Forms distributed
September 16	Program Summary & Performance Measurement Form training (Board Room A & B, 10:00-11:00 a.m.)
September 17	Program Summary & Performance Measurement Form training (Board Room A & B, 10:00-11:00 a.m.)
September 23	Program Summary & Performance Measurement Form training (Board Room A & B, 10:00-11:00 a.m.)
September 24	Program Summary & Performance Measurement Form training (Board Room A & B, 10:00-11:00 a.m.)
October 7	Program Summary Form due to Budget Office
October 14	Performance Measurement Form due to Budget Office
November	Superintendent's review of budget requests
December	Budget book prepared and printed
January 7	Superintendent presents budget (7:30 p.m.)
January 30	Public hearing on Superintendent's budget (7:00 p.m.)
February 4	Board of Education budget work session (7:00 p. m.)
February 6	Board of Education budget work session (1:00 p. m.)
February 11	Board of Education budget work session (7:00 p. m.)
February 18	Board of Education budget work session (1:00 p. m.)
February 25	Board adopts budget request (7:30 p.m.)
by March 15	Budget to County Executive
by April 15	County Executive submits budget to County Council

	ZERO-BASED BUDGET CALENDAR AND DEADLINES <i>continued</i>
May 8	Board of Education public hearing (7:30 p.m.) on budget changes
May 15	Possible Board of Education work session (7:30 p.m.) on budget changes
Late May	County Council approves budget
May 22	Board adopts approved budget (7:30 p.m.)

ZERO-BASED BUDGET TRAINING SCHEDULE

August 29	Budget training on ZBB Spreadsheet (Board Room A & B, 10:00-11:00 a.m.)
September 3	Budget training on ZBB Spreadsheet (Board Room A & B, 10:00-11:00 a.m.)
September 16	Budget training on Program Summary & Performance Measurement Forms (Board Room A & B, 1:00-2:00 p.m.)
September 17	Budget training on Program Summary & Performance Measurement Forms (Board Room A & B, 10:30-11:30 a.m.)
September 23	Budget training on Program Summary & Performance Measurement Forms (Board Room A & B, 10:00-11:00 a.m.)
September 24	Budget training on Program Summary & Performance Measurement Forms (Board Room A & B, 2:30-3:30 p.m.)

APPENDIX A

KEY ACTIVITIES FORM

Howard County Public School System Zero-Based Budgeting: Key Activities Form			
Program Name:		Division:	
Program Number:		Department:	
Account Manager:		Office:	

HCPSS's vision, mission, guiding principles and strategic goals will be integrated into this year's budget process to align all budget decisions to the specific goals and targets outlined in the strategic plan.

Program Purpose



HCPSS Strategic Plan Link

NOTE: The strategic plan goals, outcomes and strategies are listed on the tabs below.

Key Activity #	Key Activity	Activity Status	Who is the customer?	Is activity required by policy, law or statute?	Strategic Plan Goal (please indicate 1, 2, 3, and/or 4)	Strategic Plan Outcome	Strategic Plan Strategy	Notes
1								
2								
3								
4								
5								
6								
7								
8								

APPENDIX A *Continued*

KEY ACTIVITIES FORM EXAMPLE 1

Howard County Public School System Zero-Based Budgeting: Key Activities Form			
Program Name:	Art	Division:	Division 4 Curriculum and Instruction
Program Number:	0601	Department:	Fine Arts
Account Manager:	Mark Costes	Office:	Art

HCPSS's vision, mission, guiding principles and strategic goals will be integrated into this year's budget process to align all budget decisions to the specific goals and targets outlined in the strategic plan.

Program Purpose
To provide art instruction to students in grades K through 12 which supports the Bridge to Excellence Master Plan, the implementation of the Maryland Common Core State Curriculum, and the school system's focus on increasing the number of students who graduate ready for college/careers.



[HCPSS Strategic Plan Link](#)

NOTE: The strategic plan goals, outcomes and strategies are listed on the tabs below.

