

Parent Booster Groups

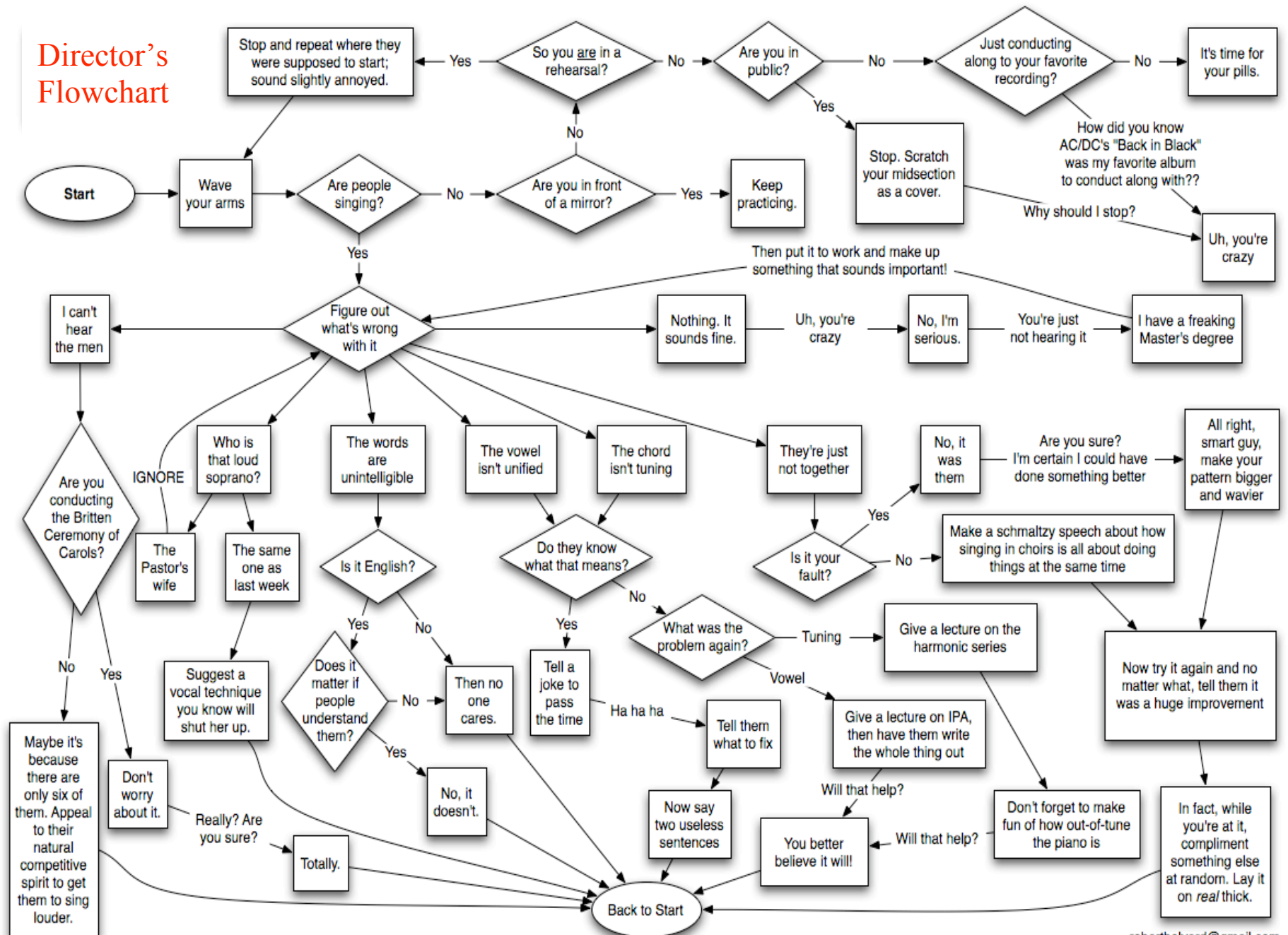
A Powerful Collaboration



David Branson
Conn-Selmer Clinician

Marcia Neel
Music Education Consultants,
Inc.

