

# 2013 GIVING PROFILE

The power of  
our philanthropic community



Our Kids.  
Our Tomorrow.

THE COMMIT! PARTNERSHIP  
2013 GIVING PROFILE

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35 funders representing \$144 M in total funding \$47 M in education funding, impacting 800,000+ students

## THE COMMIT!

## PARTNERSHIP

[www.commit2dallas.org](http://www.commit2dallas.org)  
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The Commit! Partnership helps drive student achievement throughout Dallas County from cradle to career by leveraging data, community and collaboration to:

- Measure what matters
- Identify effective practices
- Align community resources to spread what works

## Welcome to the world of giving in Dallas

Commit! is dedicated to using data as a tool to help the philanthropic community in Dallas make the most of their generosity. Private, family, corporate, and community foundations combine to give hundreds of millions of dollars every year to a broad range of entities supporting the students and families of Dallas County.

Sometimes, though, without clear, transparent information, it can be difficult to understand how best to direct resources, calibrate priorities, or identify blind spots.

Last year, we released our first such report. This year, Dallas County's philanthropic community has responded again with 35 funders voluntarily reporting their giving activity. We encourage you to use this report as a resource to reflect, explore, share, and use however you see fit.

Thank you all for your continued dedication.

# Executive Summary

This report represents a snapshot of education-related giving in Dallas County. We encourage you to examine each graph from a position of inquiry. In that spirit, here are several findings that caught our attention and some of the questions that they sparked.

## Impact on Developmental Stages

- Philanthropic investment in K-12 is highly concentrated in high school. **High school commands a larger percentage of K-12 dollars (\$9.8 M or 36%) than pre-K through middle school combined (\$8.8M or 33%).** What is driving this distribution? Is this balance appropriate?
- In terms of what funders deemed to be their top funding priorities, not all of the areas selected as top priorities receive commensurate investment. **Pre-K is a top funding priority** for more funders than any other age range, yet **pre-K receives the third lowest amount (\$2.4 M or 9%) of funding.** In fact, for investments in areas from birth through high school, pre-K receives the least amount of philanthropic dollars. Is this a reflection of cost, opportunities, priorities, or something else altogether?
- **High school saw the largest (+\$2.2 M or +34%) year-over-year increase** while elementary grades saw the largest decrease (-\$3 M or -50%) in funding.\* While priority changes for these areas were directionally aligned, the changes do not account for funding shifts this large. What does account for these shifts? Are there structural movements driving these changes?

## Concern about Strategic Areas

- **Human Capital** has emerged as one of the leading areas of investment, **capturing nearly 20% (\$6 M) of education funding.** This represents a **3x increase in investment over last year.\*** Mentoring (4x), Literacy (3.5x), and Workforce (8x) also saw significant increases over the previous year. Meanwhile, Special Education (-85%) saw the most significant decline. What is driving these changes? Does this reflect a larger strategic shift in the community?
- The relationship between stated funding priorities and investment in strategic areas is relatively aligned. **Human Capital, however, captures a larger share of investment than all higher priority areas except for STEM.** Are these other high priority areas - Mentoring, Literacy, Collective Impact, and Out-of-School Time - underfunded, saturated, or something else? Is there a barrier preventing additional investment in these areas?
- Workforce and Special Education both **command a larger portion of individual foundation giving than their stated priorities would suggest.** Are there structural factors that drive this level of investment or are priorities underestimated?

## Implications for Institution Types

- The share of individual giving for institution types follows very closely with stated top funding priorities, with public schools commanding the largest share of individual giving and the most support as a top funding priority. Yet, as a share of total investment, **public schools command the smallest share (\$1.6 M or 14%) of institutional giving.** Is this driven by investment in early childhood centers, which are classified as private schools? Or, are there structural problems preventing increased investment in public schools?

### Footnotes

\*All year over year comparison data contains only the responses of participants in both 2012 and 2013. 24 participants responded to both giving profiles. Participants are: Alliance Data, AT&T, Bank of America, Citi, Communities Foundation of Texas, Dallas Women's Foundation, Fluor and Fluor Foundation, Harold Simmons

Foundation, Rainwater Charitable Foundation, Carl B. & Florence E. King Foundation, Texas Instruments Corporation and Texas Instruments Foundation, The Boone Family Foundation, The Catholic Foundation, The Dallas Foundation, The Heglund Foundation, Roy & Christine Sturgis Educational and Charitable Trust, Carl B. &

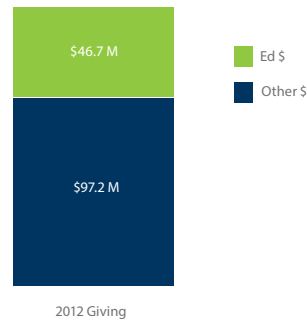
Florence E. King Foundation, The Graham and Carolyn Holloway Family Foundation, The M.R. and Evelyn Hudson Foundation, The Meadows Foundation, The Miles Foundation, The Rees-Jones Foundation, United Way of Metropolitan Dallas, Vickery Meadow Youth Development Foundation

