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TERI Life Coaching Product Improvement Plan

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EXECUTIVE SUMMARY

This project is a result of an agreement that was made between California State University San Marcos (CSUSM) and TERI Inc. to provide a product improvement plan for TERI's Special Needs Life Quality Coaching (SNLQC) program. CSUSM provides the assigned team the opportunity to put the knowledge and skills they have acquired through the Fully Employed Master in Business Administration (FEMBA) program to use and apply them to various client projects that can benefit from the application of their knowledge and experience. In short, each client identifies a business problem with a specified scope of work which is then addressed by the FEMBA project team.

This team was presented the opportunity to work with TERI, a highly prestigious organization that provides an array of services to individuals and families with special needs. The specific project scope was to develop a marketing plan for their SNLQC program. Their 16-week online program is designed to train individuals already working in the behavioral health field to become a special needs life coach and help families improve the quality of life for their family member. TERI was able to incorporate their 37 years of specialized knowledge and expertise in the field to develop the program content. The program helps fill a growing need for support and services as more and more children and adults are diagnosed with developmental disorders. The program trains new special needs life coaches while generating revenue through program tuition; this revenue helps support the continued growth of TERI's organization, which allows them to better serve the community with increased services.

The team met with TERI's leadership to learn more about their organization. TERI provided the team with resources and documentation on their services, and collateral for the SNLQC program to address the issue of low enrollment and revenue. The team was given access to the online portal as well as the PowerPoint modules and a contact list of program alumni. From this information, it was confirmed that only 52 people had taken the course in the last eight years. The program cost was set at \$3,499 for new coaching students, but discounted to \$2,499 for people with an affiliation to TERI. TERI's leadership knew that the program was underperforming and that it needed a new marketing strategy in order to be successful, but they did not provide the team with specific goals to benchmark success. As a result, the team was asked to establish a reasonable and realistic forecast for the future of the program. TERI wanted the project plan to include marketing budgets that would yield increased returns on their investment.

After initial research was performed, the team determined that TERI's SNLQC program was not successful for a number of reasons. Based on this discovery, the team developed a Statement of Work (SOW) to set clear expectations with the client on specific project tasks and deliverables. In the original project scope TERI had requested a marketing plan, but the team's research determined that several organizational issues and product improvements needed to be addressed before a detailed marketing plan could be developed and implemented.

The SOW outlined six project tasks which included: rebranding the program, program accreditation, connecting TERI with the San Diego Regional Center, a competitive analysis, an alumni survey, and a phased marketing plan. The team then completed research and analysis on all six tasks, and as a result identified project recommendations to help TERI address product

improvements for the existing SNLQC program and develop a more effective marketing plan to attract new coaching students and increase revenue. Program rebranding recommendations included incorporating a new program name with logo and branded presentation template, website improvements to drive traffic to the coaching page, search engine optimization, implementing a social media marketing plan, and revising the course catalog to align with program modules. The team also provided specific points of contact at the San Diego Regional Center to improve TERI's partnership with this critical agency. A competitive analysis addressed program pricing, accreditation, marketing to licensed professionals by using existing content for CEU courses, and the option of creating a program just for families with special needs. Results of the alumni survey support program rebranding and updating, confirm target market for the coaching program, and addresses areas for improvement which include increased support for coaching students and post-program follow-up. The phased marketing plan is designed to help TERI by providing a roadmap they can follow to achieve their desired goals.

Although all of the recommendations made in this project will help improve the value of the program, accreditation is the most critical building block necessary for the product to be marketable, and in turn more profitable. Accreditation can be obtained from many different sources, each having strengths and weaknesses, but the most important consideration is that the program achieves accreditation to be competitive with other programs on the market.

Accreditation establishes academic credibility for the program regionally, nationally, and internationally. In short, accreditation must happen to move the product forward and establish it as a viable product in the market.

The team's recommendations are intended to enhance TERI's overall brand awareness in the community and help guide the resident expertise and knowledge into a viable business product, and not intended to discount the knowledge and expertise itself. If TERI implements these project recommendations, the team expects that the new and improved special needs life quality coaching program could achieve the desired goals to attract more students and increase program revenue.

INTRODUCTION

The TERI Campus of Life project was created as a result of an agreement between TERI and California State University San Marcos to provide a product improvement plan for TERI's Special Needs Life Quality Coach (SNLQC) program with the intent to create a population of special needs life coaches that can help fill the void that currently exists. Additionally, TERI would like to generate additional revenues that could be reinvested in the non-profit to further increase capability.

The mission statement that TERI uses to illustrate the thirty-seven year effort states that “[S]ince its inception in 1980, TERI has grown to accommodate the needs of many while remaining true to founder Cheryl Kilmer’s original goal - to improve the quality of life for children and adults with developmental and learning disabilities. Through support, advocacy, dedication, innovation, and resolve, we have brought opportunity and hope to countless individuals and families” (History (n.d.). In *TERI Campus of Life*. Retrieved December 4, 2017, from <https://www.teriinc.org/>).

The team used this mission statement to ensure that the specific tasks were in concert with TERI’s vision to produce recommendations on how to refine the SNLQC program to maximize the overall value to TERI. All of the recommendations made in this project are focused on this end state vision and are designed to help TERI’s organization and the SNLQC program reach their full potential. “TERI looks to the future by continuing its commitment to set new standards through establishing and operating model programs, conducting applied research in best practice procedures, and offering training and consultation to professionals, families, and

other community members” (History (n.d.). In *TERI Campus of Life*. Retrieved December 4, 2017, from <https://www.teriinc.org/>). TERI’s SNLQC program is an extension of their mission, and it is the scope of this project to identify the best ways to support a community in desperate need of its services.

BACKGROUND

When the team was presented with the project, they attended a 4-hour onsite meeting with the administrative team at TERI which included a tour of TERI’s facilities in Oceanside, California. The administration team provided background on TERI’s history and current services, and also shared their expectations of the project. Based on the team’s discussions with TERI, a Statement of Work (SOW) was developed to identify all project tasks needed to meet the objectives of the project.

With the context of the project understood, the goal of the team was to create a product improvement plan that could help TERI improve marketing efforts for the SNLQC program that was created by Dr. Krysti DeZonia, which encapsulates the specialized knowledge and experience unique to TERI’s organization. The program itself is a 16-week online program that costs \$3,499 for unaffiliated individuals and \$2,499 for individuals with an affiliation to TERI or other recognized organizations that merits a TERI discount. The total package is designed to specifically increase the number of special needs life coaches available to meet shortfalls in the workforce both domestically and internationally. The SNLQC program includes information on working with special needs children and adults, life coach training, as well as business skills to provide the framework necessary for an individual to start a special needs life coaching business.