Director's Flowchart



Overview of Session

- Research about parent booster groups and their influence on student achievement
- How to begin a parent booster group, the steps to forming or working with an existing group
- Establishing a clear mission and purpose for your booster group.
- How to share responsibilities
- The meetings

Research on Parent Involvement



Research

The children of involved parents:

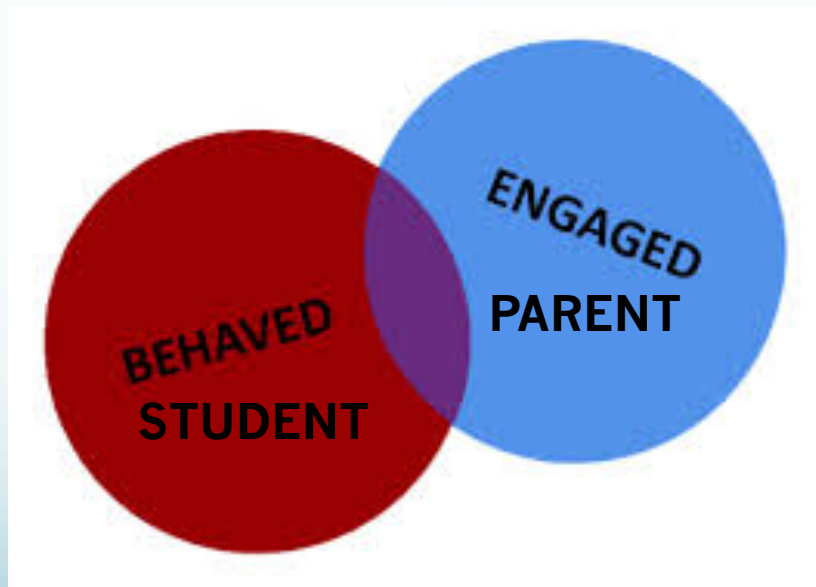
1. Are absent less frequently



Research

The children of involved parents:

2. Behave better



Research

The children of involved parents:

3. Do better academically



Research

The children of involved parents:

4. Go farther in school



Research

The children of involved parents:

5. Are less likely to use tobacco, or suffer from depression/eating disorders



Benefits of Booster Groups

Students are more successful when
parents are involved

Parents have ownership in program

Many hands make work easier

Development of advocacy

Positive collaboration

Starting a Booster Group

- ❖ Meet with your supervisor to discuss plans and gain permission
- ❖ Look into rules to establishing a 501C3 for the booster group, by-laws, paperwork, and other forms to be filled out and filed
- ❖ Have a clear purpose for the group written in a vision or mission statement, with objectives and outcomes
- ❖ Talk with parents who are already involved to seek out their help with establishing the group

Purpose or Mission

- ❖ It is vital that all parents recognize and be mindful of the fact that their function is to support the students and the program and not to drive the content of the program.
- ❖ The parents are a support group for the students and the music education of these students.
- ❖ It is the director who makes all of the educational and musical decisions. Feel free to consider suggestions, but the final decisions rest with you.

Sharing Your Vision

- ❖ Meet with the parents you already know to discuss your vision for the booster group.
- ❖ Have an open discussion about the role and function of the group.
- ❖ Listen to ideas presented by these parents.
- ❖ Talk with other faculty that work with established booster groups, athletics, theater, civic education, ROTC, etc....

Next Steps: 3 Things to Keep in Mind



Keep in Mind

1. The booster program should always be thought of as an addition. The funds raised are not a replacement for school funding. Rather, it provides means for students to have music experiences beyond what the school can supply.

Keep in Mind

2. The goal of a booster program is to assist and support the music educator so that he or she can maintain a music program that will be educational, enjoyable, and rewarding. Its authority should never reach into the content and priorities of the music program.

Keep in Mind

3. A booster group is an advocacy organization. It should be involved in supporting the entire music program, not just the chorus or marching band. Remember, these are community members who already realize how valuable music is in their child's education.

