

TIES 2006

Teachers in Industry for Educational Support

Fundraising and Volunteering

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Corporate Profiling: Connecting Community and Business

Curriculum Unit Overview

Summary

The students will be given the opportunity to develop a fundraising and volunteer campaign designed to achieve the organization's objectives. They will realize the important role that fundraising and volunteering play in keeping the student organizations or non-profit organizations funded. They will also recognize the importance of volunteering for non-profit organizations and the benefits that they provide to the community. At the conclusion of the lessons, students will understand how to engage stakeholders in fundraising and volunteering in an effective and efficient way.

Big Picture

The students will watch a video on State and/or National Business Professionals of America. Students will then discuss what funds and volunteers will be needed to attend the competition. The students will then discuss what they could do to raise money and obtain the necessary volunteers to help raise the money or help with the competitions.

Preparation for the Unit

The students will work in groups to research and discover what fund raisers are available to school organizations. They should be able to explain to the rest of the class what each of the fund raisers and volunteers will need in order to make it successful.

Overview

On the following page is a summary of the unit including brief summaries of each of the competencies that must be taught before students approach the culminating, or transfer, activity. The individual competencies, or skills and concepts, within single subject areas that must be addressed can be considered building blocks for the transfer activity. The skills and competencies are "transferred" to a new, less defined, more open-ended context. The individual competencies, or building blocks, should be, as much as possible, "Authentic Learning Tasks" (ALTs), meaning that the competencies should be taught in as realistic a way as possible to reflect the application of the skills in a real life, or workplace, context. The summary table on the next page provides an overview of the tasks in the unit sections (ALTs), and shows how the activities in the different subject areas relate to each other. Demonstration and application of the individual subject area competencies are required for the student to effectively complete the transfer, or culminating, activity.

Fundraising & Volunteering: *Connecting Students with Community and Business*

Curriculum Unit Summary

Mathematics	Business	Technology
<p>ALT 1 - Develop Budget for the Fundraising Process Students will develop a budget that will reflect the organization's priorities prior to the fund raiser. The budget will include the fundraising plan and a system of internal control</p>	<p>ALT 1 – Volunteers Students will develop and prepare an Excel spreadsheet from information gathered from Technology ALT 1 which will include students, alumni, parents, teachers, corporate donors, & community members.</p>	<p>ALT 1 – Identify the Community The students will use the Internet or other resources to identify area businesses, alumni, parents, teachers, and community members to be included in the ALT 1 activity.</p>
<p>ALT 2 – Fundraising Cost Effectiveness Analysis Students will develop a spreadsheet & practice finding percents of numbers and use this knowledge to calculate percent of contributions made from fundraising.</p>	<p>ALT 2 – Appeal and Thank you Letter & News Release Students will create mail-merged letters using Word and an Excel database to appeal for fundraising & volunteering to area corporations, students, etc. after which a thank you letter will be sent to each participant. A news release promoting a special event will also be prepared.</p>	<p>ALT 2 – Summarizing Data Using a Spreadsheet. The students will use a spreadsheet to organize and display data to be included in their presentation listed in ALT 3.</p>
<p>ALT 3 – Using and Finding Percents of Fundraising Activity Expense Budget Students will prepare a spreadsheet that displays expenses incurred as a result of the fund raiser.</p>	<p>ALT 3 – Give Back to the Community of Non-profit Organizations Students will be able to identify non-profit organization's key facts to determine which non-profit to donate funds and services.</p>	<p>ALT 3 – Presentation Students will prepare a PowerPoint and oral presentation to the members of the student organization so that all members can be made aware of their fundraising, volunteer and philanthropic efforts.</p>
<p>Transfer or Culminating Activity or Project</p> <p>Students will complete 15 hours of voluntary community service, preferably at a non-profit organization. They will use their skills learned from the ALT's to complete their service.</p>		

Section One: (Mathematics)

ALT 1: Develop Budget for the Fundraising Process

Summary

The students will be developing a budget that will reflect the priorities prior to the fund raiser. The budget will include the fundraising plan and a system of internal control.

