

2014

Community Preparatory School: Alumni Relations Plan

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Executive Summary

Jolly Roger Public Relations (JRPR) is a full service, student run, PR firm run through Roger Williams University in Bristol, RI. Our mission is to build strong brands and great reputations for each of our clients, and simultaneously have our team gain real-world PR experience. JRPR is the sole student-run PR firm at RWU, and is committed to providing unmatched media relations and communications services to local businesses. Through in-depth research, hard work, attention to detail, and an unbridled passion for Public Relations, we guarantee to formulate the perfect campaign for every client.

The Community Preparatory School (CPS) is an independent middle school serving grades 3-8. We received a request for proposal from CPS in August, and we're delighted to be given the opportunity to create a PR plan specifically tailored to their individual needs.

Within this campaign book, you will find the detailed semester-long plan we constructed for the Community Preparatory School.

Research: In order to accurately address CPS's needs, JRPR first had to discern public opinion about the school and analyze their current situation. By conducting an online survey with CPS Alumni and performing a content analysis of the local news media coverage, we were able to more readily understand the challenges and obstacles facing the implementation of an Alumni Relations Plan.

Strategies: In order to successfully reach our goal for the CPS, JRPR has created several objectives, strategies, and tactics suited to meet their needs.

Execution: In an effort to assure CPS that our plan will be successful, we are going to be conducting a baseline survey with CPS Alumni pre- and post- implementation of our campaign. This will be discussed further in the plan.

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Situational Analysis

The Community Preparatory School is an independent middle school located in South Providence, Rhode Island. The Community Preparatory School was established in 1984 by current headmaster Dan Corley and Robert W. Hahn. Both Corley and Hahn saw a need to drastically redefine and implement innovative teaching techniques to create a new model in urban education and provide opportunities for disadvantaged youth to achieve their full potential.

With an average enrollment of nearly 150 students a year, CPS has had 656 graduates pass through its doors, with 97% of them enrolling into college preparatory high-school programs after graduation. As an independent middle school, CPS's sole mission is to challenge minority and low-income children of Rhode Island to succeed academically and become community leaders. This is accomplished in part, through the school's core values of RESPECT: **R**esponsible **R**ole **M**odel, **E**nthusiasm, **S**upport, **P**reparedness, **E**ffort, **C**hallenge and **C**ommunication, and **T**rustworthiness and **T**ruthfulness. These principles are presented to students and parents of CPS in hopes of cultivating a mutual understanding of the schools overall goals.

By applying the core values of CPS towards the interdisciplinary approach students gain valuable perspectives through multiple lenses. This was furthered starting in September 1996, when the school adopted the Responsive Classroom™ teaching approach. A model of holistic instruction, aimed at providing support for the social, emotional, and academic growth of elementary school students. This all-inclusive interdisciplinary theme-based curriculum challenges students to think critically to creatively solve problems. With average classroom sizes of 18 students, much of the instruction is done in small cooperative groups.

This inclusive instruction also includes numerous community engagement initiatives, where student participate in school-based service projects to help their immediate neighborhood and surrounding area. Understanding the history and brief academic structure of CPS will aid in the overall comprehension and implementation of this plan.

Tuition and Current Fundraising

While the cost of attending CPS is \$13,600 per pupil, 90% of students receive financial aid, with 74% receiving nearly full scholarships, 11% paying quarter tuition costs, 6% paying half, and 9% paying full tuition. Due to the high number of substantive aid packages for students with financial need, income from tuition only covers 20% of operating costs for the school. This means that the remaining 80% of CPS's operating budget is funded through donations and contributions from alumni and the greater community.

Due to these circumstances, the CPS Annual Fund is a primary source for tuition assistance for students with financial need. Additionally however, a CPS endowment fund supports funded scholarships, programs and additional staffing. While large contributions are sought after, CPS stresses the notion that 'any amount counts' in contributing towards creating opportunities for these children.

Current practices for soliciting alumni contributions are limited by the existing methods of communication and lack of robust alumni relations plan.

Alumni Engagement and Involvement

With almost 700 alumni – CPS is primed to begin to effectively engage and involve alumni in opportunities for giving back. Presently, a single alumni coordinator within the CPS Alumni and Development Office works to communicate with all alumni through use of multiple strategies. While an email database exists of all current alumni, response rates are low and

bounce back rates high. Moreover, the social media site Facebook, is used to directly message alumni who are immediate friends with the current coordinator. This method can be used to reach alumni but is often not enough to increase engagement or involvement.

The communication strategies currently enacted, make it difficult to raise any awareness of involvement and giving opportunities to CPS alumni because of the lack of coordination between media and key messages.

Another restraint, which plays a role in low alumni engagement and involvement, is the time between when CPS students become alumni and when they graduate from high schools and/or other institutions of higher learning. During this time new alumni are treated equally to those who have already graduated from higher learning institutions and who have becoming financially secure enough to give back. This distinguishing factor means that other means of contributing should be considered for those unable to currently give back financially. This makes it imperative that alumni coordinators work closely with current students to build strong connections that can last long after they graduate.

By understanding the current situation facing CPS we were able to target our research towards creating objectives and tactics to reach the overall goal of this plan.

Campaign Research

In order to better understand the Community Preparatory School, we enacted two methods of research. A content analysis was performed on CPS, in addition to an alumni survey.

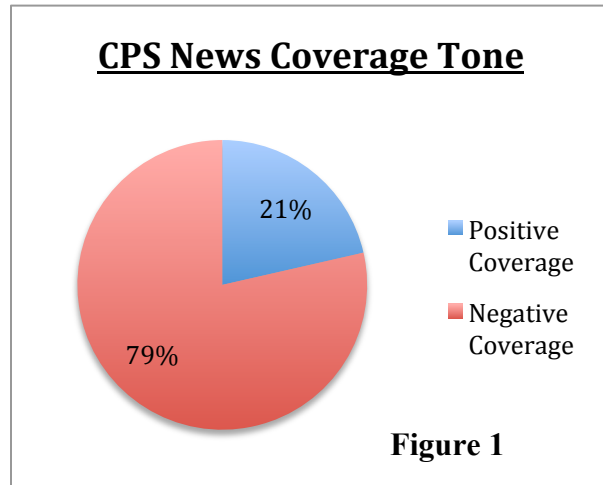
Content Analysis

Methodology

The first method of research we used was a content analysis. We utilized this method because it is an effective way to discover how the media is covering and representing an organization to the public. In order to conduct this research, we had to find articles written about the Community Preparatory School in newspapers, online journals, magazines etc. Since our client is Rhode Island based, we needed to focus solely on Providence media, so we used the ‘The Providence Journal.’ We chose this source in particular because it is credible and reaches a large majority of Rhode Islanders. The first step we took in our content analysis of this online source was to limit all our results to the years 2008-2013. We did this in order to get the most current and relevant information on our client. The Providence Journal contained 24 postings related to CPS. Unfortunately, all of these results were not articles so we decided to focus on 14 of the most relevant postings. From there, we summarized the content of these articles to determine whether they were positive, negative, or neutral. We classified each article individually but focused on the crux of the piece and its overall purpose.

