

Capacity Building for Fundraising Coordinators:
A Model for Increasing Rural Community Engagement

By

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Abstract

The purpose of this project was to develop a how-to manual for coordination of fundraisers in rural communities using Newport, Virginia as a model case. In preparation for the development of the manual, 78 adults in the Newport community completed a three-part survey on trends in volunteer characteristics, reasons for volunteering, and volunteering outcomes. The results showed that the motivators were based on factors involving the volunteer as a person and others, and were not reported as impacted by any demographic differences. The volunteer outcomes were shown to be based on the participants making a worthy contribution, and thinking fundraising is necessary to a viable community. After the completion of the manual, a draft was sent to five panelists who have helped organize comparable fundraisers. Recommendations were made to conduct a follow-up survey or interview with participants from a specific fundraiser in Newport in three to six months after the how-to manual has been implemented into the community. This will assess whether or not the manual is a viable tool in organizing the fundraisers and assess how the manual is being used, expand volunteer opportunities to include more visibility and coordination with local high schools and community colleges who offer a tuition-waiver education in exchange for community service hours, and create a “Community Engagement” fund that would provide need-based funds to community members in exchange for community service.

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Chapter One

Introduction

Background and Setting

Keating, Eales, and Phillips (2013), define rural communities as “*bypassed*: isolated, service-poor, and economically depressed, located long distances from larger centers...low economic productivity. Characteristics of rural communities as shared by Bracken (2008) include: low population densities, limited resource bases such as health insurance, and cultural or ethnic homogeneity. According to Greenberg Quinlan Rosner Research, living within this rural culture is also described as “having a strong sense of family, work ethic, commitment to community, strong religious beliefs, self-sufficiency, toughness, a sense of being behind the times, and strong feelings of patriotism,” (W.K. Kellogg Foundation, 2002). The aforementioned sense of belonging is a product of the social capital one establishes within his or her community.

Eryigit, Eryigit, and Dülgeroglu (2015) Putnam (2000) define social capital as social involvement and cooperation to achieve common goals, and the whole trust, social networks, and norms that support this structure. Addressing the problem of limited or stressed resources requires tools and, in their work, Hernandez and Leon (2007) likened physical, human, religious and social capital to tools. Andrews (2011) furthers the concept of bridging social capital across an area by organizing community activities, providing support to the needy, and volunteering to assist other organizations that serve local people, with the religious groups of the community playing the role as partners in the delivery of local public services.

A community in southwest Virginia that exemplifies both the benefits and challenges to rural living is Newport in Giles County. In 2012, Giles County, VA had an average of 1,530 residents without health insurance (Giles County, Virginia, City Data, 2014). Within the Eastern District of Giles County, VA, Newport is an unincorporated community that is not governed by its own municipal corporation but by Giles County’s administration. Within the estimated 1,614 citizens in Newport, VA, the average gross household income for 2012 in Newport was \$54,398 compared to \$71,191 within the state, with 14.8% of residents falling below the poverty level for 2015 (Giles County, Virginia, City Data , 2014). With these statistics, the need for supplemental and financial help with unexpected medical bills, help paying electric/utility bills, or just help with day-to-day living expenses becomes a common reality.

Statement of the Problem

Little is known about the effectiveness of community engagement through fundraising. Small events targeting one or more family members can be organized and marketed by word-of-mouth, flyers, and local television ads engaging community action (Joseph Rowntree Foundation, 2007), but the effects seem to be short-term. Through the success of the initial event, networks are formed that grow into annual events for numerous causes (Joseph Rowntree Foundation, 2007). By capitalizing on the existing social capital (trust, active relationships, participation, and collaboration), real changes through volunteerism and community engagement can be made to the social economic life of the community and its members (Simpson, 2005). By bridging the need with the capital, expanding on the knowledge and experience of the community members and leaders, and learning from demonstrated successful fundraising events, a how-to manual for coordination of fundraisers can be an invaluable tool for rural community members and leaders like in Newport.

Purpose of the Study

The purpose of this project was to develop a how-to manual for coordination of fundraisers in rural communities using Newport, Virginia as a model case. This will be accomplished by compiling received data from a three-part survey on trends in volunteer characteristics, reasons for volunteering, and volunteering outcomes, using the data to construct a manual, and soliciting feedback from a panel of experts in rural community volunteerism on the benefit(s) of the how-to manual. The overarching goal is that the how-to manual will be shared within the community as a valuable tool to bridge existing social capital with needs for increased community engagement.

Project Objectives

The objectives for this project are to: (1) Describe participants on demographics and factors motivating them to participate; (2) Create a how-to manual for coordination of fundraisers that help organizers to increase the engagement of community members in fundraising events; and (3) Evaluate the effectiveness of the manual for supporting fundraising coordinators.

Definition of Terms

Altruistic – The term altruism was originated by Auguste Comte (1875) who suggested that this behavior describes a concern for others' welfare as a consequence of overcoming self-interest Bar-Tal (1986).

Collective leadership – A dynamic leadership process in which a defined leader, or set of leaders, selectively utilize skills and expertise within a network, effectively distributing elements of the leadership role as the situation or problem at hand requires (Friedrich, Vessey, Schuelke, Ruark, & Mumford, 2009).

Community – A set of local places laid out along a horizontal axis representing where people find community (Bradshaw, 2008).

Culture – As *networks of knowledge* consisting of learned routines of thinking, feeling, and interacting with other people, as well as a corpus of substantive assertions and ideas about aspects of the world (Hong, 2009).

Engagement – Individuals' willingness to master particular skills and activities. (Hollebeek, 2011).

Extrinsic motivation – An external incentive to engage in a specific activity, especially motivation arising from the expectation of punishment or reward. (Cerasoil, Nicklin, & Ford, 2014).

Followership – Individuals' behaviors and contribution to their teams that affect outcomes (Willson, 2012).

Fundraising – An activity that is "transactional" in nature. The focus is on solicitation. An organization with a specific and short-term financial goal asks for a one-time, usually modest gift from a donor usually for a specific cause or project (Anderson, 2012).

Human capital – The sum of the workers' skills, experience, capabilities, and tacit knowledge (Seleim, Ashour, & Bontis, 2007).

Intrinsic motivation – A motivator that comes from inside. A positive feeling that drives someone to do something because it feels good or seems like the right thing to do (Cerasoli, Nicklin, & Ford 2014).

Leadership – Leadership is a process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2010).

Motivation – Effort to overcome primary deficiencies such as hunger or boredom (Rakes & Dunn, 2010).

Physical capital – Elements used for long years in the production process, such as building, machinery, and equipment (Eryigit, Eryigit, & Dülgeroglu, 2015).

Religious capital – Capital generated by religious groups. (Holt, Schulz, Williams, Clark, & Wang, 2012).

Rural communities – *Bypassed*: isolated, service-poor, and economically depressed, located long distances from larger centers, low population density, harsh climates, and low economic productivity (Keating, Eales, & Phillips, 2013).

Self-efficacy – An individual's judgment of his or her ability to accomplish a specific task. (Jang, Conradi, McKenna, & Jones, 2015).

Servant leadership – A philosophy and set of practices that enriches the lives of individuals, builds better organizations and ultimately creates a more just and caring world (Greenleaf, 1977).

Social Capital – Social involvement and cooperation to achieve common goals, and the whole trust, social networks, and norms that port this structure (Eryigit, Eryigit, & Dülgeroglu, 2015).

Social Identity – Individuals' knowledge that they belong to certain groups together with the emotional and value significance of that group membership (Cornelissen, Haslam, & Balmer, 2007).

Socialization – The learning process in which an individual adopts various political attitudes, values and patterns of actions from his or her environment (Wass, 2007).

Spiritual Capital – Spiritual capital is capital generated through one's relationship with a higher power (e.g. God) (Holt, Schulz, Williams, Clark, & Wang, 2012).

Volunteer – Uncoerced help offered either formally or informally with no or, at most, token payment and done for the benefit of both other people and the volunteer (Chang, Fang, Ling, & Tsai, 2011).

Limitations

The limitations of this project are that with the in- and out-migration and the aging population of Newport, VA, there was a low return on the surveys (78 out of 450 or 15.92%). Out of those returned, the minimum age was 29 possible indicating that the young adult (18 and

up) were not interested or did not receive the opportunity to participate in the survey due to being part of a household identified within the 24128 zip code and not being the primary homeowner or recipient of the survey. The maximum age of the participant was 76, with an average of 60 years of age. Also, with the second mailing of a reminder postcard being ineffective in netting additional surveys, the use of personal interviews and focus groups were not implemented. Therefore, no additional data was collected or used. Finally, the manual has not been piloted, so the effectiveness of it is based on experts' perceptions.

Significance of the Problem

As noted by Dr. Neil J. Weissman (2014), President of the American Society of Echocardiography, volunteering has many benefits. Included are an increase in knowledge about a specific charity or cause, new skills personally learned, an increase in networks to enhance your professional growth and career, and an overall feeling of being able to give back. While this example is for a food drive through the U.S. Postal Service, the reasons for volunteering in a rural community such as Newport mirror those mentioned.

By initially being a participant with a fundraiser such as a food drive where the volunteer has a very limited obligation of buying the food and placing it in or near their mailbox on the designated day, giving through a simple act could motivate the participant to want to do more towards community viability.

By having a how-to manual for coordinating fundraisers readily at hand, the next time the telephone rings and a time-sensitive fundraiser needs to be coordinated for a community member, this one-time volunteer can now use the learned experience and step up to lead that event, or branch out to larger and more directed fundraisers within their community.

Instead of relying on the community member that is known for organizing and leading successful fundraisers, the experienced volunteer can now use the how-to manual and expand their capacity to become the leader of the next fundraiser or community event. Through the identified steps in the how-to manual, the leader can commit to specific action steps, and can successfully achieve them.

Chapter Two

Review of Literature

Motivation of Volunteering

Fundraising is a type of volunteerism. In 2010 alone, U.S. Citizens contributed 8.1 billion volunteer hours (Greenblatt, 2012). Although Social, Religious, and Human Capital all play respective roles in motivating individuals to volunteer in a community (Forbes & Zampelli, 2014), volunteering in fundraising is often limited to social identities (Gray, Khoo & Reimondos, 2012). Understanding and researching social identities can lead to greater motivation in individuals as community volunteers (Forbes & Zampelli, 2014).

The economic definition of volunteering, said to cover all volunteers, is “to work, help or assist for little or no financial compensation” (Ehrichs, 2000). However, it is understood that the domestic volunteer fits volunteer work around day-to-day real-life commitments, while the international volunteer (those from Northern countries that live and work within an overseas community of a Southern country), make a total commitment to another culture for a specific term (Thomas, 2001). What motivates one individual to volunteer to a level of service greatly depends on the personal benefit driving their decision. For many volunteering is a way of giving back. Some of the basic motivators for volunteers are: to meet people, learn new skills, explore a career change, connect with the community, to feel needed and make a difference (Moore, 2008).

According to Hollway and Mawhinney (2002), motivations can also be categorized as: intrinsic, extrinsic and self-efficiency; altruistic, social instrumental and expressive. People bring a complex range of motivations in their decisions to volunteer their time (Seel, 2010). Some volunteer because of the cause (e.g. fundraiser to pay medical bills of self or others), some to fill a time void, and others to socialize. Depending on the volunteer and their motivation, either “content” forces which are described as “incentives that influence workplace motivation,” or “process” theories which assume that “regardless of the “content” of particular motivations, the same process can move people from motivation to action (Seel, 2010). Rochester (1999) suggests the process is not merely a single motivator, “but a complex mixture.”

Some motivators serve as reasons volunteers remain volunteers as well. Those are: social or a felt responsibility towards the local community; friendship with local community members; pride (not wanting to let others down); and commitment through understanding. As suggested by Gaskin, “motivations to start volunteering might differ from motivations to remain a

volunteer. The distinction is important underlining the necessity not only of recruiting volunteers, but ensuring they stay and move from "doer" to "stayer" (2003).

Volunteer Retention and Impact

Because of the economic make-up of most rural communities the need for fundraising and organized events are becoming a necessity. In Giles County, VA alone an average of 1,530 residents were without health insurance in 2012; the average household income for 2009 was \$44,394, and 15.8% of the residents were living in poverty as of 2014 (Giles County, Virginia, City Data, 2014). With these and other needs, the community engagement necessary to make the community-focused fundraisers successful is vital. Phillips & McLeroy emphasizes that "rural communities have many strengths, including dense social networks, social ties of long duration, shared life experiences, high quality of life, and norms of neighborliness, self-help, and reciprocity" (2004). By building upon the positive aspects of rural life, the economic needs of rural areas can be addressed, and often met. High levels of involvement in faith-based communities generate social ties that have a positive effect on one's well-being by tapping into the religious capital that is unique from the social capital (Holt, et. al., 2012).

Even though the initial thought and organization of a community fundraiser is usually a very basic process, it is suggested that "...a plan for the utilization of volunteers and the integration of volunteers into the staffing structure..." be well-designed to result in success (Seel, 2010). Developing a plan for volunteer participation is recommended and should include a list of the identified tasks and identified volunteers. As the how-to manual suggests, matching the job descriptions with the skill sets and the personalities of the volunteers can aid in reduced conflict during the event and increase the retention rate of the volunteer returning for a future event. "Recruitment before Position Design" is a consideration for community-based fundraisers (Seel, 2010). With the "Recruitment before Position Design," community members may hear of a fundraiser and decide to volunteer for the one-time event. Once they have volunteered, a job must be found for them, and ideally a job that closely matches their skill set and/or personality. Not everyone is comfortable working with the public. There are many jobs with any fundraiser that can utilize the volunteer while keeping them out of the public's eye and in a way that serves both well (e.g. preparing the food, restocking beverages, or cleaning utensils).

