



69th Annual Conference

May 1, 2015

*You CAN Successfully Recruit and Retain
Even MORE Music Students!*

Marcia Neel



Liz Reineke



Renier Fee



Today's Session

WE WANT YOU!



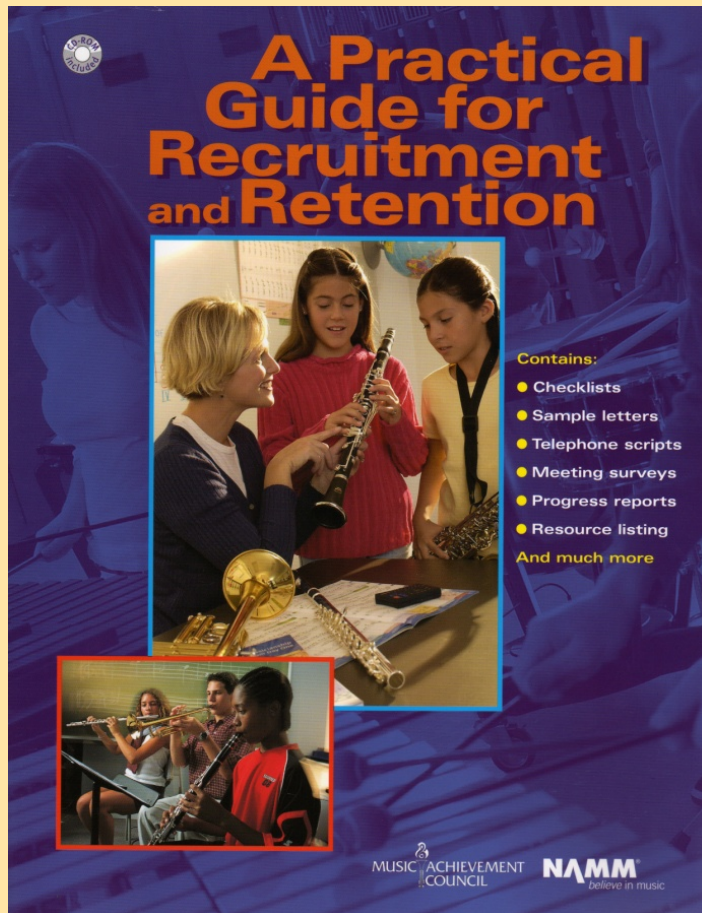
Tips for **Recruiting**
Students

Tips for **Retaining**
Students

First Performance
Program

Materials Available for You to Use...

A Year-Round Planner



- ❑ 12 pages of proven methods
- ❑ 10 pages of sample forms
- ❑ Guidelines for directors

Fundamental Beliefs of Effective Recruiters:



- ❑ Every student will be interested
- ❑ All students will have an equal opportunity to succeed
- ❑ Music is an integral part of their total education
- ❑ Every student is eagerly welcome
- ❑ Students want to play because it looks like fun

Key Steps in Recruiting:

Attracting Students. . .



- ❑ Foster student interest through visibility
- ❑ Inform parents of benefits of music
- ❑ Build and nurture support among administration & classroom teachers

Key Steps in Recruiting

Recruiting is a **YEAR-ROUND** process including:

- ☐ Regular visits with feeder programs/teachers
- ☐ Effective PR: Bulletin boards, school newsletters, PTA announcements, concert programs, school announcements
- ☐ Mass concerts with feeder programs including recorder classes
- ☐ Recruitment meetings with students and parents—**REACH OUT! PTAs!**
- ☐ Instrument demos/petting zoos
- ☐ Follow-ups – **SHOW UP FOR EVERYTHING!**



Key Steps in Recruiting:

Engage Students Early. . .



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Key Steps in Recruiting:

What's Really Important. . .



- ❑ Ensure **HIGH** quality and fulfillment
- ❑ Your **ENTHUSIASM** matters
- ❑ Be friendly, approachable
- ❑ Students have big dreams of success—**give it to them!**
- ❑ It's never too early to recruit
- ❑ Learning can be FUN!

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SMILE!

Key Steps in Recruiting: *Plan Way Ahead*



Recruitment Meeting with Student Checklist

Use this as a checklist of points you should cover in your style. Your music dealer can be of great assistance in this process.

Opening

- Introduce yourself and establish rapport
- Describe the reasons for joining. Highlight the fun, but explain there is work involved in learning an instrument — but not as much as they may think
- Get students actively involved: Clap call and response rhythms, questions about instruments

Demonstration

- Show each instrument — ask its name and family
- Play recruitment DVD
- Explain how sound is produced and how pitches are changed
- Demonstrate each instrument, and avoid reinforcing stereotypes (girls play flute, etc.)

Instrument Try Out

- Discuss the need for balanced instrumentation
- Have students try instruments and indicate first and second instrument choice

Survey

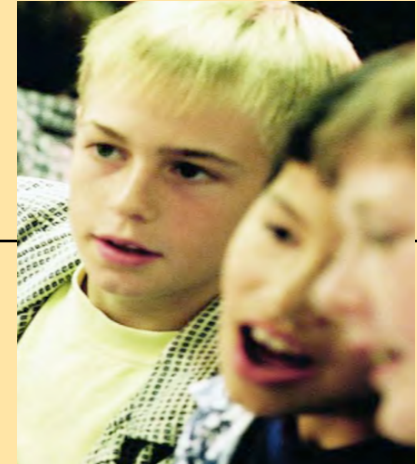
- Explain the survey in simple terms
- Give the survey

Closing

- Collect surveys, and correct them
- Distribute materials for students to take home to parents — you may wish to mail and e-mail this information as well
- Thank students for their time, attention, interest and good behavior
- Develop recruiting priority list coordinating student assessments, interest and instrument preference
- Thank classroom teachers for their valuable time and help in the recruiting process
- Contact parents and students who have been recommended by other teachers but who have not shown interest; continue your recruiting campaign

Presentation Day

Can be: Musical Aptitude Survey
Instrument Try-out



- Best in classroom setting
- Show up unannounced
- Never ask, “how many want to be in the band, choir, orchestra. . .”