Competencies

1. Develop an operational revenue and expense budget for the fundraising activity.
2. Explain the costs and benefits of various fundraising methods.
3. Define differences in resources needed for various fundraising methods.
4. Demonstrate ways to manage budget information to ensure proper maintenance and accountability.
5. Describe methods to ensure against the loss of information and budget and donor records needed to maintain departmental accountability.
6. Describe methods to ensure accountability of expenditures within the approved budget for the fund raiser that are consistent with the organizational requirements.
7. Develop projections for a defined period.
8. Demonstrate commitment to providing financial support for the organization.

Time

50 minutes

Materials

Computer with spreadsheet software, worksheet, pencil,

Instructions

1. The teacher will project a sample budget for students to use. Students may choose to use the recommended budget sample or create one of their own.
2. Explanations of budget criteria and objectives will be explained to students.

Evaluation/Assessment of Student's Competency

The students will complete a budget proposal spreadsheet for approval by the student members, advisors, and administration.

Closure

The students will discuss the importance of budgets & how they are used to determine allocation of resources and estimating results.

(Mathematics) ALT One: Handout 1

(Develop Budget for the Fundraising Process)

Directions: Students will brainstorm as a team to determine how they want to raise funds, associated with the organization's program goals and document revenue and expenses that will be incurred.

- Estimate and project the income for each fundraising program activity for a defined period.
 - Assign the line-item expenses as listed below (2.)
 - Prepare total fundraising department budget, combining all fundraising program activity expense budgets prepared (2.)
 - Monitor budget against actual expenditures and income, using fundraising program, activity, goals, and expense budget reports
 - Adjust the budget and income estimates if necessary.
 - Analyze actual effectiveness and efficiency and compare with project figures.
1. Categories of fundraising program activities including the number of prospects:
 - Annual Giving
 - Special Events
 - Major Gifts
 - Planned gifts
 2. Categories of line-item expenses:
 - Supplies
 - Telephone
 - Postage and shipping
 - Occupancy (rent, utilities)
 - Equipment (rental, maintenance)
 - Printing & publishing
 - Travel
 - Conference, conventions and meetings
 - Insurance
 - Computer services
 - Professional development

(Mathematics) ALT One: Handout 2

Fundraising Program Activity Budget

(Prepare a separate sheet for each activity in each fundraising program)

School year: _____

Fundraising Activity _____

Revenue	Expense Category	Budgeted Revenue and Expenses	Actual Revenue and Expenses	% of Budget

ALT 2: Fundraising Cost Effectiveness Analysis

Summary

The students will develop a spreadsheet & practice finding percents of numbers and use this knowledge to calculate percent of contributions made from fundraising.

Competencies

1. Calculate the return on investment (ROI) for a campaign or activity.
2. Evaluate the effectiveness of individual campaigns and overall fundraising efforts in relation to the objectives of the fundraising programs.
3. Determine whether the plan achieved its objectives within the assigned time line and with the allocated resources.
4. Identify factors and costs that may have impacted the organization's fundraising costs.

Time

50 minutes

Materials

Computer, Overhead or projection, pencil, paper, calculator, handout.

Instructions

1. The instructor will project a sample spreadsheet for students to prepare in Excel. The students will prepare a spreadsheet to include formulas needed.

	Prior Year	Budgeted	Increase/Decrease	@ of Total Net
Income				
Expenses				
Total				

Evaluation/Assessment of Student's Competency

The spreadsheet will be graded according to the following rubric.

- 0- No attempt at the problem
- 1- Student made some attempt, but mathematics does not support answer.
- 2- Mathematics supports half of the question, but the other half is not completed.
- 3- Mathematics supports all of mathematics. Answer well explained.

Closure

Students will determine as a group which fund raiser will benefit the organization the most. Students will use the budgets to make a data-driven decision.

