

Early Childhood Systems Coordination and Shared Services Development

FY2021 Early Childhood Grants

Buncombe County Partnership for Children

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Application Form

INSTRUCTIONS

Buncombe County requests proposals for community based projects to enhance outcomes for young children and their families in our community. Grants made through the Early Childhood Education and Development Fund will be focused on access to quality early childhood care and education.

Please refer to the Grant Guidelines published on the Early Childhood Grants website at buncombecounty.org/grants for complete information about the grant program, including: Purpose; Funding; Eligibility; Timeline; Grant writing workshop; Review process; Awards; and more.

Applications are due by 5:00 pm on February 14, 2020.

BASIC INFORMATION

BASIC INFORMATION – Before completing the application, please tell us a little about the request.

Project Name*

Early Childhood Systems Coordination and Shared Services Development

Strategy*

Recognizing that some projects will use more than one strategy, select the strategy that most closely applies to this project:

Enhancing the effectiveness of overall system of early care and education

Funding Request*

How much funding is this project requesting for FY2021?

\$104,144.00

Grant Guidelines*

Have you read and understand the information presented in the FY2021 Grant Guidelines for Early Childhood Grants (Grant Guidelines)?

If no, please contact County staff to request assistance: Rachael Nygaard, (828) 250-6536 or rachael.nygaard@buncombecounty.org.

Yes

APPLICATION

APPLICATION QUESTIONS – Responses to these questions will be scored by the grant committee. Each question is worth 10% of the final score.

Organization*

Give a brief history, including date of founding, focus, services, and record of success.

Buncombe Partnership for Children (BPFC) was established in 1995, and our mission is to strengthen the capacity of educators, families and the community to build a strong foundation for children's learning and development beginning at birth. We invest in and partner with organizations to offer programs that: improve the quality of early care and education; increase access to affordable, quality early care & education; expand early literacy activities; support children's healthy development; and provide family support.

BPFC is in a unique position to expand Early Childhood (EC) Systems Coordination as the local Child Care Resource provider, the NC Pre-K administrator, and the backbone organization of the Asheville-Buncombe Preschool Planning Collaborative (ABPPC). We actively participate on local, regional and state initiatives focused on quality improvement and advocacy. We have strong, established working relationships with ECE providers and stakeholders and are already seen as an advocate and connector across the local EC community, as our programs directly support families, teachers, and program leaders. In the 2018-19 fiscal year, over 400 children enrolled in the NC Pre-K Program and roughly 700 educators received training/coaching from Child Care Resources. In addition, 155 educators received a needed salary supplement averaging \$1,650 through our WAGE\$ program (proven to reduce turnover), and 63 4- and 5-star rated facilities received unrestricted Sustaining Facility Quality grants from BPFC to help with the ever-increasing costs of offering high-quality programs.

Need for the Project*

What is the main issue this project is established to address? What data or qualitative factors/stories are available to show that need?

The “early childhood system” is not so much a system as a collection of system components with little inherent organization--there is no school board to weigh decisions or central office to implement change. Thus, any system-wide change requires significant, dedicated staff time to support ongoing collaborative planning and cooperative implementation. The new EC Systems Coordinator position is that dedicated staff, and for the last 6 months part of her work has been convening stakeholders (from ABPPC to a much broader group focused on the NC Early Childhood Action Plan), meeting one-on-one with directors, and listening to teaching and support staff about what is and isn't working, as well as reviewing existing data and developing tools to collect new data. Three areas of system-wide need arose again and again in this research:

1) Recruiting and retaining qualified teachers: According to BPFC's 2019 Workforce Report, top motivators to stay in the field include better pay (82%), better benefits (57%), more respect (46%), and more support for behavior challenges (42%). Starting median teacher salary is \$13/hr, and only 58% of teachers get any help with health insurance.

2) Increasing access/quality of infant and toddler slots: In 2005 Buncombe had 330 infant slots, but now we have 199, meaning only 8% of our infant population has access to licensed care.

3) Increasing the capacity of directors to focus deeply on program quality: Smaller centers and homes often have one administrator responsible for both educational leadership and operations—including hiring

staff, enrolling families, marketing, budgeting and bookkeeping (plus meal prep, building maintenance, etc.). However, few directors have business backgrounds, and NC requires almost no business training. Directors report being unable to provide adequate classroom support or reflective supervision because of constant administrative demands.

Project*

Explain the project and how it will work. Include the overall purpose and any models or evidence-based practices that will be included. What specific activities and milestones are included in the project plan?

