A CROSS-COMPARISON OF FUNDRAISING INITIATIVES AND PERCEPTIONS IN URBAN HIGH SCHOOLS
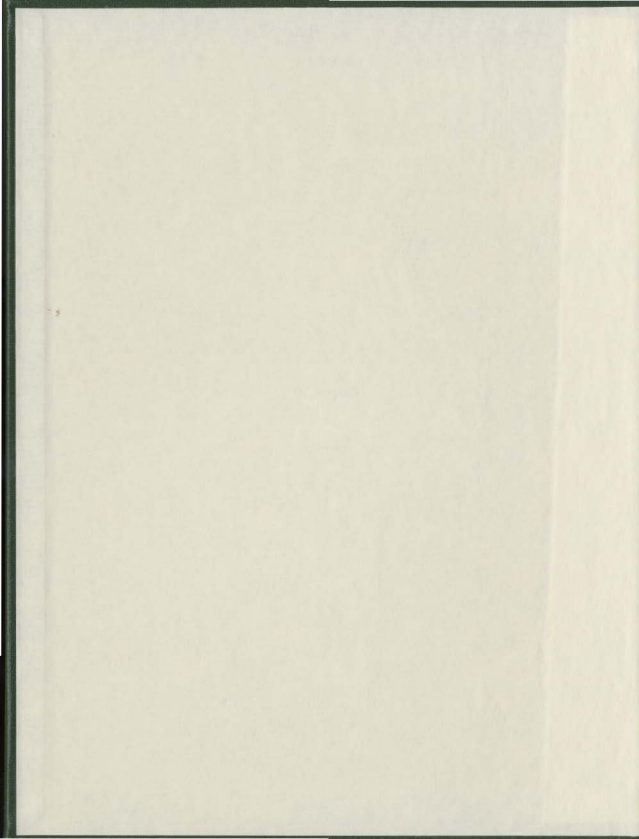
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Canada

A Cross-Comparison of Fundraising

Initiatives and Perceptions in

Urban High Schools

by:

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Abstract

The purpose of this research was to determine and describe the initiatives and perceptions of fundraising in urban high schools. The questions explored were: (1) What are the feelings of educators about school based fundraising? (2) Have these perceptions changed in recent years? Do they feel the necessity for fundraising changing (i.e. increasing, decreasing, constant)? (3) How do school administrators view their role in local fundraising? How do they view teachers' roles? What are the parents' roles? (4) In what types of fundraising activities do schools participate? (5) Do high schools in urban areas participate in alternate forms of fundraising, such as business partnerships and charities? (6) How are the locally generated funds spent at the schools? (7) What policies are available to guide schools in raising local funds?

A case study of two urban high schools was conducted to determine types of activities, amounts raised, the distribution of funds, school administrative, teacher and parent roles, and identification of school board and/or internal school policies on generating private resources at the school level. The principals of the schools were interviewed with open-ended questions and they responded to a written questionnaire. These findings were then analyzed in two stages (1) within-case analysis and (2) cross-case analysis.

The findings are: (1) principals would not participate in fundraising if it were not necessary. However, in reality, schools have to fundraise to operate. (2) High

schools collect fees/donations at the beginning of the school year to offset costs of operation. In addition to school fees, teams, band students and special interest groups are expected to assist in the cost of competitions, travel and equipment and hold most of the actual fundraising initiatives. (2) The level of demand for fundraising has remained constant over the years. (3) Principals view their role as important in the success of fundraising in their schools. School councils are an integral part in the approval, support and promotion of fundraising in schools. Parents are heavily relied upon in schools if fundraising initiatives are going to be successful. (4) There is no current, formal policy at the school and/or school board level on fundraising. Long-range planning for fundraising is not a fully developed concept within the schools. (5) Generally, schools are encouraged to access grant money to enhance programming.

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CHAPTER ONE

THE STUDY

Introduction to the Study

Fundraising at local school sites has become an accepted practice (Wood, 1989). Yearly millions of dollars are raised in Canada and elsewhere to supplement the rising cost of education (Bolick, 1991; De Luna, 1998; Dixon, Warren & Roebotham, 1989; Salloum, 1987; Speer, 1995; Vail, 1999). How are such inordinate amounts of money raised? Did the amounts raised increase in the cash strapped times of the 90's?

The goal of this research is to explore and describe the extent to which school-based fundraising is undertaken and to examine various aspects of school fundraising in urban high schools. The aspects of fundraising to be explored include: types of activities; amounts raised; distribution of funds, school administrator, teacher and parent perspectives, and identification of school board and/or internal school policies on generating private resources at the school level.

An in-depth examination of fundraising at the school level - specifically types of fundraising initiatives and the allocation of funds at the school site - is a research area of importance in educational finance due, in part, to the current fluctuation and rapid changes in economic and social conditions that define the post-modern world. For a number of years, student enrolment in the K – 12 public school

system in Newfoundland has been declining steadily. During the 1992-93 school year, 121,772 students were enrolled in the Newfoundland school system. Six years later, enrolment dropped to 97,401 (Clarke, 1999). Changing demographic patterns, increasing public demands and calls for tax relief are contributing factors towards the reduction of funds provided to the province from the Federal Government in the form of transfer payments. As cuts were made to transfer payments, provincial funds available for social programs, such as education, were reduced, decreasing the amount of funding to individual schools and impacting upon the quality of school programs and personnel (Tymko, 1996).

To compensate for the fiscal loss, administrators, teachers, students and community members have become increasingly involved with the process of fundraising to maintain programs and facilities that promote high quality education at the local level. Increases in school fundraising activities, however, may have serious implications for the financing of education by the government in future years. Schools that successfully raise funds to offset reduced funding from government may be sending the message to government that cuts to education can continue because schools can adequately and successfully partake in school-based financing through fundraising to maintain student programs, services and educational opportunities.

A purpose of this study is to raise awareness about the types of fundraising events that have been successfully or unsuccessfully implemented in many

urban high schools to ascertain whether funds raised are allocated for program development, instructional supplies and materials, extra-curricular or co-curricular activities or for general school operations. In addition, the study explores the attitudes educators have associated with fundraising endeavors. Such a study of funds raised through school fundraising efforts is an area of interest because local community members, businesses and associations come together to contribute money to improve the type and quality of education for students. For this reason, every community member has a right to know where and how funds raised for the school are being used to support local education and to determine if there is a need for change.

Statement of the Problem

The topic of school fund raising is of interest to society. Administrators, teachers, students, parents, local community members and businesses are all significant education stakeholders, yet little is known about the process of school fundraising. The study will be guided by the following research questions to aid in the awareness of fundraising initiatives in urban areas:

1. What are the feelings of administrators about fundraising in schools?

2. Have these perceptions changed in recent years? Do they feel the necessity for fundraising changing (i.e., increasing, decreasing, constant)?

3. How do school administrators view their role in local fundraising? How do

they view the roles of school councils, teachers and parents?

4. What types of fundraising activities do schools organize? Do schools in the urban areas participate in alternate forms of fundraising, such as business partnerships or charities?

5. How are the locally generated funds spent by schools?

6. What policies are available to guide schools in raising local funds?

Delimitations of the Study

Delimitation refers to the boundaries or parameters of the study. For this study, the delimitations include the following:

1. The population of the study will be confined to urban high schools.

2. Only factors, which were considered influential in understanding the nature and scope of school fundraising, will be examined in this study.

Limitations of the Study

The following are acknowledged constraints of the study:

i) The extent that school administrators interpret fundraising similarly.

ii) The extent that accounting records and procedures are accurate and complete.

iii)   The extent that the two schools surveyed are representative of all the
       urban high schools in the greater population.

iv)   Time and monetary factors limit the study to an in depth semi-structured
       interview for all participants and a follow up survey/questionnaire
       administered to high school administrators in one urban area.

v)   Exploration of the features of activities used, amounts raised, and usage
       of funds, identification of policies, and administrations' perceptions.

Organization of the Thesis

This study is organized in six Chapters. The first chapter provides an overview of
the study. It describes the rationale, the statement of the problem, the guiding
research questions and the delimitations and limitations of the study. The
second chapter presents the review of the literature pertaining to school
fundraising in Newfoundland, Canada and the United States. Chapter 3 presents
a description of the methodology and procedures used in the study. Chapter 4
presents each case study, describing the phenomena of fundraising at each high
school. The fifth chapter analyzes the case studies in light of the questions of the
study, and Chapter 6 presents a summary, conclusions and recommendations.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

In order to further establish the relevance and need for the study, it is necessary to review the related literature and research. This chapter will examine previous studies done in Canada and the United States, the historical context, reasons for fundraising, policies, benefits, drawbacks and alternative forms of fundraising. The literature in the review was limited to the last 10 years and includes documents in the ERIC systems, articles in Phi Delta Kappan, NASSP Bulletin and the Canadian School Executive. The work of many leading researchers in the educational administration field has also been included.

A literature review on the topic of school fundraising reveals a lack of research on the types and uses of fundraising throughout schools and school boards of North America (Tymko, 1996). Much of the available and accessible material on school fundraising tends to place its focus on types of activities and suggestions for implementing successful fundraisers (Allahdini, 1994; Salloum, 1987). Meanwhile, the issues of why fundraising occurs and how the schools distribute the collected funds have been overlooked. This lack of research has been attributed to the fact that fundraising has been and continues to be an accepted fact of school life being done to subsidize 'non-essentials' or extra-curricular activities (Tymko, 1996).

