



## USING METRICS TO DRIVE QUALITY AND SUSTAINABILITY IN EARLY CARE AND EDUCATION PROGRAMS

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**T**he fact that most early care and education (ECE) businesses in the US struggle to make ends meet is not news. Nor is the fact that ECE managers feel increasingly squeezed by higher standards (which often require more dollars), competitive markets (that make it difficult to increase prices), and few opportunities for third party funding. The bottom line is that running a successful ECE business is hard. And while many challenges are beyond the control of site directors, owners or administrators, some can be addressed. Thinking strategically about what leaders can influence, what fiscal and programmatic decisions matter most, and what data are most likely to help a program stay on track, are key to ensuring sustainability.

This issue brief will explore the concept of early care and education business metrics, including a discussion of why metrics matter, what metrics should be tracked, and how these data can be used. The information and lessons learned are based on information gleaned from modeling ECE budgets and the experience of industry leaders to date. However, this brief should be viewed as a first step in what is anticipated to be a much deeper look at a range of ECE costs, revenues, program models and administrative structures.

### WHY ARE METRICS IMPORTANT?

Business leaders concur that metrics matter. They not only help organizations focus on what is most important and drives improvement, but they tell the story of where an organization has been, where it's going and whether or not it is on the right track. Even more importantly, metrics help leaders make decisions, guide current or future growth and investment, and determine when performance is acceptable or not.

**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.**

—H. James Harrington, management consultant

To effectively lead, ECE managers need to understand what's going on in the organization. From a business perspective they need to know answers to such questions as:

- What are the key measures that determine our financial health?
- How well are we meeting them?
- What keeps us from meeting them?
- Are we strong enough to be around for the long-term?

Business metrics are also important to external communication. Funders, donors and investors need data that underscores the value of their investment. Legislators and public administrators typically focus on program metrics aimed at measuring quality, but they also need to know if the policies they establish are helping or hindering program sustainability. Without solid and easy-to-understand fiscal or administrative data, legitimate concerns can easily come across as toothless whining rather than a clear exploration of a problem and presentation of potential solutions.

Using metrics requires three steps: **Measuring** the data to understand effectiveness, **monitoring** that data over time to see whether the situation is improving or not, and **managing**—or taking action—based on what’s learned in the measuring and monitoring. For example, when managing employees, one way to **measure** performance is to identify specific performance goals, and **monitor** performance against those goals to see whether the goals are met. You **manage** by assessing why the goals may not be met, and make adjustments to help ensure the goals are met.

#### WHAT METRICS SHOULD BE USED BY ECE BUSINESSES?

Effective business metrics are focused and easy to understand. A busy manager doesn’t have time to read a long report or analyze complex data; s/he needs a few measures that can guide decisions on what matters most. And those with limited knowledge of the business side of ECE (including many funders and policy makers, as well as the general public) need measures that make common sense.

Industry leaders concur that a good place to start is with metrics that define the [Iron Triangle of ECE Finance](#); that is, the three areas required for long-term sustainability: full enrollment, full fee collection, and revenue that covers per-child cost. Each of these data points will be discussed in more detail below.

#### FULL ENROLLMENT

With a few notable exceptions (such as funding from Head Start/Early Head Start or public Pre-kindergarten) most ECE operating revenue is tuition collected on behalf of an enrolled child. And even when government funds are allocated per classroom (rather than per child) these dollars are still linked to enrollment that reaches the required benchmark. The bottom

line is that if children are not enrolled, the funding does not flow. This makes full enrollment a cornerstone of ECE finance and an essential metric—regardless of whether the program relies mainly on public funds or parent fees.

