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LONG-TERM SCHOOL ACCOMMODATION MASTER PLAN – PART 1

 Simera Strategy Group



**CONSEIL SCOLAIRE DU
SUD DE L'ALBERTA**

(CSSA)

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CHAPTER 1

THE MARKET

In today's challenging educational environment, demographic information plays an important role in institutional planning. Education leaders have come to realize that understanding national, provincial, regional and immigration demographic trends enables them to make better decisions with respect to strategic planning and resource allocation.

1.0 MARKET INDICATORS

1.1 National Demographic Trends

1.11 Minority French-Language Education

While French as a mother tongue outside Quebec has been declining from 7% to 5% since 1951, the growth in the area of French-language educational institutions in minority Francophone communities has been particularly impressive over the past two decades.

There were no French schools in half the provinces in 1982 when Section 23 of the Canadian Charter of Rights and Freedoms came into force giving parents in minority-language groups the right to manage their own educational institutions. In 1990, French-speaking minorities were running some French schools in Ontario and all French schools in New Brunswick. Today, minority-language groups manage schools in all provinces and territories.

As of 2001, there were 150,000 Francophone students in 674 French schools, and a network of 19 Francophone colleges and universities outside Quebec. Recent years have also seen the emergence of a virtual network offering post-secondary distance learning in French to overcome the problems of small numbers of Francophone students and scattered clientele.¹

According to Census 2001 data, in 1986, there were 152,225 children in Francophone minority schools and 271,914 children eligible to these schools under Section 23(1). The student/eligible population ratio was 56%. In 2001, there were 149,042 children in Francophone minority schools and 219,860 children eligible to these schools, for a ratio of 68%. This percentage indicates the extent to which the Francophone minority school system succeeds in attracting its target population. Furthermore, more students who qualify for minority French-language instruction under the Charter are enrolling in Francophone schools:²

¹ The Action Plan for Official Languages. Government of Canada.

² The Impact of Official Bilingualism in Canada. Mapleleafweb.com.

Year	1986	2001
Number of Eligible Children	271,914	219,860
Number Enrolled in Francophone Schools	152,225	149,042
Percentage of Total	56	68

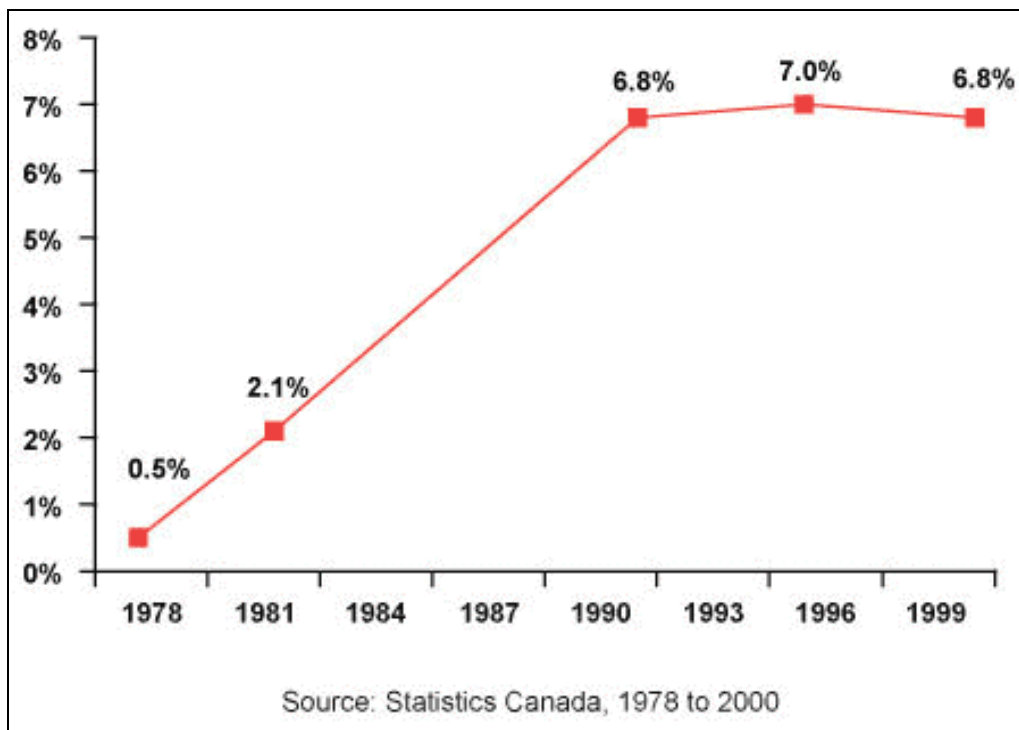
Graph 1. Eligible children in Francophone Schools outside Quebec.

1.12 Second-Language Learning

While certainly outside the mandate of the CSSA, it is important to review the trends in second-language learning, as a large portion of the remaining 32% of eligible Section 23 students attends this type of programming as an alternative to Minority French-language Education Institutions.

As of 2001, over 324,000 students were enrolled in French immersion programs across the country. While in the last 30 years, the percentage of bilingual Canadians has risen from 12% to 18%, enrolment trends in French Immersion have not increased over the last 10 years. As the following graph illustrates, after rising at the end of the 1970s and 1980s, enrolment in second-language programs is no longer increasing.³

Graph 2. Enrolment in French immersion as a proportion of total English language enrolment, 1978-2000.



³ The Action Plan for Official Languages. Government of Canada.

1.2 PROVINCIAL TRENDS

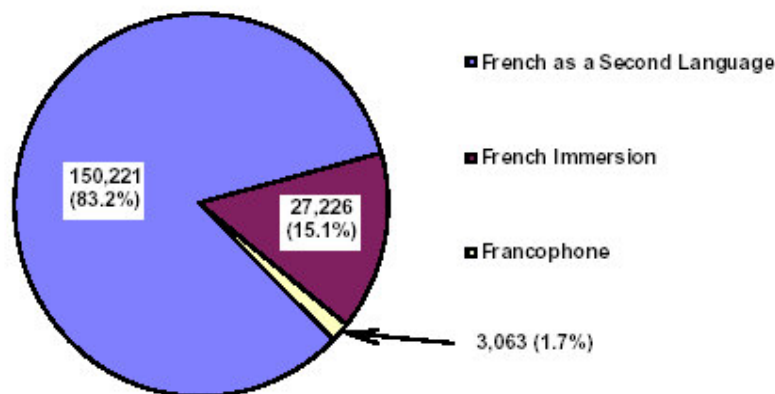
It can be seen that many of the provincial socio-linguistic trends are consistent with the trends across Canada. While 2% of Albertans list French as their mother tongue, fewer than 1% of Albertans list French as their home language. This accounts for over 51,000 and 17,000 respectively.

In terms of French-language education, according to the discussion paper, *Trends and Issues in Language Education*, enrolment in the Francophone program has increased from 2,665 in 1990/91 to 3,063 in 1995/96. Francophone language program enrolments account for only 1.7 per cent of all French language program enrolments. There are currently 26 French-language schools serving the Franco-Albertan community within four regional French school boards.⁴ Enrolments in French-First Language program in 2001-2002 drew approximately 4,500 students.⁵

Enrolment in French Immersion programs was fairly constant in the early 1990s (about 28,000–29,000 per year), but fell from 28,802 in 1994/95 to 27,226 in 1995/96. French Immersion accounted for 15.1 per cent of all language program enrolments in 1995/96. Enrolments in French Immersion in 2001-2002 were approximately 27,000 students.⁶

French as a Second Language (FSL) programs are the most widely accessed French language program in Alberta, with enrolment of 150,221 in 1995/96. FSL accounted for 83.2 per cent of all French language program enrolments in 1995/96, and about 85 per cent of all second language programs at the high school level. Enrolments in French Second Language in 2001-2002 were approximately 119,000 students.⁷

Graph 3. Enrolments in French Language Programs in Alberta 1995-1996.



Source: Language Services Branch, Alberta Education.

⁴ Trends and Issues in Language Education. Government of Alberta. 1997

⁵ Handbook for French Immersion Administrators (2002).

⁶ Handbook for French Immersion Administrators (2002).

⁷ Handbook for French Immersion Administrators (2002).

1.3 REGIONAL TRENDS

Historically concentrated in the northern part of the province, Franco-Albertans continue to represent a larger percentage of the population there than anywhere else with Beaumont and Fahler as the only two bilingual municipalities in Alberta.

