



ASSOCIATION OF
SCHOOL BUSINESS OFFICIALS
INTERNATIONAL



Create Meritorious Award-Winning Budget

Presented by:

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Key Points Covered

1. What is the ASBO Meritorious Award Program
2. Understanding the Benefits of the Program
3. Understanding the criteria for recognition
4. Discuss Starting with the Pathway Program

ASBO Meritorious Budget Award

The **ASBO Meritorious Budget Award (MBA)** program is a prestigious recognition awarded to school districts that demonstrate exceptional budgeting practices. It is administered by the Association of School Business Officials (ASBO) International.

1. **Clarity and Accuracy:** The budget must be easy to understand, well-organized, and accurate in its financial information.
2. **Communication:** The budget should effectively communicate the district's goals, objectives, and how resources are allocated to achieve them.
3. **Community Engagement:** The budget should be presented in a way that is accessible to the community, fostering trust and understanding.
4. **Best Practices:** The budget should align with nationally recognized budget presentation standards and demonstrate adherence to best practices in fiscal management.
5. **Innovation:** The budget may be recognized for innovative approaches to budgeting or financial reporting.

Benefits of the Award

1. **Recognition:** Receiving the MBA is a significant achievement that elevates the district's reputation for financial transparency and excellence.
2. **Community Trust:** A well-prepared budget can enhance trust and confidence among stakeholders, including taxpayers, parents, and community members.
3. **Best Practices:** The process of preparing for the MBA can lead to improved budgeting practices and a more efficient use of resources.
4. **Professional Development:** The award can serve as a catalyst for professional development and innovation within the district's finance department.

Application Materials

Email submission:

Attach each required document as separate PDF, or in a shared folder, or weblink:

- Completed MBA Application
- Cover Letter specifying any criteria that do not apply
- MBA Criteria Checklist (mandatory for all applicants)
- Reviewer comments from the previous year and your school district's responses.
- Budget Document or a link to your budget document

General Requirements

Budget Document is divided into four major MBA sections

1. Executive Summary
2. Organizational
3. Financial
4. Informational

General Requirements

The MBA Criteria Checklist includes the use of a pyramid approach in communicating the district financials. The pyramid approach begins at a broad level and drills down into more detail as each level of the pyramid is addressed.

Level One	Summary of Total Budget (All Funds Combined) Total Revenues by Source Total Expenditures by Object
Level Two	Summary Data for All Operating Funds Revenues by Source Expenditures by Object Expenditures by Function (Optional)
Level Three	Summary Data for Individual Funds Revenues by Source Expenditures by Object Expenditures by Function (Optional)
Level Four (Optional)	Information by Program, Location, and/or Administrative Unit Revenues by Source Expenditures by Object

General Requirements

The Budget Document must include eight years of data

1. Three Years of Actual
2. The Current Year Budget
3. Proposed Budget Year
4. Three Years of Forecasted Data

General Requirements

General Fund Summary

FY17-FY19 Actual Revenue and Expenditures
FY20 Adopted Budget

	FY17 Actual	FY18 Actual	FY19 Actual	FY20 Adopted
Revenues:				
State Education Aid*	\$217,606,508	\$227,090,501	\$235,854,443	\$256,820,851
Local Contribution**	\$105,359,295	\$108,029,689	\$109,204,233	\$112,714,478
Total Revenues	\$322,965,803	\$335,120,190	\$345,058,676	\$369,535,329
Expenditures (by object):				
Employee Salaries (91000)	\$207,456,538	\$216,819,389	\$222,411,017	\$242,735,321
Supplies and Services (92000)	\$50,698,351	\$57,984,908	\$56,540,400	\$57,347,315
Capital Equipment (93000)	\$200,980	\$515,425	\$838,843	\$350,000
Fringe Benefits (96000)	\$62,496,806	\$57,590,390	\$62,742,922	\$67,123,047
Employee Overtime (97000)	\$2,109,636	\$2,207,013	\$2,523,180	\$1,979,646
Total Expenditures (by object)	\$322,962,310	\$335,117,125	\$345,056,363	\$369,535,329
Difference from Total Revenue	\$3,493	\$3,065	\$2,313	\$0
Expenditures (by function):				
Administration (1000)	\$4,022,803	\$4,429,791	\$3,941,127	\$3,993,392
Instruction (2000)	\$189,962,794	\$201,701,459	\$205,875,421	\$223,138,918
Other School Services (3000)	\$24,931,439	\$27,088,169	\$28,656,392	\$29,724,184
Operations & Maint. (4000)	\$20,338,207	\$21,694,735	\$15,947,902	\$22,879,687
Fixed Charges (5000)	\$64,381,283	\$59,119,007	\$70,924,859	\$69,139,226
Community Services (6000)	\$425,661	\$656,975	\$138,365	\$195,585
Fixed Assets (7000)	\$523,393	\$530,064	\$576,327	\$659,642
Debt Service (8000)	\$0	\$0	\$0	\$0
Tuition Programs (9000)	\$18,376,730	\$19,896,925	\$18,995,970	\$19,804,695
Total Expenditures	\$322,962,310	\$335,117,125	\$345,056,363	\$369,535,329
Difference from Total Revenue	\$3,493	\$3,065	\$2,313	\$0