Key Activity #	Key Activity	Activity Status	Who is the customer?	Is activity required by policy, law or statute?	Strategic Plan Goal (please indicate 1, 2, 3, and/or 4)	Strategic Plan Outcome	Strategic Plan Strategy	Notes
1	Art instruction	Existing	Students		1	1.1.1.2.1.4.1 5.1.6.1.8	1.1.1.1.1.2, 1.1.3.1.1.4, 1.1.7.1.2.3, 1.4.1.1.4.6, 1.5.1.1.6.2, 1.8.1.1.8.2	
2	Planning and preparing artwork for exhibitions.	Existing	Students, Staff, Community		1,3	1.1.1.4.3.1.3 2	1.1.7.1.4.1, 3.1.1.3.1.2	
3	Oversight and administration of art program	Existing	Students, Staff		4	4.3.4.4.4.6	4.3.2.4.3.3, 4.4.2.4.6.1, 4.6.3.4.6.7	
4	Instructional support including professional development, new teacher support, curriculum development	Existing	Staff		2	2.1.2.2.2.3	2.1.1.2.1.4, 2.1.5.2.1.6, 2.2.1.2.2.2, 2.2.4.2.3.2, 2.3.3	

APPENDIX A Continued

KEY ACTIVITIES FORM EXAMPLE 2

Howard County Public School System Zero-Based Budgeting: Key Activities Form			
Program Name:	Accounting	Division:	Division 3 Finance and Operations
Program Number:	0206	Department:	Budget and Finance
Account Manager:	Beverly Davis	Office:	Accounting



HCPSS's vision, mission, guiding principles and strategic goals will be integrated into this year's budget process to align all budget decisions to the specific goals and targets outlined in the strategic plan.

HCPSS Strategic Plan Link

Program Purpose
To provide courteous, accurate, and professional accounting and financial services in an ethical manner to the Board, schools, the community, students, employees, and vendors.

NOTE: The strategic plan goals, outcomes and strategies are listed on the tabs below.

Key Activity #	Key Activity	Activity Status	Who is the customer?	Is activity required by policy, law or statute?	Strategic Plan Goal (please indicate 1, 2, 3, and/or 4)	Strategic Plan Outcome	Strategic Plan Strategy	Notes
1	Paying vendors and accounting for expenditures		Vendors, schools, the Board	1. Yes-please provide details in "Notes" column	3,4	3.3,4.5,4.6	3.3.1.4.5.1, 4.6.3	OMB A-110, OMB A-122
2	Billing and collecting receivables and accounting for revenues		Customers, schools, the Board	1. Yes-please provide details in "Notes" column	3,4	3.3,4.5,4.6	3.3.1.4.5.1, 4.6.3	OMB A-110, OMB A-67
3	Providing timely, accurate financial reporting including ensuring accurate accounting data, communicating financial data to internal and external stakeholders, and publishing financial reports.		The Board, schools, the community, students, staff, vendors, customers	1. Yes-please provide details in "Notes" column	3,4	3.3,4.5,4.6	3.3.1.4.5.1, 4.6.3	Annotated Code of Maryland, Education Article 5-114, Ho.Co. Regulations, Generally Accepted Accounting Principals, OMB A-133, MSDE Financial Reporting Manual for Maryland Public Schools, FOIA Requests
4	Monitoring compliance with Board policy, federal, state, and local laws and regulations as well as generally accepted accounting principles and government accounting standards		The Board, schools, the community	1. Yes-please provide details in "Notes" column	4	4.4,4.5,4.6	4.4.1.4.4.2, 4.5.1.4.5.4, 4.6.1.4.6.2, 4.6.5	Annotated Code of Maryland, Education Article 5-114, Generally Accepted Accounting Principals, OMB A-133
5	Developing and providing financial guidelines and training to staff		The Board, schools, staff, the community	1. Yes-please provide details in "Notes" column	2	2.1.2.2	2.1.2.2.1.5, 2.1.6.2.2.1, 2.2.4	HCPSS Board Policy 9030, Generally Accepted Accounting Principals, Government Accounting Standards
6	Oversight and administration of the Accounting Office		The Board, schools, and staff	2. No	2	2.1.2.2	2.1.5.2.1.6, 2.2.1.2.2.4	
7	Perform cash and investment management and oversight		The Board	1. Yes-please provide details in "Notes" column				HCPSS Ethics Regulations, Ho. Co. Govt Department of Finance Investment Policy, Annotated Code of Maryland, Education Article, §5-112, Policy 4100

