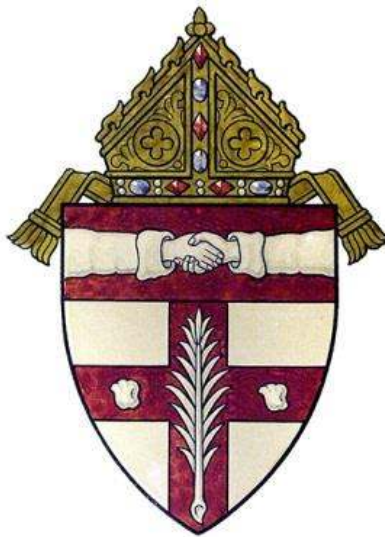


School Marketing Tool Kit



**Office of Catholic Schools
Diocese of Owensboro**

Revised August 2018

Marketing Tool Kit

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Revised August 2018

Core Key Messages/Talking Points for Catholic Schools

NOTE: 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 decades. These schools were here yesterday; they are here today; and they will be here tomorrow.
- The Diocese of Owensboro includes 17 Catholic schools in 9 counties, including 12 elementary, 2 middle, and 3 high schools. These schools span the spectrum from 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 2017-18, 85 percent of our elementary students were Catholic, with 15 percent non-Catholic. In our high schools, 92 percent of our students were Catholic, with 8 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 Owensboro are highly qualified educators licensed by the State of Kentucky. They meet rigorous and ongoing professional development standards and requirements every year.

- 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 ensure efficacy, growth and continued excellence, all 17 Catholic schools in the Diocese of Owensboro are evaluated and accredited by the KY Non-Public Schools Commission (KyNPSC). The standards which govern this process have been approved by the KY Board of Education as comparable to the Operating Standards for Kentucky's public schools.
- In order to be accredited by the KyNPSC, all schools are evaluated on 13 rigorous standards:
 - Catholic identity;
 - Mission;
 - Governance;
 - Finance;
 - Plant and Facilities;
 - Administration and Staffing;
 - Curriculum;
 - Instructional Improvement Plan;
 - School Climate;
 - School Community Relationships;
 - Institutional Advancement;
 - Indicators of Success; and
 - Co-Curricular and Special Programs.
- 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.
 - Of these same graduates, 97 percent planned to enter college immediately after graduation.

- Catholic K-12 schools in the Diocese of Owensboro 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/tuition assistance, discounts, flexible payment plans and more.
- Students in the Catholic K-12 schools throughout the Diocese of Owensboro 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

Our Catholic Schools: At a Glance

The Diocese of Owensboro

- The Diocese of Owensboro is located in the western portion of the state of Kentucky. Since its beginning in 1937, the Diocese has grown from 33 parishes and 19 missions of western Kentucky to 78 parishes and two Newman Centers.
- The Diocese of Owensboro supports 18 Catholic Schools (which includes 3 high schools and a university), a hospital, one retirement home, one personal care home, and several religious orders.
- All 17 Catholic elementary and secondary schools are accredited by the Kentucky Non-Public Schools Commission and the KY 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 Kentucky. They meet rigorous and ongoing professional development standards.
- Our teachers and principals are trained and taught by the Diocese of Owensboro Office of Religious Education.
- Our schools provide a safe, structured community for students.
- Each school contributes greatly to the local economy and community, providing jobs, payroll tax revenues, and conducting business with local vendors.
- All Catholic elementary schools use NWEA MAP as the testing/assessment program because of its focus on national standards. The anticipated scores reflect the estimate of what the score should be for students of similar age, grade, and cognitive ability.
- Eighty-three percent (10) of our Catholic elementary schools in the Diocese of Owensboro sponsor pre-school programs.
- Seventy-five percent of our Catholic elementary schools in the Diocese of Owensboro sponsor before/after school 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.
- Our Catholic schools are established, strong and stable communities of learning, with a history of educating children in this Diocese. 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.

Press Release (sample)

Date: January 27, 2019
Release: Immediate

Contact:
Attention: Religion/Schools Editor

Owensboro Diocese Celebrates National Catholic Schools Week

Owensboro, KY – Catholic elementary and high schools throughout the 32 counties of the Diocese of Owensboro will join in the national celebration of Catholic Schools Week, January 27- February 2, 2019.

This year's theme, "Catholic Schools: Learn. Serve. Lead. Succeed." 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 Mrs. Principal, Principal for a Catholic School for the Diocese of Owensboro. "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.

