CHAPTER 2

Program Administration and Finance

PROGRAM ADMINISTRATION AND FINANCE

This Chapter covers the following Core Competencies:

3/4s: Maintains accurate program records and follows reporting procedures

2s: Ability to establish and implement effective administrative policies and procedures, as appropriate

3s: Ability to establish and implement effective financial policies and procedures, as appropriate

Overview

In 2009, the San Francisco Afterschool For All initiative Financing Workgroup published research findings that put the per-hour cost of afterschool programming for youth in San Francisco at $5.47 per hour (See *Tool: Expanded Learning Collaborative Cost Estimate* for the breakdown of how this figure was reached). That means, for a 3-hour per day program, the cost is $16.41. Multiply that by 5 days per week, and the cost is $82.05 per child, per week!

In short, running an afterschool program is pricey, and finding funding to cover expenses - and producing the necessary reporting documentation - is often a full-time job.

In addition, running a successful afterschool program means supporting the staff who are working with participants every day. Being thorough about hiring practices, staff development, and staff retention can go a long way to improving the quality of your program, but it also takes time, energy, organization, and resources.

Finally, working with your program's governance body, be it a board or leadership team, is crucial to ensuring that those on top are aware of what you are doing and are providing adequate and appropriate support.

This chapter aims to demystify and help you streamline some of these tasks, so that you can spend your time focusing on the heart of your program – the youth.

QSA SECTION 2

In our program funding sources are transparent and funding requirements are well managed

In our Program…	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
Funding sources are transparent and funding requirements are well managed	❑ Only the ED is aware of the funding sources ❑ Funding requirements are often not met, or late ❑ Staff are not aware of the funding requirements or program goals	❑ ED communicates funding sources and their funding timelines to staff and board ❑ A reflection process is used to ensure all activities meet funder required standards and hours of operation ❑ Program director and management staff are aware of funder grant requirements	❑ The management team have a working knowledge of the program's funding sources ❑ Reporting requirements for each funding source are easily accessible in an organizational tool (i.e. binder, spreadsheet) ❑ Reporting deadlines are met in a timely and non -stressful manner. ❑ A process is used to share information about funder requirements (in a staff meeting, a logic model, etc.)

QSA SECTION 2

In our program we ensure the timely recruitment, employment, and termination of all personnel

In our Program…	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
We ensure timely recruitment, employment, and termination of all personnel	❑ Organization does not aggressively recruit and retain staff ❑ Positions are often left open for more than 2 months ❑ Staff hired do not have enough of the qualifications needed to work independently and efficiently	❑ Job description competencies are used to hire staff. ❑ References are checked when hiring ❑ New hires attend a new hire orientation ❑ New hires are placed on a 90 day probation period to ensure they are a good fit for the organization	❑ ED, staff and youth participate in the interviewing process, and utilize case studies and sample presentation (i.e. interviewee presents a mock lesson) ❑ New hires receive training and shadow a senior employee as job orientation ❑ Supervisor conducts an exit interview with employees who choose to leave the organization ❑ ED conducts regular surveys of employee satisfaction and works hard to understand and respond to needs of staff

QSA SECTION 2

In our program we have the ability to establish and implement effective financial policies and procedures

In our Program…	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
We have the ability to establish and implement effective financial policies and procedures	❑ Organization does not work from a budget ❑ Financial matters are not transparent to the staff ❑ Resources (petty cash) are not available to cover basic expenses ❑ Employees' paychecks are delayed a few times a year due to cash flow issues ❑ Organization relies solely on one funding source	❑ Organization produces an annual budget that is balanced and sustains the programs ❑ Staff are able to access resources in time to meet program needs ❑ Organization continuously monitors cash flow and takes immediate action to address problems ❑ Organization has at least 2 funding sources	❑ Organization actively pursues new sources of funding and in-kind resources to enhance sustainability ❑ Youth are involved in grassroots fundraising to fund special programs ❑ All staff are trained in accounting and book keeping to empower their financial literacy ❑ Organization has at least 5 diverse funding sources (government, private, individual donors, foundation, etc.)

