To the Graduate Council:

I am submitting herewith a dissertation written by Daniel G. Hoglund entitled "A Study of Fund Raising Activities in Public Elementary and Middle/Junior High Schools in East Tennessee." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration and Supervision.

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A STUDY OF FUND RAISING ACTIVITIES IN PUBLIC ELEMENTARY AND MIDDLE/JUNIOR HIGH SCHOOLS IN EAST TENNESSEE

A Dissertation

Presented for the

Doctor of Education

Degree

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Daniel G. Hoglund

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ABSTRACT

The purpose of this study was to secure information concerning the extent and scope of fund raising activities within public K-9 schools. The data obtained should assist in the development of school policies regarding fund raising, provide school administrators with appropriate financial reference points, and serve as a foundation upon which to conduct future research in fund raising.

The basis for the study findings was drawn from data obtained via telephone interviews and written questionnaires sent to K-9 school principals and fund raising companies in East Tennessee. The study groups consisted of 227 school principals and 38 companies offering fund raising opportunities to the schools of these principals.

The findings show that 99 percent of the responding school principals are conducting fund raising activities. These activities produced an average income of $4,597.63 per school and the total teacher hours worked per project was 139.6. Students earned an average of $.64 per hour without considering the fixed cost of teacher labor and $.12 per hour after deducting the cost of teacher labor.

Eighty-three percent of the school principals surveyed indicated that school regulations pertaining to fund raising existed within their school district. School principals are involved in 90 percent of the decisions which involve the selection of a fund raising product and how the proceeds will be spent.

The following conclusions were drawn from the study:

1. It appears that school systems are not efficiently utilizing

their labor resources to address basic instruction, but rather have gone to high expenditures of time for fund raising activities in order to cope with an inadequate tax base. This indicates that schools are in a serious financial crisis for they are resorting to short-term solutions (i.e., fund raising projects) for complex funding problems.

It also appears that some school activities have been identified as fund raising projects, but are also designed for other purposes such as social interaction (e.g., spaghetti suppers) or educational outreach (e.g., talent shows). Perhaps, a factor which explains the abysmal return on fixed teacher labor cost and student hours is that a clear distinction between what constitutes a fund raising project and what is a highly labor intensive educational outreach program does not exist.

2. When all factors are taken into consideration relative to fund raising activities, including student and teacher time, the great majority of fund raising projects in schools are not cost effective.

3. The cost effectiveness of fund raising projects can be improved by increasing the efficiency of time teachers and students spend in working in these activities.

4. Fund raising projects are not conducted as an integral part of a comprehensive planned financial campaign to raise money.

5. Schools select fund raising projects and decide how the derived money is to be allocated on the basis of administrative decisions usually made by the school principal with little participatory decision-making as it pertains to project selection and the use of derived money.

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CHAPTER I

INTRODUCTION

I. STATEMENT OF THE PROBLEM

The public school systems of America, like many public institutions, are confronted in 1980 with a financial crisis that is without precedent. Double-digit inflation, continuing recession, an eroding tax base, and declining or stabilizing student enrollments have forced many school systems to investigate and participate in fund raising activities as a means of compensating for decreased public funds. It appears that district-level funds are not adequate to finance the total educational process at the building level. Consequently, a rising number of schools are participating with greater frequency in fund raising activities.

Many school systems do not have established policies, regulations or guidelines for controlling the extent to which schools participate in fund raising. In addition, very little research on the number of fund raising activities or their impact upon the school program is in evidence. Nevertheless, many schools are generating additional revenue via fund raising activities until the greater financial crisis in education eases because of more equitable funding measures or the economy, in general, stabilizes. Neither alternative seems imminent and therein lies the problem for many schools. Without existing policies or appropriate research as a basis for guidance, these activities are often pursued without regard to their effect on the school's educational program.

program. As such, there was a manifest need for a study involving fund raising activities in public K-9 schools at the building level. These activities involve the use of administrator, parent, teacher and student time, but the degree to which this involvement reduces the amount of instructional time was not known. However, schools have become more heavily involved in fund raising activities, but the problems of developing effective administrative policy and curtailing the infringement upon instructional time need to be addressed. These problems are the basis for this study.

II. PURPOSE OF THE STUDY

To correctly research the area of school fund raising, this writer would recommend an extended research into the following questions.

The purpose of this study was to secure information to be utilized by school systems in developing administrative policies and procedures as they relate to fund raising activities.

Specifically, the study answered the following questions:

1. What are the common types of fund raising activities?

2. How many school and non-school hours are spent by teachers, activity sponsors and students on fund raising activities?

3. What are the associated teacher labor cost and the number of student hours involved in fund raising activities that are identified as successful by school principals?

4. What is the average number of fund raising activities undertaken by K-9 schools?

5. How much money does a school earn as a result of participating in fund raising activities?

6. What is the student average income per hour before and after deducting the fixed teacher labor cost for successful fund raising projects?

7. Do fund raising policies, regulations, or guidelines exist within school districts and if so, where are they published?

8. Who determines how monies generated from fund raising will be spent and for what?

9. Who selects the fund raising projects that will be undertaken by the school?

10. What type of products should be avoided as fund raising items to be sold by K-9 schools?

11. What sales incentive programs are available to K-9 schools?

12. What recommendations do fund raising companies have for school principals or systems to follow in fund raising campaigns?

13. What are the business characteristics (i.e., size, ownership, product line, territory, operations, and marketing techniques) of fund raising organizations?

14. What is the school's expected percent of profit on items sold as fund raisers?

15. How many fund raising vendors call on a school per academic year? How many are selected for school-wide projects? How many are selected for school-club projects?

16. What factors are utilized by school personnel in selecting a fund raising company?

17. How many fund raising activities are initiated because of teacher, parent-teacher association or school club interest?

18. What type of support is supplied to the school by the fund raising vendor?

19. Are instructional and enrichment fees charged within K-9 schools? If so, what is the average amount of each fee?

20. Is the amount of fund raising activities being conducted by K-9 schools increasing or decreasing? If either, what factors are responsible for this change?

III. DEFINITION OF TERMS USED

Cocurricular activities. Those school-sponsored child activities which require administrative provision and organizational involvements somewhat different from the more typical classroom instruction (Good, 1973).

Elementary school. A school having a curriculum offering work in any combination of grades one to eight or from preprimary to grade eight (Good, 1973:209).

Fund raising. Any school-sponsored money making activity which generates revenue for school utilization.

Junior high school. Usually, a school that enrolls pupils in grades seven, eight, and nine; less commonly, grade seven and eight or eight and nine (Good, 1973:322).

Large school. Any elementary, middle or junior high school with membership in The Public Schools for Cooperative Research with a teaching staff of at least ten teachers.

Middle school. A school administrative unit typically between the primary elementary unit and the last or secondary unit in the school system (Good, 1973:366).

Public Schools for Cooperative Research. An association sponsored by the College of Education at The University of Tennessee, Knoxville with membership composed of various public school systems in the eastern region of Tennessee.

Student labor time. Calculated by multiplying the average number of students per classroom by the average number of teachers per school by the average number of student hours involved in the fund raising activity.

Teacher labor cost. Mathematically derived by multiplying the average number of teachers per school times the average number of teacher hours by a set salary cost of $9.00 per hour.

IV. ASSUMPTIONS

1. The public school systems associated with The Public Schools for Cooperative Research were involved, at the building level, in fund raising activities.

2. The building level principal occupied the best informational position for data collection.

3. The responses would be accurate and complete and would be based on a common definition by respondents of the terminology employed.

4. The respondents would answer the questionnaire honestly and accurately.

V. PROCEDURES

Design. The data in this study were obtained via questionnaire survey and telephone interview. Questions were designed to determine the extent of fund raising activities. The questionnaire and interview guide were field tested within Knox County schools and with fund raising companies.

Population. The population for this study consisted of 227 principals in large schools with membership in The Public Schools for Cooperative Research. Questionnaires were sent to all 227 school principals.

An additional study group consisted of 42 fund raising companies. They were identified by asking school principals to list a fund raising company that was helpful during the fund raising campaign.

Survey instrument. The mail questionnaire was chosen for the study of school principals as it was less time consuming and expensive than interviewing and it allowed for a larger sample. The telephone interview was chosen for the fund raising companies as a questionnaire was not really appropriate as probing questions were needed.

The questionnaire was mailed as an organizational activity of The Public Schools for Cooperative Research and contained a cover letter (Appendix) in addition to a self-addressed stamped envelope. A follow-up letter (Appendix) and another questionnaire were mailed in one week to those persons who had not responded. The letter stressed the importance of returning a completed questionnaire. A telephone request was made to those persons who still had not returned the questionnaire at the end of the second week.

A telephone interview was conducted with 25 of 42 different fund raising companies or representatives. However, the group was reduced to 38 companies since 4 companies were repeats and different only because of the company representative.

The fund raising telephone interview guide (Appendix) was mailed with an enclosed self-addressed envelope to four companies not interviewed via telephone. It was critiqued by several local business-people and a small sample of graduate students within the Department of Educational Administration and Supervision at The University of Tennessee, Knoxville.

VI. DATA ANALYSIS

The data collected were reviewed, assembled, and exhibited in tables with narrative pertaining to frequency, percentage, or summation.

VII. DELIMITATIONS OF THE STUDY

This study was limited to those K-9 public schools associated with The Public Schools for Cooperative Research in East Tennessee. It was further restricted by questioning only school principals and vendors about fund raising activities.

VIII. ORGANIZATION OF THE STUDY

Chapter I introduced the study by reviewing the literature and included a statement of the problem, purpose of the study, definition of terms used, assumptions, procedures, delimitations, organization of the study and review of the literature.

Chapter II discussed the methodology and analysis of data collected.

Chapter III presented the data obtained as a result of telephone interviews or mailbacks from 28 fund raising companies.

Chapter IV presented the data obtained as a result of the findings from a questionnaire mailed to 227 school principals in East Tennessee.

Chapter V summarized the study findings, provided conclusions, and offered recommendations.

IX. REVIEW OF THE LITERATURE

In order to assess the extent of fund raising activities in public K-9 schools, a comprehensive review of literature was completed. This involved a computerized search of <u>Educational Resources Information Center and Current Index To Journals In Education</u>. The descriptors were school carnival, lottery, concession sale, money making, raising funds, raising money, school funds and recreation finances as related to elementary or middle schools, cocurricular or student activities and working hours or teaching load. This search located 65 reference articles for review, but most were unrelated.

A manual search of Dissertation Abstracts and the card catalog for theses and dissertations at The University of Tennessee, Knoxville was unsuccessful in locating any appropriate studies.

A 1968-1980 review of the popular literature as contained within the Education Index revealed 31 articles indexed under the heading of money making activities. These money making articles basically reported personal experiences or project guidelines and, thus, were of little assistance in addressing the fundamental questions of this study.

However, since many school administrators felt the impact of reduced school funds and had turned to fund raising endeavors as a means of acquiring some immediate financial relief, several articles from the popular literature are referenced.

Hack (1979) indicated that schools are squeezed financially as funding and resources had dwindled. He suggested that schools participate in revenue raising, but in a manner that enhanced academic skills.

Cougill (1980) wrote that the rising cost of sports equipment had made it difficult to maintain existing sports programs within junior and senior high schools. He cautioned coaches about looking to their school boards for assistance and instead suggested fund raising as a method to maintain and improve athletic programs.

Scholastic Coach (August 1979) featured a section on fund raising and predicted that within three to four years many athletic departments would have stretched budgets with extensive fund raising endeavors undertaken in order to compensate for their overextension.

Ford (1978) felt that coaches and athletic directors would be forced to engage in fund raising on an unprecedented scale or else watch their programs suffer noticeably.

Articles on fund raising are basically testimonials of successful projects, but a few provided educators with fund raising guidelines.

Ford's article contained eight guidelines for educators to consider about fund raising. These are as follows:

1. Goals and purposes should be determined in advance. Fund raising projects shouldn't be undertaken without justifiable purpose and realistic goals.

2. Fund raising activities should be selected on the basis of their potential to realistically raise money to meet the school's established financial goal with proper attention given to legal, instructional, and time dimensions.

3. Enthusiasm for fund raising projects must be built by providing students with the opportunity to participate in decisions which are pertinent to the fund raising endeavors.

4. Fund raising projects must be timely and not conflict with other school activities or projects.

5. The number of fund raising projects should be kept to a minimum, but yet allow for desired financial goals to be realized.

6. Educators should schedule fund raising activities in advance. Otherwise, two competing organizations might be out fund raising and the results disastrous and embarrassing.

7. Fund raising activities should be promoted by making full use of advertisement capabilities.

8. Educators must maintain accurate accounting procedures for all fund raising activities.

The success of any fund raising program is ultimately tied to planning. However, another factor which deserved mention was the student's request for funds or purchase.

Cantor (1979) indicated that requests for donations or purchases were more likely to be met if the solicitor used a polite imperative (e.g., "Please contribute to our fund.") approach.

Other articles cited in the bibliography are, for the most part, testimonials or information on fund raising companies. The absence of educational research as it pertains to fund raising must be alleviated as it could provide school administrators with information upon which to base fund raising decisions.

CHAPTER II

METHODOLOGY

I. INTRODUCTION

The value of this study was in the information it produced for the potential development of school policies and regulations in addition to identifying the impact on school programs. The findings of the study should be useful to officials within public school systems who desire to institute comprehensive fund raising programs or develop regulations governing their use.