- more -

CATHOLIC SCHOOLS WEEK - 2019

“Our schools benefit not just our students and their families, but their surrounding communities as well,” said Mrs. Principal. “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, Mrs. Principal 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 Owensboro 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.

Sharing News with The Western Kentucky Catholic

The Western Kentucky Catholic, as the official newspaper of the Diocese of Owensboro, is very interested in news from the schools. We try to have some school related items in every issue.

Obviously, we can't cover every event or activity at every school, but by following these guidelines, you can increase your chances of getting in *The Western Kentucky Catholic*.

- Very significant events may be a reason for the WKC to visit the school. If you think you have something of that kind, send an email, at least two weeks in advance of the event, to wkc.editor@pastoral.org, explaining why the event should be covered. If the event appears to be highly unique, will have good photo opportunities, and our schedule permits, we will try to cover it.
- Even if we cannot cover an event in person, we are still interested in hearing about and possibly sharing it. Email the information about the event and high-resolution photos to wkc.editor@pastoral.org as soon as possible after the event. Please keep in mind that the WKC's deadline is the 15th of the month prior to the publishing month, and that the longer time goes by after an event takes place, the less chance of the story getting into the WKC.
- You may write your information as a press release, a suggested story, or a bulleted fact sheet. Include a contact name and phone number in case we have questions or need more information.
- The WKC appreciates receiving photos with captions that tell the story. We prefer photos that have a lot of "human interest." A good example of this is a picture showing students and/or teachers doing an activity, rather than standing in line looking at the camera. Unless the picture is a very large group shot, please identify everyone in the photo by first and last name. **Please confirm that release forms for everyone in the photo are on file in the school office.**
- As stated above, submitted photos must be high-resolution, sent in JPEG format (ending in ".jpg") and sent via [email](mailto:wkc.editor@pastoral.org). Please do not mail hard copies of photos to the WKC. A description of the photo, date taken, and photographer's name must be included.
- We cannot guarantee that every photo or story will be used, but we will print as many as we can.
- Most importantly, please email wkc.editor@pastoral.org or call Elizabeth Barnstead, editor, at 270-852-8334 if you have any questions or need guidance on getting coverage of your school event.
- To have your events listed in the WKC Bulletin Board, email information of no more than 200 words to wkc.editor@pastoral.org by the 15th of the month prior to the publishing month.

School Marketing Plan Template

20__-20__

Adapted from the Archdiocese of Chicago

Office of Catholic Schools
Diocese of Owensboro

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:

Adapted from the Archdiocese of Chicago

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?*

<u>Strengths</u>	<u>Weaknesses</u>	<u>Opportunities</u>	<u>Threats</u>

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?*

<u>Market Segment Group</u>	<u>Why this group?</u>	<u>Perceived benefit to school</u>
1.		
2.		
3.		
4.		
5.		
6.		

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?*

Critical Issues
Key Messages
Resources
GOAL/S

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?*

Goal #1:
Strategy A:
Strategy B:
Strategy C:

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: #

Goal Statement:

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

<p style="text-align: center;">Strategies (number each strategy and step)</p>	<p style="text-align: center;">Timeline</p>	<p style="text-align: center;">Person(s) Responsible</p>	<p style="text-align: center;">Resources</p>
<p style="text-align: center;">Means of Assessing the Goal</p>		<p style="text-align: center;">Documentation of Assessment</p>	
<p style="text-align: center;">Results</p>		<p style="text-align: center;">Next Step</p>	

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

- | | |
|---|--|
| <ul style="list-style-type: none">• Target Marketing Assumes:<ul style="list-style-type: none">○ People have different lifestyles, backgrounds, income levels, etc.○ One message won't fit all○ A specific market segment is likely to want your product | <ul style="list-style-type: none">• Undifferentiated Targeting Assumes:<ul style="list-style-type: none">○ 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:
 - **A**ttention (slogan, headline, color)
 - **I**nterest (show how to meet a need)
 - **D**esire (show advantage over competition) Give additional reasons for choosing your school (i.e., transportation, after school program, tuition payment plan)
 - **A**ction (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? For all families and students, who call for information and/or visit the school. It 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

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

Template for Elementary School At-a-Glance Fact Sheet

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

Template for Local High School At-a-Glance Fact Sheet

FICTIONAL SCHOOL

LOGO

A Blue Ribbon School

Name

Address

City/State/zip

Phone, fax, email

Website

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 and 8 girls' 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:

--(place a table here that illustrates your graduation requirements)

Class of 2013 Daily Attendance.

