

Spring Foundations Summit

Monday, March 22, 2021

Break Out #1 – Equity Discussion

How might you think differently about the role of the foundation through an equity lens?

- When recruiting for Foundation and PTA, branch out to other groups, translated material into Spanish, and asked Principal to seek out parents to directly ask; overcome social barriers, parents have misconceptions that you have to be a stay at home parent in order to join, conduct outreach, be visible, wear shirts; tap school counselors for contacts; individual conversations, important to have one on one outreach
- Fund an educator to help inform staff regarding equity issues. Have a liaison between special education parents and the foundation. Make different price points for fundraising goals. Make clear what/who funding is going to help support.
- Raising money for specific groups or earmarking funds for equity initiatives
- Foundations are reliant on the site to push out all info. district needs to provide training
- We promote all items in multiple languages, we are mindful that all events, announcements are accessible to all, we consider costs and we consider barriers to learning (i.e. getting devices to students). The district-wide discussions helped us to look at things with a greater equity lens. Talk to teachers who serve diverse populations and see what teachers and students need (i.e. outdoor space for student learning and to host open discussions). We need to consider what students and teachers need - feel welcome and safe. Example-registration - RAMS masks.

How can you ensure a diversity of voice in decisions and discussions?

- Still looking for a more diverse input. Talk to principal to recommend people. Think about equity as a form of inclusion for everyone.
- Have person in charge of equity on your board, look for diverse members
- Ask the principal/teachers for support to include people from other backgrounds
- More strategic on registration - have a person who greet people and shake hands. Make sure you are actively recruiting parents to participate-provide a seat at the table and access to the principal. Idea - Create equity position(s) on Foundations/PTAs. Some Foundations struggle to find active members, a single equity position may not be practical (especially this year - without being in-person). Think about the feeder systems so that there is cohesiveness in expectations around equity.

What equitable practices has your foundation utilized in raising funds?

- Reinforce that any amount donated is good; if minimum amount required for T-shirt then hold a drawing for those who donate less than that; remove financial barriers to participation; Deer Canyon fundraising idea that wasn't money; Got Sneakers (receive up to 7 dollars a pair) and the organization recycles them; Scholarships for field trips or activities so as not leave any students out
- Started to reach out to special education families.
- Direct ask where funds are kept more confidential
- Provide funding for diverse groups that request
- Fundraisers that all parents can attend (not the big events). Table at Friday Flags - so all families and teachers know who they can meet and who they can talk to - welcome - part of a team. Half of population are able to contribute so when we made our initial ask, we worded it so that those who can contribute (and do more than recommended amounts) please do so. Don't underestimate your ask - go higher on recommended amounts. Apply for grants when possible (look for equity grants).

Break Out #2 – Succession Planning

How do you get your parents engaged at the beginning of the year?

- Have a back-up so that questions are answered. Plan ahead. Make sure your successor feels comfortable to call you with questions. It is tough now because volunteers/participation is down. Engage your principal in identifying a successor. Remind people that good things for students will end without a successor. We like the January elections, but look for your parent leaders starting right from the beginning and put them in charge of small projects at first. Make sure you distribute projects/responsibilities out. Info sheet that goes out every week to keep the Foundation in front of everyone's mind. Keep talking about succession planning each month. Info sheet comes directly from the principal-email and social media. In COVID, foundation made a request for pop-ups. Work closely with principal, micro-grants, picture out to parents so they know where they dollars are going; request pictures from teachers, those that benefit from the donations. It takes up to 12 emails for people to respond. Social media - post everyday, follow other school groups, info sheets (include reminders about social media). Weekly newsletter/weekly call-outs
- Information, this year we did an info video with PTSA include items from Foundation.

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How do you work with your site teachers and administrators to identify parents to get involved?

- Direct ask, weekly info sheet from school site
- Have principal reach out to teachers and ask what they need. Proposals submitted to teachers with needs. Met with teacher groups (by departments).

Break Out #3 – Sharing Promising Practices

How have the needs of your school changed during this time?

- Students are now finally 1-1 technology
- Yes, more technology and apps
- A lot more Covid related. Need more community activities. Social / Emotional needs. Lots of digital subscriptions. Will they be used next year?
- Need money for technology.

How have your fundraising efforts been affected?

- Digital collection of donations - Givebutter
- Some have been reduced, but the lack of events have allowed funding for tech and teachers
- No in person fund raising activities. Virtual activities.
- We had a heavy budget for events which gave us flexibility for tech needs, teacher grants.

What obstacles are you encountering?

- Connection with parents
- Financial strain, fundraising for personnel, what does next year look like, how do we ask families that are struggling.
- Covid. Everyone at home.
- Reduced ask because we anticipated fewer dollars coming in; we relaxed the pressure to contribute. We needed to raise funds for fixed costs (personnel). We are looking forward to next year, recognizing that some families may not be able to contribute. Next year, we would like to fund field trips. We were lucky that some parents were able to contribute more - i.e. 5th grade promotion.

How have you adapted?

- Better communication via Facebook and Emails from principal
- More collaboration with other groups, like PTA-this makes our operations much more successful. Keeping track of volunteer roles, who is volunteering and what each role really entails.
- Lower the ask, promoting Amazon Smile, Ralphs, increase some budgets, reduced others, using more local restaurants for dine out, Zoom meetings.
- Moving lots of things online. Virtual events of previous in person events. More interesting prizes for each levels.

- Amazon Smile (teachers purchasing so much in virtual learning), dine-outs - people want to support local restaurants-big win-win. Zoom meetings-will we continue with this (more engagement) or in-person with a Zoom option (if there is a room on campus and cost).