

# MARKETING ACROSS THE SPECTRUM

## Discussion of RAVSAK's *Ha Yidion* Magazine

(Chanukah 2006 issue)

Admission COP

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November 30, 2006



Teachers and school children —  
precious jewels of our community  
MISHAH RABBAH, SONG OF SONGS

# Agenda

- Setting the Context
- Marketing to the Denominations
- Marketing to Specific Target Groups
- Internal Marketing
- Resources
  - Other Articles in this Issue
  - The Day School Networks
- Next Steps

## ***SETTING THE CONTEXT***

***From the Desk of Bathea James, RAVSAK President  
(p. 3 and 7)***

“The perceived value of day school education must be emphasized and placed foremost in all the school’s advertising. Parents will pay for what they believe is good quality and of benefit to their children.”

“The ‘added value dimension’, ‘best of both worlds’, and quality of the academic program must be reinforced. This, however, requires us to continually evaluate honestly whether the educational experience at the school is as good as they would be getting elsewhere for less, for more, or for free at public schools.”

**Discussion:** As admission director, how are you informing yourself about other educational offerings in your area, and what data (not just hearsay) are you using to compare your school to others? If you are not doing this, who in your school is responsible for this?

# Marketing to the Denominations

Orthodox

Reform

Conservative

Interfaith Families

***Marketing Community Day Schools to the Orthodox Community, by Rabbi Dr. Jeremiah Unterman (p. 4-5)***

“In order for the community day school to appeal to more Modern Orthodox Jews, it needs to enfranchise them. The Modern Orthodox need to feel that their values are not being denigrated; that their lifestyle is appreciated; that their concerns are receiving a sympathetic hearing and that the needs of their children are being paid attention to in extracurricular settings.”

**Discussion:** Isn't this what everyone wants, Modern Orthodox or not – to be valued, included, and respected? How can day schools, regardless of denominational affiliation, make families of all denominations feel welcomed?

***Marketing the Community Day School to the Reform  
Community, by Dr. Zena Sulkes (p. 10)***

“The school should have a mission statement that speaks to inclusion of all of Judaism’s ideologies.”

“Parents who identify with the liberal spectrum are looking for the same things for their children as all other parents. They seek a quality secular education, *enhanced, but not compromised by* the addition of Judaic Studies and Hebrew language. They value an environment that is gender inclusive, with an egalitarian worship experience. Reform families look for acceptance of the authenticity of Reform Judaism.”

***Marketing the Community Day School to the Reform Community, by Dr. Zena Sulkes (p. 10)***

Review your requirements for admission, and the tone in which you communicate these requirements. “Is the definition of who is a Jew inclusive? Many families who do not fit the traditional definition of ‘who is a Jew’ would choose a day school...if they were welcomed as authentic whether by patrilineal or matrilineal descent.”

**Discussion:** If your school recognizes only matrilineal descent for admission purposes, how do you express your openness to Reform or intermarried families? Look at your tone and language.

***Marketing Community Day Schools to Conservative Jews,  
by Rabbi Steven Brown (p. 22)***

“...stress the school’s openness and desire to make all constituent denominations feel valued and appreciated. Get the backing of Conservative rabbis...and Jewish educators in town, inviting them into the school for a deep look around, and then asking them to grant you the right to quote them in your advertising...Schools which can turn this type of emphasis on ***unity in diversity*** into smart marketing campaigns may be the real winners in the competition for family commitment and tuition dollars.”

***How to Market Community Day Schools to Interfaith Families,  
by Edmund Case and Micah Sachs (p. 18 and 21)***

“Barely more than 1 percent [of children in intermarried households] attend Jewish day schools. So clearly there is growth potential in the intermarried market.”

“The key to bringing [interfaith families] into the community is not identifying **who** or **what** they are but rather identifying **where** they are and **what they need** to take the next step in their Jewish journey.”

***How to Market Community Day Schools to Interfaith Families,  
by Edmund Case and Micah Sachs (p. 18 and 21)***

“Much the same way that Jesuits market the universality of their educational approach to people of all religions, emphasize the universal application of a Jewish education: how it encourages right action and kind and truthful speech, how it promotes social justice, how it focuses on spirituality and God.”