Rural Sociology

Other factors that lead to successful volunteerism are social identities. Individuals identify with categories such as gender, race, ethnicity, age, religion, socioeconomic status, and other dimensions. Influence depends on what category one identifies with and how they perceive themselves fitting into existing group(s). Groups or individuals within the groups that feel underrepresented (out-groups) often are less motivated and committed to the organization and cause. The same theory holds true for leaders (Seel, 2010).

Newport, VA like other small communities is referred to as rural. Keating, Eales, and Phillips (2013), define rural communities as “*bypassed*: isolated, service-poor, and economically depressed, located long distances from larger centers, low population density, harsh climates, and low economic productivity. In Giles County, VA alone an average of 1530 residents were without health insurance in 2012; the average household income for 2009 was \$44,394, and 15.8% of the residents were living in poverty as of 2014 (http://www.city-data.com/county/Giles_County-VA.html).

Characteristics of rural communities as shared by Bracken (2008) include: low population densities, limited resource bases, relative isolation, and cultural or ethnic homogeneity. While much research reported shared perceptions that communities are agriculturally based, the reality is that only 7 to 11 percent of rural communities are agriculture and agriculture-related based (Bracken, 2008). Instead, rural communities are shown to be more traditional values based (Bracken, 2008). Mirroring that research, Newport continues to have several family-owned farms but, for the most part, consists of part-time farmers or those that just love the land and prefer the perceived safety for their families and a simpler way of life.

A survey funded by the Kellogg Foundation Greenberg Quinlan Rosner Research (2002), showed that participants described rural culture as having a strong sense of family, work ethic, commitment to community, strong religious beliefs, self-sufficiency, toughness, a sense of being behind the times, and strong feelings of patriotism. Newport, VA again epitomized the research findings with at least three active churches in the Newport vicinity and numerous veterans and families of veterans that have served, promoting strong feelings of patriotism (Bracken, 2008) shared that even though there were “contradictions or competing interests” among the rural residents, most rural residents “value privacy, property rights, independence, and less formal regulation or intervention in their personal and work lives.” With the current political conflict of

the impending pipeline threatening to come through the middle of Newport; literally through the oldest church in Newport; and through the property boundaries of one of the oldest community members, this sense of value, independence, and intervention has surfaced and become an object of contention with many residents therein. Residents that would normally keep to themselves and not pursue the efforts, especially in public, are now attending weekly meetings and driving lengthy distances to visit local government officials and voice their opinion in hopes of re-routing the pipeline and saving their property and community. To aid in this, one community member has offered the sales of fresh blueberries picked during specific days, to go to the fund needed to for marketing materials and to pay lawyer fees. Utilizing specific methods in the how-to manual, electronic mail is sent to known leaders, messages are shared with members on church websites and list serves, and by utilizing social capital, a specific fundraiser is put into action.

One of the many assets of a rural community though is the help that is provided to one another in a time of need, often by pooling and sharing resources: talents and labor, material resources, emotional and cultural support, and companionship. With this mix of culture, Newport is often referred to as a Village.

National Geographic (2011) defines an urban area as “towns, cities, and suburbs or the region surrounding a city, like New York, NY which now inhabits part of Connecticut, New Jersey and New York.” Similarly defined, an urban area is larger than a village, but smaller than a city. An urban area usually consists of settlements with 30,000 people or more, are very developed, heavily populated with human structures such as houses, commercial buildings, roads, bridges, and railways, and unlike a rural community, most inhabitants of urban areas have nonagricultural jobs. Browne-Yung, Ziersch, Baum, and Gallagher (2013) conclude that people living in urban areas have patterns of social capital that are strongly linked to their economic, social, and cultural position. Unlike rural areas and communities, visitors are attracted to urban areas (cities) for a variety of reasons, including those offered by Rasoolimanesh, Ringle, Jaafar, and Ramayahn (2017) as local self-government, public transport, roads, infrastructure, and services, often not fulfilled in rural areas.

Erickson, Call, and Brown (2012) show that while the rural community generally meets the residents’ personal, social, and economic needs and residents are satisfied and therefore stay put, the perception of “feeling stuck” in a rural community or the urge to seek out the “better and

easier life” in the urban towns and cities can often be the deciding factor for those that leave, who according to Erickson, Call, and Brown (2012) are the relatively young.

With younger people seeking employment in urban areas, a prevalent view of rural communities, according to Keating, Eales, and Phillips (2013), is that they are *bypassed* and isolated. This out-migration of younger people seeking employment in urban areas disrupts the social networks, and causes a shortage of volunteers in rural communities (Erickson, Call, & Brown, 2012). While the youth are leaving in response to local economic decline, the residents that choose to stay in the rural communities are aging in place, and additionally without the younger, more able-bodied family members or community members who might provide the care and services. Cook, Martin, Years, and Damhorst (2007) furthered the issue by introducing the concept of “triple jeopardy,” where the option to stay in place decreases the ability to maintain an economic base needed to retain local services in the rural communities. The perception of urbanization and industrialization are described as a weakening of the traditional ties among community members (Bradshaw, 2008).

With the strong heritage ties and the embedded social identifies, the older rural residents tend to stay put even when so much seems to be working against them doing so (Erickson, Call, & Brown, 2012). Becoming anchored to a community and the community attachment mitigates the disadvantages of staying put in rural community where poor economic conditions might be present (Erickson, Call, & Brown, 2012). The qualitative benefits of staying put – a sense of attachment and personal identity associated with the place, compared to the quantifiable benefit – the relative availability of needed goods and services associated with aging, are often seen as the primary factors in the decision not to move to an urban area but to remain in the rural community and benefit from the social connection while aging in place (Erickson, Call, & Brown, 2012).

Keating, Eales, & Phillips (2013) view the social connections of a rural community fostered through physical recreation or sports-related activities, church events, and community dinners. Newport, through its community member volunteers, provides a strong social connection. Through dinner fundraisers for individuals with no health insurance and high medical bills, or for the Newport Va Sports as a whole to annually offer a summer of free t-ball, coach pitch, softball, and baseball to youth in the Newport Community free of charge. This offering also includes uniforms, umpires, and equipment. Newport has embraced the expectation that rural communities are expected to commit resources to create positive environments for

residents, many older. Adapting structures and services to be accessible and inclusive of older people with varying needs and capacities as well as the youth of the community is an implied agency of active aging, and one asset of the community members of Newport, VA (Keating, Eales, & Phillips, 2013).

Capital

In their work, Hernandez and Leon (2007) likened physical, human, religious, and social capital, to tools. Contributing to solutions requires tools. Social capital is the branching of one's social life for a personal gain. Better explained, perhaps, is the gain of trust and self-esteem and action of stepping out into society to meet and converse with others (Brown-Yung, Ziersch, Baum, & Gallaher, 2013) summarize social capital as referring to "the aggregate of the actual or potential resources." Physical capital is defined as physical objects, and Hernandez and Leon (2007) expand that definition to include hotels, services and facilities, and transport. Hayami (2009) adds "physical capital is the stock of goods at a certain point of time, which is usable for future production. Not only producer goods such as machines and factories, but also the inventory of consumer goods." In Newport, VA examples of physical capital would include the U.S. Post Office, multiple churches, and the Newport Community Center. Natural Capital, according to Hernandez and Leon (2007) would include "landscapes, forests, and other attributes of the destination which supply services to the visitors and constitute a productive input in the industry...and is the environmental value of the area." With Newport, VA there is no shortage of natural capital with the rolling hills of family farms, family dwellings built with architecture of the 1800's, and multiple well-preserved covered bridges. As explained by Hernandez and Leon (2007), the attraction and interdependence between physical and natural capital evolve.

Fulkerson and Thompson (2008) define social capital as "investments that individuals make in their networks of relationships with the expectation of some kind of future return." The utilizing of a friendship network to obtain a job with an organization, or as a resource, is given as an example. Social capital, Fulkerson and Thompson (2008) maintain can be combined with economic, symbolic, and cultural capital, or interchanged with other forms of capital. With fundraising in Newport, utilizing social capital through membership with local churches, civic groups such as the Ruritan Club, or youth organizations such as the American Heritage Girls or the Boy/Girl Scout Troops is invaluable. Even though one may not have a source of social

capital initially, working with community leaders and following given guidelines can create a network that can be utilized repeatedly and capitalized upon.

Szreter (2002) and Baum, Schaffer, and Stillman (2007) suggest that “linking social capital to relationships between people across formal or institutionalized power in society can promote community development and reduce health inequalities.” The work of Kawachi, Subramanian, & Kim (2008) indicate that social capital has been shown to be important to health in a range of populations.

Viewed as a set of features in a social structure that lead to collective action in order to bring about mutual benefit for some aggregate of people, Fulkerson and Thompson (2008) share similar views with social networks in Newport, VA. Social networks, like those created and utilized in Newport, VA for fundraisers and events, entail mutual obligation and responsibility for action. Holt, Schulz, Williams, Clark, and Wang (2011) also indicate that social capital is that collective benefit that comes from reciprocally cooperative and helpful relationships with others. By bridging, Kawachi et al. (2008) suggests that ties potentially can generate positive outcomes for health and wellbeing through links to resources that may improve socio-economic status or enable people to ‘*get ahead.*’ Andrews (2011) furthers the concept of bridging social capital across an area by organizing community activities, providing support to the needy, and volunteering to assist other organizations that serve local people, with the religious groups of the community playing the role as partners in the delivery of local public services. By encompassing social networks, emotional bonds, and habits of reciprocity, social capital promotes trust and cooperation (Holt, Schulz, Williams, Clark, & Wang, 2011). In addition to the social relationships, norms, and networks, Hayami (2009) includes the needed concept of trust in the definition of social capital. Hayami’s example can be easily transferred to Newport, VA. “I will help my neighbor to finish harvesting his crop before it will perish, because I trust him to reciprocate in helping me when my crop will ripen.” Hayami (2009). This trust, according to Hayami (2009), is certainly a component of social capital. The neighbor will not reciprocate unless he trusts the reciprocal relationship to be reiterated in the next season.

Human capital is defined as properties of individuals such as a college education. Both physical and human capital, though, are considered tools and training that enhance individual productivity. Hayami (2009) expands the definition of human capital as “the stock of skills and knowledge embodied in humans as they contribute to future production.”

Spiritual and Religious Capital, according to Holt, Schulz, Williams, Clark, and Wang (2012) are forms of the broader construct of social capital. “Faith-based communities provide a significant source of social capital in the USA, and can be the reservoirs of instrumental and affective support, emphasizing the reciprocal provision of good deeds and mutual concern for the well-being of others” Putnam (2000). These resources, according to Iannaccone (1990) and Putnam (2000), “often involve volunteerism, a foundation of civic engagement.” Unlike social, human, and physical capital, “religious capital” is thought to be generated by religious groups and “spiritual capital” generated through one’s relationship with a higher power (e.g. God) (Holt, Schulz, Williams, Clark, & Wang, 2012). Religious capital or spiritual capital is seen as more of an intangible resource, because of being derived from and the ongoing interaction with, a higher power (Holt, Schulz, Williams, Clark & Wang 2012). Spiritual capital links the social support dimension, an interconnectedness dimension, and a community participation dimension. Andrews suggests that religious communities often participate in or coordinate activities that address the complex social problems (Andrews, 2011; Farnell, Hopkinson, Jarvis, Martineau, & Ricketts Hein, 2006; Menjivar, 2003). In addition, the support in such areas is explained by Handy and Greenspan (2009) as an important determinant of the rate of intensity of volunteer participation among groups. Andrews (2011) introduces the concept of bridging and bonding social capital within religious communities and considers them important sources. Communities, Andrews confirms, seem to manifest bridging social capital, and further explains that the communities’ work around social cohesion may prompt outreach work in and by these communities, which would be invaluable in a rural community such as Newport, VA.

Within Newport, VA for example, there are four churches. With each church housing 50 to 100 members weekly, the religious capital often drives the community events, whether held physically inside the church building or held in community centers or ballparks. The amount of “mutual concern for the well-being of others” is indescribable. Andrews (2011) shares the perception that communities associated with churches that have a long history and tradition... promote a commitment to social responsibility. Continuing, Andrews (2011) reminds that churches are often entirely dependent on donations from their members. As rural communities undergo the transformation process, the need to work harder to adapt to the changing social, political, and economic circumstances that they face remains a reality. Bruce (1995) shares that despite declining congregations, the church and faith-based communities continue to house more

material and human resources...and have a long history of engagement with the wider rural community. The strength found in a small rural faith-based community, such as Newport, VA, is very often illustrated through the presence of strong social ties and networks. Using the mechanisms of social capital: social relationships through networks, and norms and trust to induce or promote people “lodging” in the same small social structure or rural communities to cooperate, (Hayami 2009) strong groups of volunteers, or the social product (the group of people embossed in those social relationships), needed for the necessary fundraising needs of a small community can become a reality. With the specific civic engagement needed for fundraising, true leadership must be present.

Leadership vs. Volunteerism

Leadership is defined as “a position of a leader of a group or organization; the power or ability to lead other people.” Leadership as related to community engagement and fundraising requires time and skill. Considered “collective” leadership, this method is effective with community members holding elected positions, senior and middle managers, and residents agreeing to share and build power (Joseph Rowntree Foundation, 2007). While shown as effective, community and collective leadership can still be a challenge in a typical community. The elected officials feel they have the right to represent residents, and residents, in turn, feel they gain leadership power by the time and work spent organizing community activities, events, and projects, including fundraisers (Joseph Rowntree Foundation, 2007). As suggested in the how-to manual, while fundraising requires having a leader, no experience is needed for a leader, other than desire. The leader could be you or an appointed person or group of persons who initiated the need for the fundraiser. Being committed from beginning to end is the key.

