

Low-Cost Ways to Increase Enrollment and Retention

ACTION PLANNING GUIDE



Kurt Nelson, Ph.D.

Associate Dean & Director of Catholic School Programs

Fred S. Klipsch Educators College at Marian University

3200 Cold Spring Road, Indianapolis, IN 46239

knelson@marian.edu | 317-955-6421

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Fred S. Klipsch Educators College

GENERAL PRINCIPLES:

Branding

Your school's brand is the total of all the mental associations that people have about you. This must be reinforced at all stages, so make sure you can deliver on the things you want your brand to promise. If you, staff, and parents don't walk the talk, you will create brand disconnects which will undermine your brand.

1. Know who you are

What are the things that differentiate our school and make us unique?

2. Share/promote/sell who you are through the enrollment management cycle

3. Be who you say you are, to avoid brand disconnects

If you promise top academics, you must avoid spelling errors

If you promise valuing parents, make sure phone calls and conversations are respectful

If you promise students will learn virtues, make sure teachers treat them with value

Don't Do This On Your Own

Establish a marketing committee.

Who has the interest, passion, and skill to help our school?

Administrators: _____

Board members: _____

Teachers: _____

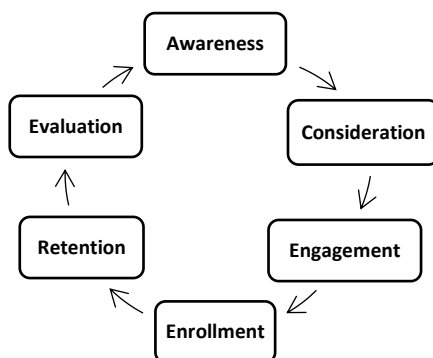
Parents: _____

Parishioners: _____

Be Specific and Pay Attention to All Aspects of the Enrollment Management Cycle

A plan to "enroll more students" is not helpful and not actionable. The committee should create written goals and plans using SMART goals (Specific, Measurable, Actionable, Realistic, and Time bound).

You should also focus on each step of the enrollment management cycle to determine specific goals for the areas most in need (e.g. do you need to increase number of entry year students, increase retention rate, Increase % of baptized children, increase # of inquiries, increase market share?)



AWARENESS:

How do you compare to your competitors? Where does your school have value?

What does your school offer that they don't/can't? _____

What do they offer like you, but you can pivot to make it a category your school leads?

e.g. if they have more AP courses, do you offer more dual credit courses?

e.g. if they have more elective courses, do you have some that are incredibly unique?

How do people in your community know your school exists?

- Yard signs
- Window clings/license plate frames/decals/bumper stickers
- Parents and/or students speak to thank parishioners and talk about benefit they receive from school (double bonus – appreciation and subtle marketing)
- Church bulletins (not just your own parish)
- Flyers at libraries, children's museums, karate studios, etc.
- Speak to Rotary Club and other civic organizations about school's role in wider community
- Students perform community service in school/spirit wear
- News stories and press releases about your school
- Paid advertisements in children's art programs (especially if your students are in them)
- Paid advertisements on education page or in celebratory announcements
- Displays at Mall, library, or other public location=

Messaging

You must remember that you are not selling a product – you are selling a solution to parents' problem of where they are going to send their child to school. For that reason, your marketing to parents must always be focused on what the parent needs to hear to solve his/her problem, not on what you or your school wants to tell them. Parents often want to know:

- Is this a quality school?
- Will my child & family fit in here?
- Will my child grow academically, spiritually, and in responsibility?
- Why is this school worth the cost?

Website

A top-quality website is not an option in the 21st century. It is your public face and the way most people will interact with your school for the first time – especially prospective parents. It can convince them to take the next step to find out more about your school or cross it off their potential list. Millennial parents especially expect a robust online presence or they will overlook you and move on to other schools. Here are some general guidelines:

- Conduct a website audit using the tool on page 5, which is based on key findings from the 2016 NCEA/FADICA market research study.
- Is academic quality, success & ratings prominent to site visitors?
- Is the website updated at least weekly? Static or old content sends a signal that your school is not tech savvy. Embedding your most active social media on the website is one way to keep it updated.
- Most Internet traffic today travels through mobile devices. Your website should include responsive design so that it displays correctly on mobile devices.
- To display cultural sensitivity, consider adding the Google translate widget to your site.

