

2008 CUSTOMER SATISFACTION SURVEY COMMUNICATIONS PLAN

Objectives

- Communicate the purpose of the Customer Satisfaction Survey (CSS) to all of DoDEA's internal and external audiences, with a special emphasis on internal audience stakeholders (students, parents, and teachers).
- Increase awareness of the survey.
- Encourage maximum participation and stress the importance that every voice and opinion counts and is valued.
- Communicate DoDEA's commitment to quality education and programs; efforts to strengthen curriculum, instructions and programs; and support in promoting the highest possible achievement for all students.

Key Messages

The basic content of the following messages should be adapted and included in print and electronic communications to all levels of the internal and external audiences.

- The CSS will help DoDEA and its schools determine strengths and identify areas needing improvement.
- The CSS process is flexible and extremely adaptable – it will help schools develop and tailor strengths and needed improvements that are unique to their communities.
- The CSS provides a forum for all stakeholders in DoD schools to have their opinions heard and communicate their level of satisfaction with issues related to DoD schools.
- The information gathered from all surveys will be used to improve planning efforts at ALL levels throughout DoDEA and monitor the DoDEA Community Strategic Plan.
- The survey questions were adapted from the Phi Delta Kappa/Gallup Poll of the Public's Attitude Toward Schools in order to have national comparison data. Surveys also contain DoDEA-specific questions.
- The survey provides a vehicle for keeping DoDEA in the forefront in advancing the Department of Defense's agenda for education, and as a leader in the Nation for improving student performance and achievement.
- The CSS is one way to measure school performance and program effectiveness and integrate plans for improvements and changes into an approach that best benefits the entire system as well as meets the needs of individual schools.
- Area directors and Deputies, Superintendents, Principals, Division Chiefs, and other key personnel are responsible for integrating survey results and recommendations into action on an ongoing basis; for communicating about it within their area of responsibility; for tying program actions and decisions to it, and for managing their programs by incorporating recommendations resulting from the survey.

Audiences

| | Headquarters | Area | District | School and Community |
|-----------------|--|--|---|--|
| Internal | DoDEA staff, Deputy Directors, ACDE | area staff, superintendents, principals, advisory committees or boards | DSO staff, administrators, parents, advisory committees or boards | School staff, faculties, parents, students, advisory committees or boards |
| Command | OSD, DEC, ACDE, Service Reps, PAOs | theatre commanders, theatre agencies, military advisory councils, CCAC, PAOs | component commands, school/command liaisons (SLOs) | installation commander, senior enlisted advisors, school liaison officer, PAOs |
| Media | AFIS, Pentagon Channel, <i>Stars & Stripes</i> , the Web, <i>Military Times</i> , <i>DoD web resources</i> | <i>Stars & Stripes</i> , AFN, newsletters, the Web | Newsletters, the Web, cable access channels, command channels | Community newspapers, local magazines, newsletters, the Web |
| Other | Unions, NFMA, MCEC | European PTA, PCAPTS, spouses' organizations, unions | unions | PTA/PTO, unions, spouses organizations |

Strategies / Tools

- Develop coordinated key messages
- Identify communications tools designed for internal audiences first
- Identify targeted communications tools needed to support presentations to all audiences
- Develop sample publication/marketing templates for identified tools
- Tailor tools to meet the needs of various levels of the organization
- Determine strategies for conducting briefings (who briefs who and when)
- Target key leaders and groups for briefings and information
- Develop a web presence for the CSS initiative
- Develop a roll-out plan for communication efforts and tools

Content –DoDEA Education Directorate

Design and Layout – DoDEA Communications Office

DoDEA Headquarters Responsibilities

Electronic Documents

- Communications Plan
- Public Affairs Guidance
- Media Release
- PowerPoint Presentation
- Template/Sample Letter for Commanders
- Template/Sample Letter for Staff
- Template/Sample Parent Newsletter Article from Principals
- Posters (to use in school and in the community)

Radio/Television Products

- Public Service Announcement (PSA) - :29 Television PSA; copies distributed to AFN overseas and DDESS for distribution to stateside installations. Area PAOs are encouraged to draft and provide scripts for radio readers to AFN and military public affairs offices to generate radio coverage.
- News Story: 2:00 news piece on the launch of the 2008 CSS for distribution to media outlets overseas and through cable access at DDESS locations.

Web Presence

- Web link to CSP – CSS posted on the DoDEA website.

Area Directors Responsibilities

- Personalize marketing plan and tools for specific audiences within the Areas.
- Use the templates developed by headquarters to keep the information and messages consistent. Stick to the script.
- “Tell the story” at every opportunity. Use the key messages, fact sheet, and talking points.
- Use the Update for School Administrators to set expectations and inform internal publics.
- Coordinate with media outlets to produce PSAs for radio/TV.
- Make the leadership available for media interviews.
- Link area website to DoDEA CSS.
- Use briefing slides with groups as appropriate in the Areas.
- Help develop an evaluation plan to evaluate effectiveness of communication efforts.

District Responsibilities

- Personalize marketing plan and tools for specific audiences within the districts.
- Use the templates developed by headquarters to keep the information and messages consistent.
- “Tell the story” at every opportunity. Use the key messages and talking points.
- Use the Update for School Administrators to set expectations and inform internal publics.
- Coordinate with local media outlets to produce PSAs for radio/TV.
- Use press releases to generate local print coverage.
- Saturation of all print and other media with CSS key messages
- Make the leadership available for media interviews.
- Link district website to DoDEA CSS page and personalize with district specific information.
- Use briefing slides with groups as appropriate in the district.
- Support schools as they implement the CSS.
- Identify district-specific ideas to market the CSS to teachers, students, parents, commanders.
- Assist with data gathering strategies.
- Help develop an evaluation plan to evaluate effectiveness of communication efforts.

School/Community Responsibilities

- Personalize marketing plan and tools for specific audiences within the communities.

- Use the templates developed by headquarters to keep the information and messages consistent. Stick to the script.
- “Tell the story” at every opportunity. Use the key messages and talking points.
- Use letter template about initiative to set local expectations and inform public about the benefits.
- Coordinate with local public affairs officers and media outlets to produce PSAs for radio/TV.
- Use press releases to generate local print coverage.
- Consider direct mail to constituents – use technology to make this a simple process for schools.
- Saturation of all print and other media with CSS key messages.
- Make key personnel available for media interviews.
- Link school website to DoDEA CSS age and personalize with school specific information.
- Use briefing slides with groups as appropriate in the community.
- Identify school specific ideas to market components of the CSS to teachers, students, parents, commanders.
- Assist with data gathering strategies.
- Conduct various data gathering strategies, especially to show how demographic segments are responding to the CSS.

Evaluation Plan to Evaluate Effectiveness of Communications Efforts

- Analyze/chart response rate by demographic group/communication tool and establish as a baseline for out-years. Consider: Individual interviews and focus groups; question understandability/clarity; objective analysis of responses; response rate and cost per respondee vs. cost per audience member; and news effectiveness (# of media placements and # of placements containing key messages).

Budget

Design and Layout: In-house resources

Video production: In-house resources

Content: In-house resources

Printing and distribution: Communications – \$ 1500. (end of year funds)

All costs in FY 06

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