

CASE InsightsSM on Philanthropy in Independent Schools (United States)

in partnership with



National Association
of Independent Schools

2022 KEY FINDINGS

COUNCIL FOR ADVANCEMENT
AND SUPPORT OF EDUCATION



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ABOUT CASE

CASE—the Council for Advancement and Support of Education—is a global, not-for-profit membership association with a vision to advance education to transform lives and society.

CASE is the professional home for advancement professionals, inspiring, challenging, and equipping them to act effectively and with integrity to champion the success of their institutions. CASE defines the competencies and standards for the profession of advancement, leading and championing their dissemination and application for more than 97,000 advancement professionals at 3,100 member institutions in 80 countries. Broad and growing communities of professionals gather under the global CASE umbrella. Currently, these professionals include individuals working in alumni relations, development and advancement services, communications, fundraising, government relations, and marketing. These professionals are at all stages of their careers and may be working at schools, colleges, universities, cultural institutions, or other not-for-profit organizations.

Through CASE InsightsSM, CASE is the world leader in providing data, standards, and research to help institutions and advancement professionals make data-informed decisions and achieve their goals.

Headquartered in Washington, D.C., CASE works across all continents from its regional offices in London, Singapore, and Mexico City to achieve a seamless experience for all of its stakeholders, particularly its members, volunteers, and staff.



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AND SUPPORT OF EDUCATION

Advancing education to transform lives and society.

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ABOUT NAIS

The National Association of Independent Schools (NAIS) is a nonprofit membership association that provides services to more than 2,000 schools and associations of schools in the United States and abroad, including more than 1,600 nonprofit, private K–12 schools in the United States that are self-determining in mission and program and are governed by independent boards. As the largest association of independent schools, NAIS co-creates the future of education by uniting and empowering the community. The association offers research and trend analysis, leadership and governance guidance, and professional development opportunities for school and board leaders. The association's flagship data platform, Data and Analysis for School Leadership (DASL), was used to create this report.



National Association
of Independent Schools

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ACCESSING ADDITIONAL ANALYSES

CASE member participants in CASE InsightsSM on Philanthropy in Independent Schools (United States), in partnership with NAIS, receive personalized summary benchmarking reports (formerly known as Graphical Program Summary [GPS] Reports), which include interactive charts and data sets for select variables for their institution and associated reporting group. Respondents may use this report to prioritize next steps and conduct further analysis. Contact the solutions team at insightsolutions@case.org to learn more.

Note from the CASE President and CEO

I am honored to introduce this inaugural report that is the product of a new data partnership between the Council for Advancement and Support of Education (CASE) and the National Association of Independent Schools (NAIS). Although this aspect of our relationship is new, CASE and NAIS have partnered for more than half a century to ensure that schools leaders have access to the best thinking, resources, and community support to champion their institutions through advancement.

This enhancement of our valued relationship ensures that all independent schools—regardless of whether or not they are CASE members—can report advancement data using a common set of indicators and definitions and receive insights related to those data. The data partnership brings together the NAIS platform for reporting and analyzing comprehensive information on independent schools (Data and Analysis for School Leadership, or DASL) with the *CASE Global Reporting Standards* and CASE InsightsSM reporting, which relate specifically to the important function of educational advancement and are internationally recognized for how well they fulfill this function.

The partnership between CASE and NAIS provides schools with access to comprehensive, standardized data, enabling leaders to benchmark their advancement efforts against those of their peers. These data offer a more complete snapshot of the schools' financial and stakeholder engagement health. By adhering to CASE's industry-wide *CASE Global Reporting Standards* to collect fundraising data, schools can rest assured that their reporting is transparent and abides by the profession's ethics and principles of practice. Furthermore, this data partnership facilitates schools' use of the *CASE Global Reporting Standards* to provide consistent and transparent measures of philanthropic engagement across the schools sector.

The findings included in this report demonstrate that schools matter a great deal to their communities. The results we see underscore the value placed on schools and their mission to prepare generations of students and alumni to lead productive lives and contribute significantly to society. The findings also show the commitment of school leaders and advancement professionals to build relationships with constituents. Donors believe in the missions of the schools they support, and schools, in turn, are seen as good stewards of these voluntary contributions.

Over time, we will be able to document trends through the data collected to provide actionable insights for advancement leaders to better inform their strategies. That is the power of this partnership. We look forward to sharing further insights gleaned from the next round of data, the collection of which is already underway.

Thank you to all who participated in this inaugural effort. I would also like to convey deep appreciation to our colleagues and partners at NAIS, and in particular to Donna Orem, the president of NAIS, with whom I have enjoyed working a great deal. I will miss her after she takes her well-earned retirement from the role later this year.

Sue Cunningham

President and CEO

Council for Advancement and Support of Education

Foreword

In this inaugural year of the data partnership between CASE and NAIS using the Data and Analysis for School Leadership (DASL) tool, we have much to celebrate. More than 1,300 schools reported advancement data to DASL, totaling a staggering \$5.2 billion in support from 990,000 donors in 2022. Schools have emerged from challenging circumstances to reinvigorate campaigns, engage with their donors, and build strong cases for support. In a time when many schools have been unsure about the future, 41% report being in either an active or a quiet phase of a comprehensive campaign. Looking at philanthropy in independent schools in the United States, we can see that the train seems to be on its tracks and moving full speed ahead.

It should be noted that this report for 2022 does not look at longitudinal data, for two key reasons. First and most obvious, because this is the first year of our data collection using DASL, we do not have comparative data from 2021 (or earlier) and 2022. More to the point, the advancement data collection effort through DASL is now aligned with the *CASE Global Reporting Standards*, which essentially means we are counting differently than we have in the past. Why? There are many reasons, but I will explain one: Looking at total funds received (and their purpose and designation) as opposed to discrete annual fund and capital campaign dollars raised allows schools to consider the whole fundraising picture. Fundraising offices can benchmark themselves around major donor cultivation, pipeline development outside of a campaign year, and other key questions with this framework in mind. Although the shift in counting seems somewhat subtle on the surface, it delivers a more dynamic picture of the advancement office and its efforts than does our older way of counting in school advancement.

That said, the 2022 data present some interesting questions for leaders to consider. The first and most important question concerns the

percentage of funds received from and new funds committed by the three largest donors to our institutions. What the data ultimately communicate is a very top-heavy donor pool. This detail is one we have been seeing and sensing for years, but it is worth noting all the same. While we celebrate these individuals' and organizations' incredible commitment to our schools, it is important for schools to stay mindful of the risks inherent in having a top-heavy donor pool.

With regard to the second reason that this report does not look at longitudinal data, I refer you to the section on advancement staff size and funds received. Although this is yet another postulate we have had for some time, in most cases we see that having more staff directly correlates with having more funds. Moreover, the trend suggests a bell curve, not a linear relationship. There seems to be a significant return on investment for adding staff to the advancement office, assuming a school has a willing and eager donor base from which to continue drawing funds.

Throughout this report, our team attempts to help you see your institution represented in the data. We have made an effort to split information between day and boarding schools and by enrollment size or gender composition where these features are relevant or present an interesting finding. With such wide variety in the size, shape, makeup, and character of our schools, no one report can ever capture each school's specific profile. We hope, however, that you will be able to use these insights to your advantage and that they will spark conversations between your advancement and leadership teams. For more specific benchmarks and comparative data, CASE members can access customized reports in which they can compare their school with their five closest peers. To access those reports, reach out to insights@case.org.