QSA SECTION 2

In our program we maintain accurate records and follow reporting procedures and the Board provides governance to the organization

In our Program…	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
We maintain accurate records and follow reporting procedures	❑ Attendance is not maintained or enforced ❑ Weeks go by without anyone entering funder required data (CMS for DCYF grantees) ❑ Record-keeping and reporting is not accurate ❑ Participant enrollment and registration forms are incomplete (allergy, media release, zip codes, etc.)	❑ Accurate attendance is taken daily ❑ Funder required data is submitted on time ❑ Reimbursement requests are accurate and submitted on time ❑ A procedure for incident reporting is used (accidents, criminal activity, serious violation of program rules, etc.) ❑ Staff know youth medications, special needs (asthma, inhalers, etc.)	❑ Staff review attendance and contact youth who are missing sessions ❑ The organization uses data to make strategic decisions about programming & operations ❑ Forms for each type of incident reporting are easily accessible to staff and filed appropriately
The Board provides governance to the organization	❑ The organization has no board, or board meets sporadically and informally ❑ The board is comprised of figure heads who offer no strategic value to the program	❑ The board meets regularly to hear ED updates, review budgets, and provide input on hiring and firing decisions ❑ The board is comprised of community members or those with particular relevant expertise	❑ The board is a combination of highly skilled experts in legal, finance, and organizational development and are reflective of the community ❑ The board reviews programmatic updates from ED and coaches ED to see issues from multiple perspectives

TIPS

Create systems to organize and manage your program's funding sources.

- ❑ Keep track of important dates and deadlines for each funding source
- ❑ Know and share the program requirements and allowable expenditures for each funding source
- ❑ Maintain accurate and organized records
- ❑ Diversify your program's funding sources

Establish efficient human resources practices

- ❑ Ensure job descriptions accurately reflect the positions you are hiring for
- ❑ Put sufficient time and effort into your application review and interviewing processes
- ❑ Create a plan for how to orient and train new and returning staff members
- ❑ Employ various strategies for retaining qualified staff

Use data and share program information with key stakeholders

- ❑ Collect data on an ongoing basis
- ❑ Make sure the data you are collecting is the right data that you need for funding reports or to inform program improvements
- ❑ Collect both quantitative and qualitative data from a wide range of sources (youth, families, schools, community members)
- ❑ Keep your governance body and other relevant stakeholders informed of program data and updates
- ❑ Make sure you have diverse representation within your governance bodies

HOW TO

Organize Funding Sources

Chances are your afterschool program receives funding from a variety of sources. These may include city funding, school district funding, state or national funding, foundation funding, and/or private donations.

Receiving funding from diverse sources is great for your program because it ensures that if one funding sources suddenly becomes unavailable, there may still be funds from other sources to continue the operation of your programs and services without noticeable disruption to participants.

The downside of receiving multiple funding sources is that you have to keep track of all of the requirements, including allowable spending, reporting, important deadlines, and programmatic mandates for each funding source.

Here are a few suggestions on how to organize your funding sources so that you are able to meet all of the requirements and deadlines:

- Complete the "Funding Sources Spreadsheet" (see Tools). Keep the spreadsheet in a prominent area of your office where you can check in on it regularly. Share it with staff or board members to keep them abreast of funder requirements and deadlines.
- Put any important deadlines into your calendar and/or your staff calendar so you don't accidentally miss an important date.
- Bring grant and funder requirements and goals to a staff meeting and/or board retreat and spend time reflecting on which items your program is doing very well, and in which areas you need to improve (e.g. Are you meeting your attendance numbers? Are you operating enough hours? Are you providing all of the required services?)
- Make time at the beginning of each semester to review the requirements specific to each funding source with staff and note any significant changes to requirements.

What Should I Have in My Toolbox?

- ❑ A completed "Funding Sources Spreadsheet"
- ❑ A calendar of important funding deadlines
- ❑ Copies of all funding source documents (e.g. grant applications, funding letters, etc.)

