Business Leadership and Metrics: Driving Quality and Sustainability

Charlotte Brantley, Clayton Early Learning
Yohana Quiroz, Felton Institute
Ginger Ward, Southwest Human Development
Facilitator: Libbie Poppick, Opportunities Exchange

Format

• Framework
• Panelists describe their approach
• Interspersed discussion with audience
Theory of Change: Leadership Capacity Building

- “Building adult capabilities improves child outcomes” (Jack Shonkoff)
- Shared Services is a strategy to build pedagogical and business capacity

Shared Services Helps Programs Deliver High Quality ECE

- **Pedagogical Leadership**
  - Child development expertise
  - Classroom coaching
  - Teacher supervision
  - Instructional leadership
  - Child assessments

- **Business Leadership**
  - Full enrollment
  - Fee collection
  - Cost-per-child calculations
  - Fundraising
  - Reporting and compliance
  - Staffing and structure

- **High Quality ECE**
What is Business Leadership?

- Define vision
  - Where do we want to go?
- Plan and strategize
  - Forecast, assess progress, make changes
- Build infrastructure
  - Staffing, automation/technology, etc.
- Manage fiscal side of business
  - Enrollment, revenues, expenses
- Staff to meet program goals
  - Recruit and retain high quality employees

“Reflective Administration”

- Reflective Practice with teachers, children and families results in positive child outcomes
- Reflecting on infrastructure, fiscal data and metrics, and staffing systems can be equally powerful in guiding administrative decisions, e.g.:
  - Staffing: caseloads, benchmarks, supervision
  - Fiscal management: metrics and benchmarks to guide decision-making
  - Compliance: new approaches to regulatory and financial compliance that focus on results but encourage reflection, data analysis and innovation
Iron Triangle of ECE Finance

- Ensure full enrollment, every day in every classroom
- Collect tuition and fees, in full and on time
- Revenues cover per-child cost (tuition, fees, and 3rd-party funding)

Example of Intensive Focus on Iron Triangle

<table>
<thead>
<tr>
<th>Star Level</th>
<th>Net Income for Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Star 1</td>
<td>Basic Approach</td>
</tr>
<tr>
<td>Star 2</td>
<td>“Iron Triangle” Approach</td>
</tr>
<tr>
<td>Star 3</td>
<td></td>
</tr>
<tr>
<td>Star 4</td>
<td></td>
</tr>
<tr>
<td>Star 5</td>
<td></td>
</tr>
</tbody>
</table>

*“Iron Triangle” Approach: 95% enrollment, 2% uncollectible debts*
Very difficult to achieve with high subsidy co-pays, low absence policy & no targeting
Very difficult to achieve in smaller centers
Role of Metrics in Leadership

• WHY are metrics important?
  ▪ To drive quality
  ▪ To drive sustainability

• WHAT metrics should be used?
  ▪ For pedagogical effectiveness
  ▪ For business effectiveness

• HOW should metrics be used?
  ▪ Role of automation

WHY are Metrics Important?

“Measurement is the first step that leads to control and eventually to improvement.
If you can’t measure something, you can’t understand it.
If you can’t understand it, you can’t control it.
If you can’t control it, you can’t improve it.”

James Harrington, management consultant
WHY are Metrics Important?

Measuring and monitoring good information enables centers to manage their business.

• Measure:
  - What are the key measures that determine our financial health?

• Monitor:
  - How well are we meeting them? What keeps us from meeting them?

• Manage:
  - Incremental steps to improvement
  - Manage the organization, rather than it managing me
  - Persuade funders of the value of their investment

WHAT metrics should be used?

• Identify factors most important to maintaining strong performance
  - What are key cost drivers, and how can they be reduced?
  - Where are “lost” revenues?
  - What keeps you up at night if it’s not going well?

• Look at examples from other strong Shared Services organizations
Caveat: Data ≠ Answers

HOW should metrics be used?