Instead, ask for a show of hands “how many of you want to try an instrument?”

- Keep presentation short (30 minutes)
- **BE ENTHUSIASTIC!!!!**

Follow-up idea from: **Jeff Scott & Emily Wilkinson, ALMEA**

“Congratulations!
You have been chosen to
play (insert instrument)
in the (name of school) band!”



Giving a “Golden Invitation” to band makes
them feel special!”

Follow-up idea from: Chris Crone, PAMEA



“And let me say. . .

. . .when you make the time to have each 4th grader touch, hold, and play three instruments of their choice, then send a personal letter home with each student letting the parents know which instrument their child had success on, your instrumental numbers go through the roof!”

Engage Parent Support



- ❑ **Recruitment Letters**
 - Keep them simple, upbeat and informational
 - Emphasize rewards, details, your expectations
 - RSVP form
- ❑ **Initial Meeting**
 - Involve current parents
 - Explain rental program
 - Provide advocacy materials
- ❑ **Remember – The Best Ambassador is an Excited Child**

Teach the Parents Too. . .

They don't know what **NORMAL** is!

- Teach PARENTS how to support their child's practicing



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- Give PARENTS ideas on how to keep their children motivated



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- Give PARENTS ideas on how to keep their children motivated
- Encourage PARENTS to play an **active** role in the learning process and to **stay** involved

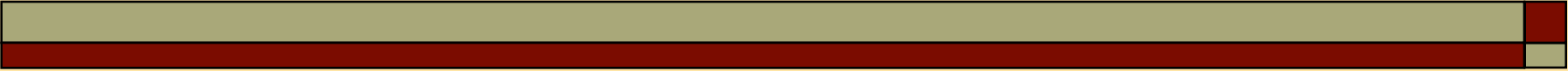


Teach the Parents Too...

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- Give PARENTS ideas on how to keep their children motivated
- Encourage PARENTS to play an **active** role in the learning process and to **stay** involved
- Communicate with Parents **REGULARLY** to keep them engaged





Teach the Parents Too. . .

They don't know what **NORMAL is!**

Follow-up idea from: Meredith Rubinstein, NYSSMA

I have a very large band set up on the gym floor--each 2 children share a music stand and their parents sit on the outside--so there are 4 chairs per music stand. It's my own band version of open house!

Half of the gathering is an actual rehearsal and half of it is going over practice techniques and student expectations. Some of what I do is procedural and some of it is telling parents, “Yes--the brass players really do need to practice buzzing. They aren't fooling around.”

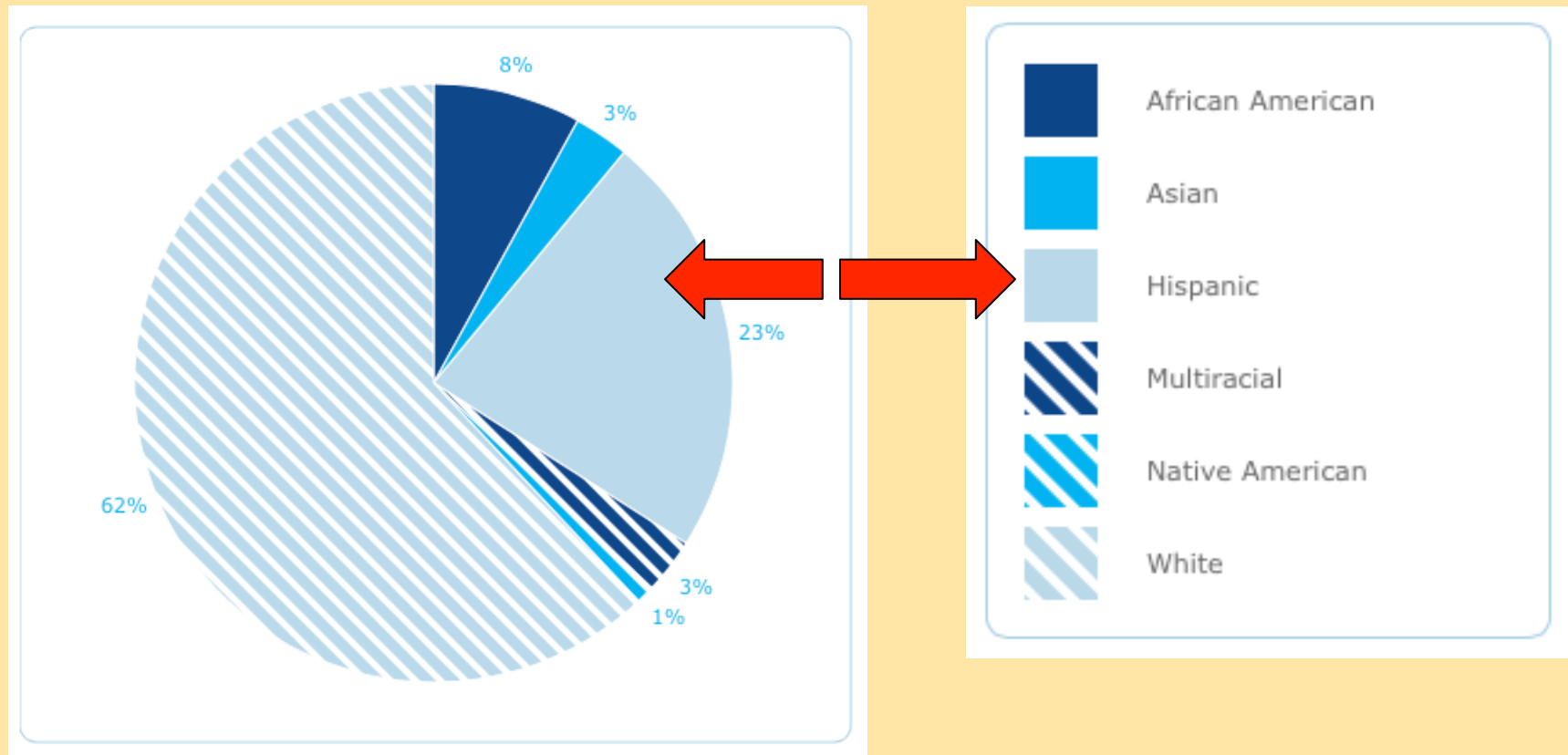
By the way, the set up takes up almost half of the gym floor.

