

Project Report
for
NICEVILLE HIGH SCHOOL
CHORAL MUSIC PROGRAM
of Niceville, Florida



Institute for Senior Professionals
at
Northwest Florida State College

June 18, 2019

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I. Introduction

A. The request A proposal for this self-initiated project was presented to the Directors of ISP at its meeting on February 19, 2019 by the ISP member leading it. The Directors gave approval to proceed. Thereupon, by letter dated February 22, 2019 to the Chair of ISP, Philip R. Hoge, the Director of Choral Music at Niceville High School, Michael Dye, requested a study to assess the challenges which would face Mr. Dye's successor upon his impending retirement and to offer recommendations to help sustain the choral music program at Niceville High School (Exhibit A). After two team meetings to discuss the scope of the study and way forward, the project leader and two team members met with NHS Principal, Charlie Marelllo, on March 29, 2019 to confirm what Mr. Dye had told him about the project and invite any questions, concerns, and suggestions. Mr. Marelllo expressed enthusiasm for our objectives and appreciation for our efforts; he assured his total support. Team access to school staff has been outstanding.

B. The team The ISP team members are Eileen Arpke, Rip Coleman, Jim Durham, Neville Edenborough, Mack Gay, Darrell James, Bill Landsberg (project leader), and Loyal Weaver.

C. The context The NHS Choral Music Program is a truly rare community asset. The exceptional quality, success, and value of the Program are only recognized by the well-informed and are dwarfed, if not obscured, by the more conspicuous NHS Band and publicity-dominating athletic programs. While the elite Opus One performance choir is well known for its exhausting schedule of harmonious holiday cheer in all kinds of local venues, the achievements of 120 or more student voices in five other NHS choirs is poorly understood. NHS has enjoyed one of the most successful choral programs in the Southeast US since Mr. Dye took over 29 years ago but he will retire at the end of the 2019-2020 school year. Driven, demanding, and devoted to providing a superior level of music education, Mr. Dye has also developed standards and habits for students which all parents wish for their children and are the essence of excellence. Given that Mr. Dye will play a large part in finding a successor whose musical, teaching, and personal talents can build on his own, this Project is intended to understand ways in which non-instructional elements of "the Program" can be augmented to assist a new Director. Some of the major elements examined are travel planning, competitions and ceremonies, fundraising, publicity, asset/inventory management (uniforms, sheet music, equipment), and arts advocacy.

II. Findings of Fact

A. The program

The NHS Choral Music Program currently has over 120 students in six choirs attending six classes each day of the week. The Program seeks to provide voice, ear training, sight reading, and music theory education to every student in the program at a level that will enable them to produce music on their own both while they are in high school and as their voices mature in the future. Motivational performances locally and beyond are used to sharpen skills, emphasize teamwork, and expose students to a world of music and opportunity outside the classroom.

B. Successes of the NHS choral music program under Mr. Dye

Mike Dye took over as Director of Choral Music at Niceville High School in 1990. In the 29 years since, he has continued a tradition of excellence reflected in the following:

- NHS has received the highest number of “Choir of Distinction” state assessment awards (15) in the state of Florida
- none of NHS’ five concert choirs has received less than the highest possible overall rating, *Superior*, at a district level assessment since 1991
- it is not unusual for the NHS Chorus to be one of the top four producers of all-state singers in the state of Florida; several times, NHS has boasted the most all-state singers of any school in the state
- where few schools have more than one singer selected for the most prestigious all-state honor, the *Reading Chorus*, NHS has had at least three every year since 1991 and in 2019 had seven
- an NHS chorus student who applies for a music scholarship at a school in Florida or surrounding states will very likely receive a scholarship to sing

All but one of these accomplishments was achieved competing against other public schools, arts schools, and specialized charter schools whose focus is to attract and produce the best musicians in any given school district. In Okaloosa County, neither musical talent nor resources is focused on Niceville High School.

