GOVERNORS' FUNDRAISING WORKSHOP

TRANSFORMING YOUR SCHOOL'S FUNDRAISING:

WHAT GETS MEASURED, GETS DONE

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Head of Philanthropy

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RSACADEMICS – AN OVERVIEW

OUR SERVICES INCLUDE...

- **Strategy, marketing and research**
  - Marketing plans, reviews of the marketing and admissions function, support with student recruitment and retention
  - Parent, student and staff surveys (benchmarked) and other forms of attitude research, competitor analysis, demographic analysis etc
  - Business strategy, cost reviews, growth plans...

- **Equality, Diversity and Inclusion**
  - Context-specific reviews of EDI across school culture, policies, employment, curriculum, working with our partner All-in Education

- **Operational improvement reviews**
  - Bringing new experience and expertise to your familiar situations : academic, financial, systems, structures...

- **Leadership and governance**
  - Senior leader and senior staff appointments
  - Coaching, external appraisals and reviews of leadership structures and performance, working with our partner Clarissa Farr Consulting
  - Governance reviews and training for governors

- **Philanthropy – helping not-for-profit schools raise money**

SOME FACTS AND FIGURES

- Founded in 2002

- Ca. 80 employees and associates

- Approximately 250-300 clients each year

- Head Office in UK PLUS significant international experience

Philanthropy clients include:

Alleyn's School, S E London
Hampton School, S W London
Harrow School, N London
The Baker Dearing Trust, UK-wide
King's School, Bruton, Somerset
Oakham School, Rutland
Sandroyd School, Wilts

Charity Commission Outlines 6 Key Principles

1. Planning effectively

2. Supervising your fundraisers

3. Protect your school's reputation, money, and other assets

4. Follow fundraising laws and regulations

5. Follow recognised standards for fundraising

6. Being open and accountable

CHARITY COMMISSION
FOR ENGLAND AND WALES

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HOW DO YOU KNOW IF YOUR SCHOOL CAN FUNDRAISE SUCCESSFULLY?

- For start-ups:
  Is fundraising possible?

- For established schools:
  Are you raising as much as you could?

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IF YOU BELIEVED THERE WAS A POSSIBILITY OF DISCOVERING OIL UNDER YOUR SCHOOL PLAYING FIELD, WHAT WOULD YOU DO NEXT?

1. IGNORE IT AND DO NOTHING

– 'IT'S TOO MUCH WORK AND NOT ENOUGH GUARANTEE OF REWARD'

2. SURVEY THE SITE

3 SURVEY THE SITE AND IDENTIFY ONE OR TWO TEST DRILLING SITES

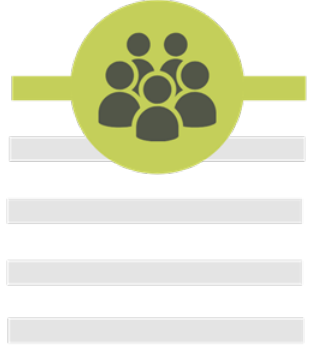## 4. BRING IN AN OIL RIG AND START DRILLING (WITHOUT A SURVEY)

IDENTIFYING FUNDRAISING POTENTIAL: RESEARCH, AND GATHERING DATA, ABOUT YOUR POTENTIAL OIL FIELD

STEWARDSHIP

35% of donors are not sure if their generosity was appropriately recognised

Comparable schools would expect a figure between **15%-30%**

LEGACIES

25% of respondents would consider leaving a gift in their Will to the School

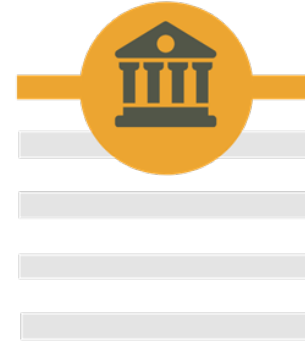Comparable schools would expect **50%+**

GIVING PREFERENCES

38% Chapel
48% Bursaries
52% Capital Projects

Comparable Schools:
74%+ Bursaries
72%+ Capital Projects

fictional numbers

SCHOOL ADVOCACY

Would your alumni send their children to your school?

Will they recommend your school?

What are they saying about your school?

Are your alumni reliable ambassadors?

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When is a good time for alumni research?

