

**I. CHESTER COUNTY COMMUNITY FOUNDATION
GRANT PROPOSAL SUMMARY SHEET**

*One page only. This page will be shared electronically with Grant Committee Members & Fund Advisors.
Note: If Philanthropy Network of Greater Philadelphia's Common Grant Application is used, the Community Foundation's
Summary Sheet MUST accompany application.*

To obtain an electronic version of this application, visit www.chescocf.org

Date 10/30/2018

Contact Information

Organization Name: Camphill Special School
Address: 1784 Fairview Road Glenmoore, PA 19343

Phone: 610-469-9236
Website: www.camphillspecialschool.org
Year Incorporated: 1963

Executive Director Name: Guy Alma
Executive Director E-mail:
galma@camphillspecialschool.org
Board of Directors Chair Name: Jen Nilsen
Primary Contact Name: Traci Connaughton
Primary Contact E-mail:
tconnaughton@camphillschool.org

Has your nonprofit ever applied to the Community Foundation? Yes No Not Sure
Has your nonprofit ever received funding from the Community Foundation? Yes No Not Sure
 Donor Advised Fund(s) Fund for Chester County Don't know/Not sure

Field/s of Interest:

Arts, Culture & Humanities Environment/Animal Welfare Education
 Health Human Services Religion

Organization Information:

Geographic Area Served (If not all of Chester County, specify primary Chester County regions served): All of Chester County.

Describe Population Served and Annual Number of People Served: The Camphill School serves special needs students ages 5 through 21. There are 126 students currently enrolled for the 2018/19 school year.

Mission: Our mission is to create wholeness for children and youth with developmental disabilities through education, extended family living, and therapy so that they may be better understood, they may more fully unfold their potential, and they may meaningfully participate in life.

Proposal Summary: The Camphill School is seeking funding to conduct an audit of its Development department and stakeholders as it prepares for a capital campaign.

If Capacity Building Proposal, the focus is:

Mission, Vision & Strategy Governance & Leadership Strategic Relationships
 Fundraising & Development Other: _____

Annual Budget \$ 9,617,000 _____ 104 _____ # of Full-Time Equivalent Paid Staff
91 _____ % of budget for program expenses 22 _____ # of Board Volunteers
7 _____ % of budget for administrative expenses 461 _____ # of Active Non-Board Volunteers
2 _____ % of budget for fundraising expenses 3,648 _____ # of Volunteer Hours

100 % total

Top 3-5 funding sources:

PECO: \$80,000

Page and Otto Marx Foundation: \$50,000

Customer's Bank: \$50,000

Grant Kvalheim: \$25,000

Gwen and Scott Stevenson: \$25,000

Grant Amount Requested from the Community Foundation: \$__5,000_____

II. CHESTER COUNTY COMMUNITY FOUNDATION GRANT PROPOSAL NARRATIVE

1. Organization's history, goals, key achievements and distinctiveness

The Camphill School was formed through the uniting of Downingtown Special School, established in 1954, and Donegal Springs, established in 1961. Both schools had been a member of the international Camphill movement, which was founded in 1939 to provide support for the education, employment, and daily lives of adults and children with developmental disabilities, mental health problems, or other special needs. In order to accommodate an ever-growing number of children and volunteers, a fifty-seven acre farm in East Nantmeal, Chester County, was purchased in October 1963. In 2002 we established the Transition Program to prepare developmentally disabled students, ages eighteen to twenty-one, for life beyond school. In 2015 we opened our brand new early learning facility, Meadowsweet. In 2017 the transition program acquired Lucas House, a new home to accommodate additional boarding students in the Transition Program.

Our goal is to provide children with special needs and special potential a secure sense of the world around them through a rich academic curriculum, exploration both in the classroom and out of doors, creative pursuits, therapeutic opportunities, and extended family life.

Our key achievements include creating an environment conducive to security, comfort, learning, and growth. We have been able to provide opportunities to hundreds of children with attention paid and accommodations made to suit their individual needs. As part of this effort, The Camphill School completed a capital campaign in 2011 that raised \$3.1 million for the purchase of Beaver Farm, the property that now houses the transition program.