C. Current staffing of the program and the booster club

In addition to Mr. Dye, the Okaloosa County School District pays a musical accompanist (Jennifer Vest) 35 hours per week. Although Mr. Dye is responsible for all six chorus classes, Ms Vest is also engaged in some classroom instruction and takes the lead for one of the choirs (Jazz Girlz). She necessarily works with Mr. Dye on myriad administrative/bookkeeping/planning tasks for the Program. She is paid for an additional five hours per week from funds generated by the program and provided to the District to “supplement” her pay. A volunteer bonded

bookkeeper (Julie Burrell) who is the booster club treasurer is authorized a \$3,500 annual stipend which she more than earns but may or may not request (has not this year). She must interface with the NHS bookkeeper (Lynn Whiddon) who is responsible for maintaining the Chorus accounts for the District.

D. Program instruction and management time demands

Program instruction alone requires the Director and the Choral Music Assistant to accomplish lesson planning (estimated 1.5 hours per day), the conduct of six classes, every day, individual student communications as necessary and the maintenance of student records. (Three full-year courses that are offered carry a credit rating of 4.5.) This leaves few hours per week for non-instructional elements of a Choral Music Program such as competition and concert performance planning, asset/inventory management (uniforms, sheet music, equipment), fundraising, publicity, travel planning, and coordination of any booster club activities. Mr. Dye “conservatively” estimates five to ten off-the-clock hours per week, on average, to direct the program. The Program is currently dependent on the thorough involvement of the musical accompanist in these management tasks for its successful survival. Bookkeeping (including internal) voluntarily provided by the booster treasurer is likewise indispensable.

E. Program funding

For the years 2014-2018, in the aggregate, the Program has a \$4,567 surplus (\$829,677 income, \$825,110 expenses) with deficits on the books for two of the four years. This year is in deficit status so far (\$24,402 through April). After eliminating the impact of major trips which are financed “separately” by focused fund drives and parent contributions, the average annual budget for 2014-2018 has been about \$170,000.

Travel, not including any major long-distance domestic or international trips, is still by far the largest item (income and expense), accounting for over \$100,000/year on average. This includes registration fees for county honor chorus, district and state music performance assessments, transportation (school and charter buses to Tallahassee, Tampa) and hotels. Thus the average annual budget for non-travel items is less than \$70,000. Mandatory activity fees of \$50 per student per semester should raise over \$12,000, concert ticket sales and donations average about \$11,000 each, and fundraisers which averaged over \$20,000/year have fallen off markedly in the past two years. Performance uniforms account for about \$10,000, leaving only \$10,000 annually for sheet music, equipment, facility maintenance, and miscellaneous office needs not covered by School District allowances/resources.

Students and their parents are called upon to pay the \$50/semester activity fee. They also pay for local travel for assessments and performances, audition fees, meals on trips, and some

uniform expenses. In addition, they help to raise funds for the Program. Just as with any other team, dependable member participation in group performances is a commitment and responsibility of all choir singers even at their own expense.

Booster fundraising has declined significantly to where it is now a minor component of Program funding.

The School District abides by a policy of financial self-support by co-curricular and extra-curricular activities which limits District contribution even to some essential needs.

While somewhat simplified and streamlined for purposes of this report, this summary is confirmed by the Program Director and booster treasurer to represent a fair portrayal of the financial condition of the Program.

F. Unfunded or underfunded program needs

Program needs which would be high on a do-list with adequate financial support include:

- updating electronic music and sound equipment
- replacing humidity-sensitive pianos that are costly to tune
- assisting students who cannot afford travel to performance assessments and competitions
- purchasing or subsidizing the purchase of formal and informal performance uniforms
- acquiring a sheet music inventory data collection and management system
- maintaining a reserve balance sufficient to ensure continuity from year to year of essential spending and to underwrite advance deposits for necessary travel commitments
- providing allowances for expenses of necessary travel by director and musical accompanist
- enhancing advocacy of the mission of the Choral Music Program

G. Obstacle to funding opportunities

There is a potential for funding from public, corporate, and private foundation sources that is generally limited to established non-profit entities. Applications for grants or donations from such sources typically require that the recipient have registered 26 U.S.C. 501(c) status (e.g., "To meet the legal status requirement, an applicant organization must be either a public entity or a Florida non-profit, tax exempt corporation as of the application deadline" (*Florida Department of State, Division of Cultural Affairs Grant Guidelines*)). In the case of the Chorus, the applicable subsection of 501 would be (c)(3). We discuss this further in Section III, below.

