APPENDIX ONE: ABRIENDO PUERTAS SELF-ASSESSMENT TOOL

PURPOSE

This Assessment Tool will allow Abriendo Puertas to regularly evaluate organizational practices related to expansion management. The Bush School Capstone team will administer this assessment and use the results to offer Abriendo Puertas an expansion management model. In the future, Abriendo Puertas can regularly use this Assessment Tool to reevaluate its expansion efforts and to modify its expansion strategies accordingly.

INSTRUCTIONS

Please read and answer the following questions. To ensure complete and accurate assessment results, the Capstone team recommends including all relevant Abriendo Puertas employees with experience in the following organizational areas – Resource Development, Marketing & Community Outreach, and Volunteer Management – when taking the assessment.

I. Resource Development & Fundraising	Yes	No
1. Do you have a funding model that identifies where you expect your funding to come from each year? Please explain.	☐	☐
2. Do you have a long term strategic plan for your fundraising targets?	☐	☐

3. What are your funding sources?
   a. Government Grants   _____%
   b. ISDs   _____%
   c. Foundation Grants   _____%
   d. Individuals   _____%
   e. Other   _____%
   Please specify "Other" sources of funding:		

4. Are your fundraising efforts staffed and funded at a level consistent with funding expectations?	☐	☐
5. Do you have plans to hire more development staff as you grow?	☐	☐
6. Do you research prospective donors?	☐	☐
7. Do you maintain a donor database (do you keep records of past donors)? Please explain.	☐	☐
8. Do you conduct an annual fundraising campaign?	☐	☐
9. Do you have repeat donors? Please explain.	☐	☐
10. Do you accept donations by mail?	☐	☐
11. Do you accept donations on your website?	☐	☐
12. Do your past clients/volunteers become donors?	☐	☐
13. Do you have a well-developed case to encourage donors to support your organization?	☐	☐
14. Is fundraising a priority for your organization?	☐	☐

II. Marketing & Community Outreach	Yes	No
1. Do you have a marketing coordinator?	☐	☐
2. Do you have a written marketing plan?	☐	☐
a. Does your written marketing plan outline your goals/objectives, target markets, and methods/tools for achieving these goals?	☐	☐
b. Do you review and adapt your marketing plan each time you expand to a new location?	☐	☐
3. Do you consistently use your logo?	☐	☐
4. How do you want to be perceived by people outside your organization?		
5. Do your marketing efforts consistently promote this perception?	☐	☐
6. Do your brochures, newsletters, annual reports, and other promotional materials present a coherent look and feel?	☐	☐
7. What marketing tools do you regularly use? (personal selling, direct mail, websites, etc.)		
8. Do you regularly update your website and use it for marketing efforts? If yes, how often?	☐	☐
9. Do you strategically identify potential schools and/or districts at which to implement your program? If yes, how?	☐	☐
10. Do you regularly look for free marketing opportunities within the community? (feature newspaper articles, letters to the editor, etc.)	☐	☐
11. Do you regularly pursue relationships with other similarly-minded organizations aside from GEAR UP?	☐	☐
12. Are you aware of any competing parental engagement programs? If yes, please list competing programs:	☐	☐

II. Marketing & Community Outreach (Continued)	Yes	No
13. Do you attempt to differentiate your program from potential competitors?	☐	☐
14. Do you research each new community you enter?	☐	☐
15. Do you continue to market your services once your program is established within a community in order to maintain a presence?	☐	☐
16. Do you regularly work with the community to make community members aware of the program?	☐	☐
17. Do you use marketing to maintain volunteer participation once the program is established in a location?	☐	☐
18. Do you have specific marketing materials for donors?	☐	☐
19. Do you regularly maintain contact with your donors?	☐	☐
20. Do you regularly recognize your donors?	☐	☐

III. Volunteer Management	Yes	No
1. Do you recruit parents to become involved with Abriendo Puertas? If yes, explain how.	☐	☐
2. When partnering with school districts, do the schools play a role in recruiting and supporting volunteers? If yes, explain.	☐	☐
3. Do you have detailed job descriptions for your parent volunteers? If yes, what are they?	☐	☐
4. Do you have a screening or selection process for your parent volunteers? If yes, please explain.	☐	☐
5. Do you have a method for determining which parents will teach and mentor other parents? If yes, please explain.	☐	☐
6. Do you train your volunteers? If yes, how?	☐	☐

    a.   Who comes to your monthly meetings?

    b.   What are concerns that volunteers generally deal with?

    c.   Where are the meetings located?

    d.   Is the training one time or ongoing?

III. Volunteer Management (Continued)	Yes	No
7. Do you keep minutes or records of trainings?	☐	☐
8. Do you track the involvement of your parent volunteer with Abriendo Puertas? If yes, please explain.	☐	☐
9. Do you evaluate the work of your parent volunteers? If yes, please explain.	☐	☐
10. Do you have a parent volunteer coordinator? If no, explain organization oversight of volunteers:	☐	☐
11. Do you give your parent volunteers recognition for their work with your organization? If yes, explain.	☐	☐
12. Do you motivate or encourage volunteers? If yes, explain how.	☐	☐
13. Do you have a process for dealing with grievances of volunteers?	☐	☐
14. Do you keep volunteers informed of organizational events and/or program changes? If yes, explain how.	☐	☐

III. Volunteer Management (Continued)	Yes	No
15. Do you offer guidance or support for volunteers? If yes, explain how.	☐	☐

    a.   What is the volunteer center?

    b.   When is your volunteer center open?

    c.   What are the concerns of parents who access this center?

    d.   What are the strengths and weaknesses of the center?

    e.   Do you have these volunteer centers at each program location?

APPENDIX TWO: ABRIENDO PUERTAS PARENT SURVEY

ENGLISH SURVEY SCRIPT

Hello my name is _____. May I speak with _____? (Repeat intro if needed) I'm calling on behalf of the Bush School, at Texas A&M University. We are conducting a survey for Abriendo Puertas to help them improve their program and better serve their volunteers. We received your contact information from Abriendo Puertas. Should you choose to participate in our survey, your responses will remain confidential. The University releases no information as to how any individual answers the questions and your name and telephone number will not be used in our research. Your participation in this survey is completely voluntary and you may decide not to participate or withdraw from the survey at any time. If you agree to participate, you will be asked a series of questions about Abriendo Puertas and their services. Your statements may be summarized for reports and publications under the supervision of our professor, Dr. Lori Taylor. Any notes taken will be kept in a secure and locked location and will be available only to the research team. This survey will take less than 15 minutes of your time. Are you willing to complete the survey?

Would you prefer to complete the survey in English or Spanish?

First I would like to ask you a few questions about your participation in Abriendo Puertas. For most of these questions, I will list multiple answer choices and you can choose one or more of the answer choices.

1. Are you a current participant of Abriendo Puertas?

    a. Yes or
    b. No

2. How did you hear about Abriendo Puertas? Was it from…

    a. Your child's School
    b. Another parent
    c. Abriendo Puertas staff or
    d. Other
    e. (If other) Please explain:

3. What was the most important reason that made you decide to participate in Abriendo Puertas? Was it because you…

     a. Wanted your child to graduate from high school
     b. Wanted your child to go to college
     c. Wanted to learn more about opportunities for your child
     d. Wanted to help your community or
     e. Other
     f. (If other) Please explain:

Questions for Current Participants	Questions for Former Participants

4. Before you participated in Abriendo Puertas, did you talk to your child about college?
 	
  a. Yes or
  b. No
 	
5. Before you participated in Abriendo Puertas, did your child express interest in going to college?
 	
  a. Yes or
  b. No
 	
6. Have any of your children attended college?
 	
  a. Yes or
  b. No
 	
7. Has participating in Abriendo Puertas helped you become more involved in your child's education?
 	
  a. Yes or
  b. No
  c. Please explain:
	4. What is the most important reason that you stopped participating in Abriendo Puertas? Please respond
	
	  a. Information was not helpful
	  b. Did not have time to participate
	  c. Child graduated from high school
	  d. Other
	  e. (If other) Please explain:
	
	5. Before you participated in Abriendo Puertas, did you talk to your child about college?
	
	  a. Yes or
	  b. No
	
	6. Before you participated in Abriendo Puertas, did your child express interest in going to college?
	
	  a. Yes or
	  b. No
	
	7. Have any of your children attended college?
	
	  a. Yes or
	  b. No

Questions for Current Participants	Questions for Former Participants

8. Have you completed the three core Abriendo Puertas classes?
 	
    a. Yes
    b. No or
    c. No, but you intend to complete all 3 classes
 	
9. How many Abriendo Puertas classes have you attended, other than the 3 core classes?
 	
    _____
 	
10. Other than attending classes, how else have you participated in Abriendo Puertas? Please select all that apply. Have you…
 	
    a. Taught lessons or classes
    b. Handed out literature
    c. Talked to other parents about Abriendo Puertas
    d. Brought friends to meetings
    e. Other
    f. (If other) Please explain:
 	