• Ideally regularly - benchmark and seek to improve
• Change of Head
• Special anniversary (Harrow were preparing for their 450th, St Mary's Calne 150th)
• Difficulties with alumni associations
• To recalibrate / re-energise alumni relations
• To debunk alumni myths

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FEASIBILITY STUDIES:

- WHO <u>MIGHT</u> GIVE HOW MUCH TO WHAT?

- WHAT WOULD CHANGE THEIR MINDS AND PERSUADE THEM TO GIVE MORE?

- WHAT WOULD LIFT GIVING TO YOUR SCHOOL TO THE TOP OF YOUR POTENTIAL DONOR'S GIVING LIST?
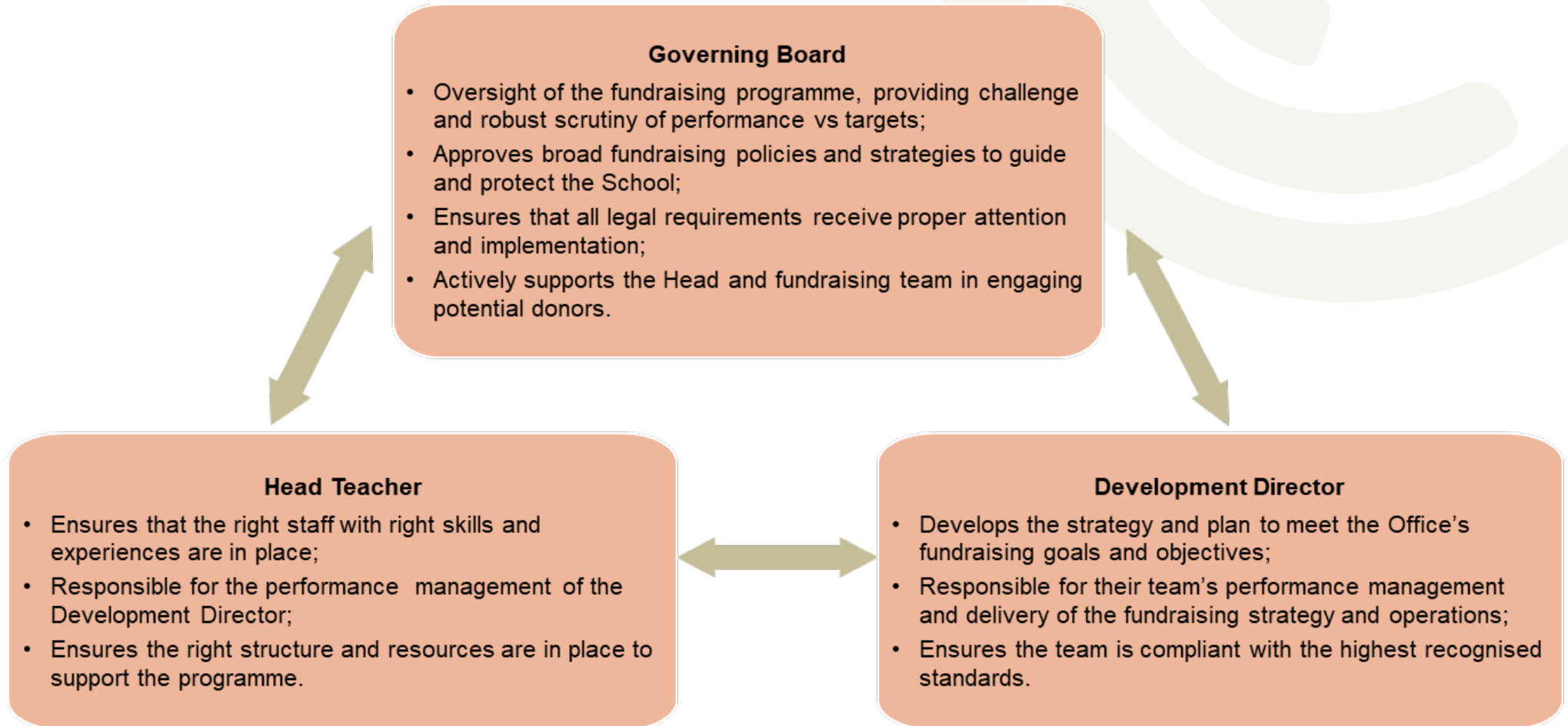
BEWARE ASSUMPTIONS

