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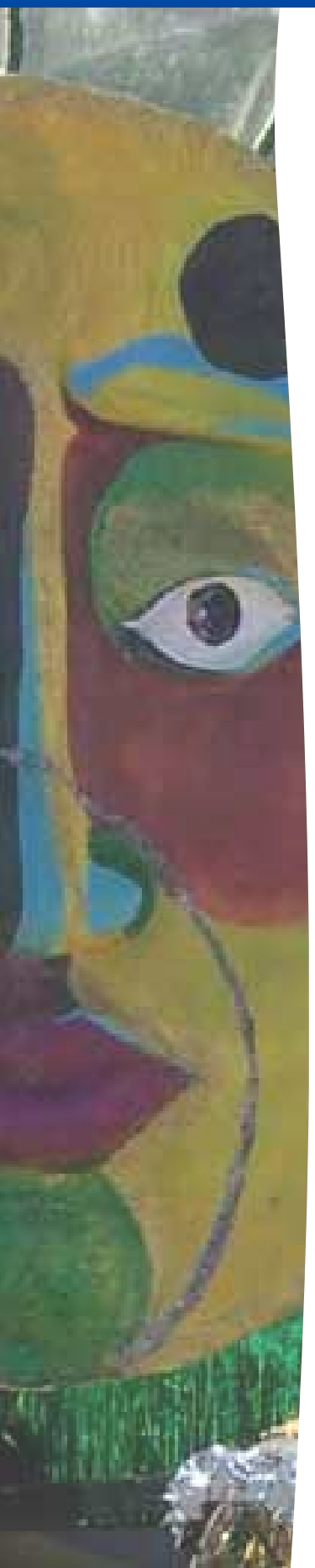

4-H After-School Program: Bloco Drum and Dance!

Part 3: Fundraising for Your Program

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Curriculum Overview

This is part 3 of an 11-part series on planning, developing, and coordinating a 4-H drum and dance after-school program. The series is based on the successes of the Sonoma County 4-H Drum and Dance Program, an experiential (hands-on, learn-by-doing) education effort sponsored by Sonoma County 4-H in partnership with the Windsor School District. The program capitalizes on the positive group experiences of Brazilian Bloco drumming and dance to help youth build self-esteem, embrace personal discipline, develop commitment to their community, and build musical skills. Besides attending regular practices and 4-H meetings, the Sonoma County group performs in local and regional parades and cultural festivals.

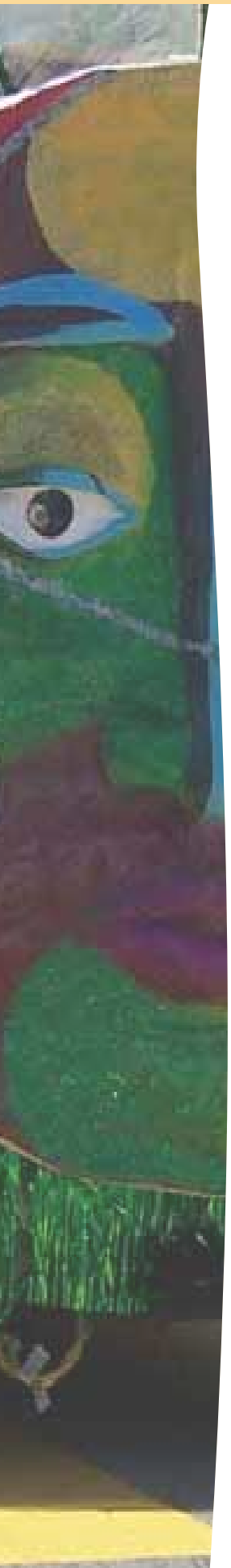
The overall positive experience and sense of belonging also have important side-benefits for participating youth, helping to improve their academic performance, reduce teen pregnancy and high school drop-out rates in the group, and discourage gang participation. The program is open to all youth: both boys and girls of all ethnic backgrounds, economic status, and abilities participate.

