Background and Introduction

Throughout 2000-2001 and under the auspices of the District Council, the District Administrative Services departments and those reporting directly to the Chancellor engaged in a strategic review of current services and facilities with the goal of establishing a master plan to guide service and facility provision and support for at least the next five years. The process began with the creation of nine concept teams that covered all major service areas and functions. In most cases, these teams were specific to certain offices already in existence. In one (Research and Planning), however, a team was created to address functions currently provided only through the coordination of college-based offices or through collaboration among a variety of entities at the District and Colleges. The teams then completed research and utilized a “concept paper” format previously utilized by the Colleges to create individual plans for change.

Once the individual concept papers were completed and reviewed, a sub-committee of District Council (which had been expanded to include representatives from the concept paper teams and other administrators intimately involved in planning processes throughout the District) synthesized the findings and plans contained in the papers into a set of strategies designed to address issues and unmet needs. Over several months, the “expanded” District Council reviewed and revised the “synthesis” strategies developed to respond to the themes of the concept papers.

Each of the eleven areas were updated in 2014. Additional updates were made in 2015.
Synthesis Strategies

1: Anytime Internet/Intranet Delivery of District Services

Background Discussion
The demand for services provided by the District office has grown rapidly, while staffing levels have remained level or declined. There is also significant potential to streamline and integrate services.

Strategy Description
The District will develop a proactive and systematic approach to offering District office services through the Internet and Intranet, including appropriate system infrastructure, staffing, training and communication. This strategy will increase the flexibility and convenience of District services, while maintaining personal customer assistance through adequate staffing of District office services.

Preliminary Strategies

- Develop a plan to recommend and deliver Internet and Intranet approaches for all District services.
- Build out and increase the use of the District Institutional Reports and Analysis System (IRA).
- Create a “District Research” position to analyze data and develop reports related to District-wide outcome.
- Create a “Trainer” position to provide a training and communication program to support the use of Internet/Intranet-based services.
- Ensure adequate staff support to maintain the currency of information.
- Provide access to services and information through the Internet (in addition to the District’s Intranet).
2: Seamless Service Delivery

Background Discussion
There is an opportunity to improve the integration of District and College services. Creating seamless services would involve a shift away from the divisions that often characterize College-District perceptions and address overlapping or redundant business processes. Improving service integration would enhance the quality of services overall and increase in everyone the sense of ownership of College successes.

Strategy Description
The District will pursue a policy of seamless service delivery in which provision of services at the Colleges and District office will be better integrated. This will include a qualitative improvement in the College-District relationships to support a sense of shared responsibility for service delivery. For example, District office employees will know the Colleges’ plans and needs and serve as subject matter experts to facilitate College success; and College employees will know and support achievement of district-wide goals.

Preliminary Strategies

- Promote District employee involvement in college life, e.g., campus events, graduation, staff development, and hiring committees. Promote a model of service leadership in which District employees serve as College employees when interacting with the Colleges.
- Explore options for locating District services at the Colleges.
- Analyze service delivery systems to identify opportunities forstreamlining.
- Identify opportunities for consolidation of District and Colleges services.
- Provide cross-training to promote seamless service delivery.
- Ensure timely and efficient access to District office services and assistance, especially at Mission College.
3:  On-Line Requisition Process

Background Discussion
In 1999, the District implemented Datatel, which included a purchase order and requisition module as part of the package. The requisition portion of the module was very task intensive and the District opted not to use it. Datatel has since implemented a Web based requisition system. For about two years we have tried to implement the new module, but due to staff changes this has not been possible. In 2012, the District began updating the system with information to use the web-based system. We have been using this for the Administrative Services Department successfully. The colleges have provided the necessary information to “roll out” this process in the Spring of 2013.

Strategy Description
Implement the Datatel on-line requisition system to enhance budget management to meet the needs of the District and Colleges.