Results

After analyzing 14 articles from the Providence Journal, we made several important discoveries regarding the Community Preparatory School. First we found that the overall tone of their media coverage was generally neutral. In fact, 11 of the articles we found in our sample were neutral, which is about 79% (**Figure 1**). By using the term ‘neutral,’ we basically mean no bias, informational, and factual. An example of these neutral postings is the “Holiday Giving” write-up in The Providence Journal.



It just discussed the fact that CPS was seeking holiday volunteers and donations, and weren't slanted in any direction. Another 'neutral' posting was the “Flu Update” write-up in the Providence Journal stated that CPS would be hosting a flu shot clinic, along with numerous other Providence schools. The purpose of these 'neutral' postings is essentially to inform people, so they really didn't give us any insight into the public perception of this school. The last three articles we found had a positive connotation, and this constituted only 12% of our sample. By using the term 'positive' we are implying that the media coverage this company received portrayed them in a good light. Positive representation was seen in all of our online sources, but not to the same magnitude as the neutral postings. Some examples of positive coverage include write-ups on the Community Preparatory School's extensive work to better their community and student recognition. This school values giving back, and that can be seen through the articles covering their student's volunteer and humanitarian work.

We didn't find any negative articles about the Community Preparatory School within our sample. Although negative media coverage is bad for any kind of organization's image, it can also help to identify the main issues and then immediately rectify them. So since our client doesn't have any, it is double-edged sword. There must be a reason why CPS has very little positive coverage and no negative coverage. Perhaps this lack of publicity has to do with weak media relation's efforts within their school or maybe it is something else entirely. This content analysis has greatly increased our knowledge of the public's perceptions of the Community Preparatory School, and their specific needs going forward.

Survey

Methodology

The second research method we conducted was a survey. We employed this method because it allowed us to determine the current attitudes, opinions, involvement, and potential/likelihood for increased developmental fund donations from current and future CPS Students and Alumni. The survey had 31 questions, using interval, ratio, nominal, and ordinal levels of measurement. By also using non-comparative scales within the survey, we were able to examine qualitative attributes felt towards CPS by alumni. Likert scale questions allowed us to collect and interpret attitudes of respondents. The reason we chose to include Likert scale questions, categorical questions and nominal questions in the survey is because it allowed for us to run much more descriptive statistical analysis. Frequency tests, t-tests and f-tests were all conducted on the collected data. These analyzation methods provide us with statistical support we would not be able to calculate if we did not have all three question types. Frequency tests allowed us to understand the responses in terms of percentages out of 100. T-tests allow us to find statistically significant differences between questions that only contain two variables, such

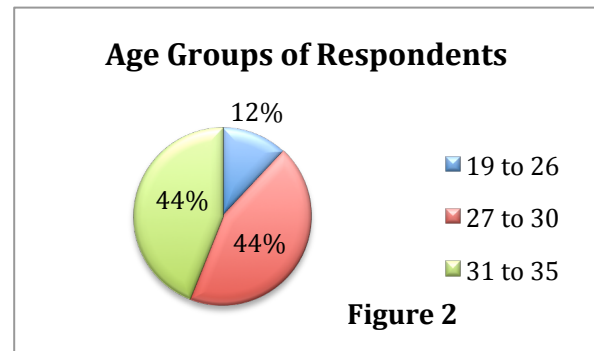
as categorical questions, and Likert scale questions. By running T-tests we can determine differences between the responses given from multiple questions.

The sampling method utilized was a convenience sample or an accidental sample. Although this is a non-probability sampling technique, it was used because of the limited alumni email database. This limits the representative nature of the findings. Using convenience sampling on current registered valid email address with the CPS Alumni and Development Office, we were able to electronically distribute surveys to 183 CPS alumni and garnered 23 responses. Qualtrics, a web-based tool for building surveys was utilized to aid with facilitating the data collection and in the statistical analyzation process.

The survey was divided into four sections; respondent's current level of education, attitudes of agreement towards statements about CPS, and current and future interactions with CPS.

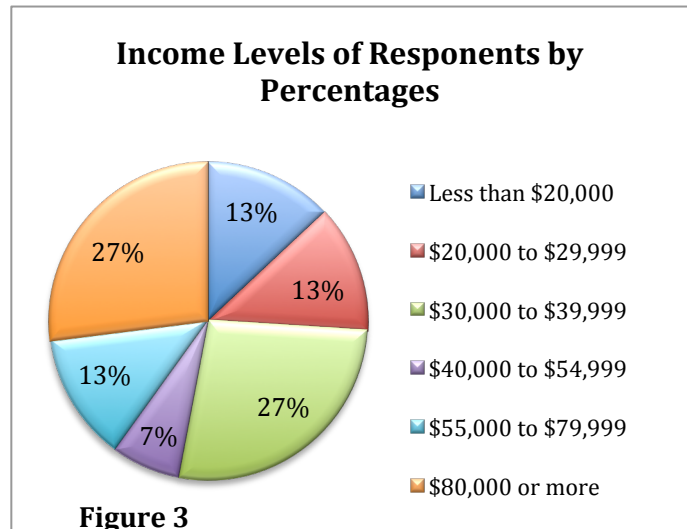
Findings

We sent the survey to 183 alumni and received a 13% response rate. From those surveyed we found our gender ratio of 31% to 69%, male to female respondents. Although there was a low response rate, our findings indicated that 27 to 30



year olds and 31 to 35 year olds were the most engaged, with 44% and 44% responses respectively. The least engaged respondents at 12% were between the ages of 19 to 26 (**Figure 2**). Furthermore, our survey indicated that 43% of respondents still live in Rhode Island, while 21% were currently located in New York, 14% in Virginia, 7% in Tennessee, 7% in California, and 7% in Georgia. From those surveyed we also determined that 94% were currently employed,

with 13% actively seeking employment and 13% pursuing further education. Additionally when examining incomes, we found that 27% earned \$80,000 or more per year, 27% earned \$30,000 to \$39,999 per year, 13% earned less than \$20,000 per year, 13% earned \$20,000 to \$29,999 per year, 13% earned \$55,000 to \$79,999 per year, and 7% earned \$40,000 to \$54,999 per year (**Figure 3**).



