

Recruitment and Retention Strategies for the Beginner Band

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Topic

Recruitment and Retention Strategies for the Beginner Band (October 2015)

Statement of Purpose

The purpose of this study is to explore ways to recruit students for participation in the beginner band while retaining those students in the middle school band programs. The intent of this study is to generate strategies to increase the number of students participating in the fourth grade beginner band program and engage students to continue in the fifth grade. The study will be conducted through an empirical mode of inquiry through student surveys, communication with parents through a parent's meeting and questionnaire. The study of the philosophical mode of inquiry will be used through surveys of past and present students.

Rationale

There are many benefits to participating in a music program. The band director is vital in having a successful band program. How the director communicates his/her passion and excitement for music will generate growth in the band program. It is necessary to have strategies to sell the program and find ways to retain those students who are actively experiencing the value of being part of a band program. This study will provide new strategies to band directors to recruit students and to maintain those students who are participants of the band program to the fifth grade. The collective data from the study will be used to measure how effective recruitment strategies are this year compared to the year before, why students chose to stay in the program, and compare and contrast the recruitment and retention trends from the previous three years. The results of the student inquiries will be analyzed to understand why students quit or did not sign up during recruitment. Audio, video, still photograph, and interviews will be conducted throughout the study.

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Chapter 1:

Introduction

Statement of Purpose

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understand why students quit or did not sign up during recruitment. Audio, video, still photograph, and interviews will be conducted throughout the study.

Expected Findings

A successful band program starts with a well organized and developed recruitment plan. There have been many studies researched on the topic of recruiting students. Healthy participation in the band becomes more challenging as we have entered the Twenty-First Century and “the age of technology.” As there is a continuous stress on Science, Technology, Engineering, Math Education and standardized testing, the creative arts subjects and the well roundness of a student are less of a priority. There are more demands on a student academically as well the emphasis of organized activities after school. Declining enrollment in the student participation numbers may result in the elimination or scaling back of music education programs due to budgets cuts. Recruitment is the thread to creating a successful future in the band program. “The key to successful retention throughout the entire instrumental experience is that there is a teacher who cares why students start, cares when they lose heart or interest, and cares even more passionately when students of any age stop instrumental music”(Raessler 196).

This investigation hopes the implementation of new recruitment strategies will increase the number of students participating in the fourth grade elementary band at Hainesport Township School as well as retain the students throughout the school year leading into the fifth grade band. Recruiting is a yearlong or life time activity throughout elementary, junior and senior high school (“Elementary Recruiting”). Creating a band culture within the school community will provide support for those who are actively involved in the program. A band

program thrives on a well planned and organized recruiting effort. In addition to using tools for successful recruitment such as introducing the instruments of the band or inviting students to a dress rehearsal, students at Hainesport will also be motivated by intrinsic and extrinsic activities by using the instrumental petting zoo, stickers, prize song tests, recognition at concerts, karate band program and Smart Music. Chapter two will further define these activities. Using the collected data from student, parent and band director surveys will provide a better understanding of what motivates a student to learn how to play an instrument and continue their music career. This investigation will be helpful to novice teachers in developing a successful band program from recruiting to retaining students in their future program.

Chapter 2:

Planning to Recruit

Recruiting for the elementary, junior and senior high band program is the most important aspect of building and maintaining a successful band program. Recruiting is a continuous process and a year-long activity ("Elementary Recruiting"). Directors need to prepare, organize, create a recruiting calendar and carefully implement a thorough plan which will ensure success in the entire band program. Regarding the planning process of recruitment, Dr. Ross states, "Utilizing proper recruitment techniques and innovative communication strategies not only will improve the quality of performing organizations, but also can aid public relations with the entire community" ("Some Thoughts Regarding Recruitment"). Communication, recruitment activities, performances, incentive programs and providing a glimpse of future opportunities of what students can achieve in just a few years will guarantee a solid beginning to retaining students.

The planning actually begins the year prior to the current recruiting class to begin an instrument. To prepare students for the beginner program, students will be introduced to a concert performed by the middle school, junior or senior high. Inviting students to an assembly will create enthusiasm and excitement to be part of the program (Fraedrich 1). The director will make arrangements, if possible, to visit students in the first week of school in a smaller setting such as a general music class, to provide time to demonstrate the instruments available. It is best to plan the Instrument "Petting Zoo" Assembly (Lautzenheiser, McLain, Gourley 36), an opportunity for students to touch and produce a sound on the instruments and the Parents

Meeting with a reputable music company as soon as possible to ensure a calendar date. It is also imperative to have a recruitment letter ready to distribute which should include the date of the parents meeting and a return slip for a student's first and second instrument choice.

Recruit for Success:

The primary component to recruiting successfully is the demonstration of all the available instruments offered and providing an Instrument "Petting Zoo" (Lautzenheiser, McLain, Gourley). Before meeting students, have a desired instrumentation in mind for a well balanced band. It is best to have limitations on the popular instruments by having students determine a first and second instrument choice. Using the activity, Instrument "Petting Zoo" (Lautzenheiser, McLain, Gourley), try to arrange a smaller setting to demonstrate all band instruments, how to produce a sound and the process of signing up. If possible, ask second or third year students to demonstrate each instrument (Raessler 198). Students in the audience can identify with the performers to visualize where they may be after a year or two in the program (Fraedrich 2). It is suggested to perform familiar or pop tunes that the audience will recognize in the demonstration. Some students may chose to pick the instrument after hearing a particular song. Although it is recommend by some directors to assess student's abilities by using an Aptitude Test and make recommendations, opinions vary on whether it should be the sole determining factor in being successful on an instrument.