PROBLEM STATEMENT

TERI wishes to develop their current SNLQC program into a more successful program and eventually use it as a main source of revenue. There are numerous improvements that need to be made to the product as well as to their current strategy. First, TERI has not established a clear brand image for the SNLQC program. The product name is not memorable or recognizable, the program does not have its own logo and branding, and the content within the course needs to be significantly updated. A product with strong branding is clear on its mission and purpose, has an easy to remember name and logo (such as Nike or Disney), and has a professional and finished appearance. Second, in order for this program to be successful, it needs to be accredited and individual modules could be marketed as Continuing Education Units (CEU) to alleviate the high cost and create options for customers. Lastly, there must be a better understanding of the customer base, as well as a detailed business plan which lays out the future steps TERI must take for a proper entrance to market. These are all conditions that have been created simply from a lack of resources and personnel. TERI is a successful organization with a strong knowledge base and culture, but the SNLQC program is not succeeding simply because they do not have a clear business strategy for this product. In response to this problem, the team will provide rebranding recommendations, provide resources for program accreditation, connect TERI with families in need of special needs life coaching, conduct a survey of program alumni, and lastly, create a phased product improvement plan with short-term, mid-term, and long-term goals and objectives.

METHODOLOGY

TERI wishes to promote their current SNLQC program, but their previous and current marketing efforts are not producing sufficient revenue and the number of candidates is not increasing. Before the project began and a Statement of Work (SOW) was developed, the MBA students were invited to tour the TERI campus prior to starting the project. Team members met with the following management team to learn about TERI's vision and mission:

- Dr. Krysti DeZonia, Director of Education & Clinical Services
- Greg Snaer, Director of Legacy & Community Engagement
- Kenya Brewington, Sales Manager & Executive Assistant to the CEO
- Brooke Trayer, Operations Manager - Education & Clinical Services
- Ashley Klein, Marketing & Communications Manager

The tour began with an explanation from the Director of Education & Clinical Services of why and how TERI's SNLQC program was developed and where the organization would like to take the coaching program. The Operations Manager was able to explain some of the questions that are typically asked and shared feedback the organization has received about the coaching program. The Director of Legacy & Community Engagement gave the team a tour of their facilities to see the different programs and activities that the organization has to offer. The tour concluded with an explanation from the Marketing & Communications Manager of how TERI markets their message to the community.

Since the organization is experiencing challenges with marketing the SNLQC program, the team planned to gather data to support the development of a strategic product improvement

plan the TERI team could use to improve marketing efforts for their coaching program. Minimal quantitative data was provided, which meant the team would have to rely on more qualitative research and data to gain an understanding of the market that TERI operates in and other life coaching programs that are offered to families with special needs.

DATA COLLECTION

Due to the limited quantitative data available, the team focused first on determining how TERI's SNLQC program is currently being marketed to potential customers. TERI provided a number of promotional marketing materials, which helped define the vision and mission for the coaching program. Further research and data collected directly from TERI's website set the overall foundation for how a potential customer would gather information detailing TERI's life coaching program for families with special needs. The team cross referenced and reviewed the program's course catalog from the promotional materials against the course descriptions listed for the online modules. This helped to determine the channels through which TERI's message is being delivered, how cohesively the existing promotional materials and website present TERI's SNLQC program, and whether the content and learning objectives were being clearly stated to the consumer.

A significant marketing objective for TERI's SNLQC program includes achieving accreditation, so the team performed online research to identify accreditation options that TERI could pursue for their coaching program. This would help bolster the reputation of TERI's SNLQC program, make it more desirable for professionals in the industry, and help it qualify for CEUs.

The team performed additional online research to expand the team's understanding of TERI's market penetration online, as well as gathering information and data from competitors. This helped identify other programs in the market that provide similar services and allowed the team to perform a competitive analysis of TERI's pricing model against other organizations.

Lastly, data was collected from alumni of TERI's SNLQC program through a Qualtrics survey. A total of 52 individuals received an email directly from TERI which included a link to the online survey, and 23 responses were recorded. The team analyzed the survey results to provide TERI with insights that could be used to help improve the program, as well as the content for future marketing campaigns.

ANALYSIS

After the initial meeting with TERI, the team dove into the initial research to address key issues that were identified as critical to the project. The team developed a preliminary project plan and had a second client meeting to review and discuss the team's initial findings in order to define the project's SOW. Based on the client meetings and email communication, the team finalized the SOW which included project tasks and deliverables; an analysis was performed on each of these tasks and findings are documented in each of the sections below.

SWOT Analysis

A SWOT analysis was completed to help identify the strengths, weaknesses, opportunities, and threats that exist in relation to TERI's SNLQC program. The SWOT allowed the team to analyze the competition and provide initial insights on the best direction to drive the research and recommendations.



Ultimately, the team determined that TERI’s strengths include their services, facilities, and the knowledge and experience encapsulated in such a successful and accomplished organization. The eclectic grouping of buildings that currently provide the TERI services reflect a pattern of success and growth. The development of the new campus highlights the future success and potential of the organization, and more altruistically, represents an incredible leap forward for a brighter future for individuals with special needs. Within the confines of the current buildings and the new campus, the life blood of the organization and greatest strength resides in the talented men and women at TERI, whose drive and inspiration fuel its successes. The services being provided and the staff are exemplary, and further represent the brand image that TERI needs to share with the community to increase brand awareness.

Although these successes are pivotal to the foundation and strength of the organization, there are also some weaknesses that highlight some of the key decisions made as a result of this project. For example, several local behavioral health professionals, such as Licensed Clinical Social Workers (LCSWs), Marriage Family Therapists (MFTs), and Psychologists, were asked about their knowledge of TERI as well as the SNLQC program. Although some had heard of TERI and had a general knowledge of their services, many did not know of TERI's organization, nor did they know what services TERI provided. Although this can be attributed to TERI being a specialized organization, there should be a more symbiotic relationship between the behavioral health profession and TERI. Another key weakness is that TERI's SNLQC program is not accredited. Several of the competing programs that will be discussed in greater detail, are accredited and in many cases are less expensive than the program offered by TERI. It should be noted that the project team lacks expertise in the special needs community; however, the team reviewed the content in the modules and concluded that the organization and presentation of the material needs improvement.

With the increased number of people being diagnosed with special needs, there is a lack of trained professionals to help individuals and families to provide the right conditions for these individuals to be extremely successful in life. This creates an opportunity for TERI's SNLQC program. And despite the competitors that exist in the market, the demand is far greater than the services that exist to provide the necessary training. The greater issue and weakness is the ability to link the need in the special needs community with the services rendered to increase the life coaching population. Initial marketing efforts by TERI have had limited success and represent one of the key elements of this project that will be discussed in greater detail.

Although the project is looking at the threats as elements attacking the fabric of the product, the product is far greater than the term itself. The product is a service that defines the greater good in all of us and represents an altruistic vision. The ultimate goal for TERI is to create a population of trained professionals to fill a void in need, which generally goes contrary to the normal conceptualization of the threats to the product. In this instance, the threat does seek to limit market share; however, it does also seek to help meet the end state goals. Therefore, the project team took a more pragmatic look at the threats and balanced the business element with the visionary goal set by TERI.

