



The Office of Schools Marketing Committee

Marketing Your School

Getting Started

This treasury of materials has been designed to help the Diocese of Metuchen’s Catholic Schools to advance our enrollment and marketing efforts. They contain reference materials, resources and tools in the areas of Marketing, Recruiting and Retention and Alumni. Think of these materials as an onsite consultant—one that’s ready to provide you with ideas and sample templates to address the evolving needs of your school. If there is something you would like included in the materials, or, if you just have comments that you would like to share, please call or email Irene Sena, Assistant Superintendent of Schools, at 732-562-2445 or isena@diometuchen.org.

Marketing Your School

With few exceptions, every “customer” goes through the process of being a prospective student, a student, and then a graduate of your school. On the other hand, you have prospective parents, current parents, and parents of graduates. Older schools can have current parents who are also alumni of the school. All marketing efforts are subsets of these three functions: recruiting new students, retaining existing students and maintaining relationships with alumni and friends.

This section provides you with information to help your school organize and execute efficient plans to market it to school constituents – parents, faculty, students, alumni and friends. Here you will find templates and resources that can be used by your school community. Share them with your School Advisory Council and Marketing Committee so that they can make a difference in the life of your school!

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Parent Perspective and Perception

Every family has a different reason for considering a private school education, but nearly all agree that private schools provide their children with:

- Smaller classes
- More structure
- Preparation for post-secondary studies
- Enriched and focused academic setting
- More emphasis on specialties like religion, art, science, music and athletics
- Extracurricular activities
- Many chances for parents to get involved
- Fewer layers of bureaucracy
- More accountability to you (a paying customer)
- A shared philosophy and approach to education

Students who attend private schools can be more academically challenged, exposed to clearer value systems, given greater access to teachers, and may simply feel safer. Some features parents look for when they turn to the private system include:

- A specific educational approach, such as Montessori or Waldorf
- A Catholic or other religious setting
- A single sex school
- A strong academic setting
- A program for children who are gifted, have special needs, or require a special schedule due to art, music or sport training.

Why Parents Choose a Catholic School Education

Families who choose a Catholic School education tend to be concerned with the development and all-round character building of their children. Studies show that families choose Catholic Schools for their children because our schools:

- Assist parents with the faith formation of their children
- Believe that all children can succeed
- Set high expectations with a challenging curriculum
- Hold a proven record of academic excellence
- Promote self-discipline with moral values
- Have caring and effective teachers



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- Teach respect of self and others
- Instill the value of service to the community
- Prepare students to be productive citizens
- Provide a safe environment

Also, families from all sizes, income distribution and ethnic backgrounds have turned to the Catholic School system to educate their child.

5 Steps to Finding the Perfect School

The admissions process for private schools begins long before a child reaches school age. The most diligent of parents may even begin the private school application process *before* the baby is born. While that may sound a bit extreme to some, parents who begin the process too late may find that it is difficult to get their child into the best school.

There are many factors parents consider before deciding what school is right for their child. This section presents an overview of the decision-making process parents or “buyers” undertake when choosing a school. Understanding your buyer’s decision-making criteria will help you design school programs that best match what parents are looking for in your school. This knowledge will help you design a marketing program that attracts buyers to your school.

Remember that research shows that parents are the primary decision makers for their child’s education at the primary school level. Once the child reaches the fifth-sixth grade, they start exerting greater influence on where they want to go to school, particularly on the secondary level. Please keep in mind when developing marketing activities for a primary school--the audience is the parents while middle school to upper school levels must appeal to both the parents and the children.

1. Identify Needs

While finding the right house is all about location, location, location, when it comes to private schools, the motto is fit, fit, fit which translates into service, service, service. There is no one-size-fits-all approach. What makes a school perfect for a buyer’s neighbor’s child doesn’t necessarily make it the right choice for them. Family’s circumstances, the individual strengths and needs of the child, family education philosophy and vision all contribute to the buyer’s choice of schools.

Top considerations for fit are:

- Child's personality, learning style and academic ability
- Special learning strengths and/or needs the child may have
- Family's values, goals and priorities
- Budget for education spending
- How far the buyer is willing to let the child travel each day and commuting distance to and from school
- What type of academic setting is the buyer looking for; a back-to-basics curriculum or a more alternative approach and how strong the buyer would like the academic focus to be portrayed
- Absolute must-haves, such as small class sizes or specific athletic facilities
- Specific approaches—faith-based, Montessori or Waldorf—that appeal to buyer
- Coed or same sex, boarding and/or day school preferences
- School size: a small or large school; before and after school programs; summer camps.
- Program duration: Is the buyer looking for a school with an elementary and a high school program, where the child can stay for many years?
- The importance of extracurricular activities.

2. Homework and Research

This can't be stressed enough. Buyers do their homework. Having a good base of information and knowledge about the private school landscape helps them make a choice that is right for them and for their child. Buyers are involving their child in the school search process as much as possible. Typical buyer characteristics are:

- Start their school search early. A year or more is not too soon.
- Do first-hand research. They typically don't rely on the experiences of others.
- Make good use of the Internet; most schools have websites where the information they are looking for is quickly accessible.
- Contact a number of schools directly and ask them to mail out an information package.
- Attend open houses and private school fairs.

3. School Visits

Most schools readily welcome visiting parents, so buyers are picking up the telephone and arranging for a tour. A first-hand look is essential to the buyer so they can get a personal sense of whether it's a place they can see sending their child. Buyers are returning to schools for more

than one visit. They are not relying on their first impressions. They are returning with their child if they like what they see. Buyers are also asking lots of questions. Information buyers are requesting include:

- The school's philosophy and vision, and how it is achieved daily.
- The school's method of communicating with families.
- Teacher qualifications and the type of professional development offered to them.
- The school's curriculum. Does it follow, meet or exceed the Diocese of Metuchen's Office of Schools guidelines and state mandates?
- Up-to-date communication methods: Power School, Honeywell "Instant Alert", Constant Contact, etc.
- Where the school's students go after graduation.
- In the case of a high school, the percentage of students who advance and are retained in the university of their choice.
- Admission requirements, such as entrance tests. (If there is a test, what type is administered, and how much emphasis does the school place on test results?)
- The type of student that the school is looking for.
- The ways that the school measures individual achievement and progress.
- The school's typical response to a child who is not meeting academic expectations or who has gaps in his or her knowledge.
- The school's homework policy: Is there homework help and support available?
- Student-to-teacher ratio and maximum class size.
- Tuition fees and what they include. Are there additional fees and other expenses such as uniforms, books, technology fees and extracurricular activities?
- An outline of the school's curriculum; a look at textbooks and other teaching materials.
- How behavioral issues and bullying potential are handled.
- Names and phone numbers of parents whose children are currently at the school or alumni, whom they can contact as references.
- An opportunity to speak with the principal and teachers, not just the admissions officer.
- A chance for the child to interact with students.
- A chance to observe a class or other school activities.
- Information about scholarships or other financial support that may be available.
- If the potential student is not "up to grade" in religion knowledge and practices or is a non-Catholic – how is this handled?