Social Media

There are many social media platforms today. Your intended audience will determine which platforms to use. Facebook still continues to be the most popular adult platform, while twitter, snapchat, instagram, and others are more popular with students. Frequency of posts is important, so create a few “evergreen” images and posts that you can intersperse with more timely content around special events, classroom activities, traditions, and celebrations. Don’t be afraid to repost “evergreen” content.

If managing multiple accounts seems daunting, a platform like Hootsuite.com can help you manage multiple social media channels from one online dashboard. If you are on social media, you will also want to monitor (and when appropriate, respond) to comments to and about your school.

Catholic Identity

There was a time when parents understood what a “Catholic” school was and did. However, that is no longer the case many times. You should be sure your materials translate what “Catholic” education means – moral virtues, sacraments, prayer & devotions, service, community, intellectual rigor, well-rounded curriculum, and integrated instruction.

Preschools and daycares

It could be well worth creating a specialized brochure for area preschools and daycares that omits information about any age levels that directly compete with their own program. If a community agency offers a program through 4K, they may not be willing to share your brochures that include information about your 3- and 4-year old programs. By customizing a brochure to start at 5-year-old Kindergarten, you show that your primary goal is not to compete with the other program, but help parents when they are ready to move on to the next step in their child’s education.

Website Review of ‘Consideration Drivers’ from NCEA/FADICA Market Research

What messages does your website convey about the following things that parents have identified as important and influential in their decisions about schooling?

1. Students well prepared for success in College (HS) or in high school (K-8)			
2. Students prepared to live in global society (critical thinking, different POV)			
3. Strong curriculum			
Science/Technology/STEM	Arts Programs	Highly-Qualified Faculty	
4. Diverse & welcoming learning environment			
Ethnic Diversity	Learning Abilities	Bilingual?	Cultures & Traditions
5. Affordability			
School Choice Programs	Local School Assistance	Other Funding Sources	
6. Religious instruction balanced with virtue/character development			
Christian Service	Mission Trips	Student Character Development	Alumni/Parent Testimonials

CONSIDERATION:

During the consideration stage, parents with school-age children begin looking at their options to solve their problem of where their child will get an education.

Consider Your Image

Choosing a school is a big decision for many families and one in which they will invest heavily. You should make sure the layout of your materials reflect a level of professionalism. The 2016 NCEA/FADICA market research indicates that parents are savvy customers and take school decisions seriously. Using 'comic sans' font or childish clipart in recruitment materials can be a brand disconnect for parents who are considering making a large investment in your school.

Parish Communications

Does your parish use email messages to share information to parishioners? Has your parish segmented its list to be able to send messages to families with school age children? If so, this can be a very cost effective way to share information about school. If you do use this, think about a multi-part series of messages you could send about once a month. If you are using a general parish distribution list, think about news, stories, and information you would want all parishioners to know. If crafted well, you will be informing your financial supporters, while also doing some "stealth" marketing to parents and grandparents about the good things happening in your school!

Community Events and Follow-up

When you host community fairs or information tables, find a way to collect contact information for prospects. One good way to do this is to have attendees enter their name for a raffle prize. Be sure to follow-up with families within a week of the event. Continue nurturing those leads in an informational way, not with high pressure sales tactics. Only send information every month or so and make it newsworthy or a good story (like the parish messages suggested above)

"Win the heart and the mind will follow"

Once a family has been hooked emotionally on the value of your school, they will be motivated to overcome many logical barriers (cost, distance), rather than using those barriers as excuses. One way to create that emotional appeal is to use photos and stories of individual students and parents. Avoid broad statements, vague benefits, and large group shots. Make it personal!

Target Marketing/Segmentation

Parents are not a monolithic group. There are several groups that each have their own needs and require different communication strategies, emphasis and strategies. Which of these are target groups your school needs to pay special attention to?

- Parish families who have children
- Parents of preschoolers
- Parents of elementary students who could potentially transfer
- Parents already in your school that have future middle school students
- Students already in your school that are approaching middle school
- Parents of future high school parents
- Future high school students
- Non-Catholic parents & students
- Families that live in surrounding geographic areas
- Families that are new to town
- Hispanic families
- African American families
- Military families

For each group checked above, consider:

Where are they most likely to hear about your school? _____

What are their biggest priorities or needs? _____

What are their biggest concerns about school? _____

To help in this exercise, it may be helpful to create different parent personas for types of parents and think about their individual needs, wants, and concerns.