To the south, the largest concentration of Franco-Albertans centers around Calgary, attracted by the job opportunities and the varied services of an urban setting. The Southern region of the province is home to five out of the top 10 largest urban municipalities, in addition to being the home to the largest municipality in the province, the City of Calgary. These urban municipalities in the Southern region of the province account for more than 59% of the province's total urban municipal population. Of this population, the French speaking population accounts for 18,415 people.

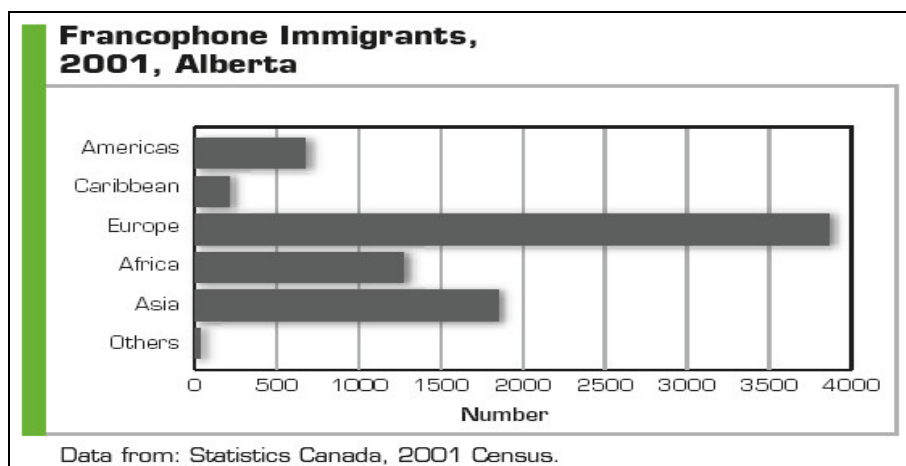
In terms of Francophones of minority age in the province, we can estimate over 6,000 students are in our target market area.⁸

1.4 IMMIGRATION TRENDS

Four out of 10 Franco-Albertans were born in Alberta. People born elsewhere in Canada make up the majority population. The Francophone community in Alberta includes 7,890 newcomers representing 6.4% of the Francophone immigrants who chose to live in Francophone minority communities. In fact, Alberta contains the third largest number of Francophone immigrants outside Quebec after Ontario and B.C.

The largest group of Francophone immigrants comes from Europe, more precisely, from Western and Mediterranean Europe. The Francophone Asian community is split evenly between people from the Middle East and Southern-Asia.

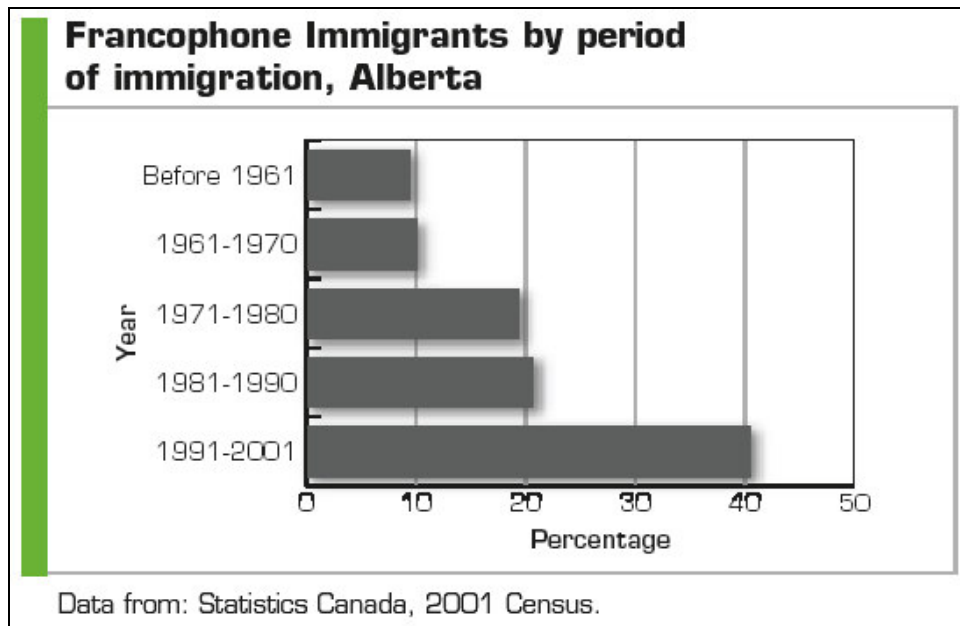
Graph 4. Francophone Immigrants in Alberta. 2001.



⁸ Francophone Community Profile of Alberta, 2nd Edition.

A recent phenomenon shows a total of 23.6% of the province's Francophone immigrants arriving since 1996. Close to 24% of those latest newcomers came from Africa.⁹

Graph 5. Francophone Immigrants by Period of Immigration in Alberta.



Enrolments of new immigrants present both a challenge and an opportunity for French-language schools where some classes count significant portion of children whose parents grew up outside the country.

It is interesting to note that a recent study found that Francophone immigrants who settle into a Francophone minority community and have little or no knowledge of English will have the need to learn English so overwhelmingly thrust upon them that they are much more likely to send their children to an Anglophone school out of the understandable, although unfounded, fear that a Francophone education will not provide the requisite English language knowledge. Francophone immigrants, on the other hand, who speak English, will be in a far better position not only to become settled more easily but also to recognize the advantages of maintaining French for their children. It is essential therefore, that prospective immigrants and minority educators be in contact with each other as early as possible and provide one another with broad information about each other.¹⁰

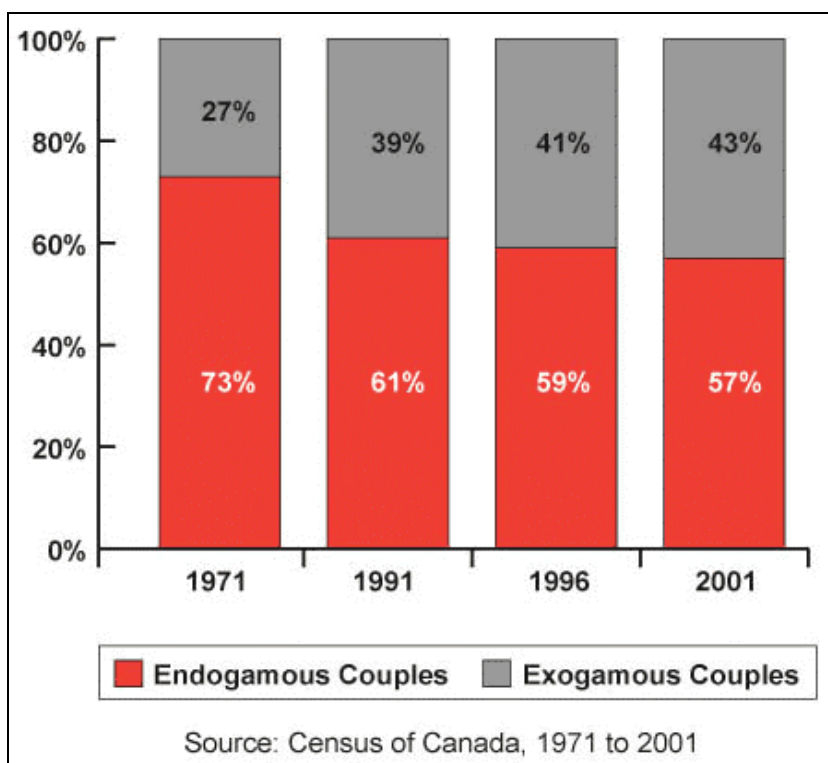
⁹ Francophone Community Profile of Alberta, 2nd Edition.

¹⁰ Official Languages and Immigration: Obstacles and Opportunities for Immigrants and Communities. 2002.

2.0 DESCRIPTION OF THE MARKET

Minority language education rights are entrenched in Section 23 of the Canadian Charter of Rights and Freedoms. The Charter established the rights of English minority and French minority language groups to receive education in their primary language when certain conditions are met and when there is a sufficient number of children to warrant providing these services with public funds. Under this Charter, the market is defined as “eligible parents” and includes children from either exogamous or endogamous Francophone families.

Graph 6. Endogamous and Exogamous Couples. 1971 to 2001.



