

A Robust 3-Factor Model for Thinking About How Best To Enhance "School Attraction" for Prospective Woodland Families
(A Woodland Parent's Perspective on How to Think About Improving School Enrollment)
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Question: Does School Enrollment Correlate with the Concept of "School Attraction"? So What If It Does?

Then We've Learned How to Kick Start Woodland's Flywheel of School Attraction.

Recap: Woodland School's New Mission and Vision

$a \rightarrow W \rightarrow A^*$

Every Family's Hopes and Dreams for Their Child(ren):

$a \rightarrow W \rightarrow A^*$

How might one think of a school's DNA, culture and values? And of its student body?

Let's View the School as a **Social Organism** (Say "W"):

$W = X \cdot Y$

Now think about its DNA, culture and values, plus its student body. How does it look?

We Can Think of "X" as "Genetic Markers of Excellence" That Signals School Quality, Thus Making It Look Attractive

※ X is the equivalent of a school's "genotype" (i.e., its DNA, culture and values).

And "Y" Represents "Observable Traits" in its Student Body as a Result of Interactions within the School Environment

※ Y is the equivalent of a school's "phenotype" (expressed through its student body).

How Parents Love To Talk About Schools & Kids

Z

※ Z represents "reputation" outside of school (spread by "parental peer effects").

How Bay Area Parents Love To Talk About Schools & Kids When They Get Together

※ At various inter-school or community events (e.g., sports meets, camps, etc.).

We're Now Ready To Assemble Together the "XYZ" Components Underpinning "School Attraction" (Call It α):

$\alpha = X \cdot Y \cdot Z$

※ We coin "ambassador effect" after observing how current students (aka "work-in-progress" and graduates (aka "finished products") are often the best spokespersons and ambassadors for their alma mater beyond parental word-of-mouth.

So We've Got Ourselves a Nice Conceptual Model to Help Unpack the Meaning of "School Attraction" (" α):

$\alpha = X \cdot Y \cdot Z$

Now What? How Does That Help Anyone Plan & Execute?

Inspiration: How a Few Good Words Saved a Pig's Life

"Humble?" said Charlotte. "Humble" has two meanings. It means 'not proud' and it means 'near the ground.' That's Wilbur all over. He's not proud and he's near the ground." — Charlotte's Web

Think: How Might "Strategic Mismatch" Apply Here? (Especially When Engaging with Prospective Woodland Families)

Some Pig vs. CHAMPION SHOW PIGS

"How Do We Even Hope To Win At This Game?"

※ Hint: The idea of "Strategic Mismatch" is a central theme in Colonel Blotto's Game.

Q1: Open House "Battle Fronts": Do More or Better?

TELL ME AND I FORGET. TEACH ME AND I REMEMBER. INVOLVE ME AND I LEARN.

※ The school is in the business of educating minds — young or old — and is thus best situated to practice "multi-modal" communications to engage prospective families during Open Houses. After all, proof of the pudding...

Q2: What Do We Know About The "Motivational Direction" of Prospective Woodland Families?

What's My Motivational Direction?

Q3: What Do We Know About The "Standards of Reference" of Prospective Woodland Families?

"Internally Referencing" vs. "Externally Referencing"

Example: Let's Calibrate One Model Instance to Illustrate How This Works for "Zuckerman's Farm":

$\alpha = X \cdot Y \cdot Z$

Now Cue Multi-Modal Communications in a Matching Style (e.g., Avoid the Fate of Becoming "Bacon" & Learn to Spell Like Wilbur!):

$b \rightarrow W \rightarrow \neg B$

※ Execution Tip: Engage with prospective Woodland families using Multi-Modal communications in a Matching Style (e.g., proficiency or excellence?), spontaneously citing vivid case examples drawn from current students and recent graduates.

Getting Back on Track Here: Let's Also Not Forget to Connect with the Many "K-5 Feeder Schools" Nearby

One Last Question: Which Funnel Optimizes Enrollment?

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