

# Point Standing - Presenting Financial Data



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# Two Samples



- You'll see two sample presentations
- Take note of the positives and negatives about each one
- Set the scene: you are in the audience at a Board meeting and the speaker is presenting the financial results of the fiscal year just ended. The audience consists of Board members, other school district staff, parents, concerned citizens and the media

# 2009-10 Financial Statements



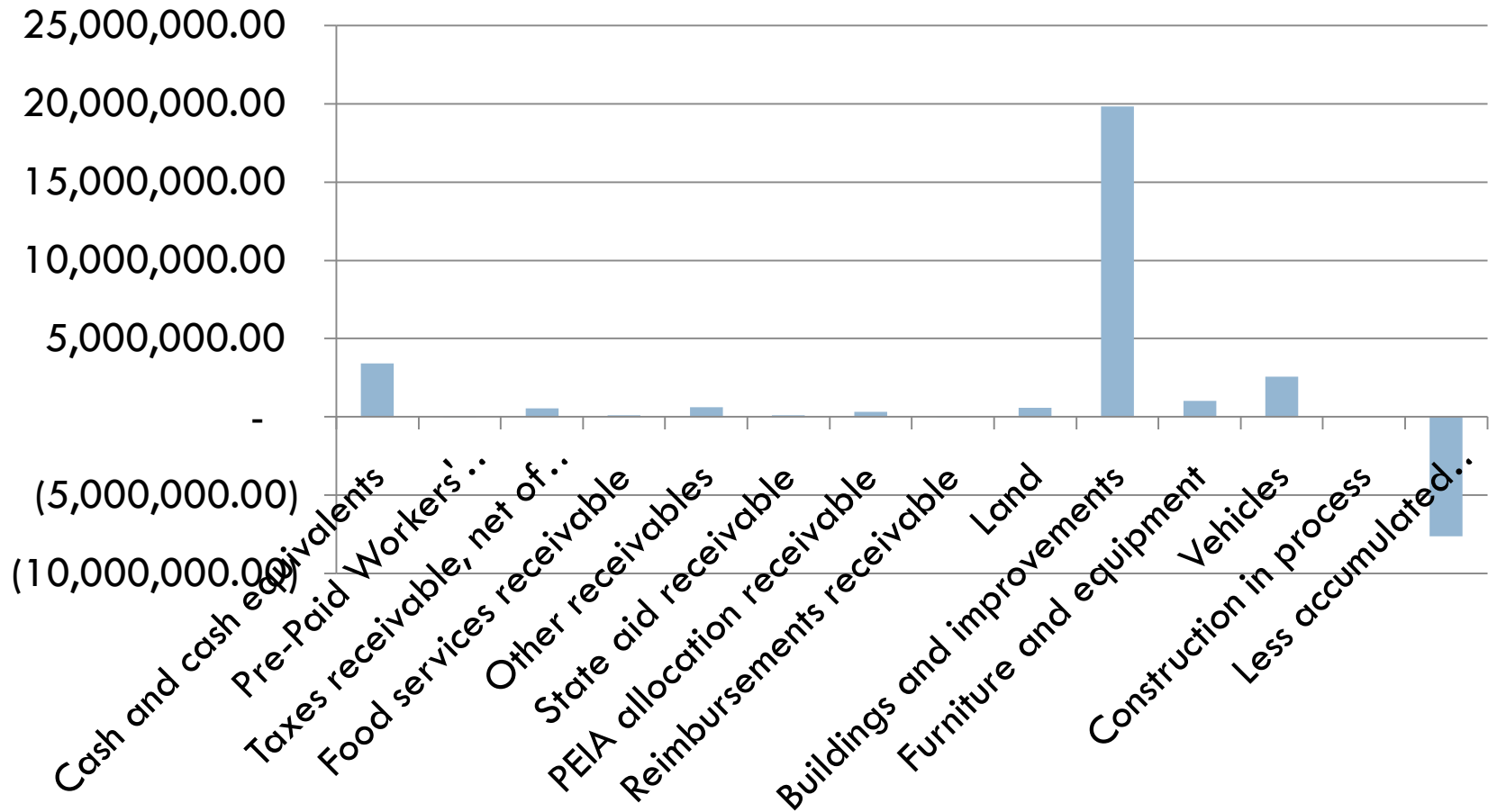
- Statement of Net Assets
- Statement of Activities