Preliminary Strategies
• Work with the Colleges establishing authorization levels and find out who will be creating the requisitions. Provide to Information Systems a list of users who will be using and creating requisitions. General Services is responsible to set up employees who are authorized to approve requisitions.
• Develop PowerPoint presentation with voice over for training.
• Identify Users.
• Identify Approvers.
• Identify when funds availability will be used.
• Set implementation schedule.
• Avail ourselves for phone questions and if necessary site visits with users.

Process Mapping
• On-line requisitions are created by a user who has been given authority to enter in the online requisition system.
• The budget offices at each college have provided the necessary information to General Services to set up each user to view and work in the accounts assigned to that department.
• Orders are created by the users, than an email message is sent to the authorized Budget Administrator to approve the requisitions.
• General Services runs requisition reports daily, in order to distribute the requisitions to the appropriate staff member for checking and processing.
• Purchase orders are then issued and mailed/faxed to the company.

Implementation
• The on line software has some “bugs” that General Services, Information Systems and Datatel are working on.
Facilities have been our test department. Through this test, several issues have arisen and need to be corrected before we can roll this out to the colleges.

**Update 2015**

The use of the online requisition system has not been implemented Districtwide. The current system is successful when there is a single layer approval process, and has been successfully implemented in all District Offices.

The colleges’ desire to have a multiple level approval process cannot be accommodated using Datatel. Additionally, the colleges’ have found the system too labor intensive, for example, users are required to use “drop down” menus to search for account numbers. If a budget administrator has multiple accounts, the person doing the inputting may see over fifty accounts on the drop down menu. With the long, 26-digit account number, errors are easily made.
4: Technology Leadership

Background Discussion
Given its location in “Silicon Valley,” the District must be a leader in the use of technology to meet the expectations of students and to interface with potential partners. However, the District’s resource constraints limit its ability to compete for the employees who can make this a reality. Given these factors, the District’s technological competency needs to be given priority as a key area of investment. Further, this strategy will support other District office synthesis strategies, i.e., seamless service delivery and anytime web delivery. (This strategy will be developed in coordination with the District technology planning effort.)

Strategy Description
Develop a comprehensive resourcing, staffing and organizational strategy to achieve a high level of organizational technological competency.

Preliminary Strategies
- Consider outsourcing in areas where the District needs temporary or special expertise and/or is not competitive in hiring full-time staff.
- Develop alternative funding sources, e.g., special local tax revenues.
- Develop staff and students from within to provide advancement opportunities and career ladders.
- Update job descriptions to stay current with experience, skillsets and knowledge.
- Conduct “salary survey” to stay competitive with competing employers
- Pursue corporate partnerships for funding and equipment.
5: Public Safety

Background Discussion
District public safety planning has not been updated to reflect increases in service levels and changes in technologies. There needs to be an analysis of the appropriate level of use of technology in service delivery to the District.

The District needs to determine effective delivery of public safety services for both colleges to support the Services and Facilities Master Plans (S&FMPs) and support future enrollment and service demands.

Strategy Description
The District will analyze and implement public safety programs, plans and technologies that are needed to effectively deliver services.

Preliminary Strategies

- Examine best practices at other districts and with organizations in the public sector, especially with regard to public safety.
- Explore new technology and review future plans related to safety and security at both colleges for new and current building projects.
- Explore and implement new technology in current and future operational plans and procedures.

Update 2014
The Services and Facilities Master Plan does not contain or address public safety specifics in the original Services and Facilities Master Plans (S&FMPs).
6: Comprehensive Employee Development

Background Discussion
As a learning organization, the District needs a comprehensive strategy for developing and retaining employees. This ranges from providing basic training for employees to promoting a set of the desired characteristics the District seeks in its employees: a “value orientation” that characterizes the organizational culture of the District. Overall, the District office seeks to make employee development an accepted and intrinsic part of all jobs, i.e., part of a “culture of participation” in employee development.

Strategy Description
The District will develop a comprehensive employee development program for all employees.