II. POPULATIONS

This study was performed by utilizing information collected by mailed questionnaires and telephone interviews. A questionnaire was sent to school principals of elementary, middle or junior high schools with at least ten full-time teachers and holding membership in The Public Schools for Cooperative Research (PSCR) at The University of Tennessee, Knoxville. This population numbered 227. The second population (i.e., fund raising companies or vendors) was identified by asking school principals to reveal the name of a fund raising company or vendor who was especially helpful and likewise not especially helpful. This population numbered 42, but was reduced to 38 because of duplication.

III. DATA COLLECTION

The questionnaire to principals was specifically designed to gather information regarding the extent to which schools are participating in fund raising activities whereas the telephone interview to vendors was specifically designed to be a marketing analysis of companies involved in school fund raising activities.

Before the questionnaires were mailed, either written or verbal approval was asked and received of each superintendent or representative within the PSCR. In addition, a memorandum introducing this study from each superintendent or representative to the respective school principals was requested. The questionnaire was sent postage paid with a cover letter designed to briefly outline the scope of this study and to request their participation.

The telephone interview with vendors was preceded by an introductory letter which contained an explanation as to how their company was selected, the rationale behind the study formulation, and a request for continued assistance (Appendix). Interview guide questions and a request to complete these were mailed to fund raising companies who could not be contacted.

The questionnaire (Appendix) sent to the school principals sought information concerning: (1) instructional and utility fees, (2) specific fund raising activities conducted, (3) average number of self-contained classrooms and/or homerooms per school, (4) frequency of school calls made by fund raising companies, (5) frequency of fund raising projects undertaken because of teacher, parent-teacher association, or school-club interest, (6) rationale for selecting a fund raising vendor, (7) existence and location of regulations, policies, or guidelines pertaining to fund raising activities, (8) decisions on what fund raising activities will be conducted, (9) decisions on how fund raising monies will be spent, (10) expected mark-up percents, (11) total dollars raised via fund raising, (12) student, teacher, and activity sponsor hours involved in successful fund raising projects.

The telephone interview of fund raising companies and vendors was conducted in order to secure information concerning: (1) type of media advertisement, (2) student sales instruction and technique, (3) amount of bookkeeping services and assistance provided, (4) amount of business conducted with schools, (5) product and time delivery, (6) advertising assistance, (7) fund raising trends, (8) product line, (9) price structure and billing procedure, (10) target market and territory, (11) returned goods, (12) utilization of sales incentive program, and (13) suggestions for improving the process of fund raising.

For the purpose of this study, companies providing products to schools for sale were divided into three groups as each possessed a product line that was distinct. These are: (1) multi-products and comprehensive fund raising organizations, (2) single-product or supply/wholesale houses, (3) commercial photography studios. The categorical arrangement divided the population into 26, 8, and 4 companies respectively.

IV. DEVELOPMENT OF INSTRUMENT

The instruments utilized in this study were developed after a thorough review of literature. Regretfully, very little research literature pertaining to fund raising projects was in existence. Consequently, both instruments were developed after consultations with professors in marketing and education coupled with discussions with several practicing elementary and middle school principals in addition to several graduate students.

The instruments were field tested and then modified. The interview guide was an open-ended instrument.

V. VALIDITY

The fund raising questionnaire sent to school principals and the interview guide for fund raising companies was submitted to professors within marketing, curriculum and instruction, and educational administration and supervision at The University of Tennessee, Knoxville. Instrument validity, as it pertains to this study, was defined as satisfying their criteria for a valid instrument.

The questionnaire and interview guide were field tested by administering the instrument to a class of graduate students in educational administration and supervision and to several representatives of companies involved in fund raising. Slight modification of instrument terminology was made when it appeared that some terms would be misinterpreted.

VI. TREATMENT OF DATA

Data obtained were subjected to frequency distributions, summations, means, percentages or cost analyses depending on the study design. A return of 82 percent of the questionnaires was obtained. Seventy-four percent of the fund raising vendors were either interviewed or returned a substituted questionnaire.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA FROM FUND RAISING VENDORS

I. INTRODUCTION

The information in this chapter was obtained via telephone interviews or the result of returned interview guides. Companies were subdivided on the basis of their line of products. Companies whose prime business is to offer a multi-line of products to be sold as the basis for a fund-raising campaign by either the school or a school club (e.g., candy sale) were selected as one group. A second group was identified as commercial photography studios. The third group identified was a single-product or supply/wholesale house.

II. FUND RAISING ORGANIZATIONS

Promotion

The study indicated that the principle media used to advertise or promote products by fund raising organizations was salespeople contact. All 18 companies had salespeople calling on schools. Fourteen companies had displays or exhibits at conferences which publicized their products. Twelve used some type of flier or circular and nine carried ads in trade or educational journals. The use of newspaper, radio, or television advertising was not identified by any company (Table 1).

Sixteen companies were involved in assisting schools to train students on how to sell products when the campaign involved out-of-school selling. Fifteen companies offered schools sales technique training by

TABLE 1

MEDIA UTILIZED BY FUND RAISING COMPANIES TO ADVERTISE THEIR SCHOOL PRODUCTS

Medium	Number*	Percent
Trade or Educational Journals	9	50.0
Sales Contact	18	100.0
Newspaper	0	0
Conference Displays	14	77.8
Mail Circulars/Fliers	12	66.7
Radio or Television	0	0
Total	53	

*Respondents = 18
Responses = 53

conducting a promotional assembly, eight companies provided instructional sheets on selling, four vendors provided sales manuals, and three companies were available for assistance (Table 2).

Accounting

School-wide or large-group campaigns can present bookkeeping problems for many schools. In order to reduce this burden most companies will provide collection envelopes and instruction sheets. The 38 companies in this study provided collection envelopes 33 percent of the time and instruction sheets 72 percent of the time. In addition to these customary services, companies offered computer service 11 percent, progress sheets 5.5 percent, recap reports 5.5 percent, invoice sheets 5.5 percent, student training 5.5 percent, and manpower supplies 5.5 percent of the time (Table 3).

Area of Concentration

Companies conducting business with schools generally do a major portion of their business activity in schools. Of the 16 companies responding to this question, 61 percent were doing between 80 and 100 percent of all total sales in schools. Five and one-half percent were doing between 60-79 percent. Sixteen and seven-tenths percent were doing between 40-59 percent and 5.5 percent were doing between 20-39 percent of all total sales in schools (Table 4).

Various methods of delivering products to the schools were identified. Initial delivery of the school's order was accomplished by company fleet (35 percent), common carrier (60 percent) and varied by location at 5 percent (Table 5).

TABLE 2

FUND RAISING COMPANY PROVIDES SALES TRAINING TO STUDENTS WHEN THE SALE INVOLVES OUT-OF-SCHOOL SELLING

Status	Number of Respondents	Percent of Respondents	Type	Number of Responses	Percent of Responses
Yes	16	89.0			
			Sales Manual	4	13.3
			Instruction Sheets	8	26.7
			Assembly	15	50.0
			As Requested	3	10.0
No	1	5.5			
Not Applicable	1	5.5			
Total	18	100.0		30	100.0

TABLE 3

TYPE OF ACCOUNTING ASSISTANCE PROVIDED BY FUND RAISING COMPANIES TO SCHOOLS WITH LIMITED ACCOUNTING SERVICE

Type	Number*	Percent
Instruction Sheets	13	72.2
Collection Envelopes	6	33.3
Computer Service	2	11.1
Progress Sheets	1	5.6
Recap Reports	1	5.6
Invoice Sheets	1	5.6
Will Train Students	1	5.6
Will Supply Manpower	1	5.6
Total	26	

*Respondents = 18
Responses = 26

TABLE 4

PERCENT OF FUND RAISING COMPANY'S GROSS SALES GENERATED FROM SELLING PRODUCTS TO SCHOOLS

Percent	Number	Percent
Less than 19	0	0.0
20.00 to 39.99	1	5.5
40.00 to 59.99	3	16.7
60.00 to 79.99	1	5.5
80.00 to 100.00	11	61.1
Confidential	1	5.6
No Response	1	5.6
Total	18	100.0

TABLE 5

METHOD OF INITIAL PRODUCT DELIVERY TO SCHOOLS
BY FUND RAISING COMPANIES

Type of Transportation Service	Number	Percent
Company Fleet	7	38.9
Common Carrier	12	66.7
Varies Depending on School's Location	1	5.6
Total	18	

When school reorders were necessary 50 percent of the companies could provide this service within seven days. Seventeen percent of the companies could provide this service within 7 to 14 days. Eleven percent of the companies indicated that the length of time required on reorders was dependent upon the product. Twenty-two percent indicated that reorders weren't necessary as products were presold by the school. All 18 companies responded to this question (Table 6).

Advertising assistance was provided to a school by a fund raising company during a sales campaign by 15 of 18 fund raising companies. Twenty-six percent of the companies provided posters, placards, or banners. Twenty-one percent indicated that they would supply whatever the sponsor deemed necessary. Thirteen percent would make available commercial advertisements through newspapers, radio, television or marquees. Nine percent had product displays or samples that could be used in school stores or local establishments. Nine percent had available promotional or instructional materials that could be duplicated for distribution in school halls or local establishments. Nine percent had letters for home distribution and four percent indicated the question not applicable (Table 7).

All (18) companies observed a fluctuation in the amount of fund raising campaigns by schools during the academic year 1979-80. Seventeen companies indicated that this fluctuation represented an increase with only one observing a decrease. Forty-seven percent saw this increase as moderate, 24 percent as substantial, 18 percent as intermediate, 6 percent as hard to estimate and 6 percent did not respond. The company noting a decrease felt the change was moderate. This was attributed to

TABLE 6

LENGTH OF DELIVERY TIME REQUIRED ON REORDERS FROM FUND RAISING COMPANIES

Length	Number	Percent
Less Than 1 Day	1	5.5
≥ 1 Day < 3 Days	3	16.7
≥ 3 Days < 5 Days	2	11.1
≥ 5 Days < 7 Days		
Less Than 7 Days	3	16.7
≥ 7 Days < 14 Days	3	16.7
Depends on Product	2	11.1
Not Necessary As Products Are Presold	4	22.2
Total	18	100.0

TABLE 7

ADVERTISING ASSISTANCE PROVIDED TO A SCHOOL BY
A FUND RAISING COMPANY DURING A CAMPAIGN

Status	Number of Respondents	Percent of Respondents	Type	Number of Responses	Percent of Companies
Yes	15	83.3			
			Posters, Placards, or Banners	6	40.0
			Product Display or Samples	2	13.3
			Commercial Advertisement	3	20.0
			Instructional Materials for Duplication	2	13.3
			Whatever the Sponsor Deems Necessary	5	33.3
			Advisor	2	13.3
			Letters for Home Distribution	2	13.3
			Not Applicable	1	6.7
No	3	16.7			
Total	18	100.0		23	100.0

restrictions limiting the number of fund raising campaigns as a result of school board policy changes (Table 8).

Fifty-nine percent of the responses maintained that the increase in the number of fund raising campaigns was related to inadequate funding for school operation. Thirty-five percent saw the cause for increase as the general state of the economy and inflation. Twenty-nine percent felt that intra-school group competition for financial resources was the stimulus behind the increase. Six percent indicated that the increase was due to a greater number of private schools (Table 9).

Most company responses revealed that their product line was successful because of quality, 50 percent and practical value, 44 percent. Competitive prices and profit structure were cited by 28 percent as was the case with wide selection. Service was seen as a factor for a successful product line by 11 percent. Products that were unbreakable and lightweight were also seen as a factor by 11 percent (Table 10).

Although candy is one of the most popular items sold by schools during a fund raising campaign, 28 percent of the responses indicated it should be avoided as the basic product for a fund raiser. Items without practical value were also recommended as items to be avoided by the school by 28 percent of the fund raising companies. Seventeen percent recommended that candles, items with non-competitive prices and profit structure, and items that people could not identify with should be avoided. Perishable products received 11 percent of the responses as items to avoid. Soaps, cleaners and shampoos, items without return

TABLE 8

FUND RAISING COMPANIES OBSERVING A FLUCTUATION IN THE AMOUNT OF FUND RAISING CAMPAIGNS BY SCHOOLS DURING 1979-1980

Change	Number of Respondents	Percent of Respondents	Degree of Change	Number of Increases or Decreases	Percent of Increases or Decreases
Increase	17	94.4			
			Moderate	8	47.1
			Intermediate	3	17.6
			Substantial	4	24.5
			No Response	1	5.9
			Hard to Estimate	1	5.9
			Sub-Total	17	100.0
Decrease	1	5.6			
			Moderate	1	100.0
			Sub-Total	1	100.0
Total	18	100.0			

TABLE 9

FACTORS RESPONSIBLE FOR AN INCREASE IN THE AMOUNT OF FUND RAISING ACTIVITIES BY SCHOOLS

Factors	Number*	Percent
Inflation/Economy	6	35.3
Intra-School Group Financial Competition	5	29.4
Inadequate School Funding	10	58.9
Increase in the Number of Private Schools	1	5.9
Total	22	

*Respondents = 17
Responses = 22

(Note: One company felt fund raising activities were decreasing as a result of the number of campaigns being restricted by changes in board policy.)

TABLE 10

FACTORS RESPONSIBLE FOR A SUCCESSFUL SCHOOL FUND RAISING PRODUCT AS IDENTIFIED BY FUND RAISING COMPANIES

Factors	Number*	Percent
Service	2	11.1
Appealing Product with Practical Value	8	44.4
Quality Product	9	50.0
Competitive Price and Profit Structure	5	27.8
Wide Selection	5	27.8
Unbreakable and Lightweight	2	11.1
Students Identify with Product	4	22.2
Not Available Commercially	1	5.6
Total	36	

*Respondents = 18
Responses = 36

privileges, greeting cards, items that are breakable, and items that could be purchased commercially each received 6 percent of the responses as items to be avoided by schools (Table 11).