# Statement of Net Assets

SAMPLE COUNTY, WEST VIRGINIA, BOARD OF EDUCATION		
STATEMENT OF NET ASSETS		
		Governmental Activities
<b>ASSETS</b>		
Cash and cash equivalents	\$	3,428,893
Pre-Paid Workers' Compensation Premiums		33,741
Taxes receivable, net of allowance for uncollectible taxes		530,358
Food services receivable		111,950
Other receivables		608,827
Due from other governments:		
State aid receivable		107,050
PEIA allocation receivable		307,612
Reimbursements receivable		7,550
Capital Assets:		
Land		587,755
Buildings and improvements		19,832,967
Furniture and equipment		1,000,863
Vehicles		2,572,714
Less accumulated depreciation		(7,625,577)
Total capital assets, net of depreciation		16,368,722
<b>Total assets</b>		<b>21,504,705</b>
<b>LIABILITIES AND NET ASSETS</b>		
<b>Liabilities:</b>		
Salaries payable and related payroll liabilities		1,616,388
PEIA premiums payable		412,340
Compensated absences		82,234
Accounts payable		184,023
Other post employment benefit liability		396,030
Deferred revenues		304,765
Long-term obligations:		
Due within one year:		
Capital leases		114,182
Due beyond one year:		
Capital leases		798,572
<b>Total liabilities</b>		<b>3,908,533</b>
<b>Net Assets:</b>		
Invested in capital assets, net of related debt		15,455,968
Restricted for:		
Special projects		44,751
Capital projects		416,982
Unrestricted		1,678,471
<b>Total net assets</b>	\$	<b>17,596,172</b>

