

The Danville Public Schools Education Foundation (the "Foundation") is dedicated to enhancing both in-classroom and beyond-the-classroom educational experiences through resources and partnerships that foster personal and academic growth. Through these efforts, the Foundation promotes advancement across Danville Public Schools, ensuring that students, teachers, and the community have the tools and opportunities needed to thrive.



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Appendix A - Report to Inform Strategic Direction, including

Community Survey Results

Appendix B - Dashboard Tool

### Letter from our Director



As we move forward, we will work to ensure that our efforts align with the needs of our community. Together, we will build a brighter future for every student in Danville Public Schools.

It is with great enthusiasm that I present the Danville Public Schools Education Foundation's strategic plan. This plan reflects our commitment to supporting the educational ecosystem of Danville Public Schools as we continue our mission to enhance educational opportunities and drive academic success across our community.

Through collaboration, research, and feedback, we have crafted a plan that is not only ambitious but also responsive to the evolving needs of our students and educators. Our focus is to strengthen our support for initiatives that promote academic success, student engagement, and innovative teaching, while also fostering opportunities for learning beyond the classroom.

As we move forward, we will work to ensure that our efforts align with the needs of our community. Together, we will build a brighter future for every student in Danville Public Schools.

Thank you for your continued support, and I look forward to working with you as we bring this plan to life.

Sincerely,
Megan Smith
Director
Danville Public Schools Education Foundation

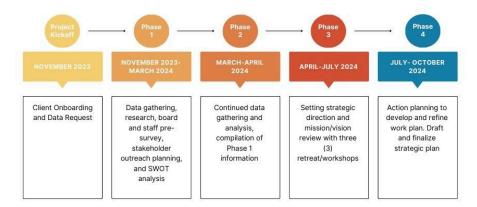


# **Executive Summary**

In November 2023, the Danville Public Schools Education Foundation (the "Foundation") engaged River District Consulting Group (RDCG) to lead its strategic planning process. This initiative began with a kickoff meeting, followed by a series of retreats and workshops designed to gather input and shape the future direction of the Foundation. The first retreat, held on April 18th, focused on assessing the Foundation's current state and practical vision. This was followed by a mission workshop on May 2nd, where participants collaborated to refine DPSEF's mission and vision statements. A final strategic planning retreat on July 8th concentrated on developing a strategic direction aligned with the Foundation's goals.

By incorporating local research, feedback from stakeholders, and insights from Board and staff, the Foundation's strategic plan is well-positioned to enhance its support for Danville Public Schools, This plan will serve as a crucial tool for driving sustainable progress and fostering opportunities for all students in the Danville Public Schools system.

### **Strategic Planning Timeline**



## Our Vision, Mission, and Values

#### Vision

In partnership with Danville Public Schools, we strive to cultivate a thriving educational environment for all.

#### Mission

To provide diverse opportunities for educational experiences, in the classroom and beyond, by supporting teachers, students, and the community. We promote advancement within Danville Public Schools through:

- Empowering Educators: Offering resources and support to enhance teaching excellence.
- Engaging Students: Supporting and ensuring accessibility to enriching programs and activities that inspire learning and personal growth.
- Community Collaboration: Building partnerships and fostering a culture of inclusivity and shared learning.

#### **Values**

- Student-centered. We deliver resources that prepare students for lifelong learning, meaningful employment, and positive life choices.
- Equity. We aim for positive outcomes for all students regardless of race, gender, disability, zip code, or other context.
- Inclusiveness. We inform our approaches with regular, diverse community engagement.
- STEAM-H. We support 21st Century opportunity pathways that demand the creative thinking, innovation, and design skills earned through Science, Technology, Engineering, Arts, Mathematics, and Health (STEAM-H), including advanced manufacturing and others.
- Challenges are opportunities. We apply an asset-based lens to addressing tough problems in our schools.
- Collective impact. Collaboration, not competition, will achieve better outcomes for students.
- Integrity. Honesty, transparency, accountability, and reliability are critical for our students, partners, schools, and community.
- Financial independence and sustainability. We can do more for our schools with full-time staff and financial self-sufficiency that is independent of DPS.

### **SWOT**



#### Strengths

- Collaboration with DPS
- Funding eligibility as a foundation
- Collaboration (Megan, DPSEF, and DPS)
- Megan as ED and grant funding
- Increased funding
- · Board cares and is committed



#### Weaknesses

- · Limited staff capacity
- Limited funding resources
- Administrative Burden
- Dependence on DPS
- Competition of resources from other local educational foundations (Averett and DCC)
- Lots of idealized thoughts, but may not be able to say what we do best
- Awareness of the Foundation Why invest here? Impact?



#### Opportunities

- To develop innovative strategies through collaboration with community partners
- To increase unrestricted funds through an enhanced corporate giving strategy
- To increase awareness and engagement of the mission through regular/expanded marketing and communication efforts
- To foster/deepen relationshipbuilding efforts with alumni to increase support of the mission (financial and volunteer)
- Collaborative funding strategies
- Increased corporate support



#### Threats

- Staff capacity
- Restricted grant funding
- Limited awareness and understanding of the mission of DPSEF
- Competition for resources

### Long-term Objective 1. Ensure Sustainable Funding for Long-Term Impact, Including Full-Time Director

Ensuring sustainable funding is vital for the long-term success of the Danville Public Schools Education Foundation, as it enables the organization to provide continuous and meaningful support to Danville Public Schools. Reliable financial resources allow the Foundation to respond to evolving needs and seize opportunities that enhance student learning and achievement. Sustainable funding also ensures that the Foundation can invest in innovative programs and maintain its initiatives even in times of economic uncertainty. Moreover, securing a steady stream of revenue positions the Foundation to create and sustain critical roles, such as hiring a full-time Director, who can lead efforts in advocacy, relationship-building, and donor development.