Seventy-eight percent of the fund raising companies indicated that schools should make between 40 and 50 percent of the product's retail price (Table 12). Eleven percent of the fund raising companies said that the school made between 20 and 40 percent of the product's retail price. Eleven percent of the fund raising companies said that the school made between 50 and 70 percent of the product's retail price.

Generally, items with less than 40 percent school profit were consignment apparel items sold through the school store whereas items with a school profit greater than 50 percent were items that led to additional sales by the company or were fund raising projects without prize programs.

Fifty-nine percent of the fund raising companies had available additional opportunities for schools to raise money during their campaign. One-half offered a quantity discount by preset quantity orders. Twenty percent discounted the total bill for payment within 30 days. As an incentive package, 20 percent offered the schools a greater portion of the total sale as the revenue reached preestablished dollar or volume figures. Ten percent paid shipping expenses for prompt payment (Table 13).

Thirty-three percent of the fund raising companies restricted themselves to conducting business with certain groups (Table 14). When asked what was the basis for restriction, 67 percent said that working with non-school groups was difficult as decision-makers were hard to

TABLE 11

TYPE OF PRODUCT TO BE AVOIDED AS A FUND RAISING ITEM
AS RECOMMENDED BY FUND RAISING COMPANIES

Product Description	Number*	Percent
Perishables	2	11.1
Soaps, Cleaners, and Shampoos	1	5.6
Items Without Practical Value (e.g. Trinkets)	5	27.8
Items Without Return Privileges	1	5.6
Candy	5	27.8
Candles	3	16.7
Greeting Cards	1	5.6
Items That Are Breakable	1	5.6
Items Which Can Be Purchased Commercially	1	5.6
Non-competitive Price and Profit Structure	3	16.7
Items Which Are Not Appealing or Identifiable	3	16.7
Total	26	

*Respondents = 18
Responses = 26

TABLE 12

PERCENT OF SUGGESTED RETAIL PRICE AS PROFIT FOR THE SCHOOL ON A FUND RAISING COMPANY'S PRODUCT

Percent of Retail Price	Number	Percent
≥ 10 < 20 Percent	0	0
≥ 20 < 30 Percent	1	5.5
≥ 30 < 40 Percent	1	5.5
≥ 40 < 50 Percent	14	77.8
≥ 50 < 60 Percent	1	5.5
≥ 60 < 70 Percent	1	5.5
Total	18	100.0

TABLE 13

FUND RAISING COMPANY PROVIDES PURCHASE DISCOUNTS TO SCHOOLS UNDER CERTAIN CONDITIONS

Status	Number of Respondents	Percent of Respondents	Type	Number of Responses	Percent of Responses
Yes	10	58.9			
			Quantity Purchase	5	50.0
			Large Sale--Greater Percent of Profit	2	20.0
			2% Net 30 Days/ Prompt Payment	2	20.0
			Shipping Paid For Prompt Payment	1	10.0
No	7	41.1			
Total	17	100.0		10	100.0

TABLE 14

FUND RAISING COMPANY'S RATIONALE FOR RESTRICTING ITS TARGET MARKET GROUP

Status	Number of Respondents	Percent of Respondents	Basis	Number of Responses	Percent of Responses
Yes	6	33.3			
			Expertise With Non-Profit Organizations	1	16.6
			Product Designed As A Fund Raising Item	1	16.6
			Working Difficulty With Non-School Group	4	66.8
No	12	66.7			
Total	18	100.0		6	100.0

identify and project responsibility often was not centralized. Seventeen percent worked only with non-profit organizations as they felt their expertise resided within this area. Seventeen percent indicated that the design of their product dictated their target market to be organizations in need of a genuine product designed to be a fund raiser and as such, not available commercially.

Even though 33 percent of the companies indicated that they did not restrict their market to certain groups, comments pertaining to difficulty in working with churches were received. Problems cited with non-school groups were delivery, collection of money, and difficulty in staying with one representative of the organization.

Thirty-nine percent of the fund raising companies restricted themselves to geographical market territories (Table 15). Most, 86 percent, were restricted because of the company's physical size. Fifteen percent operated in certain territories because of the company's historical image.

Companies conducting business with schools for the purpose of generating funds through a school-wide campaign ranged from one-man operations to complex national organizations. Thirty-three percent of the companies are local businesses, 22 percent are regional concerns, and 45 percent are national corporations (Table 16).

It appears that most fund raising companies attempted to have a liberal policy pertaining to unsold merchandise. The companies realized that since public schools don't have business tax advantages, they have no way to reduce losses on unsold merchandise. Consequently, since these companies could write-off damaged products or returned goods, 45

TABLE 15

FUND RAISING COMPANY'S RATIONALE FOR RESTRICTING ITS TARGET MARKET AREA

Status	Number of Respondents	Percent of Respondents	Basis	Number of Responses	Percent of Responses
Yes	7	38.9			
			Company's Physical Limitations	6	85.7
			Company's Historical Operations	1	14.3
No	11	61.1			
Total	18	100.0		7	100.0

TABLE 16

PERCEIVED SIZE OF FUND RAISING COMPANY'S TERRITORIAL MARKET

Area of Product Distribution	Number	Percent
Local	6	33.3
Regional	4	22.2
National	8	44.5
Total	18	100.0

percent of the surveyed companies accepted merchandise without restrictions. Forty-five percent accepted with some restrictions, usually damaged merchandise. Six percent indicated that they did not accept unsold merchandise. One company stated that the return of unsold merchandise was not applicable as their products were presold. However, upon additional questioning, the company repossessed unsold or non-delivered items. Again, most companies realized the financial restrictions placed upon the school and consequently, as a general rule, did actively attempt to relieve the school of unsold merchandise as they wanted a continuing business relationship (Table 17).

Various incentive programs were utilized by companies in order to stimulate sales. Ninety-four percent of the companies surveyed indicated that they offered sales incentive programs. Seventy-six percent of the sales incentive programs were directed toward the student. A set prize package was furnished to the school by 63 percent of the companies who offered a sales incentive program. Thirteen percent of the time, the school was responsible for prizes awarded. Additional money for schools to buy prizes was often forthcoming as a result of the company making available free cases of merchandise per quantity sold. This was true in 19 percent of the companies. A somewhat novel sales incentive program was distribution of a predetermined amount of profit to individual teachers for use in their respective classrooms. This was a part of one company's sales package (Table 18).

The fund raising companies had several recommendations to pass on to school principals concerning fund raising (Table 19). It was apparent to many companies that more often than not, the school was

TABLE 17

FUND RAISING COMPANY'S RETURN POLICY REGARDING MERCHANDISE THAT WAS NOT SOLD BY THE SCHOOL

Position	Number	Percent
Will Accept Without Restrictions	8	44.5
Will Accept With Some Restrictions	8	44.5
Will Not Accept	1	5.5
Not Applicable As Merchandise Is Presold	1	5.5
Total	18	100.0

TABLE 18

FUND RAISING COMPANY'S UTILIZATION OF SALES INCENTIVE PROGRAMS TO SCHOOLS AS A METHOD OF INCREASING THE REVENUE

Status	Number of Respondents	Percent of Respondents	Program	Number of Responses	Percent of Responses
Yes	16	94.1			
			Prize Package Furnished	10	62.5
			School's Responsibility For Prizes Awarded	2	12.5
			Free Cases Per Quantity Sold	3	18.8
			Percent of Profit For Respective Classrooms	1	6.2
No	1	5.9			
Total	17	100.0		16	100.0

TABLE 19

RECOMMENDATIONS BY FUND RAISING COMPANIES TO SCHOOL PRINCIPALS OR SYSTEMS TO FOLLOW IN FUND RAISING CAMPAIGNS

Recommendation	Number*	Percent
"Maintain A Positive Attitude"	5	27.8
"Don't Conduct Too Many Fund Raising Campaigns"	3	16.7
"Provide Principals With Fund Raising Instruction"	5	27.8
"Establish A Total Financial Need"	2	11.1**
"Make School System Directories Available"	2	11.1
"Set Objectives"	1	5.6**
"Analyze The Products To Be Sold"	4	22.2**
"Realize Your Potential"	1	5.6**
"Establish Reasonable, But Firm Rules"	1	5.6**
"Select and Identify Energetic Sponsors"	2	11.1**
"Improve Accuracy of Bookkeeping"	2	11.1**
"Pay-On-Time"	1	5.6**
"Budget Time"	1	5.6**
"Establish System-Wide Fund Raising Campaigns"	1	5.6**
"No Recommendation--Increase School Funding"	1	5.6**
Total	32	

*Respondents = 18
Responses = 32

**Business Related

involved in fund raising because of financial necessity. Since the fiscal difficulty was somewhat forced upon the school by funding based upon property taxes which don't possess the elasticity to keep pace with operating costs, fund raising projects are often perceived as necessary evils. Twenty-eight percent of the responses recommended that school principals, sponsors, and teachers should nevertheless maintain a positive and enthusiastic outlook during the fund raising campaign as a negative attitude diminished the financial success of the campaign as negativism rubbed off on students selling the product. Twenty-eight percent recommended that school principals receive instruction as it pertained to fund raising campaigns. Seventeen percent of the responses recommended that schools should not engage in excessive fund raising. Most of the responses reflected a concern about the principal not being a businessman. These responses ranged from recommendations to establish a total school financial need to budgeting time (Indicated in Table 19 with an asterisk). Eleven percent indicated that school system telephone and address directories complete with the names of club sponsors, officers of the parent-teacher organizations, and administrators are beneficial. One fund raising company recommended that the need for school fund raising would be eliminated if schools were funded properly and thus felt no other recommendations were necessary.

III. COMMERCIAL PHOTOGRAPHY

Introduction

Although the design of the questionnaire (see Appendix) sent to school principals of K-9 schools asks them to list one fund raising vendor, other than the school pictures representative, who was especially helpful and apparently understood the school problems associated with fund raising, four photo companies, nevertheless were identified. The results of interviewing these photography studios are included because for some schools, school pictures are their only fund raising campaign.

Within the limits of this study, one interview each with a local, regional, and national studio was conducted. The interview guide (Appendix) was not expressly designed for photography studios, therefore, at the discretion of the researcher, a few questions which seemed inappropriate were omitted.

School photographs was checked by 148 of the 185 responding school principals and it represented a major money-making activity for most schools. Although school pictures are often regarded as merely the annual photographs of students and teachers, all three studios indicated that the selling of family portrait certificates transpired in many schools, simultaneously.

It appeared that schools usually contended with one local photography studio for a number of years. A change in studios was often the result of negative comments about the photographer or the representative. This occurred more frequently with regional or national studios as they employ numerous representatives. Seldom was a change made because of the price of photographs or their quality. A change of studio was also more likely to occur with a change in principalship. A previously established positive working relationship between a new principal and his former school was often stronger than the school's association with the existing studio. This was more indicative of urban situations.

Each studio had several advantages over the other. For this study, two divisions were created: the local studio and the regional or national studio.

Local studios usually worked with a small number of schools--in the case surveyed, 15 to 20 schools. The operational territory covered a radius of about 15 miles. The work was usually done by the owner or one on-staff photographer and all black/white development was done at the studio. Color print and portrait development was done with large commercial developing firms. The local studios generally offered a package price to the school which netted the school some 40 percent of the retail price. The proofs were more often than not delivered by the studio and any review of the proofs took place usually with the same individual who did the shooting.

Local studios often had the flexibility of holding negatives for a longer period of time. Consequently, reorders were possible. Typically, the student was offered several plans. Wallet-size pictures were standard with the package change being an offering of an additional 5" x 7" or 8" x 10" photograph. All pictures which were not sold became the property of the studio.

Unlike regional or national studios who had approximately 85 percent of their business with schools, local studios did not have as large a business reliance upon school pictures.

Regional or national studios offered basically the same package programs, but the percent of retail price was usually higher. In rural or semi-rural areas, where the school's size was generally smaller than an urban setting, the school's percentage of package price was approximately 40. However, in urban settings with larger schools and increased studio competition the percentage came closer to 50.

Larger studios were set up on a high-volume operation and consequently, reorders were often extremely difficult or impossible. In addition, "makeups" were often difficult to arrange if the student was unable to make the scheduled day of "makeup." The largest studio interviewed operated in 28 states and several hundred schools. Flexible rescheduling was often difficult.

Larger studios provided the schools with posters and material for duplication. Photographs that are not sold are the company's property.

The studios generally felt that fund raising activities were increasing at a moderate rate even though one company indicated that total sales were off because people had less money to spend. The moderate increase in business was seen as a direct result of board policy or legislation restricting the items that could be sold in schools and the frequency of fund raising projects.

As with the multi-product fund raising organizations, a need for the strengthening of the school principal's background in fund raising and photography was recommended by the studios.

IV. ADDITIONAL FUND RAISING ACTIVITIES

Another source of revenue that was available to the schools were products or activities secured from wholesale supply houses. Seven businesses, three soft drink companies, two wholesale houses and one tourist attraction were identified. Products from these companies were used by the school as items to be sold in the school store, as concession items, or the main item in a school-wide fund raising campaign.

Most of the school systems surveyed had, according to the soft drink representatives interviewed, board policies or regulations limiting or restricting the sale of soft drinks. While this was more common with non-urban schools, many schools in this survey had access to the sale of soft drinks.

Soft drink companies indicated a moderate increase in the amount of fund raising being conducted by schools. This was based on their observation that school systems had relaxed regulations concerning the sale of soft drinks and the general demise of the school's economic situation.