See Notes to Financial Statements

# Assets



# Statement of Activities

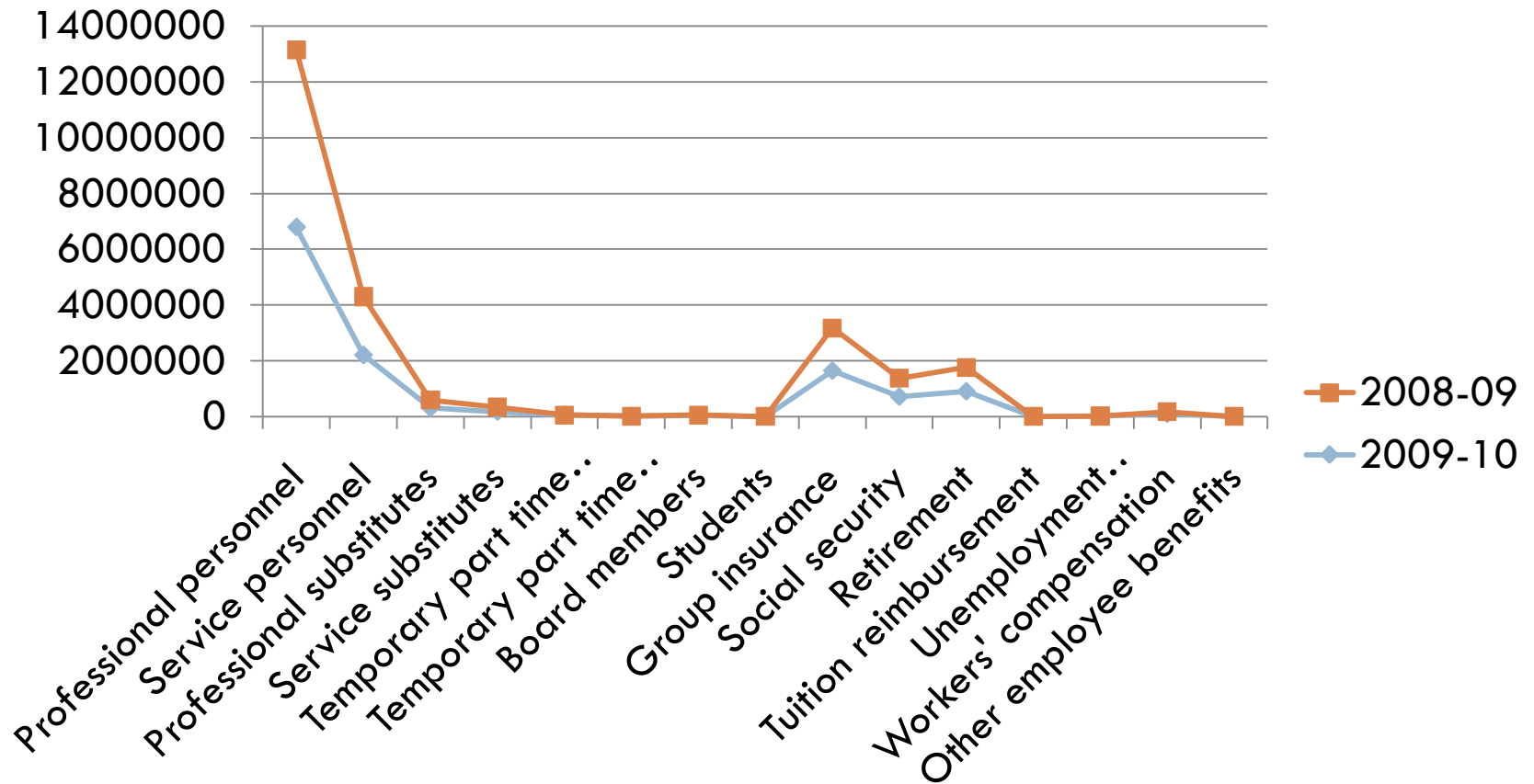
SAMPLE COUNTY, WEST VIRGINIA, BOARD OF EDUCATION					
STATEMENT OF ACTIVITIES					
Functions	Expenses	Program Revenues			Net (Expense),
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Revenue & Changes in Net Assets
					Governmental Activities
Governmental activities:					
Instruction	\$ 14,986,821	\$ 209,587	\$ 2,072,066	\$ 73,373	\$ (12,631,795)
Supporting services:					
Students	989,347	13,702	309,892	4,838	(660,915)
Instructional staff	1,366,355	18,943	350,749	6,689	(989,974)
District administration	320,406	4,453	38,965	1,572	(275,416)
School administration	1,551,900	21,511	188,229	7,596	(1,334,564)
Business services	459,865	6,371	55,749	2,250	(395,495)
Operation and maintenance of facilities	2,773,378	38,432	470,213	13,572	(2,251,161)
Student transportation	2,260,003	31,342	274,250	277,861	(1,676,550)
Food services	1,586,146	804,166	91,913	-	(690,067)
Community services	62,793	-	-	-	(62,793)
<b>Total governmental activities</b>	<b>26,357,014</b>	<b>1,148,507</b>	<b>3,852,026</b>	<b>387,751</b>	<b>(20,968,729)</b>
General revenues:					
Property taxes					9,834,030
Unrestricted state aid					10,500,769
Unrestricted investment earnings					109,195
Transfers in					901,120
Transfers (out)					(901,120)
<b>Total general revenues and transfers</b>					<b>20,443,994</b>
Change in net assets					(524,734)
Net assets - beginning, as restated					18,120,906
Net assets - ending					<b>\$ 17,596,172</b>

