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Program Fundraising

By

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Masters of Hospitality Administration
University of Las Vegas, Nevada
2013

A professional paper submitted in partial fulfillment
of the requirements for the

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Abstract

The purpose of this professional paper is to explore and understand the aspects of fundraising for Career and Technical Education (CTAE) programs, specifically culinary arts programs. The goal is to identify methods to raise funds and who will be the catalyst of providing those funds, and to develop a one, three and five year integrated fundraising plan.

TABLE OF CONTENTS

PART ONE

Introduction……..6

Purpose…….7

Statement of Objective…….8

Justification……..8

Constraints……..……9

Glossary…….11

PART TWO

Literature Review……...13

Introduction……....13

Career and Technical Education (CTE) Programs…….13

What is CTE…….……..13

Figure 1..……16

History of CTE…….……..17

Current federal policy and its effect on CTE…….....18

Carroll County College and Career Academy……...19

Vocational Funding.……22

Fundraising Principles and Practices…….24

Types of Fundraising…….24

Choosing an Approach……..28

Funding the Fundraiser……..30

Organizing Fundraising Efforts……31

Fundraising Plan Considerations……...33

Putting the fundraiser together……..34

Evaluate giving history and goal setting procedures…….35

Make Pre-Planning a Priority…….36

Write it Down and Make it Plain……...37

Monitor Progress and Evaluate Success……37

Examples of Ideas for Fundraising Success……...38

Funds for Charities and Non-profits……..38

Culinary Events…….39

High school fundraisers…….40

Table 1…..…….41

Individual contributions…….42

Summary……42

PART THREE

Introduction……44

History and Goal Setting ……...44

History……44

SWOT Analysis…….……46

Strengths……46

Weaknesses……46

Opportunities……..…….46

Threats……47

Overall Goals…….47

The Plans……48

Years One and Two……...48

Years Three and Four…….51

Year Five……54

Conclusion…….55

References…….56

PART ONE

Introduction

In today's competitive culinary job market, businesses desire employees with prior knowledge, established foundational skills, and experience. Culinary schools, technical high schools and international schools alike must focus on producing graduates with more skills, knowledge, and experience. As the popularity of culinary programs builds, having the necessary knowledge and skills improves the job outcome for culinary students and benefits the underserved foodservice industry.

The field of culinary arts has been made popular in society via the media. The Food Network and celebrity chefs have brought attention to the field of culinary using a combination of skill, work ethic, and personality. Due to the influence of television, career programs have seen a surge in interest from students who developed a newfound desire to open or manage a restaurant, delve into pastries, become a personal chef, or find stardom. A high school elective in the culinary arts pathway gives students an idea of life in the industry.

A number of school systems have worked with the West Georgia Technical College System of Georgia to offer culinary arts to high school students through dual-enrollment which allows a high school student to attend and gain college credit prior to high school graduation. This affords students the opportunity to complete a culinary arts associate's degree program. Additionally, work-based learning (WBL) opportunities can develop and lead to full-time work after high school. Taking a career pathway allows students to use the program as experience on a resume. Since industry experience is currently a prerequisite to acceptance at most culinary schools, taking culinary classes in high school makes gaining the experience necessary possible. This experience makes the student more employable in a competitive job market.

As older technical high schools are being renovated, new programs, many called career academies, are continuously being built. Most funds allotted are slotted specifically for renovations and equipment. New and established programs are faced with the dilemma of minimal supply money. Supplies include all consumables such as food and sanitation chemicals that students use to practice the classroom theory learned. Food and equipment costs steadily increase while school system budgets decrease (Quimby, 2011). For the 2012-2013 academic school year, the culinary program for Carroll County Schools at the College and Career Academy was allotted $4000.00 averaging $111.00 per week for 60 students. This amount of money makes it difficult to gain the necessary hands-on practice needed for success. Educational trips are few to none considering the lack of funds available. Educators are given what funds are available and expected to produce better outcomes than the previous year using the same or fewer funds.

Besides monetary needs, the support of the community is equally necessary. What parents and business and industry leaders have to offer in terms of time, skills, and resources furthers the goals of the program. Introducing the program and being specific about what is needed allows parents to assist and companies to determine how they may be involved.

Purpose

The purpose of this professional paper is to explore and understand the aspects of fundraising for Career and Technical Education (CTAE) programs, specifically culinary arts programs. The goal is to identify methods to raise funds and who will be the catalyst of providing those funds, and to develop a one, three and five year integrated fundraising plan.

Statement of Objective

As programs find the best ways to utilize the resources allotted, outside efforts to acquire additional funds and partners must be made. This paper will identify and review current sources of funding leading to securing consistent additional funding. Sources will include students, parents, community, and businesses. The program's value and student outcomes will drive donors and supporters. The partnerships made will assist in creating program sustainability, and increased student success. To expedite the fundraising plan, the strategy to create a program marketing plan, build and sustain relationships, secure partnerships and volunteers, and manage the funds raised.

Justification

Perkins grant funds are set amounts and can specifically be used for equipment, select trips or staff development. State funds are money issued to each school from its state Department of Education. This money is given each academic year and used for classroom supplies, lab supplies, small wares, and program trip expenses. The local account is reserved for money raised or donated to the program. Handling of these funds by the bookkeeper on staff makes access easier. This account does not begin with a balance but is a place to separately house funds. It is only limited by the program advisor's abilities and efforts at fundraising. It may be used at the chef's discretion with administrator approval. Unlike the Perkins and state allotted funds, the local account rolls over every year. Any unused Perkins or state funds not used may be purged as early as mid school year.

Federal dollars coming into Georgia are issued to each county's system in the form of Perkins and state funds. The amount of money distributed to each school is determined by student enrollment. Students are expected to take field trips to colleges and industry related

events, compete regionally and statewide and to pass the End of Pathway Exam when completing Culinary II.

Sufficient funds are required to meet these expectations. It is the chef's goal to exceed expectations. All involved are provided a disservice when a program is not able to meet its state standards and system, parent, student, community and business expectations. Establishing internal fundraising efforts will provide consistent funds allowing financial stability where students can experiment within a smaller group setting. Fewer alternative classroom assignments such as a written or project-based assignment would be necessary to reinforce principles learned since the best way to learn is to do. Students would gain the much needed kitchen time needed and desired becoming more proficient at the art of culinary. Students need to be work ready; it begins with having the necessary resources. Limited funding to run the program coming through federal Perkins legislation is not sufficient to meet the goals for the greatest student success.

Constraints

The recent economic downturn has made businesses hesitate as it relates to contributions and donations having to be mindful of limited company resources. Downsizing in foodservice establishments has made it difficult for them to allow staff to be guest chefs to demonstrate a specialty in the classroom. Increased premiums and liabilities have narrowed the options for those who are willing to give facility tours and internships. Business and industry involvement is imperative as it gives students real world perspectives into the industry.

Using existing literature, this study looks at what fundraising avenues and practices traditional and technical educational institutions, churches, and businesses utilize. High-end fundraising implemented though private organizations and secondary educations will also be

evaluated, although it will be modified to comply with post-secondary requirements and limitations. Much of the research will be based on personal experience from previous or current practices being implemented for the Carroll County culinary program, churches, and multi-program fundraising.

Glossary

Advisory Board – is a group of industry professionals in place to offer guidance and advice to the program without any authority (Martin, 2007).

Alternate Assignment – is any assignment that is given in place of a lab.

Career Clusters – provide students with an opportunity to partner put academic knowledge into relevant context based on potential career interests 'clustered' by occupation and industry (Career Tech, 2013).

Career and Technical Education (CTE) - 16 clusters providing 79 programs helping students find educational pathway leading to career and professional goals (Career Tech, 2013).

Carl D. Perkins Vocational and Technical Education Act - aims to increase the quality of technical education with the purpose of improving the United States economy (Fiscus, L & Dixon Hyslop, A., 2010).

Career and Technical Student Organization (CTSO) – is a youth organization designed to support students and providing motivation, leadership development, and recognition (Fiscus et al, 2010).

Culinary I – is the second level of four in the technical high school's culinary program pathway. It is the prerequisite for Culinary II.

Culinary II – is the third (and advanced) level of four in the technical high school's culinary program pathway. This class is the last required class to complete the pathway. It is the prerequisite for an opportunity to move forward with the work-based learning program.

Introduction to Culinary – is the first class of four in the technical school's culinary program pathway and prerequisite for Culinary I.

End of Pathway Exam – is a measuring mechanism derived for Perkins Legislation as an indicator of student knowledge (Georgia Department of Education, 2013).