4. Application

Buyers now have first-hand knowledge. Next, they begin to narrow down their choices to schools they want to apply to. Once this task is completed, it's now time to apply to the



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school(s) of their choice. Most buyers no longer limit themselves to submitting an application to just one “perfect” school. Studies state that buyers apply to approximately 5 schools. And chances are, there are a number of schools that are an appropriate fit for their child.

Buyers also need to get a sense about what the **SCHOOL** considers when deciding about accepting the child. A school may ask itself:

- Are we an appropriate fit for the child and their family?
- Does the child want to attend our school or are the parents pressuring the child to attend the school?
- What are the child’s strengths and challenges?
- What is the child’s likelihood of becoming a participating, integrated member of the school community?
- Does the family have a full understanding of the school’s philosophy, vision and expectations at the outset?
- Is my admission protocol written in our school handbook?

Each school has its own application and admissions process. Diocesan admission forms are also available for Catholic Schools to use. However, individual schools may ask for extended admission information. This information should be communicated to your buyer. For example, does the school require completed application forms, a non-refundable application fee, a confidential school report from the child’s current school, previous report cards (up to two or three years back), photo or test scores?

5. Acceptance

Parents have submitted their applications and are waiting to be notified about acceptance. Schools may have more than just a "yes" or "no" decision. If the child meets the school's requirements but no space is currently available, he or she may be put on a waiting list. If there is insufficient information to make a decision, the child’s application may be deferred and the family may be asked to submit additional documentation. If the child is denied acceptance, it is likely because the school does not feel it is the best fit for the child. Parents may consult the principal or the admissions officer to understand the reasons for the decision.

Acceptance granted. Now what? As with public schools, private schools should plan to have orientation or welcome sessions for new students and their parents. These will allow the child to meet their new school "family" and get to know the school better. Some schools match up students and parents with mentors who are long-time members of the school community to help



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show them the ropes. The family is now part of a distinct school environment — encourage them to participate and experience school life fully.

Conclusion

Parents may think the application process is lengthy, but schools need to get a full sense of who the child is before granting admission. Schools need to ensure that they will be a good fit for the child and their family. Otherwise, the outcome will be that the child is accepted into a school that cannot best accommodate his or her needs.

Source: “*Private Schools, Boarding Schools and Other Independent Schools*”, Our Kids Go To School, <http://www.ourkids.net/school/index.php>.



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Overview of Marketing

Introduction

What is marketing? Marketing is something virtually every organization does, but how many organizations approach marketing by its definition, or as a strategic process? In today's extremely competitive world, marketing is a must for survival. Think back to the earlier days of Catholic school education. There basically was no decision to make. If you grew up Catholic, you went to a Catholic school. No other thought was given. You went to church on Sundays, and to the parish school next to the church.

That's not the case anymore. Today people shop for the school for their children, and often times the child is the decision-maker for which school the child will attend. We can't afford to assume anymore that if we build it, they will come.

Today, we must compete to get our students. First, we must find out what students and parents want and need in their school, adapt our programs and services to meet their wants and needs, set a fair price based on the offerings, and then shout from the rooftops about what we offer. That includes getting the word out about the excellence of our schools, the focus on Gospel-values and strong moral development. And since we don't have big budgets, we can't merely rely upon advertising and public relations to get the word out. We must get creative, and take a comprehensive approach to marketing our Catholic schools.

Why Market Your School?

Marketing helps your school:

- Advance the mission of your school as proclaimed in your mission statement.
- Become better known.
- Help communicate progress.
- Increase the school's life cycle
- Realize new publics.
- Establish a favorable image.
- Increase alumni/alumnae participation.
- Create a climate of giving.
- Show accountability.

Basic Marketing Principles and Philosophy

According to Dr. David L. Appel, from the Department of Marketing at the University of Notre Dame, in *Marketing*, from the National Catholic Educational Association, “Public relations and advertising alone simply will not do the job. They are ways that a school can ‘talk’ to various publics that it seeks to serve. However, marketing is much more comprehensive than either public relations or advertising. Marketing is not only concerned with ‘talking’ to a school’s publics. More importantly, marketing is concerned with ‘listening’ to those publics a school considers serving, before any attempt at ‘talking’ is undertaken. This is a major important distinction.”

He continues, “Marketing is the key to a school’s ability to improve the way that it relates to its external environment. Marketing is a **proactive** approach to managing, which emphasizes a school’s development of exchange (two way) relationships between the school and selected markets (groups of people). It is **proactive** because it is a means of attempting to adapt the school to anticipate changes in the publics (needs) and markets it chooses to serve. In other words, marketing is the process by which a school attempts to anticipate changing needs and wants in various markets, and then adjusts the school’s offerings to serve these changing needs and wants. The emphasis begins outside the school, rather than inside the school. *This external orientation reflects an understanding that the only way a school can achieve its mission or purpose, is by meeting the needs of those individuals that it attempts to serve.* Thus, marketing is how a school attempts to create exchanges (i.e. trades of mutual value to each party in the exchange) with its various publics and markets.”

Keep in mind that this in no way means that the school has to compromise its founding principles, beliefs, or identity. It usually results in one or both of the following: 1) placing a deliberate emphasis on the offerings that are already established in the school, that may not have been promoted in the past, and that are of interest to the people you want to serve; and/or, 2) adding new offerings that are of interest to the people you want to serve.

The process of marketing, Appel states, “studies why people consume or purchase certain goods and services.” Appel continues, “Basic needs and their associated wants, influence people in terms of their consumption decisions, such as whether a student desires to attend a Catholic or public school.” Your challenge will be to determine which markets or groups of people you want to reach, and determine what their needs and wants are. Some examples include: Catholics, families of other faiths, families of all socio-economic levels, etc. Then, you will need to develop a marketing plan to make a strategic and deliberate attempt to “earn their business.”