Existing research indicates "a shift in the intensity and extent of the fundraising

activities of schools" (Tymko, 1996, p. 3) where administrators and teachers strongly believe that "fundraising activities are essential…[as] additional funds are needed to provide important educational opportunities and learning resources for students" (Tymko, 1996, p. 3).

Three important studies conducted in Canada during the early to mid-eighties provide valuable data on common types of fundraisers and uses of monies collected. In 1983, the Toronto school system collected 138 surveys related to fundraising from a sample of 158 principals (Salloum, 1987). This survey examined and indicated common forms of fundraising within the school system concluding that most schools partook in fundraisers for school needs or for agencies such as Multiple Sclerosis Society or UNICEF (Salloum, 1987).

During the 1982-83 school year, the Alberta Teachers' Association surveyed 1533 schools receiving 753 responses that indicated, "schools have a significant role to play in generating private funds that are used for educational purposes" (Salloum, 1987,p.5). In this study, $11.6 million was collected through school fundraising, fifty percent of which was used to enhance previously existing programs and thirty percent being allocated for extra-curricular events (Salloum, 1987).

A final Canadian study was performed in British Columbia during 1983-84. Research data were collected from a total of 66 schools in 13 school systems with the data being examined based upon the sources and expenditures of funds

raised at the school level (Salloum, 1987). During this year of study, it was estimated that the public school system in British Columbia raised approximately $14.8 million through fundraising incentives, $4.7 million being spent on prescribed curriculum and $5.5 million being spent on extra-curricular activities (Brown, 1995; Salloum, 1987).

The total funding raised by schools may seem astounding. However, when considered in relative terms, the monies acquired through school fundraising are very modest when compared to public money provided to the schools. A government contribution in this province accounted for 100% of the cost of student education, yet, there is obviously a need for more (Brown, 1995).

The Historical Context

Historically, forms of private funding to support and improve educational quality and opportunity for local schools can be traced back to the earliest settlers of the New World. Much of this funding came in the form of land upon which schools could be built (Salloum, 1987).

In 1772, the first school in Newfoundland was constructed and established in Bonavista. Funds for this and similar pioneer schools came from the church, political leaders and the merchant class who often raised funds by holding a "communal breakfast, luncheon or dinner, usually patronized by some eminent person and featuring a special speaker, often the head principal or promoter of

the organization. Following the speech, a collection would be taken up" (Wood, 1989, p.15).

The foundational support base upon which the educational and school system of Newfoundland was developed was a direct result of local community support efforts. All community members – men, women and children - donated time, hard work and energy to maintain schools in order to support education in their isolated, rural settings. Women cleaned schools, men repaired unwanted damages to facilities and children donated precious supplies of wood during cold winter months to keep their classroom warm and habitable (Wood, 1989).

Local churches and church organizations played a significant role in the collection of funds for schools through bake sales, Christmas and Easter concerts, sales of work and by holding education drives to entice community members into sponsoring local schools. The formation of Home and School Associations also aided in the organization and administration of fundraising events so that curtains, desks and school supplies could be contributed to enhance the quality of school life (Wood, 1989).

Reasons for Fundraising

The education system continues to experience difficult times. The cost of education is rising; yet, government must strive to make every dollar count. The result is that traditional levels of educational support from government are

decreasing and educators are left to do more with less (Tymko, 1996). A quote from Neighbors (1984) supports this crisis when he said, "that current revenues are not adequate to properly fund the present level of educational programs expected by the public in the elementary and secondary public schools" (as cited in Wood, 1989, p.65).

One of the major practices employed by the majority of schools to generate funds as a supplement to government allocations is local fundraising (Thayer & Shortt, 1994). A major theme in the literature is a belief among school personnel that fundraising activities play a significant role in sustaining academic and co-curricular needs of the school (Tymko, 1996) and to meet the growing demand to develop technology curriculum (Thayer & Shortt, 1994).

It is essential for schools to sustain an adequate and appropriate learning environment. This creates a need for money. The upkeep of deteriorating facilities (i.e., painting of hallways, window design, and replacing new copiers) is expensive yet essential. The school library, music room, gymnasium and science laboratories continually need to be updated and replenished. This is necessary to sustain, supplement and enhance existing programs that schools offer (Thayer & Shortt, 1994).

In addition to basic resources, the schools need to maintain existing co-curricular and extra-curricular activities for students. It is believed that resources raised by fundraising efforts should be used exclusively for these reasons, as this is where

the community assumes it is being used (Dixon, Warren, & Roebotham, 1989). Such activities that fall under co-curricular and extra-curricular are field trips, guest speakers, team uniforms, scholarships, and graduation exercises.

There is also a growing demand for schools to provide a technology curriculum in order for students to be technologically competitive in the global word. This is now considered essential, not a luxury. Purchasing of computer hardware and software is more expensive than the traditional textbook curriculum. There are many hidden costs to go along with a technology curriculum: networking costs, modems and telephone lines for Internet access, service and maintenance costs for unforeseen system failures and viruses, as well as consumables such as paper and printer refill cartridges. Thayer and Shortt (1994, p.7) summarizes the situation, "downsizing – the corporate answer for hard economic times – will not work for schools."

Policies on Fundraising

In the recent past, fundraising has been discouraged. Rushowy (1999) examined how fundraising has been discouraged. He quoted Toronto District School Board chair Gail Nyberg, as stating that she is "not 100 per cent sure if it's a particularly good thing to let the Ministry of Education and the school boards off the hook for providing the essentials". Rushowy's point is that parent and community efforts of fundraising are simply masking the real issues that need to be faced (Rushowy, 1999, p. B3)

The Toronto School Board, in December 1998, decided to advise principals that fundraising monies "not be directed toward the purchase of curriculum essentials that otherwise should be provided by the Ministry of Education". In addition to this, they felt that the board would find "ways to accommodate the curriculum needs in our schools, so that local schools would not resort to fundraising" (Rushowy, 1999, p. B3).

The Newfoundland and Labrador Federation of School Councils' policy on fundraising states, "that schools and parents should not be put into the position of needing to fundraise for essentials" and that "government funding should be adequate to educate students" (1998).

Many school boards do not have distinct policies which banish the practice of supplemental funding by schools. Yet, they have set out some very strict guidelines for schools to work within. One of the most common guidelines set was the discouragement of young children from soliciting funds, especially door to door.

Common Forms of Fundraising

In 1983, the Toronto Board of Education undertook a detailed study of school fundraising in 158 schools and discovered over seventy different kinds of fundraising activities being initiated in the schools surveyed (Wood, 1989).

Two years after the Toronto Board of Education Study, the School Administrative

Council of Newfoundland conducted a modified version of the Toronto study to determine the status of school fundraising throughout the province. Data from this study revealed that "bake sales and thons were 'very frequently' used while candy/bar sales and school dances were 'frequently' used" (Wood, 1989).

In Newfoundland, a Task Force on Educational Finance administered a survey during the 1987-88 school year. The survey provided valuable data on commonly used forms of fundraising throughout the province. Examination of 203 schools showed that 17.7% of total school-based finances were raised from canteen profits, 9.3% from PTA contributions, 8.5% from bar sales, 7.2% from various a-thons and 6.2% from ticket sales and school related concerts. Commonly used fundraising events included bake sales at 38%, raffle tickets at 48%, candy bar sales at 28%, read-a-thons at 20% and other various activities including balloon races and Halloween collectives (Dixon, Warren, & Roebotham, 1989).

Actual Amounts Raised by Schools

The majority of studies that concentrated on the amounts of money raised by schools through fundraising efforts identified inordinate numbers. For instance, an American study by Neighbors (1984) arrived at a figure of $91 million raised by local schools in Alabama in the 1981-82 school year (as cited in Wood, 1989).

A study done by the Alberta Teachers' Association estimated that $18.5 million

was generated in that province in 1982-83 school year. Another Canadian study on school based financing, conducted in 1985, discovered that an estimated $14.8 million in private funds was raised by British Columbia schools to supplement their government funding (Salloum, 1987).

The 1988 Task Force on Education Finance reported $4.9 million was raised by local fundraising by schools in the province of Newfoundland and Labrador (Dixon, Warren, & Roebotham, 1989).

Benefits of Fundraising

Funds and donations collected through fundraising events can be used to supplement and enhance previously existing programs in schools. Without these extra funds, it is believed that the programs may be cut back or eliminated (Brown, 1995). Salloum's study of school fundraising in British Columbia revealed "nearly all of the money goes towards the purchase of instructional supplies and transportation (for example, sports trips)" (1987, p.7).

Fundraising at the individual school level bestows upon schools local autonomy. Schools are given a direct and distinct voice in determining what types of fundraising events they will engage in and can decide how to allocate funds raised.

Fundraising is believed to foster closer, stronger relationships within school environments, resulting in "positive dimensions such as school spirit, shared

responsibility, the value of money and organizational skills" (Boon & Henderson, 1987; Tymko, 1996). Initiation of fundraisers also serves to enhance "closer home, community and school relationships as well as educational opportunities for students that are not found in the regular classroom" (Salloum, 1987, p.8). G. Henderson, a principal at Vincent Massey High School in Brandon, Manitoba, describes a strengthening of school and community relationships through fundraising. This school partook in a fundraising event that encompassed school, business and community members and involved students selling twenty-dollar coupons for a local business. The school received a ten-percent commission from the total sales. The local business benefited by improved image and good public relations. The school benefited from its commission from coupon sales. The purchaser of the coupons felt rewarded because they helped support local education (Boon & Henderson, 1987). The benefits of fundraising and building closer relationships are supported by another principal who stated:

> Fundraising is like a 'healing wand' because it brings community
> and district together. It brings the community together because
> it focuses on community needs and kids. It gives them a chance
> to have power and control over their contributions over and
> above their taxes. (Brown, 1995, p.35)

The participation of low socio-economic schools in fundraising endeavors can enable them to avail of programs, materials and resources which may not be possible through the limited public money available to them. The parent population of these schools often cannot afford to pay fees and user pay services. In order for these students to enjoy such services, many schools with

limited local resources seek out assistance from the larger community through corporate involvement, matching grants, private foundations and federal grants (Brown, 1995).