# 35 Survey Participants

- Alliance Data
- AT&T Inc.
- Bank of America
- BNSF Railway Foundation
- The Boone Family Foundation
- Carl B. & Florence E. King Foundation
- The Catholic Foundation
- Citi
- Communities Foundation of Texas
- The Dallas Foundation
- Dallas Women's Foundation
- Elizabeth Toon Charities
- Fidelity Foundation
- Fluor Corporation
- George and Fay Young Foundation
- Graham and Carolyn Holloway Family Foundation
- Harold Simmons Foundation
- Hirsch Family Foundation
- Hoblitzelle Foundation
- The Hoglund Foundation
- Horchow Family
- Kimberly-Clark Foundation
- The Marilyn Augur Family Foundation
- The Meadows Foundation
- The Miles Foundation
- Mike & Mary Terry Family Foundation
- MoneyGram International
- The M.R. & Evelyn Hudson Foundation
- Rainwater Charitable Foundation
- The Rees-Jones Foundation
- Sturgis Foundation
- Texas Instruments Corporation & Foundation
- United Way of Metropolitan Dallas
- Vickery Meadow Youth Development Foundation
- The Williams Family Foundation

# Funder Participants

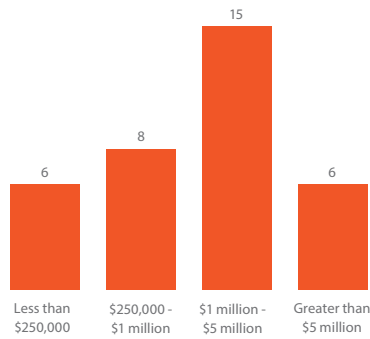
### 2012 Grant Dollars



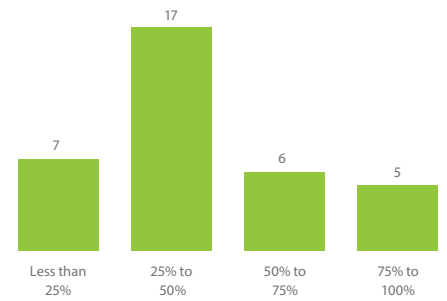
### Grantmaker Types



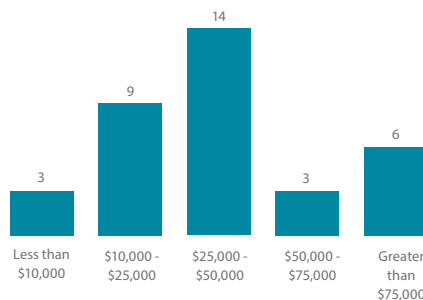
### Total Grant-Making Budget Size



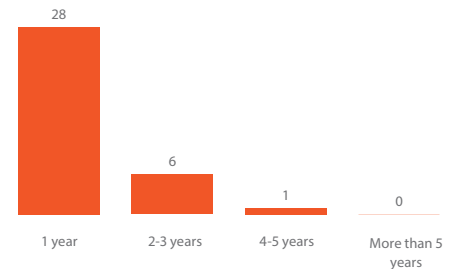
### Percentage Dedicated to Education-Related Grants



### Education Grant Size



### Education Grant Duration



Footnotes

Commit! Partnership funders

Participants in 2012 and 2013 Giving Profile

# Giving vs. Achievement

One constant question in education is how best to measure impact. While there are many ways to do that, Commit! has selected 11 student achievement indicators to help our community quantify our progress from cradle to career. In that spirit, we have aligned giving profile data from the last two years with our community scorecard to examine how giving has influenced achievement.

It should be noted that, given how the data is collected, there is a one year lag between giving and achievement data. That said, we thought this was still a useful presentation of the data when thinking about how giving impacts achievement.

One of the more salient takeaways is that the **relationship between giving and achievement is not particularly aligned**. In fact, in the areas of early childhood, elementary, and middle school, **the relationship between impact and investment is inverted**; increased investment aligns with decreased achievement and decreased investment aligns with increased achievement. Given the lag present in both sets of data, it is difficult to draw too firm a conclusion from these figures but continually examining our progress is important to improving the educational experiences of our children.

	Giving				Achievement		
	2011	2012	Since Prior Year		2011-12 Last Year	2012-13 Current Year	Since Prior Year
	Philanthropic \$ invested in this developmental stage				% of Dallas County Proficient		
Early Childhood (0-5 years)	\$4.85 M	\$5.04 M	↑ \$0.19 M	Kindergarten Readiness	52%	49%	↓ 3%
Elementary School (6-10 years)	\$6.04 M	\$2.99 M	↓ \$3.05 M	3 <sup>rd</sup> Grade Reading	35%	35%	— No Change
				4 <sup>th</sup> Grade Math	27%	29%	↑ 2%
Middle School (11-14 years)	\$3.80 M	\$2.10 M	↓ \$1.7 M	8 <sup>th</sup> Grade Science	29%	32%	↑ 3%
High School (15-19 years)	\$6.50 M	\$8.75 M	↑ \$2.24 M	Algebra 1	33%	30%	↓ 3%
				Average 10 <sup>th</sup> Grade PSAT Score	115 pts.	116 pts.	↑ 1%
				Percent of Graduates College Ready	15%	14%	↓ 1%
				Four-Year High School Graduation Rate	82%	84%	↑ 2%
				% of H.S. Grads Enrolling in Postsecondary Education (PSE)	62%	61%	↓ 1%
Young Adult (20-24 years)	\$3.69 M	\$3.82 M	↑ \$0.13 M	% of H.S. Grads Returning to PSE after One Year	51%	50%	↓ 1%
Adult (over 25 years)				Total 2-yr and 4-yr Degrees Conferred	29,168	30,684	↑ 5%