The focus this year is developing infrastructure for a variety of shared services that can strengthen finances of EC programs (reducing turnover) and increase capacity of directors to be true educational leaders (improving quality). With technical assistance from Opportunities Exchange, the national leaders in ECE shared services, we will select 4-5 smaller centers to join a community of practice (CoP) focused on automation and business leadership (see Attachment 1). Together, we will 1) review and choose comprehensive child management software to automate functions like payment processing, billing, invoicing, wait list management, etc. 2) craft agreements around shared services network membership, data-sharing, roles & responsibilities, etc., 3) help centers transition to automation, 4) identify metrics (% bad debt, # hours spent in supervision, etc.) to guide coaching and reflection on both fiscal and program performance, and 5) use data and reflection to prioritize which services to centralize in a shared services hub. This cohort approach means Buncombe's network is developed with providers while increasing their capacity and business leadership skills, and all tools and processes are tested before more members join. Once this foundation is built, we will work to increase ECE members in the network and expand services to meet local needs in years 2-4.

In addition, the EC Systems Coordinator will continue connecting components of the EC system and moving collaborative initiatives from planning to action:

- Coordinate ABPPC and support work group initiatives
- Coordinate development of a common preschool application process across publicly funded programs (NC Pre-K, Head Start, Early Head Start...)
- Collect, analyze, and share system-wide data (numbers AND stories) that point to needs and opportunities to expand access and quality and meet local family needs
- Explore additional innovations to strengthen our EC system, such as shared food services

People Served*

Who will be served by this project? Include demographics for children and families served, workforce, and/or any other relevant groups.

The direct, immediate beneficiaries of this work to develop a shared services network are the ECE providers who participate in the initial CoP cohort, who will be receiving and implementing comprehensive child management software, business coaching to make decisions based on data from that software, and centralized back office supports. However, the end beneficiaries are Buncombe children and families in partner centers, since increased financial stability and stronger educational leadership translate into: leaders with more time to focus on teaching, learning and improved job satisfaction; teachers with higher wages, better benefits, and more classroom supervision and support; and children with more consistent, nurturing, skilled and reflective caregivers (see Attachment 2 for example outcomes).

Though we have not yet identified the centers with whom we will partner to develop and launch shared services, we anticipate a cohort of 4-5 centers with enrollments of 20-75 children each (impacting up to 375 children). These centers will be identified through an application process to evaluate readiness and to ensure inclusion of programs that accept subsidy and programs that serve a significant percentage of children of

color. In Years 2+, more of Buncombe County's 114 centers and family child care homes would be able to join the shared services network and receive the same benefits to center, staff, and families.

The ongoing EC system connection and collaborative coordination functions engage a much broader population, including all ECE providers and educators as well as community stakeholders focused on child health and wellbeing. Again, Buncombe families with young children are the end beneficiaries of a system where expanded access to high-quality care is prioritized, barriers to navigating the system are reduced, trauma-responsive and equity-focused programs are grown, and opportunities to provide feedback and be actively involved are plenty.

Results*

What results do you hope to achieve with this project? Be specific about how much impact the project will have in line with the goals of the fund, and how many people will be served.

For projects requesting funding for slots, also please include:

- Total new slots created
- Total slots maintained
- # of Subsidy slots created
- # of Subsidy slots maintained
- # of teachers/staff positions created
- # of teachers/staff positions maintained

The purpose of shared services is to strengthen leadership and leverage the revenues and capacity needed to provide quality ECE, in line with the Fund's goal to "Address issues of affordability, both for providers in a sustainable business model and for families." It also helps "Cultivate a system that responds to the needs of families, such as those impacted by trauma, poverty and addiction" since directors report they cannot transform practice around trauma or equity until there is program and workforce stability and time for reflective teaching. In FY20-21, we anticipate the following results:

- 100% of cohort automating key financial and program functions--billing and fee collection, employee management, enrollment, etc.
- 100% tracking and reflecting on key metrics re: budget, staffing, etc.
- 100% reporting significant admin time and funds redirected to classroom quality
- An active shared services network with membership agreements and fee structures; clear processes for onboarding, automating and integrating new members; a core set of money- and time-saving shared services offered; a framework for reviewing and reflecting on data, and the flexibility to add new services as needed

Providing dedicated staff for coordination, facilitation and follow-up in collaborative efforts builds accountability and momentum that is otherwise lacking in voluntary initiatives. This accountability is essential to achieving the Fund's goal to "Collaborate with community leaders and stakeholders for a coordinated system approach." Results of this work in FY20-21 include:

- ABPPC's 30+ agencies meet regularly and track a specific set of prioritized actions to expand access to high-quality ECE
- Publicly funded preschool programs (currently serving ### children) develop a common application and related processes for recruiting, placing and communicating with families
- Ongoing data collection and communication with families, ECE providers, and community stakeholders

Evaluation*

How will you know you have succeeded? Explain the project evaluation process, including specific measures that will be tracked.