Lab – (n.) is the portion of the learning environment where students are exposed to real life conditions for the chosen industry. Example: Kitchen for culinary. (v.) Class time spent in the kitchen preparing food (Humber, n.d.).

Pathway – Chosen career field of interest high school students may pursue. It consists of a series of classes to complete. Students may begin choosing pathways in tenth grade and may complete two pathways during high school (Work Source Oregon, n.d.).

Program Advisor – is an educator over a particular program who advises students on academic and personal matters (Free Dictionary, 2013).

Project-Based Learning Assignment – is and assignment using an instructional approach to learning involving activities that engage and motivate students in preparation for lab assignments (Buck Institute for Education, 2013).

Title 1 – is a program that provides financial assistance to schools with children who fall into the low-income category (United States Department of Education, 2011).

(Vocational) Technical High School – is a school designed to prepare students for the work force in a career field (USLegal.com, 2010).

PART TWO

Literature Review

Introduction

To produce a skilled workforce, obtaining skills certifications closes the skills gap. Statistics show that 80% of tomorrow's workforce will need training to compete for jobs (Milliron, de los Santos & Browning, 2003). Career and Technical Education (CTE) programs provide an early start towards earnings which are 20% more than students without any certification or training. Preparing students with skills for competition and the workforce requires regular hands-on application of knowledge. Rising supply, equipment, and travel costs force CTE instructors to find ways to secure funds beyond those provided by the Federal Perkins Fund or state and local school system distributions. With insufficient funds being a constant topic of educational concern for CTE programs, the literature review section will contain details of the importance of leveraging private funds (Milliron et al, 2003), discuss fundraising principles and practices, how other programs have raised funds, and review how to organize fundraising efforts.

Career and Technical Education (CTE) Programs

What is CTE

Career and Technical education (CTE) prepares students from middle school to post secondary colleges for a range of careers such as automotive technology, culinary arts, graphic design, healthcare science, heating and air conditioning, and information technology among others. During the 2010-2011 school year, 12 million students nationwide participated in CTE programs in secondary schools and beyond. Nearly all high schools participate in CTE with over half the students completing three or more credits. CTE equips students with core academic

skills in order to function in the workplace, essential employability skills such as problem-solving, and job specific, technical skills related to each pathway (Association for Career and Technical Education [ACTE], 2013).

Career and technical student organizations (CTSOs) are an important component of CTE. Providing leadership development, motivation, recognition, and encouraging community involvement, CTSOs prepare students to be productive citizens. Skills USA is one of several CTSO's supporting students in the development of leadership, technical and academic skills. Skills USA students have opportunities to participate in leadership roles as an officer at the chapter, state and national levels. Officer roles are parliamentarian, reporter, treasurer, secretary, vice-president and president. Being involved as an officer allows students additional time to refine leadership and public speaking skills during special camps and prior to conferences and events (ACTE, 2013).

Through Skills USA competitions, students are challenged to be the best in the field. Competitors win industry products, full and partial scholarships to college. For example, a culinary student who is also a Skills USA member can compete in the Skills USA State competition, advance to the national level. Should the student place first, the prize is a full scholarship to attend The Art Institute, Le Cordon Bleu or Johnson and Wales University. Community service projects are also encouraged through Skills USA. During the week of national competition, students and advisors are given several community service opportunities throughout the host city. Each chapter schedules several throughout the year. Examples of community service projects are adopt a family, assisting in a local soup kitchen, blood drives, canned food drives, design business materials or create a commercial for a non-profit, landscaping for the elderly and no-cost oil changes (personal knowledge).

Being connected with CTE and a CTSO decreases the chances of student drop-outs. Instead of feeling unproductive, students gain a sense of worth and belonging to a group. Students who are connected with the program through CTSOs have higher academic achievement and grades. Since they have developed employability skills through CTE, college aspirations have increased. As students began gain confidence due to repetitive gains, college no longer seems far-fetched (ACTE, 2013).

Based on job projections for 2020, of the 20 fastest growing occupations, 18 require training on-the-job along with some type of credential and 14 of these occupations need an associate's degree or less. There is a shortage of qualified workers overall. CTE is striving to train a competitive workforce to fill the 12% severe and 55% moderate. A person completing a CTE program averages $4,000 more than someone obtaining a credential from the humanities field. In healthcare, the pay can be nearly $20,000 more. Taxpayers receive nine dollars for every dollar invested into. Figure 1 gives an overview of job segments by Career Clusters showing the importance of CTE and the correlation between education, the desires of the employers, student participation and career in demand (ACTE, 2013).

Figure 1. Display of CTE Career Clusters

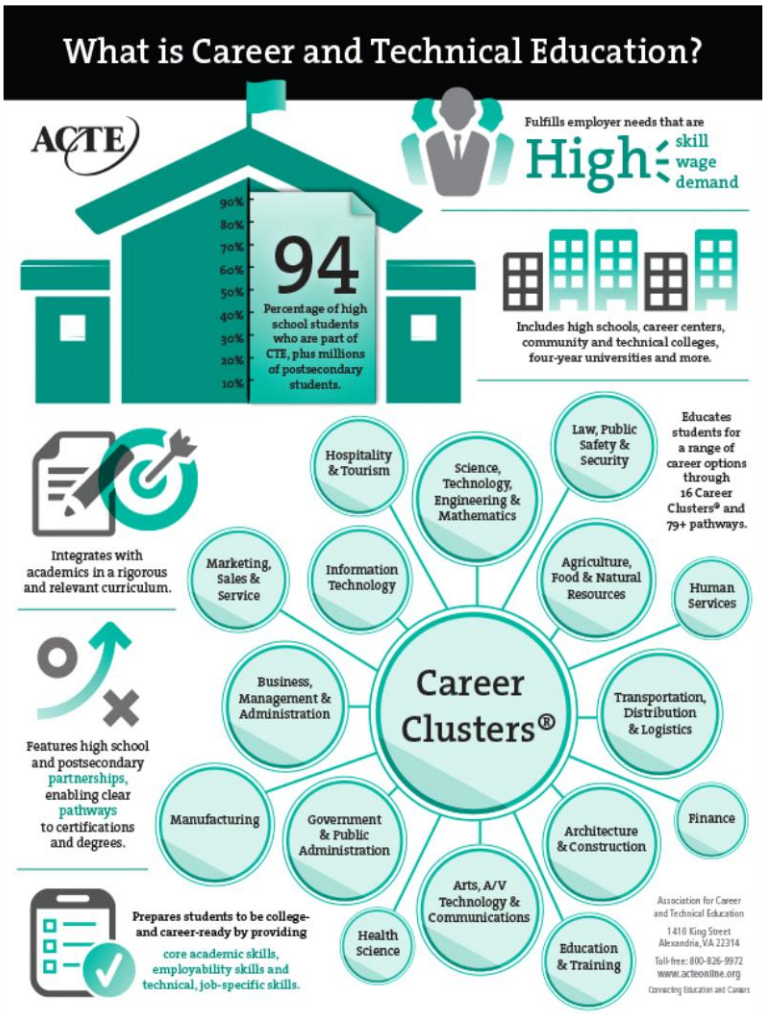

Figure 1. Illustrated are the 16 CTE Career Clusters offered with over 79 pathways represented. High schools and postsecondary colleges off these pathways to offer students industry certifications and degrees. Employers desire the CTE programs offering high skilled and high wage for jobs in high demand. These programs are integrated with academics which 94% of students are participating.

(ACTE, 2013).

History of CTE

Career and Technical education has its beginning along with our country in 1776 with the desire for a free public education. In the first 50 years this education was limited to males; females entered only to prepare to teach. In an effort to prepare a continuous stream of workers with specialized training, the foundations for career and technical education were formed. In the 1840s, women's colleges began to take interest in CTE and public high schools started to come on the scene through 1876. The first manual training school to combine hands-on training and classroom learning was established in St Louis, Missouri, in 1879 by Calvin Woodward (United States History In Context, 2013). The first trade school opened in New York in 1881. In the early 1900s, agriculture schools began to open. From this point, with the realization of the importance of the programs the workforce needed, bills began to get passed in support of CTE. The World Wars caused CTE to expand to include adult education and retraining in technical skills for defense purposes (ACTE, 2013).

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) called for states to offer programs of study (POS). Any educational agency or postsecondary institution may adopt and offer the act to its students who would like to participate in CTE. At the high school level, a POS is a form of career development to assist students in determining future career goals. Students use interests to select a POS (Lewis, Kosine & Overman, 2009). Once a school decides to accept Perkins funds, it only has to offer one POS, and at a minimum:

- Incorporates and aligns secondary and postsecondary education elements;
- Includes academic and CTE content in a coordinated, non-duplicative progression of courses;

- Offers the opportunity, where appropriate, for secondary students to acquire postsecondary credits; and
- Leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

(Threeton, 2010).