Soft drink companies provided schools with vending machines (i.e., boxes) for student use and on a free loan or token rental basis. They are regularly serviced and maintained by the company. Boxes delivered to the schools usually carried two restrictions. First, the box must sell their products and secondly, eight to ten cases are sold per week. If a box was to be used in the teacher's lounge, restrictions were lifted, but the rental fee was increased.

The soft drink companies surveyed are all national concerns, but somewhat local in that their service area was restricted by the limits of the distributorship. All felt that their product was successful because of quality and extensive advertising. Each company had youth market managers and/or special event managers. These representatives stated that they called upon each school in their service area at least twice per year.

Schools using soft drink machines usually had these machines located in the halls or where general student access was possible. The units were "locked out" by timing devices or manual control during school hours because of school board policies. However, the machines are available during lunch period. The number of initial machines was based upon how many students had access and one soft drink per student per day.

Although the sale of soft drinks was still basically restricted in elementary schools, it could generate a large share of the total amount of school monies raised from selling items. Typically, the price of a soft drink ranged between 30 and 40 cents. The percent of profit had a range of 13.2 to 32.3. Within this context, one large urban secondary school was reported to have sold 100 cases per week at a profit of $190.00. Thus a nine month school year generated about $7,000 worth of profit.

Another soft drink area that generated revenue for the school was the sale of pre-mix soft drinks. Using a nine ounce cup with six ounces of cola and three ounces of ice, the cost was around 10 cents. If the school or school club sold the drink for 30 cents, the percent of retail price returned to the school was approximately 67 percent. A tank of pre-mix delivered about 125 drinks for $25.00

The companies recommended that if schools take a position to have soft drinks sales, then the selling should be encouraged and machines should operate during appropriate time periods.

V. WHOLESALE HOUSES

Introduction

Local wholesale houses offered products (e.g., popcorn and candy bars) that could be sold at sporting events, within the school store as instructional materials, or in large school-wide fund raising projects.

Two wholesale companies are interviewed in this study. Each was basically a local company with a fleet of trucks and salesmen calling on schools and businesses. About 30 percent of the business was conducted with schools. The merchandise was delivered to the schools and billed out with payment due within 30 days.

These companies both felt that the amount of fund raising activities as conducted by schools was moderately declining as a result of negative reactions from the community and because these sales interfered with the student's school work. However, they felt that their products were successful because they were instructional materials sold within the school store or concessionary products at athletic events.

The products sold to the schools produced a return of about 30 percent since schools were reluctant to charge higher prices for instructional materials. However, on some concessionary products the return was 50 percent. Items not sold by the school are the school's responsibility and neither company offered any recommendations for improving the business relationship.

Two additional companies are identified as the basis for generating school monies. Some schools had yearly book fairs whereby commercial bookstores would make available their publications for selling through the school library. The school usually received 10 to 15 percent. Fifteen percent, if the sale exceeded $1,000. The commercial bookstores would package the products along with inventory sheets, but it was the school's responsibility to pick them up. Commercial bookstores also helped advertise the sale by sponsoring a poster contest with the winner receiving a $5.00 to $10.00 gift certificate.

The sale of publications through school libraries was well received because the products provided instruction, were entertaining, and filled leisure time needs. As such, no recommendations were offered as a way of improving the business situation.

Some major tourist attractions offered schools the opportunity to sell tickets to their attraction during the off season. The single company interviewed saw this as advertising and, therefore, did not receive any percent of the ticket sale. The total dollar amount of tickets sold stayed with the school. The tourist attraction felt that the financial reward for their participation would be forthcoming by increased visitor attraction and on-site purchases.

The tourist attraction felt their program as a fund raising activity for the schools had a moderate decrease because of their information not being widely circulated. The publishing of a directory with club or association officers or sponsors was recommended as a way to facilitate the process of fund raising.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA FROM SCHOOL PRINCIPALS

I. INTRODUCTION

This chapter is a report of the findings of the principal's survey of fund raising activities at the building level. The chapter is divided into the following sections: instructional fee, enrichment fee, vendor solicitation, vendor selection, money allocation, policies, project time, teacher labor cost, money earned, percent of profit, student labor hours, and project frequency.

II. INSTRUCTIONAL FEE

Most schools have found it financially difficult to supply necessary workbooks, weekly magazines, or related instructional materials without charging a basic instructional fee. The collection of a required basic instructional fee, although prohibited by board policies in some school districts, is designed to provide up-to-date learning materials that are not obtainable through the established school budget, but are needed to supplement the curriculum. The practice of charging a basic instructional fee was extensive as 71 percent of the school principals surveyed were in schools that charged such a fee (Table 20). The average amount of this fee was found to be \$3.85 (Table 21).

TABLE 20

K-9 SCHOOLS IN EAST TENNESSEE CHARGING
A BASIC INSTRUCTIONAL FEE

Status	Absolute Frequency	Percent
Yes	132	70.6
No	55	29.4
Total	187	100.0

TABLE 21

K-9 SCHOOLS IN EAST TENNESSEE CHARGING
ADDITIONAL SCHOOL FEES

Status	Absolute Frequency	Adjusted Frequency* Percent
Yes	38	20.7
No	146	78.1
Missing	3	Missing
Total	187	100.0

*184 Valid Cases

III. ENRICHMENT FEE

Educational courses or activities which supplement the basic educational program are generally referred to as enrichment activities. These are often programs within the arts and sciences or vocational-technical education (e.g., art, music, or industrial arts). Teaching materials or field trip funds are often difficult to obtain without charging a blanket enrichment fee or by subdividing it into individual fees for art, music, field trips, industrial arts, locker use, and science.

In addition to the basic instructional fee, 21 percent of the schools surveyed either charged an enrichment fee or a component thereof (Table 21). The average enrichment fee was found to be $3.71, the locker or personal use fee $0.56, the music or band instrumental rental fee $6.94, the science or field trips $1.50, the industrial arts $2.77, and the art fee $2.20 (Table 22).

IV. VENDOR SOLICITATION

Surveyed schools were constantly inundated with mail circulars and fliers possessing information about products that could be ordered to supplement the curriculum or sold in order to raise money to purchase school materials. How much literature and of what type was seen as difficult to measure, but the number of fund raising vendors calling on a school during an academic year was not. This question provided a reference point for the level of competition for school fund raising accounts (Appendix). The school principals were asked to check a

TABLE 22

TYPE AND AVERAGE AMOUNT OF FEES CHARGED BY K-9 SCHOOLS IN EAST TENNESSEE

Type	Number of Respondents	Mean
Basic Instructional Fee	187	$3.85
Enrichment Fee	17	$3.71
Locker or Personal Use Fee	9	$0.56
Music or Band Instrument Fee	18	$6.94
Science or Field Trips Fee	8	$1.50
Industrial Arts Fee	13	$2.77
Art Fee	10	$2.20
Total	262	

range which represented the number of vendors calling on the school during the past academic year.

Eighty-one percent (Table 23) of the school principals surveyed indicated that between 1 and 12 fund raising vendors called on their school for the purpose of selling them on products to be used in a fund raising campaign. This percentage subdivided into 16.2 percent of the schools having one to three vendor calls per year, 22.7 percent had four to six calls, 19.5 percent had seven to nine calls, and 22.2 percent had ten to twelve. Six and one-half percent of the schools had 13-15 vendor calls, 5.4 percent had 16-18 calls, 4.3 percent had 19-21 calls, and 3.2 percent had 24 or more calls.

V. VENDOR SELECTION

The fund raising projects selected by schools often appear to be based on quick decisions brought about by fund raising vendors calling or reactions to teacher, parent-teacher association, or school-club interest. Table 24 indicates that 677 projects were undertaken by 185 schools. This is an average of 3.7 fund raising projects per school year.

Table 25 reveals that a mean of 1.9 fund raising projects were either selected for schoolwide or school-club participation as a result of sales programs presented by fund raising vendors and a mean of 1.7 fund raising projects were initiated as a part of school activities because of teacher, parent-teacher association, or school-club interest. Fund raising projects as a result of vendor calls and personnel interest total 3.5. Within the limits of this study, it was not possible to conclude that the remaining percent of the fund raising

TABLE 23

FUND RAISING VENDORS CALLING ON A SCHOOL PRINCIPAL IN EAST TENNESSEE PER YEAR

Range	Absolute Frequency	Relative Frequency* Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
1-3	30	16.0	16.2	16.2
4-6	42	22.5	22.7	38.9
7-9	36	19.3	19.5	58.4
10-12	41	21.9	22.2	80.5
13-15	12	6.4	6.5	87.0
16-18	10	5.3	5.4	92.4
19-21	8	4.3	4.3	96.8
24+	6	3.2	3.2	100.0
0	2	1.1	Missing	100.0
Total	187	100.0	100.0	100.0

*Missing Cases Included

TABLE 24

FUND RAISING ACTIVITIES CONDUCTED IN K-9 SCHOOLS IN EAST TENNESSEE

Name	Count	Percent of Responses	Percent of Cases
Art Projects	3	.4	1.6
Auction	7	1.0	3.8
Book Fair	34	5.0	18.4
Carnival	63	9.3	34.1
Car Wash	10	1.5	5.4
Candy Sale	70	10.3	37.8
Garden/Fruit Sale	9	1.3	4.9
Greeting Cards	2	.3	1.1
Holiday Creations	15	2.2	8.1
Ice Cream	5	.7	2.7
Jackets and T-Shirts	44	6.5	23.8
Magazines	7	1.0	3.8
Newspaper Printing	2	.3	1.1
Pennants/Decals	7	1.0	3.8
School Pictures	148	21.9	80.0
Raffle	15	2.2	8.1
Recipe Book	1	.1	.5
School Store	91	13.4	49.2
Sports Challenge	5	.7	2.7
Talent Show	14	2.1	7.6

TABLE 24 (continued)

Name	Count	Percent of Responses	Percent of Cases
Vending Machines	17	2.5	9.2
White Elephants	4	.6	2.2
Yearbook	37	5.5	20.0
Other Activities	67	9.9	36.2
Total	677	100.0	365.9

$$\frac{\text{Total Fund Raising Activities}}{\text{Number of Schools}} = \frac{677}{185} = 3.66 \text{ fund raising activities per school}$$

TABLE 25

FUND RAISING ACTIVITIES CONDUCTED AS A RESULT OF VENDOR CALLS OR SCHOOL INTEREST

Group	Number of Responses	Mean
Students (school-wide)	186	1.19*
Students (school-clubs)	181	.66*
P-TA, Teacher, Sponsor Interest	182	1.66
Total	549	3.51

*1.9 Subtotal for Fund Raising Activities by Students activities were planned in advance. However, 1.9 (Table 25) fund raising projects out of an average total of 3.5 fund raising projects per year were conducted as a result of fund raising vendors calling on schools and apparently were not a part of a comprehensive fund raising program.

Decisions pertaining to which fund raising companies or products would be selected is multi-faceted. Table 26 indicates that in 90 percent of the cases, the school principal was involved in the decision-making process. The parent-teacher association was involved in 45 percent of the cases, teachers in 39 percent, school regulations in 26 percent, the superintendent and central office in 19 percent, the club sponsor in 10 percent, the school activities committee in 8 percent, and other persons or agencies in 5 percent. Each component of the school's leadership was involved in the decision-making process, but it was heavily weighted by the influence of the school principal. Teachers and the parent-teacher organization each had about one-half the decision-making input of the school principal on the selection of fund raising companies.

VI. MONEY ALLOCATION

The determination of how monies raised will be spent as a result of fund raising activities was also heavily influenced by the input of school principals, teachers, and parent-teacher associations. Table 27 indicates that in 89 percent of the cases, the school principal was involved, teachers participated in 69 percent, and the parent-teacher association in 51 percent. Club sponsors were identified in 15 percent

TABLE 26

WHERE DECISIONS ARE MADE WITHIN K-9 SCHOOLS IN EAST TENNESSEE IN REGARDS TO WHAT FUND RAISING ACTIVITIES WILL BE UNDERTAKEN

Name	Count	Percent of Responses	Percent of Cases
Central Office/ Superintendent	36	8.0	19.3
Club Sponsor	19	4.2	10.2
Parent-Teacher Association	84	18.6	44.9
School Activities Committee	15	3.3	8.0
School Regulations/ Board Policy	48	10.6	25.7
School Principal	168	37.2	89.8
Teachers	72	15.9	38.5
Other	10	2.2	5.3
Total Responses Valid Cases = 187	452	100.0	241.7

TABLE 27

WHO DETERMINES HOW FUND RAISING MONIES WILL BE SPENT WITHIN K-9 SCHOOLS IN EAST TENNESSEE

Name	Count	Percent of Responses	Percent of Cases
Central Office/ Superintendent	8	1.7	4.4
Club Sponsor	28	6.0	15.3
Parent-Teacher Association	93	20.0	50.8
School Activities Committee	13	2.8	7.1
School Regulations/ Board Policy	24	5.2	13.1
School Principal	163	35.1	89.1
Teachers	26	27.1	68.9
Other	10	2.2	5.5
Total Responses	465	100.0	254.1
Valid Cases = 183			

of the cases and the school activities committee in 7 percent.

The task of deciding how fund raising monies would be spent was more equitably divided among the vested parties than was the decision of what fund raising activities will be undertaken. However, the school activities committee received a smaller percentage (7.1) within the determination of how fund raising monies would be spent as opposed to the selection of fund raising projects at 8.0 percent.

