News and updates from PSI and the Conference on Philanthropy

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- 5 Tips to Fine-Tune Your Philanthropic Values
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- Let's Stay Connected
Thanks you for your friendship, your business and the opportunity to serve you as you seek philanthropic excellence at your organization. Our partnership is sincerely appreciated, and we look forward to working together in the future.

Thanks Kristin
PSI said a sad yet proud farewell to Associate Director Kristin Priest in November. Kristin served PSI exceptionally well for nearly a decade and many will remember her excellent training sessions, visits to campuses on behalf of the Model for Academy Philanthropy program, and her astute advice in many areas of the profession. In particular, PSI and its clients is grateful for her leadership in presenting the PSI conferences every three years, with the most recent one being a resounding success in July of this year.

Early in 2014 Kristin moved to the Dallas, TX area while she continued to serve PSI until early November. She leaves an indelible mark of success on PSI and her efforts to aid PSI clients in highly professional ways. Recently she joined Pursuant Ketchum, a full-service consulting agency. “We will certainly miss Kristin as a PSI team member, but know she will continue to be our friend and colleague in the future,” said Lilya Wagner, director of PSI. “Words aren’t sufficient to express appreciation for both her work and her friendship. We wish her all the best.”

Proposal Writing Podcast
The challenges of healthcare philanthropy are well known. Internal and external pressures come in equal measure…with everything from physician involvement, to Hippa, and ROI request that would make even some of the most seasoned VPs of Advancement gasp. Over the next several weeks PSI will continue to add to our healthcare series with timely podcast that will be both informative and inspirational in your quest for success. This week we feature podcast four in the series, with Stephanie Johnson. Listen and watch as she shares her philosophy on proposal writing and why you can do it as well.

- [Click Here](#) to Watch Part I
- [Click Here](#) to Watch Part II

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**Waiting for Superman or God**
Every year PSI host the Presidents Symposium and the Presidents Banquet at the General Conference. The Nov 2, 2014 speaker at this year’s banquet was Edwin I. Hernandez, PhD of the Doug & Maria DeVos Foundation.
You can read the presentation after the jump.

We have an educational crisis in America. While American’s like to see themselves as being number 1 in all things, we really aren’t doing very well when compared to the rest of the world. Recent findings from the PISA findings shows that In mathematics, twenty-nine education systems throughout the world had higher average mathematics scores than the U.S. average score. In science, twenty-two education systems had higher average science scores than the United States. Finally in reading, nineteen education systems had higher average than the U.S. (see http://nces.ed.gov/fastfacts/display.asp?id=1). Furthermore, for children of color the educational achievement divide in most markedly perilous (see related reports at http://www.ecs.org/html/IssueSection.asp?issueid=84s=Selected+Research+%26+Readings).

In 2010, the documentary “Waiting for ‘Superman,” sought to bring the issue of educational equity to a national audience. The film won praise for its tough critique of the U.S. public education system because of its failure to provide a good education to the poorest kids. But the film also drew complaints that it promoted public charter schools as a panacea and unfairly demonized public-school teachers. “Waiting for Superman” was a phrase about who would come and safe public schools—and the reality is that there is no Superman. And neither is there a Superman that will save Adventist schools. In the context of Adventist education, our waiting or better stated, our trust is in God—the author and originator of Christian education. For therein is the power to....Read the Rest Here.
Something strange is happening. Your advertising doesn't work anymore, at least not like it used to. Some organizations buy TV time or put ads in a newspaper or magazine, but nowadays everyone gets their information online. The conversations that took place under broadcast and print media about who you are happened in small groups, and their words disappeared as soon as they were spoken. Now the conversations happen in front of millions of people, and they're archived for years to come. Not only is your brand no longer the host, most of the time you're not even a welcome guest.

But it's not all doom and gloom. you don't have to try to outspend people anymore, now you can compete with virtual videos. You don't have to spend thousands on sterile focus groups; you've got your market's pulse at your fingertips with quick Twitter searches. And you don't even have to do all the work yourself; the stuff that your fans create will blow you--and everyone else--away.

More than 250 million people are active Facebook users. More than 346 million people read blogs, and 184 million people are bloggers themselves. Twitter has more than 14 million registered users, and YouTube claims more than 100 million viewers per month. More consumers are connected than ever before, and every second your institution or business is not engaging them in social media is a wasted opportunity. So, get on board.

If you'd like to read this book, please contact Mark Lindemann and check it out from our lending library, or buy your own at Amazon here.
The Workings of a $1.2 Billion Dollar Capital Campaign

In the last issue of the eDollar, Loma Linda University Health shared the launching of the "Vision 2020" capital campaign. You heard about why they are building the new facility, some of their philanthropic priorities, and their strategy for the health of the community and the world that accompanies the campaign.

Click and watch as Rachelle Bussell, CFRE, Senior Vice President for Advancement shares the thinking and planning that's gone on before and still during this campaign. The components that are essential for success, and these are available to you too.