When examining respondents class graduation year, 24% indicated their class year as 1998, 18% indicated 1999, 12%

indicated 1992, 12% indicated 1993, 6% indicated 1995, 6% indicated 1996, and 6% indicated 2005.

When asked what the highest level of education obtained by respondents was, we also found that 71% hold Master's Degrees, 24% hold Bachelors' Degrees, and 6% hold high school diplomas.

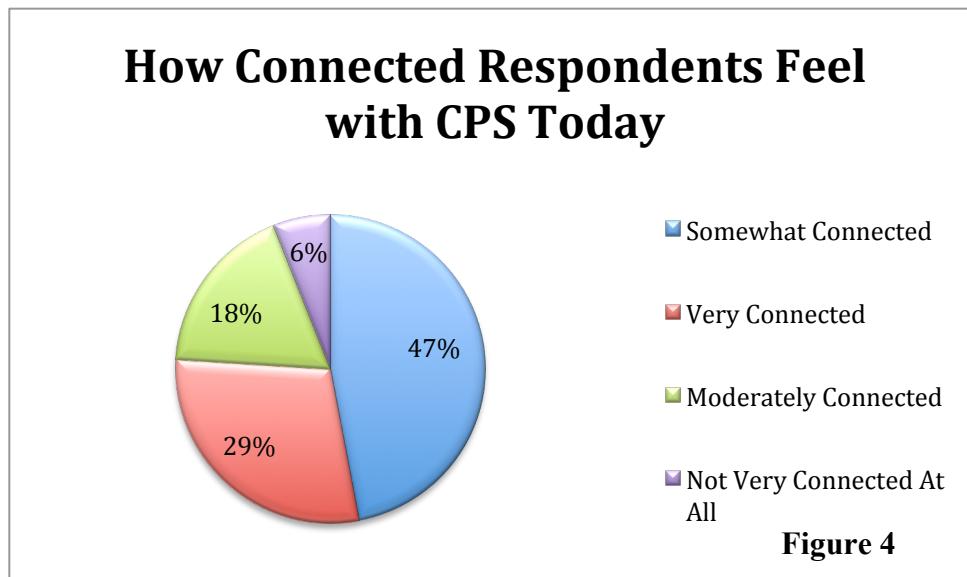
Respondents were asked Likert Scale questions throughout the survey to determine their level of agreement, likelihood, and level of importance, with statements about CPS. From those results, we found that a strong majority would strongly agree to recommending CPS to a friend (N=4.95, N= 19). We also found respondents strongly agreed they valued the education they received and are proud to be CPS alumni (M= 4.95, N=19, M=4.95, N=19). Additionally, 61% of respondents indicated they strongly agreed that CPS prepared them academically and socially, and provided them with opportunities they would not have otherwise. Furthermore, 75% of the respondents agreed or strongly agreed, when ask if they felt as though they were still part of a

‘CPS family’. From this series of Likert Scale questions we also found that when respondents were asked if they used their connections at CPS to help them find a job or internship, a majority disagreed or remained neutral (M= 2.89, N=19).

Moreover, when asked to rate their level of interest in attending CPS, respondents indicated they were very interested in attending CPS Reunions and CPS Alumni Days (M= 2.11, N= 18, M=2.22, N= 18, respectively).

When asked about participating in events at CPS, 78% indicated they would be interested in speaking at a career panel and 72% would participate in a community event or concert. Sixty-one percent of respondents also indicated they would be interested in sponsoring a job shadow opportunity for students.

Yet when asked if respondents felt connected with CPS today, 47% felt somewhat connected, 29% felt very connected, 18% felt moderately connected, and 6% felt not very connected



connect at all. Furthermore, when respondents were asked if they were still in regular contact with individuals from CPS, 84% indicated they were still in

contact with classmates and friends met at CPS, 42% indicated they were in contact with teachers or staff members from CPS, and 16% indicated no connections at all (**Figure 4**).

Then when examining how these connections were made, 70% of the respondents indicated it was important to receive the CPS Newsletter (M= 2.10, N=20). Respondents also indicated that receiving communications from the CPS Twitter and CPS website was only somewhat important or not at all important (M=3.06, M=3.06, respectively). Additionally, on average respondents indicated it was very important to volunteer at CPS (M=2.17) and when asked how important mentoring at CPS was to them respondents indicated it was somewhat important to them (M=2.38). These findings correlated with our results regarding the frequency of communications received by alumni, where respondents indicated they often receive the CPS Newsletter (M= 3.67) and CPS Emails (M=3.61). While respondents indicated they rarely or never receive CPS information from the CPS Twitter (M= 1.33), CPS phone calls (M= 2.00), and the CPS Website (N=2.33) (Figure 5).

How Often Do Respondents Receive Communications from CPS?