APPENDIX B Continued

POSITION KEY ACTIVITY FORM EXAMPLE 2

Howard County Public School System
Zero-Based Budgeting: Position Key Activity Form



Program Name:	Grounds Maintenance
Program Number:	7801
Account Manager:	Keith Richardson
Division:	Division 5 Facilities and Transportation
Department:	School Facilities
Office:	

Employee #	Name	Title	FTE	Supervisor's Name (person who evaluates performance)	Key Activity #	Key Activity Short Description	% Time Spent on Activity
E12351	Richardson, Keith	MANAGER	1.00	Wayne Crosby	6	Management	100%
E12352	Jones, Henry	ASST MANAGER GROUNDS	1.00	Keith Richardson	1	Athletic/Play Field Maintenance	25%
					4	School Grounds Maintenance	25%
					6	Management	50%
E12353	Rodriguez, Paul	ASST MANAGER GROUNDS	0.50	Keith Richardson	2	Hard Surface & Structure Maint.	20%
					3	Vehicle/Equipment Maint.	30%
					6	Management	50%
E12354	Smith, John	MECHANIC GROUNDS	1.00	Paul Rodriguez	3	Vehicle/Equipment Mainten.	100%
E12356	Kline, Robert	LEADMAN MECHANIC GRDS	1.00	Paul Rodriguez	3	Vehicle/Equipment Mainten.	20%
					7	Supervisory	80%
E12358	Harrington, Martin	LEADMAN GROUNDS	1.00	Henry Jones	1	Athletic/Play Field Maintenance	15%
					4	School Grounds Maintenance	15%
					5	Storm/Emergency Maint.	5%
					7	Supervisory	65%
E12359	McCartney, Paul	GROUNDS 1 GRD	1.00	Henry Jones	1	Athletic/Play Field Maintenance	30%
					2	Hard Surface & Structure Maint.	15%
					4	School Grounds Maintenance	50%
					5	Storm/Emergency Maint.	5%
E11360	Riley, Mike	GROUNDS 1 GRD	1.00	Henry Jones	1	Athletic/Play Field Maintenance	30%
					2	Hard Surface & Structure Maint.	15%
					4	School Grounds Maintenance	50%
					5	Storm/Emergency Maint.	5%
			7.50				

APPENDIX C

ZERO-BASED BUDGET WORKSHEET

Howard County Public Schools FY 2015 Proposed Zero-Based Budget Request	
Program Name:	
Program Number:	
Account Manager:	
Division:	
Department:	
Office:	
Executive Director/Chief/Deputy Superintendent:	
FY 2015 Proposed Budget	-
FY 2015 New Initiative/New Project	-
FY 2015 Middle School #20	-

NAVIGATION PANEL		
Budget Entry	References	Other Data
<div style="background-color: #0070C0; color: white; padding: 5px; margin-bottom: 5px; border-radius: 5px;">FY 2015 Budget Request</div> <div style="background-color: #0070C0; color: white; padding: 5px; margin-bottom: 5px; border-radius: 5px;">FY 2015 New Initiatives</div> <div style="background-color: #0070C0; color: white; padding: 5px; border-radius: 5px;">Middle School #20</div>	<div style="background-color: #0070C0; color: white; padding: 5px; margin-bottom: 5px; border-radius: 5px;">Instructions</div> <div style="background-color: #0070C0; color: white; padding: 5px; margin-bottom: 5px; border-radius: 5px;">Budget Variables</div> <div style="background-color: #0070C0; color: white; padding: 5px; border-radius: 5px;">Projected Enrollment</div>	<div style="background-color: #0070C0; color: white; padding: 5px; margin-bottom: 5px; border-radius: 5px;">Key Activities Form</div> <div style="background-color: #0070C0; color: white; padding: 5px; margin-bottom: 5px; border-radius: 5px;">Position Key Activity Form</div> <div style="background-color: #0070C0; color: white; padding: 5px; border-radius: 5px;">Budget Backup Form</div>

FY 2015 BUDGET CERTIFICATION		
<input type="checkbox"/>	YES	I/We certify that the attached budget request has been reviewed by the Department Head and discussed with the Chief/Deputy Superintendent, is prudent and reasonable, and all expenditure requests align with the department/division goals, and the HCPSS strategic plan.
<input type="checkbox"/>	YES	I/We hereby certify that the attached program enhancement request(s) have been reviewed by the Department Head and discussed with the Chief/Deputy Superintendent prior to submission of our FY 2015 Budget request.
Account Manager	Date	
Executive Director	Date	
Chief/Deputy Superintendent	Date	
Reviewed by Budget Office	Date	