■ NO CHANGE     
 ■ GAP IS CLOSING     
 ■ GAP IS WIDENING

\*Footnotes  
**Kindergarten Readiness:** The percent of students judged Kindergarten ready for the county is based on student performance on district assessments. The assessments and kindergarten-ready performance measure vary by district and currently only assess literacy. Districts reporting include Coppell, Dallas, DeSoto, Grand Prairie, Highland Park, Irving,

Lancaster, Mesquite, Richardson and Uplift, and represent 71% of all public K-12 students across Dallas County.

**3<sup>rd</sup> – 8<sup>th</sup> Grade Indicators:** Student proficiency results for 3<sup>rd</sup> – 8<sup>th</sup> Grade Indicators are based on the percent of students achieving a level 2, final recommended score on the state

standardized STAAR testing.

**PSAT Scores:** Test scores for the following Commit! reporting partners: Dallas ISD, DeSoto ISD, Grand Prairie ISD, Highland Park ISD, Irving ISD, Lancaster ISD, Mesquite ISD, Richardson ISD and Uplift Education. 240 maximum possible points.

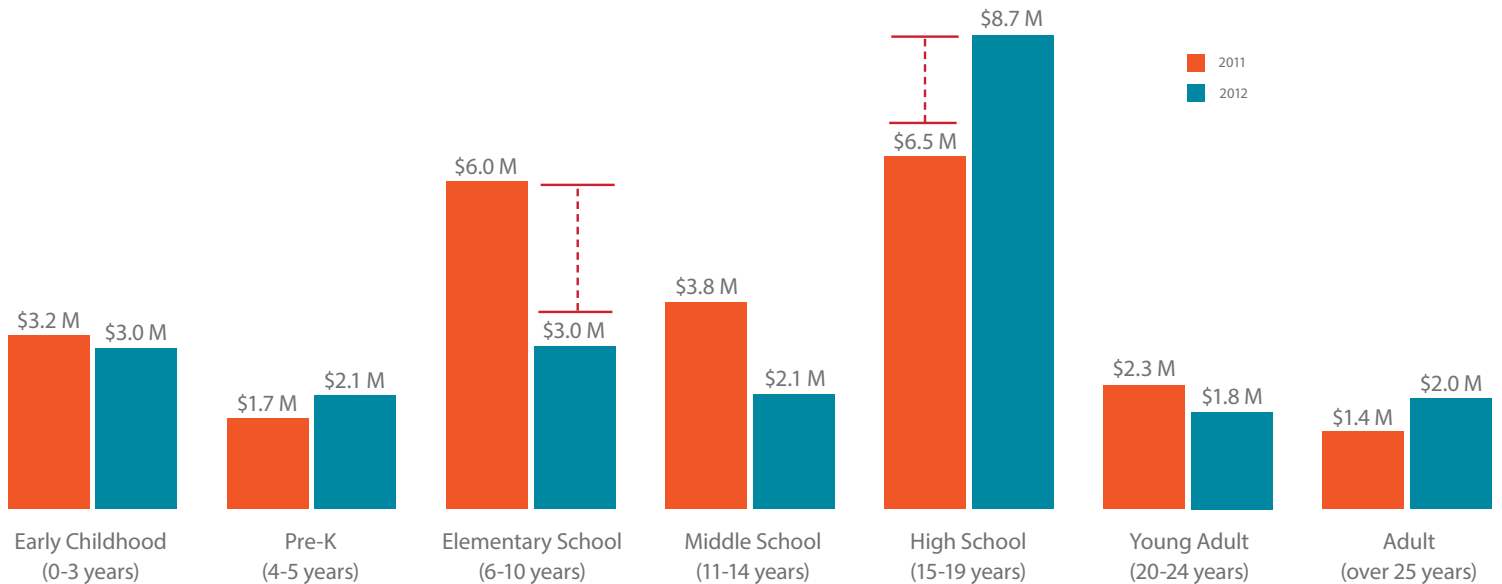
**SAT/ACT College Ready Indicator:** Per the Texas Education Agency, a score of 24 on the ACT (composite) or at least 1110 on the SAT (reading and math) are the criterion scores for the college admissions tests. Per SAT/ACT, these scores translate into a high likelihood of receiving a B- or C+ grade in higher education.

