

COMMUNITY ASSESSMENT STUDY

BLUFFVIEW MONTESSORI

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INTRODUCTION

Originally founded as a preschool in 1967, Bluffview Montessori School grew to become a K-8 public charter school with a tuition-based preschool. Bluffview became the nation's first Montessori school with charter status in 1993, with the Winona Area Public Schools serving as its authorizer. The 1998 expansion of Minnesota state charter school funding and a successful \$700K capital campaign allowed Bluffview to move to its current site on Gilmore Avenue, where the school's unique Montessori-style structure now serves more than 200 students. Charter schools are nonsectarian public schools of choice that are charged with developing and implementing innovative educational practices. Bluffview's distinctive Montessori approach empowers children to unfold their full potential as whole and unique persons in a global community.

The Board of Directors and the Executive Director of Bluffview Montessori contracted with Laura Eddy, a consultant in fundraising, to conduct a Community Assessment Study to determine if a sample of businesses and individuals were willing and able to support a \$1M capital campaign to fund an endowment along with capital improvements to assist Bluffview in increasing salaries for the Montessori teachers and staff. Laura Eddy has extensive experience assessing feasibility and strategy to fundraise capital funds for 501©3 organizations. Laura Eddy conducted the personal interviews and focus group and prepared this report.

THE GOAL OF BOARD OF DIRECTORS AND ADMINISTRATION

The goal of the Board of Directors and Administration for Bluffview Montessori is to endow the Montessori method so that Montessori education will thrive in Winona for generations to come. Initially, they aimed to raise \$1M in donations as seed funding for an endowment that will generate supplemental revenue for the school. The long-term goal is to achieve the same level of funding as traditional public schools, which will require a \$12M endowment to realize \$250 - \$300K gain each year. The Bluffview Future Fund will allow them to build on past successes in order to achieve several long-term goals.

The raised Future Funds will go towards the listed items, but not limited to the below.

- Increase teacher pay to minimize turnover caused by disparities in funding for traditional public and charter schools.
- Offer affordable health insurance coverage for staff.
- Increase support for essential Montessori training for new and experienced Bluffview teachers.
- Reinstate Spanish language instruction.
- Expand mental health programming.

- Update proper didactic materials.
- Upgrade instructional technology to support digital literacy and new middle school computer science electives.
- Build a garage and greenhouse on campus to ease crowding and foster new opportunities for hands-on learning.
- Build a full-size gymnasium to ease competition for space on campus, as current gym doubles as cafeteria and auditorium.

ASSESSMENT STUDY

During the initial stage of the Community Assessment Study, the Administrator was very engaged in identifying individuals who understand the philanthropic potential in the region and interest in Bluffview Montessori in order to achieve the board of directors and administration goals. Fourteen of the individuals identified were interviewed. They were assured of the confidentiality of their remarks. No solicitation took place; however, they were asked if they would consider a gift if Bluffview were in a fundraising situation. This report summarizes their remarks without identification of sources. The Assessment Study Survey asked nine questions. In most situations, the questions led to further discussion and additional questions were asked. The interviewees were capable of making influencing decisions regarding philanthropic contributions, knowledgeable regarding issues surrounding the potential campaign and were able to evaluate leadership qualities. Not all key informants responded to all the survey questions; however, each individual contributed richly to the findings in the study. When interviewing couples an effort was made to get individual responses. A copy of the questionnaire can be found in the addendum of this report.

The following individuals served as respondents for the Study. Their feedback and thought-provoking ideas and questions are the basis of this report.

- Will Oberton - Past parent, current grandparent
- Shirley Oberton - Past parent, current grandparent
- Jack Richter - President and Chief Executive Officer, Winona National Bank
- Greg Evans - President and Chief Executive Officer, Merchants Bank
- Connie Metille - Assistant Professor of Winona State University
- Gary Evans - Community member, key volunteer fundraiser in Winona
- Jen Florness - Past parent
- Dan Florness- Past Parent, President and Chief Executive Officer of Fastenal
- Najib Schlosstein - Past parent, past middle school teacher at Bluffview
- Brad Peterson - Past parent, past board member, Owner Mississippi Welder
- Gaby Peterson - Past parent, Business Owner

- Jan Brosnahan - Past parent, Chief Financial Officer Winona Health
- Paul Brosnahan - Past parent, Attorney
- Lindsey Abrahams - Future parent, community member
- Kathy Young - Past parent, Pastor Radiant Church

The following individuals served as members of the focus group for the study. Their feedback and thought-provoking ideas and questions are the basis of this report.