APPENDIX C Continued

ZERO-BASED BUDGET WORKSHEET

Total Budget Request Sheet

Budget Mgr: 1202 - Mary Schiller							
Org Key	Object	Object Description	2012 Actuals	2013 Actuals	2014 Budget	2015 Worksheet	\$ Change FY 15-14
Salaries and Wages							
1000010105	1010200	Wages-Temporary Help	5,133.00	2,871.00	2,000.00	-	2,000.00
1000010105	1020100	Salary-Administration	95,020.00	98,346.00	100,320.00	-	100,320.00
1000010105	1022100	Salary-Support Staff	62,807.00	63,794.00	64,990.00	-	64,990.00
1000010105	1023100	Salary-Professional	87,671.00	9,242.00	46,810.00	-	46,810.00
		Subtotal:	250,631.00	174,253.00	214,120.00	-	214,120.00
Contracted Services							
1000010105	2095600	Contracted-Labor	3,651.00	5,586.00	7,000.00	-	7,000.00
		Subtotal:	3,651.00	5,586.00	7,000.00	-	7,000.00
Supplies and Materials							
1000010105	3292100	Supplies-Student Activity	-	-	-	-	-
1000010105	3292500	Supplies-General	3,474.00	4,907.00	5,000.00	-	5,000.00
1000010105	3293000	Supplies-Other	-	-	-	-	-
1000010105	3295000	Technology-Computer	777.00	-	-	-	-
		Subtotal:	4,251.00	4,907.00	5,000.00	-	5,000.00
Other Charges							
1000010105	4085000	Travel-Conferences	75.00	1,815.00	1,800.00	-	1,800.00
1000010105	4085100	Travel-Mileage	3,552.00	2,082.00	2,200.00	-	2,200.00
1000010105	4085200	Travel-Mileage Allowance	-	-	-	-	-
1000010105	4144000	Accrued Leave Pay-out	-	-	-	-	-
1000010105	4990500	Dues & Subscriptions	-	-	-	-	-
		Subtotal:	3,627.00	3,897.00	4,000.00	-	4,000.00
		1000010105 - Community Partners	262,160.00	188,643.00	230,120.00	-	230,120.00
		1202 - Mary Schiller:	262,160.00	188,643.00	230,120.00	-	230,120.00

APPENDIX C Continued

ZERO-BASED BUDGET WORKSHEET

Activity Sheet

Budget Mgr: 1202 - Mary Sohller	Org Key	Object	Object Description	2016 Worksheet	Justification/ Purpose
1000010105 - Community Partnerships					
	Salaries and Wages				
Return to Dashboard	1000010105	1010200	Wages-Temporary Help	-	
	1000010105	1020100	Salary-Administration	-	
Return to Total Budget Request	1000010105	1022100	Salary-Support Staff	-	
	1000010105	1023100	Salary-Professional	-	
			Subtotal:	-	
	Contracted Services				
	1000010105	2095600	Contracted-Labor	-	
			Subtotal:	-	
	Supplies and Materials				
	1000010105	3292100	Supplies-Student Activity	-	
	1000010105	3292500	Supplies-General	-	
	1000010105	3293000	Supplies-Other	-	
	1000010105	3295000	Technology-Computer	-	
			Subtotal:	-	
	Other Charges				
	1000010105	4085000	Travel-Conferences	-	
	1000010105	4085100	Travel-Mileage	-	
	1000010105	4085200	Travel-Mileage Allowance	-	
	1000010105	4144000	Accrued Leave Pay-out	-	
	1000010105	4990500	Dues & Subscriptions	-	
			Subtotal:	-	
			1000010105 - Community Partnersh	-	
			1202 - Mary Sohller:	-	

APPENDIX C *Continued*

ZERO-BASED BUDGET WORKSHEET

New Initiative/New Project Sheet

KEY ACTIVITY: New Initiative/New Project

[Return to Dashboard](#)