# Investing in Developmental Stages

## Year-Over-Year Giving

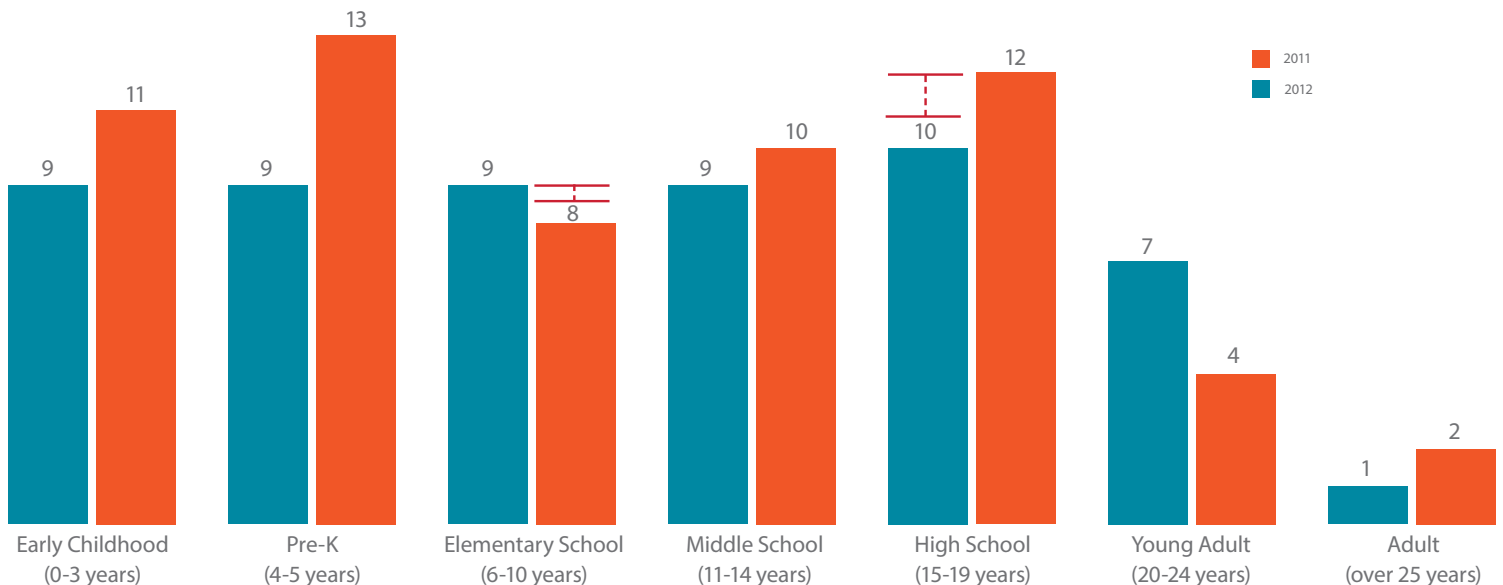
### YOY Developmental Stages Giving

Funders invested **\$2.2 M more** in high school, while investing **\$3.0 M less** in elementary school.



### YOY Developmental Area Top Funding Priorities

**Only 1 fewer** funder listed elementary school as a top funding priority while **only 2 additional** funders listed high school as a top funding priority.



\*All year over year comparison data contains only the responses of participants in both 2012 and 2013. 24 participants responded to both giving profiles. Participants are: Alliance Data, AT&T, Bank of America, Citi, Communities Foundation of Texas, Dallas Women's Foundation, Fluor and Fluor Foundation, Harold Simmons Foundation, Rainwater

Charitable Foundation, Carl B. & Florence E. King Foundation, Texas Instruments Corporation and Texas Instruments Foundation, The Boone Family Foundation, The Catholic Foundation, The Dallas Foundation, The Hoglund Foundation, Roy & Christine Sturgis Educational and Charitable Trust, Carl B. & Florence E. King Foundation, The Graham and Carolyn

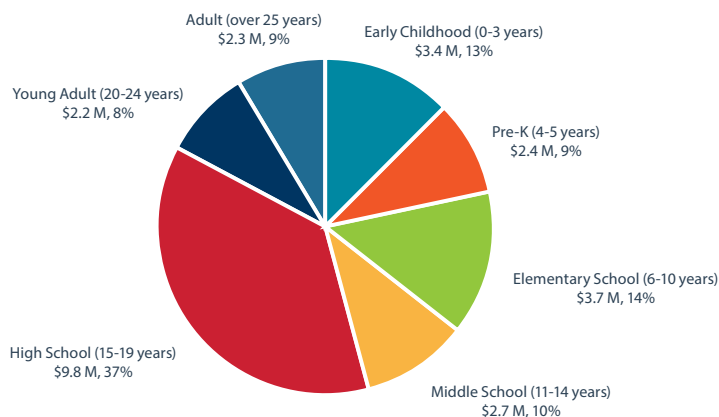
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# Investing in Developmental Stages