- Sara Brandon - Winona Community Foundation
- Chris Gervais - Current parent, Financial Planner
- Erin Gervais - Current parent, Life Coach
- Carew Halleck - Past parent, Business owner
- Amanda Hedlund - Current parent, Director for Habitat for Humanity
- Daniel Kirk - Dean of the College of Education, Winona State University
- Abigail M Kugel - Current parent, ACE Department, Winona State University
- Nicole Schossow - Current parent, Winona Area Chamber of Commerce
- Jeff Van Fossen -Current parent, Business owner

THE PURPOSE AND PROCEDURES OF THE STUDY

The Assessment Study was designed to determine the interest and potential magnitude of a capital campaign for Bluffview Montessori.

To achieve these purposes the study focused on:

1. Assessing how much money can be raised for the Bluffview Montessori goals.
2. Outlining the most effective fundraising strategy.
3. Measuring the readiness and the awareness level of key community members and people with an interest in Bluffview.
4. Identifying potential conflicts with other fundraising drives.
5. Evaluating the current and short-term economic climate in the area and ascertaining whether these economic conditions will affect the proposed fundraising projects.
6. Recommending a campaign goal and preliminary timeline.
7. Cultivating prospective contributors.
8. Cultivating campaign leaders.
9. Providing the opportunity for business leaders in the philanthropic community to voice their opinions.
10. Identifying any community issues which could affect the successful conclusion of a campaign.

THE NEED FOR A CAPITAL CAMPAIGN

Bluffview has a strong record of high-quality Montessori education and financial stewardship. Despite fiscal challenges over the years, Bluffview has maintained its sharp focus on Montessori methods as a tool for fostering creativity, curiosity, and independence in the students who will become innovators and leaders in our community and in the years to come.

Although Bluffview is currently enjoying strong enrollments and financial stability, the school continues to face funding inequities that pose challenges for future growth. Bluffview plans a two-pronged approach to address these challenges. Bluffview is working with the Minnesota Association of Charter Schools and members of the Minnesota Legislature to address structural problems in school funding. The Bluffview Future Fund will allow Bluffview to build on its strengths, plan for the future with more financial certainty, and make its innovative Montessori approach accessible to a wide range of community members. The Bluffview Future Fund will enable Bluffview to strengthen Montessori education in Winona, maintain a beautiful and safe campus, and build on its past achievements.

The study participants were presented with the proposed issues and projects and asked if they would support a fundraising campaign with contributions or pledges over a three to five-year period. While everyone interviewed was familiar and positive with Bluffview Montessori; many felt the school has been low key in the past. There has been little fundraising or public relations activity outside of the families currently involved. A campaign of this magnitude needs a “champion” to succeed. During the study a champion emerged with a \$1M gift over a five-year period. A champion is especially needed after all interviewed said they would support “something” but are not sure what at this point.

It is important to assign values needed for the projects desired as outlined in the case for support in order to give all interviewees a better idea on what that “something” could be from them. With the need of those listed above, it was evident a \$1M campaign would not solve this issue. Also, a \$12M endowment campaign was not seen as a possibility in this philanthropic climate especially in light of the recent YMCA fundraising effort. Overall, a majority of the interviewees believe Bluffview Montessori does good things for children, families and the community even if a couple of community members interviewed didn’t have children attend. The case for expanded salaries were supported by everyone except one interviewee. The case for additional facility entities would need to be expanded in a case for support including cost estimates and drawings. Additionally, Bluffview would have to demonstrate how this would expand the educational experience for the student population in order to fundraise for these amenities.

THE IMPORTANCE AND BENEFITS OF MONTESSORI EDUCATION

Bluffview Montessori is well respected with the community interviewed. The interviewees were asked "What is your experience and perceived benefits with Bluffview Montessori?"

