

CHAPTER 6 Financing The Program

A. Working With School Administration

Developing a positive working relationship with the administration is critical to maintaining adequate funding of the program.

Learn how program financing is determined and the critical budget dates. Learn how programs are evaluated on a financial basis. Present program requests and needs in terms that will be understandable and useful to the administration. Some schools evaluate programs based on cost per student contact hour. Others use student completion or placement rates.

Remember that the collision repair program is one of many in the overall school budget. Develop an understanding of how the program must fit within the departmental and overall school budgets.

Work with other programs within the department that are competing for school funds. Develop priorities within each program, then within the department.

Develop an understanding of and justification for each line item in the budget. Support all requests for additional funds with written justification.

Requests for equipment purchases should include:

- a complete description of the item.
- quantity requested.
- description of how it will be used within the program curriculum.
- a list of the benefits the item offers the program and the local Industry.
- letters of support for the purchase from the Advisory Committee.
- all safety and health issues related to the item.
- information on instructor training needed for use of the item.
- installation information and timeline.
- the name of the instructor responsible for purchase and installation.
- all cost estimates.



Strong program support demonstrated by the Industry and Advisory Committee can help in school budget decisions.

B. Budget Line Items

Suggested line items for the program budget include:

- major equipment (new and replacement).
- minor equipment (new and replacement).
- tools (new and replacement).
- instructional supplies.
- resale supplies (those billed out).
- instructor salaries.
- auxiliary staff (stock room, aide, parts room) salaries.
- rentals/contracts (laundry service, acetylene, etc.).

- staff professional development (including instructor travel).
- texts, curriculum, and audio-visual aids.
- program marketing.
- equipment repair/maintenance.
- facility repairs.
- professional dues and subscriptions.
- safety equipment.
- hazardous waste disposal.
- special projects (VICA, NATEF certification costs, etc.).



C. Discretionary Funds

School funding is often barely adequate to maintain the basic program. Additional sources of income can provide funds needed for growth and improvement. The availability of these extra funds often makes the difference between a good program and an excellent one.

Such income can be placed in a discretionary account for use by program instructors. Administrative and Advisory Committee oversight and auditing procedures should be established based on school policy and training program needs.

Before proposing to the administration that a discretionary fund account be established, develop a proposal that:

- is in writing.
- clearly indicates why existing funding is inadequate.
- clearly provides all necessary information and financial estimates.
- makes auditing procedures of the account clear and simple.

Possible sources of discretionary funds include:

- repair and sale of purchased or donated vehicles.
- donations by Industry suppliers.
- donations by trade associations.
- repair of campus security or other school-owned vehicles.
- use of donated supplies and materials that can be billed to owners of repaired vehicles.



Not all of these sources are appropriate for all programs. Instructors should be allowed to use only those sources that fit within the scope and structure of the program.

Use these funds for program growth and improvement. Suggested uses include student scholarships, instructor professional development, or line items not included in the school budget for the program.