

Effective Marketing and Enrollment Practices for Salem Lutheran School

by

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Abstract

Effectively marketing a school is an important aspect for increasing enrollment. This project details a multi-faceted plan to grow enrollment at Salem Lutheran School through quality marketing and enrollment strategies. This project examines the demographics of Stillwater. It surveys and interviews its stakeholders, and it conducts a study of statistics from Salem and the surrounding churches that belong to the Wisconsin Evangelical Lutheran Synod (WELS). The first component of the plan outlines eleven strategies to promote Salem in its community. The second part of the plan details five steps to engage prospect families. The final portion of the plan specifies the major steps needed to assimilate and orient new families.

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Table of Contents

Abstract.....	3
List of Tables	6
Chapter I: Introduction.....	7
Identify the Issue	7
Importance of the Project.....	8
Project Purpose or Goal	9
Chapter II: Literature Review	10
Introduction.....	10
Vision and Community.....	11
The Marketin Mix.....	102
Professional Development.....	12
Summary.....	13
Chapter III: Implementation	13
Introduction.....	13
Demographic Study	14
Surveys.....	16
Interviews.....	18
Internal and External Statistics.....	19
Results.....	21
Chapter IV: Reflective Essay	22
Introduction.....	22
Promotion.....	22
Engage Prospects	29
Assimilation.....	31
Recommendations.....	32
References	35
Appendix A: Demographic Study.....	37
Appendix B: Surveys	47
Appendix C: Interviews.....	52
Appendix D: Prospective Family Information.....	56
Appendix E: Guide to Engaging and Follow-Up.....	57
Appendix F: One Week Letter.....	58
Appendix G: One Month Letter.....	59
Appendix H: Survey for New Families.....	60

List of Tables

Table 1: Stillwater Student Population	15
Table 2: Elementary School Enrollment in District #834.....	15
Table 3: Population by School Enrollment.....	16
Table 4: Parental Ratings of Salem Lutheran School Ministry Aspects.....	17
Table 5: Salem’s Strengths and Weaknesses.....	18
Table 6: Salem Lutheran Church Internal Statistics.....	19
Table 7: Statistics by Age for Salem and other WELS Churches.....	20
Table 8: St. Croix Catholic Enrollment.....	21
Table 9: Newsletter Topics.....	26
Table 10: Calendar of Promotion.....	29

Chapter I: Introduction

Identify the Issue

Enrollment at Salem Lutheran School has been declining for 10 years. Similarly, the enrollment of WELS schools has been declining for 25 years (Gustafson, 2015). Several WELS conferences have focused on this downward enrollment trend in our schools. There have been sustainability conferences specifically dealing with this problem. There is not one type of school that is immune to the decreased enrollment of WELS schools. Rural, urban, and suburban schools have all experienced this growing concern about enrollment (Koestler, 2014). Other faith-based school systems have been faced with the same problem. Koestler (2014) stated “Catholic school enrollment has declined by 50% during the past 30 years” (p. 17).

How do can this trend be reversed? Every year churches and schools’ budget money to reach more souls, and often these budgets are very tight. When the finance committee sits down to work through the numbers, aspects of the ministry get cut. This is a normal occurrence in many churches because God encourages good resource management. However, the marketing budget seems to be the one that gets cut. A survey of the WELS schools in the Twin Cities proved this to be an accurate statement. Three out of the fifteen schools surveyed had a marketing budget and in each case it was well below 5% of the total budget. Marketing a school is not an easy task. It takes a lot of money to effectively market a school, and people want to see immediate tangible evidence that this marketing money is producing more students in their school. This is no different in the business world (Edeling & Fischer, 2016). Effective marketing takes

numerous hours that usually fall on the principal in private and parochial schools. It can take years before marketing strategies actually produce interest in a school. In addition, what is working now will most likely change in the next couple of years. Marketing a school is a difficult task, but it is an essential part of growing a school's population and making full use of a school's capacity for ministry.

Importance of the Project

Is the lack of effective marketing practices causing the decline of enrollment at Salem Lutheran School? Not all faith-based schools are declining in enrollment. What are these schools doing differently to increase their enrollment? How are they marketing and branding their schools effectively? Koerschen (2003) said, "Parents are savvy consumers" (p. 292). Do parents reason that Salem's promotional materials are telling the truth? What does a grammatical error in a newsletter tell a parent? How does one poor layout, bad print-out, a less than logical pitch, ruin the credibility of a school? Is it possible to get these things right all the time? How does our tuition structure make the average person feel, and is it being communicated well? Do the community families feel they are valued? Is Salem equipped to market to these savvy parents? Oplatka (2007) stated, "Studies conducted to explore the practice of marketing in schools have revealed that most principals and staff neither hold a coherent marketing ideology or practice" (p. 209). It is difficult to market Salem effectively without any formal training. Effective marketing is essential for the sustainability of Salem Lutheran School.

Project Purpose

In order to increase enrollment at Salem Lutheran School, a systematic, effective marketing and enrollment plan was developed. The goal of this project was to create a comprehensive strategy that recruits, engages, and orients new families. Are there areas where Salem can strengthen its approach? What are those parts and how can they be adjusted to be more effective in recruiting, engaging and orienting new families? This plan is based upon marketing research and literature, an evaluation of Salem's ministry, and a review of consumer needs and trends in the immediate Stillwater area.

Chapter II: Literature Review

Introduction

There are many facets that need consideration when developing a marketing and enrollment plan. The chief components are people, price, place, promotion, and product (Kotler & Fox, 1995). There are other ways to name these parts, but the five p's is an easy way to remember them. Locating quality research studies on effectively marketing a private/parochial is not an easy task, due to the fact that there is not much of it. However, there are plenty of business marketing ideas that are useful for creating a solid marketing and enrollment plan.

Vision and Community

It is imperative that the school and church leadership has a vision for the future of the school. Pue (2012) said, "People cannot fully own or generously support a vision they do not thoroughly understand" (p. 72). Cutting (2016) believed, "You must define who you are in such a way that there is nothing nebulous about it" (p. 70). Identifying the consumers of Lutheran schools is important to the success of recruiting new families. Harvey and Busher (1996) wrote, "To survive, an industry must identify the needs of its potential clients and develop products or services which will meet the needs at a price the consumer can afford" (p. 27). Koerschen (2003) agreed by stating, "A school that does not know who it is trying to serve eventually serves no one" (p. 291). Before a marketing plan is created, data needs to be gathered about the families and the communities the school is trying to serve. Baker (2012) reiterated, "It is vital to collect and interpret data

that will help your school understand why students apply, why they enroll (or do not enroll), and how they feel about their experience as an enrolled student” (p. 16).

The Marketing Mix

Kotler and Fox (1995) defined marketing as, “The managerial process of carefully formulated programs that seek to attract and keep consumers by serving their needs and desires using a set of tools called the marketing mix” (p. 6). Marketing involves a mix of elements namely product, price, place, promotion, and people (Hung & Li, 2008). Not all of the marketing mix components are created equally. Li & Hung stated, “Promotion factors were the most significant factors influencing school image, followed closely by people. Place had the weakest effects” (p. 484). In addition, other research states that nothing is more powerful than word of mouth and school image. Times are, however, changing with the invention of social media. Cutting (2016) stated, “It is no longer word of mouth; it’s world of mouth” (p. 11). Parents now have a more powerful voice than ever before. Marketing strategies, school image, and parents’ loyalty to the school are all related (Li & Hung, 2008). A school’s reputation has four dimensions namely parent orientation, learning quality, safe environment, and good teachers (Skallerud, 2011). The quality, or perception thereof, of the school has a direct relationship to school enrollment and parent satisfaction. Faith-based school principals and leaders must create a school that is Christ-centered, has good academics, is a safe environment, integrates new families, and has quality teachers. Lutheran schools will not grow if these elements are not in place.

Professional Development

Research suggests that school leaders are not necessarily competent at marketing. Oplatka (2007) stated, “The concept of marketing is alien to most principals and there is confusion about its relationship to promotion, advertising, and management” (p. 210). Principals need to be educated in effective marketing strategies, to ensure the sustainability of their school. Li and Hung (2008) believed, “It is vitally important to develop not only a marketing plan but an effective marketing plan that assures the survival of the school” (p. 486).

Summary

The research communicates that a “silver bullet” does not exist, so Salem Lutheran must have a multi-layered approach for successfully attracting, engaging, and orienting new families. It also tells us that community perceptions of Salem are important. Finally, it’s difficult to enroll new families when the product is not good. Salem Lutheran needs to be a safe environment with good academics and quality teachers before any plan will be effective.

Chapter III: Implementation

Introduction

The goal of this project was to create a comprehensive strategy that recruits, engages, and orients new families. Having a systematic marketing and enrollment plan could raise awareness about our school in the community, which may lead to more students enrolling. The school does not have a marketing budget so it uses gifts to do a few strategically planned actions. This chapter includes a demographic study of the Stillwater area, the results of a survey given to the Salem School families, the outcomes of six strategically chosen interviews, internal statistics of Salem Lutheran Church and School, and the statistics from four other WELS churches in the area. This research helped guide the direction of the new Salem Lutheran Marketing and Enrollment Plan.

Demographic Study

In November, a Percept Group demographic study was completed of the Stillwater area. The study area was defined as a seven-mile radius from Salem Lutheran Church and School. The total population of this region was 68,972 and is predicted to increase by 3.7% in the next 5 years. Every age ranging from 0-14 has decreased since 2010, with a drop of greater than 1,000; this is an 11.89% decrease. The average age of the community is 41.3 with 28.6% of the population in the 45-64 age range. Table 1 details the population of the study area.

According to the Stillwater Gazette, the declining enrollment is a result of fewer elementary age students due to the type of housing found in the district. In addition, many retired age families were not allowed to move out of the area when the economy began to sour in 2008. So, the Stillwater School District #834 is planning for lower kindergarten

Table 1
Stillwater Student Population

Age	Census Data		Projection
	2010 census	2017 Update	2022
0-4	3,418	3,351	3,570
5-9	4,685	3,652	3,439
10-14	5,111	4,641	3,809
Total	13,214	11,644	10,818

Table 1

class sizes. In addition, it is closing three of its elementary schools to accommodate the lower population of students. Table 2 shows the decline public school enrollment in District #834.