Each publication in the series covers an important component of the program, with useful tips and tools for making it work for youth in your area. At the end of many of the publications are ready-to-use handouts, forms, and flyers that you can customize for your local use.

Publications in the Curriculum:

Part 1. Introduction to 4-H Youth Bloco Drum and Dance (8427)
Part 2. Developmental Characteristics of Participating Youth: Age-Based Programs (8428)
Part 3. Fundraising for Your Program (8429)
Part 4. Developing Positive Relationships (8430)
Part 5. Planning Activities and Performances (8431)
Part 6. Planning a Successful Field Trip (8432)
Part 7. Effective Strategies for Management and Staffing (8433)
Part 8. Developing a Schedule for Group Activities (8434)
Part 9. Planning: Steps to Success (8435)
Part 10. Making Good Nutrition and Exercise Part of the Program (8436)
Part 11. Developing and Implementing an Evaluation Plan (8437)

Visit http://www.windsorbloco.org for a recruitment video and PowerPoint presentation to help promote and start a program of your own.



How Do You Secure Funds for Your Program?

If you want to have a successful program, you need to ask yourself an important question: "How is the program to be funded?" A nonprofit program has a number of funding options. This publication explores those options.

Solicitation/Donation

One direct approach is to ask local businesses for donations that will allow your group to purchase needed materials. Most businesses like to support programs that have a positive effect on youth. A simple letter (which should include information about the purpose and method of the program) is an effective tool for you to give to the business when you approach them and ask for support. See the Appendix at the end of this publication for example of this kind of letter and other fundraiser material samples. Follow up any donation with a thank-you note and a brief description of how the money was used. For example, "the three additional drums purchased with your donated funds will allow more youth to participate in the rhythm section." Tell the donor how many youth will benefit from the donation. Invite business owners or managers to visit an after-school practice session or attend a local performance so they can see their donation at work. Contact local service clubs for donations, and make sure to report back to them on how their funds were used. Involve older youth in the process by encouraging teens to give presentations to service groups.

Life Skills Learned

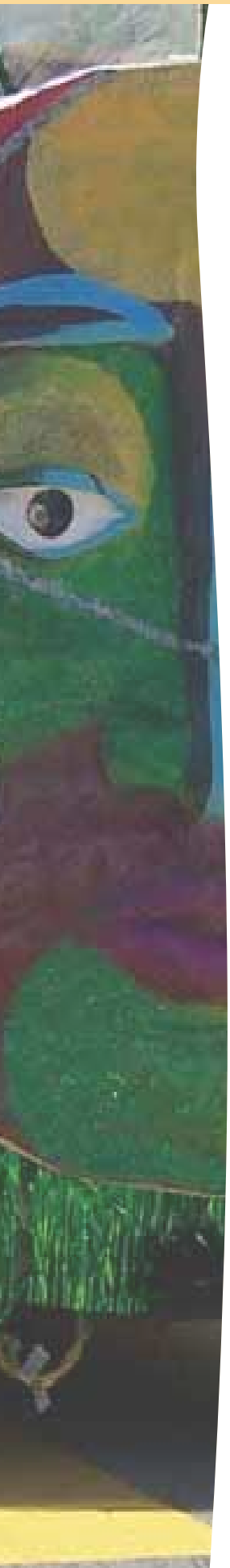
While participants in many organizations view the solicitation of donations as a burden, it is more helpful to see it as an opportunity for participants to develop beneficial life skills at a number of levels. Through their fundraising experiences, youth and adults can learn better organizational skills and presentation methods and can develop new contacts within the community.

On the most basic level, youth are exposed to and become familiar with skills related to how to go about fundraising. At this stage, youth learn thinking, managing, working, and caring skills as well as relationship skills. Additionally, the very process of learning and assimilating these skills leads to the mastery of additional, higher-level skills.

Thinking skills, for instance, start out with the youth learning how to learn. They then go on to solve problems, make decisions, and directly apply critical thinking to make everything fit together so they can reach their goal. A simple but effective outcome of practicing these skills is in-service learning.