Engage Parent Support...*Directly!*
The Parent Band – REALLY FUN!

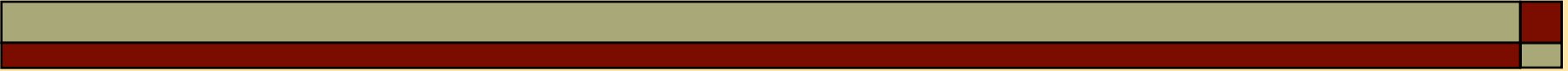


Increase Your Base

Rhode Island's Population is 14.7% Hispanic

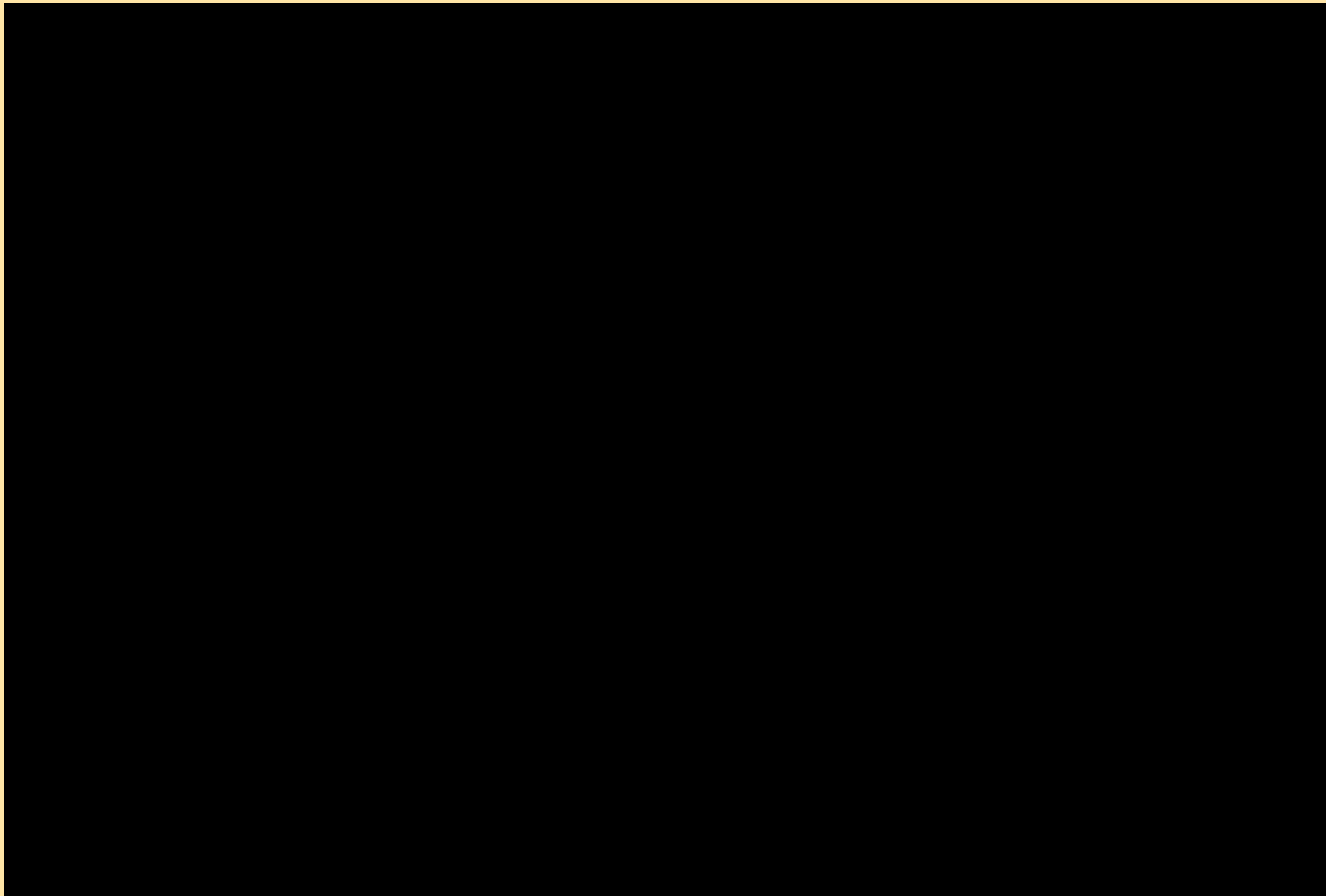


<http://infoworks.ride.ri.gov/state/ri>



¡Mariachi!