Table 2
Elementary School Enrollment in District #834

Year	Public	Nonpublic
2006-2007	5837	
2007-2008	5835	
2008-2009	5671	1242
2009-2010	5726	1109
2010-2011	5713	1069
2011-2012	5604	1031
2012-2013	5388	973
2013-2014	5586	992
2014-2015	5557	
2015-2016	5494	

Table 2

It is important to note that some of the statistical data seems to disagree and that is because the demographic study goes outside District #834. The data makes it clear that the enrollment has decreased in all of the schools in the district. The interesting information the school data shows is that our private/parochial schools have a larger enrollment in preschool but a significantly lower enrollment in elementary/high school. Table 3 displays this difference. One reason for this decrease is that preschool is not free in the district and Salem's tuition is competitively priced. Local private/parochial elementary schools charge tuition and the public school is free. This sentiment was reiterated in the interview process. Some people just do not want to pay for an education.

Table 3
Population by School Enrollment

Type of School	Enrollment	Percent of Population
Public Preschool	510	3.7%
Private Preschool	594	4.4%
Public Elementary/High School	11,217	82.3%
Nonpublic Elementary/High School	1,314	9.6%

Table 3

The study area was predominately Caucasian (91.3%) with an average household income of \$117,639 with 68.9% of the population earning more than \$100,000. In addition, a majority of the families (70.2%) have White Collar occupations. Family structure is traditional due to the high percentage of two-parent homes (76.1%). Catholic (29.6%) and Lutheran (16.8%) are the top religious preferences followed by No Preference at 10.3%. Details of the study can be found in Appendix A.

Surveys

Ninety-two Salem Lutheran School families received a survey using Google Forms. Forty families were members at Salem Lutheran Church and 52 families were not. Responses were comparatively grouped according to Salem Lutheran Church members (23) and non-members (19). Fifteen of the questions used a 1-5 rating system where a 1-2 meant disagree, a 3 was neutral, and a 4-5 was agree. There were three additional open-ended questions where responders could comment on strengths, weaknesses, and add any additional comments about the ministry at Salem Lutheran School.

The evaluation of the responses showed that the nonmember families were generally happier with Salem's product than member families. In every category, nonmember families ranked Salem higher than member families. In fact, 100% of the nonmember families agreed with 10 out of 15 questions. However, member families also rated the school well. See Appendix B for the complete survey. Table 4 shows the responses that were most important to the study. There was consensus in areas that needed improvement. Both member and nonmember families scored Salem lower in promoting itself in the community, producing an excellent newsletter, and producing an excellent website. Member families seemed to think Salem does not do a good job in orienting new families with only 47.8% agreeing, while 94.4% of the nonmember families thought it did a good job. 100% of the responders agreed that Salem has quality teachers and they would recommend it to a relative, friend, or neighbor.

Table 4
Parental Ratings of Salem Lutheran School Ministry Aspects

Survey Items	Percent Agree Or Strongly Agree	
	Members	Nonmembers
Salem lives its mission.	91%	100%
Salem is a caring community of staff, parents and students.	95.7%	100%
My child feels safe at Salem.	95.7%	100%
Salem provides an excellent education.	91%	100%
Salem has an excellent website.	56.5%	73.7%
Salem communicates well with parents.	78.2%	100%
Salem promotes itself well in the community.	47.8%	57.9%
Salem provides an excellent newsletter.	72.8%	88.2%

Table 4

The qualitative questions were assessed by finding trends and common themes.

The parents were asked to share their thoughts on the strengths and the weaknesses of the school. The top responses are found in Table 5. Both member and nonmember families said there is a need to increase enrollment and do a better job retaining students. The last question on the survey which was open ended included adding any comments from parents regarding Salem. These comments were mainly positive and have been selected as testimonials for promotional materials.

Table 5
Salem's Strengths and Weaknesses

Salem's Strengths	
Members	Nonmembers
Good Christian Education	Small Class Sizes
Quality Teachers	Christian Environment
Caring Environment	Caring Environment
Quality Academics	Quality Teachers
Salem's Weaknesses	
Member	Nonmember
Low Enrollment	Orienting New Families
Marketing/Outreach	Marketing/Outreach
Website	Website/Social Media

Table 5

Interviews

A purposive sample of six families was individually interviewed. Two families were nonmember families that belong to a different church denomination than Salem. Two families sent their children to our preschool but did not enroll in our K-8. One family did not reenroll their child this year and the last family was a member of a church in doctrinal fellowship with Salem.

When asked how they found out about Salem, each interviewee said they were referred by a friend. Five out of the six interviews said Christianity and conservative values were very important to them. This theme came up several times in the surveys and interviews. Everyone interviewed said Salem had a good reputation in the community. The preschool families said that Salem was their second choice for elementary school but they liked the elementary school that they chose. It seemed that the parents liked the small class sizes but also thought some classes were too small. The family that left Salem remarked, "Salem teaches at the 70th percentile where the public school teaches at the 50th percentile." Finally, all of them indicated that the tuition is reasonable. See Appendix C for a complete list of the questions and responses.

Internal and External Statistics

Salem Lutheran Church attendance has declined by 14% since 2007 and the school enrollment has decreased by 43% in that same time frame. If trends continue, Salem Lutheran Church will have 96 children ages 5-13 by 2020-2021. Historically, Salem has enrolled about 52% of its member children. Table 6 shows the past five years of Salem Lutheran's member children and how many attended the school.

Table 6
Salem Lutheran Church Internal Statistics

Year	Possible Member Enrollment	Actual Member Enrollment	Participation Rate
2012-2013	118	79	61%
2013-2014	128	72	56%
2014-2015	133	59	44%
2015-2016	136	64	47%
2016-2017	129	64	53%

Table 6

Salem has historically enrolled students from other Wisconsin Evangelical Lutheran Synod (WELS) churches. These churches' statistics are found on Table 7. It is apparent that the pool of children is less than it has been in previous years. There are, however, 200 children at Salem and the other WELS churches so there are possibilities of growing enrollment. The nonmember families at Salem usually comprised around 30% of the school population. Families from other WELS churches have dropped off significantly. In 2016-2017, Salem had four other WELS students enrolled compared to 22 in 2012-2013. This was addressed in the marketing plan to try to raise the other WELS children enrollment.

Table 7

Statistics by Age for Salem and other WELS Churches

Age	Salem, Stillwater	Emanuel, Hudson	St. John's, Baytown	Salem, Woodbury	Faith, River Falls	Total
0-2	7	3	2	3	7	22
3-4	15	1	4	6	7	33
5-14	121	18	17	16	28	200

Table 7

It would also be pertinent to mention that the local Catholic school has had a similar trend in enrollment. Their population has decreased by 33% since 2005. Table 8 highlights St. Croix Catholic School's enrollment since 2005.

Table 8

St. Croix Catholic Enrollment

Year	Enrollment
2005-2006	620
2007-2008	479
2009-2010	454
2011-2012	428
2015-2016	412

Table 8

Results

The study conducted led to many good insights. First of all, the parents of Salem Lutheran Church and School are generally happy with its product. They rate our teachers, academics, and learning environment very well. This is important because these need to be in place before enrollment can grow. Secondly, the decrease in enrollment is not specific to Salem. The public schools and other private/parochial schools, in this area, have experienced similar trends. The demographic study showed that this area is wealthy. Most of the families are white collar so that must be kept in mind when marketing.

Certain themes came up in the surveys and interviews that were used for the new plan.

The study did highlight aspects that need to improve at Salem. Some of these were directly related to the marketing mix. These made up the basis of the new marketing and enrollment plan.

Chapter IV: The Plan

Introduction

Salem Lutheran School's Marketing and Enrollment Plan has three components. The first component deals with promoting Salem in the community. How can we attract more families? Table 9 outlines all of the promotional strategies that will be used at Salem. The second part of the plan details how Salem is going to engage prospect families. What happens when a family contacts Salem about the school? Finally, Salem will have a plan for orienting and assimilating new families.

Promotion

Verbiage. The study gave many good ideas that should work for attracting new families. What do the people like about Salem? What were the reasons they chose Salem and stayed? This is a list of taglines and verbiage that should be used in all promotional materials.

- A. Strong Christian Values
- B. Small Class Sizes
- C. High Academic Expectations
- D. Great Athletic Offerings
- E. Safe Environment
- F. Affordable Tuition
- G. Caring Environment
- H. Strong Christian Role Models
- I. Great Fine Arts Offerings

It is important to describe the verbiage. For instance, what do small class sizes mean? It could mean more individualized attention, small teacher to student ratio, making extra time for students, allowance of students to be active in the learning process, or that Salem has all of the good small school perks. What are the extras? Student participation in Salem's activities can help to explain this. Fifty percent of Salem Middle School

students participate in band. Thirty percent of Salem students are taking piano lessons. The study suggested that the benefits gained at Salem are greater than the cost. We will use comments from the interviews to communicate this theme. Comments such as, “Salem tuition rates are an absolute steal, or Salem’s preschool tuition is very reasonable,” would be great starters. We will also be using the phrase, “We decided to pay for education. It was the best decision we’ve made!”

Survey and interview results showed that people like that Salem is a conservative Christian school. However, does the word conservative have a negative connotation? What do moral, Christian values mean? At Salem Lutheran, Jesus can be named, and students are taught from a biblical world-view. Salem students learn who they are in God’s world and they understand why they believe what they do.

The study showed that parents believe Salem has quality academics. How can this be communicated to the community? The best way to do this is to state facts. The average 8th grade student at Salem performs on the 80th percentile in core subjects on standardized tests. 90% of Salem graduates are on the A Honor Roll in 9th grade.

Website. Salem Lutheran will create a new website. This study made it overwhelmingly apparent that a new website was needed. The new site will be launched by the start of the 2017-2018 school year. A group of qualified people formed a website committee to resolve this concern. After some research and discussion, it was decided that the focus of the website will be outreach. An internal study by the website committee found that Salem families used the website infrequently. That led to the decision of creating a website that is focused on attracting new families. Procedures for updating the website are necessary because it will turn people away if outdated materials are found on

it. The technology coordinator of the school will be in charge of these updates, while the principal will make sure that these changes are happening on a regular basis. We are blessed at Salem to have people that can create a new website with no cost to Salem.