- 'We don't have any major donors'
- 'We don't want to confuse donors – so we are only going to fundraise for one project'
- 'Alumni don't support fundraising'
- 'Parents will only give to buildings'
- 'We have to 'friend-raise' first'
- 'Prep schools can't fundraise'
- 'Alumni won't leave legacies to us – we're not a proper charity'

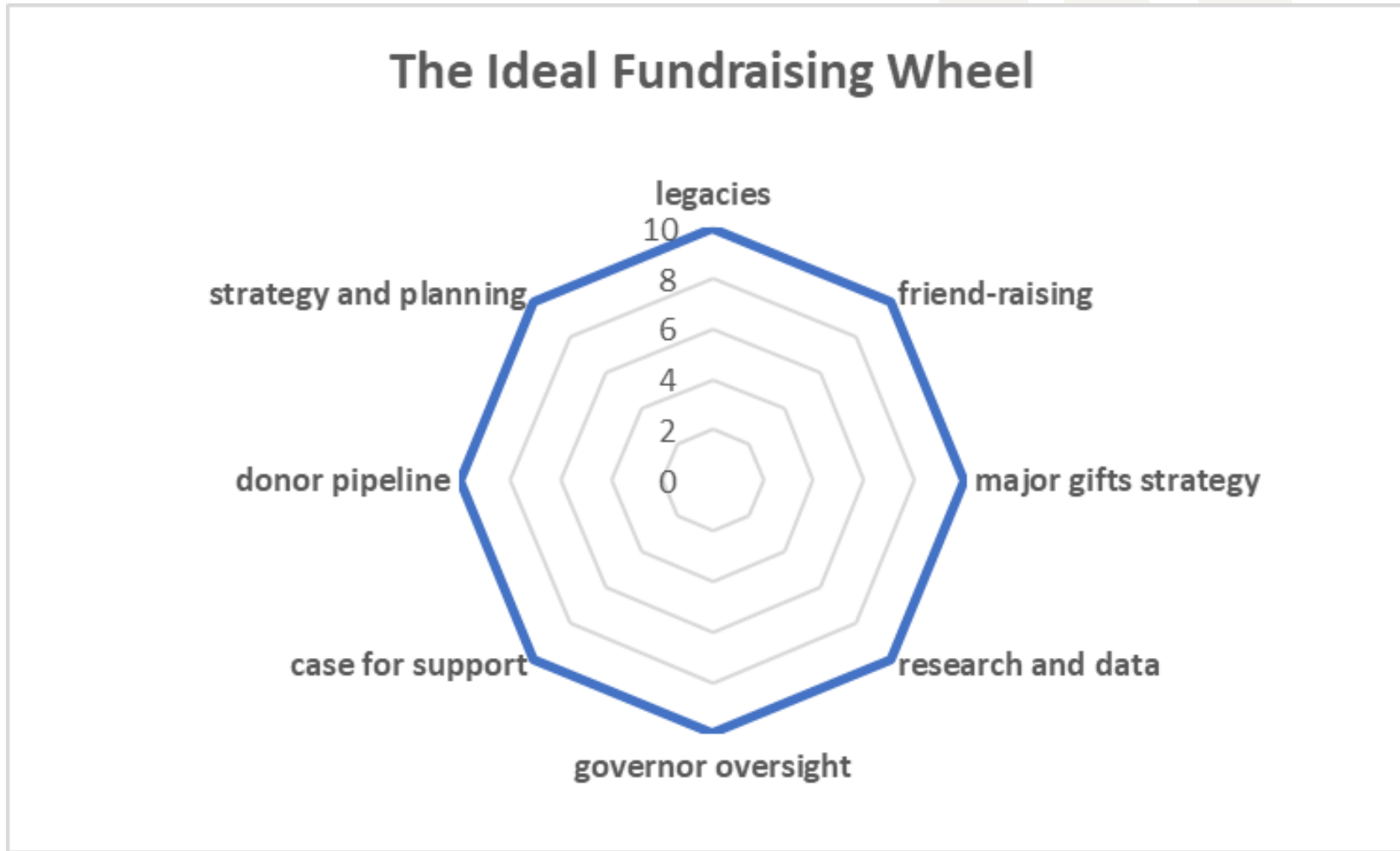**RS**ACADEMICS
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COMMON MISTAKES