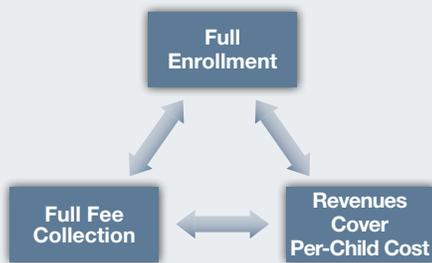
Some experts suggest that a well-run center can operate at 95% enrollment (Morgan & Emanuel, 2010), and reaching a benchmark this high might be possible in classrooms that receive contracts or grants, offer services free or at very low cost (e.g. Head Start or Prekindergarten), or where demand is very high. In most cases, however, the industry standard of 85% enrollment is a more appropriate benchmark. And in classrooms where enrollment has been historically low, it may be necessary to drop the benchmark even lower. It is

entirely possible, and in some cases appropriate, for enrollment benchmarks to vary by site and even by classroom.

ECE program managers use a variety of tools to track enrollment. Some have created “dashboards” that enable them to monitor enrollment by classroom each week (for an example see Table I in the Appendix). Others use an automated child management system (such as ProCare) to generate weekly reports.

Any time enrollment drops below the budgeted target, an ECE program is losing money. Thus, it is essential to set enrollment benchmarks that are informed by revenue projections. The example in Table I shows actual enrollment, as well as staffed capacity and enrollment targets, for each classroom at Happy Acres Child Care Center. The center as a whole is only 75% enrolled—significantly below the target enrollment of 85%. A deeper, classroom-based analysis indicates that enrollment is on target in the infant room and exceeding the target

## The Iron Triangle of ECE Finance



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



in the toddler room, but significantly below targets in the older-age classrooms. Ensuring full enrollment in the older-age classrooms is particularly important because these classrooms are more likely to have what accountants call a “positive margin” which essentially means the lower cost per child in these classrooms makes it possible to generate some profit. This profit can help offset losses in classrooms with a high cost per child while keeping fees more affordable for families.

Leadership will need to carefully monitor enrollment and take corrective action if the center is consistently missing enrollment targets. Short-term corrective actions could include targeted enrollment outreach and/or adjusting the center’s revenue and expenditure budget to reflect lower revenue; longer-term corrections may require closing or combining classrooms.

One way to keep an eye on the long-term impact of under-enrollment is to use a dashboard that tracks vacancies against a monthly benchmark and estimates lost revenue (see Table II, in Appendix, for an example).

A dashboard like Table II enables a busy director to quickly understand the problem in some level of detail, in multiple sites, gauge the fiscal implications, and consider management options. These data indicate that while the Happy Kids After School classrooms are not pulling their weight due to consistent under-enrollment, the problem is particularly serious at the Crestwood Center. Thus, efforts to boost enrollment should focus first on this site.

Full enrollment is especially important in family child care settings. In many states small family child care homes (one caregiver) may not serve more than 6 full-time-equivalent

(FTE) children. Large family child care homes are typically allowed to serve more (between 7-12 children); however these homes must have at least 2 caregivers. And many home-based settings serve even fewer children than allowed by law. The bottom line is this: in a program so small, the loss of one child can have a dramatic impact on finances. The chart, at left, is an example of how significantly enrollment can affect the bottom line in family child care. While actual costs and revenues will vary based on where the family child care home is located, the trend is consistent—staying full is key to financial sustainability.

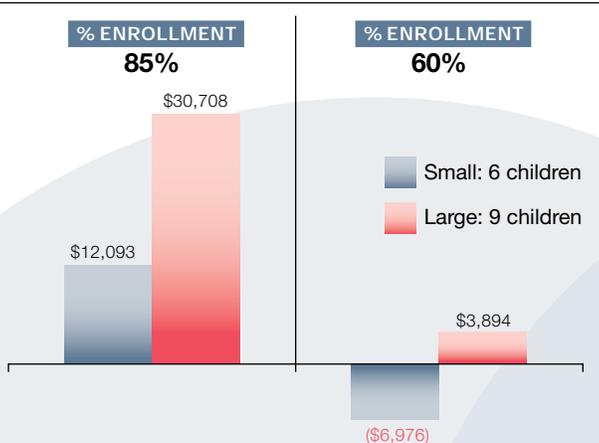
Shared Service Alliances and Networks that pay close attention to enrollment can play a key role in helping home-based providers stay as full as possible. Infant-Toddler Family Day Care in Fairfax, Virginia, for example, reports that the providers in their Alliance stay in business significantly longer than the national average and earn higher wages than their non-affiliated peers because they have a steady income. (Stoney, 2009)

### Using Data to Change Practice: Focus Matters

Successful organizations use data and organizational structure to enhance their performance. For example, weekly vacancy reports that show the financial impact of open slots (see Table II in Appendix as an example) can be a powerful tool for encouraging staff to focus on keeping slots full.

