

Booster Club Panel
PMEA State Conference
April 25, 2026
Kalahari Resort

- I. Booster Club Pitfalls to Avoid
 - A. Having elective officers who are all Senior parents
 - 1. Can create obstacles for leadership continuity
 - 2. Not a problem if there are younger siblings who are members within the same family
 - 3. Reduces the chances for mentorship with “experienced” officers being able to mentor officers comprised of underclass parents
 - B. Operating in an isolated environment with respect to other booster organizations within the school (ie. cheerleaders, football, basketball, etc. drama club).
 - 1. Maintaining an open communication with various booster organizations can lead to an exchange of ideas as well as a cooperative sharing of resources and facilities.
 - 2. Support gained from other entities within the school and community can strengthen and enhance the efficiency of each group as ideas are shared and common goals are achieved.
 - C. Scheduling fundraisers that are in conflict with other booster organizations
 - 1. Also avoid running multiple fundraisers at the same time or even back to back.
 - 2. Multiple fundraisers do not necessarily mean greater profits. Most successful booster organizations have those selective

fundraisers that yield the highest profits without financially “wearing out their welcome” with their staunch supporters.

3. Examples: Peters Twp. – Meatballs and Music. Bethel Park – Hoagie sales

D. Having no procedural manuals

1. A How -To Guide for conducting the varied activities and events increases efficiency, saves time and reduces organizational confusion. (Ex. Manuals: Fund raising, Chaperone duties, Uniform distribution and collection, Instrument truck arrangement/storage, Handling of school instruments, Health related issues, etc.)

E. Lacking a mission statement

1. Defines and clarifies why the club exists.
2. Should include: (1) Who you are, (2) What are the objectives, and (3) Clearly define why the club exists

F. Not establishing a tax exempt status (501c3)

1. Statistics indicate that only 12% of booster organizations have registered for tax exempt status.
2. Creates a legal avenue to promote and solicit donor contributions while realizing a tax benefit.
3. Having an attorney is advisable to aid in filing the lengthy paperwork involved.

G. Having little or no accounting procedures or policies in place to monitor and track receivables and payables

1. Over 90% of booster clubs have indicate that they have no formal established accounting procedures.
2. Should include: bank account information, policies for making deposits and issuing checks, acceptable and non-acceptable expenses, petty cash and handling of money.

H. Not properly or efficiently communicating with parents, alumni, school administrators and community supporters.

1. Websites, newsletters, Facebook, etc. are important in communicating events, deadlines, activities, opportunities, and contact information.
- I. Overstepping boundaries
 1. Making decisions that are outside the responsibility of the organization. (Ex. Determining trip destinations, expenditures that exceed the approved budget, personnel decisions, hiring decisions, conducting fundraisers without approval from directors, sponsors, coaches etc.
 2. Best way to avoid such issues is to schedule a meeting with the administration to review all parameters PRIOR to the beginning of the school year.
 3. Having directors, sponsors, coaches attend all booster meetings significantly reduces the possibility that missteps can occur or that decisions are made that are outside the boundaries of the organization.
 - J. Failing to incorporate cooperative fundraisers involving active involvement of STUDENTS and PARENTS ignores an opportunity to build multi-generational relationships, enhance leadership growth within student members, and take advantage of scenarios which promote mentoring opportunities across generations.
 1. Students working side by side with adults breeds inter connectiveness that promotes student leadership skills and self confidence.
 2. A subtle by-product of this type of relationship is that it tends to strengthen student retention within the program. Students are less likely to drop out of a program where their parents are actively involved.

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