Section One: (Mathematics)

ALT 3: Using and Finding Percents of the Fundraising Activity Expense Budget

Summary

Students will prepare a spreadsheet that displays expenses incurred as a result of the fund raiser.

Competencies

1. To compute percent.
2. To compute degree measure from a percent.
3. To interpret and draw conclusions.

Time

50 minutes

Materials

Computer, Excel, paper, pencil, calculator

Instructions

1. Review how to find percent.
2. Pass out handout.
3. Monitor student's progress.

Evaluation/Assessment of Student's Competency

The students should be able to complete the handout with an 80% accuracy. They should also be able to explain to the class the conclusions they were able to come up with.

Closure

The students will be comfortable preparing revenue and expense. The students will use this knowledge to prepare an Excel spreadsheet. The spreadsheet(s) will be used during the student's presentation to the organization.

(Mathematics) ALT Three: Handout 1

Fundraising Cost Effectiveness Analysis

Name: _____

Practice: Prepare the following spreadsheet to be used as a guideline in preparation for your actual fund raiser.

Name of Student Organization
Concession Stand Fundraising Cost Effectiveness Analysis
For the Year Month Ended June 2006

Category	Revenue	Expenses	Net	Percentage of Expense to Revenue
Popcorn	\$116,000	\$245,000	(\$129,000)	211.2
Candy Bars	\$3,566,000	\$246,000	\$3,320,000	6.9
Suckers	\$104,000	\$18,000	\$86,000	17.3
Pop	\$692,000	\$78,000	\$614,000	11.3
Hot dogs	\$481,000	\$56,000	\$425,000	11.6
Chicken Sandwiches	\$275,000	\$8,000	\$267,000	2.9
Donations	\$84,000	\$3,000	\$81,000	3.6
Total	\$5,318,000	\$654,000	\$4,664,000	12.3

After preparing the practice spreadsheet, using formulas, students will prepare and document the **actual** distribution of revenue and expenses in an Excel spreadsheet. Determine the percent of expense and revenue.

Section Two: (Business)

ALT 1: Volunteers

Summary

The students will be introduced to the new ALT. They will participate in a teacher led discussion as well as a group discussion and project. The students will discuss, within their group, and with the class as a whole, their results on the basis of business organizations. The students should become competent in recognizing the different types of business organizations.

Competencies

1. Develop effective volunteer leadership and service in support of philanthropic goals.
2. Develop an appropriate model for volunteer recruitment, retention, training, and evaluation suitable for the organization's goals.
3. Identify possible areas where volunteers can benefit the organization.
4. Describe the importance of philanthropy to the organization.
5. Describe their experiences with philanthropy in their own lives and the effects it has had on them individually as well as with others.
6. Promote the value of philanthropy

Time

4 class periods of 45 minutes

Materials

Textbook, paper, pencil, and handout.

Instructions

Lecture and discussion on the role of volunteers with respect to an organization's philanthropic values and the value of volunteers as a key indicator of an organization's commitment to philanthropic values. Explain how using volunteers will help achieve organizational and fundraising objective.

1. Instructor will introduce the ALT to the students through lecture and class discussion.
2. The instructor will emphasize and give examples of local businesses and their type of organization.

Evaluation/Assessment of Student's Competency

See Rubric Below:

Name: _____

Date: _____

Project Title: _____

Teacher(s): _____

Volunteer/Donation Spreadsheet/Database Rubric



Process	Below Avg.	Satisfactory	Excellent
1. Has clear vision of final product	1, 2, 3	4, 5, 6	7, 8, 9
2. Properly organized to complete project	1, 2, 3	4, 5, 6	7, 8, 9
3. Managed time wisely	1, 2, 3	4, 5, 6	7, 8, 9
4. Acquired needed knowledge base	1, 2, 3	4, 5, 6	7, 8, 9
5. Communicated efforts with teacher	1, 2, 3	4, 5, 6	7, 8, 9
Product (Project)	Below Avg.	Satisfactory	Excellent
1. Format	1, 2, 3	4, 5, 6	7, 8, 9
2. Mechanics of spreadsheet/database	1, 2, 3	4, 5, 6	7, 8, 9
3. Organization and structure	1, 2, 3	4, 5, 6	7, 8, 9
4. Creativity	1, 2, 3	4, 5, 6	7, 8, 9
5. Demonstrates knowledge	1, 2, 3	4, 5, 6	7, 8, 9, 10
6. Other:	1, 2, 3	4, 5, 6	7, 8, 9