- Lack of joined up thinking: limited school development plan
- Lack of clear objectives: short term V long term
- Lack of monitoring
- Disconnect between Governors and fundraising

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DISTINGUISHING THE ROLES OF THE BOARD, THE HEAD AND THE HEAD OF DEVELOPMENT IN DELIVERING EFFECTIVE STRATEGY AND PERFORMANCE

Governing Board
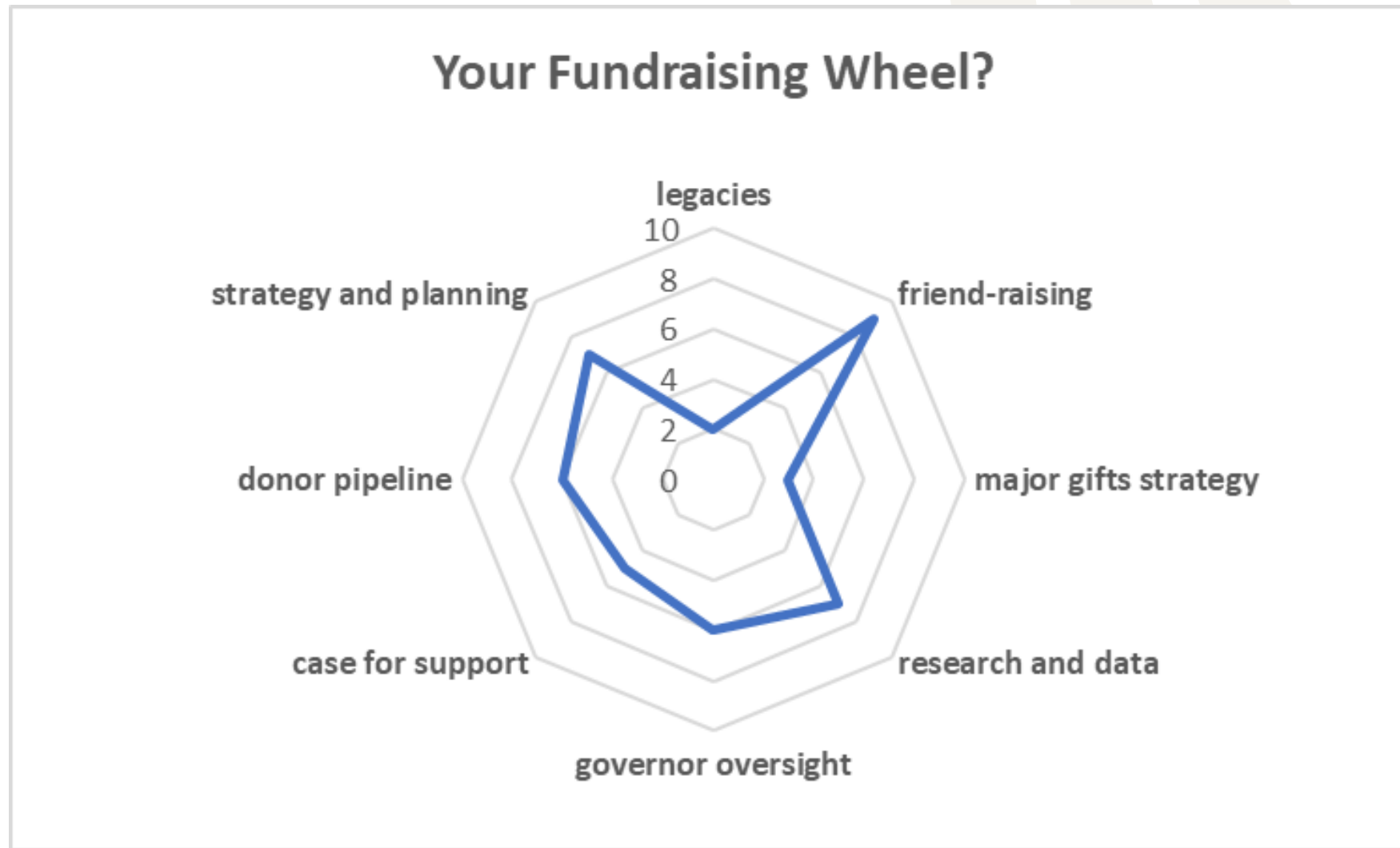
- Oversight of the fundraising programme, providing challenge and robust scrutiny of performance vs targets;
- Approves broad fundraising policies and strategies to guide and protect the School;
- Ensures that all legal requirements receive proper attention and implementation;
- Actively supports the Head and fundraising team in engaging potential donors.