Drawbacks of Fundraising

Salloum (1987) did a comprehensive study on school based financing and discovered that it had several drawbacks. He concluded that it lends itself to partial release of the government responsibility to fund education, as well as inequalities of district resources. The British Columbia Teacher Federation (1984) worried

> If the quality of an education is derived from private funding, it leaves open the risk that schools that have more access to private funding will be better than others.... Quality of education will depend on where you live and the ability of that community to provide funds on that basis. (p.8)

Upon interviewing numerous administrators, teachers and district personnel, Brown (1995) noted similar concerns regarding the school's acquisition of private resources. Many feared that provincial governments would be given greater incentive to further reduce allocations to school boards as they show that they can successfully run their schools on the present amounts. Brown also stated that there was no conclusive evidence of this factor in his study but felt it was an issue to be further studied (1995).

In addition to this, in society there is an increased demand on many institutions,

other than schools, to generate extra funds. There are more people looking for the same pot of money to supplement their programs, which mean less money for everyone.

Salloum (1987) also noted that the amount of time spent by teachers, administrators, secretaries, students and parents on various fundraising activities (for example, collecting and counting money) was increasing. It has been referred to as "the bookkeeping nightmare" (Brown, 1995). Findings further indicated that the average teacher puts about 15.5 school hours per school year into fundraising activities. This can be estimated to cost the school $14.8 million. This is not cost-beneficial to the school and takes away from instructional time (Salloum, 1987). A closer look into the schools that raise significant amounts of revenue from fundraising efforts reveals that administrators work tirelessly and believe in the value of their efforts. It takes innovation, risk and long working hours to ensure the success of such ventures. Unfortunately, not all schools are headed with this type of leadership (Brown, 1995).

A theme that runs through the literature is a belief that students should not be responsible for raising the funds needed for their own education (Dixon, Warren, & Roebotham, 1989). Cutbacks in educational funding should not mean the addition of the 4th R in the curriculum – "raising cash" (Tymko, 1996). In addition to this, when young children are sent out to solicit funds from the general public on behalf of the school, they are in a situation which puts them at risk of

accidents or possible abuse (Tymko, 1996).

A final concern was expressed by Boon and Henderson (1987) who stated, "that since education is funded though taxation, no additional burdens should be placed on a population to provide for the delivery of the education program" (1987, p.23). Parents may contend that they should not be expected to assist or pay fees for their children's education in addition to their paid taxes. A major issue is whether or not public education is supposed to be free (Brown, 1995; Tymko, 1996).

Alternative Methods for Raising Funds

Although traditional methods of school based financing have brought much needed dollars to schools, recent research has recognized that alternatives to candy bar sales are required to meet the rising cost of education and to supplement government cutbacks (Thayer & Shortt, 1994; Tymko, 1996). From this perspective, principals are encouraged to think of their school as an organization, with the school's operational budget as just one source of financial support.

There are many new and innovative approaches to fundraising that provide greater returns than the more traditional approaches. Vail (1998) contends that, "Schools are becoming much sophisticated in their efforts to raise money" (p.30). New efforts include school foundations/charities, business partnerships,

corporate sponsorships, grants, special events and supply contracts.

Under Canada's Income Tax Act, it is legal for schools and school boards to be set up as foundations and registered charities to institutionalize the supplemental funding of education. It is the advancement of education, which is a charitable object in law that allows this practice to be legal. Some examples of educational advancement that schools participate in include:

- The provision and operation of educational institutions.
- The promotion of research for educational purposes.
- Advancement of sciences.
- The nurturing and appreciation of aesthetic matters.

A charitable organization is a registered charity that primarily carries out its own activities and is allowed to solicit funds from potential donors and provide receipts for tax purposes (Thayer & Shortt, 1994; Tymko, 1996).

A business partnership may be defined as a group of parties coming together to establish an exchange of services that will be mutually beneficial to the school and the business organization (Cromarty, 1997; Tymko, 1996). Some of the benefits to the business partner are:

- Enhanced public profile in the community.
- Increase in employee productivity through mentor programs.
- A sense of community pride in workers.

- Tax benefits.

- Mutual inservice days between business employees and teachers.

- Enhanced public image

- Free advertising

The school also receives benefits such as:

- Enhanced learning for students through mentor programs and guest speakers on career day.

- Exposure to the work world through business tours.

- Work experience for students.

- Increase in financial resources (Thayer & Shortt, 1994; Tymko, 1996).

Grants are not a new source of revenue for schools but are not used, for the most part, to their full extent. When relevant and appropriate grants are available, schools and school boards should draft and submit proposals for projects that the respective grantors are willing to fund. Some schools even promote this type of funding by providing their staff with workshops on grant writing proposals, and encouraging teachers to apply for grants on their own (Thayer & Shortt, 1994; Tymko, 1996).

Tymko (1996) highlights the use of special events to raise money for schools. Special events are occasions that occur once or twice a school year such as casino nights, bingos or lotteries. Such events usually involve the whole

community and are organized by parent groups on behalf of the school. The proceeds from such events can be quite significant raising in the order of $2,000-$4,000 per evening (Brown, 1995; Vail, 1998).

A school may enter into a formal agreement with a supplier for an exclusive contract; this is what Tymko (1996) refers to as a supply contract. The school agrees to sell only the company's product in return for an amount of money to be agreed upon by both parties. For example, many schools have vending machines that serve only one brand of cola.

Many school districts have taken fundraising seriously. The establishment of central offices responsible for coordinating and marketing fundraising events in the district is beginning to be seen throughout Canada. Some even have grant offices responsible for writing grant proposals to attract additional money for the schools (Brown, 1995).

CHAPTER THREE

METHODOLGY

The purpose of this chapter is to describe the methodology of the case study, the survey instrument, the interview process, the sampling techniques, and the method used to collect data.

Design of the Study

This case study of types of fundraisers and the allocation of funds raised was conducted using both qualitative and quantitative research designs. It is common practice to used mixed methods of collection to supplement, validate, and explain data collected from the same subject or site (Bogdan & Biklen, 1998). The research questions were mainly qualitative and descriptive in nature, although there were some quantitative components, as data were compiled through a survey. Data accumulation were mainly achieved using a semi-structured interview process.

The multiple case methods were used as the framework for the research study. This method is frequently used to investigate contemporary organizational phenomena, i.e., fundraising and the attempt to explain how and why it functions to supplement the cost of education (Bogdan & Biklen, 1998).

The study collected and analyzed data from two high schools. Findings were presented as individual case studies and were then cross-case analyzed

suggesting generalizations about what constitutes typical fundraising ventures in these high schools. This acts as a replication design, thus increasing the internal validity and generalizability of the findings (Bogdan & Biklen, 1998; Merriam, 1998).

Sample

There are eighteen public high schools in the School Board used in this study. Eight are located in an urban area (Clarke, 1999). A criterion-based selection was used to identify participating schools. The criteria essential to this study were as follows: a public high school in an urban area, which utilized fundraising initiatives.

More specifically, a typical sample strategy was employed as the "site is specifically selected because it is not in any major way typical, extreme, deviant or intensely unusual" (Patton, 1990. p.173). The researcher originally used 100 percent sampling. The administrations of all eight high schools in the urban area were contacted with a letter of intent and request to participate in the study. This was followed with a personal phone call to ensure they had received the invitation to participate. Of the eight principals contacted, two schools volunteered to be involved in the study.

Method

The researcher wrote to the director of the School Board explaining the nature of

the study and requesting permission to interview and survey the administrators of high schools in the district.

Upon receipt of approval from the director of the school board, the researcher contacted both administrators personally to discuss the importance of the study and the value of their contributions. Each administrator was left with a survey package containing a letter of intent and a survey questionnaire. This was followed up one week later with a phone call reminding administrators about the survey or thanking them for completing their responses and setting a time to pick up the survey and a follow up interview.

The first stage of data collection was a survey questionnaire consisting of twelve closed response questions, Likert-type and open-ended questions. Both respondents were requested to describe issues related to fundraising activities at their local schools using percentage and numerical ratings scales listed in Appendix A. Respondents were also asked to return to the researcher copies of current policies and guidelines related to fundraising.

The second stage was a semi-structured, face-to-face interview with principals consisting of structured questions asked of administrators. Interviews commenced with a few set questions and, if participants volunteered extra information, open-ended questions and responses were explored. Merriam's (1998) interview techniques for conducting an effective interview were followed. A pilot test of the interview questions was given to an administrator not in the

study. This resulted in minor modifications being made to the survey instruments.

It is the belief of the researcher that the school administrators participating were familiar with the issues of types and incidences of fundraising and fund usage. The multiple methods of data collection were considered replication and added validity to the study. Few problems or difficulties were anticipated in responses to interview and survey formats. The interviews were recorded with a hand-held tape recorder and later transcribed verbatim to ensure accuracy.

The third stage of the research was document analysis. Supplemental materials such as school or school district policies on fundraising, yearly reports, school web pages, pictures and newsletters were collected from both sites. They were reviewed and used in conjunction with the information drawn from the interviews and surveys.