#### Key components of this objective include:

- <u>Develop an Annual Fund Plan</u>: Establish a comprehensive annual fundraising strategy to secure consistent financial support for educational initiatives, ensuring ongoing resources for priority programs.
- <u>Cultivate Relationships</u>: Actively engage alumni groups, local foundations, and corporate partners to build strong, lasting connections that can contribute to the Foundation's mission and financial stability.
- <u>Board Member Engagement</u>: Ensure all Board members are actively involved in resource development activities, including donor cultivation, fundraising events, and advocating for the Foundation's mission within their networks.
- Endowment Fund Creation: Build a robust endowment fund to provide a reliable source of long-term financial support, allowing the Foundation to plan for future growth and sustainability.



# Long-term Objective 2. Achieve Universal Awareness Throughout the Community

Building universal awareness is essential for the Foundation's success, as it facilitates meaningful connections between Danville Public Schools and the community. When the Foundation actively engages with community members, it cultivates trust and encourages collaboration, allowing stakeholders to better understand the Foundation's mission and goals. This engagement not only enhances the visibility of the Foundation's initiatives but also fosters a sense of ownership and participation among community members, making them more likely to support the Foundation's efforts.

#### Key components of this objective include:

- <u>Comprehensive Communication Strategy</u>: Developing and implementing a strong communication strategy is crucial. The Foundation must use multiple platforms—social media, local media, newsletters, and community events—to share its mission, values, and accomplishments. By increasing visibility, the Foundation can attract broader community support, reaching diverse audiences and building a solid base of awareness for its educational initiatives.
- <u>Targeted Outreach Campaigns</u>: The Foundation will implement specific outreach campaigns tailored to the needs and interests of each stakeholder group. This could involve student success stories, showcasing how Foundation support has directly impacted the quality of education, or engaging local businesses through sponsorship opportunities. By customizing the message for each group, the Foundation ensures that its impact resonates with a wide array of community members.
- <u>Strengthening Relationships with Key Stakeholders</u>: Establishing and cultivating relationships with stakeholders, including students, parents, educators, alumni, and community leaders, is foundational to growing awareness. This can be done through regular engagement, listening sessions, collaborative projects, and targeted outreach programs. These partnerships will amplify the Foundation's efforts, positioning it as a trusted advocate for educational advancement in the community.
- Events and Friendraisers: Hosting events such as the annual Turkey Trot and golf tournament will further integrate the Foundation into the fabric of the community. Collaborating with local organizations, schools, and businesses will enhance visibility and foster long-term relationships. These events provide an opportunity to highlight the Foundation's contributions to education and generate public enthusiasm for its mission.

# Long-term Objective 3: Promote Data-Driven, Innovative Strategies for Equitable Education

Promoting data-driven and innovative strategies is essential to advancing equitable education across Danville Public Schools. By supporting initiatives that leverage data insights, the Foundation enables educators and administrators to better identify gaps in educational access and community needs in order to develop targeted, creative programs to address the diverse needs of students. This approach ensures that innovative strategies are implemented effectively, leading to improved learning outcomes and ensuring that all students receive the support they need to succeed in and beyond the classroom.

#### Key components of this objective include:

- <u>Data Analytics</u>: The Foundation will support initiatives that utilize data analytics to identify gaps in educational access and community needs. By mapping and analyzing this data, educators and administrators can focus on targeted approaches, ensuring resources are allocated in ways that meet the needs of students and the community as a whole.
- <u>Investment Beyond the Classroom</u>: The Foundation will fund programs that extend learning beyond traditional classroom boundaries, enhancing students' real-world experiences and engagement. The Foundation envisions these investments to be data-driven initiatives that promote equitable access to diverse learning opportunities and help prepare students for future success in the workforce.
- <u>Supporting Student Access to Success</u>: Ensuring that all students have the necessary tools to succeed is central to the Foundation's mission. The Foundation will provide support for programs that help to bridge educational gaps for students who face additional challenges.
- <u>Parent/Caregiver Support</u>: The Foundation will invest in data-driven programs designed to empower parents and caregivers. By collaborating with organizations offering workshops, resource networks, and support systems, these initiatives will help families to take an active role in their children's education and development, fostering a supportive home environment for learning.
- <u>Teacher/Administrator Support</u>: The Foundation will promote continuous professional development for teachers and administrators to help them adopt cutting-edge teaching practices. This includes supporting training programs, grants for classroom innovation, and collaborative initiatives that enhance educators' ability to address student needs effectively through data-driven strategies.

# Next Steps, Implementation, and Evaluation

Danville Public Schools Education Foundation's (the "Foundation") strategic plan will be used as a roadmap for the continuous improvement of efforts to fulfill its mission.

Board and staff will continue to monitor the plan using the accompanying Dashboard Tool (see Appendix B). This tool is meant to be used for continuous learning, updating, and action planning, and to drive the organization's day-to-day work. The Foundation will evaluate, revise, update, and record progress made toward implementation of the plan for relevancy as follows:

#### Monthly:

Progress reports - Are we staying on track?

#### Quarterly:

Action Plan Reviews – What's working? What's not working? Where do we need to adjust?

#### Annually:

12-Month Review and Action Planning – What outcomes did we accomplish over the last 12 months? What outcomes will we accomplish together over the next 12 months?

# Appendix A - Report to Inform Strategic Direction, including Community Survey Results

# Danville Public Schools Education Foundation Strategic Planning 2024 Report to Inform Strategic Direction

#### **Organizational Overview**

Danville Public Schools Education Foundation (DPSEF) is a nonprofit organization established in 2002 to support and enhance the educational experiences of students within Danville Public Schools (DPS). DPSEF works in collaboration with school administrators, educators, parents, local businesses, and community members to raise funds, mobilize resources, and provide support for various educational programs, initiatives, and projects. DPSEF funds various programs such as scholarships for students, Adopt-a-School, Transition Stop, Books for KIDS, and offers teacher support through grants and other incentives. By bridging the gap between limited public funding and the evolving needs of students and schools, DPSEF plays a crucial role in promoting academic excellence, equity, and community engagement within the public education system.

#### **Board of Directors**

- Austin Scher, Chair
- Sheila Baynes, Vice-Chair
- Charlene Bowman, Secretary/Treasurer
- Laura Singleton
- Angelika Matczak
- Meredith Collie
- Austin Bunn
- Dr. Julie Brown
- Mark Holland
- Inez Rodenburg
- Youshique Gilbert

#### Ex-Officio, Non-Voting Members

- Keisha Averett, School Board Designee
- Charles McWilliams, School Board Designee
- Dr. Angela Hairston, Superintendent
- Dawn Wright-Lawson, DPSEF Bookkeeper
- Andrea Gillus, DPS, Chief Financial Officer

#### Staff

Megan Nipper, Director

#### Mission, Vision, and Values

#### Mission:

➤ A community invested in education and Danville Public Schools.