Head Teacher

- Ensures that the right staff with right skills and experiences are in place;
- Responsible for the performance management of the Development Director;
- Ensures the right structure and resources are in place to support the programme.

Development Director

- Develops the strategy and plan to meet the Office's fundraising goals and objectives;
- Responsible for their team's performance management and delivery of the fundraising strategy and operations;
- Ensures the team is compliant with the highest recognised standards.

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FUNDRAISING WHEELS

The Ideal Fundraising Wheel

WHAT DOES YOUR FUNDRAISING WHEEL LOOK LIKE?

Your Fundraising Wheel?

RECOMMENDED FUNDING KPIS TO AID BOARD SCRUTINY

Metrics	Why	Calculation example
Gifts secured	Standard income tracking by month / quarter / year / type	As recorded on the fundraising database (or finance department)
Donor Growth	Whether it's year-on-year or analysing other spans of time, the donor growth metric should provide insights as to whether donor acquisition efforts are effective.	= (2020 donors – 2019 donors) ÷ (2019 donors) × 100
Donor Retention Rate	Recurring donors are incredibly valuable. It costs far less to cultivate a relationship with repeat donors than to acquire new ones. Also focuses attention on the effectiveness of donor communications.	= (Returning donors in year 2 / donors year 1) x 100
Fundraising ROI	Your fundraising ROI is a measure of how much money you raise for each pound you spend on fundraising in a given period. This should include the cost of staff time.	= (Total Amount Raised – Total Amount Spent) / Total Amount Spent x 100
Cost per pound raised	This metric often addresses whether a specific fundraising initiative has raised money, broken even or made a loss.	= Fundraising initiative expense / fundraising initiative revenue
Major Gift Conversion Rate	Measures the effectiveness of engaging and securing gifts from a known list of potential major donors	= (number of potential major donors who pledged a gift / number of engaged potential major donors) x 100
Major gift asks made	How many major gifts asks is the Development Office, Head and members of the Development Committee making?	As recorded on the fundraising database

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ESSENTIAL QUESTIONS TO COMPLEMENT THE MONITORING AND EVALUATION OF DEVELOPMENT KPIS

- **Is there a fundraising plan?**

- Is the current strategic plan on track to help your school deliver its School Development Plan?

- Is the fundraising strategy sufficiently ambitious? **Is the fundraising strategy sustainable?**

- Does the Development Office have the right skills, resources and systems in place to implement the fundraising plan?

- Which fundraising methods are being used? Why? Which ones are most effective?

- Who delivers our fundraising: e.g. staff, volunteers, third parties? Do we have the right checks, balances, processes and systems in place to ensure that all fundraising activity in the name of the School is being carried out legally, and is compliant to the highest standards?

- What are the strengths, <u>weaknesses, opportunities</u>, and <u>threats</u> of the fundraising strategy?

- **What is the School doing to mitigate the risks associated with weaknesses and threats?**

- Is fundraising recognised as a strategic priority and consequently championed and understood across the School's wider community?

- Is the case for supporting the School compelling for the different target audiences?

- **What are we doing to ensure that our top current and potential major supporters each have an engagement plan to build relationships towards their next gift? What are we doing to identify a new pipeline of major supporters?**

DEVELOPMENT SUB-COMMITTEE
WHY DO YOU NEED ONE?