- Click Here to Watch Part I
- Part two will be on the front page of our website on January 2nd.
Gamification Allows People to See Exactly Where Their Charitable Dollars Go

By Ross Brooks on December 18, 2014 in Technology

Makerble encourages millennials to only support the causes in which they believe

Keen to see the impact of their involvement, most millennials would rather volunteer than donate their money to charity – plus they don’t respond well to traditional fundraising methods. That’s why Makerble, a UK-based startup, is exploring how gamification can be used to encourage more online donations, while making sure donors know exactly where their money is going. Starting from as little as £1 per month, the emphasis is on the impact of the donation rather than the amount given.

To use Makerble, you first have to choose your cause from a list of different categories that includes environment, animals, health, education, and more. You then need to choose an amount to donate each month, which compares values to everyday items like coffee, a round of drinks, or your monthly gym membership. After that you can track the progress of specific projects within your dashboard, earn medals and points, or share your project success stories through social media.

*Millennials do want to give to charity and have significant untapped economic power however before they part with their hard earned cash, they want to know exactly where their money is going. They want greater transparency in the charitable sector and to actually see the difference their money is making. That’s what Makerble does.*

The start-up has a growing list of projects on its roster, and has already won itself a
few awards, which includes being picked ahead of Save The Children and Ashoka to become What If? Innovation’s “Social Innovation Partner of 2014.”

Charities are still important in the world, but their role is changing, as Makerble founder, Matt Kepple is more than happy to acknowledge:

The Makerble approach fits in with their lifestyle, acting as a concierge of your charitable giving doing all the hard work so you don’t have to. It also provides regular updates to the donor in a way that is modern, appealing and meaningful.

You can also watch a video introduction of the company above by clicking on the image, or by visiting this link.

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5 Tips to Fine-Tune Your Philanthropic Values

By: By Kara McGuire, Minnesota Philanthropy Partners

Values and Philanthropy go hand in hand, but it is especially meaningful as we focus on the holiday season. Enjoy this article and remember the values that donors consider when partnering with your institution.

1. **Put your money where your heart is.** That twist on a popular saying is one way to think about philanthropic giving — it’s a money-fueled expression of what matters most to a person. A tax break is one practical explanation for why individuals give money to charity. But for most people, charitable giving represents more than a wise financial move.
Their donations are a reflection of their personal values. Articulating those values may seem daunting, but it doesn’t have to be. Consider the following advice:

2. **Reflect upon your interests and upbringing.** “Philanthropy is a very personal thing,” says Steve Engel, a senior wealth strategist for U.S. Bank. Growing up, Engel watched his single mom put “every ounce of capital” into education for him and his siblings. This instilled in him the importance of education, and today he funds a scholarship where he went to high school. For Ken and Nina Rothchild, growing up during the Great Depression shaped the charitable contributions they’ve made in the community. “We are familiar with what poverty looks like,” says Nina Rothchild. “Neither one of us grew up with very much money."

3. **Spend on causes the way you spend your time.** The Rothchilds have spent many joyous hours listening to operas and orchestra concerts, and they have translated that love of music into donations to those organizations. Ken Rothchild suggests individuals “start thinking about the organizations that you’ve been directly involved with, where you’ve been a volunteer or contributor so far.”

Read the rest of the article at their website by clicking here.

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**Help us, won't you?**

Do you know someone who is working in philanthropy outside of the Adventist system? We would love to connect!

Send an email to Mark Lindemann at Mark.Lindemann@nad.adventist.org with the person’s name and contact information. Thank you!
Let's stay connected

We use Twitter to share important news in between issues of the eDollar. Follow us so you don't miss an update!

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Merry Christmas from PSI

Thinking of you and wishing you all good things now and in the new year.

Best wishes from all of us at Philanthropic Service for Institutions
"Waiting for Superman or for God: Seeking Educational Excellence"
President's Banquet General Conference
Nov 2, 2014

Edwin I. Hernandez, PhD
Doug & Maria DeVos Foundation

Introduction:

Thank you for the invitation. It is a real privilege to be here today to share a few thoughts about a topic that is very dear and special to my life. Thank you Dr. Lilya Wagner and your team for the invitation and for all of the extraordinary work that you do. The church is lucky to have someone of Dr. Wagner’s caliber, expertise and national reputation leading this important office.

My wife is here with me this evening and I would like to introduce you to her—Maggie would you please stand up? Maggie teaches dietetics at Andrews University. We have two young adult sons—27 & 23—and have been happily married for 33 years.

Waiting for Superman:

We have an educational crisis in America. While American's like to see themselves as being number 1 in all things, we really aren't doing very well when compared to the rest of the world. Recent findings from the PISA findings shows that In mathematics, twenty-nine education systems throughout the world had higher average mathematics scores than the U.S. average score. In science, twenty-two education systems had higher average science scores than the United States. Finally in reading, nineteen education systems had higher average than the U.S. (see [http://nces.ed.gov/fastfacts/display.asp?id=1](http://nces.ed.gov/fastfacts/display.asp?id=1)). Furthermore, for children of color the educational achievement divide in most markedly perilous (see related reports at [http://www.ecs.org/html/IssueSection.asp?issueid=84&s=Selected+Research+%26+Readings](http://www.ecs.org/html/IssueSection.asp?issueid=84&s=Selected+Research+%26+Readings)).