Postcards. Salem will continue to use postcard mailings as a way of attracting new families. Mailings will be sent, at least four times a year. More mailings can be done if there is money to do so. A January mailing will invite families to our preschool and kindergarten open house. In March, a postcard will be sent to invite families to our all-school open house. In May, a mailing will be sent to remind families about Salem before summer begins and in August before school starts. It will be important to continue to send mailings to Somerset, WI and New Richmond, WI because a new bridge is being built across the St. Croix River. The school located very close to this new construction. The communities of Somerset and New Richmond will now be able to commute more easily into the St. Paul and Minneapolis. This will most likely increase these communities' populations. Many of the comments from the surveys and interviews can be used. It would be wise to select a theme for each postcard. One postcard could have this theme, "Excellent education in a caring, Christian environment." Another card should highlight the affordable tuition at Salem and that paying for education has lasting benefits. It would be important to have a card that is academic based, and finally one card should communicate the "extras" Salem offers.

Social media. Cutting (2016) stated, "It is no longer word of mouth; it's world of mouth" (p.11). Social media gives us the ability to create loyal "customers." Regularly updating Salem's Facebook page will be the responsibility of one teacher. This teacher will be responsible for collecting pictures and videos from the other teachers and placing

them on our Facebook page. In addition, paid per click advertisement will be implemented. Facebook allows companies to target the correct consumers. Dr. Jeff Lemke is the marketing and recruitment director for St. Croix Lutheran High School and he stated, “Facebook ads work the best in on-off spurts that last about a month” (p. 1). Salem will purchase per click ads at least four times a year. These ads will coincide with our postcard mailing schedule. Short videos work well for these ads because it piques consumer interest more than a picture would. These videos should be about a minute in length. Each year an ad should be created about our Parent Education Night. For starters, it is an extra that we do at Salem and families love it. We will commit substantial hours and money on pay per click Facebook campaigns. Technology changes rapidly so it would be wise to keep current on new social media trends.

Community newspapers. Salem will purchase two ads a year in the Stillwater Gazette and the New Richmond News. These ads will promote our open houses. In addition, one person on staff will be responsible for submitting articles to these papers. These articles can include any of the “extras” we do at Salem. The Family Education Night, Trout in the Classroom, Solar Panel Energy, Basketball Championships, and Public Speaking Festival are some of the “extras” that could make good articles. These articles should be submitted at least four times a year.

Operation outreach. Operation Outreach is a new promotional plan designed to attract families from the other WELS churches in the Stillwater area. The internal study made it apparent that we need to do a better job attracting these students. This plan starts by having the principal meet with each churches’ council. This initial meeting will communicate with the perspective councils that Salem wants to create a partnership with

them. We want to be their “Christian School.” We will ask for permission to share promotional materials and our newsletter with their church. Our goal is to have a spot in their church narthex that contains Salem information. We would also like to schedule one Sunday, during the winter, where a representative from Salem will give a short presentation about our school.

Newsletter. Salem will revise the way the newsletter is written. The information in the newsletter is accurate but it needs to be more entertaining for the reader. To do this we will add more stories about how Salem is fulfilling its mission of equipping the soul, mind, and body. Each month, we will focus on one area of ministry. Table 9 details these topics. People don’t know unless they are told. We will also include any updates on current strategic strategies. What are we doing to improve the educational experience for your child?

Table 9
Newsletter Topics

Month	Topic
September	Fall Sports
October	Public Speaking
November	Theater(Prairie Fire)
December	Band
January	Winter Sports
February	Piano Heroes
March	STEM
April	Spring Sports
May	VBS

Table 9

Community events. Salem wants to be involved with community events to promote its name in Stillwater. Salem will participate in Stillwater’s Summer Tuesday’s events. Every Tuesday in July and August, Stillwater shows outdoor movies in the downtown area. Along with the movie, the organizers also allow booths

to be set up. Salem will set up a booth for each of these events. A child friendly craft will be chosen to teach the children. This will give the volunteers time to talk to the parents about Salem. Each parent that visits the booth will receive a brochure about Salem. The kids will receive a trinket that has Salem's name on it. Contact information about families interested in school or church will be kept in a Summer Tuesday's folder. The principal will follow up with these prospective families. Salem will also set up a booth for Stillwater Harvest Festival. The same format will be followed. Salem will not set up a booth for Stillwater's Lumber Jack Days because a majority of the crowd is not from the Stillwater area.

Add-ons. These are all of the other promotional materials that are smaller by nature. For the most part, they are free gifts that we give Salem families that help us promote Salem in the community. Every year the school will purchase a t-shirt for each student. These t-shirts will promote the theme of the school year. In addition, each new student will receive a standard Salem Lutheran School t-shirt. A supply of lawn signs will be on hand in the school office. In March, school and church families will be encouraged to pick up a sign and promote Salem in their neighborhood. In addition, car magnets will be made available. Other add-ons include pens, pencils, water bottles, and canvass shopping bags. Each add-on will have Salem Lutheran School, with its logo, printed on them.

Signage. Salem will purchase a 6' x 8' sign to be on display in front of the church. This sign will encourage families to enroll at Salem. The enrollment sign will be put up in the spring and taken down in the fall. Additional signs can be purchased to communicate new programs being offered. Two feather flags will be purchased and

placed along 62nd street. The feather flags will be put up when the ground thaws and they will stay up until school starts in the fall. The signs and feather flags will be purchased from Stillwater Printing.

Harvest strategy. The Harvest Strategy is a plan to assimilate preschool families into the elementary school. The preschool families are sent a personal invitation to Salem's Harvest Festival where their children can go on hayrides, play in a bouncy house, participate in the chili cook-off, and get their face painted. It is a way for these

Table 10
Calendar of Promotion

Month	Promotion	Cost
August	Postcard Mailing	Postcard Mailing- \$2000
	Facebook Ad	Facebook Ad- \$700
	School Theme T-Shirt	T-Shirts- \$900
October	Stillwater Harvest Festival	Stillwater Harvest- \$125
	Salem's Harvest Festival	Salem's Harvest- \$300
November	Facebook Ad	Facebook- \$300
	Enrollment Sign	Sign- \$500
	Feather Flags	Flags- \$400
December	Preschool Christmas Program	Preschool Christmas Program- \$150
January	Postcard Mailing	Postcard Mailing- \$2,000
	Facebook Ad	Facebook Ad- \$700
	Open House	Open House- \$50
	Newspaper Ad	Newspaper Ad- \$500
February	Yard Signs	Yard Signs- \$200
	Car Magnets	Car Magnets- \$200
March	Postcard Mailing	Postcard Mailing- \$2,000
	Facebook Ad	Facebook Ad- \$700
	Newspaper Ad	Newspaper Ad- \$500
April	Open House	Open House- \$50
	Easter Egg Hunt	Easter Egg Hunt- \$300
May	Postcard Mailing	Postcard Mailing- \$2,000
	Facebook Ad	Facebook Ad- \$300
June	Summer Tuesdays	Summer Tuesdays- \$625
Total		\$15,1000

Table 10

families to meet elementary families along with congregation members. In December, we will purchase treats to be served after the preschool Christmas Program. These snacks are served by the Salem teachers. In the spring, the preschool families are invited to Salem for an Easter egg hunt. There is a light lunch prepared for the families. Finally, all preschool families receive an invitation to Salem's VBS held in June. Registration forms will be made available at the spring play.

Engage Prospects

The demographic study showed that a majority of the families in this area are affluent. A large number of them have white collar occupations, and likely are expecting to being treated professionally. First impressions are very important, and responding to emails and returning phone calls in a timely manner is essential. It is also important to keep track of all prospective families by using a systematic approach. A three ring binder will be kept in the school office with blank prospective family information forms (See Appendix C). When an interested family calls they will be asked how they heard about Salem, their contact information, and if they would like to schedule a tour of the school. The contact information will then be uploaded to our ACS database as a prospective family. The principal will be as accommodating as possible with tour times. However, tours during the school day work the best because the families can see the school in action.

The initial tour is extremely important because we know it is important to make a good impression. To start, the principal will communicate with the teachers that a tour is scheduled so they can get their welcome mat ready. He will tell the teachers the age of the student(s) and the time they will be arriving.

The principal will wait for the family in the school office, and he will meet the family with a handshake and a smile. It is important that the principal learn the names of each family member so he can introduce them to the rest of the staff during the tour. He will then lead them to his clean office with comfortable chairs. He will ask if they would like something to drink. The principal will ask the family if they have any time constraints to help ensure that all of the major topics are covered. At this time, the principal will go through the core print materials with the family. These materials are contained in a professional looking folder.

The literature review showed that it is important that we know who we are as a school. The principal must articulate the mission of Salem in a way that it is absolutely clear that we are a Christian school. While on the tour, the principal will highlight different aspects of the building that promote our Christian identity. He will also lead the family into all the rooms, highlighting the big spacious areas with natural light. During the tour, the principal will do his best to get to know the family.

If the children are along, he will ask them what subjects and activities they like. This will make it easy to point out all of the books to the readers, the big gym to the athletes, and the Chromebook carts to technology-driven students. At the end of the tour, the principal will explain the enrollment process and communicate the early bird registration deadline. The family should get the feeling that there are no other options besides Salem. Finally, these savvy parents can see through fake statements. The principal needs to communicate in a way that is genuine and accurate. Honesty goes a long way when dealing with new prospects.

The follow up is just as important as the tour. Within 36 hours, the principal will email the family telling them that it was very nice to meet them, thanking them for coming, asking them if they have any additional questions and finally inviting them for a follow up visit or offering them the opportunity to shadow for a day at Salem. Within one week, the principal will snail mail the family a personal letter. See Appendix D for a sample letter. After a month, the principal will send a final follow-up letter highlighting some of the events and activities that have happened, and even a DVD of the Christmas Program or Spring Play. These strategies may not work, so another strategy might be needed. Each time a postcard is created, an additional 100 will be sent to Salem. Every prospective family will be mailed one of these cards.

Assimilation

The family enrolled their children at Salem. What is the plan to assimilate this family into the culture of Salem? How can we make them feel that this is their school? It is hard coming to a new place and trying to fit in. It is difficult for students to come to a new school, however teachers usually do a good job of making that student feel comfortable. It is common practice to partner the new student with a veteran student. After a week or two, the student feels at home. Parents often get forgotten because they are adults. It is just as hard for the parents to fit in as it is for the students. School families tend to form cliques that are not easy to navigate, and new parents can easily feel left out.