• Create a dashboard to clearly signal issues in real time
  ▪ What should measurement look like, and when do I know I have a problem?
• Use technology to save time, eliminate errors, give you more insight
• Look at best practice compared to yours – what’s different?
Example: Alliance of 4 Centers

<table>
<thead>
<tr>
<th>Key Metrics</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Center A</td>
<td>113</td>
<td>111</td>
<td>113</td>
<td>114</td>
</tr>
<tr>
<td>Enrollment Center B</td>
<td>62</td>
<td>88</td>
<td>88</td>
<td>88</td>
</tr>
<tr>
<td>Enrollment Center C</td>
<td>58</td>
<td>58</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Enrollment Center D</td>
<td>55</td>
<td>32</td>
<td>32</td>
<td>35</td>
</tr>
<tr>
<td>Total enrollment % of capacity</td>
<td>93%</td>
<td>95%</td>
<td>96%</td>
<td>99%</td>
</tr>
<tr>
<td>Uncollected parent fees</td>
<td>$155</td>
<td>$155</td>
<td>$155</td>
<td>$245</td>
</tr>
<tr>
<td>Uncollected subsidy</td>
<td>$2500</td>
<td>$2416</td>
<td>$2136</td>
<td>$1881</td>
</tr>
<tr>
<td>Time to fill open staff positions</td>
<td>2 weeks</td>
<td>2 weeks</td>
<td>2 weeks</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Monthly spending on subs</td>
<td>$1810</td>
<td>$1680</td>
<td>$1969</td>
<td>$900</td>
</tr>
</tbody>
</table>

Importance of Automation

- Maximize power of technology/automation to:
  - Generate bills
  - Alert parents about pending late fee
  - Track payments, aging, etc.
  - Collect and report child, family, classroom data

- Benefits of automation:
  - Saves time
  - Decreases errors
  - Sites and functions can share common data
OppEx Field Observations: Metrics

- Enrollment as % of staffed capacity
  - Those who track it usually target at least 85%
  - Most track at least monthly; some look every day or every week, minimizing days of “slot vacancy”.
- % of revenues uncollected
  - Those who track it usually target at most 5%
  - Most track at least monthly, some weekly
  - Requires focus on reconciling government payments vs. amount billed, unless state self-corrects
- Cost per child by classroom
  - Most don’t track this
  - Understanding costs helps determine how much to charge, where financial “levers” are

OppEx Field Observations: Data

- Data collection and entry can overwhelm attention to classrooms, children and families
  - Teachers, supervisors, family engagement staff – not unusual to spend 50% or more of time on administrative tasks
- Sometimes same data entered in multiple systems – attendance, case notes, observations, assessments, etc.
  - Funder requirements can result in data “siloes”
  - Challenge: how to integrate
OppEx Field Observations: Systems

• Providers frequently reluctant to engage with new technology
  ▪ Cost, time, and complexity seem overwhelming
  ▪ How to choose the system that will fix everything?
  ▪ “Personal touch” with families outweighs efficiency
  ▪ Familiarity and comfort with status quo
• Lack of systems for documenting and reflecting on agency-wide administrative data (costs, revenue, efficiency, etc.) makes it hard to improve

As You Listen to the Panelists…

• What Business Leadership strategies would most help your organization?
• What have one or more of the panelists accomplished that you/your organization could do?
  ▪ What kind of help would you need?
  ▪ What could you do to start down the road?
Clayton Early Learning
Suite of Programs

- Professional Development 2500+ professionals annually
- Program Evaluations
- Research Studies
- State and federal level early childhood policy advocacy
- Direct Services to Children and Families
  - School based, home-based, combination, Play and Learn
  - Two schools directly operated
  - Multiple contracted sites across Colorado

Monthly Enrollment Tracking Across Funding Streams

<table>
<thead>
<tr>
<th>Program Option</th>
<th>Current Openings</th>
<th>Accepted for Openings</th>
<th>Past 30 Days</th>
<th>Currently Enrolled</th>
<th>Maximum Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>EHS Infant/Toddler 0-3 Educare</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>38</td>
<td>39</td>
</tr>
<tr>
<td>EHS 0-3 Home-based</td>
<td>9</td>
<td>9</td>
<td>0</td>
<td>41</td>
<td>50</td>
</tr>
<tr>
<td>Prenatal</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Combo 1Bmo-3</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>19</td>
<td>21</td>
</tr>
<tr>
<td>Mile High Montessori</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>27</td>
</tr>
<tr>
<td>Florence Crittenton</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Florence Crittenton (EHS/CC)*</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>EHS Infant FNE</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>EHS Toddler FNE</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>EHS Total Openings</td>
<td>16</td>
<td>12</td>
<td>0</td>
<td>161</td>
<td>177</td>
</tr>
<tr>
<td>Head Start Preschool Educare Full Day</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>45</td>
<td>48</td>
</tr>
<tr>
<td>Head Start Preschool Educare Part Day</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>58</td>
<td>64</td>
</tr>
<tr>
<td>Head Start Home-based</td>
<td>20</td>
<td>5</td>
<td>0</td>
<td>52</td>
<td>72</td>
</tr>
<tr>
<td>Head Start Early Success Academy</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>Head Start Preschool FNE Full Day</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td>Head Start Preschool FNE Part Day</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>14</td>
<td>17</td>
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<tr>
<td>Head Start Total</td>
<td>37</td>
<td>15</td>
<td>0</td>
<td>204</td>
<td>236</td>
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<tr>
<td>Preschool Tuition Educare</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Preschool Subsidized Educare</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
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</tbody>
</table>
Intersection of Policy Advocacy and Business Management