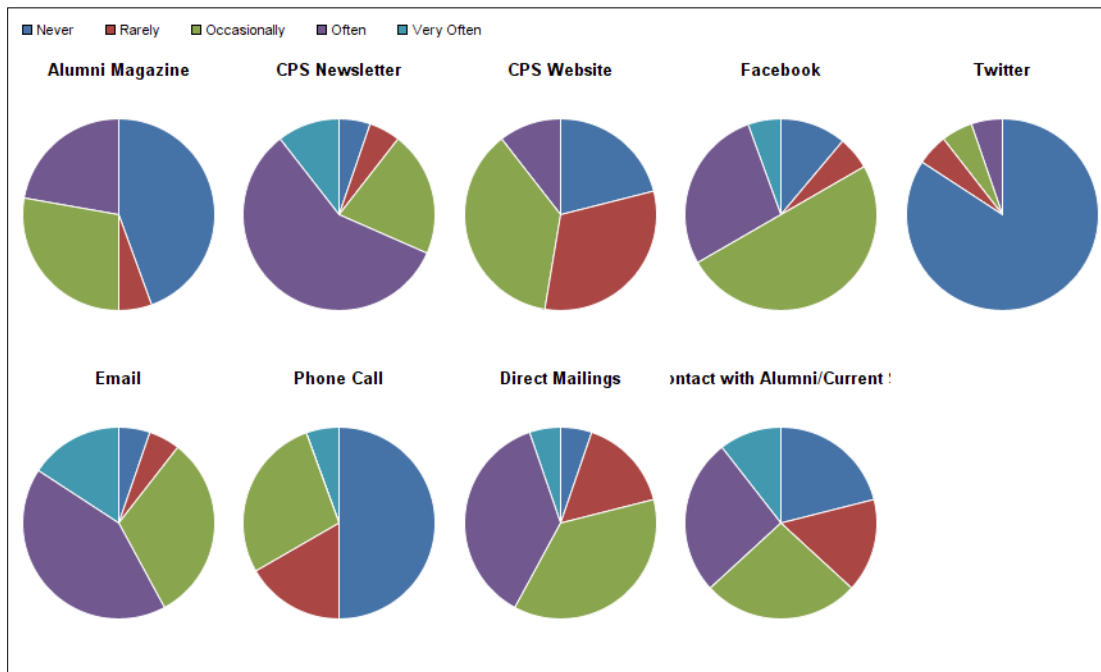


Figure 5

Respondents also indicated that they would prefer to receive CPS information about events, activities and volunteering opportunities from the CPS Email (78%), the CPS Newsletter (67%), or an alumni magazine (50%) (Figure 6).

How Often Do Respondents Receive Communications from CPS?

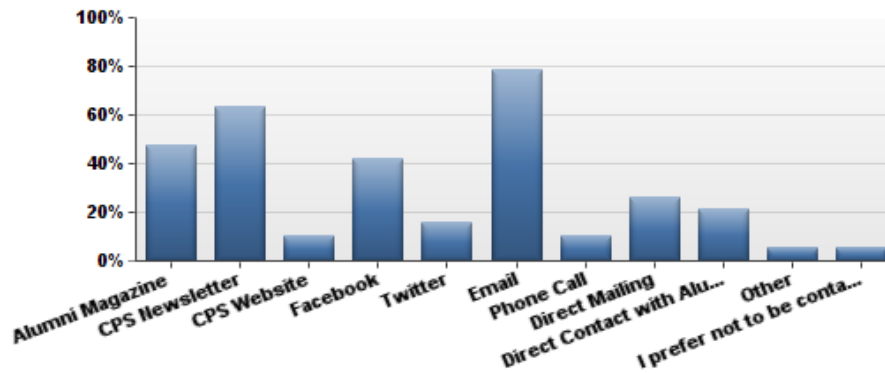


Figure 6

Discussion

After analyzing the findings from the survey of CPS alumni we can begin to tailor strategies to achieve our objectives. These findings help us to determine specifics about CPS alumni that will aid in targeting them more effectively. We found that alumni have positive attitudes towards their experiences during CPS and are proud to be Alumni. This affinity is a step in the right direction for implementing a more cohesive alumni plan. From our research we also found that alumni are interested in volunteering and mentoring students. Alumni also responded to wanting more events and opportunities to socialize with alumni. Increasing social functions and the opportunities for mentoring and volunteering could align with this need. Furthermore, Alumni prefer receiving communications via e-mail, thus formalizing a procedure to send out materials would be beneficial. Also with the high number of alumni still in communication with former peers, a more systematic network would be helpful in connecting future alumni as well.

Campaign Theme

“Our Future is in Your Hands.”

Campaign Message

The Community Preparatory School is in continual need of Alumni support in order to provide opportunities for students to reach their full potential.

Campaign Goal

To raise awareness, involvement, and contributions, to the Community Preparatory School from CPS Alumni.

The Six Components for Effective Communication:

In order to ensure that this message receives maximum penetration among the target public, JRPR is going to utilize ‘The Six Components for Effective Communication’ which guarantees message success.

Receive Message: People tend to receive messages when they are exposed to them. First you have the encoder or the source of the message. Then the message goes through a channel such as media and has to have a vehicle to drive that message such as Facebook. After the vehicle drives the message then it gets received by the decoder or the person(s) your message is getting through to. Then you get feedback. The way CPS will get their message across will be to use media to drive their message to the Alumni. This can be done using social media, collateral materials, and write-ups in newspapers. The

utilization of media is the best way to reach Alumni, and the best way for them to receive CPS's message.

Pay Attention to the Message: When trying to get people to understand your message you can use the Uses and Gratifications theory which talks about how people tend to pay attention when they are entertained, informed, their opinions get reinforced and they have a sense of belonging. Our message will get people to pay attention because the Alumni already have a sense of belonging to CPS, and it informs and reinforces their opinions about caring for their Alma mater. We will get Alumni to believe this message by holding events and other activities in which they can be a part of.

Understanding the Message: In order for people to understand your message your message needs to have an effective use of language, it needs to be clear so people can easily understand what your message is stating and you want to avoid jargon. This makes our message effective because it is easy to understand and it is clear and easy to understand. People will also be able to understand it better when they interact with CPS and go to their events.

Believing the Message: For people to believe your message you need to be credible. This can be done with opinion leaders and the two-step flow. If you have someone that everyone believes in and looks up to like the senator or governor of your state and if they say that your credible people will believe it. Also there needs to be audience involvement so that they know that you are telling the truth and that your message makes sense. This will be done with our message because by holding a lot of events for the communities to join in on, it allows people to see that CPS holds true to their message.

Remembering the Message: There are 3 steps to remembering a message: simplicity, repetition, and use of multiple channels. You want to keep the message simple so that anyone can understand what you are trying to say. You also want to repeat the message over and over; you want to drill the message into people's heads so that they will remember it. Lastly, you want to use multiple channels such as media and print so that people that don't use media to get their news but print can get your message and vice versa. This will be accomplished by disseminating our message on collateral material, social media and in the news media.

