Examples of Shared Service Alliance Organizational Structure

January 2020
Pedagogical Leadership + Business Leadership = High Quality ECE

- Child development expertise
- Classroom coaching
- Teacher supervision
- Instructional leadership
- Child assessments

- Full enrollment
- Fee collection
- Cost-per-child, by age
- Fundraising
- Reporting
- Regulatory compliance
In Shared Services, the Network Hub is part of the solution, so center- and home-based providers can focus on what they do best—caring for children.

- Marketing + Enrollment
- Tuition Collection (private + subsidy)
- P+L - Business Metrics
- Automation + Technology support
- Accounting + Tax Prep Support for Licensing + quality rating
- Professional Development
- Family Supports
- Child Assessments + screening
- Fundraising and Development (from government + philanthropy)
Range of Approaches

**Transactional**

- Sharing Information
- Online "Knowledge Hub"
- Networking
- Some shared resources, e.g. maintenance, training

Modest cost/time savings

**Transformational**

- Sharing Back Office
- Billing, fee collection, etc.
- Intensive Staff-Sharing
- Staff-sharing in many areas, shared core values

Resources re-allocated from admin to classroom
Chambliss Center for Children
Administration + direct services for 338 children ($$ from HS/EHS, PreK, CCDF, private sector + more)

- Pro Re Bona Day Nursery (72 children)
- Volunteer School (57 children)
- Maurice Kirby (57 children)
- Newton Center (55 children)
- Children's Academy (75 children)
- Chambliss Center for Children Red Bank (39 children)

Child Care Classrooms in 12 HCDE schools

Develop & monitor site budget
Enrollment
Billing/accounts receivable
Accounts payable
Payroll
USDA Food Program management
Human Resources
Fundraising and development
Technology
Volunteers
Maintenance
Quality control: training,
Meeting with parents
Referrals if children have special needs

Site supervisors hired by CCC; teachers hired by local site boards

Transitional living
Residential Program (30 children 6-18 yrs)
Foster Homes
Normal Park SACC

Maurice Kirby (57 children)
### Business Leadership: Roles and Responsibilities (Chambliss, 2014)

<table>
<thead>
<tr>
<th>Role</th>
<th>Position</th>
<th>Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing and Enrollment</td>
<td>VP Dev &amp; Admin; Off-Site Center Dr; Fam Svs Coor</td>
<td>Katie Harbison, Ikeko Bass, Madeline Swanson, Christy Finley</td>
</tr>
<tr>
<td>Billing, Fee Collection</td>
<td>Financial Services Asst; Off-Site &amp; Campus Directors</td>
<td>Kim, Ikeko, Tracy, Madeline</td>
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<tr>
<td>CACFP administration</td>
<td>Financial Services Asst</td>
<td>Kim Hammill</td>
</tr>
<tr>
<td>Fiscal Oversight</td>
<td>Financial Services Dr., President/CEO, Board</td>
<td>Shirley Ford, Phil Acord</td>
</tr>
<tr>
<td>Purchasing – classroom, office</td>
<td>Off-Site &amp; Campus Directors, President/CEO</td>
<td>Ikeko, Tracy, Madeline, Phil</td>
</tr>
<tr>
<td>Food – purchase, plan, prep</td>
<td>Kitchen Supervisor, Financial Services Assistant</td>
<td>Katie Hambrick, Kim Hammill</td>
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<tr>
<td>Human Resources (+ benefits)</td>
<td>Financial Services Dir &amp; Asst; Off-Site &amp; Campus Directors</td>
<td>Shirley, Kim, Ikeko, Madeline</td>
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<tr>
<td>Staff recruitment &amp; substitutes</td>
<td>Off-Site Center Director/Asst</td>
<td>Ikeko, Tracy, Madeline</td>
</tr>
<tr>
<td>Facilities/Maintenance/Janitorial</td>
<td>Maintenance Supervisor, CEO</td>
<td>Jason Siler, Phil Acord</td>
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Pedagogical Leadership: Roles and Responsibilities (Chambliss, 2014)

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<tr>
<th>Role</th>
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<tr>
<td>Quality Assurance – QRIS, Classroom Assessment, ERS/CLASS prep</td>
<td>Site Directors / Associate Directors, Family Svs Coor</td>
<td>Madeline Swanson, Tracy Bryant, Christy Finley</td>
</tr>
<tr>
<td>Professional Development</td>
<td>CEO/ Site Directors / Associate Directors</td>
<td>Phil, Ikeko, Tracy, Madeline</td>
</tr>
<tr>
<td>Supervision of Directors</td>
<td>CEO, Vice President</td>
<td>Phil Acord, Katie Harbison,</td>
</tr>
<tr>
<td>Supervision of Teachers</td>
<td>Site Directors / Associate Directors</td>
<td>Ikeko, Tracy, Madeline</td>
</tr>
<tr>
<td>Child Assessment (GOLD)</td>
<td>Site Directors / Associate Directors, Fam Svs Coor</td>
<td>Ikeko, Tracy, Madeline, Christy</td>
</tr>
<tr>
<td>Comprehensive Services – Health, Mental Health, Family Support</td>
<td>Family Services Coordinator, Site Directors / Associate Directors, CEO</td>
<td>Christy, Phil, Ikeko, Tracy, Madeline</td>
</tr>
</tbody>
</table>
Strong Results Require Real Change