Colorado CCAP Statute and Regulations mandate:
• 12 months of continuous eligibility and authorization for all non-TANF
• Eligibility and authorization aligned with Head Start program year for children enrolled in both programs
• Change reporting during a period limited to job loss and income over 85% of state median
• One month of pay stubs
• Head Start application in lieu of CCAP application, with additional income and “activity” verification
• Teen parents exempt from cooperation with child support enforcement

Sample CCAP Enrollment and Authorization Report

<table>
<thead>
<tr>
<th>Authorization County</th>
<th>Adult Caretaker Name</th>
<th>Child Name</th>
<th>Child DOB</th>
<th>Care Level</th>
<th>Authorization Status</th>
<th>Authorization Status Begin Date</th>
<th>Authorization Status End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams</td>
<td>10/6/2015</td>
<td>18-24 Months</td>
<td>Authorized</td>
<td>6/13/2016</td>
<td>7/31/2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adams</td>
<td>12/10/2013</td>
<td>36 - School Age</td>
<td>Authorized</td>
<td>12/14/2016</td>
<td>10/31/2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denver</td>
<td>11/2/2012</td>
<td>36 - School Age</td>
<td>Authorized</td>
<td>9/4/2015</td>
<td>8/31/2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denver</td>
<td>7/9/2016</td>
<td>6-12 Months</td>
<td>Authorized</td>
<td>10/18/2016</td>
<td>9/30/2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denver</td>
<td>7/9/2016</td>
<td>6-12 Months</td>
<td>Authorized</td>
<td>10/18/2016</td>
<td>9/30/2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denver</td>
<td>6/3/2013</td>
<td>36 - School Age</td>
<td>Authorized</td>
<td>10/3/2016</td>
<td>9/30/2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denver</td>
<td>7/20/2015</td>
<td>18-24 Months</td>
<td>Authorized</td>
<td>2/21/2017</td>
<td>9/30/2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denver</td>
<td>9/2/2013</td>
<td>36 - School Age</td>
<td>Authorized</td>
<td>9/23/2015</td>
<td>9/30/2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denver</td>
<td>4/13/2014</td>
<td>36 - School Age</td>
<td>Authorized</td>
<td>2/5/2016</td>
<td>2/28/2018</td>
<td></td>
<td></td>
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</tbody>
</table>
### Revenue Tracking Against Projections

<table>
<thead>
<tr>
<th>Operating Revenue</th>
<th>Revised Budget</th>
<th>March 2017</th>
<th>Year to Date</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private and Foundation Grants</td>
<td>208,000</td>
<td>11,683</td>
<td>139,546</td>
<td>67.09%</td>
</tr>
<tr>
<td>Federal Grants</td>
<td>5,911,787</td>
<td>610,415</td>
<td>4,797,312</td>
<td>81.15%</td>
</tr>
<tr>
<td>State Contracts</td>
<td>893,559</td>
<td>70,150</td>
<td>572,894</td>
<td>64.11%</td>
</tr>
<tr>
<td>Local Contracts</td>
<td>1,250,000</td>
<td>146,272</td>
<td>1,117,069</td>
<td>89.37%</td>
</tr>
<tr>
<td>Parent Co-pay</td>
<td>90,000</td>
<td>13,257</td>
<td>85,428</td>
<td>94.91%</td>
</tr>
<tr>
<td>Private Pay Tuition</td>
<td>309,600</td>
<td>36,828</td>
<td>256,328</td>
<td>82.79%</td>
</tr>
</tbody>
</table>

### EHS/CC Partnership Monitoring

#### Monthly
- Attendance/Absence Reasons
- Teacher home visits or Parent/Teacher Conference
- Family Activities
- Professional Development training
- Ongoing Assessment and TS Gold Checkpoints

#### Quarterly
- Personnel Report
- USDA reimbursement
- Non-Federal Share
- Onsite visit to monitor and review comprehensive services (i.e. classroom health and safety check and observations)
Established in 1889, Felton Institute is a $23 million multi-service organization and the oldest non-profit agency in San Francisco. It has about 48 programs, serving clients birth through seniors, across 5 counties in the San Francisco Bay Area.