Preliminary Strategies
- Develop individual employee professional development plans.
- Encourage managers to plan for and promote employee development.
- Provide self-paced, asynchronous learning modules.
- Implement a basic training program for all District employees.
- Promote cross training.
- Develop the skills and expertise of people within the organization to provide advancement opportunities and career ladders.
- Provide training and information on the concept of an interdependent organization, tailored to specific audiences: promote District office staff’s understanding of and participation in College processes and successes, and promote College staff’s understanding of and participation in District office processes and successes.
- Create a “Trainer” position to provide a training and communication program.

Update 2007
The Services and Facilities Master Plan contains the following strategy description: “The District will develop a comprehensive employee development program for all employees.” Several preliminary strategies were identified in 2001. Since then:

a. A Staff Development Plan was approved by District Council in Spring 2006.
b. A Leadership Development Academy was launched in Fall 2006.
c. Self-paced, asynchronous courses have been introduced.
d. FCMAT has identified staff development and training as a focus area.
HR and Staff Development will develop plans to prioritize and address the FCMAT recommendations.

**Update 2014**
Through a comprehensive program of professional development opportunities, the college and District serve the needs of diverse personnel. Since the last update, the District completed a multi-module leadership development academy (LDA) that included participation of student services staff as well as administrators and supervisors from across the District. An Employee Assistance Program implemented several years ago has provided valuable support. A use-at-your-convenience training program called “People-On-The-Go” has been well-received, and, in the area of wellness, a new transportation FSA has been established, which allows people who use public transportation to set aside funds necessary “pre-tax.” Effective spring 2013, HR staff has begun making presentations on topics of interest at quarterly All Managers/Supervisors meetings. Programs on hourly employees and the EAP have already taken place, and sessions on Evaluations and Leaves of Absence are scheduled for this academic year.

**Update 2015**
In the 2014-15 year, the HR office has phased out the “People-On-The-Go” program. The Chancellor decided to assume responsibility for the Lynda.com suite of training programs that had been piloted by the West Valley College Classified Senate for several years. This offering, and all other staff development programs, training, and initiatives are overseen by a newly created Coordinator of Human Resources Support Services, a Confidential position that oversees not only this area, but also HR IS, Benefits, and Recruitment and Classification. After years of budget cuts and lack of direct state funding for staff development, the District has made good on its plan to re-focus on staff development.

The District is also in the midst of a comprehensive classification and compensation study, which was started in Fall 2014 and has a projected completion and implementation date of Fall 2015. The study will review all classified positions across a number of bargaining units and non-bargaining groups to ensure appropriate classification of positions, as well as a district-wide compensation study that will include the above groups as well as faculty salary schedules.
7: “Right-Sizing” Staffing Levels

Background Discussion
District staffing levels have not been updated to reflect increases in service levels and changes in business technologies. There needs to be an analysis of the appropriate staffing levels. The District needs to determine the “right size” for District services to support the Educational and Facilities Master Plans (E&FMPs) and support increasing enrollment and service demands. In the past few years, FTES has declined significantly. The District has made permanent budget reductions in the past year to balance the budget and to reduce staff enable to reflect the current level of services required for the current level of FTES.

Strategy Description
The District will analyze and implement staffing patterns that are needed to effectively deliver services.

Preliminary Strategies
- Examine best practices and staffing levels at other districts and with organizations in the public and private sectors, especially with regard to business services.
- Explore performance-based budgeting to determine appropriate staffing levels to achieve desired levels of service.
- Conduct “salary survey” to stay competitive with competing employers.
- Update job descriptions to stay current with experience, skillsets and knowledge.

Update 2007
The Services and Facilities Master Plan contains the following strategy description: “The District will analyze and implement staffing patterns that are needed to effectively deliver services.” Two preliminary strategies were identified in 2001. Since then:

a. West Valley and Mission Colleges have developed processes for vetting staffing requests.
b. A comparison of SEIU staffing levels between FY 02/03 and FY 06/07 was conducted and findings were reported to the Board in April 2006.
c. An additional five classified positions were funded in the FY 05/06 and FY 06/07 budgets to address understaffing.
d. FCMAT made recommendations regarding position control and budgeting of unfilled positions.
HR and Fiscal Services will develop plans to prioritize and address the FCMAT recommendations and to consider the impact of enrollment, faculty obligation number, the 50% Law, and new construction on staffing levels.