Parents' Meeting: All in the Family

A parents' meeting is scheduled at the end of the previous school year to ensure a date is in place for the start of the new school year. Always check with your administrator for available dates in the calendar. Provide a sign-in at the beginning of the meeting so you are aware of who was able to attend. Follow up the next day with students whose parents were unable to attend. At the parents meeting, the following suggestions are recommended:

- Explain the benefits of music and how music enhances the core subjects
- Show a video of either students in the program or a promotional video
- Describe the program, schedule, expectations
- Announce dates for concerts and trips
- Have a representative from an instrument rental company (if possible) explain the rental program
- Announce when the schedule for lessons and band will start for all beginning students.

Allow time for the representative from the local music store to introduce the rental program. It is also recommended for the music store to showcase new instruments at the parents meeting so parents and students can see what is being rented or purchased. Provide an opportunity for parents to ask questions at the conclusion of the meeting. Recommendations should be offered on how to acquire an instrument and where to rent the "best quality" instrument. Most frequently asked questions are (Fraedrich 5):

- What is the hardest instrument to learn how to play?
- How much does it cost?
- What if I can't read music?
- What subject will students miss?

Communication is the Key:

In the recruitment process, according to Dr. Ross, “Directors of performing groups need to recruit families, not just individual students.” The success of any music program is communicating and inviting parents to be involved in the band program (Appendix A). Creating a band culture within the school community will provide support for those who are actively involved in the program. Direct and quick communication with parents about those strange sounds, improvements, as well as student problems, will provide feedback on the development of their student. It is a family investment the longer the student is involved in the band program. When sending out a flier or letter, always state your purpose and provide a returning slip so you can document the parent’s consent. Using e-mail or Remind 101, are ways of disseminating any urgent messages, communication, or motivational comments. Providing motivational comments to a student who is frustrated or wants to quit can be suggested to parents via email rather quickly. When a student drops from the music program, it is a good idea to receive feedback from an instrumental music survey (Raessler 197). The survey should include questions about the lack of interest, the success of the program and parents opinion about the student’s experience. Professional brochures of “Finger Facts” (Raessler 195) about the music program, promotional posters, the school website or attending school lunches for signups are also great methods of communication. Just as important to communicate with parents, communicating with your fellow music colleagues for “one sequential, seamless program” (“By Teachers for Teachers”). It is truly important to have a good rapport with administrators and building colleagues for all performances, events, rehearsals, student profiles and schedules for creating the band support necessary to promote success.

Retention: Maintaining Students Interest

Maintaining students' interest can be a challenge and it is a continuous yearly activity in recruiting ("Elementary Recruiting"). In the beginning of the recruitment stage, for the first two months, there is excitement and a tremendous eagerness to practice. Students remember to bring their equipment and practice charts are signed by parents. The novelty starts to wear off about the third month. Students start to lose interest, instruments left at home and practice charts unsigned at lessons (Fraedrich). A top priority is "maintaining student interest and enthusiasm to achieve program stability" (Fraedrich). Based on research, students love to perform, and creating as many performances will reinvigorate students' interest (Fraedrich). Besides a winter and spring concert, provide an opportunity for students to perform during a lower grade lunch, invite the administrators or other teachers to witness a lesson or band rehearsal, perform at a kindergarten classroom, perform at a field day or nursing home.

"Your philosophy about motivation can play a role in your recruiting efforts," (Lautzenheiser, McLain, Gourley). Your recruiting philosophy will determine your decision on intrinsic and/or extrinsic motivational activities. Intrinsic motivation is the internal gratification without a "concrete" reward. By choosing grade appropriate repertoire that will be interesting and enjoyable will encourage and motivate intrinsically students to want to continue to perform. Extrinsic motivation is receiving a tangible award for doing something. In many life experiences including music, it is as common as Dr. Kenneth Raessler states, "Even with all of our sophisticated research on teaching and learning, we still apply the stick and carrot as if trying to get mules to move." The positive praise and feedback certainly provide some extrinsic

ways to motivate students (Colewell 40). Making announcements over the school morning news, taking group pictures or recognizing students at a concert will also encourage and motivate students to excel. Any new strategy for retaining students in the program should be short lived and a new one introduced to keep students' interest. Some extrinsic strategies could be rewarding students by collecting stickers, prize songs, Karate Band and Smart Music.

The Karate Band is a creative way to inspire students to practice songs from their lesson book. The Karate Band is a similar method to the Recorder Karate which was developed by Barb Philipak and published by Plank Road Publishing. In the Karate Band Program, a challenge sheet with a list of songs from the lesson book is provided for each student (Appendix M). Each song represents a different color ribbon. Students collect ribbons by performing a song for their peers and teacher with almost 100% accuracy. This program will encourage students to practice and move up the challenge list. The different color ribbons will display their merits by tying the ribbons to the handle of the instrument case. The Karate Band program provides an opportunity for the pedagogy of differential learning. Students can move forward at their own individual pace.

Another popular strategy for maintaining student's interest is Smart Music, subscription- based software. Smart Music enables students to visually and aurally play along with the accompaniment. Students are able to identify their errors by the color of the note, change the tempo, provide the fingering of a note and use as an assessment tool. This software program will identify the student's mistakes and give the student an opportunity to correct and

strive for a higher score. Smart Music enhances a student's performance and improves student's skills.

Causes to Dropping the Band and Strategies

There are many variables in determining the drop-out rate for elementary, junior and senior high school participation in the band program. Some of these variables are based on the student population, scheduling of classes, and the number of changed band directors. These variables have a tendency to change the percentage rate of band dropouts. With no national study of the topic and limited states are tracking the dropout rate of band programs, the use of studies in certain states can provide an approximate percentage range of the rate of dropouts. Using the collected data from a study in 1996 from 45 schools in Indiana, Ohio and Virginia, the average drop-out rate is between 14% - 24% after the first year (Lautzenheiser, McLain, Gourley). According to William Gourley, "Dropout rates in the first few years are usually stable at around 5% of the students each year." In 2010 research by Joseph Sensor's, from certain criteria collected from various band programs, the success of a band program can be defined as having 25% or higher level of participation in the beginner instrumental music compared to the overall school population (Sensor).