--(place a table that illustrates your school's average attendance rate as compared to Ohio and national averages)

Class of 2013 Ohio Graduation Test Scores.

--(place a table here that illustrates your school's scores compared to the Ohio average)

Class of 2013 ACT/SAT Scores.

--(place a table here that illustrates your school's scores compared to the Ohio and national averages)

Class of 2013 Post-High School Plans.

-- (list the number and percentage of graduates who went to college, job market and military)

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.

FEATURE

BENEFIT

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

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

Template for Tuition/Financial Aid Information Sheet

LOGO

A Blue Ribbon School (if appropriate)

Name

Address

City/State/zip

Phone, fax, email

Website

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:

<i>Number of Children</i>	<i>Tuition</i>	<i>Parish Grant</i>	<i>Actual Cost</i>	<i>Value</i>
1 st child	\$ 2,850	\$ 1,540	\$ 4,390	Priceless
2 nd child	\$ 2,410	\$ 1,980	\$ 4,390	Priceless
3 rd child	\$ 1,975	\$ 2,415	\$ 4,390	Priceless
Total for 3.....	\$ 7,235.....	\$ 5,935.....	\$ 13,170.....	Priceless

For Non-Participating Families:

	Tuition	Actual Cost	Value
Per child	\$4,390	\$4,390	Priceless

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.

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.**

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: Learn. Serve. Lead. Succeed.” 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 *Western Kentucky Catholic*. “Catholic Schools: Learn. Serve. Lead. Succeed.” 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.

- We have a tradition of academic excellence that spans decades. Our students consistently score higher on standardized tests than the 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.
 - Share one story about a student/group who illustrates school, parish, or community service;
 - Share one story about the dedication of a teacher.
- So, what can you do to help our schools 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:
 - Continue to pray for our school, its administrators, teachers, students and families;
 - Help spread the news of what our school is doing, of the special community of learners and educators we have assembled and the dramatic difference we're making in students' lives;
 - Tell your neighbors and co-workers about achievements, events and news, and invite them to come to the school;
 - Ask parents of pre-school age and young children to tour our Catholic school and see the difference themselves;
 - Refer new residents – your new neighbors, colleagues, clients and customers – to our school 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.
 - 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.

School Marketing Materials Distribution

NOTE: Distribute your school marketing information (information packet, brochure, Catholic Schools Week Supplement, etc., to local businesses and organizations).

	Business Name	Address, City, State	Telephone Number	Contact Person
Churches				
Beauty salons				
Tanning/nail				
Curves				
Day spas				
Day care centers				
Preschools				
Play Groups				
Malls				
Pediatricians				
Dentists				
OB/GYN office				
Plastic surgeons				
Family care office				
Hospital				
Library				
Major employers				
Realtor offices				
Recreation centers				
Stores:				
Baby supply				
Children's shoe				
Toy				
Women's clothing				
Uniform				
Drug				
Grocery				
Sports centers				
Visitor center				

Catholic Schools Week – Sample Press Release - Local School

August 20XX

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!!!!!!

Catholic Schools Week 2018-2019 Logos





Good Morning.

My name is: _____

At Christ the King Catholic School, we are lucky to learn, pray, and grow in a very special environment. This environment would not be possible without the generous support of people like you, the members of this Parish and our community. When you support our school, you invest in the future of all of our students and the future of our Catholic Church!

We want to take this opportunity to thank you for all of the help you give our school. We are grateful for your prayers and contributions, and we appreciate the time, talent, and treasure you all so generously share through your efforts at our school.

The students, parents, faculty, and staff of Christ the King School consider our school to be a vital part of this community, and we hope you will join us as we celebrate our school this week.

I encourage you all to take the time to find out more about our great school and pray on all the benefits that it can offer you and your family!

Thank you for your time this morning and God Bless.



Dear Friends in Christ:

As a parish, we recognize the value of Catholic education and support our families and school in educating our young people so they can reach their full potential. We acknowledge the vital role of the school faculty, staff and volunteers in this effort. And we celebrate our students as they learn about their faith and the skills they need in the 21st century.

