

DATE: May 8, 2012

TO: Board of Trustees

FROM: Edgar Schmidt, Superintendent of Schools

SUBJECT: Continuation of Edmonton Public Schools Foundation (Trustee Request # 186)

ORIGINATOR: David Fraser, Executive Director, Corporate Services

RESOURCE STAFF: Alva Shewchuk, Sandra Woitas

REFERENCE: April 10, 2012 Board
October 25, 2011 Board Report

ISSUE

The following information was requested: Bring the report re the continuation of the Edmonton Public Schools Foundation forward to a future board meeting for consideration taking into account Trustee's discussion and desire for a specific timeline and allocation amount. When the Edmonton Public Schools Foundation (EPS Foundation) was established, the Board approved a three-year allocation which ends August 31, 2012. A decision needs to be made with respect to providing financial support to the EPS Foundation in the future.

RECOMMENDATION

That the District provide the Edmonton Public Schools Foundation with an allocation of \$220,000 in 2012-2013, \$400,000 in 2013-2014 and \$400,000 in 2014-2015 to support the friendraising and fundraising efforts of the Foundation.

BACKGROUND

At the February 12, 2008 board meeting (Attachment I), the Board approved that a district-level foundation be established and provided with a three-year allocation of \$1,216,000 for staffing and basic operating expenses (\$460,000 in Year One, \$378,000 in Year Two and \$378,000 in Year Three).

Planning for the formation of the EPS Foundation was delayed until the Board of Governors and Executive Director were selected and the EPS Foundation was officially launched on February 10, 2010. As outlined in the October 25, 2011 board report (Attachment II), the purpose of the EPS Foundation is to:

- inform the community of the value of a strong public education system and the critical role elected officials play in advancing public education;
- complement the efforts of the Board of Trustees in broadening and deepening support for Edmonton Public Schools, particularly among the 70 per cent (*now 80 per cent*) of Edmontonians who presently do not have a direct link to public education;
- share stories about the teaching and learning occurring in district schools; and
- offer community members the opportunity to support teaching and learning through a variety of contributions – financial, in-kind donations and gifts of time.

The October 25, 2011 report also provides a summary of the funds raised since the launch, as well as an overview of the current priority of the Board of Governors, relationships that have been cultivated and the fundraising activities that have been undertaken.

RELATED FACTS

1. The EPS Foundation has been operating for just over two years. In terms of maturity, the Foundation has moved from the start-up phase to the emerging phase, based on the model presented by Baskin and Christner at the 2011 National School Boards Association Convention:

START-UPS	EMERGING	ESTABLISHED/SUSTAINING
Tend to be newer foundations with very strong ties to – and reliance upon – the district. In general, they do not raise large sums of money, but what is raised is spent on smaller booster-type recognition.	Have increasingly less reliance upon the district and often have growing and specialized staff. In addition to events, emerging foundations trend toward annual campaigns from individuals and business partnerships from the private sector. Foundation giving tends to expand into classroom grants and campus projects.	These are typically independent or free-standing foundations. They have survived leadership and board member transitions. These foundations have a diverse philanthropic base including a major event, annual campaigns, planned giving and estate planning, and major gift programs. They also have high and growing indicator data, including the number of new donors and amount raised per student, as well as strong reporting of their giving outcomes.

JJ Baskin/Dr. Milli Christner

The EPS Foundation will need to move to the third phase of an established/sustaining foundation over the next three years and the allocation from the District will be reassessed at that time.

2. The following table outlines the EPS Foundation’s annual operating expenditures over the past three years, which have been covered through the District’s annual allocations and any surplus funds carried forward by the Foundation:

	2009-10	2010-11	Projected 2011- 2012	Total
Salaries and Benefits	\$224,613	\$272,719	284,960	\$782,292
Supplies, Equipment and Services	\$103,230	\$84,029	\$97,798	\$285,057
Internal Services	\$4,491	\$9,058	\$10,758	\$24,307
Total:	\$332,334	\$365,806	\$393,516	\$1,091,656

The EPS Foundation office is housed in John A. McDougall School and the school generously provides the staff members with access to space, furniture and equipment at no

cost. As well, Central Services departments such as Communications, Financial Services and the Superintendent's Office offer their services as necessary.

On a go forward basis over the next three years, projected annual operating costs are estimated to be approximately \$400,000, adjusted for inflation. It is estimated that the EPS Foundation will have an operating surplus of over \$200,000 on August 31, 2012. This surplus has been taken into account in the recommended request for allocation of \$220,000 for 2012-13.