In 2010, the documentary "Waiting for 'Superman," sought to bring the issue of educational equity to a national audience. The film won praise for its tough
critique of the U.S. public education system because of its failure to provide a good education to the poorest kids. But the film also drew complaints that it promoted public charter schools as a panacea and unfairly demonized public-school teachers. “Waiting for Superman” was a phrase about who would come and save public schools—and the reality is that there is no Superman. And neither is there a Superman that will save Adventist schools. In the context of Adventist education, our waiting or better stated, our trust is in God—the author and originator of Christian education. For therein is the power to transform lives—children and families.

**Personal Story:** Let me tell you a bit about my personal story. The Hernandez household is bullish about Adventist education. We are buoyant about it, not just because we believe in it—theologically—or because we see it as a religious duty—as part of our spiritual DNA—part of our identity, but because it has transformed our lives—it has transformed my life. And I owe who I am today to the influence, dedication, sacrifice, inspiration and faithfulness of men and women who taught me and model the best of the Christian and Adventist faith in Adventist schools.

I am a third generation Adventist born to Fred and Alba Hernandez two of the most amazing loving and committed Adventist parents. My father was a pastor and church leader for 44 years. I grew up in a home infused with hopefulness and enthusiasm for the mission of the Adventist church. And Adventist education was a key driver that motivated my father/mother in their ministry. My brother and I attended Adventist schools from 1st grade thru graduate school.

- Bella Vista School
  - Mr. Miller—growth mindset/effort
  - Student missionaries: Ken Denslow

- Mt. Pisgah
  - Dean Wolcott & classmates like Gary Thurber
  - Leadership opportunities
  - Spiritual life: HMS Richards, vespers, retreats
• LLU, La Sierra
  o Call to ministry
  o Impact of Dr. Richard Rice in my life
• Seminary at Andrews
  o Professors like Hasel, Blazen, Maxwell, Dudley who had a profound impact on my life.

Since first grade on through seminary—my life was shaped, my faith was nurtured and inspired, my denominational affiliation and loyalty deepened—all because of Adventist education.

The same is true for Maggie—who spent all of her education in Adventist schools including graduate school and our two sons, Edwin & Michael both graduates of Andrews University and Loma Linda University. So our family is a living testimony of the indisputable power of those often small multi-grade Adventist school houses.

**Treasure in earthen vessels:** In the words if the Apostle Paul, “we have this treasure in earthen vessels, so that the surpassing greatness of the power will be of God and not from ourselves” (2 Cor 4:7)

Adventist education is a treasure to be proud of, to protect it, to save it, and to advance it. What often happens is that we over emphasize the “earthen” part of the equation without recognizing the “treasure” part of it.

**Power of Adventist Education to transform lives:** It is a treasure because, in my estimation, it is the best method to share the gospel, shape character, and advance the mission of the Adventist church—in short it is the best method to do evangelism. Without going into a long explanation of why I believe this strongly—let me summarize the social scientific literature on conversion by stating that people convert to other faith traditions through social attachments.\(^1\) It is not enough to

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show someone that they are wrong or that there is a new way to think about God and Biblical truth and discover the beauty and truth of the Sabbath or the second coming. What matters most is the relationships that people outside of the faith establish with people inside the faith—in other words, it is personal relationships that make the truth credible, believable, and ultimately leads people to move away from their previous faith and social networks into their new found faith and community.

So imagine for a moment an Adventist school setting—where a child spends approximately 200 days about six hour days—for a total of approximately 1,200 hours of instructional time in just one year. And that those hours are spent with dedicated Adventist Christian teachers who love the Lord, the church and who integrate their faith into everything that they do and teach—from science—to math—to history—to sports—to music—and Bible classes. And this is not counting special chapels—weeks of prayers—or weekend trips or retreats or mission trips or service projects. Imagine also that this child’s parent(s) will likely be more engaged in Adventist schools than anywhere else. Imagine a principal—visiting that home—having other parents befriend those parents—socializing with them—going to museums together—spending time on the soccer field or talking about parenting—and yes, inviting them to attend X’mas concert at the local congregation.

Then think of the many service and mission projects that our school children are involved in nurturing a spirit of service and mission in their minds and hearts. Fulfilling the vision of our church founder, when she said, “Children should be so educated that they will sympathize with the aged and afflicted and will seek to alleviate the sufferings of the poor and distressed. They should be taught to be diligent in missionary work; and from their earliest years self-denial and sacrifice for the good of others and the advancement of Christ’s cause should be inculcated, that they may be laborers together with God.” Testimonies, v. 6, p. 429.

power of such a life orientation and vision to inculcate in the life of any young person.