Org Key	Object	Object Description	2015 Worksheet	Justification/Purpose	Recurring or One Time Cost (R or OTC)	If Recurring, Number of Years Needed	If Recurring, Estimated Cost/Year
Salaries and Wages:							
			<i>Round all figures to nearest \$10</i>				
		Subtotal:	0				
Contracted Services:							
			<i>Round all figures to nearest \$10</i>				
		Subtotal:	0				
Supplies and Materials:							
			<i>Round all figures to nearest \$10</i>				
		Subtotal:	0				
Other Charges:							
			<i>Round all figures to nearest \$10</i>				
		Subtotal:	0				
Equipment:							
			<i>Round all figures to nearest \$10</i>				
		Subtotal:	0				
		Total:	0				

APPENDIX C Continued

ZERO-BASED BUDGET WORKSHEET

Middle School #20 Sheet

KEY ACTIVITY: Middle School #20

[Return to Dashboard](#)

Org Key	Object	Object Description	2015 Worksheet	Justification/Purpose	Recurring or One Time Cost (R or OTC)	If Recurring, Number of Years Needed	If Recurring, Estimated Cost/Year
Salaries and Wages:							
			<i>Round all figures to nearest \$10</i>				
		Subtotal:	<u>0</u>				
Contracted Services:							
			<i>Round all figures to nearest \$10</i>				
		Subtotal:	<u>0</u>				
Supplies and Materials:							
			<i>Round all figures to nearest \$10</i>				
		Subtotal:	<u>0</u>				
Other Charges:							
			<i>Round all figures to nearest \$10</i>				
		Subtotal:	<u>0</u>				
Equipment:							
			<i>Round all figures to nearest \$10</i>				
		Subtotal:	<u>0</u>				
		Total:	<u>0</u>				

APPENDIX D

PROGRAM SUMMARY FORM

Zero-Based Budget 2015 Program Summary Form

Instructions for completing the form

Please provide the information requested for each section. Your response is not limited to the space shown; this is a word document so please use as much space as necessary. Upon completion, please save the program document with the following format (replacing the xxxx with your program number): ProgramSummaryFormxxxx.doc

Program Name:		Division:	
Program Number:		Department:	
Account Manager:		Office:	

Program Purpose

Describe the Program Purpose (listed on your program Key Activities Form) in the format that you would like it to appear in the Budget Book.

Program Key Activities

Describe the Program Key Activities (listed on your program Key Activities Form) in the format that you would like them to appear in the Budget Book.

Program Achievements

Identify specific program achievements. Review your program Performance Measurement Form for measures and results which merit inclusion. Include achievements which display success in performing the key activities of your program.

APPENDIX E

PERFORMANCE MEASUREMENT WORKSHEET

Performance Measurement Worksheet			
Program Name:		Division:	
Program Number:		Department:	
Account Manager:		Office:	

Key Activity # and Description			
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Outcome/Strategy # and Description			
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Measure #	Measure	FY	Target	Projected	Actual
1.a.		2011			
		2012			
		2013			
		2014			
		2015			
1.b.		2011	-	-	-
		2012	-	-	-
		2013			
		2014			
		2015			

Information on additional measurement info, the data source, the benchmark source, and the actual results including significant changes when compared to the trend data.

1.a.:

Additional Measure Information:	
Data Source:	
Benchmark Source:	
Significant Changes:	

1.b.:

Additional Measure Information:	
Data Source:	
Benchmark:	
Significant Changes:	

APPENDIX E *Continued*

PERFORMANCE MEASUREMENT WORKSHEET EXAMPLE 1

Performance Measurement Worksheet			
Program Name:	Accounting	Division:	Division 3 Finance and Operations
Program Number:	0206	Department:	Budget and Finance
Account Manager:	Beverly Davis	Office:	Accounting

Key Activity # and Description	1	Paying vendors and accounting for expenditures	Goal 4 Organization
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Outcome/Strategy # and Description	4.5.1	Refine central services to streamline operations, optimize efficiency and effectiveness, and facilitate collaboration.
------------------------------------	-------	--

Measure #	Measure	FY	Target	Projected	Actual
1.a.	Number of days to process a vendor payment	2011			
		2012			
		2013	20	20	7.92
		2014	10	10	
		2015	10	10	
1.b.	The total number of non salary voided or reversed checks divided by the total number of checks issued	2011			
		2012			
		2013	1.00%	1.00%	0.42%
		2014	1.00%	1.00%	
		2015			

Information on additional measurement info, the data source, the benchmark source, and the actual results including significant changes when compared to the trend data.