Felton’s programs serve approximately 18,000 clients a year.

Felton has been operating early care and education programs since 1971, and in July, 2016 acquired three new sites.

- The Centers are open year round, hours of operation vary by site, but open Monday-Friday between 7:30-5:30pm
- Felton’s ECE programs serve approximately 395 unduplicated families every year
- Includes 2 Infant, 7 Toddler, 10 Preschool Classrooms
- TOTAL Licensed Capacity: 350

Who we are?
Felton’s ECE Programs

**Family Developmental Center**
2730 Bryant Street 1st Floor
San Francisco CA 94110
Hours: 7:30-4:30pm
Children served: Birth-Six Yrs.
Children: 178
Staff: 88
License: 380 505 534
License: 380 505 568

**Sojourner Truth Center**
200 Cashmere Street
San Francisco CA 94124
Hours: 7:30-4:30pm
Children served: Birth-Six yrs.
Children: 54
Staff: 11
License: 384 002 728
License: 384 002 729

**Dr. Martin Luther King Jr. Center**
548 Delta Street
San Francisco CA 94134
Hours: 7:30-4:30pm
Children served: 2.9- Six yrs.
Children: 75
Staff: 15
License: 380 002 728
License: 380 002 729

**Felton Learning Center**
1 Cashmere Street
San Francisco CA 94124
Hours: 7:30-5:30pm
Children served: Birth-Three yrs.
Children: 45
Staff: 13
License: 384 002 728
License: 384 002 729
Who we serve?

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Gender</th>
<th>Zip Codes FY 16-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>Female</td>
<td>95124 23%</td>
</tr>
<tr>
<td>Multi Race</td>
<td>Female</td>
<td>95124 23%</td>
</tr>
<tr>
<td>Asian</td>
<td>Male</td>
<td>95134 21%</td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td>95134 21%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other ZIP Codes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Annual Family Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0-$12,000</td>
</tr>
<tr>
<td>$13,000-$24,000</td>
</tr>
<tr>
<td>$25,000-$44,000</td>
</tr>
<tr>
<td>$45,000-$80,750</td>
</tr>
</tbody>
</table>

How Felton's ECE programs are funded?

Expenses
- Personnel Expenses 79%
- Variable Expenses 9%
- Fixed Expenses 3%
- Indirect Cost 5%

Sources of Funding
- City Contracts 30%
- State Contracts 17%
- Grants 47%
Organizational Structure

- 12 FGP Volunteers
- 7 On call substitute Teacher Assistants
- 13 HR, Facilities and Kitchen Staff
- 11 Contracts/Admissions/Administrative Staff
- 60 Teaching Staff
- 2 Model Center Staff (Mentor Teachers)
- 9 Teaching and Learning Leadership Staff (Directors, Program Supervisors)
- 6 Early Intervention Staff (Bilingual SLP, RN, Spec Ed, Teacher, EL Supervisor)
- 1 Mental Health Consultant (Instituto Familiar de la Raza)
- 1 Senior Manager (Division Director)
- 128 Staff + 12 Volunteers
Service Delivery Leveraged by Functional Excellence (Agency Level)

**Customer/Client**

Service Delivery Divisions

- Children, Youth and Family Division
  - Programs
- Adult Division
  - Programs
- Senior Division
  - Programs
- PREP
  - Locations
- Training
  - Internal/External

**Shared Services**

- Administration
- Finance
- IT
- Human Resources
- Communications
- Business Development

**Value-Added Functions**

- Quality Assurance
- Quality Improvement
- Training
- Research and Evaluation

**Infrastructure to Support Service Delivery**

- Functions to Support Compliance, Effectiveness of Service Delivery and Innovation

- Support cutting-edge services through evaluation, research, training and innovative practices

- Deliver high quality, cutting-edge services. Integrated to impact the entire family

- Provide the business infrastructure needed to effectively and efficiently deliver services

---

**ECE Programs**

- Infrastructure to support Service Delivery

- FDC
- STC
- MLK
- FLC

- Functions to Support Compliance, Impact, Effectiveness of Service Delivery and Capacity Building

- Deliver high quality, cutting-edge early care and education services.