Data Analysis

Data analysis is the process of making meaning out of the data collected. Two stages of analysis were used in this research: within-case and cross-case analysis. Each school site was treated as a comprehensive case with a final separate report. Comparisons and contrasts were then drawn between each school in an attempt to draw holistic understandings of the phenomena being studied.

Internal validity was addressed throughout the data collection phase of the research through mixed method approaches including: surveys, interviews and document analysis. In addition to this, the researcher brought the tentative interpretations back to the participants to ask if results were accurate (Merriam, 1998).

Ethical Concerns and Issues

The design of the research study ensured that involvement in both the survey and interview process was strictly on a voluntary basis, with no pressure being placed on participants. All who were sampled were given a letter of intent explaining the purpose of the study. This served to give ample information for the respondents to make well-informed choices and to ensure there was no deception on the part of the researcher.

Permission was first acquired from the school district to allow administrators to participate in the study. All responses to the survey and interview questions were kept confidential and all schools and participants were given pseudo names. The initial letter in the survey package explained exactly how data would be collected and all administrators had the option not to participate or to remove themselves from the study at any time.

CHAPTER FOUR

PRESENTATION OF THE STUDIES

The case study of two high schools in an urban area was designed to determine their perceptions and initiatives of fundraising activities that were undertaken during the 1999-2000 school year.

The schools were not selected to represent any specific type of high school because most high schools in this area are homogeneous. That is, they draw the majority of students from similar ethnic and socio-economic backgrounds: white, middle class. Due to the nature of the study and the exploration of finances of the particular schools, all names have been kept confidential. Schools were assigned a number and principals were given a corresponding letter. In this chapter, the case study of each of these high schools is presented, highlighting historical and financial backgrounds, perceptions of fundraising, the roles of the school councils, principals, teachers, and students in fundraising and the reasons for fundraising and typical initiatives undertaken at each school.

Case One: School 1

Background History

School 1 is a public school. It is a relatively new school that opened in the early 1970's. However, due to recent school board reorganization and decreasing school enrollment, it was scheduled for closure. It has a student population of

approximately 500 students and offers grades 10 through 12 respectively. This is Administrator A's first year as principal at School 1, or any school. He was vice-principal at the school for 2 years previously and has been teaching at the school for 20 years.

Financial History

In the 1999-2000 school year the School Board allocated $32,565 to School 1 for instructional purposes. This came from a government allocation to the School Board of $110 per student to meet the instructional demands on schools. This budget was meant to cover instructional materials, furniture/equipment acquisitions, copier/paper costs, and professional development of staff, special projects and initiatives. The school board held back some of the instructional budget to achieve efficiencies such as bulk purchasing certain items for schools such as technological software. This left the school with approximately $65 per student out of the full $110 from government. All other instructional supplies, with the exception of maintenance and utilities, were expected to come from this budget. Principal A of School 1 said, "Unfortunately, the (money given) per pupil does not cover what is required to provide even an 'adequate' instructional program".

In order "to enhance the learning environment" of School 1 the school council decided it would be best to supplement expenses by charging school fees. Every student was requested to pay $50 school fees at the beginning of each school year. This provided the school with an additional $25, 000. The fees contributed up to

60-70% of the total monies spent directly by the school for instructional resources. Fees are not considered donations. Parents do not receive receipts for the school fees for income tax purposes as the school is not a registered charity or organization. Administration of the school did inquire into the feasibility of registering School 1 as a charitable organization; however, it appeared to be a time consuming venture for one year. Registration as a charity would not cost any money to the school to be incorporated but there is a lot of work, as Principal A explains: "If we were staying alive as a high school it would have been one of the things we would be going after. We did approach the [School] Board itself about becoming a charitable organization but they said we'd be better off doing it ourselves." Principal A continued, "... you have to apply to federal government... it's just a time consuming, bureaucratic process and we felt it wasn't worth our effort for our circumstances (of closure)."

Other forms of income that School 1 brought in come in the forms of business sponsorships and grant money. For many years, School 1 has appealed to the community to participate in a variety of school activities and co-curricular programs such as, high school graduations, career day and band trips. Principal A has found community groups and local businesses "to be very generous to us". Although local businesses sometimes do give "monetary gifts" to the school, "their help doesn't always come in the form of money. It could be services, or equipment, or their time". The school is always interested in receiving extra money from the provincial government. During the 1999-2000 school year School 1 received in the

area of $20, 000 in grant money. Applications to various programs were written and submitted by the administration and individual teachers as opportunities arose. The money was usually awarded for specific reasons and was spent accordingly.

Perceptions of Fundraising

The principal at School 1 did not agree in principle with fundraising. "Personally, I hate it! There is no 'fun in fundraising'. I hate selling tickets". When asked if he thought his perceptions of fundraising influenced the level of fundraising in the school he answered with a strong "no". He stated that he gets involved because "...it is a necessity. Unfortunately, it is a necessity. However, if fundraising events are to occur at this school the participating groups must ease my conscience". Principal A believes that fundraising "handled the wrong way can increase dishonesty and potentially give the school a bad name".

> If it were possible, fundraising would not be allowed in the building [of school A]. I think it's a distraction and it takes time away. However, it does in one sense bring certain groups together. O.K, there's that certain comraderie that comes with it. But, if there were some other way to bring about this comraderie I would certainly do it.

Principal A believes that it adds unnecessary pressure to parents as well. "High school kids don't think it's cool to go door-to-door. So, who ends up selling the stuff? The parents. A lot of people think that they sell tickets then when it's the other person's turn they are going to be obligated to buy from them for their kid's (fundraising) event. It's tit for tat!" He continues, "parents end up buying the ticket

or product themselves whether they are financially able or not". This is why only the band, sports teams and special interest groups participate in fundraising activities at this school.

Fundraising is "not needed at this school to operate, it is used exclusively for teams and groups to raise funds for extra-curricular activities. Thus, it is the general policy of the school that only the students who are in need of the money will be responsible for the events to raise the funds".

Role of the Principal/School Council/ Teachers/ Parents

The principal at School 1 feels that his role is one of mediator between the individual group and the school council. He says:

> I cannot take personal ownership of any fundraising event, as I haven't got the time. It has to be the parents and the groups that run with it. I am here to protect the image of the school and to ensure that the students are not put into a position of compromise. This has worked out well for us. As an administrator, you make sure that the various groups don't compete against each other for money and ensure that all legalities are followed…and of course this all goes through the school council.

The school council has a very important role in fundraising at School 1. The school council consists of representatives of administration, teachers, parents and the community members. Collectively, they have to approve all fundraising initiatives in which the school participates. Each group is requested to draw up and present a letter outlining the proposed endeavor, the reason for the need and expected

timeline and anticipated monies to be raised. The council then reviews the letter at the next meeting to discuss and determine if they feel the initiative is viable. They will then either give it approval as is, or put some qualifiers on it or turn it down. Most times, the requests are approved, but there have been occasions when they did not feel it was in the school's and/or students' best interest.

The administration at School 1 prefers not to have teachers unnecessarily involved in school fundraising. They believe that their teachers are "extremely busy doing classroom preparation and instruction." This is possible due to the fact that there are very few fundraising initiatives put off by the school. Generally, all students are expected to bring in school related money to the office. The secretary and/or parent volunteers will collect and account for the money. Principal A states, "Typically, I keep it away from them [the teachers], that is, unless it is of particular interest to an individual teacher or they are directly involved with the group."

Teachers for the most part volunteer to take on extra-curricular groups and teams. The only exception is the band and choir teachers where the nature of the job requires them to be closely attached to the financial needs of the group's instruction. Even then, the music teachers may individually decide how much autonomy they wish to hold concerning developing mechanisms for collecting and keeping records of money raised. To illustrate this point, the band teacher was directly involved with fundraising the $100, 000 required to take the entire school band out-of-country to an international competition. That teacher solely looked

after the funds. In contrast, the teacher who was responsible for a smaller environmental group passed on the money to the office and when they needed money, they asked the office for a cheque for the appropriate amount. The office then deducted it from their balance. Thus, other teachers who had no involvement with any school groups had little to no participation in fundraising activities at the school. Principal A commented, "In order to have successful fundraising events at this school we have to have parental involvement". Administration at High School 1 relies heavily on the parents for the fundraising endeavors. "If parents aren't going to get involved then it [fundraising] isn't going to happen".

Reasons for Fundraising

School fees are used for the individual teachers or groups who wish to do something that complements the set curriculum. Principal A explains:

> On occasion, I have had teachers come to me and ask if it is possible to subsidize a group in a language course to go to the Arts and Culture Center to see a version of a play they are studying. The bus may cost $55 and there are 30 students going. I may say charge a dollar and the school will cover the rest. In addition, the fees are there to subsidize a variety of guest speakers, entertainers, and such that all students may benefit from.

Fundraising is not important for programming as School 1 has school fees in lieu of fundraising efforts. This fee money, in combination with the government allowance, is sufficient to run all everyday expenses and school programming needs. According to the survey completed by School 1 the fees in lieu of

fundraising was used to cover teaching aids, technology needs, furniture repairs, professional development, and any occurring costs of the special education criteria units. Just as an idea of how the money was distributed Principal A reported that 25% was used on computer technology, 20% for photocopying and paper, 15% for teacher supplies, 10% for audio-visual/print for the library, 10% for special events for students (i.e. guest speakers and performers) and 5% for general appearance of the school grounds. The remaining money was carried over for unforeseen incidentals. It does not take a lot to consume the money raised by school fees. For that reason, some of the students at this school participate in fundraising activities during the school year, as it is extremely important for enhancing extra-curricular events and activities for these students.

