

ALL IN

Fundraising

By Marcia Neel

The key to success is you.

We all want success. Success for ourselves, our programs, and most of all, for our students.

We want to reach the highest graduation and attendance rates. We want to help our students have the highest in social, emotional and intellectual capacities and the highest levels of citizenship. We want our students to have a lifelong relationship with music. And we want them to have the grounding in music that will help them achieve in life.

For each of us to evolve from good music teachers to great music teachers, we need to build success on the pillars of trust: honesty, integrity, dignity, ethics, and sensitivity.

Developing quality relationships is the bridge to guarantee success.

This part of the ALL IN series shows how you can achieve success in one of the practical elements that faces music instructors – finding sufficient resources to support the program you want to build.



ALL IN: THE ROAD TO SUCCESS

What are those qualities found in the exemplar music educators that result in a life-changing experience for students? Through their curricula and practice teaching, collegiate programs do a good job of preparing teachers. The graduates of these programs understand the basics of pedagogy and musicianship. Yet, the great music educators have that “something extra” which goes beyond the material and concepts covered in school. It is that “essence” which empowers the Ninja music educator to have a profound impact on students, inspiring them to succeed not only in music but in life. Students who study music stay in school and demonstrate higher GRADUATION rates than those who do not. The evidence is broad and deep that music learning improves a student’s academic achievement. But the best programs even further strengthen test scores and grades, and lay the groundwork for success in professional life following school. Behind each and every outstanding program is an outstanding teacher.

What is it then that stands apart the model music educator? Such an educator:

- 1) Believes in him/herself as someone who can make a difference
- 2) Is inspired, passionate, AND persuasive
- 3) Is primarily interested in the PEOPLE s/he is teaching and working with
- 4) Is able to make personal connections
- 5) Is a music missionary

How can I, as a music teacher, create, revive, or invigorate a program than can reach my students, help grow them, and increase the likelihood that they will graduate? I should:

- 1) Investigate and determine whom I am serving. I need to make a sensitive and strategic assessment to learn what music-making modalities already strongly live in the community. It is important to consider what kinds of music-making might engage or be interesting to this body of students. I must remain open to a variety of musical styles and genres.
- 2) Perform an honest self-evaluation of my unique special interests, biases, and skills. I should consider all possibilities, be willing to free myself from a particular approach to music-making and embrace what may already exist in the community.
- 3) Develop ethical but real personal connections with the students. It is personal relationships that allow me to grow as a human being and to succeed as a music teacher.
- 4) Develop relationships with colleagues, administrators, parents, and citizens in the community
- 5) Become a well-informed, compelling advocate for music educations, able to motivate and persuade stakeholders of the core value of the music program
- 6) Become a dynamic and determined fundraiser, equipped to generate significant resources to advance the programmatic mission.

WORKING WITH YOUR ADMINISTRATOR AND PARENT ORGANIZATION

There are two types of funding in most school districts. The first is School-generated funds and the second is Student-generated funds. School generated funds are those funds provided via a centralized budget and are considered to be taxpayer dollars. Student generated funds support activities that are based in student organizations and are generally provided via fund-raising events. This publication deals with proper and effective handling of Student-Generated funds.

For more information on how to have an impact on School-Generated funds, see the advocacy materials on the NAFME web site at nafme.org.

For additional general information on Financial Accounting, visit the National Center for Education Statistics website at http://nces.ed.gov/pubs2004/h2r2/ch_8.asp.

The most important key to generating and managing Student-Generated funds is communication:

1. Visit with your supervisor about the fund-raising projects you are considering and have a clear purpose for the funds being raised. Be sure that you can answer the question, “What are you going to do with the funds being raised?” In most districts, the supervisor must approve the fund-raising project before you consider sharing the idea with students. Have an agenda ready for your meeting so that you may carefully cover all points. Be sure to know who is authorized to collect money from students. (See **APPENDIX A**)
2. Consider having three (3) fund-raising plans available for your administrator to review. Depending on the reason for the funds, your administrator may not only approve one or even ALL of your projects, but also provide additional funding from funds that he may be able to access. Remember that administrators have a larger, school-wide view and your project must fit into the overall plan.
3. Ask your supervisor to provide all of the district and/or school procedures that may be relevant to fund-raising projects.
4. Consider a variety of projects that will generate a variety of percentage of revenues. “Getting a good bang for the buck” is just as important as choosing a project that is economical in terms of time having to be invested by the students.
5. Be sure that the fund-raising project you are considering is an appropriate activity for your community. Depending on the project chosen, you might consider working with local companies.
6. If you have a Boosters group or other parent organization, be sure to meet with your parent leaders to secure their support and assistance. These wonderful

parents will be invaluable as you proceed with your APPROVED project. You should get their support before meeting with the principal.