Total Score: _____

Teacher(s) Comments:

Closure

The instructor will discuss the process of group discussion and review the selected ALT. Any questions or concerns by the students can be addressed at this time. The students will complete the handout with the class time left. If not complete, they will complete for homework. The handout will be collected and graded for accuracy.

See Transparency Below.

STEPS FOR VOLUNTEER INVOLVEMENT

Analyze volunteer needs

Identify potential volunteers

Recruit volunteers

Train and orient volunteers

Involve volunteers in program

Use the volunteer's time carefully

Evaluate volunteers

Give recognition to volunteers

Section Two: (Business)

ALT 2: Appeal Letter, Thank You Letter, and News Release

Appeal Letter

Summary

Students will create two mail merged letters using Word and an Excel database to appeal for fundraising & volunteering to area corporations, students, etc. after which a thank you letter will be sent to each participant. Students will practice with the given letter handouts before creating an original for use in the team's efforts.

Competencies

1. Production of two mail-merged business letters using block style.
2. Production of a news release.
3. Proofreading and editing.
4. Merging an Excel spreadsheet with Word letter.

Time

Five class periods (45 minute periods). One class period to produce an appeal letter. One class period to produce a thank you letter. One class period to produce a news release. Two class periods to create original letters and a news release.

Materials

Computer, Word, Excel, printer, pencil, handout.

Instructions

Lecturette and brainstorm advantages and disadvantages of each of the various communication methods (phone, face-to-face meeting, letter, email) that could be used with donor prospects. Discuss different conditions that could influence communications with a donor prospect (timing/place). Discuss direct mail.

1. Students take notes on overhead. Notes can be handwritten or typed into a Word document. See transparencies below.
2. The instructor will project an "ask" letters for students to prepare.
3. The instructor will explain the assignment and ask for any questions.
4. After proofreading, the students will print the letter.
5. Students will proofread again after it is printed.
6. Turn in the letter.

7. Students will now be asked to create their own appeal letter for a special event or non-profit fund raising donations using the criteria listed below.

Transparency masters for discussion follow:

BASIC PRINCIPLES OF DIRECT MAIL

Direct mail is a written request for a gift distributed and returned by mail. Direct mail usually means a mass mailing sent to people not necessarily know personally by the signer of the letter. Direct mail has four primary uses:

Primary Uses

1. Prospecting: acquiring first time donors
2. Renewals: renewing and upgrading present donors t least once a year
3. Special appeals: seeking gifts, in addition to renewals, from present donors for special purposes
4. Planned giving: identifying potential planned gift prospects.

Important Benefits

5. Provides dependable, renewable income
6. Broadens individual donor base
7. Builds constituency

Basic Components

8. Attracting new donors (acquisition)
9. Renewing and upgrading current donors (renewal)

WRITING A DIRECT MAIL LETTER

1. Grab attention, hook your reader in the first sentence
2. State the problem. Tell a story
3. Pose a solution. How your organization's program or cause is attacking the problem.
4. Tell how the reader can help.
5. Tell the reader the benefits of becoming involved and what the gift will accomplish
6. Ask for a gift today. Be specific about dollars.
7. Say thank you.
8. Add a postscript. Postscripts should always urge action or have strong emotional appeal.

Sample Appeal Letter

<Date>

<Title> <First> <MI> <Last>

<Company Name>

<Address1>

<Address2>

<City> <State>, <Zip>

Dear <Title> <Last>:

Would you like to keep the (Name of School) students working in our local community? If attracting and keeping our young people in our business community is important to you, we would like to welcome you and your company to help in preparing our students for business and office careers by supporting (Name of Student Organization).