TASK 1: Rebrand TERI's Special Needs Life Quality Coach Training Program

It was clear from discussions with TERI and the team's research into the world of special needs coaching, that the name "TERI's Special Needs Life Quality Coach" was not serving them well. This name does not offer a unique, memorable name in which to build their brand on. To address this task the team came up with five new options for the program name which include the following:

- SNAP (Special Needs Assistance & Planning) Coach
- LEAP (Life Empowering Assistance & Planning) Coach for Families with Special Needs
- TLC (TERI Life Changing) Coach for Families with Special Needs
- LIFT (Life Improving Family Training) Coach for Families with Special Needs
- QUEST (Quality Uplifting Education & Special-Needs Training) Coach

The primary goal of the new program name is to establish new branding and a recognizable name for TERI's unique special needs coaching program. The feedback received

from TERI was that Cheryl Kilmer's top two options were SNAP and TLC, and this feedback was factored into the final recommendation for the new program name.

In connection with the new program name, the team developed several options for a new logo and a new branded PowerPoint template that can be used for the program modules. The logo, design elements and color scheme in the presentation template can then also be used in other marketing and promotional materials for the program to help reinforce the new branding.

TERI also has a website for their non-profit organization (<https://www.teriinc.org>), but the information on TERI's SNLQC program is not promoted in the current site design, nor is it easy to find with the site navigation menus and links. In reviewing the survey results, the team noted that most alumni reported finding the program through word of mouth, or they were previously employed or affiliated with TERI. While personal referrals can be very beneficial to any organization, referrals should only be one method of attracting potential coaching students, which highlights the importance of effective marketing and branding. With the prevalence of technology and access to online data, TERI's website is a resource that is not being maximized for its potential benefit to attract new coaching students. Not only is TERI's SNLQC program difficult to find with the current site navigation, but TERI's organization can also be difficult to find through an online search. When a simple keyword search was performed on Google with the following words used in various combinations: special needs, developmental disabilities, San Diego, help, center, education, autism; TERI did not come up in the top search results or even on the first page of results. Once visitors access TERI's website it is difficult to find the SNLQC program, the program is listed as "Life Quality Services" under the "About" menu which is not clear to website visitors that this link is for TERI's SNLQC program.

TERI also has a Facebook page for the SNLQC program, but this social media page is not being promoted or updated with content that might attract new followers. Since Facebook has become so prevalent in our culture and has the ability to reach a huge population of people around the world, TERI needs a more effective social media presence in order to maximize the potential benefits of this page. Currently, the homepage lists posts from people promoting their own special needs coaching businesses, and they only have 35 people following their page. If TERI's goal is to attract new students for their coaching program, they need to incorporate this Facebook page in their marketing efforts.

The team reviewed the class descriptions listed in the SNLQC course catalog and noted that the modules listed in the course catalog did not align with the PowerPoint modules in the coursework, see Table 1 below. Module numbers between the course catalog and the PowerPoint modules are immediately offset starting with Module 1. Module 1 in the SNLQC course catalog is "Disability models, normalization, labels, and how society thinks about disability". Module 1 in the PowerPoint modules is an introduction to becoming a special needs life coach and includes a quiz to determine whether becoming a special needs life coach is right for the individual taking the courses. From then on the modules do not align; they are offset by one, until you get to what should be module 15 in the class descriptions. This module seems to be nonexistent in the PowerPoint modules. It is also not clear if module 16 in the PowerPoint modules is module 16 from the class description in the catalog which describes the final project.

Table 1: Module Titles & Descriptions	
Title from Catalog Class Descriptions	PowerPoint Files
Missing	Module 1: Welcome/Introduction
Module 1: Disability models, normalization, labels, & how society thinks about disability	Module 2
Module 2: Working with families who are just learning about their child's disability	Module 3
Module 3: Working with special needs families of preschool & school-aged children	Module 4
Module 4: Working with special needs families of adults	Module 5
Module 5: Special needs laws, rights, and funding sources	Module 6
Module 6: How to support children and adults with special needs	Module 7
Module 7: How to assess the needs of the family and the coaching commitment you will make	Module 8
Module 8: Setting up and running your coaching sessions	Module 9
Module 9: Active listening and effective communication	Module 10
Module 10: How to solve conflicts and problems and partner with families	Module 11
Module 11: Applying knowledge to real life scenarios	Module 12
Module 12: How to start your own business	Module 13
Module 13: How to advertise your business	Module 14
Module 14: How to locate and keep clients & customers	Module 15
Module 15: Tips, hints, and advice for a thriving coaching practice	Missing
Module 16: Final Project	Module 16 (?)

The team also reviewed the content of the PowerPoint modules and class descriptions in the course catalog for improvements to the layout and order of the modules. While the team was advised by TERI management to not address the content of the modules, the team wanted to determine if there was a better way to organize the modules to reach a potential market of both families with special needs children and individuals that are interested in starting a special needs life coaching business. The team determined that without touching the actual content of the modules, there are additional opportunities to breakout the modules to reach a broader market and help families of special needs children gain some understanding and guidance when faced with having a child with a disability.

Task 2: Program Accreditation

Accreditation is a must for TERI's SNLQC program to be successful. With other accredited programs available at a lower cost, this presents a challenge for TERI's program. Most people use and rely on the accreditation standard to guarantee an education that meets universal standards, and as a result they do not look at programs that lack accreditation. Even if a non-accredited program contained the best academic value on the market, because it is not accredited and potentially costs more than other competitors, it will not generate reasonable interest by most potential customers. This is further evidenced by the limited number of people who have taken the program, as well as the fact that the majority of those people had a prior connection with TERI. With the goal to market the program to those that do not have a direct connection to TERI, such as the casual web surfer looking for the best life coaching program on the market, most will not likely choose a program that is not accredited and costs more

regardless of the quality. Therefore, it is critical to the brand and to the marketability of the product that the program be accredited.

The challenge to TERI's SNLQC program is the time it will take to work through the accreditation process. It is difficult to quantify the return on the investment, but the fundamental reality is that the time incurred to achieve accreditation is a necessity to market the program. Furthermore, the time needed to get accreditation is primarily driven by the quality of the training material, and consideration must be given to the reality that it will take a substantial amount of time to reformat the modules for an independent council to read and assess the contents of the program.

It can take up to two years to get accreditation, especially with the more notable organizations. For institutes of higher learning, they are usually accredited regionally into one of the following six regions:

- MSA — Middle States Association of Colleges & Schools
- NASC — Northwest Commission on Colleges & Universities
- NCA — North Central Association of Colleges & Schools
- NEASC — New England Association of Schools & Colleges
- SACS — Southern Association of Colleges & Schools
- WASC — Western Association of Schools & Colleges

For example, California State University San Marcos is accredited in the WASC organization and is therefore a certified regional institution. This does not mean that the accreditation of the school will not be accepted by other regions, especially if awarded a degree

or certificate of completion, it simply defines the entity that provided the certification. Generally, being regionally accredited is recognized as a higher standard academically; however, it generally takes longer and is a more complicated process to establish accreditation. In short, this may be ideal for the long term effort, but because it will take more time and because this accreditation is more focused on traditional brick and mortar institutions, it is not ideal to meet short term objectives specific to TERI. If the intent is to make the program a national program, regional accrediting bodies are not always ideal simply because of the regional bias lessening the nationally recognized standards and potentially decreasing the marketability of the program. This does not mean that regional accreditation cannot have value; it simply means that it will likely have reduced value to TERI as a result of time and the push to establish national recognition that sets the conditions for international expansion.