Current federal policy and its effect on CTE. The Obama Administration released its budget request for Fiscal Year (FY) 2014 in April of 2012. The president's proposal asked to fund Perkins at $1.1 billion, far below what is necessary to support local CTE programs and the students served. Perkins funding has been reduced by over $100 million since 2010. Sequestration threatens further cuts for the 2013-14 school year. Sequestration is the provision in Budget Control Act of 2011 which created a 'Super Committee' made up of members of Congress. This committee was tasked with creating a plan to cut $1.2 trillion in spending over the next 10 years. Since they failed to come to an agreement, the provision says cuts will be made to the budget automatically across the board. The erosion of Perkins has negatively impacted high schools, CTE centers, community and technical colleges, employers and millions of CTE students nationwide. Investments beyond what is currently allocated through Perkins are necessary to ensure that all students are ready for college and careers beginning with restoration to previous cuts (ACTE, 2013).

All non-defense discretionary (NDD) programs not exempt from sequestration stand to lose 8.2% funding. For Perkins, the loss equates to approximately $92 million in FY 2013. In order for Congress to prevent these cuts from devastating workforce training programs, a balanced approach must be found. Although a $58 billion cut is in place for the 2013 school

year, an appropriations bill was approved for the FY 2014 to increase funding towards the Department of Education for $1.4 billion and to address the effects of sequestration. Although this is a significant step towards restoring funds, programs must not depend solely on Perkins funding to survive (ACTE, 2013).

Professional development for teachers is written into the Perkins bill. Teachers have come to depend on these funds to obtain adequate training required to renew teaching certificates. The classes teachers take include workshops, updates on content knowledge, and technology and are necessary to keep programs cutting edge. Without having the latest information, tools, and software, students would lose interest. Lower-income students rely on Perkins to fund education and would not have the opportunity of furthering education should funds no longer remain. As CTE strives to meet the needs of employers, teachers, students and the workforce, should funds be cut, systems would need to cut programs that support programs needed by all (Hyslop, 2006).

Carroll County College and Career Academy

The College and Career Academy (CCA) is located 50 miles southwest of Atlanta in Carroll County. One of 26 schools in the district and in the 24th largest district in the state, the CCA shares the district with 5 regular high schools, six middle schools, twelve elementary schools, a charter college and an alternative program. Together, the Carroll County Board of Education, West Georgia Technical College and Carroll County Chamber of Commerce applied for and received a grant for $3,050,000 from the Georgia Career Academies Project to build a career and technical focused charter school (Clanton, 2012).

CCA is an extension of the five high schools and is focused on providing a community of learning assisting students in the transition to postsecondary school. Within the programs,

rigorous classes resembling college coursework enhances the performance based instruction. The partnership developed between the schools and the business sector uniquely prepares students for the expectation of the industry. Examples of business and industry partners include nationally recognized 12 For Life program through Southwire Company and Tanner Connections who offer student internships (Clanton, 2012).

To assist the academy's leadership in policy decision, program selection, and potential opportunities for growth in career and technical development, the CCA has a board of advisors made up of parents, educators, business professionals, medical specialists and community leaders. The board promotes and ensures a balance of understanding and communication between the academy and business community (Clanton, 2012).

The vision for the CCA is "Through quality technical and academic instruction, CCA will be recognized as a provider of a premier learning environment for students and a supporter of economic development in our community". The mission is "To prepare students for high-skill, high-wage, high-demand career pathways while meeting the workforce needs of West Georgia". The values of the CCA are as follows:

- All decisions will be made with students welfare first,
- Providing high quality instruction to ensure success for all student,
- Teaching and modeling work ethics will be a priority,
- Treating each other with respect, trust, and dignity,
- Upholding and demonstrating high ethical, educational and fiscal standards,
- Promoting partnerships and team environment,
- Using data to drive planning, actions and decision making,
- Celebrating achievements of students and staff members.

(Clanton, 2012).

The student body at the College and Career Academy consists of 1086 students from tenth through twelfth grade with a maximum student teacher ratio of 28:1. The five regular high schools feed into CCA offering POS in automotive technology, graphic design, climate control technology, architectural drawing and design (CAD), culinary arts, early childhood education (ECE), horticulture, nursing, emergency services, information technology (IT), marketing, work-based learning (WBL), and 12 For Life. Dual enrollment program with West Georgia Technical College are cosmetology, criminal justice, nurse aid, and welding. Culinary arts students represent 12% of CTE students at CCA. Enrollment for culinary arts ties third with graphic arts and emergency services as most popular career choice (Clanton, 2012).

The CCA is on a three block schedule with two 45 minute planning periods. The culinary program is a three part pathway; Introduction to Culinary, Culinary I and Culinary II and optionally at the Chef's discretion, a work-based learning course. Each semester is 18 weeks. The Introduction to Culinary class introduces professionalism in the culinary industry, equipment and product identification, introduction to food safety and sanitation, and the fundamentals and basics of knife skills and safety. Students focus on food safety and sanitation throughout the majority of the first half of the semester. At the midterm, beginning Fall 2013, students will be given the ServSafe Food Safety Manager Certification Exam. During the second half of the semester, students spend two to three days per week in the culinary lab with the remaining time in the culinary classroom for lecture and project based learning activities. The Culinary I class further develops knife skills, masters cooking methods using American cuisines, and covers introduction to baking. Students in Culinary I typically spend three days per week in the culinary lab and two day in the classroom. Culinary II introduces students to International

cuisines, and allows greater creativity in preparing full meals and incorporating garde manger techniques. During this class, students are challenged with baking techniques with the process of making eclairs and breads. Students who show an interest and ability in moving forward to Culinary Arts postsecondary education or are interested in competing in the Skills USA cooking competitions, may have the ability to continue in the pathway as a work-based learning student. The choices for culinary work-based learning students are 1) remain in the culinary classroom for daily hands on training to improve skills, 2) work with Tanner Connections as an unpaid intern in the hospital's foodservice kitchen or bistro, 3) work with Carrollton Club community gaining hands-on experience in the assisted living foodservice sector. Because of the advanced skills of the Culinary II and work-based learning students, second block is generally reserved these students since it is the longest of the 3 blocks and is midday when many events may be catered. Culinary II students have weeks where the entire week is spent in the culinary lab while any work-based learning students have 95% lab time throughout the semester. Enrollment for 2009-2010 was 68 students, 2010-2011 was 61, 2011-2012 was 58, and 2012-2013 was 49. Current enrollment for the 2013-2014 is 84 students with 35 being forced to take the second choice (Personal Knowledge).

Vocational Funding

State, federal, and private funding and fundraising are the sources of income for the CCA. State funding is determined by Full-Time Equivalent (FTE) students. In order for a student to earn FTE, they must be enrolled in one of seventeen program categories, one being vocational programs. The state of Georgia uses the formula, Unweighted FTE = Rounded ((Sum All Segments)/6), for vocational programs as a mechanism to issue funds to local school systems. A weight is assigned to each school based on the block scheduling the school offers.

The CCA is reported as 'k' weight since it has three 90 minute blocks plus two 45 minute skinnies. A skinny is a 45 minute block of time embedded into a school's block schedule. Student enrollment reporting is required by the Quality Basic Education Act (QBE). The dollar amount given to each school is determined by the Georgia General Assembly (Georgia Department of Education [GADOE], 2012).

Perkins grant funds are the federal dollars allocated to CTE. Once applied for and approved, these funds are matching state funds. The purpose of these funds is to pay for vocational staff, purchase materials for laboratories which include occupationally relevant equipment, develop or modify curriculum, integrate aspects of vocational, technical and academic instruction, and give remedial classes. Staff development, supplemental services for special needs students, and activities related to career and guidance counseling are also covered by Perkins funds. When applying for these grants, a five year plan must accompany the application to explain how funds will be distributed. Although there are no eligibility requirement, grants are awarded based on the size and population of the schools, age group services and the state's per-capita income. Provided a state has Title 1 schools, more money is slotted to go to that state based on need. Title 1 denotes poverty level income. 56% of the student population attending CCA is considered Title I and receives approximately $1,066 per student. This amount covers all costs including teacher's salaries and maintenance (GADOE, 2012)

Title 2 schools include postsecondary institutions but may also include secondary education if dual-enrollment programs are offered. The purpose of the Tech-Prep education grants is to assist students in obtaining an undergraduate degree. Each state is given a legal cap and floor for Perkins distributions. Awarding the grant is a multi-step process that requires the

size of the school population, the age groups, and the state's three year per-capita income. This information is used in a formula with the United States' three year per capita income and total appropriations for basic grants to calculate the final numbers (GADOE, 2012).