See Notes to Financial Statements

# Expenses

Expenditures	2008-09	2007-08	Increase (Decrease)
<b>Salaries:</b>			
Professional personnel	6,783,868	6,348,993	444,865
Service personnel	2,200,616	2,097,765	102,851
Professional substitutes	301,124	293,091	8,033
Service substitutes	171,480	163,002	8,478
Temporary part time professional	53,052	-	53,052
Temporary part time service	7,284	-	7,284
Board members	27,360	21,080	6,280
Students	-	240	(240)
<b>Total salaries</b>	<b>9,554,774</b>	<b>8,924,171</b>	<b>630,603</b>
<b>Employee benefits:</b>			
Group insurance	1,637,517	1,637,166	100,362
Social security	708,240	658,948	49,292
Retirement	898,872	863,919	34,953
Tuition reimbursement	-	-	-
Unemployment compensation	8,861	5,096	3,765
Workers' compensation	94,905	76,213	18,592
Other employee benefits	-	-	-
<b>Total employee benefits</b>	<b>3,348,295</b>	<b>3,141,341</b>	<b>206,954</b>
<b>Total salaries and employee benefits</b>	<b>12,903,069</b>	<b>12,065,512</b>	<b>837,557</b>
<b>Purchased professional &amp; technical services:</b>			
Administration	-	-	-
Professional educators	10,511	10,000	511
Employee training and development	7,542	10,701	(3,159)
Other professional	123,972	129,899	(5,927)
Technical	5,406	799	4,606
<b>Total purchased prof. &amp; technical serv.</b>	<b>147,430</b>	<b>151,399</b>	<b>(3,969)</b>
<b>Purchased services-other:</b>			
Utilities	108,347	64,186	44,161
Cleaning	44,904	73,442	(28,538)
Repair & maintenance	87,308	85,658	1,650
Rentals	-	5,369	(5,369)
Construction services	-	2,000	(2,000)
Student transportation services	745	4,002	(3,257)
Insurance	113,605	110,650	2,955
Communications	109,318	109,535	(217)
Advertising	170	2,382	(2,212)
Printing/binding	-	1,717	(1,717)
Tuition	366	-	366
Food services management	-	-	-
Travel	43,274	48,812	(5,538)
Interagency purchased services	-	-	-
<b>Total purchased services-other</b>	<b>508,037</b>	<b>507,753</b>	<b>284</b>
<b>Supplies:</b>			
General	419,580	344,810	74,770
Energy	375,142	277,645	97,497
Food	-	(9)	9
Books, periodicals and software	162,248	244,751	(82,503)
Technology supplies	90,505	44,401	46,104
Vehicle supplies	213,285	257,518	(44,233)
Control level supplies	6,558	-	6,558
<b>Total supplies</b>	<b>1,267,298</b>	<b>1,169,120</b>	<b>98,178</b>
<b>Plant and equipment:</b>			
Land	-	-	-
Buildings	-	-	-
Equipment	77,699	28,567	49,132
Bus replacement	11,050	-	11,050
<b>Total plant and equipment</b>	<b>88,749</b>	<b>28,567</b>	<b>60,182</b>
<b>Other:</b>			
Dues and fees	9,696	4,505	5,191
Judgements	-	-	-
Debt related	-	-	-
Taxes	-	-	-
Student Assistance	-	-	-
Miscellaneous	93,581	170,526	(76,945)
Transfers Out	428,682	444,013	(15,331)
<b>Total other</b>	<b>531,959</b>	<b>619,044</b>	<b>(87,085)</b>
<b>Total expenditures</b>	<b>15,446,542</b>	<b>14,541,395</b>	<b>905,147</b>

# Expenses





# FINANCIAL RESULTS OF FISCAL YEAR 2009-10

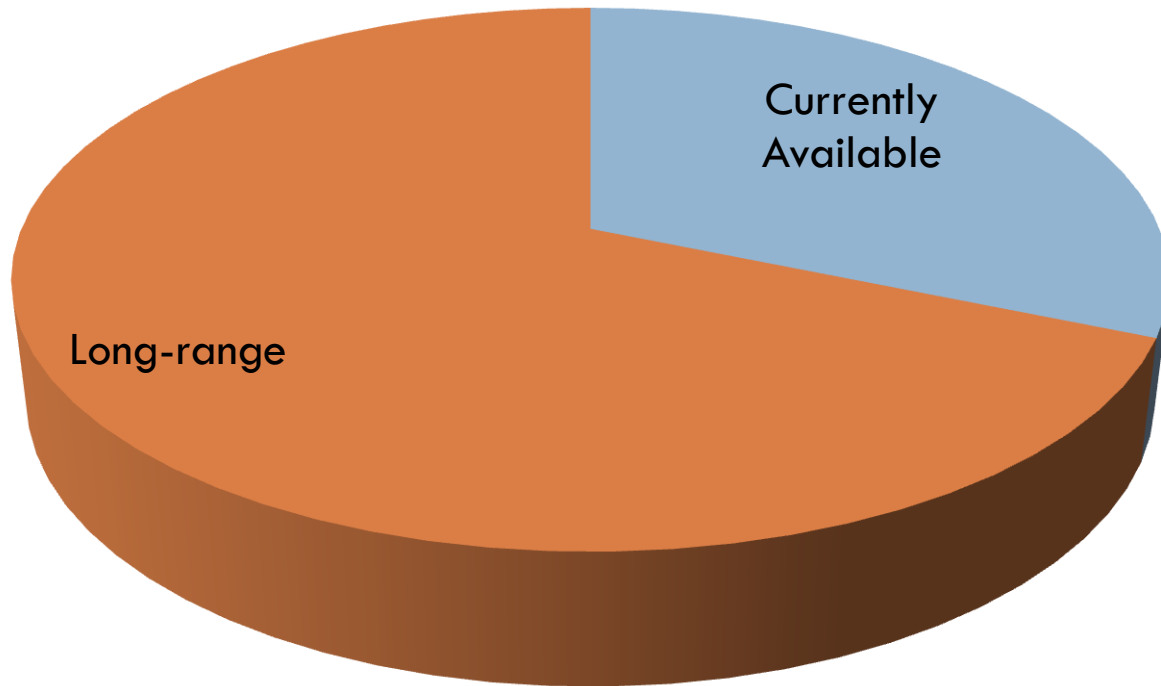
Sample County Board of Education, West Virginia