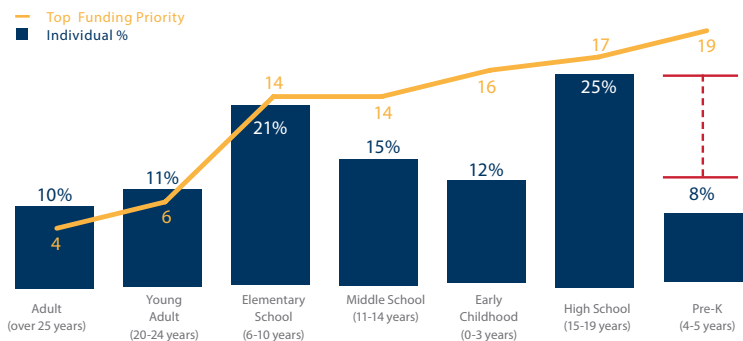
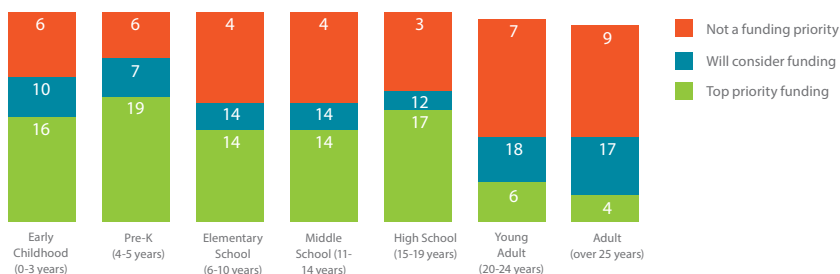
## 2012 Developmental Stage Giving

### Investment Distribution

High school commands **37% (\$9.8M)** of K-12 dollars. This is more than pre-K through middle school (\$8.8M) combined.



### Priority Distribution



### How to Read these Graphs

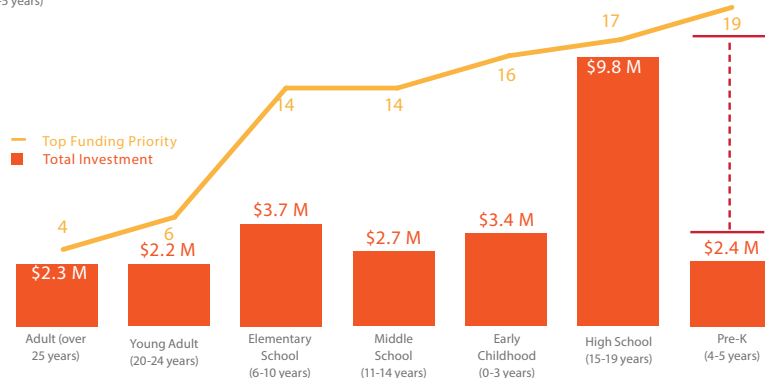
Developmental areas are listed in order of the number of funders who have identified it as a **top funding priority**.

Individual % is the average percentage of education dollars any funder invested in a particular area. For example, the average funder invested only 8% of their education dollars in Pre-K.

**Total Investment** is the aggregate amount given to any area.

### Funding vs. Priority

Pre-K is a top funding priority for **more funders than any other age range**, yet pre-K receives the **third lowest amount** (\$2.4 M or 9%) of funding.