The social scientific literature on conversation would predict that there is no more powerful vehicle to promote and advance the mission of sharing the gospel and having people join or remain members of the church than an Adventist school. And this is exactly what the most important and comprehensive study of Adventist faith and education—Valuegenesis—found—that the more time kids spent in Adventist schools the stronger their faith, their spiritual maturity, the more likely they were to accept the ministry of EGW, to adopt the Adventist lifestyle and culture, share their faith with others and be loyal and committed to the church. The most powerful thing is that you get these effects for all students regardless of their race or ethnic background. Add to this benefit the findings coming out of the second most important study of Adventist education—CognitiveGenesis—that on average, Adventist education gets better academic results than a public education—guess what you have the perfect storm of “lifelong impact”. What a treasure we have!! Do you see it! Do you believe it!! Do you treasure it!!

So if I am a philanthropist and I am asked to make a $100,000 donation for the new urban evangelism initiative of the church—and I am asked to donate to two strategies, 1) to a 10-day evangelistic preaching event at the concert hall downtown Chicago or to the local Adventist school in inner city Chicago. To which project do you think I will donate? Which option promises the greatest return on investment? Perhaps to both in equal amounts? Is this a fair question to pose?

I am not trying to say that public evangelism doesn’t have its place or its value. It does have value and it does make a difference. What I am trying to say is that we have severely undervalued the role of Christian education in faith development and conversion of young people and likely their families.


Impact of Christian Education on Rich DeVos—In his book, *Simply Rich*, American entrepreneur and philanthropist Rich DeVos, the patriarch of the DeVos Family Foundation and owner of Amway Corporation, tells the story of his high school years at a Christian school and the impact that a Bible teacher had on him. He shares how when he graduated, his “gentle” Bible teacher, wrote a line in his yearbook that he never forgot and had a lasting impression on him. Just one line—“To a clean-cut young man with talents for leadership in God’s Kingdom”. These simple words of affirmation and encouragement had a lasting impression on a young man that became an iconic business leader and a strong supporter of Christian schools in his home town of Grand Rapids Michigan.

The text says, “we have this treasure in earthen vessels”—Paul used the concept of the clay jugs—fragile though they may be to illustrate that God has entrusted the gospel to us human beings in all of our fragility—weakness—lack of commitment—lack of imagination.

*“American higher education is broken”* are the words of Jeffrey Selingo, a leading authority on higher education worldwide, in his new book, *College (UN)Bound: The future of Higher Education and What it Means for Students.* K-12 education in this country is also undergoing a major crisis. Amanda Ripley, in her book, *The Smartest Kids in the World: And How They Got That Way*, compares American K-12 education with three other countries—South Korea, Poland, Finland. Here is the stark reality: “Only 6 percent of U.S. students perform at the advanced-proficiency level in math, a share that lags behind kids in some 30 other countries, from the United Kingdom to Taiwan” (Atlantic Monthly). And this is true even for the privileged students. Top Stanford researcher, Dr. Hanushek states, “People will find it quite shocking that even our most-advantaged students are not at all that competitive” worldwide ([http://www.theatlantic.com/magazine/archive/2010/12/your-child-left-behind/308310/](http://www.theatlantic.com/magazine/archive/2010/12/your-child-left-behind/308310/)).
**Adventist Education at the Crossroad:** There is no doubt that today, Adventist Christian education from K-College/University is at a crossroads. Trend data from our NAD education department has documented that over the last decade we have closed over 170 schools with enrollment dropping by 25%. This represents closing about 17 schools per year (NAD Dept of Education).

I get the need to close operations of a losing venture—merge organizations to achieve economies of scale—I get closing down ineffective operations—I get closing things that don’t work. I don’t know the reasons for the closings—or the context of the schools that are closing—whether they are located in inner city or suburbs or rural areas. The point is that every time that an Adventist school closes we are loosing the most powerful engine that has moved our denomination, our faith forward—our mission forward, in the last 100 years.

Responding to this challenge, one of our pastors, Shane Anderson in 2009, wrote a book with a provocative and controversial title, *How to Kill Adventist Education*. Anderson shows that between 1980 to 2005 when the church grew by 75 percent, K–12 enrollments dropped by 25 percent, and he attributes this decline to (1) the lack of passion among churchgoing members for being a “conservative” Seventh-day Adventist; (2) a misunderstanding of what constitutes biblical discipleship; (3) poor pastoral support of Adventist education; (4) poor parenting; (5) the inroads of postmodernism, secularism, and “liberalism” in Adventism; and (6) poor-quality schools. **While I appreciated the sincerity and pastoral passion that Pastor Anderson brought to the topic, I was left puzzled by the lack of hard evidence backing his arguments.** For example, Pastor Anderson missed perhaps the most important and likely contributor to the decline of Adventist education—the social-cultural and demographic changes that Adventism in North America has experienced and actually the whole country.

**Browning of Adventism**

During the same period of time covered by Anderson’s book (1980–2005), the church in North America was experiencing a dramatic demographic change—
what has been called the “Browning of Adventism.”⁴ – a trend that has only accelerated since then.

