


| ARCHDIOCESE OF CHICAGO  | | | | | |
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| General Framework for: | | Enrollment Management Diagnostic | | | |
| Annual Marketing Budget: | | | | | |
| School Name: | | Holy Child Academy | | | |
| <u>Action Item</u> | <u>EM Category</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>Score (1,2,3)</u> |
| 1 The institution knows itself and how it should be positioned within the competitive marketplace. | <i>Marketing</i> | Limited value proposition identified beyond "Catholic and Safe" and is moderately communicated, if at all, in marketing materials and within school culture. | Clear and good identification of value proposition; adequately communicated in marketing materials and through school culture. | Compelling value proposition is an integral part of all marketing materials and culture of the school. | |
| 2 School logo and visual branding exist | <i>Marketing</i> | School has no logo or distinctive visual identity | School has a logo but poor or marginal brand/visual identity | School logo is strong, attractive and easily recognized brand identity/logo | |
| 3 Strategic and branded communications are in place using appropriate channels | <i>Marketing</i> | School inconsistently presents its brand identity. The overall brand awareness of a school's value prop is relatively low to the outside community. | School has brand image that is somewhat consistently used in all communications. School is promoting itself moderately -- but not strategically. School has some visibility within the community. | School branding is strong, consistent and strategically presented in multiple channels, within the school itself and throughout the community. | |
| 4 Current Admissions View books/collateral materials | <i>Marketing</i> | School has outdated collateral materials or uses images and design that of rather poor quality. | School marketing materials are OK but not aesthetically strong, well branded or well produced. | School collateral materials are visually strong/well designed, highly produced with compelling copy and strong evidence of excellence. | |
| 5 School has branded school correspondence materials (letterhead, envelopes, cards, etc.) | <i>Marketing</i> | School uses parish, outdated or unprofessional quality letterhead and does not have a full suite of correspondence materials. | School has its own letterhead but is seldom used and often copied but does not have a full suite of materials. | Professionally produced school materials are consistently used for all correspondence both in hard copy and electronically. | |
| 6 Actively managed and current website | <i>Marketing</i> | School's website is not current, attractive, inviting and is difficult to navigate. | School's website is inconsistently updated, aesthetically average, but contains fairly decent copy and materials (forms, calendar, etc.) | School's website is well designed, easy to navigate, provides a customer service level of engagement and compelling evidence to all stakeholders (quality photos, videos and copy) | |
| 7 Outdoor signage is in place and useful in welcoming new families/guests to campus | <i>Marketing</i> | School signage is limited, damaged, old or nonexistent. | School signage exists but not of the highest quality | School signage is attractive, well-placed and useful | |
| 8 Active presence and use of social media | <i>Marketing</i> | Social media presence is non-existent or poorly managed. | School has inconsistent social media presence and somewhat managed as part of a communication plan. | School's social media is a dynamic messaging platform, well managed, high quality photos/images (as a general rule). | |
| 9 School voice mail greeting is used effectively | <i>Marketing</i> | School voice mail message is used but rarely changed/managed. | School voice mail is seasonally managed. | School voice mail is regularly changed to reflect seasonal needs and used as a communication tool in representing the school brand. | |
| 10 Office hours are posted on the school website and on school entrances | <i>Marketing</i> | | No (1) | Yes (3) | |
| 11 School has the appropriate equipment for assisting with in-house production of marketing materials -- digital camera(s) | <i>Marketing</i> | | No (1) | Yes (3) | |
| 12 Tuition pricing is fairly set and reflective of perceived value proposition | <i>Marketing</i> | Tuition set annually simply by percent increases or little analysis of best practices. | School sets tuition based on other Catholic schools in the Council or moderate analysis and awareness of competitive marketplace. | Tuition set by strategic analysis of program needs, competition, demand, tuition assistance and parish support. | |
| 13 Financial aid exists for current and new families | <i>Marketing</i> | | No (1) | Yes (3) | |
| 14 School communicates differentiated tuition and financial assistance programs and availability as a way to promote socio-economic diversity | <i>Marketing</i> | School offers sibling discounts and in-parish discounts. Little information is available on-line or in admissions process. | Some financial assistance is available but it is not an integral message in working with families or in promoting the school. | Differentiated tuition model is valued culturally and provides access to ensure economic diversity. | |