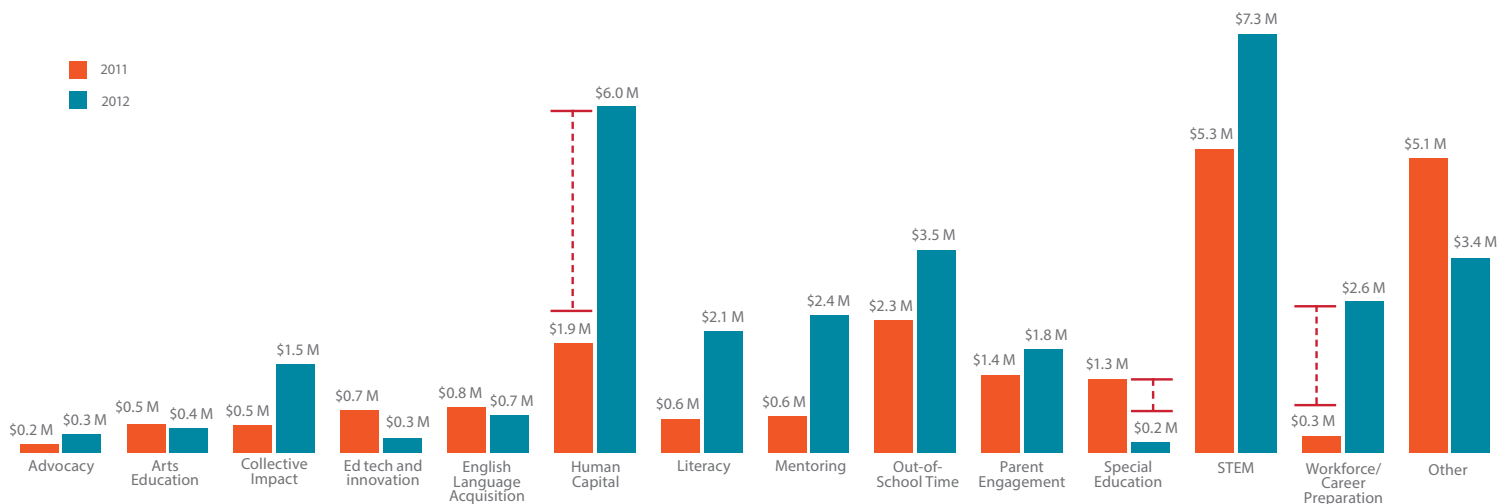


# Investing in Strategic Areas

## Year-Over-Year Giving

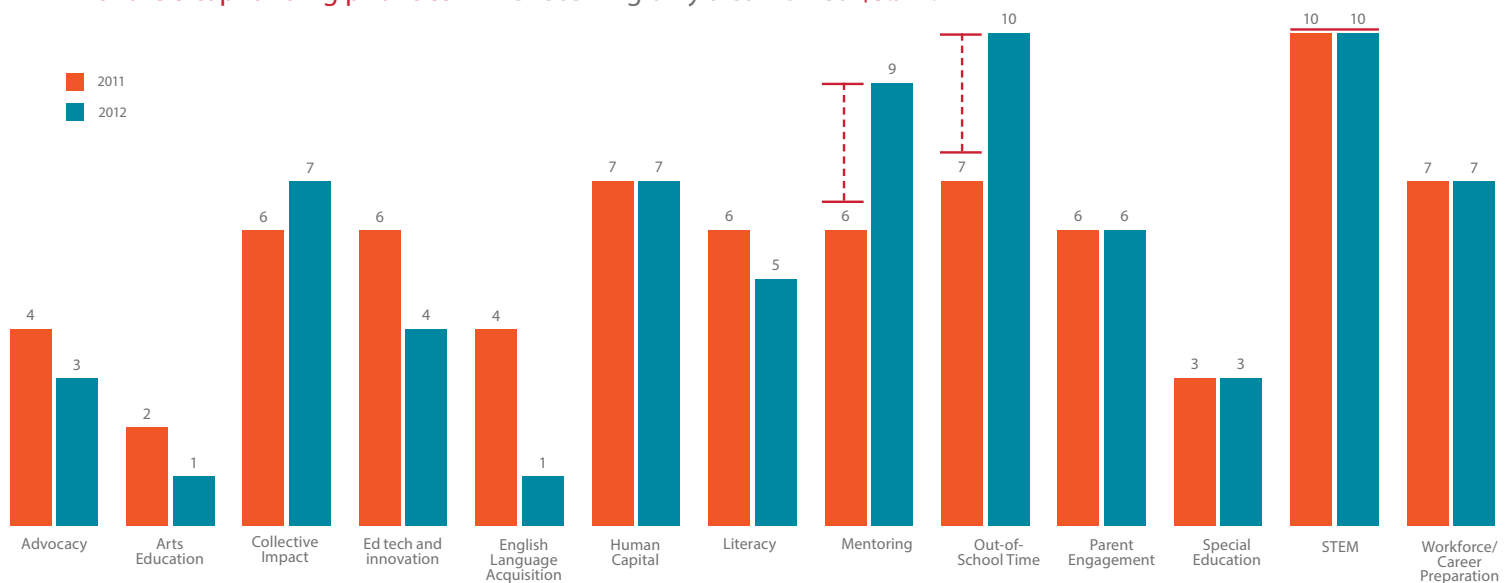
### YOY Strategic Area Giving

Funders invested **3x (\$4.1 M) more** in Human Capital and **8x more (\$2.3 M)** in Workforce, while investing **85% (\$1.1 M) less** in Special Education.



### YOY Strategic Area Top Funding Priorities

**No additional** funders listed STEM as a top funding priority despite a **\$2M increase** in funding. Out-of-School Time and Mentoring increased to **2 of the 3 top funding priorities** while receiving only a combined **\$5.9M**.



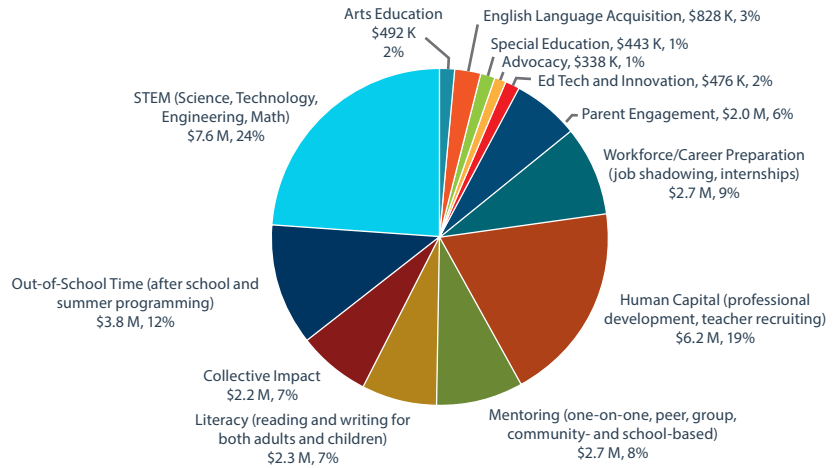


# Investing in Strategic Areas

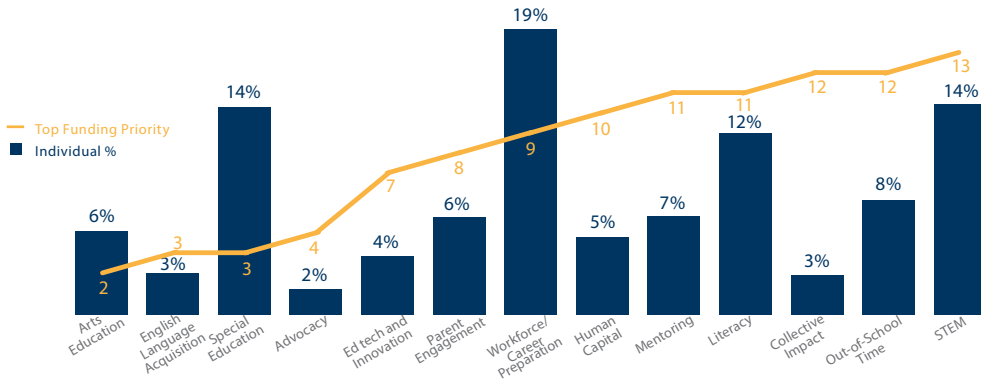
## 2012 Strategic Area Giving

### Investment Distribution

STEM and Human Capital capture **over 40%** of all strategic area giving.