There is a clear distinction between money raised by fees and fundraising. Fees money complements the existing school programs and /or activities, which benefit all students. Fundraising money, in comparison, goes directly to the individual groups that will be using it. Principal A does not agree with the greater student population paying when only a small percentage of students may benefit. Furthermore, there would not be an abundance of leftover funds to support these school team and group events so fundraising plays a big role.

These small groups use fundraising endeavors. As the principal stated, "Sometimes fundraising is necessary. For instance, when we took the band to [out-

of-province] it cost each member $2, 000. There's no way everyone is going to come up with that so they had to fundraise."

Typical Initiatives

Over the years, School 1 has attempted many fundraising events. There is no formal, written policy outlining in what type of fundraisers the students can partake. There is, however, an implied understanding that sets some limits on what is done. Administration frowns on lap-a-thons and chocolate sales. These are thought to be "a waste of everyone's time". Ticket sales and bottle drives are used sparingly. Principal A comments: "Typically, high school kids don't like going door-to-door. If these types of events are done there is high parental involvement."

Despite this understanding, in the past School 1 have had some very successful ticket sales. Local businesses, at times, have donated some very generous items intended to be used to raise funds for teams and student groups, such as: a trip for two to New York City, theater tickets, and framed prints signed by local artists. Ticket sales on these items have brought in thousands of dollars for the school.

The school has participated in band concerts where parents were not charged admission, rather they were asked for donations to help support the band. An evening of music has brought in over $250-300. "Nothing substantial, it's strictly

voluntary!" noted the principal. "The real money can be made in musicals and dinner theaters." However, School 1 has not gone this avenue. "It is something that we've looked into. They can be a revenue maker. It can also be time consuming and costly."

During the 1999/2000 school year School 1 raised over $100,000 through a variety of initiatives: ticket sweeps, submarine sandwich sales, sales of boxes of frozen chicken breasts, and bottle drives. One of the more successful undertakings was a casino night with a local band, Billy and the Bruisers. The evening brought in between $6, 000 and $7,000. The fundraising project that Principal A said was the most successful is also what he refers to as the "easiest one". The school participated in a venture with two supermarkets whereby the school purchased grocery vouchers in the value of $100 and in turn re-sold them to the parent body. As he explained, "these people would spend at least a hundred dollars on groceries anyway, so they are getting dollar for dollar value". The school made six percent from every certificate sold just for soliciting customers for the supermarket. The school made $13,000 on this partnership. One parent who participated weekly in the purchasing of grocery vouchers said, "It's great! It actually helps me regulate what I spend on food." Principal A believes nobody loses, nobody buys a ticket and nobody is taking a chance and the school benefits.

At School 1, a successful fundraising effort is qualified not only by the amount of

money raised but also by the amount of effort that goes into it. To illustrate his point Principal A says "Sometimes you put a lot of effort into something like a card party getting donations, selling tickets and setting up tables, and you may make $2,000 to $4,000, or you could spend a morning on a bottle drive and make the same amount. The degree of effort is the key, you want to get the best dollar for the least effort."

Summation

School 1 is a school that participates in fundraising. The money is not pivotal to the running of the school's daily activities. That is managed through government allowances and school fees. It does allow for the enhancement of extra-curricular activities for the students. In an ideal world, the principal would not have to engage in fundraising, but it is seen as a necessity. Principal A summarizes it best himself when he says:

> I know there are other schools that put major effort into fundraising…you definitely need money to enhance programming, but there's more to school than fundraising. You can have computers everywhere [but], if you don't have a good learning environment they are not going to be used. We try to concentrate on our learning environment and our relations with our students. I think we are second to none. But reality says you need to have funds. You can't nickel and dime teachers…they won't be able to do the programming they want to do. Any money here is used to enhance our learning environment. What that takes depends on what we want to do. It comes in cycles…some years we don't need much [money]; some years we scramble to get the money.

Case Two: School 2

Background History

School 2 is a school rich in "history and pride", although the present building has only been erected for 40 years, this school has roots dating back over 100 years and can be traced back to the Methodist Church (and later United Church) in the late 1800's. The school houses a student population of approximately 900 enrolled in grades 10 through 12. Principal B has been principal at this school for the past 5 years.

Financial History

In the 1999-2000 school year there was an allocation of $46,000 based on the school board equation of $65 per student to cover overall operations within the school. As with all schools in the province, this budget was meant to cover materials for instruction, professional development and special purchases by the school. In reality, it mainly covered the cost of the photocopier (i.e., paper, maintenance and repair). Principal B stated, "If that [school board money] was all we had to operate on we would have to cut out a lot of programs and professional development that occurs here. I don't think we could survive on that alone." He also contended "achievement of students at the school would be affected because a lot of the courses and travel funding for competitions and global travel would not be available. These really help students aspire to do

well."

In the 1999-2000 school year, in addition to the government allocation, School 2 required an extra $40,000 to maintain the status quo established the previous year. In order to "provide better programming to students" the School Council had struck a committee to develop and oversee a donation program. It was the intent of the committee to enlist the school as a registered charity whereby the school would provide parents with a tax-deductible receipt for any donations made to the school. Principal B states that "the idea [of receipts being issued] is really catching on by parents … and this is better than buying a chocolate bar." Basically, School 2 requests that parents donate to the school charity in lieu of fundraising. "With a student population of approximately 900, that breaks down to $50 per family. Some families donated $500; others could not afford any. It all balanced out." Principal B attributed the success of the registered charity to the "personal phone calls" to parents explaining what the school's needs are and what their money will be buying. "When people know how their money is being spent and buy into it, they are much more generous. We try to explain how it will benefit their child".

The school also charged fees for particular courses (i.e., Art and Global Issues) to provide materials. This was justified by administration because these courses do not have adequate textbooks available to cover the content areas. The $20 fee provided photocopied resources, videos and consumables. There was also a

basic student fee of $50 for all students to cover locker, lock rentals and students' insurance costs. Even though $7,000 was collected in school fees in 1999 -2000, "The school doesn't make money on fees - usually we break about even."

Grant money is yet another source of extra income for School 2. "We try to get as much grant money as possible… and there is a lot of it [grant money] out there. You just have to have the ideas," said Principal B. The administration strongly promotes and encourages teachers on staff to apply for as many grants as possible. One such grant program that the school has received a substantial amount of money from is the Grass Roots program. This program awards teachers funding of about $900 for each completed interactive learning project for the Internet. Many of the teachers at School 2 "are doing this on a daily basis." Principal B reported that the school received approximately $7,000 from this one specific grant program. This was not without effort, for the principal explained; "The School Board even hired a full time employee to go to schools to promote it." As a member of the Innovative Schools Network, School 2 had also been awarded a $10,000 grant from Industry Canada to assist in their work with technology. This money is used to complete other exceptional projects so that the school can continue to excel in the area of technology. Currently, they are working on a proposal to link a mentor from Ottawa with teachers in the school to provide professional development.

School 2 appeals to its rich history and school pride as a way to bring in extra money for the school. Money from alumni is graciously received on a yearly basis. Every summer two or three school reunions result in the graduate classes donating the profits of the weekend events to the school. During the 1999-2000 school year, one class donated $1,600 that had been sitting in an old graduation account for a number of years. Previous students see the school giving out scholarships and using the money in a way they like, such as developing archives for the school, and want to help preserve it. Principal B feels that "alumni are a source of money that most schools haven't really tapped into in a big way."

Perceptions of Fundraising

Principal B thought that schools "should not have to participate in fundraising efforts to supplement school programs". However, he said that he "was grounded in reality" and realized that "without fundraising there would be a lot of inequality from school to school and within our school itself." He explained, "If we didn't do it [fundraise] other schools still would and that would result in those schools having better programs and resources." To reduce inequality among students within the school, funds are often raised so that students from lower income backgrounds can participate in events and activities (i.e., band trips, school exchanges) that would otherwise be impossible for them. It is the

administration's philosophy that "no child should do without because of their financial situation."

Donations, in lieu of fundraising, are given essentially at School 2 "to provide better programs for the students" and not to put "paint on the building". The principal explains that the money raised is put directly into the programs and the students benefit from it directly; "whether that is assisting a student to go to Ottawa for a national debate, putting a basketball team on a court, or resources in the library".

The administration at School 2 considers itself "very dependent on the donations" they receive. They attribute their success mainly to the fact that they appeal directly to the parents,

> We have been very open to people about our needs and how we spend every cent that is given to us. They [the parents] are seeing how the money is for the students, not just so the school can have things. Parents don't mind donating money to the school if it will improve their child's education.

Parents at the school have also commented that they would rather not be involved with school fundraising initiatives. "They were resentful; they did not want to sell tickets to buy computers. That's what their tax dollars are supposed to be used for." In addition to this, Principal B reported parents feel pressured to participate in fundraisers by other teams and clubs to which their children belong. These days a typical student can be involved in soccer, band and swimming and all groups are looking to parents to support their fundraising initiatives. "It's

difficult to keep up," reported one parent. It is for this reason that the only real fundraising initiatives that the school participates in are in support of the school sports teams, special interest groups and band.

When asked if there were any benefits to fundraising, Principal B replied that there might be an element of team building. "It may be a way to get people to work together towards a common goal and build morale, but that could also be achieved through a school/community food drive for a food bank or something." He felt that that cohesiveness could be accomplished "a million other ways other than through fundraising."

Principal B reflected, "we did have a school tax at one time to boost some extra money into schools, but the more you get the more you want. I think that the more you get the more government will cut you back. I guess it is a trap but the bottom line is you need the money. I don't like fundraising but I can rationalize it. I don't lose sleep over it anymore".