The first 6 months of EC Systems Coordination work has resulted in 10 centers and homes piloting NC ECE Shared Resources website, all 6 publicly funded ECE programs engaged in simplifying the application and enrollment process for families, new efforts to enroll teachers in WAGE\$, significant qualitative data collected from ECE administrators, and a partnership with Opportunities Exchange to develop transformational shared services. In FY20-21, this coordination work will continue, with the Coordinator documenting the following benchmarks of success:

- Orientation packet and results-tracking systems developed to further ABPPC's ongoing work and provide accountability
- A common application developed (for entry into NC Pre-K, Head Start, Developmental Day, and possibly others)
- 2 shared application/enrollment events held FY21-22
- 70% of ECE programs responding to annual systems survey
- 3 State of ECE presentations to business and community groups
- A plan for shared ECE food services developed in collaboration with Verner

Year 1 of the proposed shared services project focuses on designing and developing a network infrastructure. Thus, the Systems Coordinator will track developmental benchmarks in that process:

- At least 4 partner centers are engaged in cohort and in 80% of monthly meetings/coaching
- Clear Memoranda of Understanding (MOUs) outlining network membership terms, fees, and party responsibilities drafted and signed by 100% of cohort
- Child Care Management Software chosen, purchased, and implemented across 100% of cohort
- Key financial and programmatic metrics identified and reflected upon at monthly meetings
- 100% of cohort report cost and admin time savings as a result of CoP and shared services
- Post CoP meeting surveys indicate increased skills in ECE business management and satisfaction with the cohort experience.

Equity*

Describe your approach to racial and socio-economic equity, both inside and outside the organization. What are some specific examples of practices that are in place or to be put in place with this project?

Leading with racial equity means prioritizing strategies that work to improve outcomes for children of color and give special consideration to the knowledge, experience and innovation of people of color. Buncombe Partnership for Children continues its racial equity journey with our Board, staff, and programs. Our Board has included goals related to board member diversity and racial equity in its last two governance plans. Program data disaggregated by race/ethnicity is collected by program staff and reviewed by board committees. Staff have convened an Equity Team to help define what we mean by equity, diversity and inclusion. We have redesigned hiring practices, job descriptions, and our employee handbook using an equity lens. Staff hold monthly book/article discussion sessions focused on equity content. This year, we entered into a contract with Cenzontle for language justice training for board, staff and contractors. We are beginning to incorporate more language justice strategies with outreach materials and interpretation services. We hosted Racial Equity Institute (REI) training in January 2020, and now 100% of Buncombe Partnership for Children staff and 30% of the Board have been through REI training, with a goal of 100% by end of 2020. Our organization understands we have much to learn and are committed to changing our systems to produce better outcomes for people of color.

The EC Systems Coordinator is working to increase racial and economic diversity in existing EC collaboratives as well as data sources. We are also exploring ways to work with communities of color to open Family Child Care Homes, which would address logistical barriers to care and also honor families' desire for young children to remain in their own cultural circles until kindergarten. And an application process will

ensure shared service network development is in partnership with providers serving racially and economically diverse families.

Collaboration*

List any formal and/or supportive partners. Describe their roles in the project. How will they make it stronger?

Everything related to EC Systems Coordination work requires and depends upon collaboration. Formal partners include the subsidized programs meeting and working together to develop a common preschool application process (Community Action Opportunities/Head Start, Verner/Early Head Start, BPFC/NC Pre-K, Southwestern Child Development Commission/Subsidy, Buncombe County Schools/Developmental Day, and Asheville Primary) and collaborators at the state providing technical assistance (TA). Another key formal partner is Opportunities Exchange, the national experts on ECE Shared Services Alliances, whose continuing technical assistance and thought partnership since Jan. 2020 are essential to developing a sustainable, impactful shared services network. Though not identified yet, the 4-5 directors in our automation + business leadership CoP will co-create every step of developing our local shared services infrastructure. Another formal partner group is the current cohort of directors piloting NC ECE Shared Resources website, as their recommendations and coaching will determine how that tool is utilized in the future.

Additionally, ABPPC's members, representing over 30 agencies, provide expertise, data, leadership and vision; and ECE center and home administrators and teachers are often engaged in specific projects or in providing data and feedback to shape systems work. Verner Center for Early Learning has invited BPFC to partner with them on their Rainbow in my Tummy feasibility study, so that the work also informs larger questions around what kind of shared food services are most needed and feasible (from shared menu prep and bulk purchasing to a central kitchen to federal food program admin support).

Finally, we work closely with several regional and state-level agencies in ongoing advocacy efforts to increase wages, slots, quality and awareness: NC ECE Foundation, NC Partnership for Children, Child Care Services Association, and others.

Budget*

Download a copy of the budget form [HERE](#). Complete the form, and upload it using the button below.

Explain how grant funds will be used, specifically what type of expenses will be covered by County funds. Describe other sources of revenue, including type of funding, source, restrictions and status.