Today, racial and ethnic populations comprise well over half of the membership of the Adventist Church in the United States and Canada. The church in North America is a minority-majority denomination. Over the past thirty years, more than 75 percent of new converts in the North American Division (NAD) have come from “new immigrant” groups.³ Latinos alone have grown 30 percent in the last decade. The minority-majority status indicates a large and growing population of Adventist families who primarily live in the largest cities of the country and do not have the financial means to gain access to the few remaining urban Adventist Christian schools.

The result is that the majority of Adventist families living in urban centers send their children to public schools, a large majority of which are seriously dysfunctional and persistently failing—condemning their children to risking losing their religious identity and commitment but also risk career opportunities and future livelihood.⁵ This, then, is the quandary: how can Adventist Christian education be accessible to the children who need it most?⁶

**The plural of anecdote is not data:** What pastor Anderson in his book provided mostly were anecdotes—without hard evidence to support them. And as the saying goes, "the plural of anecdote is *not* data." And basing decisions on anecdotes is not a good way to manage an organization as sophisticated as ours, specially Adventist schools whose mission are so closely tied to the overall mission of the church—as I have just described.

Two of the most important decisions ever made, over the last twenty years, by NAD and Union leaders made was to support the Valuegenesis and

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CognitiveGenesis research projects. Valuegenesis clearly established the link between our schools and the faith development and denominational loyalty of our children.

CognitiveGenesis, the historic and monumental research project exploring the critical question of our day—how good of an education do Adventist schools provide? These two research projects, which explore the foundational question of whether we are fulfilling the spiritual and academic mission of our schools, provided strong evidence that, YES, our schools are indeed fulfilling their spiritual and educational mission with excellence. In this regard, I especially want to acknowledge the work of Dr. Elissa Kiddo who spearheaded the CognitiveGenesis project. Against all odds she persisted. And thanks to many of you in this room—the project was accomplished.

**We live at a time when we can no longer** assume that quality is an anecdote—that our education is excellent simply because we say that it is. We can no longer say that our schools are good because they are accredited. We live at time where the operant managerial and leadership mantra is “managing towards outcomes”. A mindset that continually asks, are we achieving the outcomes of our intended purpose? Are we creating disciples for Christ and are we providing excellent education to all children. These are foundational questions for any fundraising effort that seeks support for Adventist education.

**Lessons learned in a Foundation.** After almost nine years working closely with the DeVos family, particularly with the Doug & Maria DeVos Foundation—current president of Amway Corporation—I have learned some valuable lessons about what donors care about and why they give. Philanthropists or donors give to:

1. **Leadership that they trust within the organization:** A large amount of the traditional giving goes to people that they know and trust. The most effective funding strategy are individuals who believe in the mission of the schools. Having leaders build relationships with potential donors is key. It is important for leaders to expand their network and meet local donors & philanthropists outside of our faith. Leadership matters greatly. A school
principal makes or breaks a school. A great principal will increase enrollment—enhance the mission and spiritual atmosphere—attract and retain good teachers—and bring financial stability. But it doesn’t take much nor long to have the “earthen vessel” crack with a dysfunctional leader. At times we may keep mediocre leaders way too long. Lacking accountability and performance indicators and evaluation systems—leaders are kept too long profoundly damaging the health and fiscal viability of a school.

2. **Operations that are transparent and well run:** Do stakeholders have faith in our fiscal management process and are they transparent? Are there trustworthy checks and balances. How are decisions made? Are there good governance practices in place? How strong is the board and are they committed and supportive of the organization?

3. **Organizations that demonstrate impact:** Do organizations know if they are making an impact? How well are our kids doing academically? Are all the kids performing at grade level? This is where the value of ongoing data gathering and research is important. The huge impact of Valuegenesis and CognitiveGenesis is immeasurable. For example the huge debate in American education today is the disparity in achievement across racial and ethnic groups. It wasn’t until the federal government, through the No Child Left Behind legislation, that mandated that academic performance scores be disaggregated across groups that the country had a clearer and more transparent understanding of achievement levels by ethnic and racial groups.7

4. **Organizations that are true to their mission:** Spiritual growth and commitment coupled with high academic performance is the mission of Christian schools. Schools that focus on providing the best Christian

education for kids as opposed to adult priorities attract donors. For it sees all children—including the most disadvantaged as created in the image of God and thus with the potential to learn and develop their talents and gifts.

These are the issues that philanthropists, from my experience, are looking for. Donors like to give to promising, flourishing, value-driven organizations. In fact, a new report finds that nearly three-quarters of all U.S. household giving—73 percent—goes to organizations that have religious ties of some type. This groundbreaking study makes clear that religious influences are important to the giving decisions of Americans from a spectrum of religious traditions and spirituality. (See more at: http://www.philanthropy.iupui.edu/news/article/jumpstart#sthash.ItjzJeQ9.dpuf).

We live in a demanding culture that expects excellence and demonstration of the claims that we make. We can’t simply say that our schools are excellent because they are Adventist Christian schools. You have to demonstrate it in a credible way. You have to demonstrate that you are excellent academically and mission value driven. Let me tell you a story about academic and spiritual excellence in Adventist schools.