The youth learn, assimilate, and put into practice additional life skills as their fundraising skills become more refined. Both youth and adult participants learn management skills as well: record keeping, how to plan and organize fundraising opportunities, and how to work with a wide and diverse base of available resources to reach their goals. As the youth process the skills of working, caring, and giving, they become more proficient in teamwork, achieve higher levels of self-esteem and self-motivation, and develop marketable skills for their own future and the future of the after school program. The interconnectedness of caring and giving allows all participants to share in their own communities, nurture others, become more responsible citizens, and see the real results of contributions they have made to group efforts.

As they master each of these skills, the participants continually learn more sophisticated fundraising strategies so they can meet or exceed their goals and objectives.



Fundraiser Goals and Objectives

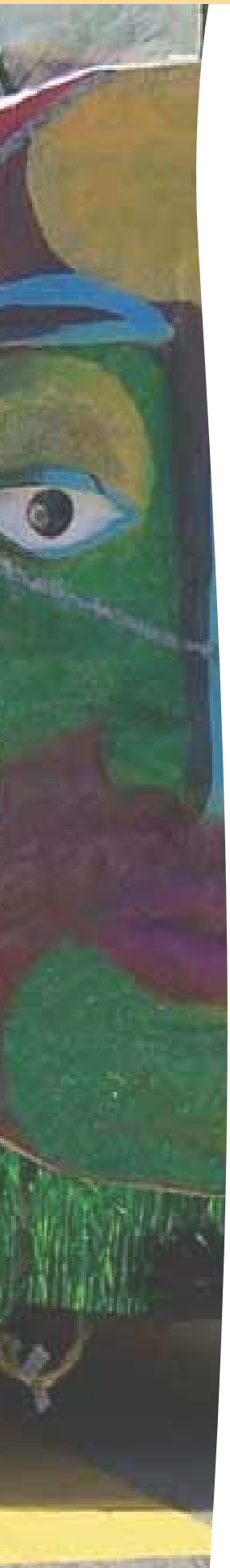
As stated previously, in some nonprofit or volunteer groups fundraising may be considered a distasteful activity that members would rather not discuss. Instead of taking that attitude, it is a good idea to encourage your participants to see that "fundraising is and should be a major constructive activity of any movement . . . it is not only the life blood of the organization but a means of winning an ever-increasing body of friends and support" say the authors of "Fundraising Made Easy" and they add "it cements relationships among group members and their friends" (Keegan 1990). Fundraising provides excellent opportunities for members to explain their organization's purpose, function, and activities to their community on a person-to-person basis while at the same time providing inexpensive services or products that people in the community really want. Still, the main purpose of fundraising is to make money for your program. The following ideas may be helpful to you when you are developing a fundraising plan for a 4-H Bloco Drum and Dance after-school program:

- Set specific objectives. How much money does the group want to raise? What for? It is a lot easier to raise $300 for equipment than to raise "some money" to use whenever needed. Keep the project and goals within reach. A successful drive delights members ("We made it!") and the community because people within the community helped make the fundraiser and the program successful.
- Find a good time for the fundraising activity, whether it's a bake sale, a full-fledged festival, or a door-to-door selling campaign. The event or sale must not, for instance, conflict with the beginning of the school year or with other community events. It is also important to remember that when you are selling a seasonal product, you are more likely to sell it when people are psychologically in the mood to buy it.
- Give people their money's worth, but without "giving away" the product or service.
- Publicize the group's plans. Use newspapers, radio, television, posters, displays, and local Internet resources to let the community know about the group's upcoming fundraising campaign. Tell them how much the group hopes to earn and what the drum and dance group plans to do with the money. The more your people know about the fundraising project, the more they will sell and the more money they will earn for the group. Most newspapers will announce a project fundraiser if you give them enough information and enough lead-time. The publicity will have a better impact if a member of the group can write and properly prepare a news release, type it, and send or take it to the local newspaper. Resources for preparing a news release can be found at your local library or through the Internet.