- Best practice governance requires appropriate oversight of fundraising activities:

  - allow the Main Board to address all of the competing tactical and strategic risks robustly and with sufficient scrutiny

  - dedicate more voluntary leadership time and scrutiny to hold executive leadership to account to deliver fundraising objectives to the highest standards and in the most mission-focused manner possible

  - bring a smaller group of governing board members and other fundraising volunteer leaders within the School community together to support the Development Office's campaigns and programmes

  - allow Development staff to use the expertise of Development Committee board members to guide them in their decision-making without affecting the general running of the Main Board

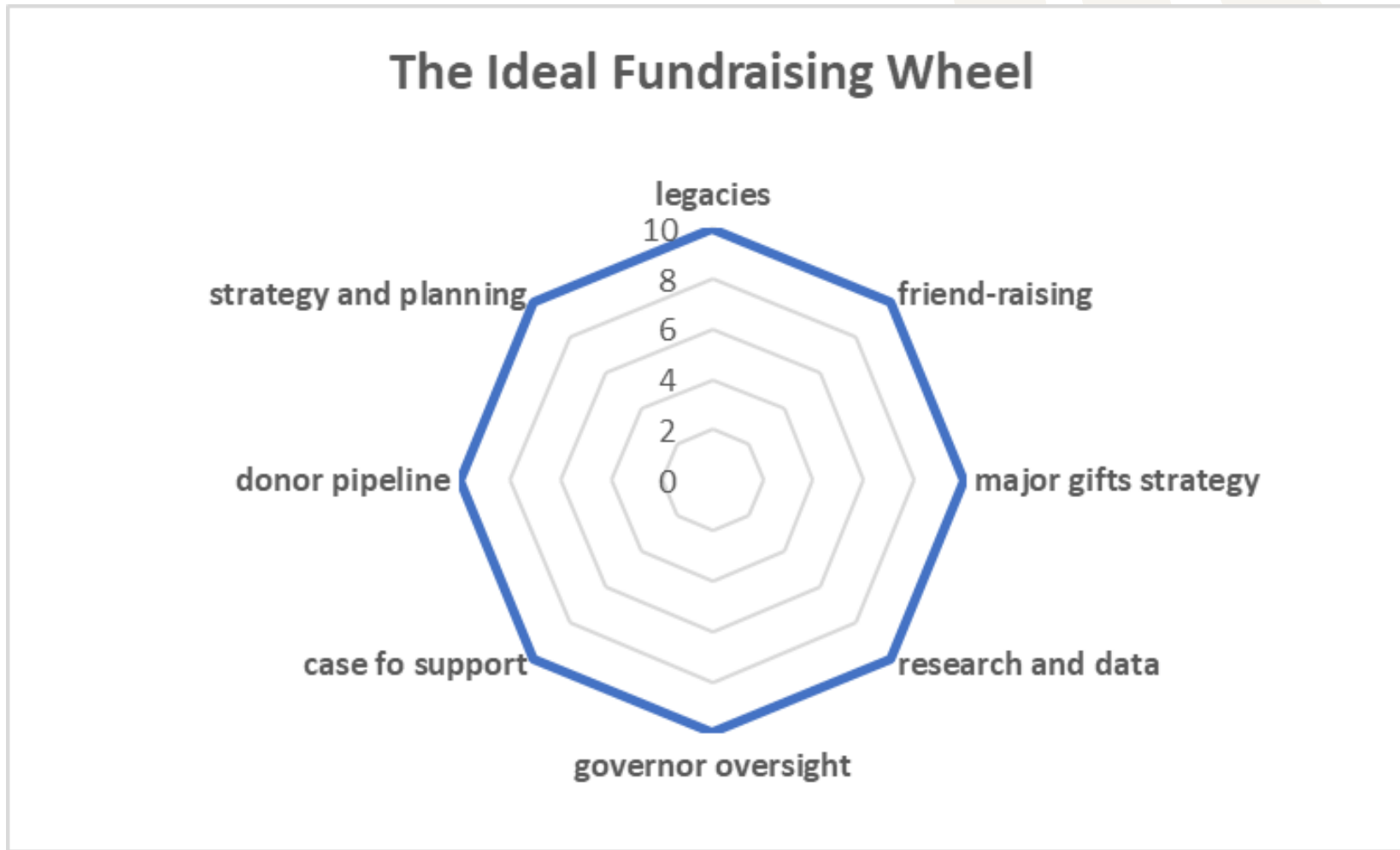 - foster a positive culture of successful and ethical fundraising across the School's community.