Acting on the Message: For people to act on a message there are five things to consider when getting your message across to people. They have to be aware, interested, they have to evaluate your message, they need to test out your message and then they will adopt it. This will apply to our message because we will make people aware by holding events that in turn will get people interested in giving back to CPS. After they attend some of the events and activities they will be able to evaluate our message and then they will adopt it.

Ethical Considerations

There are several ethical considerations when deciding on this message, and they basically all revolve around being accurate and honest. We have to make sure that by disseminating this message, we are indeed going to live up to it and make good on all our promises. Additionally we have to be certain that we are not manipulating the public or publishing falsehoods. We have to do everything in our power to get the message across that CPS sincerely cares about their Alumni, and that giving back to CPS is a mutually beneficial endeavor. So this means tailoring this message to the specific characteristics of this target public, and making sure that we are not offending or alienating any of them.

Media Choices

The media that best fits our target publics and devices is print and the internet. From our research we found that the majority of people that make up the reachable CPS Alumni, are in the workforce, educated, and are usually on the go. So the best ways to reach them are through mediums that are portable, immediately attract attention, and allow for convenient viewing. So by sending out messages through channels and devices such as social media, newsletters, newspapers etc., our messages are bound to have the most impact on Community Preparatory Alumni.

Frequency of Message Distribution

We will hope to run these messages everyday in all five communities over the course of our entire PR campaign. Ideally JRPR would aim for at least one form of message dissemination on a media outlet daily, so we can increase the likelihood of CPS's message being seen by the reachable Alumni and then relayed to the overall Alumni target population. Furthermore, we would plan out when to host related activities or host certain events, to maximize the possibility of additional free publicity among other mediums by sending press releases in advance. This is illustrated in the timeline section of our campaign plan, and it details the exact dates of each tactic. All of these efforts will help persuade Alumni to give back to the Community Preparatory School.

Campaign Objectives

Jolly Roger PR has formulated five objectives to reach the campaign goal for the Community Preparatory School. Our objectives are as follows:

- To inform 300 alumni of involvement opportunities at CPS by June 1, 2014.
- To gather 500 media impressions of CPS by June 1, 1 2014.
- To build on existing positive attitudes towards giving back to CPS by 20% by June 1, 2014.
- To increase alumni donations to CPS by 15% by June 1, 2014.
- To increase the participants of CPS programs and events by 50 alumni by June 1, 2014.

Campaign Strategies

Jolly Roger PR has formulated numerous strategies to help reach the campaign objectives for CPS. Below each objective are listed strategies

- ***To inform 200 alumni of involvement opportunities at CPS by June 1, 2014.***

Strategy: In order to achieve this objective we will use a one-way communication strategy. In enacting this strategy we will be able to inform alumni of opportunities for involvement. These communications will take the form of collateral materials, which incorporate the message and theme but are targeted towards informing alumni about specific opportunities for involvement.

Purpose: By using a one-way communication strategy, we will be able to inform our publics of opportunities for future involvement with CPS. This type of communication model is linear in structure and allows the sender to directly communicate messages to the receiver. Furthermore, this communication model will aid in informing our target publics of the key messages of this campaign. To implement this strategy we have proposed tactics aimed at achieving this objective. As stated in our objective we wish to inform alumni on opportunities for involvement, these include volunteer-based opportunities as well as financial contributions.

Tactics

Monthly Alumni E-Newsletter

While presently there is a CPS newsletter (Big News), creating a monthly digital newsletter will begin to create a digital communication channel that will enable us to begin to inform and update alumni of opportunities involvement at CPS on a more

consistent basis. This newsletter should incorporate additional information about current CPS and CPS Alumni initiatives, but should act as a monthly reminder of the connection the alumni shares with CPS. By including a section in this E-newsletter about upcoming volunteer opportunities we can begin to continually inform alumni about opportunities for them to give back. Additionally, this digital newsletter will include information about the Auto-Donation program, a program to increase the number of financial contributions to CPS. A section of the newsletter should including quick facts about the program, illustration of the value of contributing, and details on how to enroll in the program. In order for this tactic to be effective, consistency is crucial - to achieve this, an e-newsletter template would be helpful. E-newsletter services would help to manage this tactic and can be found online (enewsletteronline.com, mailchimp.com). These resources can begin to aid in consistently informing publics of the messages outlined in this plan.

Social Media

While a CPS Alumni Facebook group exists, we recommend creating a distinct CPS Alumni Page. This will not only begin to allow for two-way communication between CPS and alumni (completing a feedback loop) but also allow for CPS to post opportunities for involvement, which align with a one-way communication strategy to achieve this objective. Twitter can also be utilized as an avenue for connecting with alumni. Posts to these types of media should always align back with the main message. This can be accomplished by including a CPS specific hash tag for alumni communications (#CPSAlumni, #SupportCPS) on any posts or statuses. As an alumni program develops, a separate twitter may also be useful in maintaining alumni specific social communications.

Annual Report Alumni Spread

While CPS currently has an annual report, we recommend enhancing the publication to include a spread specific to alumni updates and current initiatives. This new alumni section would enable CPS to not only update all publics of the progression of this plan, but specifically alumni. By using alumni testimonials from events we can illustrate to other alumni who read the report the ease of involvement and additionally promote future events. This enhancement will also serve as a means of including all publics in any alumni affairs.

Collateral Materials

By creating distinctive collateral materials with information on upcoming programs, events, and opportunities to enroll in the Auto-Donation Program alumni will constantly and continually be informed of upcoming opportunities. On all the collateral materials we create and distribute, we will include a prominent section that states to “Follow Us on Twitter” or “Like Us on Facebook” to ensure that all publics are aware of opportunities to contribute. Printed materials will be distributed currently reachable alumni, while similar materials will be posted on social media websites. (See appendix 1.4., 1.5)

- ***To gather 500 media impressions of CPS by June 1, 2014.***

Strategy: To achieve this objective we will utilize all forms of media coverage to connect with our target public.

Purpose: Positive media coverage is extremely important for the overall success of our alumni plan for CPS. Utilizing the findings of our content analysis on CPS, we determined that there is limited to no coverage of CPS in the news media. The media is an outlet for CPS

to take advantage of and gain exposure. From research we found/know that the Cultivation Theory reinforces the notion that people develop attitudes based on what they see in the media. By attaining positive media coverage of CPS we will be able build upon the existing attitudes of Alumni and work towards achieving the goal of this plan.