# Statement of Net Assets

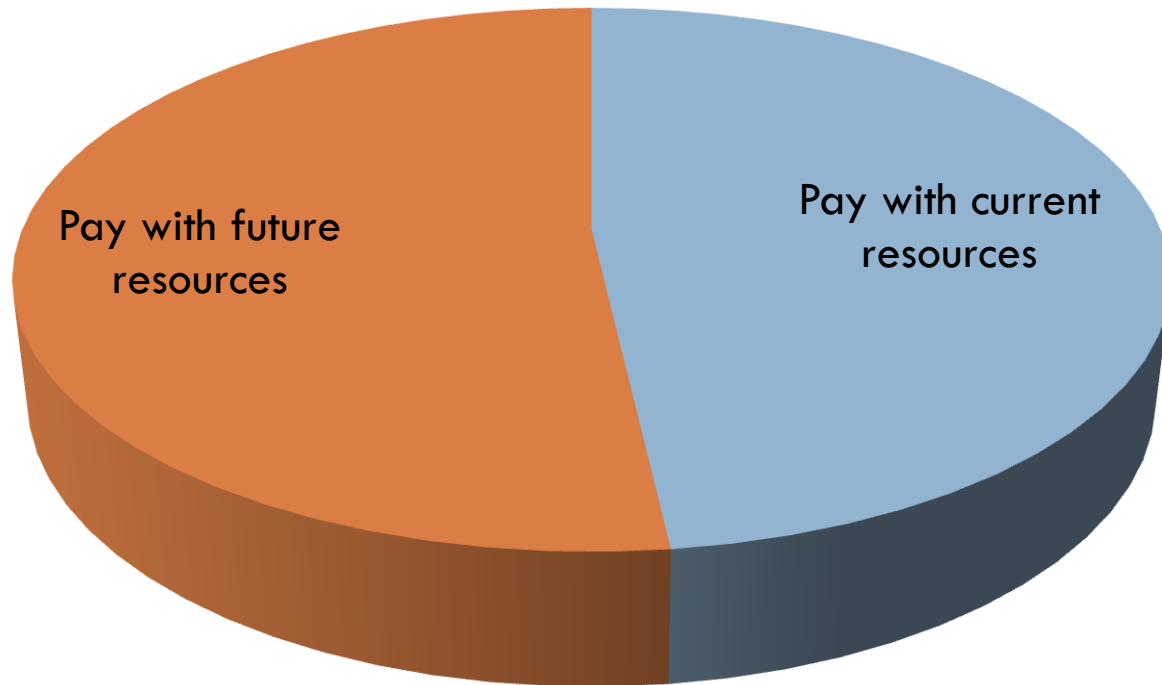
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- Snapshot
- Comprehensive
- **All** assets and **all** liabilities

## All Assets



## All Liabilities



# Current Ratio

- $\text{Current Assets} / \text{Current Liabilities} = \text{Current Ratio}$
- Indicates short-term financial strength
- 2.0 or greater is a positive indication

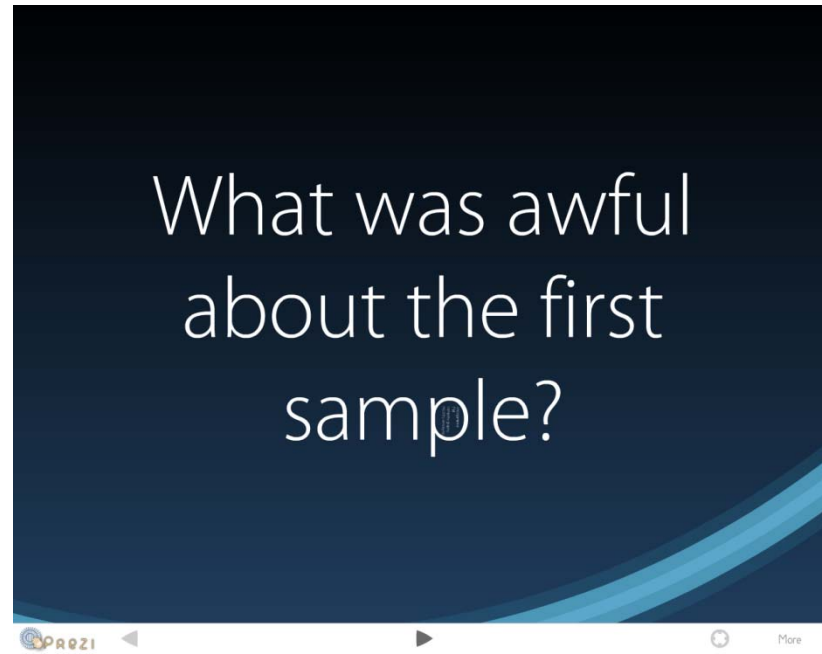
**SAMPLE COUNTY, WEST VIRGINIA, BOARD OF EDUCATION**  
**STATEMENT OF NET ASSETS**  
**JUNE 30, 2010**