1.a.:	
Additional Measure Information:	This measure the efficiency of the payment process by benchmarking HCPSS results against industry standards.
Data Source:	Accounting Office payment records.
Benchmark Source:	Council of Great City Schools Performance Measurement and Benchmarking Project 2012
Significant Changes:	Median score in CGCS survey (benchmark) was 20 days. HCPSS ranks in the top 17% in this benchmark in comparison to participants in the CGCS performance measurement project and is 43% more efficient than the median score of this benchmark.
1.b.:	
Additional Measure Information:	This measure reflects the efficiencies and degree of accuracy of the payables process.
Data Source:	Banking record of number of checks issued, number of checks voided.
Benchmark:	Council of Great City Schools Performance Measurement and Benchmarking Project 2012
Significant Changes:	Median score in CGCS survey (benchmark) was 1.06%. HCPSS ranks in the top 18% in this benchmark in comparison to participants in the CGCS performance measurement project and is 40% more efficient than the median score of this benchmark.

APPENDIX F

PROCUREMENT CONSIDERATIONS

As the HCPSS begins the process of developing a budget using the new zero-based budgeting format, the Purchasing Office would like to make account managers aware of the following:

The Board of Education established policies and procedures for the proper and efficient acquisition of goods and services to assist school staff to deliver a world-class education.

When developing a budget request, please give consideration to and factor in what available procurement methods will be used to obtain the goods and services required. Factors such as the source of funds, e.g. grants – local, state and federal may have conditions and qualifications that may be a condition of receipt and use of the funds. These conditions may include time limits on availability of funds, or requirements to use certain vendors.

Procurement methods for contracts over \$25,000 will involve the formal advertising of either a Request for Proposal (RFP) or Invitation for Bids (IFB). The Purchasing Office has prepared a Procurement Manual that provides greater detail and more information and may be accessed through the purchasing web site.

The Purchasing Office is here to address any questions account managers may have such as the best procurement method to use, time allowance for a procurement action for timely deliveries and other related information that will assist account managers in the development, planning and implementation of their program initiatives.

APPENDIX G

TECHNOLOGY CONSIDERATIONS

Technology can be impacted by new budget requests / projects / initiatives in the following ways:

- New end user hardware (e.g. student iPads requiring new network firewalls for security).
- New end user software with valid licenses (e.g. new software must be licensed for intended use, COMAR approved and compatible with existing software).
- New end user on-line services (e.g. Google docs).
- New network equipment (e.g. additional servers for Exchange, Moodle, Alfresco, Communications Portal).
- New network capacity (e.g. increased bandwidth or additional wireless access).
- New technology resources (e.g. new Exchanges email system administrator).
- Additional time and scheduling to implement the above (e.g., time for computer technicians to setup new hardware or software).

The impact is especially critical for system wide projects (e.g., on-line access for new curriculum) or initiatives that occur when all technology resources are already committed (e.g., start of school).

New end user hardware must be tested for compatibility with existing technology (e.g. existing software or systems still operated on new type computer) and new image created to operate the new hardware which can take considerable time.

Floor space rearrangements frequently require repositioning of / or additional data and telephone jacks as well as electrical outlets (e.g. school labs moved or personnel changes that require new data or telephone jacks).

Please contact the Technology Department during the planning stages of your budget / project / initiative to insure all technology aspects critical to its success are considered and documented.

After contacting the Technology Department, the account manager should clearly identify any requested funds in your budget for new technology and indicate what impact it will have to existing technology and/or the Technology Department.

APPENDIX H

SALARIES AND WAGES

Please include requests for any **new** positions on the ZBB Worksheet.

The Budget Office will automatically add salaries for currently approved positions after ZBB Worksheets are submitted.

Formula-based school positions

Most Instructional, School-Based Administration, Special Education and Student Support programs add positions according to established staffing practices. This includes enrollment-based positions and positions allocated on a per-school or other basis.