EC Systems Coord Budget 20-21.xlsx

The bulk of the funds requested will go to the Early Childhood Coordinator salary, benefits and mobile phone stipend, plus .04 FTE for supervision. Detail-oriented, dedicated leadership in the process of building a shared services network is essential if it is to be responsive to provider needs and be sustainable. The other categories of funds requested are all fundamental components of the shared services project--technical assistance from Opportunities Exchange, funds to transition cohort members onto the same automated child care management system, and local director coaches to guide participant reflection and decision-making as they view their own data from that system.

BPFC's contributions include 100% of the cost of housing the EC Systems Coordinator position: office space, utilities, supplies and printing, etc. as well as the Coordinator's local travel, professional development, and meeting costs.

Sustainability*

How will the project continue to succeed after the funding of the grant? Explain your plan for making this an ongoing effort.

In working with Opportunities Exchange and speaking with existing shared services alliances across the nation, we have seen that shared service networks are funded and sustained in a variety of ways, with most receiving significant start-up funds from foundations or other third-party funders. However, once the network is established, most shared functions can be sustained by membership fees (we will set this expectation from the beginning, though our co-developing initial cohort will pay nothing in this first year, as they will be putting in significant work themselves). If a network hub is focused on efficiency, then it is a win-win. Member centers pay much less for centralized administrative functions than they would if they had to pay staff or contractors to perform those functions, and the hub has ongoing membership revenue for operations. The exact cost for and eventual revenue from providing our own shared services will depend on the services the initial cohort chooses to prioritize. With Opportunities Exchange, we will be looking closely at other communities who have developed successful networks similar to ours to learn from their recruiting, onboarding, and fee structures to ensure we are setting our network up for financial sustainability.

OPTIONAL INFORMATION

OPTIONAL INFORMATION – This information will not impact grant scoring but will be helpful to the committee.

Partial Funding

If the project were to be offered a grant for partial funding, what factors would need to be considered?

In order to actually begin building and implementing shared services this year, there is very little that is "optional" in the budget. Consulting fees for Opportunities Exchange are a small investment to learn from and work with an organization connected to the most successful shared service alliances in the nation, and who have already developed the frameworks, tools, and business models we need to build a successful and sustainable network here. The child care management software provides the means to identify and reflect upon financial and programmatic metrics, essential for learning reflective business leadership skills and also for eventually centralizing back office functions. And reflective business coaching from local, respected, financially savvy ECE directors is the component that will keep our initial cohort members engaged and focused on their goals for their centers when the network development work gets messy. We could, if necessary, reduce the size of the initial cohort, limiting participation to just three center directors, which would reduce the total budget by a total of \$5,920.

If just the full funding for the EC Systems Coordinator position and related expenses were awarded (\$79,744), along with the continued TA from Opportunities Exchange (\$7,000), that would continue the work of convening, facilitating, supporting action and providing accountability for local collaborative initiatives (ABPPC, Common Application work, etc.). It would also allow for continued data collection and research into a variety of successful shared service models in other communities, as well as some local communications and advocacy work. The Systems Coordinator, though, could not implement transformational shared services without the additional funds.

Multi-Year Funding

If you would like this project to be considered for multi-year funding (up to 3 years), what amounts would you request for years 2 and 3? What milestones would this funding allow you to accomplish? Explain why more years are needed to accomplish goals.

Systems-level work moves slowly under any conditions, and especially in a system where there is no central decision-making body. To reach community-wide impact, this shared systems network project, specifically, must continue uninterrupted for at least 2 more years.

-The first year (FY19-20) of EC Systems Coordination work has been an investment in learning: building relationships, observing and mapping what is, starting conversations with people most affected (directors, teachers, families), examining and collecting data, piloting the "low-hanging fruit" (NC ECE Shared Resources), and researching innovative models that might work in our context.

-This year (FY20-21) will be focused on co-developing a system that more deeply connects ECE programs and addresses some of the biggest financial and quality challenges they face. But the initial cohort for this work is small, only 4-5 providers serving less than 400 children.

-FY2021-22, with a basic shared services network structure in place, will be a year of growth and problem-solving. Up to 5 new network members will be onboarded, and the centralized services will expand, while phased revenue from the first year's cohort will begin to support some of the shared services. Funding will still be required to onboard programs (target: 5) and expand/adjust services to meet identified needs. FUNDING AMOUNT REQUESTED: \$104,000 (same as previous)

-FY 2022-23, with a tested structure in place and a core of fee-paying members, the work of this year will focused on continuing to expand network membership but also solidifying the business model, evaluating which services are self-sustaining and which are not, etc. Though there will be revenue from member fees, those fees will be as low as possible, covering established services but not start-up for new services or new members (target: 8). FUNDING AMOUNT: \$104,000 (same as previous)

Resource Support

How can Buncombe County support your organization with this project and in strengthening your work (related to equity, scale, or impact)?