Fundraiser . . . Additional Comments

Develop a fundraiser such as a food sale, rummage sale, car wash, or ice cream social. Ask program participants' parents and participating teens to volunteer to help. The involvement of teens provides them with another opportunity to share in leadership development and enhance their life skills.

When developing a fundraising activity, be aware of applicable federal and state laws and local ordinances. The 4-H Youth



Development Program is a public nonprofit organization that receives some funding from both state and federal sources, so it is not legally permitted to participate in games of chance for fundraising activities. Additionally, all 4-H fundraising activities must be reviewed by county office 4-H Youth Development staff or the County UC Cooperative Extension Director. Any fundraising activities should further the educational and research goals of the 4-H Youth Development Program.

Grants

Another way to seek funding for the program is to apply for grants. While this often allows the group to receive a larger amount of money, it also requires a commitment from the coordinators to insure that the following steps are completed:

- Assemble a core group of Advisory Committee members.
- Identify clientele.
- Discuss sustainability of the program (how the program will operate after the grant funding has ended).
- Search for appropriate grants that relate to the program goals. Many grants are available through government agencies and over the Internet.
- Develop a written program structure, including goals and objectives.

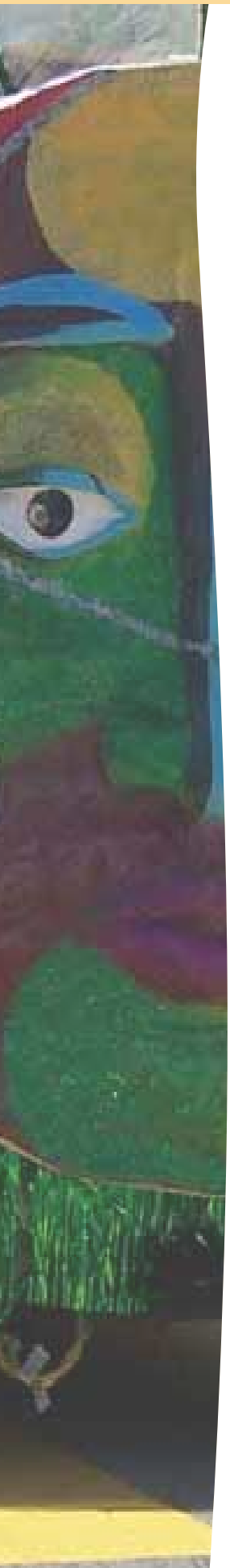
Writing the Grant

Each grant proposal should be tailored to meet that grant program's specifications. Most will include the following:

- Title
- Project overview
- Background information/Statement of need
- Project details such as goals and objectives, clientele (include ages), methods, staff positions required to operate programs, volunteer roles, grant and program administration
- Available resources
- Needed resources such as personnel, facilities, equipment, supplies, and funds
- Evaluation plan
- Appendix (including sample letters to secure donations and solicit sponsors, as well as follow-up and thank-you letters)
- A plan for making follow-up reports
- A plan for making final reports

Many resources are available to help you prepare your grant. Books are available in public libraries and bookstores and via the Internet, and good information may be available for free on the Internet.

Check with each granting agency to find out about its approval process.



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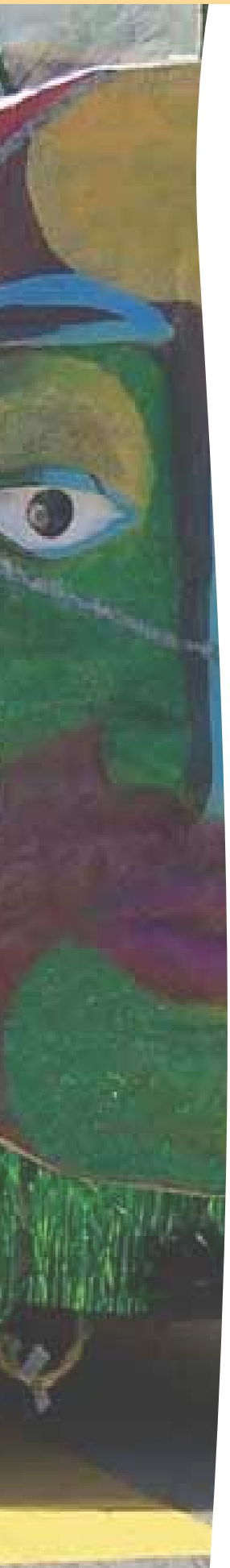
Inquiry and Experiential Learning