No band director wants a student to quit the band. It is important to have a plan on how you will respond when a student wants to quit band. Finding time to speak to the student individually will be important in your plan of action. By asking a student the reason why, offering your help, and trying to determine why the child is not successful will help the director to understand if every effort has been made to have the student continue in the program.

When all possibilities have been exhausted and the student wants to quit, a “drop out letter” and “Instrumental Music Survey”(Raessler 336-337) needs to be sent to the parent so you can understand the reasons for quitting the program and possibly make the necessary changes in the program for improvement. According to Dr. Kenneth Raessler and Dr. Tim Lautzenheiser, two leaders of the music education world, they recommend keeping a record of your retention rates from year to year. Keeping a record will provide evidence to analyze growth and/or reduction patterns. Dr. Raessler indicates if the retention rate is less than 70% at the elementary school level, it is time to evaluate the recruiting and retention strategies being used and the rapport between the teacher and students.

Leadership

What is a leader? Why is important to be a leader in the recruitment and retention of the band program? “Leadership is about the relationship between experience and vision, and the ability to communicate the result of that experience and vision to the great variety of constituents in music education, education, and society” (Raessler 4). The director is a leader who must have the qualities to be a salesperson when it comes to recruiting. “We can not assume the students will beat a path to our door” (Gribble). Directors need to provide well planned opportunities to attract future students to the program with enthusiasm, energy and determination (Lisk 105). “Passion, emotions, and expression: that’s what we do best” (Boonshaft 139). A director has to have the passion and the willingness to fulfill not only the musical but also the social needs of our future students. Directors have to be willing to risk change and to be careful to not become

stagnant in our planning. Humans are creatures of habit and working with many different generations, directors need to adapt to the change of priorities and expectations (Gribble).

Chapter 3

Project Design and Findings

Participants

Participants in this study were the Hainesport Township fourth and fifth grade students in Hainesport, New Jersey. The Hainesport Township School is a suburban elementary school grades Preschool to eighth grade. The total school population is 640 students. According to the New Jersey School Performance 2013-2014 Report Card, 76% of the students scored proficient or above in Language Arts and 86% students scored proficient or above in Math. Students with disabilities in the district measure 17% of student enrollment and students economically disadvantaged measure 12.9% of population. Students who receive special education support in the district measured 15% of student enrollment.

The music program provides one lesson and one band rehearsal once a 6 day-cycle. Lessons and band are optional. Students may purchase or lease instruments through a third party or their choice and disadvantaged students may borrow an instrument from the school. None of the fourth grade students received previous in school instruction on the band instruments.

Study Design

The study incorporated several recruitment activities for parents and students to increase the number of fourth graders to sign up for the beginner band program. Prior to the fourth grade year, third grade students were invited to attend the spring fourth grade concert dress rehearsal for a preview to the instruments of the band and hear the band play three songs. In

the beginning of the school year, the fourth grade students were introduced to the instruments during their general music class and had an opportunity to make a sound on their first and second choice instruments. Students were presented information on how to sign up and a parent's letter (Appendix A) was provided to invite them to attend parents' meeting.

At the parent's meeting, parents were introduced to the band program by the use of a video "Be a Part of the Band" (Lang). This video presented the importance of music, being part of the band, introduction to instruments and what to expect after a student starts playing an instrument. The director discussed how the program works at Hainesport, schedule for lessons and band, concerts, trips, director's expectations and the first lesson and band rehearsal. The music store representative provided new instruments for show and tell and information on how to lease an instrument.

Survey Monkey-Band Directors

By using Survey Monkey, a survey was administered to Band directors across the country which provided feedback on recruitment and retention activities that worked for their program. The survey also provided feedback on reasons why students join band and reasons why they quit.

In addition, the survey provided:

- when lessons and band is scheduled for students
- number of times students meet
- method books

- instrumentation
- parent involvement
- recruiting problems for band directors
- incentives to continue their interest
- retention rate

The survey also asked band directors what recommendations they would make to a novice band director.

Student Surveys

Fourth and fifth band grade students were asked to fill out a questionnaire(Appendix O) about their reasons why they joined band, what they liked the most about band, what activities motivated them to learn how to play an instrument, and their plans to continue band. Students in fourth and fifth grade who did not sign up for band or quit band were asked on a questionnaire (Appendix N) if they ever learned how to play an instrument and their reasons why they made the decision to not be involved in the school band program.

Retention Activities and Events

The director motivated the fourth grade band students to practice their instrument and to maintain their interest in playing their instrument through extrinsic and intrinsic activities. Students were asked to log a practice chart and signed practice charts were recorded with a sticker. Those students who had the most stickers in each instrument section were recognized and given a band pin at the Winter Concert in January. All students were presented with a band

certificate for their accomplishments. Occasionally students were given a challenge to learn a song, perform for the class with minimal mistakes and earn a prize. Students were exposed to the technology subscription software, Smart Music to provide immediate feedback about their individual performance using exercises in their book or band arrangements.

Karate Band

In February, the Karate Band program was introduced to students to encourage them to practice at home. Karate Band is a program where students receive a challenge sheet of several songs from the book. Each song was a different level with a different color belt. When a student performed the song with minimal mistakes, the student received a color belt (ribbon) which was tied to the handle of their case. There were nine songs and nine different colors. The black belt, the highest belt, was received when the student could play the B flat major scale.

Concerts, Trips, and Parties! Oh my!

Besides the winter and spring concert, students will share with their classmates during a band rehearsal or general music class a performance. To motivate students to remember their equipment for lessons and band allowing students to forget three times or less, the director provides a celebration for their first concert with a pizza party and their spring concert with an ice cream party. The fourth grade band attends a trip in the spring to hear the New Jersey State Symphony Orchestra and go to a special place for lunch.