This week we want to focus on the core of what Catholic education is all about. Our school is not only a community in itself, but it is also a part of the larger communities, including Christ the King Parish, Madisonville, and our nation. As a parish, we support our school through prayer and resources, and the school, in turn, collaborates with families to develop our children into future model leaders and citizens. The three key elements of Catholic education: academic excellence, leadership, and dedication to service. These elements are what set Catholic schools apart from other educational options.

As you can see from the focus we have put on our school today, it's a great opportunity for all of us to showcase what our students are accomplishing and thank the faculty, staff and volunteers who give so much of themselves to educate our children.

Our Catholic schools are part of our future as a Church and a nation. May God bless them and all who contribute to the important work they do on behalf of the children of our parish and parishes across the country.

Finally, I pray that each of you take a moment this weekend to pray and contemplate about your own children and consider what a Catholic education would mean to them and their future.

Devotedly yours in Christ,

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.

Date of contact _____ Staff member _____
 Parent(s) Name(s) _____
 Address _____
 Phone _____
 Email _____
 Names/ages/grades/gender of all children in family _____
 Preferred way of hearing from the school (phone, cell phone, email, etc.) _____
 New to community Y N If no, years in community ____
 Current school(s) for children (Try to include reasons for leaving current school.) _____
 Faith/Denomination _____
 Parish membership _____
 Areas of interest for children _____
 Special needs (disability, gifted, etc.) _____
 Interested in preschool, before- and/or after-school care _____
 How parent heard about school _____
 Known families/staff within the school _____
 Why parents are considering this school _____
 Goals for child's education _____

Date/Information packet sent to family _____
 Target date for follow-up with family _____
 Date for scheduled tour _____

Record of Additional Communications with Family:

Date	Summary	Staff Member	Follow-up Needed
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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;
- Kindergarten 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; | • Beauty salons/barber shops; |
| • Children's apparel stores; | • Community/service organizations; |
| • Community centers; | • Family restaurants; |
| • Drug stores; | • Grocery stores; |
| • Government offices; | • Home decorating stores; |
| • Gyms and preschool teams/play groups; | • Local colleges; |
| • Libraries; | • Mothers-of-Preschooler groups; |
| • Lunchrooms/break rooms of employers; | • Other parishes/churches without schools; |
| • Movie theaters; | • Parish bulletins; |
| • Parish bulletin board; | • Pediatrician offices; |
| • Participate in local festivals/fairs/parades | • Post office; |
| • Perfume/women's accessory stores; | • School uniform stores; |
| • Preschools and daycare centers; | • Shopping malls; |
| • School website homepage; | • Visitors Centers; |
| • Toy stores; | • 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 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
- 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.

Identify Organizations that Target Parents of School-Aged Children

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.

- 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.

Letter from Parent to Prospective Parent of High School Student

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

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?

School Community

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

Academic Excellence

41. Is the school accredited? What goals is the faculty working on for accreditation?
42. How is academic excellence achieved?
43. What are the teachers' qualifications? Are teachers certified? Do any teachers specialize in teaching particular subjects or providing particular services?
44. What is the average number of years your teachers have been teaching in classrooms?
45. What indicators of parent satisfaction does the school have? What percentage of parents expresses satisfaction with the school?
46. What are the main concepts, skills and values that will be taught at each grade?
47. How are classrooms organized to meet student needs?
48. What percentage of students completes the curriculum successfully? Who develops the curriculum?
49. How often are textbooks reviewed and updated?
50. What role does technology play in the student's learning? Is there a computer lab? Are there computers in the classroom?
51. Are there programs and services for children with special needs?
52. How do teachers address students' individual learning styles?

53. What is the grading scale?
54. How does the school foster growth and development in children?
55. How do teachers ensure that every student achieves his/her fullest potential?
56. What percentage of graduates chooses Catholic high schools? What high school do they attend?
57. How well do elementary/middle school graduates perform in high school? Or, how well do high school graduates perform in college and/or careers?
58. 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

59. What opportunities does the school provide for students to learn about their faith?
60. 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?
61. What opportunities do students have to pray, to attend and participate in Mass and prayer services, and to receive the sacraments?
62. What opportunities do students have to be involved in Christian service?
63. What is the relationship between the school and the parish?