Formulate Your Vision

- ❖ Draft a mission statement that leads to your vision.
- ❖ Establish objectives and outcomes
- ❖ Develop a leadership structure, e.g...
President, Vice-President, Treasurer,
Secretary
- ❖ Plan your first meeting with all parents

First Meeting (Keep it Short)

- ❖ Have your students or small student group perform at the beginning of the meeting
- ❖ Have a written agenda for this meeting which would include:
 - ❖ Introductions
 - ❖ Call to action remarks by the principal/supervisor
 - ❖ Purpose of the meeting—the organizing phase
 - ❖ Vision and mission statement
 - ❖ Introduction of parent leaders
 - ❖ Goals of the booster group

First Meeting Cont.

- ❖ Invite your supervisor to the meeting and have him start the meeting with a Call to Action to “energize” the parents
- ❖ Parents must be led to realize that **THEIR INVOLVEMENT IS DIRECTLY RELATED TO THE SUCCESS OF THEIR CHILD.**

First Meeting Cont.

- ❖ Discuss the roles of each leader in the group
- ❖ Share a list of activities and assistance that is needed, for example;
 - ❖ Pit crew for marching bands
 - ❖ Uniform fitting and distribution
 - ❖ Snacks and drinks for band during camp
 - ❖ Travel committee
 - ❖ Fundraising
 - ❖ General support at events

First Meeting Cont.

- Have students distribute and then collect information sheets from parents with the following;
 - Name, contact information
 - Have a check box or area for parents to list their area of interest for supporting of the program
 - Have parents list and skills or assets they may use to support the programs, such as carpenter, painter, baker, sewing, accountant, lawyer, etc....
 - Serve refreshments after the meeting and allow time for parents to talk and mingle

Follow up

- ❖ Within a week send a follow up to all parents that attending the meeting.
- ❖ Review what was discussed at the first meeting (minutes)
- ❖ Give a date for the next meeting, time and location
- ❖ Contact each parent that offered to assist in some way to thank them. Give them a job right away
- ❖ Develop a data base and contact tree

General Tips

- ❖ Always have an agenda for each meeting and stay on point
- ❖ Start and end on time (keep the short!)
- ❖ If you don't know the answer to a question, say so then follow up right away when you find the answer
- ❖ Always thank parents for their time
- ❖ Create a yearly calendar and timeline for all jobs

We're Here to Help You!

Go "All-In"

[http://www.nafme.org/
programs/all-in/](http://www.nafme.org/programs/all-in/)

Fund-raising
Musical Learners
Colleagues
Students
Advocacy

Resources to Help You!

APPENDIX A

The Rationale

The NYU Child Study Center website provides a succinct rationale for involving parents in a meaningful way in the education of their child.

Although parents conscientiously send their children off to school every day and expect them to do well, they can add an important extra ingredient that will boost their children's success. Parent participation is the ingredient that makes the difference. Parents' active involvement with their child's education at home and in school brings great rewards and has can have a significant impact on their children's child's lives. According to research studies, the children of involved parents:

- are absent less frequently
- behave better
- do better academically from pre-school through high school
- go farther in school
- go to better schools

Research also shows that a home environment that encourages learning is even more important than parents' income, education level, or cultural background. By actively participating in the education process at home and in school, parents send some critical messages to their children; they are reinforcing the idea that school is important.

When parents contribute effort and time, they have the opportunity to interact with teachers, administrators, and other parents. They can learn first-hand about the daily activities and the social culture of the school, both of which help them understand what their child's life is like.

The child and the school both benefit, and parents serve as role models as they demonstrate the importance of community participation. In addition to improving academic progress, parental involvement pays off in other significant ways. Numerous studies have shown that parents' involvement is a protective factor against adolescent tobacco use, depression, eating disorders, academic struggles, and other problems. By staying involved with their child and/or teenager, parents can be a source of support, create a climate for discussing tough issues and serve as role models for responsible and empathic behavior.

Resources to Help You!