#### Vision:

- The DPS Education Foundation is an effective resource facilitator, integrator, and bridge-builder for Danville Public Schools.
- ➤ Danville Public Schools is the community's choice for supporting high-quality education, 21st Century workforce opportunities, and next-generation leadership skills for all students.
- ➤ Citizens, employers, anchor institutions, and local government partner to provide high-quality, equitable public education in the city of Danville.

#### Values:

- > Student-centered. We deliver resources that prepare students for lifelong learning, meaningful employment, and positive life choices.
- ➤ Equity. We aim for positive outcomes for all students regardless of race, gender, disability, zip code, or other context.
- > Inclusiveness. We inform our approaches with regular, diverse community engagement.
- > STEAM-H. We support 21st Century opportunity pathways that demand the creative thinking, innovation, and design skills earned through Science, Technology, Engineering, Arts, Mathematics, and Health (STEAM-H), including advanced manufacturing and others.
- ➤ Challenges are opportunities. We apply an asset-based lens to addressing tough problems in our schools.
- > Collective impact. Collaboration, not competition, will achieve better outcomes for students.
- Integrity. Honesty, transparency, accountability, and reliability are critical for our students, partners, schools, and community.
- Financial independence and sustainability. We can do more for our schools with full-time staff and financial self-sufficiency that is independent of DPS.

#### **Programs**

- Scholarships
- Adopt-a-School
- Transition Stop
- Books for KIDS
- Teacher grants, support, and incentives (currently, not as active)

#### **Demographics**

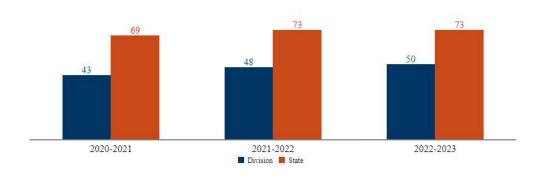
Demographic Indicator	Danville City, Virginia
Population Estimates (July 1, 2022)	42,229
Persons under 18 years, percent	22%
White	42%
Black or African American	50.2%
Hispanic or Latino	4.9%
Two or More Races	5.5%
High School Graduate or Higher	84.4%
Median Household Income (in 2022 dollars), 2018-2022	\$41,484

Source: https://www.census.gov/quickfacts/fact/table/danvillecityvirginia/PST045222

### School Quality Profile Data for Danville Public Schools

Reading Performance: All Students

2020-2021 reading results reflect reduced student participation in state reading assessments due to COVID-19. The wide variations in participation rates and learning conditions should be taken into consideration when reviewing 2020-2021 data.



#### Math Performance: All Students

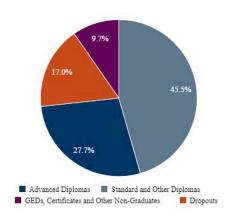
2020-2021 math results reflect reduced student participation in state math assessments due to COVID-19. The wide variations in participation rates and learning conditions should be taken into consideration when reviewing 2020-2021 data.



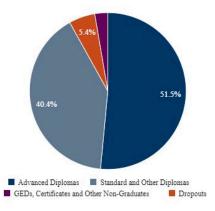
#### **Diplomas and Completion**

#### Class of 2023: All Students

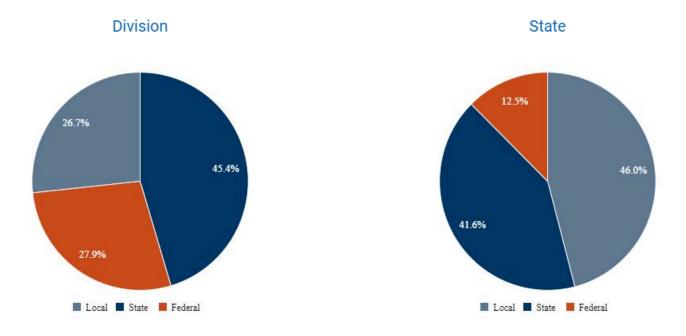
#### Division



#### State



2021 - 2022 Sources of Financial Support



Source: https://schoolquality.virginia.gov/divisions/danville-city-public-schools#desktopTabs-7

#### **Preliminary SWOT Analysis**

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Collaboration with DPS

#### Weaknesses

- Limited staff capacity
- Limited funding resources
- Administrative Burden
- Dependence on DPS
- Competition of resources from other local educational foundations (Averett and DCC)

#### **Opportunities**

- To develop innovative strategies through collaboration with community partners
- To increase unrestricted funds through an enhanced corporate giving strategy
- To increase awareness and engagement of the mission through regular/expanded marketing and communication efforts
- To foster/deepen relationship-building efforts with alumni to increase support of the mission (financial and volunteer)

#### **Threats**

- Staff capacity
- Restricted grant funding
- Limited awareness and understanding of the mission of DPSEF

### Like-Model Research

	Danville Public Schools Education Foundation	Richmond Public Schools Education Foundation	Bedford Area Educational Foundation	Roanoke County Public Schools Education Foundation
Location	Danville, Virginia (Urban)	Richmond, Virginia (Urban)	Bedford County, Virginia (Rural)	Roanoke County, VA (Suburban/Rural)
Years in Operation	22 years	23 years	23 years	33 years
Annual Revenue (2022)	\$61,000	\$1,100,000		\$122,000
Staff	1 employee (dual employed with DPS)	3 employees	1 employee	2 employees (dual employed with RCPS)
Primary Funding Sources	Foundation and Corporate	Foundation and Corporate	Foundation and Corporate	Corporate and Individual
Key Programs and Initiatives	Student Scholarships	Student Scholarships, support a classroom (marketing for the Donors Choose requests from teachers), and volunteer programs	Teacher grants for programs or resources	Student Scholarships