Safety/Facility

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

Extracurricular

72. What extracurricular programs are available?
73. How extensive is the athletic program?
74. Are art and music treated as important subjects in the curriculum?
75. Are there fees associated with any of these activities? If so, what is the range of fees?
76. 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

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 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 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 Kentucky 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 one or more parts of the Ohio Graduation Test.
10. _____ Percentage of our eighth grade class of _____ scored in the advanced or accelerated range.
11. Our attendance rate is _____% exceeding the State of Kentucky 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:

- | | | |
|--|-----|--|
| <input type="checkbox"/> Moving out of the area | ___ | Poor teacher/parent communication |
| <input type="checkbox"/> Inconvenient school location | ___ | No sense of community |
| <input type="checkbox"/> Cost of tuition and/or lack of tuition assistance | ___ | Fear school will close |
| <input type="checkbox"/> Teacher/educator quality | ___ | Lack of extracurricular activities |
| <input type="checkbox"/> Lack of competitiveness of school programs | ___ | Lack of curriculum |
| <input type="checkbox"/> Poor school reputation in the community | ___ | Too much fundraising |
| <input type="checkbox"/> Class sizes | ___ | Didn't feel welcome in community |
| ___ too big | ___ | Lack of friends/cliqish |
| ___ too small | ___ | Pastor not supportive |
| <input type="checkbox"/> Safety issues | ___ | Child's poor academic performance/lack of progress |
| ___ at school | ___ | Lack of tutoring and/or counseling programs |
| ___ going to/from school | ___ | Uncaring/detached staff |
| <input type="checkbox"/> Lack of academic excellence | ___ | School facility |
| <input type="checkbox"/> Lack of respect for students | ___ | Transportation issues |
| <input type="checkbox"/> Child's friends influenced decision | ___ | Lack of discipline or supervision |
| <input type="checkbox"/> Lack of religious education | ___ | Too much discipline/structure |
| | ___ | Inconsistently-applied policies and procedures |
| <input type="checkbox"/> Too much religious education | ___ | Lack of diversity |
| <input type="checkbox"/> Limited technology | ___ | Lack of/poor athletic programs |
| <input type="checkbox"/> Child unhappy; negative school experience | ___ | No before/after school programs (For elementary school surveys only) |
| <input type="checkbox"/> Lack of special education/enrichment programs | | |
| Other: _____ | | |

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

Sample Letter to Solicit Speaking Engagements From Local Organizations

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 shift. 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 – sound bites 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 sound bite 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.

The Interview: What May Surprise You

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.

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.)

Letter to the Editor by a Teacher

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.