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To get you started, think about some publics that you either serve or may want to serve:

- Students and parents (current and prospective; Catholic and people of other faiths)
- Staff, faculty and administration
- Alumni
- Donors
- Charitable foundations
- School advisory council
- Pastors, school and non-school
- Parishioners, including parish catechetical
- Local community
- Accrediting associations
- Civic and government leaders
- Media

Everyone Has a Role

If marketing is going to help a school improve its relationships with selected markets, then marketing must be accepted and used by the school at two different levels. Marketing must be accepted both as an overall organizational philosophy for the school, and as a functional tool to be used by the school. As a philosophy, marketing is a broadly based consumer orientation called the “Marketing Concept,” that must permeate all of the school’s activities. The four key elements of the marketing concept are:

1. The emphasis of the marketing concept is a consumer needs and wants orientation, meaning the school must be focused on the external consumer (students, parents), focusing on their needs and wants.
2. A completely integrated offering of services must be developed in order to deliver maximum benefits through consumer satisfaction. ***This means that the marketing concept must be adopted and practiced by everyone in the school, beginning with the school leadership (principal, pastor, school advisory council) and entire faculty and staff.*** This focus must also include areas of finance, development, personnel, etc.
3. ***The purpose is to generate consumer satisfaction,*** or in other words, to create a package of benefits that generate a high level of consumer delight since the ***benefits delivered closely matches the benefits desired.***
4. It is through this satisfaction that the school is able to achieve its mission, goals and objectives. Simply put, if you meet the needs of your students and families, they will



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be supportive of the school, thus creating an environment for the successful achievement of your goals.

It is necessary for a school to accept and use a number of marketing tools and techniques, which will help the school to implement the marketing concept. Use research to gain a good understanding of your target market's needs, wants, values and satisfactions. With this understanding, a school uses its resources to develop an appropriate offering designed around a particular group of "customers." The services you offer will need to combine a mix of four key ingredients--*product, place, promotion and price*. *Product* relates to the goods, services, programs or ideas offered by the school. *Place* refers to the "delivery system." *Promotion* deals with the "persuasive communication" that the school uses to promote the offerings. And *price* relates to the cost to obtain the product. For customer satisfaction to be achieved, the school must deliver a product that matches the benefits desired by the consumers.

Is Customer Satisfaction Enough?

By now, you should have a better understanding that marketing is more than one-way communication, but rather a process that starts with a shift from focusing on the school to focusing on your external target markets (students and parents). Focusing on improving the product, place, promotion and price for the benefit of your students will lead you to improved customer satisfaction. This effort builds the foundation for achieving your marketing goals (e.g. increased enrollment, increased financial support, and increased parishioner support). But in today's highly competitive world, is customer delight enough to set you apart from the "competition"?

According to John and Sheryl Paul, authors of the field book, *Achieving Customer Delight*, "No one talks about adequate service." They say, "People only talk about really delightful service or really bad service." *Customer delight* "is the process of ensuring that every customer interaction consistently demonstrates your commitment to exceeding customer expectations. Customer delight goes well beyond customer satisfaction. When practiced at all levels, it will set your organization apart from the crowd and position you as the organization of choice for current and potential customers," they say. Examples of customer delight in our Catholic schools could be creative transportation solutions, posting homework on the school's website, after-school programs for students of working families, student tutoring services, teacher websites, email communications with parents, and cultivation events for prospective students, just to name a few. The best way to find out what would "delight" your parents and students is to ask them. Please refer to the [School 'Delight' Survey Overview](#) section to assist you in this effort.



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Summary

Here are some things to remember:

- Low tuition may not develop into increased enrollment.
- The quality of your Catholic school's offerings should be equal to or greater than the price of tuition.
- Listen to the wants and needs of your students and parents.
- Keep an open mind when listening to the wants and needs of your students and parents.
- Turn their wants and needs into programs and services offered.
- Continuing education in the areas of marketing can be of assistance.
- Set price high enough to distinguish yourself from the "free" alternative, but "just right" to reach the majority of the market.

Great schools communicate in ways that perpetuate positive thought. Properly crafted messages will compel families, faculty and others to spread good news about your school within the community, which builds strong relationships. Continuation of positive thought is one of the most powerful things you will ever create in the minds of students, parents, relatives



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Marketing Planning

Introduction

Marketing is a process, not an event. Marketing events are actions that you implement to achieve your marketing goals. All schools conduct marketing strategies. Some of these include open houses, grandparents' day, "Moving Up" days, newsletters to alumni, parents, parents of recently baptized children, etc. Marketing plans clarify and formalize your marketing goal and allow you to identify the actions you will use.

The following information was adapted from an article written by Linda Lee and Denise Hayes, principals of Strategex Consulting Group, for the American Marketing Association, entitled *Creating a Marketing Plan*. It provides an overview of the elements and benefits of a marketing plan.

Marketing Planning

Any organization that sells a product or service to customers needs a formal marketing plan. However, even in the largest and most sophisticated organizations, the core marketing plan document should be clear, concise, and state the few key strategies that the organization will be undertaking.

A *marketing plan* is a document that is one part of the marketing planning process. A formal marketing planning process provides structure and rigor to decision-making. It culminates in a written plan that typically is prepared once a year or prior to a significant new marketing initiative that requires an investment of budget and/or internal resources. The marketing plan gathers and distills the learning of the organization in one document and charts a path to achieve business objectives.

Why are marketing plans created?

- To provide greater discipline in the planning process.
- To provide strategic direction for the organization (e.g., school).
- To provide an action plan for marketing-related activities.
- To provide a formal record of marketing-related decisions.
- To request budget.
- To request human resources.
- To create a dialogue with the school leadership (e.g. principal, pastor, school advisory council).



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- To communicate marketing priorities to stakeholders (e.g., students, parents, staff, faculty, alumni, etc.)
- To obtain buy-in from the stakeholders.