**Story of the Lawndale Spanish SDA church**

In 2000, our family lived in Philadelphia—where I worked at the Pew Charitable Trusts. Maggie and I were Sabbath school teachers for the Juniors/Earliteens as well as Pathfinder directors at the Lawndale Spanish Church—a small 70 member church of Latino immigrant families. We soon noticed that most of the kids could not read well. All of them were two to three years behind academically. The pastor and a number of leaders determined that we were going to do something about it. That we could not tolerate having our kids fail academically. We decided to put a plan in place to help support getting about 10 of the kids from our church to attend the local Adventist school—Huntingdon Valley Academy—whose mission it is to “prepare young people for eternity”. We put a
financial plan in place. [At the time The Pew Charitable Trusts contributed a 2 to 1 match for any donation of its employees up to $10,000 to any non-profit. So our $10K became $30K]. One of our family members, the Hernandez family comes to mind—not related to us. Their three daughters were all severely behind academically—and the parents did not know it. They were a Salvadoran family who had immigrated to America about 20 years ago. The three girls attended inner city public schools. Maggie and I took it upon ourselves to work with the family and with some hesitation at first—given the cost of education—worked it out so that between the school the church, and some participation of the family, we were able to enroll them at HVAC. They did, and remained there through the 10th grade. Two years ago, Maggie and I visited the Hernandez family in Philadelphia and caught up with the kids who are now university age. What a joy it was to hear the parents thank the church for supporting their children in the Adventist school. The girls excelled spiritually and academically. They were active members of the church one attended Drexel University and the other a local community college. The strength of Adventist Christian education is paying off in the lives of many families benefiting the church and their communities.

How I wish that more of our children could avail themselves of quality Adventist education like the Hernandez family in Philadelphia did. But the reality is that very few—very few of the children in our inner cities are in Adventist schools. And the damage educationally and spiritually can be profound. As I mentioned earlier, reason there is a major educational crisis in America.

[At a conservative estimate, there are possibly more than 32,000 Latino Adventist young people under the age of 18 and that, among those, there are approximately 3,680 Latino children who attend Adventist schools—only 5%. Extent of poverty in Adventism. Poverty is a pervasive reality among a large portion of Adventists in NAD—estimated at close to 70% (NAD Education Department report). Simply put—the issue of cost which has an impact on access—is the single most important reason

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8 Even though outdated, these estimates are based on the best study to date of the Hispanic Adventist church, the AVANCE study. Johnny Ramirez and Edwin I. Hernández, AVANCE: A Vision for a New Mañana (Loma Linda, CA: Loma Linda University Press, 2003). Given that the AVANCE study was done between 1994-1996, these estimates don’t necessarily reflect current realities.
Schooling in America is in a Crisis:

Just this past week, Nicholas Kristof, a NYTimes columnist wrote a column titled, “The American Dream Is Leaving America”. He describes the moment by stating, “A basic element of the American dream is equal access to education as the lubricant of social and economic mobility. But the American dream seems to have emigrated because many countries do better than the United States in educational mobility. . . Americans consider the greatest threat to our country to be the growing gap between the rich and poor. Yet we have constructed an education system, dependent on local property taxes, that provides great schools for the rich kids in the suburbs who need the least help, and broken, dangerous schools for inner-city children who desperately need a helping hand. Too often, America's education system amplifies not opportunity but inequality” (Kristof, NYTimes “The American Dream Is Leaving America”, Oct 25, 2014).

Furthermore, American public education is failing to educate all kids—specially those from disadvantaged homes. The term used is “the achievement gap”. Let me illustrate what I am talking about. In the city of Grand Rapids—children of color—are 4 years behind academically by the time they reach the 9th grade. In middle schools only 6 percent of kids are proficient in math, science or reading. And “boys of color” are the ones furthest behind. It is a tragedy of the highest proportion—and this is not just true in Grand Rapids MI—it is true across the
And here is what we know, that poor kids can learn at the highest levels and it is being done by high performing schools—traditional public, charter public, and private religious schools. As an example, the context of Catholic schools it is called “The Catholic Advantage”—to refer to how Catholic schools contribute to the learning of poor children. “A variety of studies by scholars at the University of Chicago, Northwestern, the Brookings Institution, and Harvard, have all supported the conclusion that Catholic schools do a better job educating children, especially the poor and minorities, than public schools” (http://educationnext.org/can-catholic-schools-be-saved/). And yet, Catholic education has been experiencing dramatic decline in enrollments. In the same 10 years that Adventist have lost 170 schools, Catholic schools lost over 700 schools and over half a million children—the majority of whom were children of color and non-Catholic. Oddly enough the culprits are the same factors—demographic factors—namely the “browning of the church” changing composition of the church population. At the same time that the church is growing—school enrollments are plummeting. The cost to Christian education is severely limiting access.