11. Where do you go to participate in Abriendo Puertas? Please select all that apply. Was it at…
 	
    a. Your child's school
    b. Your home
    c. Someone else's home
    d. Church
    e. Community center
    f. Other
    g. (If other) Please explain:
	8. Did participating in Abriendo Puertas help you become more involved in your child's education?
	
	    a. Yes or
	    b. No
	    c. Please explain:
	
	9. Did you complete the three core Abriendo Puertas classes?
	
	    a. Yes or
	    b. No
	
	10. How many Abriendo Puertas classes did you attend, other than the 3 core classes?
	
	    _____
	
	11. Other than attending classes, how else did you participate in Abriendo Puertas? Please select all that apply. Did you…
	
	    a. Teach lessons or classes
	    b. Hand out literature
	    c. Talk to other parents about Abriendo Puertas
	    d. Bring friends to meetings
	    e. Other
	    f. (If Other) Please explain:

Questions for Current Participants	Questions for Former Participants

12. Do you know whom to contact if you have questions about the program?
 	
   a. Yes or
   b. No
   c. (If yes) Who do you contact?
	12. Where did you go to participate in Abriendo Puertas? Please select all that apply. Was it to…
	
	   a. Your child's school
	   b. Your home
	   c. Someone else's home
	   d. Church
	   e. Community center
	   f. Other
	   g. (If other) Please explain:

13. Would you like any other support from Abriendo Puertas?
 	
   a. Yes or
   b. No
   c. (If yes) Please explain:
	13. Did you know whom to contact if you had questions about the program?
	
	   a. Yes or
	   b. No
	   c. (If yes) Who did you contact?

14. Do you feel like you are making a difference by helping for Abriendo Puertas?
 	
   a. Yes or
   b. No
   c. (If yes) How are you making a difference?
	14. Did you need any other support from Abriendo Puertas?
	
	   a. Yes or
	   b. No
	   c. (If yes) Please explain:

Now I would like to ask you a few questions about what you learned in Abriendo Puertas classes.
 	
15. Before attending Abriendo Puertas classes did you know:
 	
   a. Where colleges were located
 	
   b. How to apply to colleges
 	
   c. How to apply for financial aid
 	
   d. How to register for the SAT/ACT
	15. Did you feel like you were making a difference by helping for Abriendo Puertas?
	
	   a. Yes or
	   b. No
	   c. (If yes) How did you make a difference?

Question for Current Participants	Questions for Former Participants

16. Is it easy to understand the material that is presented in Abriendo Puertas meetings?
 	
    a. Yes or
    b. No
 	
17. Is the information presented to you in Abriendo Puertas classes helpful?
 	
    a. Yes or
    b. No
 	
18. Is there any other information or services Abriendo Puertas could provide that would be helpful?
 	
    a. Yes or
    b. No
    c. (If yes) Please explain:
 	
Now I would like to ask you a few questions about the accessibility of Abriendo Puertas classes.
 	
19. Are class sites easy to get to?
 	
    a. Yes or
    b. No
    c. (If no) Why not?
 	
20. When does your class usually meet?
	Now I would like to ask you a few questions about what you learned in Abriendo Puertas classes.
	
	16. Before attending Abriendo Puertas classes did you know:
	
	    a. Where colleges were located
	    b. How to apply to colleges
	    c. How to apply for financial aid
	    d. How to register for the SAT/ACT
	
	17. Was it easy to understand the material that was presented in Abriendo Puertas meetings?
	
	    a. Yes or
	    b. No
	
	18. Was the information presented to you in Abriendo Puertas classes helpful?
	
	    a. Yes or
	    b. No
	
	19. Was there any other information or services Abriendo Puertas could have provided that would have been helpful?
	
	    a. Yes or
	    b. No
	    c. (If yes) Please explain:
	
	Now I would like to ask you a few questions about the accessibility of Abriendo Puertas classes.
	
	20. Were class sites easy to get to?
	
	    a. Yes or
	    b. No
	    c. (If no) Why not?

Question for Current Participants	Questions for Former Participants

21. Is that time convenient for you?
 	
    a. Yes or
    b. No
    c. (If no) Why?
	21. When did your class usually meet?
	
	22. Was that time convenient for you?
	
	    a. Yes or
	    b. No
	    c. (If no) Why?

Now I would like to ask you a few questions about yourself. This information will help Abriendo Puertas better understand their volunteers.

23. What is your age?

24. What is the highest level of education you have completed?

    a. Less than high school
    b. High school diploma/GED
    c. Some college
    d. Associate degree
    e. Bachelors' degree
    f. Higher than a bachelors' degree

25. How many children do you have?

26. Which schools do your children attend?

27. Do you have any other comments regarding Abriendo Puertas?

This concludes the survey. We greatly appreciate your participation and it will be very helpful in aiding Abriendo Puertas with improving their services. Have a nice day.

28. Was the participant male or female? _____

29. Respondent ID number_____

Hola, mi nombre es _____. ¿Pudiera hablar con _____? (Repite la introducción si es necesario). Estoy hablando de parte de la Escuela Bush de la Universidad Texas A&M. Estamos conduciendo una encuesta para Abriendo Puertas con el fin de ayudarles a mejorar su programa y dar mejores servircios a sus voluntarios. Hemos recibido su información de contacto de Abriendo Puertas. Si decide participar en nuestra encuesta, todas sus respuestas serán anónimas. La Universidad no dará información a ninguna de cómo un individuo contesta a las preguntas y su nombre y numero telefónico no serán utilizados para nuestra investigación. Su participación en esta encuesta será completamente voluntaria y usted puede decidir no participar o retirar su encuesta en cualquier momento. Si está de acuerdo en participar, le haremos una serie de preguntas sobre Abriendo Puertas y sus servicios. Sus respuestas pudieran ser resumidas para reportes y publicaciones bajo la supervisión de nuestra profesora, Dr. Lori Taylor. Todas las notas que sean tomadas serán guardadas en un lugar seguro y solo serán disponibles al grupo de investigación. Esta encuesta tomara menos de 15 minutos de su tiempo. ¿Querría usted llenar la encuesta?

¿Preferiría llenar la encuesta en inglés o español?

Primero me gustaría hacerle varias preguntas sobre su participación en Abriendo Puertas. Para la mayoría de estas preguntas, enumeraré múltiples respuestas y usted puede escoger una o más de las respuestas.

1. ¿Está usted ahora participando en Abriendo Puertas?
    a. Sí o
    b. No

2. ¿Cómo se enteró de Abriendo Puertas? Fue por medio de…
    a. La escuela de su hijo/hija
    b. Otro padre/madre
    c. Personal de Abriendo Puertas
    d. Otro factor
    e. Si otro, Por favor explique:

3. ¿Por qué decidió participar en Abriendo Puertas? Puede escoger lo que aplique. Fue porque usted…
    a. Quería que su hijo/hija se graduara de la preparatoria
    b. Quería que su hijo/hija asistiera a la universidad
    c. Quería aprender más sobre oportunidades para su hijo/hija
    d. Quería ayudar a su comunidad
    e. Otra razón
    f. Si es otra, Por favor explique:

Preguntas para Pariticipantes Actuales	Preguntas para Pariticipantes Anteriores

4. ¿Antes de participar en Abriendo Puertas, había hablado con su hijo/hija sobre la universidad?
    a. Sí o
    b. No
 	
5. ¿Antes de participar en Abriendo Puertas, le expresó usted interés en asistir a la universidad su hijo(a)?
    a. Sí o
    b. No
 	
6. ¿Alguno de sus hijos ha asistido a la universidad?
    a. Sí o
    b. No
 	
7. ¿Le ha ayudado a usted el participar en Abriendo Puertas involucrarse más en la educación de su hijo/hija?
    a. Sí o
    b. No
    c. Por favor explique:
	4. ¿Caul fue la razon porque dejó de participar en Abriendo Puertas?
	    a. La información no me fue útil
	    b. No tuvo tiempo de participar
	    c. Hijo/hija se graduó de la preparatoria o universidad
	    d. Otra razón
	    e. Si es otro, Por favor explique:
	
	5. ¿Antes de participar en Abriendo Puertas, había hablado con su hijo/hija sobre la universidad?
	    a. Sí o
	    b. No
	
	6. ¿Antes de participar en Abriendo Puertas, le expresó usted interés en asistir a la universidad su hijo(a)?
	    a. Sí o
	    b. No
	
	7. ¿Alguno de sus hijos ha asistido a la universidad?
	    a. Sí o
	    b. No

Preguntas para Pariticipantes Actuales	Preguntas para Pariticipantes Anteriores

8. ¿Ha asistido a las tres clases esenciales de Abriendo Puertas?
  a. Sí o
  b. No
  c. No pero pienso terminar todas las 3 clases.
 	