- Provide the business infrastructure needed to effectively and efficiently deliver services

---

**Results Based Accountability**

- Book: *Trying Hard is Not Good Enough*
- Mark Friedman
**Performance Measure: Enrollment**

**Result:** Programs are fully enrolled and earn 100% of contract revenue

**Indicator:** Programs maintain at least 98% enrollment at all times

**Monitored:** Weekly

---

| Date | Monitored | Enrollment

---

### Enrollments as of Monday, April 24th, 2017

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Cap.</th>
<th>Enroll.</th>
<th>Open.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Rainbow Room (105)</td>
<td>12</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>HDC Little Caterpillars (124)</td>
<td>12</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>HDC Lady Bugs (122)</td>
<td>12</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>The Butterflies Room (132)</td>
<td>15</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>The Little Bears Room (107)</td>
<td>16</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>The Star Room (102)</td>
<td>16</td>
<td>14</td>
<td>2</td>
</tr>
</tbody>
</table>

---

### Monitored Enrollments completed this week

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Cap.</th>
<th>Enroll.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Rainbow Room (105)</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>HDC Little Caterpillars (124)</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>HDC Lady Bugs (122)</td>
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</tr>
<tr>
<td>The Butterflies Room (132)</td>
<td>15</td>
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</tr>
<tr>
<td>The Little Bears Room (107)</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>The Star Room (102)</td>
<td>16</td>
<td>14</td>
</tr>
</tbody>
</table>

---

**Performance Measure: Enrollment**

**Result:** ECE Programs earn 37,846 units a year (100% of CDE Contract)

**Indicator:** Programs produce a minimum of 3,153 units per month

**Monitored:** Monthly
Result: Organization operates a fiscally sound division
  Indicator: Expenses do not exceed revenue levels.
  Monitored: Monthly

Divisional Fiscal Dashboard - January 2017

- Revenue is slowly ramping up as the new development centers increase their enrollment. Fortunately expenses are low as well, therefore still a surplus.

Outcome Measures: Attendance

Result: Children are Kindergarten Ready
  Indicator: Children attend the program regularly, a minimum Average Daily Attendance of 80%
  Monitored: Monthly

Flc Average Days of Attendance (ADA)

<table>
<thead>
<tr>
<th>Date</th>
<th>Little Bears</th>
<th>Honey Bee</th>
<th>Owls</th>
<th>Total</th>
<th>Average Census</th>
<th>% Attendance</th>
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<tbody>
<tr>
<td>3/1/2017</td>
<td>18</td>
<td>17</td>
<td>21</td>
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<td>56</td>
<td>87%</td>
</tr>
<tr>
<td>3/2/2017</td>
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<tr>
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<tr>
<td>3/7/2017</td>
<td>18</td>
<td>19</td>
<td>19</td>
<td>56</td>
<td>56</td>
<td>87%</td>
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<tr>
<td>3/8/2017</td>
<td>18</td>
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<td>20</td>
<td>58</td>
<td>58</td>
<td>87%</td>
</tr>
<tr>
<td>3/9/2017</td>
<td>17</td>
<td>19</td>
<td>21</td>
<td>57</td>
<td>57</td>
<td>87%</td>
</tr>
<tr>
<td>3/10/2017</td>
<td>15</td>
<td>19</td>
<td>19</td>
<td>53</td>
<td>53</td>
<td>87%</td>
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<tr>
<td>3/13/2017</td>
<td>18</td>
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<td>53</td>
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<td>87%</td>
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<tr>
<td>3/14/2017</td>
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<tr>
<td>3/15/2017</td>
<td>17</td>
<td>19</td>
<td>24</td>
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<td>87%</td>
</tr>
<tr>
<td>3/16/2017</td>
<td>18</td>
<td>20</td>
<td>24</td>
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<td>87%</td>
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<tr>
<td>3/17/2017</td>
<td>18</td>
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<td>17</td>
<td>53</td>
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<td>87%</td>
</tr>
<tr>
<td>3/20/2017</td>
<td>20</td>
<td>18</td>
<td>19</td>
<td>57</td>
<td>57</td>
<td>87%</td>
</tr>
<tr>
<td>3/21/2017</td>
<td>19</td>
<td>18</td>
<td>22</td>
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<td>87%</td>
</tr>
<tr>
<td>3/22/2017</td>
<td>19</td>
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<td>24</td>
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<td>62</td>
<td>87%</td>
</tr>
<tr>
<td>3/23/2017</td>
<td>19</td>
<td>18</td>
<td>24</td>
<td>61</td>
<td>61</td>
<td>87%</td>
</tr>
<tr>
<td>3/24/2017</td>
<td>19</td>
<td>17</td>
<td>23</td>
<td>59</td>
<td>59</td>
<td>87%</td>
</tr>
<tr>
<td>3/27/2017</td>
<td>16</td>
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<td>19</td>
<td>52</td>
<td>52</td>
<td>87%</td>
</tr>
<tr>
<td>3/28/2017</td>
<td>14</td>
<td>15</td>
<td>20</td>
<td>49</td>
<td>49</td>
<td>87%</td>
</tr>
<tr>
<td>3/29/2017</td>
<td>18</td>
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<td>20</td>
<td>57</td>
<td>57</td>
<td>87%</td>
</tr>
<tr>
<td>3/30/2017</td>
<td>17</td>
<td>19</td>
<td>18</td>
<td>54</td>
<td>54</td>
<td>87%</td>
</tr>
<tr>
<td>3/31/2017</td>
<td>17</td>
<td>19</td>
<td>18</td>
<td>54</td>
<td>54</td>
<td>87%</td>
</tr>
</tbody>
</table>