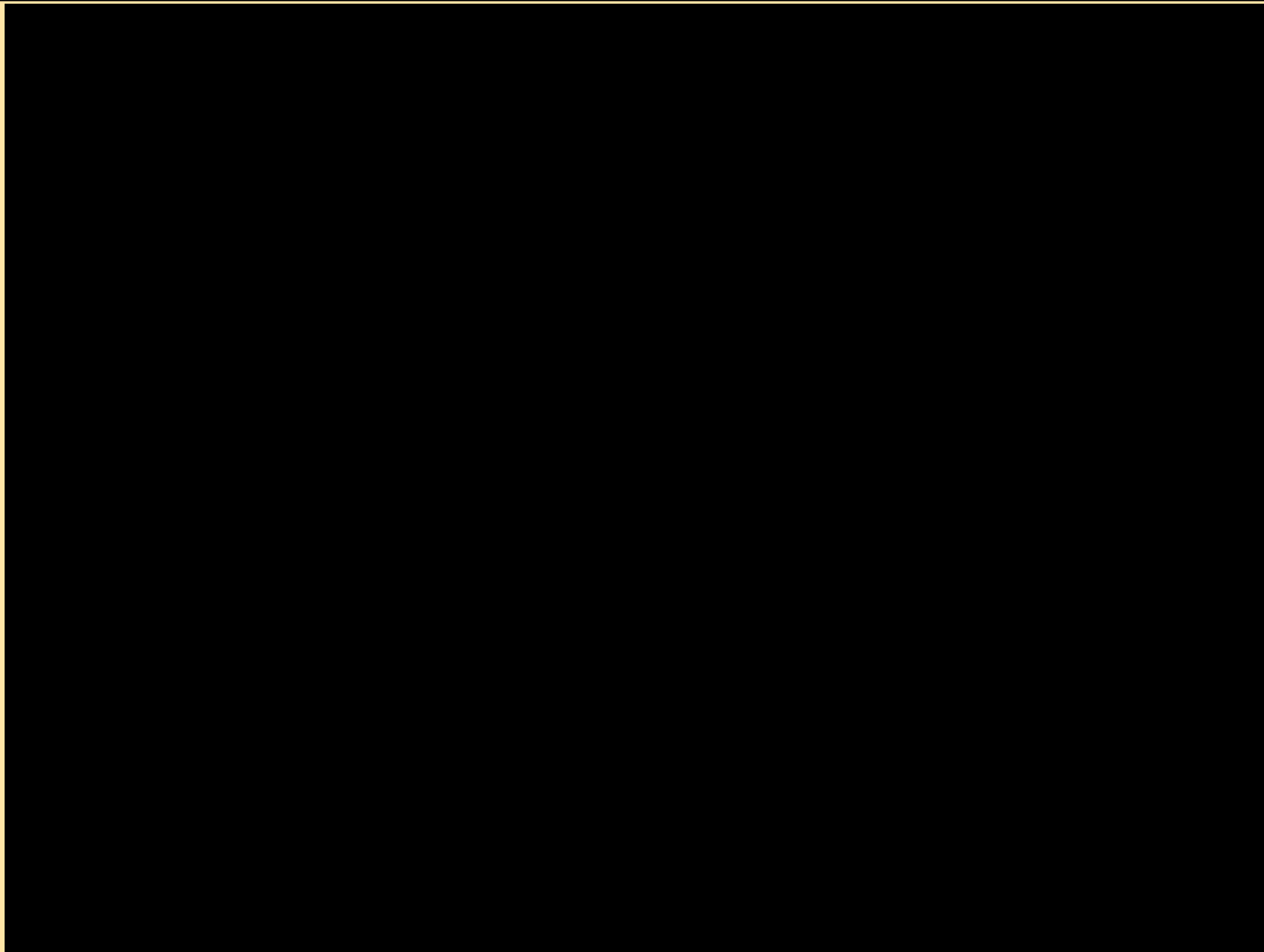
Bailey MS Mariachi Program: Year 2



Keeping Your New Recruits

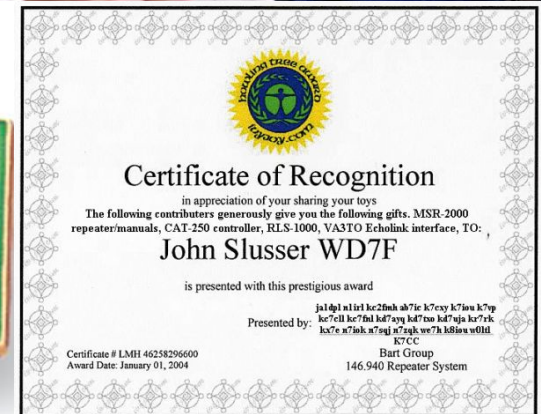


Keeping Your New Recruits. . .
Why Do Kids Stay? Let's Ask *THEM*!