Conceptual Framework

The conceptual framework of this project is based on the concept of social capital. Social capital refers to the collective value of all “social networks” (who people know) and the inclinations that arise from these networks to do things for each other (“norms of reciprocity”) (Norris, & Inglehart, 2005). Social capital consists in both the number of relationships accessible through one's group memberships and the volume of resources acquirable through those relationships (Portes, 1998). Successful fundraising using these definitions suggests that the quantity of prospective support contacts (e.g., families, neighborhoods, and local churches) is directly related to the resources of those contacts (Perry, 2013). Having both smaller social

networks and networks with fewer resources, according to Perry (2013) significantly hinder the fundraising experience and outcomes. For example, with any new fundraiser, the network piece of social capital only exists within the original organizer. If one is not a member of a local church or a local civic group, finding a venue for a fundraiser or volunteers to staff the event can be difficult. As suggested in the created how-to manual, beginning with the purpose, a written event plan should be created initially. Perry (2013) shares that using your current social networks (e.g., family, neighbors, friends, and church members), potential donors can be identified and included in the event plan. The success of the event becomes contingent on the organizers' ability to use their individual character qualities (e.g. work ethic, organizational skills, and budgeting habits) and obtain access to enough individuals for donations to make the event successful. Perry (2013) adds that bridging social capital [building connections between heterogeneous (varying ages, educational levels, interests, and special needs) groups], by making strategic connections to information, greater access to educational and employment opportunities will be provided. Having a general conversation with a community member at one event, for example, could lead to a fulfilled social need for you or a family member. The simplicity of "doing things for each other" is known as norms of reciprocity, and the relationship to social capital is shown on the diagram. While most communities look to the identified leaders, those that are pastors of the local churches, chairman of the boards, or presidents of the civic organization, educating and providing citizen power can bring about proactivity in the community and bring an awareness to the youth and those less active in the community to become future leaders. As McGuire (2017) suggests, once one became aware of and learned about the conditions in the community face, they made connections to their own lives and searched for ways to empower others and help.

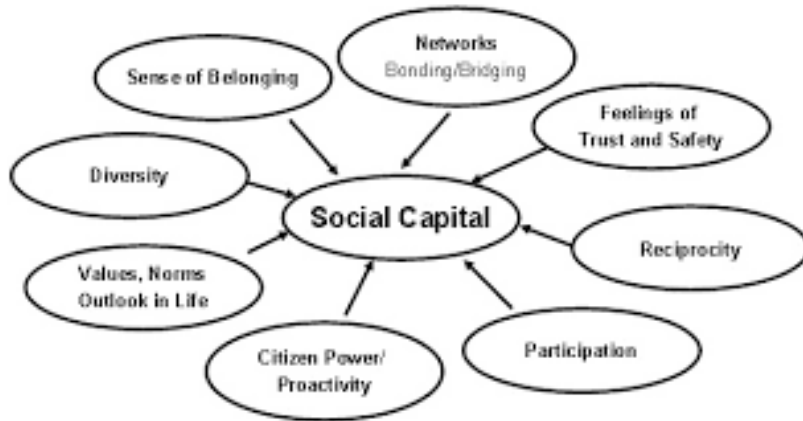


Figure 2.1. Conceptual framework. Putnam, R. D. (2000). *Bowling alone: The collapse and revival of American community*. New York: Simon & Schuster.

Using this conceptual framework, and the responses from a three-part volunteer trends survey, a how-to manual for coordination of fundraisers in rural communities will be developed. With the active use of the manual, community engagement in Newport, VA will be increased through successful fundraising events both small and large.

Chapter Three

Methodology

The design of this project was to study a case of Newport, Virginia community members through a three-part survey on trends in volunteer characteristics, reasons for volunteering, and volunteering outcomes, to understand their motivation for volunteering. With the compiled data, personal experience gained from organizing fundraisers in Newport, as well as personal social capital with memberships in church, and community organizations, a how-to manual was created to be a valuable tool within rural communities to bridge existing social capital with needs for increased community engagement. Finally, the manual was sent to five panelists who have helped organize comparable fundraisers. Thus, this project used several assessment methods to provide a more-inclusive view of and tool for effective fundraising in Newport, VA.

Participants

Focused on the rural community of Newport, VA, a complete list of residence addresses within the Newport (24128) zip code was obtained from the Giles County Commissioner of Revenue and used for the mailing of the three-part survey. The sum of the residents was 490, so being less than 500, the entire population was used and was mailed a survey. Because of the initial low return of the surveys, a follow-up post card was mailed to the entire population. The procedure to conduct 25 follow-up interviews, using the random selection of addresses within the 24128 zip code in the Newport telephone book was approved initially, but found not to be needed. The same procedure held true for the anticipated focus groups. When collecting demographic data, there was a 15.92% response rate ($n = 78$). Additional comments were matched to demographic data, and participant numbers were substituted for participant names.

For the how-to manual, a questionnaire (see Appendix B) was created and sent electronically to five selected panelists who have helped organize comparable fundraisers. The return and response rate of the questionnaire by the panelists was 100% ($n = 5$).

Manual Overview

This project was implemented in the summer of 2017 at Newport, Virginia. For the purpose of this project, a how-to manual for rural community fundraisers was created. As noted in the manual's introduction, many fundraisers are initiated through a concerned friend, but

organized by a community member who is known for their leadership and organizations skills with proven fundraisers.

Even before the organization of a fundraiser begins, the purpose must be realized. What is the immediate need of the recipient? Is the need a financial one? Questions between the initiator and organizer can help determine and solidify the purpose.

With the purpose in mind, the thought and planning process can move to the question of leadership. Every fundraiser has and needs a leader. The leader can be the initiator, the organizer, both working together, or an appointed experienced person. A leader must be invested in the purpose and goal of the event and be willing and available to see the event through from beginning to end.

Now that the purpose of and leadership for the fundraiser is solidified, the fundraising goal must be determined. As the manual points out, goals are reached by setting specific and measurable guidelines and are considered the end result. Keeping the outcomes realistic based on the size and participation of the community from previous events is also important. Also looking for ways to supplement the event financially, can add to the bottom line cleared after expenses. An example is to run a silent auction simultaneously with a dinner. The auction could keep people at the event longer.

While the fundraising goal generally includes most expenses donated or paid for, there are inevitably expenses that arise. For example, food items that were spoken for initially but were not actually donated or brought to the event or a change from a free venue to one that charges a rental fee. Creating a budget that lists all of the expenses from beginning to end is a good business practice and one that is discussed in detail in the budget section of the manual and is followed by a sample budget.

The supply tips and vendor list section of the manual suggest locations for the purchase of supplies as well as tried and true vendors. The suggestions are just that, but do provide an initial place to start if the organizer is new to organizing an event with 100-150 participants.

Following the supply tips and vendor list, several examples of hardcopy flyers are made available. The flyers are suggested to be in color and to contain all of the general facts of the event including type, purpose, date, time, and location. While the flyers can be shared via social media as attachments or postings, printing and posting on local church, school, or business bulletin boards proves to be successful too.

The venue that is used most often for a Newport fundraiser is the Newport Community Center because of its central location and ability to hold several hundred people for an event. Suggested in the manual, though, are other suggestions for venues including church pavilions, classrooms or fellowship halls, the local ball park pavilion and green space or, the local fire department. Depending on the event and the community ties of the organizer, the fees can often be waived or reduced. As suggested, agreeing to host an organized event later for the Community Center or venue in question can also work to use the venue for free too.

As reminded in the manual, contact information is ever changing due to movement from landlines to mobile telephones. However, most organizations have websites that include contact information. Experienced volunteers are often members of one or more of the organizations that are associated with the event too.

The flyer example was shown earlier in the manual and is considered part of the initial planning of the event as well as an important piece of the marketing plan. As suggested, even with the best-laid plans, if no one knows about the event, it cannot be successful. While there are many social media platforms that can be used, a hardcopy flyer has proven to be helpful especially with the rurality of Newport. Suggestions for placing an ad in the local newspaper, on a local cable channel through the telephone company, and using free social media are discussed. The budget should be kept in consideration when copies of flyers are made or ads are being placed.

The aforementioned sections of the manual are very important, but the organized event could not run or be successful without volunteers. Using the goal of the fundraiser, jobs can be identified and then the number of volunteers can be matched to those jobs. Tapping into the often forgotten sources of scouting troops, high school youth and others can keep the volunteers up and perhaps help the volunteer to fill a personal or organizational need as well.

Value and appreciation usually does not come with a price tag and can go a long way towards motivating an individual. Initially after identifying the volunteers, it is suggested that the volunteer should be communicated with and their responsibilities discussed and shared before a conflict arises at the actual event. If the budget allows and/or the organizer is fiscally able, motivating with a small gift or a simple thank-you card can be valuable. If not, a cup of coffee or a simple verbal thank you works.

The set-up of the event can take place the day of the event, but if time allows, the set-up works best if included in the initial event plan and a separate time such as the day before is reserved. Again, utilizing a separate group of volunteers for the set up versus the actual event, can lessen the chance for burnout of volunteers, and help curb the motivation as well. Using different sets of volunteers also allows for better matching of tasks with strengths.

The actual event time has arrived and the amount of time spent on the planning of the event, considerations of the goal, plan, budget, number of volunteers, finding the perfect venue, etc. will be tested in a very short window of time. As the manual reminds, being flexible is key. If a volunteer does not show up or is no longer interested in working the position that was discussed, a second plan must be implemented so that the event goes on without interruptions. The changes that were required to be made during the event can be discussed as part of the follow-up and used as lessons learned for future events.

Though the follow-up section appears at the end of the manual, as suggested it is one of the most important steps in organizing a fundraising event. Once the event takes place, the organizers and volunteers feel their time and work invested have gone above and beyond and the participants through their financial giving feel they have made a significant difference towards the goal as well. The type and length of the thank you can vary, but the all-important gesture of thanking the volunteers, representatives of the venue, donators of the food and supplies and perhaps those that donated but were unable to attend the event. All need to be thanked and shown value.

Closing the program comes with several duties and responsibilities. As soon as the event is over, the funds need to be dealt with. Having an organizer take the funds home is not suggested. Also suggested is having an account set up early where both the proceeds of the event can be deposited, and any outside funds from community members or organizations can be personally deposited into the designated fund too.

Data Collection

A three-part survey was developed by the researcher and reviewed by the investigators and advisors, as well as approved by the Institutional Review Board (IRB) (see Appendix D) at Virginia Tech. This ensured that the data collected was applicable to the project. The survey methodology was used to collect responses from community members to understand their motivation for volunteering and use to develop a how-to manual for coordination of fundraisers.

Various questions were asked including reasons for volunteering, motivators for volunteering, and general demographic information.

Once the survey data was received and compiled, a final how-to manual for fundraising was designed using the data as context. A printed questionnaire was designed (see Appendix B) and was sent electronically to the five panelists and an email reminder was sent to maximize response. The survey methodology was also used to collect responses from the panelists. Panelists were able to provide feedback on the relevance of the manual as it relates to fundraisers in the Newport, VA community and answer questions on their perception of the manual in achieving the program objectives. Their answers remained confidential and were used in the final how-to manual. The participant's information was not identifiable on the questionnaire or through the collection process. The panelist's information was kept confidential and was not identified in the manual. The participation of both the questionnaire participants and panelists was entirely voluntary. The project was focused simply on the accumulation of subjective information that has no bearing on individual status. There were no known risks for the participants or panelists. The survey completion time was approximately 30 minutes. The manual review by the Panelists was less than 60 minutes.

Chapter Four

Project Outcomes

Overview

Seventy-eight adult community members completed and returned the three-part survey. The majority of the participants completed 95% of the questions on each of the three sections of the survey. The overall outcomes provided a significant prediction of community engagement by fundraising and contribution in the rural community of Newport, VA. The survey data was transferred to an Excel spreadsheet. One hundred percent of the surveys collected were used as data and analyzed. The research project results were based on the 78 participants with completed surveys. The researcher acknowledges that the results of this evaluation are not generalizable and are only representative of the participants that responded.

Demographic information collected consisted of age, gender, race, marital status, number of children, and education level. Those results are shown above in Table 1. Seventy-two participants reported their age, with a range from 29 years old to 76 years old, and a mean of 60 years old. Out of the 78 participants, 48 were female and 25 were male. Seventy-one identified as white with 7 not identifying. Under marital status, 55 participants reported being married, 8 divorced, 8 widowed and 1 never married. Fourteen of the participants completed high school, 16 completed education post high school, 42 of the participants reported attending community college, 1 participant reported having an Associate's Degree, 1 participant reported attending graduate school, and 1 participant reported having a Ph.D. Nine participants reported having 1 child, 33 participants reported having 2 children, 8 participants reported having 3 children, and 4 participants reported having 4 children. Sixteen participants did not report on the number of children.

With the how-to manual, five individuals familiar with organizing comparable fundraisers completed the questionnaire as an expert panel. The participants completed 100% of the questions and provided additional feedback. The overall outcomes provided a significant prediction of viable information that should be included in a manual to increase the success of comparable fundraisers in the rural community of Newport, VA. The questionnaire data was used to create a final how-to manual. One hundred percent of the questionnaires collected were used as data and analyzed. This second stage of the research project results were based on the 5

participants with 100% completed surveys. The researcher acknowledges that the results of this evaluation are not generalizable and are only representative of the participants that responded.

Information collected on the Questionnaire consisted of opinions of semantics and presentation of the how-to manual. No demographic information was collected through the questionnaire in relation to the how-to manual.