Recruitment and Retention Record

The director collected data over a five year period of the Hainesport School recruitment and retention of the fourth grade students as well as a retention record of fifth through eighth grade. Keeping a record of recruitment and retention every year will provide feedback to identify the rapport between the students and director. This record will provide a clear picture of the growth and reduction rate from year to year (Appendix B). If a dropout rate exceeds 30% for elementary, 20% for junior high and 10% for senior, it is time to re-evaluate the methods and pedagogy of teaching the band (Raessler 198).

Chapter 4

Conclusion

“Maintaining a music program that is of the highest quality and offers numerous opportunities for involvement is one key to attracting and keeping students.” said Gary Gribble. Recruiting and retention is vitally important to having a successfully band program. As per this study, many new strategies were used to “hook” students to the 4th grade band program, increase the number of participants and retain these fourth graders throughout the school year into 5th grade. Many of the new strategies and the collecting of data were helpful for both the teacher and the students. I, the director recognized that students as well the director continuously need to implement new strategies to continue interest in the band program.

The recruiting and retention charts (Appendix B/C) provided insight on the development and maintenance of the Hainesport School band program from 4th through 8th grade. In comparing the fourth grade student population for the last five years to the number of students signed up for the fourth grade band, the percentage of student participation varies and shows every other year a small number of students who decide not to sign up compared to a higher number the opposite year. Besides all of the strategies that I used for gaining interest in the beginning of the year, it is sometimes difficult to determine which variables in particularly provided growth. Although in year 2013-2014, the percentage of students who signed up was low. I was given an additional non- music class in my schedule besides teaching 6th – 8th grade general music and 4th – 8th instrumental and band. In that school year, it was very difficult to try any strategies for signing fourth grade students up for the band program because of the time constraints of the work load. Another variable I find that affects the increase or decrease of

student sign up beside an influx of student population is the academic status of the grade level as a whole. If there are many students who are studious, have high standardized test scores in academics and have a supportive family in the fourth grade, then I have more students enrolled in the band and who also strive to learn. A small percentage of students who have academic restrictions effects their participation in the band program.

The fourth grade band dropout rate from the beginning of the year to the end of the 2014 – 2015 school year dropped 17% (Appendix C). Using the 1996 study from 45 schools in Indiana, Ohio and Virginia, the average drop-out rate is between 14% - 24% after the first year (Lautzenheiser, McLain, Gourley). This 2014-2015 Hainesport 4th grade dropout rate does fall between the averages according to this study. The retention rate for fifth grade in year 2014-2015 is estimated to be 83% which is determined from the student surveys. The new strategies have been very successful for recruiting and retaining students from fourth to fifth grade. In comparing the Hainesport retention rate to the data collected from the band director's survey from Survey Monkey, my retention rate is within the 33% of the band directors who stated their retention is 80% (Appendix L).

Discussion of the Results from Surveys

The posting of a survey from Survey Monkey to various band directors on social media with various questions about recruitment and retention was very beneficial and provided insight on new strategies for recruiting and motivating students' interest as well as reinforce what strategies have been used in the years past. There were 51 band/orchestra directors who responded to this survey. 88% of the directors who responded were from public school and

39% started the beginner program in fifth grade and 33% started in fourth grade in the fall season. Another interesting discovery was 53% of the band directors who responded still have a pull out program. The biggest problem with recruiting students from a list of 18 concerns is class schedule conflicts while the second biggest concern was new academic requirements. In the last five years, the new academic requirements have become a challenge to many band/orchestra directors. With new requirements, there are new concerns of scheduling class. The band directors in this survey suggested and ranked 10 different recruiting techniques for the beginner band (Appendix G). I struggle every year with the master schedule because I teach general music classes which are not flexible and it is required that students are to be pulled out of academic classes for band rehearsal and lessons. This type of schedule makes the band program suffer. Every year I have to advocate for my program by preparing alternative solutions to the scheduling problem in my district. It was reassuring to learn that many band directors struggle with this concern.

The highest ranking recruitment activity from the band director's survey was the instrumental demonstration. The parent information and parents meeting were ranked second and third from the survey. The Instrumental "Petting Zoo" took place during the first general music class in collaboration with my colleague. I enjoy the excitement of the students and the demonstration provides more insight and assistance to choosing which instrument. The low number of students signed up in year 2013-2014 was perhaps due to the Instrument "Petting Zoo" not being offered due to time constraints in the schedule.

The top three reasons students join the band or orchestra was there were friends in the group, liked music and/or had an older sibling involved with the band (Appendix I). The selecting of music is vitally important for pedagogy, enjoyment, artistic opportunities, and to provide a degree of challenge.

The most important key to a successful recruitment program is receiving school support according to 51 band directors (Appendix J). A pull out program from the master schedule will require strong communication and rapport with administration, faculty and parents. Most directors communicate through email and websites (Appendix H). I have always communicated to the faculty, administration and staff through school wide announcements of the music program's accomplishments.

Some top ranked extrinsic motivational activities for retention from the band director's responses were performance challenges at 55% and in second were certificates at 27%. The Pot of Gold suggestion was the lowest at 4% (Appendix K). According to the 51 band director responses, 33% stated their retention rate is 80% or even 90% (Appendix L). Dr. Raessler's states, if the retention rate is more than 70% then directors are maintaining the status quo.

Based on the student surveys (Appendix E/D), students ranked the third grade preview higher than the instrumental petting zoo for drawing an interest in the band program. The third grade preview was the 2013-2014 fourth graders playing familiar band songs to prepare for their evening Spring Concert. Students were very excited about the preview concert and asked many questions. Of course there was a tremendous amount of excitement at the instrumental petting zoo. Providing the instrumental petting zoo allowed students to have the opportunity to

make a decision on which instrument was best for them to start on (Appendix E). The top three extrinsic motivational activities were the band trip, karate band program and performance challenges, prize tests. Students are always anxious and enthusiastic in wanting to go on a trip with their friends (Appendix F).