ENGAGEMENT:

During the engagement phase, you are building an ongoing relationship with parents. You are not trying to sell enrollment for this year, you are trying to develop a relationship with parents who will want to enroll their children in your school for four years (high school) or even nine years (elementary)!

Moves Management

A helpful term borrowed from the development world is “moves management.” Don’t try to leap from inquiry to enrollment. Think in baby steps. How can you get a family that has inquired about your school to come for an open house or tour, then how can you get the child to come for a shadow day, etc. As they take each step, thank them for their interest and invite them to the next step. Making sure each step is a positive experience is essential for them to consider the next step of your relationship.

Capture Information about Prospects

Create or modify a standard way of tracking families who inquire about the school. The standardized form is helpful so that no matter who answers the phone call or email, data about the family and student is captured in the same way. This tracking form should also become a tool for tracking subsequent contacts with the family. *(See page 15 of this guide for a sample template.)*

DON'T Focus on Your Features

Focusing on features alone is not compelling for a new parent. Kick it up a notch by instead talking about what benefits that feature creates, what the payoff is for students, and the value of that in your school. For example:

Feature: “Every student at our school has a Chromebook” *(this is dull and not unique).*

Benefit: “Students use their Chromebooks to collaborate on special projects.”

Reward: “This helps our students develop collaboration, problem-solving, and critical thinking”

Value: “As a result, __% of our students take advanced courses as high school freshmen.”

Leverage Other Activities

Your building shows best in the daytime with natural light and with activity on campus. Consider planning open house dates when another event is happening. For example, if you are putting on a musical, play, or concert, schedule your open house shortly before a matinee show and offer families free tickets to the show. Not only will your building be alive with energy, you will have the opportunity to show off your arts programs. A similar approach could be used before a robotics team practice or scrimmage.

Put out the Welcome Mat

When a family schedules a shadow day, send the family a letter confirming details (time, location, dress code, lunch plans. You can create a positive impression for visiting families by reserving a parking space with their name on it. This will alleviate their questions about where to park and signal that they are welcome and valued. *(See page 16 of this guide for a sample template.)*

Train Faculty About Their Role & Expectations for Recruitment

It is important that your office staff understand the importance of customer service in how they answer the phone, greet visitors, etc. Your faculty should be trained too since they are the lifeblood of your school. Recruitment is not something that is the office's responsibility – it is everyone's responsibility.

Create Protocols

A tour should never be random. You should create a protocol so that all staff know what is expected of them. Here are some suggestions:

- The principal should visit with the family **FIRST**, to make a connection by listening to the parents' and students' needs, wants, strengths and interests
- If someone else is going to give the tour and the principal can only touch base briefly, do so at the **BEGINNING** of the tour, not the end. Meeting with the principal should never appear like it is an afterthought or the principal is just squeezing them in.
- By visiting with the family first, the principal can tailor the tour to address the specific interests and needs of the family, or ask the person giving the tour (out loud and in front of the family) to visit certain programs or areas of the building. Chances are those stops were already part of the tour route protocol, but saying it out loud conveys that the principal values what the family has just shared with him/her and the school is responsive to their needs.
- Plan out an established tour route and highlights/talking points at each stop. This will help you focus on having a conversation with the family while you tour, instead of worrying about where to go next. You can (and should) vary from this plan as needed to address specific parent needs.
- Close the visit by inviting the parents to take the next step in the engagement process.
- If the family has already completed the other steps, the principal should close his/her time with the family by "asking for the sale." The principal should tell the family and student how much he/she has enjoyed getting to know them and that the school community would be very pleased to welcome them to the school.

Let your Teachers Shine

Your tour protocol should convey to faculty and staff what should happen when a tour enters the classroom. The family has already talked with the person giving the tour, so the classroom visit is the teacher's chance to shine! Families want to feel comfortable with their child's future teacher.

- The principal or office staff should alert teachers in advance when a family will be visiting their classrooms.
- The principal and family enter the classroom to observe the learning and the principal can share information in hushed tones to the family while waiting for the teacher to become available.
- When the teacher can break away, he/she should approach the family and be introduced by the principal. At this time, the principal can give the teacher any cues from information learned about the family.
- The teacher should engage the family and student by asking questions, talking about special projects or events, talking about the student's interests, and exploring connections.
- While the teacher is engaging, the principal should fade into the background and supervise the current students so the teacher can fully engage with the prospective family and not worry if her class's behavior is going to make him/her look bad. The principal should circulate to review student work and talk to students about what they are learning.