	Governmental Activities	
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Due from other governments:		Total Current Assets
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PEIA allocation receivable	307,612	5,135,983
Reimbursements receivable	7,550	
Capital Assets:		
Land	587,755	
Buildings and improvements	19,832,967	
Furniture and equipment	1,000,863	
Vehicles	2,572,714	
Less accumulated depreciation	(7,625,577)	
Total capital assets, net of depreciation	16,368,722	
<b>Total assets</b>	<b>21,504,705</b>	
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Compensated absences	82,234	
Accounts payable	84,023	
Deferred revenues	104,765	
Other post employment benefit liability	696,030	
Long-term obligations:		Total Current Liabilities
Due within one year:		
Capital leases	114,182	
Due beyond one year:		
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<b>Total liabilities</b>	<b>3,908,534</b>	
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<b>Total net assets</b>	<b>\$ 17,596,172</b>	

A current ratio > 2.0 is good

Total  
Current  
Liabilities  
2,413,932

Current  
Ratio  
2.1

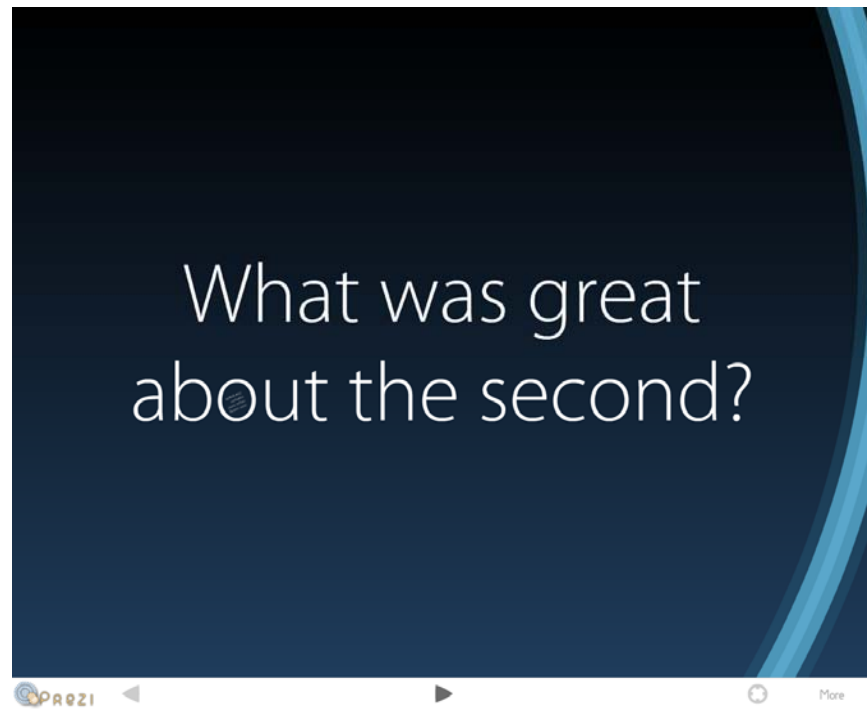


- Discussion about the first sample presentation

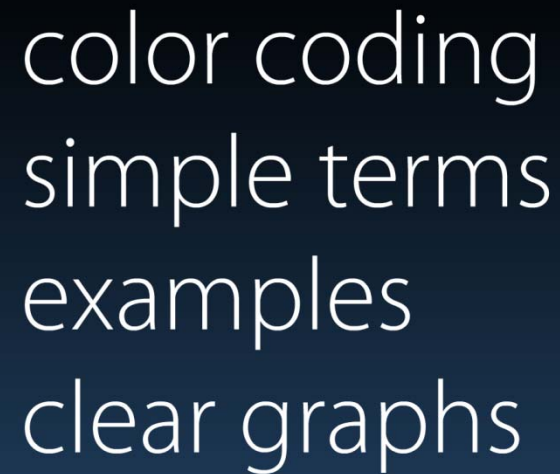