Private funds are in the form of in-kind donations from teachers on staff, individuals, and community businesses. Businesses also supply and equipment donations such as paper products and chicken for fundraisers held by the culinary program. Fundraising has been the most consistent of private efforts in earning capital for POS. School-wide, the CCA teachers have snack carts that sell low cost foods and drinks to help supplement supply money. The culinary program uses foods developed from the curriculum to sell and holds special event sales such as monthly lunches, themed events centered around holidays such as the Christmas bake sale, and seasonal events such as barbecue fundraisers (personal knowledge). The food-related fundraisers currently used in school systems nationwide are in jeopardy due to the new nutrition regulations for the 2014-2015 FY. The new guidelines are geared towards smarter snack choices in schools but allow time-honored traditions for bake sales and fundraisers. While students and teachers get acquainted and adjusted to the new guidelines, there may be a slump in sales for schools like the CCA who have depended on student preferred snacks being sold (United States Department of Agriculture [USDA], 2013).

Fundraising Principles and Practices

Types of Fundraising

Fundraising denotes raising funds for a specific cause or project (Wordnet, 2013). Consistent and increased giving from sources of funding, especially during the current economic climate, can be unstable. Securing multiple income streams enhances the possibility to success. Fundraising has become essential (Conroy & Lefever, 1997) with economic and social

challenges but also opportunity (Curry, Rodin & Carlson, 2012). There are two essential functions fundraisers perform; provide annual revenue and build endowments. The three main areas this section will focus on are grants, sponsorships, and events as sources of revenue. It will outline principles and guidelines for properly using these techniques.

Grants and sponsorships can come from private, being businesses or corporations, or public sources such as government grants (GuideStar, 2010). While details of grant writing are beyond the scope of the paper, some basic principles are that when writing and submitting a grant proposal, the format, length, and details should be precise well before the deadline approaches and be careful to include all costs, budgets, and charts when submitting information for review (Devine, 2009).

One of the greatest resources is peers. Seeking individual grantees to ask questions regarding the grant writing process prior to approaching an organization is good preparation in understanding the process. Charities are a source likely willing to share grant writing experiences. It is important to know the field in which the grant will be proposed; being specific and honest in communications (Preston, 2011). It is equally important to know the amount of money, supplies, or services are desired prior to contacting the grant maker (Rossetti, 2010). It helps to have researched the topic and correlate to the goals of the cause with the beliefs and goals of the foundation or grant maker. Grant makers are impressed when a grant writer is familiar with the company (Devine, 2009). This means that a grant proposal is not a one size fits all document, rather it should be tailored to pique the unique interests of each organization it is submitted to (Devine, 2009). Grant makers are not very interested in assisting a struggling organization with a new venture (Devine, 2009), but would rather assist in bridging the gaps left when the government fall short of previously secured funding (Preston, 2011). When selling the

cause or project, grant makers need to feel the money is well spent (Devine, 2009). When approaching an organization, emphasize collaboration, emphasize benefits, focus on what is immediately pressing, and how costs are being reduced. Grant makers want to see the grants being used for the purposes given. Even if an organization has to cut back the programs it offers, this shows the organization is being run efficiently and effectively (Preston, 2011).

A sponsor is someone who can benefit by being associated with an organization or one who channels resources to an organization. Sponsorship is considered a partnership or relationship builder. Carefully consider which companies and organizations would be good partnerships. For a school to gain a sponsor, the sponsor also gets an added tax benefit. Companies like to be affiliated with a good cause so having multiple sponsors is ideal. When choosing sponsors, begin with companies with whom the organization already has a relationship. Approved vendors and suppliers are a start. Whether the vendors and suppliers can sponsor is hopeful, do not be ashamed to ask for referrals of affiliates who may be interested in sponsorship (Rosetti, 2010).

During committee or advisory board meetings, brainstorm potential sponsors. Once a list has been created, script what will be said in phone conversations or letters. A few topics to be covered would be to explain why the company was chosen to be a sponsor, organization information on hand, what is being requested, in what amounts and for what purpose, what the company will get in exchange such as exposure or recognition (Rossetti, 2010). Of course it is a good idea to attract corporate sponsors. Thinking of tangible and intangible ways companies can benefit from being a sponsor such as finding ways to team up a potential sponsor with an existing one (Martin, 2004).

Planning an event can be tricky when trying to determine the why, what, how much, how to, when, where, what time, budget and target audience. Events can be great money makers but require extensive planning and can be expensive. Have a purpose ironed out (Garecht, 2013). Four good reasons to hold an event would be unrestricted income, promoting awareness, development of staff and volunteers, and involving donors (Wheel, n.d.). Feel free to incorporate multiple goals into holding an event. Gaining publicity and making money go well together. It is a good idea to set a specific dollar amount, typically the amount after costs. When budgeting to determine the net figure, be sure to include all expenses from staff to utilities. Every aspect of making the event happen should be included plus a little extra for incidentals. When considering what time of year to hold an event, consider the time of year, other events that may already be scheduled, when the organization held its last event, and when the organizer will have time to put everything together. Planning events annually and keeping a timeline for deadlines keeps the event on target (Wheel, n.d.).

The host committee is made up of people who have contributed substantial amounts of money to the event, are in charge of supporting the event financially and making sure all others do the same. Once the target audience is decided a marketing plan should be executed to ensure the word gets around. Procedures must be in place to allow contributions to be accepted. Ideas are ticket sales and how they will be issued, VIP sales, and product sales payments at the event (Garecht, 2013). Having a celebrity dinner or a raffle increases sales and may be incorporated into an event (Wheel, n.d.). Once the event is set up, do a practice run to ensure the 'flow' of the event. When it is complete, be sure to thank everyone involved. This would include everyone from the volunteers to the contributors (Garecht, 2013).

Remove as much burden as possible from the organization. Media outlets make it a common practice to provide coverage for non-profit events whether it is television, radio or print. Create a fundraising committee that will handle each aspect of the event. Some volunteers may have dual roles, however, involve as many people as it takes. Partner with other organizations for in-kind donations to curb costs or provide a service to enhance the event such as massages for adults or bounce houses for children. Be aware of all legal requirements and be sure to comply, including adequate liability insurance and permits. Maintain the public's confidence, being sure to report back to donors showing good fundraising practices. Safeguard everyone involved including staff, volunteers and donors. Take preventative measures against fraud (Wheel, n.d.)

Choosing an Approach

Every aspect of fundraising can be a challenge. Choosing an approach can be especially daunting when reaching out to constituents. Determining who to approach for donations may be the toughest with how to solicit donors being a close second. Starting out with key issues already determined will help streamline the process. When approaching businesses, there is no room for shyness. What could be offered to businesses is access to a new audience in those who are associated with the nonprofit. The relationship may be the first time one organization has heard of the other. It is a great chance for community public relations; people enjoy seeing businesses become community driven or expand throughout the community. The potential tax benefits can also be beneficial to business (Casey, 2007).

Besides being concerned with which companies or individuals to approach, how to approach must be considered. There are two ways to approach potential constituents; by desiring a transactional gift or a transformational gift. Transactional gifts are the easier of the two where the case is made and a contribution is given. A transformational gift has emotions attached. For

example, when asking a constituent to make a difference in someone's life, the gift is tied to emotions and what is given can reflect how emotional the donor feels about making a difference. Transformational giving is tied to the donor and the need. Although the desire is to meet the financial goal, transformational giving involves the donor to the point where giving is consistent and consistently increasing (Perry, R. & Schreifels, J., 2013).

Once the target audience has been identified such as a hospitality organization or corporation for example, the preferred method of contact must be determined. Incurring unnecessary expenses should be avoided with a plan of action. An example would be only sending information to target groups and individuals who have requested information. Once a plan is in place, efforts to financially support the plan must materialize prior to beginning the fundraising process. These costs should be incorporated into the goal amount.

A hurdle in reaching a corporate entity is first building a relationship with someone who makes the decisions or who is influential in the decision-making process. It is expected that large gifts usually come from large companies however companies are often bombarded with support requests daily. Connecting to the right person makes the difference. Be careful not to forget about individual targets. It is important to remember that 80% of philanthropic giving comes from individuals. When honing in on individuals to solicit, previous graduates are the number one target. Since a connection already exists, it boils down to the power of the 'ask'. People enjoy giving; rarely is it a haphazard decision (Conroy & Lefever, 1997).

