

University Workgroup Notes - September 4 Call

Workgroup Members (*on call):

*Candace Bartholomew	*Dean Herzfeld	*Phil Nixon	*Sonja Thomas
*Carol Black	*Don Renchie	*Ples Spradley	Thia Walker
*Carol Somody	*Frannie Miller	*Richard Beard	Vickie Rengers
*Dan Hanselka	*Harvey Reissig	*Richard Pont	
Dean McCorkle	*Jackie Lee	Ronda Hirnyck	
	*Kim Pope	*Sherm Takatori	

Call on September 4 – 11:00 Eastern 10:00 Central 9:00 Mountain 8:00 Pacific
To Join the Meeting: **509-335-4700** (not toll free); ID number **9222#**

Action people are noted in BLUE.

Agenda

- a. Update on PSEP Funding Improvement and Modernization Initiative Board (IMI). An overview was provided on the status and aggressive timeline of the PSEP-IMI Board. The work of the University Workgroup will support and augment the efforts of the PSEP-IMI Board.
- b. A brief overview of the goals of the University Workgroup was provided: 1) Gather an improved dataset of financial needs and current operations for university PSEP programs and 2) Develop business planning documentation to better clarify the “real” costs of doing business, to assist with developing justifications for changes within and outside the university system.
- c. **Task 1. Revise the PSEP Funding Spreadsheet**
Account for all Full-Time Equivalents (FTE’s) and validate current expense and revenue streams/amounts. Four regional representatives will contact each PSEP to validate the numbers after the masked spreadsheet is sent to them. **Carol will prepare the spreadsheet.** Inquiries for each state will include:
 - a. Total number of FTEs (need definition) for core PSEP program (not agents/specialist who support talks/logistics)
 - b. Verify their revenue/operation expense responses and update the number – more columns can be added if needed
 - c. Willingness of each state to share their identity with the IMI Board – still confidential
 - d. **Leads**
 - i. **Candace Bartholomew – NE**
 - ii. **Phil Nixon – NC**
 - iii. **Ples Spradley – S**
 - iv. **Carol Black – W**
- d. **Task 2. Develop a backgrounder paper – Why does anybody care? Business Plan Overview**
Draft a justification on why PSEPs must exist and what it takes to have a program. Discuss benefits of adequately trained pesticide applicators (for the general public) and the weakness of the current program. Characteristics of an ideal program (planning, marketing, preparation, training, evaluation, committee work). What funding is needed – overall program expenses (salary, benefits, goods, services, equipment, travel, etc.)

- a. Leads
 - i. Dean Herzfeld
 - ii. Ples Spradley
 - iii. Dan Hanselka

- e. **Task 3. Develop a Revenue Stream Paper** - Explain the different categories of funds.
 - a. Leads
 - i. Richard Beard (first draft)
 - ii. Don Renchie
 - b. Revenue or Service Center Accounts (training fees, manual sales)
 - i. Different terms for same item: Revenue, Service Center
 - ii. Challenges & Justifications
 - iii. Supporting documentation (business policies and procedures)
 - c. Foundation Accounts – external money deposited in Foundation
 - i. Sources of “donations”, gifts, deposits
 - ii. Challenges & Justifications
 - iii. Supporting documentation
 - d. Grants and Contracts
 - i. Challenges
 - ii. Overhead and paperwork burden
 - iii. Time to prepare
 - e. Justifications for/Flexibility in overhead rates – what can be and how to negotiate a lower rate

- f. **Task 4. Develop an Expense Sheet for New Training Manuals** (subset for major/minor revisions)
 - a. Leads
 - i. Harvey Reisseg, Dan Wixted
 - ii. Ronda Hirnyck
 - iii. Thia Walker
 - iv. Dean McCorkle
 - v. Dean Herzfeld to share UMN business plan
 - b. Revision schedule: What is reasonable
 - i. How many total publications
 - ii. Two, three, or five year revision
 - c. Authors
 - i. New
 - ii. Revision
 - d. Technical Review
 - e. Publications Unit
 - i. Editing
 - ii. Print design
 - f. Printing costs
 - i. Print shop
 - ii. Cost of paper
 - iii. Accounting and recordkeeping
 - g. Warehouse expenses
 - i. Cost of putting on shelf and storage

- ii. Cost of handling in the shop
 - iii. Accounting and recordkeeping
 - iv. Tracking supply levels and revision schedule
 - v. Mailing
 - vi. Financial management
- g. **Task 5. Develop an Expense Sheet for Onsite Training** (future develop costs for online training)
- a. Leads
 - i. Kim Pope
 - ii. Frannie Miller
 - iii. Jackie Lee
 - iv. Sherm Takatori
 - b. Overall coordination
 - i. Salary/wages of registration staff, program coordinator
 - c. Meeting facility scheduling/contracts
 - d. Develop agenda
 - i. Contact speakers, arrange their travel
 - ii. Obtain state credits
 - e. Marketing
 - i. Brochure development, design, print, mail
 - f. Revenue processing
 - g. Develop presentations
 - h. Training supplies
 - i. Driving time, time on site
 - j. Travel expenses
 - k. Facility expenses
 - i. Audio visual rental
 - ii. Food and beverage
 - l. Reports
 - m. Auditing
- 2) **Task 6. Develop an Expense Sheet for In Service Training**
- a. Leads
 - i. Kim Pope
 - ii. Sonja Thomas
 - iii. Pat Hipkins
 - iv. Vicky Renger
 - b. Program planning
 - c. Speaker travel
 - d. Attendee travel
 - e. Training aides
 - f. Many of the same expenses for Onsite Training

Goal to Develop a Business Plan Document: True Cost Analysis of Program Operations

- 1) Overall Program Management Section
- 2) Overall Program Operation Expenses Section
- 3) Major Expense Breakdowns
 - a. Basic Operations

b. Manual Development, Printing, Warehouse, Distribution

On hold for now

- **Document 3 - General Policies and Rules that Prohibit or Severely Restrict University Revenue**
- **Document 4 – Sharing of the Burden of PSEP Operation Costs**
 - Is it better to charge the applicator for the cost of doing business with them (university revenue)
 - Is it better for the funds to come up-front from industry/state to make training more affordable/accessibile?

Notes shared post call

Funding Strategies – CTAG Resource - http://psep.us/Funding-Strategies_July_2007.pdf

Training Manual expense - ballpark

- Timeline 1.5 to 2 calendar years (not man-hours) to write a new manual or do a from-scratch rewrite of an existing manual.
 - time actually spent writing/editing a particular manual
 - time to do a job analysis
 - time for layout person to get the book formatted for printing