Rural Community Volunteerism Perceptions

The responses from the participants indicated that Newport, VA is a heterogeneous (varying ages, educational levels, interests, and special needs) community interested in community engagement through volunteerism. Objective one was to describe participants on demographics and factors motivating them to participate. Seventy-two participants reported their age, with a range from 29 years old to 76 years old, and a mean of 60 years old. Age accounted for 14.5% of the variability of Factor 1 = (I, me, feel, can, and those connected to the individual participant), and 7.2% of the variability of Factor 2 = (others, group, cause, and relations to the people in a general sense). Out of the 78 participants, 48 were female and 25 were male. Seventy-one identified as white with 7 not identifying. The data analysis showed that neither gender nor race were related to participant's volunteerism. Under marital status, 55 participants reported being married, 8 divorced, 8 widowed and 1 never married. Fourteen of the participants completed high school, 16 completed education post high school, 42 of the participants reported attending community college, 1 participant reported having an Associate's Degree, 1 participant reported attending graduate school, and 1 participant reported having a Ph.D. The data analysis showed that the level of education was not related to participant's volunteerism, but could possibly be due to the low sample size. The mean difference with the number of participants completing community college was higher than participants completing high school on Factor 2 = (group, cause, and relations to the people in a general sense). The assumption of homogeneity of variances was violated. Nine participants reported having 1 child, 33 participants reported having 2 children, 8 participants reported having 3 children, and 4 participants reported having 4 children. Sixteen participants did not report on the number of children. The data analysis showed that the number of children was not related to participant's volunteerism.

The second part of Project Objective One was to describe the factors motivating community members from Newport, VA to participate in fundraising events. The data for this project indicated that intrinsic and extrinsic motivators were not true reasons for volunteering,

rather the motivators were based on factors involving the volunteer as a person and others. For the purpose of this project and as shown in Table 1, the factors were defined as follows. Factor 1 = (I, me, feel, can, and those connected to the individual participant). Factor 2 = (group, cause, and relations to the people in a general sense). The data analysis confirmed that the reasons for volunteering were strongest for their respective Factors, but were almost strongest for the instrument as a whole. Sixty-five percent (or two-thirds) of the participants identified with the Factor 1 Reasons for Volunteering, while 35 (or one-third) of the participants identified with the Factor 2 Reasons for Volunteering. While both of the Factors in the statistical analysis held up, the participant's reasons for volunteering were not proven to be impacted by any demographic differences. The specific reasons for volunteering that were identified through the analysis were "feeling less lonely" on Factor 1 and "feeling that it is important to help others" on Factor 2.

Table 1
Reasons for Volunteering

Factor 1 = (I, me, feel, can, and those connected to the individual participant)	Factor 2 = (others, group, cause, and relations to the people in a general sense)
Corresponding Survey Question:	Corresponding Survey Question:
By volunteering, I feel less lonely.	I feel it is important to help others.
Volunteering makes me feel important.	Volunteering allows me to gain a new perspective on things.
Volunteering increases my self-esteem.	I can do something for a cause that is important to me.
Volunteering allows me to explore different career options.	I feel compassion toward the people in need.
I can make new contacts that might help my business career.	I am genuinely concerned about the particular group I am serving.
Volunteering helps me work through my own personal problems.	I am concerned about those less fortunate than myself.
Volunteering makes me feel better about myself. My friends volunteer.	Volunteering lets me learn through direct “hands on” experience.
Volunteering makes me feel needed.	
Doing volunteer work relieves me of some of the guilt over being more fortunate than others.	
Volunteering is a way to make new friends.	
People I am close to want me to volunteer.	
Others with whom I am close place a high value on community service.	

The project also studied the participant's ability to contribute to a viable community. The data confirmed a significant prediction of community engagement by fundraising and contribution, with a 43% variance of fundraising and contribution in community engagement. Consistent with the previous research questions, age kept a marginal (negative) relationship between age and community engagement. Over 40% of the volunteer outcomes were based on the participants making a worthy contribution. Over 23.5% of the participants think fundraising is necessary to keep Newport, VA a viable community. For this Project and for Research Question 3 each of the survey questions on Volunteering Outcomes were factored and defined (see Table 2) as follows: Factor 1 = worthy contribution, e.g. ("my experience," "I am."); Factor 2 = community engagement ("made new contacts," "learn more about the cause."); and Factor 3 = fundraising is necessary ("results in events," "provide community programs."). Using those factors, over 40% felt they were making a worthy contribution, 35% reported participating in community engagement, and 24% felt that fundraising is important to provide community programs and further community viability in Newport, VA. While Factors 1 and 3 predicted community engagement, age actually showed a negative correlation to community engagement, and education, gender, race, and marital status showed no basis of relativity to community engagement. Listed below are what some of the participants had to say about experiencing a meaningful volunteer experience:

- "I do like to help others or events in the Newport community."
- "I like to do things for others, help in any way I can."
- "I have volunteered for the past 20-30 years in Newport."
- "My self-esteem is enhanced by performing volunteer work."
- "It's never about me, it's always about the "cause" or the people."
- "I help my friends with their volunteer projects and they help me. It's just what we do as a community."
- "I believe that God requires us to be good stewards in all we do and we all have various talents."
- "We have attended fundraiser dinners at the rec center to support community activities. We enjoy attending the events for the social time with neighbors too."
- "I consider the meaningful experience to be the collection of projects completed in the community that results in better health and well-being of primarily Newport-area

residents. Since there is virtually no local government to provide non-essential services around here, it feels meaningful to fill that gap.”

Table 2
Volunteer Outcomes

Factor 1 = Worthy Contribution	Factor 2 = Community Engagement	Factor 3 = Fundraising is Necessary
Corresponding Survey Question:	Corresponding Survey Question:	Corresponding Survey Question:
My experience with volunteering in Newport has been worthwhile.	From volunteering in Newport, I feel better about myself.	Raising funds results in events that bring the community together.
I enjoy my volunteer experience	In volunteering with this organization, I made new contacts.	It is necessary to fundraise to provide community programs in Newport.
People I am genuinely concerned about are being helped through my volunteer work in and for Newport.	My friends found out that I am volunteering at this organization.	I plan to continue volunteering with fundraisers and community events.
By volunteering in my community, I am doing something for a cause that I believe in.	I have learned to deal with a greater variety of people through volunteering at this organization.	I will encourage my friends to continue to volunteer for fundraisers.
My volunteer experience has been personally fulfilling.	I have been able to learn more about the cause for which I am working by volunteering in my community.	
I have been able to make an important contribution by volunteering in Newport.		
I have accomplished a great deal of “good” through my volunteer work in Newport.		
My self-esteem is enhanced by performing volunteer work in this organization.		

How-to manual and Evaluation

Objective two was to create a how-to manual for coordination of fundraisers that help organizers to increase the engagement of community members in fundraising events. With the compiled data, personal experience gained from organizing fundraisers in Newport, as well as personal social capital with memberships in church, and community organizations, a how-to manual was created (see Appendix C). The manual was based on actual need cases in the Newport community (medical expenses, food for school children during the summer months, and books for children in remote areas of the county). Expanding on those needs, and including actual samples of supplies lists, flyers for advertising, program budgets, a draft of a how-to manual specific to fundraisers in the Newport community was created.

Objective three was to evaluate the effectiveness of the manual for supporting fundraising coordinators. Along with a created questionnaire, the manual draft was shared electronically with five panelists who have organized comparable fundraisers. Through the questionnaire, the panelists were asked specific questions about the appearance, conciseness, and functionality of the manual, as well as asked to provide additional feedback. Using their responses, comments, and the data from the questionnaire, the final manual was created. Specific responses from the panelist when asked their initial reaction to the manual were:

“Positive – a “How to” that gives structure to local fund raising.

“For anyone wanting to know about how a fundraiser works, I applaud you.”

“Concise.”

“Formatting can be more centered within the text boxes. I was a bit confused in the introduction as to who was calling and who was being asked for what. Is this a request for collaboration to organize a fundraiser or is the person being solicited for funds?”

Questions regarding the format and appearance of the manual were included on the questionnaire. Participants were asked whether the graphics and photos added or took away from the manual contents. One hundred percent of the participant’s responded positively. Specific responses from the panelist when asked their initial reaction to the manual were:

“The photos add to the content. Especially seeing the older picture and the newer side by side of the Community Center. After all it is about Newport.”

“Liked the old picture but thought a newer picture would be nice too.”

“The graphics are helpful...Perhaps more?”

Questions regarding the reflexivity of the manual were included on the questionnaire. Participants were asked if the title of the manual reflected the contents. One hundred percent of the participants said that it did. There were no additional comments or suggestions regarding the title.

Questions regarding the conciseness of the manual were included on the questionnaire. Participants were asked if the manual instructions were clear and concise in regards to who to contact; if the venue options were specific enough; and if the budget and supplies list were helpful. Seventy-five percent of the participants said yes to all. Specific responses from the panelists were:

“This part (manual instructions) probably needs to be clearer.”

“Really liked the straight forward and concise nature of the manual.”

“Yes, being able to see a budget helps to know what you are actually needing.”

Questions regarding the functionality of the manual were included on the questionnaire. Participants were asked if they would be able to organize a fundraiser for Newport after reading the manual; and if they would actually use the how-to manual? One hundred percent of the participants said yes to both questions. Specific responses from the panelists were:

“Yes – with help.”

“Yes – it is a good manual.”

“To guide fund raising thinking.”

“Absolutely.”

Questions regarding the completeness of the manual and what additional information should be added were included. Participants were asked what additional information should be added to the manual. Seventy-five percent of the participants made suggestions. Specific responses from the panelists were:

“The Leader needs to be someone with community credibility.”

“Maybe adding more on community involvement and the camaraderie that comes along with doing fundraising events. The young and old come together as one.”

“Maybe a list of suppliers for some of the less common supplies.”

“I would consider putting leadership at the beginning of this manual. This is such an important role and without an identified leader, not much else is likely to get done.”

Chapter Five

Conclusions and Implications

The purpose of this project was to develop a how-to manual for coordination of fundraisers. A case study of a rural community in southwest Virginia was used to glean insights on the motivation of community members to volunteer. Although 490 community members live within the 24128 Newport Zip code, only 78 adult Newport community members completed a three-part survey on trends in volunteer characteristics, reasons for volunteering, and volunteering outcomes; therefore, the conclusions from the pre-manual survey are not generalizable for this community and were used cautiously. Although a low percentage of community members participated in the three-part survey on trends in volunteer characteristics, reasons for volunteering, and volunteering outcomes, it did provide good information when considering how to approach writing the manual.

Implications gained from this study included facing unexpected challenges and recognizing the continuing need for fundraisers. For example, when an event such as a Fourth of July parade or a church ice cream supper is held in Newport, crowds in excess of 200 attend. But when the survey was mailed to the more than 490 Newport community members, only 78 adult community members chose to respond. Time is often a major deterrent when such surveys or time-sensitive material is received. Others may feel that they are free to choose how they spend their time and which fundraisers they choose to volunteer for. Filling out a survey might bring fear of binding them to future service or a thought of being singled out in such a close-knit and small community. This finding stresses the need to use motivation and leadership development as well as stresses the need to find more creative ways to raise funds for those in need beyond one-time events such as dinners.

Rochester (1999) suggests the process is not merely the use of a single motivator, “but a complex mixture.” What might motivate one community member, does not work for another. As evidenced through the survey data comments, community members are involved in community engagement and motivated by their membership with the local Newport Volunteer Fire Department, through the Newport Ruritan Club, neighboring Montgomery County Kiwanis Club, or volunteering for a specific need in the community such as the playground improvement day at the Newport Community Center, or volunteering at the Covered Bridge Day. Others volunteer quietly but effectively by fostering homeless and neglected animals in their home.

Regardless of the group or time spent, the action itself speaks volumes and is perhaps best defined by one survey participants' comment: *"I consider the meaningful experience to be the collection of projects completed in the community that results in better health and well-being of primarily Newport-area residents."*

According to Hollway & Mawhinney (2000), motivations can also be categorized as: intrinsic, extrinsic and self-efficacy; altruistic, social instrumental and expressive. Or, as Rochester (1999) suggests, more than one motivator factor or "a complex mixture." Motivation can begin by tapping into one's social capital. Social capital refers to the collective value of all "social networks" [who people know] and the inclinations that arise from these networks to do things for each other ["norms of reciprocity"] (Norris & Inglehart, 2005). Identifying volunteers who are associated with the person or persons for whom the fundraiser is being held or have membership in similar social circles (church or civil groups) can lead to greater participation and success of an event. As Perry confirms, the quantity of prospective support contacts (e.g., families, neighborhoods, and local churches) is directly related to the resources of those contacts (Perry, 2013). The more a person is invested through social capital, the greater the motivation to volunteer and serve. Reagans & Zuckerman (2001) suggest that teams are characterized by high network heterogeneity where relationships on the team cut across salient demographic boundaries. As seen in the data for Newport, VA, diversity can be found and capitalized on through not only age but gender, the defined family values through the size of the family, and educational levels. Capitalizing on those differences to form a team for fundraising and community engagement purposes can prove invaluable. The learning capability that can take place by the young learning from the older, more experienced, or vice versa, can only lead to success.

Another goal was to create a how-to manual for fundraising in rural communities such as Newport, VA. The major findings showed that the manual can be a valuable tool to the personal organizer as well as to a team of organizers. The manual can also serve as a source of record keeping, data management, and even a record of history if kept up-to-date with thorough and concise notes. While the manual was created in an electronic format, requests to print and make available hardcopies to volunteers and organizations have been received.