Buncombe County can strengthen this work in several ways. First, ABPPC has identified the need for targeted communications around the ECE profession, to build awareness among families and especially among our business community, of the breadth of an educator's role, respect for the profession, and hopefully enthusiasm about supporting the field. Working with Buncombe County Communications Team to develop messaging or disseminate messages through their far-reaching channels would be a huge boost to this work. In addition, the EC Systems Coordinator is engaged in ongoing data collection and reflection, and partnering with Buncombe County on data mapping and data visualization would make using that data much easier.

Scale-up

What is your vision for how the strategies from this project could contribute to a significant scale-up the overall system to collectively address the child care crisis?

In this first year of developing shared services, when we will be doing the creative and iterative work of building the foundation for a county-wide shared services network, we will be working with just 4-5 providers in order to keep decision-making manageable, to be nimble in testing ideas responding to data, and to change course as needed. However, the intention of this year's work is to end up with a solid business model and have clear agreements and systems in place so that next year, the shared services network can expand both in membership and in services offered. Scale-up will be able to continue for several years, as the network proves its value and achieves financial stability.

There will certainly be programs who choose not to be part of a shared services network, especially those that are housed within larger organizations and have larger administrative budgets including HR and finance departments (though these larger centers do participate in shared service initiatives in other communities). However, for small and medium-sized centers, shared services and ongoing, reflective business leadership support may be the only way these organizations so essential to the health of our community maintain financial viability in our current market context.

Other

Is there anything else that you want the committee to know?

Attachment ECSC.pdf

Attachment includes a 3-page graphic flow chart from Opportunities Exchange outlining in more detail the strategy of automation + business leadership as way to build more reflective and business-smart directors and eventually more time and revenue invested directly into teachers and classrooms. Following that are two slides from a Virginia shared service alliance. On one side is a list of the shared services they offer, and on the other are example outcomes for one member center after 1 year in the network.

File Attachment Summary

Applicant File Uploads

- EC Systems Coord Budget 20-21.xlsx
- Attachment ECSC.pdf

Early Childhood Education and Development Fund Proposed FY2021 Project Budget (July 1, 2020 - June 30, 2021)

Organization Name:	Buncombe Partnership for Children
Project Name:	Early Childhood Systems Coordinator
Grant Amount Requested:	

FY2021 Proposed Project Revenue	Amount	Notes
Proposed Buncombe County Early Childhood Grant		
Smart Start Funds	\$ 12,282.00	Smart Start administrative funds
BPFC Private Funds	\$ 1,650.00	Privately raised funds from annual friends campaign
BPFC Program Income	\$ 600.00	Program Income from Child Care Resources training fees
List other sources:		
List other sources:		
List other sources:		
List other sources:		
Total	\$ 14,532.00	

FY2021 Proposed Project Expenses	Proposed Grant	Other Funds	Total	Notes
Personnel	\$ 79,144.00	\$ 4,532.00	\$ 83,676.00	1 FTE Coordinator & .08 FTE Supervisor salary & benefits
Travel/Training		\$ 1,650.00	\$ 1,650.00	in 2021)
Technology	\$ 12,000.00		\$ 12,000.00	\$6,000 for EC mgmt software for 5 providers (1,200/yr); \$2,000 for BPFC's hub
Curriculum/Assessments			\$ -	
Licensing/Dues			\$ -	
Nutrition		\$ 600.00	\$ 600.00	Food lunch-time coaching sessions - 5 directors x 12 sessions X \$10
Transportation			\$ -	
Supplies/Materials		\$ 100.00	\$ 100.00	office supplies - flip charts for group meetings, pens, markers, etc.
Building Maintenance/Repair			\$ -	Included within rent, occupancy, maintenance line item below
Rent/Occupancy/Utilities		\$ 7,500.00	\$ 7,500.00	Cost allocated rent, utilities, maintenance & repair
Furniture			\$ -	
Playground/Outdoor space			\$ -	
Printing/Marketing/Website/Postage	\$ 600.00	\$ 150.00	\$ 750.00	cell phone stipend (This line item corresponds with a broader "communications" line
Admin Expenses (Legal, Accounting, Insurance, etc.)			\$ -	
Other (please list in comments section)	\$ 12,400.00		\$ 12,400.00	Services Consulting firm); Stipends \$5,400for coaches supporting directors 1.5 hrs
Total			\$ 118,676.00	

Overall Organization Budget	Amount	Notes
FY2019 Actual Year-End Revenue	\$ 5,484,282.00	
FY2019 Actual Year-End Expenses	\$ 5,571,472.00	includes \$1,004,717 for child care vouchers & ZIMMOR NC PRE-K slots. Note that some grants received in the previous fiscal year were budgeted for spending in this fiscal
FY2020 Adopted Budget Amount	\$ 5,695,892.00	Current approved budget
FY2021 Proposed Budget Amount	\$ 5,710,000.00	