Tactics

Press Releases

Press releases will be sent to target media outlets in order to gain media coverage for CPS. Press releases can gain impressions, as well as inform publics of major alumni events and CPS programs, thus are effective in achieving this objective. Press releases should be timely, relevant, newsworthy, and include direct contact information. (Appendix 2.1)

Public Service Announcement

Create a public service announcement about CPS and the importance of giving back towards education. Include a student testimonial to share how a contribution to education benefits the student. (Appendix 2.2)

Social Media

Maintain social media posts, through daily tweets and status updates to the CPS Facebook and Twitter accounts to begin to increase impressions from members and visitors to their pages. As previously stated, social media can be a great method for gaining valuable feedback from key publics, yet utilizing the one way communication model, it can also act as a means of gaining impressions. Thus it is important to remain consistent when posting to social media when trying to achieve media impressions.

- ***To build on existing positive attitudes towards giving back to CPS by 20% by June 1, 2014.***

Strategy: In order to build upon the existing attitudes CPS Alumni have towards giving we will use testimonials and emotional appeals. Additionally, in order to build an affinity towards an “auto-donation” program we will utilize opinion leaders to influence our target publics by profiling their positive program experiences. This will utilize the two-step flow theory of communication where individuals are informed and influenced by opinion leaders’ views of what they see in the media.

Purpose: We will utilize this strategy to influence alumni through use of opinion leader testimonials. We will collect and record the positive experiences of contributing to CPS and share these perspectives with all publics. These leaders will be identified as the primary contributors to the ‘auto-donation’ program and primary volunteers at CPS programs and events. By highlighting these individuals we will be able to solidify their positions as group leaders, then by sharing their experiences on social media through the CPS Alumni Page, we will begin to influence other alumni who view these testimonials.

Tactics

Alumni Contributor Ambassadors

By identifying primary contributors we can create and highlight alumni who are already giving back. These ambassadors will act as the opinion leaders and will share their experiences in the form of testimonials. This can be accomplished by interviewing these individuals and illustrating the ease in contributing, as well as the specific reason they are contributing. By creating contributor testimonials that can then be shared throughout

social media and the monthly e-newsletter, other alumni will be exposed to the message that contributing to CPS is an easy way of giving back.

Testimonials (Emotional Appeals)

To increase the positive attitudes of Alumni towards contributing to CPS and a ‘auto-donation’ program, we will highlight currently enrolled student and profile the impact any and every contribution makes towards their education. In creating these profiles, alumni can directly identify students who will be affected by their contributions. These profiles should remain short, consisting of a photograph of the student and a two sentence direct quote. This will enable the profiles to be relatively easy to create and update. Once a profile is created it will be important to incorporate them into the e-newsletter and online media (social media). This will ensure that these appeals reach the target publics. By appealing to the emotions of alumni and illustrating the benefits of contributing from the perspective of a currently enrolled student, alumni will re-connect with their own experiences at CPS and grow an affinity towards contributing. (See Appendix 3.2)

Auto Donation Info-graph

Creating a pictorial visualization of the ‘auto-donation’ will demonstrate the ease of using the program by breaking down the steps of enrolling. This will truly illustrate the process and aid in the understanding of the program specifications. This info-graph should be posted on social media and shared to disseminate the message of simplicity of the donation process.

- ***To increase alumni donations to CPS by 15% by June 1, 2014.***

Strategy: To increase alumni donations a one-way communication model should be used. In this respect we will use testimonials from other alumni who have already donated and students who will benefit from the contribution.

Purpose: By using one-one-one communication, alumni will be more likely to donate than if they receive a mass email or letter with a personal touch. Additionally, studies have shown that individual donors are more likely to donate an equal or greater amount if they see a peer donate a similar amount.

Tactics

Auto Donation Program

An auto donation program will aid alumni by automatically withdrawing a pre-set amount of money each month to be donated to CPS. For this program to gain high enrollment it will be important to stress how each contribution, regardless of the amount, help to support a needy student achieve their educational dreams. Using additional tactics from the other listed objectives will aid in informing and persuading publics of the benefits of this program.

“Take the Hassle out of Helping!” Event

CPS will host an informational seminar about the Auto-Donation program at CPS. This event will be held at the school with refreshments for all attendants. During this seminar, a professional staff member will discuss the program merits, program benefits, and simplicity of use. Selected students will also be in attendance to provide personal testimonials on how CPS has impacted their lives and their future academic goals. Press

releases and collateral materials will be created and sent to all media to ensure that publics understand the program specifics.

Social Media

We will post content examining the advantages of the Auto-Donation program on CPS's Facebook and Twitter account. We will highlight alumni who are already involved in the program and have them write testimonials about the benefits of this program. Additionally, we would create a specific auto-donation program group on Facebook, for interested alumni to converse and ask questions directly with program leaders. All of these efforts will help personalize the program and eventually get more alumni enrolled.

(See appendix 4.3)

Collateral Materials

To communicate with alumni with the one-on-one communication approach, CPS will send hand-written notes to alumni, make phone calls, and send personalized emails. Though the notes, calls, or emails don't have to be completely unique, a personalized touch will show them that you care about them as an individual. By using testimonials from alumni who have already donated, CPS will create profiles that include how much the alumni donated with a quote about how it made them feel.

- ***To increase the participants of CPS programs and events by 50 alumni by***

June 1, 2014.

Strategy: We are going to use a one on one communication model to achieve this objective.

Additionally we will create events that will aid in increasing participants to CPS sponsored events and programs.

Purpose: By creating alumni specific programs and events we can encourage current CPS alumni to participate and build upon the majority of current positive attitudes towards increasing future involvement and volunteerism at CPS.

Tactics

'A Day In the Life' Alumni Shadow Program

This program allows current students to shadow an alumnus on an average day at work or school. Current students will be given the opportunities to visit alumni in their workplace or school setting. This will allow alumni who may not be able to contribute financially to still be able to volunteer their time. Whether a day working within a restaurant, accounting firm, or a visiting a high school student, current students will be exposed to the many wonderful opportunities that can come from a CPS education.