7. Before finally agreeing to a fund-raising project with a specific company, be sure that you are working with a reputable organization. You can always check with your supervisor for guidance. For beginning educators, be sure to check with colleagues for recommendations.

THE PROJECT(S)

Now, it's time to get started!

1. Schedule a high-energy kick-off with your students to energize their efforts and to ensure that they clearly understand the purpose of the project. Involve parents and other supporters so that students can sense the importance of the event as well as the support from those involved. It's also helpful to provide individual targets for the students. (See **APPENDIX B**)
2. Provide a schedule for the fund-raising project and stick to it.
3. Ensure that students are informed when they are permitted to turn in the proceeds from their fund-raising efforts. Provide specific times of the day, location, and who is allowed to accept their payments. If possible, students should turn in their proceeds to the school banker or other authorized school official who counts out the money in front of the student then issues them a receipt. It is vital to keep accurate records. Be certain to follow district/school procedures for the collection of funds from students. Never use class time to collect money.
4. **BE SURE THAT A RECEIPT IS GENERATED EACH AND EVERY TIME MONEY CHANGES HANDS AND USE RECEIPTS THAT AUTOMATICALLY MAKE COPIES. BALANCE THE INCOME DAILY.**
5. If you are the school official who is required to collect money from students, **ALWAYS** turn in these funds to the next appropriate school official daily. **NEVER EVER** leave money in your desk and **NEVER EVER** take the funds out of the school unless directed by your supervisor.
6. Update your records daily so that you may bring students up to date on their efforts at the end of each class during the course of the project.
7. At the end of the entire project, present a financial report (including a spreadsheet) to your administrator and parent organization. The report should show income, expenses and a final amount raised. It should also indicate how the funds generated are meeting the final target to be met. (See **APPENDIX C**)
8. If the target was not met, visit with your supervisor about how best to move forward then repeat the process for a subsequent fund-raising event.

APPENDIX A: AGENDA

Remember that your initial communications about Student-based fundraising should be guided by a specific agenda. Here’s a sample:

Meeting with Mr. Principal

Holst High School Wind Ensemble Fundraising Projects for XXXX-XX School Year

Special Program Need

The Holst High School Wind Ensemble has been selected to perform at the (State) Music Educator’s State Conference which will necessitate a trip to Czerny City in March of next year. Below are the anticipated expenses.

Number of Students/Adults (Chaperones, Directors): 60/12 = 72 Total	
\$ X,XXX.XX	Charter for bus travel includes two (2) Coaches*
\$ X,XXX.XX	Hotel* (36 rooms, 1 night (30 student/6 adult rooms) at \$75.00 ea
<u>\$ X,XXX.XX</u>	Meals \$25 per diem x 72
\$ X,XXX.XX	TOTAL PROJECTED EXPENSES

**Estimates Attached*

Fund Raising Project I: Thanksgiving Pie Sale

Description: Puccini’s Pies has agreed to sell us up to 1200 traditional Thanksgiving pies at \$5.00 each. Students will take advance orders for with each student (60 total) being asked to sell twenty (20) pies at \$10 each. Pies will be delivered to the school on the Tuesday before Thanksgiving and students/parents will deliver them that afternoon. Pies will also be available for pick-up immediately after school until 9:00 PM Tuesday evening.

Company: Puccini Pies

Dates: November 4-18, 20XX

Anticipated Profit: 1200 Pies x \$5 each = \$6,000.00

Fund Raising Project II: Valentine’s Day Romantic Spaghetti Dinner

Description: Scarlatti’s Spaghetti House has agreed to donate spaghetti and meatballs, garlic bread, salad, and tiramisu to serve 300 people (150 couples) in our school cafeteria. The dinner will be served by Booster Parents and supervised by a server from Rossini’s. Band students will provide musical entertainment. One of the band parents works at Liebestraum Linens and has arranged for 150 red and white table linens to be used with our cafeteria tables. A one-time purchase of seventy-five (75) flower vases at \$1 each will be purchased at the Dukas Dollar Store to use as a centerpiece on each table and Fellini Flowers has agreed to provide 150 red carnations for the ladies at \$1. First National Bank has agreed to cover this cost by making a \$150 donation to our Band Fund.

Frankie Flores, who graduated from Mozart High School’s Band Program five (5) years ago works at WLUV Radio Station. He has agreed to donate his time to DJ that evening and will provide music for dancing after dinner.

