

National Standards and Benchmarks for Effective

Catholic Elementary and Secondary Schools

Rubrics for Benchmarks

Standard 13: An excellent Catholic school enacts a comprehensive plan for institutional advancement based on a compelling mission through communications, marketing, enrollment management, and development.

Benchmark: 13.1

The communications/marketing plan requires school leader/leadership team and staff person(s) to ensure the implementation of contemporary, multiple information technologies to reach targeted audiences and to establish reliable and secure databases and accountability to stakeholders.

Level 4 Exceeds Benchmark	The school's communication and marketing plans are up-to-date, comprehensive, and are integrated into overall strategic planning activities. The latest technologies are being utilized successfully, and school leaders are engaged in scanning the environment to seek out new opportunities as they arise. Marketing efforts are assessed and evaluated in terms of their effectiveness as well as their cost-benefit and are enhanced or abandoned based on that analysis. Key data is stored in an integrated, secure manner that allows for low-cost, largely automated reporting on important success measures.
Level 3 Fully Meets Benchmark	The communications/marketing plan requires the school leader/leadership team and staff person(s) to ensure the implementation of contemporary, multiple information technologies to reach targeted audiences and to establish reliable and secure databases and accountability to stakeholders.
Level 2 Partially Meets Benchmark	The school has a marketing / communications plan, which utilizes technology in a nascent or partial way, and/or key operational and educational data is tracked, but security is not assured and reporting on outcomes is difficult, inefficient, or done via an ad-hoc system.
Level 1 Does Not Meet Benchmark	The school does not have a communications / marketing plan, or the school does not use appropriate technologies to approach marketing, or the school does not use appropriate technologies to secure critical data and enable process and outcome measurement for accountability purposes.
Possible Sources	<ul style="list-style-type: none">• Communication/marketing plan

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of Evidence	<ul style="list-style-type: none">• Technology plan• Records of analysis of effectiveness of current and past marketing efforts (outcome measures)• Communication documents• Marketing documents• Databases with marketing and communications information
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Benchmark: 13.2

The enrollment management plan requires the governing body to review and the school leader/leadership team to supervise annual and continuous measurement and analysis of both enrollment and retention patterns for all student groups.

Level 4 Exceeds Benchmark	The enrollment management plan is an integrated part of the school's comprehensive overall operational planning. The governing body takes an active role in the measurement process and educates themselves on best practices and techniques. Data related to enrollment and retention patterns is supplemented by external factor analysis (demographic, economic and competitive analysis). The measurement process dives deeper, seeking the root causes that underlie shifts in enrollment and explain retention numbers, and these underlying factors are used to drive decision making.
Level 3 Fully Meets Benchmark	The enrollment management plan requires the governing body to review and the school leader/leadership team to supervise annual and continuous measurement and analysis of both enrollment and retention patterns for all student groups. The measurement and analysis actually takes place, according to plan, and the information is used to direct decision-making related to tuition, marketing, communications and other aspects of school operations that are linked to overall enrollment.
Level 2 Partially Meets Benchmark	The school has an informal enrollment management plan, with some level of measurement and analysis executed on an irregular or ad-hoc basis. The information gained has some limited impact on other school operations.
Level 1 Does Not Meet Benchmark	The school does not have an enrollment management plan, or there is no process of regular measurement and analysis of student enrollment and retention patterns, or enrollment metrics are not used to inform decision making.
Possible Sources	<ul style="list-style-type: none">• Enrollment plan

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of Evidence	<ul style="list-style-type: none">• Documentation of enrollment management activities, including agendas and meeting minutes• Measurement and analysis plans• Current/recent analysis reports• Collected enrollment and demographic data and recent analysis reports, for the whole school and by group within school• Interviews with staff to determine how (if) enrollment and demographic measures are driving decision making regarding enrollment
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Benchmark: 13.3

The development plan requires school leader/leadership team, in collaboration with the governing body, to ensure that key strategies are in place to identify, grow and maintain significant funding prospects, including alumni(ae), over time and when appropriate.

Level 4 Exceeds Benchmark	The development plan is comprehensive and is well integrated with all other operational plans. In addition to pursuing traditional strategies, school leaders engage in innovative approaches to identifying, securing and growing new funding sources, and continuously scan the advancement/development industry to seek for new best practices to adopt locally. External experts in the field of nonprofit or educational advancement and development are consulted and utilized effectively. Advancement and development strategies are evaluated based on outcomes, and this information is tracked over time and used to modify, strengthen or eliminate programs based on their actual effectiveness.
Level 3 Fully Meets Benchmark	The development plan requires school leader/leadership team, in collaboration with the governing body, to ensure that key strategies are in place to identify, grow and maintain significant funding prospects, including alumni(ae), over time and when appropriate. School leaders act on the plan.
Level 2 Partially Meets Benchmark	There is a development plan, and it has a limited or partial focus on funding strategies, or the development plan relies on only a limited, static set of funding options without seeking to expand the set or grow the current funding sources, or the development plan is well-written, but is followed in only a limited way.
Level 1 Does Not Meet Benchmark	There is no development plan, or the development strategy does not focus on funding strategies, or the development strategy is not being followed in actual fact.
Possible Sources	<ul style="list-style-type: none">• Development plan

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of Evidence	<ul style="list-style-type: none">• Prospect analysis• School budgets (past, current and projected)• Advancement/development communication materials• School leadership/governing body meeting minutes• Results and yield based on development strategies implemented• Alumni giving records, including percent participation
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