

Making the Case for Day Schools: PEJE Marketing Webinar Series

Using Research to Make the Case

Discussing the findings of “The Impact of Day School:
A Comparative Analysis of Jewish College Students”

June 7, 2007 1:00 pm Eastern



Who's here??

From PEJE



Bonnie Hausman



Suzanne Kling



Rebecca Egolf



Sheila Alexander



Judy Zorfass

From the Day School Field

Admission Directors



Development Directors

Heads of School



Board Members



Reminder: Please do not put call on hold. To mute, dial *1

Two Goals of Today's Call

1. Consider the **PROCESS** of using research for marketing purposes.
2. Apply the process through a discussion of the **CONTENT** of the Day School Alumni study and its implications.

You will leave the call with:

PROCESS

- **Protocol for utilizing research**
- **Worksheet* to use on your own for translating research into action**

CONTENT

- **Topline research findings**
- **Implications for your school and/or community**
- **Messages to use in marketing your school**

*See Word document emailed to participants for worksheet.

Translating

Research

into

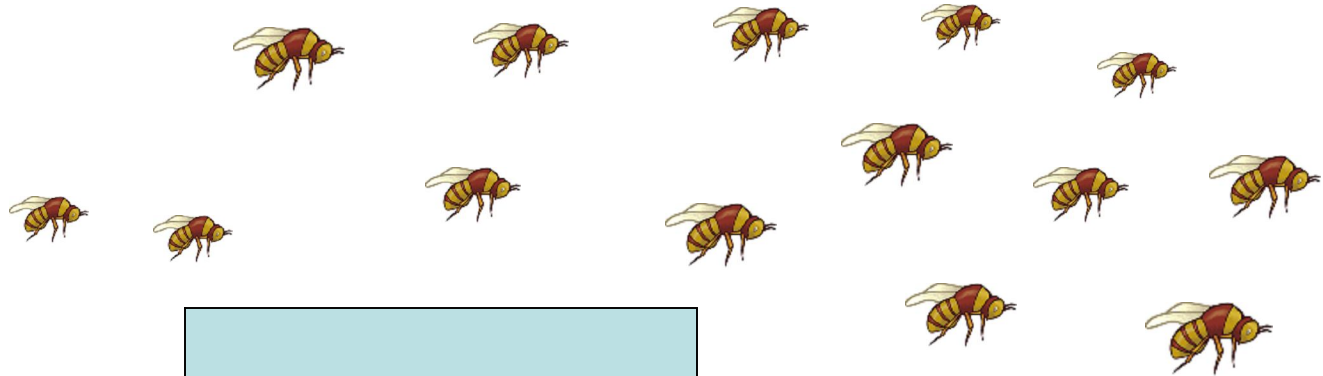
Action



Creating a BUZZ...



For example...



“Day school marketing and advocacy should focus on the quality of math, science, and English, important attributes which are not perceived as being comparable to other private schools.”



CSI Comes to Boston
Event
March 2006



The METROWEST DAILY NEWS

Getting a clue
By Michelle Muellenberg/ Daily News Staff
Monday, March 6, 2006 - Updated: 03:03 AM EST

CAMBRIDGE -- Who took Gertrude the alligator?

The question lingered yesterday as MetroWest Jewish Day crime-solving skills and teamwork to eliminate possible suspect Cambridge Jewish Day School. Student sleuths from all across Institute of Technology's campus yesterday intent on solving it

The "CSI"-inspired event was sponsored by the Jewish Day 19 Jewish day schools in central and eastern Massachusetts organization aimed at helping middle and high school students

LIEBERMAN RESEARCH WORLDWIDE

The Science Of Research. The Art Of Problem Solving.





image on school website



cover of school viewbook



Three Stages

1. Getting Ready (5 minutes)
2. Digging In (30 minutes)
3. Determining Action Steps (15 minutes)

1. Getting Ready

PROCESS

- Find out about it!
- Decide if it is worthwhile
 - Title
 - Author's reputation
 - Skim
- Read Executive Summary
- Flip through charts
- Get advice or recommendation of others

CONTENT

- Attend 5/14 event?
- Download report at www.peje.org
- Participate in a 5/17 or 5/29 conference call?
- Read coverage in media