Having one or two staff members focused primarily on the entire recruitment process—from tracking vacancies to marketing to enrollment—can sharpen organizational focus on the task, and improve skills and knowledge of staff members focused on getting families on board as quickly as possible. Having all staff—including those in and out of the classroom—understand the importance of full enrollment can focus the organization on filling slots as quickly as possible. Leslie Spina, from the Philadelphia Early Learning Alliance, underscored the power of clear data: “Vacancy reports by classroom help all staff understand the actual cost of not having every classroom full all the time.” When teachers and site directors understand that keeping their classrooms fully enrolled helps generate the income needed to support improved wages or other quality supports they are more likely to become active partners in maintaining full enrollment. Regular data reports can help all staff measure progress and stay on track. A user-friendly, recorded presentation on the Iron Triangle is available on the Opportunities Exchange website ([audio recording](#), [PowerPoint slides](#)).

## Impact of Enrollment on Family Child Care Home Net Revenue [Hypothetical Example]





## FULL FEE COLLECTION

Full collection of all tuition and fees—including public and philanthropic subsidy as well as parent fees—is essential. All too often an early childhood program will have a budget that balances on paper but the cash just doesn't come in the door. Successful ECE administrators stay on top of collections; they have clear payment policies, are firm and consistent with families, thorough and prompt with billing, and on top of the paperwork required by third party funders.

The industry standard is to keep bad debt to less than 3% of revenues (Mitchell, Brodsky and Workman, March 2015), however exactly what unpaid fees are considered bad debt may vary among ECE providers. In general, the term bad debt refers to the proportion of revenue that is not collected. Thus, any expected revenue that was used to establish a budget and calculate a cost-per-child that was not collected is bad debt. Many states establish child care subsidy reimbursement rates that do not cover the full tuition and allow providers to charge a “double co-payment”—the co-payment established by the state plus a second co-payment to cover the gap between private tuition and the state's reimbursement rate. State subsidy systems also may not pay for all the days when a child is absent, and it may not be possible to collect payment for these days from the parent; this uncollected revenue is also bad debt. Sometimes providers have a sliding fee scale or charge lower tuition for siblings; these losses could also be considered bad debt if the budget is based on an assumption that full tuition will be collected for all children. If this broader definition of bad debt is used, it may be more appropriate to establish a bad debt benchmark as high as 10% of revenues.

Regardless of the benchmark chosen, bad debt should be tracked at least monthly (many centers monitor accounts weekly) and reviewed quarterly, so that budget modifications can be made if revenues are falling short of projections. Most automated child management systems (such as ProCare) include the ability to run reports on “account aging” that make it possible to quickly review bad debt on a regular basis or at any point in time.

### *Using Data to Change Practice: Automation Matters*

In both center- and home-based child care, fee collection can be very time consuming unless systems are put in place to streamline and automate the process. Making electronic funds transfer the norm for fee payment (that is, enabling automatic transfer of funds from a bank account, debit or credit card) is one way to strengthen fee collection. Effectively managing bad debt also requires reconciling the amount of money received from government, or other third party sources, with what was actually billed for each child served to make sure that errors did not occur. In many cases there is a limited amount of time to correct errors, after which funds may not be recovered.