Alumni Mentoring Program

For this program to be successful for CPS, a framework of strategic and technical support is necessary to ensure a robust, substantive program exists to sustain alumni and student needs. Resources can aid in the creation of a program (mentoring.org and mentoring-association.org), which offers support to current students, as well as recent alumni who can still benefit from a mentoring relationship. Alumni will be paired with students to offer academic, social and emotional support. As this program entails a longer commitment from alumni, an alumni-faculty committee should be created to monitor and implement specific mentor programing. As most mentors will be available after work, specific after school mentoring programs should be created to support their needs. To recruit initial mentors press releases and collateral materials should be created for all

media. As a program develops, the alumni-faculty committee will work closely with mentors to evaluate each facet of the program.

CPS Providence Bruins Hockey Night

This alumni program would allow an opportunity for CPS alumni to make connections with other alumnus. This outing would take place at the Providence Convention Center to watch the Providence Bruins. By calling ahead and booking a group rate for tickets, alumni will be able to purchase tickets from CPS. This event should be targeted towards younger CPS alumni would are still enrolled in high school and those who are transitioning into college. This program would allow CPS alumni to share their college entry experiences and create an opportunity for alumni to share. (See appendix 5.3)

“Dunk N’ Donate”

CPS will host this event for all publics to be held in the CPS gymnasium. This event will include an alumni and faculty basketball game. During half time, current students will showcase their individual talents with select student clubs/groups will performing. By having alumni and students interact we will be able to foster a connection between contributors and those they directly affect. This event will be advertised in advance with all collateral materials, press releases, and PSA distributed to all media.

Event Incentives

One option for increasing attendance at events is by offering bonuses or discounts to alumni who attend. An example of a bonus is an additional ticket to an event or autographed memorabilia, while a discount is a reduced ticket price or a reduced price on CPS apparel. Each type of incentive should be used to increase attendance. Opportunities for event incentives can occur on social media through status updates or tweets.

Event Promotions

Each event should have its own promotional material that can easily be scaled for printing and use on digital media. By using creative design techniques and early promotion strategies across all media, event key information will have a much further reach. In creating promotions for events it is important to also communicate the benefits of attending to alumni as well.

Testimonials

By highlighting alumni experiences during events by either video recording them or taking direct quotes and posting these materials directly after the events on social media, alumni who did not attend the event will quickly realize what they've missed out on and look to attend future events.

Social Media "Share" Program

Utilizing incentives to have alumni 'share' event posts will increase the reach of the event information allowing more alumni to become aware of this key information. Offering a discount on an event ticket to the first five individuals that share an event post can work to create momentum and increase the dissemination of the message or post.

Campaign Timeline

January 2014 -- December 2014

January 2014

(Update Facebook/Twitter Twice Whole Month Monday-Friday)

- 6 Post 2 testimonials (alumni & student)
- 6 Send out E-Newsletter

February 2014

(Update Facebook/Twitter Twice Whole Month Monday-Friday)

- 3 Post 2 testimonials (alumni & student)
- 3 Send out E-Newsletter
- 14 CPS Providence Bruins Hockey Night

March 2014

(Update Facebook/Twitter Twice Whole Month Monday-Friday)

- 3 Post 2 testimonials (alumni & student)
- 3 Send out E-Newsletter

April 2014

(Update Facebook/Twitter Twice Whole Month Monday-Friday)

- 7 Post 2 testimonials (alumni & student)
- 7 Send out E-Newsletter
- 21 Alumni-Faculty Mentoring Committee Forms
- 21-25 *'A Day In the Life'* Alumni Shadow Program

May 2014

(Update Facebook/Twitter Twice Whole Month Monday-Friday)

- 5 Post 2 testimonials (alumni & student)
- 5 Send out E-Newsletter

June 2014

(Update Facebook/Twitter Twice Whole Month Monday-Friday)

- 2 Post 2 testimonials (alumni & student)
- 2 Send out E-Newsletter

July 2014

(Update Facebook/Twitter Twice Whole Month Monday-Friday)

- 7 Post 2 testimonials (alumni & student)
- 7 Send out E-Newsletter

August 2014

(Update Facebook/Twitter Twice Whole Month Monday-Friday)

- 4 Post 2 testimonials (alumni & student)
- 4 Send out E-Newsletter

September 2014

(Update Facebook/Twitter Twice Whole Month Monday-Friday)

- 1 Post 2 testimonials (alumni & student)
- 1 Mentoring Program Begins
- 1 Send out E-Newsletter

October 2014

(Update Facebook/Twitter Twice Whole Month Monday-Friday)

- 6 Post 2 testimonials (alumni & student)
- 6 Send out E-Newsletter

November 2014

(Update Facebook/Twitter Twice Whole Month Monday-Friday)

- 3 Post 2 testimonials (alumni & student)
- 3 Send out E-Newsletter

Decemeber 2014

(Update Facebook/Twitter Twice Whole Month Monday-Friday)

- 1 Post 2 testimonials (alumni & student)
- 1 Send out E-Newsletter

Campaign Evaluation

Evaluation Methods

In order to determine the success of this campaign, we are going to utilize several evaluation methods following the implementation of this plan. The types of evaluation methods we are going to use are based solely on our 5 main objectives. We will use a multitude of measurement tools in order to evaluate our objectives; Measurements of Message Exposure, Measurements of Audience Awareness, Measurements of Audience Attitudes, and Measurements of Audience Action. The specific Evaluation Methods we are going to use for each objective are listed below with a brief description of each.

- To inform 300 alumni of involvement opportunities at CPS by June 1, 2014.
- To gather 500 media impressions of CPS by June 1, 2014.
- To build on existing positive attitudes towards giving back to CPS by 20% by June 1, 2014.
- To increase alumni donations to CPS by 15% by June 1, 2014.
- To increase the participants of CPS programs and events by 50 alumni by June 1, 2014.

In order to evaluate these objectives we will use:

Measurements of Message Exposure:

Clips: We will count the number of print and broadcast mentions of the Community Preparatory School generated by our campaign.

Media Impressions: We will count the number of people who are actually exposed to our messages through keeping track of print and wire features, radio segments, online news stories, and Television and Radio segments. We will also keep track of the audience for each medium on a daily basis to determine our overall exposure.