VII. PROJECT FREQUENCY

Eighty percent of the schools surveyed conducted a school picture fund raising activity. Often school pictures were seen as a regular part of the educational process, but actually it was a large fund raising activity for many schools. Fifty percent of the schools had a school store. Thirty-seven percent of the schools conducted a candy sale. Thirty-six percent of the schools conducted a project under the general heading of "other" (e.g., spaghetti suppers and walk-a-thons). Thirty-four percent of the schools had a school carnival or fun night. Twenty-four percent of the schools were involved in the sale of jackets or t-shirts. Twenty percent of the schools indicated that a fund raiser was proceeds from advertisements within the school's yearbook. Eighteen percent of the schools had a book fair. Nine percent of the schools had the flexibility to raise money by having vending machines. Eight percent of the schools sold Christmas candles, cards, or other holiday creations. Eight percent of the schools conducted a talent show and five percent had a garden or fruit sale. Other fund raising projects were conducted by the schools, but were not included in this section because their percentage was less than 5 percent (Table 24, page 55).

VIII. POLICIES

The existence of regulations, policies, or guidelines that pertain to fund raising activities was found to be present in 67 percent of the schools surveyed (Table 28). An additional 16 percent of the schools indicated that policies did exist, but were limited in scope. Fourteen percent of the schools indicated that regulations, policies, or guidelines concerning fund raising activities were non-existent. Three percent of the school principals indicated that these were being developed.

For schools indicating that regulations, policies, or guidelines existed concerning fund raising activities, 74 percent revealed that these were located in the board policy manual, 15 percent were located in the principal's handbook, 3 percent were located in the employee's handbook, and 8 percent were located in other places.

IX. PROJECTED TIME

The amount of instructional time lost to the distribution of fund raising products within the school, the collection of money, assembly programs explaining the fund raising sale, and door-to-door canvasing is of concern not only to school principals, but teachers, students, and parents as well. Prior to this study, information concerning the amount of time allocated to fund raising projects by students, teachers, and sponsors was not available.

This study provided data about book fairs, school carnivals, candy sales, garden or fruit sales, holiday creations, jackets and t-shirts, magazine drives, raffles, talent shows, and other fund raising

TABLE 28

EXISTENCE AND LOCATION OF SCHOOL REGULATIONS, POLICIES OR GUIDELINES THAT PERTAIN TO FUND RAISING IN K-9 SCHOOLS OF EAST TENNESSEE

Status	Count	Percent of Count	Location	Count	Percent of Count
Yes	123	66.8			
Yes, but Limited in Scope	29	15.8			
			Board Policy Manual	129	73.7
			Principal's Handbook	27	15.4
			Employee's Handbook	5	2.9
			Other	14	8.0
No	26	14.1			
Being Developed	6	3.3			
Total	184	100.0		175	100.0

activities. The foregoing fund raising activities were identified by K-9 school principals as being successful.

Each teacher spent an average of 1.17 school hours and .99 non-school hours during a book fair (Table 29). Each student spent an average of .83 school hours and .67 non-school hours during a book fair. The activity sponsor spent 25.35 hours and the project length was 2.70 days.

Teachers spent an average of 3.80 school hours and 4.29 non-school hours on a school carnival. Students spent 4.29 school hours and .93 non-school hours. The activity sponsor spent 28.28 hours and the project length was 9.65 days.

During a candy sale, a teacher spent 4.38 school hours and 1.16 non-school hours. The student spent 1.50 school hours and 4.65 non-school hours. The activity sponsor spent 15.16 hours and the project length was 13.14 days.

In a garden or fruit sale, a teacher spent an average of 1.33 school hours and 6.00 non-school hours. The student figure for school hours was zero and 5.00 for non-school hours. The activity sponsor spent 10.00 hours and the project length was 6.00 days.

During a holiday creations sale, a teacher spent 1.73 school hours and 1.84 non-school hours. The student spent .23 school hours and 3.25 non-school hours. The activity sponsor spent 27.30 hours and the project length was 6.65 days.

A teacher spent 1.94 school hours and 1.53 non-school hours on the sale of jackets and t-shirts. The student spent 1.77 school hours and .81 non-school hours. The activity sponsor worked 9.74 hours and the project length was 11.10 days.

TABLE 29

ESTIMATES OF THE AVERAGE NUMBER OF HOURS INVOLVED IN TWO OF THE MOST SUCCESSFUL FUND RAISING PROJECTS BY ACTIVITY SPONSOR, TEACHERS, AND STUDENTS IN K-9 SCHOOLS IN EAST TENNESSEE

Fund Raising Activity	Number of Valid Cases	Average Number of School Hours for Each Teacher	Average Number of Non-School Hours for Each Teacher	Average Number of School Hours for Each Student	Average Number of Non-School Hours for Each Student	Total Number of Hours for Activity Sponsor	Project Length In Days
Book Fair	4	1.17	.99	.83	.67	25.35	2.70
School Carnival	45	3.80	4.29	.93	2.67	28.28	9.65
Candy Sale	52	4.38	1.16	1.50	4.65	15.16	13.14
Garden/Fruit Sale	3	1.33	6.00		5.00	10.00	6.00
Holiday Creations	7	1.73	1.84	.23	3.25	27.30	6.65
Jackets/T-Shirts	9	1.94	1.53	1.77	.81	9.74	11.10
Magazines	5	1.00	.20	.50	1.33	16.28	11.40
Raffle	7	2.13	2.14	2.13	3.35	11.34	12.70
Talent Show	5	4.78	5.01	5.00	7.00	10.38	3.62
Other	51	2.57	.57	.70	2.59	15.27	7.89
Total	188	$\frac{611.88}{188}$	$\frac{372.08}{188}$	$\frac{218.82}{188}$	$\frac{606.86}{188}$	$\frac{3462.53}{188}$	$\frac{1859.17}{188}$
	Average*	3.25 hrs.	1.98 hrs.	1.16 hrs.	3.23 hrs.	18.42 hrs.	9.89 hrs.

*The average number of teacher or student school or non-school hours was calculated by multiplying the number of valid cases by the responding average for each project. The total of each value was then divided by the number of valid cases.

A teacher spent an average of 1.00 school hours and .20 non-school hours on a magazine sale. The student worked .50 school hours and 1.33 non-school hours. The activity sponsor worked 16.28 hours and the project length was 11.40 days.

During a raffle the teacher spent 2.13 school hours and 2.14 non-school hours. The student spent 2.13 hours and 3.35 non-school hours. The activity sponsor worked 11.34 hours and the project length was 12.70 days.

A teacher spent 4.78 school hours and 5.01 non-school hours on a talent show. The student spent 5.00 hours and 7.00 non-school hours. The activity sponsor worked 10.38 hours and the project length was 3.62 days.

The miscellaneous group included projects such as spaghetti suppers and walk-a-thons on which a teacher spent 2.57 school hours and .57 non-school hours. The student spent .70 school hours and 2.59 non-school hours. The activity sponsor worked 15.27 hours and the project length was 7.89 days.

The highest number of non-school hours for students in a fund raising activity was 6.00 hours during a garden or fruit sale. This may be somewhat misleading as this represents only one case.

X. TEACHER LABOR COST

The average salary paid to a Tennessee teacher during the 1980-81 school year was approximately $9.00 per hour. Using this amount, a figure entitled labor cost was calculated by multiplying the average number of teacher school and non-school hours times the average number of teachers in the school. These calculations are shown in Tables 30, 31 and 32.

A book fair would have an estimated labor cost of $575.23. A school carnival carried a teacher labor cost of $1,557.82. A candy sale carried a teacher cost of $1,028.94. The total teacher labor cost of a garden or fruit sale was $1,270.86. Holiday creations carried a teacher labor cost of $820.82. The sale of jackets, t-shirts, and clothing showed a teacher labor cost of $339.84. Conducting a raffle produced a teacher labor cost of $789.95. A talent show carried the highest teacher labor cost at $1,670.59. The miscellaneous group carried a teacher labor cost of $643.29 (Table 33).

Talent shows are projects which are looked upon as educational and instructional since the participants were usually students. For this reason, the project carried a higher number of school and non-school teacher hours and, hence, a higher teacher labor cost. It might be misleading to classify all of these hours as lost instructional hours since, in many cases, the talent show was an integral part of music and art classes.

XI. MONEY EARNED

School principals were asked to identify a range of money earned as a result of fund raising projects conducted in their schools during the past year. Fifteen percent of the school principals indicated that their school earned less than $2,000 from fund raising projects last year. Forty-nine percent of the schools earned between $2,000-$4,000. Sixteen percent earned between $4,001 and $6,000. Ten percent of the

TABLE 30

ESTIMATED TEACHER LABOR COST OF THE MOST SUCCESSFUL FUND RAISING PROJECTS AS IDENTIFIED BY K-9 SCHOOL PRINCIPALS IN EAST TENNESSEE (SCHOOL TIME)

Fund Raising Activity	Average Number of School Hours For Each Teacher	Average Hourly Salary for K-9 Tennessee Teacher	Average Number Of Teachers In The Schools	Estimated Labor Cost
Book Fair	1.17	$9.00	17.9	$188.49
School Carnival	3.80	$9.00	17.9	$612.18
Candy Sale	4.38	$9.00	17.9	$705.62
Garden/Fruit Sale	1.33	$9.00	17.9	$214.26
Holiday Creations	1.73	$9.00	17.9	$278.70
Jackets/T-Shirts	1.94	$9.00	17.9	$312.53
Magazines	1.00	$9.00	17.9	$161.10
Raffle	2.13	$9.00	17.9	$343.14
Talent Show	4.78	$9.00	17.9	$770.06
Other	2.57	$9.00	17.9	$414.03

TABLE 31

ESTIMATED TEACHER LABOR COST OF THE MOST SUCCESSFUL FUND RAISING PROJECTS AS IDENTIFIED BY K-9 SCHOOL PRINCIPALS IN EAST TENNESSEE (NON-SCHOOL TIME)

Fund Raising Activity	Average Number of School Hours For Each Teacher	Average Hourly Salary for K-9 Tennessee Teacher	Average Number Of Teachers In The Schools	Estimated Labor Cost
Book Fair	.99	$9.00	17.9	$159.49
School Carnival	4.29	$9.00	17.9	$691.12
Candy Sale	1.16	$9.00	17.9	$186.88
Garden/Fruit Sale	6.00	$9.00	17.9	$966.60
Holiday Creations	1.84	$9.00	17.9	$296.42
Jackets/T-Shirts	1.53	$9.00	17.9	$246.48
Magazines	.20	$9.00	17.9	$ 32.22
Raffle	2.14	$9.00	17.9	$344.75
Talent Show	5.01	$9.00	17.9	$807.11
Other	.57	$9.00	17.9	$ 91.83

TABLE 32

ESTIMATED LABOR COST FOR THE ACTIVITY SPONSOR OF THE MOST SUCCESSFUL FUND RAISING PROJECTS AS IDENTIFIED BY K-9 SCHOOL PRINCIPALS IN EAST TENNESSEE

Fund Raising Activity	Average Number of Hours For The Activity Sponsor	Average Hourly Salary For K-9 Tennessee Teacher	Estimated Labor Cost
Book Fair	25.35	$9.00	$227.25
School Carnival	28.28	$9.00	$254.52
Candy Sale	15.16	$9.00	$136.44
Garden/Fruit Sale	10.00	$9.00	$ 90.00
Holiday Creations	27.30	$9.00	$245.70
Jackets/T-Shirts	9.74	$9.00	$ 87.66
Magazines	16.28	$9.00	$146.52
Raffle	11.34	$9.00	$102.06
TalentShow	10.38	$9.00	$ 93.42
Other	15.27	$9.00	$137.43

TABLE 33

TEACHER LABOR COST FOR THE MOST SUCCESSFUL FUND RAISING PROJECTS AS IDENTIFIED BY K-9 SCHOOL PRINCIPALS IN EAST TENNESSEE

Fund Raising Activity	Teacher School Hour Labor Cost	Teacher Non-School Hour Labor Cost	Activity Sponsor Labor Cost	Total Teacher Labor Cost
Book Fair	$188.49	$159.49	$227.25	$ 575.23
School Carnival	$612.18	$691.12	$254.52	$1557.82
Candy Sale	$705.62	$186.88	$136.44	$1028.94
Garden/Fruit Sale	$214.26	$966.60	$ 90.00	$1270.86
Holiday Creations	$278.70	$296.42	$245.70	$ 820.82
Jackets/T-Shirts	$312.53	$246.48	$ 87.66	$ 646.67
Magazines	$161.10	$ 32.22	$146.52	$ 339.84
Raffle	$343.14	$344.75	$102.06	$ 789.95
Talent Show	$770.06	$807.11	$ 93.42	$1670.59
Other	$414.03	$ 91.83	$137.43	$ 643.29

schools earned between $6,001 and $8,000. Five percent of the school principals indicated that their fund raising program earned between $8,001 and $10,000. Four percent of the schools earned between $10,001 and $12,000. Three percent of the schools earned over $12,001 with one school earning in excess of $18,000 (Table 34).

XII. PERCENT OF PROFIT

School principals generally expect a return of between 41 and 50 percent of the product's selling price. Table 35 reveals that 59 percent of the schools selected this range as the expected percent of profit. Seventeen percent of the schools expected between 31 and 40. Six percent expected between 21 and 30 percent. Four percent of the school principals indicated an expected percent of profit to be 10-20. Nine percent selected 51-60 percent. The remaining 6 percent expected 61 percent and above.

Profit to be realized was selected as the most important element to consider when selecting a fund raising company (see Table 36). This was true in 82 percent of the cases. Sixty-three percent of the school principals indicated that the amount of time the project took was most important. Fifty-nine percent of the school principals relied upon the previous working relationship. Forty-one percent of the cases were board sanction. Thirty-nine percent reflected the concern of community values. Thirty percent considered the company's business reputation. Fourteen percent took into consideration a colleague's endorsement. Eight percent of the cases were for other reasons.