The most heard benefits of Montessori as a school choice were:

- "Montessori makes children curious, learn to learn, learn at their own pace. They will learn what they are interested in."
- "They have a better global view of the world than other school methods."
- "Many of the parents are professors from all over the world so students tend to be more diverse."
- "We appreciate the multi-aged classrooms and what it does for the younger and older aged-children."
- "The Montessori process teaches children to be resourceful."
- "Not everyone learns the same way."
- "Good for the community to have another educational outlet."
- "Parents who send their children to Montessori have a passion for education."
- "I hear a lot of success stories from students who went to Montessori."
- "The Montessori method works for children who are strong enough to be independent and for the child who don't fit into a traditional school setting."
- "Small class size allows for good communication with parents than in a larger setting."
- "Creates an atmosphere of attentiveness and intimacy. The teacher can really get to know the needs of the students in their class. A teacher is able to go above and beyond in the classroom such as introducing students to job shadowing opportunities exposing kids to many businesses and careers."
- "Montessori does a good job of preparing kids for adulthood. Expectations are high at Montessori. Self-directness is promoted."
- "A teacher can teach in several ways. The assistant teacher helps free the teacher to spend time with each child."
- "The multi-year classroom eliminates down time in having a teacher get to know a student and the student's needs each year. It creates a community viable for them to learn to give and accept help."
- "Tactile, practical, cubing and squaring numbers are tools used in Children's House that advances the way a child can learn math. A good teacher can teach in several ways. Frees a child to keep learning and be creative."
- "Multi-year teaching promotes continuity in learning for the child."
- "Montessori is a community viable for students to learn and to give and accept help."
- "Children learn the skill of self-directing."

- “Good student/teacher ratio promotes an atmosphere of attentiveness and intimacy.”

Additional benefits include independent, individualized, flexible and self paced learning, well-developed relationships between student and teachers, mixed-age classes and no homework. The perception of Bluffview Montessori is positive among those interviewed. All respondents believe in the need, mission and values. They were supportive of the Montessori education process and understood the need for good teachers to be paid higher than their current salary. All interviewed felt Winona was fortunate to have Bluffview Montessori as a choice for education for our community. However, most of those interviewed had chosen Montessori for their children and were supporting their decision.

DRAWBACKS AND CONCERNS OF A MONTESSORI EDUCATION

Every prospective campaign, especially in its initial stages, has several important questions. It is imperative to find out the concerns of the organization before digging deeper into the concerns for the fundraising to take place. Only a few of those interviewed had not had experience with Bluffview so their opinion was not based on experience.

Some of the comments and questions that arose during the interviews were:

- “While a small classroom size can seem beneficial, a small classroom can minimize opportunities with friendships which are so important at all ages; however, even more important during the middle school years.”
- “The multi-age classrooms can be a challenge for some teachers. Having older children helping younger children has many benefits for both groups; however, what if the older child is not modeling exactly what we want them to model.”
- “Always planned on sending our children to a larger setting as they got older.”
- “The middle school at Bluffview does not have enough students to form sports teams, hold dances, promote social interaction and form larger friendship groups. It can be difficult socially and educationally to go from Montessori to a bigger High School.”
- “We felt the middle school at Montessori was too small for them to learn certain things. Not enough real world exposure. Not enough choices socially. May serve a purpose for other kids, but we felt not for ours.”
- “When my children were in middle school, the teachers weren’t always Montessori trained. It costs a lot per student for the middle school, depending on the number of students in the middle school. I would rather sacrifice middle school for keeping strong programs for music, art, and language. There needs to be more preparation for transition to high school; however, I would be ok with middle school being eliminated

because now there are more options for High School than there were when my children were in middle school; Hope, Luther and Cotter are good choices.”

Additional concerns that arose dealt with the status of their financing preventing Bluffview from being competitive with teacher salaries causing teacher turnover which is disruptive for children, staff and administration. There are a limited pool of teachers available for hire because of the pay level and benefits. Mainstream integration when a child graduates from Montessori can be difficult. They also felt preconceived myths regarding a Montessori education as being free spirited, low standards of achievement, less accountability and a school for “tree huggers.” While there was a lot of respect for the administration of Bluffview Montessori several interviewees commented that a stronger pool of leaders on the board could help Henry catapult their goals with strong strategic and financial skills. Adding community members with business experience and philanthropic connections would add credibility and influence with a capital campaign and future goals of Bluffview Montessori.

GENERAL ECONOMIC CONDITION

At the time of the interviews the country and Winona specifically were in a good economic position to raise funds for Bluffview Montessori. In researching other fundraising activity, it is my belief it can be good during the pandemic. This worldwide situation is unprecedented; however, in my 25 years experience, funds have been successfully raised during recessions and 9/11 if a thorough case is made for the need. The philanthropic community will need to see that their funds and the increased space means Bluffview can reach more children and teach them more successfully. They would also want to see that the increased facility space does not increase the operating budget substantially where additional fundraising would need to take place.

The focus group was conducted six months into the pandemic shut down. They were asked if we were in an economic climate to raise funds. There were two schools of thoughts.