Retention: Keys to Success

- Provide a **satisfying experience** from the day they receive their instruments
- Build **appreciation** for the ensemble
- Give **recognition** and **reinforcement**



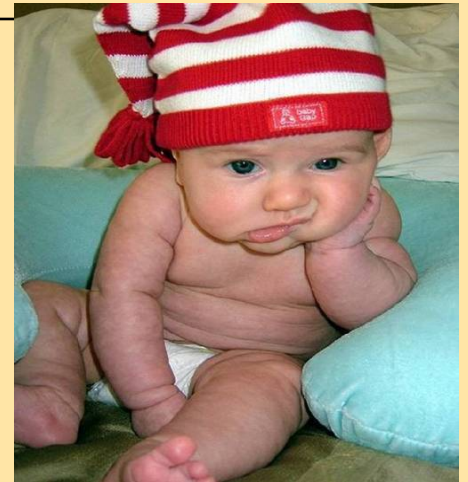
Actions That Help Retain Students

- ❑ Developing group pride
- ❑ Improving communication with parents
- ❑ Evaluating yourself on a continual basis – “What else?”
- ❑ Understanding each student as an individual
- ❑ Being positive and **enthusiastic**
- ❑ Providing engaging lessons **consistently**



Common Reasons for Drop-outs?

- ❑ The first disappointment
- ❑ Lost interest
- ❑ Didn't like the teacher
- ❑ Conflicts



What Can You Do?



- Talk to the student
 - Probe for real reason they want to quit
 - Show interest
- Check their instrument
- Talk with the parents
- *Iowa Bandmasters Exit Survey online*

Iowa Bandmasters Exit Survey

www.musicedconsultants.net/conference-materials

EXIT SURVEY: Check List

From Iowa Bandmaster's Association

What is your reason for no longer participating in the
(band, orchestra, choir, guitar, mariachi, etc.) program?

Name _____ Date _____

Please check all that apply:

Conflict:

- _____ With present instructor
- _____ With next instructor
- _____ With instructor at the next level
- _____ With schedule
- _____ With 5th grade recess
- _____ With 6th grade rehearsal time
- _____ With marching band
- _____ With concert band
- _____ With athletics
- _____ With other school activities
- _____ With outside school activities
- _____ With music selection
- _____ With boredom
- _____ With other band students
- _____ Not my kind of group
- _____ I'm a better athlete and they want me to choose
- _____ My parents want me to concentrate on academics
- _____ This isn't what I thought it would be

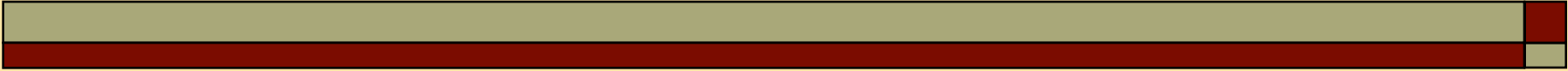
"I've lost interest" follow-up question: What does that really mean?

- _____ It's too hard
- _____ I feel more rewarded in something else
- _____ It takes too much time
- _____ I'm not good enough
- _____ I don't feel good about my efforts
- _____ I'm afraid of playing by myself
- _____ I play the wrong instrument for jazz band
- _____ Too costly
- _____ Seems to control my life

"I'm afraid of my future in band" follow-up question: What specifically are you afraid of?

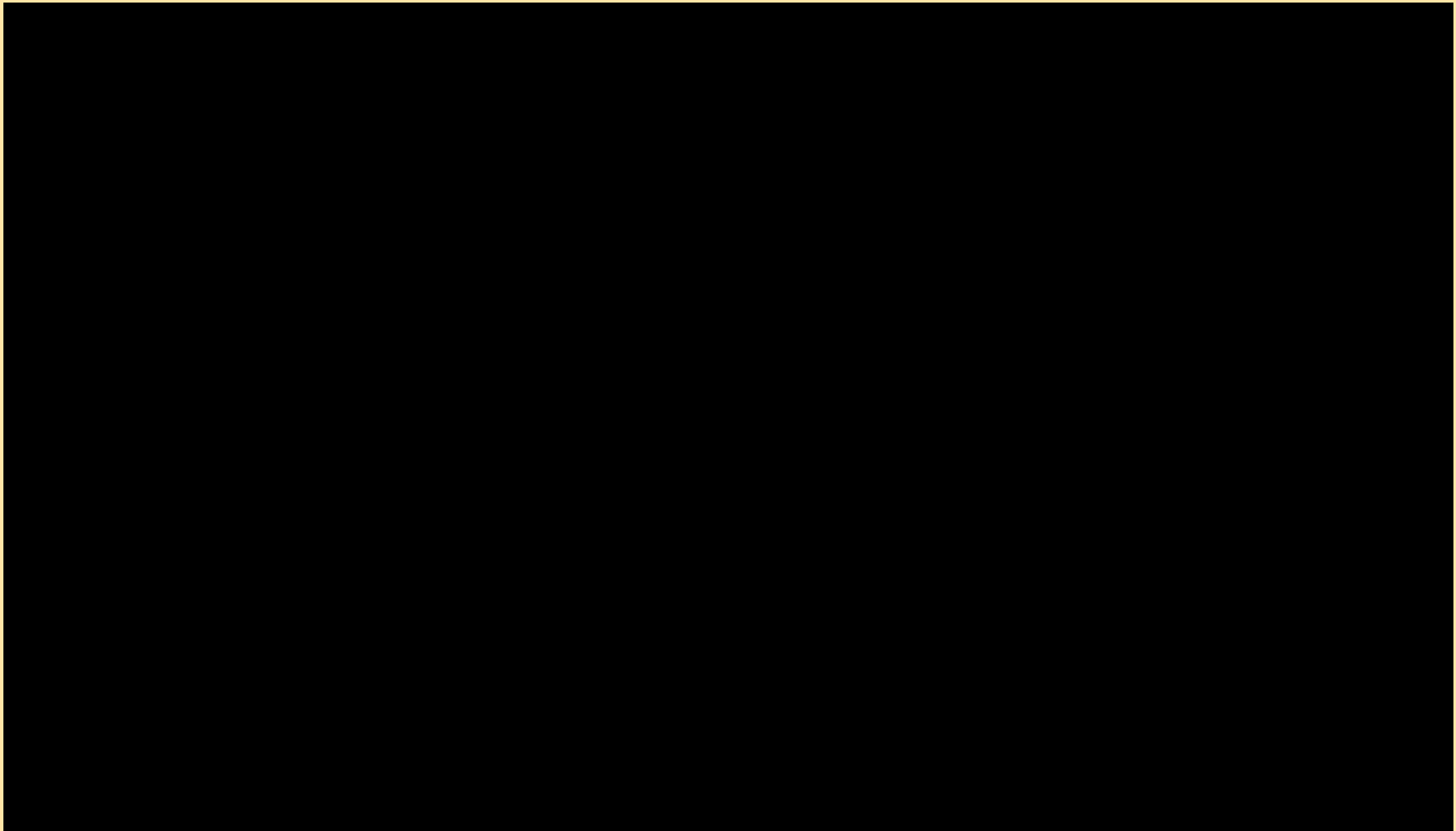
- _____ Competition
- _____ Time commitment
- _____ Physical part of marching band
- _____ I'm not good enough