While automated systems will make reconciliation easier the bottom line is that effective fee collection requires time and focus—two commodities that are often in short supply in child care centers and homes—as well as the capacity to be ‘kind but firm’ with families. Fee collection can be especially challenging for family

child care providers, who develop close relationships with both the children and families they serve and, as a result, may find it difficult to collect fees in full and on-time. A Shared Service Alliance or staffed Family Child Care Network can significantly lower bad debt and boost provider revenue by centralizing responsibility for business tasks like enrollment, billing and fee collection in a shared back office. This approach enables the classroom teacher, site director, family child care provider or family support staff to focus on building a relationship with the family, and engaging in regular communication, based on supporting the child's development. Business tasks can be handled by another professional, whose sole focus is ensuring that fiscal transactions, and other administrative duties, are handled quickly, efficiently, and with appropriate focus on respectful customer service.

One large, multi-site organization was able to reduce bad debt to less than 2% of tuition revenues after centralizing and automating its fee collection process. A central enrollment office uses a child management system (such as ProCare, Child Care Manager, or another similar system) to maintain enrollment information and track parent fees. Parents are billed a week

“**Vacancy reports by classroom help all staff understand the actual cost of not having every classroom full all the time.**

—Leslie Spina, Philadelphia Early Learning Alliance

in advance and can pay by electronic bank transfer, debit card, credit card, cash or check. Those who have not paid by the beginning of the week are alerted when they check their child in each day via the automated sign-in system; if not paid within a few days of that alert, late fees are assessed. Due to improved systems, this organization has now set a goal of keeping bad debt to only 1% of tuition revenue. Another newer and smaller Shared Service Alliance that recently replaced paper transactions with an automated child management system found that bad debt began to decline quickly and—even more importantly—the site director significantly reduced the amount of time spent collecting and reporting finances; time that is now available to help build supportive relationships with families or coach classroom staff.

#### REVENUES COVER PER CHILD COST

Setting tuition fees (prices) accurately involves many factors and decision points, some of which are beyond the control of an ECE program. What parents can afford to pay is based on what they earn and the local cost of living. What government, or other scholarship programs, will pay is typically based on available funds. That said, determining the actual cost per child, comparing this cost to the price charged, and when fees cannot cover the full cost, identifying third party funding to fill the gap, is essential to sound fiscal management. The bottom line is that parent fees plus third party payments must equal per-child cost. Otherwise the program is losing money. Both enrollment and fee collection impact actual per-child costs. If a program is not fully enrolled, the per-child cost increases. If bad debt goes up (fees are not being collected), the per-child cost increases. In some cases, boosting enrollment and revenue collection rather than raising fees can address a budget gap.

The bottom line is that all three “legs” of the Iron Triangle not only matter but are interrelated. In tough fiscal times, when third party funders are cutting budgets and parents are squeezed financially, ECE programs often face a difficult choice: keep fees high and risk increased vacancy rates and higher bad debt, or lower fees to boost cash flow. Unfortunately, the right answer is not simple or obvious, and it may vary from center to center based on the services offered and the families served. Thus, the more information a program director has, and the more s/he knows about how business metrics typically vary by time of year or ages of children or among specific classrooms or sites, the better able they are to make informed decisions and advocate for change.

The cost per child can, and should, be established in multiple ways. In center-based care it is helpful to know the average cost per child, regardless of age, as well as the cost per classroom and, if appropriate, per site. A different approach should be used for family child care, and will be discussed later. To calculate the cost-per-child, the following information is needed:

- Staffing by classroom or age—the number of Full Time Equivalent (FTE) paid staff in each classroom and their wages and fringe/benefit costs. Remember that it is important to build in coverage so that teachers are able to leave the classroom to participate in supervision, training, visits to other classrooms, completion of lesson plans or child assessments, etc. If children attend for more than 8 hours a day centers or homes may need to account for additional staff to cover during these hours.
- Any non-teaching staff assigned to the center and their wages and fringe/benefit costs—this might include staff located in the center or, in the case of a multi-site center or Shared Services, a percentage of staff who are located in the ‘hub’ agency but provide administrative support to the center.
- A current budget for each center that includes all costs—classroom personnel, non-classroom personnel, and non-personnel costs.