Salem will start a New Family Mentor Program. This program's goal is to make new families feel like they have a place. It starts shortly after a family has registered their children in Salem Lutheran School. The principal will give the family a call and welcome them to Salem. He will tell the family he is excited to work with them and that his doors

are always open. These new families will be paired up with mentor families. The mentor families will call them before August registration and walk them through the process. They will focus on Meet the Teachers Night and Welcome Night. What are these and how do they work?

In September, A New Family Orientation Night will take place. All new families will be invited to a presentation about Salem. The principal, the administrative assistants, several mentor families, and the new families will be in attendance. At this meeting, the new families will learn how things work at Salem. The school calendar, school cancellations, tuition process, before and after school care, certain handbook subjects, and the hot lunch program will be some of the topics. The intent of this meeting is to make sure these families are comfortable and that we are here to guide them through this transition. After this meeting, mentor families are responsible for communicating with these families on a regular basis. They will call them when something is coming up on the calendar to see if they have any questions.

In addition, they will invite them to upcoming events like the Harvest Festival. For new families to the area, they will assist in orienting them to community resources. The principal will also be part of this mentoring program. Within the first month of school, he will call each new family to see how things are going. He will follow that up by making an effort to catch these families before school or after school to have a face-to-face conversation. This will continue periodically throughout the year. The principal will make a point to communicate with these families when big events are coming up on the calendar. It is important to remember that everything is new to this family. Each spring,

the principal will send a survey to new families to see how they adjusted to Salem. This will help improve the plan. See Appendix F for a sample survey.

Recommendations

Marketing practices should be frequently evaluated. Facebook is a good way to reach the people, but that will most likely change. It is a popular notion that communities change about every five years. This means what families were looking for five years ago might not be what they are looking for today. Similar changes have happened in the Salem community. Christian education did not seem to be a high priority in Stillwater five years ago. Now it seems that people are looking for a place that has high moral values.

Demographics can also change in a community. Stillwater is an aging community but that could also change. Student enrollment in Stillwater has declined in both private/parochial and public schools. This trend will most likely change as the aging population moves on. It is also important to be forward thinking.

The new bridge is going to be completed this year. This opens up several Wisconsin communities that Salem needs to market. Osgood will be the first exit in Minnesota. Salem could be very attractive for people commuting into the cities.

Marketing and enrollment practices take time and consistency. If an event is on the calendar it needs to be completed. Postcards need to be sent out at least four times a year along with four Facebook ads.

The principal must communicate the need of a marketing budget to the church. This plan calls for \$15,100 in a marketing budget, which could easily be \$30,000 or more. For instance, postcards need to be sent out at minimum four times a year. It would

be great to send them out eight times a year. People often ask the question “How many students were gained from that, or how did that work?” These questions are coming from people that are worried about wasting good money. Money is never wasted when school is properly promoting itself in a community. Marketing is hard work that takes a lot of time and financial resources but the benefits of adding new students is worth it. However, retaining students is just as important. A school needs to have a safe learning environment, good academics, and quality teachers if it is going to attract, engage, and retain students.

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Appendix A: Demographic Study



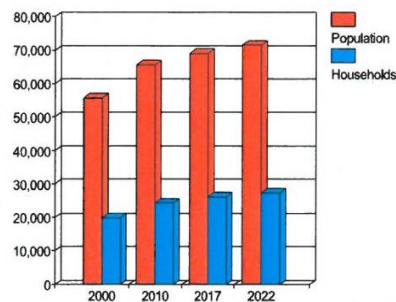
Snapshot

Coordinates: 45:02.39 92:48.23
Date: 12/13/2016

Prepared For:
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14940 62ND STREET NORTH
STILLWATER, MN 55082

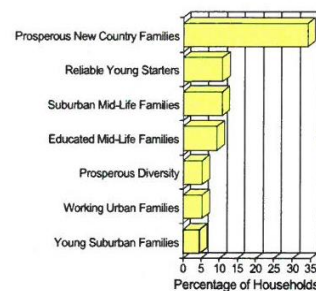
Study Area Definition:
7.0 Mile Radius

Population and Households

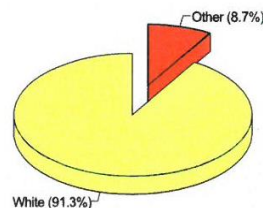


The population in the study area has increased by 3404 persons, or 5.2% since 2010 and is projected to increase by 2537 persons, or 3.7% between 2017 and 2022. The number of households has increased by 1808, or 7.4% since 2010 and is projected to increase by 1243, or 4.8% between 2017 and 2022.

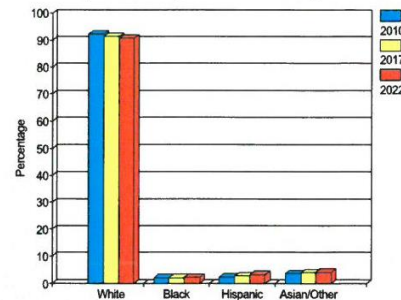
Primary U.S. Lifestyles Segments-2017



Population By Race/Ethnicity-2017

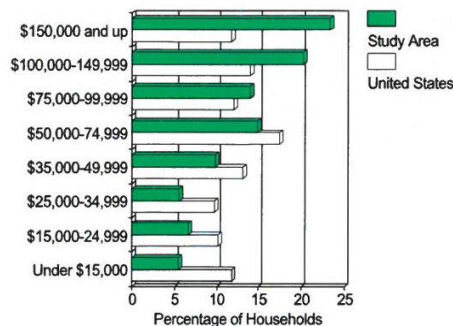


Population By Race/Ethnicity Trend

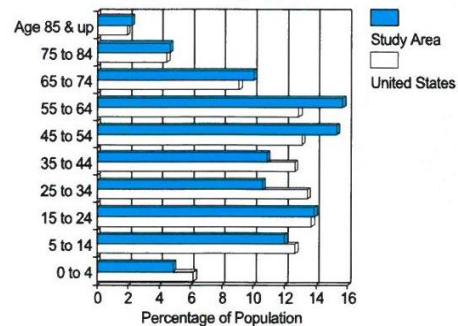


Between 2017 and 2022, the White population is projected to increase by 1857 persons and to decrease from 91.3% to 90.7% of the total population. The Black population is projected to increase by 86 persons and to remain stable at 2.0% of the total. The Hispanic/Latino population is projected to increase by 338 persons and to increase from 2.8% to 3.1% of the total. The Asian/Other population is projected to increase by 256 persons and to increase from 3.9% to 4.1% of the total population.

Households By Income-2017



Population by Age-2017



The average household income in the study area is \$117639 a year as compared to the U.S. average of \$80853. The average age in the study area is 41.3 and is projected to increase to 42.4 by 2022. The average age in the U.S. is 39.1 and is projected to increase to 39.9 by 2022.

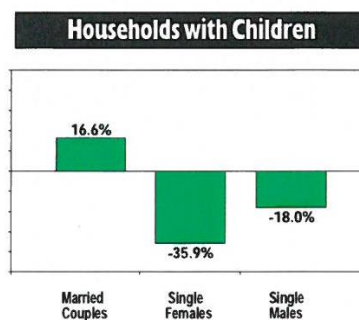
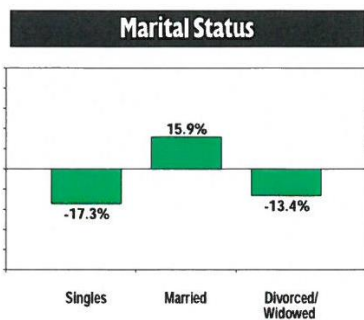
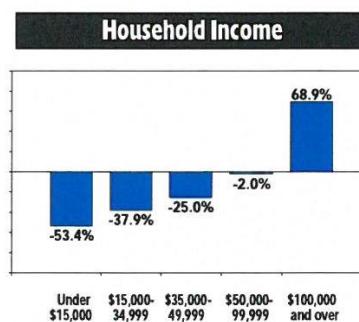
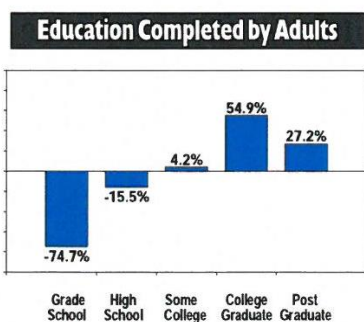
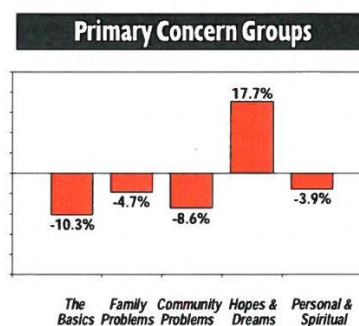
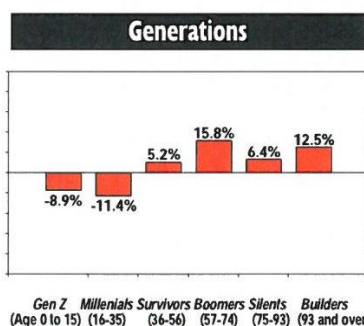
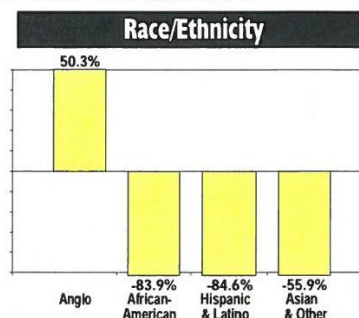
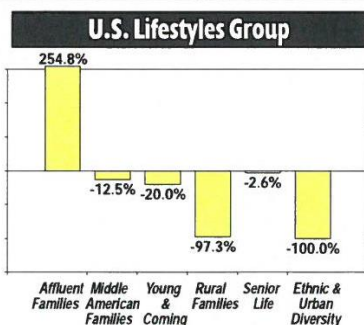


FingerPrint
Your Area Compared To The U.S.