Average Census for the Month: 56
% Attendance: 87%
Measuring Performance: Financial and Operations

Result: Division operates fiscally sound Early Care and Education Programs
Indicator: Cost per child do not exceed revenue levels.
Monitored: Monthly

Cost Analysis
Program: Family Developmental Center

<table>
<thead>
<tr>
<th>REVENUE PER CHILD</th>
<th>COST PER CHILD</th>
<th>BREAK-EVEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRAND TOTAL Number of Children (Based on Current Enrollment)</td>
<td>174</td>
<td>174</td>
</tr>
<tr>
<td>GRAND TOTAL REVENUE</td>
<td>$413,760</td>
<td>GRAND TOTAL PERSONNEL EXPENSES</td>
</tr>
<tr>
<td>GRAND TOTAL OPERATIONS</td>
<td>$221,475</td>
<td>GRAND TOTAL EXPENSES</td>
</tr>
<tr>
<td>GRAND TOTAL Annual Revenue Per Child</td>
<td>$23,787.58</td>
<td>GRAND TOTAL Annual Cost Per Child</td>
</tr>
<tr>
<td>GRAND TOTAL Monthly Revenue Per Child</td>
<td>$6,960.14</td>
<td>GRAND TOTAL Monthly Cost Per Child</td>
</tr>
</tbody>
</table>

Outcome Measure: ASQ Screenings

Result: Children receive the early intervention they need to be successful in school and later in life
Indicator: At least 98% of children receive an ASQ/ASQSE screening within 30 days of enrollment
Monitored: Quarterly

Quantity

<table>
<thead>
<tr>
<th>Effort</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much service did we deliver?</td>
<td>How well did we deliver it?</td>
</tr>
<tr>
<td>During the 10-17 school year, 78 children were assessed using the ASQ or ASQSE screening tools.</td>
<td>99% of children were screened within 30 days of enrollment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effort</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much change/ effect did it produce?</td>
<td>What quality of change/ effect did we produce?</td>
</tr>
<tr>
<td>16 children are being monitored and will be re-assessed in 6 months.</td>
<td>(10) 20% of children are being monitored and will be re-screened in 6 months. (3) 4% were referred to the Regional Center for further assessment. Teacher’s are aware of children’s individual needs.</td>
</tr>
</tbody>
</table>
Result: Programs meet and maintain high quality standards of care

Indicators:
- ITERS/ECERS: A minimum score of 5.0 per classroom and 5.5 average per site (5/7)
- CLASS: A minimum score of 4.0 per classroom and 5.0 average per site (5/7)
- QRIS: A minimum score of 4.0 per site (4/5)

Monitored: Yearly

ITERS is designed to assess group programs for children from birth to 2.5 years of age. Total scale consists of 33 items. Scores are out of a 7 point scale.

ECERS is designed to assess group programs for children from birth to kindergarten aged children.