(Name of Student Organization) prepares students for excellence in the workforce

Your donation of (\$ amount) will assist us in enhancing our career-technical business education by allowing our students to compete in skills of leadership, citizenship, academic, and technological workplace competencies.

Thank you for giving (Name of Student Organization) students the opportunity to participate in skills competition and allowing them to become active in community service. The experience will provide both personal and professional growth.

Sincerely,

(Name of Fundraising Officer)

(Name of School, Chapter, Organization)

P.S. Thank you for supporting our efforts to assist students prepare and further their education.

--

Please make checks payable to:

Name Chapter and/or School Organization

Remit address:

Address of Student Organization

City, State, Zip

Evaluation/Assessment of Student's Competency

Students will be evaluated on the accuracy which includes grammar, spelling, and format style. The students will be expected to complete the assignment in the class time allotted or the student will have to work on the assignment at home to meet deadlines.

See Rubric Below.

LETTER RUBRIC

Name: _____

Teacher: _____

Criteria					Pts.
	4	3	2	1	
Position Statement	Position is clearly stated and consistently maintained. Clear references to the issue(s) are stated.	Position is clearly stated and consistently maintained. References to the issue(s) at hand are missing .	Position is stated, but is not maintained consistently throughout work.	Statement of position cannot be determined.	_____
Supporting Information	Evidence clearly supports the position; evidence is sufficient .	Evidence clearly supports the position; but there is not enough evidence .	Argument is supported by limited evidence .	Evidence is unrelated to argument.	_____
Organization	Structure of work is clearly developed.	Structure developed reasonably well, but lacks clarity .	Some attempt to structure the argument has been made, but the structure is poorly developed .	There is a total lack of structure.	_____
Tone Of Letter	Tone is consistent and enhances persuasiveness.	Tone enhances persuasiveness, but there are inconsistencies .	Tones do not contribute to persuasiveness.	Tone is inappropriate to purpose.	_____
Sentence Structure	Sentence structure is correct .	Sentence structure is generally correct. Some awkward sentences do appear.	Work contains structural weaknesses and grammatical errors .	Work pays little attention to proper sentence structure.	_____
Punctuation & Capitalization	Punctuation and capitalization are correct .	There is one error in punctuation and/or capitalization.	There are two or three errors in punctuation and/or capitalization.	There are four or more errors in punctuation and/or	_____

The instructor will emphasize the mechanics and importance of using correct grammar, spelling, and format. Students will also learn to proofread and edit as a team whose emphasis is maximizing its fundraising efforts.

(Thank you Letter)

Name _____

Lecturette and brainstorm giving unique forms of recognition that can be used to thank our volunteers and fund-raising participants. Provide examples of low cost ways to recognize donor support and recognition to ensure understanding of, and respect for, the key roles of donors and volunteers in the success of the organization.

Discuss receiving and recording all monies, gifts, volunteer, and fundraising efforts.

Discuss acceptable time line of acknowledging donors.

DIRECTIONS: Read and produce the following example of a thank you letter.

<Date>

Sample Thank You Letter

<Title> <First> <MI> <Last>

<Company Name>

<Address1>

<Address2>

<City> <State>, <Zip>

Dear <Title> <Last>:

Thank you for helping to improve the quality of our (Name of Student Organization).

Your gift of <RcptAmt> received on <DateofGift> for the <Name of Student Organization> will assist with our organizations mission and goals.

On behalf of the student organization and those who benefit from your help, thank you.

Sincerely,

(Name of Student)

(Name of School, Chapter, Organization)

Evaluation/Assessment of Student's Competency

Students will be evaluated on the accuracy which includes grammar, spelling, and format style. The students will be expected to complete the assignment in the class time allotted or the student will have to work on the assignment at home to meet deadlines.

See rubric above (Appeal Letter)

Closure

The instructor will emphasize the mechanics and importance of using correct grammar, spelling, and format. Students will also learn to proofread and edit as a team whose emphasis is maximizing its fundraising efforts.