9. ¿A cuantas clases de Abriendo Puertas ha asistido, aparte de las 3 esenciales? _____
 	
10. ¿Con excepción de asistir a clases, usted cómo ha participado en Abriendo Puertas? Por favor seleccione todo lo que aplique. Usted…
  a. Da lecciones o clases
  b. Distribuye información
  c. Habla con otros padres sobre Abriendo Puertas
  d. Trae amigos a las clases
  e. Otra manera
  f. Si otra, Por favor explique:
 	
11. ¿A donde va a participar con Abriendo Puertas? Por favor seleccione todo aquello que aplique. En…
  a. La escuela de su hijo/hija
  b. Su casa
  c. La casa de alguien mas
  d. Iglesia
  e. Centro de communidad
  f. Otro medio
  g. Si otro, por favor explique:
 	
12. ¿Sabe a quién dirigirse en caso de que tenga preguntas sobre el programa?
  a. Si
  b. No
  c. ¿Si la respuesta es sí, con quién se comunica?
	8. ¿Le ha ayudado a usted el participar en Abriendo Puertas involucrarse más en la educación de su hijo/hija?
	  a. Sí o
	  b. No
	  c. Por favor explique:
	
	9. ¿Ha asistido a las tres clases esenciales de Abriendo Puertas?
	  a. Sí o
	  b. No
	
	10. ¿A cuantas clases de Abriendo Puertas ha asistido, aparte de las 3 esenciales? _____
	
	11. ¿Con excepción de asistir a clases, cómo ha usted participado en Abriendo Puertas? Por favor seleccione todo lo que aplique. Usted…
	  a. Da lecciones o clases
	  b. Distribuye información
	  c. Habla con otros padres sobre Abriendo Puertas
	  d. Trae amigos a las clases
	  e. Otra manera
	  f. Si otra, Por favor explique:
	
	12. ¿A donde iba a participar con Abriendo Puertas? Por favor seleccione todo aquello que aplique. En…
	  a. La escuela de su hijo/hija
	  b. Su casa
	  c. La casa de alguien mas
	  d. Iglesia
	  e. Centro de communidad
	  f. Otro medio
	  g. Si otro, por favor explique:

Preguntas para Pariticipantes Actuales	Preguntas para Pariticipantes Anteriores

13. ¿Necesita usted apoyo adicional de Abriendo Puertas?
    a. Sí o
    b. No
    c. Si la respuesta es sí, por favor explique:
	13. ¿Sabía usted a quién dirigirse en caso de que tuviera preguntas sobre el programa?
	    a. Si
	    b. No
	    c. ¿Si la respuesta es sí, con quién se comunica?

14. ¿Siente usted que está haciendo una diferencia al ser voluntario de Abriendo Puertas?
    a. Sí o
    b. No
    c. Si la respuesta es sí, por favor explique:
	14. ¿Necesitó usted apoyo adicional de Abriendo Puertas?
	    a. Sí o
	    b. No
	    c. Si la respuesta es sí, por favor explique:

Ahora quisiera hacerle algunas preguntas sobre lo que usted aprendió en Abriendo Puertas	15. ¿Sintió usted que estába haciendo una diferencia al ser voluntario de Abriendo Puertas?
	    a. Sí o
	    b. No
	    c. Si la respuesta es sí, por favor explique:

15. Antes de asistir a clases de Abriendo Puertas sabía usted:
    a. La ubicación de las universidades
    b. Como aplicar a las universidades
    c. Como solicitar ayuda financiera
    d. Como registrarse para tomar el SAT/ACT
	Ahora quisiera hacerle algunas preguntas sobre lo que usted aprendió en Abriendo Puertas

16. ¿Es fácil entender el material presentado en las juntas de Abriendo Puertas?
    a. Sí o
    b. No
	16. Antes de asistir a clases de Abriendo Puertas sabía usted:
	    a. La ubicación de las universidades
	    b. Como solicitar a las universidades
	    c. Como solicitar ayuda financiera
	    d. Como registrarse para tomar el SAT/ACT

17. ¿Le es útil la información presentada en Abriendo Puertas?
    a. Sí o
    b. No
	17. ¿Fue fácil entender el material presentado en las juntas de Abriendo Puertas?
	    a. Sí o
	    b. No

Preguntas para Pariticipantes Actuales	Preguntas para Pariticipantes Anteriores

18. ¿Puede Abriendo Puertas ofrecerle información o servicios adicionales que le será de ayuda?
   a. Sí o
   b. No
   c. Si la respuesta es sí, por favor explique:
 	
Ahora me gustaría hacerle varias preguntas sobre la accesibilidad de las clases de Abriendo Puertas.
 	
19. ¿Es fácil llegar a los sitios de clase?
   a. Si
   b. No
   c. Si no, ¿por qué?:
 	
20. ¿Generalmente, cuando se juntan para su clase?
 	
21. ¿El horario de las clases es conveniente para usted?
   a. Sí o
   b. No
   c. Si no, ¿por qué?:
	18. ¿Le fue útil la información presentada en Abriendo Puertas?
	   a. Sí o
	   b. No
	
	19. ¿Hubo alguna otra información o servicios adicionales que Abriendo Puertas pudo haber proveido?
	   a. Sí o
	   b. No
	   c. Si la respuesta es sí, por favor explique:
	
	Ahora me gustaría hacerle varias preguntas sobre la accesibilidad de las clases de Abriendo Puertas.
	
	20. ¿Era fácil llegar a los sitios de clase?
	   a. Si
	   b. No
	   c. Si no, ¿por qué?:
	
	21. ¿Generalmente, cuando se juntaban para su clase?
	
	22. ¿El horario de las clases fue conveniente para usted?
	   a. Si
	   b. No
	   c. Si no, ¿por qué?:

Ahora me gustaría hacerle varias preguntas sobre usted. Esta información le ayudara a Abriendo Puertas a entender a sus voluntarios mejor.

23. ¿Cuál es su edad?

24. ¿Cuál es el nivel más alto de educación que ha completado?
   a. Menos de la preparatoria
   b. Diploma/GED de preparatoria
   c. Algo de universidad
   d. Título Asociado (Bachilerato)
   e. Licenciatura
   f. Maestría o Doctorado

25. ¿Cuántos hijos tiene?

26. ¿A cuales escuelas asiten sus hijos?

27. ¿Tiene algún comentario que quisiera agregar sobre Abriendo Puertas?

Esto concluye la encuesta. Le agradecemos intensamente su participación ya que es muy útil para ayudar a mejorar los servicios de Abriendo Puertas. Gracias, y tenga un buen día.

28. ¿El/la participante es hombre o mujer? _____

29. Numero de identificatcion del/de la participante_____

APPENDIX THREE: SURVEY RESULTS

	Number	Percent
Former Participant	17	39.53
Current Participant	26	60.47
Total	**43**	**100.00**

Table 1 Respondent Composition

	Number	Percent
Through child's school	35	81.40
Another parent	3	6.98
Abriendo Puertas staff	3	6.98
Other	2	4.64
Total	**43**	**100.00**

Table 2 How did participants hear about Abriendo Puertas?

	Number	Percent
Wanted child to graduate high school	4	9.30
Wanted child to go to college	22	51.17
Wanted to learn more about opportunities	11	25.58
Wanted to help the community	6	13.95
Total	**43**	**100.00**

Table 3 The most important reason respondents chose to participate in Abriendo Puertas

	Former Participants	
	Number	Percent
Did not have time to participate	6	35.29
Other	11	64.71
Total	**17**	**100.00**

Table 4a The most important reason respondents discontinued participation in Abriendo Puertas

Reason	Number	Percent
Lack of transportation	1	10.00
Lack of communication	4	40.00
Personal Reasons	2	20.00
Finished the classes	1	10.00
Had to go back to work	1	10.00
Did not specify	1	10.00
Total	**10**	**100.00**

Table 4b Explanations for "Other" in Table 4a

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
Yes	21	80.77	1	94.12
No	5	19.23	16	5.88
Total	**26**	**100.00**	**17**	**100.00**

Table 5 Did respondents talk to their children about college before participating in Abriendo Puertas?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
Yes	23	88.46	15	70.59
No	3	11.54	2	29.41
Total	**26**	**100.00**	**17**	**100.00**

Table 6 Did respondents' children express an interest in college prior to Abriendo Puertas participation?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
Attended	11	42.31	5	29.41
Have not Attended	15	57.69	12	70.59
Total	**26**	**100.00**	**17**	**100.00**

Table 7 Number of participants whose children have attended college

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
Yes	26	100.00	15	88.24
No	0	0	2	11.76
Total	**26**	**100.00**	**17**	**100.00**