Ultimately, the decision is based on the growth strategy for the program with a realistic end state objective. The Distance Education Accrediting Commission (DEAC) through the Distance Education Training Commission (DETC) is the recommended national accrediting body that meets the stated objectives of TERI and bridges the gap between the special needs community and the general community; however, this program costs between \$9,000 to \$15,000 and the process will likely take 18 to 24 months to complete. DEAC is nationally recognized and will establish the brand with a solid institute of higher learning across a broad community; however, for TERI's SNLQC program this would not be the best option at this phase in the marketing strategy due to cost and time considerations. (DEAC 2017 Fall Workshop (n.d.). In *DEAC Distance Education Accrediting Commission*. Retrieved December 6, 2017, from <https://www.deac.org/>).

TERI provides critical services for the local special needs community, which highlights the success of the organization, but it has limited penetration into populations outside of the special needs community that keeps that recognition isolated. More specifically, if the local behavioral health community has only marginal awareness of the TERI brand, accreditation is critical to help bridge the gap between the special needs community and the general population that may want or need the specialized knowledge and services.

Some partnerships through accreditation may not yield desired revenue initially, but may provide tremendous brand recognition that could yield significant revenue potential for the SNLQC program in the long term. This may require multiple accreditation efforts to establish a broad foundation of credibility. For example, a negotiated agreement with CSUSM may not yield profits by pairing the course with an accredited institute of higher learning, but it could build brand recognition that could be used in the marketing and international expansion strategy for the program. Generally, the more the brand is established in a formal relationship with institutes of higher learning, the more value the brand will have within the academic community. Currently, with no accreditation, the program lacks brand credibility, regardless of the quality of the content. The team will not address the complex political requirements to meet this strategy during this project, but it should remain a consideration for future strategic business planning to further brand image.

The team evaluated other accrediting organizations to find a good fit for TERI's program. The International Coach Federation (ICF) is a nationally recognized accreditation program, but it does not appear to support the innovative drive to establish TERI as the "go to" organization for special needs education.

Since the specific focus for TERI should be to get the program accredited as soon as possible to increase marketability for the short term and for the long term, the team also considered the National Commission for the Accreditation of Special Education Services (NCASES), which is a nationally recognized accreditation body that specifically focuses on special needs education. This program is a hybrid program that establishes national certification at a reasonable price (Non-refundable application fee = \$250; Special Education in Residential Settings = \$4,000; Special Education not in Residential Settings = \$2,500). The downside is that it is still centered in the special needs community and not the general community that the life coaching program needs to penetrate; however, because the program would be accredited by a nationally recognized institution specific to special needs, the TERI marketing plan can overcome this shortfall and use the NCASES accreditation to strengthen the program's marketability while bolstering its national footprint.

TASK 3: Connect TERI with the San Diego Regional Center

TERI's SNLQC program currently has limited visibility in the San Diego community. Increasing brand awareness is critical to the success of a marketing plan. Launching a national marketing plan has numerous challenges, especially when the program has limited visibility in the local and regional markets where it should be a strength. There is no doubt that the TERI brand is well known in the special needs community, but the program lacks the institutional academic framework to establish it as the benchmark for the community. TERI has the knowledge and the expertise; however, the recurring theme is that the program needs formal recognition in terms of accreditation. As discussed previously, accreditation will help open doors for further brand recognition vital to marketability.

The San Diego Regional Center is a county run establishment that has many strengths as well as weaknesses that are generally the constructs of a political necessity rather than altruistic vision. The programs achieve their greatest strength from the people that work at these facilities, not by the contracts established to provide services. For example, the San Diego Regional Center can contract with Mental Health Services (MHS) to provide support services to various schools. However, if MHS does not hire quality individuals that truly embrace the mission, MHS will fail to provide quality services, and by default, the Regional Center will also fail. Although politics usually impact funding and create inefficiencies in the system, contractors/vendors can and do bridge many of the gaps to create incredible resource services that families can use to meet challenges in their lives.

In many instances, especially children diagnosed with autism, they first get presented with an Intervention Education Plan (IEP) that designates the point in time when the child is not meeting the general standards and a meeting through the school district is established to discover the source of the issue. It is at this point in time when families are presented with the reality that their son or daughter may have special needs and will need additional support to get an education that will suit their specific needs.

Although TERI is already a vendor for the San Diego County Regional Center, the Center was not aware or familiar with TERI's SNLQC program that could add value to families with special needs. In some instances, the contracted services by other non-profits such as MHS and Vista Hill may provide adequate services for some families, but there may still be gaps in available services. More specifically, it should be at this point that the Regional Center can direct families to life coaching services available from a pool of certified life coaches trained by

TERI. Not only does this help build brand recognition and provide additional resources that the Regional Center can use, it also adds additional benefits to coaches trained by TERI which provides tremendous marketing value to TERI's SNLQC program.

TASK 4: Competitive Analysis

TERI's SNLQC program is a 16-week online program with a cost that ranges from \$2,499 to \$3,499, dependent on affiliation with the TERI group or other recognized organizations that merit a TERI discount. The program is designed to increase the number of life coaches available to meet shortfalls in the special needs community. The online program includes special needs life coach training and business development training with the objective to provide the necessary tools for an individual to start a life coaching business.

The competitive landscape for special needs life coaching is rather unique. There are challenges in finding apples-to-apples comparisons to TERI's SNLQC program, in that TERI is one of the only organizations specializing in training life coaches specifically for individuals with special needs. Secondly, the majority of coaching programs of similar cost are accredited. The International Coach Federation (ICF) is a highly respected organization that only accredits coach-training programs that meet its high standards. ICF cannot recommend any specific training programs but does provide an online search service tool through their website. This tool is called the Training Program Search Service (TPSS) and provides three key tips to prospective coaching candidates. Tip 2 advises the candidate to find out if the program is approved by an accrediting body and tip 3 advises the candidate to determine whether or not the faculty is certified. It is evident that independently verified curriculum content provides credibility to the respective program.

These competitive programs have credentials that range from national organizations to prestigious universities. Examples of this include an eight-month program offered by the NLP & Coaching Institute of California that consists of four bi-monthly modules for a total price of \$4,800 to an eight-month, \$19,000 program offered by Columbia University. Columbia University's primary aim with their three component certification process is to help participants chart their path towards an individualized, signature coaching approach. This program is accredited for a minimum of 12.6 graduate-level, university-based CEUs (continuing education units) as an authorized International Association of Continuing Education and Training (IACET). Neuro-Linguistic Programming (NLP) is a model for understanding how people think, behave and communicate. This organization has been conducting long-term certification programs for over 25 years and has been conducting coach certification programs over the past eight years. This program provides the student with the following: an information-packed workbook for the NLP Course to use in class and at home, an online networking directory to connect and brainstorm classmates and alumni, personal attention and support from a hand-chosen team of teaching assistants and professionally guided practice coaching sessions.