Calculating the cost per child in a center requires 4 steps:

1. First, for each classroom, or age group add up the costs of all staff working specifically in that classroom.



2. Then decide on a method for dividing up all other costs in the center or home, such as non-classroom staff (e.g. Director's salary) and non-personnel costs (e.g. food, utilities).
3. For each classroom add the in-classroom staff costs for those children, and all the other costs described in #2 above. This is the total cost of that classroom.
4. Divide the total cost of that classroom (the result you get in #3 above) by the average number of children enrolled in that classroom (remember to use the actual, or projected, enrollment not the classroom capacity). This is the cost per child by classroom.
5. To determine the average cost per child across the entire center, simply divide the total cost of operating the center—including all personnel and non-personnel costs in all classrooms as well as in the administration—by the number of children enrolled.

A budget template for a non-profit or proprietary child care center, as well as tools to help calculate the cost-per-child, may be downloaded from the ECE Knowledge Hub (check [here](#) to see if this resource is available in your state) or from [First Children's Finance](#). Additionally, the federal Office of Child Care supported development of an on-line tool called the [Provider Cost of Quality Calculator](#) that essentially models the cost of providing child care services at various levels of quality and could be a helpful resource in determining the potential cost per child at various levels of quality.

In Family Child Care the process is similar but simpler. You must begin with a budget for your home-based business that includes all direct and indirect expenses. A family child care budget template and cash flow projection worksheet can be downloaded from the ECE Knowledge Hub (check [here](#) to see if this resource is available in your state) or from [First Children's Finance](#). The budget templates available from these sources will help you determine the profit (or loss) from your home-based business. This is essentially your income. Using data from this budget, calculate the cost-per-child using the following steps:

1. Calculate the current, average per child cost by dividing total expenses by the number of children currently enrolled
2. Calculate the cost per child at full enrollment by dividing total expenses by the number of children that you could potentially enroll. This is typically licensed capacity or, in the event the home is participating in Head Start or Early Head Start, the total number of children allowed based on performance standards.
3. Calculate cost of care at different ages. To determine the cost differential between infant/toddler care and preschool-age care:
  - a. Calculate the cost per child based on the maximum number of children allowed if infant/toddlers are enrolled;
  - b. Calculate the cost per child based on the maximum number of children allowed if NO infant/toddlers are enrolled (this typically means the provider can serve more children);
  - c. The difference between (a) and (b) is the increased cost per child of serving infants
4. Calculate cost of care at better wages for the provider owner by adding additional wages, as well as the cost of desired benefits like health insurance and a retirement plan, to the expense budget before calculating a cost per child. This could be a helpful exercise when exploring the trade-offs between full enrollment, full fee collection and raising rates; a combination of strategies can help stabilize revenues and boost provider owner income.



## CONCLUSION

Gathering good data is key to effective management and can inform a host of decisions. However, it is easy to get buried in spreadsheets and reports and become overwhelmed by complex details. Tables, charts or data dashboards that zone in on key metrics and provide a helpful at-a-glance picture of all relevant data are most helpful. Tables III and IV, in the Appendix, display the way that two multi-site child development programs, that use Shared Services principles to guide administration, stay on top of key business metrics.

Table III is a Monitoring Report used by Early Connections Learning Centers in Colorado Springs. This monthly report includes aggregate data from all five sites managed by Early Connections. The data are color-coded so that it is easy to see the areas where they are on target, slightly off target but likely to attain the goal by year end, or off-track enough to warrant exploration of a course correction. The Executive Director and board review this table monthly and use it to inform management, administrative and fiscal decisions.

Table IV is from Nurtury, Inc., a multi-site center- and home-based early care and education organization based in Boston, Massachusetts. This table shows the business metrics tracked by Nurtury, weekly and monthly, as well as the source of those data. Nurtury aims to move away from viewing data in excel-based reports toward a simpler agency-wide ‘dashboard’ that allows administrators to more easily view current performance metrics by site and for the agency as a whole.

### Using Metrics to Inform Policy

The child care policies established by state, local or the federal government have a profound effect on the quality and supply of child care services—especially services available to low-income families. How these policies impact the business side of ECE is key information that is often missing from the discussion. ECE programs that establish and track business metrics over time can offer invaluable information. A few examples follow.