Another key factor has been the dramatic expansion of new charter public schools. Over the last ten years, the percentage of all public schools that were public charter schools increased from 1.7 to 5.8 percent, and the total number of public charter schools increased from 1,500 to 5,700 with an enrollment of over 2 million (http://nces.ed.gov/fastfacts/display.asp?id=30). Still small when compared to the

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10 http://educationnext.org/can-catholic-schools-be-saved/
total of children being educated in public schools but a sizable number—which has cut directly into the market share of Christian schools—including Adventist schools. As an example, in Grand Rapids, the majority of the kids from Adventist churches attend public charter schools. The sad part of it all is that Charter schools are no better than traditional public schools—they are not a silver bullet to address the “achievement gap”. Some are performing extraordinarily/amazingly well—but many are worse than the traditional public.\textsuperscript{11}

**Learning from others:** I just attended a conference on education reform in Indianapolis this past week sponsored by the Philanthropy Roundtable—a membership organization to support philanthropists. They had a session titled, “How Donors Can Help Inner-City Catholic and Private Schools Develop a Growth Mindset.” It was fabulous. Three leading organizations were represented in the panel. I left that session inspired and with everyone’s business card. And here is what I learned.

1. **Hospice Mindset vs. Growth Mindset:** The greatest barrier identified by the two Christian schools representatives—one Catholic the other Non-denomination-- was the hospice survival mindset of church leaders. The idea that they were simply providing hospice care to the inevitability of closure and death of Christian schools. Instead of thinking creatively and outside the box to pursue new opportunities, including scaling what is working (i.e, Cristo Rey schools). They were calling for Christian leaders to be proactive finding new solutions being bold about their mission. One used the

\textsuperscript{11}http://credo.stanford.edu/documents/NCSS%202013%20Final%20Draft.pdf
definition of insanity—"doing the same thing over and over again and expecting different results."

2. **Data driven vs anecdote driven:** Private Christian schools need to be open and transparent about their academic performance, including disaggregating data by race and ethnicity. This recommendation was shared by all of the leaders on the panel. They emphasized that Christian schools cannot and must not sacrifice quality and have to demonstrate to parents, donors, community—and if necessary—state government—the added value that Christian education provides.

    Continuing to harness CognitiveGenesis results and data driven initiatives is important for the Adventist church.

3. **Opportunistic vs. Status Quo:** One of the major topics of conversation at the conference panel was the increasing number of states that have adopted education choice programs—vouchers and/or scholarships aimed at low-income families. These are state dollars or incentives to donors—to support a parent choosing any school including private Christian schools. There are 17 states (example are FL, OH, PA, AZ, IN, DC, Louisiana, WI) who are providing some sort of voucher or scholarship to families living in poverty. Think of these programs as Pell Grants, for low income families in the context of higher education. For example, in Louisiana, a qualifying family would get a scholarship worth $8,500 – In Milwaukee, WI—the amount is $6,000 – in Indiana -- $5,000. I explored in a cursory way and did find Adventist schools in each of these three states that did announce that they were eligible and
made it available to their families. In fact, in one Adventist school in one of these states—last year they had 25 families that received vouchers and this year had 47. Imagine what that has done to the bottom line of that school. A question to ask ourselves is how many Adventist schools in the 17 states where vouchers are offered avail themselves of this opportunity. If very few, why?

Revitalizing Adventist Education—The “treasure in earthen vessels” needs to be protected, revitalized, re-envisioned, and reinvited by 1) developing a sense of urgency, 2) embracing innovation, and 3) adopting a mindset of “relentless optimism” about the future of Adventist education.

1. Sense of Urgency: Business guru, John Kotter, makes a strong case that urgency is the key ingredient in any organizational transformation. Conversely, the lower the urgency, the higher the likelihood that the organization will collapse or fail or not transform in a way that will enable it to win in a changing marketplace. Kotter provides an 8 step process for creating change—let me just highlight three.12

   a. Embrace the strategic vision and mission: Here is the strategic vision worth embracing a sense of urgency. “True education means more than the perusal of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come” (Education, p. 13).

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12 http://www.kotterinternational.com/the-8-step-process-for-leading-change/
b. Create a sense of urgency: “Never let a serious crisis go to waist” said Rahm Emanuel, current mayor of Chicago. Today is the moment to recover our sense of urgency to recover the eternal value of our educational system.

c. Build a guiding coalition: Assemble a group with the power and the energy to lead and support a collaborative change effort to ensure that we don’t close but open more schools and grow the ones that we have.