Ann Snyder

Senior Director, Communities Engagement

Executive Summary

ALL PARTICIPATING SCHOOLS

The 1,335 independent schools that participated in the survey received \$5.2 billion in 2022.

- The median amount of funds received per school was \$1.25 million, and the median number of donors was nearly 500.
- Total funds received ranged dramatically among participating schools, from \$2,000 to \$625 million, and the total number of donors ranged from 1 to more than 9,000.
- Giving varied widely among participants, indicating that advancement is well established at some schools and less so at others. At schools where giving is less established, the results of data pulled from DASL suggest that there is a significant opportunity for expansion of giving to support these schools' advancement.

CASE MEMBER SCHOOLS

Of the 1,335 independent schools that participated in the survey, 527 CASE member schools provided advancement data. CASE members received a more detailed set of questions about their advancement activities and outcomes and are the primary subject of this report.

CASE member schools received a total of \$3.8 billion in 2022.

- Funds received by individual schools ranged widely, from just less than \$18,000 per school to more than \$625 million, with a median of slightly less than \$2.8 million.
- Nearly 600,000 donors made contributions. Employees and parents of current students had the highest donation rates of all of the constituent categories.
- Although alumni constituted the largest group of donors in total numbers, the percentage of the alumni population that donated was small: 8.0% for day schools and 15.6% for boarding schools.
- The donor categories that gave the largest median amounts were parents and guardians of current students, parents of alumni, and foundations.

Less than 2.2% of donors were responsible for 76.8% of total funds received in 2022.

- In 2022, 318 donors contributed \$1 million or more, totaling \$887 million, or 36.0% of funds received.
- In 2022, 73.0% of donors gave less than \$1,000, which indicates the breadth of support but accounts for just 3.0% of funds received.

Of the CASE member schools responding to the survey, 41% reported being in a comprehensive capital campaign.

- Campaign goals varied by school size, ranging from a median of \$4 million among schools with 101 or fewer students to a median of \$43.5 million among schools with enrollment exceeding 700 students.

Schools reported devoting significant staff resources to advancement.

- Responding schools reported an average of 7.1 full-time-equivalent staff for advancement.
- Full-time-equivalent staff ranged from a median of 1.5 at the smallest schools to 9 at the largest.

A total of \$2.5 billion in new funds committed was reported by 357 responding schools.

- The median amount of new funds committed per school—which includes pledges, outright gifts, and bequest intentions—was \$3.3 million, higher than the median amount of funds received (nearly \$2.8 million).
- The largest median amounts committed per school came from parents and guardians of current students, parents and grandparents of alumni, and alumni themselves.
- Of the new funds committed, 39.5% were designated for other capital purposes, followed by 24.9% for endowment and 23.7% for unrestricted to current operations.

Introduction

Since April 2022, the Council for Advancement and Support of Education (CASE) and the National Association of Independent Schools (NAIS) have partnered to collect advancement data for the independent school community using the NAIS online tool Data and Analysis for School Leadership (DASL). Used by more than 40 state, regional, and national independent school associations, DASL is a powerful, one-stop shop for independent school data collection. School leaders can use this tool to find actionable data on all aspects of school operations, including enrollment, salaries, and more.

The advancement category in DASL draws from the *CASE Global Reporting Standards*—the global framework for the advancement profession and a set of shared definitions and counting practices—to give schools access to consistent advancement data across the sector.

DASL Advancement was open for data collection from June through October 2022. This report includes advancement data from July 2021 through June 2022 from 1,335 DASL participants. CASE member schools received an additional set of questions about their advancement activities and outcomes, and the 527 CASE member schools that participated are the primary subject of this report. As more years of data are collected in this new format in DASL, future reports will include trend analysis.

CASE research staff screened the data for outliers, inconsistencies, and potential errors and queried participants to confirm or correct their responses. Not every table or figure represents data for all participants. In some cases, schools did not submit data for an individual question. The total number of schools represented in a chart is listed below the chart.

Key Terms in DASL Advancement

This report and the data collected within DASL rely on two measures to assess fundraising performance, funds received and new funds committed, which are largely new to independent school data collection. Although most schools are accustomed to looking at fundraising in discrete categories of annual fund and capital campaigns, CASE no longer looks at fundraising data from this perspective. Instead, our framework allows for the inclusion of gifts of all purposes and designations within each of these counting methods. While you will not see the term “annual fund” mentioned, for example, a school’s annual fund is nonetheless reflected in funds received for unrestricted dollars for current operations. This is just one example, but the distinction is key to understanding the information provided in the report. For more information about how and why this framework exists, please see the CASE Global Reporting Standards.

Complete definitions for all terms used in DASL Advancement are available in [DASL](#).

FUNDS RECEIVED

“Funds received” refers to monies and property received within the reporting year from any individual or qualified organization. These funds include outright gifts, payments received to fulfill pledges made in the current or previous years, irrevocable planned gifts at face value, and realized bequests or legacy intentions. This category includes both restricted and unrestricted giving.

NEW FUNDS COMMITTED

“New funds committed” is a comprehensive measure of the impact and effectiveness of fundraising efforts in a given year. New funds committed include monies and property committed in the reporting year by any individual or qualified organization. These funds include outright gifts, new documented pledges at their value for up to five years’ duration, new irrevocable planned gifts received or committed, and new qualified and documented bequests or legacy intentions if the donor is age 65 or older. The measure excludes some philanthropic income received in the reporting year—notably, payments on pledges and recurring gifts secured in prior years. Bequests

and legacy commitments from living donors are collected as a separate line item and are not included in detailed questions for new funds committed.

HARD- AND SOFT-CREDIT DONATIONS

A “hard credit” designation is assigned to the individual or entity that received legal credit for the donation. “Soft credit” is used for recognition purposes. For individual donor sources, soft credit can be used to count donations that were legally given by another entity but recorded for recognition purposes to the individual. For example, if the parent of a current student donates to the school through a family foundation, the foundation receives the hard-credit donation, and the parent receives soft-credit recognition.

Although both hard- and soft-credit giving were captured in data collection, all calculations in this report are based on hard-credit giving only. Feedback received during data collection indicated that many schools had challenges capturing and reporting soft-credit donations. For this reason, CASE will defer reporting on soft credit until next year to provide more time for schools to adjust their recording practices.

SOURCE

“Source” reflects the individual or entity that was responsible for the donation. Source categories in DASL include the following:

- Parents or guardians of current students
- Alumni
- Grandparents of current students
- Parents and grandparents of alumni
- Employees
- Other individuals
- Corporations
- Foundations
- Donor-advised funds
- Other organizations

PURPOSE

“Purpose” reflects the use of the fund and the purpose of the donation. Purpose categories in DASL include the following:

- Current operations: unrestricted
- Current operations: restricted
- Endowment
- Other capital purposes: property, buildings and equipment, and loan funds
- Irrevocable deferred gifts at face value: irrevocable charitable remainder trusts, charitable gift annuities, pooled-income funds, and remainder interest in property