Good business data can help policymakers understand the impact of universal pre-kindergarten at a level of detail beyond basic licensed capacity—to include the number of children who are enrolled in each classroom—can show actual use of supply and underscore trends in consumer demand. Anecdotal data suggest that many ECE programs have available slots in classrooms for 3 and 4 year olds but rarely in infants and toddler classrooms. Hard data that tracks these trends, and how they change over time, will be increasingly important.

ECE program managers that maintain cost-per-child data can show that the cost of infants and toddlers is significantly higher than the cost of care for preschoolers or older children. Yet public reimbursement rates, and market prices, rarely match the actual

cost differential. Thus, there is market incentive to convert infant classrooms to preschool classrooms when funding from Universal Prekindergarten becomes more widely available. And even when alternative funding sources are not available, ECE program managers may be forced to close infant classrooms, and shrink program size, if the cost of infant care continues to drain overall center finances. In short, cost-per-child-data is essential to good policy development.

Tables that include both price and vacancy rate data can underscore how the cost of delivering ECE not only varies by age of child but is also affected by the level of enrollment in the classroom. The table on the previous page is one example from a statewide cost analysis. While actual costs will vary based on program quality and location, cost modeling suggests that the trend underscored in this table is universal: vacant slots cost money. In tight fiscal times it doesn't make sense to waste a single dollar. To this end, market-based child care centers that gather and analyze data on vacancy rates are in a stronger position to advocate for change and perhaps even convince policymakers to re-think how they expend public dollars.

## Child Care Center Per Child Costs By Age + Enrollment

[Hypothetical Example]





## Ways to Use Metrics to Inform Rate Policy

- Require that any entity seeking to open a new PreK, Head Start or Early Head Start classroom gather data on vacant slots in all high-quality ECE programs in their target neighborhoods. First priority should be to use available funding to keep existing programs fully enrolled before adding new classrooms.
- Encourage states to use cost modeling to inform rate-setting, rather than relying solely on market prices, which often do not reflect actual costs.
- Encourage higher PreK reimbursement rates for 3 and 4 year old children in settings that also serve infants and toddlers—as a way to discourage programs from closing 0-3 classrooms to make way for (more lucrative) preschool classrooms.
- Calculate the cost of vacant slots and use these data to promote subsidy payment on the basis of enrollment rather than attendance.
- Calculate lost revenue due to subsidy authorization for a limited number of hours a day or week, and use these data to promote authorization of full-time care.
- Where ECE programs experience high bad debt, explore the fiscal impact of lower subsidy co-payments or higher income eligibility.

ECE industry leaders, as well as policymakers, tend to focus most of their attention on the public reimbursement rate (e.g. the revenue-per-child); however experience with cost modeling suggests that other sides of the “Iron Triangle” can sometimes make a bigger difference in a provider’s bottom line. For example, increasing child care reimbursement rates will have little impact in a program that is not fully enrolled or serves a very small number of children that receive subsidy. Raising the public portion of the rate will have little impact if the parent portion (the family co-payment) is so high that the provider simply cannot collect it and therefore must maintain very high bad debt. Similarly, raising rates and lowering parent fees may not impact the bottom line if child care providers do not get paid when a child is absent or if care is not authorized for a full day or a full year. In short, ECE program managers need to understand exactly where and why they are losing money, and begin gathering the data needed to address key programs before they cripple sustainability.

### Next Steps

As noted earlier, this brief is a first step in thinking strategically about ECE business metrics and is intended to spur thinking among leaders in the field. Over time, industry leaders need to more carefully explore ECE costs, revenues, program models and administrative structures with an eye to gathering data that can strengthen technical assistance, training and education as well as inform industry norms and public policy. 