- Lack of a clear message – no flow to the presentation
- Components seem to be unrelated
- Too many numbers
- Graphics difficult to read, especially without a handout
- Graphics too technical for the audience
- Graphs don't make a point – difficult to read
- Use of acronyms without definition
- Too many technical terms that are not defined
- No eye contact

- Speaker seemed unsure of herself and the material



- Discussion about the second sample presentation



color coding  
simple terms  
examples  
clear graphs

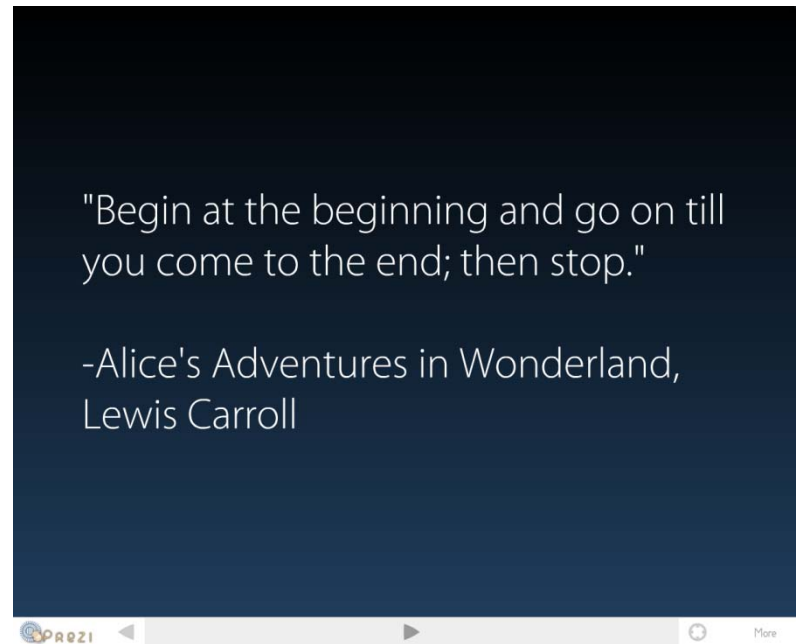
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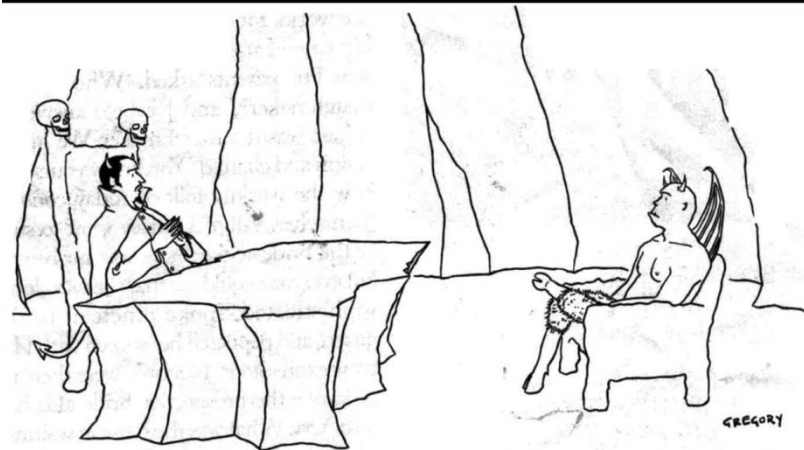
- Simple graphics – simplicity is key when presenting complex information to lay persons; make only one point per graph; graphs are a great way to convey financial information by converting the numbers to a visual representation
- Slides are readable from even the back row
- Simple terminology, accounting terms were defined
- A clear message; choose a couple key points so you don't overwhelm the audience
- Organized; consider the time allotted and don't try to do too much; rushing makes the audience uncomfortable and your message more difficult to take away
- Examples were given that are relatable to the audience