Depending on the preference of the person being solicited, it is advisable to determine whether contact will be through direct mail, telephone, or personal contact. Direct mail is the easiest in terms of sending but the graphics chosen must be strategically designed. Once convinced to open the envelope, catching the recipient's eye and wording it to gain enough

interest to warrant a response is challenging. Direct mail brings the lowest yield, 2-10%, however, has the potential for large gifts. Telephone solicitation does better than direct mail in generating a strong flow of income. The expectation is 25% less than the requested amount from less than half of those contacted. The down side to phone solicitations are the number of organizations using this method and the negative perception is has incurred. Most of the population are not interested in being pressured or given a guilt trip regarding willingness to give. For the organizations that do not participate in pressure sales, typically the knowledge about the cause is not apparent (Conroy & Lefever, 1997).

Personal solicitation has always and still receives the greatest return. The relationships developed foster the ideal conditions to convince donors to give such as the volunteer that asks for the donation is usually someone who has a strong connection with the program making them the perfect solicitor of their peers. 75% of the time donors give at least half the amount asked when asked by someone who has a personal connection (Conroy & Lefever, 1997).

Funding the Fundraiser

An initial investment is needed to secure materials in order to generate gifts helping to jumpstart the flow of funds. It costs money to make money. It is important to consider fundraising an investment. Set short-term and long-term goals with various amounts keeping track of progress. By doing this, staying abreast keeps the momentum going. Patience is required as it take months or years for relationships to build. It is better to wait on the return than to borrow and have debt while waiting. Meeting short-term goals throughout can be less expensive and have a quick turnaround (Holmes, 2010).

Organizing Fundraising Efforts

Community colleges nationwide have recently joined universities in supplementing fundraising efforts (Ryan & Palmer, 2005). It makes sense for the high school sector to do the same. Since the 1970's, traditionally, government appropriations were obtained through lobbyists. The idea is to obtain visibility using the school's programs that lead to securing government and corporate resources. Since administrative and staff fiscal leadership now includes fundraising, efforts have been more promising. With the investment in fundraising, institutional revenue has increased as the school's visibility has increased due to contributions to workforce development (Ryan et al, 2005).

All schools have some capacity to fundraise. The extent to which an organization can fundraise and its success depends on available funds and efforts focused on community relations. Instead of convincing others and relying on publicity, exchange and communal relationships build naturally in securing resources (Ryan et al, 2005). Exchange relationships entail the exchange of one's resources or expertise (Ryan, 2005). This relationship is described as a mutual commitment or communal relationship. Each party desires to see the other flourish and benefit. Fundraising efforts cannot be successful by one person alone. A team of individuals is needed to research organizations seeking out possible sources of funding, organizing, planning, and public relations. Large institutions have separate departments for a college's development office and foundation. These departments have memorandums of understanding (MOUs) to assist with determining fundraising priorities and to prevent duplicate funding (Ryan et al, 2005).

Increases or decreases in revenues are often associated with the degree of personal contact the school had with the individuals. When revenues increased, it is because the school was clearer in the message and purpose of use of funds. Program results can be credited to

positive and frequent communication and public relations strategies (Curry et al, 2012). Presenting a program to the public must be done professionally. Organizations are beginning to use technology and social media to reach out to businesses and the community. Ensure the message is clear and information is factual and grammatically correct. The core challenge is to present the programs that speak to the realities (Curry et al, 2012) of current workforce needs.

The president of the college is the best person to advocate. Devoting a great deal of time away from campus is essential in influencing business and community leaders. When the administrator goes out it strengthen public relations and marketing efforts (Nami, 2009). In years past, it has been the expectation that the president spend most of his time handling academic affairs. However, as colleges see the need to substantially increase revenues, it will be necessary to look beyond what has been long accepted and expected; shifting towards a new outward vision that goes beyond that of increased tuition being an only option (Ryan et al, 2005). Providing leadership and guidance to volunteers to help identify and define areas where funds are needed should be the focus. The president or director of the program should be the one prepared to ask for gifts depending on the size of the gift potential (Conroy & Lefever, 1997). Another way to look at fundraising is to call it friendraising due to the key components being development of relationships (Nami, 2009).

To justify the benefit of a fundraising program and the money spent investing in it, a good strategy is to concentrate on community partnerships that have already been established. When having a fundraising campaign, it is not uncommon for funds to be designated for a specific purpose (Ryan et al, 2005) such as equipment or scholarship. Using community partners and designated giving can yield substantial benefits of visibility to the community early on (Ryan et al, 2005). A successful strategy is to follow leads that naturally surface (Ryan et al, 2005).

Additional funds offset high costs while enhancing other program activities such as career days. Non-profits have the added benefit of gaining capital from all generations of philanthropists although competition for funds is steep (Conroy & Lefever, 1997). The president of an Atlanta consulting firm, Alexander, Haas, O'Neil and Martin, suggested that in preparing to raise funds for an organization, there are three things that are absolute essentials: 1) Develop a written plan that details the program's fundraising plans, 2) Define the case of support for those who will support the program, 3) Attract the resources the programs need, and 4) recruit volunteer leaders (Conroy & Lefever, 1997). Between 2008 and 2009, 40% of American non-profit organizations experienced severe financial stress. Many of these had to cut hours and staff to survive (Curry et al, 2012).

It is essential to have a strong group of volunteers to run the fundraising campaign. When an advisory board exists, the members can become the campaign volunteers. It should be written and expected that the essential roles of advisory board members are to serve as an advocate of the program, assist in developing both the program's public image and fundraising plan (Conroy & Lefever, 1997).

Every person is a potential donor; internal and external. Strategies should be in place to approach institutional leaders regarding participation in supporting programs. Hospitality programs have higher potential to gain visibility to potential donors while arranging events, but must be careful when approached with suggestions from leadership how additional funds given can be used for another agenda (Conroy & Lefever, 1997).

Fundraising Plan Considerations

When preparing to create a fundraising plan there are steps to take: 1) evaluate giving history, 2) prepare goal-setting procedures and considerations, 3) make pre-planning a priority,

4) consider all fundraising strategies, 5) write it down and make it plain, and 6) monitor progress and evaluate success (Stevenson, 2011). Each area of planning clarifies the strategies being implemented.

Putting a fundraising plan together. A written plan is essential in keeping a program on track and providing an opportunity to measure success. The plan should include the following:

- Past fundraising accomplishments
- Program's current state
- Program goals
- Estimated costs of future projects
- Steps to achieve necessary funding (such as identification of volunteers)
- Fundraising schedule
- Plans for donor recognition

(Conroy & Lefever, 1997)

Incorporated into the plan should be strategies to implement annual campaigns, major gifts and planned giving. Sections to include are budgets, staffing, gift-tracking procedures, publications that will support the program. Publications should be used to highlight needs, solicit contributions, donor recognition, and showcase success.

The most important portion of the development plan is the case statement. The connection needed to make a donor go from considering supporting an organization to desiring to leave a legacy is a matter of emphasizing the benefits of satisfaction; self satisfaction and the satisfaction of knowing a difference is being made. Organizations must show a great past and an organized future for donors to buy in. The mission should be explained how donor support can

be achieved. Specific dollar amounts and a clear program director vision are key elements to incorporate (Conroy & Lefever, 1997).

Evaluate giving history and goal setting procedures. Beginning with evaluating existing programs, it is best to look at gifts received the previous year, the types of gifts received, and who gave each gift. This information from previous years gives a good indication and quantifies each area of viability. Weigh each program or event to determine its payoff in the long-term and short-term. Determine how each donor was solicited, and if a better course of contact would be best in the future. Startup organizations have no choice but to create a first year plan (Stevenson, 2011).

Organizations with yearlong development operations have been the most successful, with fundraising plans. Conducting a SWOT analysis for the organization will provide valuable insight into what direction should be taken. Investments of resources and time should go where strengths and opportunities intersect. Where there are weaknesses and threats, unless it must be maintained, it is best to divest. In strong areas met with threats, find ways to defend what is being done to capitalize on that strength. The most improvement can be made when weaknesses meet opportunities. If making an investment is best for a weak area that has great potential, take the opportunity and strengthen the weakness (Stevenson, 2011).

Multiple historical comparisons of information can be the best indicator of future plans. Rather than only using the previous year's data, comparing all data can show trends and reveal inconsistencies. The data can show giving levels, constituency types, geographical data, age, gender, number of first time donors, lybunts which are those who gave last year but not this year, which type of solicitation was most effective, and types of gifts received. Knowing this information provides a solid foundation in making informed future decisions (Stevenson, 2011).