Table 8a Has participation in Abriendo Puertas helped respondents become more involved in their child's education?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
More informed about their child's education and how to help their child	12	52.17	9	56.25
Learned to be more supportive	3	13.04	0	0.00
Learned how to talk to their child about education	2	8.70	3	18.75
Can communicate what they have learned to others	1	4.35	0	0.00
Learned how to motivate their children	3	13.04	1	6.25
Learned how to make children more involved in school	1	4.35	0	0.00
Did not understand the information	0	0.00	1	6.25
Did not think classes were helpful	0	0.00	1	6.25
Support to continue the parents' education	0	0.00	1	6.25
By assisting with meetings	1	4.35	0	0.00
Total	**23**	**100.00**	**16**	**100.00**

Table 8b How has Abriendo Puertas helped participants become more involved in their child's education?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
Yes	23	88.46	12	70.59
No	1	3.85	5	29.41
No, but intends to complete.	2	7.69	0	0.00
Total	**26**	**100.00**	**17**	**100.00**

Table 9 Did the participant complete the four core Abriendo Puertas classes?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	14	53.85	13	76.47
Yes	12	46.15	4	23.53
Total	**26**	**100.00**	**17**	**100.00**

Table 10a Did the participant teach lessons or classes?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	10	38.46	9	52.94
Yes	16	61.54	8	47.06
Total	**26**	**100.00**	**17**	**100.00**

Table 10b Did the participant hand out Abriendo Puertas informational literature?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	5	19.23	1	5.88
Yes	21	80.77	16	94.12
Total	**26**	**100.00**	**17**	**100.00**

Table 10c Did the participant talk to other parents about Abriendo Puertas?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	7	26.92	11	64.71
Yes	19	73.08	6	35.29
Total	**26**	**100.00**	**17**	**100.00**

Table 10d Did the participant bring friends to meetings?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
Goes to a friend's house to learn	1	33.33	0	0.00
Participating in discussions	1	33.33	0	0.00
Talk to family members	1	33.33	0	0.00
Total	**3**	**100.00**	**0**	**0.00**

Table 10e How else has the participant supported Abriendo Puertas?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	0	0.00	5	29.41
Yes	26	100.00	12	70.59
Total	**26**	**100.00**	**17**	**100.00**

Table 11a Did the participant attend Abriendo Puertas meetings at their child's school?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	21	80.77	15	88.24
Yes	5	19.23	2	11.76
Total	**26**	**100.00**	**17**	**100.00**

Table 11b Did the participant attend Abriendo Puertas meetings at his or her home?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	20	76.92	15	88.24
Yes	6	23.08	2	11.76
Total	**26**	**100.00**	**17**	**100.00**

Table 11c Did the participant attend Abriendo Puertas meetings at someone else's home?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	24	92.31	16	94.12
Yes	2	7.69	1	5.88
Total	**26**	**100.00**	**17**	**100.00**

Table 11d Did the participant attend Abriendo Puertas meetings at a church?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	21	80.77	12	70.59
Yes	5	19.23	5	29.41
Total	**26**	**100.00**	**17**	**100.00**

Table 11e Did the participant attend Abriendo Puertas meetings at a community center?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
Parent Center	1	20.00	0	0.00
College/university	2	40.00	0	0.00
Office space	0	0.00	1	20.00
Library	0	0.00	2	40.00
Building near the school	0	0.00	1	20.00
Family/friends	1	20.00	0	0.00
Family reunion	0	0.00	1	20.00
Other schools	1	20.00	0	0.00
Total	**5**	**100.00**	**5**	**100.00**

Table 11f Where else did the participant attend Abriendo Puertas meetings?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	4	15.38	1	5.88
Yes	22	84.62	16	94.12
Total	**26**	**100.00**	**17**	**100.00**

Table 12a Does the participant know who to contact with questions?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
Nancy Cepeda	2	9.09	0	0.00
Ana Zamora	2	9.09	1	6.67
Mayra Guerra	2	9.09	1	6.67
School counselor	2	9.09	0	0.00
Ms. Larasquito	1	4.55	0	0.00
Marta Vela	1	4.55	0	0.00
Ms. Martinez	1	4.55	0	0.00
Miguel Benitez	2	9.09	3	20.00
Claudia Trevino	1	4.55	0	0.00
Diana	1	4.55	1	6.67
Lala	0	0.00	1	6.67
Abriendo Puertas employees/volunteers	1	4.55	3	20.00
School employees	4	18.18	1	6.67
Friends	1	4.55	2	13.33
A doctor	1	4.55	0	0.00
Has a phone number	0	0.00	2	13.33
Total	**22**	**100.00**	**15**	**100.00**

Table 12b Who did the participant contact?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	17	65.38	14	82.35
Yes	9	34.62	3	17.65
Total	**16**	**100.00**	**17**	**100.00**

Table 13a Does the participant need any additional support from Abriendo Puertas?

Current Participants		Former Participants	
Category Response	**Number of Responses**	**Category Response**	**Number of Responses**
Classes are comprehensive	1	Get more involved in information	1
Participant needs one-on-one assistance	2	They had many questions	1
More information to learn more	2		
More information about giving class and volunteering	1		
Expand time to explain programs	1		
Can never have enough support	1		

Table 13b What additional support does the participant need from Abriendo Puertas?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	1	3.85	3	17.65
Yes	25	96.15	14	82.35
Total	**26**	**100.00**	**17**	**100.00**

Table 14 Does the participant feel like he or she is making a difference by supporting Abriendo Puertas?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	15	57.69	10	58.82
Yes	11	42.31	7	41.18
Total	**26**	**100.00**	**17**	**100.00**

Table 15a Before attending Abriendo Puertas classes, did the participant know where colleges where located?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	15	57.69	12	70.59
Yes	11	42.31	5	29.41
Total	**26**	**100.00**	**17**	**100.00**

Table 15b Before attending Abriendo Puertas classes, did the participant know how to apply to colleges?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	18	69.23	11	64.71
Yes	8	30.77	6	35.29
Total	**26**	**100.00**	**17**	**100.00**

Table 15c Before attending Abriendo Puertas classes, did the participant know how to apply for financial aid?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	19	73.08	12	70.59
Yes	7	26.92	5	29.41
Total	**26**	**100.00**	**17**	**100.00**

Table 15d Before attending Abriendo Puertas classes, did the participant know how to register for the SAT/ACT?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	0	0	2	11.76
Yes	26	100.00	15	88.24
Total	**26**	**100.00**	**17**	**100.00**

Table 16 Is it easy to understand the material presented at Abriendo Puertas classes?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	0	0.00	0	0.00
Yes	26	100.00	17	100.00
Total	**26**	**100.00**	**17**	**100.00**

Table 17 Was the information presented in Abriendo Puertas classes helpful?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	7	26.92	13	76.47
Yes	19	73.08	4	23.53
Total	**26**	**100.00**	**17**	**100.00**

Table 18a Is there any additional information or are there further services that Abriendo Puertas could provide?

Current Participants		Former Participants	
Category Response	**Number of Responses**	**Category Response**	**Number of Responses**
Further Explanation/ Longer Class Time	3	Scholarships	2
New material/topics or more classes	3	Recruiting more people	1
Joint student-parent session	1	Going directly to group	1
Assistance filling out paperwork/applications	1		
Continue to urge Hispanic parents to participate	2		

Table 18b What additional information could Abriendo Puertas provide?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	1	3.85	1	5.88
Yes	25	96.15	16	94.12
Total	**26**	**100.00**	**17**	**100.00**

Table 19a Are the class sites easily accessible?

Current Participants		Former Participants	
Category Response	**Number of Responses**	**Category Response**	**Number of Responses**
At school	9	At school	2
Close proximity	7	Close proximity	5
		Miscellaneous	3

Table 19b Why were class sites easily accessible?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
Once a month	6	20.69	0	0
Once a week	0	0	1	3.44
Morning	2	6.90	2	6.90
Afternoon	0	0	1	3.44
Monday	3	10.34	2	6.90
Tuesday	5	17.24	4	13.79
Wednesday	1	3.44	1	3.44
Thursday	3	10.34	4	13.79
Friday	7	24.14	1	3.44
Saturday	1	3.44	1	3.44
Variable	1	3.44	1	3.44

Table 20 When does the participant's class meet?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	1	3.85	0	0
Yes	25	96.15	17	100.00
Total	**26**	**100.00**	**17**	**100.00**

Table 21a Was the participant's class time convenient?

Current Participants		Former Participants	
Category Response	**Number of Responses**	**Category Response**	**Number of Responses**
Morning	11	Morning	5
Evening	1	Evening	2
No work/Free Time	1	No work/Free time	4
Bad time	3	Parents/Students separated	1
Accessible time	2		
Reminder calls set aside time	1		

Table 21b Was the participant's class time convenient?