$

I have a tight budget, what is this going to cost me?

- ❑ Being organized about your funding sources will not cost you a penny – but will hopefully save you money by ensuring that you do not lose any sources due to missed deadlines or failure to meet requirements.

TOOL

Funding Sources Spreadsheet

Funding Source	Application Deadline	Reporting Deadlines	Amount	Prohibited Purchases	Key Program Outcomes

HOW TO

Ensure Effective Human Resources Practices

Although the majority of your time spent in your afterschool program is focused on helping participants, taking the time to carefully recruit, hire, and retain your staff is crucial to ensuring quality experiences for your youth. Indeed, research has shown that the level of knowledge and skill of staff is one of the largest contributors to afterschool program quality!

There are four areas of human resources that merit your focus. Use the guiding questions below to help you solidify your human resources plan. See Chapter 7: Staff Recruitment and Professional Development for more ideas and tools.

1. Recruitment and Hiring:

Start by reviewing your job descriptions. Do they accurately reflect the positions you are hiring for? Are they clear on the purpose of your program, the hours, the skills needed? Have you posted them in enough places (e.g. Craigslist, local college campuses, in your own agency, etc.)?

Do you have a solid set of interview questions? Who will be included in the first round interviews? Second round? Will youth be part of the interview process? What is your timeline for interviews? Have you communicated your timeline with prospective employees?

2. Staff Development and Retention

Once you have made your hires, what is your plan for ensuring that any skill gaps they may have are filled? Have you asked them to evaluate themselves using the Core Competencies? Do you have an orientation calendar and manual ready to go? Do you have a year-long professional development schedule published? Do you have any mentoring or buddy systems for new staff in place? What is your plan for evaluating staff and providing feedback on performance?

What are your systems for recognizing and appreciating staff? Do you have any parties or social times planned? Do you have a wage scale in place and are staff aware of what merits a raise? What benefits do you offer other than salary? Are there any "perks" you can offer staff such as gift cards, flexed time off, food?

3. Staff Evaluation and Compensation

Staff evaluation is usually most closely associated with staff raises, and is generally an agency requirement. Are you familiar with your agency's staff evaluation tool? If your agency does not have a tool, visit http://sfelc.org/ and check the ELC Core Competencies toolkit for examples you can use. Have you created a staff evaluation calendar? Will youth be asked to weigh in on staff evaluations? How about other staff? Will staff be asked to complete self-evaluations? What is your plan or protocol for if a staff disputes an evaluation or raise decision?

Do you have a published wage scale? How is starting pay determined? How often are raises given? Do staff qualify for other benefits such as health insurance, sick time, or vacation time? When do these benefits kick in and what is the process for staff to access them?

4. Staff Policies and Procedures

Are all staff aware of how to call in sick or when they will be late? Are they all familiar with agency rules for staff (dress code, code of conduct, acceptable internet usage)? Do you have a process in place for staff who break agency rules or who are chronically late or absent? Do you have staff emergency contact information on file?

Do you have all the necessary paperwork and forms easily available for your staff? These may include injury report forms, fingerprint clearance forms, TB testing information, request for time off forms, etc. Are staff aware of all of the forms they need to complete and how and when to complete them?

What Should I Have in My Toolbox?

- ❑ Visit http://sfelc.org/publications-and-tools/core-competencies/ for a complete toolkit you can download to help with recruitment, hiring, and evaluation of staff!
- ❑ Visit www.healthiersf.org/ExCELafterschool/Resources/trainingMat-coreComp.php for a complete guide on how to integrate the San Francisco Expanded Learning Collaborative Core Competencies into your staff development plan
- ❑ Ensuring effective human resource practices won't cost you a dime other than your time and any funds you spend on the staff themselves.

HOW TO Diversify Funding

Why diversify your funding?