Make Pre-Planning a Priority

A road map for goal setting can lead to increased revenues. The best strategy is to plan two years ahead, giving the organization a well prepared start into each year where delaying could lead to missed opportunities or failure. Being two years ahead will solidify plans, help illustrate future goals, ease the planning process for the following year and anticipate budgets and costs more accurately. Starting with a timeline as a map, including goals, objectives, and action plans avoids procrastination and allows time to review systems and policies. Systems and policies that should be in place are pledge forms and letters of intent, board and volunteer selection, marketing material, identity guidelines, prospect tracking system, prospect research policy, planned gifts policy, gift acceptance policies and procedures, gift acknowledgement process, and filing systems (Stevenson, 2011).

Too many organizations began fundraising by announcing efforts to realize not enough prospects exist, lacking any potential of reaching the goals set. When major gift prospects are an issue, developing a plan to identify and cultivate a three to five year plan should become priority. Once the plan and prospects are in place, a pool of capable and committed prospects are in to launch the fundraiser. The basic components of a plan should include recruiting board members with the capability of producing high end gifts, identifying the area's most financially capable businesses and individuals, developing specific ongoing plan of cultivation for at least six prospects which would be prior to solicitation, and seek to involve those prospects in planning, serving, being on the advisory committee, or filling out surveys (Stevenson, 2011).

Next, a yearlong plan for soliciting non-donors should be developed. This plan's goal is to convert non-donors into contributors outlining the most effective strategies. List names of non-donors to target and share this list with the board. Determine how to reach out, solicit, and

what benefits and incentives will be offered to first time givers. Coordinate a special event to educate the public. Instruct staff on beginning the solicitation plan outlined for each prospect. Secure a challenge gift that will match donations received. Host a series of receptions onsite for donors to participate and serve non-donors (Stevenson, 2011).

Event planning is another area that needs preplanning attention. Objectives for the event must be outlined first. Objectives should be quantifiable and measurable such as, setting a specific dollar amount, attracting a certain number of attendees, coordinating a certain number of events, and choosing a percentage increase in attendees and financial gifts for the upcoming years. Keeping donors abreast of progress and future plans builds excitement, motivation and many times, sustained or increased giving (Stevenson, 2011).

Write it Down and Make it Plain

Once planning is complete, it needs to be documented and become a written guide serving as the fundraising instructional manual. It is important every aspect is included as it will guide every operational effort including goals, objectives, strategies, action plans, and timetables. Be sure to plan to plan including a calendar which has specific dates for planning to ensure there are no delays. Throughout the year, this document will be the centerpiece of all activities. It is best used when referred to and monitored daily or weekly (Stevenson, 2011).

Monitor Progress and Evaluate Success

At year's end, conduct an evaluation of progress. The simplest indicator is annual net giving. Using a benchmark for expenses from other programs gives a comparison, however, if there are no tools to compare, segmenting giving is how each revenue stream is tracked. Create a year-end report to include data on gifts, donors, fundraising methods, budget issues, shortcomings or disappointments, key accomplishments and key recommendations. Identify

lybunts and find out why contributions have ceased. This information can give insight into an area of weakness or an area that is being overlooked. Addressing these issues can reestablish connections causing these donors to resume contributions (Stevenson, 2011).

Examples and Ideas for Fundraising Success

Universities, colleges, hospitality organizations, restaurants and schools all have declining income streams. Creative thinking to gain or retain the interest of constituents who have an interest, have previously received assistance, or invested in a program are partnerships worth pursuing to sustain organizations. Utilizing giving campaigns, capital programs, donor solicitation and old fashioned sales have made staying afloat possible (Milliron et al, 2003). This section of the paper will discuss specific examples of successful fundraising activities and donors.

Funds for Charities and Non-Profits

Cookbook fundraisers have long been an American tradition used since 1901 to solicit funds. Some examples are "Doctors with Borders" by Ginger Mayerson and the "The Hollywood Cookbook: Cooking for Causes" by screenwriter Jackie Zabel and former actress Morgan Most. Typically for charity, photographers, writers, and contributors such as celebrity chefs, donate or discount their time, recipes and talents putting together the finished work. These cookbooks can include regional recipes and practices, all incorporating a sense of community and collective action. Proceeds are given to one or more charities to further a cause (Michaels, 2007).

The culinary kids program, Morry's Camp in Glen Spey, New York, teaches kids healthy eating habits by teaching nutrition education to make better choices. In the foods they learn to cook, ways to make foods healthier are introduced. Culinary skills are taught through etiquette,

culinary terminology, reading recipes, and learning proper measuring techniques and how to use kitchen equipment. Kitchen safety and practices are emphasized throughout the camp giving students an opportunity to practice what has been taught. Cooking skills are a life skill all children need to potentially live healthier lives ("Morry's campers carry," 2009).

Culinary events. Careers through Culinary Arts Program's (C-CAP) holds an annual tasting event to raise funds for foodservice scholarships and mentoring programs. It also does a Cooking Competition for Scholarships. These events utilize celebrity and corporate chefs as well as television personalities (Nation's Restaurant News, 2008). In 2013 the event honored nearly 50 years of work of chef Tony May with 40 chefs preparing 40 dishes. General admission tickets were $550 with VIP tickets ranging between $700-$1000. A silent auction was also held which included a deluxe Italian excursion ($8,000 value) and one week in Positano's Villa Tre on the Amalfi Coast valued at $21,000 ("2013 Annual C-CAP," 2013). A partnership between Cornell and The Culinary Institute of America split raised funds for the inaugural Golf Food and Wine Classic. Two dozen top chefs participated. The event was a day of golf culminating into a dinner (Frumkin, 2003).

Charlie Trotter holds an annual dinner for the Charlie Trotter Culinary Education Program which awards scholarships to those seeking culinary arts degrees. The meal is 8 courses and accompanied by wines donated for the cause. The same foundation hosts dinners weekly for middle grades students to acquaint and peak interest in culinary careers (Walkup, 1999). A three day fundraiser called Savor Dallas featuring 50 Dallas, Texas chefs was held Greater Dallas Restaurant Association Education and Scholarship fund. Included were food trend seminars, wine samplings and a tasting (Nation's Restaurant News, 2006).

Cooking Fools is an organization in Chicago that partners with non-profit organizations making it easy to raise $1,000-$5,000 by offering cooking classes and cooking parties. A wide range of menu items from handmade pasta to international hors d'oeuvres can suit most budgets reach fundraising goals. Besides cooking parties, Cooking Fools offers catering and teambuilding for corporations (Cooking Fools, 2012).

High school fundraisers. Many CTE schools conduct various events which net decent amounts to go towards program costs. Bake sales draw attention at any time of the year. A school in Ohio nets $3,000 with sweet treats. Placing collection bins around the school for bottles adds ten cents per bottle for a program in Mississippi. Candle fundraisers are popular for a school in Virginia for Mother's Day and Pre-Thanksgiving, netting $2,700. Construction students build a custom playhouse in Mississippi to raffle earning the program $10,000. Hosting a dinner in California brought in $3,000. Penny wars can be fun, netting an Oklahoma school $1,700 free and clear (Skills USA, n.d.). Table 1 shows examples of events, how much was earned and what state each event was held.

Table 1

Fundraising Net Sales

Event	Net Earned	State
70's Dance	$200.00	WV
Admission	$1,500.00	OH
Bake Sale	$3,000.00	OH
Bottle Collection	.10 cents ea	MS
Citrus Sale	$1,400.00	VA
Craft Show	$5,000.00	OH
Golf Tournament	$4,000.00	MS
Golf Tournament	$2,500.00	VA
Grilling for Dollars	$500.00	MN
Grilling for Dollars	$700.00	OR
Interior Candles	$2,700.00	VA
Magazine Sales	$4-10,000	OH
Monthly Food Sales	$300.00	IL
Penny War	$1,700.00	OK
Playhouse Raffle	$10,000.00	MS
Propane Cookers	$1,400.00	GA
Snacks and Juices	$300 week	MD
Steak Dinner	3,000.00	CA
Yard Sale	$1,000.00	GA

Note: States are abbreviated. Information is from those who submitted figures to Skills USA.

(Skills USA, 2013).

Individual contributions. The Culinary Institute of America, in Hyde Park, N.Y., has received a pledge of $35-million from Christopher Goldsbury. Mr. Goldsbury once took a baking class at the Institute and is the former owner of Pace Foods in San Antonio. The donation is to encourage Latinos to pursue leadership positions in the American food-service industry. Twenty million dollars of the gift is earmarked for student scholarships (Valparaiso, 2003).