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| 15 | Principal is able to delegate majority of marketing enrollment and communications responsibilities as part of the school's leadership team. | <i>Marketing</i> | School has a Parent Ambassador group or an Enrollment Management committee but the efforts are minimal and commitment is inconsistent. | School has a Parent Ambassador program and someone who is often responsible for helping with marketing and communications needs but efforts are not fully integrated into the larger goals and plans of the school. | Principal is able to rely on consistent and strategic contributions of a marketing team or individual (either on staff or volunteer) to coordinate and oversee enrollment marketing and communications needs of the school. Execution and contributions are thoughtful, innovative and consistent. |
| 16 | The School Board has an enrollment management and communications committee and chair to support the schools efforts (other appropriate committees would be admissions, marketing, enrollment, etc.) | <i>Marketing</i> | The School Board does not have an active marketing or communications committee. | The School Board has a committee chair and a committee but the level of contribution and execution is moderate. | The School Board has a highly engaged marketing enrollment and communications committee to help advise and shape strategic conversations and decisions on enrollment, admissions, tuition and marketing. |
| 17 | Active Parent Ambassador Group is Established | <i>Marketing</i> | No Parent Ambassador Group has been established | Parent Ambassadors started, but no real meetings or ongoing support | Effective and Active Parent Ambassador Program |
| 18 | Presence within community to promote school (school fairs, sponsorship events, etc.) | <i>Marketing</i> | School does not go out into the community on a regular basis to promote itself. | School is moderately active in being visible within the community at two to four events. | School is active in community and very present at at least four local events to help promote the school. |
| 19 | The School has targeted and segmented approach to Early childhood Marketing Including a play group, specific materials and other outreach directed at the Early childhood Level | <i>Marketing</i> | School does not have an early childhood marketing plan in place. | The school has an started to implement childhood marketing ideas but does not have a plan . | the early childhood marketing plan is developed and articulates a clear value prop for the EC programs |
| 20 | Parent-Tot program offered as a community building experience as well as a pipeline for the school | <i>Marketing</i> | Parent-Tot program is not in place. | Parent-Tot program is sporadically hosted on campus and minimal effort is made to connect participants to the larger school community. | Parent-Tot program is consistently hosted and viewed as a critical program for fostering connections to new families. |
| 21 | Summer camp and summer school programs are offered to help cultivate new families as well as serve the needs of current families. | <i>Marketing</i> | Summer programming is not in place. | Summer programming is limited to two to four weeks of summer or with minimal options from which to choose. | Summer programming is viewed as a vital cultivation tool as well as a retention/customer service opportunity for current families in need of summer programs. |

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| 22 | High degree of customer service for all school inquiries, customized to all relevant audience segments | <i>New Family Sales</i> | School does not have a customer service orientation as part of its reputation and identity. | School exhibits very a welcoming spirit but only a moderate orientation to creating a customer service culture. | Customer service viewed as a high priority in working with new families. School exhibits a welcoming atmosphere and has a willingness to anticipate the needs of prospective parents and student' and works to provide appropriate services and policies which reflect this commitment. |
| 23 | Welcoming and effective front office personnel | <i>New Family Sales</i> | Staff are cordial but feeling stressed, overworked or ineffective in managing all the front office work. | Staff is welcoming and friendly and generally able to manage all duties. | Staff is viewed as the "front line" of the school brand and staff feel empowered in their role to "make it happen" in assisting the school. |
| 24 | Faculty embrace customer service best practices | <i>New Family Sales</i> | Faculty have little involvement in working with new families as part of prospecting and cultivation efforts. | Faculty are available during Catholic Schools Week open house (and other cultivation events) -- but little effort beyond prospecting events. | Faculty are fully engaged and involved in helping promote the school during recruitment season. They help in follow-up with prospective families, meet with new families and represent the school at outside/community events as "recruiters" |
