

National Standards and Benchmarks for Effective

Catholic Elementary and Secondary Schools

Rubrics for Benchmarks

Standard 13: An excellent Catholic school enacts a comprehensive plan for institutional advancement based on a compelling mission through communications, marketing, enrollment management, and development.

Benchmark: 13.3

The development plan requires school leader/leadership team, in collaboration with the governing body, to ensure that key strategies are in place to identify, grow and maintain significant funding prospects, including alumni(ae), over time and when appropriate.

Level 4 Exceeds Benchmark	The development plan is comprehensive and is well integrated with all other operational plans. In addition to pursuing traditional strategies, school leaders engage in innovative approaches to identifying, securing and growing new funding sources, and continuously scan the advancement/development industry to seek for new best practices to adopt locally. External experts in the field of nonprofit or educational advancement and development are consulted and utilized effectively. Advancement and development strategies are evaluated based on outcomes, and this information is tracked over time and used to modify, strengthen or eliminate programs based on their actual effectiveness.
Level 3 Fully Meets Benchmark	The development plan requires school leader/leadership team, in collaboration with the governing body, to ensure that key strategies are in place to identify, grow and maintain significant funding prospects, including alumni(ae), over time and when appropriate. School leaders act on the plan.
Level 2 Partially Meets Benchmark	There is a development plan, and it has a limited or partial focus on funding strategies, or the development plan relies on only a limited, static set of funding options without seeking to expand the set or grow the current funding sources, or the development plan is well-written, but is followed in only a limited way.
Level 1 Does Not Meet Benchmark	There is no development plan, or the development strategy does not focus on funding strategies, or the development strategy is not being followed in actual fact.
Possible Sources	<ul style="list-style-type: none">• Development plan

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of Evidence	<ul style="list-style-type: none">• Prospect analysis• School budgets (past, current and projected)• Advancement/development communication materials• School leadership/governing body meeting minutes• Results and yield based on development strategies implemented• Alumni giving records, including percent participation
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