3. The current priority of the EPS Foundation is focused on raising friends and funds to support full-day Kindergarten programming at schools whose students are deemed socially vulnerable and at risk academically. Although the District subsidizes the funding for full-day Kindergarten programming at 21 schools and the EPS Foundation has raised funds to offer the program at three other schools, there are 12 additional schools whose students would significantly benefit from full-day Kindergarten.
4. In terms of friendraising, the EPS Foundation has utilized a number of strategies to reach out to the 80% of Edmontonians who do not have a direct connection to the District and its students:
 - a. Launch celebrations were held at Tipaskan, Lauderdale and Mee-Yah-Noh schools to "show and tell" donors and friends about the full-day Kindergarten programs funded via their contributions.
 - b. Forty-eight information sessions were held at elementary schools over the past three years and attracted over 800 individuals.
 - c. Third-party friendraising and fundraising events have been held to attract different stakeholder groups, including:
 - i. the March 24, 2011 Edmonton Twestival focused on the young demographic of people who use Twitter as their communication vehicle (raised \$2,400); and
 - ii. the September 24, 2011 Blues Bash, which was hosted by the Building Trades of Alberta Charitable Foundation and attracted 500 unionized skilled trades people from across Alberta (raised \$6,000).
 - d. Events profiling students who have graduated from the District and achieved success have been held, including the December 19, 2011 Adam Gregory concert at Jasper Place School (raised \$10,000).

Research indicates that it takes on average just over 24 months from initial contact with individuals to their decision to make a donation. In 2010-11, 168 donors made contributions, 155 of which were one-time donors and the remainder were multi-year donors (2 to 5 year term contributions). In the 2011-12 school year to date, 283 donors have made contributions, 259 of which were one-time donors and the remainder were multi-year donors (2 to 5 year term contributions). The EPS Foundation is in the process of setting up and inputting information into a donor database, which will allow the Foundation to benchmark and track key indicators from year to year.

5. Since the February 2010 launch, the EPS Foundation has raised approximately \$870,000 in multi-year gifts and immediate contributions from individuals, organizations and funding

agencies to support early learning programs and full-day Kindergarten programming. The Foundation raised \$555,779 over the past two years (\$113,766 in 2009-10 and \$442,013 in 2010-11). In the 2011-12 school year to date, the EPS Foundation has raised \$312,268, with the major fundraising event of the school year (annual *Ready for Life* breakfast) scheduled for May 24, 2012 at Ross Sheppard School.

6. As a result of the EPS Foundation's fundraising efforts, a full-day Kindergarten was established at Tipaskan School during the 2010-11 school year and sustained during the 2011-12 school year. As well, in the 2011-12 school year, full-day Kindergarten programs were established at Mee-Yah-Noh and Lauderdale schools. Funding allocations are dependent upon the unique needs of each school, but on average it costs approximately \$100,000 per school each year. The funds subsidize the additional expense of each Kindergarten teacher's full-time salary (from .500 FTE to 1.000 FTE), and in some instances the educational assistant's salary and teaching and learning resources and supports.
7. Additionally, each year an anonymous donor makes a substantial contribution to support early learning programs (3 ½ to 4 ½ year olds) at schools where the students are deemed most socially vulnerable. In 2010-11 funding was allocated to support the following schools: Balwin, Caernarvon, Delton, Ekota, John A. McDougall, McCauley Transition Centre, Norwood, Sakaw, Sifton, Tipaskan and Youngstown.
8. Moving forward, the Board of Governors is committed to raising funds to sustain all three full-day Kindergarten programs at Lauderdale, Mee-Yah-Noh and Tipaskan, and funding additional programs at socially vulnerable schools as identified by the District.

OPTIONS

Based on the aforementioned facts, the following options are selected for consideration:

1. Continue to provide an annual allocation to support the efforts of the EPS Foundation over the next three years.
2. Discontinue the allocation to the EPS Foundation.

CONSIDERATIONS & ANALYSIS

The following are lessons learned in launching and growing the EPS Foundation over the past three years.

Much has been accomplished in a three-year timeframe. Through its "show and tell" events and activities, the EPS Foundation has been engaging the community in conversations about the important work of teaching and learning that is occurring in classrooms and the challenges faced by schools deemed socially vulnerable across the District.

This approach is not only ensuring the 80 per cent of the community that has no direct link to the school district is more knowledgeable about public education; it is inspiring individuals and organizations to get actively involved and to make investments in programs and resources that enhance student learning.

Research indicates that the K-12 educational foundations that are doing the best job of developing relationships with individual donors tend to be the most successful foundations (Baskin and Christner). The research further indicates that “when individuals donate, they become shareholders in the local public schools, and that their investment represents the growing social capital of the District.” Baskin and Christner state that “fundraising from individuals (often 75% of every philanthropic dollar) is often from events and annual campaigns, which can lead to larger gifts down the road. A diversified revenue stream is key to sustainability. Comprehensive development plans need to include annual campaigns, major gift solicitations, business partnerships and special events.”

The EPS Foundation has been very successful in securing financial support from the community during a time when the competition for donations has increased substantially. This is due in part because Edmonton Public Schools has made its own investment in the EPS Foundation, which has made it more palatable for donors to make a contribution.

Research indicates that, over the past few years, non-profit entities are experiencing that individual donors and funding organizations are prepared to invest in programs, but there is a limited appetite in the community to support operational expenses.

A solid foundation for a thriving fundraising entity is in now place. An annual allocation over the next three years would mean that all efforts of the EPS Foundation can be optimized and applied to stewardship and program sustainability.