2. Digging In

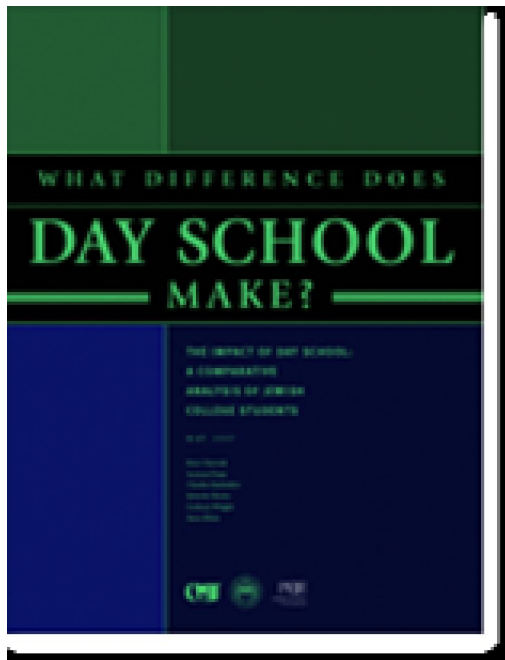
PROCESS

- Give yourself time to read.
- Use a highlighter, take notes.
- Identify what is new or important.
- Share what you've read with others/bounce ideas around.
- Brainstorm quick reactions/implications.

CONTENT

- Bonnie will now present key findings.
- As she presents, think about what is new for you in the research.
- What messages emerge from the research that you can use in improving your marketing?
- Who in your school will you share this information with?

“The Impact of Day Schools: A Comparative Analysis of Jewish College Students”



Conducted by the Maurice and Marilyn Cohen
Center for Modern Jewish Studies at
Brandeis University

Fern Chertok, Leonard Saxe, Charles Kadushin,
Graham Wright, Aron Klein, Annette Koren

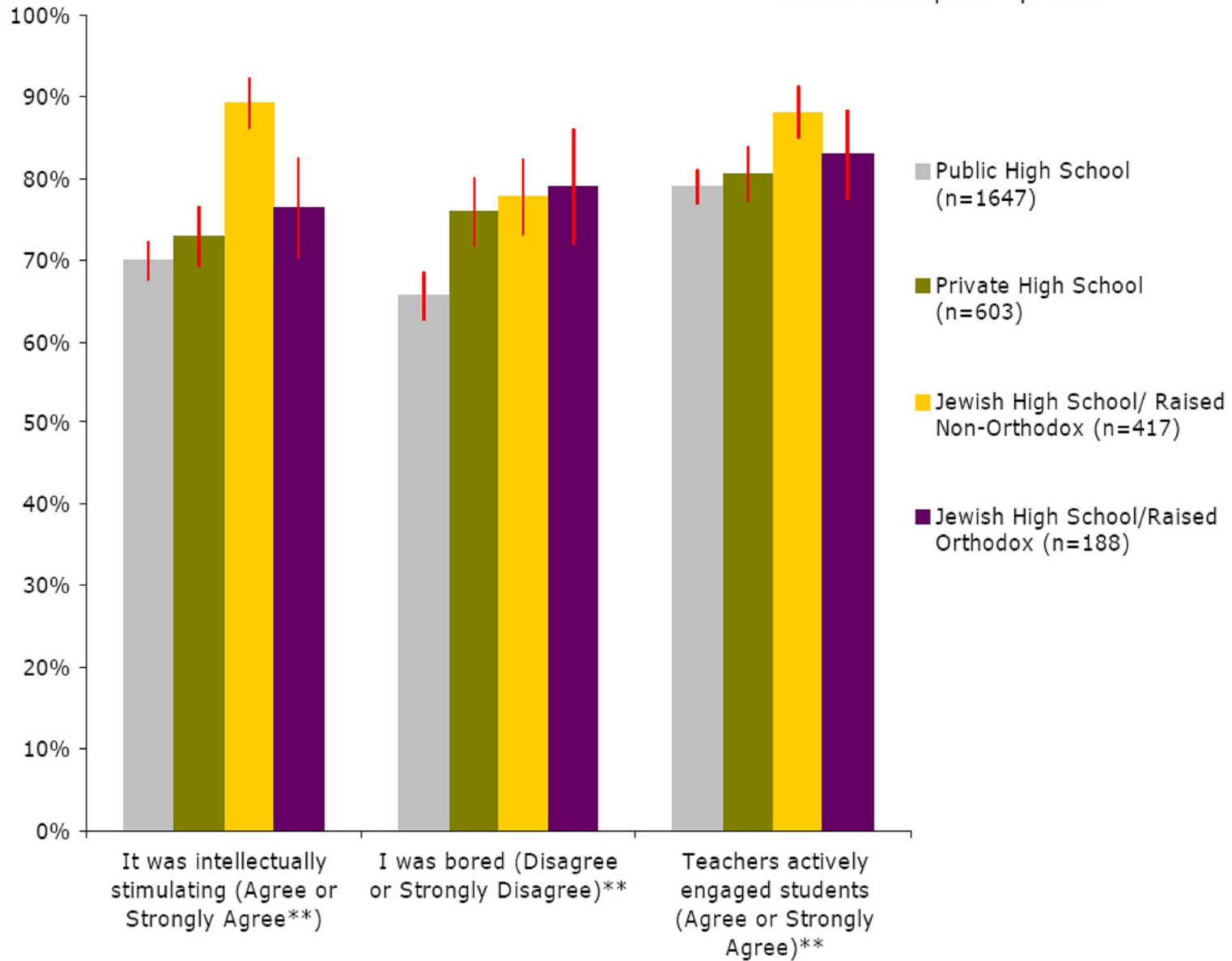
Funded by PEJE and a matching grant from the Alan B. Slifka Foundation, along with generous contributions from the Arie and Ida Crown Memorial, Alisa and Dan Doctoroff, the Jewish Community Foundation of Los Angeles, Naomi and Mark Ramer, Pamela and George Rohr, and an anonymous donor.