Reviewing the students' surveys from fourth and fifth grade students from the beginning of this study, the most common reason for not signing up for the fourth grade band was not enough time. The number of surveys filled out was 31. Students' who signed up in fourth or fifth grade band and decided to quit responded that they did not want to practice or wanted to concentrate on sports. The number of surveys filled out was 26 (Appendix N-P).

According to the dropout music surveys that were sent to parents of children who wanted to quit, specific causes for child's loss of interest was the student was more interested in gym and art, very busy with activities or did not like being the only instrument in the section. Six parents responded that the child was very busy with activities (Appendix P/Q/R).

Study Limitations

One of the limitations to this study is the amount of time students have lessons and band in a six day cycle. Some students had a lesson every two weeks due to the rotation around holidays and the director who also teaches middle school general music. It was difficult for students to reach the black belt from the Karate program because of the time constraints in hearing students play individually. One student was awarded their black belt and three were on their purple belt. A second limitation was the installation of the projector in the band room that would project a large image of Smart Music. The projector was not installed until the middle of

December which caused a delay in using it in the classroom. It will be interesting to use Smart Music from the beginning of the school and gauge students' interest after using it for the full school year. The third limitation to this study is the small number of parents who responded to the music survey when their child quit the program. It was great feedback in reading the eight parents who responded to the survey. I was able to evaluate the responses and consider some of the comments for improvements to the band program.

Impact on Teacher

As a band director for 29 years, I enjoyed using the new strategies Karate Band, Petting Zoo and Smart Music and the video, "Be a Part of the Band." The Karate Band program had the fourth graders discussing what color and what song they were practicing. Their energy level was rejuvenated in the middle of the school year. I have discovered that because band students only see me once out of a six day cycle there needs to be a variety of motivational activities to keep their interest. It is very easy to become a creature of habit and stagnant in teaching from year to year. The research for this study reassured me as teacher that I am creating a solid foundation for my band students. The study has inspired me to continue to use these new strategies to keep students interested. The student surveys provided feedback from students what they liked in the music program and I would like to continue to use them. As a long tenured teacher, the summer time gives me an opportunity to be rejuvenated for the new school year. From the research, I have learned that more impromptu performances will keep students interested and enthusiastic. These performances will help to motivate them to practice. I plan to perform with some of my students in the cafeteria this year during lunch.

In collecting the data and creating charts on the recruitment and retention of Hainesport School, I could identify the areas of strengthen and improvement in band program. I agree with Dr. Raessler, Dr. Lautenheirser and Eileen Fraedrich that it is important to keep track from year to year the number of students who are participating in the band program to observe growth and reduction. Determining the growth and reduction will provide a self-evaluating tool for the director to make changes or continue those strategies which work.

“If we use the power of our personality to invigorate our students they will inspire to learn.” (Boonshaft150). Having a successful band program requires dedication and enthusiasm. I believe a band director has to have the passion for children to reach new heights with a love, joy and appreciation for music. As a band director, I have to be able to ignite the spark and then continue feeding the fire with positive experiences.

HAINESPORT TOWNSHIP SCHOOL

Appendix A:

Instrumental Music Program - Mrs. Rothkopf

Fall 2014

Dear Fourth Grade Parents:

Welcome to a new school year! Please take the time to read carefully and discuss with your child the possibility of learning to play a musical instrument. Each September the 4th grade students are invited to begin the study of a band instrument. It is a great opportunity for your child to explore the art of making music. The instruments I teach are: Flute, Oboe, Clarinet, Saxophone, French horn, Trumpet, Trombone, Tuba, Bells

The music lesson is taught during the day on a rotating schedule in small groups, one period every six day cycle during a special or physical education. Any class work missed must be made up by the student. In most cases, this is rarely a problem. Band will be scheduled once a cycle. It is very rewarding for the student to participate and helps develop teamwork and self-confidence.

One of the most important aspects of your child's musical study is to set aside some time for practicing. I will expect the students to practice 20 minutes a day. He will bring home a practice sheet to be signed by you each week.

On Monday, September 22, 2014, at 7:00 p.m. in the Band Room, a representative from Music and Arts will introduce all the instruments, the cost of rental, cost of purchase and answer any of your questions. It shall be noted that parents are not hereby restricted to using our rental plan, but you may rent or buy from another vendor of your choice. There are recommended brands of instruments on the back of this page. Even if you decide to rent or purchase elsewhere, this evening may provide you with some ideas on various rental packages. Students will also need a book, Williams/O'Reilly, Accent and Achievement Book 1 and a portable music stand. Thank you for taking the time to read this letter. If you have any questions, please feel free to e-mail me, rothkopf@hainesport.k12.nj.us. **Please** fill out the bottom portion and return as soon as possible. There are limited spaces for each instrument.

Sincerely, Cheryl Rothkopf, Band Teacher

Please return this to me by Friday, September 19, 2014.

My child, _____, is interested in learning to play an instrument.