Coordinates: 45:02.39 92:48.23
Date: 12/13/2016

Prepared For:
SALEM LUTHERAN CHURCH
14940 62ND STREET NORTH
STILLWATER, MN 55082

Study Area Definition:
7.0 Mile Radius





Coordinates: 45:02.39 92:48.23
Date: 12/13/2016

Prepared For:
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STILLWATER, MN 55082

Study Area Definition:
7.0 Mile Radius

POPULATION

	2000 Census	2010 Census	2017 Update	2022 Projection
▲ Population	55,685	65,568	68,972	71,509
Population Change		9,883	3,404	2,537
Percentage Change		17.7%	5.2%	3.7%
↓ Average Annual Growth Rate		1.8%	0.7%	0.7%
▲ Density (Pop. per square mile)	362	426	448	465

HOUSEHOLDS

	2000 Census	2010 Census	2017 Update	2022 Projection
▲ Households	19,890	24,339	26,147	27,390
Household Change		4,449	1,808	1,243
Percentage Change		22.4%	7.4%	4.8%
↓ Average Annual Growth Rate		2.2%	1.1%	1.0%
↓ Persons Per Household	2.68	2.58	2.52	2.50

POPULATION BY RACE/ETHNICITY

	2010 Census		2017 Update		2022 Projection	
	Number	Percent	Number	Percent	Number	Percent
↓ White (Non-Hispanic)	60,470	92.2%	63,002	91.3%	64,859	90.7%
▲ African-American (Non-Hisp)	1,269	1.9%	1,369	2.0%	1,455	2.0%
▲ Hispanic/Latino	1,483	2.3%	1,914	2.8%	2,252	3.1%
▲ Asian/Other (Non-Hisp)	2,346	3.6%	2,686	3.9%	2,942	4.1%

POPULATION BY GENDER

	2010 Census	2017 Update	2022 Projection
▲ Female	32,204 49.1%	34,029 49.3%	35,387 49.5%
↓ Male	33,365 50.9%	34,943 50.7%	36,121 50.5%

POPULATION BY GENERATION

	2010 Census	2017 Update	2022 Projection
▲ Generation Z (Born 2002 and later)	7,166 10.9%	12,656 18.3%	16,766 23.4%
↓ Millennials (Born 1982 to 2001)	16,286 24.8%	16,576 24.0%	17,173 24.0%
↓ Survivors (Born 1961 to 1981)	19,250 29.4%	19,651 28.5%	19,649 27.5%
↓ Boomers (Born 1943 to 1960)	16,279 24.8%	15,384 22.3%	14,311 20.0%
↓ Silents (Born 1925 to 1942)	5,365 8.2%	4,553 6.6%	3,604 5.0%
↓ Builders (Born 1924 and earlier)	1,080 1.6%	151 0.2%	8 0.0%

AGE

	2010 Census	2017 Update	2022 Projection
▲ Average Age	39.0	41.3	42.4
▲ Median Age	41.1	43.4	44.1

INCOME

	2010 Census	2017 Update	2022 Projection
▲ Average Household Income	\$100,185	\$117,639	\$132,682
▲ Median Household Income	\$80,028	\$89,294	\$100,627
▲ Per Capita Income	\$37,189	\$44,596	\$50,821



Coordinates: 45:02.39 92:48.23
Date: 12/13/2016

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14940 62ND STREET NORTH
STILLWATER, MN 55082

Study Area Definition:
7.0 Mile Radius

HOUSEHOLDS BY INCOME

	2010 Census		2017 Update		2022 Projection	
	Number	Percent	Number	Percent	Number	Percent
▲ Indicates a consistent upward trend ↓ Indicates a consistent downward trend						
▲ \$150,000 or more	3,868	15.9%	6,067	23.2%	7,909	28.9%
\$100,000 to \$149,999	4,959	20.4%	5,291	20.2%	5,624	20.5%
↓ \$75,000 to \$99,999	3,656	15.0%	3,661	14.0%	3,529	12.9%
↓ \$50,000 to \$74,999	4,422	18.2%	3,887	14.9%	3,781	13.8%
↓ \$35,000 to \$49,999	2,604	10.7%	2,592	9.9%	2,244	8.2%
↓ \$25,000 to \$34,999	1,661	6.8%	1,468	5.6%	1,436	5.2%
\$15,000 to \$24,999	1,524	6.3%	1,742	6.7%	1,600	5.8%
↓ Under \$15,000	1,644	6.8%	1,438	5.5%	1,267	4.6%

POPULATION BY PHASE OF LIFE

Before Formal Schooling (Age 0-4)	3,418	5.2%	3,351	4.9%	3,570	5.0%
↓ Required Formal Schooling (5-17)	12,793	19.5%	11,360	16.5%	10,261	14.3%
▲ College Years, Career Starts (18-24)	4,505	6.9%	6,494	9.4%	7,400	10.3%
▲ Singles and Young Families (25-34)	6,768	10.3%	7,308	10.6%	8,422	11.8%
↓ Families, Empty Nesters (35-54)	21,079	32.1%	18,056	26.2%	16,106	22.5%
▲ Enrichment Years Singles/Couples (55-64)	8,814	13.4%	10,794	15.6%	11,429	16.0%
▲ Retirement Opportunities (65+)	8,049	12.3%	11,608	16.8%	14,323	20.0%

POPULATION BY AGE (DETAIL)

Under 5 years	3,418	5.2%	3,351	4.9%	3,570	5.0%
↓ 5 to 9 years	4,685	7.1%	3,652	5.3%	3,439	4.8%
↓ 10 to 14 years	5,111	7.8%	4,641	6.7%	3,809	5.3%
↓ 15 to 17 years	2,997	4.6%	3,067	4.4%	3,013	4.2%
▲ 18 to 20 years	1,942	3.0%	2,775	4.0%	2,935	4.1%
▲ 21 to 24 years	2,563	3.9%	3,719	5.4%	4,465	6.2%
25 to 29 years	3,420	5.2%	3,474	5.0%	4,941	6.9%
30 to 34 years	3,348	5.1%	3,834	5.6%	3,481	4.9%
↓ 35 to 39 years	4,156	6.3%	3,597	5.2%	3,576	5.0%
↓ 40 to 44 years	5,208	7.9%	3,926	5.7%	3,548	5.0%
↓ 45 to 49 years	5,854	8.9%	4,969	7.2%	3,717	5.2%
↓ 50 to 54 years	5,861	8.9%	5,564	8.1%	5,265	7.4%
55 to 59 years	4,900	7.5%	5,785	8.4%	5,429	7.6%
▲ 60 to 64 years	3,914	6.0%	5,009	7.3%	6,000	8.4%
▲ 65 to 69 years	2,674	4.1%	4,011	5.8%	4,677	6.5%
▲ 70 to 74 years	1,804	2.8%	2,893	4.2%	4,002	5.6%
▲ 75 to 84 years	2,371	3.6%	3,198	4.6%	4,064	5.7%
▲ 85 or more years	1,200	1.8%	1,506	2.2%	1,580	2.2%



CENSUS 2010

Coordinates: 45:02.39 92:48.23
Date: 12/13/2016

Prepared For:
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14940 62ND STREET NORTH
STILLWATER, MN 55082

Study Area Definition:
7.0 Mile Radius

Description	Study Area		U.S. Average	U.S. Comparative Index
	Number	Percent		
▲ Indicates the study area percentage is more than 1.2 times the U.S. average				
↓ Indicates the study area percentage is less than 0.8 times the U.S. average				
MARITAL STATUS				
Marital Status All Persons 15 and Older (2017)	57,328			
Single (Never Married)	15,656	27.3%	33.0%	83
Married	33,267	58.0%	50.1%	116
Divorced/Widowed	8,405	14.7%	16.9%	87
Marital Status Females 15 and Older (2017)	28,285			
↓ Single (Never Married)	6,280	22.2%	29.9%	74
▲ Married	16,737	59.2%	48.7%	121
Divorced/Widowed	5,268	18.6%	21.4%	87
Marital Status Males 15 and Older (2017)	29,043			
Single (Never Married)	9,376	32.3%	36.2%	89
Married	16,530	56.9%	51.5%	111
Divorced/Widowed	3,137	10.8%	12.3%	88
FAMILY STRUCTURE				
Households By Type (2017)	26,147			
▲ Married Couple	15,742	60.2%	48.5%	124
↓ Other Family - Male Head of Household	978	3.7%	4.9%	76
↓ Other Family - Female Head of Household	2,155	8.2%	13.0%	63
↓ Non Family - Male Head of Household	3,278	12.5%	15.8%	79
Non Family - Female Head of Household	3,993	15.3%	17.7%	86
Households With Children 0 to 18 (2017)	8,979			
Married Couple Family	6,831	76.1%	65.3%	117
Other Family - Male Head of Household	623	6.9%	8.5%	82
↓ Other Family - Female Head of Household	1,457	16.2%	25.3%	64
↓ Non Family	67	0.7%	1.0%	77
Population By Household Type (2017)	68,972			
▲ Group Quarters	2,853	4.1%	2.5%	166



CENSUS 2010

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Description	Study Area		U.S. Average	U.S. Comparative Index
	Number	Percent		
▲ Indicates the study area percentage is more than 1.2 times the U.S. average ↓ Indicates the study area percentage is less than 0.8 times the U.S. average				
EDUCATION				
Population By School Enrollment (Age 3 & over) (2013)	16,955			
Pre-Primary (Public)	510	3.0%	3.4%	88
▲ Pre-Primary (Private)	594	3.5%	2.6%	133
Elementary/High School (Public)	11,217	66.2%	58.9%	112
Elementary/High School (Private)	1,314	7.7%	6.6%	117
↓ Enrolled in College	3,320	19.6%	28.4%	69
Population By Education Completed (Age 25 and over) (2017)	47,766			
↓ Elementary (Less than 9 years)	507	1.1%	5.8%	18
↓ Some High School (9 to 11 years)	1,114	2.3%	7.7%	30
High School Graduate (12 years)	11,232	23.5%	27.8%	84
Some College (13 to 15 years)	9,516	19.9%	21.1%	94
▲ Associate Degree	4,985	10.4%	8.0%	130
▲ Bachelor's Degree	13,632	28.5%	18.4%	155
▲ Graduate Degree	6,780	14.2%	11.2%	127
OCCUPATION				
Population By Occupation Type (Age 15 and over) (2017)	36,865			
TOTAL WHITE COLLAR	25,895	70.2%	61.4%	114
▲ Executive and Managerial	5,548	15.0%	9.9%	153
Professional Specialty	7,149	19.4%	16.6%	116
▲ Technical Support	3,956	10.7%	8.3%	129
Sales	3,872	10.5%	10.8%	97
Administrative Support & Clerical	5,370	14.6%	15.7%	93
↓ TOTAL BLUE COLLAR	10,970	29.8%	38.6%	77
Service: Private Households	1,161	3.1%	3.7%	85
↓ Service: Protective	614	1.7%	2.2%	75
Service: Other	2,482	6.7%	7.5%	89
↓ Farming, Forestry & Fishing	143	0.4%	0.7%	53
↓ Precision Production and Craft	3,061	8.3%	11.0%	76
↓ Operators and Assemblers	836	2.3%	3.2%	71
↓ Transportation and Material Moving	1,639	4.4%	6.2%	71
↓ Laborers	1,034	2.8%	4.0%	70