Feel free to provide additional information on the reverse side of this form. Thank-you.



Why Should Students Continue?

Have Them Tell Their OWN Story

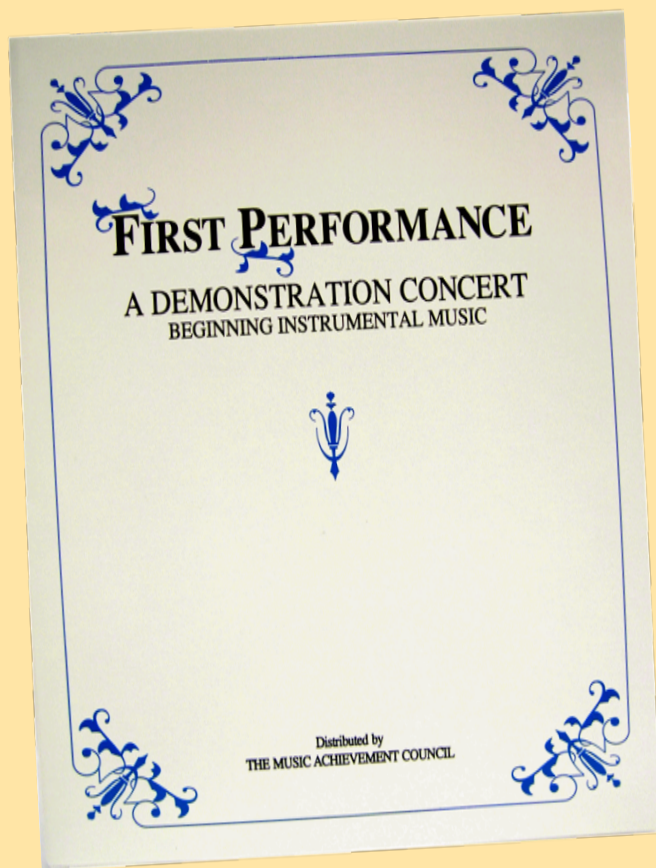


What If ...

- ❑ Students saw immediate success?
- ❑ Parents heard their kids play their first performance just weeks after they started?
- ❑ Learning to play was really fun?

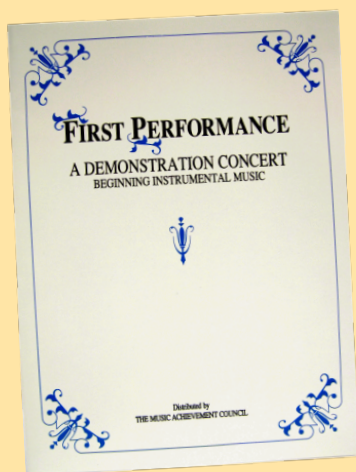


First Performance Concert!



A scripted
demonstration of
what your students
have learned

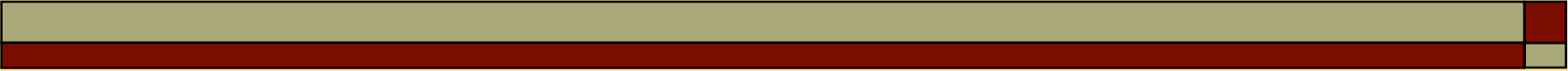
First Performance Demonstration Concert for Band or Orchestra