Overview

<table>
<thead>
<tr>
<th>Description</th>
<th>What?</th>
<th>How often is monitored?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment: central operations; program administration.</td>
<td>Daily full-time equivalent; by funding source and program; contract utilization - Census Report</td>
<td>Excel. Weekly, monthly, YTD.</td>
</tr>
<tr>
<td>Enrollment efficiency: central operations; program administration.</td>
<td>Productivity Report</td>
<td>Excel. Monthly, YTD.</td>
</tr>
<tr>
<td>Finance: Budget Vs. Actuals</td>
<td>Gross margin: by program and division</td>
<td>General Ledger, Monthly Operation Meetings.</td>
</tr>
<tr>
<td>Child Attendance: Admissions team operations; program administration.</td>
<td>Developmental Screenings: ASQ, ASQ-SE</td>
<td>Quarterly, COECA, Paper</td>
</tr>
<tr>
<td>Developmental Assessments</td>
<td>Developmental Assessments: DRDP015</td>
<td>Quarterly, COECA, DRDPtech</td>
</tr>
<tr>
<td>Overall Program Quality Improvement</td>
<td>QRIS (Quality Rating Improvement System)</td>
<td>Paper, Once a year</td>
</tr>
<tr>
<td>Overall Program Quality Improvement</td>
<td>Overall Program Quality Improvement</td>
<td>Paper, Once a year</td>
</tr>
</tbody>
</table>

Business Practice*
- BAS (Business Administration Scale) | Paper, Once a year |
- Overall Program Quality Improvement | At least once a year, Paper; First Five San Francisco |
- QRIS (Quality Rating Improvement System) | At least once a year, Paper; First Five San Francisco |
- Quality Improvement Plan (QIP) | At least once a year, WELS Database |
Southwest Human Development

- Arizona's largest nonprofit dedicated to early childhood development, 900 staff, annual budget of $65 million.
- Established in 1981
- Serves 135,000 children and their families each year
- 40+ programs and services
  - Child Development and Mental Health
  - Disabilities Services
  - Early Literacy
  - Child Welfare
  - Head Start and Early Head Start
  - Professional Development and Training
- Center Based Services
  - Head Start/Early Head Start - 42 classrooms
  - Educare - 16 classrooms
  - Early Head Start – Child Care Partnerships - 15 classrooms

Organization Chart
High Quality Early Childhood Education

Quality Measurement Dashboard

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Metric</th>
<th>Target</th>
<th>Corrective Action Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Funding</td>
<td>Amount of grant and contract funding spent down by close of Fiscal Year</td>
<td>90-100% of funding spent ✓ 2016 agency spent down 85% of funding</td>
<td>Less than 90%</td>
</tr>
<tr>
<td>2. Program Deliverables</td>
<td>Units of Service and Target Numbers are program specific</td>
<td>90-100% of target numbers met or exceeded ✓ 2016: 95% (19/20) of programs met or exceeded their baseline targets</td>
<td>Less than 90%</td>
</tr>
<tr>
<td>3. Program Satisfaction Surveys</td>
<td>Program Survey Rating Scale</td>
<td>90-100% of responses are Strongly Agree and Agree ✓ 2016: 94-100% of responses were strongly agree and agree</td>
<td>Less than 90%</td>
</tr>
<tr>
<td>4. Programs with external quality assurance evaluations</td>
<td>• Good Fit: System of Care Practice Review • First Things First Funded Programs • Children’s Developmental Center</td>
<td>Meets the standards ✓ 2016: 100% of programs meet all standards</td>
<td>Does not meet the standards</td>
</tr>
<tr>
<td>5. Programs with National Standards/National Accreditation Bodies</td>
<td>• Office of Head Start Program Performance Standards • Fuzzy Baby FAN approach • Healthy Families America • Nurse-Family Partnership</td>
<td>In full compliance ✓ 2016: 100% programs are in full compliance</td>
<td>Not in compliance</td>
</tr>
<tr>
<td>6. Staff Satisfaction and retention</td>
<td>A. 2016 Supervisory Surveys B. 2016 Exit Interview</td>
<td>A. 90-100% of responses are Yes ✓ 95% of responses were Yes ✓ B. 80% of staff are retained ✓ 2016 achieved 90% retention rate</td>
<td>A. Less than 90% B. Less than 80%</td>
</tr>
</tbody>
</table>
Explore Shared Services

- Opportunities Exchange website:
  www.opportunities-exchange.org
  - Profiles of current alliances
  - Tools, such as examples of management agreements
  - Articles and presentations
  - Videos and multi-media