**Update 2014**
The years since 2007 have been challenging ones for all community colleges. State funding was drastically reduced and many of the District’s fellow community college districts experienced major layoffs. WVMCCD was able to limit the number of staffing reductions due to a combination of employee bargaining concessions and financial support from the Mission-West Valley Land Corporation. The administration worked together with bargaining units to minimize the impact of reductions on employees and to place employees affected by workforce reductions in other positions or to provide retraining to employees. As of 2013, all employees on the 39-month re-employment list have either been placed in other jobs or have been offered positions, but not taken them.

With the decrease in enrollments district-wide over the past three years and the shift to Community Support status, the District must look anew at the right-sizing of staff levels. This will involve a two-pronged approach. First, the colleges and District Services will implement major on-going budgetary reductions, the majority of which will involve the reducing or eliminating of positions. As staffing equates to over 85 percent of the District’s expenditures, expenses must be reduced permanently to achieve maximized operation. Once the reductions are in place, the Vice Chancellor of Administrative Services and the Associate Vice Chancellor of Human Resources will formally propose to the Land Corporation that it fund all costs associated with a comprehensive classification study, which will be the first one completed in over seventeen years. This study will enable the District to establish positions descriptions that adequately reflect duties being executed and to compensate positions at competitive rates.

**Update 2015**
As stated in #6, the District is also in the midst of a comprehensive classification and compensation study, which was started in Fall 2014 and has a projected completion and implementation date of Fall 2015. The study will review all classified positions across a number of bargaining units and non-bargaining groups to ensure appropriate classification of positions, as well as a district-wide compensation study that will include the above groups as well as faculty salary schedules.
8: District Office Location/Design

Background Discussion
The District office faces facilities constraints, both in terms of the amount and appropriateness of space for the basic provision of District services. The location of the District office also has implications for equal access of the Colleges to services.

Strategy Description
Develop options for improving the District office’s facilities, considering the implications of web delivery of District services.

Preliminary Strategies
- Consider alternative District office location options that maintain high levels of access, e.g., new on-campus sites for select services, locations adjacent to the Colleges, or off-site locations.
- Gather information on the location of District offices within other multi-college districts.
- Consider creating a hospitality/conference center for public relations and advancement activities.
- Address the impact on access of any new location of District services.

Update 2007
The District contracted out for a space analysis for all Central Services departments. The analysis will: 1) determine the ability to rearrange cubicles/offices for optimal space and 2) determine the total square footage required to accommodate all Central Services departments at an off-site facility. The Executive Director for the Land Corporation was asked to review the analysis and determine if a suitable location was available based on the analysis. Due to current budget constraints, plans to relocate Central Services have been suspended; however, the District Office has submitted an RFP for a Central Services Facilities Master Plan.

Update 2014
The various functional offices of District Services continue to improve with the funding from both the 2004 Measure H and the 2012 Measure C General Obligation Bond funds. Measure H funded the new IS facilities at both West Valley and Mission Colleges and the renovation of the Public Safety building at West Valley College. Measure C will fund the new Facilities buildings at both West Valley and Mission Colleges. The remaining building, which houses the administrative services, (Fiscal Services, Human Resources, and Chancellor’s Office) remain unfunded; however, if additional State funds were available to fund academic buildings at West Valley College, Measure C
funds would be available to fund the renovation of this administrative building. At this time, there are no plans to move District Services.
9: Diversification and Leveraging of Fiscal Resources

As a Community Supported district, the District will need to stabilize and manage its enrollment to sustain Community Support status. The continued decline in FTES may impact the District’s ability to rebase its State FTES funding level at the appropriate rate. The State’s base FTES will determine the State funded amount when the District falls out of Community Support. The decline in FTES will also have a negative impact to the revenues for lottery, mandated cost block grants, Prop 30 (EPA), and categorical funding.