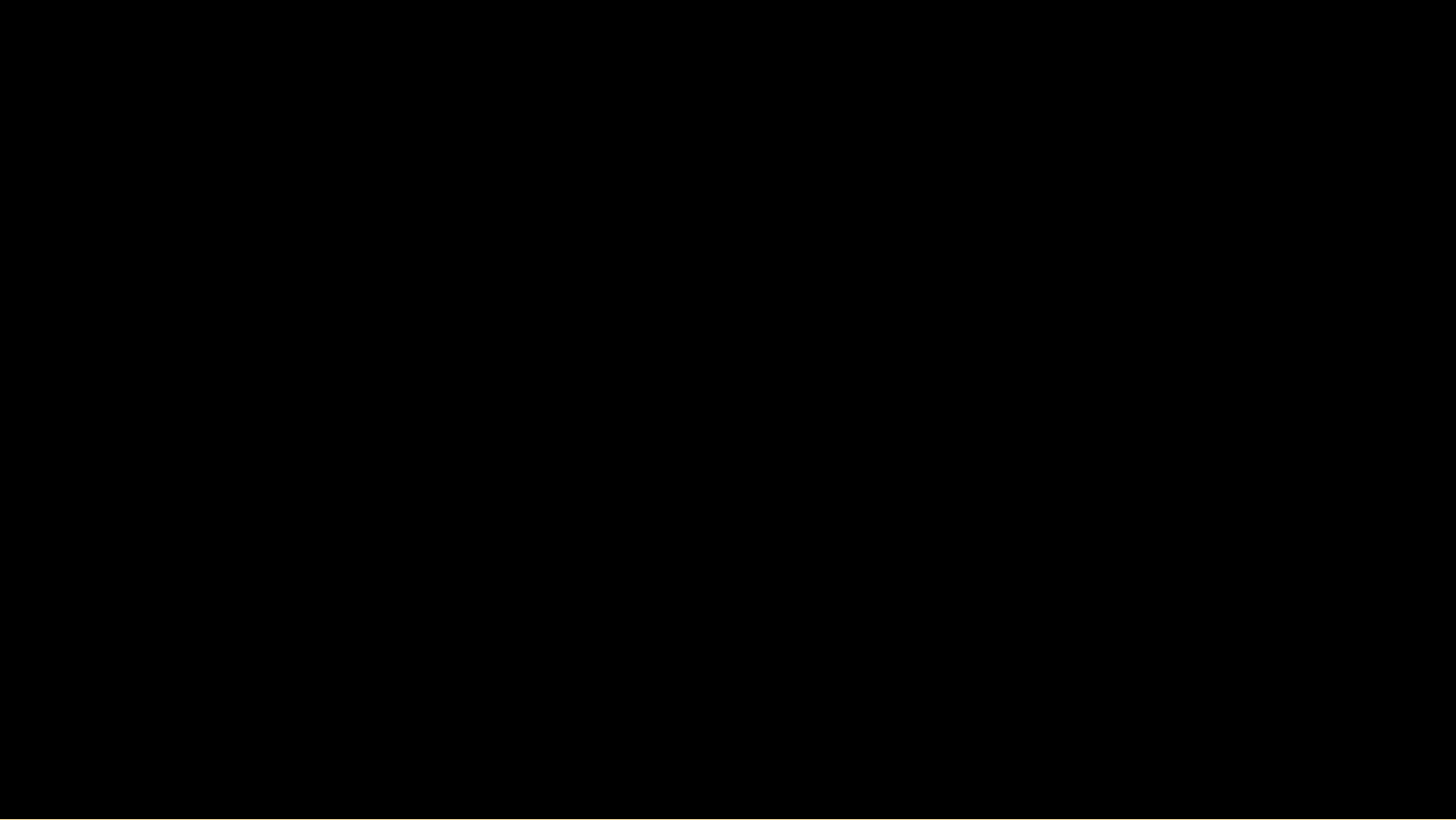
- ❑ Schedule 6-8 weeks after the first class
- ❑ Complete “turn-key” package

*May be the best
performance in terms of
excitement and audience!*



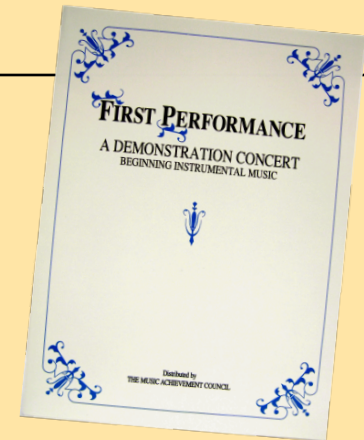


First Performance Demonstration



Why Does *First Performance* Work?

- The timing of the performance
 - Parents want to hear their kids play
 - Student interest soars and they learn to love performing
- Students practice more prior to a performance
- The audience will be large ... enthusiastic ... and will arrive early -- lots of quality time with those who care most about the outcome -- *the parents!*



Parents will be amazed ... most have no idea how much their child has learned based on what they hear at home!



Students enjoy the satisfaction of a performance after good preparation – the process starts early



- ❑ Many schools have the principal serve as the narrator -- ***GREAT PR!***
- ❑ The sound of applause is infectious



Put the Date on Your Calendar!
Schedule *First Performance* NOW!



M.A.C. Wants to Help. . .