While neither program is a direct competitor in the autism spectrum, they are both well respected programs that train their students to work with clients with an array of developmental limitations. A tremendous amount of coaching options currently exists in the market with a variety of price-points and completion timelines. The one consistent theme evident throughout the research is that nearly all programs are accredited.

TASK 5: Alumni Survey

The team developed and distributed a survey to alumni of TERI's SNLQC program intended to provide TERI with insights and feedback on their program which could be used to identify product improvements and to develop more effective marketing campaigns. Primary data was collected through the use of an online survey. The team had access to an online-based survey tool called Qualtrics, and was able to field and analyze survey results at no cost to TERI. The target population was all students who have taken and completed TERI's SNLQC program. TERI maintains an alumni contact list including email addresses, and the survey link was sent out by TERI's administration team directly to the program alumni. The team felt that there would be a higher response rate if the survey came directly from the staff at TERI. The survey was distributed to 52 past alumni of the program, 23 responses were recorded; however, when reviewing the actual responses to each question, only about 15 people answered all of the questions, with the others being left blank. Externally distributed surveys typically have an average response rate of 10-15% but fortunately for TERI, a response rate of approximately 30% was achieved. The survey results were recorded and a full report is included in.

The survey consisted of 11 questions, and an additional open comments field, that were relevant to the analysis of the student base which included 2 multiple-choice questions, 5 free response questions, 3 yes/no questions, and 1 Likert scale question. The survey questions were based on previous education, career field, application of the program training, and overall satisfaction with the program. The survey started with asking alumni two demographic questions: their highest level of education and career field (current and previous). Of the 22 responses received for highest level of education, 17 responded with a Bachelor's or Master's

degree. The question asking their current and previous career field was a free response question, 20 responses were received, of which 15 listed careers such as special needs coach, teacher, caregiver, therapist, and special education. The responses gathered from these questions will help TERI understand demographic information about their past alumni to help establish their target market for future marketing plans. The survey then asked how students learned of the program in order to educate TERI on which marketing channels have attracted the most applicants and then use this information to develop an effective targeted marketing plan. This was also a free response question and received answers such as email, my employment with TERI, and a web article. It should be noted that of 14 responses received, 7 of them were because the respondent worked for TERI.

The survey then addressed questions that provided general feedback on the program itself. These included their motive for taking the program, how well the business modules prepared them to start and run a special needs life quality coaching business, how they have found and marketed their services to clients, and their overall review/experience of the program. The question asking alumni their motivation for taking the SNLQC program had three options: business/career opportunity, to support a special needs family member, and another field which allowed the respondent to explain another motive. Of the 20 responses received for this question, eight people responded for business/career opportunity; however, when reading through the other comments, six typed a response that included a career related response, which really means a total of 14 (70%) alumni responded it was for a career opportunity. In response to the question asking if the business modules adequately prepared them to start and run their coaching business, 10 out of 13 responses said yes they felt it prepared them but five of the

respondents provided text explaining that they haven't actively pursued starting a business or were having trouble breaking through. 'How have you found clients and/or marketed your services to the special needs community?' was a free response question that received 12 responses of which six responses were that they haven't pursued clients and six were by word of mouth or from working in the field. The question asking alumni for their overall satisfaction with the coaching program received 17 responses of which 14 (82%) were satisfied and very satisfied.

Another question asked was whether the alumni were using their training received from the program to work in the field as a life coach, and if so, what obstacles they encountered when starting their special needs life coaching business. As mentioned previously, 14 out of 20 respondents that their motivation for taking the SNLQC program was for a career or business opportunity; however, only four individuals answered that they are currently working as a special needs life coach and seven answered that they encountered obstacles when starting a special needs life coaching business.

A question that was asked prior to the question on the student's overall satisfaction with the SNLQC program was for feedback on the curriculum, process (application, website functionality, and ease of use), and support (help available when needed and support during and after the program). This question received nine responses with mixed feedback. The most valuable feedback received was on the format of the program materials and support received during and after the program. Respondents noted that the format of the PowerPoints made the material difficult to read, graphics were distracting and did not add to the content of the modules, and seemed slightly unprofessional. As far as support received during the program, respondents

felt that they could reach out to the instructor with questions if needed and feedback received was helpful and affirming. The opportunity for support seemed to be after the program was completed. Respondents noted that once they completed the program, there wasn't much follow up which would have been helpful to provide resources for launching their business and the confidence to move forward with a special needs life coaching business. The last question of the survey asked for testimonials from the alumni of which four useful testimonials were provided.

TASK 6: Marketing Plan

Based on the competitive landscape of accredited programs currently available to consumers, the team deemed it necessary to develop a roadmap consisting of phased objectives. This phased approach will prepare the TERI team to introduce a more compelling coaching program into the market. The coaching product in its current state is not ready for a comprehensive marketing plan, due to all aspects previously detailed in this report. Extensive product development is required to validate the program tuition to consumers and will require additional consulting teams to work through the necessary phases and introduce the new commercial product into the market.

While evaluating the current state of TERI's marketing efforts, it is evident that TERI's overall brand needs further development in the local market initially to increase brand awareness, and then expand marketing efforts into national and international markets.

PRELIMINARY CONCLUSIONS

TERI's organization has seen significant growth since its inception in 1980. The organization is certainly doing well at their mission of improving the quality of life for children and adults with developmental and learning disabilities through support, advocacy, and innovation; however, as in any organization, there is always room for improvement. TERI's SNLQC program supports this mission by providing training to attempt to build a community of special needs life coaches to help families with special needs. Based on the team's analysis of the current product noted in the previous section, areas of improvement for the SNLQC program are in product branding, lack of accreditation of the program, brand awareness, and customer acquisition.

To fully monetize TERI's SNLQC program, the organization needs to identify a target market to expand the customer base and include behavioral health professionals. To become appealing to a larger demographic of potential customers, the team recommends repackaging the training content to expand the product line offering. Secondly, all best practices related to sales and marketing activities need to be documented and organized. Consumer activation efforts need to be tracked accordingly to identify business practices that are effective, and more importantly to eliminate any-and-all activities that are not effectively producing the desired results. These documentation efforts will also be beneficial when used to replicate operations should the executive team desire to expand into new markets. This would also enable the TERI group to capitalize on any future franchise opportunities.

After extensive industry research and a deep dive analysis of TERI's operations, it is evident that a comprehensive marketing strategy for TERI's overall organization would position the company to attain future growth by building TERI's brand awareness. Developing a roadmap is the key to attaining the desired growth. The team recommends implementing a long-term strategy to extend the coaching product line, document business processes and establish the brand internationally through accreditation with an organization such as the International Federation of Coaching (IFC). The team suggests a phased marketing approach with short-term, mid-term and long term phases.