Role of the Principal/ School Council/ Teachers/ Parents

Principal B admitted that, as administrator of the school he has several roles in raising funds. The first is as an "overseer" to take responsibility for the school so that when fundraising occurs "it is done well and gives credibility to the school". Principal B said, "People need to feel their money is being used properly and have to be comfortable knowing that there is someone managing the process." He sees

himself as a motivator as well. Principal B explains,

> Teachers and students need to see that I support the process
> and the activities for them to succeed. I do a lot of promoting
> personally to ensure the success of fundraising initiatives. I have
> called parents personally to help promote the donations program
> and help get it off the ground. I would not get people to give to
> something I wouldn't do myself.

The School Council has the role of setting direction for fundraising initiatives each

school year. The members of the School Council establish the amount for the

school fees that should be charged for the year. They also review applications for

possible fundraising initiatives and the members review, accept and/or decline the

proposal. In addition to this, the School Council developed a school statement on

fundraising. Its position on fundraising is that any group or team that wishes to

participate in a special event or purchase materials, over and above the set

curriculum, must raise the necessary funds themselves.

Teachers at School 2 do get involved in fundraising as homeroom teachers. They

collect the money for basic fees brought in by their students and write the receipts.

All money is then forwarded to the main office. Otherwise, all other involvement is

strictly volunteered time to assist the school initiatives. Teacher help may be in the

form of setting up tables and chairs in the gymnasium for the "Death by Chocolate"

evening or to sponsor a group of students organizing a baked goods auction.

Parents of the students who are involved in school teams, choir, band or special

interest groups are "heavily involved with raising funds that may be with their time

and effort or by giving a cheque to the cause. Some parents are very generous with money while others can't afford to hand it [money] out. They do, however, what they can."   The parents are the ones that make the decisions as to which initiatives are going to be undertaken "whether that be a turkey dinner or a 'Death by Chocolate' " says Principal B, "The parental contribution is an extraordinary factor in the success of raising money in our school."

Reasons for Fundraising

School 2 raised the majority of its additional funds through the donation program $15,000 for the 1999/00 school year. The programming at the school is "very dependent on this money" according to Principal B. Due to the money donated, the school has been able to offer broad programming for its students over and above the designated curriculum. Four brand new courses in Geomatics, Webmaster, Leadership and International Studies have been made available to the student body that would not have been offered without these additional funds.

Fundraising allows the school to ensure that all students have equal access to these innovative courses. "It is a school belief that no student should do without due to the parental financial situation," says Principal B. To illustrate this belief he explains, "Every year, twenty students enroll in the International Studies course where they go to another country for two weeks to study a different culture. The cost is $2,000. Some children simply can not afford that, so they are able to fundraise to offset the cost, or the total amount".

Funds raised through donations also allow the administration to support on-going professional development of the staff. Principal B believes "there is a direct linkage between professional development and student achievement". When a teacher on staff applies for an educational conference or course, the school will pay the registration fee. "This is reasonable and it benefits the students directly. Parents understand this and see the relationship between professional development and instruction. We talk about this at assemblies and in newsletters frequently".

The donation money is distributed within the school to cover instructional costs on an "as needed basis". Principal B does not issue an annual budget to Departments. Rather, the office will "willingly write out cheques" when teachers submit requests to buy materials needed for classroom usage. "No teacher here goes without. It isn't good for morale. I've never had an unreasonable request and I don't feel there is anyone doing their job without the materials needed" acknowledged Principal B.

According to the administration of School 2, the main reason for fundraising at the school is to supplement extra curricular activities. "I cannot use the basic budget to the benefit of a small group of students. Fundraising helps us because we [the school] have a little money in the bank and we are able to take chances – like subsidizing costs of the International Studies travel" explained Principal B. Fundraising is done mainly by the teams, band and various student groups so

that they may participate in specific events and activities related to their cause. The donation money was used for the greater benefit of the whole school population. According to the survey filled out by Principal B, 50% of the donation money was used for purchasing photocopy quality paper and photocopier maintenance, 20% for teacher supplies and professional development, 15% for computer and technology, 10% for books/ audio-visual materials for the library, 3% for school appearance (gymnasium/cafeteria/school grounds), and 2% was used for providing special events for students (i.e. field trips, guest speakers and performers).

Typical Initiatives

Principal B commented that he and many other administrators are eagerly awaiting a new policy to set common direction and standards among schools within the School Board. Until then, School 2 strongly adheres to the policy of its predecessor school board, under advisement of its current School Board. The policy followed was described as "a common sense approach to fundraising". It outlines that the school may ask parents of students for money as a donation and provide a tax receipt and that they may not participate in initiatives whereby people do not receive anything for the money. This would include ticket sales or other events of chance and walk/sleep-a-thons. Various fundraising events such as bar sales and evenings of entertainment are endorsed.

School 2 has participated in numerous successful fundraising initiatives bringing

in significant amounts of money. "Death by Chocolate" is an annual event held by the parents of the band/music students to raise money for attending competitions and band trips. It entails parents volunteering to prepare chocolate desserts and selling tickets for admissions to attend an evening of coffee and desserts. The tickets are available to family and friends of the school. Principal B reported a total of $6,000 was made at the 1999-2000 event.

The Music department in School 2 has an ongoing fundraiser whereby local grocery store receipts are collected by students and staff and placed in a box at the main office. The grocery stores give 1% of the total amounts spent at their store. It is a low cost venture for the school; however, the drawback is that it is time consuming to calculate and bundle the receipts in sets of $1,000 as the grocer requests. In the 1999-2000 school year the school received $450 from the collected grocery tapes. An additional source of funds is generated through facility rentals to different church groups and sports teams, approximately $4,000 every year.

School 2 introduced a new initiative in the first Annual Charity Golf Tournament. Principal B explained how it was organized,

> Only alumni and our parents are asked to participate. The general public is welcome but we don't want to make them feel guilty. This is a chance to support our school through their company or themselves, have a morning of golf, dinner and a chance to win a prize of $2,000- which is also donated. The registration was $100 and a tax receipt was provided. The school received tremendous feedback and expected to make about $3,000.

The most successful fundraising initiative in School B was the donations program. Principal B rationalized this choice, " This year we made a special effort. We sent home letters to parents and teachers and administrators each phoned fifteen to twenty students' parents at home to inform them that the letter was coming home the next day. The donations came in very quickly, about $15,000 in three weeks. The money was donated and it was tax deductible. Many times uncles, aunts and grandparents also donated to the school".

Summation

Fundraising is viewed as an "unpleasant fact" by the administration of School 2. According to its principal, the school requires it to "run the programs status quo... and the extra curricular activities and events that the students have come to expect as school life", even though it is over and above the set curriculum developed by the Department of Education.

When asked to reflect on fundraising at the school, Principal B commented,

> The process of fundraising is open here... there are no secrets.
> Parents participate over-whelmingly because they fully
> understand the need, we commit to them certain things, we tell
> them how we plan to do it and we deliver. It's the openness
> that we pride ourselves on. Parents always know what's going
> on here and why. They feel involved and they know they are
> getting their dollars worth... they see their children directly
> benefiting from their contributions.

This chapter has presented two stand-alone case studies each forming a portrait of how and why the individual schools are involved in fundraising initiatives. The

next chapter cross analyzes, with reference to the research questions, these two case studies, determining key themes and differences between them in the phenomena of fundraising in high schools in urban areas.

CHAPTER FIVE

ANALYSIS OF CASE STUDIES

The focus of this study was to explore and describe the extent to which school-based fundraising was undertaken and to examine various aspects of school fundraising in urban high schools.

This study identified aspects of fundraising in two high schools in an urban area including: types of activities, amounts raised, distribution of funds, school administrator, teacher and parent roles, and identification of school board and/or internal school policies on generating private resources at the school level.

The comparisons of these two schools were made to determine key themes and differences in the fundraising phenomena.

Research Question One

Research question one was to determine how the principals felt personally about fundraising. Item 8 in the survey, and questions 1,2,7,8,9 and 14 explored administrators' perceptions on fundraising. Both principals had similar positions towards fundraising in school. They were tolerant but not advocating it. Separately, they stated in their interview that it [fundraising] "was a fact of life" and necessary in order to run their schools' status quo. Principal A acknowledged, "I think fundraising is a fact of life. It is going to be here forever… if it were possible, fundraising would not be allowed in the building [of School 1]".

Similarly, Principal B said' "It's a fact of life...I can't imagine a case where it wouldn't be necessary" and that "schools should not have to participate in fundraising efforts to supplement school programs".

Research Question Two

This research question was to determine if change in the intensity or need for fundraising had changed in the last five to ten years. Both principals felt that the demand for fundraising had remained about the same. However, Principal B replied that the main change was in the degree of difficulty getting community businesses to donate significant amounts, "It is becoming more difficult each year [to get the same business to contribute] ".

Research Question Three

When asked on the survey to rate their importance in fundraising at their school, with 1 being not important and 5 being very important, Principal A rated his role as a 3 and Principal B rated his role as a 4. While both rated their involvement in school fundraising ventures as important (in the survey item # 8), when asked in the interview situation, they described their roles as very different.

Principal A reported that he saw himself as a "mediator". He felt that it was his job "as an administrator ... to make sure that groups don't compete against each other [for the same money], that all legalities are followed" and propositions go through the school council. In contrast, Principal B saw his role as one of "an

overseer and motivator". He said there are times when he will "get things started", following through to ensure "that it is done well" and that the process is creditable.