The activities in this curriculum were designed around inquiry and experiential learning. Inquiry is a learner-centered approach in which individuals are problem solvers investigating questions through active engagement, observing and manipulating objects and phenomena, and acquiring or discovering knowledge. Experiential learning (EL) is a foundational educational strategy used in 4-H. In it, the learner has an experience phase of engagement in an activity, a reflection phase in which observations and reactions are shared and discussed, and an application phase in which new knowledge and skills are applied to real-life settings. In 4-H, an EL model that uses a five-step learning cycle is most commonly used. These five steps—Experiencing, Sharing, Processing, Generalizing, and Application—are part of a recurring process that helps build learner understanding over time.

For more information on inquiry, EL, and the five-step learning cycle, please visit the University of California Science, Technology, and Environmental Literacy Workgroup's Experiential Learning Web site, http://www.experientiallearning.ucdavis.edu/.



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This publication has been anonymously peer reviewed for technical accuracy by University of California scientists and other qualified professionals. This review process was managed by the ANR Associate Editor for Human and Community Development–Youth Development, Lynn Schmitt-McQuitty.
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Appendix

Forms and informational booklets published by the California State 4-H Office are available free of charge at www.ca4h.org/Resources/Publications/. Look for the "Project Leader's Digest" for guidelines on setting up 4-H activities.

Many counties now offer or require online enrollment in 4-H programs. Contact your local UC Cooperative Extension County Office for information.

If your 4-H program is outside of California, please contact your state's 4-H office to obtain correct, current information.

The following material provides guidance on developing fundraising opportunities for your program.

Activities

- Rummage Sale Flyer

Handouts

- 4-H Fundraising Tools: A Participant Handout
- Sponsorship Opportunity

Letters

- Sample Solicitation/Donation Letter
- Sample Sponsorship Proposal Letter
- Sample Donation Thank-You Letter

COME OUT AND SUPPORT THE
4-H WINDSOR BLOCO
DANCE & DRUM PROGRAM

All proceeds will benefit the program and help keep it going so our kids can participate.

4-H FUNDRAISING TOOLS: A Participant Handbook

Learning, Earning, and Fun!

Have you ever wished a wealthy benefactor would volunteer to underwrite your entire 4-H after-school program for a year? Just think of it … an entire year of activities without any fundraising. *Would you accept the offer?* The idea sounds inviting, but would it benefit your 4-H after school group? Fundraising projects are an important part of a successful program, not only because they support program activities, but because they serve valuable learning experiences all by themselves. The keys to a successful fundraiser are organization, planning, communication, and clearly set goals.

To begin with, the group should research the answers to a few questions:

- How much money do you need to raise?
- How much time can the group devote to this project?
- What do you want to do with the funds?
- What fundraisers have been successful for other community volunteer groups?
- What is the time schedule for reaching the fundraising goal?
- Is the fundraising product or event absolutely safe?
- Will the fundraising product or event provide the group with enough of a return to make your effort worthwhile?

Whether the group chooses to sell a commercial product, hold an event, or provide services, the basic elements are the same, and you need a full-scale action plan. The action plan should include a written statement of objectives and a detailed description of every key job involved in the fundraiser. Some of the key jobs may be an overall manager, a product or project manager, an advertising manager, a financial manager, and a sales or distribution manager. The action plan needs to include a timeline and a target date for each job to be completed. Then recruit the personnel, assigning specific job responsibilities based on the special talents of your club or project workers.