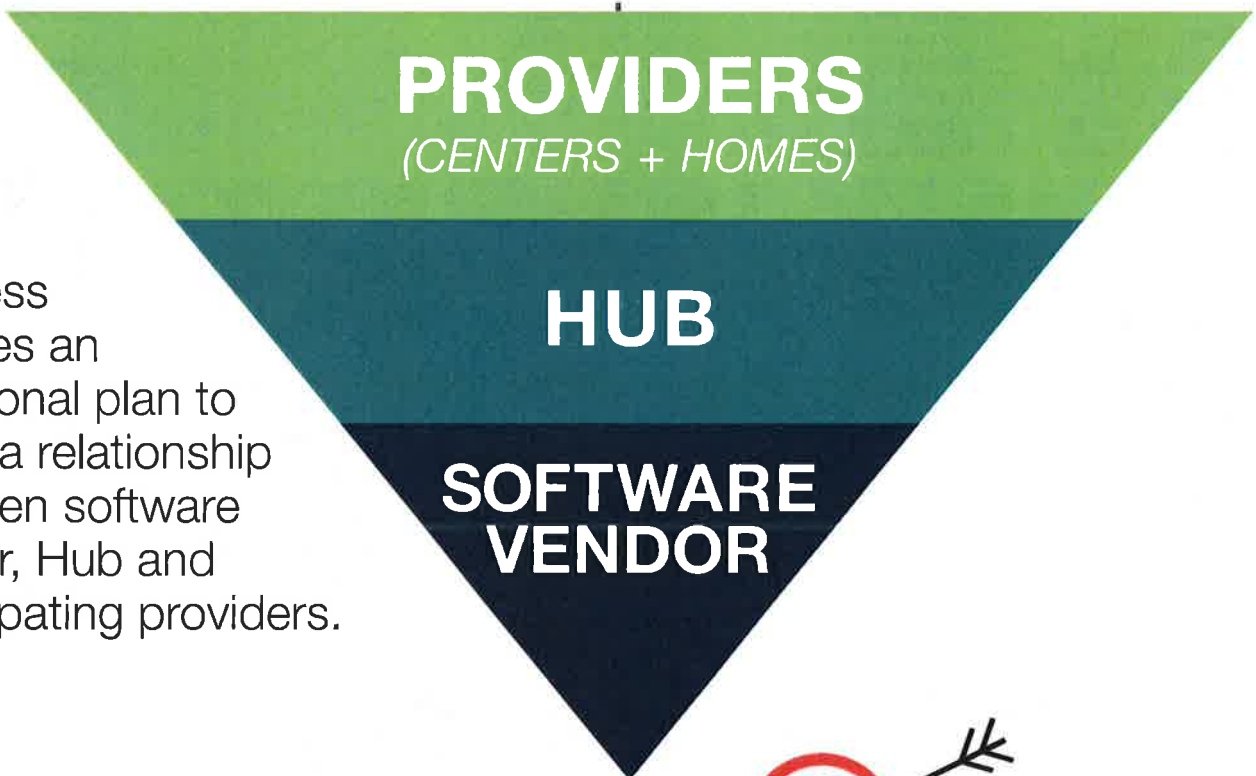


Opportunities
Exchange

SUSTAINABILITY + TECHNOLOGY

Making Business
Leadership Real:
The Role of Automation

October, 2019



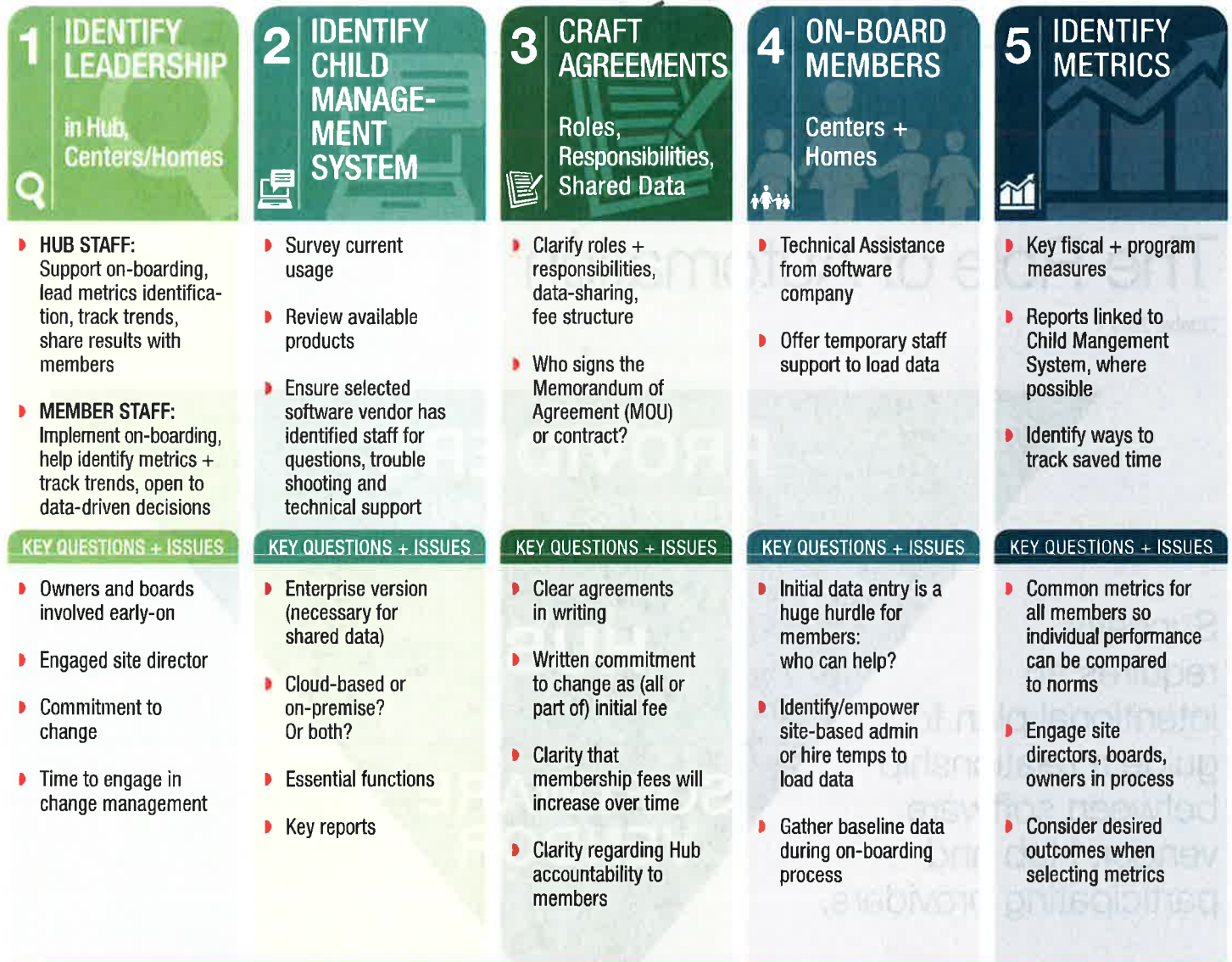
Success requires an intentional plan to guide a relationship between software vendor, Hub and participating providers.

FINANCIAL 
SUSTAINABILITY

the process continues ►



Data-Informed Leadership: The Process



steps continued ▶



Data-Informed Leadership: The Process continued

6 DEVELOP DASHBOARD

(track metrics)



- ▶ Tool to track + report metrics
- ▶ User-friendly
- ▶ Baseline data essential

KEY QUESTIONS + ISSUES

- ▶ Easy to understand: graphs, charts
- ▶ Able to share with board + owners monthly
- ▶ Aligned with data needed by funders, policymakers

7 GUIDE DATA-INFORMED LEADERSHIP

Staffing, Fiscal, Policy



STAFFING:

- ▶ Help build site-based leadership + understanding of business metrics
- ▶ Plan to shift \$ from admin to classroom
- ▶ Craft tools/process for on-going reflective supervision

FISCAL:

- ▶ Feedback loop: Hub to members
- ▶ Share data/trends
- ▶ Help members reflect
- ▶ Craft management strategies to address fiscal challenges

POLICY:

- ▶ Share business leadership process + key metrics with policymakers
- ▶ Ask technology partner to create API links to public systems