RECOMMENDATIONS

TASK 1: Rebrand TERI's Special Needs Life Quality Coach Training Program

Based on the feedback the team received that Cheryl Kilmer's top two options for a new program name were SNAP and TLC, the team determined after further evaluation of both options that "TERI's Life Changing (TLC) Coaching Program for Families with Special Needs" (which can be shortened to "TLC Coaching Program" and "TLC Coach") is the recommended option. Not only does this option incorporate TERI into the program name, but it provides a new branded identity for their coaches, a TLC Coach, and it plays off of the positive connotation of TLC - tender loving care. This new program name has been incorporated into the team's rebranding strategies and recommendations.

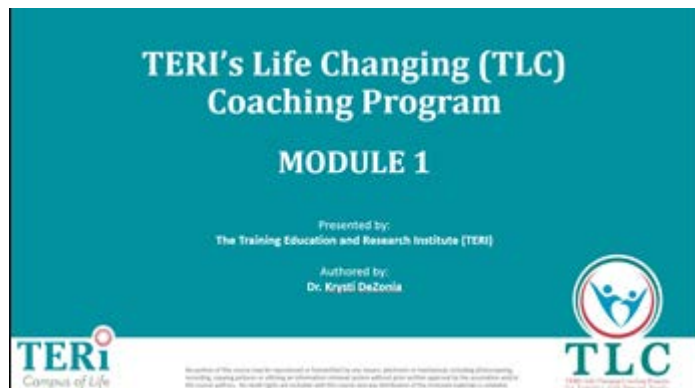
Based on the new brand name, three possible options have been provided for a new program logo and a complementary PowerPoint template has been designed that will help enhance and reinforce the new program branding. To help TERI visualize the impact that the

new branded template can provide, the team converted the content from module 1 into the new proposed presentation template. During that process the team also reviewed the content in this PowerPoint module and implemented some changes to improve readability. TERI will be provided with a new PowerPoint file for module 1 which illustrates the new branding, but also highlights how the content could be reformatted, reorganized, and updated to improve the learning process for the coaching student.



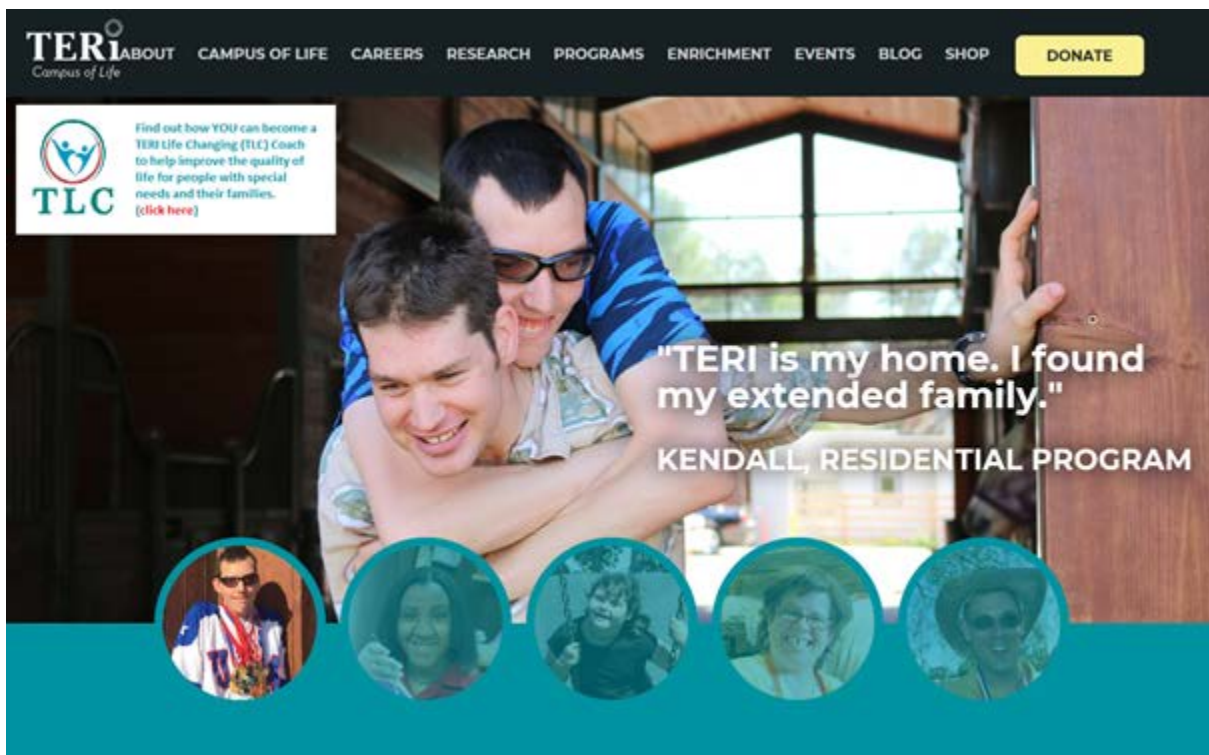
Current PowerPoint Template:

New & Improved Template:

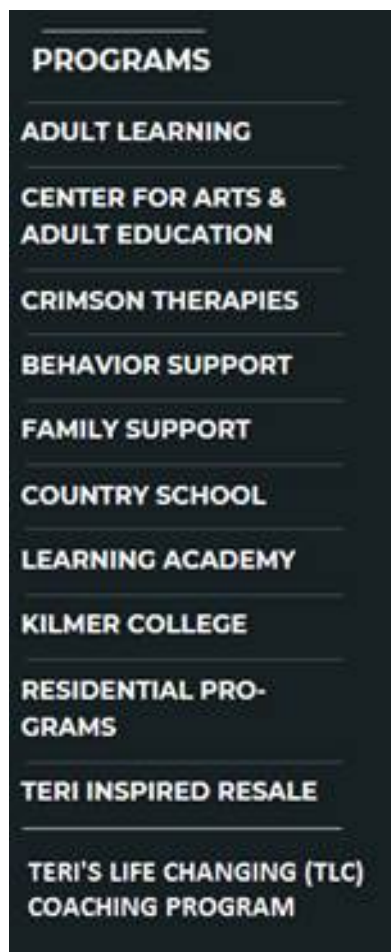




In order to increase awareness of TERI’s SNLQC program and attract potential coaching students, TERI should also promote the program with a banner ad prominently placed on their homepage to direct website visitors to the new TLC Coaching web page (the image below provides an example of how to incorporate this).



In addition to the new banner ad and direct link on the homepage, the coaching program should be listed under a logical menu and the link should be renamed. Currently, the program is listed under the “About” menu which typically provides information on the company, employees, and goals of the business. TERI has content about their organization under the “About” menu; however, the coaching program does not fit under this category and should be relocated. For someone interested in taking a program or course, the most logical menu option would be the “Programs” menu, and so the team recommends moving the coaching program link to this menu, and changing the name of the link from “Life Quality Services” to “TERI’s Life Changing (TLC) Coaching Program” (the image below provides an example of this).