The major findings showed that the community members who had organized similar fundraisers and were chosen as panelists to review the how-to manual, were again eager to help

and share their knowledge of volunteering and fundraising to enhance the manual that will serve as a helpful tool in their work and service too. Responses from the five panelists who reviewed the how-to manual indicated a welcomed resource for volunteers and organizers. As Phillips and McLeroy (2004) confirms, “by building upon the positive aspects of rural life, the economic needs of rural areas can be addressed, and often met.” The panelists shared that the how-to manual was positive, concise, and included examples of budgets, supply lists and vendor suggestions that were time saving and valuable assets.

The findings from the review of the panelists shed light on how community leaders are viewed within the community, and how important community credibility is. The leader’s individual character qualities such as work ethic, organizational skills, and budgeting habits can determine the success of an event. The more bridging of social capital that takes place, the more age groups, educational levels, and economic value can be added to the team of the once single organizer making it easier to obtain access to enough individuals for donations to make the event successful. Through bridging comes diversity, the sense of belonging, feelings of trust and safety. Alley, Liebig, Pynoos, Banerjee, & Choi (2007) define an age-friendly community as “a place where older people are actively involved, valued, and supported with infrastructure and services that effectively accommodate their needs.”

Recommendations

Three recommendations were gleaned from the findings. They are:

1. Conduct a follow-up survey or interview with participants from a specific fundraiser in Newport in 3 to 6 months after the how-to manual has been implemented into the community. This would assess whether or not the manual was a viable tool in organizing the fundraisers and assess how the manual is being used.
2. Expand volunteer opportunities to include more visibility and coordination with local High Schools and Community Colleges who offer a tuition-waiver education in exchange for community service hours.
3. Conduct future studies of fundraising needs in rural communities and explore whether creating a needs-based Community Engagement fund would be a valuable asset. This would allow raised funds to be collected, stored and used as needs of community

members arise, allowing the fundraisers to be scheduled and centered around holidays or special events and not on a “as-needed” basis or so frequently.

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Appendix A
Volunteering Trends – Part I

Volunteering Trends – Part I

The first set of questions (Part I), “Trends” asks for individual background information, asked only to help us understand trends in volunteer characteristics. Please be assured there is no way to match the information to any individual who responds to this survey. You do not need to put your name on the questionnaire.

1. Your current age (in years since your last birthday) _____

2. Please circle your gender: Male Female

3. Please circle the racial category you most identify with:

White Hispanic

Black Other (please fill in) _____

4. Please circle your marital status:

Married Widowed

Divorced/Separated Never Married

5. Please indicate the number of children _____

6. Please circle the education completed:

Pre-high school (0-8 years) Some high school

Completed high school Post high school

Completed college

Reasons for Volunteering – Part II

Using the 5-point scale (5=extremely important to 1=extremely unimportant), please indicate how important or accurate each of the following reasons for volunteering is for you in doing volunteer work in and for Newport, Virginia. Record your answer in the space next to each item.

	Rating Scale				
	5	4	3	2	1
I am concerned about those less fortunate than myself.					
People I'm close to want me to volunteer.					
Volunteering makes me feel important.					
By volunteering, I feel less lonely					
I am genuinely concerned about the particular group I am serving.					
I can make new contacts that might help my business career.					
I can learn more about the cause for which I am working.					
Volunteering allows me to explore different career options.					
Doing volunteer work relieves me of some of the guilt over being More fortunate than others.					
I can learn more about the cause for which I am working.					
Volunteering increases my self-esteem.					
Volunteering allows me to gain a new perspective on things.					
I feel compassion toward people in need.					
Volunteering lets me learn through direct "hands on" experience.					

I feel it is important to help others.					
Volunteering helps me work through my own personal problems.					
I can do something for a cause that is important to me.					
I can learn how to deal with a variety of people.					
Volunteering makes me feel needed.					
Volunteering makes me feel better about myself.					
Volunteering is a way to make new friends.					
Through volunteering, I can explore my own strengths.					
My friends volunteer.					
People I'm close to want me to volunteer.					
Others with whom I am close place a high value on community service.					

Thank you!

Volunteering Outcomes – Part III

Using the 5-point scale (5=extremely important to 1=extremely unimportant), please indicate how important or accurate each of the following reasons for volunteering is for you in doing volunteer work in and for Newport, Virginia. Record your answer in the space next to each item.

	Rating Scale				
	5	4	3	2	1
In volunteering with this organization, I made new contacts.					
People I am genuinely concerned about are being helped through my volunteer work in and for Newport.					
From volunteering in the Newport Community, I feel better about myself.					
I have learned to deal with a greater variety of people through volunteering at this organization.					
My friends found out that I am volunteering at this organization.					
By volunteering in my community, I am doing something for a cause that I believe in.					
I have been able to learn more about the cause for which I am working by volunteering in my community.					
I enjoy my volunteer experience.					
My volunteer experience has been personally fulfilling.					
My experience with volunteering in Newport has been worthwhile.					

I have been able to make an important contribution by volunteering in Newport.					
I have accomplished a great deal of “good” through my volunteer work in Newport.					
My self-esteem is enhanced by performing volunteer work in this organization.					
It is necessary to fundraise to provide community programs in Newport.					
Raising funds results in events that bring the community together.					
I plan to continue volunteering with fundraisers and community events.					
I will encourage my friends to continue to volunteer for fundraisers.					

Thank you!

Appendix B
Evaluation Questionnaire

Evaluation Questionnaire for

Bridging the Needs:

A How-to manual for Rural Community Fundraisers

Directions:

Using the following questions as a guide, please review the attached manual completely, answer each of the presented questions, and provide any comments, feedback, or suggestions. Please return the completed questionnaire to me electronically (atkinsrw@vt.edu) by Tuesday, July 25, 2017.

Thank you,

Robin W. Atkins

- 1) What is your initial reaction to the manual?
- 2) Does the title of the manual reflect the contents?
- 3) Are the manual instructions clear and concise in regards to who to contact?
- 4) Are the venue options specific enough?
- 5) Are the examples of a budget and supplies list helpful?
- 6) Do the graphics and photos add or take away from the manual contents?
- 7) After reading the manual, would you be able to organize a fundraiser for Newport?
- 8) What additional information should be added?
- 9) Would you use this manual?

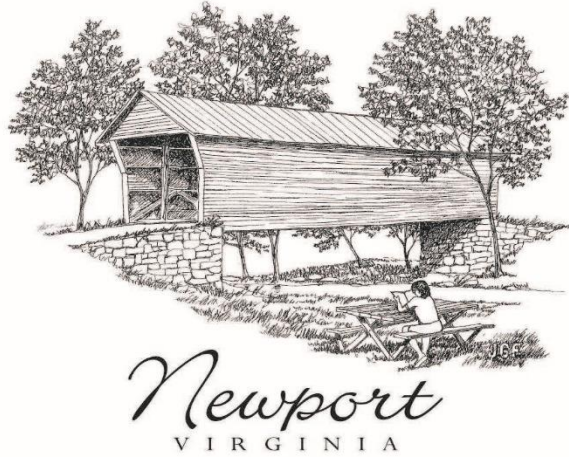
Please provide any additional comments (feel free to use a separate sheet of paper if needed).

Thank you!

Appendix C

Bridging the Needs: A How-to manual for Rural Community Fundraisers

**Bridging the Needs:
A How-to Manual for Rural Community Fundraisers**



By

Robin W. Atkins

Report submitted to the Faculty of
Virginia Polytechnic Institute and State University
In partial fulfillment of the requirements for the degree of
Master of Science in Agricultural and Life Sciences

Blacksburg, Virginia



Rural Community Fundraisers: A How-to Manual

The purpose of this manual is to provide community members an easy step-by-step guide towards a successful fundraiser in the Newport, VA community, with respect to the leaders, volunteers, and recipient(s). In Giles County, VA alone 2,414 children and adults were uninsured as of 2012 (Virginia Atlas of Community Health, Giles County Profile). Since 2011 Newport Cares (a backpack ministry) has distributed over 100,000 food items and over 150 summer food boxes to hungry students at the local Eastern Elementary/Middle School. This could not have been done without the help of local businesses, community organizations (churches and clubs), and Newport community individuals. And through the idea of one community member, but with the help and organization of many individuals, church members, and others, 1000's of children's books have been collected and distributed to trailer parks and at youth events, again free of charge.

Whether for medical expenses, food, books, or other needs, the need for fundraisers in rural communities and specifically Newport, VA is ever present and real. By capitalizing on the social capital that is readily available in the Newport community, identifying passionate community members to serve as volunteers can make a hope or dream a reality through a successful fundraiser. Most community members value helping and serving others, especially those in their community. By reaching out to those members, asking for their help, providing them with the motivation and tools needed for a specific event, one can move an individual from a one-time volunteer to a servant leader. With the information provided in this manual and the confidence gained in organizing and hosting a successful event, one can become an active community member and increase community engagement through volunteerism in Newport, VA.

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Introduction (Getting Started)

The telephone rings and the voice on the other line is familiar, but is filled with anxiety and immediacy. While the caller is eager to complete a request for help, they also know the numerous fundraisers that you have organized and helped with, and are hesitant to ask you to do yet another. Following a short exchange and friendly chat, a situation of need is voiced by the caller and a request for you to help organize a fundraiser to fill this need follows. Now what? It is my hope that what follows will serve as a valuable resource to design, organize, and carry out a successful fundraiser in the Newport, Virginia community.

This manual that has been designed based on actual fundraising events in the Newport, VA community and knowledge gained from both the successful and not-so successful events, as well as the wealth of knowledge gained through the Agricultural, Leadership, & Community Education Master's program at Virginia Tech.

Purpose: Every fundraising event, whether large or small, must begin with a purpose. Remember the telephone call? What was the need? The purpose is a fundamental need which gives a meaning to a human's actions. The purpose is the reason one aims to achieve a goal, and there is always a purpose behind all goals. The purpose of the event might be for that specific need (medical assistance); to raise funds for a specific event (Newport, Va Sports), to draw attention to the program, search for new members, or a combination. Unlike a goal, a purpose is broader and deeper, and cannot be measured. With the purpose in mind, and with permission to not focus too hard on the goal, you are ready for a written event plan. A written event plan is essential for every event you hold. A written event plan can be as simple as a page in a notebook or an Excel file on your computer. It is a commonplace for notes, contacts, budget, agenda, etc. If the fundraiser is to raise funds, be realistic in the amount of funds needed. If the purpose is to draw attention to the program, search for new members, or a combination, a monetary goal should still be determined. An example of this is with the Newport, Va Sports. Newport, Va Sports offers T-Ball, Coach-Pitch Baseball, and Girls Softball at the Newport Park. Their belief is that "all children and youth who choose to participate deserve a safe, friendly, and welcoming environment, regardless of their ability to pay." With that belief in mind, the main goal of the annual fundraiser is to raise money to allow the program to continue with the purchase of team t-shirts, equipment, or tournament fees. However, the advertisement and actual event could bring in community members new to the area or those that have considered involving their child(ren) in the program that were not sure of the qualifications. Moving forward with the next steps, and through the event, the purpose should be kept first and foremost in your mind.

Leadership: Every fundraising event has and needs a leader. And yes, YOU can be that leader. The leader could be you or an appointed person or group of persons who initiated the need for the fundraiser. While the term leader is intimidating, a leader must be identified early on in the planning process to ensure the event runs smoothly and the fundraising goal is met. No experience is needed to be a leader, other than desire. Yes, you read that correctly...No experience necessary! Being a leader does not require that all of the work of the event be done by that individual or group of individuals. Being a leader does, though, mean becoming invested as a team member and willing to do what is necessary, and to exert time and attention from beginning to end to see the event through. Being a leader also should share community credibility. The leader should be someone invested not only in the event and goal, but should have ties to the community through previous involvement on a board, in organizations, or in churches. The leader should share a vision with the community that is being served. Such credibility will influence trust, resource allocation, strategy approval, and future success (Schoemaker, 2012). Community members want to be assured that their hard-earned money is going to the specific need given for.