### Priority Distribution



#### How to Read these Graphs

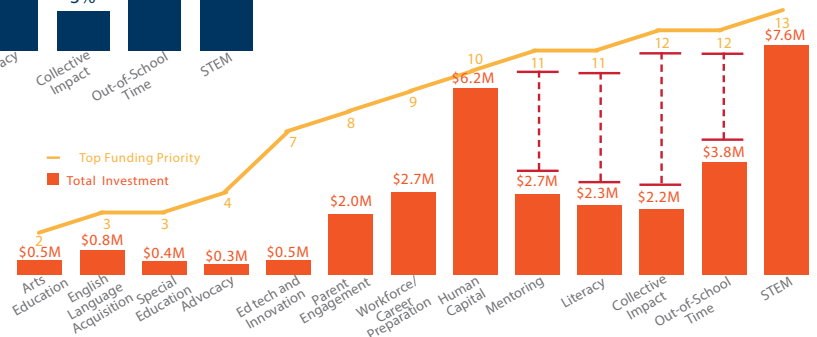
Strategic areas are listed in order of the number of funders who have identified it as a **top funding priority**.

Individual % is the average percentage of education dollars any funder invested in a particular area. For example, funders invested 19% of their education dollars in workforce.

**Total Investment** is the aggregate amount given to any area.

### Funding vs. Priority

Human Capital captures a **larger share of investment** (\$6.2M) than **all higher priority areas** except for STEM (\$7.6M).

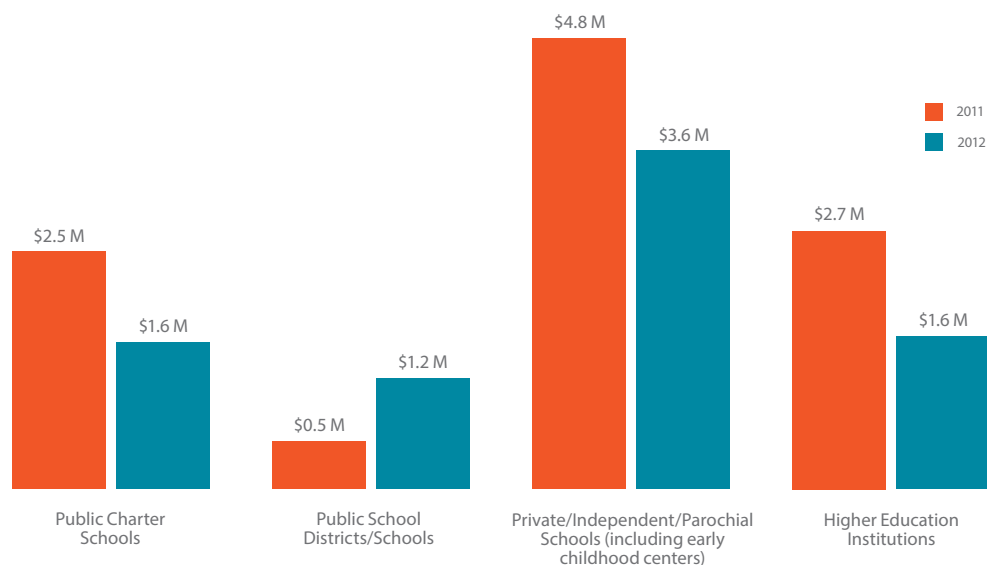


# Investing in Institutions

## Year-Over-Year Giving

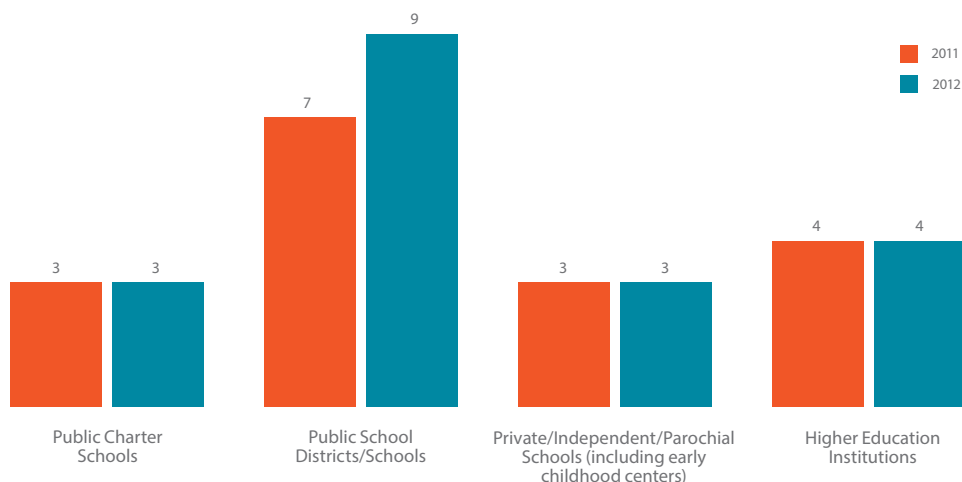
### YOY Institutional Giving

Public Schools are the **only institutions to receive an increase** in giving, receiving an **additional \$700K**.