Two key components of the marketing plan are:

- Situation Analysis
- Marketing Plan

Situation Analysis

The situation analysis is a factual document. It analyzes the information that you have gathered in preparation for writing the marketing plan. It answers two key questions: 1) What economic and business environments are you experiencing? and, 2) What opportunities and problems are you facing? A comprehensive situation analysis is especially important in a school that is skeptical about marketing. The key headings in a situation analysis include:

- Macro environment (the big picture)
 - (e.g., trends in Catholic education)
- Market (size, share, growth, segmentation, seasonality trends, etc.)
 - (e.g., how many students are available to educate in the local area)
- Internal Trends (sales volume by month and annually, revenue, profits)
 - (e.g., enrollment trends)
- Product or Service (description of your products or services)
 - (e.g., how you describe your school and philosophical approach to educating children)
- Competition
 - (e.g., other schools where you compete for students)
- Consumer or Customer (segmentation, attitudes and behavior)
 - (e.g., what students and families do you serve, and which ones you want to serve)
- Distribution Channels (direct and indirect channels)
 - (e.g., grade levels you offer, consultation to home-schoolers, after care, clubs and organizations, parent groups, etc.)
- Evaluation of Previous Marketing Initiatives
- Strengths, Weaknesses, Opportunities, and Threats
 - (e.g., towards enrollment)
- Issues Analysis
 - (e.g., current issues influencing enrollment)

Marketing Plan

The marketing plan lays out the goal, objective, and actions for a specific timeframe, usually a year. The marketing plan is not complete or credible without the situation analysis since the situation analysis provides the rationale for the decisions being made in the marketing plan.

The key headings in a marketing plan include:

- Three-year goal
- Objective
- Action/s
- Action Implementation/s (Tactics)
 - Product (e.g., education)
 - Price (e.g., tuition)
 - Distribution (e.g., school building, amenities/facilities, location of the school, after care, etc.)
 - Advertising and Promotion (e.g., signage in front of school, presence in church bulletin, billboards, word of mouth, etc.)
 - Research and Evaluation
 - Financials (e.g., budget and profit & loss statements)

A *marketing committee* is key in leading the effort to create a marketing plan (refer to The Marketing Committee section for more information.). Other people who should be involved in creating the marketing plan include school leadership, especially, the principal, pastor and select faculty members. Additionally, key volunteer leadership should participate as well, especially, select school advisory council members such as the president/chairperson, and other officers, and select school parents and/or HSA members. Additionally, feedback from the students should be considered, as well as opinions of parents, parishioners and alumni.

A sample School Marketing Plan Template has been included to conduct the marketing planning process for your school. It contains the elements discussed above. Remember to use information previously provided to you, in the Strategic Planning Process, to help you organize and conduct focus groups. Finally, a School ‘Delight’ Survey and an Exit Survey (located in the Recruiting & Retaining Students section) have been included to assist you in completing the situation analysis portion of the marketing planning process.



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Additional References

One Page Marketing Plan Template (Easy Marketing Plan: Free One Page Marketing Plan Template)

http://marketing-plans.suite101.com/article.cfm/one_page_marketing_plan_template

Marketing for Private Schools (How Do You Position Your School To Increase Enrollment?)

http://marketing-plans.suite101.com/article.cfm/one_page_marketing_plan_template

School Marketing Plan Template

2009-2010

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The Diocese of Metuchen

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“Best Practices For Writing A Marketing Plan”



This document is the *final stage* in the writing of a Marketing Plan for your Catholic School Strategic Planning efforts.

Prior to these next steps, you have completed:

- Executive Council Meetings/Training/Work
- Committee Meetings/Training/Work
- Sub-Committee Meetings/Work
- Mission Statement Work
- Focus Groups
- Completion of Assessment Narrative Document in Each Area of Study
- Observed
- Interviewed
- Completed a SWOT Analysis
- Derived Key Themes

Your Path Forward:

- Through Consensus write:
 - One (SMART) Goal for a three year time period
 - One Objective for a one year time period that supports the Goal
 - Actions that support the Objective/Goal
 - Action Implementations that support the Actions

It is always a “Best Practice” to keep your Mission Statement visible while you are writing your Goal, Objective, Actions and Action Implementations.

Step 1 Mission Statement



Our mission statement is the ethos or essence of our school's existence.

It is:

- a written down reason for our existence
- a template of purpose
- rooted in Catholic Identity
- binding in cause and purpose

PLACE YOUR MISSION STATEMENT HERE

Step 2 Market Research

Through your focus groups, observations, interviews and SWOT analysis, you have gathered a quantity and quality of data.

Questions: Why did current school parents choose our school? Why do some parents choose other schools? Which school behaviors bring “customer delight”? What does the community think of our school? What are the public school officials saying about our school? Who is our competition?

Place a “school image statement” here, that was derived from your “School in the Community Study”, Focus Groups, interviews and/or by answering the above questions.

Current IMAGE STATEMENT:

Desired IMAGE STATEMENT (same or other)



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Step 3 Identify Target Segments

The goal 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: What type of parent/s is most likely to choose our school? What are your target segments? (size- large or small; gender- boy/girl, co-ed; finances; music; sports; academics) What types of parents might choose our school if we make them aware of our strengths? What financial resources exist to answer price questions? What protocol is in place that makes it less uncomfortable for people to ask for financial assistance?

Market Segment Groups:



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Step 4 Marketing Your Goal (3 Years)

Determine your primary goal. Work on developing the right messages. Discuss how you will communicate these messages to your intended audience (existing and prospective parents).

Questions: What is our school's most critical marketing goal? What do we need to do to address it? What is our objective in achieving this goal?

GOAL:

(1 year)

OBJECTIVE:



Step 5 Marketing Actions

When writing your marketing plan, it is important to get the basics right. **Actions** that are well **thought out strategies** provide the direction to accomplish your goal. The goal must be communicated and supported. The entire school community and the Pastor, Principal, 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: What actions will we take? What is the timetable? What are the targets? Who is responsible for what actions? Why is this marketing effort being conducted? What is the cost? How will it be funded?

RESTATE THE GOAL:

ACTION: A

ACTION: B

ACTION: C

ACTION D (COST & FUNDING)

**** MAKE AS MANY ACTIONS AS NECESSARY TO ACHIEVE THE OBJECTIVE AND GOAL.**

Action Implementation

Execute your actions by accomplishing your **action implementations** or **tactics**. There is no limit on the number of action implementations necessary in accomplishing an action. Make sure that each action implementation supports a specific action. It needs to be perfectly clear who is responsible for each, that deadlines are realistic and attained, and that progress is being tracked regularly. All of these are viewed through the lens of the budget.

Action: A



ACTION IMPLEMENTATION	PERSON RESPONSIBLE	COST/FUNDING SOURCE	TIME-/DEADLINE	EFFECTIVENESS
1.				
2.				
3.				
4.				
5.				

