Well, at least it's not fundraising...
Turning Passion Into Action

Unlocking Your Board’s Fundraising Potential

National Charter Schools Conference 2015
National Charter School Resource Center

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Agenda

- Introduction: Purpose of Charter School Boards
- Meet Jim!
- Self-Assessments
- Four Steps to Building a Fundraising Board
- Q&As
Introduction: Purpose of Charter School Boards

Meet Jim!

Self-Assessments

Four Steps to Building a Fundraising Board

Q&As
Responsibilities of Charter School Boards & Board Members

Fulfill Charter Requirements
Provide Strategic Direction
Promote Charter Mission & Vision
Raise Money and Ensure Sound Finances

GOVERNOR
AMBASSADOR
ADVISOR
SPONSOR

focus of today’s presentation
Agenda

- Introduction: Purpose of Charter School Boards
- Meet Jim!
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- Four Steps to Building a Fundraising Board
- Q&As
THE CONTEXT

International Community Charter School (ICCS) [in operation for 5 years] has a new Head of School, Jim Brady.

ICCS has a focus on English Learners (ELLs) and is planning to develop an outreach and training program for ELL parents. ICCS will need to raise funding for this program.

Jim is hoping that the ICCS Board will take on a major role in the fundraising effort.
THE PROBLEM

The outgoing Head of School, Kate Johnson, tells Jim that the Board has been very reluctant to play an active role in fundraising and has raised barely any funds in the last 5 years.

Most of the fundraising has been done by Kate herself with some support from her staff.

What are possible reasons for the Board being so uninvolved in fundraising?
Some reasons why Boards are reluctant fundraisers....

“I don’t like to ask for money.”

“I don’t know how to fundraise.”

“Isn’t that the Head of School/Development staff/fundraising committee’s job?”

“Fundraising takes up waaay too much time”
THE SCENARIO

Jim decides to schedule a Board workshop to get the Board excited about, invested in and prepared to fundraise.

Will he achieve his goals? Watch this space!
Agenda

- Introduction: Purpose of Charter School Boards
- Meet Jim!
- Self-Assessments
- Four Steps to Building a Fundraising Board
- Q&As
To unlock your Board’s potential in fundraising you need to address the following questions:

1. **WHY**
   - Why should the Board be involved in fundraising?

2. **WHAT**
   - What do we need the money for? What is our target audience? What strategies will help us raise this money?

3. **WHO**
   - Who is responsible for the different fundraising activities in the schools? What committees need to be formed?

4. **HOW**
   - How can the Board’s task be made easier through tools and resources?
Self-Assessments
Introduction: Purpose of Charter School Boards
Meet Jim!
Self-Assessments
Four Steps to Building a Fundraising Board
Q&As
DEFINING THE WHY: GETTING BUY-IN
How can Jim get his Board to buy-in to their fundraising role? What compelling “why” can he offer them?
Three key points to stress about fundraising...

**It’s your ROLE**
Set the expectation!

**It’s REWARDING**
Address the “yuck factor”
Reconnect them to their passion.

**It’s IMPORTANT**
Stress the impact of the effort on programs (i.e., parents are critical to success).
Set and reinforce expectations around fundraising.

- **Recruitment:** Identify fundraising as a key responsibility of the Board during.
- **Orientation:**
  - Provide all new Board members with a welcome package that identifies their roles and responsibilities.
  - Ask all new Board members to sign up for specific fundraising responsibilities.
- **Ongoing:** Use Board retreats and meetings to reinforce expectations.
Address the “yuck factor” upfront.