TABLE 34

AVERAGE AMOUNT OF MONEY RAISED BY K-9 SCHOOLS IN EAST TENNESSEE AS A RESULT OF FUND RAISING[a]

Range (Dollars)	Midpoint (Dollars)	Absolute Frequency	Dollars (Range x Midpoint)	Adjusted Frequency Percent	Cumulative Frequency Percent
Less Than 2000	1000	25	25000	14.8	14.8
2001-4000	3000	82	246000	48.5	63.3
4001-6000	5000	27	175000	15.9	79.2
6001-8000	7000	16	112000	9.5	88.8
8001-10000	9000	8	72000	4.7	93.5
10001-12000	11000	6	66000	3.6	97.0
12001-14000	13000	1	13000	.6	97.6
14001-16000	15000	1	15000	.6	98.2
16001-18000	17000	2	34000	1.2	99.4
18000+	19000	1	19000	.6	100.0
Missing		18		Missing	100.0
Total		187	777000	100.0	

[a]Calculations for student and teacher earnings:

$$\frac{\text{Total school dollars earned}}{\text{Number of schools responding}} = \frac{\$777,000}{169} = \$4,597.63 \text{ per school}$$

$$\frac{\text{Average amount of money raised per school}}{\text{Average number of projects per school*}} = \frac{\$4,597.63}{3.66} = \$1,256.18 \text{ per project}$$

*Table 28

$$\frac{\text{Total school dollars earned}}{\text{Total number of students}} = \frac{\$777,000}{75,881^*} = \$10.24 \text{ per student per year}$$

*Table 35 (average number of teachers in each school multiplied by average number of students per classroom times the number of schools answering this question)

$$\frac{\text{Total school dollars earned}}{\text{Total number of teachers*}} = \frac{\$777,000}{3,035} = \$256.01 \text{ per teacher per year}$$

*Table 35 (average number of teachers multiplied by the average number of schools answering this question)

TABLE 35

EXPECTED PERCENT OF RETAIL PRICE ON PRODUCTS SOLD AS FUND RAISING ITEMS IN K-9 SCHOOLS IN EAST TENNESSEE

Range (Percent)	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
10-20	7	3.7	4.1	4.1
21-30	10	5.3	5.9	10.1
31-40	29	15.5	17.2	27.2
41-50	99	52.9	58.6	85.8
51-60	15	8.0	8.9	94.7
61-70	2	1.1	1.2	95.9
71-80	2	1.1	1.2	97.0
81-90	3	1.6	1.8	98.0
Other	2	1.1	1.2	100.0
Missing	18	9.6	Missing	100.0
Total	187	100.0	100.0	

TABLE 36

FACTORS UTILIZED IN SELECTING A FUND RAISING VENDOR
BY K-9 SCHOOL PRINCIPALS IN EAST TENNESSEE

Factor	Count	Percent of Responses	Percent of Cases
Amount of Time	110	18.9	63.2
Board Sanction	72	12.3	41.4
Business Reputation	52	8.9	29.9
Colleague Endorsement	25	4.3	14.4
Previous Working Relationship	102	17.5	58.6
Profit	142	24.4	81.6
Community Values	67	11.5	38.5
Other Reasons	13	2.2	7.5
Total Responses Valid Cases = 174	583	100.0	100.0

XIII. STUDENT LABOR COST

Students spent a considerable amount of time selling fund raising products for the school. Students usually did this because of school pride or because of prize packages offered by the fund raising campaign.

The average number of students assigned to a teacher in the State of Tennessee was 25. When the average number of students assigned to a teacher in the State of Tennessee was multiplied by the average number of school hours and non-school hours, a student labor cost for the school project was derived.

A book fair would take 365.2 school hours and 294.8 non-school hours to conduct. A school carnival would take 409.2 school hours and 1,174.8 non-school hours to conduct. A candy sale would necessitate 660 school hours and 2,046 non-school hours. A garden-fruit sale would take 2,200 non-school hours. The sale of holiday creations would take 101.2 school hours and 1,430 non-school hours. The sale of jackets and t-shirts would take 778.8 school hours and 356.4 non-school hours to conduct. A magazine sale would take 220 school hours and 585.2 non-school hours. A raffle would utilize 937.2 school hours and 1,474 non-school hours. A talent show would take 2,200 school hours and 3,080 non-school hours to conduct. This latter figure would be misleading for all students would not participate in the talent show. The appropriate question to ask school principals should have conveyed a clearer request. The miscellaneous group spent an average of 308 school hours and 1,139.6 non-school hours (Table 37).

TABLE 37

STUDENT LABOR TIME FOR THE MOST SUCCESSFUL FUND RAISING PROJECTS AS IDENTIFIED BY K-9 SCHOOL PRINCIPALS IN EAST TENNESSEE

Fund Raising Activity	Number of Valid Cases	Average Number of Students/ Teacher	Average Number Of Teachers In The Schools	Average Number of School Hours For Each Student	Average Number of Non-School Hours For Each Student	Student School Hours Labor Time	Student Non-School Hours Labor Time
Book Fair	4	25	17.6	.83	.67	365.2	294.8
School Carnival	45	25	17.6	.93	2.67	409.2	1,174.8
Candy Sale	52	25	17.6	1.50	4.65	660.0	2,046.0
Garden/Fruit Sale	3	25	17.6		5.00		2,200.0
Holiday Creations	7	25	17.6	.23	3.25	101.2	1,430.0
Jackets/T-Shirts	9	25	17.6	1.77	.81	778.8	356.4
Magazines	5	25	17.6	.50	1.33	220.0	585.2
Raffle	7	25	17.6	2.13	3.35	937.2	1,474.0
Talent Show	5	25	17.6	5.00	7.00	2,200.0	3,080.0*
Other	51	25	17.6	.70	2.59	308.0	1,139.6

*This figure is misleading for all students do not participate in the talent show. A clearer request for information should have been made.

XIV. MANPOWER COST

Deductions for manpower cost are usually not considered when schools calculate their income from fund raising projects. It appears that this expense is considered to have been accounted for as part of the existing personnel costs (Table 38) and, therefore, to deduct the cost of manpower from the fund raising earnings derived would be a double debit entry. However, the manpower cost was not for instruction but rather for cocurricular activities and should be considered as such.

The successful fund raising projects identified in this study generated an average project earning of $1,256.18 for the schools. The average hourly salary for a Tennessee teacher in 1980 was approximately $9.00. The average amount of teacher time spent on fund raising projects included in this study was 5.23 hours and the average number of teachers in this study was 17.96. Thus, an average teacher labor cost of $845.38 was derived.

An activity sponsor spent an average of 18.42 hours in a successful fund raising project and at $9.00 per hour, this was an average expense of $165.78. The total average cost for teachers and the activity sponsor involved in successful fund raising projects was $1,011.16. The fixed cost of teacher manpower, $1,011.16, deducted from the average earning of a successful fund raising project, $1,256.18, left an average income of $245.02.

Students spent an average of 4.39 hours on the average successful fund raising project and the average number of students within the school was 449 for a total of 1,971.11 student hours. Before deducting fixed

TABLE 38

COMPARISON OF THE TEACHER AND STUDENT LABOR COST FOR THE MOST SUCCESSFUL FUND RAISING PROJECTS TO THE AVERAGE REVENUE GENERATED BY ALL FUND RAISING PROJECTS IN K-9 SCHOOLS OF EAST TENNESSEE[a]

Source	Project Hours* (Average)	Group Size** (Average)	Earnings Per Hour (Dollars)	Teacher Labor Cost (Dollars)	Successful Project Income (Dollars)
Teacher	5.23	17.96	9.00	845.38	1,256.18
Activity Sponsor	18.42	1.00	9.00	165.78	
			Total	1,011.16	

*Table 29, page 66.
**Table 39, page 76.

[a] Calculations for student and teacher labor cost:

1) Average Successful Project Income = \$1,256.18
Average Teacher Labor Cost = \$1,011.16
Difference = \$ 245.02

2) Average Student Income Per Hour (Before Teacher Labor Cost Deduct) $= \frac{\text{Average Successful Project Income}}{\text{Average Student Hours}}$

$= \frac{\$1,256.18}{(4.39 \text{ ave. student hrs/project})(449 \text{ ave. student enrollment})}$

$= \frac{\$1,256.18}{1,971.11} = \$0.637$ per hour

3) Average Student Income Per Hour (After Teacher Labor Cost Deduct) $= \frac{\$245.02}{1,971.11} = \$0.124$ per hour

TABLE 39

AVERAGE NUMBER OF TEACHERS ASSIGNED TO K-9 SCHOOLS IN EAST TENNESSEE

Source	Count	Average Number
Principal's Questionnaire	187	17.96
Tennessee State Department of Education	187	22.86

teacher labor cost, the student earned an average of \$.64 per hour and after deducting fixed teacher labor cost, an average of \$.12 per hour.

These are optimum student income figures for the successful fund raising projects and are not reflective of total fund raising activities. If all fund raising activities conducted by the schools surveyed were considered, the average student income per hour would decrease and the average teacher labor cost would most likely exceed the average income for a successful project.

CHAPTER V

SUMMARY FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

I. INTRODUCTION

It is important that we possess a knowledge of the total financial base from whence schools draw operational money. Without a comprehensive understanding of school funding, schools often find it difficult to direct proper attention to the root of fiscal difficulty. One aspect of school funding that hasn't received much attention, but is an integral part of the school's fiscal picture is the money derived from fund raising projects. This study was directed toward gaining an understanding of school fund raising and its impact upon instructional time and the development of administrative policies.

II. STUDY PURPOSE

This study was organized around the desire to secure information to be used by school systems in developing administrative policies and procedures as they relate to fund raising activities.

The study answered 20 questions as they pertain to fund raising. These questions are listed in the section on findings.

The basis for the study's findings was drawn from data obtained via telephone interviews and written questionnaires with fund raising companies and through questionnaires sent to K-9 school principals in East Tennessee. The study groups consisted of 227 school principals and 38 companies offering fund raising opportunities to the schools of these principals.

A computerized search of Educational Resources Information Center and Current Index to Journals In Education revealed very little research information that could be used as a foundation upon which to build this study. A similar result was obtained after searching Dissertation Abstracts and the card catalog for theses and dissertations at the Main Library of The University of Tennessee, Knoxville.

Thirty-one applicable articles on fund raising were located by reviewing the Education Index. Although popular in nature, these articles did provide the researcher with a grasp of the more frequently undertaken projects and their financial success.

III. STUDY DESIGN

This study was designed to assess the extent of fund raising projects, their financial impact upon school programs, and the time investment required of school groups in fund raising projects. In order to secure this information, a survey of 227 K-9 school principals and 38 fund raising companies was undertaken.

The school principals were surveyed by using a questionnaire and the fund raising companies were interviewed by telephone or by questionnaire when a telephone interview was not possible.

IV. DATA COLLECTION

The questionnaire sent to the school principals sought information concerning: (1) instructional and utility fees, (2) specific fund raising activities conducted, (3) total number of self-contained classrooms and/or homerooms, (4) frequency of calls made by fund raising companies and the number selected, (5) frequency of fund raising projects undertaken because of teacher, parent-teacher association, or school-club interest, (6) rationale for selecting a fund raising vendor, (7) existence and location of regulations, policies, or guidelines pertaining to fund raising activities, (8) decisions on what fund raising activities will be conducted, (9) decisions on how fund raising monies will be spent, (10) expected mark-up percents, (11) total dollars raised via fund raising, and (12) student, teacher, and activity sponsor hours involved in successful fund raising projects.

The telephone interview of fund raising companies and vendors was conducted in order to secure information concerning: (1) type of media advertisement, (2) student sales instruction and technique, (3) amount of bookkeeping services and assistance provided, (4) amount of business conducted with schools, (5) product and time delivery, (6) advertising assistance, (7) fund raising trends, (8) product line, (9) price structure and billing procedure, (10) target market and territory, (11) returned goods, (12) utilization of sales incentive programs, and (13) suggestions for improving the process of fund raising.

For the purpose of this study, companies providing products to schools for sale were divided into three groups as each possessed a product line that was distinct. These are: (1) multi-products and comprehensive fund raising organizations, (2) single-product or wholesale supply houses, (3) commercial photography studios. The categorical arrangement divided the population into 26, 8, and 4 companies respectively.

V. SUMMARY FINDINGS

1. What are the common types of fund raising activities?

This study revealed that schools conducted an average of approximately four fund raising activities per year. The four most common fund raising activities were: school pictures, school store, candy sale and school carnival.

2. How many school and non-school hours were spent by teachers, activity sponsors and students on fund raising activities?

A teacher spent an average of 3.25 hours of school time and 1.98 hours of non-school time on successful fund raising projects as identified in this study. A student spent 1.16 hours of school time and 3.23 hours of non-school time per project. The activity sponsor spent an average of 18.42 hours per project.

3. What is the associated teacher labor cost and the number of student hours involved in fund raising activities that were identified as successful by school principals?

A book fair had an average teacher labor cost of $575.23 and an average student labor time of 660 hours. A school carnival had an average teacher labor cost of $1557.82 and an average student labor time of 1,584 hours. The school-wide sale of candy had an average teacher labor cost of $1028.94 and an average student labor time of 2,706 hours. Selling garden products or fruit had an average teacher labor cost of $1270.86 and an average of 2,200 hours of student labor time. Holiday creations had an average teacher labor cost of $820.82 and an average of 1,531.2 hours of student labor time. The sale of jackets and t-shirts had an average teacher labor cost of $646.67 and an average of 1,135.2 hours for student labor time. A magazine sale had an average teacher labor cost of $339.84 and an average of 805.2 hours of student labor time. A school raffle had an average teacher labor cost of $789.95 and an average student labor time of 2,411.2 hours. A talent show had an average teacher labor cost of $1670.59 and an average student labor time of 5,280 hours. However, 5,280 was extremely misleading as the questionnaire failed to ask for the exact number of students involved in the fund raising project and, therefore, had to utilize the average number of students per teacher. Miscellaneous projects had a teacher labor cost of $643.29 and a student labor time of 1,447.6 hours.