MAKE AN "ACTION BOX" FOR EACH IDENTIFIED ACTION

Step 6 Evaluation

Your marketing plan should be flexible enough so that any weakness found in it may be strengthened.

Questions: Did we achieve our Goal/Objective? Which actions should we continue? Did we accomplish our action implementations? What have we learned? What new targets have developed from this assessment?

GOAL:





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Sample Annual Marketing Activities Worksheet

Your marketing activities can be organized in many different ways (yearly, regularly, monthly, quarterly, etc.) In general, however, many of the activities center around critical times of the school year such as school opening, recruiting periods (October-November and February-April), Catholic Schools Week (January), and school closing.

While many of the activities are an attempt to develop good communications in general, this worksheet is intended to provide an overview of your marketing activities based on the school calendar.

School Name: _____ School Year: _____

OPENING ACTIVITIES:

RECRUITMENT ACTIVITIES:

CATHOLIC SCHOOLS WEEK ACTIVITIES:

CLOSING ACTIVITIES:



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The Marketing Committee

Introduction

You don't have to be a principal, pastor, or school advisory council member to realize you can't raise money and/or conduct marketing strategies by yourself. Those who subscribe to the "work smarter not harder" philosophy know you need a strong volunteer base to help you accomplish your goals. In this regard, "the first step a school needs to undertake as it begins to develop a more formal marketing process, is the establishment of a marketing committee," states Dr. David L. Appel, from the Department of Marketing at the University of Notre Dame, in *Marketing*, from the National Catholic Educational Association.

The Marketing Committee

The main focus of the marketing committee should be on planning, implementation, and overseeing the marketing efforts. To make this happen successfully, the committee should have support from the school leadership team. Also, a broad representation from all areas of the school should be involved on the marketing committee. This should include the principal, selected school advisory council members, selected teachers, parents, the pastor and external supporters, where appropriate. In terms of a chairperson, the committee should be lead by someone who has significant influence within the school, and has an understanding of marketing. An ideal candidate could be a school advisory council member.

To support the committee's efforts, it is recommended to have a person who is a "clearly identified individual who is responsible for carrying out the decisions made by the marketing committee," states Appel. This person should also have marketing experience.

The success of the marketing committee "depends upon its ability to communicate with, and draw involved support from, the various constituencies of the school," Appel adds. This involvement should begin at the inception of this process. Pulling in a diverse representation of the school to serve on the committee is a great way to accomplish this challenge. According to Appel, six key questions should be asked before creating a marketing committee:

1. Does the development of a marketing committee have the support and involvement of the school leadership?
2. What groups should be represented on the marketing committee?
3. What specific individual should represent each group?



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4. Who should chair the marketing committee?
5. What can be done to gain wide involvement and support?
6. Who should carry out the decisions of the marketing committee?

First Steps of the Marketing Committee

What does the committee do when they and staff support are in place? As stated earlier, the marketing committee is responsible for planning, implementation, and overseeing the marketing efforts. With that, the first step is the creation of the marketing plan, which should include a marketing audit (situation analysis) of past and current marketing efforts. As presented in the Marketing Planning section, the marketing plan lays out a three-year goal, with a supporting objective, action/s and action implementation/s for one year. The marketing plan is not complete or credible without the situation analysis (marketing audit) as the situation analysis provides the rationale for the decisions being made in the marketing plan.

Once the marketing plan has been completed for the current year, members of the marketing committee should work towards the accomplishment of the objective and its supporting action/s, with leadership and guidance from the principal. This entire process should repeat itself each year.



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Evaluating Your School's Marketing Plan

Introduction

Schools often find it difficult to know whether their marketing tactics are working. This can be especially tricky when you use a combination of activities simultaneously, or if using personal-contact tactics such as networking. Successful business people know that it's one thing to implement a marketing program but that it's another thing to track the results of a marketing program.

Evaluating Your Marketing Program

Marketing programs are used to generate leads and awareness. You need to balance both so that you have the revenues to stay in business while developing your reputation or brand. Each marketing activity should be developed with a specific goal. For example, "conduct a public relations campaign about St. Example School" will build awareness and "use social networking, like Facebook", to build lead generation. Every marketing campaign will accomplish both at some level. You can examine the success of your school marketing efforts by evaluating your *process* and the *outcome* of its efforts in terms of your original goal and objective.

Process Evaluation vs. Outcome Evaluation

Process evaluation provides objective data about the administrative and organizational aspects of your marketing efforts. This type of evaluation might result in a report that documents for a specified time period, the number of telephone calls made to prospective parents and students, informational meetings held with prospective families, news stories published in the local newspapers, enrollment kits distributed, and hits on your school website. Process evaluation should be gathered continuously and analyzed periodically.

Outcome evaluation focuses on the actual results of your marketing efforts. Outcome evaluation measures might include, for example, the number of students who enrolled in the school as a result of your marketing efforts or the number of families who scheduled return school visits. Outcome information can be gathered and assessed at predetermined time points, such as following events, or at the end of the school year.



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Is Your Marketing Program Working?

1. Look at your revenues. They should be going up! Be careful, though, about what data you measure. For example, including an informational elementary school meeting with a PreK family whose child is not eligible for Kindergarten for another two years, in your data today, will make your data inaccurate.
2. Ask your school families. Check to find out where they heard of you. Most schools never ask this question and miss out on gleaning valuable insights into how families select a school.
3. Does the advertising or the promotional activity produce direct responses? It should. If your answer is “I don’t know” then you have some work to do. In addition to #2 above, ask yourself:
 - a. Am I using the right media to advertise my school? Choose the media that suits your selected audience. Be as specific as possible. Avoid rejecting options just because they don’t look “exciting”. Importantly, check with your audience to make sure they actually do read the publication or website you’re advertising on.
 - b. Use a strong headline that asks a pertinent question, or gives a solution-oriented statement. For example, “5 Easy Ways to Market Your School for Less Than \$5/Day!”
 - c. Include a clear call-to-action. Tell people what they should do. For example, “Call the St. Example School office and ask for your enrollment kit today!”
 - d. Include multiple methods of contact. Phone, email, and web site are all important. Give prospects a choice of how to contact you.
4. Do your networking activities create new opportunities for you? One of the major principles of effective networking is to “give” rather than “sell”. That is, you should look to help others as you spread word about your school. For example, if you’re a member of a local civic organization, you may want to share a successful and unique fundraising project. At the same time, educate others about your school’s attributes. This type of approach, however, can be difficult to measure.