Board retreats are great opportunities to do this:
1. Ask Board members to pair off and and share how they feel about fundraising
2. Then ask them to relive how they felt when they gave to a cause they believed in
3. Remind them fundraising is most effective when you’re friend-raising
Reconnect them to their passion by helping them develop their “personalized pitch”

<table>
<thead>
<tr>
<th>What is the problem that you see?</th>
<th>Why do you care about this problem?</th>
<th>What’s the solution?</th>
<th>Why do you believe in this solution?</th>
</tr>
</thead>
<tbody>
<tr>
<td>“ELL students are not served well by traditional schools”</td>
<td>“I grew up poor and went to a relatively affluent school – I know what it feels like to not fit in.”</td>
<td>“Specific programs targeted at ELLs and their families”</td>
<td>“The school team and Board are incredibly qualified and passionate”</td>
</tr>
<tr>
<td>“ELL students are the fastest growing sub-group in our city and we are not adequately preparing them for tomorrow’s economy”</td>
<td>“I want to make our city an economically vibrant place.”</td>
<td>“ELL focused programming located in ELL communities”</td>
<td>“Data shows our programs are very effective”</td>
</tr>
</tbody>
</table>

Seeing the range of responses from their peers can also help the Board appreciate what the program may offer to donors with different giving priorities.
CLARIFYING THE WHAT: STRATEGY

The Board is warming up to fundraising, much to Jim’s relief. He can see that they have lots of questions about what they need to do to get started. The next session is on fundraising strategy. Jim takes a deep breath and gets started.
Fundraising plan should be built around the following 4-block framework: why, what, who, how

**WHY**
Per pupil funding gap of $x for the next 1, 2, .. 10 years …

**WHAT**
$x to cover costs for:
- Facilities
- Innovation
- Expansion
- Etc.

**WHO**
From:
- Foundations
- Corporations
- Individuals
- Federal or State Grants

**HOW**
- Annual Campaigns
- Capital Campaigns
- Grants
- Events
- Corporate Proceeds
- Product Sales
Translating this into our specific example...

**WHY**
Family outreach and engagement will help us recruit more EL students and serve them better

**WHAT**
$25,000 to cover costs for:
- Communication materials
- Radio + flyers
- Events
- Etc.

**WHO**
- Individual donors
- Local businesses

**HOW**
- ?
- ?
- ?
Engage the Board in the strategy by using the following decision matrix to shortlist which strategies to consider.

<table>
<thead>
<tr>
<th>Fundraising idea</th>
<th>Potential money raised</th>
<th>Level of effort required</th>
<th>Level of investment needed</th>
<th>Time taken to raise money</th>
<th>Probability of success</th>
<th>Other criteria?</th>
<th>Total score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating system</td>
<td>Low - 1</td>
<td>Med - 2</td>
<td>Med - 2</td>
<td>Low - 3</td>
<td>Med - 2</td>
<td>High - 3</td>
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<td></td>
<td>Med - 2</td>
<td>High - 1</td>
<td>High - 1</td>
<td>Low - 3</td>
<td>Med - 2</td>
<td>High - 1</td>
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<td>Idea 3</td>
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<td>Idea 4</td>
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</table>

- Brainstorm fundraising ideas
- Identify criteria for selection
- Rate each idea along each criteria
- Sum up to get to a total score
- Remember that each additional activity means more effort, so try and pick not more than two ideas to focus energies on
A few things to consider in developing your decision matrix.

- Each additional activity means more effort, so try and pick not more than two ideas to focus energies on, especially if you’re a smaller school.

- Two schools may score the same fundraising idea differently based on their own contexts.

- You may want to weight factors differently based on your contexts.
What this could look like for ICCS...