III. Research, Conclusions, and Recommendations

The team's conclusions and recommendations which follow relate only to elements of the Choral Music Program which do not involve instruction but of course they are intended to help Mr Dye's successor maintain the quality of Choral Music at NHS. The interconnected nature of our conclusions and recommendations will be obvious but important to keep in mind while digesting this inescapably interwoven discussion. An overview of discussion items offers a hint of their interdependence and a general outline of the remainder of this report as follows:

- program management requirements
 - schedule planning and maintenance
 - bookkeeping
 - internal/district accounts
 - 501 account
 - mandatory records
 - IRS filings
 - annual donation receipts
 - budgeting
 - booster volunteer and/or professional
 - travel
 - performance assessments
 - competitions
 - tours
 - concerts
 - ceremonies and recognition
 - uniforms
 - sheet music
 - equipment
 - facilities
 - booster chairs for each, more than one for travel, staff oversight as needed
- fundraising
 - "community awareness" (small ball)
 - tri-fold
 - speaker program tied to Mr Dye's retirement
 - booster publicity chair
 - Chorus alumni outreach (e.g., a local dentist Opus One alumnus)
 - large donations/grants (long ball)

- public
- corporate
- private foundation (Impact 100, etc etc etc)
- booster chair and sub-chairs
- incorporation as Florida non-profit
- 26 U.S.C. 501(c)(3) application

A. Program management requirements

A major consequence of what will be 30 years of Program management by a single person with limited support, time, and resources is that much of the knowledge required to execute the Program resides in that single person. Regardless of changes the new Director may make, many elements of the program are cast in concrete and must be foreseen to be efficiently accomplished. The scheduling, budgeting, and planning “system” which is the foundation for defining needs and executing the Program must be transferred from the gray matter of Mr. Dye to a robust template to guide his successor. In addition to his usual challenges to serve the singers in the Program, Mr. Dye should make every effort to map the Program’s schedule of events, milestones preceding those events, and lead times to achieve those milestones.

B. Financial management

In part because of a requirement that all funds credited to individual “internal” student accounts must eventually be used for the purpose provided or returned to the student, school district rules prudently require that its schools have control of all monies collected for its programs. Application of this rule to all funds received and disbursed by the Choral Music Program, rather than only to internal student accounts, involves District staff in routine administration of the Program and adds unnecessary and burdensome bureaucracy to the collection and application of funds for Program purposes. Oversight responsibilities for “Program” (vs student account) funds can be met more efficiently by record-keeping requirements subject to District and IRS review and audit.

- 501(c)(3) status would require segregation of funds raised or donated for student benefit to guard against prohibited “inurement”
- appropriate records, required by the District and IRS and subject to review and audit, provide enduring accountability
- the confidence created by records of receipts and corresponding application of funds to the purposes for which they were provided will at least equal what can be obtained by

administrative approvals which are routinely provided on the basis of personal trust more than any independent knowledge, tracking back to donations, or other inquiry

Bookkeeping services have been provided for 19 years by the booster club treasurer, Julie Burrell, but she indicated to the team that she may “retire” with Mr. Dye next year. Whether or not she does so, annual filings required for 501(c)(3) status and expert guidance as needed would warrant employment of an accountant for the non-profit NHS Choral Music Program corporation we recommend below. These professional services would be provided to the extent necessary in coordination with Mrs. Burrell or a successor booster club volunteer, who would maintain the internal student accounts furnished to the school bookkeeper, record week-to-week activity in the non-profit corporate account, and assist with other requirements like annual donor receipts, as decided. Funds to pay for accounting and bookkeeping services would come from the non-profit corporation.