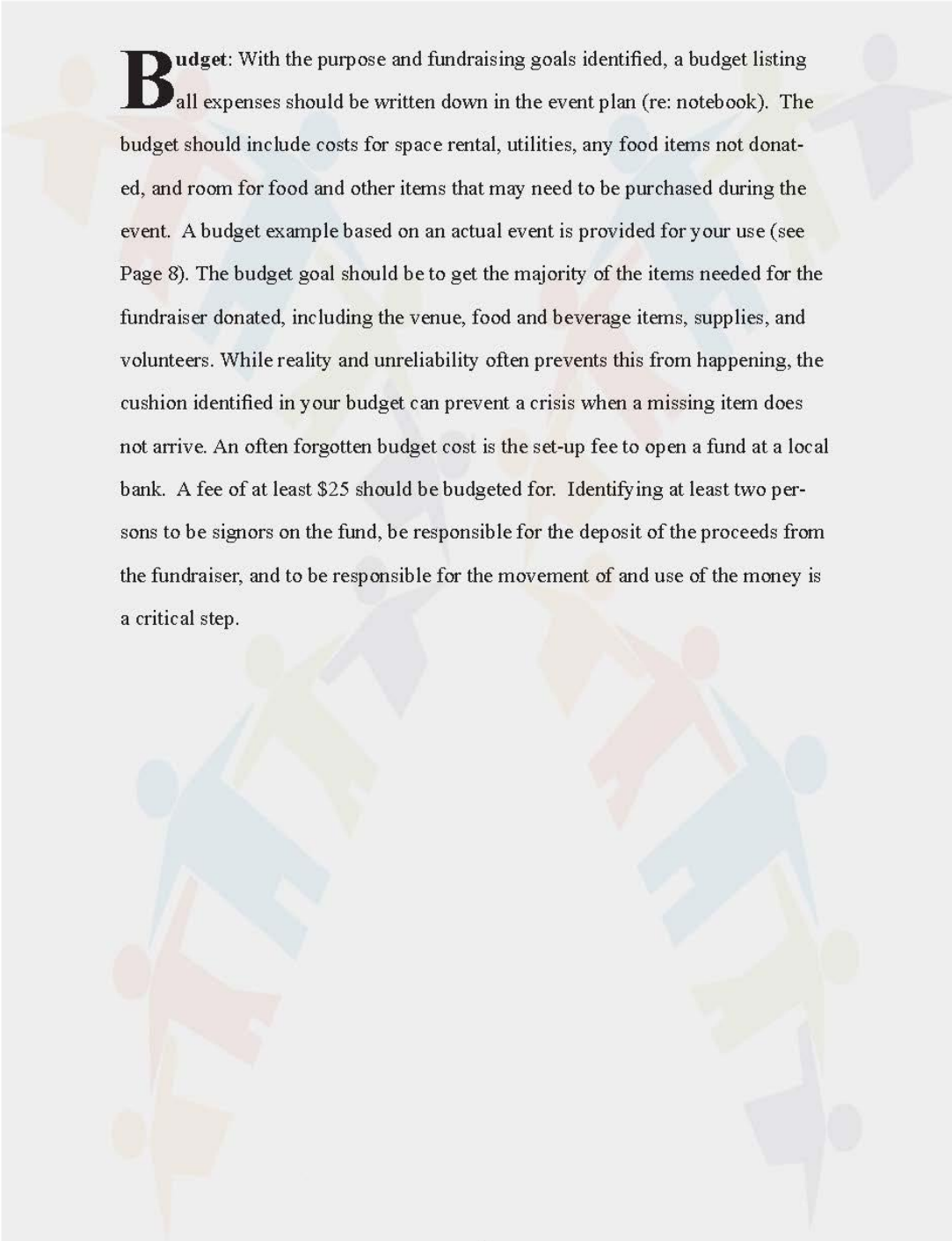
As mentioned in the introduction, most people are open and willing to help; they just need to be asked. Personal experience has shown that after just helping with one event, the motivation and passion of a community member is increased. What started out as fear of the unknown (“I’ve never done that before”), now becomes, (“Thanks for asking me, that was fun. Let me know how I can help with the next one”). The community camaraderie (mutual trust and friendship) emerges even stronger. Who knows the person you just recruited, motivated, and introduced to the community event, could become the leader of the next event. And, the leader of one event could become the follower in future events.

Fundraising Goal: With the purpose solidified, the fundraising goal must be determined. While the goal and purpose are similar and interlinked, the time factor sets them apart. Goals are reached by setting specific and measurable deadlines, and are considered the end result. An example would be:

“By July 24, 2017, I am depositing \$1000 from a spaghetti dinner fundraiser into the account of the Newport Ruritans for the Newport Va Sports.”

If the event is an actual fundraiser, the net amount, the amount you plan to raise after expenses are deducted, must be determined and written down. Again, be realistic. Remember the community is only so large and the same community members are being tapped and asked to give. Specific amounts of money needed to be raised can be determined by using actual medical bills provided by the recipient, average electric bills for the community, or other sources as guides.

Proceeds from similar fundraisers can also be obtained from community members who frequently host fundraisers and used as a guide. If a higher fundraiser amount is desired, instead of having a fundraising dinner, asking a local band to provide music during the dinner and for an in-kind donation or a free meal at the event can be considered. Collecting items, gift cards to local restaurants and businesses and setting up a corner of the dinner venue for a Silent Auction that can happen simultaneous with the event and without causing much disruption or requiring additional leadership, can also supplement the fundraising goal. Be creative with ways to raise more funds within the same venue and timeframe. A person may not really like spaghetti, but winning a gift card to Mountain Lake Lodge for brunch might make their effort in attending the dinner worthwhile.



Budget: With the purpose and fundraising goals identified, a budget listing all expenses should be written down in the event plan (re: notebook). The budget should include costs for space rental, utilities, any food items not donated, and room for food and other items that may need to be purchased during the event. A budget example based on an actual event is provided for your use (see Page 8). The budget goal should be to get the majority of the items needed for the fundraiser donated, including the venue, food and beverage items, supplies, and volunteers. While reality and unreliability often prevents this from happening, the cushion identified in your budget can prevent a crisis when a missing item does not arrive. An often forgotten budget cost is the set-up fee to open a fund at a local bank. A fee of at least \$25 should be budgeted for. Identifying at least two persons to be signors on the fund, be responsible for the deposit of the proceeds from the fundraiser, and to be responsible for the movement of and use of the money is a critical step.

Budget Sample

Spaghetti Dinner		Saturday, June 17, 2017	Newport Community Center
Sample Budget Template			
Projected Expenses			
Item	Amount		
Venue	\$125		
Marketing (Ads and Copying)	\$25		
Food and Beverages	\$100		
Supplies (paper products)	\$50		
Entertainment	\$0		
Paid Staff	\$0		
Other	\$30		
Total	\$330		
Actual Income			
Item	Amount		
Venue	In-Kind		
Marketing	In-Kind		
Food and Beverages	\$0		Comment: Most of the food and beverage items were donated
Supplies (paper products)	\$0		
Entertainment	\$0		
Paid Staff	\$0		
Other (additional food)	In-Kind		Comment: Items purchased during the actual fundraiser to ensure all were served.
Prior Monetary Donations	\$300		
Proceeds from Fundraiser	\$1,160		
Total	\$1,460		
Expenses vs. Income			
Item	Amount		

Supply List

Items needed for Spaghetti Dinner - Newport Comm. Center

Item:	Quantity Needed:	Name:	Quantity:
Spaghetti	19 large boxes (16 oz. and up)		
Spaghetti Sauce	20 quarts		
Hamburger	10 lbs. (browned)		
Bread	20 loaves Italian bread sliced or 200 bread sticks		
Butter	2 large tubs (don't need if using bread sticks)		
Salad mix	10 large - prefer money to buy them all at Sam's		
Cucumbers	10 large		
Tomatoes	20 large		
Dressings	5 large		
Croutons	10 boxes		
Parmesan cheese	6 large		
Drinks (canned), Ice	13 (12 pks) - Brands: Dr. Pepper, Pepsi, & Diet		
Water	2 cases of 24		
Desserts	15 desserts		
Napkins	200		
Forks	200		
Tableclothes	12		
Plates (dinner)	150 heavy duty		
Take-out containers (foam with sections)	100 heavy duty		
Plates (dessert)	150		
Bowls (salad)	150		
Coffee cups (foam), creamer, sugar	50		
Monetary donations	to buy items		
*You can split up the donation (e.g. one case of drinks and one box of spaghetti)			
*Please contact : Name, Number, E-mail with any questions. Thank you!			
*Need non-perishable items by (at least 3 days prior to the event to ensure quantity and quality are correct)			

Supply Tips and Vendor List

To accompany the supplies list, following are some general tips and suggestions:

The spaghetti and spaghetti sauce are non-perishable items that can be purchased in advance of the event. Boxes of spaghetti are often offered at the local grocery store (Kroger) at 10 for \$10 or even less with a store card and coupons. Spaghetti sauce is often canned by local gardeners and will be donated if the timing is right. If not, buying a store-brand jar sauce and adding browned hamburger and some Italian seasonings can also suffice (The jars will eliminate a need for a can opener). Reserving some plain sauce with no meat is suggested. Cooking the spaghetti the morning of the event and packaging in gallon-sized Ziploc bags with a drop of oil can save time at the event as well.

Browning the donated hamburger and placing it in gallon-sized Ziploc bags ahead of time is also a huge time saver. When the sauce is being heated, the meat can be added and warmed too. Crock Pots are recommended to use for serving the spaghetti noodles and the sauce (separately) once cooked and warmed. Then refilling the Crock Pots from larger stock pots on the stove is recommended.

While local bread stores do not carry breadsticks, like those used in Olive Garden restaurants, they are willing to order them for your use with notice. If ordering is not an option, sliced Italian bread in Wal-Mart's Deli for \$1.00 per loaf works well or Kroger's Deli will hand-slice their \$1.00 loaves at no extra charge.

Sam's Club has been found to be the best value and option for the large bags of salad mix. Then, having the sliced cucumbers and tomatoes (suggest grape) donated can cut the time and cost down considerably for making 100+ salads. If croutons are placed in small bowls on the condiment table rather than on the in-

dividual salads, the suggested 10 boxes can be cut down to 3 to 5 needed. A variety of salad dressings is suggested. While the larger containers seem a better buy, buying large-size bottles of store-brand salad dressing is usually the best choice. Following the event, the opened bottles can be tossed if not completely used, cutting down on the waste.

For the beverages, it is proven that participants like brand-named drinks (Dr. Pepper, Pepsi, etc.). Please ensure the donators are reminded of this fact and provide name-brand drinks. Canned drinks iced in coolers work best and eliminates the need of cups and ice. Bottled water can be any brand. Coffee can be made available to compliment desserts. Foam cups work best for serving coffee. Don't forget the sugar and creamer.

For the paper products, Sam's Club seems to be the best value for the heavy-duty dinner and take-out containers. The divided take-out containers provide for the spaghetti and bread. The heavier plastic forks are recommended to decrease breakage. The salad bowls, coffee cups, napkins, and dessert plates do not need to be as heavy-duty, but still sturdy.

The local Dollar Tree store seems to have the best selection and quantities of plastic table clothes for \$1.00 each. Twelve are suggested as the quantity on the supplies list. Having a few extra on hand for the condiment table, or money table at the entrance, can add some color. At the close of the event, the soiled table clothes can be thrown away and others can be cleaned and recycled for future events.

Having the right supplies for the job makes the difference in a successful fundraiser.

Benefit Flyer

Spaghetti Supper



to benefit

Newport Sports
Saturday, July 22

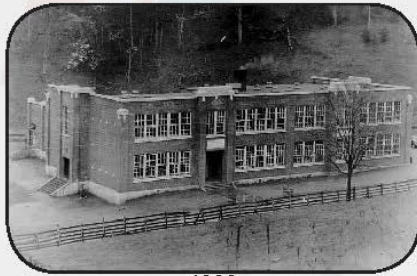
5:30 – 7:30 p.m.

Newport Community Center

Donations welcomed

Newport Sports offers T-Ball, Coach-Pitch Baseball, and Girls Softball at the Newport Park. We believe that all children and youth who choose to participate deserve a safe, friendly, and welcoming environment, regardless of their ability to pay.

Venue: Based on the purpose and size of the event, consider a venue within the community that might work with you to let you use the venue for free or at a reduced rate (e.g. Newport Community Center).