ATTACHMENTS & APPENDICES

- ATTACHMENT I February 12, 2008 Board Report: Motion re: District Level Foundation
ATTACHMENT II October 25, 2011 Board Report: Edmonton Public Schools Foundation
Progress Report (Response to Trustee Request #121)

SBW:ams

EDMONTON PUBLIC SCHOOLS

February 12, 2008

TO: Board of Trustees
FROM: Trustee B. Esslinger
SUBJECT: Motion re District-Level Foundation

RECOMMENDATION

That the Board establish a district-level foundation as outlined in the April 10, 2007 Board Report – Framework for a District-Level Foundation.

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In addition, Trustee Esslinger requested that the administration prepare a revised report clearly outlining the recommended model for consideration of this motion (Attachment #1).

Attached for information is the April 10, 2007 Board Report (Attachment #2).

Notice of the above motion was served at the January 29, 2008 board meeting.

BE:mmf

Attachment #1 – Recommended Model

Attachment #2 – April 10, 2007 Board Report – Framework for a District-Level Foundation

Proposed Framework for a District-Level Foundation

The 2004-2007 Board of Trustees explored the feasibility of establishing a district-level foundation and asked the administration to review existing foundation models. In the April 10, 2007 board report labeled Appendix II, the administration identified the Vancouver Public Schools Foundation model as the most feasible and financially practical option for Edmonton Public Schools. Details regarding the proposed framework are as follows:

Purpose

The district-level foundation will promote public education and focus on engaging the community's support in specific areas determined by a foundation board.

The intent is for the Foundation to complement rather than replace the current district-level fundraising support system and school specific fundraising societies and foundations. This approach will reduce the possibility of creating negative public perceptions among parent fundraising groups and other community foundations that may view the Foundation as competition.

Structure

The Foundation will be a separate entity that operates at arm's length to the District and acts as a stand-alone trust with its own board and staff.

Staffing

Initially, the Foundation will require two staff members: a Director of Fund Development and a Fundraising Assistant. Both staff members would have extensive fund development expertise and leadership skills to oversee the development and implementation process. Much like the Vancouver Foundation model, the Director of Fund Development would act as the liaison between the Foundation Board and the Edmonton Public School Board, as well as oversee the work of the foundation. The Fundraising Assistant would provide fundraising and accounting support and assistance.

Foundation Board

The Foundation Board should consist of 10 to 12 members who are representative of the District's diverse stakeholder population (e.g., representation from the Board of Trustees, administration, staff group members, parents and influential members of the community).

Initially, the Foundation Board will have to create a clear vision and mission, which are aligned with the District Priorities and focus on broader programs that support the needs of schools. Equally as important, the Foundation Board will be responsible for establishing a name for the Foundation so that it can pursue charitable status and develop its own set of bylaws.

Reporting Structure

At first, the Foundation's staff members and board will report directly to the Superintendent of Schools. However, the reporting structure will evolve as the Foundation becomes more sustainable.

Budget

In order to support the initial development and implementation stages of the Foundation, the Edmonton Public School Board would need to allocate physical space, furniture, equipment, and human and financial resources during the Foundation's first three years of operation.

The following list identifies the minimum estimated costs that will be required to establish the Foundation and provide support over a three-year term:

Necessary Resources	Resource Details	Estimated Costs for Year 1	Estimated Costs for Year 2	Estimated Costs for Year 3	Total Estimated Costs
Staffing	Director of Fund Development	\$140,000	\$140,000	\$140,000	\$420,000
	Fundraising Assistant	\$75,000	\$75,000	\$75,000	\$225,000
Furniture	Desks, tables, chairs, lighting, etc.	\$20,000	\$3,000	\$3,000	\$26,000
Equipment	Computers, software programs, fax, printers, etc.	\$25,000	\$10,000	\$10,000	\$45,000
Miscellaneous Financial Support	Advertising and promotions, website development, allowance for lunches and travel, etc.	\$200,000	\$150,000	\$150,000	\$500,000
	TOTAL	\$460,000	\$378,000	\$378,000	\$1,216,000

Note:

No estimated cost has been identified for the physical location of the Foundation, as the cost will be dependent upon the suitability of space in the District. Should District space be unsuitable, additional leasing costs would be required.

Conclusion

Once the initial three-year term is over, the Foundation will be expected to work autonomously from the District and be financially self-sufficient.

EDMONTON PUBLIC SCHOOLS

April 10, 2007

TO: Board of Trustees

FROM: B. Holt, Acting Superintendent

SUBJECT: Framework for a District-Level Foundation

ORIGINATOR: B. Tams, Executive Director

RESOURCE
STAFF: Lisa Austin, Noel Gareau, Rebecca Kroetch, Dean Power,
Alva Shewchuk

RECOMMENDATION

That the framework for a district-level foundation as outlined in this report be approved.