	Number	**Percent**
30-39	6	14.29
40-49	21	50.00
50-59	15	35.71
Total	**42**	**100.00**

Table 22 Participant's Age

	Number	**Percent**
Female	41	95.35
Male	2	4.65
Total	**43**	**100.00**

Table 23 Participant's Gender

	Number	Percent
Less than High School	16	37.21
High School Diploma/GED	10	23.26
Some College	3	6.98
Associate Degree	6	13.95
Bachelor's Degree	7	16.28
Higher than a Bachelor's Degree	1	2.33
Total	**43**	**100.00**

Table 24 Educational Attainment

	Number	Percent
No children	1	2.33
1 child	2	4.65
2 children	11	25.58
3 children	14	32.56
4 children	8	18.60
5 children	4	9.30
6 children	3	6.98
Total	43	100.00

Table 25 Number of Children

	Number	Percent
Positive experience	6	19.35
Grateful for the information	4	12.90
Good program	10	32.26
Useful/helpful program	3	9.70
Need more classes	1	3.23
Lack of information on how to continue the program if the person teaching the classes quits	1	3.23
The program has helped them	1	3.23
Information is taught well	1	3.23
Let parents be more active in meetings	1	3.23
Actively recruit more people to participate	1	3.23
Unsure if the program is still offered	1	3.23
There is demand for the program	1	3.23
Total	**31**	**100.00**

Table 26 Additional Comments

APPENDIX FOUR: FUTURE SURVEY IMPLEMENTATION

The Survey developed by the team is something Abriendo Puertas can use continually to monitor its parent participants and volunteers' feelings, needs and progress. Below, the team has outlined the steps the organization should take when conducting the Survey.

INSTRUCTIONS

1. Collect sign-in sheets from volunteer meetings; the volunteers that attend meetings and sign in will serve as the survey respondent population.

2. Once all sign-in sheets are collected, record volunteer contact information, including name, phone numbers and physical addresses (if available). The volunteer database outlined in the recommendations within the report will facilitate steps one and two.

3. Determine the best way to survey volunteers based on the contact information available, the cost to administer the Survey, and the expected response rate from the survey, as well as other factors.[1]

4. Once the survey method is identified, select a sample from the respondent population. This will narrow down the number of people to contact for the Survey and can be done in several ways:

    - *Random sampling*

      This method will produce the most rigorous dataset from the Survey. Random sampling implies that every person in the population has an equal chance of being chosen to participant in the Survey. There are many free online randomizers through which to upload respondent information and obtain a random sample, such as Research Randomizer.[2]

    - *Stratified random sampling*

      Stratified random sampling requires the splitting of the respondent population into groups and performing random sampling within each group. For Abriendo Puertas, it would make sense to separate the population into cities or school districts and then random sample within each to ensure each area is included in the Survey. Once the groups are determined, the above online randomizer can be used.

    - *Using your population as a sample*

      This is the sampling method utilized for this report because the team wanted to ensure the largest sample possible – using the entire population as a sample. This sampling

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[1] See Table 3 in the Capstone report.
[2] For instance: http://www.randomizer.org/

method is particularly useful with small populations because the smaller the population, the greater the percent of the population needed to achieve statistically significant results.[3]

5. Once the survey method (phone, mail, email, etc.) has been determined, use the questionnaires in Appendix Two to administer the Survey. There are two forms – one in English and a second in Spanish. The questionnaires are intended for both former and current participants, and the script directs which version each parent should answer. Words and statements in parentheses or bolded text are not part of the script and should not be read aloud to participants. However, if Abriendo Puertas chooses to administer a mail or internet survey, it will want participants to read those statements as they will guide the participant through the Survey and tell them what questions to answer. Note, that to correctly administer the survey, the introductory paragraph read to the respondents must be adapted to Abriendo Puertas' needs, no longer associating the survey with Texas A&M University.

6. Before administering the Survey, Abriendo Puertas will need to decide how to collect and manage the survey data. For this report, survey data was collected on an electronic survey format. However, the survey responses can be recorded on the paper surveys and the data can be entered into a spreadsheet program. Although the data appear as words on the survey questionnaires, responses need to be given a numerical value (or coded) to be analyzed. An example coding system is as follows:
    a. Yes = 1
    b. No = 0
    c. Questions with more than two answers are coded sequentially 1, 2, 3, 4, 5…; Open-ended responses do not need to be given a numerical value.

7. Depending upon which type of survey chosen, Abriendo Puertas may need to hire staff or purchase additional survey materials. The team's only expenses for survey

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[3] Should Abriendo Puertas choose to use random sampling or stratified random sampling, there is an online tool it can use to determine what size sample is needed to produce statistically significant results. Creative Research Systems-Sample Size Calculator will determine how many people should be surveyed to achieve significant results. To use this calculator:
    a. Go to the Determine Sample Size box.
    b. Select 95% for "Confidence Level."
    c. Type in 5 for "Confidence Interval." This means that the results will be five or less percentage points different than what the actual results would be if you surveyed the entire population.
    d. For population, type in the number of people you serve in Texas (for random sampling) or in each city/school district (for stratified random sampling).
    e. Click calculate and the respondent number needed to make the survey results statistically significant will appear in the "Sample size needed" box.

administration were wages for survey administrators and phone calling cards. Our expenses are outlined in the table below.

Item	Cost
Wages	$300
Phone cards	$40
Total	**$340**

However, if another survey method is chosen, there will be other costs to consider. For example, for a mail survey paper, printing, envelopes and postage are needed, but survey administrators are unnecessary. For an online survey, the only expense would be paying a webmaster to create the online survey. Although in-person interviews are denoted as an expensive option in the report, this may be a cost-effective option if the surveys are conducted after parent meetings. The survey could be conducted by the parent volunteer teaching the lesson or by an Abriendo Puertas staff member.

8. Once steps 1-7 have been completed, the Survey can be administered and data collected.

9. After the Survey is complete, it is time to start analyzing the results. Although the team used STATA to analyze results, a spreadsheet program, like Microsoft Excel can be easily used.

APPENDIX FIVE: DEMOGRAPHIC ANALYSIS

Propensity Score Matching Regression Output

Probit regression
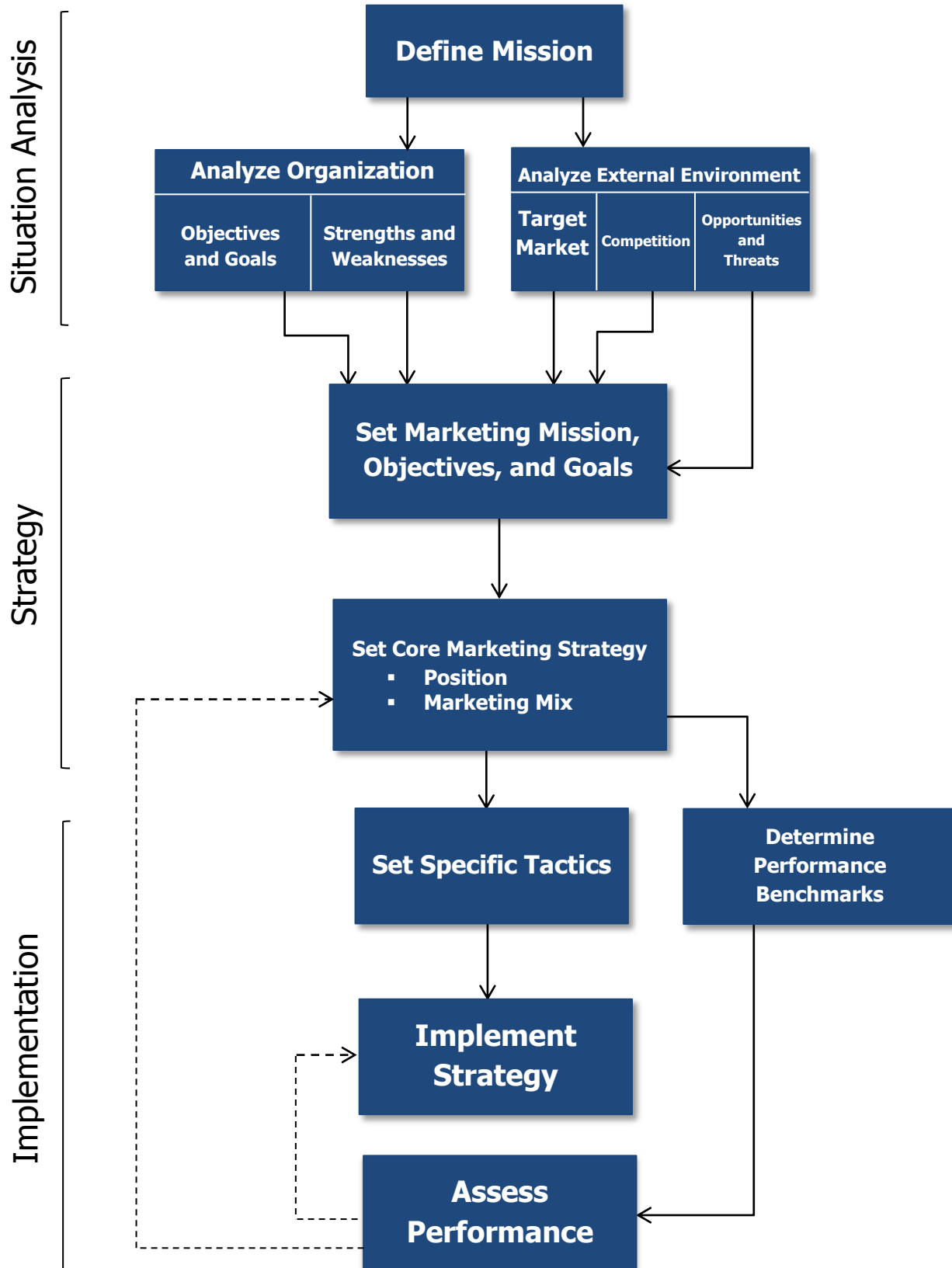
Number of obs   =   664
LR chi2(4)   =   149.91
Prob > chi2   =   0.0000