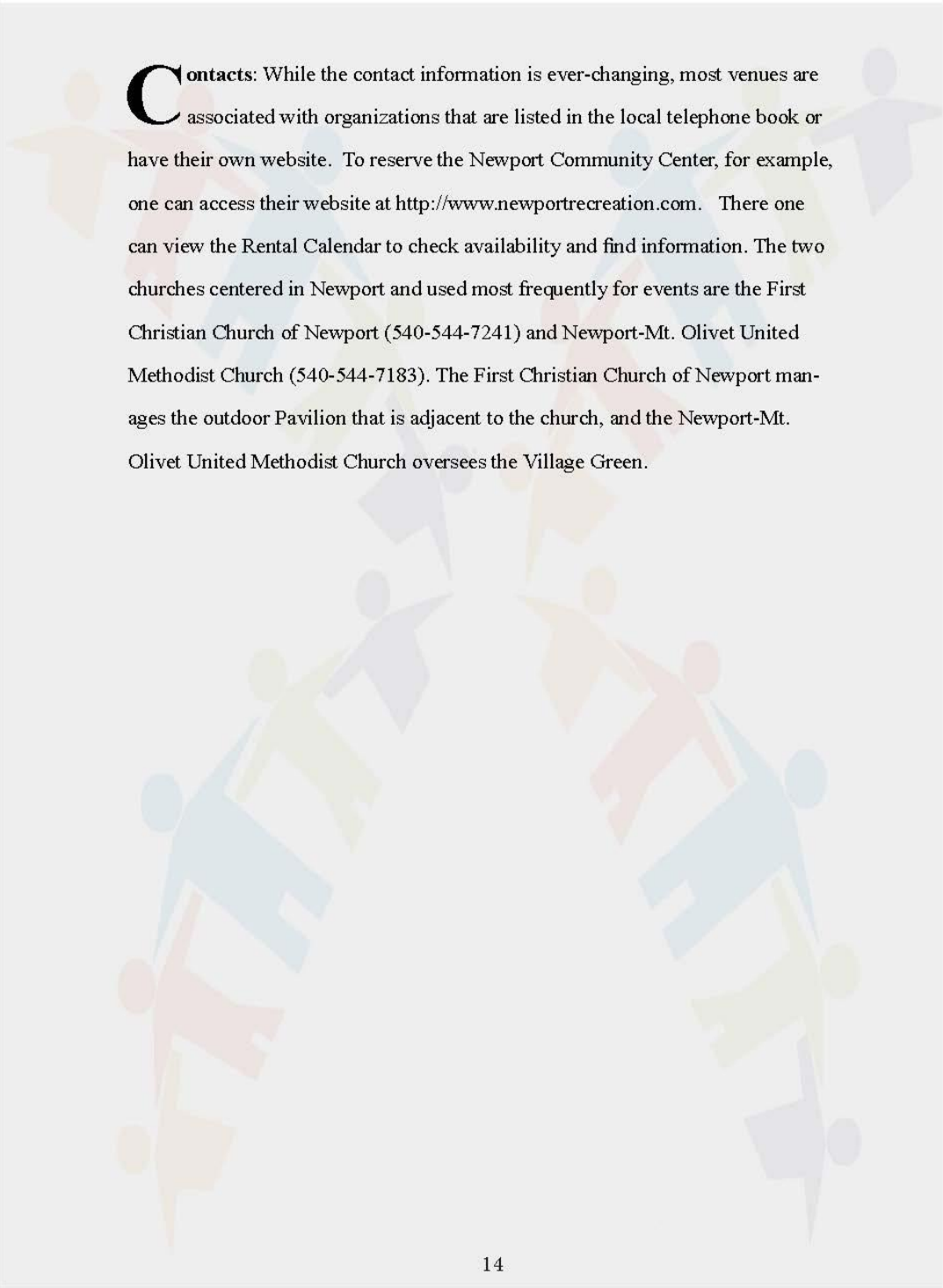


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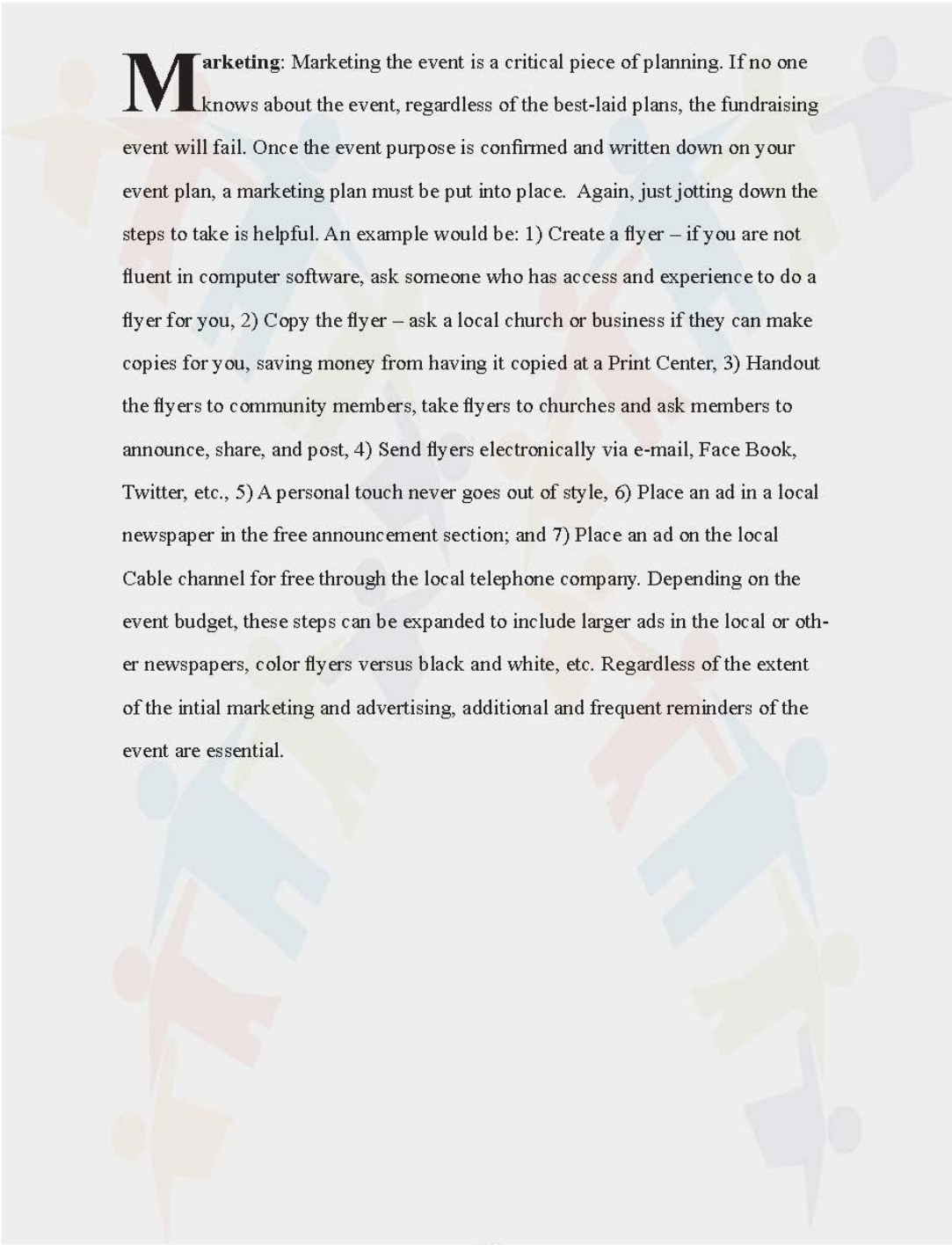


2017


Often church fellowship halls, church classrooms, or outdoor pavilions will work. Other options might be the Village Green, The Newport Volunteer Fire Department building, or the Newport Ball Park. Budgeting initially for the full cost of the venue is valuable. If the Community Center or Church has a conflict or is experiencing financial hardship at the time, funding a different venue will then not constitute a crisis. As a reminder, most venues in Newport are also managed by non-profit organizations (Newport Community Action Committee (NCAC), Newport Ruritan Club, etc.) and a waived rental fee affects their budget too. An approach I have personally used is agreeing to host a fundraiser at a later time for the non-profit allowing you complimentary use of a venue (e.g. Newport Community Center to help pay for large winter electric bills or to upgrade the furnace or bathroom fixtures). Asking for a donation from a local business or community members to cover the venue rental is acceptable too.



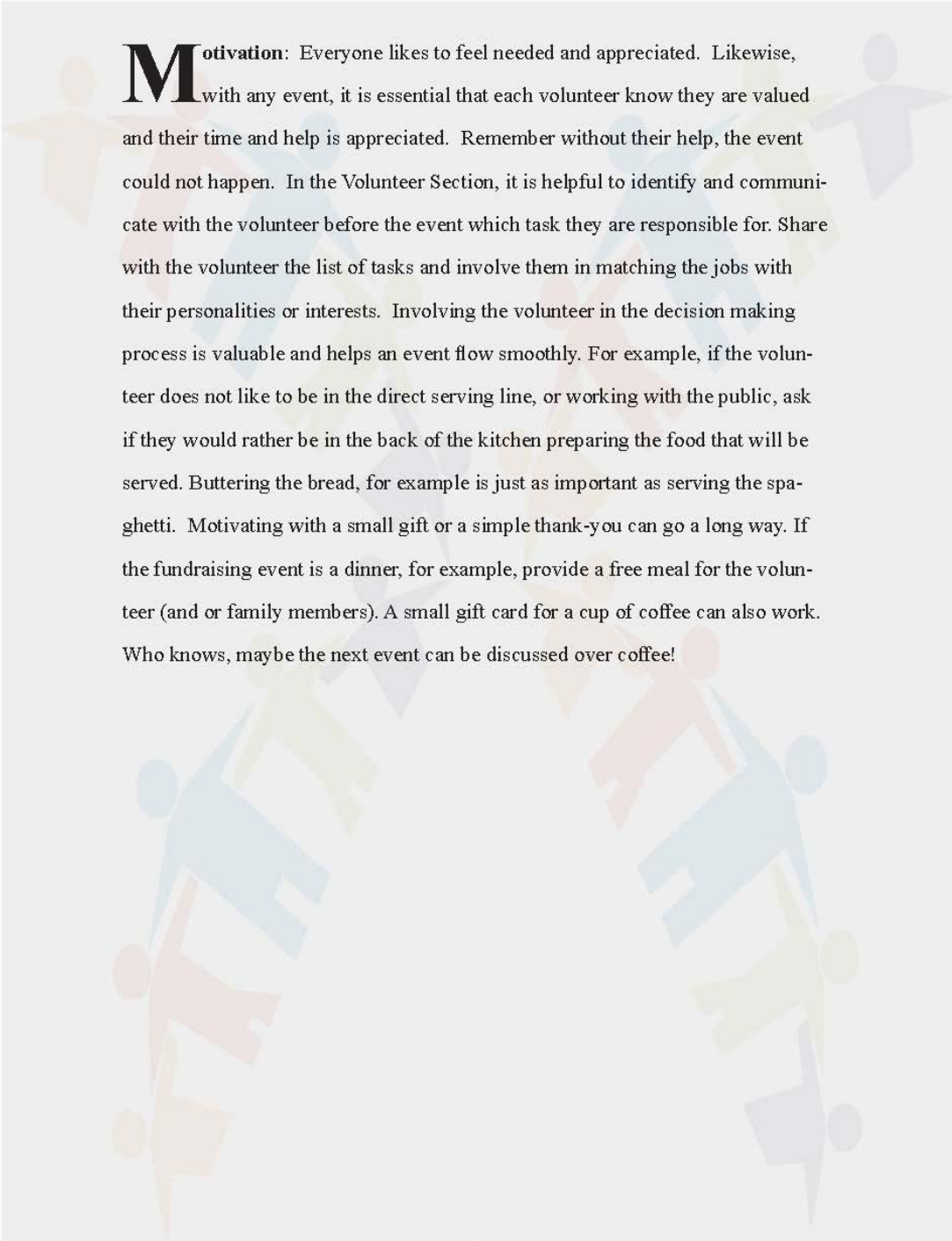
Contacts: While the contact information is ever-changing, most venues are associated with organizations that are listed in the local telephone book or have their own website. To reserve the Newport Community Center, for example, one can access their website at <http://www.newportrecreation.com>. There one can view the Rental Calendar to check availability and find information. The two churches centered in Newport and used most frequently for events are the First Christian Church of Newport (540-544-7241) and Newport-Mt. Olivet United Methodist Church (540-544-7183). The First Christian Church of Newport manages the outdoor Pavilion that is adjacent to the church, and the Newport-Mt. Olivet United Methodist Church oversees the Village Green.



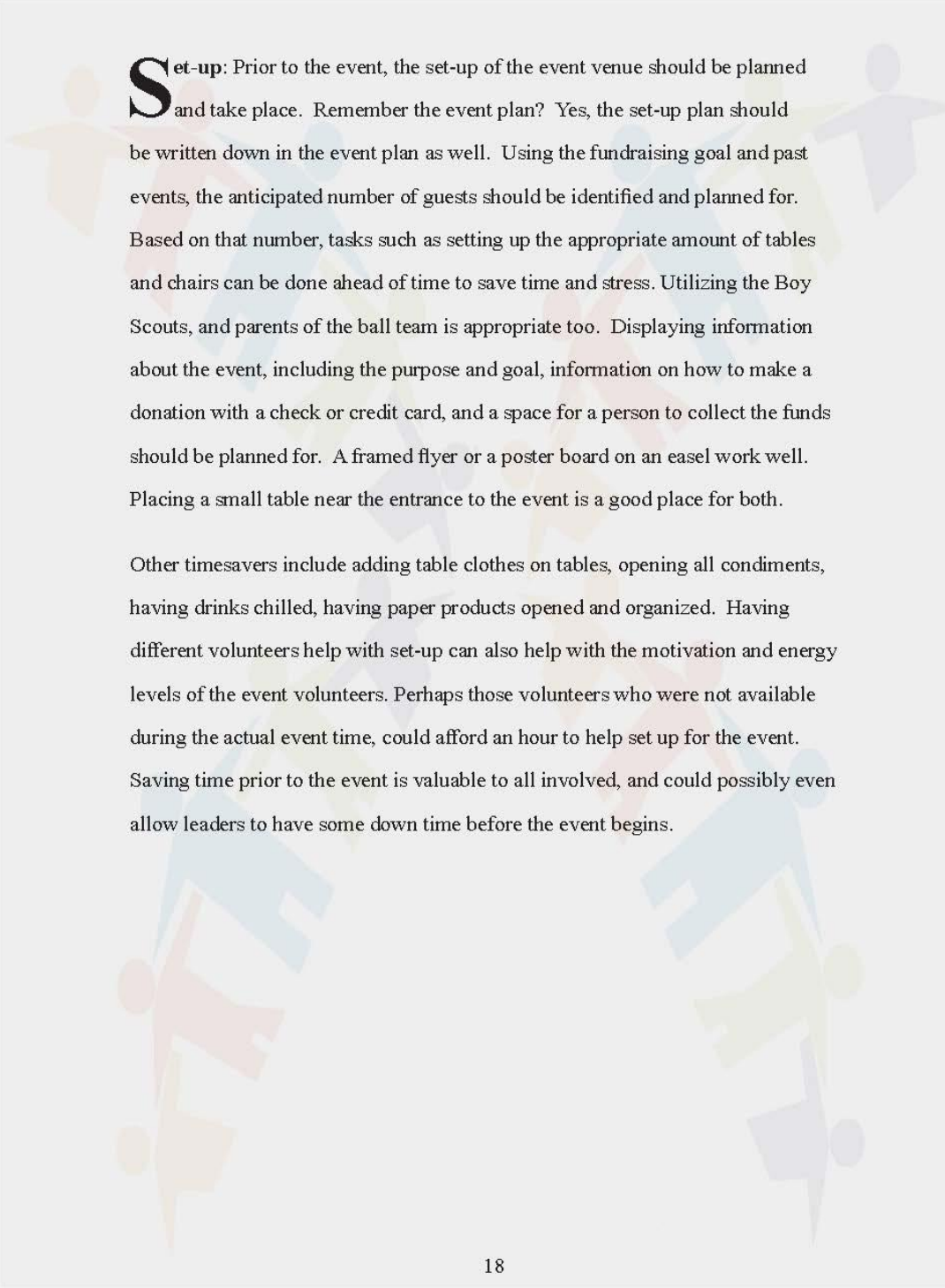
Marketing: Marketing the event is a critical piece of planning. If no one knows about the event, regardless of the best-laid plans, the fundraising event will fail. Once the event purpose is confirmed and written down on your event plan, a marketing plan must be put into place. Again, just jotting down the steps to take is helpful. An example would be: 1) Create a flyer – if you are not fluent in computer software, ask someone who has access and experience to do a flyer for you, 2) Copy the flyer – ask a local church or business if they can make copies for you, saving money from having it copied at a Print Center, 3) Handout the flyers to community members, take flyers to churches and ask members to announce, share, and post, 4) Send flyers electronically via e-mail, Face Book, Twitter, etc., 5) A personal touch never goes out of style, 6) Place an ad in a local newspaper in the free announcement section; and 7) Place an ad on the local Cable channel for free through the local telephone company. Depending on the event budget, these steps can be expanded to include larger ads in the local or other newspapers, color flyers versus black and white, etc. Regardless of the extent of the initial marketing and advertising, additional and frequent reminders of the event are essential.