Finding funding for your program is not always an easy task. While you may find a wide range of potential sources, they will not all meet the many needs of your program. Diversifying your funding ensures not only that you will have multiple funding streams should one disappear, it also can help you reach the various goals that your program has set.

What types of funding sources should I pursue? You have probably had the experience of receiving an email with a message about an available grant, say, for environmental education funding, and thought, "Wow, we've never done that, this would be great for my program." You have probably also had the experience of having your stakeholders ask for a certain type of programming, for example, fitness activities, and had to search for a funding source that would support that activity.

Letting a funding source dictate the type of programming you offer versus letting the type of programming you wish to offer dictate where you look for funding are both viable options. *The important thing is to be aware of when a funding source is no longer meeting the needs of your program, meaning, it is time to look for other sources.*

Types of Funding Sources

There are several main types of funding available to afterschool programs. Below follows a list with a few sentences about each type.

DCYF Grants

San Francisco's Department of Children, Youth and Their Families offers a number of grants to local afterschool providers. These include funding for general out of school time programming, as well as grants for health and wellness, violence prevention, and youth employment activities. Visit their website at www.dcyf.org to learn about current funding opportunities.

ASES & 21st Century Grants (SFUSD ExCEL)

The After School Education and Safety (ASES) and 21st Century Community Learning Center (21st CCLC) grants are provided to the San Francisco Unified School District from the state and federal government. These programs operate on school sites in partnership with local community based organizations. For more information on these funding sources, visit www.healthiersf.org/ExCELafterschool.

Other Grants

In addition to the above mentioned local grants, there are numerous grants available to afterschool providers from both government and non-government sources. These may include foundation funding, mini-grants (often available to youth applicants!), and corporate giving. One of the most comprehensive resources for grant funding opportunities is the Foundation Center, which is located online at http://foundationcenter.org; in-person at 312 Sutter Street, Suite 606; or by phone at 415-397-0902.

Private and In-Kind Donations

Soliciting donations from local businesses or corporations is another way to diversify your funding sources. See Chapter 3: Community Partnerships and Collaboration for ideas on how to leverage community resources for your program.

continued on next page...

HOW TO

Diversify Funding
...continued

Fundraising Activities
The advantage of fundraising (through events or individual donation solicitation) is that, unlike grant funds, which often come with strict guidelines for how monies can and cannot be spent, fundraised funds are almost always unrestricted. This means you can spend them on anything that supports your afterschool program, such as food, field trips, general operating expenses, etc. In addition, fundraising activities can take place at any time of year, and are not restricted to a calendared grant cycle.

Fundraising is also a great way to get parents, caregivers, participants, and the community at large involved in supporting your program, as the activities can also help to build awareness of what it is that your afterschool program provides.

Examples of fundraising activities may include:

- Direct donation solicitation letters - These are often done as part of an annual campaign and are generally sent to the families of participants as well as an agency's mailing list.
- Fundraising events – Examples include carnivals, auctions, raffles, car washes, dinners, etc.
- Sales – These may include cookbooks, t-shirts from the program, bake sales, calendars, etc.

Fees
While in an ideal world all afterschool programs would be free to participants, the reality is that this is not always feasible. See the following "How-To" for ideas on how to charge equitable fees to support the operation of your afterschool program.

What Should I Have in My Toolbox?

- ❑ Fundraising is a big job. Getting support from other staff at your agency is critical.
- ❑ Access to funding opportunity information/ websites/mailing lists

$

I have a tight budget, what is this going to cost me?

- ❑ Fundraising takes time. Depending on the type of fundraising you decide best meets the needs of your program, costs will vary greatly.

HOW TO

Charge Equitable Fees

Parent Fee Structures

While additional revenue through parent fees can help foster a program's sustainability, organizations need to consider:

- How fees may impact access (will scholarships be available? Will exceptions to the fee structure be made for those who cannot afford the fees?) *NOTE: ExCEL-funded programs cannot deny access because a family is unable to pay a fee.*
- The administrative burden of billing, collecting, and tracking the fees.