2.1 SECTION 23 PARENTAL MOTIVATIONS FOR SCHOOL CHOICE¹¹

A recent Canadian study on the motivations for school choices by eligible parents outside Quebec reveals although these parents have a right to have their children instructed in the minority official language, not all eligible parents exercise this right. In fact, a significant percentage of eligible parents, varying from one location or environment to another, choose to have their children attend English schools, including immersion classes.

The study identified a number of “motivation clusters” including technical factors

¹¹ Motivations for School Choices by Eligible Parents Outside Quebec. 1999.

(reasons unrelated to the linguistic character of the school), psychological factors, demographic factors, economic factors, political factors and cultural factors.

2.1.1 Technical Factors

The most important technical factors revealed that distance to the French school is by far the greatest barrier for eligible parents using the English system. Limited extra-curricular activities or specialized programs were listed as the second most common deterrent; however, it should be noted that this was more of an issue at the secondary level. Positive technical reasons to attend French schools included smaller class size, greater rigor and better discipline.

2.1.2 Psychological Factors

On the whole, psychological factors did not seem to be pre-eminent determinants of choosing a French school. However, an associated factor, the perceived difficulty of the French language, together with great value attributed to its mastery, was viewed as a relatively important factor. It seems that eligible parents believed that the French language is learned, whereas English is simply picked up. Other possible contributing psychological factors mentioned was the possibility that their children would be cut off from friends in their neighborhood, however, there was not a strong affiliation with that viewpoint.

2.1.3 Demographic Factors

The single most important predictor of eligible parents choosing to send their children to an English school is, undoubtedly, exogamy. There are two motivations behind this tendency. First, the English-speaking parent fears not being able to fully participate in his children's education because instruction will be given in a language he does not command. Second, especially at the secondary level, the English-speaking parent fears that the child will not learn English properly in a world that requires mastery of that language.

Furthermore, the great majority of parents believed that use of the English school system facilitated mobility and transfers "because there is always an English school, wherever one goes." Hence, the demographic factor of geographic stability was identified as a factor to decision-making. However, this factor is not particularly prevalent, as few were expecting to move in the short-term.

Age of parent, gender and level of education were not seen as discriminating factors to choosing a French school.

2.1.4 Economic Factors

The most important economic factor in the decision to use the English school over the French school focused on the negative perception of the French school with regard to learning English. From this viewpoint, the economic success of their children, as future adults, hinges on their children having complete mastery of English to obtain good jobs and promotions. However, unlike the parents in the English system, eligible parents who chose the French school were unanimous in adding that it is not simply English that is essential, but bilingualism.

2.1.5 Political Factors

There is a thin line between cultural affirmation and taking a political position. It was clear from this study that for all eligible parents, the choice of school for their children had no political connotation and was not the expression of a political

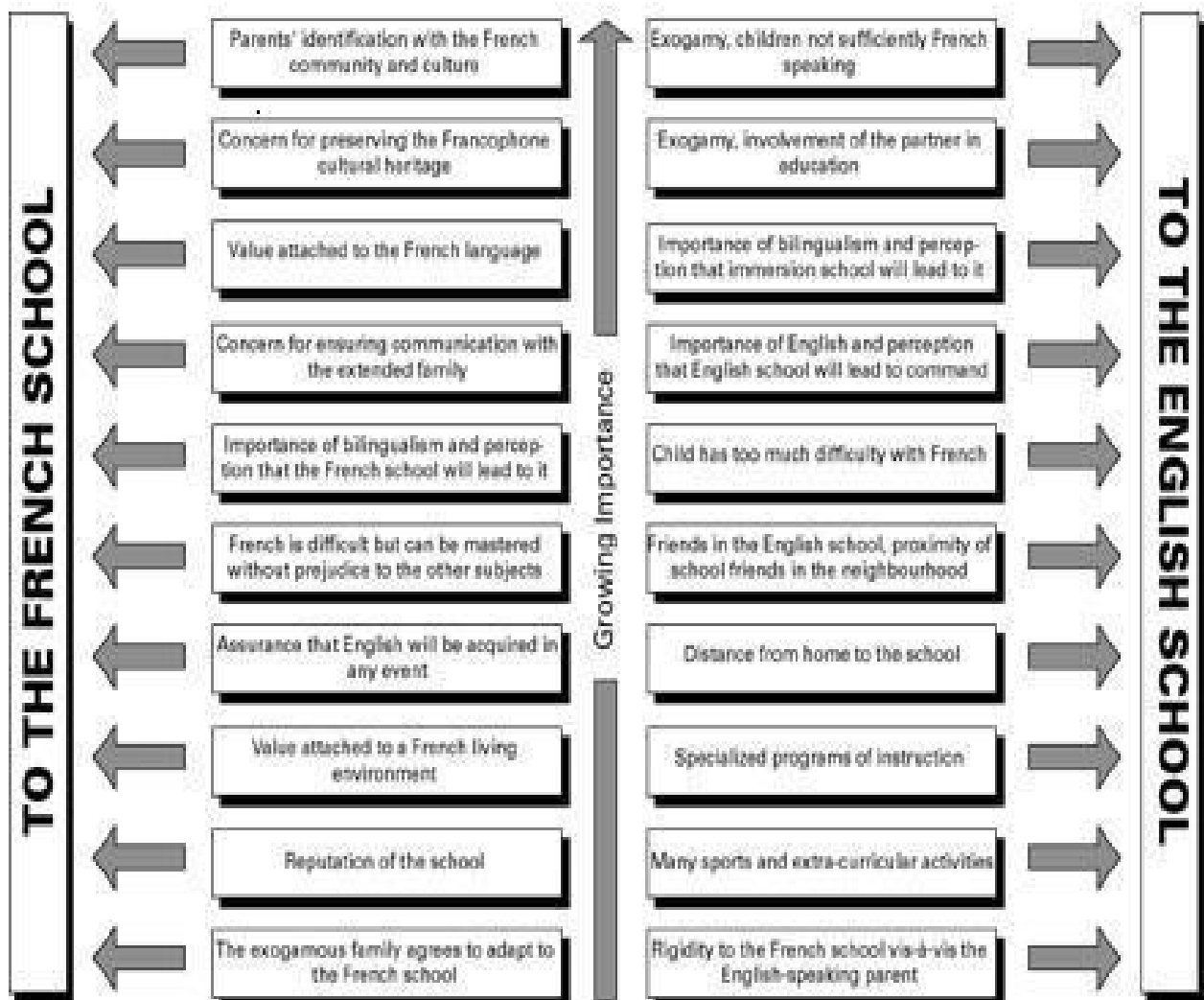
commitment. It had more to do with the cultural expression or needs. It seems that in terms of their personal identity, parents who sent their children to a French school did not identify themselves primarily as French Canadians, but Albertan, Brayon, Franco-Ontarian, and such. For a number of them, the French-speaking component was more important than the political or territorial component.

2.1.6 Cultural Factors

Cultural factors are extremely important in explaining the decisions of eligible parents regarding their children's school. It is clearly apparent that there is a close relationship between the sense of belonging to a local French-speaking community and the choice of French school for the children. For many, the school was the lynchpin of the community.

Graph 7. Ten Factors in Choice of School for Eligible Parents.

Ten Factors Explaining Attraction to the French School or the English School



2.2 MOTIVATIONS FOR SCHOOL CHOICE IN INTERNATIONAL BACCALEAUREATE EDUCATION

A study from the Institute of International Education at Stockholm University, suggests three key factors in choosing an IB program: background factors, school environment factors and attitudes toward schooling and achievement.

The background traits that students bring to school may be regarded as resources that are convertible into achievements in school and into attitudes toward schooling. The information of such resources into achievements and attitudes occurs as a function of the trait-treatment interactions, which convert an initial set of personality resources into additional valued resources.

The study suggests that social capital in family as strong determinant in background factors. Parents who choose IB also tend to be two-parent families, have smaller family sizes, are above average income, have mothers who have attained higher education and have higher expectations for student education.

The student's home environment is a powerful factor as far as the influence it has on student achievement as it translates into value orientation and interest in learning.