<table>
<thead>
<tr>
<th>Fundraising idea</th>
<th>Potentially raised</th>
<th>Level of effort required</th>
<th>Level of investment needed</th>
<th>Time taken to raise money</th>
<th>Probability of success</th>
<th>Other criteria?</th>
<th>Total score</th>
</tr>
</thead>
<tbody>
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<td>Low - 1 Med - 2 High - 3</td>
<td>Low - 3 Med - 2 High - 1</td>
<td>Low - 3 Med - 2 High - 1</td>
<td>Low - 3 Med - 2 High - 1</td>
<td>Low - 1 Med - 2 High - 3</td>
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<tr>
<td>Ticketed event</td>
<td>$10,000 2</td>
<td>High 1</td>
<td>$2,500 1</td>
<td>3 months 2</td>
<td>High 3</td>
<td></td>
<td>9</td>
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<tr>
<td>Small donor social</td>
<td>$5,000 3</td>
<td>Low 3</td>
<td>$500 3</td>
<td>3 months 2</td>
<td>Medium 2</td>
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</tbody>
</table>

With the initial ideation on strategy completed, the fundraising committee can take on the task of building out a specific plan.
IDENTIFYING THE WHO: ROLES

With a first stab at the strategy in place, Jim needs to start thinking about execution. Carla, one of the Board members, raises her hand. “But who’s going to do all of this, Jim? Is it the fundraising committee or the Board or you or the staff?”. That brings us to roles.
Here are four key fundraising roles, with broad responsibilities stacked up against each...

**Full Board**
- **Initial ideation**
- **Approve plan**

**Fundraising / Development Committee**
- Work with staff to develop plan
- Build enthusiasm for fundraising + educate and train Board + assist staff on the execution of the plan
- Track progress toward goals and ensure peer accountability

**Individual Board Members**
- Board giving + Develop list of donors, solicit donations, cultivate relationships w/ corporations & foundations.

**Staff**
- Work with Committee to develop plan
- Support Board members by developing tools and materials, and executing the plan

*Exact distribution may differ based on stage of charter school development.*

*Development Committee can in some cases be separate from the Fundraising Committee and can act as the liaison between the Fundraising Committee and the Board to ensure proper buy-in from all members*
It is helpful to identify and inculcate five personas in Board members.

- **Connector**: Connecting the school to a wide network of potential donors
- **Storyteller**: Illustrating the school’s mission in a compelling way
- **Analyst**: Making the case for giving to the school
- **Closer**: Asking for specific support or involvement
- **Planner**: Planning and executing fundraising activities
Each persona requires the following attributes.

- **Connector**
  - Wide existing network
  - Willingness to make the connection

- **Storyteller**
  - Communication skills
  - Personal connection to mission

- **Analyst**
  - Comfort with logic models and numbers

- **Closer**
  - Negotiation skills
  - Willingness to make the ask

- Some roles will come more naturally than others.
- Work with Board members to identify and work with their personal strengths.
- Provide training/resources or tag team them with others to compensate for areas of weakness.
GETTING INTO THE HOW: TOOLS

The Board Retreat was a success. Now Jim needs to work with the Development Committee to pull together a plan and resources for the next Board meeting, which is just four weeks away!
Tools can translate the fundraising strategy into actionable item lines and track progress against plan …

- **Strategy**
- **Goals**
- **Action Items**

Clear execution plan, accountability & time schedule
Key tools and templates that are needed....

- Fundraising plan
- Board fundraising sign-ups
- Quarterly goal sheet
  - Prospect list and cultivation plan
  - Prospect communication materials
  - Pledge tracker and follow-up
  - Donor communication
  - Board communication
## Example Budget Template

<table>
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<th></th>
<th>Pre-op</th>
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<th>…</th>
<th>Yr5</th>
<th>Total Yr1-5</th>
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<td>Facilities</td>
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<td>Innovation</td>
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<td>Expansion</td>
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<td>Total</td>
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<td>Annual Campaign</td>
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<td>Individuals</td>
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<td>Capital Campaign</td>
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<td>Events</td>
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<tr>
<td>Grants</td>
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<tr>
<td>Etc.</td>
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</tbody>
</table>
Example board fundraising sign-up

Date: ____________

Name: ___________________ Email: ____________________________ Phone: __________
Organization: _______________________ Address: _________________________________

PLEASE CHECK ALL FUND RAISING ACTIVITIES THAT YOU WOULD BE WILLING TO PARTICIPATE IN:

☐ Make a personal contribution to show my support. Pledge/contribution amount: $___________
  TIMEFRAME:

☐ Submit names/addresses/phone numbers of potential donors to the staff for cultivation and solicitation purposes. TIMEFRAME:

☐ Make thank-you telephone calls to current and previous donors (no “ask” involved). TIMEFRAME:

☐ Sign solicitation letters to friends and acquaintances. TIMEFRAME:

☐ Call the people whose names I've submitted with staff and ask for a contribution. TIMEFRAME:

☐ Schedule and or attend breakfast/lunch/dinner meetings with current or potential new donors. TIMEFRAME:

☐ Encourage my employer to support our organizations efforts with a contribution or sponsorship. Target Amount $___________ TIMEFRAME:

☐ Help implement the resource development plan and/or execute a special event designed to raise funds. TIMEFRAME:

☐ Willing to help raise funds in other ways, such as;

_______________________________________________________________________________
_______________________________________________________________________________

Date: ____________
Name: ___________________ Email: ____________________________ Phone: __________
Organization: _______________________ Address: _________________________________
# Example Goal Sheet

## Goal 1: Begin relationship building with potential donors

<table>
<thead>
<tr>
<th>Steps</th>
<th>Action Items</th>
<th>Responsibility</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Begin gathering Board members’ contacts</td>
<td>John Mathews [Jim Braidy to assist]</td>
<td>08/15/2015</td>
</tr>
<tr>
<td>2</td>
<td>Identify prospects by size of potential donation</td>
<td>Board Members: Laura Mitchell, Thomas McCarthy, Monica Stevens</td>
<td>08/23/2015</td>
</tr>
<tr>
<td>12</td>
<td>Plan and hold fundraising event</td>
<td>John Mathews [Board members to assist]</td>
<td>11/12/2015</td>
</tr>
</tbody>
</table>
Example Prospect Mapping List

Date: ____________

Name: ___________________ Email: ____________________________ Phone: ____________

Prospects from my network

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
<th>Connection</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td>e.g., Colleague @ ACME</td>
<td>e.g., Potential $1000 donor; strong link to vietnamese community etc.</td>
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</tbody>
</table>
## Example Cultivation Plan

<table>
<thead>
<tr>
<th>Prospect Name</th>
<th>Connection to org e.g., previous donor, colleague of Board member x, attended info session</th>
<th>Giving history e.g., not given; lapsed donor $500; donated last year $50</th>
<th>Ask Amount e.g., $500-$1,000; $1,000-$2,500</th>
<th>Cultivation Method e.g., mailer, personal call from Board member, invitation to school tour</th>
<th>Lead Person e.g., Eric</th>
<th>Status e.g., not contacted, contacted, interested, pledged, donated</th>
</tr>
</thead>
<tbody>
<tr>
<td>xxx</td>
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</tbody>
</table>
Five key pieces of communication materials

- 60-second elevator pitch
- Email template that Board members can use
- One pager summarizing problem, promise, and reason to believe for your program
- Email text for pledge follow-ups
- Donor thank yous: Email text + thank you letter
Keep up ongoing communication with the Board members to maintain enthusiasm.

- **Fundraising Committee**: to develop execution plan
- **Educate and involve**: full board in the fundraising effort
- **Update on Board fundraising results, revising overall fundraising strategy as needed

Celebrate “wins”!!!
One year later...

Carla, the fundraising committee head, provides an update at the Jan Board meeting. After the year-end push, ICCS has exceeded it’s fundraising goal, raising $28,000. The Board erupts into cheers.

Up ahead: Using the money well to achieve the goals ICCS set out for itself....
Coming together is a beginning; keeping together is progress; working together is success.

Henry Ford
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- Q&As
Thank you for joining us!

Contact  
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- leona.christy@safalpartners.com
- ibtissam.ezzeddine@safalpartners.com

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