Over all, both agreed that they were "responsible for fundraising". Principal A noted, "I am responsible for protecting the image of the school and to make sure the students aren't put into a position of compromise". Principal B affirmed "I'd like to believe I add some credibility to the process [of fundraising]... it is an important part of my role. I make sure that parents know where the money is spent and I am always looking at how and making sure it is something tasteful and well presented [to the public]". He continued that the money management was also important, " I make sure that as little money is lost in the process... like the kids take bars and the money is not brought back".

School councils are a legally constituted body of elected representatives consisting of administration, teachers, parents and the community members. They are committed to enhancing student success through meaningful involvement in childrens' education and schooling. Collectively, they have the substantial role of approving all fundraising initiatives in which both schools participate.

School 1 does not require that teachers be involved in unnecessary fundraising initiatives. Rather, they believe that their teachers are "extremely busy doing classroom preparation and instruction." It is possible to rely on teacher volunteers due to the infrequent fundraising initiatives put off by the school. Generally, all students are expected to bring in school related money to the office. The secretary

and/or parent volunteers will collect and account for all money. Principal A states, "typically, I keep it away from them [the teachers], that is, unless it is of particular interest to an individual teacher or they are directly involved with the group". Conversely, the homeroom teachers at School 2 find themselves involved in fundraising. They are expected to collect the money for basic fees brought in by their students, and write the receipts. All money is then forwarded to the main office. All other involvement, assisting the school initiatives, is strictly voluntary.

Parents were viewed as key components in the success of fundraising within the schools by both principals. According to Principal A, "In order to have successful fundraising events at this school we have to have parental involvement". Consequently, the administration at High School 1 relies heavily on the parents for the fundraising endeavors. "If parents aren't going to get involved then it [fundraising] isn't going to happen". In School 2, parents of the students who are involved in school teams, choir, band or special interest groups were reported to be "heavily involved with raising funds". The parents are the ones that make the decisions which initiatives are going to be undertaken "whether that be a turkey dinner or a 'Death by Chocolate' " says Principal B. "The parental contribution is an extraordinary factor in the success of raising money in our school."

Research Question Four

This question was to identify what type of fundraising activities schools organize and to determine if alternate forms of fundraising are being used. In order "to

enhance the learning environment", the main form of additional funds brought into schools to supplement expenses was through the $50 per student at the beginning of the school year. In School 1, this money came in the form of "school fees". The school's donation program whereby every family is requested to make a $50 tax deductible contribution is the main source of additional funds brought into School 2. Schools collect this money in lieu of fundraising. The money is used towards the purchase of materials, and activities that augment the government-set curriculum. Figure 1 outlines the types of fundraising activities reported by the schools in the survey:
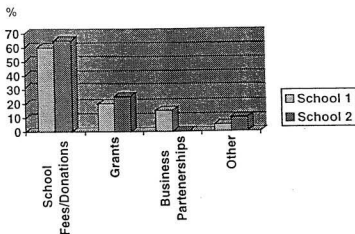

Figure1. Fundraising initiatives at School 1 and School 2

When speaking with Principal A on the subject of business partnerships, he

replied, " We know there are other sources of income…but we haven't gotten into a formal business partnership. We were looking into it because there is big money out there. However, circumstances [of the closing of the school] prevent that now". In the survey however, School 1 reported business partnerships constituted 15% of the fundraising initiatives. Principal A clarified the point explaining that the money came from the 6% made from sales of supermarket certificates. Principal B described his school to be more involved in "business sponsorships'" as opposed to business partnerships. The distinction was explained, as "We are involved with many local business. Forty or fifty different businesses have accepted co-op students for work placement and have trained them. Nortel and FBI provide bursaries, but that wouldn't be considered a "business partnership because it is a project they are buying into and it only happens one time".

Many school teams, special interest groups and band students are involved in additional fundraising activities to allow them to participate in extra-curricular activities, travel and events. Without this involvement in fundraising the programs and activities that the students have come to expect as part of "school life" would be non-existent as the schools would not have the expendable money to supplement them.

Research Question Five

Research Question Number five examined how locally generated funds were

spent. It focused on the following updating and maintenance expenditures: supplies for teacher; audio/visual and print resources for the library, computer laboratory/technology, overall appearance of the school (i.e., school grounds), providing special events for students (i.e., field trips guest speakers/performers) and the school supplies (i.e., paper, photocopier).
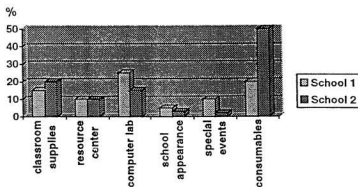

Figure 2. Distribution of fundraising monies at School 1 and 2

The money reported was restricted to the amounts raised through the school fees/donation program at each school. The fees/donation money was used for the greater benefit of the whole school population and solely for the enhancement of curriculum programming.

According to the survey completed by School 1, the fees in lieu of fundraising were used to cover teaching aids, technology needs, furniture repairs, professional

development, and any occurring costs of the special education criteria units.
Principal A reported that money was distributed as follows: 25% was used for
computer technology, 20% for photocopier and paper, 15% for teacher supplies,
10% for audio-visual/print for the library, 10% for special events for students (i.e.
guest speakers and performers, 5% for general appearance of the school grounds.
The remaining money was carried over for unforeseen incidentals. According to
the survey filled out by Principal B, 50% of the donation money was used for
purchasing photocopy quality paper and photocopier maintenance, 20% for
teacher supplies and professional development, 15% for computer and
technology, 10% for books/ audio-visual materials for the library, 3% for school
appearance (gymnasium/cafeteria/school grounds), and 2% was used for
providing special events for students (i.e. field trips, guest speakers and
performers).

Research Question Six

Research question number six was intended to identify the existence of individual
school and school board policy. When asked about school board policy, Principal A
replied, " I stand to be corrected - nothing that I have seen has been handed to the
individual schools - with the provision that everything has to be kept legal". The
administration at School 2 reported that the policy that they should be following, in
lieu of a new policy, is that of the former School Board "until further notice".
Interestingly however, they had no hard copy of the policy that that they could give

the researcher to review.

In the survey, both schools indicated that they did not have a formal, written school policy on fundraising that outlines the guidelines, types of fundraisers and roles of administration, teachers, parents students and school council. However, in the interviews, both principals indicated to the researcher that there was indeed an unspoken understanding of the procedures that were followed in each separate school.

School 1 had a basic implied policy, which was an understanding that set some limits on what could be carried out as school fundraising initiatives. Administration frowned on lap-a-thons and chocolate sales. They were thought to be "a waste of everyone's time". Ticket sales and bottle drives "are used sparingly". "Typically, high school kids don't like going door-to-door". If these types of events were authorized, there would have been high parental involvement. In comparison, School 2 strongly adhered to the policy of its predecessor school board, under advisement of its current school board. Principal B describes the policy as "a common sense approach to fundraising". It condones asking parents of students for money as a donation and provides a tax receipt. It excludes participation in initiatives whereby people do not receive anything for their money. This would include ticket sales or other events of chance and walk/sleep-a-thons. The school endorses various fundraising events such as bar sales and evenings of entertainment.

CHAPTER SIX

SUMMARY AND CONCLUSIONS

This chapter summarizes the study. Based on the findings, several conclusions are drawn and recommendations are made.

Summary of the Study

The purpose of the study was to determine the extent to which school-based fundraising is undertaken, and to examine various aspects of school fundraising in urban high schools. Specifically, it delved into: types of activities; amounts raised; distribution of funds; school administrator, teacher and parent perspectives; and identification of school board and/or internal school policies on generating private resources at the school level.

Following a review of the literature on fundraising, the research was initiated through two case studies using a cross-analysis approach. The research questions included: administrator's perceptions of necessity, roles of principal, teachers, and parents, typical initiatives, distribution of raised funds, and policy.

In order to facilitate interpretation of data, the two case studies were presented separately and then cross-analyzed to determine key themes and differences.

Out of six high schools that met the criteria for the study, two schools participated in this study. Both principals spoke very openly about the fundraising events in their school and expressed interest in reading the conclusions and recommendations that

would be extracted from their participation.

Conclusions

Based on the findings of this study, several conclusions may be drawn.

Principals' Participation

Principals would not participate in fundraising if it were not necessary. The only real added benefit that comes out of fundraising efforts was a sense of comradarie and school spirit, which was felt could be achieved through participation in community events, such as food bank collections on Saturday mornings by students.

Need for Fundraising

In reality, schools have to fundraise to operate. Schools collect fees/donations at the beginning of school year to offset costs of operation. School teams, bands and special interest groups hold most of the typical fundraising initiatives to assist in the cost of competitions, travel and equipment.

Lack of School Board Policy

There is no current, formal policy at the school board level. Four years after regional school board amalgamation, schools continue to assume the direction of following their previous school board policies on fundraising.

Lack Of School Policy

There are no formal school level policies on fundraising. Many schools are operating fundraising initiatives under implied understandings of what is appropriate and continue to do events that they have done in the past. Long-range planning for fundraising is not a fully developed concept within the schools. For the most part, schools are operating on a year-to-year basis.

Recommendations

Based on the findings and the conclusions, the researcher makes the following recommendations:

1) Four years after the amalgamation of three smaller school boards, the newly created School Board needs a new policy on fundraising. This will replace the use of three preceding school board policies, thereby insuring that the same policies and guidelines will guide all schools.

2) Each school needs to be encouraged by the school board to establish a formal, written policy outlining roles, guidelines and procedures to which the school adheres. This policy should outline roles of school councils, principals, teachers, parents and students. In addition, it should outline types of fundraising initiatives which would be encouraged and discouraged, and their reasoning (i.e. purposes and benefits).