APPENDIX B

ORGANIZATIONAL MEETING OF THE MOZART MIDDLE SCHOOL MUSIC BOOSTERS ASSOCIATION

Month, Day, Year

Location – Time

AGENDA

- I. Command Performance (10 minutes)
 - A. Selection 1, Name of Ensemble/Performer(s)
 - B. Selection 2, Name of Ensemble/Performer(s)
 - C. Selection 3 (if time permits) Name of Ensemble/Performer(s)
- II. A Call to Action, Mr. Principal (5 minutes)
- III. It's Up to All of Us—Guaranteeing Student Success through Collaboration, Ms. Band Director (10 minutes)
 - A. Review rationale (See APPENDIX A)
 - B. Support for the Students
 - 1. Support at Home: What can parents do to support the program from the home?
 - 2. Support at School: What can parents do to support the program from the school?
 - 3. Support at Events What can parents do to support the program at events?
 - C. Goals for the school year
 - D. Introduce Parent Leaders
- IV. Collaborating to Achieve Goals for the School Year, Parent Leaders (15 minutes)
 - A. Projects/ideas for the year
 - B. Fund-raising campaign
 - C. Review Music Booster Organization Information Forms to articulate how parents might be able to help
 - D. Wrap-up (5 minutes)
 - 1. What will happen next (follow up)
 - 2. Thank all for attending meeting and supporting the program
- VI. Adjourn and have students serve refreshments—Encourage socialization (20 minutes)

CONTACT INFORMATION

Ms. Band Director
PH: XXX.XXX.XXXX
FAX: XXX.XXX.XXXX
Email: mrbanddirector@mozartms.edu

Parent Leader1
PH: XXX.XXX.XXXX
FAX: XXX.XXX.XXXX
Email: mrparentleader1@gmail.com

Mr. Principal
PH: XXX.XXX.XXXX
FAX: XXX.XXX.XXXX
Email: mrprincipal@mozartms.edu

Parent Leader2
PH: XXX.XXX.XXXX
FAX: XXX.XXX.XXXX
Email: mrparentleader2@gmail.com

Resources to Help You!

APPENDIX D

THE MOZART MIDDLE SCHOOL MUSIC BOOSTERS ASSOCIATION INFORMATION FORM

Please complete the information below and return to one of our student performers.

Name(s) _____ Phone _____

Name of Student in the Program _____

Preferred Email _____ FAX _____

Street Address _____ Zip _____

Place of Business _____ Phone (W) _____

Spouse's Place of Business _____ Phone (W) _____

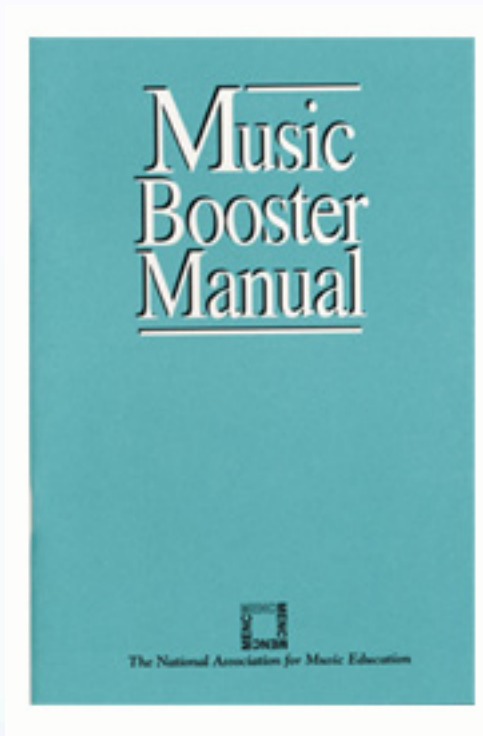
Best Time of Day to Reach Me _____

Preferred Method of Contact _____

I am interested in helping in the following areas. (Check all that apply.)

- ☐ Assisting at concert events
- ☐ Assisting at fund-raising events
- ☐ Becoming a leader in this organization
- ☐ Chairing a committee (specific committee information will be forthcoming)
- ☐ Chaperoning
- ☐ Creating/maintaining website
- ☐ Making phone calls as needed
- ☐ Securing community partners
- ☐ Speaking at Service Clubs and other miscellaneous community meetings
- ☐ Volunteering within the Music Department
- ☐ Writing articles for the booster newsletter/website
- ☐ Other _____
- ☐ Other _____

Resources to Help You!



Music Booster Manual

Closing Thought

Parents do **WANT** to help.

It's up to **US** to give them
some direction on HOW
they can do just that.