Detailed Findings for CASE Member Respondents

SCHOOL CHARACTERISTICS

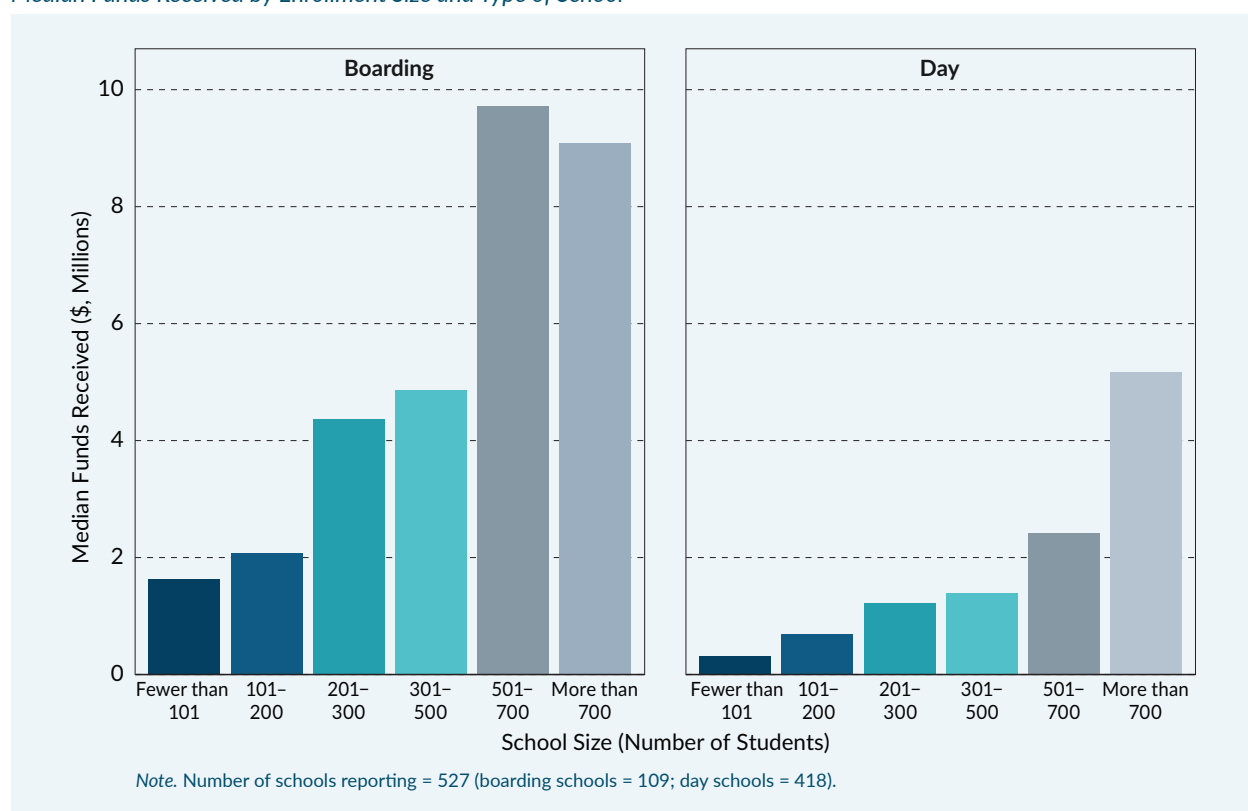
There were 527 CASE member schools that participated in DASL Advancement in 2022. Of these, 79.3% were day schools and 20.7% were boarding schools; among all school types, 83.1% were coeducational and 16.9% were single-sex schools (whether day school or boarding school). CASE member schools varied considerably by size, with boarding schools tending to be smaller than day schools.

FUNDS RECEIVED

CASE member respondents received a total of approximately \$3.8 billion from nearly 600,000 donors in 2022. The median amount that schools received was slightly less than \$2.8 million. Funds received ranged dramatically, from just less than \$18,000 to more than \$625 million.

Figure 1. Median funds received varied by enrollment. Within each enrollment category, boarding schools received more in donations than day schools.

Median Funds Received by Enrollment Size and Type of School



KEY INSIGHTS

- Enrollment directly impacts total funds received. Schools with more than 700 students received a median of \$5.3 million, while schools with 101 students or fewer received a median of \$1.3 million.
- At the median, boarding schools received larger donations than day schools across all enrollment levels.
- When evaluating fundraising performance, individual schools should consider their relative size and type and those of their peers to avoid false comparisons.

Figure 2. Boys' schools received a larger median amount of support than girls' schools. Among day schools, schools for boys received more funding than coeducational schools.

Median Funds Received per Student, 2022

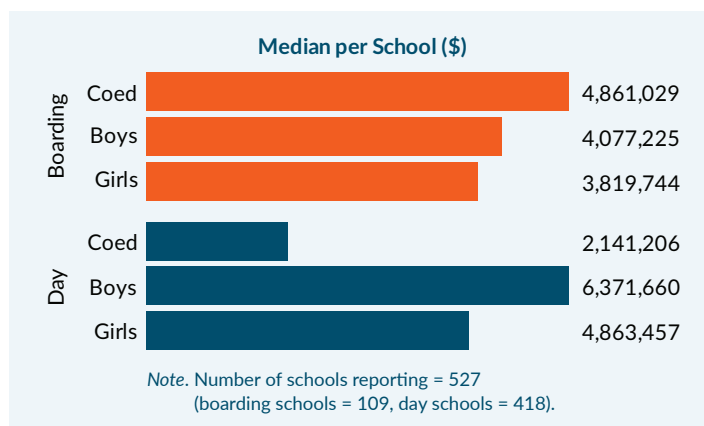
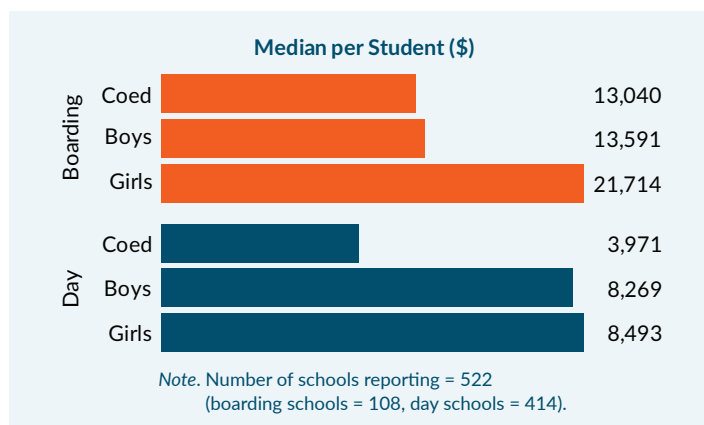


Figure 3. While schools for boys tended to receive more in donations overall, schools for girls received more support per student.

Median Funds Received by School Type and Gender, 2022



KEY INSIGHTS

- Differences in the funds received were somewhat less pronounced between single-sex and coeducational schools than they were between schools with different enrollment levels, although they were still significant.
- Single-sex day schools received significantly more funds per student than coeducational day schools.
- The median funds donated per student was highest for schools for girls in both the boarding and day school categories.

DONORS AND FUNDS RECEIVED BY SOURCE

Given the large differences among schools in funds received, it is important to understand the sources of funds that drove the totals. This section provides a breakdown of the funds received based on sources (who donated). Donors may fall into multiple categories. For instance, alumni can also be

the parents of current students. One important finding to note is that more alumni donated than did members of any other group, but both the percentage of alumni who donated and the total value of their gifts were small.

Table 1. More than half a million donors contributed, with alumni being the largest group, followed by parents and guardians of current students and parents and grandparents of alumni.