2.4 TOTAL AVAILABLE MARKET IN SOUTHERN ALBERTA

The recently changed laws resulted in an increase of Section 23 students seeking Francophone education. The total available market for Section 23 students in Southern Alberta is more than 6,000¹², with the overwhelming majority of French-speaking families being exogamous marriages at 75.2%, followed by endogamous marriages at 15.8% and single parent families at 9%.¹³

2.5 TARGET MUNICIPALITIES IN SOUTHERN ALBERTA

According to information contained in the Alberta Government's 2004 Official Population List and Statistics Canada, the most concentrated geographic areas in Southern Alberta for Francophones are in the following municipalities:

Ranking	Municipality	Francophone Population
1	Calgary	15,570
2	Lethbridge	795
3	Medicine Hat	625
4	Canmore	555
5	Airdrie	345

¹² Francophone Community Profile of Alberta, 2nd Edition.

¹³ Data from Alberta Learning.

6	Cochrane	210
7	Okotoks	150
8	Brooks	115
9	High River	110
10	Strathmore	85

It is evident from this data that the clustering of Section 23 families follows the provincial trend of concentrating around the major municipalities of the region and gives the CSSA the opportunity to reach a critical mass optimal for educational services delivery within its attendance areas.

The enrolment trends will not be consistent across all regions of the Southern part of the province. Among the divisions, it can be estimated that divisions 5 and 6 will be the areas of largest growth due to the rapid growth rate of the municipalities in those divisions, followed by divisions 1 and 2. According to population estimates, divisions 4, 15 and 3 will see moderate to slow growth.

2.6 SECTION 23 STUDENTS IN TARGET MUNICIPALITIES IN SOUTHERN ALBERTA

The CSSA's approach to total available market in Southern Alberta is to target Section 23 students in major municipalities and surrounding areas within a 75 km radius.

	Municipalities and surrounding areas ¹⁴	Section 23 students Age 5-17 years ¹⁵	Fed. Gov. Target - National Average ¹⁶	Potential Market ¹⁷	Current enrolment (CSSA)	Total projected CSSA enrolment ¹⁸
1	Calgary	4,680	3,744	1,404	383	1,787
2	Lethbridge*	340	272	170	104	170
1	Airdrie	314	251	92	0	92
2	Medicine Hat*	271	217	136	41	136
3	Canmore	218	174	65	0	65
4	Okotoks*	176	141	88	0	88
5	Cochrane	75	60	22	0	22
6	Strathmore*	49	39	25	0	25
7	Brooks*	35	28	18	20	20
8	Drumheller*	32	26	16	0	16
Total		6,190	4,952	1,854	548	2,419

¹⁴ Urban municipality plus % of surrounding areas. See Accommodation Report

¹⁵ See Accommodation Report

¹⁶ Federal Government Target is for 80% of all francophone students to attend francophone schools.

¹⁷ CSSA will acquire 30% of all Section 23 Students not currently enrolled in CSSA schools in communities where there is a Catholic Francophone presence. Where a community has a * this indicates no Catholic Francophone presence and the market share will be 50%. The additional market share represents all Innovators, all Early Adopters and 50% of Early Majority students. See Section 2.8.

¹⁸ Total anticipated enrolment in the Public Francophone system within five years. This number represents current enrolment and defections to CSSA from all other school boards within the municipality.

2.7 UPCOMING SECTION 23 STUDENTS AGES 0-4

The number of upcoming students who are eligible under the laws governing Section 23 parents is less clear. The methodology for tracking and reporting Section 23 students is imperfect at best. Tracking a demographic that is not even in the school system poses even greater difficulties in making accurate estimates of the upcoming student population, and is in effect, less than optimal. The figures presented below will offer a glimpse at the possible enrolment trends and should only be used as information reference and not as discerning data.¹⁹

Graph 8. Number of Upcoming Section 23 Students Ages 0-4 years.

Division	Endogamous	Exogamous	Single Parent	Total
1	0	105	10	115
2	30	100	0	130
3	10	30	0	40
4	0	10	0	10
5	10	25	0	35
6	195	1,465	165	1,825
15	20	80	0	100
TOTAL				2,255

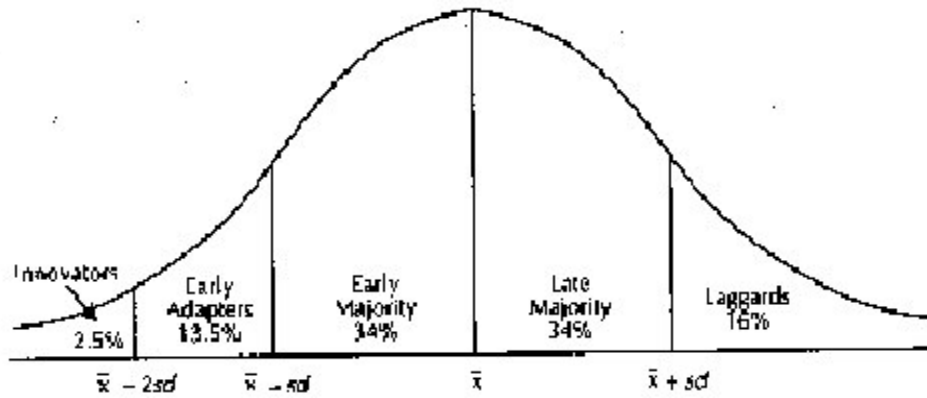
As illustrated by the chart above, Division 6 can expect the largest potential student base of Section 23 students, followed by Divisions 2 and 1. The lowest potential student population base can be seen in Division 4.

2.8 CATCHMENT OF SECTION 23 STUDENTS IN SOUTHERN ALBERTA

In line with traditional marketing principles, the CSSA can anticipate its catchment of Section 23 students to follow well-established product adoption models using the product diffusion curve. In this model, consumers can be grouped according to how quickly they adopt a new product. On the one extreme, some consumers adopt the product as soon as it becomes available. On the other extreme, some consumers are highly resistant to switching over to a new service provider. As a whole, the new product adoption process can be modeled in the form of a bell-shaped curve similar to the following:

¹⁹ Data provided by Alberta Learning.

Graph 9. Roger's Adoption Curve



The groups targeted in this marketing plan are the innovators, early adopters and the early majority.

Innovators can be defined as brave people, pulling the change. Innovators are well-informed risk-takers who are willing to try a new product. They tend to be highly educated, seek out new information and earn higher than average income. Innovators represent the first 2.5% to adopt the product and will be the CSSA's first to enroll.

Early adopters are the respectable people, opinion leaders who try out new ideas in a careful way. Based on the positive response of innovators, early adopters then begin to purchase the product. This group represents 13.5% of consumers.

Early majority are thoughtful people, careful but accepting change more quickly than the average consumer. They adopt the product once it has been proven by the early adopters. This group represents 34% of consumers.

We estimate that the International Baccalaureate program offered by the CSSA will net 35% of the total adoption curve, bringing it a full half way into the early majority consumer group within 5 years. This would represent an additional 1,854 students to the CSSA's existing 548 students for an estimated total of 2,419 students in the school jurisdiction.²⁰

²⁰ This estimate assumes that an aggressive marketing plan is implemented, and that the ability to offer services within target communities can be resourced.

CHAPTER 2

THE MARKETING STRATEGY

3.0 MARKET SEGMENTATION

Ideally, the primary target audience would combine the geographic area with the highest concentration of Section 23 students and endogamous parents, as was seen by the research on motivations for school choices in the preceding chapter. However, even a cursory glance at the demographic profile of Section 23 students in Southern Alberta, and indeed across the province, reveals that parents are overwhelmingly exogamous. Including exogamous parents in the target audience does not minimize the impact of the marketing program; it does, however, mean that key messages play a larger part in the equation. This same approach will be taken when addressing immigrant populations in the target audience.

To add another layer to the ideal primary target audience would be to include areas of the highest concentration of Section 23 students where there is currently not any Francophone programming through another school board. Although in some areas this would not be feasible, in most cases there will be a Francophone presence in these target areas. Along the same lines, the data reveals that there are areas where there is no Francophone School Board. However, the population of Section 23 students in these areas does not reach a critical mass necessary to warrant inclusion in the target audience, as the program would not have the concentration of resources necessary to make the program effective.

So, in moving forward, defining the primary target audience as the area with the highest concentration of Section 23 students, capitalizes on the common denominator in both worlds.

