

# Advocacy Marketing101

We'll lay out a strategy for shifting the conversation around your schools: systematically developing brand advocates who will do your marketing for you. This plan takes diligence, commitment, and a little bit of guts—but it's exactly what we'd do if we were in your shoes.

## Discussion Guide



*"While we may feel as if we make choices based on logic and reason, neuroscientific research has revealed that emotions actually power our decision-making."*

- Can you think of a time when you made a decision based on emotion over data?
- What does your community say about your district? What are the stories they tell?



*"The members of your community fall into one of three segments: detractors, neutrals, or advocates."*

- What platforms do your detractors and advocates use to share their opinions of your district?
- How can your district influence neutrals to become advocates?
- What are some things happening in your district right now that could move someone from a neutral to an advocate?



*"Advocates don't come from a barrage of billboards, ads, and flyers. They're born in singular moments that make them feel seen, understood, and cared for—moments that make for stories worth telling."*

- How can the Zappos example inspire you to communicate with your students, families, staff and community in a new way?
- How does your district's staff environment encourage teachers and staff to have incredible interactions with community members?



*"If you want to grow advocates, you need to plant seeds: personal, intentional moments."*

- How does your district's communication intentionally create personal connections with families and community members to create advocates?



*“Before we go any further, an important point: you can't create moments for everyone in your community, and that's okay.”*

- Who in your community do you have opportunities to create moments for? Is this group made up of advocates, detractors or neutrals?
- How can your district create moments for anyone, not everyone?



*“Personal connections, more than anything else, plant the seeds that grow into advocates.”*

- How can you create personal connections to your district's schools that will positively influence parents and students?
- In what ways is your district listening to students and families to make change?



*“You need to find a specific, repeatable action you can consistently take to connect with your community. This means you can't wait for people to come to you; you have to go to them.”*

- How is your district proactively and consistently communicating with families?
- What can your district glean from West Feliciana Parish Schools' handwritten note strategy?



*“Every member of your district team, from the classroom up, can help you find places to plant and cultivate the seeds of advocacy.”*

- What opportunities do your students and staff have to engage in the advocacy process?
- What tools does the district provide to encourage students and staff to engage potential advocates?



*“As you work to plant moments throughout your community, something amazing begins to happen. Suddenly, the air is filled with stories, told by your freshly-minted advocates.”*

- What is your favorite story that advocates for your district or school? How often do you share this story with others?
- What story are parents and students you interact with sharing about you?



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