Total Donors (Funds Received) by Source, 2022

Source	Total Donors	Median Donors per School
Parents/Guardians of Current Students	167,005	269
Alumni	229,234	207
Grandparents of Current Students	27,487	39
Parents and Grandparents of Alumni	91,044	125
Employees	53,287	86
Other Individuals	41,071	47
Corporations	15,979	22
Foundations	16,989	13
Donor-Advised Funds	10,523	9
Other Organizations	3,285	1
Non-attributable/Other	18,425	0

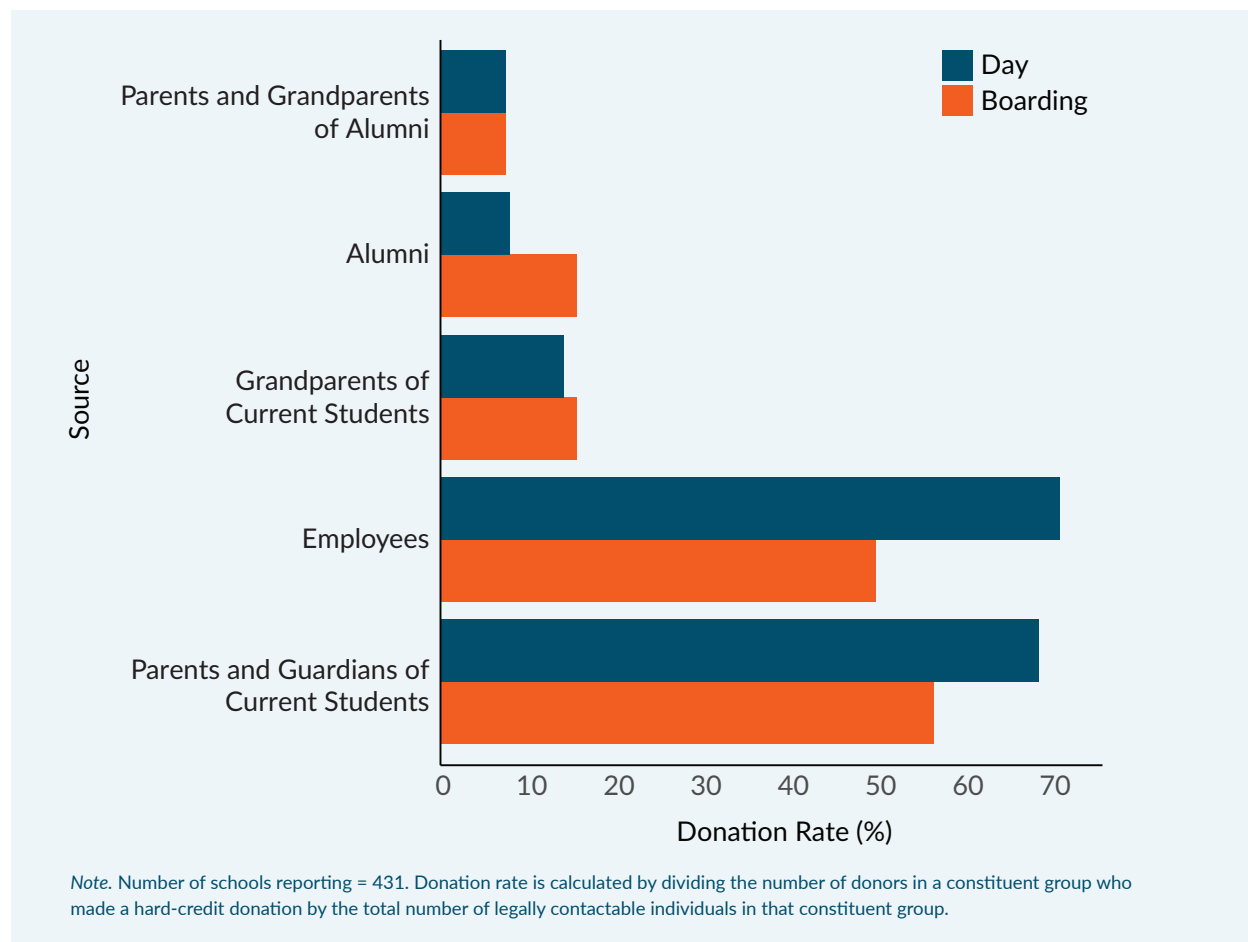
Note. Number of schools reporting = 453. Donors may belong to multiple categories. The breakdown of donors by source may not match with the total number of donors. The top three total and median values are highlighted, with the darkest shade indicating the largest number.

KEY INSIGHTS

- Out of the more than half a million donors who made contributions, alumni made up the largest group of donors.
- The highest median number of donors per school, however, was composed of parents and guardians of current students. A few schools had very high numbers of alumni donors, resulting in a high total count for the alumni category. However, most other schools had more donors who were parents and guardians of current students.
- These figures are quite distinct from donation rates and total donations, which are often factors in determining where to focus fundraising efforts.

Figure 4. Day schools had higher donation rates than boarding schools for employees and parents and guardians of current students. Parents and guardians of current students ranked second in donation rate after employees in day schools.

Median Percentage of Constituents Who Donated by Source and School Type, 2022



KEY INSIGHTS

- Although donation rates are important to know, they do not directly translate into funds received. Donation rates are just one element of measuring constituent engagement.
- Evaluating donor engagement (particularly for alumni and parents and guardians of current students) in combination with rates of volunteerism, event attendance, and engagement through marketing and communications provides a more comprehensive measure of constituent engagement.
- Fundraising effort and resources should be directed to constituent groups that give at the highest level or with the largest capacity, not toward those with the highest donation rates.

Table 2. Parents and guardians of current students contributed the highest median amount per school, but alumni contributed the largest total amount of donations across all school types.

Funds Received (Hard Credit) by Source, 2022

Source	Total Received (\$)	Median per School (\$)
Parents/Guardians of Current Students	650,831,429	626,514
Alumni	737,345,866	233,563
Grandparents of Current Students	85,489,608	53,751
Parents and Grandparents of Alumni	432,707,629	365,982
Employees	22,024,090	27,286
Other Individuals	172,777,618	53,853
Corporations	128,860,011	68,313
Foundations	494,342,865	310,300
Donor-Advised Funds	289,098,050	134,021
Other Organizations	51,973,590	878
Non-attributable/Other	32,133,186	0

Note. Number of schools reporting = 523. Source may belong to multiple categories. The breakdown of funds received by source may not match total funds received. These figures are based on hard credit, so donations credited to foundations may be directed by alumni or the families of current or former students. The top three total and median values are highlighted, with the darkest shade indicating the largest number.

KEY INSIGHTS

- Although alumni contributed significantly to schools overall, the median amount that each school received from alumni was lower than the median amount given by parents and guardians of current students and parents and grandparents of alumni.
- Parents and grandparents of alumni contributed significant amounts to schools, suggesting that a parent or grandparent's relationship to and engagement with the school lasts longer than the student's tenure.

TRUSTEE GIVING

As one might expect, trustees were generous contributors to the independent schools they govern. There were high rates of trustees making

donations, but the amount of total trustee donations for a given school did vary significantly between school types.