	Danville Public Schools Education Foundation	Richmond Public Schools Education Foundation	Bedford Area Educational Foundation	Roanoke County  Public Schools  Education  Foundation
Key Program and Initiatives (cont.)	Adopt-a-School	STEM Academies (locations at two middle schools that create theme-based schools)		Teacher Grants (up to \$250 for project-based and inquiry-centered learning)
	Transition Stop	Language Instruction Educational Program (English Language Learners Program)		Golden Apple Teacher of the Year Award
	Books for KIDS	Lit Limo (Mobile Library modeled after an ice cream truck. Students get to choose a book to keep and sign up for the public library when the bus visits their neighborhood)		Golf Tournament (Annual fundraising event)
	Teacher grants, incentives, and other supports	Community Hubs (Outreach workers from specific neighborhoods that work with families		Backpack 5k Run (Annual fundraising event)

Danville Public Schools Education Foundation	Richmond Public Schools Education Foundation	Bedford Area Educational Foundation	Roanoke County Public Schools Education Foundation
	to promote student success)		
	RVA Men Teach (works to recruit and retain male educators of color)		
	East End Music Festival (annual event that raises money for music and cultural arts programs)		
	RPS Shines (annual event to recognize teachers and staff)		
	RPS 200 Pilot Program (extends the school year to 200 days)		

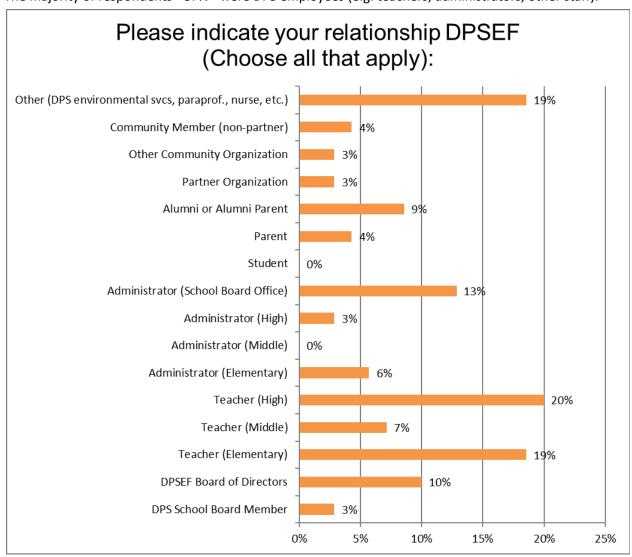
	Danville Public Schools Education Foundation	Richmond Public Schools Education Foundation	Bedford Area Educational Foundation	Roanoke County Public Schools Education Foundation
		Trauma Response and Healing Fund (following a tragedy this fund is dedicated to addressing well-being of students and staff) Literacy (Equips		
		educators of PK-3 with tools and training)		
Other Information	Ability to donate on website through Paypal	Ability to donate and designate on website. All financials available on website	Named sponsorship levels; each level receives different recognition benefits (information is available on their website). Ability to donate on website.	Named sponsorship levels. Ability to donate online.

#### **Survey Summary**

DPSEF stakeholders - Board, staff, DPS teachers, administrators, and other employees, partner organizations, School Board members, and other community members - were invited to participate in the data-gathering phase of strategic planning and provided survey links in April 2024. The surveys were extensive and asked participants about the organization as it exists today and how it may look in the future, as well as ranking what works well or needs improvement. The survey was distributed through DPSEF targeted emails, general eblasts, and social media.

**Total responses: 70** 

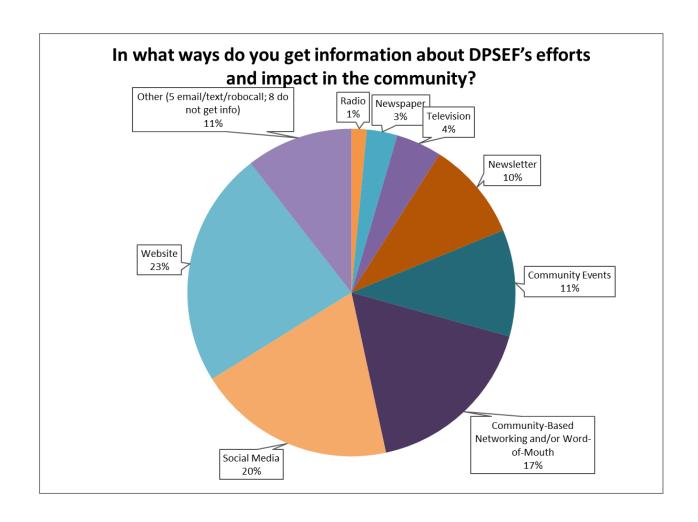
The majority of respondents - 87% - were DPS employees (e.g. teachers, administrators, other staff).



### Which words come to mind when you think of DPSEF?



Of note, 7 (10%) respondents indicated they were not familiar with the organization before receiving the survey.



On a scale of 1 star (least favorable) - 5 stars (Most favorable), what has been your experience with DPSEF? Please explain:

Answered: 70 Skipped: 0





DPSEF's mission is: "A community invested in education and Danville Public Schools." Please rate the overall effectiveness of the MISSION on a scale of 1 star (not effective at all) to 5 stars (most effective):

Answered: 70 Skipped: 0





# Are there any programs or services which you think we should focus <u>more</u> resources on?

34% (24 respondents) indicated they do not have enough information to answer this question.

44% - Teacher Support Incentives

29% - Teacher Grants

26% - Scholarships

19% - Books for Kids

19% - Adopt-a-School

7% - Transition Stop

#### Other:

- Behavioral techniques in the classroom
- Teaching and learning, culture and climate
- More Support For IEP Student (Especially Dyslexia)
- Mentoring. Ways to show scholars that you can get a good education all the while embrace nature.
- School Attendance Initiatives
- Absenteeism

When asked to "Share more about your answer to the question above," respondent statements include:

 Teachers need more support. With incentives they are motivated to carry on their job and feel supported.