C. Travel

As discussed in our Findings, above, even without considering major trip travel domestically or internationally which is funded separately for each trip, usual travel in past years has accounted for fully 60% of annual spending for the Program and a significant amount of non-instructional effort. District and state music performance assessments, the Florida Music Education Association annual clinic for educators and students, competitions and concerts to which not all students can transport themselves at their own expense, entail planning and funding which require management time and energy. Instead of all such planning falling upon the shoulders of the Director and Musical Assistant, a team of booster volunteers could accept responsibility for specific travel requirements and distribute the workload among them. Contractual agreements would still have to be formally entered into by authorized school staff in accordance with established district procedures but the arrangements could be made by volunteers who gain knowledge, develop templates and guides, and share their experience with other team members.

D. Materiel, equipment, and facilities

The school district will provide what the school district can provide and any shortfall must be funded by the “co-curricular” Chorus Program itself. Uniforms, musical equipment, office equipment, facility maintenance...are all significantly dependent on Program self-help. A booster team focused on the hard asset and service needs of the Program, much like church trustees, might develop expertise in soliciting cut-rate or contributed resources from the community, military surplus, and cash donors motivated by particular hard asset and service needs.

E. Event planning

Some volunteers are drawn to “happenings.” Concerts, ceremonies, and student recognition events could find inspiration in such happening volunteers. Given a schedule of events for the year an active booster team could relieve the Director of planning and arranging them.

F. Fundraising

The Choral Music Program needs more effective fund raising. Our research, conclusions, and recommendations pertaining to fundraising identify two major elements that attracted much of our attention: lack of public awareness of the value and needs of the Choral Music Program; and lack of an enduring, efficient, and effective organization to which material support could be contributed.

(1) Community awareness

As discussed in our Findings, above, the extraordinary value of the NHS Choral Music Program to the community is not well understood. Improving that understanding will increase support. The impending retirement of Mr. Dye is a catalyst around which an information campaign could be built and focused to generate support for an enduring financial foundation enabled by a non-profit corporation (see G. and H., below).

The team composed a sample tri-fold describing the Program, its successes, value to students, needs, and support opportunities. It is designed to have immediate eye-opening impact on the reader, can be printed inexpensively, and is attached as Exhibit B. Students with information technology skills could be used to incorporate pictures enhancing the messages.

The boosters should have a publicity team focused on enhancing community awareness through such means as:

- distribution of the tri-fold at appropriate events to appropriate audiences
- reporting student and Program achievements in local newspapers
- speaking to local clubs and businesses (tri-folds in hand)
- publishing scholarship information to parents

Another resource to enhance awareness could be an active network of alumni, both to spread information received regarding Program needs and to provide information feedback to the boosters regarding personal successes and opportunities for singers. A choral alumni database should be developed and cultivated by the boosters beginning with reunion lists, yearbooks, and social media outreach. Here again, a booster team could focus on this specific task using Mr. Dye’s retirement as a catalyst for motivation and energy.

(2) Enduring, efficient, and effective organization

A non-profit corporation could have two major impacts on fundraising.

a. Although willingness to support worthy causes is great in our community, translating that willingness into contributions could be significantly enhanced by confidence that such contribution will be effectively used for the intended purpose(s). “Branding” a non-profit corporation like “Friends of Niceville Chorus” could project a stability of purpose(s) with legally required fidelity to such purpose(s) and achieve that enhanced confidence and willingness among local citizens, businesses, civic organizations and social clubs to make contributions.

b. Incorporation also would have a more direct consequence for fundraising. Within and outside our community opportunities exist for substantial contributions from governments, corporations, and private foundations through their structured/systematic/annually budgeted giving. As noted in our Findings, non-profit incorporation of an entity dedicated to furthering the NHS Choral Music Program is prerequisite to Choral Program eligibility for virtually all such contributions. While the team did not attempt exhaustive research into grant opportunities, we did find enough to be encouraged about the potential for some return on time invested by boosters and to have confidence that awareness of opportunities would only grow from year to year. A few fruits of our research follow.

The State of Florida, Department of State (DOS), funds a robust annual investment in culture, music, arts, museums, libraries, facilities, etc. through a grant process funded by the Legislature during the annual budget cycle. We did find several high school choral “entities” (ie: separate from their board of education) with established 501(c)(3) status pursuing grants from the DOS. Familiarity with grant stipulations such as complete expenditure during the year of appropriation/award would require close Chorus management attention but be well worth the effort. A great deal of information is available at <https://dosgrants.com/>; <https://dos.myflorida.com/media/701384/gps-grant-guidelines-final.pdf> , and <https://dos.myflorida.com/cultural/grants/grant-information-and-deadlines/> and a point of informational contact is Michelle Grindberg at 850 245-6475 to help understand specifics. Past sample applications are available at: <https://dos.myflorida.com/cultural/grants/grant-resources/example-applications/>

Advocacy to our State Representative and Senator for our proposal during the selection process is important as described here: <https://dos.myflorida.com/cultural/info-and-opportunities/resources-by-topic/advocacy/>

No local government should be ignored for potential support. For example, when Opus One provides holiday cheer to the residents of Twin Cities Pavilion and other local venues at student expense, sometimes with little or no remuneration, a request to the City Council for financial

support, however small, would not be inappropriate. The City has funds available to be given to non-profits for work in the community.

In the course of searching for high school chorus grant opportunities, we discovered an interesting community student choral program out of Gainesville, FL that seems to do an impressive job of everything (1xweek rehearsals outside of school, 8-10 public performances/yr, top notch public relations, seems to be well funded with grants and gifts, international trips/performances every other year, etc.) They are not affiliated with any one school but draw their singers from schools in a region around Gainesville and are a 501(c)(3) organization.

They clearly have an aggressive fund raising culture to provide support on a continuing basis although a lot of their funding comes from fees for student activities. Some of their corporate sources of funding that might apply in our area are:

Merrill Lynch Matching Fund Program Publix Supermarket Charities
Sam's Club United Rent-All Walmart Foundation Eckerd
Kiwanis Club Godfather's Pizza McDonald's Restaurant
(various) Investment Firms

Information on the structure and fundraising of a similar group, the Tucson Boys Chorus, is at <https://www.boyschorus.org/media/repository/documents/Handbook%202018.pdf>

And in our area there is of course an abundance of large defense contractors who may have structured giving which should be explored.

A conspicuous but very apt example of private foundation largesse which commits to annual giving to both education and the arts is Impact 100. Two of the emphasis areas to which they make awards clearly apply to the Choral Music Program, to wit: **Arts & Culture**: Projects and initiatives essential to cultivating, developing, educating and improving cultural initiatives in Okaloosa and Walton Counties; and **Education**: Projects and initiatives essential to improving the educational process or improving access to education for children and/or adults in Okaloosa and Walton Counties. See: <https://www.impactnwf.org>

For an Impact 100 application, other foundations whose focus and reach appear suited to an application from the Program, and possibly even an appeal to the Destin Charity Wine Auction, a well-thought-out proposal to fund an Arts Advocate to promote the arts in all Okaloosa (and Walton?) County schools could gain traction as an idea whose time has more than come. Given the public interest in our community in high quality creative and performing arts and the growing relevance and popularity of arts in STEM studies, a part or full-time funded position to educate, illustrate, and advocate on behalf of arts programs in the schools throughout our community is worthy of financial support. There is a vast pool of “retired” and “semi-retired” persons in our community with the requisite incentive, energy, experience, and qualifications to

fulfill its mission. Both the articles of incorporation for our non-profit and the subsequent 501(c)(3) application should be worded to permit this broader objective. The tri-fold could be amended to include in the list of “Needs for Funds” a final item stating, “Promoting arts in the schools.”

The kind of information typically sought in applications includes:

- 1) a list of what the school district currently funds in the choral program
- 2) a list in priority order of exactly what would be done with grant funds awarded
- 3) the positive impact if items in #2 are funded, and
- 4) a plan to expend the funds in the year it is active (not always required)

G. Incorporation

The first step toward registration as a 501(c)(3) entity is to form a Florida non-profit corporation. A nonprofit organization can make a “profit” and, indeed, must generate income to survive but those who control or support it do not earn a profit. Simply stated, *all of the money made must go back into the organization* to advance the purposes for which the entity was organized. So, this is where the alternative name, "not-for-profit," comes from; the entity may make a profit to stay in business, but making money is not its reason for being.

Individual states, and not the federal government, grant official nonprofit status. There are three types of nonprofit organizations that are recognized for this purpose by the federal government:

- A corporation
- An unincorporated organization
- A trust

To proceed with incorporation in Florida requires an “incorporator,” a registered agent, and a registered address. An initial board of at least three directors is optional. The incorporator can be anyone, the Choral Music Program Director and the high school can be the registered agent and address, and demands on the initial board members need not be substantial. The initial filing and annual reporting to the Secretary of State should at least be reviewed by a local attorney motivated to contribute economical service. The total outlay for filing fees, registered agent designation, and certified copies is currently \$87.50. Straightforward instructions to meet the “minimum requirements” are available from the official website at <https://dos.myflorida.com/sunbiz/start-business/efile/fl-nonprofit-corporation/instructions/> and sample articles of incorporation are readily available from many sources on line. We recommend the most simple, streamlined approach to the articles of incorporation and by-laws with careful attention to the purposes established for the entity. They must include a

statement of any intent to apply to the IRS for 26 U.S.C. 501(c)(3) status and afford the latitude to pursue all foreseen objectives.

The importance of proceeding with incorporation promptly cannot be overemphasized because of the importance of obtaining the dependent 501(c)(3) registration as soon as possible to offer the possibility of a federal income tax deduction to donors.

H. 26 U.S.C.501(c)(3) status

While 501(c)(3) registration is not indispensable for the nonprofit corporation itself to avoid federal income tax liability, the approved status provides IRS recognition of the nonprofit incorporation and potentially enables donors to have a deduction from their taxable income. The registration process can take many months but, several weeks after it receives a completed application the IRS will send a letter saying that exempt status is "pending." This letter is usually enough proof for funders and others who might require proof of exempt status. When status is granted, the IRS will send a "letter of determination" that your organization can then use to prove its tax-exempt status on a more permanent basis. This letter may be needed, for example, to show to foundations when applying for a grant.

Assistance with application to the Internal Revenue Service for registration as a non-profit corporation under 26 U.S.C. 501(c)(3) is available from many sources including the IRS itself. The application should be prepared concurrently with the incorporation petition so that it will be ready to file as soon as incorporation is achieved. Although the application (see Form 1023, Exhibit "C" hereto) is long and appears daunting, much of it does not apply. Professional accounting or legal help should help avoid delays created by incorrect or insufficient completion of the Form 1023. We also strongly recommend that the Form 1023 be entirely reviewed before submitting the non-profit incorporation application to the State of Florida for any matters, such as the statement of any intent to apply to the IRS for 26 U.S.C. 501(c)(3) status mentioned in subparagraph G., above, which should be addressed in the corporate filing.

IV. Conclusion

ISP appreciates the opportunity to make this minor contribution to planning for sustained success of the NHS Choral Music Program. We recognize the ease with which recommendations can be made for others to work hard but we have been encouraged by the energy which "graduating" Ruckel Chorus boosters are bringing to NHS and hope that our ideas will help and motivate them further. The challenge of implementing much of our recommendations will be theirs.

This rare community asset, and its new Director when he or she arrives in 2020, deserve the best support the community can provide. We thank Principal Marello and Mr. Dye for their cooperation and extensive contributions to this ISP project.

Respectfully submitted,



Philip R. Hoge
Chair
Institute for Senior Professionals
Northwest Florida State College

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Attachments:

Exhibit A: Project request letter	16
Exhibit B: Trifold	17-18
Exhibit C: IRS Form 1023 – see https://www.irs.gov/site-index-search?search=1023&field_pup_historical_1=1&field_pup_historical=1	

NICEVILLE HIGH SCHOOL
CHORAL MUSIC DEPARTMENT

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(850) 833-4262

Michael Dye, Choral Director
Niceville High School

February 22, 2019

Philip R. Hoge, Chair
Institute for Senior Professionals
Northwest Florida State College
Niceville, FL 32578

Dear Chairman Hoge:

A member of ISP, Bill Landsberg, approached me recently to discuss the outlook for Niceville High School's Chorus Program upon my retirement in the near future. He was curious about many details pertaining to the management and funding of our program and I was glad to share them with him. Bill explained to me the mission of ISP and suggested that an ISP team could study our program with an eye toward understanding the challenges which would face my successor and what steps might facilitate meeting those challenges.

Bill gave me a list of questions and information requests to which I have responded in the attached document.

Based upon the information I have provided and whatever additional matters your study would find, I am requesting that ISP examine the current and past circumstances of our Chorus Program in order to make suggestions regarding the funding and administration of program activities which would assist my successor.

I sincerely appreciate the opportunity to draw on the experience and knowledge of ISP members and look forward to cooperating with an ISP team in this project.



Michael Dye, Director of Choral Music

1 Atch: a/s

Support from District

The Okaloosa County School District has consistently supported the internal activities and staffing needs of the choral music program. However, co-curricular and extra-curricular groups are responsible to support themselves.

Basically, students pay to sing, or must receive outside support.

Needs for Funds

The choral music program must furnish its own:

- Sheet Music
- Registration Fees
- Dress and Boy's uniforms
- Transportation
- Office Supplies
- Musical equipment maintenance
- Travel

Sources of Funds

- Basically, Students pay to sing
- Chorus Boosters
- Donations from groups, particularly after concerts

Support Opportunities:

Points of Contact:



**Niceville High
School**

Choral Music Program

Objectives

The choral music program objectives are to:

1. Provide superior level of choral music education
2. Expose students to a world of performance opportunities

Performance Opportunities

It is vital to take students out of the classroom and into the community, across the state and over state lines and, often, overseas. This allows them to practice their art, sing for adjudicators and act as ambassadors of their community, state and country.

Routine annual travels are:

- Local Performances up to 40 per year
- All State Clinic Tampa
- State Music Performance Assessment (MPA) - Tallahassee
- District MPA

Out of State and International travels:

- New York's Carnegie Hall plus many other United States locations
- Taiwan, Scotland/Wales, Austria, Italy, Spain, Germany, and other venues abroad

The Niceville Choral Music Program has earned extraordinary, consistent awards and success for over 25 years

Choirs of Distinction

The Niceville Choral Program has earned more "Choirs of Distinction" awards (15) than any other school in Florida

None of our five concert choirs has received less than SUPERIOR since 1991

Student Success

Typically, more than 50 singers from NHS are chosen for the Okaloosa County Senior High Honor Chorus each year

For the last 29 years NHS has been among the top "Reading Chorus" (the highest All-State honor) winners in Florida



Career Opportunities

The chorus high school graduation rate is at or near 100%

It is not uncommon for one or more choral student to go on to major in music education and teach choral music.

A Niceville chorus student applying for a college music scholarship in Florida, or any of our surrounding states, is almost guaranteed some sort of scholarship to sing.