Study Goals

- To assess near term effects of day schools on:
 - academic, social, and Jewish trajectories of former students during college
- To contextualize college experiences of day school students ...
 - in comparison to Jewish public and private school students

Figure 6: Perceptions of High School Academic Climate¹²

**Overall Chi Square = $p < .001$



Academic Performance in College

“There are no significant differences in the self-reported GPAs of those who attended public, private, or day schools.”



Figure 8: Distribution by Major Area of Study

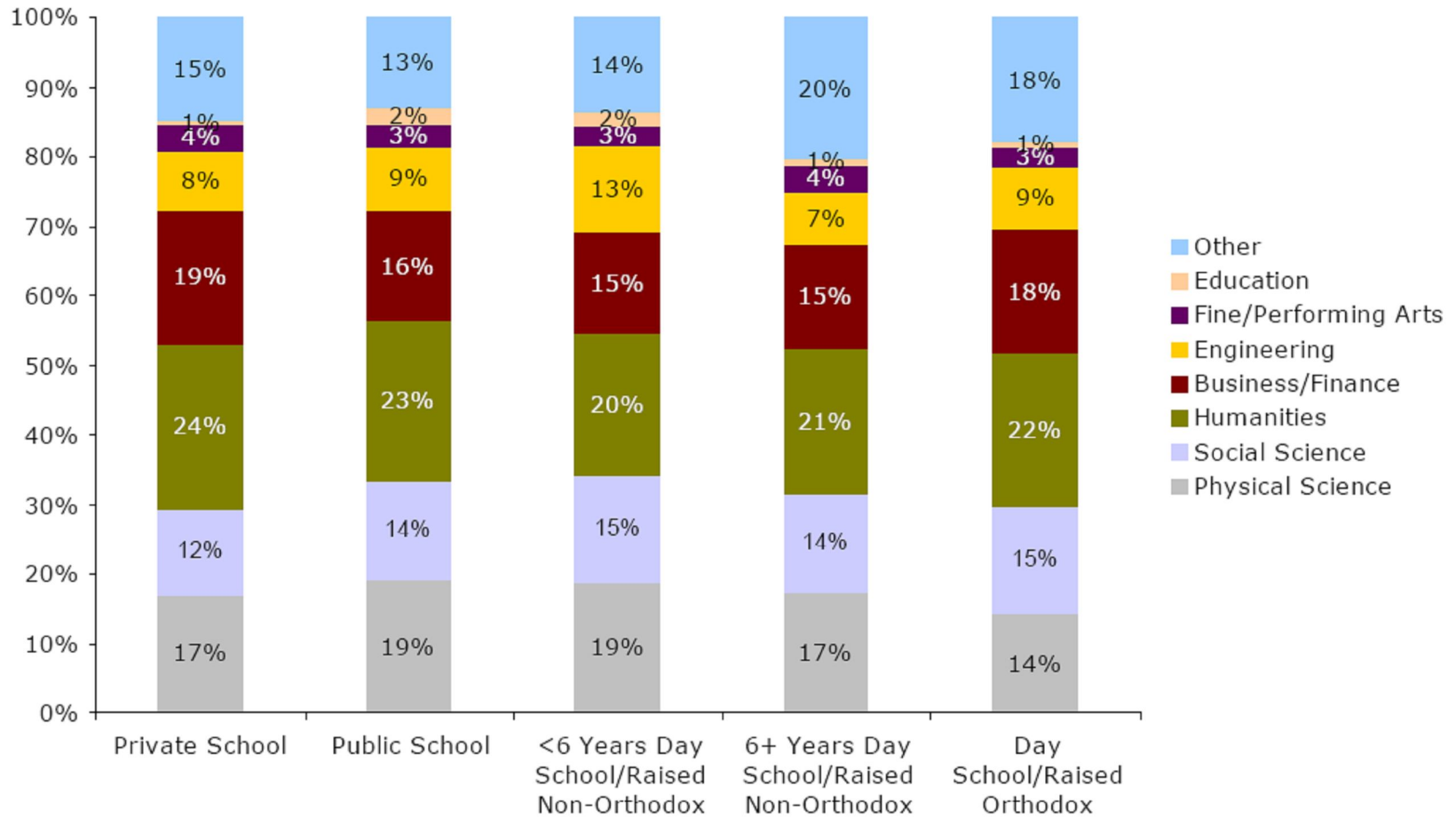