* * * * *

Background

Edmonton Public Schools has a long history of raising funds to support the district's priorities. Over the years, the district has created its own unique approach to fund development and established an informal, yet successful, infrastructure to effectively and efficiently manage its fundraising efforts. As a result, priorities, procedures and policies have evolved over time, and the district and schools have been the recipient of generous contributions. It is important to note that these contributions have increased significantly over the years.

The flexibility of this current practice has allowed the district to focus on securing support for specific initiatives that complement the fundraising activities being undertaken by schools and central service decision units. Some schools have established foundations, while other schools are engaged in a wide range of fundraising activities, including special events, sponsorships, partnerships, cash donations, in-kind gift donations, scholarships and exclusive product agreements.

In addition, the Administration provides fundraising support directly to schools and the district. Communications provides advice and support to schools regarding educational partnerships, grant applications and gaming activities. The department also oversees fundraising for special Board hosted events such as the Night of Music. Purchasing Services oversees district-level exclusive product agreements; Student Assessment provides writing support for new scholarships (school and district-level) and oversees the selection process of 14 district-based scholarships each year; and Financial Services is responsible for receipting and processing donations, scholarships, grants and gaming funds.

Updates to the 2003 Foundation Feasibility Study Report

Appendix I provides an update of some school district education foundations in Canada as outlined on pages 8 and 9 of the 2003 Foundation Feasibility Study.

In addition, the following chart outlines the funds received and raised by the district and schools between the 2002-03 and 2005-06 school years. This data is subsequent to the information provided on page 11 of the 2003 Foundation Feasibility Study.

Funds Raised Between 2002-03 and 2005-06				
	2002-03	2003-04	2004-05	2005-06
Donations Received	\$ 315,222	\$ 278,149	\$ 287,800	\$ 233,111
In-kind Donations	\$ 64,287	\$ 61,143	\$ 18,299	\$ 59,419
Parent Advisory Council (P.A.C.)	\$ 3,179,949	\$ 3,983,275	\$ 3,846,189	\$ 4,249,315
Other Government Grants (Alberta Lottery Foundation and Alberta Foundation for the Arts)	\$ 460,594	\$ 537,956	\$ 467,847	\$ 469,653
Other Charities and Foundations (Donations not received)	\$189,370	\$ 248,732	\$ 304,042	\$ 580,568
TOTAL	\$ 4,209,422	\$ 5,109,255	\$ 4,924,177	\$ 5,592,066

Proposed District-level Foundation Framework

As reported in the 2003 Foundation Feasibility Study, there is a growing trend of K-12 education systems establishing foundations to mobilize resources to support teaching and learning and enhance the learning environment. Some districts, like the Calgary Board of Education, have established foundations to take on the majority of fundraising on behalf of the district and schools. The EducationMatters Calgary's Public Education Trust raises significant funds (over \$1 million each year) to support a large portfolio of priorities, manage fundraising and friendraising campaigns, and create alternative giving options such as their recently approved payroll donation plan. To attend to all of these activities, the Calgary Board of Education has hired six full-time staff members.

Other districts, such as Vancouver Public Schools and Red Deer Public Schools, have foundations with a limited number of staff members who focus on a few priorities. Because it is a relatively small rural district, Red Deer Public Schools allocates a portion of two staff members' time to manage the Foundation for Red Deer Public Schools' fundraising activities, which generates less than \$100,000 per year. Although the Foundation for Vancouver Public Schools is currently in transition, the Vancouver Public School district has made a commitment to hire two full-time staff members responsible for raising \$400,000+ each year. The Director of Fund Development will be responsible for overseeing the operations of the Vancouver Public Schools Foundation and acting as a liaison between the Foundation and the division. The priorities of the Foundation are focused on supporting equity in schools, while still allowing schools to engage in their own fundraising activities.

If the Board is interested in exploring a more formal structure for district-level fundraising, the Administration believes that the Vancouver Public Schools Foundation model is the most feasible and financially practical option for the district.

Framework Outline

Much like the Vancouver Public Schools model, the foundation model proposed for Edmonton Public Schools would focus on the district priorities as established by the Board. This approach would complement rather than replace the thriving, although informal, fundraising support system that is presently in place in the district. This means that current fundraising procedures, policies and practices, the establishment of which typically takes up the bulk of a foundation's work in its first year, would remain relatively the same.

In addition, the number of staff required to manage this model would be much less than the number necessary to oversee other, more complex education foundation models such as the EducationMatters Calgary's Public Education Trust. This is a significant factor because school districts typically pay for foundation staff salaries. Lastly, the proposed model would not interfere with existing fundraising activities undertaken by schools and central service decision units. By focusing district-level efforts on the district priorities, this Foundation model would be able to support clusters of schools or all schools.

The proposed framework for the foundation model for Edmonton Public Schools is outlined below.

Reporting Structure

An educational foundation is typically overseen by a foundation board of directors. Identifying to whom the Foundation will report is vital. One option is for the Foundation staff to report directly to the Superintendent of Schools and the Foundation Board to report to the Board of Trustees.