The District will develop a plan to manage its resources to provide sufficient funds to maintain ongoing operation. The District will need to safeguard its one-time Community Support Funds to ensure there are sufficient reserves to cover at least five years of expenditures. Allocation of funds must take into consideration the 50% law and the faculty obligation number.

Strategy Description

The District will need to strategize and develop a plan to manage enrollment and set FTES goals that are achievable.

Preliminary Strategies

- Prepare multi-year financial forecast and monitor local revenues throughout the year.
- Prepare multi-year Community Support calculation.
- Pursue options related to using the Land Corporation to leverage other funds in order to achieve long-range goals and objectives.
- Pursue local monies, for example, a bond issue.
- Estimate the total costs associated with grants and categorical sources of funding, for example, using life-cycle activity-based costing estimates to estimate costs for program initiation and institutionalization.
- Program review.
- Review possible consolidation of functions between District Services and Campus.
- Reorganize departments to maximize efficiency and reduce costs.

Update 2014

- The Mission-West Valley Land Corporation has continued to allocate funds to the West Valley-Mission Community College District, including 25% of the rental
income from leased property. Despite the lack of funding from the State for State Schedule Maintenance projects, the Land Corporation has continued to provide funds to support District-wide Scheduled Maintenance projects. Effective FY 2012-13, the Mission-West Valley Land Corporation has committed to providing the District with $1.5 million in stability funding each of the next three years to assist with balancing the budget. In FY 2010-11, the Mission-West Valley Land Corporation had provided one-time support of $1.5 million to cover the mid-year triggers. The funding allowed the District to balance the budget without making mid-year budget cuts.

- In November 2004, the District voters passed Measure H, a $235,000,000 bond issuance. In December 2005, the Board of Trustees approved the criteria for planning Measure H program construction. In May 2006, the District sold the first series of bonds for $100,000,000.

- In November 2009, the District issued Revenue Bonds, Series 2009A (Tax-Exempt), and Revenue Bonds Series 2009A-1 (Build America Bonds). The total aggregate principal amount is $56,120,000.

- In August 2011, the District issued Lease Revenues Bonds, Series 2011B (Tax-Exempt) and Lease Revenues Bonds, Series 2011C (new Clean Renewable Energy Bonds). The total aggregate principal amount is $9,905,000.

- In June 2012, the District voters passed Measure C, a $350,000,000 bond measure. In September 2012, the District sold the first series of the bonds for $128,345,000.

**Update 2015**

- The District continues to be a Community Support District and will maintain the status for the next several years.
- The Land Corporation continues to support the District’s educational programs and capital projects by providing one-time grant funds.
- The District continues to comply with the 50% law and the FON.
- In February 2015, the District sold the second series of the 2012 Measure C General Obligation Bonds for $150,000,000 and refunded $28,100,000 of the 2004 Measure H bonds.

**Next Steps:**
The Administrative Services departments will work together to develop and document procedures for each Administrative Policy with Chapter 6 – Business Services. This is the first step to provide internal controls and maintain financial integrity.

In FY 2012-13, District Council has approved the revised Associate Allocation Model along with an enhanced Resource Allocation Model. Both models were used to develop
the 2013-14 budget. The intent of the models is to allocate resources to support an integrated process tied to Strategic Planning, Student Success, Educational Master Planning, Program Review and other planning resources. The models also require the District to live within its means and allow financial information to be transparent. The effectiveness of the model shall be reviewed by District Council on an annual basis.

Each department submitted a document that focused on their service levels and the needs for their budget during FY 05/06. A review of past expenditures indicates that budgets are not always in line with actual spending activity. The budget development process includes line item detail for positions (salary and benefit costs) and prior year budgets and expenses. Staffing needs are still a valid concern that was expressed by every Administrative Services department.

The next step would be to identify new strategic goals, list priorities, and assess the service levels or needs from the Colleges and Administrative Service departments.