Tracking Internet Visitors: We will keep an accurate count of the number of unique hits to the CPS website and social media sites.

Number of requests for more information: We will keep a daily log of the number of calls/emails requesting more information about CPS events, activities, programs, and donating throughout the campaign to prove our plan's effectiveness.

Return on Investment (ROI): In order to show that we were successful with our objectives, we will also determine the cost per reaching Alumnus. This is calculated by taking the cost of the publicity program and then dividing it by the number of overall media impressions we achieved from our plan.

Measurements of Audience Awareness:

Day-after Recall: We will utilize Surveys, Questionnaires, and Focus groups to determine if CPS Alumnus was informed of our messages, if they understood them, and then what they remember from them.

Measurements of Audience Attendance:

Attendance Numbers: Count number of people who attend the events we hold. This will also be an additional way to determine the number of people exposed to our messages.

Measurement of Audience Attitudes:

Baseline Studies: To determine changes in the Alumni attitudes towards giving back to CPS, we need to use Baseline Studies to evaluate attitudes before and after our campaign.

Measurement of Audience Action:

Count number of Alumni who join the Auto-Donation program & the number who donate: Bottom line, the Community Preparatory School wants to increase the amount of money Alumni donate overall, so if we can demonstrate a marked increase in their yearly donations from their target public we will have achieved this objective.

Appendix

1.4 – Facebook Advertisement

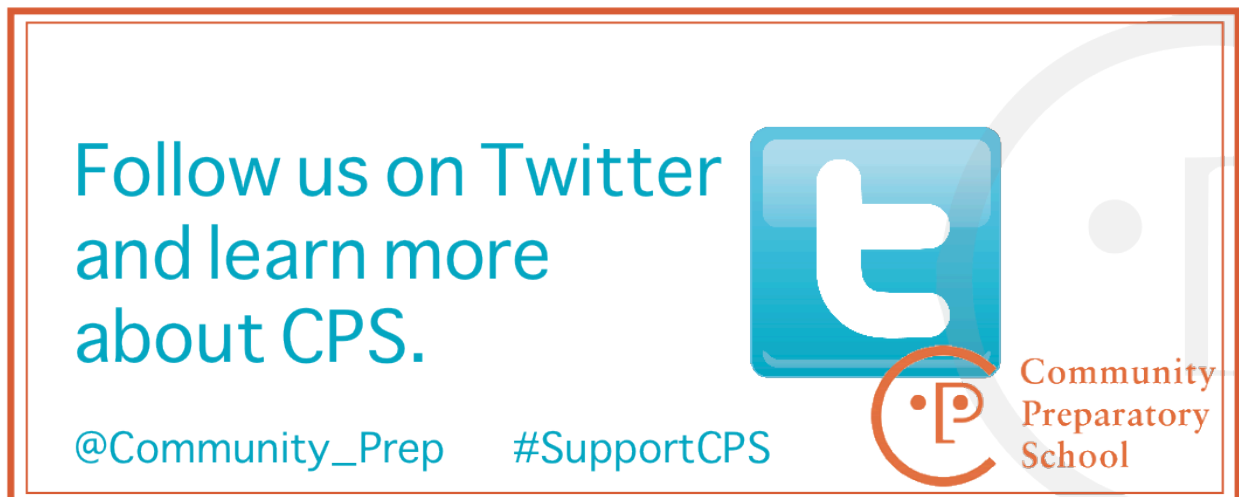


Find us on Facebook
to learn more about
Community Prep.





Community
Preparatory
School

1.5 – Twitter Advertisement



Follow us on Twitter
and learn more
about CPS.



@Community_Prep #SupportCPS

Community
Preparatory
School

PRESS RELEASE

For Immediate Release



Contact: Monica Rodriguez
Alumni Coordinator
Community Preparatory School
(401) 521-9697

Community Preparatory School Seeks Alumni for New Mentorship Program

Alumni Prepare to Strengthen Bonds to CPS Family through Mentorship

PROVIDENCE, R.I., September 1st, 2014 - Community Preparatory School Alumni will begin a new mentorship program they've prepared for students as they return to the classrooms this year.

"Mentorship is a crucial component that aids in positive development of our students", said Dan Corley, Headmaster at CPS. "This program will align with our existing school values of R.E.S.P.E.C.T.," he added.

Corley hopes that these values (Responsible Role Model, Enthusiasm, Support, Preparedness, Effort, Challenge and Communication, and Trustworthiness and Truthfulness), will find a home within the new program.

This new mentoring program will be supported by alumni and faculty and allow mentors to begin to offer academic and social support during after school programs at CP after 3.

"We are continually seeking alumni to help us grow this program", said Monica Rodriguez, Alumni Coordinator at CPS, "The future is in your hands".

For more information on how to become a mentor contact Monica Rodriguez at (401) 521-9697

The Community Preparatory School is an independent middle school located in South Providence founded in 1984 by Dan Corley. CPS offers a challenge to minority and low-income children grades 3-8 in Greater Providence a chance for a better education. CPS prepares students to be confident independent leaders with importance placed on academic and social success.

##

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Phone (401) 521-9697 • Fax (401) 751-1072



Community
Preparatory
School

2.2 – PSA – Mentoring



Community
Preparatory
School



"Our Future is in Your Hands"

We've all needed someone to look up to.

**Now it's time to give back, become a
MENTOR TODAY.**



BE A MENTOR, BE A CPS ALUMNI



Community Partnerships Centre
at Roger Williams University

3.2 – Alumni Testimonial



“I am the person I am today because of what I learned at CPS.”

- Felicia Marshall, '85



“The Future of CPS is in MY Hands”

3.4 – Student Testimonial



“I love coming to school
everyday because I want to
learn everything I can.”

- Shawna Jones, '16



“Our Future is in Your Hands”

4.3 – Auto Donation Promotion



How easy is it to give back to CPS?

Sign-up for Auto-Donation and find out #SupportCPS



“The Future of CPS is in Your Hands”



CPS PROVIDENCE BRUINS HOCKEY NIGHT



When: Friday February 14th, 2014@ 7:05 PM

Where: Dunkin' Donuts Center, Providence R.I.

Price: \$30

Join CPS Alumni to watch the Providence Bruins play the St. John's Icecaps on Friday, February 14, 2014.



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