Foundation Board Size and Membership

Typically, a foundation board has a mix of stakeholder representatives who are responsible for identifying priorities, developing strategies and creating a plan. Ideally, a foundation board would consist of 10 to 12 people and include no more than two Trustees. The remaining board members could include representation from Administration, the Superintendent's Council (principal group), parents and influential members of the community. Other members could include former students and retired staff.

Commitment and Support

Each of the school district foundation representatives interviewed during the preparation of this report indicated that an education foundation's success and sustainability is contingent upon the commitment and support of the Foundation Board, Board of Trustees and the district's senior staff members. In addition, research reveals that financial contributions from key Board and staff members can greatly influence and impact community support. This means that the community will probably have an expectation that Trustees and senior staff members will also be making donations to the Foundation.

Staffing and Supplies and Services

Other district education foundation representatives recommend that education institutions considering a foundation should hire individuals with extensive fund development expertise to lead the implementation process. This individual could assist with liaison between the Foundation Board and the Edmonton Public School Board. In addition, this person would also be responsible for overseeing the Foundation's work and recruiting appropriate Foundation Board members. To support the proposed model, it is recommended that the Foundation would require two staff members:

- A Director of Fund Development (Salary costs of approximately \$140,000)
- Fundraising Assistant (Salary costs of approximately \$75,000)

The above are salary costs only and does not include any supplies, equipment and services. The unit would require an operating budget.

Mandate, Vision, Mission and Priorities

Creating a clear vision and mission for the Foundation will be crucial for garnering support and securing donations. Also critical are the priorities, which would need to focus on broader programs that support the needs of some, many or all schools.

Name

Currently, the district has a *Partners in Education* program that engages parents and post-secondary, business and community representatives in public education and specific areas of interest within Edmonton Public Schools. Since the program already has name recognition in the community, one option is to name the Foundation: *Partners in Education Foundation for Edmonton Public Schools*.

Conclusion

The Administration believes that the foundation model proposed in this report could be an additional way to promote the district's focus on student achievement and further enrich and enhance the learning experience for district students. Much like the existing infrastructure, this model will also create additional opportunities to engage our partners in education.

LA:ams

APPENDIX I: Examples of Canadian Education Foundations (Update to information provided in the 2003 Foundation Feasibility Study)

Update: Examples of Canadian District Education Foundations

Vancouver Public Schools Foundation

Mission:

- To acquire resources which will be used to make the quality of the learning experience for all students attending Vancouver public schools as equitable, innovative and enriched as possible and to garner support for public education.

Focus	Structure	Staffing and Foundation Board	Support from the Division	Funds Raised
<p>Focused on raising money to support innovation, excellence and equity in schools.</p> <p>Priority funding areas:</p> <ul style="list-style-type: none"> Fostering Citizenship Connecting Students with Community Leaders Ensuring Literacy Enhancing School Facilities <p>Current projects:</p> <ul style="list-style-type: none"> InnerCity Hot Breakfast Program Strathcona Community Centre Student Emergency Tzu Chi Buddhist Relief PALS and Family Literacy Dream Big Productions Early/Intermediate Literacy Kidsafe Nightingale Organic Garden Ducks Unlimited Scientist in Residence Program Water Curriculum Project Transformative Justice Programs 	<p>Established in 1990.</p> <p>Separate entity that operates at arms length from the division.</p> <p>The Foundation does not preclude School Planning Councils (SPC) from raising funds for their schools.</p> <p>Mission, values and guiding principals are in place.</p> <p>Case for Support has been developed.</p> <p>Grants Committee has been established to review and evaluate programs for funding support.</p>	<p>Currently, the following individuals are overseeing the work of the Foundation.</p> <p>Staff (2 members):</p> <ul style="list-style-type: none"> Superintendent of Schools Secretary Treasurer <p>The Foundation is in a transition phase and the intent is that the following positions will run the Foundation in the near future.</p> <p>Staff (2 members):</p> <ul style="list-style-type: none"> Director of Fund Development Administrative Assistant <p>Board currently consists of 12 members: 3 Trustees, 4 district administration representatives, 1 parent representative and 4 community leaders.</p>	<p>The district will pay for the cost of the foundation staff members. It is anticipated that this could amount to between \$150,000 to \$170,000.</p> <p>In addition, the district also provides a limited marketing budget.</p>	<p>Since 1990, approximately an average of \$400,000 has been raised each year.</p> <p>Once the transition phase is completed, the district believes that the Foundation can raise significantly more funds.</p>

Update: Examples of Canadian District Education Foundations

EducationMatters Calgary's Public Education Trust - Previously called Calgary Board of Education (CBE) Foundation

Mandate:

- To enhance public education by providing grants to innovative programs that help students realize their potential and become productive global citizens.
- To mobilize resources for innovative programs by offering donors a wide range of funds that demonstrate the commitment of Calgarians to innovation and excellence in public education.
- To inspire passion for public education in Calgary by fostering a two-way dialogue about the role of public education in our society.