- I could imagine a world in which we support all of these programs/services more than we currently do. I think that all of these initiatives are necessary; however, I think that some may be of higher priority for our organization than others. For example, I think that scholarships, teacher grants, Transition Stop, Books for Kids, and adopt a school programs make sense for us to prioritize since we're a foundation. Any teacher support incentives are absolutely something that we should be supporting, but I think maybe less of a priority since those are things that should be originating from the district itself.
- To keep teachers, give incentives and bonuses coming.
- I am not from the area but have been impressed with all of the activities and opportunities available for students.
- I read the information on your website to familiarize myself with this organization's purpose. I had not heard of it before. It looks like it has a great mission, but I noticed the fundraiser page has something still showing for fall of 2023 which makes me wonder how up-to-date it is. I also read some of the strategic plan for 2020-2023, and if this organization who is provided some of the Professional development opportunities for teachers or other materials, that wasn't made known to me as a teacher. If the organization's purpose is to support DPS, I believe it deserves credit for it. I'm not saying it didn't do it, just want to point out if it did, I, as a teacher, didn't know about it.
- Teachers often do not feel supported by DPSEF. There is a lack of supplies and resources at some schools, yet others seem to get the best of the best.
- Honestly all of the programs have the potential to do great things for students and teachers.
- Again, this goes back to my belief that the mission and function of the foundation is not well enough publicized or understood.
- There is a lot of disruptive behavior that occurs in the classroom that causes problems and disrupts the learning process for that students that want to learn and achieve
- The need is great.
- Teachers are feeling overwhelmed and underappreciated. Some support would be greatly appreciated.
- I am not aware of the role of the foundation.
- I need more information about Transition Stop to know if it is what I think it is. Teacher support incentives will help keep certified teachers in Danville Public Schools.
- Teachers need better pay and more support. This generation of children needs more individual help and many need special services.
- More incentives for students to pursue post graduation goals would be great to help increase the graduation rate.
- Schools and the community need a closer connection and we need additional ways to keep our teachers from leaving our schools.
- Teachers need opportunities for professional development outside of district.
- Teachers need materials that last the entire school year.
- I would like more information.
- Scholarships are always needed

- I hear the title of this community program, but I really don't know a lot about it or what it currently does.
- some teachers don't get the support needed in the school building by administrators.
- I am not aware of what the foundation does.
- Books are expensive and every child deserves to have some books in their home library.
- We here at DPS have (0) Programs that help or aid children with Dyslexia. We (DPS) do not acknowledge the disability in the whole school system. Although there are many of our children that suffer from Dyslexia. We have no teacher's that are qualified to teach children with Dyslexia. So with no programs and no teachers that are qualified. We have a percentage of children that are left to fend for themselves. We (DPS) label them with other approved terms to cover them in their IEP. But never address the main underlying issue. So with a program designed for Dyslexia and qualified teachers. I Believe that the percentage of Graduating Students will rise.
- Elaborate on what the foundation does. I had never heard of it until getting this survey.
- Teachers who teach a trade should be paid accordingly. They teach students a lifetime skill and set a career path for students. Over the last 5 years 80% of seniors that graduate do not go to college. Give them the opportunity to receive a trade and have a great start in a career locally to help grow our community and bring more trade jobs to our city.
- When looking at the list to choose from, mentoring did not make the list. Middle school is where this subject matter will be most impactful.
- Try ways to increase parental involvement.
- There seems to be more focus on elementary and not on high
- listen to teachers, collaboration, parent involvement
- I'm not sure what the program does or offers
- School attendance is very poor throughout our community. We need to get information out to the community about the importance of school attendance and the financial, emotional, and legal repercussions of not sending children to school. A community suffers when a school division is struggling. We need billboards, signs, community partners who emphasize attendance. Employers, churches, housing communities all need to push the message out into the community.
- Our preschool teachers work very hard for our at-risk preschool and the kids and teachers deserve recognition.
- I would love to see our upper-elementary, middle, and high school students do novel studies instead of reading out of a basal or off a worksheet all of the time. Novel studies offer students the opportunity to become life-long readers. We learn to love reading through books, not passages.
- I am not really sure what they currently sponsor.
- Events to celebrate teachers and students. For example, a teacher appreciation day or teacher day. Grants for certifications. Online books or resources that students can use.
- The focus is, and should be, mainly on student impact. But it feels like it is sometimes lost that supporting the teachers could be, in fact, more influential on the students both now and in the future.
- I believe that the purpose of a public school educational foundation is to provide the resources that the locality does not.

- Need better administrative leadership that focus on transformational gifts.
- More money going towards teachers.

# Are there any programs or services which you think we should focus <u>fewer</u> resources on?

73% (51 respondents) indicated they do not have enough information to answer this question.

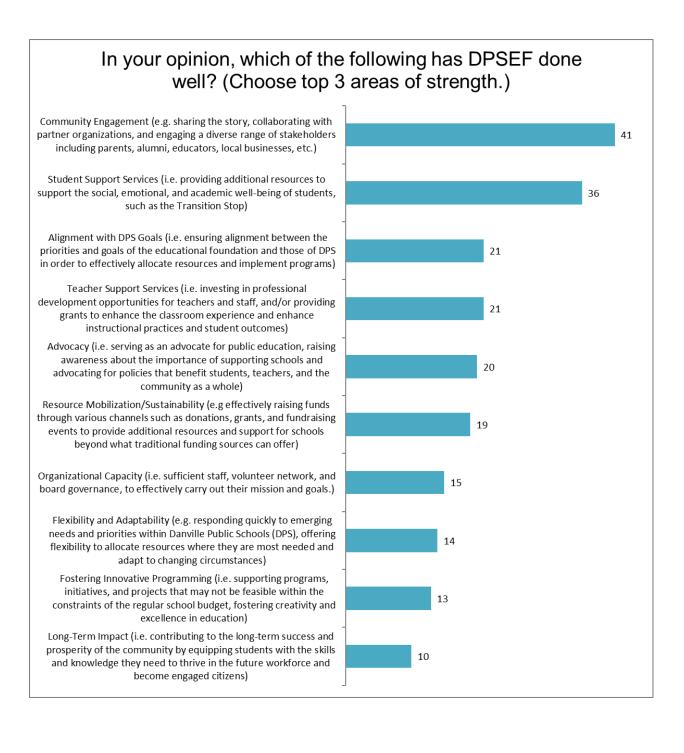
7% - Scholarships

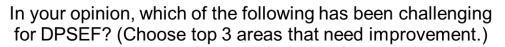
6% - Teacher Support Incentives

1-4% - Adopt-a-School, Transition Stop, Books for Kids, Teacher Grants

When asked to "Share more about your answer to the question above," respondent statements include:

- Future education is always a good investment.
- Teachers often do not feel supported by DPSEF. There is a lack of supplies and resources at some schools, yet others seem to get the best of the best.
- I think all of the programs are worthwhile.
- I hear the title of this community program, but I really don't know a lot about it or what it currently does.
- All of those projects seem worthy of funding.
- Maslow before Bloom.
- Students need more hours spent in CTE classes. Especially the trade classes
- Students do not read from paper as much as they do from devices. We cannot give away books at the high school level. This may need to be a focus for elementary school.
- I would not want to see any of the programs cut. They all serve a valuable purpose.
- I feel all of the resources focused on the current services are appropriate.
- Scholarships are, by their nature, for students who are departing the Danville Public School System, we should be funding programs to assist those within that system.
- We have a lot of money in the grant still left to spend on transition stop





Organizational Capacity (i.e. sufficient staff, volunteer network, and board governance, to effectively carry out their mission and goals.)

Community Engagement (e.g. sharing the story, collaborating with partner organizations, and engaging a diverse range of stakeholders including parents, alumni, educators, local businesses, etc.)

Teacher Support Services (i.e. investing in professional development opportunities for teachers and staff, and/or providing grants to enhance the classroom experience and enhance instructional practices and student outcomes)

Fostering Innovative Programming (i.e. supporting programs, initiatives, and projects that may not be feasible within the constraints of the regular school budget, fostering creativity and excellence in education)

Long-Term Impact (i.e. contributing to the long-term success and prosperity of the community by equipping students with the skills and knowledge they need to thrive in the future workforce and become engaged citizens)

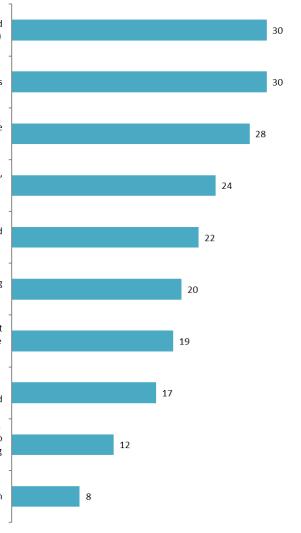
Advocacy (i.e. serving as an advocate for public education, raising awareness about the importance of supporting schools and advocating for policies that benefit students, teachers, and the community as a whole)

Student Support Services (i.e. providing additional resources to support the social, emotional, and academic well-being of students, such as the Transition Stop)

Resource Mobilization/Sustainability (e.g effectively raising funds through various channels such as donations, grants, and fundraising events to provide additional resources and support for schools beyond what traditional funding sources can offer)

Flexibility and Adaptability (e.g. responding quickly to emerging needs and priorities within Danville Public Schools (DPS), offering flexibility to allocate resources where they are most needed and adapt to changing circumstances)

Alignment with DPS Goals (i.e. ensuring alignment between the priorities and goals of the educational foundation and those of DPS in order to effectively allocate resources and implement programs)



# What information or advice would you give DPSEF as we make decisions about long-term priorities and goals?

- Talk to the teachers and principals to see what they need!
- Continue to provide opportunities for student advancement. They are our future leaders.
- I don't feel it's appropriate for me to provide input for this organization since I was not familiar with it. I chose 3 stars for questions that I would've chose "N/A" had that been an option. I selected same three choices for #10 and #11 so that I could complete the survery. I've been with DPS for 5 years now but I didn't know about DPSEF. I believe being more transparent may garner more support in the future and as an employee, I wanted you aware that I am not familiar with DPSEF. I think it is important for you to know that considering you have a mission to serve DPS, there are DPS employees who don't know about it.
- Talk with the teachers and get their input.
- Regarding question 11, honestly none of them really stood out to me but I had to pick three options.
- Overall the organization seems to do a great job building support for DPS teachers and DPS programs.
- Publicize your mission and work more so that you reach as many stakeholders as possible.
- I would hope that administration would look and evaluate closer what is going on in classrooms and stop making quick walk-throughs that don't reveal what is actually happening
- Use an external facilitator to lead the development of the strategic plan. Make a plan then implement it effectively.
- DPS need to do a better job with ensuring students have consequences for their violent and disrespectful behavior. This makes it VERY difficult for teachers to teach because the students KNOW they can do as they please and there will be NO consequences. Instead of sending a child back to class who threw a chair at someone, the student should be placed in a quiet room with a behavioral staff member as well as a teacher to ensure the student is still learning as opposed to having the students sit near the office and continue to act out for the whole school to see them.
- I would encourage you to be involved with employee onboarding so new employees are familiar with your goals and impacts
- Actually have conversations with stakeholders, and listen to all including students, community, and teachers, especially teachers who live and work in the community. We are overwhelmed with leadership from surrounding areas that have no stake in Danville as a community.
- I feel that teachers need more support in the classrooms and that parents should be held accountable for children's chronic bad behavior. Parents should also be held accountable for supporting their children in regards to homework and joining the various portals created for them to be in the know of their child's daily activities at school.
- Explore more areas of promotion.
- Be Strong, have a clear vision, and continue your good work;
- Ignore my responses for questions 11 and 12; I could not submit survey without responding to those questions. I want to stress that I know almost nothing about DPSEF and I am a DPS

graduate, child of retired DPS faculty, a DPS employee, former neighbor of a current board member, and subscribe to local newspapers. I don't know if public knowledge of the foundation is essential to its success, but if it is then much needs to be improved.