3) All schools should go through the process to become a charitable organization. Tax-deductible receipts should be given to all parents, friends of the school and businesses for school fees, donations and/or gifts to the school.

4) Professional development should be mandatory for all teachers and administrators, providing them with current information on grants available and how to write proposals for these grants. There is a lot of potential money available to schools through this format, and schools need to be more aware of this and encouraged to avail of these possibilities. Teachers are being encouraged to apply for grants, yet there is no training in how to develop successful proposals and how to find out about other less advertised grants that are available.

5) Administrators need the ongoing support of the school board. Fundraising at the school level is only as successful as the level of involvement of the principal. If the district were to develop a board-wide initiative on fundraising school administrators would be better prepared and schools would become more successful in raising the necessary funds to supplement and enhance existing programs within the schools. It is recommended that the district provide personnel to assist in supporting principals in fundraising endeavors.

6) If schools are to fundraise, they need to further investigate the possibilities for the establishment of business partnerships. A business partnership is

defined as a group of parties coming together to establish an exchange of services that will be mutually beneficial to the school and the business organization (Tymko, 1996). Very few schools are in true business partnerships. Many schools are working closely with the local business community but there is no reciprocal gain between parties involved.

7) If schools wish to appeal to community interest and money, they need to be more creative in developing and implementing fundraising initiatives (i.e., golf tournaments and grocery certificates). It is easier to involve individuals in fundraising initiatives that are activities they participate in on an ongoing basis already. School alumni is yet another resource not fully utilized to provide additional resources for the school.

8) Lastly, another follow up study at a later date would determine if there is any shift in fundraising perceptions, initiatives and/or intensity in this urban area. There is also a need for further study to update information on perceptions of administrators, teachers, and parents. The researcher discovered that this is an area that has been given little attention but is of great value when investigating the phenomenon of fundraising.

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Appendix A:

Survey Questionnaire for Administrators

Survey Questionnaire for Administrators

1. What was the total amount of money allocated to your school received from school district for the 1999/00 school year?

_____

2. For what purposes were these used?

     A) _____

     B) _____

     C) _____

     D)_____

3. What other sources of funds other than those in #1 did your school receive for the 1999/00 school year? List all that may apply.

_____

_____

_____

4. In which type of fundraising activities does your school participate? (Circle all that applies and write in the amounts raised in the 1999/00 school year.

a) school fees $_____   f) candy bar sales $_____

b) book fairs $_____   g) other $_____

c) tickets/lotteries $_____   h) other $_____

d) Business partnerships$_____

e) grants $_____

5. Does the total from #4 account for the total resources for the 19999/00 school year? If no, please explain.

_____

_____

_____

_____

6. How much of the funds raised by your school goes directly into updating and maintaining the following:

teacher supplies? $_____   %_____

the resource center? $_____   %_____
ie. audio –visual, print

the computer laboratories? $_____   %_____
ie.. hardware, software

The overall appearance of $_____   %_____
the school (e.g. gymnasium
cafeteria, and school grounds)?

providing special events for $_____   %_____
student (e.g. field trips, guest
speakers, and performers)?

the school (e.g. paper, heat, $_____   %_____
lights, paint, etc…)?

7. How do the numbers from #6 compare to the 3 previous years?

_____

_____

8. On a scale from 1-5 please rate the following questions

Not important				Very important
1	2	3	4	5

How important is fundraising to your school program? _____

As an administrator, how important is your role in fundraising? _____

9. Are you aware of some alternate ways of generating funds at the school level, such as business partnerships, charitable foundations and foundations? Has your school ever tried these forms? Why or why not?

_____

_____

_____

10. Are you aware of any existing policy and/or guidelines on fundraising at your school board?   YES   NO

11. Do you have any existing school level policy and/or guidelines on fundraising?
YES   NO

If yes, would you please enclose it with this returned questionnaire?

Once again, I would like to take this opportunity to thank you for filling out this questionnaire. I realize that it is an especially busy time for everyone. Your participation is valued and appreciated.

Appendix B:

Semi-Structured Interview for Administrators

Semi-structured Interview for Administrators

Name: _____   Time: _____

Place: _____   Date: _____

1) How does fundraising feel to you personally? Not as an administrator, rather as a person, a parent?

2) Why do you believe fundraising occurs at the school level?

3) What do you see as your role in fundraising activities? Who makes the decisions about what fundraising initiatives are undertaken by the school?

4) What is the school council's role in fundraising?

5) What would be the teachers' role in fundraising at your school? The parents' role?

6) How many times a year, on average, do you have fundraising ventures? Are any of these ongoing?

7) Does your school board have a policy on fundraising? Does your school?

8) In your opinion what hinders or assists fundraising efforts?

9) How dependent is your school on funds raised and how are these funds used and distributed? What would your school look like if you did not fundraise?

10) Would you encourage fundraising at your school even if it were not necessary? Why? Why not?

11) In comparison with the last two years, is fundraising increasing, decreasing or remaining relatively stable at your school? To what conditions do you attribute this?

12) What type of fundraising activities would you support? Not support?

13) What was your schools most successful fundraising initiative? Least successful? Most interesting?

14) Are you aware of any alternative way of raising money at the school level? Does your school participate in any of these to your knowledge?

15) Are there any other comments or concerns you have to assist me better describe your perceptions related to school fundraising?

Appendix C:

Letter of Permission for School Board Director

Lesley Smith Rideout
48B Queenston Heights
Kingston, ON K7K 5J5
(613) 546-3239
E-mail billlesley2000@yahoo.com

Brian Shortall, Director
Suite 601, Atlantic Place
215 Water Street
St. John's, NF A1C 6C9
Dear Mr. Shortall,

My name is Lesley Smith Rideout. I am currently a Masters student in Education Leadership at Memorial University of Newfoundland. As a part of my program requirement, I have elected to conduct a thesis project on the study of fundraising in high schools in high schools within your school board.

To explore this issue, I wish to interview/survey school administrators. A questionnaire and interview will be used to collect data on school fund raising, more specifically, types of, amounts raised, and usage of funds collected. All responses and material collected will be handled with professionalism and kept confidential. Surveys will be hand delivered to administrators at their schools and personally picked up to facilitate responses.

Before proceeding with the questionnaire, I would like to have your approval to allow 3-4 principals from within the Avalon East School Board, specifically the St. John's area, to participate in the survey. It would be appreciated if you could complete the attached form indicating your support, and return it in the envelope provided, as soon as possible.

If you should require more details, or have any concerns, please feel free to contact me at the above address. I would like to thank you, in advance, for your time and cooperation in this matter. I look forward to receiving your favorable response.

Sincerely,

Lesley Smith Rideout

Approval for Principals to Participate in Survey

_____   Yes, I give approval for principals within the Avalon East School Board to participate in the survey on fundraising.

_____   No, I do not give approval for principals within the Avalon East School Board to participate in the survey on fundraising.

_____

Signature

_____

Date

Appendix D:

Letter of Consent for Administrators

From School Board Director

Avalon East School Board

Suite 601, Atlantic Place
215 Water Street
St. John's, Newfoundland
A1C 6C9
World Wide Web Site: http://www.aesb.k12.nf.ca

Telephone: 709-758-2372   Facsimile: 709-758-2706
Office of the C.E.O./Director of Education   Brian Shortall, B.A., B.Ph., M.Ed.

December 5, 2000

Ms. Lesley Smith Rideout
48B Queenston Heights
Kingston, ON
K7K 5J5

Dear Ms. Smith Rideout:

Further to your request for the participation of some of the Principals from this district in your research, I have no objection. However, you must understand that their participation is completely voluntarily.

The Avalon East School Board is presently developing a policy on this topic. The question of fundraising is quite contentious in this area. I would be interested in learning about the findings and recommendations from your study.

Sincerely yours,

BRIAN SHORTALL, B.A., B.Ph., M.Ed.
C.E.O./DIRECTOR OF EDUCATION

BS/ms

c.c.   Mr. Roger Lester, Assistant Director - Finance & Administration

Appendix E:

Letter of Intent for Administrators

Attention Administrators:

My name is Lesley Smith Rideout. I am a graduate student in Education Leadership at Memorial University of Newfoundland. As a part of my program, I have elected to conduct a thesis about local fundraising.

The main objective of my research is to explore and determine the extent to which fundraising is undertaken to supplement the basic costs of school operations over and above the allotment given by the school board and to identify what use is made of the funds raised. The study is important to the field of education given the financial situation in which schools are expected to operate. It is anticipated that the results of this study will assist in understanding the role of school fundraising in high schools in the urban areas.

I am writing you to ask your kind co-operation in participating in a voluntary interview and/or questionnaire. The questionnaire should take approximately 10 minutes to complete and the interview may take approximately 30 minutes. All questions on the questionnaire and interview are elective. You may refrain from answering any questions you do not wish to answer. All information provided by you, your identity and school name will remain strictly confidential. Should you agree to participate in my research, we will mutually decide upon a convenient date, time and place.

Please find enclosed a copy of the survey, and the list of semi-structured interview questions. Please review the contents. I will contact you in two days time to determine your interest in participating in the study. Your input is considered to be of great value to my research.

I would like to take the time to thank you in advance for your effort and co-operations.

Respectfully,

Lesley Smith Rideout

Please note the following ethical considerations:

- There are no risks involved in your participation in this study and you may elect to withdraw from the study at any time.

- Your responses will be held confidential.

- Your identity will be guaranteed to remain anonymous. Neither your name nor the school name will be used in the research.

Lesley Smith Rideout