4.0 MARKETING CONSIDERATIONS

The study on motivations for school choice among Section 23 parents reveals some prominent factors of attraction for selecting the French school over the English school, including French immersion. The following is a list of considerations in building the marketing strategies and key messages:

- Any policy that has the effect of increasing the sense of a Francophone community will increase enrolment in French schools.
- Any increase in the number of French schools (or at least, the number of points of service) will reduce distances between homes and the school and increase enrolment.
- Enrolment in the French school can be increased by publicizing its performance in the acquisition of two living languages and by combating the myth of a cost in terms of the other subjects.

- More parents will choose the French school if they are convinced that their children will have a command of English at the end of their schooling. Pointing out the fact that provincial results clearly illustrate that academic performance in English is higher in Francophone and French Immersion students than English speaking students after grade six should be conveyed.
- Enrolment in the French school will increase if measures are taken to ensure the involvement of a non-Francophone parent in the French education of his or her children.
- Parents will have more opportunities to enroll their child in the French school if they view it as a comprehensive living environment.
- Without entering into direct competition with the English school, the French school will increase its enrolment if it offers a range of sports and extra-curricular activities.

5.0 CONSIDERATIONS FOR PHYSICAL SITE

Aside from the obvious factor being the highest concentration of Section 23 students in a geographic area, the process of selecting the ideal location for the CSSA's educational services delivery must take into consideration several other important factors.

At the outset, the CSSA will be seeking student accommodation that is appropriate to educational services delivery in each municipality. Wherever possible, the CSSA will be seeking its own facility.

However, where the concentration of Section 23 students enrolled in the CSSA does not warrant its own building, a shared accommodation within another school will be sought.

In terms of shared accommodations, the CSSA will select a shared instructional space within a school that is appropriate to the target age of programming. For example, elementary students should be housed with students of like ages. This will be beneficial in a number of ways such as safety for the students, age appropriate recreational facilities and extra-curricular activities, age appropriate learning resources and the appropriateness of the physical environment such as washrooms and the like.

Second, shared space considerations will also include the possibility of using other areas of the school to strengthen the CSSA's core programming such as the art room, science laboratories, library, gym, etc. This should also include, when possible, the opportunity to join in extra-curricular activities such as intramural sports, special interest clubs and after school programming. As noted in the marketing considerations above, some of the parents who did not chose the French school gave reasons for lack of such opportunities and programming for their children as the deciding factor to send their children to the English school.

6.0 TRANSPORTATION

Along the same lines of physical site considerations, CSSA will also be seeking to bus its own students in municipalities where enrollments warrant this activity. As an alternative, shared transportation systems may be considered with the shared space partner where cost savings could be realized by both school boards.

7.0 PARTNERSHIP CONSIDERATIONS

Special consideration must be taken when selecting a shared space partner. The existing schools will benefit from the increased utilization of the school, as well as shared programming in terms of swapping English teachers for the CSSA and French teachers for the shared partner. It should also be noted, however, some school boards have more to gain than others. The English Public school boards have more to gain in a partnership arrangement than would say, the English Catholic School Board that would have more students leaving the system for the CSSA's programming as the majority of Francophone students are Catholic. There may be the perception of increased competition among potential partnering school boards and care must be taken to mitigate those perceptions.

8.0 THE PRODUCT

While the CSSA offers the Francophone community first-language education in a culturally rich, non-denominational setting, the product differentiation lies within the benefits programming offered by the International Baccalaureate program.

While other school boards may offer French first-language education, International Baccalaureate, French Immersion or French Second Language, they do not combine these offerings to the public. The CSSA will be the first school board in the province to offer French first language education in the International Baccalaureate program. It should be noted that the CSSA is also the first school board, including both English and French school boards, to offer the International Baccalaureate program at the onset of educational programming in Kindergarten through to grade 10.

It is anticipated that this very unique combination will draw a substantial student base from other school boards and will be sought out by upcoming Section 23 students.

9.0 THE COMPETITION

9.1 Francophone Programs

A challenge to the CSSA is the Francophone Catholic School Board. While offering quality programming in a culturally rich environment, the school board is exclusive to

Catholic students, and may not offer a comparable programming that is commensurate with the International Baccalaureate program. This is the sole key to product differentiation in the Francophone market and the merits of the IB Program must be highlighted at all times in promotion of the CSSA's marketing program.

9.2 French Immersion

Many parents have chosen to send their Section 23 eligible children to French Immersion. Often times, this is due to the convenience and proximity to an English school, diversity of programming in such areas as arts or athletics, or fear that their children will not master the English language thought necessary for mobility. However, it can also be attributed to exogamous parents that, on one hand, want to transfer the language and culture inherent in the Francophone community, yet on the other hand want to be able to have the English speaking parent be able to participate in their children's school work. Eligible parents likely perceive French Immersion programs as an acceptable compromise to fulfill their aspirations for their children.

In order to draw Section 23 students from the French Immersion programs to the CSSA, the school board must capitalize on two key product differentiators: cultural richness and the IB programming. The convenience issue may be mitigated by the offer of free transportation and by careful selection of shared school spaces in target rich locations. In terms of the English parent and the mastery of English, offering the same text books in English as a resource to English parents, as well as communicating that the command of English will be high in the offering of true bilingualism.

9.3 French Second Language

Most Section 23 students attend either Francophone schools or French Immersion. It is thought that students only taking French as a Second Language are doing so mainly because of lack of appropriate programming in their area. In order to draw French Immersion students to the CSSA, the school board must capitalize on two key product differentiators, cultural richness and the IB programming.

9.4 International Baccalaureate – English

Section 23 students in an English International Baccalaureate program are obviously already attending this program because of a desire to do so. We may be able to draw them into the CSSA by promoting its rich Francophone culture. Currently, the focus is on primary and middle year programs, however, the CSSA may consider the IB Diploma program at a later date.

CHAPTER 3

THE MARKETING IMPLEMENTATION PLAN

11.0 GOALS AND OBJECTIVES

General Approach

- **Community engagement activities:** Partnerships between the school, parents and the community must form the basis of any program to increase school populations. This would include creating partnerships with local and regional agencies and organizations with an interest in community building, particularly in promoting French language learning
- **Highly targeted “niche” strategies,** as opposed to mass marketing tactics: Given the size of target populations and the objective of changing strongly held beliefs by Francophone parents currently not involved in the system, we recommend approaches that leverage one-to-one and one-to-small group strategies.
- **Consistent and focused messages, delivered by “credible” messengers.** These messages must be clearly directed at emphasizing the benefits of a Francophone education, delivered through community “champions,” including alliances, employees, students and Trustees.
- **Emphasis on student achievement:** We must explain in clear terms the numerous benefits to parents of having their children educated in an environment featuring the French language and culture.

11.1 Goal #1

To increase knowledge about the Francophone International Baccalaureate program and its benefits, among students, parents and teachers in the CSSA.

Objectives:

1. By April 1, 2005, provide multiple access points for students, parents and teachers to obtain specific and targeted information about the Francophone International Baccalaureate program and its benefits.
2. By April 1, 2005, alert students, parents and teachers to the availability of information on the Francophone International Baccalaureate program and where they can access this information.

3. By April 1, 2005, initiate a campaign to continually remind students, parents and teachers about the benefits of the Francophone International Baccalaureate program.

11.2 Goal #2

To enhance the image of the CSSA and the International Baccalaureate program within the Francophone population in Southern Alberta.

Objectives:

1. By April 1, 2005, establish a coalition of community partners to enhance the image of the CSSA and the International Baccalaureate program in Southern Alberta.
2. By April 31, 2005, launch a campaign to enhance the image of the CSSA and the International Baccalaureate program in Southern Alberta.

11.3 Goal #3

To encourage enrolment in the International Baccalaureate program in the CSSA.

Objectives:

1. By April 1, 2005, position the International Baccalaureate program as a single program with multiple access points in the CSSA.
2. By April 1, 2005, provide multiple access points for students, parents and teachers to obtain specific and targeted information about the International Baccalaureate program.
3. By April 31, 2005, provide ongoing access for parents of preschool children (2-4 years old) to specific and targeted information about the International Baccalaureate program.

12.0 KEY MESSAGES

- The CSSA supports the cultural richness and instills the strong sense of Francophone community values.
- The International Baccalaureate program will be offered in all of the CSSA's Francophone schools located in neighbourhood schools in your community.
- The CSSA is committed to true Canadian bilingualism and high performance in the command of two living languages, giving its students a competitive edge in the job market.
- The International Baccalaureate program offered by the CSSA is a rigorous academic program that prepares all students, regardless of background, for

exceptional post-secondary education and career opportunities.