First choice _____ Second choice _____

Do you have your own instrument? Yes or No If yes, what instrument? _____

Student's Name: _____ Parent Signature: _____

E-mail Address: _____

Appendix B:

Hainesport Township Instrumental Music Program

2011-2015 Population Statistics

Year	Level	Band Population	Grade Level Population	Participation %
		June		
2010-2011	7 th /8 th Grade	47	151	31%
	5 th /6 th Grade	72	164	44%
	4 th Grade	54	81	67%
	Total	173	396	44%
2011-2012	7 th /8 th Grade	53	156	34%
	5 th /6 th Grade	59	161	37%
	4 th Grade	38	75	50%
	Total	150	385	39%
2012-2013	7 th /8 th Grade	44	167	26%
	5 th /6 th Grade	52	151	35%
	4 th Grade	49	63	78%
	Total	145	379	38%
2013-2014	7 th /8 th Grade	43	167	26%
	5 th /6 th Grade	47	134	35%
	4 th Grade	43	87	49%
	Total	133	388	34%
2014-2015	7 th /8 th Grade	37	149	25%
	5 th /6 th Grade	58	148	39%
	4 th Grade	43	70	62%
	Total	138	367	38%

Appendix C:

Hainesport Township 4th Grade September Sign Up and Retention

School Year	4 th Gr. September Sign Up	September Sign Up For 5 th Grade	September Retention 5 th Grade
2010-2011	64	30	47%
2011-2012	45	31	69%
2012-2013	55	28	50%
2013-2014	55	41	75%
2014-2015	53	44*	83%

*Estimated based successful completion 4th grade program/survey

Appendix D: Fourth Grade End of the Year Survey

We want to know your favorites! Beginning Band was awesome! So let's take a look back!

Grade:

Instrument:

Why did you choose this instrument?

What was your favorite moment in Beginning Band this year?

What was your favorite part that we did in class (i.e. learning rhythms, playing exercises out of your book, making a sound, playing concert band music)

What was your least favorite part of Beginning Band?

What activity motivated you to learn how to play your instrument? Check your answers

- 3'd Grade Preview
- Petting Zoo-introduction to the instruments
- Friends signing up
- Parents encouragement
- Only opportunity to sign up
- Band videos

Number the three top activities you enjoyed this year in band.

- Collecting Stickers
- Band Certificates
- Prize Tests
- Special Recognition Pins
- SMART MUSIC
- Band Trip
- Karate Band Ribbons

Will you be in band again next year as a 5th grader? Why or Why not?

2014-2015

Appendix E: Fourth Grade Band End of the Year Survey Results

Recruitment Activity

Recruitment Activity	Number of Students
3 rd Grade Preview	25
Petting Zoo	19
Friends Signing Up	12
Parents Encouragement	14
Only Opportunity	8
Band Videos	7

Appendix F:

2014-2015

Fourth Grade Band End of the Year Survey Results

Top 3 Extrinsic Activities

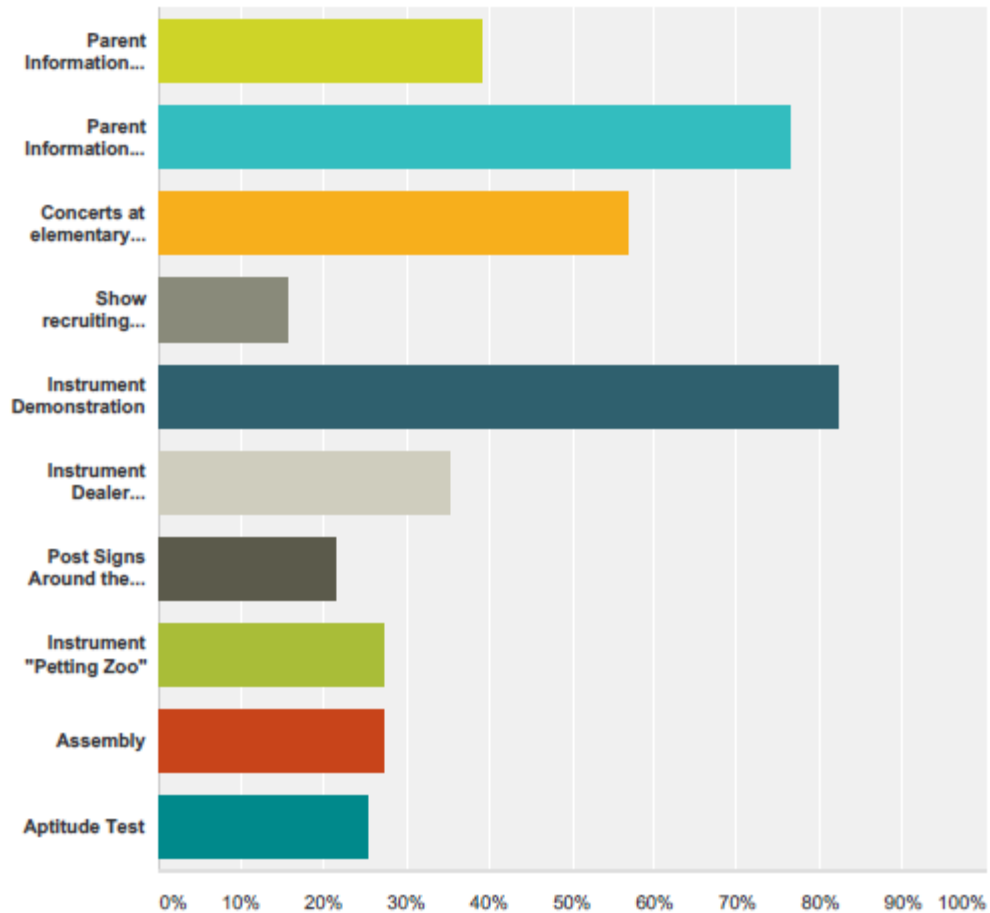
Top 3 Extrinsic Activities Students Enjoy in Band	Number of Students
Collecting Stickers	6
Band Certificates	9
Prize Tests	15
Special Recognition Pins	5
Smart Music	9
Band Trip	32
Karate Band Ribbons	29

Pizza Party was a student's choice of top 3 extrinsic activities.

Appendix G: Band Director Survey Results

Q8 What techniques do you use to recruit for beginner band?