(News Release)

Name _____

DIRECTIONS: Read the following checklist of essential information to include in your news release before you send the article to the newspaper publisher. This checklist will support your fundraising efforts:

Transparency below:

New Release Criteria

1. **Headline.** Who is doing what for whom?
2. **Who or what?** The name of the organization.
3. **Why?** What will the money be used for?
4. **How much money is needed** (per person, activity)?
5. **What are the financial goals and objectives?**
6. **What leaders or organizers are participating?**
7. **What will the fundraisers be doing to raise funds?**
8. **Why is raising money important?**
9. **What is special about our organization**
10. **Why is it important that we raise money now?**
11. **Who benefits and how?**
12. **What can others do to help?**
13. **When is the fundraiser?**
14. **Where is the fundraiser?**
15. **How long with the fundraiser last?**
16. **What will happen when the goal is attained?**
17. **Do you have pictures to include?**
18. **Are there any special facts that make the story more newsworthy?**
19. **Name of a person that they can contact, phone number, email.**



NEWS RELEASE RUBRIC

Name _____

Date _____

Read and review the news release criteria before completing the assignment. Print out your news release to my printer (black and white). Proofread your work before turning in.

Process	Excellent	Satisfactory	Below Average
1. Has clear vision of final product	10-9	8-7-6	5-4-3-2-1-0
2. Properly organized to complete project	10-9	8-7-6	5-4-3-2-1-0
3. Managed time wisely	10-9	8-7-6	5-4-3-2-1-0
4. Acquired needed knowledge to complete projects	10-9	8-7-6	5-4-3-2-1-0
Product (Project)	Excellent	Satisfactory	Below Average
1. News Release Criteria met	10-9	8-7-6	5-4-3-2-1-0
2. Format	10-9	8-7-6	5-4-3-2-1-0
3. Text boxes were used	10-9	8-7-6	5-4-3-2-1-0
4. Font face/type face used properly	10-9	8-7-6	5-4-3-2-1-0
5. At least two features from the drawing toolbar were used in each ad.	10-9	8-7-6	5-4-3-2-1-0
6. At least one graphic was used.	10-9	8-7-6	5-4-3-2-1-0
7. Use of space is appropriate	10-9	8-7-6	5-4-3-2-1-0
8. Creativity	10-9	8-7-6	5-4-3-2-1-0
9. Other: Anything Special?	10-9	8-7-6	5-4-3-2-1-0

Total Score (3 ads) _____

Possible Points 130

Teacher Comments:

Section Two: (Business)

ALT 3: Give Back to the Community of Non-Profit Organizations

Summary

The instructor will introduce non-profit organizations, how they are formed, and how they are organized. Students will participate in group discussion and decide on a non-profit organization to support. Students will prepare a personal inventory of their skills and knowledge. The students will share their inventories with the class. The students will review one another's plans and provide feedback.

Competencies

1. Learn the organization of non-profit businesses.
2. Describe the importance of giving back to and enhancing the student organization.
3. Describe ways that others can serve and support non-profit organizations.
4. Learn social responsibility.
5. Describe the value of fully participating in the act of philanthropy by giving one's time and financial resources.
6. List at reasons why they give time or money to their favorite non-profit organization and share reasons.
7. Categorize non-profits organization by focus area.
8. Define personal ongoing opportunities for contributing to and furthering your knowledge of non-profit organizations.

Time

50 minutes

Materials

Textbook, pencil, paper.

Instructions

- 1 The instructor will lead a discussion of the types of non-profit organizations.
- 2 The instructor will help identify with the students, organizations that are non-profit businesses.
- 3 The instructor will have the students move into small groups (3 or 4), and identify non-profit organization's key facts.
- 4 The students will share their answers and discuss which non-profits best support the mission and goals of the student organization.

- 5 The students will brainstorm on which local organizations to support and the best means to do so.
- 6 The students will have to pick a non-profit business for the class to support.
- 7 After selecting the non-profit business, the students will give decide how to accomplish this task.