- The CSSA believes in a strong support structure for its students and has taken measures to ensure equal opportunity for parental involvement. Non-Francophone parents are welcome here.
- The International Baccalaureate program at the CSSA offers a comprehensive living environment academically, as well as culturally.
- The CSSA offers a well-rounded education inclusive of athletics and extra-curricular activities.
- The International Baccalaureate program at the CSSA increases cognitive abilities, creating a more flexible thinker.

13.0 TARGET AUDIENCES

13.1 Parents/guardians

Parents/guardians include all eligible parents of preschool and school-aged children in Southern Alberta, with an emphasis on mothers (who tend to have more influence on school-related decisions than do fathers), 20-39. This target audience can be segmented into the following groups:

1. *Parents of preschool-aged children* who are currently or will be in the near future selecting a school and/or program for their children.
2. *Parents of children in Francophone programs*, particularly at key transition points – elementary to junior high, junior high to senior high – who need regular reminders of the benefits of Francophone education as well as specific, targeted information to aid decision-making to make the transition to International Baccalaureate.
3. *Parents of children in French Immersion or French Second Language programs* who need to be convinced of the benefits of Francophone education and the International Baccalaureate program so that they will support their children’s learning and encourage transition to the Francophone International Baccalaureate program.
4. *Parents of children not currently enrolled in any French language or IB program*, who need to be convinced of the benefits of Francophone education and the International Baccalaureate program so that they will support their children’s learning and encourage transition to the Francophone International Baccalaureate program.

13.2 Students

Students are all eligible students, Kindergarten to Grade 12, in Southern Alberta. This target audience can be segmented into the following groups:

1. *Students in Francophone programs*, who need reminders of the benefits of continued Francophone education and to be convinced of the merits of the International Baccalaureate program.
2. *Students in French Immersion or French Second Language programs*, who need to be convinced of the benefits of Francophone education and the International Baccalaureate program.
3. *Students not currently in any French language or IB program*, who need to be convinced of the benefits of Francophone education and the International Baccalaureate program.

13.3 Teachers

Teachers are all teachers, teaching assistants and counselors in the CSSA. This target audience represents a key information channel for students and parents about the nature, principles and benefits of the International Baccalaureate program and can be an important influence on the decision to remain with the district after the transition.

13.4 Administrators

Administrators include all principals, vice-principals and support staff in the CSSA. This target audience represents an important information channel for teachers, students and parents in immersion programs, and whose support of these programs is necessary to their success.

13.5 Francophone Public

Francophone public (Southern Alberta) refers to all individuals, 15 and over, in the role of "community member" rather than student, parent, teacher, administrator or other roles. This target audience can be segmented into the following key segments:

1. *People who recognize the value of Francophone education and could become strong advocates if equipped with the appropriate information and tools.*
2. *People who recognize the value of the International Baccalaureate program and could become strong advocates if equipped with the appropriate information and tools.*
3. *People who do not recognize the value of the International Baccalaureate program but could be convinced with the right information.*
4. *People who reject the value of Francophone education or the International Baccalaureate program and who would be very difficult to convince otherwise, regardless of the information presented. This is not a target audience for this plan.*

14.0 STRATEGIES AND TACTICS

14.1 Goal #1

To increase knowledge about the Francophone International Baccalaureate program and its benefits, among students, parents and teachers in the CSSA.

14.11 Objective

By April 1, 2005, provide multiple access points for students, parents and teachers to obtain specific and targeted information about the Francophone International Baccalaureate program and its benefits.

14.111 Strategy

Create a family of communication tools that have a common look and brand and that can be used to provide information about Francophone education at the CSSA in general, and the International Baccalaureate program in particular. All tools should be designed to meet the specific information needs and preferences of each student, parent, teacher and administrator audience segment.

Tactics:

1. *School and district website* – The Board website is, for many of our audiences, the most visible means of communication. The Board needs to overhaul the site's look and functionality to refine and expand the communications potential of this communications tool.

Provide specific and clearly labeled information about International Baccalaureate programs on all school websites and the district website (alternatively, could place all information on the district website and have a link from all school websites). This information should include most of the key messages and be specifically targeted to meet the information needs of students, parents, teachers and administrators.

2. *Board Highlights*- A summary of Board meetings and reports is posted on the website within 24 hours of a meeting. The purpose is to provide a quick overview of decisions made by Trustees and link to more in-depth information. It serves to update audiences on a regular and immediate basis of the policies and decisions that have an impact on the Board and the community.

3. *Modular information packages* – Create a single information package that includes general information about Francophone education at the CSSA plus removable pages that are specific to the information needs of students, parents, teachers and administrators and specific to the International Baccalaureate program.

4. *Newsletter articles* – Provide a series of newsletter articles in both hard copy and downloadable formats (placed on the district website) that can be used by teachers or other schools to provide specific information about the International Baccalaureate program.

5. *'Profiles of Excellence'/online profiles* - Articles focusing on Board and students successes – developed by students and Board personnel - would be issued on a regular basis. These articles would offer the Board's communities a glimpse into the successes and challenges of the Board through students' eyes. Careful use of resources and distribution channels will be important for this initiative, with the major goal being a collaboration among students, teachers and the community.

6. *Packaged presentation* – Prepare a packaged presentation that includes visuals (PowerPoint, overhead transparencies and easel presentation books) and speaking notes for use at parent information evenings, school council meetings, staff meetings or one-on-one presentations. The presentation should highlight information in the information package and on the website, acting as an introduction rather than a complete information source.

7. *Display for school open houses* – Prepare a professional display that reflects the other communication/information tools and highlights key messages.

8. *Road Shows/Mall/high traffic displays*- The Board should craft a representative, multi-audience presentation and display module that would translate well to many different venues. Consistent messaging would be the hallmark - written, verbal and visual - of a scripted presentation and display boards for use in high traffic areas or events. This would provide fresh opportunities for communication of the Board's strategies.

9. *Core Board Brochure* - There are many situations where a printed piece about the Board would be an excellent support for organizational goals and function as a marketing piece to promote the Board and its services, programs and philosophies.

10. *International Baccalaureate Brochure* - A brochure explaining the advantages of the International Baccalaureate Program within a Francophone environment including contact names and phone numbers, should be developed. This will provide a brief overview of the IB Program and enable parents to understand the benefits of such a program for their children.

11. *Visual Identity Guidelines* - The Board should develop a comprehensive Visual Identity Program that will help build the brand of the Board. In establishing a Visual Identity Program, the message of a strong and consistent organization can be reinforced.

12. *Customer Service Training* - A training program should be developed and implemented to educate all key spokespersons about best practices in customer service. This will be particularly effective in incorporating the Board's Key Messages into everyday personal interactions.

14.12 Objective

By April 1, 2005, alert students, parents and teachers to the availability of information on the Francophone International Baccalaureate program and where they can access this information.

14.121 Strategy

Create a family of communication tools that reflect the look and brand of the information tools described above, to raise awareness of the Francophone International Baccalaureate program and encourage people to seek more information. Use targeted municipal mainstream news media and specialty media (such as parenting and Francophone publications) to reach a broad audience.

Tactics:

1. *Media relations program/releases* – A media relations program refers to the effective "management" of the media. It is both a proactive and reactive exercise. In being proactive, the Board could prepare feature articles about initiatives that support the strategic directions. In terms of being reactive, the Board has to be prepared for the inevitable requests by the media for information and to respond appropriately to negative media coverage. This will require the development and

implementation of a Media relations protocol that will provide an opportunity for more visible leadership through the identification and preparation of spokespersons throughout the Board. The protocol will clarify the roles and responsibilities of each position likely to be responding to media inquiries, such as Trustees, senior educational leaders, and principals. A training component, with mock media interviews, will be a critical component of the protocol and in supporting spokespersons in responding to the media. A protocol will support positive interactions with the media and ensure consistency of message.

Prepare media releases and/or discuss news story ideas with targeted media contacts to present key messages about the Francophone International Baccalaureate program and to encourage parents and students to get more information.

2. *Public service announcements*- A series of public service announcements (PSAs) would be created for placement on local radio or cable broadcast outlets. Building on key messages identified or to complement a specific initiative, PSAs offer an opportunity for a 'pure' message to be communicated to audiences.