1. A focus group member felt it was not a good time to ask for money; however, it is a good time to build relationships with alumni, parents, community members and businesses to lay the groundwork for an ask at a later date.
2. “Why not?” ask at this time. It was pointed out that the market has been good, Fastenal has done well and many donors have not had losses at this time. For those who were not financially affected by the quarantine might have a heart for giving at this time. Many have experienced an appreciation for teachers as they had their own children home for a few months. Research on giving during the Covid pandemic is outlined in the addendum.

A knowledgeable interviewee commented stocks are at an all-time high so this could be a good time to donors for give shares of stock instead of cash.

CAMPAIGN LEADERSHIP

The Winona area is comprised of a strong pool of highly effective leaders who are actively involved in many business, social, civic, church and community organizations. The community's general culture is one of commitment and engagement in a continual effort to improve the community in any way. The community leaders place a high priority on education.

Every interviewee was asked if they would consider volunteering for any fundraising activity associated with Bluffview. None of the interviewees were current parents so while they were willing to contribute financially, they were not willing to contribute their time. They felt they had been intensely involved while their children attended and hoped the current parents would take the initiative to support a fundraising effort. They would be available to consulting on the building plans or willing to open doors to philanthropic dollars.

Successful capital campaigns require two essential ingredients - a worthwhile mission and strong leaders who are enthusiastic, willing to participate and willing to give financial support or secure financial support from other individuals. A capital campaign's success depends upon leadership from high profile people who are easily recognizable in the philanthropic community and who are committed to Bluffview Montessori. An extremely strong pool of leaders exist within the Winona area to provide support for a potential project. A majority of high profile, excellent community leader respondents will need to get involved in some way. It is somewhat common at this point in the process that leaders are hesitant to get involved in a capital campaign. It is most evident with those who have recently been involved in other campaigns and are experiencing some fundraising fatigue. On the other hand the focus group members were more integrated and involved with Bluffview and were enthusiastically willing to share their time and talent to help Bluffview reach goals.

POTENTIAL FOR LEAD GIFTS AND CAPACITY TO GIVE

In a successful capital campaign, the top 16 to 20 pledges generally support approximately 70 to 80 percent of the total campaign goal. The lead or top two gift levels are vital to a campaign's overall success. Eighty percent of the respondents indicated they would give or would possibly give when asked about making a contribution to Bluffview Montessori. No one indicated an amount they would give because, at this time, there needs to be a clearer indication of the priority of needs. There, also, needs to be a convincing outline of what needs to be supported and when.

A sampling of questions that would need to be answered before gaining full support:

- Will a \$1M campaign solve the salary needs of the teachers, assistant teachers and staff?
- Is it realistic to raise \$12M in today's climate?
- Is a greenhouse a priority and why?
- How can a new gym enhance the education of the Bluffview Montessori student?
- Will operating expenses increase with additional space?

Typically ongoing operating expenses are not supported by the philanthropic community. A few of the interviewees mentioned they would give to a capital campaign and would be supportive of materials but would need to see a demonstration of sustainability, stewardship and commitment.

Winona is a very strong and supportive philanthropic community with a support for good educational choices. There is a very strong financial capacity and philanthropic potential in Winona combined with the desire to give to worthwhile projects. The area's philanthropic and business community solidly back health initiatives, and recreation and educational systems. There is strong support for programs that help raise the standard of living. While there is strong support for construction projects and materials, support is not as strong for ongoing-operating expenses. A large-scale construction project in a small community requires two very important components to reach its fundraising goals. You need to receive a significant gift by a community champion and gain credibility and respect from the philanthropic community.

Bluffview Montessori is seen as a reputable and respectable choice of education for the Winona Community. The philanthropic community gives generously when they see a strong return on their investment and a solid case is made for the funds desired. Those interviewed are successful business leaders who are used to seeing a strong bottom line.

FAVORABLE AND CHALLENGING FACTORS

In summary, a number of factors exist which would positively or negatively affect the outcome of a fundraising campaign.

Favorable factors:

1. Bluffview Montessori is well-respected and seen as an excellent educational choice in the Winona community.
2. There is significant leadership pool within the Winona area consisting of active, high profile, enthusiastic and involved individuals who can support Bluffview depending on the campaign goal.

3. There is a general interest in financially supporting this project.
4. There is a well-funded local foundation whose sole goal is to fund Montessori programs.
5. Community champion arose with \$1M contribution over five-year period.
6. The focus group members were willing to share their time and talents to assist Bluffview in their goals.