4. What is the average number of fund raising activities undertaken by K-9 schools?

The average number of fund raising activities undertaken by K-9 schools is 3.66.

5. How much money does the school earn as a result of participating in fund raising activities?

Fifteen percent of the school principals indicated that their school earned less than $2,000 from fund raising projects last year. Forty-nine percent of the schools earned between $2,001-$4,000. Sixteen percent were between, $4,001 and $6,000. Ten percent of the schools earned between $6,001 and $8,000. Five percent of the school principals indicated that their fund raising program earned between $8,001 and $10,000. Four percent of the schools earned between $10,001 and $12,000.

Three percent of the schools earned over $12,001 with one school earning in excess of $18,000.

6. What is the student average income per hour before and after deducting the fixed teacher labor cost for successful fund raising projects?

The average teacher labor cost for the successful fund raising project was $1,001.16. The average income from a successful fund raising project was $1,256.18. Before deducting fixed teacher labor cost, the student earned $.64 per hour. After deducting fixed teacher labor cost, the student earned $.12 per hour.

7. Do fund raising policies, regulations, or guidelines exist within school districts and if so, where are they published?

Eighty-three percent of the school principals surveyed indicated that school regulations pertaining to fund raising existed in their district. Seventy-four percent of the principals said these were in board policy manuals, 15 percent indicated these were in the principal's handbook, 3 percent stated these could be found in the employee's handbook, and 8 percent stated these were located in other places.

8. Who determines how monies generated from fund raising will be spent and for what?

Decisions on how fund raising monies were spent appear to be multi-faceted. However, school principals were involved in 89 percent of the determinations, teachers in 69 percent of the situations, parent-teacher associations in 51 percent of the cases, the club sponsor 15 percent of the time, school regulations in 13 percent of the situations, the school activities committee in 7 percent of the cases, the superintendent or central office 4 percent of the time and the miscellaneous group in 6 percent of the cases.

9. Who selects the fund raising projects that will be undertaken by the school?

Decisions on what fund raising projects would be selected appear to involve several people and organizations. In 90 percent of the cases, the school principal was involved. The parent-teacher association participated in 45 percent of the cases, teachers in 39 percent, superintendents in 19 percent, club sponsors in 10 percent, school activity committees in 8 percent and others in 5 percent.

10. What type of products should be avoided as fund raising items to be sold by K-9 schools?

Schools were recommended to avoid fund raising items without practical value by 28 percent of the fund raising companies. Candles, items with which people cannot identify, and items without realistic prices were each recommended as products to be avoided by 17 percent of the companies. The sale of perishables was recommended to be avoided by 11 percent of the companies, and soaps and cleaners, greeting cards, breakable items, and items that could be purchased in retail stores 5.6 percent of the companies.

11. What sales incentive programs are available to K-9 schools?

Ninety-four percent of the companies surveyed had a sales incentive program. Usually a prize package was included in the project. In 19 percent of the fund raising companies, a free case per quantity of cases sold was offered as an incentive program. Sixty-three percent of the companies had a prize package, but 13 percent said it was the school's responsibility for determining the extent of the prizes to be awarded. Six percent of the companies had a sales incentive program whereby a percent of the sale was earmarked for the teacher's use.

12. What recommendations do fund raising companies have for school principals or systems to follow in fund raising campaigns?

Basically fund raising companies felt school principals were lacking in training as it pertains to fund raising and was so indicated by 28 percent of the respondents. It was also highly recommended by 28 percent of the fund raising companies that school principals maintain a positive attitude during a fund raising project. An analysis of the products to be sold was recommended by 22 percent of the respondents. Do not abuse the concept of fund raising by conducting too many money making activities was recommended by 17 percent of the respondents. The remaining recommendations revolved around the school principal becoming more businesslike by setting objectives, paying on time, realizing one's potential, and establishing financial needs.

13. What business characteristics (i.e., size, ownership, product line, territory, operations, and marketing techniques) do fund raising organizations (i.e., vendors) generally possess?

Fund raising companies doing business with schools in this study were generally local or regional establishments, offering a multi-product line, working heavily with schools and non-profit organizations, relying upon personal sales contact, and shipping products via the company fleet or through common carriers. In addition, these companies indicated a willingness to cooperate with the schools in whatever manner possible.

14. What is the school's expected percent of profit on items sold as fund raisers?

Fifty-nine percent of the school principals surveyed indicated that they expected a 41-50 percent profit on items sold as fund raisers. Seventeen percent of the school principals felt that 31-40 percent of the product's price was expected and 9 percent expected 51-60 percent. The remaining 15 percent of the companies revealed a scattering above and below these ranges.

Fund raising companies indicated in 78 percent of the cases that their product(s) carried a 40-50 percent of retail price as profit for the school. Eleven percent of the companies had a profit range of 20-40 percent for the school and the other 11 percent of the companies offered 50-70 percent as profit for the school.

15. How many fund raising vendors call on a school per academic year? How many are selected for school-wide projects? How many are selected for school-club projects?

Twenty-three percent of the schools surveyed had four to six fund raising vendors calling per year. Twenty-two percent of the school principals had 10-12 fund raising vendors calling per year. Twenty percent of the school principals indicated that seven to nine vendors called per year. Seventeen percent of the schools studied indicated that one to three vendors called. The remaining 18 percent had more than 12 vendor calls per year and 3 percent indicated that more than 24 vendors called per year.

An average of 1.19 fund raising activities was conducted by schools as a result of vendor calls. An average of .66 fund raising activities was conducted by school clubs as a result of vendor calls.

16. What factors are utilized by the school in selecting a fund raising company?

Schools rely heavily upon the amount of profit to be realized when the time involved previous working relationships, board sanctions, and community values in selecting a fund raising company. Less of a factor is the company's business reputation and endorsement from a colleague.

17. How many fund raising activities are initiated because of teacher, parent-teacher association or school club interest?

Interest in conducting a fund raising project by P-TA's, teachers, or club sponsors was responsible for 1.66 projects per year.

18. What type of support is supplied to the school by the fund raising vendor?

Fund raising companies provide sales training to students via assemblies, instruction sheets, or sales manuals. These companies also assist in accounting procedures by supplying collection envelopes, instruction sheets, manpower, computer service, progress sheets, and invoice sheets.

Advertising in the form of posters, placards, and banners were the most common types of assistance. However, companies would arrange for commercial advertisements for larger school sales. These companies also had a very liberal return policy. Almost all would accept merchandise not sold by the schools.

19. Are instructional and enrichment fees charged with K-9 schools? If so, what is the average amount of each fee?

Seventy-one percent of the schools in this study charged a basic instructional fee and it averaged \$3.85. Twenty-one percent of the schools charged enrichment or utility fees. The average enrichment fee was \$3.71. The average locker or personal use fee was \$.56. The average music or band instrument rental fee was \$6.94. The average science or field trips fee was \$1.50. The average industrial arts fee was \$2.77. The average art supply fee was \$2.20.

20. Is the amount of fund raising activities being conducted by K-9 schools increasing or decreasing? If either, what factors are responsible for this change?

Ninety-four percent of the fund raising companies surveyed indicated that the amount of fund raising by schools was increasing. Forty-seven percent of these companies saw the increase as moderate, 25 percent as substantial, 18 percent as intermediate, 6 percent did not respond, and 6 percent said it would be hard to estimate.

Inadequate school funding was seen by 60 percent of the respondents as the main factor responsible for this increase. Thirty-five percent felt that the general state of the economy and inflation was responsible for this change. School groups (e.g., clubs) competing for money was indicated in 29 percent of the responses. The increase in the number of private schools was seen as responsible in 6 percent of the responses.

VI. CONCLUSIONS

This study was an effort to secure information concerning the extent and scope of fund raising activities within public K-9 schools. The data obtained should assist in the development of school policies regarding fund raising, provide school administrators with appropriate financial reference points, and serve as a foundation upon which to conduct future research in fund raising. The following conclusions, based on the findings, may be drawn:

1. Schools usually charge a basic instructional fee and sometimes an enrichment fee. These fees are collected in order to secure workbooks, supplies, or other instructional materials which will supplement the regular classroom instruction.

Fund raising companies have indicated that schools are participating in more projects that will raise money to purchase additional instructional materials than ever before. The assessment of various fees also indicates that schools are not receiving adequate funding in critical areas.

It appears that school systems are not efficiently utilizing their labor resources to address basic instruction, but rather have gone to high expenditures of time for fund raising activities in order to cope with an inadequate tax base. This indicates that schools are in a serious financial crisis for they are resorting to short-term solutions (i.e., fund raising projects) for complex funding problems.

It also appears that some school activities have been identified as fund raising projects, but are also designed for other purposes such as social interaction (e.g., spaghetti suppers) or educational outreach (e.g., talent shows). Perhaps, a factor which explains the abysmal return on fixed teacher labor cost and student hours is that a clear distinction between what constitutes a fund raising project and what is a highly labor intensive educational outreach program does not exist.

2. When all factors are taken into consideration relative to fund raising activities, including student and teacher time involvement, the great majority of fund raising projects in schools are not cost effective. If fund raising activities are to be carried out their only justification is to have a strong educational or social benefit as well as income production for the school.

Almost all schools are involved in activities which generate money for purchasing educational materials or equipment. However, many fund raising projects are apparently undertaken without an analysis of the drain upon instructional time, the fixed cost of teacher labor, and the hours of student participation and related variables.

Upon initial review it would seem that schools are not serious about maximizing profits in fund raising endeavors. However, an in-depth analysis reveals that school principals, while possessing good intentions, have apparently not acquired sophisticated business skills for selecting fund raising programs which are financially sound and less taxing upon students and faculty.

3. If school fund raising activities must be carried out they should be done with maximum efficiency of time and effort. In order for fund raising activities to be financially successful, they must have involvement of faculty, staff, and students in selling products. This

requires an investment of time as communities must be canvased. Regretfully, the amount of time invested in selling fund raising products does not generate enough money for public K-9 fund raising to be cost effective. It appears that most schools do not realize their potential for raising money and this is in part due to improper planning, timing, or the number of projects conducted by the schools.

Cost effectiveness is considered to be a comparison of the dollar amount invested versus the dollar amount returned. Unfortunately, fund raising labor is often regarded as a donation and, therefore, not recorded as an expenditure. Such a position may be considered valid in various fund raising projects as most of the activity occurs after school. However, the number of regular school hours spent by teachers and students is a direct expense and must be considered in determining cost effectiveness.

The cost effectiveness of fund raising projects can be improved by increasing the efficiency of teachers and students in working on these activities.

One factor which may be responsible for some fund raising products not being cost effective is that many companies use inefficient delivery systems that are improperly designed for school sales. This suggests that fund raising organizations are contributing to the high cost of fund raising campaigns by not providing automated control (e.g., computer service and pre-packaged distribution) and products without adequate market research (e.g., candy and ornate candles) which are not readily accepted by the consumer.

4. School administrators basically decide to conduct fund raisingprojectsas a result of sales presentations made by fund raising companies or reactions to interest expressed by teachers, parent-teacher organizations and school clubs. Fund raising projects, as conducted by K-9 publicschools today, are not a part of a comprehensive planned financial campaign to raise money.

5. Schools select fund raising projects and decide how the derived money is to be allocated on the basis of administrative decisions usually made by the school principal with little participatory decision-making as it pertains to project selection and the use of derived money. This may be a factor which determines the school's relative success in a fund raising project.

VII. RECOMMENDATIONS

Introduction

Previous studies on school fund raising were limited in number and scope. Perhaps this is because educators have viewed fund raising as an activity to tolerate and thus an unpopular subject to study. However, fund raising is widely practiced by educators and, if it is to continue, the following recommendations can influence its relative success and reduce the amount of time involved by teachers and students.

1. The findings of this study should be shared with school officials in an effort to raise the direct financial support and the amount of teacher and student time that is now lost on fund raising activities.

2. School administrators should attempt to reduce the negative educational impact that fund raising projects have caused by selecting activities which produce the greatest profit with the least amount of student and teacher time invested. These fund raising projects should be activities that have computerized inventory control capability, have a maximum length of five days, and offer a multi-line of consumer items that are presold.

School administrators should also strive to make a clear distinction between purely fund raising projects and activities which are basically educational or community benefits, yet produces money.

3. School administrators must shoulder the burden of being responsible for developing a comprehensive fund raising program. These activities should be planned for the upcoming school year and be a result of participatory decision-making made through the school activity committee.

4. If local school fund raising activities must continue as they are, school administrators should consider increased student fees and donations as a substitute for sales activities. This could generate the equivalent amount of money that is presently being earned by the school conducting fund raising projects without the tremendous loss of teacher and student instructional time required for sales activities.

5. Institutions that are teaching people to become school administrators need to include in their curriculum the necessary business skills to conduct comprehensive fund raising projects.

6. School administrators must be provided with guidance information that will enable their schools to conduct effective and

efficient fund raising programs. Consequently, school systems should develop principal handbooks with information concerning fund raising implementation.

7. School administrators should analyze the existing status of their fund raising campaign by employing appropriate formulas concerning the average amount of money raised per student. The use of formulas would allow school administrators to evaluate past fund raising performances and predict future profits. In addition, formula calculations would enable school administrators to judge whether their school's participation in fund raising activities was comparatively low or high.