To measure your networking activities, make sure you track the source of incoming inquiries. Then see if any of your visible/tangible tactics can be credited with generating the inquiry. If not, maybe you can safely say it was a referral generated by networking.

5. Do your marketing tactics make it easier to sell your school? For example, do they:
 - a. Attract qualified prospects, who have shown an interest in your school?
 - b. Anticipate and diffuse potential questions/concerns from prospects?
 - c. Present your school in a ‘user-friendly way’? For example, is your material relevant? Up-to-date? Are charts/images easy to understand and presented in a format that the prospect is likely to keep?
 - d. Focus on your customer’s needs and your point of significant difference?
6. Check your enrollment conversion rate. A *conversion rate* is the “ratio of visitors who convert casual contact into desired actions based on subtle or direct requests from marketers, advertisers, and content creators.” For a school, a successful conversion would be a ‘deposit’ made by a parent whose interest in the school was initially sparked by clicking on a school’s website banner advertisement.

Look at your historical data and determine whether your conversion or acceptance rate has improved since implementing your marketing program. Converting casual interest in your school to a deposit is an important part of the “marketing” function. Make sure you assess your success at enrolling the child/ren, rather than just focusing on generating new leads.

7. Does your marketing plan have a positive return on investment (ROI)? Does it bring in enough new/repeat families to justify the expense? Don’t just look at your marketing budget as one total. Rather, evaluate the cost effectiveness of each specific marketing activity. Even if you think you are getting great ROI overall, you might find you could do better by changing or eliminating unproductive tactics.

Information gained from continuously evaluating your marketing process and its outcome will help you to assess and refine your marketing efforts to ensure that you are investing your marketing time and dollars wisely. See Step #6 on the [School Marketing Plan Template](#) for more information.



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School 'Delight' Survey Overview

Introduction

Parental and guardian 'delight' with your school/PreK and its educational services is of utmost importance in maintaining good relationships with parents, guardians and students. It is also a key contributor in the decision-making process of whether to re-enroll in the school/PreK. 'Delight' impacts your image in the community be it positive or negative. 'Delight' with your school/PreK and its educational services determine whether a parent or guardian will recommend your school/PreK to others. Finally, 'delight' results let you know what issues you may have before they become full-blown problems. A School 'Delight' Survey is a "pipeline to our customers". It is a method by which your customers communicate with you. **The important point is to begin using a survey to gather feedback from your customers and applying the appropriate results to your school's programs and then to its marketing program.**

Creating a School 'Delight' Survey

When constructing a survey, ask the person completing the survey to rate the level of importance of each area being examined. For example:

Survey Response Scale:

- Level of Importance
 - 1 – Very important
 - 2 – Important
 - 3 – Neutral
 - 4 – Unimportant
 - 5 – Very unimportant

- Level of Delight
 - 1 – Very satisfied
 - 2 – Satisfied
 - 3 – Neutral
 - 4 – Unsatisfied
 - 5 – Very unsatisfied

For example,

Student safety and security are the number one priority at St. Patrick School.

Level of Importance: 1 2 3 4 5

Level of Delight: 1 2 3 4 5

Open-ended questions can be used when creating your survey. However, limit the number of this type of question on your survey. You can always ask more open-ended questions when following-up with or interviewing a participant on specific responses from their survey.

Make sure you ask the person completing the survey some basic demographic information. You can always provide an option for people who do not want to share this information. Through survey cross analysis, schools might find pockets of satisfaction or dissatisfaction. Demographic information allows you to better identify what is most important to a particular school population.

A sample School ‘Delight’ survey and a list of sample survey questions can be found in the [School ‘Delight’ Survey and Survey Tools](#) section. The survey can be used as is or adapted to better meet the needs of your school. Data from the survey can be collected in four different ways: person-to-person interview, through the mail, by telephone or by using Survey Monkey, an electronic surveying tool. (Please see [Tools to Support Your School Marketing Program](#) for more information about Survey Monkey.)

School ‘Delight’ Survey Process:

1. Surveys should be distributed to all families quarterly or semi-annually. For example, surveys could be distributed to families in early January and then again at the end of May. Make it easy for your participants to complete the survey. If you are using a paper survey and not an online version, consider putting a collection box inside your front door for convenient survey drop-off.
2. Compile the surveys and compute a mean average for each question by grade, if appropriate.
3. Report results to parents/guardians within two weeks of your survey deadline. For example, if you send an early January survey, compile and report your results during Catholic Schools’ Week. **Keep in mind that the credibility of your survey and its feedback is highly dependent upon making changes as appropriate in response to parents/guardian opinions and then communicating those changes within a reasonable time period.**
4. Begin process next quarter or semi-annual period.

Remember, it costs five times as much to obtain a new school family as it does to keep an existing one. Use the survey. Understanding how your parents and guardians view you can go a long way in maintaining educational excellence and enrollment.



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St. Patrick Catholic School Parent/Guardian School ‘Delight’ Survey

(Sample paper-based survey; on line version can be created using Survey Monkey)

We at St. Patrick Catholic School appreciate the confidence and trust you place in us to educate your child/children in a Christ-centered, Catholic faith-based school. As partners in the education of your child/children, your opinion can help us to understand how satisfied you are with the educational services we provide. We are committed to providing the best possible experience for you and your child/children. So, please take a moment to complete this short survey. Your opinions are valued and will help us to fulfill your family’s educational needs and wants. **All responses are confidential.** Just drop off the survey in the box marked School ‘Delight’ Survey or mail it back to us. We would appreciate hearing from you by _____ . Thanks for being proactive in our Catholic school!

Signed:

(name) (name) Pastor, Principal

On a scale of 1 – 5, please circle only one answer per question that best indicates how delighted you are with St. Patrick School.