CENSUS 2010

Coordinates: 45:02.39 92:48.23
Date: 12/13/2016

Prepared For:
SALEM LUTHERAN CHURCH
14940 62ND STREET NORTH
STILLWATER, MN 55082

Study Area Definition:
7.0 Mile Radius

Description	Study Area		U.S. Average	U.S. Comparative Index
	Number	Percent		
▲ Indicates the study area percentage is more than 1.2 times the U.S. average				
↓ Indicates the study area percentage is less than 0.8 times the U.S. average				
EMPLOYMENT				
Population By Employment Status (Age 15 and over) (2017)	56,323			
Employed	35,705	63.4%	58.3%	109
↓ Unemployed	1,835	3.3%	5.2%	62
Not in Labor Force	18,782	33.3%	36.4%	92
Total Female Pop. By Work Status (Age 20 to 64) (2013)	19,492			
TOTAL WORKING	14,772	75.8%	66.8%	113
With No Own Children	8,662	44.4%	42.2%	105
With Own Children Age 0 to 5 only	1,197	6.1%	5.5%	112
▲ With Own Children Age 6 to 17 only	3,804	19.5%	14.8%	132
▲ With Own Children Both Age 0 to 5 and 6 to 17	1,109	5.7%	4.3%	132
↓ TOTAL NOT WORKING (UNEMPLOYED)	887	4.6%	6.2%	73
↓ With No Own Children	533	2.7%	3.8%	73
↓ With Own Children Age 0 to 5 only	87	0.4%	0.7%	68
With Own Children Age 6 to 17 only	256	1.3%	1.3%	104
↓ With Own Children Both Age 0 to 5 and 6 to 17	11	0.1%	0.5%	10
↓ TOTAL NOT IN THE LABOR FORCE	3,833	19.7%	27.0%	73
↓ With No Own Children	2,294	11.8%	17.1%	69
↓ With Own Children Age 0 to 5 only	216	1.1%	2.6%	43
With Own Children Age 6 to 17 only	928	4.8%	4.6%	102
↓ With Own Children Both Age 0 to 5 and 6 to 17	395	2.0%	2.6%	77
POVERTY AND RETIREMENT INCOME				
Households By Poverty Status (\$24,250 for family of 4) (2017)	26,147			
Above Poverty Line (Households with Children)	18,017	65.8%	59.8%	110
Above Poverty Line (Households without Children)	7,949	29.0%	26.5%	109
↓ Below Poverty Line (Households with Children)	855	3.1%	7.8%	40
↓ Below Poverty Line (Households without Children)	575	2.1%	5.9%	35
Households By Presence of Retirement Income (2013)	24,339			
▲ With Retirement Income	5,257	21.6%	17.6%	123
Without Retirement Income	20,260	83.2%	81.5%	102



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HOUSING				
Occupied Units By Type (2017)	26,147			
▲ Owner Occupied	21,023	80.4%	64.9%	124
↓ Renter Occupied	5,123	19.6%	35.1%	56
Median Rent (2013)	\$986		\$904	109
Structures By Number of Units (2017)	27,720			
Single Unit	22,285	80.4%	67.2%	120
↓ 3 to 4 Units	1,378	5.0%	8.1%	61
↓ 5 to 19 Units	1,216	4.4%	9.4%	47
20 to 49 Units	1,029	3.7%	3.6%	102
50 or more Units	1,234	4.5%	5.2%	86
↓ Mobile Home	568	2.0%	6.4%	32
↓ Other	10	0.0%	0.1%	43
▲ Single To Multiple Unit Ratio	4.59		2.56	179
Owner-Occupied Property Values (2017)	21,023			
↓ Under \$40,000	647	3.1%	7.0%	44
↓ \$40,000 to \$59,999	58	0.3%	3.5%	8
↓ \$60,000 to \$79,999	66	0.3%	4.9%	6
↓ \$80,000 to \$99,999	142	0.7%	6.2%	11
↓ \$100,000 to 149,999	858	4.1%	14.6%	28
\$150,000 to \$199,999	2,645	12.6%	14.3%	88
▲ \$200,000 to \$299,999	5,668	27.0%	18.3%	147
▲ \$300,000 to \$499,999	7,075	33.7%	17.6%	191
▲ \$500,000 to \$999,999	3,361	16.0%	10.3%	155
↓ \$1,000,000 and over	503	2.4%	3.3%	73
▲ Median Property Value	\$327,937		\$197,980	166



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FAITH INVOLVEMENT INDICATOR			
Estimated 2017 Households Likely to Be:			
Strongly Involved with Their Faith	33.2%	35.4%	94
Somewhat Involved with Their Faith	31.7%	29.9%	106
Not Involved with Their Faith	34.8%	34.7%	100
Estimated 2017 Households Likely to Have:			
Increased Their Involvement with Their Faith in the Last 10 Years	22.6%	22.1%	102
Decreased Their Involvement with Their Faith in the Last 10 Years	23.7%	23.7%	100
RELIGIOUS PREFERENCE INDICATOR			
Estimated 2017 Households Likely to Prefer:			
↓ Adventist	0.2%	0.5%	39
↓ Baptist	7.5%	16.1%	46
▲ Catholic	29.6%	23.7%	125
▲ Congregational	2.6%	2.0%	131
↓ Eastern Religions (Buddhist/Hindu/Shinto/Islam)	0.3%	0.4%	57
↓ Episcopal	1.7%	2.9%	57
↓ Holiness	0.2%	0.8%	28
↓ Jehovah's Witnesses	0.7%	1.1%	64
↓ Judaism	1.3%	3.2%	42
▲ Lutheran	16.8%	7.2%	232
Methodist	11.1%	10.1%	110
↓ Mormon	0.5%	1.8%	27
New Age	0.6%	0.6%	96
Non-Denominational / Independent	6.6%	6.9%	95
▲ Orthodox	0.4%	0.3%	120
↓ Pentecostal	1.6%	2.4%	67
Presbyterian / Reformed	4.5%	4.6%	98
Unitarian / Universalist	0.8%	0.7%	107
Interested but No Preference	3.7%	3.9%	95
Not Interested and No Preference	10.3%	11.1%	93
Likely to Have Changed Their Preference in the Last 10 Years	15.3%	16.8%	91
LEADERSHIP PREFERENCE INDICATOR			
Estimated 2017 Households Likely to Prefer A Leader Who:			
Tells them what to do	3.7%	4.0%	93
Lets them do what they want and is supportive	10.6%	11.7%	91
▲ Lets them do what they want and stays out of the way	5.3%	4.8%	110
Works with them on deciding what to do and helps them do it	80.4%	79.6%	101



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PRIMARY CONCERN INDICATOR			
Estimated 2017 Households Likely to Be Primarily Concerned With:			
THE BASICS:			
Maintaining Personal Health	43.5%	43.5%	100
Finding/Providing Health Insurance	26.0%	29.0%	90
↓ Day-to-Day Financial Worries	27.1%	31.6%	86
↓ Finding Employment Opportunities	12.4%	14.4%	86
↓ Finding Affordable Housing	8.2%	11.3%	72
↓ Providing Adequate Food	5.8%	8.6%	68
Finding Child Care	6.7%	6.3%	107
FAMILY PROBLEMS:			
↓ Dealing With Alcohol/Drug Abuse	14.8%	16.7%	88
Dealing With Teen / Child Problems	19.8%	20.7%	96
▲ Finding/Providing Aging Parent Care	17.3%	15.5%	111
↓ Dealing With Abusive Relationships	9.3%	11.4%	82
Dealing With Divorce	4.3%	4.5%	96
COMMUNITY PROBLEMS:			
↓ Neighborhood Crime and Safety	22.4%	27.0%	83
Finding/Providing Good Schools	25.4%	23.5%	108
↓ Dealing with Problems in Schools	11.5%	13.6%	85
↓ Dealing With Racial / Ethnic Prejudice	11.1%	13.1%	84
Dealing With Neighborhood Gangs	8.2%	8.5%	96
↓ Dealing with Social Injustice	10.0%	11.3%	88
HOPES AND DREAMS:			
▲ Achieving Long-term Financial Security	58.2%	50.6%	115
▲ Finding Time for Recreation / Leisure	32.7%	25.3%	130
↓ Finding Better Quality Healthcare	20.7%	23.9%	87
▲ Finding A Satisfying Job / Career	24.8%	19.3%	128
▲ Finding Retirement Opportunities	23.5%	18.9%	124
▲ Achieving A Fulfilling Marriage	28.2%	22.3%	126
▲ Developing Parenting Skills	20.0%	14.7%	136
Achieving Educational Objectives	6.9%	7.5%	92
SPIRITUAL / PERSONAL:			
Dealing With Stress	31.6%	29.8%	106
↓ Finding Companionship	14.2%	17.3%	82
↓ Finding A Good Church	13.5%	15.2%	89
↓ Finding Spiritual Teaching	10.9%	12.9%	84
▲ Finding Life Direction	15.5%	14.0%	111