Log likelihood = -117.09701

Pseudo R2   =   0.3903

ap	Coefficient	Standard Error	z	P>|z|	95% Confidence Interval	
cpethisp	.037552	.0058465	6.42	0.000	.0260932	.0490109
cpetrskp	-.0170288	.0136113	-1.25	0.211	-.0437064	.0096488
cpetlepp	.0182449	.0095929	1.90	0.057	-.0005568	.0370467
dhdc4___r_l1	.0195412	.0140169	1.39	0.163	-.0079314	.0470137
_cons	-3.622008	.5905865	-6.13	0.000	-4.779536	-2.464479

Situation Analysis

Define Mission

Analyze Organization

Objectives and Goals	Strengths and Weaknesses

Analyze External Environment

Target Market	Competition	Opportunities and Threats

Strategy

Set Marketing Mission, Objectives, and Goals

Set Core Marketing Strategy
- Position
- Marketing Mix

Implementation

Set Specific Tactics

Determine Performance Benchmarks

Implement Strategy

Assess Performance

Adapted from Andreason & Kotler 2008, 65

SITUATION ANALYSIS

The foundation of a successful marketing plan is the situation analysis. A **situation analysis** allows Abriendo Puertas to evaluate the nonprofit's internal and external environments through a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis as well as the identification of the organization's target market – two components of the marketing plan that are critical to Abriendo Puertas' expansion efforts.

DEFINE MISSION

First, defining a mission is critical to the overall health of an organization, as well as the success of its marketing plan. A **mission** epitomizes the nonprofit, outlining its overall purpose –what it wants to signify and represent as well as the outcomes it seeks to reach. A well-defined mission statement will guide Abriendo Puertas' marketing efforts, allowing the organization to communicate the purpose and aims of the nonprofit effectively with key stakeholders. Abriendo Puertas needs to consider the following three components of an effective mission statement:

1. Purpose, the overall aim and goal of the organization,
2. Target market, the audiences to which the organization wishes to promote itself and provide services, and
3. Value, how Abriendo Puertas intends to impact its target market and the outcome(s) it expects to achieve.

The organization's board and staff members must collectively be involved in the mission development process. Diverse stakeholder input is necessary to solidify successfully Abriendo Puertas' mission.

ANALYZE ORGANIZATION

Once Abriendo Puertas has solidified its mission, the nonprofit's board members and employees should analyze the organization itself – its objectives and goals as well as its strengths and weaknesses. From the site visit in the Rio Grande Valley and Dr. Aldape's presentation, the team learned that Abriendo Puertas has begun this step of the marketing plan. Dr. Aldape and his staff have outlined the program's present strengths and weaknesses, and further internal analysis – perhaps through a brainstorming session specifically held to perform the components of the situation analysis – can help the organization ensure an effective marketing plan and successful program expansion.

GOALS AND OBJECTIVES

Abriendo Puertas should identify its organizational objectives and goals. **Objectives** broadly describe how the organization will achieve its mission while **goals** set measurable steps, targets, and dates toward mission achievement (Andreasen & Kotler, 2008). Organizational

representatives must decide which goals and objectives are most critical to mission success (Andreasen & Kotler, 2008). For example, Abriendo Puertas has already outlined several very broad organizational objectives which it believes will help it to achieve its current mission. These objectives include, but are not limited to, the following:

- Expanding its service offerings to students,
- Ensuring a diversified, three-prong funding portfolio (government grants, foundation funding, and fee-for-service), and
- Maintaining a sound and mutually supportive working relationship with Texas A&M University.

Once the organization has solidified its mission, these objectives may change, and organizational representatives will need to develop appropriate objectives to achieve the newly defined mission.

After Abriendo Puertas identifies its organizational objectives, the nonprofit should set measurable goals for achieving these objectives. Such goals most likely will be intermediate, as it is unlikely that the organization will completely achieve its mission in the short term. Sample goals related to the objectives outlined above could include

- Hiring or contracting a curriculum specialist to develop a student-based family engagement curriculum by December 2011,
- Increasing foundation funding by 10 percent in fiscal year 2011 as compared to fiscal year 2010, or
- Partnering with a new Texas A&M University department by January 2012.

Such goals, if they support the organization's mission and objectives, will allow Abriendo Puertas to monitor its progress toward mission accomplishment and, ultimately, organizational expansion.

STRENGTHS AND WEAKNESSES

Once Abriendo Puertas has solidified its mission and identified its organizational goals and objectives, the nonprofit should outline its strengths and weaknesses as an organization. As mentioned previously, Abriendo Puertas staff members have already begun this step in the marketing plan. In his presentation during the team's trip to the Rio Grande Valley, Dr. Aldape identified some of Abriendo Puertas' strengths:

- Established relationship with Texas A&M University,
- On-going research with Dr. Jorge Gonzalez from Texas A&M University's Department of Educational Psychology,
- Statewide networking contacts,
- Nascent relationship with the Texas Education Agency (TEA) and the Texas Higher Education Coordinating Board (THECB), and its
- Recent partnership with the Generation TX program.

In addition, Dr. Aldape also identified the following organizational weaknesses:

- Strong financial commitment to Texas A&M University,
- Limited staff,
- Restrictive image as a parental involvement program,
- Labor intensive volunteer outreach model, and the
- Peripheral location of organization's headquarters.

These pre-identified strengths and weaknesses could be supplemented by additional factors identified by program stakeholders – board members, clients, donors – at a focused brainstorming session, which would help the organization's staff members develop a more comprehensive and realistic picture of the organization and its present capabilities. This internal analysis, coupled with a thorough understanding of the organization's external environment, creates the foundation upon which a successful marketing campaign is created (see Figure 1 in the "Opportunities and Threats" section of the Marketing Plan Guideline).

ANALYZE EXTERNAL ENVIRONMENT

After analyzing the organization's internal environment, Abriendo Puertas should analyze its external environment by identifying and describing the organization's target market, its competitors, and any external opportunities and threats.

TARGET MARKET

For its marketing efforts to be effective, Abriendo Puertas must identify an appropriate target market and individual target audiences within that target market. Unlike private organizations, nonprofits have multiple target audiences – clients, donors, and volunteers – within their target market. Abriendo Puertas will need to perform market research to determine the appropriate subset(s) of each target audience – clients, donors, and volunteers – to target.

The first step in target audience identification is **segmentation**, or dividing the market into identifiable groups (Andreasen & Kotler, 2008). To a certain extent, Abriendo Puertas has already begun this step. The organization understands that it must communicate with clients, donors, and volunteers; however, Abriendo Puertas should determine what the specific characteristics of these target audiences should be, based on the identified wants and needs of members of the market subsets. Each target audience – clients, donors, volunteers – can be segmented based on different variables:

- Demographic (age, gender, income, race and ethnicity, geographic location, education, social class, family life cycle, lifestyle, etc.)
- Psychological (personality, values, knowledge and attitudes, etc.).

Such market research can come from primary sources, such as Abriendo Puertas-sponsored surveys or focus groups, or secondary sources, like U.S. Census Bureau data. The Parent Survey indicated several characteristics of which Abriendo Puertas should be aware, including that the majority of respondents were middle-age females with two to three children. For example, should Abriendo Puertas maintain its current parental involvement mission orientation, the organization can use demographic results from the Parent Survey to solidify its definition of its participant and volunteer target audience – mostly middle-aged, Hispanic females with more than one child.

Once the population has been segmented by the appropriate variables outlined above, Abriendo Puertas must determine which segments within each of the target audiences – donors, clients, and volunteers – are appropriate to target. In the report, the Capstone team has identified potential school district clients to target, and Abriendo Puertas should use the information – school district demographics, dropout rates, etc. – that informed this research to reach other future clients. With regard to volunteer and donor target audiences, Abriendo Puertas must examine the market segments that the organization has identified in the segmentation process and decide which segments best align with the organization's mission. Is the organization trying to reach only Hispanic mothers with more than one child? Does Abriendo Puertas want to focus most of its fundraising efforts on government and foundation grants that support family engagement programs? These questions, and others, should be answered based upon the organization's overall mission and the market research collected during the segmentation process. The organization must brainstorm and determine *whom* it wishes to reach with its programs and fundraising efforts. Effective market research and target audience segmentation and identification will allow Abriendo Puertas to communicate and create relationships with members of these target audiences more effectively.