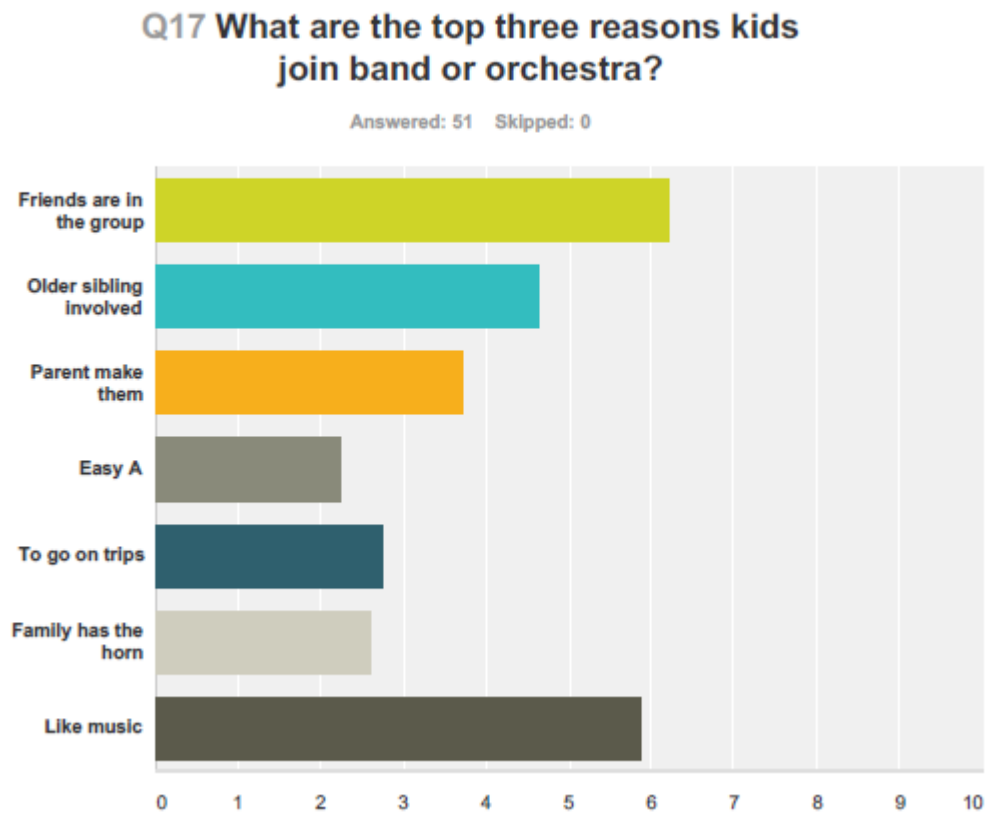
Answered: 51 Skipped: 0



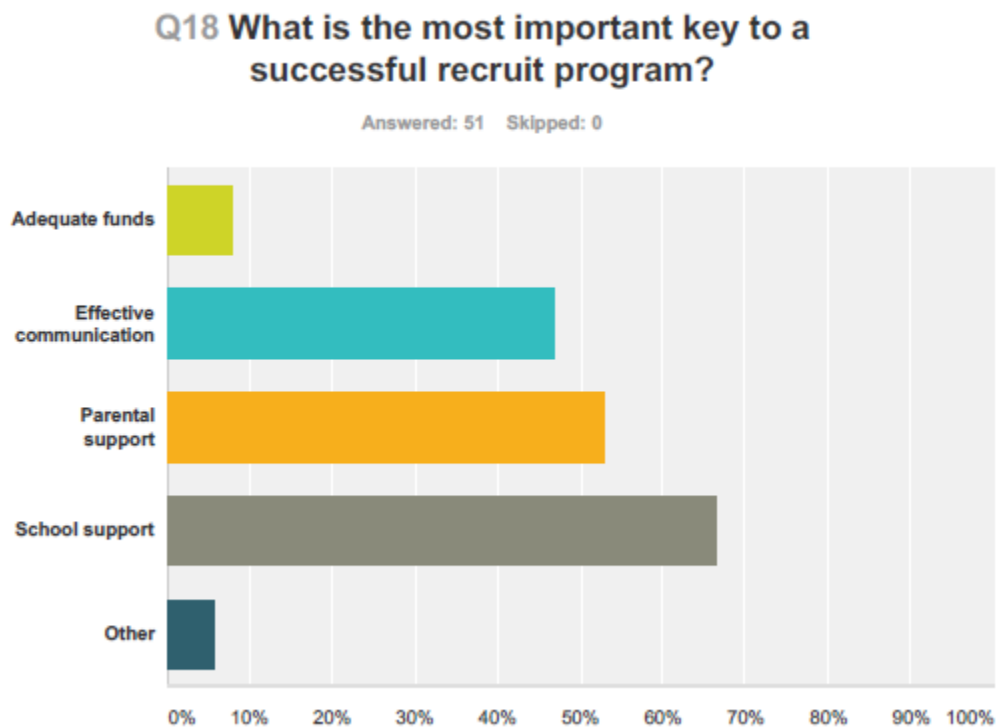
Appendix H: Band Director Survey Results: Parent's Communication

Answer Choices	Responses	
Weekly letters	15.69%	8
monthly letters	29.41%	15
websites	45.10%	23
invite parents to class	13.73%	7
other	45.10%	23
Total Respondents: 51		

Appendix I: Band Director Survey Results



Appendix J: Band Director Survey Results



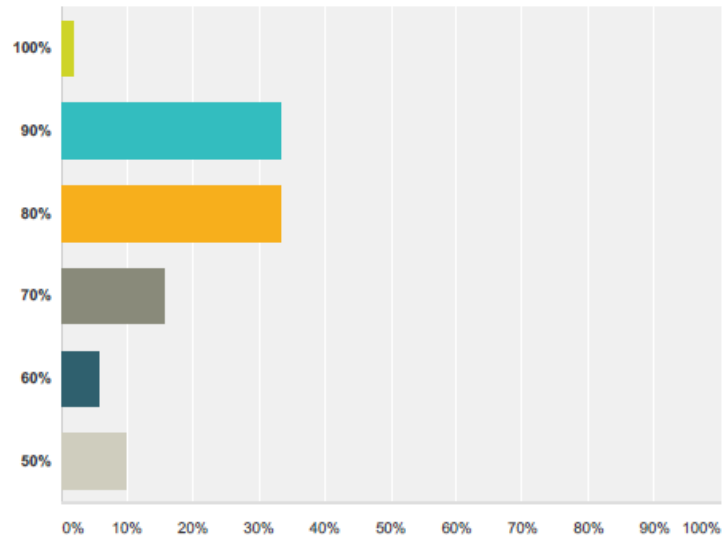
Appendix K: Band Director Survey Results Extrinsic Motivational Strategies for Retention