Table 3. Among all schools, 80.0% do not require trustee gifts; however, 96% of trustees made donations. Median Number and Donation Amount of Trustee Donors by School Type, 2022

School Type	<i>n</i>	Donation Rate (% of Trustees Who Donated)	Median Number of Donors	Median Donated (\$)
Boarding	66	95.30	22	656,158
Day	282	96.40	20	251,278
All Schools	348	96.17	21	315,485

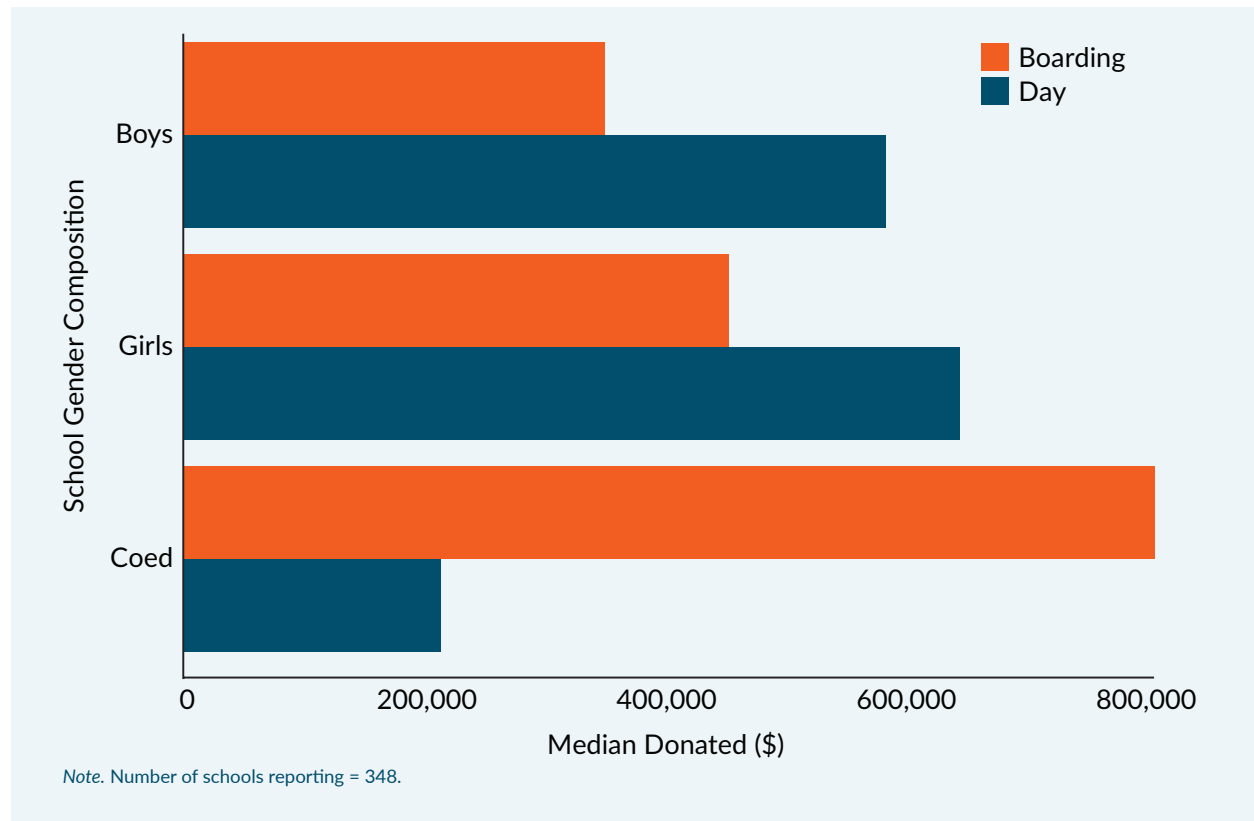
Note. Number of schools reporting = 348.

KEY INSIGHTS

- Although the median amount given by trustees varied among school categories, the percentages of trustees who donated were consistent across all school types.
- Total trustee donations accounted for 10% of total funds received (not shown).
- Boarding schools had higher median funds received from trustees than day schools. This variation occurred even though the median number of trustee donors was quite consistent across school types.

Figure 5. Compared with coeducational day schools, coeducational boarding schools exhibited a significantly higher median total trustee giving. Single-sex day schools followed closely behind.

Median Funds Received from Trustees by School Type, 2022



KEY INSIGHTS

- Median total trustee giving ranged from \$212,000 at coeducational day schools to nearly \$800,000 at coeducational boarding schools.
- Median funds received varied based on schools' gender composition. Among boarding schools, coed schools had the highest funds received from trustees. For day schools, single-sex schools received significantly more funds from trustees than did coed day schools.

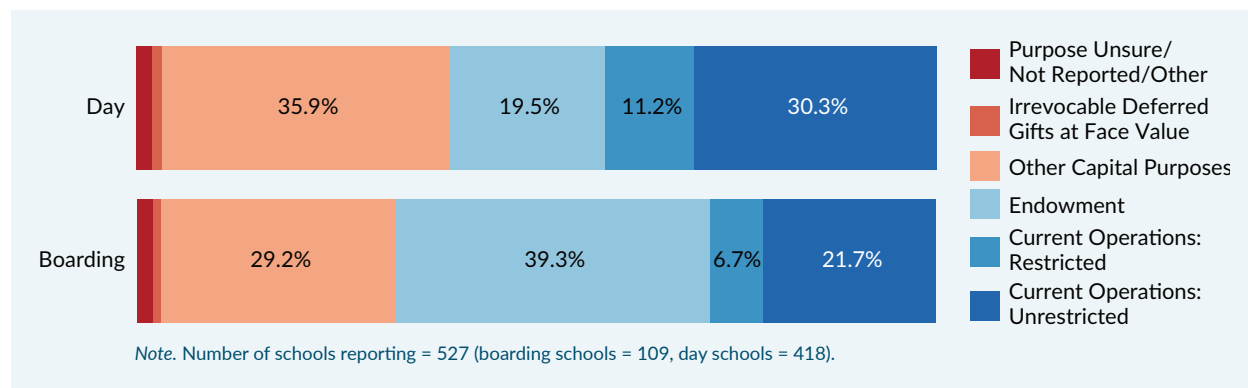
PURPOSES OF GIFTS

The purposes for which donors gave funds varied between day and boarding schools, but for all schools the main purposes were restricted and

unrestricted gifts for current operations (37%), other capital purposes (34%), and endowment (26%).

Figure 6. Boarding schools received a greater share of endowment-directed gifts.

Share (%) of Funds Received for Each Purpose, by School Type, 2022



KEY INSIGHTS

- Day schools secured a much higher percentage of unrestricted funds for current operations and other capital purposes than boarding schools. These gifts may be used immediately for any purpose, allowing schools the flexibility to direct funds to areas where they are needed most.
- Conversely, boarding schools secured a much higher percentage of funds for their endowments than did day schools.