Level of Importance: 1: Very Important; 5: Very unimportant; Level of Delight: 1: Very Satisfied; 5: Very Unsatisfied

Office Staff/Receptionist:

1. Being greeted with courtesy and respect when I visit the school?

Level of Importance: 1 2 3 4 5

Level of Delight: 1 2 3 4 5

2. Phone calls are answered in a polite and respectful manner?

Level of Importance: 1 2 3 4 5

Level of Delight: 1 2 3 4 5

3. Phone call is answered promptly?

Level of Importance: 1 2 3 4 5

Level of Delight: 1 2 3 4 5

4. How delighted are you with the office staff/receptionist?

Level of Importance: 1 2 3 4 5

Level of Delight: 1 2 3 4 5

Facilities:

1. Interior appearance of the school is clean and neat?
Level of Importance: 1 2 3 4 5
Level of Delight: 1 2 3 4 5
2. Exterior appearance of the school is neat and clean?
Level of Importance: 1 2 3 4 5
Level of Delight: 1 2 3 4 5
3. Signs direct me to where I need to be without confusion?
Level of Importance: 1 2 3 4 5
Level of Delight: 1 2 3 4 5
4. Is Catholic Identity apparent throughout the school?
Level of Importance: 1 2 3 4 5
Level of Delight: 1 2 3 4 5
5. How delighted are you with the school facilities?
Level of Importance: 1 2 3 4 5
Level of Delight: 1 2 3 4 5

Teachers:

1. Child/children's teacher treats me with courtesy and respect?
Level of Importance: 1 2 3 4 5
Level of Delight: 1 2 3 4 5
2. Questions about my child/children are answered fully?
Level of Importance: 1 2 3 4 5
Level of Delight: 1 2 3 4 5
3. Child/children's teacher is available when I have questions?
Level of Importance: 1 2 3 4 5
Level of Delight: 1 2 3 4 5
4. Communication (e.g., e-mails, notes, phone calls) to teacher is returned in a reasonable amount of time?
Level of Importance: 1 2 3 4 5
Level of Delight: 1 2 3 4 5



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5. How delighted are you with the partnership between you and your child's/children's teacher(s)?
Level of Importance: 1 2 3 4 5
Level of Delight: 1 2 3 4 5

Educational Services:

1. Child/children are learning what I expect them to?
Level of Importance: 1 2 3 4 5
Level of Delight: 1 2 3 4 5
2. Child/children are happy with their teacher(s)?
Level of Importance: 1 2 3 4 5
Level of Delight: 1 2 3 4 5
3. The principal is available to answer my questions or concerns?
Level of Importance: 1 2 3 4 5
Level of Delight: 1 2 3 4 5
4. Before and after school programs fulfill my child's/children's needs?
Level of Importance: 1 2 3 4 5
Level of Delight: 1 2 3 4 5
5. Child/children are treated with courtesy and respect?
Level of Importance: 1 2 3 4 5
Level of Delight: 1 2 3 4 5
6. How delighted are you with the overall educational services of the school?
Level of Importance: 1 2 3 4 5
Level of Delight: 1 2 3 4 5

Religious Programs:

1. Child/children are learning what I expect them to?
Level of Importance: 1 2 3 4 5
Level of Delight: 1 2 3 4 5
2. Child/children are happy with their teacher(s)?
Level of Importance: 1 2 3 4 5
Level of Delight: 1 2 3 4 5



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3. The religious programs enhance our faith formation?
Level of Importance: 1 2 3 4 5
Level of Delight: 1 2 3 4 5
4. Child/children have a better understanding of the Catholic faith?
Level of Importance: 1 2 3 4 5
Level of Delight: 1 2 3 4 5
5. How delighted are you with the overall religious services of the school?
Level of Importance: 1 2 3 4 5
Level of Delight: 1 2 3 4 5

Technology Services:

1. There is adequate computer technology in the school?
Level of Importance: 1 2 3 4 5
Level of Delight: 1 2 3 4 5
2. Child/children are learning what I expect them to?
Level of Importance: 1 2 3 4 5
Level of Delight: 1 2 3 4 5
3. Child/children are happy with their technological usage and advancement?
Level of Importance: 1 2 3 4 5
Level of Delight: 1 2 3 4 5
4. Computer use is a part of classroom/homework assignments?
Level of Importance: 1 2 3 4 5
Level of Delight: 1 2 3 4 5
5. How delighted are you with the overall technology services of the school?
Level of Importance: 1 2 3 4 5
Level of Delight: 1 2 3 4 5

Values/Character Building:

1. The schools values/character building programs are appropriate?
Level of Importance: 1 2 3 4 5
Level of Delight: 1 2 3 4 5

2. Child/children are learning what I expect them to?
Level of Importance: 1 2 3 4 5
Level of Delight: 1 2 3 4 5
3. The values/character building program strengthens our home?
Level of Importance: 1 2 3 4 5
Level of Delight: 1 2 3 4 5
4. How delighted are you with the values/character building activities?
Level of Importance: 1 2 3 4 5
Level of Delight: 1 2 3 4 5

Extra-Curricular Activities/Sports Programs:

1. There are sufficient extra-curricular and sports activities at the school?
Level of Importance: 1 2 3 4 5
Level of Delight: 1 2 3 4 5
2. Child/children are learning what I expect them to?
Level of Importance: 1 2 3 4 5
Level of Delight: 1 2 3 4 5
3. Child/children are happy and involved in the programs?
Level of Importance: 1 2 3 4 5
Level of Delight: 1 2 3 4 5
4. These programs fulfill my child/children's needs?
Level of Importance: 1 2 3 4 5
Level of Delight: 1 2 3 4 5
5. Child/children are happy with their teacher(s)/coach(es)?
Level of Importance: 1 2 3 4 5
Level of Delight: 1 2 3 4 5
6. How delighted are you with the overall extra-curricular/sports activities?
Level of Importance: 1 2 3 4 5
Level of Delight: 1 2 3 4 5



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What do we do well?

What could we do better?

If you could change one thing immediately, you would change:

Teacher: _____ Grade: _____

Optional:

Name: _____

Phone number: _____

E-mail address: _____

I would like someone to contact me regarding my survey? Yes___ No___



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School 'Delight' Survey Tools

The following statements have been compiled from different student, parent, teacher and School Advisory Council surveys. When creating a survey, always remember to write a statement(s), which meets the overall objective of your survey and the intended audience for it.

- This school fosters an environment of collegiality, cooperation, and collaboration.
- Teachers have high expectations for student learning.
- Parents have high expectations for student learning.
- Teachers have high expectations for student behavior.
- Parents have high expectations for student behavior.
- Teachers challenge students to do their best work.
- Students work hard to produce their best work.
- Teachers motivate students to do their best work.
- Students are motivated to produce their best work.
- Teachers adapt instruction to meet individual student needs.
- Students see a relationship between what they are studying and their everyday lives.
- Teachers make learning interesting by connecting our studies to things that we know about.
- Teachers give students extra help when it is needed.
- Teachers use a variety of teaching strategies and learning activities to help students learn.
- Teachers incorporate their students' personal experiences and interests when teaching.
- The grading and evaluation of our schoolwork is fair.