8. This study revealed that schools generally had regulations about fund raising activities. However, it did not reveal how extensive these regulations were. Consequently, additional research pertaining to the extensiveness of school regulations, policies, and guidelines should be initiated.

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APPENDIX

May 12, 1980

Dear School Principal:

We realize that this is an especially busy time of the year, but we believe there is a manifest need for a study involving fund raising activities in our public schools. It is our firm belief that the information obtained will be a valuable resource tool for aiding the school principal in planning, selecting, and implementing fund raising activities.

This study is being conducted by the Department of Educational Administration and Supervision of The University of Tennessee in cooperation with The Public Schools for Cooperative Research. Your school system is an active member and the study has been approved by your superintendent.

It will only take a few minutes to complete the questions on the questionnaire. Please return the completed questionnaire within the next several days. Fold the completed questionnaire and staple it together before mailing.

Of course, your participation is voluntary, and your replies will be confidential. The return of this questionnaire constitutes your informed consent of participation in this study. Data will be reported on a group basis and individual responses will not be revealed. The questionnaire is coded only to identify follow-up letters for non-respondents. If you would like a copy of the results, a report will be made available to you upon request.

Your prompt attention to this survey instrument is essential to the completion of this study. Your participation is vital. Your responses are extremely important to this investigation. Thank you for your assistance in this matter.

Sincerely,

Dr. Gerald Ubben
Professor, EA&S
The University of Tennessee

Dan Hoglund
Researcher
The University of Tennessee

Attachments

May 19, 1980

Dear School Principal:

On May 12, 1980 an important questionnaire pertaining to fund raising activities was mailed to you as a member school of The Public Schools for Cooperative Research.

We realize there have been many pressures on you and your staff with the ending of the school year and related events. Your questionnaire may have already been returned, but as yet has not been received by this office. If this is the case, please disregard this letter and we thank you for your effort. If you have not answered the questionnaire, it will only take a few minutes to complete. Please return the completed questionnaire within the next several days. Fold the completed questionnaire and staple it together before mailing.

Of course, your participation is voluntary, and your replies will be confidential. The return of this questionnaire constitutes your informed consent of participation in this study. Data will be reported on a group basis and individual responses will not be revealed. The questionnaire is coded only to identify follow-up letters for non-respondents.

Should you have questions or require additional information, please call Dan Hoglund (615/974-2214) for assistance.

Thank you for your support of this important Public Schools for Cooperative Research study.

Sincerely,

Dr. Gerald Ubben, Professor
EA&S, University of Tennessee

Dan Hoglund, Researcher
University of Tennessee

Cd 1 Code ________
(1) (2-4)

FUND RAISING QUESTIONNAIRE

THIS QUESTIONNAIRE IS DESIGNED TO GATHER INFORMATION REGARDING THE EXTENT TO WHICH SCHOOLS ARE PARTICIPATING IN FUND RAISING ACTIVITIES.

1. Does your school charge a basic instructional materials fee? ☐ Yes ☐ No (5)
   If yes, what is the amount of this fee? ________ (6-9)

2. Does your school charge any additional fees (e.g. locker, band instrument use, etc.)? ☐ Yes ☐ No
   If yes, indicate the type and its amount (10)

TYPE	AMOUNT	
________	________	(11-14)
________	________	(15-18)
________	________	(19-22)

3. Check the following fund raising activities that were conducted in your school during the past year. (list any additional activities)

(23) ☐ Art Projects
(24) ☐ Auction
(25) ☐ Book Fair
(26) ☐ Carnival
(27) ☐ Car Wash
(28) ☐ Candy Sale
(29) ☐ Garden Fruit Sale
(30) ☐ Greeting Cards
(31) ☐ Holiday Creations
(32) ☐ Ice Cream
(33) ☐ Jackets, T-Shirts, etc.
(34) ☐ Kite Flying Contest
(35) ☐ Magazines
(36) ☐ Newspaper Printing
(37) ☐ Pennants/Decals
(38) ☐ Pictures
(39) ☐ Raffle
(40) ☐ Recipe Book
(41) ☐ School Store
(42) ☐ Sports Challenge
(43) ☐ Talent Show
(44) ☐ Vending Machines
(45) ☐ White Elephants
(46) ☐ Yearbook
(47) ☐ Other ________

4. How many teachers in your school serve in a home-room capacity or have a self-contained classroom? ________ (48-49)

5. Approximately how many fund raising vendors called on your school this past year?
   ☐ 1 - 3 ☐ 7 - 9 ☐ 13 - 15 ☐ 19 - 21 ☐ 24+
   ☐ 4 - 6 ☐ 10 - 12 ☐ 16 - 18 ☐ 22 - 23 (50)

6. (a) How many of these fund raising activities were selected for school-wide participation? ________ (51-52)
   (b) How many of these fund raising activities were selected for school-club participation? ________ (53-54)

7. How many fund raising activities were initiated because of teacher, parent-teacher association, or school-club interest? ________ (55-56)

8. Which of the following are utilized in selecting a fund raising vendor? (check all appropriate responses)
   ☐ Amount of Time Involved
   ☐ Board Sanction
   ☐ Business Reputation
   ☐ Colleague Endorsement
   ☐ Previous Working Relationship
   ☐ Profit to Be Realized
   ☐ Community Values
   ☐ Other ________ (57-64)

9. (a) Does your school have regulations, policies, or guidelines that assist in fund raising activities?
   ☐ Yes ☐ No ☐ Yes, But Limited In Scope ☐ Being Developed (65)
   (b) If yes, where? (66)
   ☐ Board Policy Manual
   ☐ Principal's Handbook
   ☐ Employee's Handbook
   ☐ Other ________

10. Who decides what fund raising activities will transpire during the school year? (check all appropriate responses)
    ☐ Central Office/Superintendent
    ☐ Club Sponsor
    ☐ Parent-Teacher Association
    ☐ School Activities Committee
    ☐ School System Regulations/Board Policy (67-74)
    ☐ School Principal
    ☐ Teachers
    ☐ Other ________

Cd 2 Code ________
(1) (2-4)

11. Who determines how fund raising monies will be spent and for what? (check all appropriate responses)
    ☐ Central Office/Superintendent
    ☐ Club Sponsor
    ☐ Parent-Teacher Association
    ☐ School Activities Committee
    ☐ School System Regulations/Board Policy (5-12)
    ☐ School Principal
    ☐ Teachers
    ☐ Other ________

12. List two (2), other than school pictures*, of the most successful fund raising projects conducted by your school. In addition, estimate the average number of hours involved by activity sponsor, teachers, and students (13-14) (15-16) (17-18) (19-20) (21-22) (23-24) (25-26) (27-28) (29-30) (31-32) (33-34) (35-36) (37-38) (39-40)

Fund Raising Activity	Average number of school hours for each teacher	Average number of non-school hours for each teacher	Average number of school hours for each student	Average number of non school hours for each student	Total number of hours for activity sponsor	Project length in days
A.						
B						

* Since school picture sales are virtually common to all schools, this project is being excluded in order to provide more variety

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Knoxville, TN 37916

PLACE
STAMP
HERE

13. Approximately what mark-up percent do you expect on a fund raising product?

☐ 10-20 ☐ 41-50 ☐ 71-80

☐ 21-30 ☐ 51-60 ☐ 81-90

☐ 31-40 ☐ 61-70 ☐ Other ______

$$\text{Mark-up percent} = \frac{\text{Unit Wholesale Cost}}{\text{Unit Retail Price}} \times 100$$ (41)

14. In order for your school to effectively meet the monetary demand for quality education, how much money did your school earn as a result of fund raising? (42)

☐ $2,000-$4,000 ☐ $8,000-$10,000 ☐ $14,000-$16,000

☐ $4,001-$6,000 ☐ $10,001-$12,000 ☐ $16,001-$18,000

☐ $6,001-$8,000 ☐ $12,001-$14,000 ☐ In excess of $18,000 ______
(What is this dollar amount?)

15. List one fund raising vendor, other than the school pictures representative, who was especially helpful and apparently understood the school problems associated with fund raising.

Vendor/Company Name ______ Product ______

Representative ______ Phone ______

Address ______

City, State, & Zip ______

16. Why was this fund raising vendor especially helpful? (Explain in a few short sentences)

______

______

______

17. List one fund raising vendor who was not especially helpful and apparently did not understand the school problems associated with fund raising.

Vendor/Company Name ______ Product ______

Representative ______ Phone ______

Address ______

City, State, & Zip ______

18. Why did this fund raising activity cause difficulty? (Explain in a few short sentences)

______

______

______

19. To effectively meet the instructional needs of their school, many school administrators have been forced to develop unique fund raising activities (other than those as identified before). If you have had such experience, what was this activity? (Explain in a few short sentences)

______

______

______

July 21, 1980

Dear

Recently, The Public Schools For Cooperative Research at The University of Tennessee, Knoxville conducted a study pertaining to fund raising activities in K-9 schools located in the eastern region of Tennessee. The study involved 228 schools in 19 different school systems. Your company was identified by various school principals as being helpful in assisting their school to achieve a desired financial goal.

Many of our public schools are feeling a budgetary squeeze brought about by double-digit inflation and an eroding tax base. Consequently, many schools are turning to fund raising activities as a means to compensate for this lack of revenue. However, many of our school administrators have had minimal experience in developing and implementing a comprehensive plan for generating money to meet spiraling operating costs.

Your company is apparently aware of the issues facing many of our public school systems. As such, information that could be obtained and passed on to practicing administrators would be of immense value. As the principle researcher involved, I would like to ask you a few questions pertaining to the financial assistance and guidance provided to schools who select your product as a means of generating funds. The questions would center on topics such as bookkeeping assistance provided, motivational techniques employed, and delivery time.

I will call within the next few days to discuss the importance of this study. Your continued assistance will be greatly appreciated.

Sincerely,

Dr. Gerald Ubben, Professor
EA&S, University of Tenessee

Dan Hoglund, Researcher
University of Tennessee
(615/974-2214)

MARKET ANALYSIS QUESTIONNAIRE FOR COMPANIES INVOLVED IN K-9 FUND RAISING ACTIVITIES (Telephone Interview)

This is Dan Hoglund with The Public Schools For Cooperative Research at The University of Tennessee at Knoxville. This call is in reference to an introductory letter of July 21, 1980. As the principle researcher involved, I am investigating the extent to which companies aid their clientele during school fund raising activities. Are you aware of the support services, contractual obligations, and profit structure between ______________________________ and the school which selects your product or product line?

If NO, could you refer me to a person who is familiar with these arrangements?
NAME ____________________________________

If YES, could I ask you a few questions concerning these procedures?

1) Through which of the following media does your company advertise products?

( ) Trade or educational journals
( ) Salesman contact
( ) Newspaper
( ) Conference displays
( ) Mail circulars/fliers
( ) Radio or Television
( ) Other ____

____

2) Does your company provide sales training to students when the sale involves out-of-school selling? _____Yes _____No If yes, how is this accomplished? (e.g., sales manual, instruction sheet, assembly presentation, etc.)

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3) When you encounter a school that has limited bookkeeping services, how does your company provide assistance? ______________________

____

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4) The revenue generated from selling fund raising products to schools represents what percent of your company's gross sales? ___________

5) How is the initial delivery of your product(s) arranged? ____________

____

6) If products are reordered, what is your estimate of the time required to deliver? ____________

7) Does your company provide advertising assistance (e.g., window placards, newspaper ads, public service announcements, etc.)?
( ) Yes ( ) No
Please explain ____________

____

____

8) Have you observed a change in the amount of fund raising being conducted by schools during the past year? ( ) Yes ( ) No

Does this reflect an ( ) increase or a ( ) decrease?

Is this change ( ) moderate, ( ) intermediate or ( ) substantial?

What factors are responsible for this change? ____________

____

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9) Why has your company found its product line to be so successful?

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10) What products would you suggest schools avoid? ____________

____

____

11) What percent of the retail price for the product(s) is considered profit for the school? ____________

Do you offer discounts (e.g., quantity purchase, 2% net 30 days, etc.)? ( ) Yes ( ) No Please describe ____________

____

12) Does your company restrict itself to certain markets (e.g., PTO's, civic clubs, churches, schools, etc.)? ( ) Yes ( ) No
If yes, why? ____________

____

13) Does your company sell in only certain territories (e.g., East Tennessee)? ( ) Yes ( ) No
If yes, please explain____

14) Would you consider your company to be ( ) local, ( ) regional or ( ) national?

15) What is your company's policy regarding unsold merchandise?________

16) Are sales incentive programs utilized? ( ) Yes ( ) No
If yes, please describe.______________________________________

17) What changes would you recommend that our school principals or systems implement in order to facilitate the process of fund raising?____

I've enjoyed discussing fund raising with you. Your time and responses are appreciated. Your continued service to our public schools is valued. Thank you.

VITA

Daniel G. Hoglund was born in Charleston, West Virginia on September 13, 1943. He graduated from Charleston High School, Charleston, West Virginia, in June, 1961. He attended Central Florida Community College, Ocala, Florida and later Morris Harvey College in Charleston, West Virginia where he received a Bachelor of Science degree in Natural Science in 1965.

In the summer of 1970, he accepted a grant from The National Science Foundation and Texas A&M University, College Station, Texas to study science education and was awarded a Master of Education in Earth Science Education in August, 1971.

He entered The University of Tennessee, Knoxville, in September, 1978, and received the Doctor of Education degree in Educational Administration and Supervision, with collaterals in Statistics and Continuing and Higher Education. He received this degree in December, 1980.

He will continue writing on the subject of fund raising and co-author several pertinent articles or handbooks.

He is married to the former Sylvia Ann Lay and they have a daughter Stefanie Doris, and a son, Erik Daniel.