### RESOURCES

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TABLE I

## Happy Acres Child Development Center Enrollment [week of 10/26/2015]

| ROOM         | CAPACITY   | GOAL @ 85% CAPACITY | # ENROLLED | % CAPACITY ENROLLED |
|--------------|------------|---------------------|------------|---------------------|
| Infant       | 10         | 9                   | 9          | 90%                 |
| Toddler      | 14         | 12                  | 13         | 93%                 |
| 3-4 AM       | 16         | 16                  | 15         | 94%                 |
| 3-4 PM       | 16         | 16                  | 12         | 75%                 |
| 3s           | 16         | 12                  | 10         | 63%                 |
| 4s           | 16         | 12                  | 11         | 69%                 |
| SACC         | 20         | 15                  | 11         | 55%                 |
| <b>TOTAL</b> | <b>108</b> | <b>92</b>           | <b>81</b>  | <b>75%</b>          |

TABLE II

## Happy Kids Child Development Center Enrollment + Vacancies [week of 1/26/2015]

| CLASSROOM                | AGES         | LICENSED CAPACITY | STAFFED CAPACITY | FTE ENROLLMENT | FTE VACANCY | % ENROLLED VS. CAPACITY | MONTHLY COST PER VACANCY | ANNUAL PROJECTED LOSS/VACANCIES |
|--------------------------|--------------|-------------------|------------------|----------------|-------------|-------------------------|--------------------------|---------------------------------|
| <b>CRESTWOOD CENTER</b>  |              |                   |                  |                |             |                         |                          |                                 |
| Bumblebees               | 6 wks—12 mos | 0                 | 0                | 0              | 0           | —                       | —                        | —                               |
| Grasshoppers             | 12 mos—2 yrs | 0                 | 0                | 0              | 0           | —                       | —                        | —                               |
| Ladybugs                 | 2—3 yrs      | 0                 | 0                | 0              | 0           | —                       | —                        | —                               |
| Caterpillars             | 3—4 yrs      | 20                | 20               | 18             | 2           | 90%                     | \$768                    | (\$18,432)                      |
| Butterflies              | 4—5 yrs      | 20                | 20               | 20             | 0           | 100%                    | \$768                    | —                               |
| After School             | 5—8 yrs      | 24                | 24               | 12             | 12          | 50%                     | \$512                    | (\$73,728)                      |
| <b>TOTAL</b>             |              | <b>64</b>         | <b>64</b>        | <b>50</b>      | <b>14</b>   | <b>78%</b>              |                          | <b>(\$92,160)</b>               |
| <b>PARK PLACE CENTER</b> |              |                   |                  |                |             |                         |                          |                                 |
| Bumblebees               | 6 wks—12 mos | 8                 | 8                | 8              | 0           | 100%                    | \$963                    | \$0                             |
| Grasshoppers             | 12 mos—2 yrs | 10                | 10               | 10             | 0           | 100%                    | \$941                    | \$0                             |
| Ladybugs                 | 2—3 yrs      | 12                | 12               | 12             | 0           | 100%                    | \$833                    | \$0                             |
| Caterpillars 1           | 3—4 yrs      | 20                | 20               | 20             | 0           | 100%                    | \$768                    | \$0                             |
| Caterpillars 2           | 3—4 yrs      | 20                | 20               | 20             | 0           | 100%                    | \$768                    | \$0                             |
| Butterflies              | 4—5 yrs      | 20                | 20               | 20             | 0           | 100%                    | \$768                    | \$0                             |
| After School             | 5—8 yrs      | 24                | 24               | 20             | 4           | 83%                     | \$512                    | (\$24,576)                      |
| <b>TOTAL</b>             |              | <b>114</b>        | <b>114</b>       | <b>110</b>     | <b>4</b>    | <b>96%</b>              |                          | <b>(\$24,576)</b>               |

