



More Kids in Music is a Good Thing: Recruiting and Retention

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Components of successful recruiting

- Attitude development
- An effective recruiting demonstration
- Positive student/parent response
- Effective follow up
- High quality teaching

A. Attitude Development/Arts Attitude Development/Public Relations

1. Students
2. Parents
3. Administration and Staff
4. The Community (public and business)
5. Informance
6. Philosophical and Real World Rationales
7. Brain research, Howard Gardner and Arts Advocacy

B. Learning Modes: Who are your students?

1. Learning styles - aural, visual, kinesthetic etc.
2. Experience levels - previous training and or mixed grade levels
3. Ability levels - amount of training and innate abilities

C. Plans and Decisions - How and when to recruit

1. Know schedules, do letters, make proposals
2. Visitations - as a program or each program individually?
 - A. Classroom - communicate
 - B. All School - communicate
 - C. Individual - communicate!

D. The Recruiting Demonstration

1. The goals of the recruiting demonstration are:
 - A. Guide students' ensemble choice.
 - B. Guide students' instrument choice
 - C. Get students excited about playing in the school orchestra.
 - D. Get students to psychologically commit to playing a string instrument.
 - E. Give students information they can understand.
 - F. Give students information for their parents that the parents can understand.
 - G. Get contact information from the students.
2. Type of Recruiting Demonstration - as a program or each program individually?
 - A. Individual
 - B. Small Group
 - C. Large Group
 - D. Peer Group

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- E. Professional
- F. Senior Citizen
- G. Video/C.D. Rom
- H. Using electric or unusual instruments

3. The teacher presenting the recruiting must:

- A. Be positive and enthusiastic.
- B. Play.
- C. Use positive student role models if at all possible
- D. Make it look enjoyable and doable
- E. Use different styles of music including music the beginners will be able to play the first year
- F. Mention that practice and work will lead to the development of musical skills, not just talent
- G. Develop student interest in a specific instrument.
- H. Give students an opportunity to touch the instruments.
- I. Pace the demonstration
- J. Create a decision-making moment
- K. Collect contact information.

4. Structure the rental night

5. Attitude and Follow Up

- A. Calls
- B. Orchestra Website and social media: Facebook, Myspace, Twitter, Youtube, etc.
- C. Email
- D. Community Media-Local Access TV, Newspaper, Radio
- E. Letters
- F. Classroom Visits
- G. Open Houses
- H. School Media-T.V., Radio, Newsletters, School Website
- I. What to do if recruitment is low or to fill in numbers/instrumentation in older grades

Retention

A. Drop Out Rates

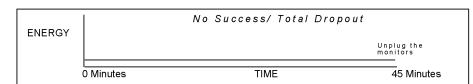
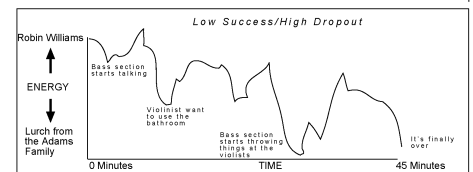
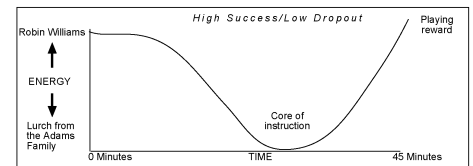
Students/Year	1	2	3	4	5	6	7	8	Total loss rate over 8 years
At 5% loss	100	95	90	86	81	77	73	70	30%
At 10% loss	100	90	81	73	65	59	53	48	52%
At 20% loss	100	80	64	51	41	33	26	21	79%

B. Principles of pacing

1. Pace = tempo
2. Teach to the leading edge
3. Keep the energy curve even
4. Start where they are
5. Finish as high as you can

C. Instruction and Management principles

1. Be consistent
2. Discipline problems occur when the pace is jagged.
3. Start with music
4. End with music



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5. Delegate administrative tasks
6. Develop cooperative learning modes
7. Develop alternative strategies to rehearsal

D. Repertoire: Using music to motivate

- A. Quality - What is its curricular purpose?
- B. Quantity - How much should we play?
- C. Difficulty Level - Play really difficult music or play easier music?

E. Scheduling (Vertical and Horizontal)

1. Traditional
2. Block
3. Tri
4. Variations on a theme

F. Public relations (students, parents, and staff)

8. Students
9. Parents
10. Administration and Staff
11. The Community (public and business)
12. Informance
13. Philosophical and Real World Rationales

G. Brain research, Howard Gardner, John Benham and Arts Advocacy

1. www.astaweb.com, American Music Congress

H. Personal contact (students and parents)

I. Drop out, drop in procedure

J. Follow up! (never say die)

Resources

- DVD- String Clinics to Go: The Art of Recruiting, Gillespie and Phillips, distributed by Shar Products
- Getting It Right From the Start – Goodrich and Wagner, published by ASTA
- Strategies for Teaching Strings: Building a Successful String and Orchestra Program – Hamann and Gillespie, Oxford University Press