Evaluation/Assessment of Student's Competency

Students will be evaluated on their participation in the class activity.

Points

- 3-4 Actively participated in the activity and discussion
- 1-2 Participated in the activity, but was often off task
- 0 Did not participate in the activity

Closure

After selecting which non-profit organization to support, the students have selected a way to support them. Students will donate goods, time, or whatever method they have chosen. The students will learn the value of social responsibility and giving back to the community.

Section Three: (Technology)

ALT 1: Identifying the Community

Summary

The students will do an internet search of corporations' involvement and policies when donating to non-profit organizations. The student will then develop a comprehensive list of appropriate prospects to be included in ALT 1 – Volunteers. The students will learn how to navigate the web by hands on involvement.

Competencies

1. Collecting data in an organized manner on individuals, corporations, foundations, organizations, and government agencies that might become donors to our student organization and fundraising efforts.
2. Evaluate the content and accuracy of information
3. The students will be able to locate suitable websites to obtain information.
4. The students will learn the practices of large Corporations and their involvement in non-profit organizations.
5. Use spreadsheets of contacts to establish your fundraising and volunteer efforts.
6. Develop a system for maintaining and updating the various types of information.

Time

50 minutes

Materials

Computer, pencil, handout, access to internet.

Instructions

1. The instructor will discuss accessing the internet and proper behavior in the lab.
2. The instructor will discuss what type of websites the students should consider.
3. The instructor should pass out the handout for the students to complete.
4. The instructor will make themselves available for any questions the students may have.

(Technology) ALT One: Handout

(Internet Search)**Name:** _____

You will need to work as a class to divide the work into sections that include: businesses, alumni, parents, teachers, and community members and identify the following information below. The goal is to obtain volunteers or donations for our student organization. Answer the following questions.

1. Contact _____
2. Address _____
3. Web or Email Address _____
4. Business profile _____
5. How would you obtain a donation from this business?

Evaluation/Assessment of Student's Competency**See Rubric below.**

Internet Research Rubric

Name: _____

Teacher: _____

Date : _____

Title of Work: _____

	Criteria				Points
	1	2	3	4	
Vision	Does not have a vision of the final product	Has a vision of the final products but does not know how to complete assignment.	Has a vision of the final product but is missing an element.	Has a clear vision and final product.	_____
Organized	Is organized but is lacking several elements.	Is organized, but not enough to complete assignment.	Is organized enough to complete project.	Is highly organized and has completed project.	_____
Time on task	Is off task more than twice.	Is off task twice.	Is off task once.	Managed time wisely and was not off task.	_____
Acquire enough information: Identify area businesses, alumni, parents, teachers, and community members	Is missing three or more elements of information.	Is missing two elements of information.	Is missing one element of information.	Has all required information.	_____
Product to include proper format, mechanics, organization, creativity	Product lacks three of the elements listed.	Product lacks two of the elements listed.	Product lacks one element listed.	Product has all the necessary elements of format, mechanics, organization, creativity.	_____
				Total---->	_____

Teacher Comments:

Closure

The student will be required to select one of the corporations and report their finding to the rest of the class. The class will then discuss the involvement of Corporations and non-profit organizations.

Section Three: (Technology)

ALT 2: Summarizing Data Using a Spreadsheet

Summary

The students will enter data into a spreadsheet and use the spreadsheet to create a graph or chart of their choice.

Competencies

1. Students will learn how to display data using a graph or chart.
2. Students will learn how to use technology to graph data.

Time

One class period of 45 minutes.

Materials

Computer, printer, data from research.

Instructions

The instructor will demonstrate how to use chart and graphs. If students have prior knowledge of their use, students may start to create using their research.

Evaluation/Assessment of Student's Competency

The students should print out the chart or graph and turn into the teacher. The teacher should check their work accuracy. This should be graded with the following rubric:

- 0- Did not participate.
- 1- On task part of the time. Did little of project.
- 2- On task almost all of time. Completed majority of project.
- 3- On task. Completed all of project.