- ▶ Use data to inform advocacy; cost in lieu of market prices; waivers for alternative staffing, etc.

KEY QUESTIONS + ISSUES

- ▶ Track % personnel admin vs. classroom vs. support
- ▶ Streamline admin staff via fully-implemented technology
- ▶ Identify pedagogical leader at each site
- ▶ Shift resources from admin to paid time for reflective practice (pedagogical leaders + teachers)

- ▶ Enrollment: track + report cost of vacant slots by classroom
- ▶ Bad debt: reconcile billing + collections from public \$ + tuition; track gap
- ▶ Cost per child: calculate costs by classroom; use to inform rates

- ▶ How can data shape improved policy?
- ▶ How can data gathered in automated systems inform rate-setting?
- ▶ Could the Hub manage a subsidy contract on behalf of participating centers or homes?

FINANCIAL SUSTAINABILITY



Shared Back Office Virginia

Consider it “done” when you bring in RASA:

- ✔ Bill tuition
- ✔ Handle past due payments
- ✔ Run financial reports
- ✔ Process A/P
- ✔ Process A/R
- ✔ Post job announcements
- ✔ Sort resumes
- ✔ Set up interviews
- ✔ Phone screen for new hires
- ✔ Reference checks for staff
- ✔ Background checks
- ✔ Check child files for compliance
- ✔ Run payroll
- ✔ Troubleshoot computer



Retain teachers and counselors

Improve the quality of services and employment continuity. Gain back time from the endless cycle of hiring.