2. **Innovation:** As Einstein once stated “If you always do what you always did, you will always get what you always got”. We need to develop a mindset of Innovation, as this will be a key driver of transformation of Adventist schools. Let me mention three areas for innovation:

   a. **Technology:** The use of technology to create blended learning opportunities—will revolutionize and improve learning—so say the authors of the new book titled, *Blended: Using Disruptive Innovation to Improve Schools*. Online learning is revolutionizing education at all levels. The “Adventist Learning Community” and GRIGG/Andrews partnership are major advancements with huge benefits. But there are also many other FREE online resources—like Khan Academy. Free Christian education classes for kids not in Adventist schools.

   b. **Churches as educational centers—**

      i. **Afterschool Christian Academies:** Family Leadership Initiative—Families ministry, Evangelism, Education department working together.

      ii. **Summer Christian Schools:** In the urban centers, churches stand as beacons of light and hope but also as potential centers for educational excellence. Summers are a time that children loose learning—what is called the summer learning loss. And it is particularly acute for children living
in poverty. For most of the children in our urban churches not only do they experience huge learning losses in the summer but they also don’t attend Adventist schools and thus don’t receive any formal Christian education classes. What if we developed Adventist Summer Academies using the facilities of churches for a six to eight week summer learning session for junior high kids staffed by Adventist college students? It would be a partnership of our colleges/universities, conferences, churches and schools. Learning objectives would focus on math, reading, Bible, Adventist history, Christian believes, together with fun, exercise and healthy living. Much can be done in the summer space that would be mission driven and significantly benefit educational learning outcomes.

c. Human capital training and development: The loss of so many schools in so many years—suggests the need to strengthen human capital pipelines of outstanding principals and teachers, who are the most important drivers of educational excellence.

3. Relentless Optimism: We urgently need to develop a mindset of “relentless optimism.”

To be a Seventh-day Adventist is to embrace a mindset of relentless optimism about the future—it embraces a perspective that God is in control and has given us the gift of a treasure—the Biblical vision of establishing schools as vehicles to transform lives and restore God’s image. Relentless optimism says that we can save them, that we can do it better and cheaper, that it can be accessible to all and that it has eternal value worth our best efforts.

We need leaders who can 1) develop a sense of urgency, 2) embrace innovation, and 3) adopt a mindset of “relentless optimism” about the future of Adventist education.
Let's be proud of who we are, what we have accomplished, and let's be relentless in our hope and optimism of what we will accomplish together to advance the educational mission of the church as we prepare for the Lord's return.
5 Tips to Fine-Tune Your Philanthropic Values

Good Questions to Ask

A few things to ask yourself as you clarify your philanthropic values and interests:

What motivates you to give?
What values have your family and other role models passed on to you?
What past experiences have shaped your beliefs or your thinking?
Where have you spent your time or money in the past?

With these values in mind, write down people, places and issues you want to support. This may help further narrow your focus.

You can use these thoughts to build a charitable giving statement that combines your values with the causes you want to champion. Once you’ve built your statement, share it with family or the advisors in your life.

Source: givesmart.org

Put your money where your heart is. That twist on a popular saying is one way to think about philanthropic giving — it’s a money-fueled expression of what matters most to a person. A tax break is one practical explanation for why individuals give money to charity. But for most people, charitable giving represents more than a wise financial move. Their donations are a reflection of their personal values. Articulating those values may seem daunting, but it doesn’t have to be. Consider the following advice:

1. Reflect upon your interests and upbringing. “Philanthropy is a very personal thing,” says Steve Engel, a senior wealth strategist for U.S. Bank. Growing up, Engel watched his single mom put “every ounce of capital” into education for him and his siblings. This instilled in him the importance of education, and today he funds a scholarship where he went to high school. For Ken and Nina Rothchild, growing up during the Great Depression shaped the charitable contributions they’ve made in the community. “We are familiar with what poverty looks like,” says Nina Rothchild. “Neither one of us grew up with very much money.”

2. Spend on causes the way you spend your time. The Rothchilds have spent many joyous hours listening to operas and orchestra concerts, and they have translated that love of music into donations to those organizations. Ken Rothchild suggests individuals “start thinking about the organizations that you’ve been directly involved with, where you’ve been a volunteer or contributor so far.”

3. Narrow your focus. The Rothchilds have a good grasp on their values and prefer to donate money to smaller organizations that struggle to raise funds. “The hard part is trying to decide which [charities] to give to because so many do such wonderful work,” Nina Rothchild says. That’s where The Saint Paul Foundation comes in for the couple, identifying funding opportunities that match the Rothchilds’ interests to help bring their philanthropic values to life.
4. Get your family involved. Making philanthropy a family affair can be a good way to share your passions, model your values and inspire the next generation to carry on your giving legacy — or their version of it. "It’s important [for donors] to make sure they've expressed their views or vision to their family members," says attorney Barry Fernald of Fredrikson & Byron, P.A. Doing so in writing is the best practice when it comes to long-term planning. Articulating your wishes makes it easier for the next generation to understand and support your charitable goals during your lifetime and after your death.

5. Explore giving tools. Financial planners are an excellent starting point for exploring philanthropic values. In addition to advisors, gift planners at community foundations specialize in charitable gift planning, providing several vehicles to help donors achieve their goals using various types of assets. The Saint Paul Foundation and Minnesota Community Foundation can help donors explore whether a direct gift, donor advised fund or a certain type of charitable trust would be most appropriate to meet their goals.

This article is from the Fall 2014 issue of MNSights, the flagship publication for Minnesota Philanthropy Partners. The contents of this article are current as of the publication date. Find more news, information and resources to help you be an effective philanthropist on our MNSights page.