

## **General Fund Analysis**

One of the services provided by OEA to members is the review and analysis of school district (and other governmental units) finances. The General Fund Analysis (GFA), much like the five-year forecast, reports historical and projected financial data.

The GFA is comprised of the following worksheets and graphs:

### *GFA Summary*

This worksheet provides an overview of historical information and projected amounts of revenues expenditures, cash balances and new money.

### *OEA and District Estimates of New Money*

This worksheet shows the cumulative amount of additional operating revenues coming into the district over a period of time. Base year calculations are made for both the current and next fiscal years. District projections for revenues from the renewal or replacement of expiring levies (five-year forecast lines 11.01 and 11.02) are included as a separate line item. OEA estimates assume the continuation of all levies with the revenues collected included under operating revenue.

### *OEA and District Revenue Estimate Comparison*

This worksheet provides a side-by-side comparison of OEA and district revenue projections for a four-year period.

### *State Aid*

This worksheet is used to demonstrate OEA state aid estimates using ADM (enrollment after adjustments) and property value projections to determine formula aid along with projections for other state-funded items to determine total state aid (both unrestricted and restricted).

### *Property Values and Rates*

Historical district property values and millage rates are reported and used to estimate future values and rates. OEA projections incorporate updates and reappraisals of property. Adjustments are also made for the phasing-out of business inventory as a taxable source.

### *Property Taxes*

This worksheet shows OEA estimates of revenues from real and personal property. Since annual property taxes are collected over two fiscal years, assumptions regarding the distribution of those payments are made.

### *Income Tax Revenue and Growth*

Historical and projected income tax revenues are provided. This worksheet is applicable to only the approximately 20 percent of districts that have a school district income tax in effect.

### *District Five-Year Forecast*

This worksheet is a reproduction of forecasts filed with the Ohio Department of Education. Figures may be adjusted to reflect up-to-date (yet unfilled) district projections.

### *Comparison of Actual Revenues and Expenses to District Estimates*

Three years of “actuals” and “estimates” are compared. Negative differences for revenues and ending balance indicates the district underestimated those items. Positive differences for expenses means the district overestimated those items.

### *Revenue and Expense Items as a Percent of Total Revenues and Expenses*

The portion that each revenue and expense category is of total revenues and expenses is shown.

### *Annual Change*

This worksheet uses district forecast information to report actual and projected annual percentage changes for each category of revenues and expenses.

### *Ending Balance as a Percent of Total Expenses Graph*

This graph shows historical and district-projected amounts of total expenses and ending balances and ending balances as a percentage of total expenses.

### *Salaries & Benefits as a Percent of Total Expenses Graph*

This graph shows historical and district-projected amounts of total salary and benefit costs and total expenses and salaries and benefits as a percentage of total expenses.

### *Revenues less Expenses Graph*

This graph shows historical and district-projected differences between total revenues and total expenses. Positive amounts indicate revenues exceeded expenses.

### *Difference Between Actual and Projected Revenues, Expenditures and Ending Balances Graph*

This graph compares three years of actual and estimated revenues, expenses and cash balances. A negative amount for revenues and ending balance indicates the district underestimated those items. A positive amount for expenses means the district overestimated that item.

Typically a labor relations consultant will contact OEA research staff and request a GFA be developed for a particular district at the onset of negotiations. OEA research consultants then generate the GFA and will on an as-needed basis participate in the bargaining process when the negotiations reach the point where economic proposals are exchanged. The research consultants are also available to provide their expertise at mediation, fact finding, interest arbitration and grievance arbitration.