Serving children with intellectual and developmental disabilities, The Camphill School is a licensed and approved private school that offers individualized education and therapy in an extended family setting. Living alongside long-term volunteers, their families, and peers, students build upon their classroom learning with the support of a house team trained to address their specific individual needs. We offer boarding and day academic and prevocational programs, as well as therapeutic care, for children in kindergarten through twenty-one years old. We are the only Camphill community for children and the only Waldorf School for students with special needs in the United States.

The Camphill ideal is to engage all the members of each community in meeting their own needs, as well as those of the community at large, to whatever extent their abilities allow. With heavy emphasis on experiential learning, the students learn academics in engaging ways. They learn how to play the piano, recorder, or hand bells; they stage concerts, dramatic performances, and elaborate puppet shows. They help with costumes and construct sets. Students here partake in woodworking, weaving, pottery, sewing, and gardening. The student run Beaver Farm produces all the beef, pork, chicken, and eggs needed by The Camphill School. They also learn food processing and cater meals for the Farm community with the produce they grow.

2. Funding request:

A. Specific Chester County needs and issues addressed

The Camphill School provides educational and therapeutic opportunities to children and young adults in two locations in Chester County: The Camphill School's Children's Village in Glenmoore and The Transition Program at Beaver Farm in Phoenixville. KIDS COUNT®, a project of the Annie E. Casey Foundation, reports that 15% of children in Pennsylvania require health and related services of a type or amount beyond that required by children generally. Every day, the school provides for students who are not able to thrive in a typical school environment.

B. Organizational impact (for capacity building proposals)

In an effort to prepare for an upcoming capital campaign, The Camphill School will embark on an internal development department audit that will determine the current challenges and opportunities the department and organization face when tasked with major gift and campaign fundraising. While the fundraising goal of the capital campaign is still to be determined (after a future feasibility study), the internal audit will allow the organization to better position itself to solicit and acquire large scale gifts. The audit will be conducted under the guidance of a consultant who has a long history working with The Camphill School.

C. How will this impact be measured?

While the results of the audit will not be able to be measured in numerical terms, the resulting report will provide information that will, ideally, lead to greater fundraising capacity. The audit will include a written report describing the condition of the philanthropic program resources and systems, as well as a series of observations, recommendations, and guidelines for implementation. The organization will utilize the report in order to strengthen its philanthropic support systems and increase its capacity.

D. Description of Expected Activities, Timeline, and Cost

Working alongside Martin Novom of Alexis de Tocqueville Institute, the development staff will prepare an audit of its philanthropic potential. As part of the process, numerous stakeholders will be interviewed, including board members, donors, staff, teachers, parents, and community members. The result of the interview process will be an overall understanding of the school's preparedness for a capital campaign, as well as each stakeholder's understanding of their role in the fundraising process. In conjunction, the development department will be tasked with performing its own self audit. The goal of the process is to guide the team in discovering its own strengths and challenges through the process of honest introspection.

All of this information will be synthesized to develop a plan to ready the department and stakeholders for a capital campaign. It is anticipated that the process, which will begin in October of 2018, will be completed and reported on by May 2019.

Total cost of the audit will be \$17,000.

E. Why it is important to fund this now

Over the past several years, The Camphill School's development capabilities have grown. A capital campaign to construct the school's newest building, Meadowsweet, was successfully completed in 2015. In 2017, the development department added a full-time Major Gifts Officer. Working with major gifts consultants, the staff has prepared a major gifts plan that has already been enacted and is in its first year of implementation. The full audit is the next logical step toward realizing the organization's full fundraising potential.

4. How impact and results will be demonstrated

Ultimately, with a full understanding of our capabilities and a plan in hand, we will be able to move closer to our goal of engaging in a capital campaign that will result in an expansion of our current facilities as well as much needed upgrades throughout the campus. The end result of all of these efforts will, as always, be the enhanced experiences of our students – experiences that will affect their successes here and later in life. Ultimately, *success* at Camphill Special School might be more easily, and perhaps even more accurately, described in the unquantifiable terms of lives transformed and families healed.

“In the seven years our son was at The Camphill School, he flowered. Which is to say that they took our uncommunicative, heavily drugged, totally helpless, near-vegetative-state child and turned him into an aware, responsive, interactive, joyful, loving human being whom we now recognize as a person distinct from us, moving independently along the pathways of his destiny. It was a result that no one - least of all his doctors - could have (or would have) predicted.”

- The Camphill School parent