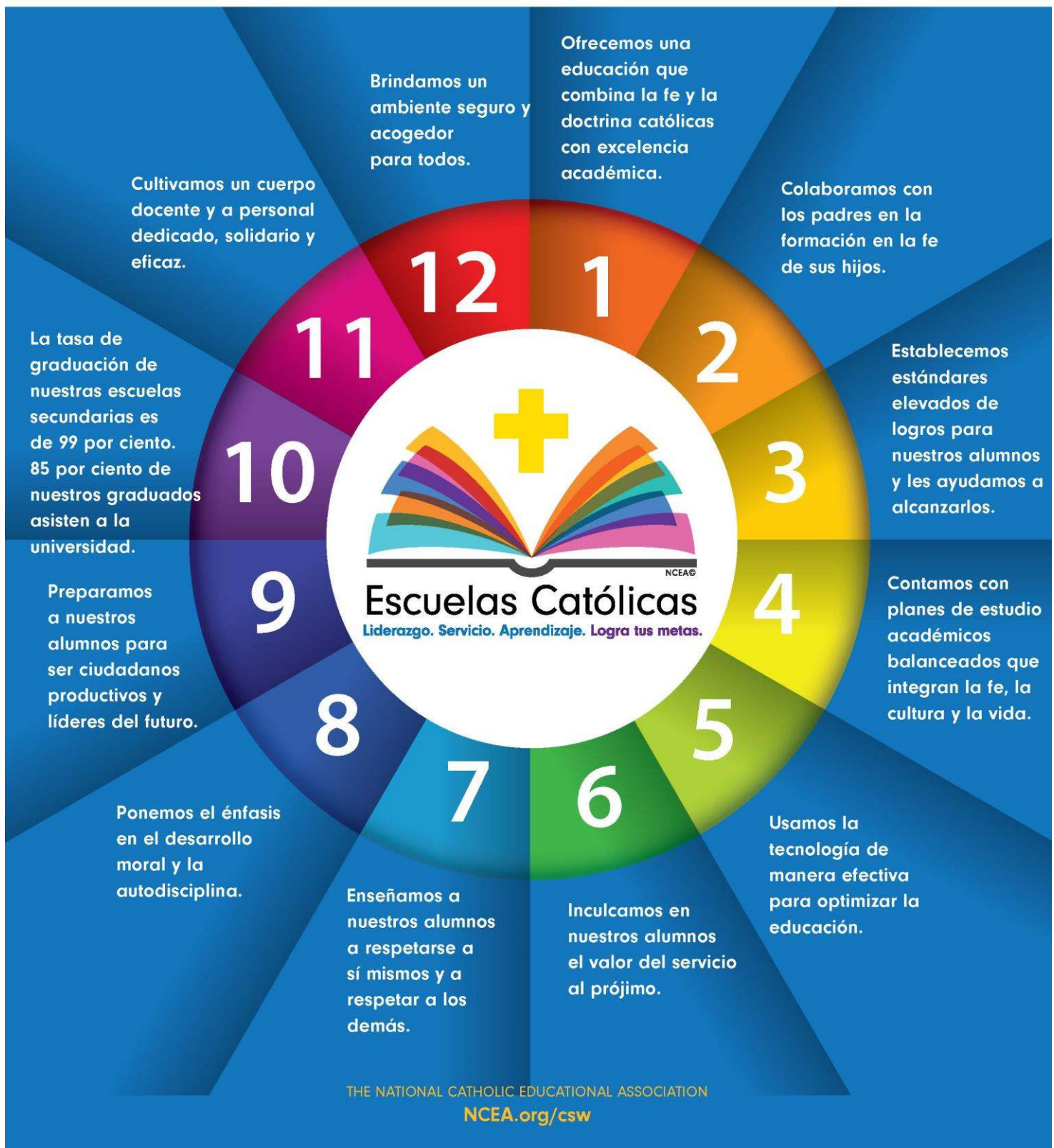
Common School Words in Spanish

English	Spanish	Comments
Academic Program	Programa académico	
Admissions	Admisiones	
Alumni	Ex-alumno	Male = Ex-alumno, Female = Ex-alumna, Group = Ex-alumons
Application	Solicitud	You might have seen the word "aplicación" to refer to an application. This word has been misused by many immigrants because its similar writing to application. However, "aplicación" means to apply a coat of paint, to apply the law, to apply effort, etc. If you are writing a document, it is recommended to use "solicitud," yet be ready to hear aplicacion from some parents or students.
Application deadline	Fecha limite de solicitud	
Arts	Artes	
Athetics	Atletismo	
Attendance	Asistencia	
Book shop	Librería	
Cafeteria	Cafetería	
Calendar	Calendario	
Campus Ministry	Coordinación de Pastoral	
Cell Phones	Teléfono celular	
Class schedule	Horario de clases	
Code of Conduct	Conducta	
College	Universidad	
Counseling	Terapia	
Curriculum	Plan de estudios	
Discipline	Disciplina	
Dress Code	Código de vestir	
Electronic Devices	Objetos Electrónicos	
Elementary school	Primaria	

Entrance Exam	Examen de admisión	
Faculty	Profesores	
Financial Aid	Ayuda financiera	
Financial Information	Información financiera	
Graduation	Graduación	
High School	Preparatoria	
Library	Biblioteca	
Lunch	Almuerzo	
Lunch Menu	Menú del almuerzo	
National Honor Society	Sociedad Nacional de Honor	This is the official name as used in Puerto Rico (same organization as in the United States).
Open House	Puertas Abiertas	Although "Casa Abierta" has been often used, this is a concept that does not translate into Spanish. Spanish speakers would say they "open the doors of their school." Using "Sesión de Puertas Abiertas" or simply "Puertas Abiertas" makes more sense in Spanish and it sounds more inviting to Spanish Families.
Policies	Reglamento	
Policy	Regla	
Principal	Director	
Registration deadline	Fecha límite de inscripción	
Registration	Inscripción	
Schedule	Horario	
Scholarship	Beca	
School Calendar	Calendario de la escuela	
Secretary	Secretaria	
Sports	Deporte	
Student	Estudiante	Same word use for male or female
Tablet	Tablet	Although tablet is "tabla" in Spanish, this is a term that has not been translated into Spanish and most Spanish speakers use the term in English.
Technology	Tecnología	
Timeline	Calendario	
Tuition	Colegiatura	
Uniform	Uniforme	
Uniform Policy	Reglamento de uniforme	
University	Universidad	
Welcome	Bienvenido	Male = bienvenido, female = bienvenida, group = bienvenidos