Answer Choices	Responses
Sticker Charts	25.49% 13
Certificates	27.45% 14
Prize Tests	17.65% 9
Orchestra/Band Karate	15.69% 8
Medals	15.69% 8
Performing Challenges	54.90% 28
Pot of Gold	3.92% 2
Smart Music	19.61% 10
Total Respondents: 51	

Appendix L:

Q21 What is your retention rate at the end of the school year?

Answered: 51 Skipped: 0



Answer Choices	Responses
100%	1.96% 1
90%	33.33% 17
80%	33.33% 17
70%	15.69% 8
60%	5.88% 3
50%	9.80% 5
Total	51

Appendix M: Karate Band Challenge Program



Fourth Grade Advanced Band Karate

"Play Ahead Challenge Checklist"

Level 1 _____ White Belt page 10 #29 Mary Ann

Level 1 _____ Red Belt page 10 #30 Shoo, Fly

Level 2 _____ Orange Belt page 12 #35 Surprise Symphony

Level 2 _____ Yellow Belt page 12 #39 London Bridge

Level 3 _____ Blue Belt page 13 #40 Stodola Pumpa

Level 3 _____ Green Belt page 13 #41 Skip To My Lou

Level 4 _____ Pink Belt page 14 #46 Southern Roses

Level 4 _____ Purple Belt page 14 #47 Mexican Jumping Bean

Level 5 _____ Black Belt Bb Concert Scale



Appendix N: 5th Grade Music Questionnaire

What grade are you in this year?

What kind of music do you like to listen to on the radio?

Have you ever, played a musical instrument?

If so, what instrument?

Were you ever in the Hainesport Band?

If so, why did you quit?

If not, why did you not sign up for the 4th grade band?



Appendix O: 5th Grade Band Member Music Questionnaire

What grade are you in this year?

What instrument do you play?

Why did you choose that instrument?

What music do you like to play on your instrument?

Why did you choose to join band?

What do you like most about band?

Do you have any recommendations for improving the band experience?

Do you think the music is too easy, too difficult or just right?

Appendix P: Results from 4th and 5th Grade Student Questionnaires

Student Survey Results: Reasons for not signing up or quitting in 4th grade

- Not enough time
- Too much homework
- Sports

Student Survey Results: Reasons for not signing up or quitting in 5th grade

- Did not want to practice
- Sports
- Afraid to mess up
- No time
- Boring
- Everyone was better than me
- Neck strap hurt my neck
- Too hard
- Bad headache
- Drama
- Too much responsibility
- Piano

Student Survey Results: Improving the band experience

- Play music we know
- Solo parts
- More concerts
- Band everyday
- Band and choir do a piece together
- Practice more
- Solos/duets
- More instruments
- More lessons

Appendix Q: Drop out Parent Music Survey (Page 1)

Instrumental Music Survey for Parents

* Required

1. **How would you describe your child's interest and willingness to work at the instrument? ***

Mark only one oval.

- ☐ good at one time, but became less interested as time went on
- ☐ moderately interested from the beginning
- ☐ never very enthusiastic from the beginning

2. **How much practice did the student normally do at home? ***

Mark only one oval.

- ☐ 30 minutes or more daily
- ☐ 10-25 minutes daily
- ☐ 0-15 minutes daily
- ☐ some time
- ☐ once or twice a week
- ☐ none

3. **How regularly were the lessons scheduled and met by the teacher and/or student? ***

Mark only one oval.

- ☐ seldom missed
- ☐ sometimes missed
- ☐ often missed

4. **If lessons were missed, was there any reason that was common? ***

Mark only one oval.

- ☐ student :forgot"
- ☐ music teacher absent or cancelled lessons
- ☐ test
- ☐ a school wide assembly

AppendixQ: Drop out Parent Music Survey (Page 2)

5. **Does the student feel that the teacher made the lessons interesting? ***

Mark only one oval.

☐ Yes

☐ No

6. **Did your child have a good teacher-student rapport/relationship? ***

Mark only one oval.

☐ Yes.

☐ No

7. **Did the teacher seem to be able to help the student solve his/her problems? ***

Mark only one oval.

☐ Yes

☐ No

8. **Did you regularly check and sign the practice sheet? ***

Mark only one oval.

☐ Yes

☐ No

9. **Did you assume the responsibility to see that your child practiced regularly at home, or was this responsibility that of the child? ***

Mark only one oval.

☐ I insisted that the child practice

☐ Practice times were solely that of the child

☐ We both worked on practice time

10. **Are you aware of any specific causes for your child's loss of interest?**

Appendix R: Results to Drop out Parent Music Survey 8 Responses

Question #	Answer	Responses
1.	good at one time, but became less interested as time went on	6
2.	Once or twice a week	3
	Some time	3
3.	Seldom Missed	6
	Sometimes Missed	2
4.	Music teacher cancelled or absent	5
	Test	2
5.	Interesting	4
	Not Interesting	4
6.	Good Rapport	6
	Not Good Rapport	2
7.	Teacher solve the problem	5
	Teacher did not solve the problem	3
8.	Regular check/sign practice chart	3
	Did not regular check/sign practice chart	5
9.	Parent/Child Responsibility to see the child practiced	5
	Practice Times were solely that of child	2
	Insisted child practice	1

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