



REPORT TO

CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

SERVICES-IN-KIND AND SCHOOL FUNDRAISING REVENUE

“Like good stewards of the manifold grace of God, serve one another with whatever gift each of you has received.” 1 Peter 4:10

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October 28, 2019	December 11, 2019	Click here to enter a date.

Shazia Vlahos, Chief of Communications and Government Relations
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INFORMATION REPORT

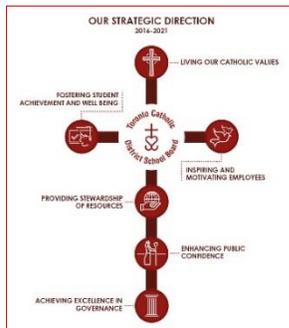
Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Rory McGuckin
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Chief Financial Officer

A. EXECUTIVE SUMMARY

The Toronto Catholic District School Board (TCDSB) maintains its commitment to equity and inclusion as an ever-present goal and a moral imperative. Schools situated in affluent neighbourhoods are able to raise significant fundraising dollars whereas this may not be possible in less advantaged neighbourhoods, creating inequities in our system.

On August 23, 2018, a report to the Board presented the results of a Board-wide survey conducted to gauge interest from our Catholic school communities to redistribute proceeds of local fundraising efforts to other school communities. In response to a Board motion, this report provides information on approaches like community markets and services-in-kind that can be used as an enhancement for fundraising and donations in an attempt to close the gap that exists between our schools related to learning enhancements for our students.

This Preliminary Report identifies methods that may be used to address the inequity of funds available to schools as a result of their fundraising ability.

The cumulative staff time required to prepare this report was 10 hours.

B. PURPOSE

1. At the Regular Board meeting on August 23, 2018, the approved motion asked staff to come back with a “report on a community market or similar ‘services-in-kind’ approach as an enhancement for fundraising and donations in an attempt to close the wide gap that currently exists between our schools related to learning enhancements available for our students”.

C. BACKGROUND

1. At the June 15, 2017, Regular Board meeting, a motion was passed by Trustees to consult with Catholic School Parent Councils (CSPC) on a proposed revenue sharing model in accordance with a prescribed formula.
2. From May 11 to 25, 2018, the survey was conducted online and paper copies were accepted until June 28, 2018. A total of 644 responses were received of which 103 TCDSB schools participated. There were over 350 raw comments. Applicable commentary included:

- a. Sharing is consistent with Catholic values;
 - b. Explore if schools with higher fundraising dollars are willing to donate clothing, books, instruments no longer in use;
 - c. Fundraising mentorship for parent communities;
 - d. Serviced-in-kind by way of parents mentoring/tutoring students with lower achievement rates;
 - e. Hosting broader school community events i.e. swim meets, BBQs, and local business engagement.
3. On August 23, 2018, a report to Board presented the results of a Board-wide survey conducted to gauge interest from our Catholic school communities about whether to redistribute proceeds of local fundraising efforts from on school community to another. Highlights included:
- a. Majority of schools do not currently share funds raised with other schools;
 - b. Majority of respondents indicated they would want to select the school to help;
 - c. 70% of parents and 76% of CSPC members believe sharing of fundraising should be optional;
 - d. 64% of CSPC members do not support centrally administered redistribution of funds; and
 - e. 50% of respondents indicated interest in sharing or contributing non-monetary services.
4. The Multi-Year Strategic Plan (MYSP) commits to providing “all students with equitable access to learning resources by striving to close the opportunity gap so that the most vulnerable students achieve their full potential” and the TCDSB’s Equity Action Plan released spring 2019, seeks to mitigate the effects of poverty in the learning environment. The Equity-Poverty Action Networks (E-PAN) initiative was implemented to mitigate the effects of poverty and is engaged in 46 schools.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The Ministry of Education Fundraising Guidelines indicates that:
- Fundraised dollars can be used to purchase school supplies, library books, musical instruments, playground equipment, drama productions, athletic programs, retrofitted libraries, guest speakers, school trips, ttc tokens, and more.

- Fundraising has a designated purpose and the proceeds are used for that purpose.
 - Consider coordinating activities across schools and community organizations; and
 - Supporting donations to board-level funds, or matching programs among schools and/or school councils. (For example, a percentage of every dollar raised is allocated to a central board equity fund or put towards board-wide programs that benefit all students).
2. Data indicates that some of our school communities have financial challenges that may prevent some students from experiences such as field trips, pizza lunches or extra-curricular activities.
3. Research from the University of Wisconsin¹ shows parents who do not have the time, skills, or other resources to contribute to fundraising may become disengaged if they feel what they can offer, such as volunteering occasionally on class trips, is not equally valued by the school. Many comments received in the survey, the Catholic Parent Involvement Committee (CPIC) meeting and OAPCE Toronto report (Appendix A) noted that parents should not be made to feel that fundraising is required or strongly encouraged.
4. Services-in-kind or community markets are voluntary initiatives that schools and parent councils may use to offset fundraising inequities in their communities or others. Some ideas for consideration include:
- Communities of schools may choose to work together to hold an annual Christmas market or fun fair designed to lend a hand in the community.
 - Volunteers may donate/sell baked goods, art or crafts.
 - Local partners may be interested in donating services-in-kind that are sold at a reduced rate.
 - Sale of raffle tickets.
 - Profits from the event and half of the raffle funds may be distributed among participating schools or with one school.
 - Send fundraising invitations to sister/brother schools to combine efforts at one event for clothing/book drives.
 - Coordinate central clothing or book drives that are distributed to schools that have identified a need.

5. Creation of an online CSPC community to share best fundraising practices with other CSPCs, and to request assistance at locally planned fundraising events or for a specific need. Both CPIC and OAPCE shared this idea.
7. Explore a centralized donations portal where TCDSB schools can publish local fundraisers and all TCDSB staff/parents have access to donate directly.
8. Implement a CSPC mentor program where members have voluntarily offered their fundraising expertise to be shared with other members. CPIC identified some members that may be interested. Both CPIC and OAPCE shared this idea.

E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. At the discretion of the Board, ideas of interest may require further planning before operationalizing.
2. Input gathered from CPIC at the November 11, 2019 meeting.
3. Input from OAPCE on December 5, 2019 is included in Appendix A.
4. Services-in-kind ideas may be circulated to CPIC and OAPCE for broader distribution to CSPC Chairs and parents.

F. CONCLUDING STATEMENT

This information report is for consideration of the Board.