A nurse who retired from the Naples Community Hospital, gave an unrestricted gift of 12 million dollars to the International College, in Naples, Florida. The institution decided to change its name to Hodges University in honor of the donors (Philanthropy.com, 2013).

Pennsylvania State University, in University Park, has received a pledge of $10-million from Charles Smith, founder of State College Audio-Visual Supply, in Pennsylvania, and Pennsylvania State graduate. The purpose is to help build a 400-acre arboretum that will comprise gardens, educational and research facilities, a visitors' center, and a conservatory

Albright College received one million dollars from Frank Franco, a retired physician and two gifts of $1-million each from two anonymous donors. These gifts are earmarked to help build the college's new science center. These donations show the dedication donors have to further personal interests. Finding ways to make needs known and giving enough information about the program or cause is desirable and makes contributing easy for anonymous donors.

Summary

For the last 50 years, career and technical education has played an integral part in preparing new generations for the workforce. Career and technical student organizations have made it possible for students to showcase skills learned. The competitions drive students to take

on leadership roles and develop leadership skills. The strides being made in career and technical education is in constant jeopardy at the federal policy level. This coming school year, the Carroll County, Georgia school system is being cut nearly nine percent totaling $19,000 in Perkins funds. This is the largest cut in 11 years and could mean an entire program may be cut.

The literature review revealed aspects of fundraising that include the need to consider the type of fundraising that will be done, how potential donors will be approached, keeping in mind it takes an investment to begin, and the importance of organizing each step. A fundraising plan must be organized which would include history, the organization's current state, future goals, estimated costs, steps it takes to get funding, a fundraising schedule, and ideas for donor recognition. Monitoring and evaluating are essential components which are often overlooked. This document would serve as the fundraising manual.

Based on this information and the fundraising ideas within this paper, the CCA culinary program will evaluate its current relationships and recent fundraising history then set one to five year goals. These goals will incorporate food sales, facility tours, adding events to attend, hosting cooking classes, and establishing planned giving and scholarship programs.

PART THREE

Introduction

By evaluating the program itself and from a financial perspective, a SWOT analysis reveals areas that can be capitalized on. Given the history compared to goals, the CCA culinary program has the potential to raise substantial funds. The fundraising plans outline strategies designed to increase supply money the first two years by focusing on regular food sales and catered events. Years three and four will begin to incorporate planned giving through scheduled giving or bequests. By year five, a scholarship fund will be set up to assist students with post secondary education. Throughout the financial plan, efforts towards community relations will provide students tours, demonstrations, and possibly job opportunities.

History and Goal Setting

History

The Chamber of Commerce and the Carroll County school system have always had a close working relationship. This partnership led an employee of the Chamber to facilitate a meeting with the school and decision makers of Sugar Foods, Inc. The culinary students had the opportunity to cater the luncheon. Sugar Foods, Inc. was impressed by the food and service of the culinary students. Sugar Foods, Inc. offered product to assist the program and made phone calls to initiate a partnership between the school and Pilgrim's Pride, a local chicken plant. Having a relationship with the chicken plant will assist in furthering the school's funds through in-kind donations and wholesale purchasing privileges. Once the Pilgrim's Pride supervisor, who is an alumni of the school, toured the renovated property and all the programs, an account set up was approved. Since then, chicken has been donated for fundraising efforts to send one

student to competition. Sugar Foods, Inc. has donated food products to the College and Career Academy in exchange for pictures of students using the product. Giving to the school is a give back opportunity for both organizations boosting employee morale.

The school also has a partnership with the local hospital and assisted living community. Tanner Healthcare is the hospital providing CCA students with internship opportunities. The kitchen manager is on the culinary advisory board. A previous student was promoted to a full-time managerial position with the hospital's cafe after completing high school. Tanner also works closely with other programs at the CCA such as information technology, graphic design, marketing and healthcare. The Carrollton Club is the assisted living facility offering culinary students internship opportunities. The CCA would like to prepare more students to fill all current internship positions and create more opportunities for internships in various sectors of the industries represented. For culinary, the areas needing internships are baking, hospitality, and tourism.

Food sales to the student body and faculty for this year were successful. Gross fundraisers including catered events were $ 7,178.12 with $538.00 left at the end of the school year. The product used for sales were the result of student practice. Students typically make enough product for everyone to taste. When planning to sell, recipes are multiplied to yield the additional product without having to utilize another class period to complete items. Special events such as monthly lunches, bake sales, barbecues, hosting catered events are all worked into each class' standards. The Introduction to Culinary class practices knife skills by doing the bulk of the prep. Culinary I does most of the advanced prep such as putting the side dishes together and cutting meat while Culinary II will usually cook off each part of the meal, garnish, set up, serve, and clean up after each event.

SWOT Analysis

SWOT is an acronym for strengths, weaknesses, opportunities and threats which is used as an organizational assessment or evaluation tool. Using a SWOT analysis can assist in clarifying goals or planning and analysis. Findings can show what is being done well, areas needing improvement, identify existing opportunities and reveal threats (Colbert, 2013).

Strengths.

- Established program (Over 20 years)
- Newly remodeled facility
- New commercial equipment
- Significant enrollment
- County recognition (counselor recommendations)

Weaknesses.

- Student socioeconomic situations
- Student scheduling issues
- Mixed level classes
- Advanced underclassmen
- Logistics issues (covering five geographic areas)
- Able to schedule few events on campus

Opportunities.

- Access to five feeder high schools with 4500 students
- Adult night classes through West Georgia Technical College held on site and serving as feeder program to CCA students

- Adjacent to college campus – can sell food
- Able to partner with other campus CTSOs
- Business partners donating food (Sugar Foods) and giving wholesale prices (Pilgrim's Pride)
- On site garden's yield potential to sell and save money

Threats.

- Decreased funding year to year
- Economy – students cannot always afford to participate
- Enrollment to sustain programs and teachers due to families moving away due to the economy
- Repetitive fundraising can lose interest - need new and fresh ideas
- Competition – multiple fundraising going on at once
- Approval obstacle – must give one and a half months notice for board, principle and bookkeeper approval. Board seeks healthier options.

Overall Goals

The culinary program's sales and events will be executed more smoothly through repetition. For example, baked goods could be designated for Thursday sales and Fun Foods on Friday advertised daily on the culinary board. Having the expectation of what is for sale can increase sales by allowing consumer anticipation to drive sales.

Financially, the one to two year overall goal is to begin working towards $20,000 per year in supply money. The goal budget outline is to have $5,500 allotted from the county, $2,000 from annual planned giving, $4,500 in the scholarship fund, $2,000 from cooking

workshops, $4,000 from WBL breakfast and catered events, and $2,000 in daily and pre-paid food sales. The county allotment and food sales would be used for the purchase of consumables such as food and cleaning supplies. Planned monthly giving and catered events funds will be used for travel, competition and registration costs, equipment and uniforms. Bequests will go to the scholarship funds unless otherwise designated. The starting goal for the giving program is 20 people pledging $100 annually or any equivalent with five to include the academy as part of a personal will or estate. Scholarship fund goals begin at $4,500 per year to issue 18 students $250 scholarships each.

Using a legal pad, transactions will be written daily as money is spent or deposited. Transactions will be entered weekly into a spreadsheet by a WBL student. The spreadsheet will be set-up into categories with totals for each. This will allow easy access and retrieval of program specific information. Keeping the ledger balance updated is also helpful in emergency situations where supplies or replacement items may be necessary.

The Plans

Years One and Two

There are several areas needing immediate focus during the first two years. The goal is to begin keeping track of culinary costs and sales with accuracy. By creating consistent fundraisers, students and faculty can anticipate and be prepared to purchase food items being sold. Relationships with vendors and producers need to be established and nurtured. To provide variety to students, speakers and tours need to be arranged. Due to repeated inquiries, a series of workshops need to be designed capitalizing on the interest.

In an effort to provide consistency and anticipation, a list of calendar events by date will be prepared. The calendar will roll-over past events that have been successful. Events are

catered events or special events which are not already included in the daily curriculum, however, are incorporated and aligned with standards. Each event requires preorders and any leftovers will be served on a first come, first serve basis to the student body to prevent excessive waste and optimize funds. Product items students practice as part of the curriculum include breads and pastries, ethnic cuisine such as stir fry, breakfast items, salads and group creations are sold to the student body per serving. Selling these items assist with offsetting grocery costs and do not require preordering. As an incentive, students will be allowed to put together items to sell once completing class work provided there is time and sufficient product. Items prepared would be quick breads, freeze cups, or parfaits. The events are initially an investment bringing in a larger sum of money that can be used for student travel and expenses, gardening supplies, equipment replacement, or uniforms. Students have the opportunity to stay after school or stay an extra class period for event preparation allowing additional hands on experience.