Check Out Our Online Resources

www.musicachievementcouncil.org

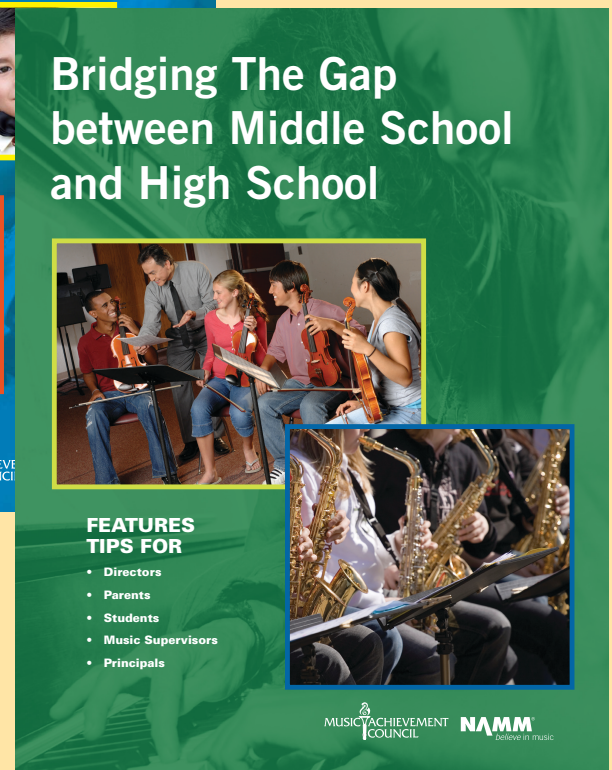
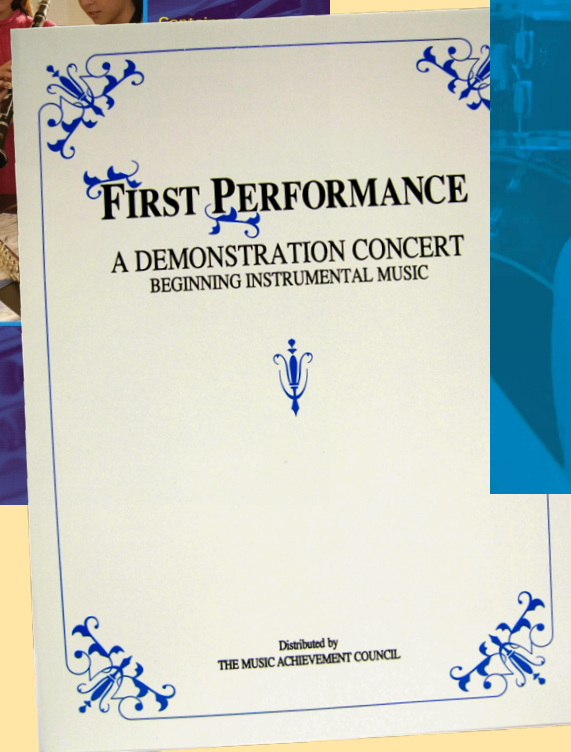
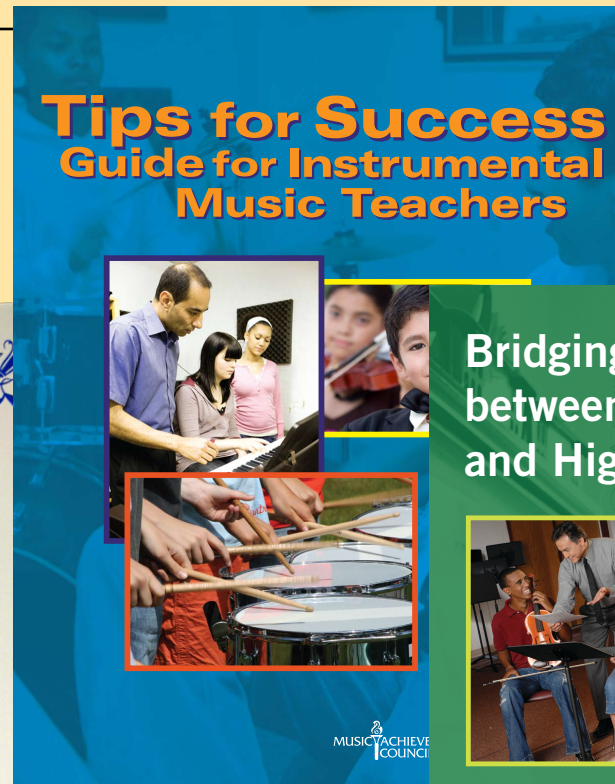
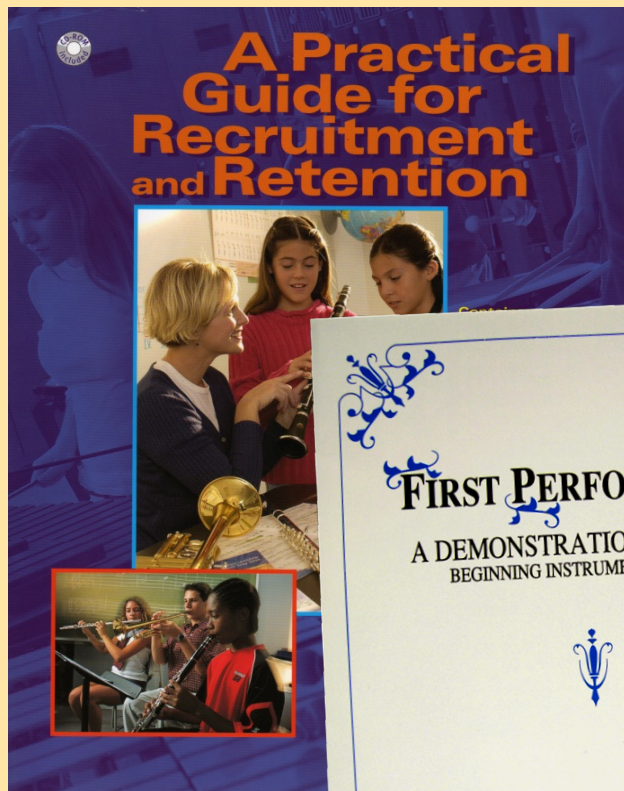


@MusicAchCouncil



Got SMART Phone?

www.musicedconsultants.net/conference-materials



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