- To make sure everyone TEACHERS & STUDENTS feel welcome
- SUPPORT your teachers. Input leaders that are capable of leading by example and have team oriented agendas and not self. TEAM wins the race with students.
- Sharing more information about all the programs/resources that are being provided.
- *Keep up the good work!*
- As a DPS employee I would like to hear more about DPSEF. A suggestion would be to send monthly or quarterly emails to the entire division.
- DPS could have more programs for Trade work starting earlier in the children's education. Like Elementary School.
- Since over the last 5 years, only around 20% of our graduating seniors go to college. That leaves 80% that doesn't. Ask yourself the question. What are they going to do or become? We need to push for more students to get involved in a trade program so they will have the opportunity to find a good job and a career.
- To work together as a community. Promote a positive environment to discuss and motivate scholars to continue studying.
- Communicate and plan with your staff who have to facilitate the work.
- To include every possible stakeholder in the community and get the word out about what you do. We need to blanket the City of Danville with the message that we care about the children here and we prioritize education. A community that learns together, grows and prospers together.
- *Keep up the great work!*
- I have seen a lot of positive changes taking place within DPS the past several years. We have a long way to go, but we are headed in the right direction. Thank you for all of your hard work!
- Being able to reach out more to families within our community and to stress that it all starts at home, this is something that our community doesn't ever mention.
- Before it commits funds to an endeavor, the DPSEF must be confident that the funds can be leveraged to transform the DPS and the students within it.
- Consider sustainability
- Your mission is not actionable, and is not measurable.
- Ensure they are long-term and can sustain change

Q10 Our mission is: To provide individualized culturally competent care in our communities, by supporting wellness and quality of life in a recovery-oriented environment and professional manner. Please rate our overall effectiveness on a scale of 1 star (not effective at all) to 5 stars (most effective):

Answered: 57 Skipped: 20





	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE	
☆	0.00%	3.51%	17.54% 10	49.12% 28	29.82% 17	57		4.05
			10	20		01		00

Q5 SBH's mission is: 'To provide individualized culturally competent care in our communities, by supporting wellness and quality of life in a recovery-oriented environment and professional manner.' Please rate the overall effectiveness of SBH's MISSION (1 star - least effective to 5 stars - most effective):

Answered: 20 Skipped: 1





	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE	
☆	5.00% 1	10.00%	20.00%	35.00% 7	30.00% 6	20		3.75

# Appendix B - Dashboard Tool



#### Strategic Plan Dashboard 2024-2027



We recommend that you revisit during regularly scheduled Board meetings and update often as this should be the roadmap for your work.

	Entings for Upperations Diag Good * Borg Kind  Long-term Objective 1. Ensure Sustainable Funding for Long-Term Impact, including Full-Time Director										
Strategy 1.1. Esta	trategy 1.1. Establish an annual fund plan to ensure consistent financial support for educational initiatives.										
Action Steps	Staff Responsible	Anticipated Completion Date	Required Resources (Financial / Human/ Other)	Anticipated Outcomes	Actualized Outcomes	On Schedule	Needs Attention	Late	Complete	Comments/Notes	
Action Steps	Otali Nespolisible	Completion Date	(i manciai / Human/ Other)	Create a plan that includes the following elements:	Actualized Outcomes	On schedule	Needs Attention	Late	Complete	Commencariotes	
				A realistic, but ambitious,							
				annual fund goal							
				Identification of X corporate prospects capable of giving \$500+ per year							
				Identification of X individual prospects capable of giving \$500+ per year							
				Calendar of fundraising activities							
Develop an annual resource development plan that raises needed				Named "giving levels" (including recurring donations?)							
funds through individual, corporate,	Director and Resource		Requires the help of the entire Resource Development	Baseline fundraising metrics							
and foundation giving	Development Chair		committee	to track progress 5 "touches" or forms of							
				communication (face-to-face, telephone, handwritten notes, etc.) with top prospects identified per month by Board members							
Implement annual				2-3 Direct mail or email solicitation of identified							
resource development plan that raises needed				prospects (e.g. alumni)							
funds through individual, corporate, and foundation giving	Director and Resource Development Chair	Ongoing	Requires the help of the entire Resource Development committee	100% Board Giving Raise \$X by Q4 2025							
and roundation giving	Director and	Ongoing		Creation of individual cultivation plans for X top			1				
Develop individual cultivation plans for "top prospects."	Resource	Ongoing	Requires the help of the entire Resource Development committee	prospects to include a calendar of planned "touches"							
Ensure 100% Board giving.	Board Chair	Annually	,	Increased Board giving							
Establish and market payroll deduction giving option	Director										
Implement a reporting procedure for board											
and staff to follow up on contact with a	1		May require additional assistance from an outside	Increased knowledge sharing							
donor/prospect (e.g. contact report to be entered into donor	Director and Board		consultant. (Dan River Nonprofit Network and/or River District Consulting or another consultant	Increased personal touches							
database) Update and/or create	Chair	Future	of your choosing)	with DPSEF supporters							
fundraising materials that tell the story of DPSEF's impact in the	Director and Resource Development committee										
Update website with impact story and events	Director	ongoing									
		with alumni gro	ups, local foundations, a	nd potential corporate p	partners.						
		Anticipated	Required Resources					Late			
Action Steps Develop corporate	Staff Responsible Director and	Timeline	(Financial / Human/ Other)	Anticipated Outcomes	Actualized Outcomes	On Schedule	Needs Attention	Late	Complete	Comments/Notes	
package with giving levels and benefits (including Adopt-a- School Program)	Resource Development committee										
Apply for grants from local foundations that align with DPSEF's											
mission and vision.  Attend events and trainings/workshops given by local funders	Director and Board										
Encourage giving to DPSEF as part of class reunion activities	Members  Director and Board  Members										
			İ								
		Anticipated	y involved in resource de Required Resources	i .							
Action Steps Establish and utilitze a	Staff Responsible	Completion Date	(Financial / Human/ Other)	Anticipated Outcomes A dedicated group of Board	Actualized Outcomes	On Schedule	Needs Attention	Late	Complete	Comments/Notes	
Resource Development Board Committee	Director and Board Chair			members (3-4) that are focused on fundraising efforts Self-reported increased							
				knowledge of the board's role in fundraising							
Educate board				Increase in number of board members actively							
members on their fundraising roles & responsibilities (e.g.			May require assistance from outside consultant (Dan River Nonprofit Network, River District	participating in fundraising activities							
annual retreat, board training sessions, etc.)	Director and Board Chair	Ongoing	Consulting, or other consultant	Increased annual dollars raised by Board members							
Assign "thank you" notes and calls to	Director, Board Chair, and Resource			Increased Board member							
Board members each month	Development Chair	Ongoing		participation in fundraising efforts			1				
Strategy 1.4. Esta	blish a robust end	Anticipated	Provide long-term finance Required Resources	ial stability.							
Action Steps Communicate need for	Staff Responsible	Completion Date	(Financial / Human/ Other)	Anticipated Outcomes	Actualized Outcomes	On Schedule	Needs Attention	Late	Complete	Comments/Notes	
and impact of	Director, Board Chair, and Resource										



### Strategic Plan Dashboard 2024-2027 Note: This document should be used as a "living document."



We recommend that you revisit during regularly scheduled Board meetings and update often as this should be the roadmap for your work.