Focus	Structure	Staffing and Foundation Board	Support from the Division	Funds Raised
<p>Priority is given to enhancement and award programs that are innovative, address critical issues and needs, have system-wide potential and make a difference.</p> <p>Priority funding areas:</p> <ul style="list-style-type: none"> • Literacy • Career and Life Skills Development • Student Awards and Scholarships • Transitions • ESL, Diversity • Disadvantaged Students • Special Needs • Athletics • Others as determined. 	<p>Established in 2003.</p> <p>Separate entity that operates at arms length from CBE and is a stand-alone trust with its own staff and Board of Governors. Two members of the Board of Governors must be CBE Trustees.</p> <p>The Foundation does not preclude Parent Advisory Councils (PAC) from raising funds for their schools.</p> <p>Works closely with CBE and other leaders in Calgary's education sector.</p> <p>Mandate, mission, vision priorities, procedures and policies are in place.</p> <p>Grants committee has been established to review and evaluate programs for funding support.</p>	<p>Staff (6 members):</p> <ul style="list-style-type: none"> • Executive Director • Senior Development Officer • Development Officer • Controller and Information Systems Manager(P/T) • Director of Communications and Community Development • Scholarship and Board Administrator • Community Development Associate P/T student <p>Board of Governors consists of 13 members, including 2 CBE Trustees and 11 business, community and education leaders.</p>	<p>To launch the foundation, CBE provided a \$750,000 operating grant for the first three years.</p> <p>The balance of operating funds are received from annual fund fees.</p> <p>The Foundation and CBE are currently discussing a new three year funding agreement for Sept. 1 2007.</p>	<p>Funds raised are granted through endowment funds, and flow-through funds, which are distributed within two years of the funds being received.</p> <p>Since 2003, \$2.6 million in contributions has been raised and nearly \$1 million in grants has been distributed. To date 73 funds have been set up through the Foundation.</p> <p>In April 2006, a PLUS Campaign was launched with a goal of raising \$5 million over 3 years.</p> <p>In addition to corporate and individual donors, CBE has approved a payroll donation plan.</p>

Update: Examples of Canadian District Education Foundations

Foundation for Red Deer Public Schools

Vision:
 • Serves as a catalyst in the community to enhance and enrich learning opportunities for all students.

Focus	Structure	Staffing and Foundation Board	Support from the Division	Funds Raised
<p>Focused on raising money to support a broad range of initiatives:</p> <ul style="list-style-type: none"> • Fine Arts • Citizenship • Science and Environment • Canadian Connections • Wellness <p>Also hosts an annual <i>Striving for Excellence Dinner</i> that recognizes 175+ students from all schools.</p>	<p>Established in 1993.</p> <p>Separate entity that operates at arms length from the division.</p> <p>The Foundation does not preclude Parent Advisory Councils (PAC) from raising funds for their schools.</p> <p>Case for Support is in the development stage.</p>	<p>Currently, the following individuals are overseeing the work of the Foundation.</p> <p>Staff (2 members):</p> <ul style="list-style-type: none"> • Executive Director -- 0.15 FTE • Administrative Support 0.2 FTE <p>Board currently consists of 14 members: 2 Trustees, Superintendent of Schools, 3 employee group representatives, 4 parent representatives and 4 community leaders.</p>	<p>The district supports the cost of the foundation's operations, including staffing and marketing for approximately \$30,000.</p>	<p>Approximately \$65,000 is raised each year for disbursement by the Foundation, in addition to the \$200,000 secured for school specific projects and grants.</p>

DATE: October 25, 2011

TO: Board of Trustees

FROM: David Fraser, Executive Director Corporate Services

SUBJECT: Edmonton Public Schools Foundation (EPS Foundation) Progress Report (Response to Trustee Request #121)

ORIGINATOR: Sandra Woitas, Director Edmonton Public Schools Foundation

RESOURCE STAFF: Alva Shewchuk

REFERENCE: September 27, 2011 Board Meeting (Trustee Ripley)

ISSUE

Annually, the Edmonton Public Schools Foundation (EPS Foundation) provides a summary of activities and results to the Board of Trustees. This report outlines the EPS Foundation's 2010-11 successes, as well as future opportunities and challenges, and includes a financial picture of the funds raised during the school year.

BACKGROUND

In 2008, the Board of Trustees approved a recommendation to create an EPS Foundation to complement the District's current fundraising support system and school-specific fundraising societies and foundations. The purpose of the EPS Foundation is as follows:

- to inform the community of the value of a strong public education system and the critical role elected officials play in advancing public education;
- to complement the efforts of the Board of Trustees in broadening and deepening support for Edmonton Public Schools, particularly among the 70 per cent of Edmontonians who presently do not have a direct link to public education;
- to share stories about the teaching and learning occurring in our schools; and
- to offer community members the opportunity to support teaching and learning through a variety of contributions – financial, in-kind donations and gifts of time.