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KEY VALUES INDICATOR			
Estimated 2017 Households Likely to Agree With the Following Statements:			
GOD:			
"I believe there is a God"	83.0%	84.5%	98
"God is actively involved in the world including nations and their governments"	59.3%	63.8%	93
SOCIETY:			
"It is important to preserve the traditional American family structure"	92.4%	91.5%	101
"A healthy environment has become a national crisis"	84.3%	82.8%	102
"Public education is essential to the future of American society"	94.7%	94.0%	101
INSTITUTIONAL ROLES:			
"Government should be the primary provider of human welfare services"	46.0%	50.1%	92
"The role of Churches / Synagogues is to help form and support moral values"	79.8%	81.1%	98
"Churches and religious organizations should provide more human services"	56.8%	62.6%	91
RACIAL / ETHNIC CHANGE:			
"The United States must open its doors to all people groups"	35.3%	36.3%	97
"The changing racial / ethnic face of America is a threat to our national heritage"	36.6%	36.3%	101
HOUSEHOLD CONTRIBUTION INDICATOR			
Estimated 2017 Households Likely to Contribute:			
TO CHURCHES AND RELIGIOUS ORGANIZATIONS:			
More than \$100 per year	60.3%	59.8%	101
More than \$500 per year	32.1%	31.2%	103
More than \$1,000 per year	19.1%	17.4%	110
TO CHARITIES:			
▲ More than \$100 per year	40.8%	33.7%	121
▲ More than \$500 per year	9.5%	6.8%	140
▲ More than \$1,000 per year	2.8%	2.3%	122
TO COLLEGES AND UNIVERSITIES:			
▲ More than \$100 per year	17.8%	16.1%	111
↓ More than \$500 per year	3.6%	4.3%	84
More than \$1,000 per year	2.1%	2.2%	95

Appendix B: Family Survey

Scale (1-5) 1 lowest-5 highest

4-5 Agree

3 Neutral

1-2 disagree

Salem lives its mission.

Members- 91% agree, 8.7% neutral

Community- 100% agree

Salem is a caring community of staff, parents, and students

Members- 95.7% agree, 4.3% neutral

Community- 100% agree

My child feels safe at Salem.

Members- 95.7% agree 4.3% neutral

Community- 100% agree

Salem has a clean environment.

Members- 95.7% agree, 4.3% neutral

Community- 100% agree

Salem empowers its students to reach their potential.

Members- 87% agree, 4.3% neutral, and 4.3% disagree

Community- 100% agree

Salem provides an excellent education.

Members- 91.3% agree, 8.7% neutral

Community- 100% agree

Salem has an excellent website

Members-56.5% agree, 13% neutral, and 30.4% disagree

Community- 73.7 agree and 26.3% neutral

Salem has adequate technology, tools and resources for classroom use.

Members- 91.3% agree, 8.7% neutral

Community-100% agree

Salem communicates effectively with parents.

Members- 78.2% agree, 17.4% neutral, 4.3% disagree

Community- 100% agree

Salem produces and excellent newsletter.

Members- 72.8% agree, 22.7% neutral, and 4.5% disagree

Community- 88.2% agree, 11.8% neutral

Salem has quality teachers.

Members- 100% agree

Community-100% agree

Salem orients new families well.

Members-47.8% agree, 43.5% neutral, and 8.6% disagree

Community- 94.4 agree, 5.6%

Salem effectively promotes itself in the community.

Members- 47.8% agree, 43.5% neutral, and 8.6% disagree

Community-57.9% agree, 36.8% neutral, and 5.3% disagree

Salem has a positive reputation in the community.

Members- 86.3% agree, 9.1% neutral, and 4.5% disagree

Community- 89.5% agree, 10.5% neutral

I would recommend Salem to a relative, friend or neighbor.

Member- 100% agree

Community- 100% agree

What are Salem's strengths?

- Small class sizes, excellent teachers and curriculum
- The smaller class sizes and the caring expressed by everyone there.
- Wonderful Christian environment and excellent academic challenge
- Staff, small student to teacher ratio, academics
- Salem School is our children's 2nd family. Teachers and staff care for the children as if they are their own. Friendly and accommodating. Excellent learning environment. Excellent student to teacher ratios enhance personalized learning.
- Involvement in special enrichment events, such as fine arts festival, spelling bees, public speaking festival, etc. Teachers who care and appreciate personality traits of their students as God-given gifts that can be used for success. High-quality academic offerings, such as computer applications, Spanish, and upper-level math classes. Small class sizes. High expectations for good behavior and disciplinary procedures rooted in biblical teachings.
- Salem is exactly what a conservative, Christian education should be. I have no fears of my children being misled by a liberal government agenda.
- Very supporting of families, share the word of God with everyone. Very friendly to whom ever comes to church.
- Great curriculum, prepares students to succeed going into High School
- Helping Attitude of everybody
- Core Christian Values; Serious Academics; Caring Teachers & Staff ; Small Class Size; reasonable tuition
- Committed staff, teachers & families. Variety of learning opportunities in & out of the classroom
- Teachers, welcome new families with open arms
- Making new families feel welcome
- Strong community feel. Very open and welcoming place.

- The staff is an amazing group of people who genuinely care about the students and their education. The staff exemplifies and lives out their faith at Salem. There is a healthy balance between high expectations for student conduct and an understanding of child and early teen behavior. The kids are allowed to express themselves and have fun at school while remaining respectful to the staff and other students at Salem. Salem handles this delicate balance very, very well. It is a very positive environment.
- Great teachers and staff
- Teachers who truly care about students and families. Small setting (although some classes too small). Excellent principal who can see outside of the WELS limitations. Teaching the word of God daily.
- Being positive about a child's potential.
- Individual education plans for students. Great spelling curriculum that helps develop good English language skills.
- Great Christian education.
- Strong Christian and academic education
- Caring teachers and the ability to talk with them whenever necessary.
- Good religious foundation, many activities to participate in, caring community of students, faculty and families
- Salem provides a great Christian education with opportunities to excel in other areas such as music and sports along with being well prepared for high school.
- Teachers and staff are friendly and caring.
- Christ centered education, strong educational goals.
- Technology, teachers, Christian atmosphere
- Christian Education, awesome facility, loving and dedicated teachers and staff, people stepping up to help/volunteer.
- A good Christ and education based curriculum to help the students grow
- Commitment to values.
- Teachers are kind and caring. It's a wonderful Christian learning environment for children. Salem also helps to build relationships between students of all grade levels. The little kids really look up to and learn from the older students.
- Education with strong emphasis on Christ
- Christ-centered education and teachers
- Instructing our children in God's Word and relating all other school subjects to that Word.
- High on spiritual growth. good school/grounds. Small classroom sizes for more individual attention. Once old enough can be in sports regardless of abilities. Love the yearly family education night.
- Positive environment with good morals. I have my child go because you teach the Bible.
- Caring staff

What needs improvement at Salem?

- Consistent parent teacher communication for all grades, updated website, new family welcome
- Not be so closed minded about partnering with other churches and denominations. (Church -principal isn't but is limited by church) more community outreach such as serve at local nursing homes or Offer our facilities (gym) to get people in the door. Not be graded on church attendance. Have catechism/religion classes teach from perspective of respecting and educating other denominations. Not that they are wrong.
- Student retention.
- More marketing and looking forward to utilize our manning property.
- The relationship between church and school
- Enrollment in k-8
- Athletic director needs assistance, paras needed for kids with issues that can't be effectively dealt with in private school setting
- Salem needs to ensure sustainable growth in number of students & faculty. Of course this involves many factors; many of which are out of the control of the school. I would encourage increased promotion of the school & a combined effort of staff and school families to welcome, encourage and embrace new students & their families.
- Communication and accuracy of information regarding athletic activities could be improved for less parental frustration.
- Sometimes I feel teachers get too involved in petty, two faced discussions rather than modeling leadership and Christian behavior, enrollment, and communication
- An increase in enrollment, website
- Enrollment
- The Web site is lacking information and not easy to navigate. New parent orientation could be beefed up. When we joined Salem, we weren't really made aware of the before/after care options. Before and after care specifically is a black hole of information. No one really seems to want to be responsible for the program existing and/or being marketed to parents. It's a wonderful tool for working moms and dads, and I think would draw in more families if it was better regulated/marketed.
- I think Salem is great the way it is.
- Advertising to the community
- Would love it if band could be included in the curriculum. I know this would increase tuition, but at least explore the possibilities.
- Class sizes-small size also a minus for learning social skills. Not certain how to address that. Signs near highways for activities? Radio advertisement (KTIS 98.5).
- Older technologies. Not as many opportunities as public school. Some teachers are excellent and others mediocre. You need a full time school nurse.
- Integrating new families, maybe revamp school website, use of social media/marketing.
- It would be so nice to add more students
- Keeping great staff like Mr. Zimmerman

- Salem could improve the way they orient new families to the school with an added emphasis for families that are not members of the church to help welcome them and encourage involvement.
- Consistency and organization with extracurricular activity scheduling. Better parent communication from pastors teaching confirmation classes. Consistency of teachers in the middle school grades. Better content in PE classes.
- How do we get more families to send their kids here?
- Outreach and Evangelism to attract and keep new students.
- Not any
- Marketing
- Increase in numbers of students for socialization
- Presence in community. Use social media, it's free.
- Nothing at this time
- My children have only attended the preschool, which we love. I don't really have any feedback for improvement at this time
- I think the writing curriculum is weak. My older child had trouble transitioning to high school because she did not have enough experience writing essays and longer papers. Additionally, she had bad writing habits that were not corrected earlier (specifically run-on sentences). I have noticed with my current student that poor writing (such run-on sentences) is still tolerated. I would like to see a stronger writing curriculum that builds good writing habits at an early age, and prepares them for writing papers in high school.

Additional Comments

- Thank you for creating an exceptional learning environment for our children.
- All the teachers, and pastors are amazing to my family. I appreciate everything they have done for my family.
- Uniforms would simplify issues with dress code & be a great marketing tool to showcase Salem in the community.
- I often talk about Salem to friends and family. Keep up the good work!! Thank You
- We love Salem
- It's too bad in recent years that Salem has lost and will lose another great teacher, but for the most part the teachers are dedicated and willing to go the extra mile.
- Salem is a wonderful school to send my children
- Our 5 children have all attended Salem and have been successful in any academic endeavors after Salem.
- We are very pleased with the result Salem has had on our children and on us as parents. We love Salem!!
- Salem has been the best decision we have ever made for all of our children!
- Hard for new families to know what groups are out there to get to know other families especially if your children are too young for sports. I think Salem is a friendly group as a whole once you get to know people it's just trying to get those new people involved so that they want to continue in the Salem family. Took a

long time for me to learn about Moms Bible study (unfortunately didn't work with my schedule) but maybe also other groups that aren't necessarily centered in the school/ church. Breakfast groups after dropping kids off, walking groups before school or prior to picking up, Saturday/Sunday open gym, book club. Hard to plan for a lot of these things on a regular basis but just a thought.