To help visitors find TERI's website more easily in order to learn about their organization, services and the TLC coaching program; the team recommends that TERI hire a Search Engine Optimization (SEO) consultant to improve their ranking in keyword searches. Optimization will help promote their website in online searches and help drive traffic to the website based on relative keyword searches from people looking for information on the types of services that TERI offers the special needs community.

Currently, the Facebook page for the SNLQC program only lists posts from individual special needs coaches. In addition to promoting individual coaching businesses, TERI should be posting detailed information about their coaching program and additional content about TERI's organization and services that will attract new followers. The Facebook page should also be used to connect active special needs coaches with coaching students to share information and support and encourage the next generation of coaches. This page could also be used to highlight coaching success stories, including photographs of coaches and clients that will engage viewers and hopefully inspire a call to action for those who are driven to help others. The team strongly recommends that TERI develop and implement a social media marketing plan that maps out a schedule for a minimum of bi-weekly content posts designed to attract new visitors, engage and inspire existing followers, and increase their overall market reach to introduce people to TERI and their unique SNLQC program.

Also in the context of rebranding, the team reviewed the course catalog and compared it to the PowerPoint modules. In order to align the class descriptions in the course catalog and the PowerPoint modules, the team recommends that PowerPoint module 1 be labeled as an "Introduction" module and is added to the course catalog. This will align the other PowerPoint

modules to the class descriptions in the course catalog. However, content for module 15 per the course catalog needs to be added to the PowerPoint modules and module 16 needs to be clearly labeled as the final project module. The team also recommends adding additional content to module 16 which provides additional details and resources for the final project.

To reach a broader audience it is recommended that TERI uses existing program content to develop a family program for families with a special needs child. Only modules specific to the family's needs would be incorporated into the family program, which could include modules 1-6. This will help TERI not only reach individuals interested in becoming a special needs life coach, but also families with special needs gain understanding and guidance of situations they might face and resources available to help. In reviewing PowerPoint module 1 for the rebranding task, the team also reorganized and reformatted the content as the introduction module for individuals that are interested in becoming a life coach. By using current content for a family program, not only will TERI be helping families with special needs gain understanding and guidance, but TERI will also reach a broader market which ultimately increases revenue for the program.

TASK 2: Program Accreditation

Based on the team's research and analysis and short-term goal of getting the SNLQC program accredited, the recommended program of accreditation based on the return on the investment is the National Commission for the Accreditation of Special Education Services (NCASES). With a minimal investment of \$2,500 for the non-residential program plus the \$250 application fee, the total investment with this option is only \$2,750 and creates a more established brand recognized in the industry. As discussed in the analysis section, the Distance

Education Accrediting Commission (DEAC) through the Distance Education Training Commission (DETC) would be an ideal addition to establish the national online identity to the general population. And lastly, as a potential long term goal, it is recommended that a partnership with an institute of higher learning be established to significantly increase brand value for national recognition, despite probable break-even revenues.

TASK 3: Connect TERI with the San Diego Regional Center

It is recommended that TERI increase their partnership with the San Diego Regional Center to increase opportunities specific to the SNLQC program. More specifically, the following two people are significant contacts to help offer increased opportunities for graduates of the life coaching program that can be added to the marketing strategy to give a localized competitive advantage.

John Filley, Employment Services Coordinator
858-576-2949, Fax 858-576-2827, john.filley@sdrc.org
4355 Ruffin Road, San Diego, California 92123

Sandra Bishop, Public Information & Training Coordinator
858-576-2966, Fax 858-576-2827, sandra.bishop@sdrc.org
4355 Ruffin Road, San Diego, California 92123

By partnering with the San Diego Regional Center to establish the brand early in the process of supporting children with special needs, TERI becomes a stronger leader in the effort to help children with disabilities further strengthening the brand without utilizing resources. This helps not only with brand recognition that ultimately generates revenue while creating more resources (life coaches), but it embraces and drives home the services TERI provides that helps mitigate frustration negotiating challenges in life and inspire communities.

TASK 4: Competitive Analysis

The team developed three key objectives to reach the desired goal of increasing this revenue stream. The team determined that cost and accreditation play a significant role in the life coaching program and need to be addressed. The following summary details options to expand the coaching platform product line offering. An increase in product offering will positively impact the revenue being produced through this business unit.

Objective 1: Keep the Current Coaching/Business Program

This would meet one of the goals established by TERI to increase the number of life coaches. The key to this objective is to reposition the product pricing strategy and lower the cost, especially since this product is not accredited, making it less competitive than some of the other programs in the market.

Currently, the program offers payment plans to help customers spread the payments out, to make it more appealing. Although this locks customers into the purchase of the full program, it also creates fear for potential buyers that are unsure of the commitment. This is more dramatic when considering that the program taps into a unique and unproven market. The risk to push customers into a long-term commitment for this specific product, along with the risk of alienating significant other market groups, is too risky at this point in the marketing of this product. Lowering the price of this product reduces the perceived risk to the prospective consumer. More specifically, the 52 people who have completed the program over the past eight years do not warrant the aggressive pricing strategy currently in place. The long-term pricing

and payment plan lock can be reevaluated at a later date, when the product branding and demand become more stable to drive sales.

Objective 2: Modify Program for CEU Courses

Identify modules that can be used for individual CEU courses once the program has been accredited. This approach would dramatically increase the revenue potential for TERI since there is a large population of therapists, social workers, and other mental health professionals annually taking continuing education courses to meet their licensing requirements.

The consulting team determined that the modules should be broken down into smaller blocks (i.e. the sixteen module package broken down into four, four module packages) to allow the modules to be more appealing to buyers that may not want or need the total package. By breaking the modules down, it allows flexibility to meet demand and offers flexible pricing that is likely to be more palatable to this demographic.

The modules already appear to be broken down into blocks that build on each other making the task of dividing them into blocks much easier. For example, the first blocks would contain the basics, while the last modules would add the business tools to provide the final capstone to the life coaching individual that would seek to pursue it as a profession. Cost per module will be discussed in greater detail later in the marketing plan; however, if there are sixteen modules, and assuming the cost remains at \$2,499 to \$3,499, each module should cost roughly \$156.20 to \$218.70. If they are grouped into four groups of four modules, then each module group could cost between \$624.80 and \$874.80. Again, pricing will be discussed in greater detail later in this project proposal in the recommendation portion.

Objective 3: Add a New Friends & Family Program

One of the main demographic groups identified by TERI and the team is family and friends of individuals with special needs, which most likely took the program to help create conditions for a family member and/or friend to thrive. Based on feedback from families with a special needs child, navigating the path ahead is challenging and overwhelming. There is a tremendous amount of information available online and through many other sources, but helping families by giving them a clear road map to address the needs of their child could also be a mutually beneficial addition to TERI's programs.