Figure 12: Involvement in Extra-Curricular Activities

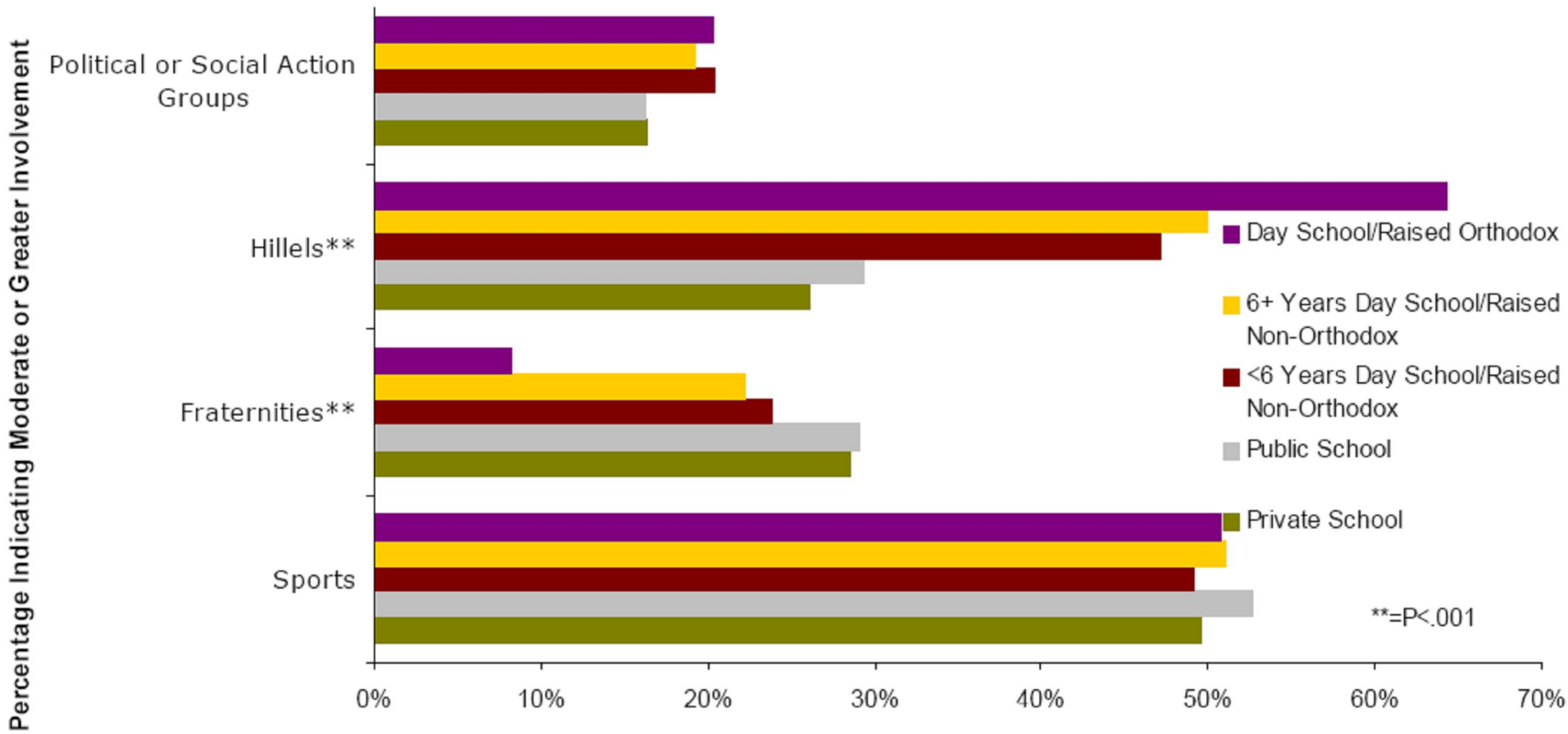
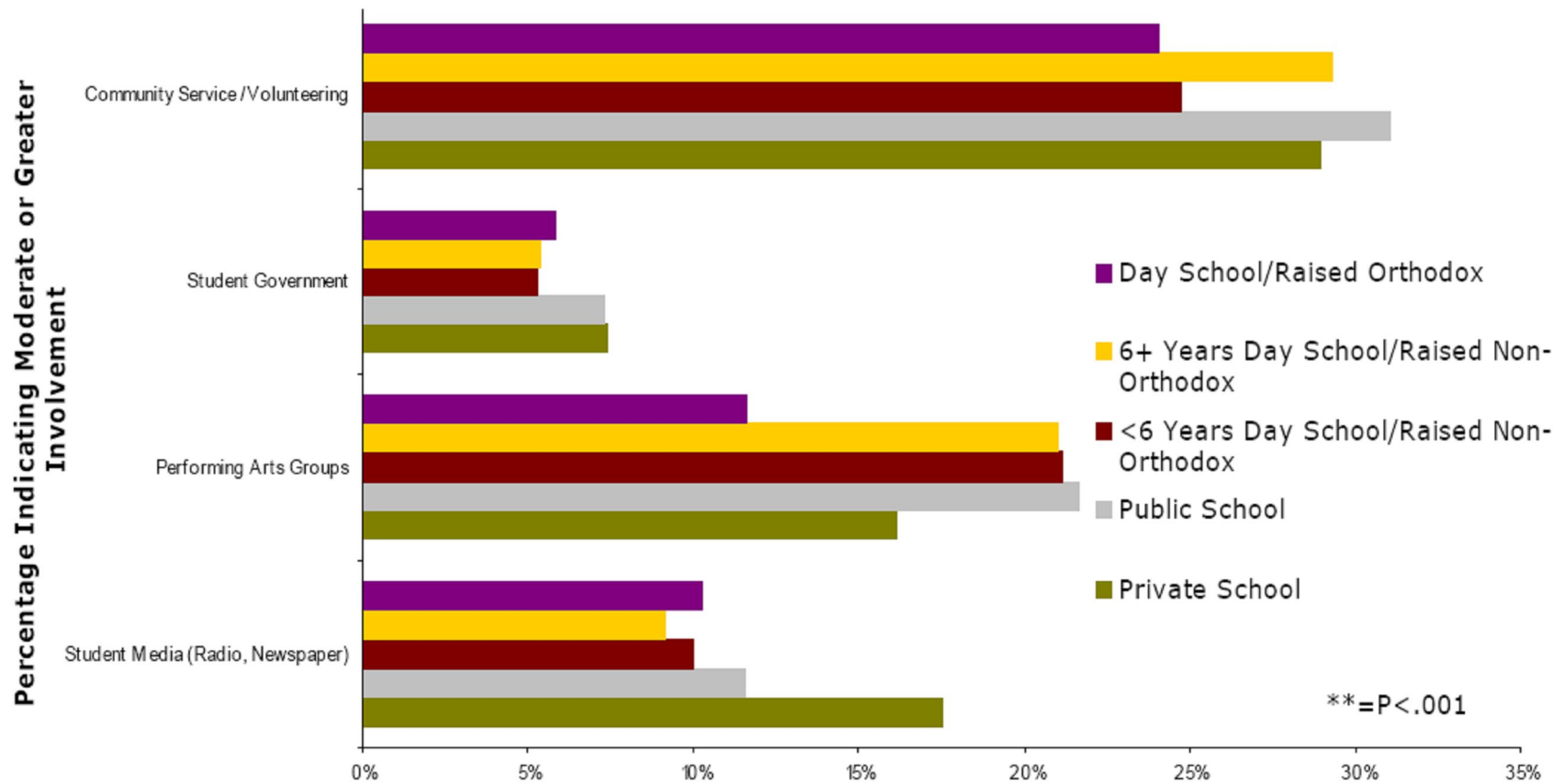
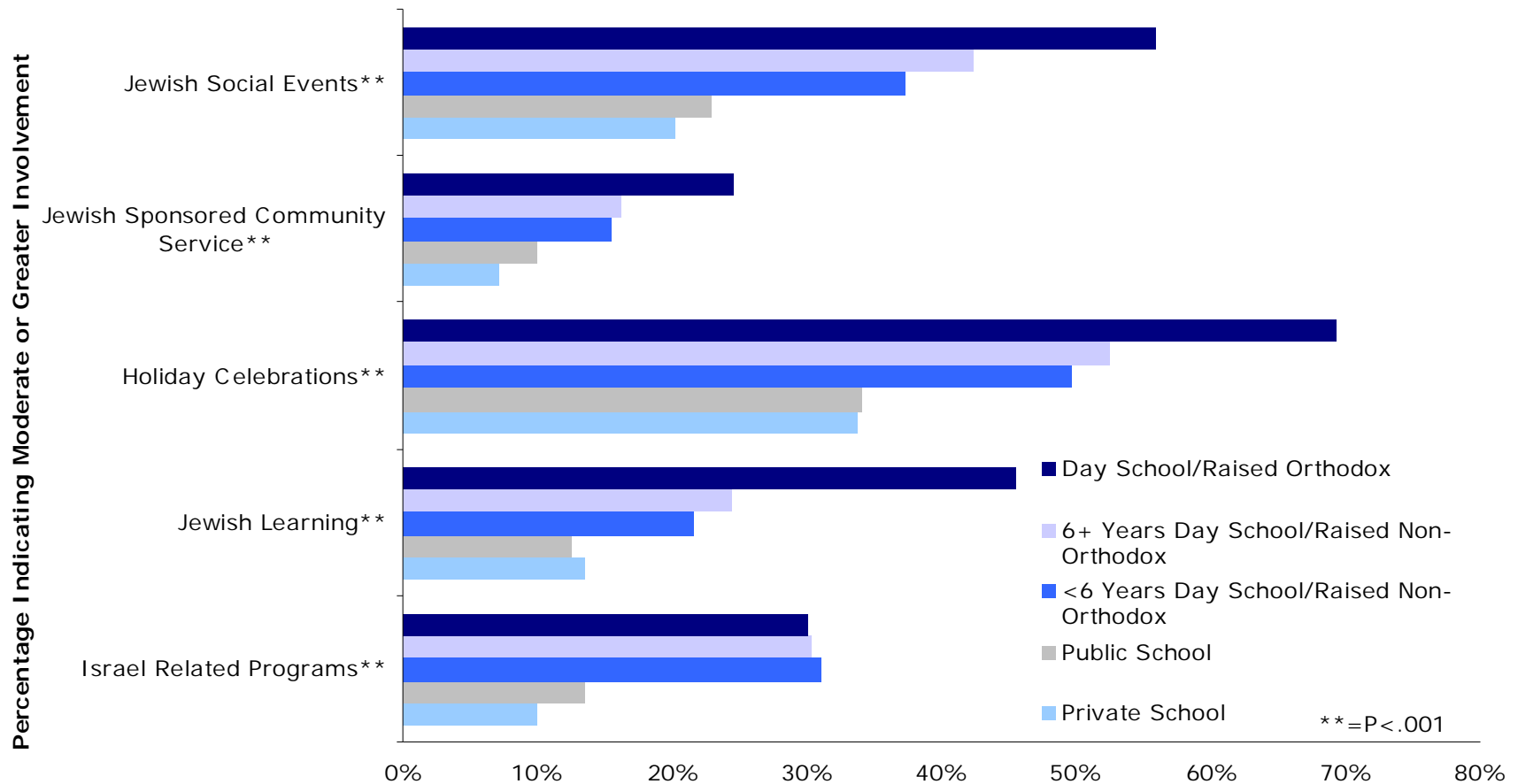