FY21 Budget & Three-Year Budget Forecast
Projected Revenues and Expenditures

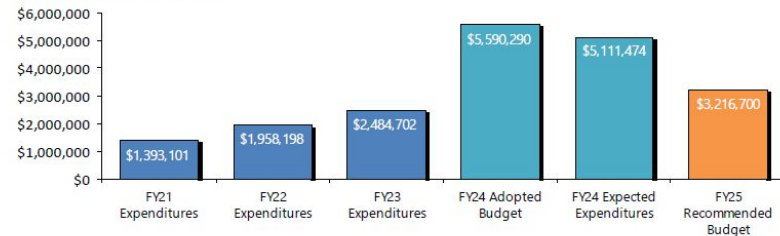
	FY21 Budget	FY22 Projected	FY23 Projected	FY24 Projected
Revenues:				
State Education Aid	\$274,851,598	\$292,076,558	\$309,021,197	\$326,232,307
Local Contribution	\$113,603,606	\$115,875,678	\$118,772,570	\$121,741,884
Total Revenues	\$388,455,204	\$407,952,236	\$427,793,767	\$447,974,191
Expenditures (by object):				
Employee Salaries (91000)	\$252,112,706	\$263,358,110	\$276,717,172	\$290,910,178
Supplies and Services (92000)	\$60,029,918	\$62,902,888	\$65,463,841	\$68,155,100
Capital Equipment (93000)	\$350,000	\$532,000	\$542,640	\$553,493
Fringe Benefits (96000)	\$73,905,122	\$79,060,630	\$82,929,534	\$86,172,029
Employee Overtime (97000)	\$2,057,458	\$2,098,607	\$2,140,579	\$2,183,391
Total Expenditures (by object)	\$388,455,204	\$407,952,236	\$427,793,767	\$447,974,191
Difference from Total Revenue	\$0	\$0	\$0	\$0
Expenditures (by function):				
Administration (1000)	\$4,363,319	\$4,450,585	\$4,539,597	\$4,630,389
Instruction (2000)	\$231,816,197	\$244,952,359	\$259,726,641	\$274,644,118
Other School Services (3000)	\$33,069,980	\$34,062,079	\$34,743,321	\$35,438,187
Operations & Maint. (4000)	\$23,762,613	\$24,237,865	\$24,722,623	\$25,217,075
Fixed Charges (5000)	\$74,548,415	\$78,736,088	\$81,704,649	\$84,810,398
Community Services (6000)	\$195,585	\$199,497	\$203,487	\$207,556
Fixed Assets (7000)	\$630,542	\$643,153	\$656,016	\$669,136
Debt Service (8000)	\$0	\$0	\$0	\$0
Tuition Programs (9000)	\$20,068,553	\$20,670,610	\$21,497,434	\$22,357,331
Total Expenditures	\$388,455,204	\$407,952,236	\$427,793,768	\$447,974,191
Difference from Total Revenue	\$0	\$0	\$0	\$0

General Requirements

Classroom Substitutes Salaries

Fund Code: 500-91114	FY24 Adopted Budget	FY24 Expected Expenditure	FY25 Recommended Budget	% Change From Current Budget
General Fund	\$5,590,290	\$5,111,474	\$3,216,700	-42%
Grant Sources	\$0	\$0	\$0	0%
Total	\$5,590,290	\$5,111,474	\$3,216,700	-42%

Account Financial Summary



Teacher substitutes provide coverage for the instructional staff absent due to illness, leave of absence, or attending professional development. This account provides daily coverage and longer-term coverage of authorized leave of absence. This account also provides for various system-wide classroom coverage provided by paraeducators. The FY25 budget restores 70 day-by-day substitute positions; however, it reduces the funding for six long-term substitutes to cover classrooms for existing staff to participate in the administrator pipeline program and the 70 full-time building substitute positions to address the FY25 budget deficit.

	FY24 Adopted Budget	FY24 Expected Expenditure	FY25 Recommended Budget	% Change From Current Budget
A. Long Term Substitutes	\$1,578,896	\$1,369,854	\$1,395,100	-12%
B. Day-By-Day Substitutes	\$418,000	\$269,870	\$1,386,000	232%
C. Contractual Classroom Coverage	\$435,600	\$418,610	\$435,600	0%
D. Building Substitutes	\$3,157,794	\$3,053,140	\$0	-100%
Total	\$5,590,290	\$5,111,474	\$3,216,700	-42%

**Be consistent & use
visuals for your
reader!**

Anywhere!

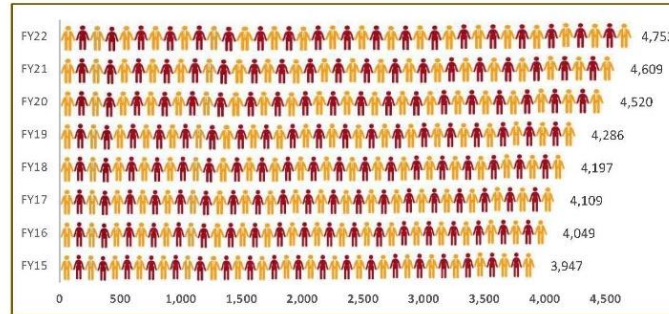


Executive Summary

Executive Summary
Staffing History



Number of Employees
Full-Time Equivalent Positions
FY15-FY22
(From All Funding Sources)



All Positions / All Funding Sources	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	Change from Prior Year	
District Administrators	23	23	24	26	24	27	27	29	2	7.4%
School Administrators	79	79	79	81	82	88	88	91	3	3.4%
Teachers	2,086	2,139	2,142	2,213	2,250	2,388	2,451	2,546	95	3.9%
Instructional Assistants	591	601	599	589	598	622	641	659	18	2.8%
Teacher Substitutes	97	97	97	97	97	105	105	111	6	5.7%
Crossing Guards	106	106	106	106	106	109	109	110	1	0.9%
Educational Support	83	107	106	105	107	130	98	104	6	6.1%
Custodial Services	150	153	153	154	154	154	154	158	4	2.6%
Maintenance Services	33	33	33	33	31	30	32	28	-4	-12.5%
Full Year Clerical	64	64	65	63	63	66	68	67	-1	-1.5%
School Year Clerical	68	68	68	70	71	71	74	77	3	4.1%
School Nurses	54	55	56	59	89	97	103	110	7	6.8%
District Support	50	52	53	52	52	56	55	56	2	2.8%
Student Transportation	81	81	82	82	103	103	126	126	0	0.0%
Child Nutrition	237	239	294	321	313	319	312	315	3	1.0%
Head Start	145	152	152	146	146	155	166	166	0	0.0%
Totals	3,947	4,049	4,109	4,197	4,286	4,520	4,609	4,753	145	3.4%

Executive Summary

Samples of Data Sets

- ✓ Demographics
- ✓ Gender
- ✓ Age Range of Teachers
- ✓ Service History of Teachers
- ✓ Average Salaries of Teachers

Describe Forecasting Methodology & Techniques



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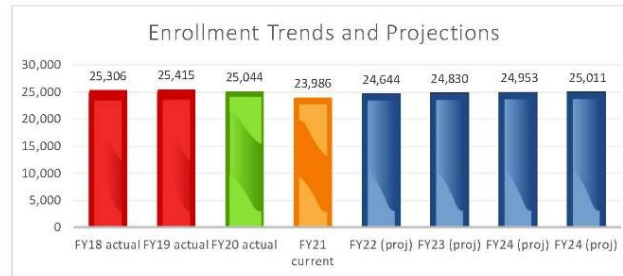
Student Enrollment

Trends and Projections

The enrollment of the Worcester Public Schools has increased or remained relatively stable over the last several years until the current year. During the 2020-2021 school year, the district experienced an unprecedented enrollment decline of 1,058 students (-4.2%) attributed to the COVID-19 pandemic. Most notably, 70% of the enrollment decline was at the Pre-School and Kindergarten levels. These two grade levels had an overall 24% decline in enrolment from the previous year.

The enrollment projection for 2021-22 school assumes the return of these Pre-School and Kindergarten students. With this adjustment, and using the 2019-2020 enrollments as a better baseline, the overall enrollment is projected to slightly decrease 0.1% over the next four years compared to the 2019-2020 school year. Within this projection, the elementary level is projected to decrease 1.0% from 13,819 in 2019-2020 to 13,675 in FY25. The middle school enrollment is projected to decrease 0.5% from 3,298 in 2019-2020 to 3,282 in FY25. The high school enrollment is projected to increase 1.6% from 7,534 in 2019-2020 to 7,654 in FY25. Using recent enrollment trends and population analysis, the school district plans for staffing and space allocations based on these projections.

Included below is the summary of the overall enrollment between FY18-FY21 and projected enrollments for FY22-FY25. On the following pages, these enrollments are calculated for individual schools.



Elementary enrollment analysis: The district uses a five-year weighted cohort survival method to forecast enrollment trends by grade level. The district also examines local birth rates to predict the entering kindergarten enrollments. The cohort survival method projects enrollments based upon the annual rate of change between grade levels and the number of births five years previous that become kindergarten students. With enough information, the method becomes a reasonable predictor of a school district enrollment trend over the next five years.

Middle School enrollment analysis: The district uses a five-year weighted cohort survival methodology to examine the transition of elementary school enrollment to the middle school level. The analysis considers factors for special programs and non-public school options. These enrollment estimates are used to determine staffing and space allocations for the district.

Informational

Allocation Samples

- ✓ Elementary
- ✓ Middle School
- ✓ High School
- ✓ Assistant Principals
- ✓ Instructional Coaches
- ✓ Itinerant Staff
- ✓ Special Education



From Here,

Student Outcomes

An established nationally recognized program, Advanced Placement (AP) courses offer students the opportunity to undertake more complex and challenging college-level course work while still in high school. Currently, all seven public high schools in Worcester offer a variety of AP course options. This is consistent with the district's goal to have students complete high school coursework that prepares them for both college and career.

Advanced Placement



The table below displays trends in the performance of WPS students on Advanced Placement exams in the aggregate across subjects over the past six administrations. During the 2019-20 school year, AP exams were administered remotely. Additionally, students in AP classes were not required to participate in the AP exam to earn AP credit. As a result, AP participation was low during the 2019-20 school year and cannot be compared to the prior year.

Score		2012	2013	2014	2015	2016	2017	2018	2019	2020
1	%	35.9%	32.2%	35.3%	42.6%	40.4%	38.0%	38.9%	37.2%	29.2%
	#	607	582	732	974	907	900	1,098	969	547
2	%	26.2%	29.7%	30.1%	26.3%	27.8%	29.4%	28.1%	25.5%	23.6%
	#	444	536	624	601	623	696	794	666	442
3	%	21.6%	23.0%	18.7%	19.2%	18.0%	19.7%	19.7%	20.3%	24.4%
	#	365	415	387	438	404	465	536	529	457
4	%	10.9%	9.5%	11.1%	8.5%	9.4%	8.4%	9.2%	11.7%	14.9%
	#	185	172	230	195	210	199	261	305	278
5	%	5.4%	5.6%	5.1%	3.5%	4.5%	3.3%	5.1%	5.3%	7.9%
	#	92	101	105	79	101	77	136	138	148
3 or above	%	37.9%	38.1%	34.8%	25.9%	31.9%	31.3%	33.0%	37.3%	77.2%
	#	642	688	722	593	715	741	933	972	1,446
Total # of Exams		1,693	1,806	2,071	2,287	2,245	2,366	2,825	2,607	1,872
Total # of Test Takers		1,067	1,135	1,270	1,379	1,364	1,422	1,675	1,568	1,266

Informational

Sample of Performance Measures

- ✓ Early Literacy Assessment
- ✓ Advanced Placement
- ✓ Scholastic Assessment Test (SAT) Participation & Performance
- ✓ Massachusetts Comprehensive Assessment System (MCAS)

Percentage of Free or Reduced-Price Meals

Not Applicable Example: Explanation of why it's not included

Community Eligibility Provision (CEP): *a non-pricing meal service option for schools and school districts in low-income areas as allowed under the United States Department of Agriculture (USDA). CEP allows the nation's highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications. Instead, schools that adopt CEP are reimbursed using a formula based on the percentage of students categorically eligible for free meals based on their participation in other specific means-tested programs, such as the Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF).*

ASBO MBA Pathway Program

The ASBO MBA Pathway Program offers several benefits for school districts. It is a valuable tool for school districts that want to improve their budgeting practices and demonstrate their commitment to financial transparency and accountability.

1. **Gradual Improvement:** It provides a structured approach to improving budgeting practices over time, allowing districts to focus on specific areas of weakness and make incremental improvements.
2. **Reduced Stress:** The pathway program can help reduce the stress and pressure associated with applying for the full MBA award, as districts can focus on achieving specific milestones rather than trying to meet all the criteria at once.
3. **Professional Development:** Participating in the pathway program can provide opportunities for professional development for district staff, as they learn about best practices in budgeting and financial management.

ASBO MBA Pathway Program

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MBA AND PATHWAY RECIPIENTS

Awards

- Meritorious Budget Award & Pathway to the MBA
 - MBA Apply
 - MBA Checklist
 - MBA Review Process
 - MBA Resources
 - MBA Recipients**
 - Certificate of Excellence in Financial Reporting

MBA RECIPIENTS

- [2022-2023 Meritorious Budget Award Recipients](#)
- [2021-2022 Meritorious Budget Award Recipients](#)

PATHWAY RECIPIENTS

- [2022-2023 Pathway to the MBA Recipients](#)
- [2021-2022 Pathway to the MBA Recipients](#)

Add your school district to the growing list of districts that have earned this coveted recognition—apply for the [MBA](#) or [Pathway to the MBA](#) today!