Below are a few different parent fee structures that out of school time programs have used. For sample parent fee letters, sample sliding scales, a spreadsheet to help calculate revenue from parent fees, and more resources, please visit our website at: www.partnerforchildren.org

Possible Parent Fee Structures

1) **Sliding Scale –** The parent fees vary depending on family income, as indicated on pay stubs and/or tax documents.

Berkeley LEARNS After School Program uses this system. Site Coordinators bill families monthly based on their income. Site Coordinators also allow some families whose children would not otherwise be able to participate to attend free of charge. Berkeley's sliding scale information for the middle school programs is included on this website as well as a sample letter explaining the fees to parents. The income levels are the same as the District's child development center levels.

<u>Contact:</u> Emily Davidow, Berkeley LEARNS 510-883-6146.

Redwood City Parks and Recreation programs charge parents a fee ranging from $15 to $7.50/day. Parents are billed at varying amounts each month depending on the number of program days in the month. The Redwood City example on this website explains the fee structure, and the budget calculations that generate these fees. Please note that programs receiving ASES funding are required to allow participants who cannot afford fees to participate free of charge.

<u>Contact:</u> Adilah Hagg, Redwood City Parks and Recreation 650-780-7315.

2) **Flat Fee with Scholarship –** All parents are charged the same fee for participation in the program. Scholarships are available to parents who cannot afford the fee. Many recreation centers charge fees this way, either for specific classes or for an overall afterschool program.

Redwood City 2020's ASES programs charge $1/child/day with full scholarships for needy families. Redwood City 2020 averages the payment out for 180 days over 12 months to charge parents $15/month. Site Coordinators bill and collect fees from parents. There are no consequences for not paying the fees, and Coordinators find that

75 to 80% of parents pay. Some Site Coordinators charge a late fee of $5. Site Coordinators and school staff decide if a family needs a scholarship in order for their children to participate.

<u>Contact:</u> Adilah Hagg, Redwood City Parks and Recreation 650-780-7315.

The Emeryville Recreation Department charges $180/month for its before and afterschool program for elementary school youth. Scholarships are available, and a sample of the form to request scholarships is included on this website.

<u>Contact:</u> The Emeryville Recreation Department 510-596-4395.

3) **Requested Donation –** Another way to capture parents' ability and willingness to pay for afterschool services is to request donations. These donations could be collected directly by the school or by a non-profit organization partnering with the school. In requesting a donation, you must of course be clear that these are voluntary donations and that no child will be excluded from the program because his/her family does not donate.

Source: Partnership For Children and Youth

Expanded Learning Collaborative Cost Estimate
08-09 ELC Financing Work Group:
Ideal Cost Estimates for School-Based K-5 Programs

K-5 Comprehensive School-Based Afterschool Program:

Staffing accounts for about 66% of the program budget. Below is a description of the staffing details for this "ideal" program:

- 100 1st -5th graders served on a daily basis 5 days a week, year-round with 39 weeks in school year (9 months)
- Overall staff: youth ratio: 1:14 (not including Site Coordinator); or 1:12.5 with Site Coordinator in rotation. (*Note*: The ELC Financing Work Group would like to see the staff: youth ratio closer to 1:10 in the near future. The national average ratio among the 111 quality programs included in the Public/Private Ventures & Finance Project' study was 1:8.)
- Site coordinator: FT, ideally has a relevant master's degree, $42,000/year (comparable to average in national study[1])
- 3 lead teachers: PT (3.5 hrs of program & 1.5 hrs prep per day), ideally have relevant BA degrees, $24/hr
- 4 teacher's aides/program leaders/paraprofessionals: PT (3.5 hrs of program & 0.5 hrs prep per day), $17 per hour
- Both of the proposed "ideal" wages for line staff are higher than: a) the national average for an equivalent staff position called "activity leaders" in the national cost study, which was $13.51 per hour.; and b) higher than the DCYF 08-09 average OST grantee average of $14.83 per hour for a "direct service" worker.