Now for the Fun

The goals are set. You have developed an action plan and have recruited and organized the work force. Your group is ready to go public (remember: the public includes your friends and neighbors). This is not just a method for raising funds; it is also a means for acquainting the community with your program. Each of the teen salespersons becomes an example of what the customer is supporting. This makes the salesperson's personal appearance and attitude doubly important. Remind all of your teens of the following:

- Appearance counts (dress neatly).
- SMILE!
- Beware of gum chewing and careless posture.
- Speak in a pleasant tone.
- Be prepared to answer questions about the teen program both in general and in your community.
- Say "Thank you" at the conclusion of the sale.

All of your participants will profit from these reminders. No matter how simple the product or service is, the sales force should be informed on what it is they're selling, its good features, the factors that make it a desirable purchase, the cost, the type of orders available, and when the customer can receive the product or service.

Teach Salesmanship

Getting the most from the sales campaign will depend on how well the participating teens learn basic sales techniques. Take some time at a program meeting to role-play salesmanship behavior and techniques. Take some time to teach each 4-H teen the fine points:

- Role-play some situations that teens may encounter as salespersons. Have teens take turns as both the buyer and the seller.
- Teens should practice their sales pitch. Work for brevity, clear pronunciation, and a natural, relaxed attitude.
- Review the record-keeping teens will have to complete on their sales.
- If your teens will be taking money, review with them about how to make change.

The basic steps for a successful sales presentation are

1. **Present the product.** Introduce yourself by name, briefly describe the organization sponsoring the fundraiser, and describe the product and its attractive points. The sales pitch should be short, soft-sell, and informative. The 4-H teen needs to speak clearly and at normal rate of speed.
2. **Ask for the order.** This is closing the sale. The idea is to lead the customer by a series of questions, offering a choice of answers – none of which is "NO." The salesperson says, "How many can I order for you?" Rather than "Would you like to buy . . . ?" Prepare the teens for the fact that they will receive some "No's" and that even this response should receive a polite "Thank you."
3. **Thank the customer.** Here the salesperson restates the transaction, confirming all details of the order, exchanges money, and gives a brief but sincere "thank you" for the customer's business.

May your next fundraiser be a fun and successful event!

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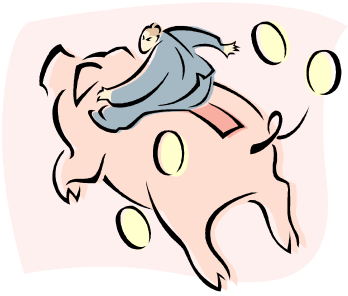

THE WINDSOR BLOCO DRUM AND DANCE PROGRAM

Sponsorship Opportunity

Purpose:

The ***4-H Windsor Bloco Drum and Dance Program*** is a creative, youth-empowering, musical and performing arts after-school program for Junior High and High School teens. ***4-H Windsor Bloco*** collaborates with the University of California Cooperative Extension, the Windsor Schools, and the local community.

The ***4-H Windsor Bloco*** program's structure has been developed to engage boys and girls of many nationalities and ethnicities to participate in the transformative experience of a disciplined performing drum and dance ensemble. These students come from Windsor Middle School, Windsor High School, and Cali Calmècac and Brook Elementary Schools. This program provides a practical, hands-on approach to music. Participants enhance their educational achievement and increase their literacy skill by participating and learning through bi-weekly lessons in drumming or dance. The program also encourages multicultural unity among students through the development of a leadership program with older teens serving as mentors for younger teens. ***4-H Windsor Bloco*** serves as an introduction to music, dance, and the cultural traditions of the Americas.

Participation in these low-cost drum and dance classes encourages youth to develop positive social interaction skills, resulting in personal and social development and more positive, mature behavior. This exciting performing arts after-school program involves primarily 13- to 19-year-old youth. The program is closely modeled after *Loco Bloco,* a very successful youth-oriented program based in San Francisco's Mission District.