Long-term Objective 2. Achieve Universal Awareness throughout the Community

Strategy 2.1. Dayalon and implement a comprehensive communication strategy to increase visibility of the foundation's mission and impact within the community

	Staff Responsible	Anticipated Timeline	Required Resources (Financial / Human/ Other)	Anticipated Outcomes	Actualized Outcomes	On Schedule	Needs Attention	Late	Complete	Comments/Notes
Explore partnerships to increase DPSEF capacity for marketing and communication activities										
Create awareness campaign around funding gaps to address any negative perceptions (to include a visual representation of funding sources and purposes)										
Create a Communications Plan to share DPSEF's Impact Story with the Community										Embedded student and alumni spotlight program run by DPSEF
Leverage partnerships with DCCTP and UWDPC to tell the success stories										

#### Strategy 2.2. Strengthen relationships with key stakeholders, including students, parents, educators, alumni, and community leaders.

Action Steps	Staff Responsible	Required Resources (Financial / Human/ Other)	Anticipated Outcomes	Actualized Outcomes	On Schedule	Needs Attention	Late	Complete	Comments/Notes
Cultivate relationships with City Council and School Board members									
Cultivate relationships in the business community to encourage volunteering by employees									
Continue to host (and expand reach of) friendraising events such as golf tournament and Turkey Trot									



### Strategic Plan Dashboard 2024-2027





Long-term Objective 3. Promote Data-Driven, Innovative Strategies for Equitable Education

			Long-to	erm Objective 3. Promo	ote Data-Driven, Inno	vative Strategies for Equ	itable Education			
Strategy 3.1. Data	a Analytics									
Action Steps	Staff Responsible	Anticipated Timeline	Required Resources (Financial / Human/ Other)	Anticipated Outcomes	Actualized Outcomes	On Schedule	Needs Attention	Late	Complete	Comments/Notes
Use data analytics			,							
provided by DPS to identify student needs and funding gaps										
Visually map assets to identify funding gaps (e. g. what										
organizations/initiatives such as GEAR UP, are already funding										
priorities, such as college trips?)										
Visually map funding resources (i.e. where do local, state, federal funds go?)										Julie Brown mentioned a report she might be able to share. Megan Smith will talk to Andrea Gillus, CFO, and Dr. Takiwi Babalola re: funding sources
Strategy 3.2 Beyo	and the Classica									
Strategy 3.2 Beyo	The the Classicol									
Action Steps Ideas to consider if sup		Anticipated Timeline	Required Resources (Financial / Human/ Other)	Anticipated Outcomes	Actualized Outcomes	On Schedule	Needs Attention	Late	Complete	Comments/Notes
ideas to consider it sup										Dr. Hairston to share Beyond th
	Mini grants for experi Field Trips									Classroom Top 5 Ideas
	Career Awareness L Career Resource						1			
	College Resource									
	College Campus V	isits								Consider partnership with Communities in Schools
	Job Shadowing International Travel Pr									
	International Travel Pr	ogram								
Capture impact story and share with community	Director									
Strategy 3.3 Stud	ent Access to Ed	ucational Success			•		•			'
	1		Required Resources							
Action Steps Ideas to consider if sup		Anticipated Timeline	(Financial / Human/ Other)	Anticipated Outcomes	Actualized Outcomes	On Schedule	Needs Attention	Late	Complete	Comments/Notes
M	fental Health Needs and	l Services								
Help Financ	for Students with ACEs cial Incentives to Increa	s (mentoring) se Attendance								
S	Student Leadership Dev	elopment								
Recognition of achieve programs, state cl	ement - (e.g. perfect atte hampionship recognition Food Bank/Clothing C	indance, scholarships, honors n, other monetary awards) losets								
Capture impact story										
and share with community	Director									
Strategy 3.4 Pare	nt/Caregiver Sup	port								
Action Steps Ideas to consider if sup	Staff Responsible	Anticipated Timeline	Required Resources (Financial / Human/ Other)	Anticipated Outcomes	Actualized Outcomes	On Schedule	Needs Attention	Late	Complete	Comments/Notes
		or parent/caregiver support								
Explore opportunities	ze parents/caregivers to s to partner with DPCS i	and others in the community								
	fering parent/caregiver s igement options for pare	upport programing ents/caregivers unable to attend			<u> </u>		+	<del> </del>		
	due to work Nore ways to revitalize F				-			+		
	.,									
Capture impact story and share with community	Director									
								<u> </u>		
Strategy 3.5 Teac	her/Administrator	Support								
Action Steps	Staff Responsible	Anticipated Timeline	Required Resources (Financial / Human/ Other)	Anticipated Outcomes	Actualized Outcomes	On Schedule	Needs Attention	Late	Complete	Comments/Notes
Ideas to consider if supported by the data in Strategy 3.1: Financial incentives to teachers/administrators for attendance										
Research/explore who's doing well already within DPS re: attendance - invite										
them to share how they are doing it with other schools Innovative school or classroom grants					+		<del> </del>	+		-
Grant opportunities for professional learning Employee Wellness Programs										
	ement (e.g. attendance,	ograms scholarships, other monetary			<del>                                     </del>		1	+		
	awards) Administrator Communi				-		-	-		-
		,								

# Thank You

to the Foundation's Board of Directors and to the Danville Public Schools for their dedication and hard work in shaping this strategic plan and guiding the future of Danville Public Schools Education Foundation.

#### More Information

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