Non-Formula positions

Administrative, support, maintenance, and other positions are generally not based on established staffing formulas. Managers of these programs may include requests for new positions in their budgets based on program needs.

Guidelines for budgeting new positions

When adding any new position(s) to the budget request:

Clearly indicate the number of positions, job classifications, and costs of the new positions in the budget request. Provide enough detail so that the Budget Office can review the request and ensure that the correct amount is budgeted.

Enter the cost in the dollar amounts field and briefly describe the position(s) in the justification/purpose field.

See ZBB Worksheet "Budget Variables" tab for salary amounts for commonly requested new positions. For all other new positions, please contact the Budget Office to determine appropriate salary amount.

APPENDIX H *continued*

SALARIES AND WAGES

Salary account numbers

Use the charts below to select the correct object line item for new positions. For example, to add an account clerk, a custodian or a registrar, the object line item would be 1022100 (Salary—Support Staff).

Object Number	Object Description	Job Titles
1020100	Salary-Administration	Athletic & Activities Manager* Assistant Manager Assistant Principal* Coordinator Curriculum Coordinator Director Facilitator Leadership Intern* Manager Principal*
1023100	Salary-Professional	Accountant Area Manager Auditor AV/TV Producer Business Analyst Buyer Community Liaison Computer Operator Driver Trainer Food Service Representative Interpreter Liaison Nurse* Programmer Analyst/Developer Specialist

*Include \$1,500 for new computer when calculating salary costs for these positions. Please contact Budget Office for assistance if needed.

APPENDIX H *continued*

SALARIES AND WAGES

Object Number	Object Description	Job Titles
1022100	Salary-Support Staff	Account Clerk Bookkeeper* Cafeteria Worker Custodian* Grade Scheduling Processor* Grounds Worker Inspector Lead Worker Maintenance Worker Materials Handler Press Operator Secretary, Clerk* Security Assistant* Stock Clerk Technician
1021100	Salary-Instruction/Non-Teaching	Audiologist* Guidance Counselor* Media Specialist* Occupational Therapist* Physical Therapist* Psychologist* Pupil Personnel Worker* Speech Pathologist*
1030100	Salary-Teacher	Teacher* Resource Teacher*
1040100	Salary-Instructional Assistant	Paraeducator Student Assistant
1040200	Salary-Instruction Support Staff	Health Assistant* Assist. Occupational Therapist Asst. Speech Language Pathologist

*Include \$1,500 for new computer when calculating salary costs for these positions. Please contact Budget Office for assistance if needed.

APPENDIX H *continued*

SALARIES AND WAGES

Wages – Other Salary Related Costs

Account managers will also need to budget for other salary related costs. Please use the following object line items for the applicable costs.

Cost Item	Object Number	Object Description
Substitutes	1010100	Wages-Substitutes
Temporary help	1010200	Wages—Temporary Help
Workshop wages	1010300	Wages—Workshop
Summer pay	1010400	Wages—Summer Pay
Overtime	1010500	Wages—Overtime
Academic activities	1019900	Wages—Other
Advisors	1019900	Wages—Other
Coaches	1019900	Wages—Other
Extracurricular	1019900	Wages—Other
Home & Hospital teachers	1019900	Wages—Other
Lunchroom/Recess monitors	1019900	Wages—Other
Mentors	1019900	Wages—Other
Teacher Development Liaisons	1019900	Wages—Other

APPENDIX I

NEW SCHOOLS AND RENOVATIONS

Please include the costs of new schools and additions opening next year, and pre-opening costs for schools opening in the following year. Here are the projects currently scheduled to open in Fiscal 2015, Fiscal 2016 and Fiscal 2017. Future changes to the capital budget may affect this list.

Opening in Fiscal 2015

The following schools/additions tentatively slated to open in fiscal 2015 (opening on or after August 2014):

- New Middle School #20
- Running Brook ES Addition/Renovation
4 new grade 1-5 classrooms

Opening in Fiscal 2016

The following schools/additions tentatively slated to open in fiscal 2016 (opening on or after August 2015):

- Atholton HS Addition/Renovation
- Laurel Woods ES Addition/Renovation
- Longfellow ES Addition/Renovation

Opening in Fiscal 2017

The following schools/additions tentatively slated to open in fiscal 2017 (opening on or after August 2016):

- Deep Run ES Addition/Renovation