REGULAR DEVELOPMENT AND FUNDRAISING REVIEWS

- Benefit of external reviews
- Neutrality
- Successful fundraising is a 360-degree process
- Speaking truth to power

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FUNDRAISING WHEELS

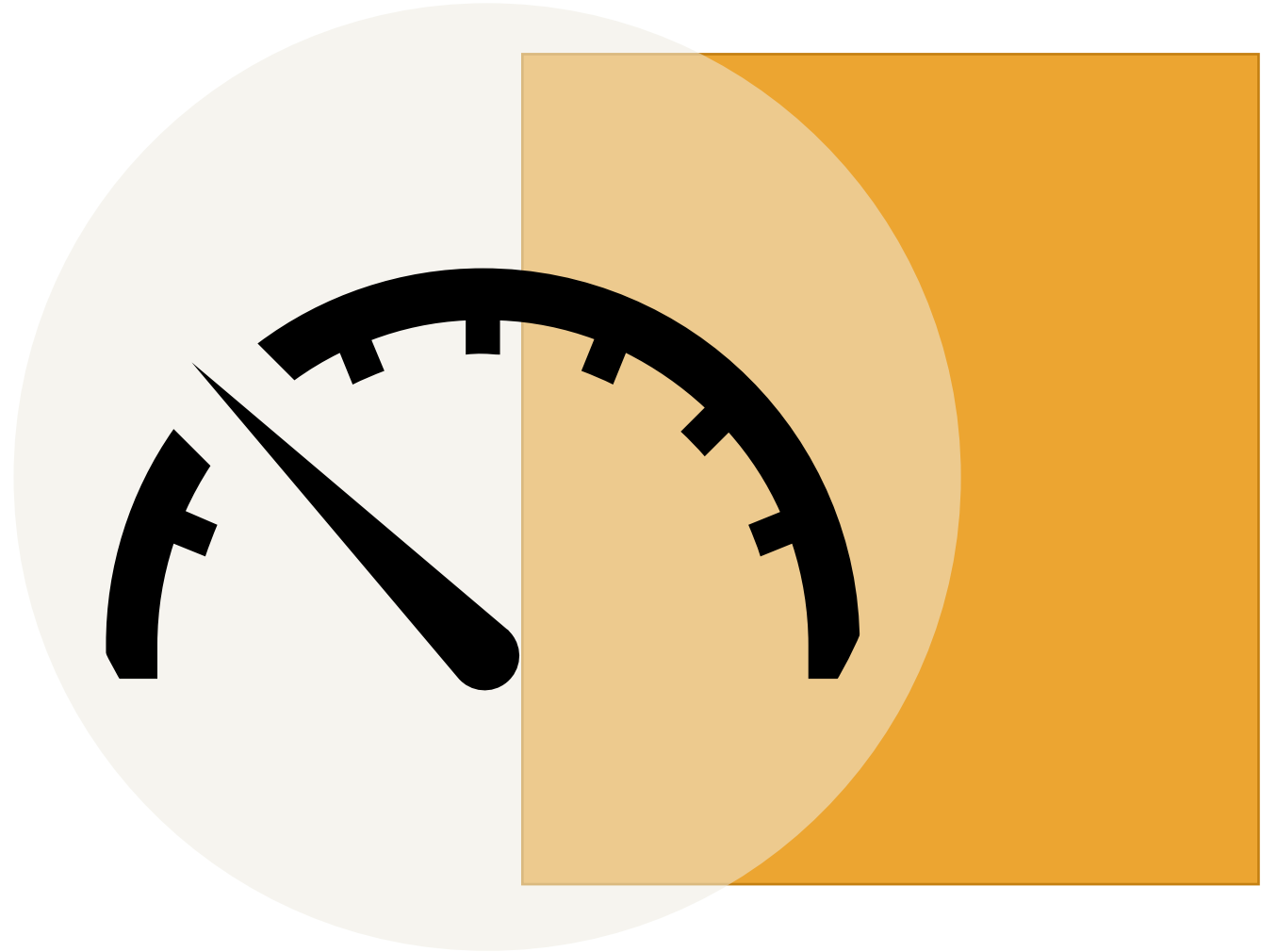

The Ideal Fundraising Wheel

DEVELOPING YOUR DEVELOPMENT DIRECTOR

- Be mindful of vulnerability issues

- Are you only being told the good news?

- Develop a meaningful appraisal process

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WHAT GETS MEASURED, GETS DONE

- Know your community

- Know your donors

- Measure and support performance

- Use data to inform strategy to grow your fundraising income

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Thank you

Please contact us about our services to schools during the pandemic.
We are here to help.