- Graphs were simple and easy to understand; analytical tools, like the current ratio, can help make a key point
- A conclusion was offered; remember the media was there and now they can leave with something favorable to report
- Engaged the audience immediately; showed how the information was valuable to the listener
- Eye contact
- Speaker showed confidence

Words to present by:



# PITFALLS



*"I need someone well versed in the art of torture—do you know PowerPoint?"*

- Power Point isn't inherently evil but we've all been to "that sort" of presentation that gives it a bad name:

I was scheduled to present at a meeting immediately following a federal program expert who was talking about the compliance changes in the grant program. When I arrived, the room was dark and the speaker was reading from the screen. A few heads were bobbing and nodding, the telltale sign that some folks had dozed off. He was on slide 23 and had 22 more to go! The audience had a handout on which each of the slides was printed and numbered. Those still awake read along with him. I wondered, "Why bother?" There was no interaction and no encouragement to ask questions. Why didn't he just make the handout available and save us all the trouble?

Given the nature and volume of the material, a lights-on Q&A approach would have been more effective. The handout could have been distributed prior to the meeting so folks could review it and prepare question. Instead, he simply read to a group of school administrators who were in the dark to begin with and who he ultimately left right there.

Many presenters have become addicted to this technology and this type of presentation – they've forgotten that the whole goal is to communicate.

If you like the presentation tool I am using today, please join me for my session tomorrow, "Goo Goo for Google" where I will demonstrate how you can use it too, for free. It's one of the super sessions from 10 to noon.

- Avoid the pitfalls we often see with Power Point or other delivery methods
  - Consider the perspective

- Physical perspective – can the audience see the graphics, have time to read them, are they understandable
  - Mental perspective - what background does the audience have with the subject matter?
- Avoid using too many bells & whistles – you may lose the point you’re trying to make by showing your proficiency with the software; focus on the message and only use enhancements that truly enhance that message
- Choose your graphics wisely – size and clarity; does it enhance the message? Use graphs to make your point clearer, not to muddy the water; choose a graph style that’s appropriate for the data
- Avoid reading
  - Speaker should not read to the audience - graphics that simply show exactly what you are saying don’t enhance the message; the audience can read for themselves
  - Audience should not read while the speaker is presenting – think about the handouts and distribute only what enhances the message at the time the item the needed; the presenter should capture and hold the audience’s attention, but if you distribute materials in advance the audience may be too busy reading the handouts to listen to the message
- Too much text = yawn – many of us have either committed this sin or been a victim of it; limit slides to five lines of text, use key words and phrases; don’t use your graphics as speaker’s notes or project an outline
- <graphic>
- Always have Plan B – the technology may not work, the internet connection may be down; have a backup plan; flash drive, CD, dropbox; if you know the material well, you can still give a great presentation even if all visuals are lost

# Be a Superstar

- Now for some Do's to make you a superstar presenter, even with a difficult and oftentimes boring topic like finance
  - Customize – tailor the presentation to the audience; if I gave the same presentation from sample two in front of fellow school district CFOs, I would take a different approach;
  - Define – be sure to define acronyms and technical language right away; if speaking to lay persons, try to limit their use; don't use technical jargon your audience doesn't understand or they might not successfully receive your message
  - Make eye contact throughout the audience so the listeners feel like they are engaged in a conversation; change pitch and speed and don't be afraid to use silence to emphasize a point or encourage the audience to think; get them involved by asking questions of them; provide examples; use stories

- Keep the visuals simple and effective – if the audience can't see the visuals, they are worthless and frustrating; make sure they enhance your message whether it is a photo, a clip art or a graph; make handouts clear and self-explanatory and include your contact information
  - Don't slideswipe your audience – that is, don't simply read slide after slide; that's the quickest way to have your audience looking for their emergency cyanide pills
  - Make sure you have an introduction, body and conclusion to your presentation; introducing your plan by defining the number of points you will make in a certain area helps the audience follow along
  - Practice! Practice boosts confidence and strengthens your knowledge of the material so you don't rely on your notes which may inhibit eye contact; it also helps prepare you for Plan B; check the room in advance; rehearse to make sure you are within your allotted time frame; running past time can frustrate your audience into forgetting your message; be confident, even if you have to pretend
- 
- Your stories – discussion about good and bad presentations you've either given or participated in as a listener
  - Consider three ideas that you will take away from this presentation that you can use in the future when called upon to speak in front of a group
  - Please complete the evaluation form