Volunteers: Based on the purpose and fundraising goal of the specific event, the number of volunteers should be identified. Once the specific jobs are identified and written down, the number of volunteers per job can be matched to those jobs and overall numbers of volunteers needed can be determined. As a rule of thumb, one can never have too many volunteers. Friends or relatives of the recipient can be contacted to work the event. Members from community organizations (churches, Ruritan Club, and schools) are also good sources for volunteers. A forgotten source for volunteers is high school students who need community service hours to fulfill their National Honor Society requirements. Other ideas are asking the local Boy Scout Troop, American Heritage Girls, etc. A larger number of volunteers than anticipated are essential due to unforeseen reasons for not being able to volunteer often occurring the day of the event. A good rule of thumb is to recruit at least one to three additional volunteers for each station. Once a volunteer is identified, physically write down their name and contact information in your event plan and follow-up with them periodically until and through the day of the event to maintain the camaraderie. Once the event is over, do not forget the follow-up.




Motivation: Everyone likes to feel needed and appreciated. Likewise, with any event, it is essential that each volunteer know they are valued and their time and help is appreciated. Remember without their help, the event could not happen. In the Volunteer Section, it is helpful to identify and communicate with the volunteer before the event which task they are responsible for. Share with the volunteer the list of tasks and involve them in matching the jobs with their personalities or interests. Involving the volunteer in the decision making process is valuable and helps an event flow smoothly. For example, if the volunteer does not like to be in the direct serving line, or working with the public, ask if they would rather be in the back of the kitchen preparing the food that will be served. Buttering the bread, for example is just as important as serving the spaghetti. Motivating with a small gift or a simple thank-you can go a long way. If the fundraising event is a dinner, for example, provide a free meal for the volunteer (and or family members). A small gift card for a cup of coffee can also work. Who knows, maybe the next event can be discussed over coffee!



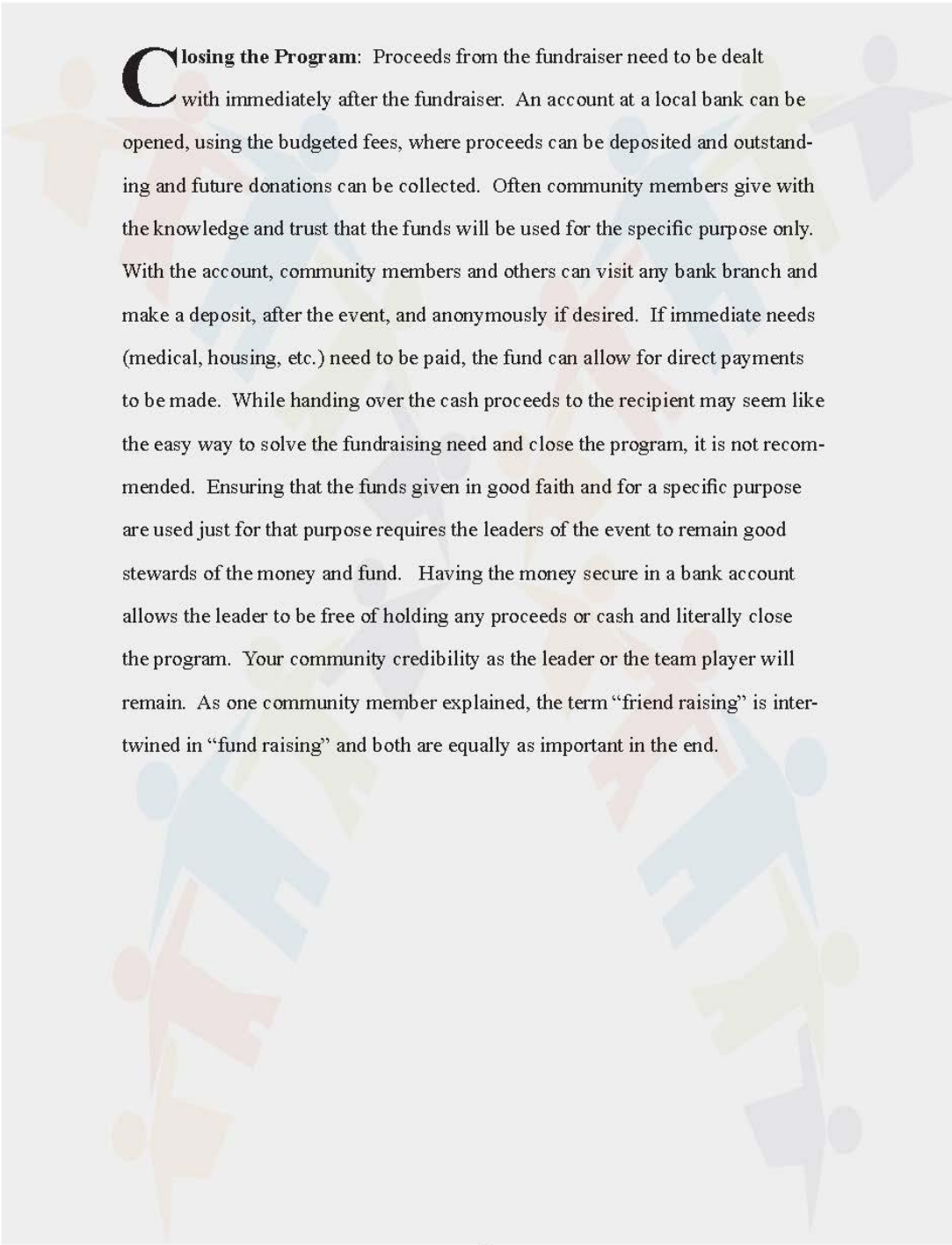
Set-up: Prior to the event, the set-up of the event venue should be planned and take place. Remember the event plan? Yes, the set-up plan should be written down in the event plan as well. Using the fundraising goal and past events, the anticipated number of guests should be identified and planned for. Based on that number, tasks such as setting up the appropriate amount of tables and chairs can be done ahead of time to save time and stress. Utilizing the Boy Scouts, and parents of the ball team is appropriate too. Displaying information about the event, including the purpose and goal, information on how to make a donation with a check or credit card, and a space for a person to collect the funds should be planned for. A framed flyer or a poster board on an easel work well. Placing a small table near the entrance to the event is a good place for both.

Other timesavers include adding table clothes on tables, opening all condiments, having drinks chilled, having paper products opened and organized. Having different volunteers help with set-up can also help with the motivation and energy levels of the event volunteers. Perhaps those volunteers who were not available during the actual event time, could afford an hour to help set up for the event. Saving time prior to the event is valuable to all involved, and could possibly even allow leaders to have some down time before the event begins.

Actual Event: Despite the start time of the event, anticipate participants' arrival 30 to 45 minutes early. Many community members want to support the event, but enjoy the convenience of picking up take-out and enjoying with family members not able to attend. Ready or not, the actual event will take place on the identified date and time. Having and using the written event plan, the fundraising goal, leadership and motivation skills, and the identified tasks can be carried out as close to possible with the matched volunteers. Remember, flexibility is essential as volunteers enter and leave the work area. Not all volunteers are able to commit to working the full event. Whether one hour or two is given by a volunteer, that time is invaluable to the success of the event. Being present with the volunteers and checking in with them is valuable. While the stress of the event might not provide a chance for an actual conversation with the volunteers, checking in with them and setting a time to follow-up after the event can sometimes lower the stress level. Remind them you are on their team. Asking the volunteers for ways to improve the event process and make things run smoother is important too. We all get comfortable doing things a certain way and are often not open to new ways. New ideas and processes can lead to a more successful event. Reemphasizing the purpose of the event to and thanking the attendees of the event is crucial. As a leader, keeping the excitement of the event at peak, even at slow points, can prove valuable. Without them, there would not be an event. An example would be to mingle through the dining area, meeting and greeting the participants of the event, answering any questions they may have about the purpose or the recipient. If available, offer the participants extra breads sticks, or a free cup of coffee. Adding the human touch can go a long way for the current and future events. The outcome will be a reflection of the amount of time and energy put into the purpose, goal, budget, leadership, and volunteers.



Follow-up: After the event, follow-up is one of the most important steps that is often overlooked or not implemented. With the time spent on the initial planning and actually working the event, the tendency to skip the follow-up step of a fundraiser is natural. While both sides of the team are tired and the thought of spending more time and energy on the event is probably not on anyone's mind, follow-up is a critical and necessary step to any event. Whether it is a hand-written thank you note, a pat on the back, or a simple thank you, make sure each of the volunteers and contributors are shown appreciation and thanked. Follow-ups should include the contributors and representatives of the venue, the donators of the food and supplies, and those that donated but were not able to attend the actual event. Doing so can instill the thought of moving from a follower to a leader and make asking for help for the next fundraiser a good starting place. Perhaps it will be you making the next telephone call!



Closing the Program: Proceeds from the fundraiser need to be dealt with immediately after the fundraiser. An account at a local bank can be opened, using the budgeted fees, where proceeds can be deposited and outstanding and future donations can be collected. Often community members give with the knowledge and trust that the funds will be used for the specific purpose only. With the account, community members and others can visit any bank branch and make a deposit, after the event, and anonymously if desired. If immediate needs (medical, housing, etc.) need to be paid, the fund can allow for direct payments to be made. While handing over the cash proceeds to the recipient may seem like the easy way to solve the fundraising need and close the program, it is not recommended. Ensuring that the funds given in good faith and for a specific purpose are used just for that purpose requires the leaders of the event to remain good stewards of the money and fund. Having the money secure in a bank account allows the leader to be free of holding any proceeds or cash and literally close the program. Your community credibility as the leader or the team player will remain. As one community member explained, the term “friend raising” is intertwined in “fund raising” and both are equally as important in the end.



References:

Shoemaker, P. & Lange, H. (2012). *6 ways to become a credible leader and team*. Retrieved from <https://www.inc.com/paul-schoemaker/6-ways-to-be-a-credible-leader.html>

Virginia Atlas of Community Health, Giles County Profile. (2012). Retrieved from https://www.carilionclinic.org/sites/default/files/Giles_Co_CHNA.pdf


Appendix D

IRB Approval Memo



Office of Research Compliance
Institutional Review Board
North End Center, Suite 4120, Virginia Tech
300 Turner Street NW
Blacksburg, Virginia 24061
540/231-4606 Fax 540/231-0859
email irb@vt.edu
website <http://www.irb.vt.edu>

MEMORANDUM

DATE: June 8, 2017 

TO: James C Anderson II, Robin Watkins, Megan Marie Seibel

FROM: Virginia Tech Institutional Review Board (FWA00000572, expires January 29, 2021)

PROTOCOL TITLE: The Effect of Community Engagement through Fundraising

IRB NUMBER: 15-636

Effective June 8, 2017, the Virginia Tech Institution Review Board (IRB) Chair, David M Moore, approved the Continuing Review request for the above-mentioned research protocol.

This approval provides permission to begin the human subject activities outlined in the IRB-approved protocol and supporting documents.

Plans to deviate from the approved protocol and/or supporting documents must be submitted to the IRB as an amendment request and approved by the IRB prior to the implementation of any changes, regardless of how minor, except where necessary to eliminate apparent immediate hazards to the subjects. Report within 5 business days to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

All investigators (listed above) are required to comply with the researcher requirements outlined at: <http://www.irb.vt.edu/pages/responsibilities.htm>

(Please review responsibilities before the commencement of your research.)

PROTOCOL INFORMATION:

Approved As: **Expedited, under 45 CFR 46.110 category(ies) 5,6,7**
Protocol Approval Date: **July 2, 2017**
Protocol Expiration Date: **July 1, 2018**
Continuing Review Due Date*: **June 17, 2018**

*Date a Continuing Review application is due to the IRB office if human subject activities covered under this protocol, including data analysis, are to continue beyond the Protocol Expiration Date.

FEDERALLY FUNDED RESEARCH REQUIREMENTS:

Per federal regulations, 45 CFR 46.103(f), the IRB is required to compare all federally funded grant proposals/work statements to the IRB protocol(s) which cover the human research activities included in the proposal / work statement before funds are released. Note that this requirement does not apply to Exempt and Interim IRB protocols, or grants for which VT is not the primary awardee.

The table on the following page indicates whether grant proposals are related to this IRB protocol, and which of the listed proposals, if any, have been compared to this IRB protocol, if required.

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An equal opportunity, affirmative action institution

Date*	OSP Number	Sponsor	Grant Comparison Conducted?

* Date this proposal number was compared, assessed as not requiring comparison, or comparison information was revised.

If this IRB protocol is to cover any other grant proposals, please contact the IRB office (irbadmin@vt.edu) immediately.