COMPETITION

In addition to identifying the organization's target audience, Abriendo Puertas needs to identify its competitors. There are two types of competition:

- **Organization-level competition** exists when organizations compete "for resources, target audiences, and volunteers" (Andreasen & Kotler 2008, 77). These types of competing organizations might or might not have a similar mission to that of Abriendo Puertas. For example, college access programs that work specifically with students might compete with Abriendo Puertas for grant funding; however, their mission, which focuses on students rather than parents, is not identical to that of Abriendo Puertas.
- **Behavior-level competition** occurs when members of the target audiences can choose between the behavior desired by the organization and another behavior, including the status quo (Andreasen & Kotler, 2008). For example, Abriendo Puertas recruits parents to participate in its program. These parents can choose between

participating in the Abriendo Puertas program, in another parental involvement program, in another college access program, or no program at all (the status quo).

Abriendo Puertas must be aware of the different competition it faces, both behavioral and organizational, to differentiate and market its program effectively.

OPPORTUNITIES AND THREATS

To supplement the internal analysis as well as the target market identification and competitive analysis, Abriendo Puertas stakeholders must also identify the opportunities and threats the organization faces in the external environment. Like the analysis of the organization's strengths and weaknesses, a brainstorming session with a diverse group of program stakeholders – employees, board members, clients, etc. – could provide information about potential organizational opportunities and threats. Potential opportunities for the Abriendo Puertas program could include

- The uniqueness of the parental involvement volunteer model in the education nonprofit market and
- Recognition and accolades received from external actors, such as the Texas Education Agency and the United Ways of Texas.

Threats could include the current education funding environment given the state of Texas' budget deficit. Abriendo Puertas' opportunities and threats combined with the organization's identified strengths and weaknesses can form a matrix for ease of analysis (see Figure 1 below).

INTERNAL	EXTERNAL
Strengths	Opportunities
Weaknesses	Threats

Figure 1 SWOT Analysis Matrix

STRATEGY

To effectively implement a marketing plan, Abriendo Puertas must develop a strategy to guide its efforts. Marketing strategy first requires setting the mission, goals, and objectives of the marketing campaign. With these factors clearly enumerated, Abriendo Puertas can then develop a marketing strategy specifically designed to represent the nonprofit to its target audiences and, ultimately, to achieve the organization's marketing mission.

SET MARKETING MISSION, OBJECTIVES, AND GOALS

As emphasized for the organizational health of the nonprofit, marketing efforts must also have a clearly defined mission, set of goals, and objectives separate from, but consistent with, those guiding the entire organization. The marketing mission statement will serve to guide not only the goals and objectives of marketing efforts but also marketing strategy and implementation. Without enumerating the overarching aims of the marketing campaign, both short- and long-term, the organization cannot implement its marketing efforts effectively.

The marketing mission should be approached separately from the overall mission of the nonprofit (Shimp, 2010; Bischoff, 2004). Specifically, the **marketing mission statement** should delineate the organization's desired outcome(s) for the marketing campaign. For example, perhaps Abriendo Puertas hopes to raise awareness of its programs or increase the number of school district clients. Staff and board members should play a role in identifying the marketing mission statement so that marketing efforts will be accepted and promulgated throughout the organization. Furthermore, organizational stakeholders should periodically review and adapt the marketing mission statement to the nonprofit's changing needs.

In addition to the marketing mission, the marketing plan must also include the goals and objectives of the marketing campaign – those benchmarks which will allow the marketing mission to come into fruition. The objective is broad while the goal is measurable within a specific time frame. The goal could also be broken down into specific milestones:

1. Implement two new communications channels between May and August 2011.
2. Implement two additional communications channels between August and December 2011.

Such a breakdown allows management to better track goal progress, especially in long-term or continuing campaigns.

Both objectives and goals should also be written in consideration of the nonprofit's available resources – budget, staff, expertise, etc. – as well as identify the intentions of the nonprofit in either the short- or long-term depending on the length of the campaign. For an organization like Abriendo Puertas, which will most likely implement an ongoing marketing campaign, intermediate goals and objectives that can serve as campaign milestones are most prudent. Like organization-wide objectives and goals, the marketing campaign's objectives should broadly describe how Abriendo Puertas will achieve its marketing mission while the campaign's goals should be specific, timely, and measurable. Finally, and most importantly, the goals and objectives must be well incorporated into the marketing efforts (Bischoff, 2004). For example, if Abriendo Puertas wishes to raise awareness of its program, a sample marketing objective could be to diversify the communication channels that it employs in its marketing efforts to reach additional members of the target audience. A specific campaign goal could be to use four more communications channels in 2011 than were used by the organization in 2010.

CREATE MARKETING STRATEGY

Once Abriendo Puertas has outlined the goals and objectives for the marketing campaign, the organization must decide how it will position itself in the dropout prevention/college access market, as well as the marketing mix it will use to promote its program offerings.

POSITION

Because Abriendo Puertas is competing with other programs for funds, volunteers, etc., the organization must differentiate itself from its competition. Effective **positioning** requires Abriendo Puertas to recognize "where the nonprofit organization's proposed behaviors stand in the mind of target audiences" and then to work actively to manage this position to benefit the organization and its target audiences (Andreasen & Kotler 2008, p. 158). Understanding the organization's current position in its market requires Abriendo Puertas to gather information from members of its target audiences through methods such as surveys and focus groups. Abriendo Puertas has already begun this process. Dr. Aldape outlined the organization's current position, using the follow characteristics:

- A program for Hispanics
- A "mom and pop" organization
- Using a volunteer model
- Unknown program headquarters.

Like the internal and external analyses, Abriendo Puertas has a great start on this section of its marketing plan; however, further discussion with target audience members as well as brainstorming on the part of Abriendo Puertas staff members will further develop the organization's understanding of its current market position. Determining Abriendo Puertas' desired position in the market should take into account the organization's solidified mission and information from the SWOT analysis. Then, Abriendo Puertas must decide how it wishes to be positioned in the market. The organization can ensure its desired position in the market by

1. Building upon the organization's present strengths that were identified in the SWOT analysis,
2. Searching for a niche that is currently underserved in the market,
3. Repositioning the competition to favor Abriendo Puertas' position in the market (Andreasen & Kotler 2008).

Only Abriendo Puertas employees and board members can decide which positioning method is best based upon the organization's mission and internal and external analyses.

MARKETING MIX

Once the organization has identified its target audiences and determined its appropriate position in the market, Abriendo Puertas must design the appropriate marketing mix for its program. The

marketing mix consists of the *product*, *price*, *place*, and *promotional elements* of a nonprofit's programs or services. With the organization's mission serving as the foundation for these decisions, Abriendo Puertas must use its market research in the areas of internal and external analysis (especially target audience identification) and positioning to determine the appropriate product offering, product price, promotional methods, and the place to deliver the organization's services.

The appropriate product offering, product price, promotional efforts, and program delivery site should ultimately be dictated by the target audiences' needs and wants. Potential questions Abriendo Puertas should ask and research include, but are not limited to, the following:

- What *products* and services do client districts as well as parent participants and volunteers want and/or need? Which of these products and services can Abriendo Puertas provide?
- What *price* are potential client districts willing to pay for Abriendo Puertas' services? Can Abriendo Puertas cover its costs with fee-for-service funding or must it supplement this funding with money from foundation and government grants?
- What *promotional tools* – personal selling, mass media, online marketing, etc. – and communication channels best reach the organization's target audiences?
- Where (*place*) should Abriendo Puertas deliver its services, recruit its volunteers, fundraise, etc.?

Abriendo Puertas will, of course, have to expand this list of questions as it performs its internal and external research and learns more about its target audiences. However, these four components – product, price, promotion, and place – should ultimately dictate the organization's marketing strategy.

IMPLEMENTATION

The final steps of the marketing plan involve its implementation. The success of this step depends on the detail and strategy of the above components. Without clearly defined missions, for both Abriendo Puertas and the marketing campaign, implementation will suffer. Apart from executing the marketing plan, implementation also includes evaluating the plan as a whole – its successes and failures, and adapting them to the changing needs of the target audiences and the organization itself.

SET SPECIFIC TACTICS

Abriendo Puertas must set specific tactics that will facilitate interaction and communication with the nonprofit's target audiences. These tactics are more specific than the strategy outlined above. Instead, they are the physical actions used to implement and support the marketing strategy. For Abriendo Puertas, several target audiences must be reached – clients, parents, and donors. As such, the nonprofit must be sensitive to the various tactics that can best reach and communicate

with these markets. Most importantly, these tactics must indicate an intimate understanding of the target markets and the best way to affect behavior.