Closure

The students will be given another project at a later date that they will be required to use a spreadsheet to create a chart or graph.

ALT 3: Presentation

Summary

Students will prepare

Competencies

1. Students will learn how to display data using PowerPoint, Word, and Excel.
2. Display a solid understanding of fundraising and volunteering.
3. Demonstrate quality professional business practices.
4. Describe and list of any suggested improvements.
5. Receive feedback on ways to improve the fundraiser, volunteers, and/or presentation.

Time

50 minutes.

Materials

Computer, printer, data, overhead/chalkboard.

Instructions

The instructor should remind the students of the proper behavior while using the computer. The instructor will pass out the hand out and guide the students step by step on how to create a graph using a spreadsheet.

Evaluation/Assessment of Student's Competency

See rubric below.

Name:				
Grade:				
Grading Rubric for Powerpoint Presentation				
	4	3	2	1
Knowledge	Information is accurate and current	Includes persuasive information from primary sources	Includes some persuasive information with few facts. Some information may not seem to fit	Info is incomplete, out of date and/or incorrect
Content	Written clearly and concisely with logical progression of supporting information	The content is written with a logical progression of ideas and supporting information	The content is vague in conveying a point of view and does not create a strong sense of purpose	The content lacks a clear point of view and logical sequence of information
Text Elements	The fonts are easy-to-read and point size varies appropriately for headings and text. Use of italics, bold, and indentations enhances readability. Text is appropriate in length for the target audience and to the point. The background and colors enhance the readability of text.	Sometimes the fonts are easy-to-read, but in a few places the use of fonts, italics, bold, long paragraphs, color or busy background detracts and does not enhance readability.	Overall readability is difficult with lengthy paragraphs, too many different fonts, dark or busy background, overuse of bold or lack of appropriate indentations of text.	The text is extremely difficult to read with long blocks of text and small point size of fonts, inappropriate contrasting colors, poor use of headings, subheadings, indentations, or bold formatting.
Spelling/Grammar	Presentation is free of spelling and grammatical errors	Presentation has few spelling and/or grammatical errors	Presentation has several spelling and/or grammatical errors	Presentation has multiple spelling and/or grammatical errors
Layout	The layout is aesthetically pleasing and contributes to the overall message with appropriate use of headings and subheadings and white space.	The layout uses horizontal and vertical white space appropriately.	The layout shows some structure, but appears cluttered and busy or distracting with large gaps of white space or uses a distracting background.	The layout is cluttered, confusing, and does not use spacing, headings and subheadings to enhance the readability.
Graphics, Sound, Animation, Timings/Transitions	Assists in presenting an overall theme and make visual connections that enhance understanding of concept, ideas and relationships. Proper size and resolution of all images enhance the content. There is a consistent visual theme.	Visually depict material and assist the audience in understanding the flow of information or content. Images are the proper size and resolution.	Seem unrelated to the topic/theme and do not enhance the overall concepts. Images are too small/large in size Images are poorly cropped or resolution is fuzzy.	Unrelated to the content. Does not enhance understanding of the content or are distracting. Creates a busy feeling and detract from the content.

Comments:

Closure

Students will decide which non-profit organization in which to donate part of their fundraising efforts. The student organization will also decide where, as a student organization, to volunteer services based on the data offered during the student presentations.

Transfer, or Culminating, Activity**(Community Service/Volunteer Hours)**

Students will complete 15 hours of voluntary community service, preferably at a non-profit organization. Students will earn 10 points for every hour volunteered. Students will use their skills learned from the ALT's to complete their service.

All students will document and have the contact person and teacher sign off on the volunteer hours.

All volunteer hours and locations must be approved by the teacher in advance. No previous hours are counted towards hours earned prior to the start date assigned by the teacher.

Giving back to the community and/or non-profit organizations is an on-going lifetime experience which will assist in the development of improved citizenship.

See Volunteer Hours Chart Below:

