Marketing Tool Kit

Office of Catholic Schools
Diocese of Columbus

July 2014
# Marketing Tool Kit

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Revised July 2014
Core Key Messages/Talking Points for Catholic Schools

NOTE TO MARKETING COMMITTEE: Core key messages should be used whenever you’re communicating about your school. These messages can be used as talking points and as editorial guides for developing text for websites, speeches, brochures and other materials. This sheet is not intended to be distributed to external audiences. Rather, it is a resource and guide for your marketing committee and spokespersons.

• Our Catholic schools are a ministry of the whole person, helping students develop intellectually, spiritually, psychologically and socially, fostering wisdom and understanding that help produce future leaders and adults who understand the obligations of human life, the dignity of the individual and the shared responsibility for our common good.

• Catholic K-12 schools are established, strong and stable communities of learning, with a rich history of educating children in this Diocese for over 175 years. These schools were here yesterday; they are here today; and they will be here tomorrow.

• The Diocese of Columbus includes 53 Catholic schools in 15 counties, including 42 elementary and 11 high schools. These schools span the spectrum from inner city to suburban, from urban to rural.

• Catholic schools enroll Catholic students as well as students from other faith traditions who seek the benefits of a faith-based education. In 2013-14, 84 percent of our elementary students were Catholic, with 16 percent non-Catholic. In our high schools, 80 percent of our students were Catholic, with 20 percent non-Catholic.

• Our Catholic schools collaborate with parents and guardians to provide both spiritual and academic development for children. Parents and guardians who have children with disabilities should be afforded the opportunity to have a Catholic education for their children. Each principal evaluates whether or not his/her Catholic school can make reasonable accommodations to meet each individual student’s needs.

• Teachers in the K-12 Catholic schools in the Diocese of Columbus are degreed educators licensed by the State of Ohio. They meet rigorous and ongoing professional development standards for licensure renewal.
Catholic K-12 schools provide students with academic excellence and spiritual development in safe, structured communities with highly qualified, caring and state-certified educators. All educators and staff participate in training to identify and stop child abuse. To foster school safety and emergency management, all teachers and staff complete National Incident Management System training, a national program from the Department of Homeland Security and FEMA. In addition, all teachers, volunteers, staff and coaches are fingerprinted and must pass rigorous background checks.

To ensure efficacy, growth and continued excellence, all 53 Catholic schools in the Diocese of Columbus are chartered by the Ohio Catholic School Accrediting Association (OCSAA). The standards which govern this process have been approved by the Ohio Board of Education as comparable to the Operating Standards for Ohio’s public schools.

In keeping with the mission of the OCSAA, a self-improvement process for each school requires a commitment to continuous improvement. As each school engages in strategic planning, it moves toward the vision of a higher performing school in which students are grounded in their faith and achieve academic excellence.

In order to be chartered and accredited by the OCSAA, all schools are evaluated on eight rigorous standards:
- Catholic identity;
- Organizational leadership;
- Strategic planning and continuous improvement;
- Student and stakeholder focus;
- Faculty and staff focus;
- Educational programs and support;
- Using data to improve performance results; and
- Procedures for evaluation and intervention.

A Catholic education prepares students for the next phase of their lives – further education, career and community service. Catholic school graduates are extremely competitive in the work world, excel in colleges and universities, and become productive citizens in the community.

Attending a Catholic high school significantly raises the probability of completing high school and entering a four-year college.
- Students in the Diocese’s K-12 schools exceed State standards in attendance rate and graduation rate. The attendance rate of the Catholic schools is 96.5 percent in comparison to the State’s standard of 93 percent. The Diocese’s high school graduation rate is 97 percent in comparison to the State’s standard of 90 percent (2013).
- Of these same graduates, 97 percent planned to enter college immediately after graduation.
- In 2013, 27 seniors were National Merit finalists, one was a National Achievement Scholarship finalist, and 22 were National Merit semi-finalists.
Catholic K-12 schools foster academic excellence in the classroom. In 2013-14, our 8th grade students scored 36 points higher in language and reading and 26 points higher in mathematics than the national norm on the Terra Nova Standardized Tests. In addition, our 10th grade students outperformed the statewide averages for the Ohio Graduation Test (OGT). Over 90% of our grade 10 students scored proficient or better in all five OGT subjects (reading, mathematics, writing, science and social studies), compared to 70% of 10th grade students statewide.

Catholic K-12 schools in the Columbus Diocese are highly recommended by parents, students, alumni, business and community leaders, teachers and administrators.

Catholic K-12 schools are affordable and accessible, helping families pay tuition with financial aid, scholarships, grants, discounts, flexible payment plans and more.

Students in the Catholic K-12 schools throughout the Diocese have access to a rich and broad curriculum, faith development and religious education, leading-edge technology in the classroom and a spectrum of extra-curricular activities and sports.

Additional Talking Points: Catholic School Education in General

- National Assessment of Educational Progress (NAEP) tests reveal that Catholic school students, including those from minority populations, perform better in reading, math and science than their public school peers (National Catholic Educational Association).

- Students in Catholic schools tend, more often than their peers in other schools, to view their teachers as caring, to find their coursework stimulating and enjoy a positive self-image (The Assessment of Catholic Religious Education, NCEA).

- Catholic students in Catholic high schools, compared to Catholic students in public high schools, attend church more, place a higher value on religion, have a more positive outlook on marriage and family, express more concern for other people, and more often express a belief that they will graduate from college (The Heart of the Matter: Effects of Catholic High Schools on Student Values, Beliefs & Behaviors, NCEA).

(SOURCE: Diocese of Greensburg, www.dioceseofgreensburg.org)
Diocesan schools provide a Catholic education that focuses on academic excellence and moral formation with highly qualified teachers in a safe, structured community. The Diocese of Columbus unites 106 Catholic parishes across 11,310 square miles in 23 counties in central, north central and southern Ohio, including Hardin, Marion, Morrow, Knox, Holmes, Tuscarawas, Union, Delaware, Licking, Coshocton, Muskingum, Madison, Fairfield, Perry, Pickaway, Fayette, Ross, Hocking, Vinton, Pike, Jackson and Scioto. The Diocese serves 2.4 million Ohioans, with 264,000 of those being Catholic.

The Diocese of Columbus includes 53 Catholic schools in 15 counties (42 elementary and 11 high schools). These schools span the spectrum from inner city to suburban, urban to rural. Twenty-four elementary schools and 6 high schools are located in Franklin County; 18 elementary schools and 5 high schools are located in other areas of the diocese.

All 53 Catholic elementary and secondary schools are chartered and accredited by the Ohio Catholic School Accrediting Association and the Ohio Department of Education.

Our Catholic schools are a ministry of the whole person, helping students to develop intellectually, spiritually, socially and morally. Our schools foster wisdom and understanding that produce future leaders and adults who understand the obligations of human life, the dignity of the individual and the shared responsibility for our common good.

Teachers in our K-12 Catholic schools are degreed and licensed educators in the State of Ohio. They meet rigorous and ongoing professional development standards for licensure renewal.

Our teachers and principals are also certified to teach religion by the Diocese of Columbus Office of Religious Education and Catechesis.

Our schools provide a safe, structured community for students. All teachers, volunteers, staff and coaches are fingerprinted and must pass rigorous background checks. To foster school safety and emergency management, all principals, teachers, and staff complete National Incident Management System training, a national program from the Department of Homeland Security and FEMA.

Each school contributes greatly to the local economy and community, providing jobs, payroll tax revenues, and conducting business with local vendors.
In 2013-14, enrollment in Diocesan schools totaled 11,202 elementary students and 4,535 high school students. Enrollment is fairly even along gender lines with 7,998 male students and 7,731 females. Sixteen percent of our students are non-Catholic. Minority students make up 18 percent of Diocesan school population.

All Catholic elementary schools use Terra Nova as the testing/assessment program because of its focus on national standards. The scores below are listed in percentiles. The percentile score indicates the performance of the typical diocesan student in relation to other students around the nation who are in the same grade. For example, if the diocesan average for the fourth grade reading is 72, this means the typical diocesan fourth grade student scored as well or better than 72 out of every 100 students. The anticipated scores reflect the estimate of what the score should be for students of similar age, grade, and cognitive ability.

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<th>Anticipated Reading</th>
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<td>74.3</td>
<td>68.8</td>
<td>63.5</td>
<td>63.9</td>
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<tr>
<td>4</td>
<td>72.3</td>
<td>67.3</td>
<td>67.3</td>
<td>67.0</td>
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<tr>
<td>5</td>
<td>72.9</td>
<td>66.8</td>
<td>69.9</td>
<td>69.7</td>
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<tr>
<td>6</td>
<td>72.2</td>
<td>68.7</td>
<td>70.1</td>
<td>67.0</td>
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<tr>
<td>7</td>
<td>75.9</td>
<td>76.5</td>
<td>74.5</td>
<td>73.8</td>
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<tr>
<td>8</td>
<td>85.9</td>
<td>76.0</td>
<td>79.3</td>
<td>78.0</td>
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Fifty-four percent (13) of our Catholic elementary schools in Franklin County sponsor pre-school programs, and eighty-three percent (15) of our elementary schools in other counties offer such early childhood programs.

Sixty-three percent of our Catholic elementary schools in Franklin County sponsor before/after school programs, and fifty-six percent of schools in outlying counties sponsor similar programs.

A Catholic education prepares high school students for the next phase of their lives – further education, career, vocation and community service. Attending a Catholic high school significantly raises the probability of completing high school and entering a four-year college. In 2012-13, Ohio’s public high schools had a graduation rate of 81.3 percent. Our Catholic high schools had a graduation rate of 99.8 percent.

In 2012-13, our Catholic high school students taking the Ohio Graduation Test scored higher than any other Catholic school system in Ohio.

Our Catholic schools are established, strong and stable communities of learning, with a history of educating children in this Diocese for over 175 years. These schools were here yesterday; they are here today; and they will be here tomorrow.
• Our Catholic schools are highly recommended by parents, students, alumni, business and community leaders, teachers, coaches and administrators.

• Students in our Catholic schools have access to a rich and broad curriculum, faith enrichment and religious education, leading edge technology in the classroom and a spectrum of athletic and extra-curricular activities.
School Marketing Presentation

Why parents select our schools
- Academic excellence
- Quality of teachers
- Discipline/structure
- Safety
- Religious values
- Sense of community

Why do students leave?
- Moving/relocation
- Finances
- No special services
- Cliquish/no sense of community
- Poor academic quality
- Lack of sports

What current parents like best about our schools
- Sense of community
- Religious values
- Discipline
- Diversity
- Safety

How parents hear about our schools
- Church/parish
- Parent/relative was a graduate
- Location/in the neighborhood
- Friend/co-worker

What parents say are the most effective student recruitment tactics
- Talking with teachers
- Meeting with the principal
- Comparisons with other schools
- Information packet
- School tour
Where do we go from here?

• Develop a strategic marketing plan
  – Form a marketing committee
  – Review your mission statement
  – Use the Diocesan marketing plan as a resource and template
  – Develop your school’s core key messages
  – Specify goals and tactics to achieve those goals
  – Monitor and measure your success

What are core key messages?

• Critical information messages regarding an organization and its products/services
• Help build awareness of your school
• Via regular, consistent dissemination of key messages, a school’s mission, vision, platform, products and services become identifiable, recognizable and attributable to that entity
• Communicating key messages is critical to a school’s success.

Possible goals for your strategic marketing plan

• Awareness – internal & external
  – To establish and improve our school self-awareness among our frontline communicators
  – To inform our target audiences about our school
• Positioning & Image
  – To position our school as a first-stop, top-of-mind resource for academic excellence and spiritual development
  – To position our school as “Uniting Minds and Spirits”
• Recruitment
  – To create a sales culture within our school and among our staff
  – To establish benchmarks for current recruitment goals
  – To establish a new student development program
• Retention
  – To establish benchmarks for current retention goals
  – To establish a student retention program

Develop tactics to achieve your goals

• There are loads of them!
• Databases
• Core Communicators Group
• At-Risk Task Force
• Diocesan Marketing Tool Kit
  – Templates for brochures
  – Templates for fact sheets
  – Tip sheets
    • Tours
    • Feature/Benefits

Now it’s your turn!

• Using the research (what parents are looking for in a school), our core key messages and the feature/benefits tip sheet, make a list of 8-10 features that your school offers and specify a correlating benefit to the student/family.

What’s next?

• Review the tool kit online
• Begin using those materials
• Give us feedback on the existing resources in the kit and what additional templates you need
• Share best practices with other schools
Columbus Diocese Celebrates National Catholic Schools Week

Columbus, OH – Catholic elementary and high schools throughout the 23 counties of the Diocese of Columbus will join in the national celebration of Catholic Schools Week, September ##-##, YYYY.

This year’s theme, “Catholic Schools: Communities of Faith, Knowledge, and Service,” highlights the mission of Catholic schools to provide a faith-based education that supports the whole child academically and spiritually and provide our students with opportunities to grow in Jesus and to share His love through service learning projects.

“Our Catholic schools are a ministry of the whole person, which forms students intellectually, spiritually, and morally,” said Joseph Brettnacher, Superintendent of Catholic Schools for the Diocese of Columbus. “Our teachers and curriculum foster wisdom and understanding that help produce future leaders and adults who understand the obligations of human life, the dignity of the individual and the shared responsibility for our common good.”

For more than three decades, the schools throughout this Diocese have joined with the nation’s Catholic schools in observing this week with special Masses, community service projects, academic and artistic showcases, athletic events and open houses for the community.
“Our schools benefit not just our students and their families, but their surrounding communities as well,” said Mr. Brettnacher. “With higher standardized test scores and graduation rates, our students are better able to compete in the next phases of their lives, whether those include college, vocational training, military service or employment. We prepare our students to be productive, contributing members of the community.”

Increasingly, families are recognizing the benefits of Catholic education, Mr. Brettnacher said. “We encourage families throughout the Diocese to visit their local Catholic schools, attend the open houses, participate in the tours, and we’re sure they’ll see what thousands of families already know – Catholic schools truly do prepare their students with opportunities to grow in Jesus and to share His love.”

Catholic Schools Week is a joint project of the National Catholic Educational Association, the world’s largest private, professional education association, and the United States Conference of Catholic Bishops, the national public policy organization of U.S. bishops.

Notes:

Elementary and high schools in the Diocese of Columbus will host special events during Catholic Schools Week. Watch for event information from your local Catholic school.

Nearly 2.1 million students attend the nation’s 6,841 elementary, middle, and secondary Catholic schools. In the Diocese of Columbus, 11,202 students attend Catholic elementary schools, and 4,535 students attend Catholic high schools.

There are 53 Catholic schools in 15 counties of the Diocese of Columbus: 42 elementary and 11 high schools. These schools serve more than 11,202 students.
Working with the Catholic Times

The Catholic Times, as the official newspaper of the Diocese of Columbus, is very interested in news from the schools. We try to have some school related items in every issue. Obviously, with only 20 pages per week to work with and a very small editorial staff, we can’t cover every event or activity at every school. By following a few simple guidelines, you can greatly increase the chances of getting exposure in the Catholic Times.

- Really extraordinary events will sometimes be reason for us to send a reporter and/or photographer out to the school. If you think you have something of that kind, send an email, well in advance of the event, to Editor Dave Garick with your case of why the event should be covered. The key here will be uniqueness of the event and visual possibilities. If your case is strong enough and our schedule permits, we will try to cover it.
- Stories that we cannot cover in person are still of interest to us. Email the information about the event and photos to dgarick@colsdioc.org and as soon as possible after the event.
- Stories should include all of the important information about the event with enough detail to make them interesting. You may write them as a press release, a suggested story, or a simple bulleted fact sheet. We prefer that stories be written in Microsoft Word and included as a separate attachment to your email. If you do not have Word, it is best simply to include the information as part of the text message of your email. Include a contact name and phone number in case we have questions or need more information.
- The items that have the best chance of getting into the paper are photos with captions that tell the story. We look for photos that have a lot of human interest. We would rather have pictures of children and/or teachers involved in an activity rather than just standing in a line looking at the camera. Pictures of displays work better if there are people also in the photo. Unless the picture is a very large group shot, you should identify everyone in the photo. Please confirm that release forms for everyone in the photo are on file in the school office.
- Photos should be taken with a digital camera at the highest possible resolution. Do not attempt to edit or enhance the photo prior to sending it to us. The photos should be added as individual attachments to your email and should be .jpeg files. You may include as many attachments as you like. We like to have lots of photos to choose from.
- We can’t guarantee that every photo or story will be used, but we do print as many as we can, giving preference to those with the highest reader appeal and to schools that we have not featured recently.
- Most importantly, feel free to email Editor Dave Garick or phone at 614-224-5195 if you have any questions or need guidance on getting coverage of your school event.
- Advertisements for your school are welcome.
School Marketing Plan

Step 1: Mission Statement – A clear mission statement for your school helps focus the school’s marketing efforts. The mission statement is the starting point from which the marketing plan flows. It is important to evaluate your mission statement annually in light of changing environmental conditions. This helps to keep your marketing committee focused and will help in developing your goals, strategies and tactics while remaining consistent with your school’s mission.

Questions for guidance – Who are we? Whom do we serve? How do we serve them? What are the limits of what we do? Does everyone have a shared understanding of our mission? What do we want our school to look like in TEN years?

The mission of _______________________ School is:

The vision of ________________________ School is:
**2: Situation Analysis** – Carefully examine your current marketing program. If you are starting a marketing committee, examine your school’s internal and external environment to understand where you are today and how you arrived at this point in time.

Questions for guidance – *What are the past experiences relative to your school’s financial, human and capital resources? What are the economic and demographic trends in your neighborhood? Have you conducted a SWOT analysis (Strengths/Weaknesses/Opportunities/Threats)? What marketing opportunities can be identified from your SWOT Analysis?*

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**Step 3: Market Research** – Surveys and discussion groups with school and prospective parents, religious education parents and others are the best ways to understand your market for the purposes of developing a marketing plan. Self-evaluations are also helpful in answering questions that can help your marketing committee understand your school’s market. Categories for self-evaluation include: Catholic identity, academic excellence, school vitality, values/character building, religious education and training, convenience, physical plant, safety, physical education, faculty, staff, extracurricular activities, sense of community and cost.

**Questions for guidance** – *Why did current school parents choose our school? Why do some parents choose other schools? What does the community think of our school? What are public school officials saying about our school? Who is our competition?*
Step 4: Identify Target Segments – The goal here is to match your school’s strengths with prospective parents who would be most likely influenced or attracted by those strengths. Describe your target group in detail. Where do they live? What are their lifestyles? Can they afford your services? What are their needs?

Questions for guidance – *What types of parents are most likely to choose our school? What types of parents might choose our school if we make them aware of our strengths? What financial resources exist to answer price questions?*

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<th>Market Segment Group</th>
<th>Why this group?</th>
<th>Perceived benefit to school</th>
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**Step 5: Marketing Goals** – Determine your primary goals. Brainstorm for ways to develop the right messages. Talk about how you are going to communicate these messages to your intended audience (existing and prospective parents).

**Questions for guidance** – *What is our school’s most important or critical issue? What do we need to do to address this issue? How do we achieve our goals? What resources do we already have to achieve the goals? What additional resources do we need to succeed?*

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**Step 6: Marketing Strategies** – When writing your marketing plan, it is important to get the basics right. Strategies provide the direction to accomplish your goal. First and foremost, the goal must be communicated and supported. All members of the school community, (parents, principal, pastor, faculty, staff, etc.), need to understand the message, including the timeframe, and their expected participation or support in accomplishing the goal. All members of the marketing committee need to understand their role in disseminating the message and why the marketing efforts are being conducted.

Questions for guidance – *How are we going to accomplish our goals? What actions will we take? What is the timetable? What are the targets and how will we measure the results?*

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<th>Strategy C:</th>
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Step 7: Marketing Tactics – You execute your strategies by accomplishing your tactics. There are no limits on the number of tactics necessary for accomplishing the strategy. Make sure that each tactic supports a specific strategy. Be clear about who is doing what, make sure your deadlines are realistic, and track progress, carefully including budgets.

Step 8: Evaluation – Your basic goals are unlikely to change dramatically from year to year, but your strategies and tactics should be evaluated quarterly. Your marketing plan should be flexible enough so that weaknesses can be identified and strengthened, or if new opportunities present themselves your plan can be adapted to meet new market needs.

Questions for guidance – Did we achieve our goals? Which strategies should we continue? Did we accomplish our tactics? What have we learned? What are the new targets created from this evaluation?
# School Marketing Plan

**Goal Statement:**
(one goal per page) – must list specific numbers, dollar amounts, or percentages

<table>
<thead>
<tr>
<th>Strategies (number each strategy and step)</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Resources</th>
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<td>Means of Assessing the Goal</td>
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<td>Next Step</td>
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Diocesan Marketing Plan
Diocese of Columbus Catholic Schools

I. Image, Branding, Awareness & Perception

Goal A: Establish and improve Diocesan (overall Catholic education) and school (each individual school) self-awareness

Objective: To establish a set awareness about a Catholic education among Diocesan and school frontline communicators so that they can communicate effectively features and benefits of a Catholic education.

Objective: To establish a set awareness about individual school identity, features/benefits, capabilities among each school’s frontline communicators.

Objective: To provide Diocesan personnel and school frontline communicators with critical parent and student insights and equip them with promotable ideas, knowledge and tools they need to be good, effective ambassadors for Catholic schools, regardless of the target audience(s) with whom they are communicating.

Objective: To develop mechanisms for frontline communicators throughout the Diocese to share lessons learned and best practices.

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<th>Tactic</th>
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<tr>
<td>1.0 Conduct an internal communications audit/review of all methods for internal communications, and make recommendations for incorporating positioning/key messages into materials (This should be done on each school building level and Diocese-to-schools communications.)</td>
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<tr>
<td>1.1 Create a regularly scheduled internal communications vehicle outlining Diocesan schools news, best practices, successes, etc.</td>
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<td>1.1a</td>
<td>Based on Diocesan research of how parents select schools and how students are retained, develop core key messages for Catholic education as a whole for the Diocese; Distribute to all frontline communicators for the Diocese and to the lead spokesperson in each school.</td>
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<tr>
<td>1.1b</td>
<td>Based on Diocesan research and local school research on how parents select schools and how students are retained, develop core key messages for the school; distribute to all frontline communicators.</td>
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<td>1.2</td>
<td>Conduct an internal survey to determine preferred and most convenient method(s) for consistent communication (e.g., e-memos, voicemail, intranet). This should be done in each school building and by the Diocese.</td>
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<td>1.3</td>
<td>Create regular news bulletins incorporating key message summaries for convenient distribution and reference among all staff.</td>
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<td>1.4</td>
<td>Post top core key messages by each staff phone and/or computer monitor for easy reference and reminder; replace monthly on different color stock; provide teachers with these messages in their mailboxes and/or emails.</td>
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<td>1.5</td>
<td>Create “What We Do” placards for each employee to post quick-reference summaries of each school’s mission, capabilities, stats, etc., near phones, computers and on teacher’s desks.</td>
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<td>1.6</td>
<td>Create a prospective student/parent FAQ, and post it in office and teacher lunchroom.</td>
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<td>1.7</td>
<td>Create an orientation session for new hires. Establish a follow-up session at one month and at three months; sessions should highlight Catholic education core key messages and individual school’s core key messages.</td>
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<td>1.8</td>
<td>Conduct a quarterly, one-hour staff discussion, away from the school, to determine what was communicated well, what was missed, share ideas for better communication, share promotional successes and best practices, etc.</td>
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<td>1.9</td>
<td>On the Diocesan-level, establish a quarterly Best Schools Promotion Idea to reward one school each quarter for an easy, low- or no-cost idea that promotes the school to its target audiences.</td>
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<td>1.10</td>
<td>Using the schools’ and the Diocese’s core key messages for education, develop talking points for a school tour; have each staffer responsible for conducting school tours do a practice walk/talk tour at least once each quarter.</td>
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<td>1.11</td>
<td>Provide a virtual school tour on the school website, but require web visitors to register contact information before allowing them to view the virtual tour; follow-up with these web visitors within 24 hours.</td>
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<td>1.12</td>
<td>Develop FAQs on the school level regarding common questions asked by prospective parents and students; distribute to all frontline communicators.</td>
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<td>1.13</td>
<td>Share this marketing plan with School Board, Marketing Committee, teachers, and appropriate staff; secure their buy-in on goals, tactics and measurements of success.</td>
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Goal B: Educate primary and secondary target audiences that Catholic schools provide spiritual guidance/development and academic excellence in a safe and structured community with highly qualified/State certified teachers.

Objective: To become one of the first-stop, top-of-mind resources for academic excellence in K-12 education for all referral sources.

Objective: To become one of the first-stop, top-of-mind resources for academic excellence in K-12 education for media covering education, student outcome and teaching/instruction solutions.

Objective: To become one of the first go-to resources for all primary target audiences interested in academic excellence in K-12 education.

Objective: To inform audiences about the Catholic faith curriculum and the religious values infused throughout the school community.

Objective: To demonstrate to audiences the successes that a Catholic education (or Catholic school individually) achieves for students based on the “Catholic difference:” a focus on academic excellence, spiritual teaching, embedded religious values, sense of community and highly qualified teachers.

Objective: To inform audiences of the safe, fostering and structured community that is part of all Catholic schools.

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<tr>
<td>2.0 Include on Diocesan website key messages that demonstrate the Catholic difference in education; include these messages on all Catholic school websites.</td>
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<tr>
<td>2.1 Develop a “Catholic difference” promotional campaign that focuses on academic excellence, spiritual teaching embedded religious values, sense of community and highly qualified teachers (Diocese would do this); each school would develop a localized version of this campaign; this should be launched in the fall, particularly for high schools; and in January to coincide with Catholic Schools Week but to continue throughout First Quarter.</td>
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<td>2.2 Develop collateral materials (eg.: brochure, postcard mailers, posters, e-cards, webpage, fliers, PSAs, etc.) to support the Catholic difference promotional campaign (Diocese would do this); distribute to all schools.</td>
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<td>2.3 Develop a poster or series of posters to support the above campaign; distribute to and display at all schools – both in staff-only areas and in public areas.</td>
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<td>2.4 Develop a flier to support the above campaign; display and distribute from school front desk; include as an insert into all responses to inquiries.</td>
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<td>2.4.01 Create and implement a branding campaign for Catholic education and schools Diocesan-wide.</td>
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<td>2.4.02 Develop and distribute branding collateral materials to schools for distribution to their target audiences.</td>
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<td>2.4.03 Develop information materials on Catholic education stats, achievements and outcomes (Diocese should do this); distribute in media and community relations initiatives.</td>
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<td>2.5 Implement a media relations strategy that will Proactively promote Catholic schools as the top-of-mind resource for education stories (Diocesan-level and locally at each school-level); the strategy should include:</td>
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<td>2.5.01 Create a local media contact database (School-level) and a local/ regional/national media contact database (Diocesan-level) that cover education-related and school-related news.</td>
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<td>2.5.02 Customize the media database to include media that targets each school’s primary audiences (IE: parents, business leaders, community leaders, referral sources, alumni, etc.).</td>
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<td>2.5.03 Identify particularly important media contacts, and set-up a 15-minute to 30-minute meeting, either in person or via phone, to introduce primary school media contacts, determine media rep’s preferences for getting story ideas, and determining the kinds/angles of stories media reps prefer to cover; also, review editorial calendars for all targeted print publications and pair school stories that address those topics.</td>
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<td>2.5.04 Make bi-monthly follow-up media calls to established media contacts to pitch stories, invite rep for coffee/lunch and/or a tour of the school.</td>
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<td>2.55</td>
<td>Devise and implement media protocols to provide framework for proactive and reactive media relations activities, address info dissemination, and identify spokespersons/responsibilities; make sure there are protocols for the handling of media onsite in schools and the photographing, videoing, interviewing of children.</td>
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<td>2.56</td>
<td>Identify appropriate media spokesperson(s) who will respond to media inquiries/requests for interviews, then train spokesperson on how to work effectively with the media.</td>
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<td>2.57</td>
<td>Include a media link on the school website that offers media an additional point of access, and current and archived press releases.</td>
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<td>2.58</td>
<td>Create a monthly media lead sheet and distribute to key area media contacts (on Diocese- and school-levels); follow-up appropriate media reps to pitch ideas on lead sheet, answer questions they may have about the ideas, and offer interview coordination assistance; ensure all staff receives the sheets for reference as well.</td>
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<td>2.59</td>
<td>Monitor editorial calendars (on Diocese- and school-levels) and special section listings to determine potential for editorial pitches that would include school stories specifically or Catholic education stories generally.</td>
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<td>2.510</td>
<td>Pitch and write regular guest columns in area publications; try to arrange guest articles and interviews from students.</td>
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<td>2.511</td>
<td>Write and distribute regular news releases on current and upcoming programs, staff member accomplishments, education news, hallmarks/ achievements/ awards/ certifications, etc.; look for industry news (e.g.: statewide graduation rates, etc.) that can be localized to include school-specific information.</td>
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<td>2.512</td>
<td>Identify key radio talk show formats and drive-time talk segments, and then pitch regular show participation for interviews and/or call-in formats; schools should use administrators, teachers and students in these interviews, if possible.</td>
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<td>2.513 Develop a letter-to-the-editor campaign that enlists parents to write letters to the editor on education- and school-related topics, communicating the academic excellence and other differentiating factors of Catholic schools; this should be ongoing throughout the year.</td>
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<td>2.514 Pitch two TV news story ideas per month to network-affiliated stations in the school’s market (The Diocese should help smaller schools within larger metro media markets to obtain placement.).</td>
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<td>2.516 Develop a cooperative program with a TV news station that will promote the school’s vision/key messages at least 1-2 times per year; discuss opportunities to be the adopted school for the station; invite key anchors and education reporters to tour the school.</td>
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<td>2.517 Offer to take on some of the “tough” stories for media in order to build a deeper, more trusting relationship and to foster top-of-mind awareness for the softer, friendlier news stories (Diocese spokesperson should take lead on this as it will take very trained spokesperson.)</td>
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<td>2.518 Identify key media figures who may have a Catholic schools background, and develop a mutually beneficial professional relationship with them to encourage news coverage and Catholic school media support.</td>
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<td>2.519 Monitor national news stories and trends related to education; provide key local media with a localized angle to cover the stories.</td>
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<td>2.520 Institute a press-coverage tracking system to monitor which programs/announcements/topics get the most coverage, kinds of stories covered and reporters covering those particular beats; set press coverage goals based upon initial benchmarked data tracked. (This should be done on the Diocesan- and school-levels.)</td>
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<td>2.521 Invest in and secure a press clipping service to gain and maintain complete, accurate coverage records of news appearances; secure video/DVD copies of TV news appearances for use at special events and as &quot;sales tools” for potential students (This should be done on the Diocesan level and distributed to all schools.)</td>
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<td>2.522 Repurpose news clips to be copied and used as direct mailers and hand-outs to prospective and existing parents.</td>
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<td>2.523 At quarter-end meeting mentioned in Sec. I Goal A, solicit possible news story ideas from staff.</td>
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<td>2.60 Implement a community relations strategy to proactively promote Catholic schools in general (Diocesan-level) and schools specifically (local school-level) as the top-of-mind go-to source for quality education, academic excellence, etc.; strategy should include:</td>
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<td>2.61 Identify and participate in community events that will give the school a presence with primary target audiences; also, plan school events to run in cooperation/in tandem with other key community signature events.</td>
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<td>2.62 Develop a database of community leaders, key organizations, political leaders with education and/or faith-based interests, leaders of parenting organizations, churches, professional and service organizations, women’s groups, etc.; use in direct mail campaigns and in speaking engagement solicitation.</td>
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<td>2.63 Develop a Speakers Bureau and develop a series of presentations about Catholic schools in general (Diocese-level) and local school in particular (School-level); solicit speaking engagements from community groups.</td>
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<td>2.64 Develop an interactive display to take to community events, shopping malls, etc.; also develop a tabletop display communicating core key messages to take in accompaniment with interactive displays for community events.</td>
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<td>2.65</td>
<td>Develop cooperative program(s) with major community players, organizations, corporations, churches, etc., who share an interest in education and/or faith-based initiatives.</td>
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<td>2.66</td>
<td>Create a direct-mail piece promoting the school and Catholic education in general to targeted organizations in database noted above.</td>
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<td>2.67</td>
<td>Develop a list of community organizations for key school and Diocesan leadership to join based upon where they live/work, activities with which they’re involved, etc. (Diocesan memberships should be more regional in scope; school memberships should be more local.)</td>
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<td>2.68</td>
<td>Assess the need for a unified print and radio ad campaign that will promote Catholic education’s benefits, differentiators, parity-plus positioners, etc. and communicate core key messages (Diocesan-level).</td>
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<td>2.69</td>
<td>Develop a Diocesan newsletter that communicates core key messages about Catholic education; send to the databases from the Diocese and from each school; Do this quarterly.</td>
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<td>2.610</td>
<td>Develop a school newsletter that communicates core key messages about the school; send to local school database twice annually or quarterly.</td>
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<td>2.6911</td>
<td>Develop on-hold messaging at each school that includes key messages, and includes statements like “Ask us about…”</td>
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<td>2.6912</td>
<td>Include a “Did you know…?” statement on school employee’s voicemail taglines that communicates a core key message about the school.</td>
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<td>2.6913</td>
<td>Encourage employees to ask callers if they’ve heard about a recent school accomplishment or if they’ve checked out the school’s website.</td>
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<td>2.7</td>
<td>Develop a school and Diocesan-wide program to salute teachers for achievements, additional certifications, etc.; communicate throughout the year to all target audiences using internal and external mechanisms detailed in this plan.</td>
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</table>
Goal C: Improve and expand referral sources’ (realtors, alumni, past/existing parents and grandparents, teachers, community leaders, etc.) awareness of Catholic schools as the provider of academic excellence and spiritual guidance with highly qualified teachers in a safe, structured community.

**Objective:** To promote Catholic schools as an asset to residents and the community.

**Objective:** To be one of the top-of-mind providers of local academic excellence.

**Objective:** To communicate, position and promote Catholic schools as an expert provider of academic excellence in K-12 education.

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<tr>
<td>3.0 Develop a database of past, present and potential referral sources for each school; these might include but not be limited to staff, Catholic church leadership, non-Catholic Christian church leadership where there are no schools affiliated with the church, economic developers, realtors, alumni, retired employees of the school, grandparents/family of students, area managers of youth programs, community leaders, business leaders, HR directors of major employers, new resident welcoming services, builders, mortgage company executives, title insurance executives, attorneys, accountants, visitor’s bureau executives, etc.</td>
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<tr>
<td>3.1 Establish a bi-monthly contact campaign in which a designated school representative contacts key targeted referral sources every other month; contact can include phone calls, letters containing announcement/update information, emails, direct mailers, etc.</td>
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<td>3.2 As part of the speakers bureau, book presentation at local area realty association meetings and at larger residential real estate offices; do the same for business organizations and chambers.</td>
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<tr>
<td>3.3 Develop a one-page school profile sheet to be distributed to area realtors, visitors’ bureaus, economic developers, relocation specialists and the like; it should be included in any prospective new resident packets or home marketing packets they develop.</td>
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<td>3.4 Create a board/honorary board of directors for each school and</td>
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<td>for the Diocese as a whole, comprising current and potential referral</td>
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<td>sources; meet quarterly to gain insights, gather suggestions,</td>
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<td>establish a deeply rooted networking base and solicit leads for</td>
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<td>prospective students (local-level).</td>
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<td>3.5 Develop a partnership with the local paper to provide six articles</td>
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<td>per year regarding the positive impact Catholic schools (local</td>
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<td>school in particular) have on the quality of education, life, vitality</td>
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<td>of the community, employment in the community, trained workers in the</td>
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<td>community, etc.</td>
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<tr>
<td>3.6 Develop a partnership within the local school’s PTO to have a</td>
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<td>subcommittee that helps promote these messages throughout the</td>
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<td>community.</td>
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</table>
Goal D: Communicate recommendations for Catholic education (in general) and for Catholic schools (individually) (throughout the larger diocese and outside of the diocese) by major corporations, employers, college recruiters, military recruiters, parents, students and alumni to primary and secondary target audiences.

Objective: To promote case studies/profiles and success stories of Catholic students and graduates in order to incorporate a testimonial, Catholic-education-can-work-for-you marketability into the overall imaging and promotional strategy.

Objective: To secure, share and promote parent recommendations for Catholic education in general and Catholic schools individually that will influence prospective parents and impact recruitment/retention in each school.

Objective: To communicate, via recommendations and testimonials, teacher excellence, professionalism, certification and expertise.

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<tr>
<td>4.1 Ask local leaders, celebrities and other well-known community leaders who are alumni of the school to provide a testimonial; develop an entire library of these.</td>
<td>4.11 Feature a testimonial of the month on the school website and in school displays and newsletters; include these testimonials in all mailings to prospective parents; post them in highly visible public areas in the school.</td>
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<tr>
<td>4.2 Create a Diocese Hall of Fame that honors annually key leaders throughout the Diocese who are graduates of Catholic schools; promote honorees locally (Diocesan –level).</td>
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<td>4.3 Team with local suppliers/vendors to cross-promote the benefits of Catholic education and for the school in particular (e.g.: For school uniform seller, request a display in their window or store about the local school, its accomplishments, differentiators, etc.).</td>
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<td>4.4 Select the Top 5 Graduate Success Stories from each school to honor as part of Catholic Education Week; promote their successes at the schools, in a press release, at a school event, etc.</td>
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<td>4.5 Post the Top 5 stories on the school website.</td>
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</table>
Goal E: Position a Catholic education in general and each Catholic school individually as affordable and accessible, and as providing an excellent return on investment.

**Objective:** To communicate the broad spectrum of financial aid/tuition assistance available for new and existing students.

**Objective:** To create and implement a campaign of affordability, communicating the viability, flexibility and accessibility of programs to finance a Catholic education.

**Objective:** To educate target audiences on the cost-effectiveness and return-on-investment of a Catholic education.

**Objective:** To inform target audiences on how tuition dollars are used to create a school community of academic excellence.

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<tr>
<td>5.0 Develop an annual promotional campaign on the affordability of a Catholic education (Diocesan level).</td>
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<td>5.1 Develop and keep current a listing of all financial aid resources for parents (school level); distribute annual to existing parents; include in information to prospective parents.</td>
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<td>5.2 Track the amount of financial aid high school graduates receive for college; if possible, compare to local, regional and/or national average to show return on investment; announce in a press release, and include in newsletters; include as a message in school ads.</td>
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<td>5.3 Solicit letters-to-the-editor from seniors’ parents after their child has received a financial award from colleges, testifying to the fact that their child's Catholic education helped them win these awards.</td>
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<td>5.4 Conduct semi-annual financial meetings for parents of existing students; school leadership and finance committee members should present overviews of the stewardship of tuition dollars and how they are being used to build academic excellence.</td>
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<td>5.5 Create a financial opportunity section on the school’s website</td>
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II. **Recruitment, Retention & Enrollment**

**Goal A:** Create a “sales” culture within each Catholic school.

**Objective:** To develop an infrastructure that manages and supports the “sales” function (solicitation and recruitment of new students).

**Objective:** To motivate school personnel and parents charged with the responsibilities of new student recruitment toward peak performance.

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<tr>
<td>6.0 Develop job descriptions for select school leadership and parent volunteers that require specific sales duties, capacities and skills; these should include but not be limited to conducting outside “sales” calls – presentations to groups, prospective parents, etc., the cultivation and maintenance of referral relationships, etc. (NOTE: At this point, most Catholic schools have an infrastructure to support an educating organization.)</td>
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<td>7.0 They do not, however, have an infrastructure to support a sales organization, one that drives new student recruitment and enrollment. This needs to be addressed on the school-level for hiring/volunteer purposes and on the Diocesan-level for a business or sales model.)</td>
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<td>7.1 Communicate consistently that sales (student recruitment, enrollment and retention) is everyone’s responsibility, from the receptionist to the janitor, via weekly emails/ fliers/ announcements to staff that includes tips and/or successes in enrollment.</td>
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<td>7.2 Identify and train each school’s “sales” team with specific techniques to sell the school; include training elements that incorporate developing specific skills and expertise for selling to parents (This should be done on the Diocesan-level and on the school-level.)</td>
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<td>7.3 Develop a sales training program for schools to learn the breadth, scope and benefits of a Catholic education in general and the programs/ capabilities of the school in particular. (This should be done on the Diocesan- and school-levels.)</td>
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<td>7.4 Provide semi-annual sales training programs for all schools in</td>
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<td>the Diocese with each program focusing on a particular area of</td>
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<td>recruitment strategy including developing and maintaining parent</td>
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<td>relationships, closing the deal, identifying/understanding parent</td>
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<td>needs, communicating core key messages, dealing with difficult</td>
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<td>parents, the art of follow-through, top 10 tips for successful</td>
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<td>parent/student relationships, etc. (Diocese would do this.)</td>
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<td>7.5 At these semi-annual programs, host a “What Do We Need?” session</td>
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<td>so that school personnel and volunteers can voice opinions of the</td>
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<td>market place, brainstorm about needs for improving recruitment</td>
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<td>numbers, offer a field perspective of what parents/students want,</td>
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<td>and enable staff and volunteers to feel vested in the</td>
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<td>recruitment/enrollment process.</td>
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<td>7.6 Host teleconferences bimonthly for school administrators and</td>
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<td>key volunteers to share best practices for recruitment and</td>
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<td>enrollment. (Diocese would do this.)</td>
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<td>7.7 Request each school’s administrators and recruitment volunteers</td>
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<td>to maintain a network of referral sources; require a minimum</td>
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<td>contact level of one face-to-face meeting a year.</td>
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<td>7.8 Create a school recruitment incentive program that honors the</td>
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<td>school with the most new students and the school with the highest</td>
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<td>percentage of enrollment growth, annually. (Diocese would do this.)</td>
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<td>7.9 Create school “sales” packets that give staff and volunteers</td>
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<td>materials to assist in marketing their schools.</td>
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<td>7.10 In each school, post hand-shaking photos with the school</td>
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<td>staffer/volunteer and a newly recruited student/parent, with a</td>
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<td>cutline of welcome.</td>
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<td>7.11 Communicate at least three times during the school year with</td>
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<td>existing parents, urging them to refer their friends to the school</td>
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<td>community; consider giving financial incentives to existing parents</td>
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<td>who refer a student who enrolls.</td>
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<tr>
<td>7.4 Provide semi-annual sales training programs for all schools in the Diocese with each program focusing on a particular area of recruitment strategy including developing and maintaining parent relationships, closing the deal, identifying/understanding parent needs, communicating core key messages, dealing with difficult parents, the art of follow-through, top 10 tips for successful parent/student relationships, etc. (Diocese would do this.)</td>
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<tr>
<td>7.5 At these semi-annual programs, host a “What Do We Need?” session so that school personnel and volunteers can voice opinions of the market place, brainstorm about needs for improving recruitment numbers, offer a field perspective of what parents/students want, and enable staff and volunteers to feel vested in the recruitment/enrollment process.</td>
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<tr>
<td>7.6 Host teleconferences bimonthly for school administrators and key volunteers to share best practices for recruitment and enrollment. (Diocese would do this.)</td>
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<tr>
<td>7.7 Request each school’s administrators and recruitment volunteers to maintain a network of referral sources; require a minimum contact level of one face-to-face meeting a year.</td>
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<tr>
<td>7.8 Create a school recruitment incentive program that honors the school with the most new students and the school with the highest percentage of enrollment growth, annually. (Diocese would do this.)</td>
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<tr>
<td>7.9 Create school “sales” packets that give staff and volunteers materials to assist in marketing their schools.</td>
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<tr>
<td>7.10 In each school, post hand-shaking photos with the school staffer/volunteer and a newly recruited student/parent, with a cutline of welcome.</td>
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<td>7.11 Communicate at least three times during the school year with existing parents, urging them to refer their friends to the school community; consider giving financial incentives to existing parents who refer a student who enrolls.</td>
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Goal B: Establish a benchmark for current **recruitment** goals for each school and for Catholic schools collectively throughout the Diocese.

**Objective:** To identify and measure recruitment figures, patterns and growth within each geographic region of the Diocese and for each school.

**Objective:** To set school recruitment goals for the coming academic year.

**Objective:** To set enrollment totals Diocese-wide.

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<td>8.0</td>
<td>Determine monthly, quarterly and annual averages for school recruitment (Diocese would do this for the entire system; each school would do this for their building.)</td>
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<tr>
<td>8.1</td>
<td>Determine monthly, quarterly and annual averages for school recruitment by referral source. (Diocese would do this for the entire system; each school would do this for their own building.)</td>
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<td>8.2</td>
<td>In each school, implement a system of tracking referral sources and maintaining a running number of students generated by each type of referral source. (Gathered and tracked locally; shared with the Diocese for system-wide averages.)</td>
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<td>8.3</td>
<td>In each school, implement a system of tracking how new students (not referred) heard about the school, and maintain a running number of students generated by each source (Gathered and tracked locally; shared with the Diocese for system-wide averages.)</td>
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<td>8.4</td>
<td>In each school, implement a system of tracking the recruitment/enrollment cycle throughout the year; compare increases or pattern changes in referrals and enrollments throughout the calendar year.</td>
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<td>8.5</td>
<td>Collect specific demographic information on existing and new students, including but not limited to sex, income, ZIP code, sports/involvement, etc.; data should be analyzed annually Diocesan-wide and on the school level quarterly.</td>
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<td>8.6</td>
<td>Establish annual enrollment goals for the entire Diocese as a whole.</td>
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<td>8.7</td>
<td>Based on past years’ performances and local school research, establish enrollment goals for each school; measure progress-toward-goal quarterly.</td>
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<td>8.8 Establish enrollment goals for each referral source category, and</td>
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<td>measure progress monthly. (This means the schools would estimate</td>
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<td>how many students normally come from a particular type of referral</td>
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<td>sources – like realtors – then they would track to see if this year’s</td>
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<td>recruitment generated from realtors is keeping pace and, if not,</td>
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<td>finding out why referrals aren’t coming from that category and</td>
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<td>addressing any problems/misconceptions, etc.</td>
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Goal C: Establish a new student development program for each school in the Diocese.

Objective: To establish and maintain a lead-generation database of existing students (and families) and prospective students and families in each school.

Objective: To establish and maintain a lead-generation database of current and prospective referral sources for each school.

Objective: To establish and maintain a Referral Incentive Program for current students and families within each school.

Objective: To increase walk-in/call-in traffic and visits to Catholic schools.

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<td>9.0</td>
<td>Create a lead generation system for new students and new referral sources (This could be developed on the Diocesan-level and shared with schools. ACT is an industry-standard for contact management.)</td>
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<td>9.1</td>
<td>Develop a lead qualification system so that prospective students can be categorized, ranked and prioritized based upon level of prospective student/parent interest, ability of pay, etc. (The system should be developed on the Diocesan-level and implemented in each school.)</td>
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<td>9.2</td>
<td>Create an enrollment incentive program for parents who sign up immediately after a meeting/tour.</td>
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<td>9.3</td>
<td>Create a new business development database of current and potential referral sources.</td>
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<td>9.4</td>
<td>Create a new business development database of potential students from call-ins, walk-ins and web visitors.</td>
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<td>9.5</td>
<td>Annually, identify two or three organizations that target parents of school-aged children; gain visibility in these organizations through advertising, public speaking, guest articles, etc.</td>
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<td>9.6</td>
<td>Designate two days each quarter for school administrators and/or recruitment volunteers to target new referral sources by conducting office visits/meetings.</td>
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<td>9.7 Designate one business day each month to call prospective parents who have visited the school in the last 30 days or have called the school or visited the website but who have not yet enrolled their children.</td>
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<td>9.8 Develop 2-3 information programs that target prospective parents; these topics should include concerns/questions that have been raised repeatedly by other parents; schedule informational programs at the school and for parent groups in the community.</td>
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<td>9.9 Create a Welcome Packet for new students to include but not be limited to a welcome letter from the principal, fast facts about the school, contact information, financial aid, website, referral incentive program, calendar of events, testimonials from alumni, school profile, etc.</td>
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<td>9.901 Host a welcome reception for new families with school staff and parents/students.</td>
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<td>9.10 On the school website, include a “Why become a—school name—student that links to the top 10 reasons for prospective students to become enrolled students.</td>
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<td>9.11 During the recruitment cycle, schedule an annual enrollment promotion that targets referrals from existing students/parents and alumni.</td>
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<td>9.12 Participate in new residents/new mover programs in the community to provide information about the school to new families moving into the area.</td>
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<td>9.13 During the recruitment cycle, schedule presentations at Catholic churches that do not have schools and at non-Catholic, Christian churches that do not have school affiliated with them.</td>
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<td>9.14 Send a supply of school profiles to Realtors, economic development professionals, visitors’ bureau executives, HR managers to share with prospective new residents; send profiles and registration information to public distribution points like church offices, libraries, community centers, uniform shops, etc.</td>
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<td>9.15 Develop a list of major employers in the area and schedule meetings with the HR and top managers; inform them about the school and its capabilities.</td>
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<tr>
<td>9.16</td>
<td>Develop a list of new business in the local market; conduct onsite visits to meet/ greet owners and decision-makers; inform them about the school and its capabilities.</td>
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<td>9.17</td>
<td>Create, maintain and promote a school conference/ meeting room as a community room during off-hours and in the summer; send a letter annually to civic leaders and associations as well as local businesses offering free use of the community room for meetings on a first-come, first-serve sign-up basis (This is an effective way to channel traffic into the school and showcase its capabilities to a large and varied audience.)</td>
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<td>9.18</td>
<td>Develop an internal template for handling community meetings.</td>
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<td>9.19</td>
<td>During key enrollment periods and promotions, use lighted signs on school grounds and additional exterior/interior signage in participating churches; consider using yard signs to designate families of students with a core key message about the school.</td>
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<td>9.20</td>
<td>Develop a database of pre-schools (for elementary schools) and feeder middle schools (for high schools); communicate with them through the year and during special events/promotions in recruitment periods.</td>
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<td>9.21</td>
<td>Develop a database of pre-school/toddler parent organizations (like Christian Mothers, MOPS, etc.) and host reception events during enrollment periods; consider offering organization the use of a room in the school for their meetings.</td>
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<td>9.22</td>
<td>Determine major feeder neighborhoods for the school and distribute fliers/ newsletters/ promotional materials throughout the year.</td>
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<td>9.23</td>
<td>Develop a database of parents of pre-school children (for elementary schools) and of middle-schoolers (for high schools) in feeder neighborhoods and feeder churches; send informational letters during enrollment periods as well as a promotional call-to-action/ savings on tuition.</td>
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<td>9.24</td>
<td>Place enrollment announcements and key accomplishment announcements in feeder-church bulletins throughout the year and during enrollment periods.</td>
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<td>9.25</td>
<td>During enrollment periods, host “Walk a Day in my Shoes” programs for prospective students and parents.</td>
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<td>9.26 Offer a program of summer classes and/or day camps; promote community-wide; use this database to solicit students for the school year.</td>
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<td>9.27 Develop a database of parents from baptismal records of feeder churches; send letters and newsletters throughout the year.</td>
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<td>9.28 Make presentations regarding schools at feeder churches on Sundays during peak enrollment periods; consider having students participate in the presentations.</td>
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<td>9.29 Send a welcome packet to all new families in feeder churches; add them to the school’s new business development database.</td>
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<td>9.30 Develop a recruitment packet for prospective students/parents that would include but not be limited to a school profile, informational sheet on how to choose the right school, questions to ask, why Catholic schools, contact information, and the Diocese Catholic education promotional materials.</td>
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</table>
Goal D: Establish a monthly/seasonal promotion schedule that targets specific audiences.

Objective: To create and maintain additional marketing/promotional tools that promote a Catholic education in general and Catholic schools individually.

Objective: To create and maintain additional means for consistently channeling prospective students/families to Catholic schools.

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<tr>
<td>10.0</td>
<td>Develop an annual calendar of events that will be promoted throughout the Diocese and in local schools specifically (The Diocese calendar should include national and statewide promotions – like American Education Week in November; Teacher Appreciation Month in May; Catholic Schools Week in January, etc. The local schools should include these national/state promotions as well as key local events that would enable them to showcase their school capabilities/benefits to a large segment of the community.)</td>
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<td>10.1</td>
<td>Develop campaigns, promotions, displays, etc. for these events as appropriate.</td>
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<td>10.2</td>
<td>Develop promotional kits that would include templates for press releases, talking points, print ads, mailers, Public Service Announcements, activities, etc. for schools (Diocese would do this.)</td>
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<td>10.3</td>
<td>Develop an annual local advertising program for print and electronic media; this program should be based on historically peak enrollment times.</td>
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<td>10.4</td>
<td>Develop a 12-month Diocesan-wide Catholic education branding program.</td>
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</table>
Goal E: Establish a benchmark for current retention goals for each school and for Catholic schools collectively throughout the Diocese.

Objective: To identify and measure retention figures, patterns and growth within each geographic region of the Diocese and for each school.

Objective: To set school retention goals for the coming academic year.

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<td>11.0 Determine annual averages for student retention (Diocese would do this for the entire system; each school would do this for their building); develop programs to help schools with low retention rates (Diocese).</td>
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<tr>
<td>11.1 Conduct exit interviews with students and parents who are not retained; track reasons given and address these proactively.</td>
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<td>11.2 Annually, conduct a satisfaction survey of existing parents; note elements of high satisfaction and those with low levels of satisfaction; cross-reference with exist interview data; develop strategies to address areas of low satisfaction.</td>
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<td>11.3 Establish annual retention goals for each school; track annually and compare percentages over time.</td>
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<td>11.4 Twice annually, host student/parent appreciation events.</td>
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<td>11.5 Twice annually, host parent roundtables to discuss areas of concern, high marks, etc.; develop action steps from these meetings.</td>
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<td>11.6 Create a “retention rescue team” of school personnel and parents to talk with parents/students who are undecided or who are leaning toward leaving the school; try to involve parents who have previously been undecided but who opted to re-enroll their student.</td>
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<td>11.7 Create a “principal’s hotline” for parents to call with issues/concerns so that these can be addressed early before they become problems.</td>
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III. **Affiliations, Relationships & Endorsements**

**Goal A:** Establish and nurture new relationships with targeted organizations, churches, corporations, governments and leaders, locally (school level) and Diocesan-wide.

**Objective:** To increase Catholic schools’ presence among and influence upon key organizations in order to capture referrals of new students, secure endorsements of leaders/businesses/etc. and establish relationships that benefit schools, students, teachers, administrators, alumni, etc.

**Objective:** To establish and expand Catholic school leadership/Diocesan leadership’s participation in key organizations, boards, programs, events, etc.

**Objective:** To establish, maintain and nurture referral relationships with Catholic and non-Catholic churches within a school’s service area that do not have their own schools

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<tr>
<td>12.0 Establish a database of key statewide education-related, business, service, and faith-based organizations in which the Diocese should have visibility; annually, assess the cost-benefit of each affiliation/relationship.</td>
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<td>12.1 Develop a template for participation with these statewide affiliations at the local level; distribute to schools (e.g.: If the Diocese has a relationship with the Ohio Association of Realtors, then there should be a corresponding relationship for the school and the local board of realtors.)</td>
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<td>12.2 Establish a database of organizations, clubs, churches, business groups on the local level with whom the school has a relationship; develop the same database for local organizations that should be targeted for membership/visibility in the coming year; cross-reference this leadership database with alumni and existing volunteers – maximize relationships where possible.</td>
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<td>12.3 Assign school personnel and/or volunteers to each organization; assess the benefit of each relationship annually.</td>
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<td>12.4 Develop a database of churches in the area that are not affiliate with a school; create an outreach program for their pastors and lay leadership.</td>
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<td>12.5 At least annually, host an open house at the school for leadership of each targeted organization, church and corporation.</td>
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<tr>
<td>12.6 Develop and maintain case studies/profiles of students recruited through a relationship with the organization; share the profiles at meetings and in correspondence with organization leadership.</td>
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**Goal B:** Implement mutually beneficial promotional ventures and/or financial aid/endowment programs with target vendors, suppliers and media.

**Objective:** To increase opportunities for referrals and new students.

**Objective:** To create new opportunities to increase “market share.”

**Objective:** To increase visibility among target audiences.

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<tr>
<td>13.0</td>
<td>Develop a database of vendor/ suppliers for each school and for schools Diocesan-wide.</td>
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<td>13.1</td>
<td>At least once annually, solicit contributions of goods, services, time and money from these vendors/ suppliers to the local school.</td>
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<td>13.2</td>
<td>Meet with the marketing executives of these vendor/ suppliers (or the owners, if appropriate) and discuss how they can support the school and gain visibility with parents at the same time; develop a promotional plan for the year.</td>
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<td>13.3</td>
<td>Consider developing an advertising program for the school.</td>
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<td>13.4</td>
<td>Develop a list of promotions directors at local television and radio stations; discuss promotional partnerships/ sponsorship for school events, remote live broadcasts, news packages, etc.</td>
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<td>13.5</td>
<td>Develop a list of target local newspaper/ niche magazine editors; approach each for a partnership in which the school could supply a weekly/ monthly article.</td>
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Your School’s Information Packet

Establishing a Foundation
- Define and understand language
- Establish where your Information Packet fits into the total marketing picture, (i.e., build on what has been established)
- Understand uses for the Information Packet
- Follow Up, (i.e., determine if it worked)

Definitions Develop Direction
Why an Information Packet is not marketing

Marketing
- Marketing is based on the idea that you have something worthwhile to offer, and that when people find out about it, they will want it. It is the process or technique of promoting, selling and distributing a product or service. It usually involves the 4 Ps: price, product, place and promotion. It involves finding your Unique Marketing Position.
- Marketing is what must take place BEFORE you develop things like events, brochures, ads that are tools of marketing and must fit into a marketing plan.

The Big Picture
- To create specific messages for targeted audiences at specified times you need to:
  - Define the target audience(s): WHO
  - Know what you want to say to get the attention of that target audience: WHAT
  - Decide when and how the tool (i.e., Information Packet) will be used: HOW

Target or No Target

Appealing to a specific rather than an undifferentiated audience
- Target Marketing Assumes:
  - People have different lifestyles, backgrounds, income levels, etc.
  - One message won’t fit all
  - A specific market segment is likely to want your product

Undifferentiated Targeting Assumes:
- Mass market philosophy – one big market – no segments
- Customers have similar needs
- One message suits all
- No competition is present
- Saves time and money
- Strategy emerges by default rather than design
Getting the Big Picture - This is essentially the work of the Marketing Committee

- Understand your product
- Understand your current customers
- Understand the market
- Do SWOT analysis
  - Evaluate:
    - Strengths
    - Weaknesses
    - Opportunities
    - Threats
  - Survey current parents and students
  - Find out about local families whose children are NOT in your school

Get Support for Your Strategy
All members of the school community need to understand the message, including which elements are the main focus of it and which are the important facts supporting it

- Pastor(s)
- Administrators
- Faculty and Staff
- School board members
- Parents
- Older students

Everyone Has a Role to Play
- All members need to understand their role in disseminating the message, particularly when prospective parents visit the school for open houses and during the school day.
- All members need to understand the goals of the marketing program and why they are important

What Makes a Good Information Packet?

AIDA – A Blueprint for Executing Your Message
- People respond to a promotional message by thinking, feeling and doing – in a sequence.
- Your promotional piece has to generate:
  - Attention (slogan, headline, color)
  - Interest (show how to meet a need)
  - Desire (show advantage over competition) Give additional reasons for choosing your school (i.e., transportation, after school program, tuition payment plan)
  - Action (keep your message before the audience) Ask yourself “What’s next?”

Packaging
- Pocket folder imprinted with school logo or
- Pocket folder using your school colors (school logo, address, telephone number, email, website)
- Principal’s business card
Emphasize Themes Most Important to Your Target Audience that are Consistent with the School’s Mission and Actual Performance

- Emphasize the factors most important to your primary target audience
- Address tuition levels forthrightly
- Emphasize factors for which there is no gap between perceptions of your schools and reality
- Back up claims with facts whenever possible
- Sell the benefits not the attributes – What’s in it for me?”

Who Receives this Packet? All families and students who call for information and/or visit the school; also can be used as outreach pieces at recruiting fairs and open houses.

Show Benefits and Be Selective
Description and facts are not important in themselves – they should be used to support benefits to children or parents, i.e., “children get more attention and help with our small class sizes,” not “class sizes are small.”

Attempting to use all these elements in an information packet or brochure or ad will dilute your message – choose the most important ones and be ready to answer questions about the rest.

What Should Be in Your Information Packet?
- A letter of welcome from the principal
- Clearly stated mission/goal
- Specific examples rather than lofty or philosophical phraseology
- Speak to your strengths
- Provide contact information
- Tie in with high school information – INTERNET
- Catholic Schools: At a Glance (included in the Marketing Tool Kit)
- Your school’s At a Glance sheet (template included in the Marketing Tool Kit)
- Your school’s Feature/Benefits sheet (Template included in tool kit)
- Contact information and website
- Calendar of upcoming school events
- Your school brochure (template included in tool kit)
- Information about tuition and tuition assistance
- Enrollment form
- Testimonials/quotes from parents, alumni and current students
- Quotes from teachers about the community, the integration of faith and curriculum, their love of teaching in a Catholic school, etc.
- Names and numbers of parents and students who can be called to answer questions and give insights into the school
Possible Elements of an Information Packet

**DESCRIPTIONS**
- Catholic Environment
- Teachers who make extra effort for kids
- Religious education
- Sense of community
- Teaching moral values
- Educating the whole child
- How discipline problems are handled
- Welcoming children of all faiths
- High academic expectations

**SPECIFIC FACTS**
- Class sizes
- Academic results
- Principal/teacher certifications
- Parent satisfaction from surveys
- Transportation options
- Help available for children with special needs
- Success of alumni
- Sports and other extracurricular activities
- Preschool
- Latchkey program

Follow Up After the Visit

*Everyone who receives an Information Packet, especially during a school tour, should receive a follow-up phone call within THREE days of the visit.*

Did It Work? – Evaluate

- Determine at some point if the strategy you used accomplished the goal you set. Did the information kit provide enough information for users to make the decision to choose your school for their child? Did they get the “benefit” messages?

An Example of a Kit for a Specific Purpose

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<tr>
<th>Purpose: To give each family in a closing school information that would:</th>
<th>1. Invite them to continue to choose a Catholic school for their child (children)</th>
<th>2. Provide guidance options in Catholic education</th>
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<tr>
<td>3. Give specific information about area schools (maps, spaces available, school profiles, open houses)</td>
<td>4. Remind them of why they chose a Catholic school</td>
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<td>5. Support them in the decision process with contact names and numbers</td>
<td>6. Let them know that a smooth transition is possible</td>
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FICTIONAL SCHOOL

LOGO        Name
Address
City/State/zip
Phone, fax, email
Website

Our Community.
St. John Elementary School is an OCSAA accredited Catholic K-8 school located in XXX, Ohio. We provide a Catholic education that focuses on academic excellence and spiritual guidance with highly qualified teachers in a safe, structured community. Our school helps students become self-disciplined, independent, life-long learners who grow to understand the obligations of human life, the dignity of the individual and the shared responsibility for our common good. In addition to St. John Parish, our school serves St. Thomas, St. Elizabeth Seton, St. Dominic and Our Lady of Peace parishes.

Our Students.
We have 275 K-8 students. Our students come from a three-county area that includes parts of Perry, Muskingum and Licking counties. Enrollment is fairly even along gender lines; 11 percent of our students come from faiths other than Catholic. Minority students make up nine percent of our school population. Our students come from the New Hope Public School District as well as five other rural public school systems including ---names---. The majority of our parents are high school graduates with some college education. They are laborers, professionals and business owners.

Our Educators.
Our highly qualified faculty includes 11 professionals with an average of 8 years teaching experience. Twenty percent of our teachers have advanced degrees in education. All teachers meet rigorous and ongoing professional development standards. We pride ourselves on individual attention for each student, with a teacher-to-student ratio of 1:25.

Our Academic Excellence.
At St. John, we have a tradition of academic excellence that spans more than five decades. Our students consistently score higher than the national averages for the Terra Nova Standardized Tests, administered in the 4th, 6th and 8th grades.
Our Curriculum.
Our students enjoy a rich and broad curriculum that includes religion, language arts, mathematics, science, social studies and reading. In addition, we have support and enrichment programs, including accelerated math, Title I Reading and Title VIB programs. Through a national grant, our school participates in a Diocesan program that teaches Chinese to our 6th grade students, using video conferencing technology to help expand beyond our four walls into a virtual classroom with a teacher fluent in Mandarin. We also provide after-school tutoring and have a learning disability specialist.

Our Extracurricular Activities.
Students at St. John choose from a wide spectrum of activities, including student government, intramurals, orchestra, musical productions, choir and more.

Our Families.
At St. John Elementary School, the student’s family is part of our extended family that includes more than 275 current students and 8,900 alumni. There are many opportunities for parents to become involved, from volunteering during the school day to helping with special events to strategic planning for the school’s future. Our parent association – St. John PTO – is active throughout the year with projects and initiatives that help make St. John an effective community of learners.

Our Facts & Figures.
(Last School Year) Daily Attendance.
--place a table here that illustrates your school’s average attendance rate as compared to Ohio and national averages

(Last School Year) Terra Nova Test Scores.
--place a table here that illustrates your school’s scores compared to the national average.

Our Investment.
Investing in your child’s elementary school education will pay dividends far beyond the 8th grade. In partnership with you, we foster life-long learners who grow intellectually, spiritually and socially. Tuition rates vary depending on financial need, parish membership and the number of children within a family enrolled in our school. For the 2012-13 school year, the average tuition was $3,850 per student. Financial aid, scholarships, grants and tuition credits along with payment plans are available. For more information, contact Pat Smith, director of Financial Aid, 614/555-5555, psmith@stjohn.org.

For more information and to schedule a tour, contact:
Alice Smith, principal, 614/555-5555, asmith@stjohn.org
Our Community.
St. Thomas High School is an award-winning, state-chartered and OCSAA accredited Catholic high school located in New Lexington, Ohio. We provide a Catholic education that focuses on academic excellence and moral and spiritual development with qualified teachers in a safe, structured community. Our school prepares students for the next phase of their lives – further education, career, vocation and community service. Our school also fosters wisdom and understanding that produce future leaders and adults who understand the obligations of human life, the dignity of the individual and the shared responsibility for our common good.

Our Students.
We have 280 students in 9th – 12th grade. Our students come from a three-county area that includes parts of Perry, Muskingum and Licking counties. Enrollment is fairly even along gender lines; 11 percent of our students come from faiths other than Catholic. Minority students make up nine percent of our school population. Our students come from the New Hope Public School District as well as five other rural public school systems including ---names---. The majority of our parents are high school graduates with some college education. They are laborers, professionals and business owners.

Our Educators.
Our highly qualified faculty includes 13 degreed and licensed teachers with an average of 8 years teaching experience. We also have three reading specialists, specifically trained for reading assistance and enrichment programs. Nearly one-third of our teachers have advanced or graduate degrees. All teachers meet rigorous and ongoing professional development standards for licensure renewal. We pride ourselves on individual attention for each student, with a teacher-to-student ratio of 1:22.

Our Academic Excellence.
At St. Thomas, we have a tradition of academic excellence that spans more than five decades. Our students consistently score higher on the Ohio Graduation Test, the ACT and SAT than the Ohio and national averages. In 2012, more than 98 percent of our students went on to colleges and universities, securing more than $5 million in college scholarships.
Our Curriculum.
Our students enjoy a rich and broad curriculum that includes college preparatory courses, advanced placement courses for college credit, three foreign languages, English as a second language, and advanced science and mathematics classes. We also have a writing center for editing and reviewing student compositions and papers, a math lab with certified math teachers and an academic resource center that offers peer tutoring and study groups. We also have an award-winning library, state-of-the-art computer lab and multi-media studio with the latest in audio and visual technology.

Our Extracurricular Activities.
Students at St. Thomas choose from a wide spectrum of activities, including 10 boys’ varsity sports, drama, instrumental and choral music, cheerleading, speech and debate, school website/newspaper/yearbook, television news, and much more.

Our Families.
At St. Thomas High School, the student’s family is part of our extended family that includes more than 500 current students and ## alumni. There are many opportunities for parents to become involved, from volunteering during the school day to helping with special events to strategic planning for the school’s future. Our parent association – St. Thomas Parent Teacher Organization – is active throughout the year with projects and initiatives that help make St. Thomas an effective community of learners. Our alumni association – St. Thomas High School Alumni Association – supports our school by making internships in local businesses available for our students as well as helping raise funds for tuition assistance.

Our Facts & Figures.
Graduation Requirements:

Class of 2013 Daily Attendance.

Class of 2013 Ohio Graduation Test Scores.

Class of 2013 ACT/SAT Scores.


Our Investment.
Investing in your child’s high school education will pay dividends far beyond graduation. On average, a graduate from St. Thomas receives more than $20,000 in academic scholarships to attend the college of his/her choice. For the 2012-13 school year, tuition for St. Thomas is $4,500 for the first student in a family, with discounts for multiple students from the same family. Our families receive an average of $250 in tuition assistance to attend St. Thomas, available based on documented financial need. For more information, contact Pat Smith, director of Financial Aid, 614/555-5555, pjones@stthomas.org.

For more information and to schedule a tour, contact:
Alice Jones, principal, 614/555-5555, ajones@stthomas.org
Timothy Baker, director of Academic Counseling, 614/555-5555, tbaker@stthomas.org
**How to Make Features into Benefits**

*School Marketing Committee:* When marketing your school, it's important to talk benefits rather than just listing features. That means explaining the "what's in it for me" factor. Consider some of the features/benefits below when talking about your school.

<table>
<thead>
<tr>
<th>FEATURE</th>
<th>BENEFIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious education</td>
<td>Student develops spiritually</td>
</tr>
<tr>
<td>Faith community</td>
<td>Student has faith foundation, sense of belonging</td>
</tr>
<tr>
<td>Certified teachers</td>
<td>Effective educators</td>
</tr>
<tr>
<td>History/years in existence</td>
<td>Stable, lasting community</td>
</tr>
<tr>
<td>Accredited certified school</td>
<td>Quality education, diploma that is respected</td>
</tr>
<tr>
<td>High test scores</td>
<td>Student more competitive</td>
</tr>
<tr>
<td>Access to technology</td>
<td>Student prepared to compete</td>
</tr>
<tr>
<td>High attendance rates</td>
<td>Satisfied, engaged students</td>
</tr>
<tr>
<td>Structured environment</td>
<td>Student safety</td>
</tr>
<tr>
<td>Small class size</td>
<td>Individual attention</td>
</tr>
<tr>
<td>New facility/rooms/amenities</td>
<td>Comfortable environment</td>
</tr>
<tr>
<td>Gym/athletics</td>
<td>Ability to compete, excel; college scholarships</td>
</tr>
<tr>
<td>Alumni success</td>
<td>Student will also be successful</td>
</tr>
<tr>
<td>Parent recommendation</td>
<td>Parent satisfaction</td>
</tr>
<tr>
<td>High graduation rate</td>
<td>Student likely to finish school</td>
</tr>
<tr>
<td>High percentage bound for college</td>
<td>Student likely to go to college</td>
</tr>
<tr>
<td>Graduates win scholarships</td>
<td>Investment pays dividends</td>
</tr>
</tbody>
</table>
Text Template for School Brochure

School Marketing Committee: Remember, every feature should have a benefit! Consider a separate one-sheet insert on tuition/financial aid/tuition assistance (template is included in your toolkit).

I. Community Overview
   a. Mission/goals
   b. Chartered; accredited; respected school
   c. Beliefs – intellectual, spiritual and social development
   d. History/tradition; stability
   e. Structure/safety
   f. Facilities
   g. Greeting quote from principal

II. Academic Excellence
   a. Preparing students for the next level
   b. Tests scores; competitive with peers
   c. Board certified teachers; effective educators
   d. Small class size; individual attention
   e. Access to technology; prepared to compete
   f. Quote from teacher
   g. Quote from alumnus talking about how academics prepared him/her for college; scholarships received

III. Curriculum
   a. Description of programs offered; broad spectrum of subjects
   b. Integration of religion and spirituality into the curriculum
   c. AP/ESL/Special assistance programs
   d. Academic assistance/enrichment; high potential for student success
   e. Quote from director of curriculum
   f. Quote from parent

IV. Extracurricular
   a. Summary of offerings; broad spectrum to interest students
   b. Board certified coaches and teachers; safety; mentoring
   c. Listing of titles won, etc.
   d. Quote from coach
   e. Quote from player

V. Family
   a. Summary of parent/alumni involvement opportunities
   b. Quote from parent
VI. Recommended
   a. Short quotes from parents, students, alumni regarding the quality of education and important differences from other schools
   b. Return on investment

Contact information
Our Shared Investment in Your Child’s Education

Tuition, Actual Costs & Value, Year

As part of the Diocese of Columbus, we define “participating membership” in a parish as a family who is registered in the parish, recognized by the pastor as a family participating in the sacramental life of the parish, contribute time and talent to the ministries of the parish, and contribute an appropriate portion of their annual income to the financial support of the parish. Participating families receive a parish grant to support tuition.

Tuition pays for only a portion of the cost of educating each student. We use an industry-standard calculation for determining the true cost per student. That calculation includes a variety of real costs and line items in our budgets including but not limited to building costs and associated building costs, staff salaries, payroll taxes and benefits, textbooks, furniture, supplies and other materials, transportation costs, insurance, repairs and more.

For Participating Families:

<table>
<thead>
<tr>
<th>Number of Children</th>
<th>Tuition</th>
<th>Parish Grant</th>
<th>Actual Cost</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st child</td>
<td>$2,850</td>
<td>$1,540</td>
<td>$4,390</td>
<td>Priceless</td>
</tr>
<tr>
<td>2nd child</td>
<td>$2,410</td>
<td>$1,980</td>
<td>$4,390</td>
<td>Priceless</td>
</tr>
<tr>
<td>3rd child</td>
<td>$1,975</td>
<td>$2,415</td>
<td>$4,390</td>
<td>Priceless</td>
</tr>
</tbody>
</table>

Total for 3……………$7,235……$5,935……………… $13,170………Priceless

For Non-Participating Families:

<table>
<thead>
<tr>
<th>Per child</th>
<th>Tuition</th>
<th>Actual Cost</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$4,390</td>
<td>$4,390</td>
<td>Priceless</td>
</tr>
</tbody>
</table>
Tuition Policies
- Explain what tuition includes and any additional fees that will be incurred;
- Explain how tuition cost is determined
- Explain refunds/non-refund policy
- Explain consequence of late fees
- Explain consequence of non-payment
- Volunteer hour requirement

As a member of the Diocese of Columbus, our school will not accept a student from another school within the Diocese if there are outstanding financial obligations with the former school.

Application & Enrollment
- Explain application and enrollment procedures, deadlines, etc.

Tuition Payments
- Explain installment plan (any fees associated with a monthly payment plan) and one-time payment plan with discount (if applicable); let them know if statements will be mailed each month, etc.

Care-Before & After Program (Or, if high school, Athletics/Extra-curricular)
- Explain your school’s before-and after-school care and costs associated with them

Financial Aid/Tuition Assistance
- Explain and define all forms of diocesan and parish/school financial aid available to families;
- Explain application process and deadlines for each

Other Tuition Assistance
- Describe tuition reduction programs (e.g., SCRIP/Market Day tuition credit, etc.)
Calendar of National Observances
For Catholic School Public Relations Opportunities

NOTE: The following lists national days/weeks that celebrate events and causes that could easily be used to publicize your school.

Obviously Catholic Schools Week is an opportunity to get publicity and host events, but all events listed are opportunities as well. For example, National Physical Education & Sport Week is an excellent opportunity for your school to showcase Physical Education and sports offerings. National Teacher Appreciation Week is a great time to celebrate your teachers and to let the community know about the academic excellence provided by your quality teachers. St. Benedict’s Day is a great opportunity to talk about the education of the entire child, spiritually, academically, morally and socially. Please add to this list and share with your School Marketing Committee and your entire school community.

Include in this list:
Your parish/school’s patron saint
Parish/community activities: festivals, celebrations, parades, etc.

January
1/28 – St. Thomas Aquinas,
patron saint of schools

February
2/10-16 – National Take Your Family to School Week

March
Palm Sunday
Easter Sunday

April
2nd Full Week – National Library Week

May
1st Week – National Physical Education & Sport Week
1st Full Week – National Teacher Appreciation Week

June
End-of-school year celebrations

July
7/11 – St. Benedict,
patron saint of schoolchildren

August
Back to school activities

September
9/3 – St. Gregory the Great,
patron saint of teachers
Last week – Catholic Schools Week

October
10/13 – National Pastor Appreciation Day
3rd Week – America’s Safe Schools Week

November
11/1 – All Saints Day
Week Prior to Thanksgiving – American Education Week
4th Thursday – Thanksgiving
First Sunday of Advent

December
Sundays of Advent
12/7 – St. Ambrose, patron saint of learning
12/25 – Christmas
E-mail Taglines

NOTE: E-mail taglines should be used by all staff at your school and should be changed at least quarterly. The taglines are placed at the signature of your e-mail (the automatic placement of your name and contact information that appears at the bottom of each email you send). Consider using some of these when developing e-mail taglines.

- St. Thomas High School: Uniting Minds and Spirits (or whatever positioning statement you use for your school)
- Join us for our open house during National Catholic Schools Week on September 29 from 7 p.m. to 9 p.m.
- Did you know that our Class of 20XX secured more than $5 million in college scholarships?
- Ask me about our award-winning library.
- Did you know that your student can learn Mandarin? Ask me about our Ohio licensed Mandarin teacher.
- A tradition of academic excellence for more than five decades
- Division II Football Champs, 20XX
- Did you know that more than ## percent of our families enjoy tuition assistance? Ask about our financial aid programs.
- Congratulations to our sophomores for scoring higher than the statewide average on the Ohio Graduation Test.
- Congratulations to our 4th, 6th and 8th graders for scoring higher than national averages on the Terra Nova standardized tests.
- St. John Elementary School: Highly recommended by parents, students and alumni
Best Practices

Hospitality

- **Good word of mouth** – the most important and basic source of information – includes staff, students, parents, parishioners, parish staff, etc.
- Each new prospective family receives a **personal “principal’s tour”** of the school. It’s a great way of putting a face with a name; the classroom children are always the best assets, and new families get to see classes in session.
- The parish has a **new family welcoming dinner**, which is attended by the parish staff, including the principal. Each is introduced, and all staff members eat with the new families and “circulate” among the tables. This is a great networking experience for our school, as these are often families with young children and many questions.
- Parish-wide **Family Faith Fair** – highlighted all the schools on the same day from pre-school to high school, promoted common mission with open houses.
- Parents/toddlers invited to pre-school classrooms for **ice cream parties**/see the facilities first-hand.
- **Preschool/kg. Information Night** for new families with curriculum presentations and tour.
- **“Meet the Parents”** event in which parents distributed flyers throughout the neighborhood inviting families with children to meet parents with children attending the school and to learn more about the school itself; coffee and desserts served.
- Open House on Discovery Sunday during Catholic Schools Week and follow up with phone calls to all new visitors.
- **“Taste of Kindergarten”** - On the Friday of Catholic Schools Week, we invite all prospective kindergartners to come spend the morning in the classroom as kindergartners (class is not held for regular kindergarten students).
- Kindergarten Roundup advertised with bright, colorful posters complete with **pull-tabs containing number for more information**.
- Every January the school hosts an **information coffee** after one of the Sunday Masses. One or two parents speak and refreshments are served. School Board advertises the event in the local newspapers and the Parish bulletin. Principal gives a presentation about the school and the parents speak about why they chose the school for their children. Guests receive **tours and information packets** and are encouraged to ask questions.
- **Throw a Preschool Christmas Party** using the parish database to get names and addresses of children between the ages of two and five, send them invitations and have a party with simple refreshments and Christmas themed games and crafts supervised by junior high students.
- Principal speaks at parent-organized **Mom’s Plus group for young mothers** with infants to discuss the challenges of motherhood to **recruit for the preschool program**.
- **Spectacular Teacher Recognition** – elementary school teachers and staff members are recognized by their former students during an annual event held at the school.
- **Spring fashion show**.
• Golf outing.
• Blood Drive.
• Student shadow days.

Academic
• Opening a new preschool.
• Opening a Special Education (Learning Disabilities) Resource Room.
• Cultural exchange with school in Indiana to discuss different ways to learn about and celebrate Black History Month which received recognition in secular and Catholic newspapers.
• Extensive summer school classes offered with small class sizes. Classes focus on enhancing basic skills, computer literacy and preparing children for the next grade up. Advertised with a very crisp, neat bulletin for parents outlining class, dates, times, fees, FAQs, etc.
• Curriculum/science fairs.
• Passion Play by the students with proceeds donated to the local food pantry.
• Math Competition held for 6th – 8th graders.
• Science Fair held for 5th – 8th graders.
• Volleyball and Basketball summer camps held for 4th – 8th graders.
• Spring and fall play productions.
• Spring and Christmas concerts.
• Art Competition for grades 5-8.
• Art Exhibit Showcase.

Written Information
• A recruiting folder with current information (includes philosophy, mission, etc., but also current tuition rates, test scores). Because it is in a folder, only certain pages need to be kept current.
• Weekly newsletter, rather than monthly. This is distributed to all families in the Weekly Family Envelope It contains a faith/parenting column from the principal (which is reproduced in the parish bulletins), a “Don’t Forget…” column, a “We’re So Proud of …” column, a “Please Pray for…” column, and various pieces of school and classroom information.
• Registration packets posted at the village hall and real estate agencies.
• Send informational letters to all families with children under the age of three.
• Advertising in papers, real estate offices, newsletters, etc.
• Created a video about the eighth-grade class to be used as a promotional video.
• Parish web site with school link with updated information.
• Family Association has a public relations chairperson that contacts the area newspapers to run articles throughout the year.
• Parish bulletin runs weekly “School Scoop” article about school happenings.
• Weekly articles and pictures in the local newspapers, parish bulletins and family newsletters.
• Annual report passed out on Catholic Schools Week and given in the information packet to prospective school families.
• Brochures mailed to surrounding communities in the summer detailing the school’s philosophy, curriculum, sports/activities, test scores, a note from the pastor and principal and endorsements from teachers, parents, students, alumni, etc.
• **Produced a video** shown on the local TV station highlighting community functions the school has participated in.

• **Yearbook.**

Welcome letter to newly Baptized parishioners from the students.

• A one-page (two-sided) **school flyer** was designed and produced by the company which distributes the weekly Wednesday Shop Wise ads which reaches 14,000 homes.

• The school board sponsors a yearly **“Flyer the Neighborhood” project** highlighting the educational program. The parents and board members put up flyers on a Saturday morning in 60-80 block area.

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**Signage**

- A **lighted sign** on the parish lawn in August advertising any openings.
- Produced **yard signs** with the school logo and mascot with messages such as “St. Cletus School Family,” “St. Cletus School Basketball,” “St. Cletus Alumni,” etc.
- **Very active REP Committee (Recruitment, Evaluation and Publicity).**
- Placed **flyers** in the doors of neighborhood homes.
- Gave all prospective parents **complimentary tickets** to the “Big Red Auction”.
- Placed signs on major streets.
- School placed a large sign in front of the school to advertise all events, activities and parish information.
- Real estate-style signs around the neighborhood advertising school events such as plays and open houses.
- A new **sign on Main Street**.

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**Financial**

- **10 percent Tuition Assistance** for new families for the first year
- $50 to $300 in cash, percentage reduction in tuition or fundraising credit to all current families who recruit new families and those families remain enrolled.
- Annual Open House during the school day in April. Older students give tours and **families are able to observe classes**, after which refreshments are served and questions answered. Information packets also made available. $20 tuition reduction for families who register their children on that day. Students and staff are all involved in making the day a success.
- August through October **bench ads** were placed at three bus stops. Offered one month’s free tuition.
Sample Talking Points for Catholic Schools Week Masses

Catholic Schools: Communities of Faith, Knowledge, and Service

- This week, we celebrate our Catholic schools with a national theme of “Catholic Schools: Communities of Faith, Knowledge, and Service.” Perhaps you’ve seen the posters in our school or seen flyers brought home by your students, or perhaps in stories and ads in the Catholic Times. “Catholic Schools: Communities of Faith, Knowledge, and Service” is a catchy phrase but what does that have to do with us…especially if we have no children to send to our schools? The answer is “a lot.”

- Through service our Catholic schools prepare students for the next generation. Through service learning, we educate the whole person, helping our students develop intellectually, spiritually, psychologically and socially in a safe, structured community. Our Catholic schools prepare students for the next phase of their lives – further education, career, vocation and community service. And perhaps most importantly, our Catholic schools foster wisdom and understanding that help produce future leaders and adults who understand the obligations of human life, the dignity of the individual and the shared responsibility for our common good.

- Parents, grandparents, neighbors, business owners and community leaders…you all have a stake in the quality of decisions that the next generation makes – how this nation will treat our oldest, the youngest and the yet-to-be-born, our neediest and most frail; how this nation determines to go to battle or continue a relentless pursuit of peace; how this nation cares for our environment, how this nation serves others and brings others to Jesus Christ through example…the list goes on. Indeed, we all have a vested interest in the education of the generation that will follow us and make the decisions that will impact our lives. And our Catholic schools nurture our student’s love of Jesus Christ, so that we might make the name of Jesus known and loved more effectively.

- For those of you who don’t know and for those of you who perhaps could use a gentle reminder, our Catholic school – St. Thomas School – is an award-winning, state-chartered and OCSAA accredited Catholic school with more than 276 students in grades K-8. Our students come from a three-county area that includes parts of Perry, Muskingum and Licking counties. Enrollment is fairly even along gender lines; 11 percent of our students come from faiths other than Catholic. Minority students make up nine percent of our school population. The majority of our parents are high school graduates with some college education. They are laborers, professionals and business owners. They are your neighbors, friends, customers, sons and daughters…they are you.
• Our highly qualified faculty includes 11 degreed, certified and licensed teachers with an average of 8 years teaching experience. All our teachers meet rigorous and ongoing professional development standards for licensure renewal. We pride ourselves on individual attention for each student, with a teacher-to-student ratio of 1:25.

• We have a tradition of academic excellence that spans more than five decades. Our students consistently score higher on Terra Nova than the Ohio and national averages.

• But that’s not the real story of how our Catholic school celebrate service. The real light of our school is in the stories of our students and educators. Let me share with you just two examples of how our school share the love of Christ with others.
  o Share one story about a student/group who illustrates school, parish, or community service;
  o Share one story about the dedication of a teacher.

• So, what can you do to help St. Thomas School continue to prepare faithful Catholics? That’s easy and painless. There are ways to help that don’t require much time or any money from you or your family. As our school continues to light the way for our next generation, we challenge you to:
  o Continue to pray for our school, its administrators, teachers, students and families;
  o Help spread the news of what St. Thomas is doing, of the special community of learners and educators we have assembled and the dramatic difference we’re making in students’ lives;
  o Tell your neighbors and co-workers about achievements, events and news at St. Thomas and invite them to come to the school;
  o Ask parents of pre-school age and young children to tour our Catholic school and see the difference themselves;
  o Refer new residents – your new neighbors, colleagues, clients and customers – to St. Thomas and tell them about our wonderful school, its academic excellence, its quality of teachers, its commitment to service through service learning projects, its dedication to the education of the entire person – intellectually, spiritually, psychologically and socially.
  o If you have more time, share your own service by volunteering at the school, helping in the classroom, library, computer labs or during events.

• Together, we will continue to light the way for our next generation. Thank you for your support and prayers.
NOTE: Distribute your school marketing information (information packet, brochure, Catholic Schools Week Supplement, etc., to local businesses and organizations).

<table>
<thead>
<tr>
<th>Business Name</th>
<th>Address, City, State</th>
<th>Telephone Number</th>
<th>Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Churches</td>
<td></td>
<td></td>
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<tr>
<td>Beauty salons</td>
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<tr>
<td>Tanning/nail</td>
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<tr>
<td>Curves</td>
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<tr>
<td>Day spas</td>
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<td>Preschools</td>
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<td>Play Groups</td>
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<tr>
<td>Malls</td>
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<td>Pediatricians</td>
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<tr>
<td>Dentists</td>
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<tr>
<td>OB/GYN office</td>
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<tr>
<td>Plastic surgeons</td>
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<tr>
<td>Family care office</td>
<td></td>
<td></td>
<td></td>
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<td>Hospital</td>
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<td></td>
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<tr>
<td>Library</td>
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<tr>
<td>Major employers</td>
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<td></td>
</tr>
</tbody>
</table>

- Realtor offices
- Recreation centers
- Stores:
  - Baby supply
  - Children’s shoe
  - Toy
  - Women’s clothing
  - Uniform
  - Drug
  - Grocery
  - Sports centers
  - Visitor center
Dear Principals,

All newspapers in the diocese will receive a generic press release for Catholic schools this week. It is your responsibility (or that of your Marketing Committee) to submit your own CSW information using this format (or one of your own).

Please consider following up CSW with a picture and cutline the next week to keep your school in the public’s mind. (Include the Catholic Times.)

Principals in counties/towns where multiple Catholic schools are located: (Franklin County; Lancaster, Newark, Portsmouth, Tuscarawas County)
   - Please personalize this draft press release with your own information including the opening paragraphs and principal quotes.
   - Newspapers do not want to publish the same information with very few changes for several schools.

Principals in counties with one Catholic school:
   - Individualize this draft to suit your school

Happy Catholic Schools Week!!!!!!
Telephone Log for Prospective Parents Who Call the School

NOTE to School Marketing Committee: Using a form to document contacts with a prospective family will help recruitment efforts and improve follow-up communications. Think about capturing as much of the following information as is practical when a prospective parent telephones the school. Continue to add to this sheet as communications progress with the family. A similar sheet should be completed for any outbound telemarketing calls done by your school.

<table>
<thead>
<tr>
<th>Date of contact</th>
<th>Staff member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent(s) Name(s)</td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td></td>
</tr>
<tr>
<td>Email</td>
<td></td>
</tr>
<tr>
<td>Names/ages/grades/gender of all children in family</td>
<td></td>
</tr>
<tr>
<td>Preferred way of hearing from the school (phone, cell phone, email, etc.)</td>
<td></td>
</tr>
<tr>
<td>New to community</td>
<td>Y</td>
</tr>
<tr>
<td>Current school(s) for children (Try to include reasons for leaving current school.)</td>
<td></td>
</tr>
<tr>
<td>Faith/Denomination</td>
<td></td>
</tr>
<tr>
<td>Parish membership</td>
<td></td>
</tr>
<tr>
<td>Areas of interest for children</td>
<td></td>
</tr>
<tr>
<td>Special needs (disability, gifted, etc.)</td>
<td></td>
</tr>
<tr>
<td>Interested in preschool, before- and/or after-school care</td>
<td></td>
</tr>
<tr>
<td>How parent heard about school</td>
<td></td>
</tr>
<tr>
<td>Known families/staff within the school</td>
<td></td>
</tr>
<tr>
<td>Why parents are considering this school</td>
<td></td>
</tr>
<tr>
<td>Goals for child’s education</td>
<td></td>
</tr>
<tr>
<td>Date/Information packet sent to family</td>
<td></td>
</tr>
<tr>
<td>Target date for follow-up with family</td>
<td></td>
</tr>
<tr>
<td>Date for scheduled tour</td>
<td></td>
</tr>
</tbody>
</table>

Record of Additional Communications with Family:

<table>
<thead>
<tr>
<th>Date</th>
<th>Summary</th>
<th>Staff Member</th>
<th>Follow-up Needed</th>
</tr>
</thead>
</table>

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Opportunities for Communication with Prospective Elementary Students

School Marketing Committee: There are many opportunities to communicate directly with new babies/pre-schoolers in your area. The following is an initial list of those opportunities. Add to these as you uncover additional ways to establish and maintain communications with families.

- Congratulations cards to newly baptized babies;
- Congratulations cards to new parents (in smaller communities, you can track birth announcements in the local newspapers);
- Invitations to school Masses, performances and family night;
- Birthday cards made by first graders;
- Bring Your Younger Brother/Sister to School Day;
- Christmas and Easter cards made by students;
- Can’t-Wait-to-Meet-You card from kindergartners to preschooler;
- Tip sheet from kindergarten teacher regarding preparing your child for school;
- Annual school calendar with family nights/prospective student nights highlighted;
- Open House/Information Night invitation;
- Meet the Parents Night where parents with children attending the school are available for questions, etc. over coffee and dessert at the school;
- Kindergartner for a Day, a one-day event where all prospective kindergartners are invited to attend kindergarten for a day;
- Flyer inserts in home folders of existing students;
- Seasonal (quarterly) one-sheet on ideas for family activities.

Your school should also place information outside of school, places where moms and families typically visit. Think about placing informational school flyers and/or posters that advertise school events at:

- Banks;
- Children’s apparel stores;
- Community centers;
- Drug stores;
- Government offices;
- Gyms and preschool teams/play groups;
- Libraries;
- Lunchrooms/break rooms of employers;
- Movie theaters;
- Parish bulletin board;
- Participate in local festivals/fairs/parades;
- Perfume/women’s accessory stores;
- Preschools and daycare centers;
- School website homepage;
- Toy stores;
- Beauty salons/barber shops;
- Community/service organizations;
- Family restaurants;
- Grocery stores;
- Home decorating stores;
- Local colleges;
- Mothers-of-Preschooler groups;
- Other parishes/churches without schools;
- Parish bulletins;
- Pediatrician offices;
- Post office;
- School uniform stores;
- Shopping malls;
- Visitors Centers;
- Women’s apparel store.
The Role of School Secretaries in Managing Enrollment

Increased enrollment is the “key” to increased income.

The message is “The Catholic school is the best possible education to sustain the child during his/her whole life.”

As the school year begins, it would be helpful to have a meeting with your secretarial staff (include the parish staff, if applicable) that focuses on their important role in the managing of your school's enrollment. Here's the message that you can share with them.

The application process includes six steps. However, the school controls only TWO steps. We need to focus our efforts on these two steps.

- Interest
- Inquire
- Inform
- Apply
- Influence
- Enroll

The school secretary is at the HEART of enrollment management:

- Hears and listens to both prospective and current families. The school secretary/administrative assistant is most successful in supporting the school's enrollment when she hears and listens to the wants, needs, and desires of the school's students, faculty, and staff.

- In order to be good hearers and listeners to prospective and current families who contact us each day - we must choose a good attitude.

- Experience is what it's all about. The secretary/administrative assistant engages both prospective and current families in ways that say to them that they are special and valued customers. Use the Core Key Messages, Talking Points, At a Glance and Tour Suggestions as appropriate.

- Experience is always more meaningful when people feel like someone has been there for them.

- Treat each person/caller as if they are worth thousands of dollars in tuition – they are!!

- Acts to set the experience in motion. Central to the relationship is what we know about the persons whom we are serving.
To do this, we must gather and record the following information:
- name (parent or family member along with the name and information about when the child and every child in the family will be entering school)
- address
- telephone number
- email address
- how they heard about the school
- what they hope for in an education
- what their hesitations are

- Responds to questions and concerns throughout the process. We must realize that we are walking with prospective and current students on a journey. Making the day of the person we are serving is one of the main goals. We will most likely make their day when we answer their questions and concerns over a period of time. In other words, the goal is not to make their day in one isolated experience, but rather the goal is to consistently operationalize their positive experience from the moment of first contact through graduation and beyond.

- Sell the VISIT!! Focus on the entry levels – kindergarten or grade nine.

- Record all contact with prospective families so that the school is aware of what is making them hot and what is causing them to grow cold.

- Periodically check the system of follow-up to insure that the points of contact are functioning properly.

- Encourage those involved (faculty, staff, students, and volunteers) by letting them know just how important their work is to the wellness of the school's enrollment.

- Ensure that phone calls from prospective parents during the summer are followed up on a regular basis.

- Refer interested parents/students to key teachers, coaches, and/or parents who can describe how the school impacts the students positively.

- Talk about what it really costs to educate each student.
  - Describe school funding as a cooperative – parents pay “fair share.”
  - Compare per pupil cost to public school cost
  - Explain sources of revenues and expenses
  - Describe financial aid as a function of finance and mission

- Tell everyone how financial aid works (total aid, average award)
  - Describe tuition payment plans (monthly vs. annual)
  - Describe an easy-to-use needs analysis process
  - Compare to baby-sitting costs, cable and cell phone bills

Adapted from Catholic School Enrollment Solutions, ISPD
Identifying Families Moving into Your Community and New Parents Living in Your Community

To increase new student enrollment, we need to have a system that helps us find and identify new residents in the community – both in our faith community and in the community at large. Consider some of these to help you locate new residents. Once you find new residents, use other items in this toolkit to introduce your school and spread awareness about your school among new residents.

- On a weekly basis, review the property transfer (home sales) in your geographic area. These are usually carried by small town daily newspapers, large suburban weekly newspapers and business weeklies. These are also available online at the county auditor’s office.

- Monthly, check with the parishes in your geographic area to identify new parish members.

- Monthly, check with non-Catholic churches in your area that do not have an affiliated school; ask them about contact information for their new members. (If appropriate)

- Develop a database of the lead brokers for residential real estate brokerage companies in your geographic area. Monthly, ask them for information on families moving into the area. Do the same for major home builders in your area.

- Identify neighborhood welcome groups for new residents. (Visit [www.newcomersclub.com](http://www.newcomersclub.com) for an initial directory of new resident clubs in your area.) On a regular basis, contact them for information on people moving into the area. Do the same for any civic associations/neighborhood associations/condo associations/homeowners associations. For a list of central Ohio civic organizations, visit [http://development.columbus.gov/Asset IU_files/Neighborhood_Services/Neighbohood_Liaison/qry_web.pdf](http://development.columbus.gov/Asset IU_files/Neighborhood_Services/Neighbohood_Liaison/qry_web.pdf). For a list of organizations by county, visit [http://www.oplin.org/page.php?Id=63-16&msg](http://www.oplin.org/page.php?Id=63-16&msg) and click on your county.

- Develop a database of the directors of human resources for major employers in your area. Periodically, contact them to see if they have newly-transferred employees locating in your area. Likewise, develop a database of directors of local unions. Periodically, contact them to see if they have new members locating in your area.

- Develop a database of managers of apartment complexes in your geographic area. Periodically, contact each manager, asking if you can provide information about your school to their new residents.
• Watch for new resident packets in public places – like shopping malls, libraries, community centers, etc. – along with direct mailer packets to residences. While these are usually cost-prohibitive for schools to participate in, see if a local business (perhaps owned by a parishioner) has information in the packets. If so, ask the owner if your school could use the backside of his/her mailer to communicate school information. Ask local businesses (usually hospitals, physician offices, grocers, beauty shops, etc.) if they participate in a new mover direct mail program. If so, ask them if you can use the backside of their mailers to communicate school information.

• Ask all local hospitals if you can include information in their patient welcome packet for maternity and pediatric patients.

• Develop a database of OB/GYN, family physicians and pediatricians in your area. Periodically, contact their office managers to see if you can include information about your school in their new patient packets.

• Develop a database of directors of preschools in your area. Periodically, contact them for newly enrolled families.
To help spread awareness about your school, it’s important to gain visibility in organizations that target parents of school-aged children. The following is an initial list for you to consider. Try to develop contacts for each of these types of organizations in your area. You can suggest that your school can provide free, informative programs for association meetings, tours for their members, information packets for their members, etc.

- Mothers of Preschoolers (MOPS), MOMS Clubs, Stay-at-Home Dads and similar groups; visit [www.newcomersclub.com](http://www.newcomersclub.com) for a list of preschool parenting organizations in your area. For the central Ohio area, also visit [http://www.columbusparent.com/content/topic/2013/04/support-groups.html](http://www.columbusparent.com/content/topic/2013/04/support-groups.html).

- Day camps, sports and residential camps; visit [http://www.columbusparent.com/content/sections/guides/index.html](http://www.columbusparent.com/content/sections/guides/index.html) for a list in central Ohio.

- Remember that parents of young children are usually in the 20-40 year old demographic, so consider young professional groups, service clubs, gyms/fitness centers/country clubs, salons/spas, social clubs, etc.

- Develop a database of parishes and churches throughout your area that have youth ministers and young adult programs.

- With the growing popularity of social media, consideration should be given to visibility on these Internet sites that attract high numbers of young professionals and, increasingly, young parents.
How to Develop a Database of Referral Sources

Developing a current database for referral sources is critical to increasing enrollment. Consider some of the following when creating or expanding your referral database.

- All past referral sources;
- Pastors, youth ministers, secretaries and parish councils of Catholic churches within your geographic area;
- Pastors, youth ministers, secretaries and councils of Protestant churches that do not have schools (particularly evangelical, Southern Baptist and African-American churches);
- Leaders of faith-based organizations including, but not limited to, parenting clubs, professional organizations, social service organizations, etc.;
- Leaders of all Catholic organizations within your geographic area;
- Leaders of Mothers of Preschoolers (MOPS) groups, Christian Mothers groups and other faith-based early childhood organizations in your geographic area;
- Leaders of women’s organizations including, but not limited to, Business and Professional Women chapters, American Association of University Women, etc., as well as garden groups, Junior League, etc.
- Directors and managers of daycare and preschool centers;
- Alumni and past parents/grandparents of your school;
- Current and past teachers, administrators and staff of your school;
- Business, community and government leaders in your area;
- Coaches of elementary, middle and high school-aged sports teams;
- Leaders of athletic booster clubs for elementary, middle and high school-aged sports teams;
- Realtors, mortgage lenders and welcome wagon outreach staff;
- Community center and senior center administrators and teachers;
- Pediatricians, OB/GYNs and family practice physicians (and their nurses) in your area;
- Family dentists and orthodontists in your area;
- Child and family psychologists in your area;
- Owners of children’s and teen clothing stores.
Dear ________________:

It wasn’t all that long ago that we were in your shoes – trying to evaluate and select a school for our children.

We selected ___name of school___ for many reasons – academic excellence, quality of licensed educators; integration of spiritual education throughout the curriculum…the list goes on.

We selected ___name of school___ because we believed it had the capacity to meet and exceed our expectations for our child’s education, and our hopes have been realized, and then some! Our child is thriving at ___name of school___. He/she has found a nurturing, caring community of students, teachers, administrators and families, all who support the school’s mission, to ___insert mission statement___.

We’d be delighted to talk with you about our experience at ___name of school___ and to answer any questions you might have. Please feel free to contact us, ___telephone___.

We look forward to meeting you soon.

Very truly yours,
On-Hold Messages for Elementary Schools

NOTE: If your telephone system has the capacity to give talking messages while a caller is on hold, consider developing messages like these.

- Thank you for calling St. John Elementary School. We will be with you shortly. Our school is an accredited Catholic K-8 school located in Anytown, Ohio. We provide a Catholic education that focuses on academic excellence and spiritual guidance with highly qualified teachers in a safe, structured community. For more information about our school, visit www.stjohnschool.org.

- Did you know that our teachers have an average of 8 years teaching experience? More than 20 percent of our teachers have advanced degrees in education. And, all our teachers meet rigorous and ongoing professional development standards.

- At St. John Elementary School, we have a tradition of academic excellence that spans more than five decades. Our students consistently score higher than the national averages for standardized tests in the 4th, 6th and 8th grades.

- We have 275 K-8 students who live in a three-county area that includes parts of Perry, Muskingum and Licking counties.

- Our students enjoy a rich and broad curriculum that includes language arts, mathematics, science, social studies, religion and reading. We also have support and enrichment programs.

- Did you know that your student can learn Mandarin, the official language of China? Through a grant, Diocese of Columbus uses video conferencing technology to help expand beyond our four walls and into a virtual classroom with an Ohio-licensed Mandarin teacher.

- Autumn is an exciting time at St. John Elementary School. Annually during the last week of September, we celebrate National Catholic Schools Week and invite you to tour our school and attend the many events going on all week. Ask us for a schedule of events or visit www.stjohnschool.org. We also have …list a few other events coming up.

- Does your student like music or sports? Or perhaps he’d like to get involved in student government or a special interest club. St. John Elementary School has extracurricular activities to meet a wide variety of interests. Ask us for an activities listing or visit www.stjohnschool.org.

- At St. John Elementary School, we understand that you’re investing in your child’s future. In partnership with you, we foster life-long learners who grow intellectually, spiritually and socially. We have a number of tuition assistance programs. For more information, talk with Pat Smith, our director of Financial Aid.
On-Hold Messages for High Schools

NOTE: If your telephone system has the capacity to give talking messages while a caller is on hold, consider developing messages like these.

- Thank you for calling St. Thomas High School, an award-winning, state-chartered and OCSAA accredited Catholic high school. We provide a Catholic education that focuses on academic excellence and spiritual development with highly qualified teachers in a safe, structured community. Our school prepares students for the next phase of their lives, whether that be further education, career, vocation or community service. For more information about our school, visit www.stthomas.org.

- Did you know that our teachers have an average of 8 years teaching experience? All are degreed, licensed and meet rigorous continuing education requirements. Nearly one-third of our teachers have advanced degrees.

- At St. Thomas High School, we have 280 students in grades 9-12. Our students come from a three-county area that includes parts of Perry, Muskingum, and Licking counties.

- At St. Thomas, we have a tradition of academic excellence that spans more than five decades. Our students consistently score higher than the state and national averages on the Ohio Graduation Test, the ACT and the SAT.

- Last year, more than 98 percent of our graduating seniors went on to colleges and universities, securing more than $5 million in college scholarships.

- Our students enjoy a rich and broad curriculum that includes college preparatory courses, advanced placement courses for college credit, three foreign languages, English as a second language, and advanced science and mathematics classes.

- Students at St. Thomas enjoy our award-winning library, state-of-the-art computer lab, and multi-media studio.

- Does your child want to play sports, participate in debate club, write for the school newspaper, act on stage, or participate in our choral and orchestral groups? At St. Thomas High School, our students enjoy a broad spectrum of extracurricular activities. For more information, ask for an activities listing or visit www.stthomas.org.

- Autumn is an exciting time at St. Thomas with many events and programs. Annually during the last week of September, we celebrate National Catholic Schools Week, hosting a community open house on September 29 from 7 p.m. to 9 p.m. We hope you and your family will attend. We also have… (list a few other events happening during the month).

- At St. Thomas, we understand that you’re investing in your child’s future. In partnership with you, we foster life-long learners who grow intellectually, spiritually and socially. We have a number of tuition assistance programs. For more information, talk with Pat Smith, our director of Financial Aid.
Frequently-Asked Questions from Parents

School Marketing Committee: This is a template of frequently asked questions from parents of prospective students. Answers should be formulated for these questions. Add to the questions as your prospective parents ask new ones. You can select the top five questions from each category and put those on a separate sheet with answers included. Use this as a handout to parents and on your website.

Enrollment
1. What is the registration/enrollment procedure? Are there any special requirements?
2. Do you have openings for new students? If so, how many?
3. How many students are enrolled in the school? How many children are in each classroom? What is the ratio of classroom teachers to students?
4. What are the school’s demographics for students? (i.e., male, female, Catholic, non-Catholic, ethnicity, etc.)
5. Does the school offer before- and after-school care programs? How do we enroll in those programs? Is there a cost? Is transportation available for students who need to go to an off-site before- and after-care program?
6. Does the school offer preschool? What is the age range and basic requirements? Where is it located? What is the cost? What are the qualifications of the personnel?
7. What is the screening process? Are there tests required for admission? If so, what are those tests?
8. Is transportation provided? By whom? What is the schedule?
9. What are the school hours? What is the school calendar for next year?
10. Is lunch provided? If so, how much do lunches cost?
11. Are there summer programs at the school? If so, what are they and how much do they cost?
12. Do you send your children to this school? Why/why not?
13. Does the school have a uniform or dress code? Where do I purchase uniforms?

Finances
14. Do we have to belong to the parish to send our children to this school? What is the tuition if we do not belong to the parish?
15. How much is tuition? How much does tuition increase year to year?
16. Who qualifies for financial assistance and how much assistance can I expect? What is the procedure for applying for tuition assistance?
17. What percentage of families in this school receives financial aid? From the diocese? From the parish/school? What is the average award?
18. When will I be notified of how much assistance I have been granted?
19. What if I decide not to accept the financial assistance award – do I receive the registration fee back?
20. Is there a discount for paying in full? Is there a monthly payment program?
21. Is there a finder fee for helping recruit students?
22. Are there ways to reduce tuition?
23. What if my financial situation changes during the school year?
24. Are there any financial requirements beyond tuition? Volunteer requirements?
25. Does the school accept EdChoice vouchers? How does the program work? What do I have to pay? How are EdChoice students integrated into the existing school? How well do the current EdChoice students achieve?

**School Community**
26. In general, how would your school promote the intellectual, social, emotional and spiritual development of my child?
27. Do you know the names of all the students? Do the students know who you are?
28. What is the school’s behavior code? How are disciplinary problems handled? (Give them a copy of the parent handbook)
29. Are parents welcome to visit their children’s classrooms? Is an appointment needed?
30. What opportunities do parents have to become involved in the school? How much volunteer time is asked/required of parents?
31. How do parents interact with each other? Is there a parent association? School Board? Other opportunities?
32. How do the goals other parents have for their children compare with ours?
33. What are the principal’s priorities and goals for students?
34. What goals do teachers have for their students?
35. How does the principal interact with teachers, students and parents?
36. What is the principal’s educational philosophy? Does the principal stay up to date on current best practices in education?
37. How does the school communicate with families? How often? (Give them copies of any newsletters and school calendars.)
38. What does the school view as the parent’s role in education?
39. How are new students welcomed into the school community?
40. How are disagreements/conflicts at the school handled/managed?
41. Are there parents of existing students with whom I can talk? (Give them a list of parent contacts for each grade level.)

**Academic Excellence**
42. Is the school accredited? What goals is the faculty working on for accreditation?
43. How is academic excellence achieved?
44. What are the teachers’ qualifications? Are teachers certified? Do any teachers specialize in teaching particular subjects or providing particular services?
45. What is the average number of years your teachers have been teaching in classrooms?
46. What indicators of parent satisfaction does the school have? What percentage of parents expresses satisfaction with the school?
47. What are the main concepts, skills and values that will be taught at each grade?
48. How are classrooms organized to meet student needs?
49. What percentage of students completes the curriculum successfully? Who develops the curriculum?
50. How often are textbooks reviewed and updated?
51. What role does technology play in the student’s learning? Is there a computer lab? Are there computers in the classroom?
52. Are there programs and services for children with special needs?
53. How do teachers address students’ individual learning styles?
54. What is the grading scale?
55. How does the school foster growth and development in children?
56. How do teachers ensure that every student achieves his/her fullest potential?
57. What percentage of graduates chooses Catholic high schools? What high school do they attend?
58. How well do elementary/middle school graduates perform in high school? Or, how well do high school graduates perform in college and/or careers?
59. Do students’ standardized test scores generally reflect their achievement levels? How do students in this school score on standardized test when compared to other schools?

**Spirituality**
60. What opportunities does the school provide for students to learn about their faith?
61. How is religion integrated into other subjects and woven into school life? At what grade levels do students receive the Sacraments of Reconciliation, First Communion, and Confirmation?
62. What opportunities do students have to pray, to attend and participate in Mass and prayer services, and to receive the sacraments?
63. What opportunities do students have to be involved in Christian service?
64. What is the relationship between the school and the parish?

**Safety/Facility**
65. What are your safety policies and procedures?
66. Are teachers and staff trained in emergency procedures?
67. Are teachers and staff screened with background checks and have they attended *Protecting God’s Children*?
68. Is there a school nurse on duty each day?
69. How large is the school facility? How old is it? When were the last renovations? What renovations are planned and when?
70. How are new students welcomed into the school community?
71. Has your school ever had an incident of sexual abuse of a child?
72. Are there any pending claims of sexual abuse or inappropriate behavior against any of the teachers or staff?

**Extracurricular**
73. What extracurricular programs are available?
74. How extensive is the athletic program?
75. Are art and music treated as important subjects in the curriculum?
76. Are there fees associated with any of these activities? If so, what is the range of fees?
77. Whom can I talk to about (football, choir, etc.)? *(Have these individuals contact the family.)*
Tips for School Tours – Talking Points

- Before giving tours to the next group of prospective students and their parents, bring in someone from outside your school who has no agenda and does not have children who go to your school. In other words, this should be an objective third party who can give you good feedback on your tour. Let that person experience your school tour exactly as you present it to prospective students and parents. Listen to his/her feedback on what was communicated during the tour, and if key messages about your school were not communicated, ask them what they would need to see and hear to glean those messages;

- Develop a Welcome Board in the school lobby that welcomes prospective families by name who are taking the tour that day;

- Make sure you ask prospective students and parents what they are interested in seeing, and, if they can’t articulate that, ask what the student likes to do; let them see and experience some examples of those interests in your school; (i.e., if a child is interested in soccer, introduce them to the soccer coach and, perhaps, sit in on a practice)

- Remember that parents and students rate the following criteria as extremely important when selecting a school. Write a description of each topic in preparation for the telephone calls and school visits.

  - **Religious values:** Your school tour should showcase how religion, prayer, worship, and spirituality are woven into each day; sit in on a class that showcases the blending of curriculum and moral development; make sure your facility has visual elements of the Catholic faith in its artwork and design: entrance, school lobby, etc.; service learning project

  - **Academic excellence:** Show classrooms filled with children learning; talk about curriculum offerings; discuss test scores, test score trends, and student performance as compared to other schools; make sure to share any awards for academic excellence that your school has received; leave enough time for your prospective student and parent to sit in on a class or two; tour the library and showcase the resources available; discuss what academic assistance is available for students (if appropriate) or academic enrichment programs (if appropriate); (See Ideas for Statements about Academic Results, page 94)

  - **Quality of teachers:** Introduce your prospective students and parents to teachers throughout your school; give them time to talk with the teacher; make sure the teacher communicates his/her teaching philosophy, how children learn in their classrooms and why they are teachers; accreditation criteria and school goals;
Discipline/structure: Your tour should showcase students respecting each other, themselves, their teachers and the school facility itself. That means no trash on the floors, no overturned chairs, no graffiti on the walls, etc. Students should be introduced to parents and prospective students; they should welcome the visitors and walk/talk appropriately;

Safety: Your tour should also communicate safety, from locks on the doors, to alarms to life-saving equipment in the gymnasium, etc. Fire alarm traffic patterns should be displayed in each classroom, etc.; if your school works closely with a community police officer (or DARE officer), talk about that program and, if possible, introduce the prospective family to the officer onsite; discuss your evacuation procedures;

Community: Your tour and comments should focus on the community of learners and educators that are gathered within your walls; a sense of community and identity is critical to convey during the tour; talk to prospective parents and students in terms of who you are as a school community, the types of activities/initiatives undertaken by the school community, opportunities for families to get involved, etc.;

Meeting Student Needs: Showcase classrooms that help communicate individualized attention and the teacher/student ratio; and how your school helps meet individual student needs.

Extracurricular: Your tour should incorporate examples of extracurricular activities available to the prospective student, whether it’s athletics, drama, music, etc.;

Technology: Access to technology in the classroom and throughout the school is another critical part of the school selection process; make sure to showcase how technology is integrated into the classroom and student learning;

- Remember that meeting and talking with parents of existing students is also critical in helping prospective parents and students form a good opinion about your school; schedule time after the tour for prospective parents to talk informally with some of your existing parents;

- Your tour should include the school cafeteria and samples of food available for student lunches;

- End your tour by giving the prospective parents and students an information packet about your school, your business card and the names/numbers of one or two parents with whom the prospective parents could speak (outside of the school setting);

- Everyone who receives an information packet, especially during a school tour, should receive a follow-up phone call within three days of the visit. Follow-up – follow-up – follow-up.

- Document parents/students’ additional questions, information needs, etc. and evaluate the effectiveness of your information packet.
Post-tour Thank-You Note

School Marketing Committee: It’s important that the principal and at least one teacher forward a hand-written note of thanks to all families after a tour. Hand-written notes are more personal and communicate that personalized, individual attention that you need to communicate about your school.

Note should include:

- Thanks for taking the tour; enjoyed meeting your family;
- At least one reference to an interest of the prospective student;
- Finish with an invitation to call you with additional questions, refer them to the website, offer the availability of existing school parents to answer questions/share insights; and
- The P.S. should include the deadline for enrollment and tuition assistance applications.
Sample Letter of Introduction for Corporate Relocation Packets

Audience: Local businesses’ newly hired or transferred families
Distributed: Through the school and/or the business’s Human Relations director or through local realtors

Dear Smith Family (or, if these are pre-printed and given to the HR director, simply state “Dear New Resident”)

Welcome to our community! We’re delighted you’re part of our family!

*Academic excellence* and *spiritual guidance*. *Qualified* and *dedicated educators*. *Safe* and *structured* community.

Those are just a few of the ways our families, staff and alumni describe St. Thomas High School.

Our school is *an award-winning*, *state-chartered* and *OCSAA-accredited* Catholic high school located in the heart of New Lexington. We provide a Catholic education that focuses on academic excellence and spiritual guidance with highly qualified teachers in a safe, structured community.

We **prepare students for the next phase** of their lives – further education, career, vocation and community service. Our community and curriculum foster wisdom and *understanding* that produce future leaders and adults who understand the obligations of human life, the dignity of the individual and the shared responsibility for our common good.

While we’ve included a packet of information about our school, we invite you to experience the St. Thomas difference for yourself. Please call me, 614/555-5555, to **schedule a tour** for your family. We look forward to meeting you and welcoming you to our community.

Very truly yours,

Joan Meyers
Principal
How to Develop an At-Risk Task Force and Action Team

**Purpose:** The At-Risk Task Force is designed to help identify families who are at risk of leaving the school and to develop strategies to retain the student. The action team is responsible for developing a specific plan for each at-risk student.

**Composition:** For development of policies, procedures and processes, the At-Risk Task Force should include the principal, a counselor, a mother of a student, a father of a student, one or two students (if age appropriate) and a teacher.

For the actual development of specific strategies for a particular family, the At-Risk Task Force should assemble an action team that includes select members of the At-Risk Task Force, at least one of the student’s current teachers, a current or past coach/extra-curricular advisor, and the student’s current guidance counselor as well as the at-risk student and family.

**Deliverables:** The At-Risk Task Force should develop criteria and watch-points for identifying students/families at risk of leaving the school. These should be shared with all school teachers and staff so that they can be looking for signs of risk at the earliest possible stage. In addition, the task force should develop procedures and checklists for action teams to follow once an at-risk student is identified.

Using these procedures and checklists, the action team should develop quick and effective action steps to intervene and help retain the at-risk student. Specific records should be kept on tactics and initiatives that worked and those that did not; the tactics that worked should become best practices for student retention.

**Strategies:** The latest research shows there are three stages that all new students go through – separation, transition and incorporation. The first two stages are critical, and it is in those first two stages that most at-risk students leave the school. (NOTE: While separation and transition occur when the student is new to the school, a long-term student can experience transition phases because of changes at school, home or within himself.) The separation stage is when the child leaves his old school, friends and ways of doing things and arrives at the new school. During the transition stage, the child is learning his new environment, how to act, what’s required, meeting new people, etc. Communication is critical during the first two stages; thus, strategies for retention should include ways to communicate with and listen to students. Many schools have documented successes with first-year programs that help transition students and incorporate them into the school, ongoing academic advising and learning support.

Lastly, some research shows that parents begin to think of changing schools long before their child does, even though most students who leave a school end up doing so because they initiate the discussion with someone. Ways to communicate with and listen to parents, particularly new parents, are critical. They, too, will need to be transitioned and incorporated into the school community.
Post-Tour Evaluation for Prospective Students and Parents

1. How did you hear about our school? (Check all that apply.)
   - Family/friend/neighbor referral
   - Internet search
   - School brochure
   - Parish priest/secretary
   - Church bulletin
   - Exterior school signage
   - School staff/parent/student
   - Other _______________________________

2. How did you schedule your tour? Was it an easy process? Y N

3. When you arrived for the tour, were you greeted immediately with courtesy from the staff? Y N

4. Was the staff prepared for your tour? Y N

5. Did your tour begin on time? Y N

6. Did you find the tour helpful in making your decision about our school?
   - Very helpful
   - Somewhat helpful
   - Not very helpful

7. Your tour gave you insights into: (Check all that apply.)
   - Academic excellence
   - Teacher quality
   - Class size
   - Individual attention for students
   - Sense of community
   - Student safety
   - Spiritual guidance and development for students
   - Integration of technology
   - Curriculum
   - Education philosophy/school mission
   - Extracurricular activities
   - Our facility
   - Other _______________________________
8. Did your tour give you and your child an opportunity to interact with teachers and students? Y N

9. Did your tour answer most of your questions? Y N

10. What was the most valuable aspect of the tour in terms of helping you make a school selection?

11. What was the least valuable aspect of the tour in terms of helping you make a school selection?

12. Was your tour guide informed and knowledgeable about the school? Could he/she answer your questions?

13. How long did your school tour take? ________
   Was it too short, too long or about the right length of time? _________

14. How can we improve our school tour?

15. If we provided a virtual tour on our website, would you take that tour? Y N
   Would you still schedule an in-school tour as well? Y N

16. Would you recommend this tour to other parents who are thinking about our school for their children? Y N

17. Is there anything else you would like us to know about your tour?

Thank you for taking the time to complete this survey. Submit……
Talking to Parents about Tuition and Tuition Assistance

Information about school tuition and tuition assistance is critical to parents even though they may not ask the questions. Be prepared with the response and bring up the following topics with each family.

- Tuition cost per child
- Comparison of tuition to other costs of living (utility bill, cell phone bill, etc.)
- Comparison of per pupil cost and tuition to the cost of the local public school
- Sources of parish revenue (parish subsidy, offertory, tuition assistance); and school revenue (tuition, state funds, fundraising, grants, and development) and expenses
- School is a cooperative (parents pay fair share) and parish provides subsidy, etc.
- Tuition assistance available (total aid, percentage of aid, average family award)
- Tuition payment plans
- Tuition assistance application process, emergency tuition assistance process
- Free and reduced lunch process (confidentiality)
- School application process
- If there is a waiting list, explain why, what happens next, call/send note every 2-4 weeks
- Calendar of events – recruitment, registration, tuition contract due, tuition assistance application process, and distribution
- EdChoice voucher, if available

Be sure to follow up with the family several times after the visit.
Ideas for Statements about Academic Results

Choose the statements that are accurate for your school and adapt them for your statements to parents and in your brochure.

1. Our students show a _____ percentile increase between their anticipated scores and their achieved scores in ____ grade levels. This increase indicates that our teachers go the extra mile to reach students and to meet them at their level.

2. Our scores on the Terra Nova standardized tests document that the longer a child attends ____ School, the higher his/her scores are.

3. Students in grades 4, 6, and 8 scores an average of _____ percentiles above their anticipated scores in reading, language, mathematics, science, and social studies. The national norm is 50% in each subject area; the diocesan average is: reading (___%); language (___%), etc.

4. On the Terra Nova standardized tests administered in 20___, ___ students in grades 4, 6, 8 met or exceeded diocesan standards.

5. Our eighth grade graduation rate is _____%. We are proud of our graduates’ high school graduation rate.

6. When students enter our school, they continue their Catholic education into high school. ___% of our graduates enter ninth grade at ____ High School, etc.

7. Of the ____ eighth grade graduates who entered ____ Catholic High School in 20___, ___ graduated four years later exceeding the State of Ohio Standard of ____% by ____%.

8. Of these students, _____ were on the honor roll, ___ received national Merit Scholarships, ____ received college scholarships totaling $______.

9. _____Percentage of the 20___ tenth grade class of ____ High School passed all five parts of the Ohio Graduation Test surpassing the state standard of ____% by ____%.

10. ____Percentage of the 20___ tenth grade class of ____ High School passed one or more parts of the Ohio Graduation Test.

11. ___ Percentage of our eighth grade class of ____ scored in the advanced or accelerated range.

12. Our attendance rate is _____% exceeding the State of Ohio Standard of ____ % by ____%.
Setting up a School Store

Making a Name and Money for Your School

Using this method the school could start up a store with $1000 and several small items. Over the course of a few years it will be able to build into a real profit.

1. Be brand conscious – Ronald McDonald vs. Burger King
   a. Bookstore in Catholic HS – sell sweatshirts, pens, logo item

2. Marketing audience
   a. Family tree in reverse
      i. Future students; babies, bibs
      ii. Present students – uniforms, many different styles
      iii. Graduates (alumni)
      iv. Parents – St. Christopher’s Mom; Dad
      v. Grandparents, great-grandparents, uncles, godparents, neighbors
      vi. Non-parishioners

3. What you market - School colors, school name and logo

4. What do you sell
   a. Clothing – t-shirts, sweatshirts, hoodies, polo shirts, sweatpants, flannel pants, windbreakers, shorts, jackets, fleeces, hats, babies hats (lots of hats)
   b. Accessories – water bottles, coffee cups, brand mugs, mugs, ice scrapers, cushions, pens, pencils, highlighters, balls (all kinds), foam fingers, stuffed animals (add ribbon in school colors), mouse pads, Christmas ornaments, candy wrappers, clocks lanyards, wrist bracelets
   c. Use a favorite sweatshirt style and move the name/accents around on the garment

5. Creating your brand
   a. Buying is a personal decision.
   b. If you like it, you buy it.
   c. You question it, don’t buy it.
   d. PETER/PAUL THEORY: If it’s good for Peter, it is not necessarily good for Paul – don’t buy something just because another school does.
   e. Find your own brand – at your school’s economic level and interests.
   f. WEAR THE MERCHANDISE THAT YOU SELL.

6. Selecting vendors
   a. Don’t work with just ONE vendor - have many
   b. Be honest – call three; tell them what you want and that you are getting 3 bids
   c. Vendor must work for your business
   d. Ask for proofs and check
   e. Price can be a negotiating point (include shipping etc.)
   f. Experience will teach you your audience
7. Getting the Best Buy
   a. Buy small orders at first, use quality and school colors, then branch out
   b. Start with school colors only, then add mascot or logo, different shirt colors
   c. Be consistent and simple in the beginning
   d. Be sure that the message is readable.
   e. Quantity – better to have good selection of one style; offer choices
   f. Display properly – have lots neatly folded in one pile
      i. Walgreens $10.00 folding board at Christmas
   g. Always sell – change display for holidays – move around the store
   h. TIME, PATIENCE, WORK
   i. Sell items at games, meetings, parish meetings, events, always

8. Pricing
   a. KEY – KEYSTONE price
   b. Get actual price (including artwork, shipping, handling); double cost for Keystone price
   c. Never sell for less than cost; never less than 40% above cost
   d. Vendor will help with number of items (e.g., buy 36 – S and XL same number and M and L are same number or 12 each of three different styles)
   e. Anniversary items do not sell – 40th anniversary – give away OK
   f. Sell nothing above $50

9. SELLING
   a. Everyday
   b. To audience
   c. To every organization, athletic event, mothers club, dad’s club, senior citizens, 10% off if bought at meeting; Knights of Columbus, Market Day
   d. Package leftovers nicely – sell 2 for $5
   e. Theme out merchandise
      i. September - back to school
      ii. Sweetest Day
      iii. Halloween
      iv. Thanksgiving
      v. St. Nicholas, Secret Santa
      vi. Christmas
      vii. Catholic Schools Week
      viii. Valentine’s Day, St. Patrick’s Day, your Feast Day
      ix. Saint of the School
      x. Founder’s Day, Graduation, Summer Camp
     xi. Birthdays
Sample School Parent/Guardian Exit Survey

Dear __________,

We are disappointed and saddened that your child and family will not be returning to St. Thomas High School next fall. In order to improve continually as a school community, we need to learn areas for improvement and address issues that may be common concerns among parents and students.

Please take a few moments to complete and return this survey. All responses are confidential and will be shared only with our School Improvement Team. Thank you for your help, and please remember, if you and your child decide to return to our school, we look forward to welcoming you back.

From the list below, please select and rank (1-4, with 1 being most important) the top four reasons for leaving our school:

- Moving out of the area
- Inconvenient school location
- Cost of tuition and/or lack of tuition assistance
- Teacher/educator quality
- Lack of competitiveness of school programs
- Poor school reputation in the community
- Class sizes
- ___________ too big
- ___________ too small
- Safety issues
- ___________ at school
- ___________ going to/from school
- Lack of academic excellence
- Lack of respect for students
- ___________ Child’s friends influenced decision
- ___________ Lack of religious education
- ___________ Too much religious education
- ___________ Limited technology
- ___________ Child unhappy; negative school experience
- ___________ Lack of special education/enrichment programs
- ___________ Other: ________________________________________________________________

- Poor teacher/parent communication
- ___________ No sense of community
- ___________ Fear school will close
- ___________ Lack of extracurricular activities
- ___________ Lack of curriculum
- ___________ Too much fundraising
- ___________ Didn’t feel welcome in community
- ___________ Lack of friends/cliquish
- ___________ Pastor not supportive
- ___________ Child’s poor academic performance/lack of progress
- ___________ Lack of tutoring and/or counseling programs
- ___________ Uncaring/detached staff
- ___________ School facility
- ___________ Transportation issues
- ___________ Lack of discipline or supervision
- ___________ Too much discipline/structure
- ___________ Inconsistently-applied policies and procedures
- ___________ Lack of diversity
- ___________ Lack of/poor athletic programs
- ___________ No before/after school programs (For elementary school surveys only)

Marketing Tool Kit

Page 97
Why did you select our school?

___________________________________________________________________________

What changes would we need to accomplish in order for you to re-enroll your child?

___________________________________________________________________________

In your opinion, did the school staff and/or administrators attempt to address your concerns? Explain.

___________________________________________________________________________

Did you or your child initiate discussions at home to leave our school? Explain.

___________________________________________________________________________

Will your student be attending:  _____ public school  _____ private school  
                                _____ another parochial school  _____ home school

About you:  _____ female  _____ male  Age ______ 

Your student is _____ female  _____ male - in grade ______.

My child enrolled in this school in ______ (school year).

Please return this survey to:  School Improvement Team
                                St. Thomas High School
                                111 South First Street
                                Any town, OH  44444

You may also complete this survey online by visiting www.stthomas.edu/survey
Telephone Survey for Parents of Current Catholic School Students

NOTE TO MARKETING COMMITTEE: The goal of this telephone survey is to document the reasons why parents choose to attend and to leave your school. This data forms the basis for writing your school’s Core Key Messages. These messages can be used as talking points and as editorial guides for developing text for websites, speeches, brochures, and other materials. Select a representative number of parents in each group (current, former, and prospective) to call. You may choose to write a letter informing each family of your future call.

Introduction:
My name is …. I am calling on behalf of … School and …, our principal.

We are conducting a very brief survey of select parents to learn how parents like you evaluate and select Catholic schools for your children. Our committee selected you as one of only 15 parents in our parish/area to participate in the survey. It will take only a few minutes of your time. The results of the survey will be kept anonymous and will be used to develop a marketing communications plan for all schools in the Diocese.

Questions:

Current grade level of children in Catholic Schools (check all that apply)
___ Elementary  ___ High School

Do you have K-12 aged children who do not attend Catholic schools?
___ Yes  ___ No

1. What was the main reason you decided to send your child to Catholic schools?

2. What do you like best about the education your child is currently receiving at a Catholic school?

3. What do you like least about the education your child is currently receiving at a Catholic school?
4. We want you to think about your selection process for a Catholic school for your child. I’m going to read a series of statements, and I need you to rate them as being:
   1 – Very important
   2 – Somewhat important
   3 – Unimportant
in your decision-making process.
When deciding whether to send your child to a Catholic school, how important was:
   a. Religious values;
   b. Safety in the school;
   c. Structure/discipline
   d. Sense of community;
   e. Academic excellence;
   f. Standardized test scores;
   g. Class size;
   h. Cost;
   i. Availability of financial aid;
   j. Location;
   k. Transportation;
   l. Student’s access to technology;
   m. Quality of teachers;
   n. Athletics;
   o. Extracurricular activities for your child;
   p. Support for students with special needs;
   q. The school facility;
   r. Recommendation of other parents/friends/family;
   s. Your child’s opinion;
   t. Other: ___________________ (Please specify.)

5. Again, I want you to think of your own experience in selecting a Catholic school for your child. Please tell me if the following were
   1 – Very helpful
   2 – Somewhat helpful
   3 – Not helpful
in the actual selection process you and your child experienced at the school.
When deciding to send your child to Catholic schools, was it helpful (or would it have been helpful) to:
   a. Meet/talk with parents of existing students;
   b. Talk with teachers;
   c. Tour the school building;
   d. Meet with the principal;
   e. Review the school’s performance on standardized tests;
   f. Learn how this school compares to other schools in facilities, course offerings, staff and standardized test scores;
   g. Visit a classroom with your child;
   h. Receive information from the school;
   i. Other: ________________________ (Please specify.)
6. When you first considered sending your child to Catholic schools, did you also consider:
   a. Public schools – ___ Yes ___ No
   b. Other Catholic schools in the area – ___ Yes ___ No
   c. Other private, non-Catholic schools in the area – ___ Yes ___ No
   d. Charter school – ___ Yes ___ No
   e. Home school – ___ Yes ___ No

7. Is there anything about the school selection process that we haven’t asked you that you’d like to share?

Conclusion:

Thank you for your input. We appreciate your openness and assistance.
Telephone Survey for Prospective Parents of Your School

Introduction:
My name is .... I am calling on behalf of ... School and ..., our principal.

We are conducting a very brief survey of select parents to learn how parents like you evaluate and select Catholic schools for your children. Our committee selected you as one of only 15 parents in our parish/area to participate in the survey. It will take only a few minutes of your time. The results of the survey will be kept anonymous and will be used to develop a marketing communications plan for all schools in the Diocese.

Questions:
Current grade level of children in Catholic Schools (check all that apply)
   _____ Elementary (K-8)   _____ High School (9-12)

Do you have K-12 aged children who do not attend Catholic schools? ___ Yes ___ No

1. What is the main reason you are considering sending your child to a Catholic school?

2. How did you hear about this Catholic school?

3. I want you to think about your selection process for a Catholic school for your child.
   I’m going to read a series of statements, and I need you to rate them as being
   1 – Very important
   2 – Somewhat important
   3 – Unimportant
   in your decision-making process.

   When deciding whether to send your child to a Catholic school, how important was:
   a. Religious values;
   b. Safety in the school;
   c. Structure/discipline;
   d. Sense of community;
   e. Academic excellence;
   f. Standardized test scores;
   g. Class size;
   h. Cost/tuition;
   i. Availability of financial aid;
   j. Location;
   k. Transportation;
   l. Student’s access to technology;
   m. Quality of teachers;
   n. Athletics;
   o. Extracurricular activities for your child;
   p. Support for students with special needs;
   q. The school facility;
   r. Recommendation of other parents/friends/family;
   s. Your child’s opinion;
   t. Other - ___________________ (Please specify.)
4. Again, I want you to think of your experience in deciding if your child will attend a Catholic school. Please tell me if the following are
   1 – Very helpful
   2 – Somewhat helpful
   3 – Not helpful
in the actual selection process you and your child experienced at the school.

When deciding to send your child to Catholic schools, what activities were/would have been helpful:
   a. Meet/talk with parents of current students;
   b. Talk with teachers;
   c. Tour the school building;
   d. Meet with the principal;
   e. Review the school’s performance on standardized tests;
   f. Learn how this school compares to other schools in facilities, course offerings, staff and standardized test scores, etc.;
   g. Visit a classroom with your child;
   h. Receive information from the school;
   i. Other - ________________________ (Please specify.)

5. When you are considering sending your child to a Catholic school, are you also considering:
   a. Public schools – ___ Yes ___ No
   b. Other Catholic schools in the area – ___ Yes ___ No
   c. Other private, non-Catholic schools in the area – ___ Yes ___ No
   d. Charter school – ___ Yes ___ No
   e. Home school – ___ Yes ___ No

6. Is there anything about the school selection process that we haven’t asked you that you’d like to share?

Conclusion:

Thank you for your input. We appreciate your openness and assistance.
Telephone Survey for Parents of Former Students

Introduction:
My name is .... I am calling on behalf of ... School and ..., our principal.