Appendix C: Interview Questions and Responses

Interview with community families (2)

How did you hear about Salem?

- Referral from a friend (2)

Why did you enroll your children at Salem?

- Strong conservative education.
- Christian aspect very important
- Open to families of other denominations
- Nice facility
- Welcoming feel

What are Salem's strengths?

- High expectations
- No Tenure for teachers
- Curriculum
- Smaller class sizes
- Great opportunity choices for a school this size
- School culture is good
- Supporting and encouraging
- Students are nice to each other

What are Salem's areas for improvement?

- Enrollment too small
- Small options for friends

What is Salem's reputation in the community?

- Strong in my circle of friends
- Hasn't heard anything negative
- Unknown

Are Salem's tuition rates reasonable for community families?

- Absolute steal
- Yes they are
- Raise Salem member rates

Is the Christian aspect important to you?

- Absolutely (2)

How can Salem reach more families like yours?

- Articulate the value of Salem's education.
- Why is it important to send children here?
- Sell the extra opportunities for participation students have at Salem

Interview with family that did not return this year. (1)**What do you appreciate about your children's new school?**

- Smaller class sizes than other district schools
- Additional support and resources
- Happy with the academics

What frustrations do you have with your new school?

- Missing Christian aspect
- Not knowing the other families like I did at Salem

What do you feel were Salem's strengths?

- Small class sizes
- Christian atmosphere
- Quality education
- More attention to individual students
- Academic expectations are high. "Salem teaches to the 70th percentile while the public school teaches to the 50th percentile."
- Athletic offerings have come a long way. (Bowling and Frisbee Golf)
- Caring and compassionate faculty

How can Salem improve?

- Start a K-12
- Have additional resources for struggling students

What is Salem's reputation in your circle of friends?

- Strong reputation

Was the Christian aspect of Salem important to your family?

- Huge

Is Salem's tuition rate reasonable?

- Absolutely

Interview with other WELS member family? (1)**What are Salem's strengths?**

- Christian values
- Nice facility
- Location

How can Salem improve?

- Increase enrollment

- Limited resources
- Expand out of the WELS circle

What is Salem's reputation in your circle of friends?

- Only heard positives

Are Salem's tuition rates reasonable?

- Yes, compared to other private schools

What was the reason you chose Salem?

- Christian values
- WELS School

Interview with families that attend preschool but do not attend K-8

What do you appreciate about your child's current school?

- Free
- Small feel
- Convenient
- Challenging
- Good teachers
- School spirit
- Good academics

What are your frustrations of your child's school?

- Parent drama
- Montessori preschool

What do you know about Salem's K-8?

- Not much
- Didn't investigate because it was not an option
- Not much.
- Willing to learn more.
- Will take a lot to leave current school

What is Salem's reputation in the community?

- Preschool has a good reputation.
- Have not heard anything about the elementary school.
- Positive preschool reputation.
- Doesn't know much about the K-8

Are tuition rates at Salem reasonable?

- Preschool is reasonable.

- Never looked at K-8 tuition
- Preschool is very reasonable.
- K-8 is about the same as the Catholic grade school

What was the main reason you didn't enroll your child at Salem?

- Went to small Catholic grade school and didn't like certain aspects
- Didn't want to pay tuition
- Members of the Catholic Church

How can Salem do a better job promoting itself in the community?

- Advertise any awards
- Promote music- band and piano
- Salem teaches Conservative Christian Values
- Before and After School Care

Appendix D: Prospective Family Information

Date _____

How did you hear about Salem? _____

Name: _____

Address: _____

Telephone Number: _____ Email: _____

Grade(s) interested in: _____

Name of children: _____

Additional
Information: _____

- ☐ Tour Scheduled _____ (Date)
- ☐ 36 Hour Email _____ (Date)
- ☐ One Week Letter _____ (Date)
- ☐ One Month Letter _____ (Date)
- ☐ Classroom Visit _____ (Date)

Notes: _____

Appendix E: Guide to Engaging and Following –Up

Welcome

We have 7 minutes to make a good first impression.

1. Greeted: Welcomed with a smile
2. Directed: Simply and politely where they need to go
3. Treated: Shown respect, professionally, offered something to drink
4. Seated: Led to comfortable, appropriate seats
5. Timed: Made aware of any time constraints.
6. Gifted: Give them a small token to remind them of Salem. (water bottle, t-shirt, Christian education book etc..)

Follow-Up

36 Hour Email Response (2-3 days after visit)

- Thank them for coming
- Invite them to come back
- Encourage them to ask more questions
- Look forward to meeting again

One Week Snail Mail Response

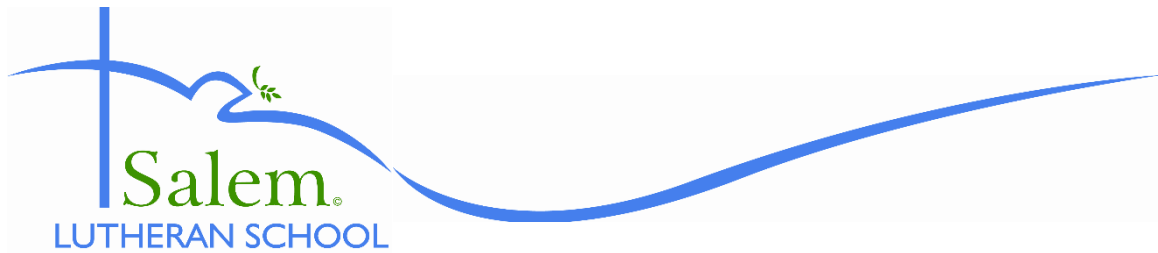
- Thank them for coming
- Salem's parents, teachers and students
- Salem's culture
- Opportunities at Salem
- Invite to visit again or child shadow for a day

One Month Snail Mail

- Hope everything is going well
- Activities on the calendar
- Anything exciting that has happened
- Invite to visit again or shadow for a day
- DVD of Christmas Program or Spring Play

Future Contact

- Add names and address to mailing list to receive postcards

Appendix F: One Week Letter to Prospective Family

14940 62nd St. N. Stillwater, MN 55082

(651) 439 –7831

Seth Zimmermann, Principal

Dear Joe and Jane Prospective,

I had a wonderful time getting to know your family. I know you are looking for a great school for your child. I know you want the best. You may be wondering what makes Salem the right choice for you. Let me tell you.

The people at Salem make this school awesome. We have very supportive parents that take an active interest in their children's education. We have dedicated teachers that are willing to go the extra mile so students can succeed. Most importantly, we have great students that work hard and treat others with respect.

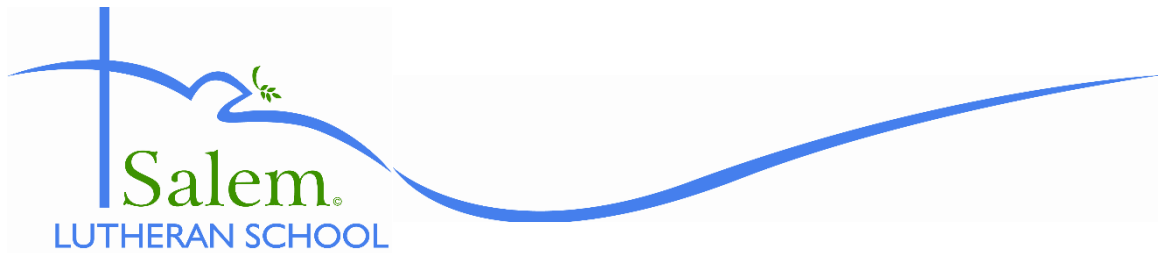
Salem is able to have this wonderful culture because it is Christ-centered. Christian values and teachings permeate the entire curriculum and students thrive in it- spiritually, academically, socially, emotionally, and physically.

Salem strives to give children a variety of opportunities to succeed outside the classroom. These words from a parent sum it up, "Salem has great opportunity choices for a school this size!" Parents enjoy going to after school activities and actually watching their children perform. This happens at Salem.

Choosing a school can be a difficult decision. There are many factors to take into account. Most parents would say a safe environment, quality teachers, and great academics are the most important characteristics when choosing a school. Salem has all these qualities and we get to teach about Jesus. Your family will be in my prayers as you decide where to enroll your child. Contact me with any questions or if you would like to schedule a time for your child to shadow for a day. God's richest blessings!

Sincerely,

Seth Zimmermann

Appendix G: One Month Letter to Prospective Family

14940 62nd St. N. Stillwater, MN 55082

(651) 439 –7831

Seth Zimmermann, Principal

Dear Joe and Jane Prospective,

Last week, I had the pleasure of observing our 1st grade classroom during Bible story time. The teacher was teaching the children about Jesus feeding the 5,000 with only five loaves of bread and two fish when a young girl exclaimed, “Jesus is the bestest cook ever!”

That might not be the grammar that is taught in our printed books, but it is awesome to see the love for Jesus in the kids here at Salem. In my years here at Salem, I have had many chances to see God’s word work faith and motivate students to live for him. Over the past month, I hope you have had some time to think about the future needs of your child. I know that you will treasure these years in your child’s life. I know your child will also treasure these years.

(Seasonal)

Christmas is a time of year that all children love. The Christmas celebration at Salem starts after Thanksgiving. This is when all the children start learning their recitations and songs for the Christmas service. This year our program is about the shepherds in the fields. The students also have Christmas parties and gift exchanges. It is an exciting wonderful time of the year to be a student at Salem.

This is an exciting time for you as parents. You have a large decision ahead of you. May God give you the wisdom and guidance to make the best decision for your child. God’s blessings this Christmas season.

Sincerely,

Seth Zimmermann

Appendix H: Sample Survey for New Families

1. What has your family enjoyed most about Salem?
2. How has Salem communicated with your family?
3. Was it easy to find important information?
4. Do you feel your family has adjusted well to Salem's culture?
5. What could Salem do to improve its experience for new families?