Follow-Up

Be sure to follow-up with families after each engagement. This can be via phone calls or notes from the principal, teacher, other parents, or student ambassadors. Handwritten notes are very effective and convey a personal attention that typed and even mail-merged letters can't.

Referral program

You might want to consider a small incentive (like a \$100-200 tuition credit) to help encourage current parents to talk about your school to their neighbors and coworkers. While this is a cost, it is far outweighed by the amount of tuition that a new family will invest in your school.

- You may want to wait to award the incentive after the new family has completed their first semester, to ensure they stay.
- You should advise families that tuition credits may be considered taxable income by the IRS and it is their responsibility to consult a tax professional.
- If you award \$600 or more to a family, you will have to issue an IRS Form 1099-MISC, so you may want to limit the number of referral credits a family can receive each year to stay under this threshold.
- Work with an attorney on your board or in your parish to ensure that your program is set up correctly to avoid problems for you or your parents.

Virtual Alternatives to Tours & Shadow Days

When a pandemic, distance, or other issue prevents in-person tours and shadow days, consider some of these possibilities:

- Record a virtual tour during a school day. Don't do this when the building is empty. You want parents to envision their child in your school community, not an empty shell.
- Record a "Day in the Life" of your students. Try giving students a camera for the day and asking them to capture the academic, extracurricular, social, and FUN aspects of their day. Edit the footage together or ask a talented student to help.
- Have a teacher record a mini virtual lesson with students. If you want to protect the privacy of students, ask them to sit to the side and put their favorite stuffed animal on the camera instead. Or ask students to select their favorite cartoon or movie character and upload that character as their avatar while their camera is off.
- Record brief parent and/or young alumni testimonials
- Host a live parent panel virtually
- Host live virtual coffee (BYO) events with department chairs or grade level teachers. Focus sessions on different subjects like Math, Science, the Arts/Music/Theater. Talk about curriculum and course paths, and elective courses in those areas.
- Host a virtual coffee with counselors to talk about supporting students with transitions, the academic expectations of the next level, faith development, social development, etc.

ENROLLMENT:

Put yourself into your new parents' shoes and consider how easy your enrollment process is to understand and complete. How does your process demonstrate that you welcome and value parents?

Take the Parent's Perspective

Consider your entire enrollment process from start to finish from a parent's point of view (inquiry, tour, application, enrollment, financial aid, payment plans)

- How clear is the process? Do they know whom to contact about different phases?
- What elements are aligned well?
- Where could brand disconnects exist?
- Are families building relationships with your staff or simply passing through a multi-layered bureaucracy?
- Are your forms by child (one for each) or by family to streamline paperwork for parents?

Acknowledge & Keep in Touch

When a new family enrolls, be sure to acknowledge the receipt of the application, celebrate their acceptance, and let the families know what to expect in the coming months. If a family enrolls in the spring, August is a long time to wait in "radio silence" and families may begin to feel forgotten.

- Tell them when they can they expect to hear from school staff about more information for next school year. *(see page 17 of this guide for a sample template)*
- Consider creating a monthly update letter for new students. This letter could introduce members of the staff, describe your recent successes, and talk about plans for next school year. Because only new families will get these letters, some of the letter content can be reused from year to year.
- Enclose a magnet, window cling, or bumper sticker to celebrate their entry into your school family. (Bonus: these are easy to mail!)

RETENTION:

The job of retention begins as soon as a family enrolls. Every subsequent interaction will either reinforce their decision or leave them questioning if they made the right choice. Independent School Management (ISM) uses the term “re-recruitment” and the Archdiocese of Chicago distinguishes between “New Family Sales” and “Retention Sales.”

New Parent Orientation

New families have unique questions about things that have become second nature to returning parents. Host a special orientation session with new parents to talk about these things and answer questions. Schedule this event before your Back-to-School night or School Supply Nights so that families can already feel comfortable with your building, staff, and other parents.