Challenging factors:

1. There are questions as to what the actual goal is and what the priorities are in a capital campaign. If the main concern is staff and teacher salaries, it is questioned if a \$1M campaign solves the issue and how will the salary short fall be addressed each year.
2. A \$12M capital campaign is viewed as being unattainable in this community at this time. Many interviewees commented on the donor fatigue as the YMCA campaign has been going on for several years.
3. Concerns exist whether Bluffview will be able to financially support ongoing operations each year.
4. There is a perception Bluffview Montessori needs stronger leadership within the administration and the Board of Directors; community members who have broader experience in business, finance and philanthropy.
5. Operating expenses are not typically supported by the philanthropic community.
6. While there was strong support to financially contribute, those *interviewed* were not willing or able to volunteer at this time.

RECOMMENDATIONS AND NEXT STEPS

The following are recommendations on the basis of the foregoing findings, conclusions, and favorable and challenging factors:

1. The Board of Directors and Administrative Director form an ongoing fundraising/development/communications (FDC) committee comprised of business leaders, parents, alumni, and members of the philanthropic community.
2. Hire counsel to help launch a FDC committee that will be responsible for:
 - a. Setting up a timeline
 - b. Revising the case statement
 - c. Validating the revised case statement
 - d. Year-end appeal - good time for giving shares of stock
 - e. Social media program
 - f. Implementing solicitation training to raise \$1M with three to five year pledges
 - g. Planned giving effort investigating the new tax laws
 - h. Leave a legacy policies that encourage giving
3. Incorporate a "Friends of Bluffview Montessori" that can assist in fundraising for Bluffview Montessori.

4. Initiate conversation with Daniel Kirk, Dean of Education Village and current Board Member to encourage benefits of working together for both Montessori and education majors at Winona State University. Build on the conversation initiated during the focus group.
5. Investigate possibilities of working with the construction program at Minnesota State College Southeast for the building projects needed at Bluffview. Again, investigating the advantages to both parties. Also, research opportunities for some in-kind construction donations. There may be construction companies that want to keep their employees busy due to the downturn during Covid.
6. The Spanish program should be reinstated using tele-speech and community and educational volunteers and students.
7. It was suggested a few times the middle school program eliminated and those funds be allocated to Children's House. The cost per student was questioned along with the benefits of a student being in a small environment. It would be my recommendation the cost effectiveness of maintaining a middle school be seriously evaluated.
8. Lastly, cultivate the leadership at the Hiawatha Broadband Foundation. Their vision states: "Giving primarily for public and private tax-exempt Minnesota schools that are considering new/expanded pre-school Montessori programs, particularly for at risk children." Review the list of community members with an interest or experience with Bluffview and a connection to the Hiawatha Foundation. Recruit assistance in presenting the case for support to the Foundation.

ADDENDUM

HOW HAS COVID-19/QUARANTINE AFFECTED PHILANTHROPY

On a national level the research shows that COVID-19 pandemic has upended daily routines and impacted communities across the world in unprecedented ways.

To understand how this pandemic could impact the nonprofit community, Fidelity Charitable conducted a survey of philanthropic individuals to see how they're thinking about philanthropy in response to the pandemic and how the situation could affect their giving and volunteering behaviors.

The study underscored the following key takeaways:

Most donors plan to maintain—or even increase—the amount they donate to charity this year. Support from donors is needed to sustain nonprofits at any time, but it is particularly critical in times of crisis. The survey found good news for the nonprofit sector: a quarter of donors plan to increase their donations in response to COVID-19, while 54 percent plan to maintain their giving levels. Younger generations plan to step up their donations in greater numbers; 46 percent of

Millennials say they will give more in response to the pandemic, compared to 14 percent of Baby Boomers and 25 percent of Gen X. Of those who say they will decrease their donations to charity, concern over a recession and the economy in general was a top trigger.

In contrast, volunteer activity is likely to dramatically decrease due to the pandemic. State and local governments are urging residents to stay home to prevent the spread of the virus—which creates challenges for many nonprofits who rely on volunteers to deliver critical services. Nearly half (47 percent) of recent volunteers believe the amount of time they volunteer will decrease or stop entirely because of the pandemic. Older donors are more likely to say that their volunteering will decrease (61 percent of Silent Generation donors and 57 percent of Baby Boomers)—while 19 percent of Gen X and 31 percent of Millennials say they expect their volunteer time to actually increase.

Donors are most concerned about the way that COVID-19 could impact the ability of health- and human services-related nonprofits to do their work, but concern is high for organizations in all charitable sectors.