| 25 | Responsive and cultural openness/sensitivity to families within the community who represent a diverse set of experiences and cultures | <i>New Family Sales</i> | School culture is generally geared toward homogenous community profile -- no or little presence of bi-lingual support. | School is aware of diversity within the community but very moderate efforts to infuse that awareness into marketing and messaging throughout the recruitment process. | School's recruitment and culture are tailored to make all cultures as welcome as possible with multi-lingual support and presence as well as printed collateral in appropriate languages. |
| 26 | Admissions cultivation events are scheduled and well executed in attracting prospective families | <i>New Family Sales</i> | School has open house event set for Catholic Schools Week. | School has two to four events each season for recruitment and meeting new families. | School has a full calendar with five or more events/open houses/admissions cultivation opportunities. |
| 27 | Clearly defined admissions policies and procedures published on website and communicated from school office | <i>New Family Sales</i> | No (1) | | Yes (3) |
| 28 | Admissions application available on website (PDF or on-line registration) | <i>New Family Sales</i> | No (1) | | Yes (3) |
| 29 | Admissions letters of acceptance are issued | <i>New Family Sales</i> | No (1) | | Yes (3) |
| 30 | New Family Orientation integrated into admissions process | <i>New Family Sales</i> | School does not have a particular process for orienting new families or acculturating them into the community. | School hosts a new parent reception or event to welcome new families. | School presents a series of opportunities to help orient a new family and to welcome them into the community -- events, letters, calls, buddy families, etc. |
| 31 | Systematically collecting prospect's/inquiry's information: articulates clear steps for family to follow in registration process | <i>New Family Sales</i> | School has a prospective parent inquiry form and tracking system but it is rarely followed/managed. Yellow stickies and little notes are more the trend. | School has a form and format for managing the prospecting process but it is not consistently executed. | School has set protocols in place for managing prospect lists and the processes are consistently followed. |
| 32 | Personalized follow-up plan for prospective families with a variety of touch points and ability to responded to objections | <i>New Family Sales</i> | Minimal effort is made to follow-up with prospects -- all tracking is done by hand. | School keeps an active tracking of prospects on a regular basis. | School thoughtfully provides meaningful connections to prospects and new families throughout admissions process until they actually enroll and begin at the school. |

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| 33 | A re-enrollment/retention culture and corresponding plan is in place | <i>Retention</i> | Faculty notify school administration if knowledge of family considering a move/withdrawal. Otherwise, little done in terms of serving as an ambassador for admissions. | Faculty host fly-up/look ahead events for the incoming class to acquaint them with what is in store for the next year and notify administration if concern over re-enrollment. Calls are made to families delayed in re-enrolling. | Faculty, staff and committee work collaboratively throughout the year to plan a strategic communications schedule and build multiple touch-in points throughout the year to help secure retention. | |
| 34 | PowerSchool is in place and integrated for maintaining active database for communication | <i>Retention</i> | School does not have PowerSchool. | School has PowerSchool but uses it for limited office purposes. | School uses PowerSchool as valuable tool for customer service and communication needs (distribution lists, targeted communication lists, prospective student tracking). | |
| 35 | School employs on-line registration system for re-enrollment | <i>Retention</i> | No (1) | | Yes (3) | |
| 36 | Ongoing branded and strategic communications for current families | <i>Retention</i> | School uses hard copy communication on a regular basis, unbranded emails consistently or typically PDF documents/versions distributed via email. | School uses School Reach for some communication and general school email. School has a newsletter but is typically in hard copy or in PDF only version if electronic. | School uses branded e-blast templates for targeted communications with all stakeholders as part of the larger electronic communications plan. | |
| 37 | Surveys or research processes are strategically used for data gathering as well as helping build trust with families -- validating needs and demonstrating reciprocity of partnership | <i>Retention</i> | School does not use survey instrument or conduct any feedback instrument on an annual/regular basis. | School uses annual survey and provides a summary of responses for review and consideration. | Annual survey is viewed as a valuable tool for soliciting stakeholder feedback and gathering perceptions. Results are shared appropriately, data is integrated into planning, professional development, goals and cultural improvements on campus. | |
| 38 | Re-enrollment in place for Catholic Schools Week | <i>Retention</i> | No (1) | | Yes (3) | |
| | Total Score | | | | | 0 |