- Are the resources adequate?
- How can processes be streamlined?
- Are departments reactive or proactive to customers?
- Have job functions/duties performed by staff changes?
10: Institutional Development and External Relations

Background Discussion
Currently, there is a need for expansion and greater coordination for the research, grants, advancement, and public information functions. At the same time, there are important benefits to be gained in terms of building partnerships, identifying new resource opportunities, and linking research with institutional development. Also, there is a need to create an institutional research and planning function at the District level and to expand these functions at the Colleges. Finally, better coordination is needed district-wide. Moving forward, the District faces huge challenges in the acquisition of significant resources and the coordination of research that is necessary to fulfill the demands of the Colleges and Administrative Services as well as the requirements of external accrediting agencies, partners, and governmental entities.

Priority should be given to coordinating key management functions in the areas of institutional development and external affairs, creating a structure and process that builds on and improves the efforts already in effect throughout the District.

Strategy Description
Create a structure that allows for district-wide coordination of institutional development and external relations and support for similar functions under the direction of the Colleges.

Preliminary Strategies
- Coordinate functions to maximize organizational performance and enhance external relations and outreach.
- Consider data management strategies and software applications that could be integrated with current district-wide administrative software system.
- Explore options for an appropriate leadership position title and description of responsibilities for the institutional development and external affairs functions.
- Determine appropriate level of staffing to accomplish objectives in the areas of research, grants, advancement, public information, and governmental affairs.

Update 2007
The Advancement Office will be given an additional 0.5 FTE position to assist in processing paperwork generated from donations and fundraising accounts. The Advancement Foundation has merged with the Colleges Foundation.

The Sponsored Research and Grants Department will be reorganized to include supervision of the Advancement Office. The position of Dean of Sponsored Research
and Grants will be reclassified to Associate Vice Chancellor, Research, Planning and Advancement. This new position will be responsible for serving as the leader of the District’s strategic planning efforts, institutional research processes, and grants, advancement, and resource development functions. The position will also be responsible for developing a comprehensive program of institutional research and planning to support College and District mission and strategic initiatives and overseeing the planning, organizing, performing and coordination of research and data analysis. Additionally, the position will develop programs to promote major gifts, alumni resources, annual and planned giving and other activities supporting the resource needs of the District and serve as the primary contact for local, state and federal agencies for matters related to institutional research, planning, grants and resource development.

**Update 2014**

The Sponsored Research and Grants Department in the District office was eliminated. The function was absorbed by the colleges. The district public information office function was absorbed by the Associate Vice Chancellor for Human Resources position. The Advancement function reports directly to the Chancellor. The research function remains at both colleges.
11: Strategic Partnering

Background Discussion
There are significant potential benefits to be derived from partnerships with community college districts, the UC’s and CSU’s, independent colleges and universities, agencies, business and labor. For example, joint purchasing could result in cost reductions.

Strategy Description
Develop mutually beneficial partnerships that enhance the District’s ability to meet student, community, and organizational needs.

Preliminary Strategies
- Pursue partnerships with adjacent community college districts.
- Explore regional education and training financing mechanisms.
- Share high-cost staff in specialized areas.
- Establish joint credit or shared credit programs with California State University and University of California systems.

Update 2007
Over the past several years, the District and both colleges have pursued several strategies in this area to enhance cooperation and extend the reach of our services. In particular, Mission, West Valley, and the District as a whole have been leaders in the reorganization, refocusing, and enhanced profile of the Silicon Valley Higher Education Roundtable, of which we were founding members.

The Silicon Valley Higher Education Roundtable brings together higher education institutions in the Silicon Valley (represented by the chief executive officers) to develop collaborative strategies for improving assess, articulation, and student performance; to better articulate with primary and secondary educational institutions in the area; and to build partnerships with Silicon Valley opinion leaders. A “Working Council,” made up of representatives of the CEO’s meets on a monthly basis and actually operationalizes the goals and initiatives of the Roundtable.