From a Philadelphia newspaper ad for the consortium of Quaker (Friends) schools in the metro area:

“Graduates of Quaker schools are creative thinkers, problem solvers, morally rooted, independent, effective mediators, intellectually curious, confident, community activists, thoughtful leaders, articulate, and well rounded. Want to know more? Visit us!” [Info on 24 schools listed below.]

## Discussion:

What are the commonalities of marketing to all denominations?

# Marketing to Specific Target Groups

Preschool  
High School

***Quality Early Childhood Education: The Ultimate in Pre-School Marketing, by Cantor Mark Horowitz (p. 16 and 22)***

“Offer families the best Jewish educational experience possible for their children. All parents want nothing but the best for their children and what is better than an excellent model of early childhood education that inspires children to see consistently through a Jewish lens?”

“Families that become part of an excellent Jewish educational community when their children are young will crave more in the future and travel down the pathway of Jewish day school and increased involvement.”

***Quality Early Childhood Education: The Ultimate in Pre-School Marketing, by Cantor Mark Horowitz (p. 16 and 22)***

“We are all familiar with the main gimmicks used to get people in our doors. But, once a family is in the door, do they see excellence? Do they feel the possibilities of being part of a meaningful Jewish community? Upon entering one of our buildings, are parents greeted by...a welcoming feeling? When they call your office for the first time do they believe that someone is listening deeply and wanting to learn about their family or merely providing information? Excellence must be intentional and visible in every aspect of a Jewish school.”

***Marketing the Jewish Community High School,  
by Dr. Rennie Wrubel (p. 17)***

“Many families, even those who consider themselves Jewishly committed, may have dismissed Jewish education as a viable option for their children. We can not sit back and take for granted that parents will understand and value the mission of our schools.”

Here are some lessons learned from research done by Milken Community High School. Five important issues every school should consider are:

- Why Jewish education?
- Clarity of your school’s mission.
- Know your community and your competition.
- Identify and promote your centers of excellence.
- Use your students, especially alumni, in recruitment.

# Internal Marketing

Parents

Board Members

## ***Internal Marketing to Parents***

- Insider Newsletters and E-mails – keep everyone in the school community informed about all that is happening in the school
- Attrition Prevention Activities – fun things at school that make families remember why they love the school and want to return the next year – picnics and ice cream socials and concerts and talent shows and grade-specific ceremonies and special events

***Internal Marketing to Board Members,  
by Debbie Gober (p. 6)***

“The reason for many of our long term volunteers and board members is the genuine love for the school, the satisfaction of being a part of its success, and the commitment one has to the continuity of our Jewish heritage.”

“Many [board members] believe in Winston Churchill’s saying that ‘*We make a living by what we get, but we make a life by what we give.*’ ”

# Resources

Other Articles in this Issue  
Day School Networks

# Marketing How To

*Public Relations 101,*  
*by Jon Feldman,*  
*p. 8-9*

- Learn the correct way to write a basic press release

*Target Marketing,*  
*by Jonathan Schreiber,*  
*p. 14-15*

- Gain an understanding of what marketing works for different audiences: broad, narrow, and customized

# Last, but not least...

*Community Outreach: Mission Driven Marketing, by Rebecca Egolf and Audrey Jacobs, p. 19*

- You can see Audrey and Rebecca's entire presentation at

[http://www.peje.org/docs/200608\\_comm\\_outreach\\_and\\_adm\\_office.pdf](http://www.peje.org/docs/200608_comm_outreach_and_adm_office.pdf)

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*Solomon Schechter*  
Day School Association

THE UNITED SYNAGOGUE OF CONSERVATIVE JUDAISM

PROGRESSIVE ASSOCIATION  
OF REFORM DAY SCHOOLS



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Promoting excellence in Reform Jewish day schools **PARDeS**



North American Association of Jewish High Schools



**ASSOCIATION OF MODERN ORTHODOX  
DAY SCHOOLS AND YESHIVA HIGH SCHOOLS**

CENTER FOR THE JEWISH FUTURE, YESHIVA UNIVERSITY

## *NEXT STEPS*

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