The modules that include the business portion of the program would unnecessarily increase the cost and potentially alienate families who might otherwise sign up for the less expensive family training package. Since this demographic is not likely taking the course to become a life coach, the strategy here would be to lower the cost and eliminate content that is not meaningful to the family members. This new product could significantly increase revenue by targeting a consumer demographic that desperately needs assistance. This approach does not specifically increase the number of life coaches, but it does increase the probability of getting customers that simply want the education for personal reasons and would also satisfy TERI's primary goal to increase revenue for the program. People who complete the Family program would also have the option to complete the other modules should they choose to pursue becoming a life coach. A discounted pricing strategy would be implemented to provide incentive for these consumers to complete the program at a later date. By modifying some of the coaching program's content to create a "Family Program", TERI could help ease the stress for

these families. While also offering the program at a very reasonable rate, this strategy has the potential to provide significant revenue for the organization.

TASK 5: Alumni Survey

Based on the responses received from the survey that was distributed to alumni of the program, the team highlighted beneficial responses and made recommendations that TERI can use to further develop their SNLQC program. The questions that asked alumni for their highest level of education and their career field (current and previous) can help TERI understand previous student's demographic information for future targeted marketing plans. Based on responses from these two questions, the data clearly identifies a target market for the program which includes college educated individuals currently working in the developmental or behavioral health field. The third survey question 'How did you find out about TERI's Special Needs Life Quality Coaching program?' reinforces the program's need for a marketing improvement plan as 60% of the responses received stated that they knew of the program because they worked at TERI. Recommendations for marketing improvements can be found in Task 1 (rebranding) and Task 6 (marketing plan) in the recommendations sections of this report.

Of the responses received for the question 'What was your motive for taking the Special Needs Life Quality Coach program?' 70% of respondents said it was for business/career opportunities; however, when asked in the following question if they are currently working as a special needs life coach, 80% responded no. This is an issue, whether it is attributed to TERI's program not properly preparing the alumni for life after the program or the individuals simply not putting in the effort to start their own business. Therefore, the team recommends for TERI to better qualify applicants to ensure they are a good fit for the program, or to increase engagement

with the students once they have completed the program to provide additional guidance and resources. It is also recommended that TERI develop further resources to ensure alumni of the program are succeeding in the field. This could be through consistent outreach to students, opportunities working at TERI as a special needs life coach, or even distribution lists of interested parents in the alumni's geographical zone.

The final section of the survey was the feedback portion. In this section the team asked alumni for feedback on multiple parts of the program, mainly involving curriculum, process, and support. Based on the responses in this section it is recommended that TERI take the time to update the PowerPoint modules to increase the professionalism of the product. Further recommendations for this are addressed in Task 1 of the recommendations section of this paper. In terms of follow-up after the student completed the program, one student replied in the survey that, "When I completed the program there wasn't really much follow up that I recall. That could be helpful in getting people better launched, or the confidence to move forward. Or touching base semi-annually or quarterly to see how graduates are doing". Current social media platforms being set up would be helpful for alumni, current students, and instructors to connect and discuss current topics in the field. And lastly, the survey asked for written testimonials. It is recommended that TERI use these testimonials in marketing materials for the program.

TASK 6: Marketing Plan

The team's marketing recommendations are based on analysis done on all of the previous project tasks. A multi-phased approach was used in developing this plan with a focus on short term, mid-term and long-term objectives.

Phase 1 Objectives

1. Increase marketing objectives for TERI's organization to improve brand awareness and recognition in the community.
 - a. Hire SEO consultant to perform search engine optimization for TERI's website.
 - b. Expand grass-roots marketing to outside special needs community.
 - c. 'Planting the seed' approach to increase brand strength within San Diego County.
 - d. Align with local behavioral health organizations (Vista Hill, MHS, Aegis).
2. Set TERI's 2018 Marketing Budget to a minimum of \$189,000.
 - a. 1% of total revenue based on 2016 annual report ($18,862,099 * 0.01 = 188,620.99$).
 - b. 1% of annual revenue is a conservative marketing budget.
3. Price Reduction for Coaching Program.
 - a. Reduce the cost of the current coaching program to \$2,000 until program is accredited to attract more coaching students, and then re-evaluate pricing in Phase 2.
 - b. 2017 Results = 4 students resulting in revenue of \$13,996.
 - c. 200% projected Sales increase for 2018 = 8 students with revenue of \$16,000.
 - d. 150% projected Sales increase for 2019 = 12 students with revenue of \$24,000.
4. Review all module content to make edits and updates.
5. Rebrand the Special Needs Life Quality Coaching Program to TERI's Life Changing Coaching Program.
 - a. Implement new program name and logo.
 - b. Reformat module content in new PowerPoint template.
 - c. Align the PowerPoint modules to the class descriptions in the course catalog.
 - d. Use the new program branding for promotional materials (ex: course catalog, brochure, etc.).
 - e. Add marketing banner to TERI's homepage with new webpage link.
 - f. Develop and implement social media marketing plan to include Facebook and Twitter.
6. Pursue accreditation through NCASES.
 - a. Forecasted entry-level cost of \$2500 + \$250 application fee.
7. Establish stronger partnership with the San Diego Regional Center.
 - a. Reach out to points of contact provided.
8. Establish a new family plan.
 - a. Modify existing content to develop a program for families dealing with a diagnosis, market as "Family Program", suggested price point: \$250 - \$500.

- b. The goal of this new program is to establish TERI as a premier organization supporting families with special needs. Will generate some revenue, but the ultimate goal is to increase awareness and establish credibility in the special needs community.
- 9. Use survey feedback to identify testimonials to add to the website and promotional materials.
 - a. Conduct alumni outreach to track progress of past students.
- 10. Improve program administration.
 - a. Implement spreadsheets to track marketing expenses and ROI.
 - b. Document processes.

Phase 2 Objectives

1. Once accreditation is complete (Phase 1), re-evaluate pricing structure. With accreditation, a price increase could be considered.
2. Once accreditation is complete (Phase 1), create CEU platform.
 - a. Customize courses.
 - b. Reconfigure current module content accordingly.
 - c. Create multiple course offerings.
3. Develop sales and marketing plan for CEU courses.
4. Opportunity for additional FEMBA projects.
 - a. New marketing plan with accreditation.
 - b. Distribution plan for CEU platform.

Phase 3 Objectives

1. Partner with Universities
 - a. Academic validation will provide credibility needed to move into international markets
2. Develop marketing objectives and staged plan to expand into international markets
3. FEMBA project
 - a. Document best practices
 - b. Create go-to-market tool-kit for expansion

These recommendations will improve the value of the overall brand, and more specifically refine the special needs coaching product to better prepare it for market. The team is very confident this product can be successful and the multi-phased roadmap clarifies the sequential steps necessary to actualize the original vision TERI had in making the SNLQC program a lucrative business unit.

Again, the most critical task necessary for the product to become more profitable is accreditation. Accreditation will validate the academic credibility and improve the value of the program, making it more competitive in the marketplace now and moving into the future. After the recommended product improvements and initial phase of the roadmap are concluded, another FEMBA consulting team could be assigned to create the go-to-market marketing plan. TERI is a successful organization with a strong knowledge base and culture. The roadmap provided for the SNLQC program is designed to properly position this product with effective marketing strategies to produce revenue and align with TERI's vision for continued organizational growth.

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