The Roundtable is composed of public and private two and four-year institutions of higher education representing the area defined by Santa Clara and Santa Cruz counties. The Charter members include: Cabrillo College, San Jose/Evergreen Community College District and its colleges, Foothill-DeAnza Community College District and its colleges, West Valley-Mission Community College District and its colleges, Gavilan Community College, San Jose State University, UC Santa Cruz, and National Hispanic University.

One of our early and showcase programs has been the initiation of a SilVHER Certificate program. The SilVHER Certificate is a pilot program inaugurated by the
Roundtable in May 2006 to increase college access for students who are historically underrepresented in higher education and to promote a “college-going culture,” so all students and their families know that they can go to college.

The SilVHER Certificate, presented to kindergarteners, guarantees students admission to one of the SilVHER member colleges provided they meet admissions requirements. To help ensure that students can achieve this goal, SilVHER will provide additional information and support for certificate recipients and their families.

In addition to the kindergartner graduation ceremonies, the program includes bilingual presentations, materials and question-and-answer sessions for parents and hands-on activities for students during the school year. Kindergarten students take part in activities introducing them to possible future careers in fields such as dental hygiene, nursing, horticulture, construction management, public safety and music. SilVHER member organizations provide subject matter experts for the presentations and demonstrations, which also feature community college students who are enrolled in the career programs.

Following up with student who received certificates in 2006, SilVHER volunteers read to first graders at Anne Darling Elementary on Wednesdays in the spring of 2007 to underscore the importance of literacy. Their parents attended a session on how best to read with students at home.

Anne Darling Elementary School in San Jose and Gault Elementary School in Santa Cruz are the pilot schools. Plans are underway to expand the program. Our colleges and the Chancellor’s Office have been well represented in this effort, sending a dozen staff as readers and having faculty and staff facilitate the orientation sessions for kindergarten parents at Anne Darling two years running. Our CEOs have attended all the “graduation ceremonies.”

**Update 2014**

Although SilVHER has transitioned its focus more specifically to the California Student Opportunity and Access Program (CalSOAP), which involves the District more at the level of college student services staff than District staff, the Chancellor is committed to maintaining good relations and cooperative working relationships with other educational institutions and private industry. Some examples include:

- Joint District and college senior leadership meetings and roundtables with neighboring districts
- Renewed focus on increasing enrollment from those K-12 districts that fall within the District’s political and service boundaries
- Initiation of the MC2IT (Mission College Center for Innovation and Technology). The Center provides opportunities for students, active high-tech professionals,
and entrepreneurs to work together and learn while solving real-world technology challenges.

- Leadership meetings of the CEOs of the community college districts; CSU, San Jose; and UC, Santa Cruz to strategize best efforts to enhance educational opportunities in Silicon Valley.
Resource Plan

Introduction and General Methodology

The Services and Facilities Master Plan (S&FMP) concept papers identified a number of areas where increases in staff levels were thought to be an important feature to improved service delivery. Increasing staffing levels is most likely to occur when new revenue is available to pay for the increased costs of staff and when the District has determined that adding staff is critical to the overall success of the District.

On May 13, 2013, District Council approved the Resource Allocation Model (RAM) which was first used in developing the District’s final budget for FY 13/14. The RAM fully allocates all funds received by the District. The principles of the RAM include:

- Allocate resources to support the integrated processes of strategic planning, Educational Master Planning, Accreditation and Program Review
- Be transparent and equitable across the three District units: District Services, Mission College, and West Valley College
- Ensure fiscal solvency
- Allow each entity to develop, implement and manage its own budget
- Adapt to the changing fiscal conditions at all levels.

The uncertain economic outlook during the past five years necessitated that the District consider plans to pay for the cost of strategic plan initiatives through a combination of activities and that it consider options other than just use of new revenue. The following options or combination of options were considered to direct resources to the S&FMP areas:

1. Redirect resources away from existing departments to those areas that have been identified as strategic priorities.
2. Review processes and procedures to determine if process improvements are possible and if those improvements will be adequate to increase service delivery consistent with the strategic plan requirements.
3. Increase funding to the areas identified as strategic priorities using a process to ensure all value chain costs are identified and funded.
4. Obtain additional revenues that can be dedicated to provide support services.
5. Seek contributions from the Colleges to increase support services.
6. Consider reorganization of functions to reduce any redundancy that may exist between College functions and District office functions. This would require that the roles of College and District support personnel be defined and that accountability for the performance of tasks be established.