IDEAL MONTHLY COST ESTIMATES ***(based on 22 days a month, which includes non-school weekdays)***

STAFF	MONTHLY COST
Manager/Quality Assurance Director $62K/yr + 25% fringe at 20% FTE	$1,311.20
FT Site Coordinator (8 hrs/day x 22 days x $24/hr {$42k/yr}) + 25% fringe	$5,280.00
4 Lead Teachers (5 hrs/day x 22 days x $20/hr) + 25% fringe	$11,000.00
3 Teachers' Aides (4 hrs/day x 22 days x $17/hr) + 25% fringe	$5,610.00
Start-up costs for staff (3 days for aides, 5 days for teachers, 2 weeks for SC)	$881.11
Specialists ($3,000 for 24 sessions x 3 times a year)	$1,000.00
PROGRAM EQUIPMENT AND SUPPLIES	
Food @ $0.72 per youth for 22 days/month	$1,584.00
Supplies, etc. (@$50 per youth)	$555.55
Field Trips @ $50 per youth	$555.55
Annual Event (showcase, family night, etc.) ($350/yr)	$38.88
Food for staff meetings/trainings ($700/yr)	$77.78
Staff/School Staff Recognition ($600/yr)	$66.67
T-shirts for Staff ($120)	$13.33
Outreach Supplies (paper, postage, printing of materials, etc.) ($1,575/yr)	$175.00
FACILITIES	
Custodial fee to use SFUSD space for 5 classrooms, gym and yard *($84/day for gym+$59/day for yard+$110/day for 5 classrooms) x 22 days*	$5,566
Phone fee	$80.00
ADMIN/CAP BUILDING/ETC.	
Admin @ 20% (including office equipment, clerical services, etc.)	$12,638.35
Training/PD for 1.2 FT staff (6 days @ $50/day + $1000 for conferences)	$151.11
Training/PD for 7 PT staff (5 days @ $50/day)	$194.44
Extra hours for PT staff PD (16 hours each at hourly rate above)	363.89
Insurance @ $500/month	$500.00
Evaluation	$111.11

School Year (9 months) Total per youth:	**$3,792.49**
Daily Total per Youth:	**$19.15**
Hourly Total per Youth:	**$ 5.47**

[1]The P/PV & Finance Project's *The Cost of Quality Out-of-School Time Programs* study listed $25.71 per hour as the national average for management type positions, which could include a site coordinator or an executive or associate director (p. 18). *San Francisco ELC Financing Work Group 4-16-09*

HOW TO

Save Money By Planning Ahead and Making Smart Purchases

Well run programs find smart ways of maximizing their purchasing power to procure the goods and services they need. Whether it's using wholesale discount programs, utilizing credit cards with sensible rebate programs, buying in bulk, partnering with other agencies to achieve economies of scale, establishing and fostering relationships with neighborhood vendors or carefully timing purchases to coincide with annual discount periods, (buying summer-specific items at the end of summer close-out sales, etc...) there are a myriad of ways to shop smart saving you both time and money.

Food/Snack

The ELC Financing Workgroup estimates that the average ideal cost per youth for food and snacks is $0.72 per day or $1,584 per year. Multiply that by the number of youth in your program and that becomes a significant cost for afterschool programs. If you can save 5% to 10% with smart purchasing, you can potentially save thousands of dollars each year to reinvest in your program quality.

The first thing programs in San Francisco looking to trim food/snack budget line items should do is check to see if they qualify for the DCYF sponsored, federally funded afterschool snack program. Many programs have almost entirely eliminated their snack line items through their participation in this program. To find out all if you qualify and to apply (only a limited number of qualifying programs are chosen each year to participate), check out the Nutrition Programs page of the DCYF website: http://dcyf.org/index.aspx?page=100#The Afterschool Snack Program
Organizations and/or programs that don't access the Afterschool Snack Program can maximize their purchasing power by looking for vendors that offer one or more of the following:

Non-profit discounts: Don't be shy, ask! If you use the same vendors consistently, ask them about a non-profit discount. They may already have a program set up or they may be willing to work with you to set one up. Do some your homework and find tangible ways you can offer recognition to the vendor.