### YOY Institutional Top Funding Priorities

Public Schools **are also the only institution type to receive an increase** in the number of funders designating them as a top funding priority.



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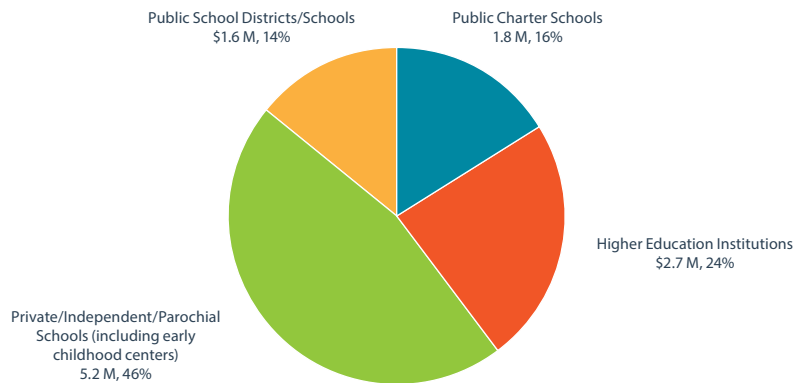
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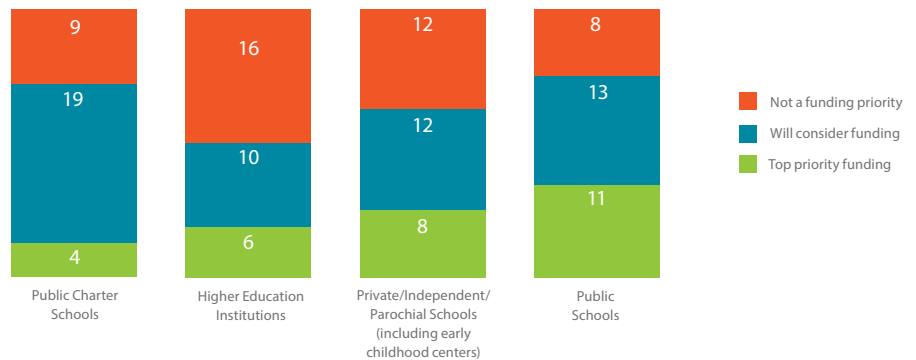
# Investing in Institutions

## 2012 Institutional Giving

### Investment Distribution

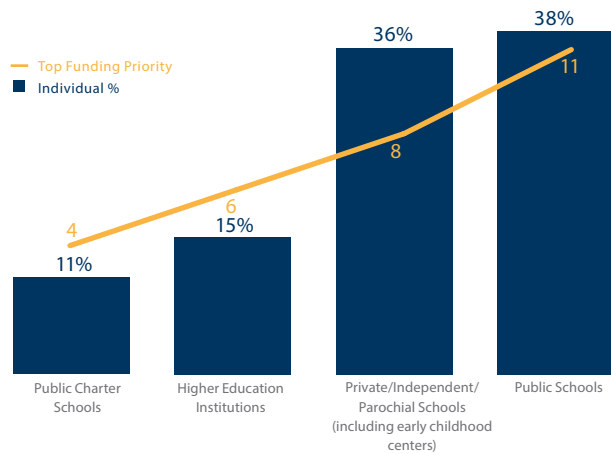


### Priority Distribution



### Funding vs. Priority

Public Schools command the **largest share of individual investment** (38%) yet receive the **fewest investment dollars** (\$1.6M).

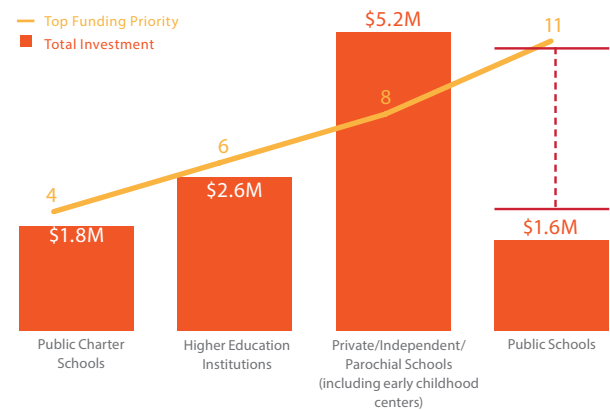


#### How to Read these Graphs

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**Individual %** is the average percentage of education dollars any funder invested in a particular area. For example, funders invested 19% of their education dollars in workforce.

**Total Investment** is the aggregate amount given to any area.





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