Figure 13: Involvement in Extra-Curricular Activities



Participation in Jewish Campus Activities



Civic Responsibility

“...non-Orthodox students who attended day school for at least six years are by far the most likely to express their intention to become involved in community volunteerism and advocacy, closely followed by peers who attended day school for less than six years.”



Questions for Bonnie?

3. Determining Action Steps

PROCESS

- Evaluate your brainstorming ideas and see what is feasible.
- Who in your school will help implement the feasible ideas?

CONTENT

- What are the findings that are going to enhance the way I communicate with potential families/donors?
- Examine your school's messages, materials, etc.
- Do you have a way of tracking and staying in touch with alumni?
- How does your school promote the value of math/science?

Sample Action Steps for Development

(Sheila)

The study demonstrates: Day schools are a sound investment!

Day school students have the skills to succeed academically and socially while maintaining strong connections to their Jewish identity.

Day schools:

- Promote serious Jewish engagement
- Foster authentic civic engagement and leadership development
- Enhance Israel advocacy on campus

What is your funder's primary interest?

How would you use the data to make the case?

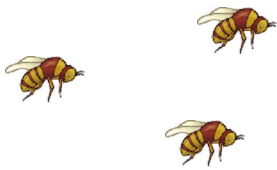
Sample Action Steps for Admission

(Rebecca)

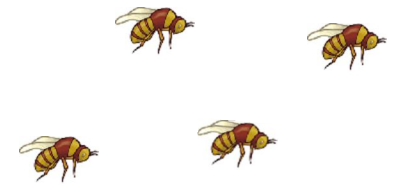
Whether applying for kindergarten or high school, most parents share the same fears and concerns for their children's education - that it will prepare them for the future, challenge and train their minds, accommodate their needs, help them become a good Jewish human being

As admission directors, we can:

- Supplement statistics and data from the report with our own stories from our schools and students.
- Gather quotes from recent graduates on their transition from your school to the next level, whether high school or college.
- Ask your recent graduates for stories and their own anecdotes on the same topics that are in the report--about making friends, getting involved on campus, academic preparedness, etc.
- Turn the data and the personal quotes into a new page for your website with a link to the PEJE study, a blurb in your school's newsletter, or a flyer or brochure to insert into your admission packet.



Hungry for More?



- June 18 conference call for high school professionals. Contact colin@peje.org.
- Remarks from Josh Elkin with implications for different audiences available at www.peje.org.
- Hard copies of report in the mail to Heads of School, Admission Directors, Development Directors, Federation/BJE Executives, Major Donors.
- Questions? Stay in touch!

Bonnie: bonnie@peje.org

Sheila: sheila@peje.org

Rebecca: rebecca@peje.org

Suzanne: suzanne@peje.org

Making the Case for Day Schools: PEJE Marketing Webinar Series

Series will continue with :

- Part II: "Knowing Your Audiences/Putting Market Segmentation to Work"
- Part III: "Getting on Message/Coordinating Your School's Many Voices"
- Part IV: "Finding Stories to Make Your Case"

Check your email & the PEJE enewsletter for details!