Rebate/reward programs: Bigger retailers often offer rebate and reward programs. For example, Safeway's Club Card program provides reward/rebates on money spent for purchases of gas at select Chevron stations in SF.

Same day delivery: What's a better use of resources: Sending a staff member to do last minute shopping or planning ahead, spending an extra $15 to have the food delivered, while your staff person works with youth?

Supplies: Program, Office and Sports

Plan Ahead: Have a time set aside for staff to plan or outline their activities in semester long timelines to ensure you will have what you need when you need it and to avoid the necessity of making last-minute and often expensive, purchases. Also, think about establishing purchasing dates throughout the year that match with curriculum needs. This will also help in avoiding an end of the year spending spree.

Reuse/Recycle/Relationships: When planning curriculum, research different projects that can use everyday items such as paper towel tubes, and connect with parents to see if they can reuse these materials for art.

Research smaller local office supply companies like the GreenOffice.com to see if they can offer you a better bulk purchase discount for your office supplies. Avoid "Running out" to OfficeMax to pick up supplies that you need last minute. Appoint an office supply monitor to reduce waste and track the usage of your supplies.

continued on next page...

HOW TO Save Money By Planning Ahead and Making Smart Purchases *…continued*

Reach out to other afterschool providers in your area to see if there is a way to join your orders together and reduce your cost.

Buy In Bulk: Buying one Wilson Basketball from Wal-Mart can be as much as $44.86. Buying a pack of six balls from the gopher.com catalog can be as little as 13.82 per ball.

See if a membership with a big-box retailer such as Costco would benefit your program. Stock up on supplies you know you will need in large quantities.

Transportation

Transportation can be very expensive. As with the other cost centers, planning ahead is a critical component of saving money when thinking about transportation. Typically, there are two choices: public transportation or hiring a bus.

San Francisco Bay Area Public Transit: Discount fees are offered through all public transit agencies (BART, CalTrain, MUNI, etc.). Visit their websites to explore the options. SFMTA's Muni Transit System has introduced the Free Muni for Youth program. All low-income youth aged 5- 18 years have the opportunity to obtain a free muni pass. Identify a method to access passes for eligible youth during the early planning stage.

Bus Rental: Consider organizations that are in your area that have access to school/ chartered buses or plan to rent school/ chartered buses. There may be an opportunity for you to share their bus and driver or share the cost of the rental.

If your program partners with SFUSD ask your principal to reserve with First Student Bus Company. Due to an SFUSD and First Student Partnership, administrative staff receive a considerable discount for all bus rentals. They can reserve the bus and provide your program with the invoice.

Consultants and Professional Services

Working with program consultants and partners can be a cost effective way and high quality alternative to enhancing your program services. Partnerships can help comprehensive OST programs by leveraging resources working with organizations funded to provide specialized program activities.

Consider Hiring a consultant when: You don't have specialized expertise on staff. It is more cost effective than creating/hiring a new staff position. It's important to consider the full cost of new staff positions including fringe, training and development and impact on operations. The project length is short and can be defined with start and end date

Where to Find Consultants: Ask you Program Officer! Your funders are your biggest resource to a large pool of other program providers. Some funders like DCYF have specific strategies that support specialized program to provide services to other Community Based Organization for free.

Ask about programs that are available in your neighborhood through partnerships and networks. Search SFKIDS.org

Create your own mini Request for Proposals and review applications.

Ask your school principal.

What to Consider During Partnership Development: Before the project start, schedule a planning meeting to develop an Memorandum of Understanding (MOU). In this meeting be prepared to determine, shared goals, roles, terms for payment and services, and process for conflict resolution, funding requirements for each organization and determine policy around data collection sharing. Schedule a process for mid project check in and post project evaluation.