7. Make better use of the capacity of equipment and personnel resources.

With the District achieving Community Support status in FY 12/13, the fiscal landscape has changed for the District. Its local property taxes and student enrollment fees exceeds the total funding that the State provides as calculated by SB 361 apportionment. The District is not affected by State budget shortfalls or community college system shortfalls. However, the District will continue to receive funding based on FTES for lottery, mandated costs, EPA, student services categorical funds, and other grants.

With the new fiscal status of the District, it is no longer dependent on the State for funding to support the S&FMP areas, local funding will be available.

Requests for Resources

The concept papers included comments about the resources the departments/areas determined would be necessary to provide the level of services required to support the E&FMPs and to meet the service level expectations that the departments/areas have established for themselves. A prioritized list of resource requests has not yet been developed because of the need to balance the support activities with the instructional activities. The largest identified need is for increased staffing. Adding personnel may address concerns about an increased volume of work that may have developed over a period of years but adding personnel by itself may not resolve the service level concerns.

In evaluating the resource requests, it is proposed that process reviews be conducted to identify redundant or unnecessary work activities before increases in staffing are considered. Adding staff should be viewed as a permanent increase in the cost structure. In evaluating requests to increase staff, it should be recognized that the addition of some personnel is needed to provide services to programs and facilities that had not previously existed in the District. For instance, the addition of a Library and Child Development Center at Mission College increased the gross square footage of space. To maintain existing custodial service levels, additional custodians are needed.
Prior to considering staffing increases, the District needs to right-size its expenditures against its revenues for FY 14/15. The District has a carryover from FY 13/14 of $4.5 million of one-time use in balancing its budget that year. On-going funding moving forward must be identified.
Strategies for Satisfying Resource Requests

Resources can be provided to obtain services using any of the following strategies or combination of strategies:

1. Provide an allocation to the District Office through the Budget Resource Allocation Model so that increases in staff can occur on a yearly basis to meet service level needs. In determining which areas receive additional resources, it is suggested that the following guidelines be used:

   a. Increase staff levels in areas where the volume of work has increased. For example, when new facilities are added to the District’s space inventory, additional custodians should be added.

   b. Increase supply, material, and service contracts when additional volume causes an increase in the consumption of supplies and materials and when additional maintenance agreements are needed to support newly acquired equipment.

2. Require that as program changes are being considered that the Colleges consider the impact of program changes on support services and that the support services be funded as part of the program change budget request. This will ensure that the service levels are not diluted because of unanticipated changes in the operations of the Colleges.

3. Identify additional revenue sources that can be used to augment existing budgets. Some augmentations may come from donations, grants, or allowable fees.
Implementation of a Selected Strategy

Budget development will need to include the strategy chosen to fund the S&FMP priorities. The budget development process begins in January of each year and concludes at the end of May with the Tentative Budget. Board Budget Priorities are established in February or March of each year and serve as the guide for the development of the annual operating budget plans. The Final Budget is submitted to the Board of Trustees for approval in September, but the budget development activities concluded in May will need to incorporate any funding proposed to meet service support requirements. The implementation strategy sequence of events is outlined below.

Using a shared governance structure similar to the Governance and Planning Council (GAP) at Mission College and the College Council at West Valley College, District Administrative Services and other District Office departments should prioritize a list of resource needs for the upcoming fiscal year. The Administrative Services Council should develop guidelines for establishing the priorities to ensure there is fair representation and balance among all interested District functions.

The District service functions should receive funding on a pro-rata basis with the Colleges to address service support requirements. The allocated amount should be distributed to the priorities agreed upon by the district-wide shared governance bodies and included in the Tentative and Final Budget.