Thus, these tactics can revolve around using the website, direct mail campaigns, grassroots movements, parent volunteers, etc. For example, specific tactics could include the following:

- Contact the parental involvement coordinators at the potential expansion school districts outlined in the Capstone report to raise program awareness.
- Send media releases to local newspapers and news channels about a program accomplishment to raise community awareness and support for the program, especially in the Valley (*i.e.* a new program location or success story).
- Distribute flyers about the program in participating schools to raise awareness among parents who are not currently reached by the program.

These tactics provide Abriendo Puertas employees with specific steps to achieve the marketing mission, goals, and objectives. Again, at the organization's current staffing levels, it will be difficult to implement the tactics necessary to achieve the organization's marketing mission. Thus, hiring a marketing coordinator might be necessary to implement the organization's marketing plan fully and effectively.

DETERMINE PERFORMANCE BENCHMARKS

Identifying performance benchmarks, standards of achievement, allows the organization to evaluate the effectiveness of its marketing plan. By identifying benchmarks, Abriendo Puertas can compare the effects of its marketing with predetermined standards. For Abriendo Puertas, benchmarking should be performed in relation to internal standards. For example, Abriendo Puertas could set its benchmark for parent involvement in a new district based upon parent involvement in another, similar district. This would require the organization to identify what it believes to be an effective level of parental involvement at a current district and strive to achieve the same level of involvement in another district through its marketing efforts. The same approach could be used in donor or client relations as well. As marketing becomes a more integral management practice within the organization, Abriendo Puertas can then establish performance benchmarks based on external standards established through industry practices or similar nonprofit programs, for example.

IMPLEMENT STRATEGY

The culmination of all of the above steps is the implementation of the marketing plan. To successfully execute the strategies and tactics that are intended to work toward the overall mission, goals, and objectives, Abriendo Puertas must gather resources – increasing them where necessary – and implement the steps of the plan. As the recommendations section in the report emphasizes, this may require hiring additional marketing staff to coordinate implementation efforts, as well as integrating strategies and tactics into all aspects of the nonprofit.

Implementation will be resource-intensive as it will require both time and money to execute an effective marketing strategy. The organization must have a marketing contact for media relations and partnership efforts. In addition, marketing effectively and at low cost requires an organizational representative – ideally a marketing manager – to build rapport and relationships with representatives of the media, partner organizations, potential clients, etc., who can provide marketing opportunities or services at little or no cost. Furthermore, one staff member needs to coordinate all marketing efforts and ensure that all organizational messages are consistent and integrated. Abriendo Puertas will need to consider if the organization's image, currently a grassroots parental involvement initiative directed toward Hispanic parents, is consistently promoted across all marketing efforts to donors, clients, and volunteers.

Please note that should the organization's mission or target audiences change, the image projected by Abriendo Puertas would change as well. Nonetheless, it is key that in the implementation of the marketing plan, Abriendo Puertas adheres to the tenets of successful marketing integration outlined in the Capstone report to ensure a consistent image among all stakeholders. If Abriendo Puertas presents conflicting images about its mission – family engagement versus parental engagement – donors, clients, and volunteers may be confused about the ultimate goals of the organization and hesitant to support its efforts. The organization must ensure that target audience members clearly understand the mission and goals of the organization, which can only be guaranteed through integrated marketing communications.

ASSESS PERFORMANCE

Finally, it is crucial to assess the implementation and effectiveness of the marketing plan. Through these internal and external evaluations, the organization can pinpoint which strategies and tactics are working and which need to be adapted to become more successful. The Capstone team has provided two methods to begin this process – the Assessment Tool and the Parent Survey. Both tools can be used to provide further information into the marketing efforts of the nonprofit – the Assessment Tool by examining the management approaches used by Abriendo Puertas and the Survey by indicating the success of the marketing efforts – at least in relation to participant and volunteer recruitment and retention.

In addition to the Survey and Assessment Tool that the Capstone team has provided, the organization can also conduct focus groups or develop a client survey to determine the organization's marketing effectiveness with this additional target audience. Using focus groups or a client survey provides the organization ways to assess its image in the minds of its target audiences pre- and post-implementation of the marketing plan and to determine if a change in attitude toward the organization has occurred.

Abriendo Puertas should make an effort to collect and compile information from its marketing evaluation efforts so that the results can be synthesized and processed to encourage effective marketing decision-making in the future. For example, suppose a client survey indicates that

most of the school districts contacted heard about the program from an Abriendo Puertas representative or from a professional colleague. If this were the case, there might be no need for Abriendo Puertas to market its programs to potential clients using a television public service announcement (PSA). However, without a system to collect and identify such patterns, the organization can only act upon intuition and assumption, which hinders effective decision-making (Andreasen & Kotler, 2008).

Evaluating the marketing plan should include assessing the performance of the campaign itself as well as the implementation process (Graham, 2011). Abriendo Puertas should address the following questions in its evaluation efforts:

- Did we implement the campaign effectively and efficiently?
- Did we use our resources effectively and efficiently?
- Did we achieve our objectives and goals?
- Did we conceptualize and design the program appropriately? (*i.e.* Did we identify the target audiences appropriately? Did we use the proper communication channels to reach the target audiences?) (Graham, 2011)

Evaluating the implementation of marketing efforts must be done to ensure consistency with the organization's mission, which should guide all marketing decisions.

APPENDIX SEVEN: FOUNDATION CENTER'S DATABASE

These steps will help Abriendo Puertas navigate the Foundation Center when looking for foundation funding.

INSTRUCTIONS

1. Access the Texas A&M University Libraries website: library.tamu.edu.
2. In the large search box in the upper left corner of the page, click the "Databases" tab, then enter "Foundation Center" in the text box and click "Search."
3. Provide TAMU NetID and password if prompted.
4. When the search is complete, click the link that says "Foundation Center."
5. From the home page, it is possible to search for *grantmakers*, *available grants*, and *possible donor companies*.

   - *Grantmakers*

     Click the tab at the top of the page labeled "Search Grantmakers." Enter any search criteria necessary; the more criteria entered, the narrower the search will be. For example, if the only information given is the state (Texas), the search engine will return all grantmakers registered in Texas with the Foundation Center.

   - *Available grants*

     Click the tab at the top of the page labeled "Search Grants." Enter any search criteria necessary; the more criteria entered, the narrower the search will be.

   - *Possible donor companies*

     Click the tab at the top of the page labeled "Search Companies." Enter any search criteria necessary; the more criteria entered, the narrower the search will be. The list of companies has information that will allow Abriendo Puertas to look at current accounting streams, organization data, activities, and grantmaking opportunities.

6. On the Foundation Center's homepage (access by clicking "Foundation Directory Online" or "Home" at the top of any page), other tools will help Abriendo Puertas become familiar with the website. In the upper right corner of the page is a navigation box with helpful links, including FAQs, a Search Tutorial, Guided Tours of the website, and a Contact Us link.

APPENDIX EIGHT: VOLUNTEER DATABASE

Abriendo Puertas Parent Participants San Antonio, TX								
Parent Participant Name	**Address**	**Phone Number**	**Training 1**	**Training 2**	**Training 3**	**Training 4**	**Volunteer Status**	**Notes**
Participant A	1234 Road St. San Antonio, TX	XXX-XXX-XXXX	Yes	Yes	Yes	Yes	Teaching New Parents	
Participant B	1235 Road St. San Antonio, TX	XXX-XXX-XXXX	Yes	Yes	No	No	Need to contact to finish trainings	
Participant C	1236 Road St. San Antonio, TX	XXX-XXX-XXXX	Yes	Yes	Yes	Yes	Needs help contacting new parents	

The above figure represents a sample volunteer database. The team suggests that Abriendo Puertas maintain similar records for each client district. By recording not only the parents' names, addresses, and phone numbers, but also their status within the program, Abriendo Puertas will be better able to direct the volunteer management techniques discussed within the report to ensure maximum volunteer engagement.

APPENDIX NINE: KEY RECOMMENDATIONS

The key recommendations from the Expansion Management Model are:

MARKETING AND COMMUNITY OUTREACH

- ☐ Solidify Abriendo Puertas' mission statement
- ☐ Research and outline strategic marketing plan
    - ☐ Perform situation analysis
    - ☐ Define target audiences
- ☐ Devote additional staff time to marketing efforts
- ☐ Integrate marketing communications
    - ☐ Use more communication channels
    - ☐ Speak with a single voice

RESOURCE DEVELOPMENT

- ☐ Expand and diversify board
    - ☐ Develop a board handbook
- ☐ Increase staff as the organization grows
- ☐ Conduct donor prospect research
    - ☐ Utilize the Foundation Center
- ☐ Develop a strategic plan for online outreach
- ☐ Continue to work toward funding diversity

VOLUNTEER MANAGEMENT

- ☐ Develop database of volunteers and participants
- ☐ Become more engaged in first round participant selection in school districts
- ☐ Encourage volunteer liaisons at partnering schools
- ☐ Hire a volunteer coordinator