- Principal can talk about nuts & bolts items like how parents drop off in the morning, procedures for afternoon pickup, tardy policies, aftercare procedures, who to contact if your child is sick or has an appointment.
- Fellow parents and PTO leaders can talk about how to purchase lunches, where can you get school uniforms, spirit dress, used uniform resale, special events, volunteer opportunities, fundraisers.
- The pastor can address the school’s goals to help every child grow closer to God, expectations for non-Catholic students, the Church’s desire not to convert them, share how to contact him if they ever have a question about faith practices in the school

Check-in Early

The president, principal, or a designee should call every new family at the end of the first week to check-in on how the week has gone and answer any questions that might have come up.

Show You Remember Your Parents and Students During Reenrollment

It is fairly easy with a mail merge feature to pre-populate family and student information on re-enrollment forms. This is convenient for parents and shows you remember who they are! It saves parents time and as a result may speed up the return of reenrollment forms since they only need to review and highlight any changes in contact information. It will also save staff time, by quickly calling attention to changes in family information that need to be entered into the Student Information System.

Be Proactive At Points of Loss

If your data suggests a loss of students at a particular grade, be proactive in planting seeds for 1-2 years before that transition. Talk about the special activities and philosophy of those grade levels. For example, a typical loss occurs at middle school grades. In 4th and 5th grade start sharing information about why Catholic schools are still a quality choice in the middle school years. This can be in the form of letters, brochures, parent meetings, or all of the above!

State of the Schools Address or Letter

To kick off enrollment for the next school year, provide information to parents about the school’s accomplishments and future goals. This conveys that the school understands it is accountable to parents and owes them an update before asking them to entrust their child to the school for another year. Talking about your future goals can also help you build excitement and anticipation.

EVALUATION:

Everything we do can be improved. Reviewing events, conversion rates, surveys and other data in a timely way will help you make more progress in the future.

Debrief and Keep Notes

Debrief enrollment and retention activities and events immediately afterward. What worked well? What do you want to change for next year? What unexpected programs came up? Don't assume you will remember those details. If you don't take notes, you will forget them by the time the event rolls around again and repeat the same mistakes next year.

Track and Evaluate Conversion Rates

Track the number of web inquiries, phone calls, attendance at open houses, school tours, shadow days, etc. Then look at the conversion rates for each activity.

- How many families who inquired ended up coming to an open house or scheduling a tour?
- How many families that come to Open Houses end up in enrolling?
- How many families that come for a campus tour or shadow day end up enrolling?
- Which step(s) of the enrollment cycle need more attention?

Surveys & Interviews

Consider interviewing or surveying parish families who do not send their children to your school? What are the barriers to enrolling in your school? Do these match the NCEA/FADICA market research study or are their other "consideration drivers" you need to be aware of at your local level?

Retention and Enrollment Comparisons are NOT the Same Thing

Simply comparing this year's enrollment to last year's enrollment does not give you a complete picture of what is happening with school families. A 2% enrollment decline does not mean you had 98% retention. You may have had significant inflows of students, but you may also have significant withdrawals that you need to address.

Pay attention to the Front Door

Knowing where your students come from will help you identify the ripest fields, but also inform you what fields need to be cultivated more intentionally.

- Do you know where your K students come from?
- Do you know where your Transfer students come from?
- What grade do you get the most transfer students?

Mind the Exits

- What grades do you lose students?
- Do they leave the area or select other schools?
- What schools do students go to when they withdraw from your school?
- What is attracting them away from your school?

FREE RESOURCES:

Archdiocese of Chicago Catholic Schools Resource Portal

<http://ocs.archchicago.org/MarketingOperations/EnrollmentManagement>

Bright Minds Marketing. School Enrollment Tips Newsletter and Blog

<https://brightmindsmarketing.com/blog/>

(purchased by schoolmint.com in March 2021)

Dallavis, C. (October 2, 2020). "Anatomy of a Catholic School Enrollment Increase: Partnership Cleveland." The Partnership Post Blog.