- Participation in QRIS will increase – even among low-quality sites – but requires consistent staff support focused on quality improvement + increased revenues for staffing.
- Intentional teaching will strengthen child outcomes, but requires dedicated supervision to help coach and mentor teachers.
- Intensive focus on the Iron Triangle will increase revenue, but requires dedicated staff, shared technology, and openness to new approaches.
- Classroom teacher wages and benefits can increase if dollars are shifted from administration to the classroom.
- Working conditions can improve when centers are linked by a set of shared, core values.
EARLY CONNECTIONS LEARNING CENTERS

Colorado Springs, Colorado
Early Connections Learning Centers

- **Antlers** (18 mo – 6 yrs)
- **South Chelton** (6wks – 6 yrs)
- **Historic Day Nursery** (2.5 – 13 yrs)
- **Patrick Henry** (half-day 3-5 yrs)
- **Trailblazer** (half day 3-5 yrs)
- **Sand Creek Elementary Preschool Classroom + SACC** (3-12 yrs)
- **Elaine’s FCC**
- **Andy’s FCC**
- **Annie’s FCC**
- **Suzi’s FCC**

**Early Connections Central Office**

- Marketing
- Enrollment
- Billing/accounts receivable
- Accounts payable
- Fiscal oversight/tracking trends
- Payroll
- USDA Food Program
- Human Resources
- Fundraising and development
- Maintenance
- Pedagogical Leadership Support
- Family Engagement
- Community Engagement
- Behavioral Health
- Health Services
- Curriculum Coordinators

**PROPOSED** Micro Center at Public School
Centralized Functions
Serving:
340 Children
619 Families
88 FTE Employees

<table>
<thead>
<tr>
<th>FTE’s</th>
<th>Functions</th>
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<tbody>
<tr>
<td>1</td>
<td>Joint marketing, centralized website</td>
</tr>
<tr>
<td>2</td>
<td>Enrollment, tracking by center and classroom, scheduling of orientation</td>
</tr>
<tr>
<td>1</td>
<td>Centralized food program, meal purchasing, CACFP administration, group purchasing of supplies</td>
</tr>
<tr>
<td>1</td>
<td>Centralized billing and subsidy administration</td>
</tr>
<tr>
<td>1</td>
<td>Centralized fee collection, late fees and discharge</td>
</tr>
<tr>
<td>1</td>
<td>Centralized HR/benefits</td>
</tr>
<tr>
<td>1</td>
<td>Centralized maintenance</td>
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</table>
Early Connections:
Pedagogical Leadership Approach

• Center directors responsible for: classroom observations, coaching teachers, monitor GOLD; supervise teachers in classroom; coordinating/supporting teacher home visits

• Center directors meet every 2 weeks, supported by Curriculum & Instruction Coordinators and VP of Center Operations

• Cross-center teacher learning communities, by age group (e.g. infant/toddler teachers learn together)

• Teacher Representative meeting, agency-wide
Early Connections Results

- Finances – bad debt decreased to approximately 2% + cost savings
- Enrollment – centralized marketing efforts support high enrollment
- Choice for families – high quality options in center or home based care, full day year-round for Head Start
- Time – center directors now focus most of their time on supporting teachers, instead of on administration
- Teachers – salaries increased and able to offer other benefits
- Child Outcomes – 85% of children score “Exceeding Widely Held Expectations” on Teaching Strategies GOLD
- Family Supports – Classroom teachers do home visits
Quality at Scale: The Early Connections Approach

Running a small, independent child development center typically means:

Navigating an overwhelming system (licensing, quality ratings, child outcomes, small business ownership, child assessment systems.)

Nights and weekends spent on paperwork, budgets, recordkeeping.

Limited training opportunities.

Isolation.

No support.

But ECLC has a better way!

Early Connections Central Office

Provided Supported Services:

- Marketing
- Enrollment
- Personalized Site-based Training by Colorado-Approved and Credentialed Coaches
- Professional Learning Communities
- Curriculum Lending Library
- Curriculum Support
- Billing
- Fiscal Oversight / Tracking Trends
- Fundraising and Fund Reporting

- 94% of preschool children meet or exceed school readiness milestones.

- 100% of centers (open full-day, year-round) are NAEYC accredited and have the top quality Colorado Shines rating.

- 100% of families participate in a home visit or conference every year.

- 100% of infant, toddler and preschool children receive regular developmental screening and educational assessments.

- 100% of preschool children receive hearing and vision screening annually.
MICRO-CENTER NETWORK HUB

- Hires + supervises teachers
- Helps families with enrollment, subsidy paperwork, parent engagement, needed supports
- Manages fiscal + reporting management for all sites, including fee collection
- Leads collaborative marketing + fundraising.
- Ensures all sites are high-quality, based on QRIS, licensing, accreditation as appropriate

MICRO-CENTER HOST

- Makes classroom space available for free or minimal cost
- Helps support cost of renovation, equipment, furnishing, janitorial
- Collaborates with Hub to ensure compliance with licensing, insurance + local codes
- Markets services to employees

GOVERNMENT

Enables innovation via waivers to test alternative approaches to licensing and staffing; support for electronic billing and automated records.
Strategic use of Automation is crucial to sustainability—for child care centers, family child care homes, and Shared Services Alliance Hubs.