HOW TO

Collect and Use Data

Program data is a powerful tool. Data can help you determine areas of strength or weakness in your program. It can help you decide where to put resources. It can help you brag about your successes to funders and other constituents.

There are four steps to using data in your afterschool program.

1. Decide what it is you want to know

When gathering data, it is important to have a purpose or end goal in mind. Are you gathering data in order to help guide programmatic changes? Do you need data to report back to funders on participants' academic achievement or behavioral changes? Do you need data on participant demographics to help with recruitment strategies?

Being clear about what you want to know will help you determine what type of instrument you should use to gather your data. It will also ensure that you do not waste time asking questions or crunching numbers that will not really help you improve your program or give you the information you want.

2. Design and employ a data-collection method that will be effective for giving you the desired information

For example, surveys of participants and their families could help you determine what programmatic changes need to be made, while collecting and tabulating student report cards may be the best method for gathering information on student academic performance. If necessary, hire a professional evaluator to help you figure out which data-collection method will best fit your needs.

3. Analyze the results and draw conclusions

Bring the results of your data-collection to a staff or leadership meeting and spend time looking for things that surprise people, that seem like trends, or that reinforce what you already knew. Talk about the reasons that might be driving the results. For example, if you notice that most of your participants received low grades in math, talk about why that might be the case.

4. Decide on follow up actions

Collecting data for data's sake is a waste of everyone's time and effort. Use the data you have gathered to drive changes and improvements in your program and cite the data when announcing these changes to staff, participants, families, and other stakeholders.

What Should I Have in My Toolbox?

- Access to evaluation and data-collection instruments.
- Access to an evaluator as needed.

$

I have a tight budget, what is this going to cost me?

- Collecting and using data doesn't have to cost anything other than your time and effort unless you bring in outside professionals to help

HOW TO

Work With Your Governance Body
(Board, Advisory Committees, PTA, etc.)

While you are focused on the day-to-day operations of your program, chances are there is a governance body, either for your program, school, or organization, that meets on a regular basis and whose decisions have an influence on your program.

Why Involve a Governance Body in your Program? Because their decisions may impact your work, keeping these groups informed of what is going on in your program is of the utmost importance. For example, while a Board may look at your budget and decide you are spending too much on food, it may be because they do not realize you run a cooking class that makes dinner for the whole program three times a week.

Keeping in close contact with your program's governance bodies also helps ensure that if you need their assistance, they will be there for you. Perhaps you need help with a program-wide event, would like assistance raising funds for a particular program, or maybe you would just like their feedback on a participant survey you are planning to send out. Whatever the request, board members, advisory committee members, and PTA members often have specific expertise that you can tap into for the betterment of your program.

Here are a few suggestions for how to work with your governance bodies:

1. **Find out when the group(s) meet** and prepare a brief outline (one-page or less, bulleted list) that includes important program updates. Items to consider including are:
   - Staffing updates (new hires, terminations, medical leaves, etc.)
   - Program successes
   - Program challenges
   - A quote from a participant or parent about your program's effects
   - Statistics (number of youth served each day, homework completion rates, grade improvements)
   - Any items you need help with from the governance body
   - Thank Yous to board members who helped you recently

2. **Get to know your governance body members:**
   - Invite board members to visit your program
   - If their bios are not already publically available on your agency's website or elsewhere, ask them to send you a short bio
   - Encourage members to share areas of expertise that they may be able to contribute to your program

3. **Encourage diversity within your governance bodies:**
   - Ask that parents and youth be considered for board or advisory committee positions
   - Look for board members with specific skill sets. Would the particular needs of your program make it beneficial for you to have a lawyer, scientist, or skilled fundraiser part of your governance body?
   - Make sure that your governance bodies are representative of your community and that everyone feels welcomed to apply, regardless of language barriers, experience, etc.

What Should I Have in My Toolbox?

- ❑ Data and updates to share with governance body members
- ❑ Youth tour guides for board member visits (see Chapter 6)

I have a tight budget, what is this going to cost me?

- ❑ Working with your board will not cost you anything other than your time!