We are conducting a very brief survey of select parents to learn how parents like you evaluate and select Catholic schools for your children. Our committee selected you as one of only 15 parents in our parish/area to participate in the survey. It will take only a few minutes of your time. The results of the survey will be kept anonymous and will be used to develop a marketing communications plan for all schools in the Diocese.

Former grade level(s) of children in Catholic Schools (check all that apply)
___ Elementary (K-8)    ___ High School (9-12)

Do you have other K-12 children who did not attend Catholic schools? ___ Yes ___ No

1. What did you like best about the education your child received at a Catholic school?
2. What did you like least about the education your child received at a Catholic school?
3. What was the main reason you decided to remove your child from the Catholic school?

4. I want you to think about your decision-making process for moving your child from a Catholic school. I’m going to read a series of statements, and I need you to rate them as being
   1 – Very important
   2 – Somewhat important
   3 – Unimportant
   in your decision-making process.

When deciding whether to move your child from a Catholic school, how important was:
   a. Religious values;
   b. Safety in the school;
   c. Structure/discipline;
   d. Sense of community;
   e. Academic excellence,
   f. Standardized test scores;
   g. Class size;
   h. Cost;
   i. Availability of financial aid;
   j. Location;
   k. Transportation
   l. Student’s access to technology,
   m. Quality of teachers;
   n. Athletics
   o. Extracurricular activities for your child;
   p. Support for students with special needs;
   q. The school facility;
   r. Recommendation of other parents/friends/family;
   s. Your child’s opinion;
   t. Other - ___________________ (Please specify.)
5. Where is your child currently attending school? Please name:
   a. Public school
   b. Other Catholic school
   c. Other private, Non-Catholic school
   d. Charter school
   e. Home school

6. Is there anything about your decision-making process in removing your child from a Catholic school that we haven’t asked you that you’d like to share?

**Conclusion:**

Thank you for sharing your perspective and insights about your experience in a Catholic school.
## Marketing Telephone Survey

### CURRENT GRADE
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<th>Former Parents</th>
<th>Prospective Parents</th>
<th>Summary</th>
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<tr>
<td>K-8 #</td>
<td>9 - 12 #</td>
<td>K-8 #</td>
<td>9-12 #</td>
</tr>
<tr>
<td>K-8 #</td>
<td>9-12 #</td>
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<td>K-8 #</td>
<td>9-12 #</td>
<td>K-8 #</td>
<td>9-12 #</td>
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### NON-CATH. SCHOOL

#### SELECTION CRITERIA
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<th>Prospective Parents</th>
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<td>Yes #</td>
<td>NO #</td>
<td>Yes #</td>
<td>NO #</td>
</tr>
</tbody>
</table>

- a. Religious values
- b. Safety
- c. Discipline/structure
- d. Community
- e. Academic excel
- f. Test scores
- g. Class size
- h. Cost
- i. Financial aid available
- j. Location
- k. Transportation
- l. Technology access
- m. Quality of teachers
- n. Athletics
- o. Extracurricular
- p. Special needs assist
- q. School facility
- r. Recommend parents
- s. Your child's opinion

### POSITIVE EXPERIENCE
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<th>Prospective Parents</th>
<th>Summary</th>
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</table>
| a. Meet/talk w/parents
| b. Talk w/ teachers
| c. Tour building
| d. Meet w/principal
| e. Review test scores
| f. Compare schools
| g. Visit classroom
| h. Receive information

### OTHER CONSIDERATION
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<th>Current Parents</th>
<th>Former Parents</th>
<th>Prospective Parents</th>
<th>Summary</th>
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</thead>
</table>
| a. Public schools
| b. Other Cath. Schools
| c. Other private, Non-Cath.
| d. Home school
| e. Charter School

---
NOTE: Involve teachers, School Advisory Board members, parents, etc., in preparing these talks for a variety of local audiences: Knights of Columbus, Chamber of Commerce, Rotary, etc.

Dear __________:

For more than ## years, (name of school) has served our community, educating students and preparing them academically, socially and spiritually to become productive citizens and leaders.

As part of our continuing commitment to this community, our speakers’ bureau is a FREE service for local organizations and groups. Among topics addressed by our administrators and teachers are:

- The state of our Catholic school;
- How to select a school for your child;
- How to help your student learn;
- The top three challenges for parents of elementary school students;
- What our next generation thinks about social issues;
- Supporting our local economy: the economic impact of our school;
- Celebrating Catholic Schools Week;
- The top three challenges for parents of high school students;
- Test scores and college scholarships: How our students compete;
- and many more!

In addition to our speakers, we have several student groups in the performing arts that are available for on-site performances.

We look forward to hearing from you soon to schedule a speaker or performance group. If you have any questions, please don’t hesitate to contact me, (telephone number), (email).

Very truly yours,

(name)
(title)
**Tips for a Successful Media Interview**

Interviewing well is truly the result of learned and practiced skills, and those skills can mean the difference between basking in the spotlight’s warm glow or squinting into its harsh glare.

Before the next microphone is tilted in your direction, consider developing and polishing skills and habits that make a good interview.

- **Calming those nerves.** Everyone gets nervous before and during interviews. Know that and accept it. But being nervous doesn’t mean you have to show it. If you’re holding a fact sheet for reference, hold it with both hands to help alleviate shaking. Take deep breaths before the interview begins, breathing in through your nose and out through your mouth. Relax your shoulders before an interview by lifting your shoulders toward your ears and then pressing them down. Silk shirts, blouses, skirts and dresses are taboo for anyone who has even a remote chance of getting nervous, as minor tremors from a body wearing silk can look like an earthquake of shaking on the wearer.

- **All hands on deck!** Let’s face it. When we’re interviewed, what the heck do we do with our hands? Standing or sitting, people on camera or in front of a large crowd just don’t know what to do with these appendages. If you’re standing during an interview, keep your hands to your sides, as folded arms appear defensive and hands in pockets appear sheepish and sly. Stand still with both feet firmly planted next to each other. It’s okay to occasionally gesture with your hands, but keep that to a minimum. If you’re sitting, avoid swivel chairs as they cry out to be swiveled, and motion during an interview looks fidgety and shifty. Sit up straight in a sturdy chair with your hands folded on your lap, or if at a table, folded on the table. Men, cross your legs at the knee, not the ankle. Women, cross your legs at the ankles with knees together.

- **Stand up, sit down.** If the reporter stands, you stand. If the reporter sits, you can sit or stand. Notice how the camera is positioned, and never let it be above your head looking down on you or way below looking up at you.

- **Look up, look down, look where?** Where should you look during a television interview? If you’re being interviewed by a reporter face-to-face, address the reporter eye-to-eye and ignore the camera. If you’re doing a live talk-back with a reporter back at the station, look directly into the lens and not at anyone else who may be near you. If you need a few seconds to formulate an answer before speaking, look up, then at the reporter (or the camera lens if a talk-back). Looking up looks thoughtful and intellectual. Looking down looks secretive and uncooperative.

- **Turn off your cell phone.**

- **Don’t chew gum.**
- **Avoid education jargon, industry language and acronyms.** The more school/shoptalk you speak, the less you’ll see your key messages published or aired. Reporters are presenting information to the public, and they need to communicate it in terms the majority can understand. They’ll view industry jargon as pretentious, an inability to communicate with the general public and a waste of tape/paper.

- **Vary your pace of delivery.** Stop for a moment to emphasize a point. Repeat a key message that is important to audience understanding. You can increase your speed when talking about easily understood concepts or relaying factual statements, and you can decrease your speed when communicating complex thoughts.

- **Rephrase when necessary.** If a reporter incorporates leading, speculative, or incorrect information into the questions, rephrase the question before answering it.

- **No comment no-no.** Never, ever, ever say “no comment.” It sounds evasive, secretive and uncooperative. If you don’t comment, you can be sure someone else will. If you’re not at liberty to discuss a particular subject, say so. That’s perfectly acceptable. If you don’t know the answer, say so and let the reporter know that you’ll try to get that information for him or her.

- And, perhaps most importantly, **if you don’t want to read it in the newspaper, see it on a website, watch it on television or hear it on the radio, don’t say it!**
Good Skills for a Good Interview

Building and honing good interview skills take lots of practice and lots of actual interviews. What skills should we be cultivating?

- **Promptness** – Easy enough, right? Respect the reporter’s time, and they will usually respect yours.

- **Honesty** – Always, always, always tell the truth. That doesn’t mean you have to give every detail or answer every question. But it does mean that whatever, whenever and however you say it, it must be true.

- **Focus** – Know your mission and the reason for the interview. Know your key messages. Focus on exactly what you are trying to communicate and accomplish.

- **Positive Perspective** – Whether dealing with a feel-good topic or a touchy issue, a positive attitude helps. Even if it’s stating your point in the positive rather than the negative, the information will be easier to take.

- **Conciseness** – Cut to the chase. Explain what needs explanation, but avoid unnecessary repetition and peripheral information.

- **Courtesy** – …and that’s even under fire. A courteous answer or explanation washes much better than a sharp, irritable response…even if the reporter deserves it.

- **Preparedness** – You granted an interview, so know the topic…well. Anticipate questions, practice responses, prepare yourself.

- **Anticipation** – Expect the unexpected. Part of preparation is realizing that sometimes questions, situations or events happen that weren’t anticipated. Be ready for that, and don’t let it throw you off your game. For example, if you’re asked a question outside your field of expertise or knowledge, say something like “While I don’t know about that, I do know….” and discuss a related core key message.

- **Listen** – To expect the reporter to understand your comments, you must fully understand the reporter’s question and not just what you thought he/she asked. If you need the question repeated or explained, say so.

- **Specificity** – You need to answer specific questions. Hone skills that help you transition from a general question to a more specific question that you can answer. For example, you might lead with “Many people ask me about this. Often I’m asked…” and then restate the question in more specific terms and give your related core key messages.
Preparing for the Media Interview

Media relations is one of those areas that can be exhilarating and rewarding when it works for you and depressingly maddening when it goes against you.

Below is an ever-growing list of tips and suggestions when preparing for an interview.

- Know your objectives. Identify three or four brief points or messages you want to communicate. Develop quotable ways to phrase these points – soundbites for television/radio and vision-evoking words for print.

- Know your points by heart. Use them early and bridge to them when responding to questions.

- State your conclusions first. If something gets cut in the reporting, it will likely be at the end of the thought expressed, not the beginning.

- Develop a list of everything you hope no one ever knows or asks, then develop answers for those questions.

- Remember that a microphone is always live, even if the camera is off, and reporters are always on duty.

- Don’t answer hypothetical questions or respond to speculative remarks.

- Don’t repeat negative words said by the interviewer. Rephrase the question if needed.

- Don’t be afraid of silence; you don’t have to answer a question immediately. Take time to think about it. Silence is also a tactic used to extract more information. A television or radio station won’t air silence and a newspaper can’t print it. If you’re done speaking, don’t say anymore.

- Avoid saying, “As I said earlier.” A reporter may rephrase a question to elicit a better soundbite or quote. Use this as an opportunity to deliver your key message again.

- Also, know your rights as the subject of an interview. Always remember that you can:
  - Decline the requested interview;
  - Answer or not answer any given question;
  - Ask for the question to be repeated or explained;
  - Clarify an incorrect assumption and do not accept an incorrect premise;
  - Refrain from speculation, even when pressured to do so;
Ask what kinds of questions will be asked of you and how the information will be used;
Request the interview location and time;
Say you don’t know the answer and will get the information to the interviewer in a timely manner;
Know who will be interviewing you;
Be treated with respect, dignity, honesty and fairness;
Follow up with the reporter and/or editorial supervisor regarding questions or disagreements on coverage; and
Have legal and/or PR counsel present during the interview.
Surprises are great when they come in the form of parties or gifts….not so great when they happen during a television or radio interview.

The following lists things about interviews that might surprise you.

- **Background Noises or Control Room Voices in Your Earpiece (live remotes):** If you’re getting ready to do a live television remote, you are wearing an earpiece. More often than not, the field engineer will allow only the news program itself to come through your earpiece. If not, however, you may actually be able to hear the director giving instructions to camera operators, reporters and anchors. Stay focused and calm. Do your best to ignore the directives to others.

- **Appearing on Camera Before or After the Live Interview Time:** In some odd instances, the station news control room accidentally punches up video or audio outside of the scheduled segment. You will appear on camera, even though you weren’t scheduled to go on for another minute (or perhaps you have finished your interview and thought you were off). Conduct yourself as if you were on camera and being heard from the moment the camera is set-up and the microphone is attached to your lapel until all equipment (or you) have left the office or studio.

- **Two-Shots (taped):** Television reporters will often request two-shots from their photographers after the bulk of a taped interview is completed. The photographer will tape the reporter thoughtfully nodding as you speak about anything in general. The idea is to get video of the reporter “in action.” It will then be edited and intermingled into the video of your interview, appearing as if two photographers were at the interview, both taping you and the reporter at the same time.

- **B-Roll (taped):** If a television news reporter requests B-Roll, he/she simply needs background video to run during his/her voice-overs. The photographer may shoot, for example, the exterior of a school, hundreds of children in a cafeteria, etc.

- **Proximity of a Camera to Your Face:** Whether taped or live, television photographers will often move in extremely close, well within the boundaries of your personal space, in order to get a tight shot. The camera may be as close as one foot from your face. Ignore it and talk directly to the reporter.

- **Lighting:** A television cameraperson may set up a foil-looking umbrella behind you, or he may darken the background so that only you are illuminated.
• **Stand-ups, Ins/Outs, Doughnuts and Wrap-Arounds:** Sometimes, television reporters lead in and out of stories with stand ups, ins-and-outs and doughnuts (sometimes called wrap-arounds). During a stand-up or during ins-and-outs, the reporter may shoot the story introduction before or after the meat of the package has been taped, then edit that intro/exit into the pre-taped news package. Or, the reporter may shoot a doughnut, in which he goes live during the newscast, which then cuts to pre-taped footage.

• **Tunnel Noises (Taped radio interview):** If you’ve granted an over-the-phone radio interview, once the reporter begins recording, it sounds as if you are speaking to him through a tunnel. Ignore the desire to speak louder; it’s unnecessary.

• **Prank Calls or No Calls:** If you’ve agreed to a call-in radio program interview, you may be surprised by the occasional prank call (stay calm and dignified) or perhaps no calls at all (be prepared to share additional key messages to fill time).

• **Brevity of the Interview:** On radio, especially over the telephone, interviews are usually no more than a couple of minutes. Remember: key messages and conclusions first. Elaborate later if time allows.
Detailed Acknowledgment Guidelines

Requests must be submitted no less than four weeks prior to the date needed, preferably six

All requests must contain the following information:
1) Specify Date Needed & Date to put on the actual document
2) Date, time, and location of Event
3) Title of Event

Eight short paragraphs or bullet points of typewritten information regarding the event and/or organization (i.e. this organization was founded in 1969 to determine the outcome of test results of the elderly as they strive to achieve a healthy and active lifestyle)

Information must be as specific as possible and in a condensed form

Acknowledgments will be processed in this manner:

Certificates of Recognition
Birthdays, Anniversaries, Reunions and other significant social events

Citation of Recognition
Honorary Achievement (at the discretion of the Mayor)

Proclamation
Outstanding Event (at the discretion of the Mayor)
Mayoral Acknowledgment Request Form

Date and Time of Event* ____________________________________________________

Location of Event ______________________________________________________

Title of Event ___________________________________________________________

Contact: __________________________     ______________________________
          Name     Street Address
          __________________________   ______________________________
          City, State Zip    Phone # & Fax

Type (please circle):  Award Ceremony   Anniversary
                      Reunion     Installation
                      Breakfast / Luncheon / Dinner  Reception
                      Annual Meeting   Convention / Conference

Date Needed  ________________ Request must be submitted
              no less than 4 weeks prior to date needed. Not to
              be confused with date of the event

The following information must be legible--a hand-printed separate sheet is acceptable.

Detailed Information Regarding the Event
Detailed Information Regarding the Organization
Topics for Newspaper Columns

NOTE: Guest columns in your local newspaper can help spread awareness about your school, particularly during enrollment season. Consider writing a short article (roughly 500 words) and submitting it to your local editor. Reprints of the articles can be used as inserts into recruitment and registration packets as well as PDFs on your website. Use the calendar of national observances – also contained in this toolkit – for timing some of these articles.

- Tips for selecting a school for your child
- Standardized test scores show academic excellence at Catholic school (NOTE: This is a good article to submit when standardized test score averages are published and when Ohio’s District Report Cards are issued.)
- School honor teachers as nation celebrates Teacher Appreciate Week (NOTE: This is a good opportunity to communicate teacher quality, licensure, certification, teacher-student ratio and dedication to education.)
- School celebrates Catholic Schools Week
- Preparing your child for school
- Learning from St. Thomas Aquinas, our patron saint of education
- Questions to ask about Catholic and private schools
  - A safe place to learn (NOTE: During America’s Safe Schools Week, you can communicate the safety and security training of your staff, background checks, etc., along with giving safety tips for students.)
  - An investment in education (NOTE: This article should communicate how your school prepares children for the next phases of their lives. If a high school, communicate high test scores on ACT/SAT, percentage of graduates going on to college and total dollars the senior class received in scholarships.)
- A ministry of the whole person: Uniting minds and spirits
- Are you smarter than a fifth grader? A day in the life of a fifth grader
- Fall (or winter, or spring) abounds with activities at (name) school (NOTE: This is an opportunity to discuss the arts/music/physical education offerings at your school as well as extracurricular options in sports, clubs, etc.)
- Enrollment in full swing at (name) school (NOTE: This is an opportunity to discuss how parents find out more about enrolling students, the process, tours, tuition, etc.)
- FAQs of parents about Catholic schools (NOTE: This should be a series of 5-7 questions that you hear parents asking during tours and the enrollment process.)
To the Editor:

I’m a second grade teacher at St. John’s Elementary School, and I wanted to thank the parents of all our students for helping us create and nurture a community of learners.

As a teacher, I work in partnership with parents and students, helping each student to achieve his or her best and to develop a life-long love of learning. Teachers alone cannot accomplish this. Parents alone cannot accomplish this. It truly takes an entire community – parents, administrators, teachers and students – all working together toward the common good of the student.

At St. John’s, we are blessed to have parents who care about their child’s education, are involved in the school community and lend their talents and time, not just to help their student but to help the entire school. I wanted to publicly thank our parents for helping us foster academic excellence and spiritual guidance for all our students.

Sincerely,
Letters to the Editor from Parents

To the Editor:

Our children attend St. John’s Elementary School in Anytown, and we wanted to salute the teachers and administrators of that wonderful school community.

Our children have truly thrived in this school that fosters academic excellence and spiritual guidance. St John’s teachers care about each student, helping him or her develop into a self-disciplined, independent life-long learner. We’ve seen our children grow spiritually, intellectually, emotionally and socially, all under the caring guidance of educators dedicated to making a difference in their students’ lives.

We believe that the investment we’re making in our children’s education will reap dividends far beyond their school years. Thank you, St. John’s Elementary, for being a wonderful school for our children.

To the Editor:

Our son is a senior at St. Thomas High School, and we wanted to salute the teachers and administrators of that wonderful school community.

Last week, our son was accepted into his top-choice college, and he garnered extensive scholarships that will help pay his tuition and expenses. We know he couldn’t have achieved this without the academic excellence, school reputation, talented educators and supportive community at St. Thomas High School.

We thank all of his teachers and know that they, too, share with pride in our son’s achievement.