3. *Newsletter inserts* – Provide all CSSA schools with a series of newsletter flyers (hard copy and downloadable from the district website) that each communicate one or more key message about the Francophone International Baccalaureate program and that tell parents where to get more information.

3. *Posters* – Prepare separate posters for all CSSA schools that communicate key messages to parents and students about the value and benefit of the International Baccalaureate program. Distribute posters to all schools (or provide as downloadable pdf files on the district website). Could include a tear-off pad that allows parents to take information about the programs with them, such as contact numbers or websites.

4. *Business cards* – Create a simple business card with the district website address that teachers and administrators can give to parents who would like to obtain more information about French language programs on-line.

5. *E-subscriber Quick Hits* - Regular email updates will communicate with Board audiences by providing regular updates. A database of email addresses will be created and news updates will be distributed on a permission basis to the email network.

6. *Databases* - The Board should create databases compiling contact information on the key stakeholder groups, such as Francophone associations, municipal leaders, media contacts to maximize its ability to quickly disseminate communications and marketing messages.

14.13 Objective

By April 1, 2005, initiate a campaign to continually remind students, parents and teachers about the benefits of the Francophone International Baccalaureate program.

14.131 Strategy

Use low-cost but targeted media (i.e. newsletters and mass media) to keep messages about the Francophone International Baccalaureate program continually in front of target audiences. Piggy-back on the communications campaign recommended in Goal #2 below to continually deliver messages about the Francophone International Baccalaureate program.

Tactics:

1. *Newsletter articles and inserts* – Continue to develop new articles and inserts for parent newsletters that highlight new research, student activities and other “news” from the Francophone International Baccalaureate program. Make the articles available both in hardcopy and downloadable formats.

2. *Media releases/relations* – Continue to provide news story ideas to Edmonton media that highlight new research, student activities and other “news” from the Francophone International Baccalaureate program.

3. *Op/Ed articles* - The Opinion/Editorial pages of local newspapers and other media outlets provide the opportunity for different and personal perspectives to appear about issues of importance to the community.

14.2 Goal #2

To enhance the image of the CSSA and the International Baccalaureate program within the Francophone population in Southern Alberta.

14.21 Objective

By April 31, 2005, establish a coalition of community partners to enhance the image of the CSSA and the International Baccalaureate program in Southern Alberta.

14.211 Strategy

Under a CSSA communications working committee, establish a community partner group with representatives from the members of round table discussions, key community organizations and other relevant stakeholders to oversee the development and implementation of a three-year communications campaign to address myths and misconceptions about the Francophone Education and the International Baccalaureate program, to change attitudes and to encourage positive action.

Tactics:

1. *Members* – Identify potential members for the work group and create a “case for participating” and approach each identified target.

2. *Speakers’ Bureau* - A Speaker’s Bureau will be established with a cohort of Board leaders to take advantage of public speaking opportunities, highlighting Board strategies and key organizational messages.

3. *Formal Research (focus groups and surveys)* - Research activities function as both intelligence-gathering exercises and as important communication vehicles.

Research tells those who participate, and the broader populations from which these people are drawn, that their views are important and that program and communication initiatives will not be developed without our understanding of their views.

Both qualitative and quantitative research should be undertaken to develop a better understanding of key audiences of programs and initiatives. It will also provide a baseline against which the effectiveness of communications and marketing programs will be monitored.

4. Consultation Plan (development and implementation) - The public relations potential of consultations, if conducted properly, is tremendous. They say important things about the Board; that it is interested and willing to listen to a variety of perspectives; that it is willing to bring together and work with those with different points of view; and that it is in touch with people whose daily lives are affected by the issue. It also helps establish Board credibility among numerous target audiences.

A system-wide consultation protocol will clarify what issues need to be consulted on at the system level and which ones at the school level. Guidelines will be provided as to how these consultations should be conducted.

5. Leadership roundtables - The creation of opportunities for Board leaders, ideally the Chair of the Board and the Superintendent, to meet face-to-face with stakeholder representatives can be an important component of Board marketing strategies. The opportunity for lunchroom sessions, roundtable discussions and casual meetings can 'humanize' the Board and allow for authentic commentary between Board leaders and stakeholders.

The purpose of this initiative is two-fold. One, it will be an important gesture in stating that the leaders of the Board are interested in what stakeholders have to say. Two, it will allow for the exchange of information between the Superintendent/Chair and stakeholders. This information would be used in addressing emergent needs and in developing overall strategies for the Board.

6. Facilitated planning - Engage an internal or external marketing-communications consultant to manage the planning and implementation of a communications campaign.

14.22 Objective

By April 31, 2005, launch a campaign to enhance the image of the CSSA and the International Baccalaureate program in Southern Alberta.

14.221 Strategy

Develop a professional, creative and innovative campaign to position the Francophone International Baccalaureate program as new, exciting and beneficial to Southern Albertans.

Tactics:

Although the campaign will be developed by the working group, possible tactics might include the following:

1. *Special events* – Host special events to launch the campaign and/or to draw attention to key messages. Events might include cultural events (e.g. music, theatre), festivals and family events, media events or other events identified by the working group.

2. *Media relations* – The mass media is one of the most powerful forces of social change. Involve the media in the campaign as early and as often as possible, either as sponsors or through regular news stories and features that communicate campaign messages.

3. *Testimonial Advertising* – Prepare advertisements for both print and electronic media that deliver testimonials from parents or students about the value of Francophone International Baccalaureate program.

14.3 Goal #3

To encourage enrolment in the International Baccalaureate program in the CSSA.

14.31 Objective

By April 1, 2005, position the International Baccalaureate program as a single program with multiple access points in the CSSA.

14.311 Strategy

Establish a single, recognizable and unifying brand for the International Baccalaureate program in the CSSA that can be used by the district and by each individual school as both a unique identifier for the program (e.g. International Baccalaureate, [School Name]) and to show the continuity between elementary, junior high and senior high programs.

Tactics:

1. *Logo and slogan* – Create a unique visual image and slogan for the International Baccalaureate program that communicates the major values inherent in the key messages, e.g. open to all, effective, beneficial, advantageous, achievement.

2. *International Baccalaureate program committee* – Establish or build on an existing central program committee for International Baccalaureate that includes administrators, teachers, parents and students to advise on and guide the development of the program in the CSSA.

3. *International Recruitment* - Communicate the intention of the board to embark on recruitment of international students to the CSSA, once the program has attained a significant foothold in the target market areas.

14.32 Objective

By April 1, 2005, provide multiple access points for students, parents and teachers to obtain specific and targeted information about the International Baccalaureate program.

14.321 Strategy

Use the same or similar communication tools identified under Objective 14.11 to provide access to specific information about the International Baccalaureate program. Information should address concerns and debunk myths about the International Baccalaureate program, while emphasizing its many positives. All tools should include the International Baccalaureate program logo and slogan.

Tactics:

1. *School and district website* – Provide specific and clearly labeled information about the International Baccalaureate program along with useful links about International Baccalaureate on all school websites and the district website (alternatively, could place all information on the district website and have a link from school websites). This information should include most of the key messages and be specifically targeted to meet the information needs of students, parents, teachers and administrators.
2. *Modular information packages* – Create a single information package for the International Baccalaureate program that includes general information about inquiry based learning plus information that is specific to the International Baccalaureate program.
3. *Newsletter articles* – Provide a series of newsletter articles in both hard copy and downloadable formats (placed on the district website) that can be used by the CSSA schools to provide specific information about the International Baccalaureate program.
4. *Packaged presentation* – Prepare a packaged presentation that includes visuals (PowerPoint, overhead transparencies and easel presentation books) and speaking notes for use at parent information evenings, school council meetings, staff meetings or one-on one presentations. The presentation should highlight information in the information package and on the website, acting as an introduction to International Baccalaureate rather than a complete information source.
5. *Display for school open houses* – Prepare a professional display that reflects the other communication/information tools and highlights key messages.

14.33 Objective

By April 31, 2005, provide ongoing access for parents of preschool children (2-4 years old) to specific and targeted information about the International Baccalaureate program.

14.331 Strategy

Reach parents of preschool children when they are starting to think about schools and school programs for their children. Provide information that is factual and inspiring and that addresses any concerns parents might have about the Francophone International Baccalaureate program. Emphasize long-term learning/process benefits.

Tactics:

1. *Articles in specialized media* – Place articles about the Francophone International Baccalaureate program in specialized local and provincial media vehicles that are targeted at parents of preschool children.