Pilgrim's Pride, Sugar Foods and US Foodservice are companies where the relationship needs to be more involved as far as purchasing, attending events, and organizing tours. Pilgrim's Pride is a local chicken plant able to sale mixed and irregular cuts of chicken at lower, wholesale prices. Approval has been granted to set up accounts and have free delivery. The next step is to connect with the appropriate department to establish an account, by providing the necessary documents and placing the first order to be received by the first month of school. Because the CCA will be purchasing on a small scale, Pilgrim's Pride prefers orders be placed on a semester basis. Next, the school will inquire about available dates students may visit the plant to learn about processing chicken to gain a better understanding of the farm to table process. Students do not think about chicken having first been an animal. Further, many cannot imagine the process that happens when getting chicken to the grocer. Seeing this process and the manpower it takes

will also help students make better sense of purchasing and cost control when learning through textbooks.

US Foodservice is already an established account though the relationship needs depth. US Foodservice hosts food shows in which students need to be able to participate. Food shows bring life to the program for students who have only seen the industry from one perspective providing inspiration, purpose, and ideas for fundraising that can be used to benefit the CCA. The students who will continue in foodservice can network, building relationships to benefit the chosen career pathway. Food shows have a way of making connections that work well, opening the door to obtain speakers and leads on locations offering student tours. Chefs at these events are a great source to find classroom speakers needed when introducing or reinforcing a concept or cuisine. The students are attentive to speakers, picking up things for the first time although the information is not new. Although many connections are made during food shows, other speakers that add excitement and knowledge to the classroom are college representatives, nutritionists, dieticians, restaurant owners and workers, county inspectors, farmers, or agriculture specialists.

Sugar Foods is one of the top packaging plants for individual sugar and almonds. Seeing how the facility operates would be a beneficial experience. Students will gain a sense of pride to know this plant is part of the community. Being familiar with these operations assists students in choosing which aspects of the industry to pursue. Sugar Foods has already decided to give CCA students first choice in the hiring process.

Culinary workshops can be a lucrative fundraiser. It must be decided how the workshops will be set up, what day of the week, what time frame, minimum and maximum participants allowed, how many student helpers are needed , and what items will be featured. Workshops

would have to be held on Saturday either in the morning or afternoon in three to four hour sessions. Minimum class size would need to be five in order to be well put ether and to cover costs. Maximum class size would be 12 since there are six lab tables. Participants would be grouped by twos and one student helper would be assigned to two groups. Survey monkey surveys would be sent out to staff and those interested to determine class topics and themes such as Caribbean, Asian, tapas, hors d'oeuvres, appetizers, entertaining, making better food choices, and seasonal cooking. Depending on how enrollment goes, creating membership options such as discounted rates for pre-payment per semester or additional specialty classes based on member interests would be a good addition. Classes would be held four times per semester at $65 per class. Each class would gross $780 for a semester profit of $2,320. Costs would include approximately $150 per class for groceries, $100 for printed materials such as recipes and brochures, and $100 for participant gifts such as measuring spoons, tongs or ladles (Skills USA, n.d.).

Years Three and Four

As the culinary program and the CCA continue to involve the community in events through 2015, the connections made will have prepared the stage to launch a planned giving program. Ideal contributors would be older retirees on fixed incomes or widows over 65, have a higher level of income or may be frequent religious attendees. When contributors care about an organization, giving is done freely and generously. A planned giving program will only work if the organization has a strong donor base, board commitment and infrastructure. It may be the philanthropic goal to leave a legacy therefore suggesting adding an organization to a will or trust would fulfill that desire (Adams, 2013).

A foundation would need to be created in order to receive funds such as gift annuities, gifts of life insurance, bequests, charitable remainder trusts, and pooled income funds which would be a great way to fund scholarships. It takes seven to ten years to begin to see significant funds. It is a good practice to recognize donors who would like to be (Advancing Philanthropy, 2002) and mention the option of planned giving through newsletters and radio advertising. The CCA would specifically suggest in-kind donations and ask to be included in the donor's estate. The Georgia General Assembly of Georgia amended House Bill 116 states donations for vocational or other school educational purposes may be used to benefit the public school system of Georgia. Activities may be conducted in or out of school. This amendment says should donations be given to the State Board of Education, the state may transfer these gifts and donations to the state foundation to be administered. Therefore, the state foundation would be able to transfer funds to the foundation created at the CCA as it does for the Georgia Academy for the Blind, for example. In order for these contributions to be tax deductible for the donor and tax exempt by the Internal Revenue Service, these rules must be followed

Typically, the county board of education accepts any money or property on behalf of an individual school, however, when gifts are presented to an individual school, it may be accepted by the principal. One exception is if a gift has future operating or associated costs of upkeep, it must be approved by the board. The criteria for gift acceptance are, it must have a purpose consistent with programs in the system, must be from an acceptable donor, gift should not begin a program the board is not willing to sustain, must not bring undesirable or hidden costs or must not place any restrictions or undesirable effects on school programs. Also, the school system is not allowed to endorse a business or product when accepting gifts (eBoard, 2013). Any funds derived from tax revenues or state grants or appropriation s may not be placed in a trust. The

board may refuse any gift that has restrictions, conditions or limitations which may jeopardize tax exempt status or would cause the trust to be treated as a private foundation or inconsistent with the purpose of the school or trust (Justia.com, 2006). Once gifts are accepted, a thank you letter is presented or mailed with a tax receipt attached detailing the gift amount and inventory or property given. The approval process Carroll County schools uses requires teachers to submit fundraising requests online using the School Stream website. The name of the fundraiser, dates fundraisers will be held, expected profits, and intended use of funds are required. The final approval notification must be received prior to facilitating nay fundraiser (School Stream, 2013).

The summer of 2013 marked the first county Summer camp for students interested in engineering. Students from seventh through ninth grade had a chance to spend the week learning about engineering and robotics. T-shirts were included and lunch provided for a fee. At the end of the camp, there was a competition with the student created robots. Each student finished with greater insight into which career pathway to take once reaching tenth grade. The culinary program would have the same goal running a two week camp; one week baking and one week savory. Having different camps encourages students to enroll for two consecutive weeks. Students will become familiar with a commercial kitchen while learning life skills and industry standards. In addition to skills, students will produce items daily and at the end take home recipes, an apron, and a cutting board. An example outline of the first day would be welcome and introductions, introduction to sanitation and safety, introduction to baking fundamentals, overview of the week, kitchen tour, equipment demo, break, lesson in measuring, cookie demo, assign groups, lunch, make and refrigerate cookie dough, bake cookies, clean up, enjoy cookies, walk through kitchen, and end at 2:00 p.m. Other items for students to prepare during camp would be quick breads, donuts, cake, icing, and decorate a cake. Savory menu for the second

week might include homemade pizza, empanadas, eggrolls, chicken vegetable fettuccini, macaroni and cheese, chicken, and steamed vegetables. Starting fees might be $165 per student with sibling discounts.

Year Five

Using the money received from planned giving, a scholarship fund would be set up for students who are current pathway completers. One student per pathway may qualify for a $500 scholarship to be issued to any postsecondary school provided scheduled enrollment is the upcoming fall semester. Applications would be due by May first and winners would be announced by May 31st and recipients would be presented with a certificate at the June Board of Education business meeting. Scholarships would be dispersed by September first. All information must be submitted via email to cca.scholarship@carrollcountyschools.com created for this purpose. The criteria would be as follows:

- 500-750 word essay stating career plans during and 2 years after college
- Carroll County high school senior in good standing
- Accepted to a college pursuing a career related to pathway completed
- 40 hours of verifiable community service
- 40 hours paid or volunteer in field experience
- Must attach college acceptance letter
- Provide proof of enrollment by August 15th

(CKSF, 2013; Scholarship.com, 2013).

Conclusion

This paper began with an effort to gain an understanding of fundraising in order to offset federal funding dependency. By fundraising, the culinary program can offer students a more

substantial amount of hands on practice extra money affords. The additional funds would also assist students with costs related to competitions and allow greater exposure to industry related events. After conducting the literature review, it was found that the organization, making plans well in advance, and referring to those plans regularly can lead to the greatest success. Monitoring and evaluating fundraising can be the most important aspect as this is where new ideas are incorporated while adjustments are made to previous milestones. By having this plan in place, the culinary program can begin evaluating and monitoring trends to see where adjustments can be made and setting the stage to receive planned funds benefiting students in the long run.

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