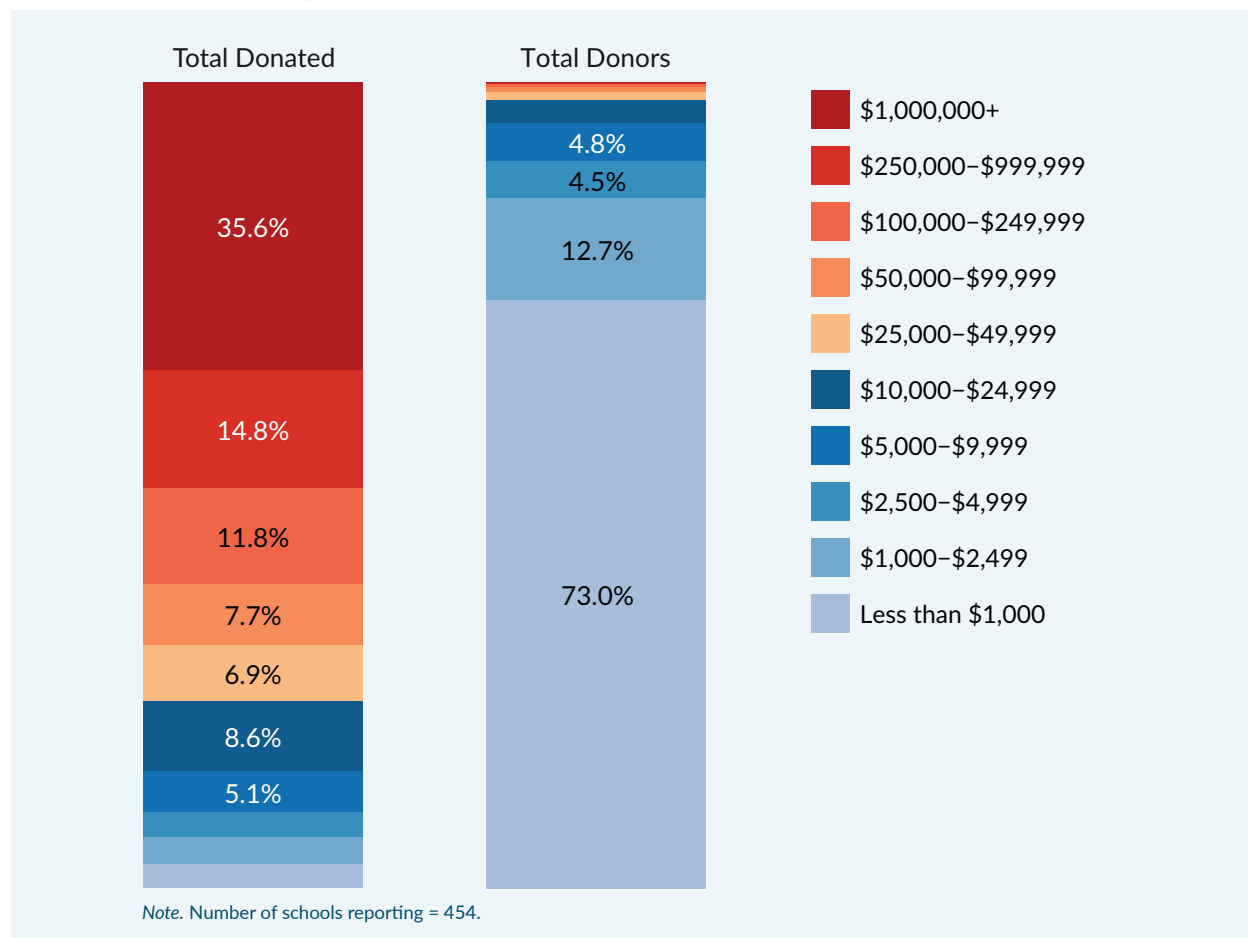
SIZE OF DONATIONS

Understanding patterns of giving by sizes of donations can help schools identify areas that require additional resources and investment. Schools should consider these figures when evaluating

how much emphasis to place on smaller donations. Although such gifts may not make a major financial contribution, they represent the breadth of support from families, alumni, and the broader community.

Figure 7. Although a larger number of donors contributed small amounts, those who gave more than a million dollars made up a much larger percentage of the total funds received.

Share (%) of Funds Received by Gift Bands, 2022



KEY INSIGHTS

- There was a striking inverse relationship between the number of donors in each gift band and the total funding represented by their giving.
- In 2022, 73.0% of donors gave less than \$1,000, which accounted for only 3.0% of funds received. In other words, the vast majority of donors made only a minor collective contribution to the total funds received.
- Conversely, less than 2.2% of donors gave \$25,000 or more during the year, accounting for 76.8% of total funds received. That is, a small fraction of donors provided the vast majority of the total funds received.
- The responding schools reported 318 donors giving \$1 million or more in 2022. These donations totaled \$887 million, or 36% of total funds received.

LARGEST DONORS

Although small-dollar contributions represent the breadth of support for a school, the largest donors

have a significant impact on a school's ability to fulfill its goals.

Figure 8. Nearly half of funds received across all schools came from the three largest contributors in each source category at the school.

Largest Donors as Share (%) of Funds Received, 2022

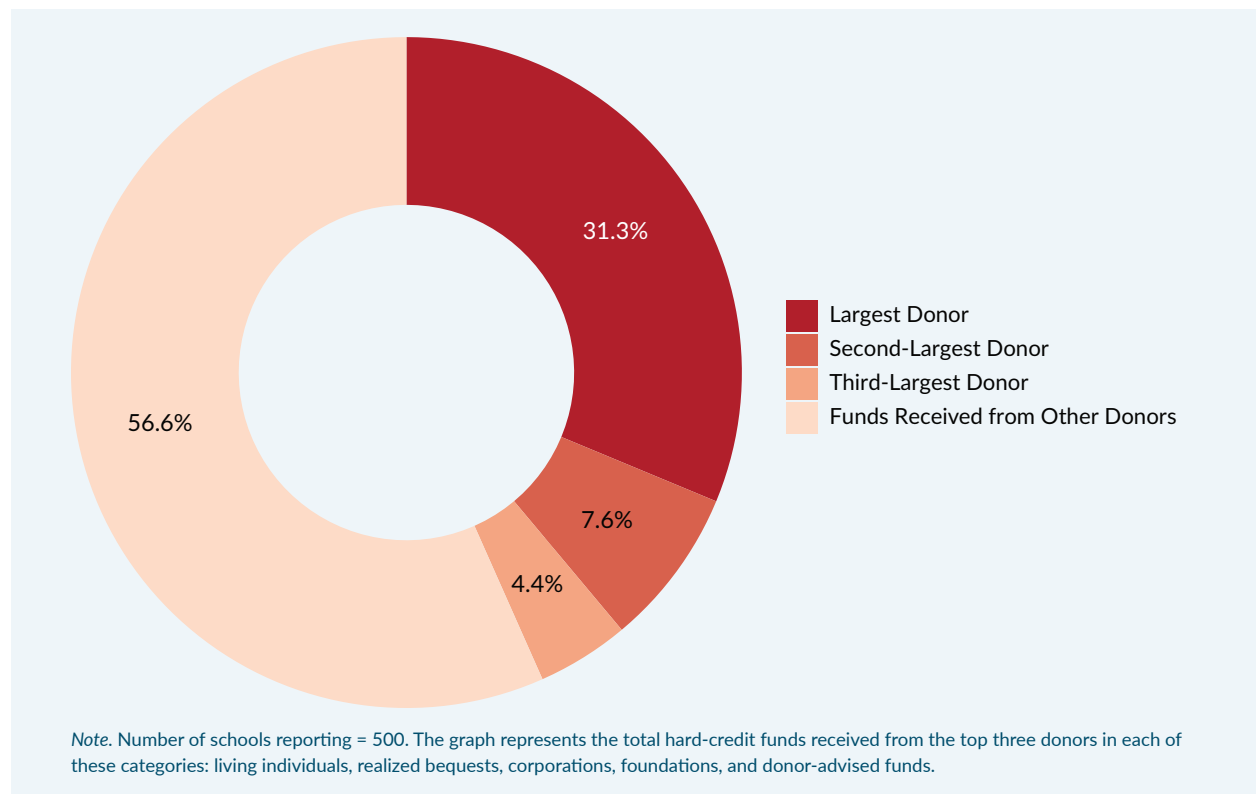
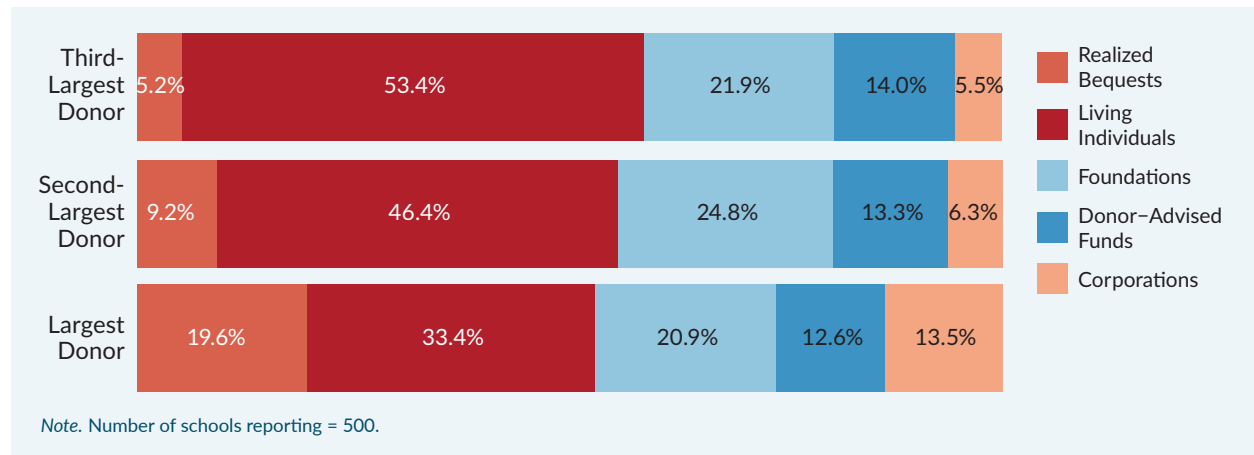