During the 2009-10 school year, a Director (Sandra Woitas) and Fund Development Associate (Alva Shewchuk) were hired and the EPS Foundation was officially launched in February 2010. The EPS Foundation is housed at John A. McDougall School and has a Board of Governors consisting of board members that include:

- an Edmonton Public Schools' staff member;
- a representative from the Board of Trustees who is assigned to the role each year at Organizational Board; and
- volunteers from all walks of life who represent Edmonton's diverse community.

The Board of Governors' priority is to raise friends for public education and raise funds to support early learning intervention and student success. More specifically, they secure financial

and in-kind donations to supplement the costs associated with early learning and full-day Kindergarten programs for some of the District's most socially vulnerable elementary schools.

CURRENT SITUATION

In the 2010-11 school year, through an extensive cultivation and stewardship process undertaken by the EPS Foundation, over 5,000 community members had an increased awareness about the Edmonton Public Schools system and \$450,000 was realized in contributions achieved through a variety of activities and events.

During 2009-10 and its first year of operation, the EPS Foundation raised enough money to establish a full-day Kindergarten program at Tipaskan School in the 2010-11 school year. Funds raised in 2010-11 ensured sustainability for the full-day Kindergarten program at Tipaskan School and another two full-day Kindergarten programs which were established at Lauderdale and Mee-Yah-Noh schools during the 2011-12 school year. \$120,000 of the total dollars raised was directed to a designated early learning site as per donor's preference.

2010-11 Successes

Over the school year, 19 information sessions were at hosted at John A. McDougall, Evansdale, Youngstown, Montrose and Tipaskan schools. Approximately 350 individuals from the community were invited to come see first-hand the teaching and learning occurring in some of our District's more socially vulnerable elementary schools. At each session, the Director spoke about the purpose of the EPS Foundation and the importance of early learning, a former student shared their experience within the public education system and a school staff member talked about the challenges and opportunities related to their school and student population. Extensive follow-up calls were made to each individual and a handwritten note was sent to each as well.

On November 3, 2010, to celebrate the launch of the full-day Kindergarten program at Tipaskan School, a *Mad Hatters Tea Party* was hosted at the school to showcase how contributions made to the EPS Foundation were used. Over 80 donors, some Trustees, the Superintendent and Board of Governors' members enjoyed a morning of student entertainment and tour of the full-day Kindergarten classroom. On February 17, 2011, 100 parents/guardians and their children enrolled in the full-day Kindergarten program were invited to a family night celebration.

On November 24, 2010, as part of its stewardship approach, the EPS Foundation invited donors and volunteers to an annual *Create in 8 Art Showcase*. During the entire day, students from eight high schools came together to collaborate and create works of art based on the EPS Foundation theme – *Ready for Life!* At the end of the day, at the showcase event, all donors and volunteers were given the opportunity to review and take a piece of artwork as a token of appreciation for their time and/or contributions to public education.

On May 12, 2011, over 275 community members attended the EPS Foundation's second annual fundraising *Ready for Life* breakfast which realized \$200,000 in unrestricted funding support. For a second year, the Royal Bank of Canada Foundation contributed \$50,000, \$40,000 came from EPCOR and an anonymous donor donated \$50,000. One-fourth of the guests had attended information sessions, while others were guests invited by the 30 individuals who hosted tables at the event. The event required an enormous number of volunteer supporters made up of 100 staff, students and Foundation friends. After the breakfast, personal calls were made to thank

individuals for attending the event and for their contribution. In addition, students created thank you cards which were sent to all involved.

Throughout the year, events and activities are undertaken to generate interest in the EPS Foundation and to ensure staff and community members are aware of the multiple needs of our schools. For example: the *Welcome Back* campaign, where 1,000 cupcakes were hand-delivered to staff at a variety of sites; the *Mittens for Kittens* campaign, in which staff and community volunteers are asked to make mittens, hats, scarves and socks for schools in need; and the *Slippers for Sweeties* campaign held at the Centre for Education during the same week of Valentine's Day.

As a result of the friendraising and stewardship that occurred during the course of 2010-11, a number of third-party fundraising events and activities were also undertaken by other groups and individuals in support of the EPS Foundation.

On April 27, 2011, Kingsway Mall hosted a *Ready to Shine? Student Fashion Show* to showcase the fashion studies program at the District's high schools to 300 supporters. Nineteen teams of 65 students, from Harry Ainlay, L.Y. Cairns, Jasper Place, M.E. LaZerte and Ross Sheppard participated in the event. School site adjudication took place with representatives from Kingsway Mall, Marvel College and the EPS Foundation. A documentary was filmed of the process and event courtesy of Kingsway Mall. The event was featured in The Edmonton Journal, Global TV live morning remote and the Edmonton Examiner. Oxford Properties matched the number of teams with a donation of \$100 per team for a total of \$1,900. Other partners included Burke Group, Sig Plach Couturier & Fabrics and Marvel College which provided two \$1,000 Fashion Design scholarships to a team from M.E. LaZerte. Due to its success, Kingsway Mall has agreed to make this an annual event.