Increase 401k and medical

Keep current employees comfortable and financially secure. Award bonuses for employment longevity.



Offer professional development

Keep your key talent trained, focused, and fully informed with day-to-day and off-site training programs.

Planning and fundraising leadership from Virginia Early Childhood Foundation. Launch in East Richmond. Expanding into Hampton Roads area.



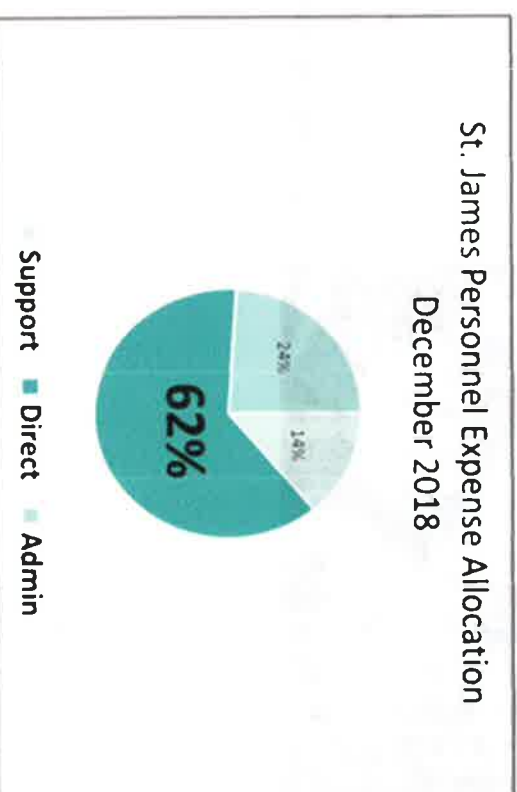
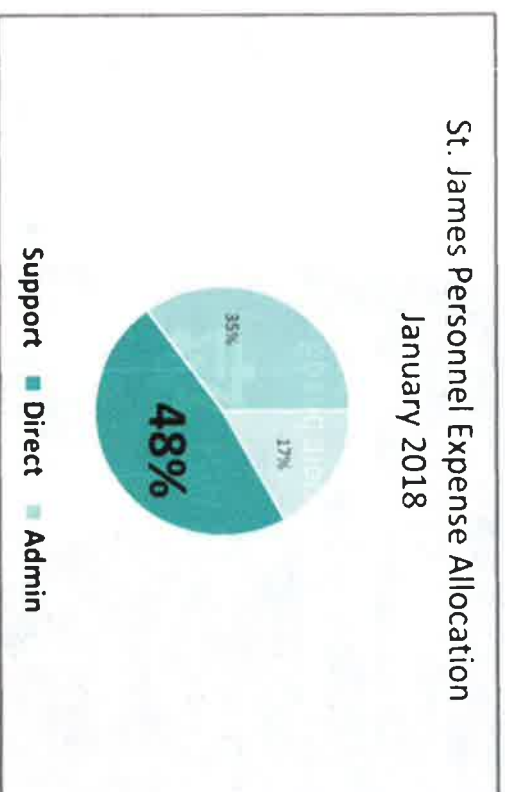
RASA

Spend more time engaging with teachers, children, and families. Let us tackle the administrative tasks.

As the director of a child care center, your responsibilities are vast. But your resources are likely limited. The Richmond Area Shared Service Alliance (RASA) enables centers like yours to focus on activities - such as teacher development, family engagement, and center quality - that are essential to your mission - and your passion.

Shared Back Office Virginia (Results)

- Decreased administrative expenses + shifted savings into direct services
- Director had 17 more hours/wk to work with teachers in classrooms
- Boosted revenue via targeted focus on the Iron Triangle + reaching higher quality:
 - ✓ Offered more affordable Health Insurance Plan
 - ✓ Offered all FT employees a 401K Plan
 - ✓ Able to give another wage increase
 - ✓ Will increase supply – plan to add another toddler classroom



Organization Name:	Buncombe County Partnership for Children	Project Name:	Early Childhood Systems Coordination and Shared Services Development
COVID-19 Response:			
<p>We plan to move forward as described in the application. While travel expenses may decrease should Deanna not be able to meet in person with Directors, we can increase other line items to offset such as consultation where the demand may increase</p>			
Response to Committee Questions:			
<ul style="list-style-type: none"> • Budget fails to include revenue from this proposal. Makes it difficult to rate. <p>The total request of the BC ECE development fund is \$92,984. Matching funds in the amount of \$14,532 are from BPFC's Smart Start grant, private donations, and participant training fees. FY 2019 Actual Year End Revenue of \$5,484,282 is a combination of Smart Start, NC Pre-K, grants (federal, state, local, and private), and private contributions. We will provide further details or a Form 990 if requested.</p>			