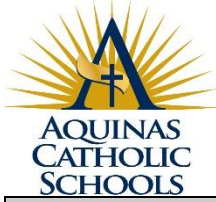
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https://www.fadica.org/images/initiatives/The-Catholic-School-Choice_2018.pdf



Prospective Student/Family Initial Contact Worksheet

Contact Information	
Date of Contact	
Staff Member	
Type of Contact	<input type="checkbox"/> Telephone <input type="checkbox"/> Personal Visit <input type="checkbox"/> Email/Website <input type="checkbox"/> Personal Referral (source: _____)
Interested in Enrollment During	Year _____ <input type="checkbox"/> Fall <input type="checkbox"/> Mid-year (month _____)

Parent Information	
Names	
Address	
Telephone	Home _____ Work _____
Best E-mail (H / W)	
Faith Background	<input type="checkbox"/> Catholic (Parish _____) <input type="checkbox"/> Non Catholic
Employer(s)	
Heard About Us Via	
Interests/Motivation	
Other Family Background Info	

Student Information			
Name		Goes By	
Current/Past School		Grade	
Date of Birth		Gender	
School Preference	<input type="checkbox"/> AHS <input type="checkbox"/> AMS <input type="checkbox"/> BS <input type="checkbox"/> CS <input type="checkbox"/> SP <input type="checkbox"/> ECC		
Interests	<input type="checkbox"/> Aftercare <input type="checkbox"/> Computers <input type="checkbox"/> Drama/Theater <input type="checkbox"/> Faith/Religion <input type="checkbox"/> Visual Arts <input type="checkbox"/> Instrumental Music <input type="checkbox"/> Vocal Music <input type="checkbox"/> Athletics _____ <input type="checkbox"/> Other _____		

Follow-Up			
Staff		Action	
Staff		Action	

SAMPLE SHADOW DAY LETTER

Dear Mr. Mrs. _____,

We are very excited about your interest in _____ and look forward to welcoming _____ to an upcoming shadow day. Below are additional details about what to expect during the shadow day.

Date:

Time: 8:15am – 2:45pm

Your child will shadow one of our current students for the day – attending classes, meeting teachers and new friends, and joining us for lunch.

Where: Your child should enter the building at the _____ entrance. A student ambassador or staff person will be there to greet your child and accompany them to the main office.

Parents: Parents are welcome to park in _____ and accompany their child inside for the beginning of the day. If you would like to schedule an individual conference with the principal, dean of students, or a guidance counselor while your child attends classes, please let us know.

Lunch: We will be happy to provide a complimentary lunch for your child. The offers a variety of meal choices and a la carte items.

Attire: Visiting students are not required to follow the dress code, but your child may find it more comfortable to blend in. The dress code is a _____ colored polo or oxford shirt with khaki or navy pants. All students are expected to dress modestly.

Other Items: Please do not bring cell phones or other electronic devices, as these items may not be used during the school day.

Please contact _____ at _____ to schedule your child's shadow day. _____ will also be able to answer any other questions or concerns you may have. We look forward to having your child with us for the day to see what the _____ student experience has to offer.

Sincerely,

Principal

SAMPLE ACCEPTANCE LETTER

Dear Mr. & Mrs. _____,

I am very pleased to welcome you and your child to the Aquinas Catholic Schools family! This letter is to confirm that _____ has been accepted into grade ____ at _____ School for the _____ school year. You will receive subsequent information from our Central Office and the school principal and regarding the next steps in the enrollment process. These steps will include:

FINANCIAL REQUIREMENTS

- If you have not yet applied for grants or scholarships, you should do so as soon as possible. It takes approximately 4 weeks to process aid applications and finalize award packages. The sooner you submit an aid application and supporting documentation, the sooner you can expect to find out the size of your financial aid package.
- In July you will receive your initial billing statement, along with information on how to access your online account and select or change your tuition payment plan.

HEALTH REQUIREMENTS

- A physical examination from a physician is required for new students, students entering seventh grade, and every two years in grades 7-12. We encourage you to complete this requirement as soon as possible because doctor's offices get very busy in late summer.

ACADEMIC REQUIREMENTS

- Parents of high school students who did not attend the class registration meetings during January should contact _____, Director of Counseling, at _____ to arrange a registration appointment.
- Additional academic information for middle school and elementary school students will be sent directly by the building principal over the summer.

Please feel free to contact us if you have any questions during this process.

- The building principal will be able to help you answer any questions related to *academics, health requirements, dress code, or other items*.
- Enrollment Coordinator _____ works in the ACS Central Office and will be happy to assist you with questions regarding *tuition, payment plans, or financial aid*. She may be reached at _____.

We look forward to working with your family during the coming school year. Best wishes to you as our newest Aquinas family!

Sincerely,

Kurt Nelson, Ph.D.
President

P.S. Please enjoy the enclosed window clings to demonstrate your school pride at home, at work, or on your vehicle.