On March 24, 2011, the Edmonton Twestival 2011 committee chose the EPS Foundation as its charity of choice. This grassroots social media initiative engaged a young demographic of people who use Twitter at their primary communication vehicle. Fifty individuals showed up at the downtown pub location and \$2,400 was realized through a silent auction.

On June 21, 2011, Notables Stationers Inc. celebrated 25 years of business with 250+ customers and supporters. The store has a long history of supporting literacy initiatives and public education and, in keeping with that tradition, 25 per cent of all sales made by the store that day – \$5,000 in total – was gifted to the EPS Foundation.

On June 25, 2011, Terry Sulyma, former Trustee, and his wife held a Summer Solstice at their home. At their annual get together, they encouraged their guests to make a contribution to the EPS Foundation, which resulted in a \$2,100 contribution.

The Bear 100.3 FM radio contributed \$10,000 in total to Tipaskan's full-day Kindergarten classroom. \$5,000 came from The Bear's Children's fund during the launch of the full-day Kindergarten program and another \$5,000 came later in the year as a result of a charity challenge won by Yukon – one of the radio's celebrity hosts. The radio station also provided considerable media attention throughout the year.

As part of the school decommissioning process, Purchasing and Contract Services, Planning and Facilities Operations directed all furniture/equipment sale donations to the EPS Foundation, which resulted in a \$120 contribution.

Partnerships also play a role in promoting the importance of public education. During the year, the EPS Foundation worked closely with the University of Alberta Senate to expand U School from three recipient elementary schools in 2009-10 to seven elementary schools and one junior high school in 2010-11. In total, 240 students benefited from the experience.

Throughout the year, the EPS Foundation staff members served in a variety of capacities on the following boards, councils, associations, etc.: AAFRE (Alberta Association of Fundraising Executives), AFP (Association of Fundraising Professionals); University of Alberta Senate; (Alberta Health Services); Greater Edmonton Region Advisory Health Council; Big Brothers Big Sisters Edmonton; Institute for Sexual Minority Studies and Services (Faculty of Education, Education Policy); Edmonton Community Police Foundation; and Province of Alberta's Great Kids Awards Committee. Such membership has helped raise the EPS Foundation profile in a variety of networks.

In addition, attendance at community events and activities, along with presentations to teaching and non-teaching groups, has increased awareness about the public education system, role of advocacy and importance of early learning and student achievement.

Challenges

Now that three full-day Kindergarten programs have been funded by the EPS Foundation, significant effort will have to be made by the Board of Governors and Foundation staff members to sustain these programs and to secure additional funding to support other schools in need. As a result, the volunteer Board of Governors and the two-member staff group may not be able to keep up with the demands attached to the EPS Foundation's growing fundraising and fundraising efforts.

Opportunities

Believing that it takes a whole village to raise a child, the EPS Foundation's long-term goal is to engage the entire community in the work of teaching and learning at Edmonton Public Schools and has identified the following opportunities for future growth.

- Implementing an automatic payroll deduction option for staff. The process started in September 2011 and will be monitored and refined over the 2011-12 school year.
- Encouraging staff members to host events and activities to support the work of the EPS Foundation. A bottle recycling initiative and garage sale project have recently been initiated by Central Service staff members.
- Creating an alumni council with former members of all staff groups. The option will be investigated and determined if it is feasible.
- Involving district schools to think locally and give locally. Have started to ask high school leadership teams to consider the EPS Foundation as its charity of choice as part of their service to community strategies.
- Pursuing the possibilities of implementing a planned/deferred gifts option.

KEY POINTS

- Over 5,000 community members were introduced or reintroduced to Edmonton Public Schools. This group of individuals is made up of contributors, volunteers and supporters from private and public companies; service agencies and associations; union and trade groups; media supporters; staff members and former staff members; as well as other interested parties.
- Over \$450,000 was raised during the 2010-11 school year; \$120,000 was donated by an anonymous donor and directed to early learning sites and the remaining dollars were directed to full-day Kindergarten programming at Tipaskan, Lauderdale and Mee-Yah-Noh.
- 350 guests attended 19 information sessions between September 2010 and August 2011.
- 275 guests attended the second annual *Ready for Life* fundraising breakfast which realized \$200,000 in contributions; Royal Bank of Canada Foundation contributed \$50,000, \$40,000 came from EPCOR and an anonymous donor donated \$50,000.
- Most of the *Ready for Life* fundraising breakfast donations were one-time contributions from individuals; the largest being a significant memoriam gift from San San Sy who is a member of the Board of Governors. Eight donations were long-term commitments between two and four years; with four donor pledges of \$1,000 per year over a five-year timeframe.
- Tipaskan, Lauderdale and Mee-Yah-Noh schools received funding during 2010-11, which means 75 Kindergarten students will benefit from full-day Kindergarten programming.
- Currently, Lauderdale School is being funded by the Edmonton Oilers Community Foundation, which provided a five-year commitment of \$300,000; in 2011-12 the EPS Foundation received its first installment of \$100,000.
- Plans are underway for staff to make contributions through an automatic payroll deduction option; and an alumni council of former staff members and a planned/deferred gifts option are being considered.

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