2. *Daycare information* – Develop communication tools that can be distributed to parents through daycares. This might include short newsletter articles or public service announcements in both hardcopy and downloadable from the district website; posters; brochures; or simple handout materials.

3. *Parent groups* – Train parent or student volunteers (or others) to do presentations on the Francophone International Baccalaureate program to parent groups in target municipalities. These groups can be identified through Community Leagues, public health centres, churches and other similar organizations.

4. *Partnerships* – Partner with businesses that are interested in the same target audience to distribute information about the Francophone International Baccalaureate program. For example, Scholar's Choice, Whiz Kids, the Science Store and Elephants all target parents who take a strong interest in their children's education and development. Most of these have newsletters and other regular communication with their customers.

15.0 TIMELINE

Tactic & Tasks	Responsibility	Timeline	Resources
<p>14.11 Objective By April 1, 2005, provide multiple access points for students, parents and teachers to obtain specific and targeted information about the Francophone International Baccalaureate program and its benefits.</p>			
School and district website 1. Prepare materials for website 2. Load and update materials		Complete April 1, 2005 Ongoing maintenance	Research/writing/design Website management
Board Highlights		Ongoing maintenance	Website management
Modular information packages 1. Prepare and distribute package		Complete April 1, 2005	Research/writing/design/printing
Newsletter articles 1. Prepare articles 2. Load articles on website		Complete April 1, 2005 Ongoing	Research/writing/design
Profiles of Excellence		Complete April 1, 2005 Ongoing	Research/writing/design
Packaged presentation 1. Prepare PowerPoint presentation, speaking notes, transparencies		Complete April 1, 2005	Research/writing/design/materials
Display for school open houses 1. Prepare display materials		Complete April 1, 2005	Research/writing/design/printing/materials

Road shows/mall/high traffic displays 1. Prepare display materials 2. Prepare "show"/display schedule		Complete April 1, 2005	Research/writing/design/printing/materials Ongoing coordination
Core Board Brochure		Complete April 1, 2005	Research/writing/design/printing/materials
International Baccalaureate Brochure		Complete April 1, 2005	Research/writing/design/printing/materials
Visual Identity Guidelines		Complete April 1, 2005	Research/design/printing/materials
Customer Service Training		Complete April 31, 2005	Research/writing/design/printing/materials

Tactic & Tasks	Responsibility	Timeline	Resources
<p>14.12 Objective By April 1, 2005, alert students, parents and teachers to the availability of information on the Francophone International Baccalaureate program and where they can access this information.</p>			
Media relations program /releases 1. Prepare 8 media releases/year 2. Coordinate 1 media conference/year		Start April 1, 2005 Ongoing	Writing/ dissemination/ follow-up Coordination/ direct costs
Public Service Announcements 1. Prepare 6 PSAs/year		Start April 1, 2005 Ongoing	Writing/ dissemination/ follow-up Coordination/ direct costs
Newsletter inserts 1. Prepare newsletter inserts 2. Load inserts on website		Complete April 1, 2005 Ongoing use and development	Research/ writing/design Website management
Posters		Complete April 1, 2005	Research/ writing/design/ printing
Business cards		Complete April 1, 2005	Writing/design/ printing
E-subscriber Quick Hits		Start April 31, 2005 Ongoing	Writing/ dissemination Coordination costs
Databases		Start April 31, 2005 Ongoing maintenance	Data entry

Tactic & Tasks	Responsibility	Timeline	Resources
<p>14.13 Objective By April 1, 2005, initiate a campaign to continually remind students, parents and teachers about the benefits of the Francophone International Baccalaureate program.</p>			
Newsletter articles 1. See objective 14.11		Ongoing	
Media releases/relations 1. See objective 14.12		Ongoing	See objective 14.12
Op-Ed Articles 1. Prepare 3 Op-Ed articles/year when timely		Start April 1, 2005 Ongoing	Writing/ dissemination/ follow-up Coordination/ direct costs

Tactic & Tasks	Responsibility	Timeline	Resources
<p>14.21 Objective By April 31, 2005, establish a coalition of community partners to enhance the image of the CSSA and the International Baccalaureate program in Southern Alberta.</p>			
Establish communications working committee		Complete April 31, 2005	Committee coordination and operation costs
Speakers' Bureau		Start April 31, 2005	Research/ writing/coordination
Formal Research		Start April 1, 2005	Research/ writing/interviewing/ facilitation/analysis
Consultation plan		Start April 1, 2005	Research/ writing/interviewing/ facilitation/analysis
Leadership Roundtables		Start April 31, 2005	Research/coordination
Establish a community partner group 1. Case for participating (case book) 2. Approach/presentations to potential members		Start April 31, 2005	Research/ writing/coordination

Facilitated planning 1. Engage communications agency or consultant to prepare and implement communications campaign		Upon direction of committee and partner group	Planning support/facilitator

Tactic & Tasks	Responsibility	Timeline	Resources
<p>14.22 Objective By April 31, 2005, launch a campaign to enhance the image of the CSSA and the International Baccalaureate program in Southern Alberta.</p>			
Communications campaign, might include: 1. Champion 2. Special events 3. Media relations 4. Advertising		Upon direction of committee and partner group	Writing, design, production, media buy, other implementation costs

Tactic & Tasks	Responsibility	Timeline	Resources
<p>14.31 Objective By April 1, 2005, position the International Baccalaureate program as a single program with multiple access points in the CSSA.</p>			
Logo and slogan 1. Develop logo and slogan		Complete April 1, 2005	Creative, writing, design
International Baccalaureate program committee 1. Establish and coordinate committee		Start April 1, 2005	Committee costs
International Recruitment		TBA	TBA

Tactic & Tasks	Responsibility	Timeline	Resources
<p>14.32 Objective By April 1, 2005, provide multiple access points for students, parents and teachers to obtain specific and targeted information about the International Baccalaureate program.</p>			
School and district website 1. Prepare materials for website 2. Load and update materials		Complete April 1, 2005 Ongoing maintenance	Research/writing/design Website management
Modular information packages 1. Prepare and distribute package		Complete April 1, 2005	Research/writing/design/printing
Newsletter articles 1. Prepare articles 2. Load articles on website		Complete April 1, 2005 Ongoing use and development	Research/writing/design Website management

Packaged presentation 1. Prepare PowerPoint presentation, speaking notes, transparencies		Complete April 1, 2005	Research/writing/design/materials
Display for school open houses 1. Prepare display materials 2. Purchase display units (if necessary)		Complete April 1, 2005	Research/writing/design/printing/materials

Tactic & Tasks	Responsibility	Timeline	Resources
14.33 Objective			
By April 31, 2005, provide ongoing access for parents of preschool children (2-4 years old) to specific and targeted information about the International Baccalaureate program.			
Articles in specialized media 1. Prepare articles and coordinate placement		Start April 31, 2005 Ongoing	Research/writing Media relations
Daycare information 1. Prepare targeted tools 2. Coordinate distribution		Start April 31, 2005 Annual	Research/writing/design/printing Coordination
Presentations to parent groups 1. Recruit and train parent/student volunteers 2. Coordinate presentations		Start April 31, 2005 Ongoing	Recruitment, training and coordination
Partnerships		Start April 31,	Coordination

1. Identify and approach potential partners 2. Coordinate activities		2005	
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16.0 EVALUATION

16.1 Objectives

1. Determine the potential effectiveness of primary marketing-communication components, including brand logo and slogan, key messages and creative execution.
2. Monitor the implementation of marketing-communication elements as they are rolled-out in the marketplace.
3. Assess the impact of individual marketing-communications strategies.

16.2 Pre-testing

1. Pretest logos, slogans and key messages with members of the target group(s).
2. Pretest concepts and creative executions for the Communications Campaign with members of the intended target group(s).

16.3 Monitoring

1. Track the use by schools and uptake by target groups of communication materials.
2. Collect anecdotal reports from administrators, teachers, parents and students on the usefulness/effectiveness of communication materials.

16.4 Outcome Evaluation

1. Include questions about the International Baccalaureate program (e.g. awareness of programs, recall of materials, knowledge of messages, attitudes, etc.) in the annual district survey of parents.
2. Track changes in enrolments in the district.
3. Conduct an annual commissioned survey (or purchase questions on an omnibus survey) to track changes in knowledge, attitudes and behavior with respect to the International Baccalaureate program in the Francophone public.