The cost of funding this entire project is equivalent to the amount of money it takes to incarcerate just one young person in a juvenile detention facility for six months. Area educators and youth volunteers recognize the need for fresh, new activities to engage youth during the critical after-school hours. ***4-H Windsor Bloco Drum and Dance*** is a community service oriented youth program that has taken on this challenge.

Summary:

4-H Windsor Bloco has been invited by the USDA to perform at their annual Children/Youth/ Families at Risk (C.Y.F.A.R.) Conference held in Boston, Massachusetts from May 24 through 28, 2005! While the Conference is paying part of the cost of our participation, we still need to raise $4,000 dollars for airline tickets and hotel expenses. We would like our Windsor youth to experience the excitement of performing nationally, and your help could make this possible. We hope you will seriously consider offering financial supporting for this program. Would you like to make a monetary donation? Please make checks payable to the 4-H Bloco Drum and Dance Program and mail them to:

For more information please contact _____ at the University of California Cooperative Extension at _____ext. _____, or _____, Student Advisor, at _____ School at _____.

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Sample Solicitation/Donation Letter

Date

Name
Line 1 Address
Line 1 Address

Dear Community Member:

Our 4-H Bloco Drum and Dance Program has an opportunity to attend and perform for the (event name, date, and location). Since we are a new project and have not yet developed a strong funding base, we are in need of sponsors to help send us to this event. Besides travel expenses, we also have to cover the cost of costumes, overnight accommodations, and meals for our performers so they can be well rested and able to do their best when presenting their performance at the event.

We have three suggested sponsorship levels:

- Donors of $35 are recognized as Bronze Sponsors.
- Donors of $65 are recognized as Silver Sponsors.
- Donors of $100 are recognized as Gold Sponsors.

Each level of sponsorship is important to our program. We hope to receive your support to help us have a successful experience.

Thank you so much for your time and support.

Sincerely,

Name
Title
Address

Sample Sponsorship Proposal Letter

Date

To Whom It May Concern:

Our 4-H Bloco Drum and Dance Program has been very successful this year at getting young people from diverse communities involved in an after-school activity that is exciting and fun. We were able to pilot this program through the University of California, with funding support from (funding source). The funding was used as start-up money for our community program, which focuses on building good exercise habits in youth and helping them make better food choices, and also brings together culturally diverse participants. Please refer to the enclosed sponsorship proposal, which explains the program in greater detail.

At this time we are seeking funding sponsors to help us continue the program. We have been seeking and have applied for additional funding through grants. We would like to continue the program but we do not yet have all of the funding we will need to keep it going. A break in funding will result in a possible loss of participants, particularly the at-risk youth who may benefit the most from participation. Currently we are operating with volunteer instructors, and even so we may not be able to continue past the end of January, 20__.

We have developed a PowerPoint presentation and flyer outlining our program that we can share with your group. We also have videos of several of our past performances posted on YouTube where you can see youth in our program performing their drumming and dancing skills. We are very proud of the participants. We would be happy to come and present the program to your board or have our youth participants perform at an upcoming event or activity at your (name of event or activity). We have also enclosed a recent article from the (media outlet) that highlights some of our program's accomplishments. If you are interested in learning more about the program and would like to consider becoming a funding sponsor, please feel free to contact me at (phone number) or email (email address). Thank you for your time and for considering of our request. We look forward to hearing from you.

Sincerely,

_____

Enclosure: Sponsorship Proposal

Sample

Sample Donation Thank-You Letter

Date

Name
Line 1 Address
Line 1 Address

Dear (name of donor):

On behalf of the 4-H Bloco Drum and Dance Program I would like to express heartfelt appreciation for your thoughtful and generous gift.

Through the support of individuals like you, 4-H Bloco Drum and Dance is able to continue to provide our program for the teen youth in the Windsor community. Teen programming in this area, as you know, is of vital importance to the future of our community and each gift helps to ensure that these programs will continue for those who will follow us.

Again, thank you for your generous support. Your gift, along with the gifts of others, will allow us to continue to empower our youth to be successful not only in our 4-H Drum and Dance program but as future community leaders.

Sincerely,

Name
Title
Address