Under the circumstances created by the COVID-19 pandemic, many donors' first thought is for the health-related nonprofits on the front lines of the pandemic and the safety net organizations that are serving our communities' most vulnerable populations, with roughly 80 percent of donors reporting that they are concerned about these nonprofits' ability to operate. But no organization is isolated from the effects of the crisis—and at least half of donors are also concerned about organizations working in other areas, like the arts and environment.

Most donors do not plan to shift their giving to different organizations in light of the pandemic; they will stay the course by continuing to support their favorite nonprofits.

Many donors plan to continue supporting their usual charities even amid the pandemic. Forty-three percent say they will continue to donate to the nonprofits they supported before, as they will probably be impacted by COVID-19 in some way. A quarter of donors say they will give to different organizations as a result of the pandemic—shifting part or all of their donations to organizations responding to COVID-19.

Many donors are not sure how they can effectively address the impact of COVID-19 with their contributions. One-third of respondents say they don't have the information they need to understand where they can direct their support effectively. Older generations feel particularly unsure of how to direct their donations—with 35 percent of Baby Boomers saying they don't have enough information, versus only 27 percent of Millennials.

Many donors don't feel that they have the information they need to effectively support efforts to combat COVID-19. It will be critical for when Bluffview Montessori finalizes its case for support to include how COVID-19 and the quarantine affected the children, the school, and the staff.

Campaign Assessment Study Questionnaire

Name: _____ Title: _____

Address: _____ Phone _____

City, State, Zip: _____ Company: _____

1. Briefly, what is your history/experience with Bluffview Montessori?
2. What do you appreciate about the Montessori approach and how Bluffview implements that approach?
3. Any drawbacks?
4. Currently there is a main teacher and an assistant in each classroom doubling the cost of a teacher in each classroom. Ratio 1:12 students Employing two adults in each classroom is essential to the Montessori method, but it also poses financial challenges. Any ideas to address these challenges?
5. Bluffview is currently experiencing strong enrollments; however, it has been dealing with some issue the last couple of years. One of their issues is the distinct difference in public school funding vs charter school funding creating a challenge for the Bluffview administration in keeping quality teachers. In order to compete with public school pay scale, Montessori would need an additional \$250K - \$300K a year. They are looking at creating an endowment that would make up the difference. What do you think? Any other suggestions in making up the difference in salary and benefits?
6. Bluffview's needs encompass teacher salaries, Spanish program, update of materials and training support for teachers, with teacher salaries as a priority. Would you support:
7. Endowment Fund?
8. Building a greenhouse?
9. Is there a need for a full sized gym?
10. Would you volunteer on behalf on Bluffview Montessori?
11. The economy is good. Do you believe these projects can be successful?
12. (After Covid) Is this a good economy to raise funds for a capital campaign?
13. Any other questions or concerns?

Focus Group Survey

Please read the following questions. Your responses are confidential:

1. Campaigns and Board of Directors require strong leadership to be successful. Whom would you recommend to serve on their board or work on a campaign committee?
2. Do you have any ideas that were not discussed today?
3. Would you consider being part of a fundraising effort? If so, please provide your contact information.
 - a. If not, why?

Thank you for your participation in the focus group and confidential survey.

In closing of the focus group session a brief survey was handed out to the focus group members since the interview process is not private. Below is a consolidation of the questions and their answers without identifying their names.

1. Campaigns and Board of Directors require strong leadership to be successful. Whom would you recommend to serve on the board or work on a campaign committee?
 - There are a lot of great options in this room as there are in the Bluffview community.
 - Passionate supporters, parents and alumni.
 - Anyone in the room. (there is a compilation of names that will be shared with Henry)
2. Do you have any ideas that were not discussed today?
 - A recommendation would be to eliminate the smaller sales-based fundraisers (at least most of them) and take a more relationship based approach to annual fundraising.
 - I believe we need to have a staff or working committee to work on this with Henry. He has a lot on his plate and this is a big job.
 - Can classroom helpers be part time? For example, can a volunteer be in the classroom three days a week?
 - Even though you cannot charge tuition, you can use that angle to solicit funds given the way the funding works through the public schools.
 - This was a great focus group! We covered more than I imagined! I like focusing on teacher pay - such great, strong relationships to build off with current families.
3. Would you consider being part of a fundraising effort?
 - Everyone in the group was willing to volunteer in one way or another which is very encouraging as each member had a different talent and skill.

*A number of community members were listed which will be shared with Henry.