Religious terms		
Baptism	Bautismo	
Campus Ministry	Coordinación de Pastoral	
Catholic	Católico (a)	Male = Catolico, Female = Catolica, Group = Catolicos
Communion	Comunión	
Confirmation	Confirmación	
First Communion	Primera Comunión	
Mass	Misa	
Religion	Religión	

una docena de razones para elegir escuelas católicas



Recruiting Hispanic Professionals

As the country continues to experience rapid demographic changes and the Hispanic population steadily increases within our communities, the need to respond to these communities and to educate Hispanic and minority children has become a priority in many Catholic schools.

An essential step to better communication with this community is to hire Hispanic bilingual personnel. At present, the pipeline of available Hispanic professionals to work in Catholic education is limited. The pool of available bilingual Hispanics with sufficient professional working experience continues to grow smaller because the increasing competition among schools looking for Hispanic talent. It is more important than ever to promote Catholic education careers among our Hispanic students.

Some resources to use when looking for Hispanic professionals are:

- The Hispanic Chamber of Commerce of your city or state.
- Hispanic / Latino Professional Association - <http://hlpa.com>
- Hispanic Association of Colleges and Universities - (HACU career center) http://www.hacu.net/hacu/ProTalentto_R%C3%A9sum%C3%A9_Database.asp

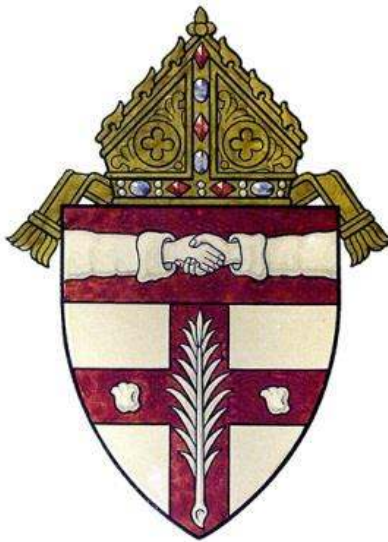


- National Association for Bilingual Education <http://careers.nabe.org/jobseekers/>
- Latpro - www.latpro.com
- Prospanica - <http://jobs.prospanica.org/>
- Saludos Hispanos Media <http://www.saludos.com/resourcescareer.html>
- All Hispanic Jobs - <http://allhispanicjobs.com/>
- Hispanic Jobs - <http://www.hispanic-jobs.com/>
- The Committee for Hispanic Children and Families, New York <https://www.chcfinc.org/>

Suggestions for Catholic Schools on Recruitment and Retention: Students from Underserved Communities.

- 1) Good attitude.
- 2) Ensure that bilingual secretaries, teachers and whenever possible principals, are hired to ensure effective communication.
- 3) Provide faculty and parents opportunities to develop their cultural competency.
- 4) Believe in the potential of children from underserved populations.
- 5) Make Catholic Education affordable by expanding and promoting tuition assistance.
- 6) Encourage faculty and staff to interact with families from underserved population.
- 7) Understand and respect the leadership and organizational structures of collective cultures.
- 8) Ensure that the art and environment of your school reflects the cultural diversity of our Catholic Church.
- 9) Keep in mind how important “relationship” is to a Latino/Hispanic Family
- 10) Understand your community demographics
- 11) Meet with every family to complete financial aid application. Explain the financial aid packet and how much their tuition will be every month for the remaining of the school year.
- 12) Establish a two-way understanding communication. Get to know your school families. Many people are paid in cash – be flexible to accept alternate proofs of income. Be specific on how many years of commitment will the scholarship be for.
- 13) **DEVELOP LOCAL PARTNERSHIPS WITHIN THE COMMUNITY TO SUPPORT THE NEEDS OF FAMILIES**
- 14) Provide referrals to government agencies and trusted local non-profits for services for families in need
- 15) Don’t assume or make generalizations that parents are not interested in their child’s education.
- 16) Develop a “Parent Ambassador Program” where key bilingual parents are identified and trained on behalf of the School to be Ambassador among their circle of family, friends and community
- 17) Educate and empower your parents in your school.

Diocese of Owensboro



**Catholic Pastoral Center
600 Locust Street
Owensboro, KY 42301-2130
Phone: 270-683-1545
www.owensborodicoese.org**