Figure 9. Among the donors contributing the most, individual donors accounted for the highest percentage of funds received, followed by foundations and realized bequests.

Largest Donors by Source (Hard Credit), 2022



KEY INSIGHTS

- Individual donors—rather than foundations or corporations—were the primary source of the largest contributions for the responding schools.
- Although foundations or corporations may make substantial contributions, schools are more likely to benefit from seeking funds from individuals.

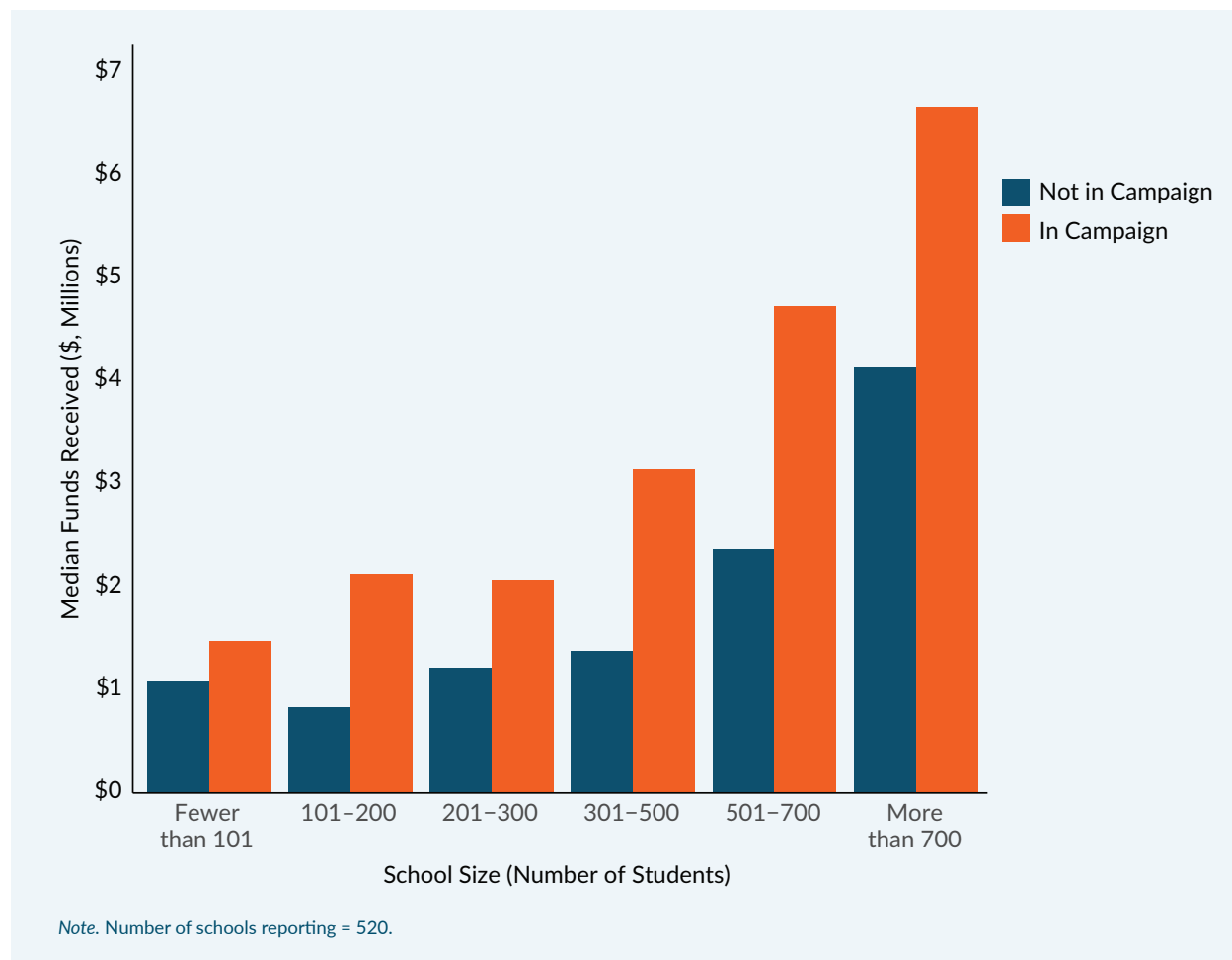
CAMPAIGNS

In 2022, 41% of the responding schools reported being in a comprehensive capital campaign, whether in a quiet or an active phase. The presence

of a capital campaign had a substantial impact on the amount of funds received, underscoring the importance of these initiatives.

Figure 10. Median funds received were higher for schools currently running a capital campaign than for those not in a campaign.

Median Funds Received and Campaign Status by School Size, 2022



KEY INSIGHTS

- Comprehensive campaigns clearly make a difference to funds received across all school types. The effect is pronounced and consistent.
- Campaign goals varied by school size, ranging from a median of \$4 million for schools with 101 or fewer students to a median of \$43.5 million for schools with enrollment exceeding 700.

ADVANCEMENT STAFF

Responding schools reported an average of 7.1 full-time-equivalent (FTE) staff in advancement in 2022. The median number of advancement staff ranged from 1.5 at schools with fewer than 101 students to 9 at schools with more than 700

students. Figure 11 provides a different perspective of the analysis of the advancement staff allocation by breaking this number down by school size and funds received.

Table 4. Fundraising and communications and marketing were the functions with the highest number of full-time-equivalent (FTE) staff across all responding schools.