Tickets will be sold at \$20 per couple netting a total of \$3,000 for the evening less the one-time \$75 cost of the flower vases. In addition, we hope to garner additional supporters and concert-goers through Mozart High School Music Department Interest Cards that will be placed on each table.

Partners/Companies: Scarlatti's Spaghetti House, Fellini Flowers, First National Bank, WLUV Radio Station, and the Holst High School Band Parent Boosters and Students

Anticipated Donations in addition to Above: \$ 300.00

Date(s): Friday, February 13, 20XX

Anticipated Profit: 150 Couples at \$20 each = \$3,000.00

Cost of Flower Vases (75.00)

\$2,925.00

TOTAL ANTICIPATED PROFIT \$3,225.00

Fund Raising Project III:

Description:

Company:

Dates:

Anticipated Profit

APPENDIX B: Handout

Provide a handout to the students with all of the pertinent information so that they may have it to show parents and for subsequent reference. A recommended format is just below.

REMEMBER THAT THE KEY TO ENERGIZING THE STUDENTS FOR A FUND-RAISING CAMPAIGN IS TO ENERGIZE THEM TO THE PURPOSE FOR RAISING THE FUNDS.

Schedule the Fund-raising Kick-off on a Monday. Over the prior weekend, have parent leaders help put signs all over the band room (use words like "Congratulations" "Go For It" and "Way to Go" "You Did It" etc.) to energize students during the next class meeting on Monday. When students come to class, have several Parent Booster Leaders and your Supervisor welcome the students by giving them a hearty round of applause as they enter the classroom. Allow your Supervisor to break the good news to the students.

CONGRATULATIONS!

The Holst High School Wind Ensemble has been selected to perform at the (State) Music Educators Association State Conference in March of 20XX. This honor is provided only to the very best instrumental ensembles in our state. Not only have you been asked to play at this prestigious event, but you have been further honored by being selected to be the featured ensemble in the Command Performance Final Concert in which famed jazz recording artist, Tommy Trumpet, will perform along with us.

The Ensemble will travel to Czerny City on (date) and return the following day. We will have the opportunity to work with Tommy Trumpet on several dates prior to the Command Performance Final Concert when he will come to our school for rehearsals. You will have the opportunity to work "up close and personal" with one of the best performing artists of our time.

In order to help defray some of the travel expenses so that you will not have to be out-of-pocket for all of the costs, Mr. Principal has approved a number of fund-raising activities for us. The first is a *Thanksgiving Pie Sale* which is described on the next page. As you know, Puccini Pies is well-known in our area for their delicious desserts and they are helping us by allowing us to sell their pies and donate half of the profits back to our program.

We are very fortunate to have so many supporters in our community. They all know that we will represent them very well at the State Music Educators Conference and we will certainly recognize them appropriately for their support throughout the year.

Congratulations again on this MAJOR

ACHIEVEMENT! Mr. Director

The second page of your handout to students should contain specific information on targets and procedures:

THANKGIVING PIE SALE

Puccini Pies

Dates of Sale: Orders may be taken between November 4th and 18th

Date Pies Delivered: Pies will be delivered on Tuesday, November 26 or they may be picked up in the band room after school (3:00 PM through 9:00 PM).

Taking Orders: Pies must be paid for when the order is placed. Cash or check (made out to Holst High School Wind Ensemble) is acceptable for payment.

Individual Target: Each student is asked to sell twenty (20) pies but you may sell more! Ensemble Target: 1200 pies will net \$6,000.00!

PROCEDURES

Cash/checks are to be submitted to Mrs. Schoenberg in the School Bank before school begins. She will provide you with a receipt that you will turn in to Mrs. Pachelbel, our Parent Booster Treasurer when you come to class.

Mrs. Pachelbel will be available to take these receipts at the beginning of rehearsal. She will write up another receipt and issue it to you at the end of rehearsal. **THIS IS YOUR FINAL RECEIPT SO KEEP IT IN A SAFE PLACE.** *(The purpose of writing another receipt from the band program is to have an accurate record of all funds turned in by each student as specified in the receipt provided to the student by the School Banker.)*

On Monday, November 18th, turn in your final payments to Mrs. Borodin and completed order forms/final bank receipts to Mrs. Purcell.

APPENDIX C: Final Report

You will need to present a final report to your Supervisor and to the Boosters organization or other parent leaders.

**FUND-RAISING PROJECT I (THANKSGIVING PIE SALE) FINAL REPORT
TRIP TO PERFORM AT (STATE) MUSIC EDUCATORS ASSOCIATION
CONFERENCE**

Project I					
Thanksgiving Pie Sale					
(Nov 4-18, 20XX)					
Projected Trip Cost					
Pie Sale					
Bal to Raise					