TABLE III

## Early Connections Learning Centers 2015 Monitoring Report

|   | APRIL      |            |        | YEAR-TO-DATE |             |          |
|---|------------|------------|--------|--------------|-------------|----------|
|   | ACTUAL     | TARGET     | STATUS | ACTUAL       | TARGET      | STATUS   |
| <b>SUSTAINABILITY</b>                     |            |            |        |              |             |          |
| Enrollment                                | 83%        | 78%        | 106%   | 78%          | 78%         | 100%     |
| Attendance                                |            | 100%       | 0%     |              | 100%        | 0%       |
| Total Revenue                             | \$277,032  | \$266,308  | 104%   | \$1,236,659  | \$1,342,841 | 92%      |
| Individuals                               | \$23,255   | \$15,000   | 155%   | \$38,665     | \$35,000    | 110%     |
| Grants                                    | \$2,500    | \$10,000   | 25%    | \$237,241    | \$298,381   | 80%      |
| Events                                    | \$0        | \$0        | 100%   | \$1,500      | \$500       | 300%     |
| Government (CACFP)                        | \$16,781   | \$16,386   | 102%   | \$55,492     | \$68,355    | 81%      |
| Program Fees                              | \$128,087  | \$117,600  | 109%   | \$481,999    | \$503,802   | 96%      |
| Partnerships                              | \$103,469  | \$107,322  | 96%    | \$407,177    | \$429,178   | 95%      |
| Foundation                                | \$0        | \$151,201  | 100%   | \$0          | \$151,201   | 100%     |
| Net Income                                | (\$53,611) | (\$76,618) | 146%   | \$7,149      | (\$18,973)  | 152%     |
| <b>FACILITIES</b>                         |            |            |        |              |             |          |
| Capital Reserve Fund<br>Utilities Savings |            |            |        | \$4,650      | \$25,000    | 19%      |
| <b>DEPTH OF QUALITY</b>                   |            |            |        |              |             |          |
| NAEYC Re-Accreditation                    |            |            |        | In Process   | Yes         | On Track |
| Child Outcomes                            |            |            |        | 89%          | 90%         | 99%      |
| <b>STAFF RECRUITMENT &amp; RETENTION</b>  |            |            |        |              |             |          |
| Staff Retention                           | 93%        | 70%        | 133%   | 85%          | 70%         | 121%     |
| Terminations                              | 0          |            |        | 2            |             |          |
| Resignations                              | 6          |            |        | 11           |             |          |
| New Hires                                 | 2          |            |        | 12           |             |          |

### LEGEND

- Target is at or above budget year-to-date. No foreseen issues are anticipated in the future.
- Target is within 5% of budget year-to-date. Issues may prevent achieving the target.
- Target is more than 5% off track year-to-date. Achievement of target is unlikely by year end.



TABLE IV

## Nurtury, Inc.: Financial + Operations Metrics

|  |  |                                 |
|--|--|---------------------------------|
| <b>ENROLLMENT:</b><br>Central operations; program administration                   | Daily full time equivalent each week; by funding source and program; contract utilization.                 | Excel. Weekly, monthly, YTD     |
| <b>ENROLLMENT EFFICIENCY:</b><br>Central operations; program administration        | Enrollment per provider (FCC); capacity utilization (centers).   | Excel. Monthly, YTD             |
| <b>BUDGET VARIANCE:</b><br>Finance   | Gross margin: by program and department  | Dynamics SL: .pdf. Monthly YTD. |
| <b>TRANSPORTATION:</b><br>Usage, reliability, cost, compliance: central operations | Total vans, children and children per van. Child usage by payment type and program. Incidents. Compliance. | Excel. Monthly.                 |
| <b>CHILD ATTENDANCE:</b><br>Central operations; program and administration         | Review of excessive absences: EEC compliance (30 days in six months)                                       | Excel. Monthly.                 |
| <b>TEACHER ATTENDANCE:</b><br>Central operations; program administration           | Expected versus actual days of absences per week.  | Excel. Monthly.                 |
| <b>PROVIDER ACQUISITION AND RETENTION:</b><br>Program administration               | Providers under contract; providers added; providers lost: by reason.                                      | Excel. Monthly.                 |
| <b>TEACHER ACQUISITION AND RETENTION:</b><br>HR                                    | Retention by role and program.<br>Staffing versus budget by role and program.                              | Excel/ADP.<br>Semi-annual       |