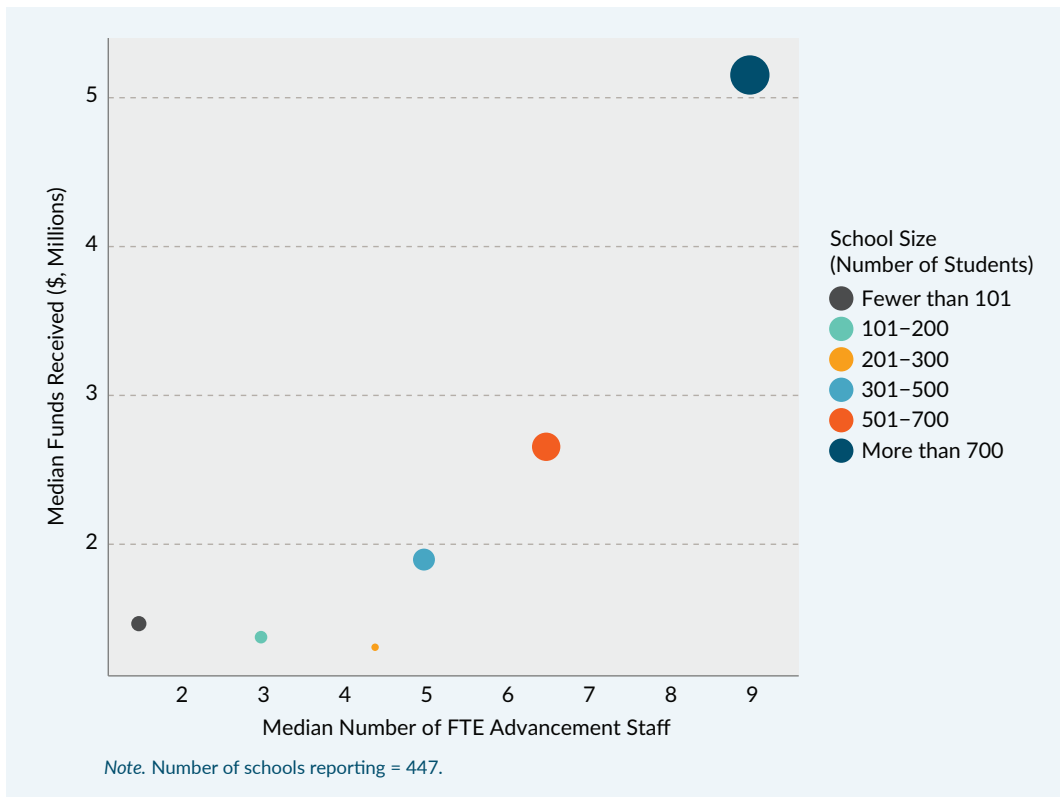
Average Number of FTE Advancement Staff by Function, 2022

Function	Average
All Advancement Staff	7.1
Advancement Management	1.6
Advancement Services	1.4
Alumni Relations	1.1
Communications and Marketing	1.9
Fundraising	1.9

Note. Number of schools reporting = 447.

Figure 11. Despite larger schools receiving more funds and having a larger advancement staff, schools with fewer than 101 students had higher median donations than slightly larger schools.

Median Funds Received and Median Advancement Team Size by School Size



KEY INSIGHTS

- Across all schools, communications and marketing as well as fundraising teams had the largest numbers of FTE staff, indicating the importance placed on these functions within the advancement department.
- Larger schools tend to invest more in advancement staff, which often correlates with higher median total donations.
- Schools with fewer than 101 students displayed a higher median donation amount than slightly larger schools (those with between 101 and 300 students). This is an interesting finding, but the small sample size warrants careful analysis before it can be used to make decisions.

NEW FUNDS COMMITTED

In 2022, responding schools reported a total of \$2.5 billion in new funds committed from both individuals and organizations, with a per-school median of \$3.3 million. In general, the amount of new funds committed tends to exceed the amount

of funds received. Although the total support received reflects donors' generosity, the amount of new funds committed is largely attributable to advancement teams' efforts.

Table 5. Responding schools reported 43% of new funds committed came in the form of new pledges. Outright gifts that were not previously pledged accounted for nearly half of new funds committed.

New Funds Committed by Donor Count and Amount Committed, 2022

Source	Donor Count	Committed (\$)
New Pledges	35,703	1,083,351,462
Outright Gifts, Not Previously Pledged	868,220	1,189,134,897
New Revocable Bequest Intentions	403	221,147,864
Total New Funds Committed (without bequests)	-	2,272,486,359
Total New Funds Committed (including bequests)	-	2,493,634,223

Note. Number of schools reporting = 357.

Table 6. Alumni contributed the most new funds committed. However, on a per-school basis, the largest median funds committed came from parents and guardians of current students.

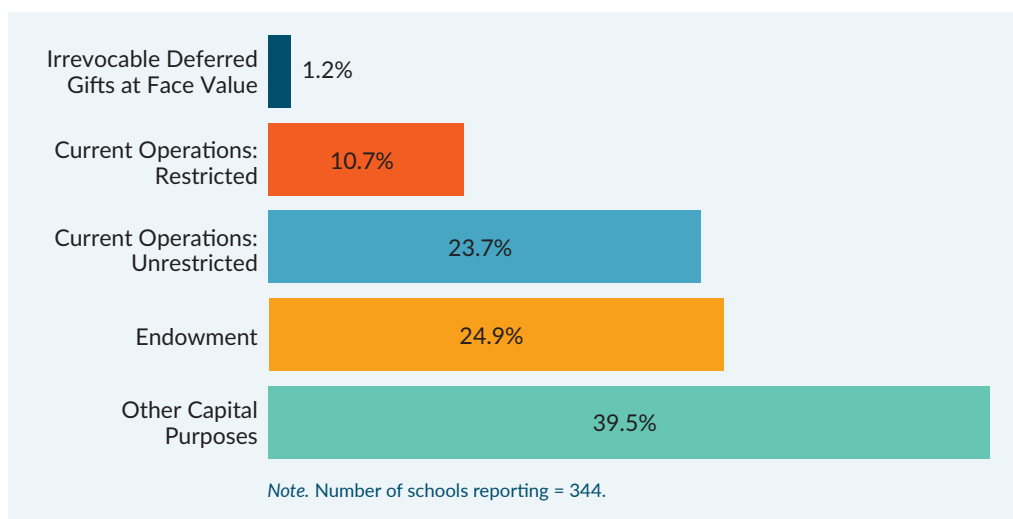
New Funds Committed by Source, 2022

Source	Total (\$)	Median per School (\$)
Parents/Guardians of Current Students	543,104,017	673,123
Alumni	660,777,076	301,060
Grandparents of Current Students	99,726,491	57,550
Parents and Grandparents of Alumni	393,274,737	381,639
Employees	25,144,737	27,505
Other Individuals	157,796,639	60,187
Corporations	72,922,124	65,376
Foundations	436,859,992	255,650
Donor-Advised Funds	325,063,735	126,735
Other Organizations	140,256,329	0
Non-attributable/Other	21,173,911	0

Note. Number of schools reporting = 333. Donors may belong to multiple categories. The top three total and median values are highlighted, with the darkest shade indicating the highest number in each column. Median by categories may differ from the total when extreme values are present.

Figure 12. Donors primarily committed new funds to other capital purposes and endowment, with a majority of the funds for current operations designated as unrestricted.

Share (%) of New Funds Committed by Purposes, 2022



KEY INSIGHTS

- Similar to funds received, the three primary sources of new funds committed were alumni, parents or guardians of current students, and foundations.
- Donors commit new funds to other capital purposes, current operations, and school endowments. Boarding schools allocate a higher percentage of new funds to endowments than do day schools (not shown).
- Because tracking new funds committed is a relatively new practice for independent schools, only 357 of the 527 participating members reported on this measure.

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