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- This school's classrooms and building support our learning.
- Students have more than one adult in the school to which they can talk about problems that are bothering them.
- Students treat other students with respect.
- Teachers treat students with respect.
- Non-teaching staff treats students with respect.
- Administrators treat students with respect.
- Students treat teachers with respect.
- Students treat non-teaching staff with respect.
- Students treat administrators with respect.
- Students respect school property.
- Students respect the property of other students.
- Our school provides a safe and orderly environment.
- School policies, rules and expectations are uniformly enforced.
- Our school and grounds are well maintained.
- Our school fosters honesty and integrity.
- Our school provides a welcoming environment.
- My school recognizes the achievements of students for all types of accomplishments.
- A culture of trust exists in this school.
- Students help each other even if they are not friends.
- Students refrain from put downs and hurtful comments.



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- Teachers communicate with students in a clear, timely, and appropriate manner.
- Administrators communicate with students in a clear, timely, and appropriate manner.
- Student leaders communicate with other students in a clear, timely, and appropriate manner.
- School policies, rules and expectations are clearly articulated.
- Parents are appropriately engaged in promoting student learning.
- The School Advisory Council actively contributes to the success of the school.
- My child's teachers have high expectations for student learning.
- School administrators have high expectations for student learning.
- Parents have high expectations for their student's learning.
- My child's teachers have high expectations for their student behavior.
- School administrators have high expectations for student behavior.
- Parents have high expectations for their student's behavior.
- My child's teachers challenge students to do their best work.
- My child's teachers motivate students to do their best work.
- Teachers adapt instruction to meet individual student needs.
- Teachers establish relationships between what they are teaching and students' everyday lives.
- Teachers give students extra help when it is needed.
- Teachers use a variety of teaching strategies and learning activities to support the full range of student abilities.
- Teachers treat parents with respect.
- Non-teaching staff treats parents with respect.



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- Administrators treat parents with respect.
- School Advisory Council members treat parents with respect.
- Parents treat other parents with respect.
- Parents treat students with respect.
- Parents treat teachers with respect.
- Parents treat non-teaching staff with respect.
- Parents treat administrators with respect.
- Parents treat School Advisory Council members with respect.
- I trust my child's teacher.
- Teachers communicate with parents in a clear, timely, and appropriate manner.
- Administrators communicate with parents in a clear, timely, and appropriate manner.
- Parents communicate with teachers in a clear, timely, and appropriate manner.
- Teachers communicate with parents about how they can help their children learn.
- Conversations among parents tend to be constructive, positive, and professional.
- Teachers are engaged in ongoing study and professional development.
- Teachers work collaboratively to improve teaching and learning.
- In this school, teachers come together to solve problems that affect student learning.
- Teachers treat other teachers with respect.
- Non-teaching staff treats teachers with respect.
- Administrators treat teachers with respect.
- School Advisory Council members treat teachers with respect.



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- Teachers treat students with respect.
- Teachers treat non-teaching staff with respect.
- Teachers treat administrators with respect.
- Teachers communicate with other teachers in a clear, timely, and appropriate manner.
- Administrators communicate with teachers in a clear, timely, and appropriate manner.
- Students communicate with teachers in a clear, timely, and appropriate manner.
- Non-teaching staff communicates with teachers appropriately.
- This school regularly communicates with parents about how they can help their children learn.
- Conversations among faculty tend to be constructive, positive and professional.
- The School Advisory Council functions collegially, cooperatively, and collaboratively.
- The School Advisory Council clearly understands and executes its role and responsibilities.
- Administrators treat School Advisory Council members with respect.
- School Advisory Council members treat other council members with respect.
- The School Advisory Council communicates internally in a clear, timely, and appropriate manner.
- The Principal communicates with the School Advisory Council in a clear, timely, and appropriate manner.
- The School Advisory Council communicates with the Principal in a clear, timely, and appropriate manner.
- Conversations among the Council members tend to be constructive, positive, and professional.
- On a scale of 1 to 5 (5 being highest), how likely are you to recommend your child's school to family, friends and colleagues?



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- On a scale of 1 to 5 (5 being highest), rank how your school has met your expectations for academic quality.
- On a scale of 1 to 5 (5 being highest), rank how your school has met your expectations for Catholic Identity.
- On a scale of 1 to 5 (5 being highest), rank how your school has met your expectations for safety, orderliness, and a disciplined environment.
- On a scale of 1 to 5 (5 being highest), rank how your school has met your expectations for your child's relationships with his or her teachers.



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Ten Best Practices - Marketing Strategies For Each Month of the School Year

Insert WORD Document Here



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Tools to Support Your School Marketing Program

Gathering and interpreting data is a critical step in measuring customer ‘delight’. During our best practices research, we identified two electronic tools (e-tools) that the Diocese of Metuchen and other Diocesan schools are using to gather data and communicate their school programs. There are other great e-tools in the marketplace. Do some research and then determine the e-tool that best meets your needs.

Survey Monkey

SurveyMonkey.com is a tool to create and publish custom surveys in minutes, and then view results graphically and in real time. It is an easy-to-use tool for creating online surveys. Survey Monkey offers a free limited account that stores 100 responses.

Survey Monkey also helps get people to your surveys. You can create email lists with custom invitations. Again, the interface is easy to use and allows you to either add names and addresses by hand or import them from a text file. You can also track an individual’s identity through the survey. With the free account you are limited to 100 names.

Constant Contact

ConstantContact.com helps small businesses, associations, and nonprofits connect with their customers, clients, and members. Constant Contact champions the needs of small organizations and provides them with an easy and affordable way to build successful, lasting customer relationships.

Constant Contact's leading email marketing and online survey tools—supported by its expert personal coaching and support—help all types of small businesses and organizations create professional-looking email newsletters and insightful online surveys and begin a dialogue with their customers. Today, more than 250,000 customers worldwide trust Constant Contact to help them connect with their audience.

With Constant Contact, small organizations have access to the latest industry information and education to help them learn email marketing and online survey best practices. Plus, they benefit from Constant Contact's high email deliverability rates due to strong partnerships with ISPs, a [no-tolerance spam policy](#), and a leadership role in organizations such as the [ESPC](#) (Email Sender and Provider Coalition).