



Educating 1st Generation Parents: a concept vital to development

Over the past 8–10 years a phenomenon has developed which has made our jobs somewhat more complicated in independent school development. We are finding that an increasing number of current parents at independent schools did not attend an independent school themselves. Although they recognize the **value of an independent school education**—and seek it for their children—making charitable gifts is a foreign concept. Indeed, many perceive their tuition payment as the extent of their financial obligation. This is especially evident during these tough economic times. **Educating these parents** early about the importance of their charitable support—the annual fund, capital campaigns, special events and other giving opportunities—has become an increasingly important part of our job. You can strengthen your case if parents also recognize that independent schools nationwide conduct these programs and that your school is not alone in this regard. It is not too early to begin this process when the parents apply for admission.

Taking this one step further, rarely do these first generation parents realize that their tuition funds do not—and never did—build buildings or create and strengthen endowments. Therefore, they do not realize that the facilities that their children are using now—academic, athletic, arts, dining, etc.—were provided by generous contributions from previous parents. It is incumbent upon us to show them that their charitable support is not only part of their responsibility, but it enables the school to provide for future generations of students the same advantages—the **Generational Equity concept**—which previous benefactors provided for current students, including their own.

In addition to the obvious advantages to the Development Office, explaining the concept of Generational Equity has a place in the **admissions process**, which more schools are beginning to recognize. No one likes to be surprised; if prospective parents know the institution's comprehensive financial expectations up front, they will be more likely to support your school philanthropically.

Once parents fully understand Generational Equity and the effect it has on the education of their own children, they will be more willing to provide the annual gifts and capital support which we seek for current and future students.

Fun Facts

We have all found that our donors come from varied backgrounds, some of them unexpected. How well do you know these famous philanthropists? **Match the philanthropist to the appropriate "fun fact."** [Answers are at the bottom of this newsletter.](#)

- | | |
|------------------------|--|
| 1. Katie Couric | a. Created Captain Planet, an environmental superhero |
| 2. Chris Evert | b. Early job was reading afternoon headlines for a radio station in Nashville |
| 3. Henry Ford | c. Has a bi-color hybrid tea rose named for her by Spring Hill Nurseries Company |
| 4. Benjamin Franklin | d. Has won six Emmy awards and the George Foster Peabody Award |
| 5. Bill Gates | e. Incorporated the first moving assembly line into the manufacturing process |
| 6. Robert Wood Johnson | f. In high school, started a company with friends to analyze and graph traffic data |
| 7. Eli Lilly | g. Owned a home on land that is now part of the garden of the Museum of Modern Art |
| 8. John D. Rockefeller | h. Publisher of the annual Poor Richard's Almanac |
| 9. Ted Turner | i. Was a former salesman and pharmacist's apprentice before starting his own company |
| 10. Oprah Winfrey | j. Was once a prisoner of war and has a war museum named in his honor |

The View From Here

It's no news to anyone that the economy completely took the wind out of our sails, when it comes to philanthropy. And it will be a while before we return to pre-meltdown levels. Whether you are a nonprofit, or one of the many people like us serving the nonprofit world, it's been a long year. But, as is true elsewhere in the economy, there are signs of recovery, although it will take years to return to where we were prior to the tumble.

The most recent issue of GIVING USA offers a wealth of information for you to report **to your Development Committees and Boards of Trustees**, such as:

- A.** Giving to education is 13% of total charitable giving.
- B.** Overall charitable in 2008 giving decreased 2%.
- C.** Individual giving for 2008 is estimated to be \$229B, a drop of 2.7%.
- D.** In 2008, the largest gift to an Independent School was \$70M to the Culver Academies, made by Frank Batten.
- E.** Baby Boomers concern for their own financial security undermines their charitable giving.

For independent schools, the show must go on. Annual Giving, Special Events, Publications, Cultivation, and Stewardship are only a few of the activities that must continue, regardless. This is a good time to take stock in the Development Office.

- As the rest of the school adjusts to the "new normal," with smaller budgets and fewer people, make sure your personnel and budgets are in line. Our **Development Office Assessment** can help you with that, as our objective is to advise you on what you can do to run a more cost-efficient Development Office without losing any quality. It's a top down review of personnel and systems, with a report listing commendations and recommendations.
- What we have found is that schools continue to have needs that are identified and prioritized in the process of **Strategic Planning**. The process gives ownership and offers involvement to a greater circle of volunteers, and thereby prospective donors.
- Those schools with good sense and foresight are using the results of their Strategic Planning and pressing on with a **Feasibility Study** to determine the degree to which their donors are interested in and capable of funding their needs.

It's been a year since the meltdown, and nearly everyone has experienced cutbacks and other changes in development. You have a job to do, perhaps fewer people to do it, but you can do it. Good luck!

Answers to "Fun Facts:"

1. d., 2. c., 3. e., 4. h., 5. f., 6. i., 7. j., 8. g., 9. a., 10. b.