

# Evolving the brand; Establishing the why



Technical College High School (TCHS), a  
Career & Technical Education offering of  
the Chester County Intermediate Unit  
Serving 2,500 students

**Entrant:**

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Total communication staff: 9  
TCHS-focused communication staff: 3

**Entry Category:**

Marketing/Branding Campaign



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## SYNOPSIS

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The Chester County Intermediate Unit (CCIU) is one of only three educational service agencies in the state of Pennsylvania that operates the career and technical school within their area of coverage. In Chester County, the CCIU offers three campuses of the Technical College High School (TCHS). TCHS offers students in grades nine through 12 a part-time, hands-on approach to learning, allowing students to explore potential career paths and grow valuable skills and professional networks along the way. The other half of the student day is spent at their respective home school district for academics.

Despite an increase in attention given to career and technical education in relation to the growing workforce needs of our economy, career and technical schools continue to battle a second-class perception. This is especially true in Chester County, the most affluent county in Pennsylvania. The TCHS campuses, however, are a vital contributor to the overall operating budgets of the CCIU, enabling the organization to do more to meet the educational and service needs of the students and families in our community. As such, there is a constant focus by CCIU leadership on the enrollment status of the TCHS campuses.

In 2016, under the leadership of newly hired marketing manager Melissa Smith, TCHS went through an extensive branding exercise to establish and strengthen the overarching TCHS [brand](#), provide clarity both internally and externally on key messages and create consistency in presentation. Over the past three years, the CCIU communications team worked hard to establish the baseline of “who we are” and application numbers grew during that time period, but numbers were beginning to plateau and there was the realization that it was now time to turn the attention on our audiences and really focus more on “why you should care.”

Beginning in late 2018 and carrying into 2019, a focused effort was made to evolve the brand and related marketing campaign to make better, relatable connections with our audiences and the application numbers are once again beginning to spike.

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## RESEARCH

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TCHS enrollment, as formerly mentioned, is a primary contributor to the CCIU’s operating budget and remains a consistent focus for leadership. While the initial branding work had certainly helped kickstart enrollments at the three campuses with increases between five and eight percent in just the first year, growth was leveling off and CCIU leadership called for the TCHS administrative team to seek ways to increase the rates once again.

Through discussions with the TCHS administrative team, three key goals were identified that would then initiate action toward the branding evolution:

- 1. Increase applications as an average across all three campuses by 20% for the 2020-21 school year**  
The target became the 2020-21 school year because it provided some time for the outcomes of the branding work to be implemented and initially realized by the time the application window opened in October 2019.
- 2. Increase engagement and support from district guidance staff**

Due to the part-time nature of the TCHS program, it is imperative that district guidance staff are included in the application review process. An unfortunate reality is that a percentage of guidance staff take the opportunity during the application review stage to have conversations with certain students to convince them not to attend TCHS or they have those conversations before an application is even submitted. As core influencers in a student decision to attend and as key members of the application review process, it is imperative that the level of support for TCHS among district guidance staff is improved.

### **3. Establish clearer, benefit-oriented messaging that audiences better connect with**

The past three years were spent improving the overall image and expectation of TCHS, but it did so by placing the school first and the audience second within its messaging. While it has certainly helped to attract and justify the decisions of those students who may have considered CTE regardless, it has done little to attract the next tier of students. In order to help overcome the perception that CTE is only for certain types of students, it is imperative that the benefits of TCHS relate to a broader range of students at a more personal level.

In order to establish a good baseline for the messaging component and to determine a direction forward, a series of focus groups were held in the late fall of 2018 with existing students, parents and staff members at each of the three TCHS campuses. Each focus group explored [four key areas](#): discussing the group's personal experiences in choosing TCHS, reviewing available communication outlets/resources, prioritizing key messages and reviewing current marketing collateral. A total of seven core themes emerged from the focus groups and were [presented](#) back to the TCHS administration and building principals in late November 2018. The themes were:

1. Students and families have very emotionally driven connections to TCHS
2. Relationships/interactions with staff and instructors is highly valued
3. Hands-on experience and career exploration are still key selling points
4. Stigma is still present at all three campuses
5. No real presence of TCHS exists at districts and there is an inconsistent level of support
6. What to expect as a student at TCHS is unclear
7. Overall positive feedback on existing marketing, but desire more engagement, more diverse representation, more imagery and less text, and more conversational text.

The results of the focus groups, both through the [themes](#) and [key message rankings](#), were what drove the planning process.

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## PLANNING

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With our goals based significantly on the recruitment of new students, it was imperative that we include all the audiences involved in a student's decision-making process as early on in the development of the brand evolution and new marketing campaign as possible. Through the inclusion of TCHS administrators and staff, current and prospective students and families and sending district school counselors, we aimed to not only establish a level of understanding and connection but an ending result that would energize each audience on a more personal level.

### ***Key Audience Engagement***

#### **1. Engage TCHS Administrators and Building Principals**

Branding and marketing tend to be more foreign concepts for educational leaders, so in order to ensure the cooperation of key TCHS administrators and building principals it was imperative that we

kept them involved every step of the way. Through a planned series of meetings (never lasting more than an hour), we were able to outline the desired plan, provide updates on progress, garner feedback and approvals, and consistently communicate how the resulting outcomes would help them achieve their recruitment goals. Meetings were held together as a team as follows:

- *October 2018*: Outline goal and desired outcomes; Request aid in coordinating initial focus groups
- *November 2018*: Presentation of focus group results and proposed direction forward for concepts
- *December 2018*: Provided version of focus group results to building principals to share with school district personnel during planned liaison meetings
- *February 2019*: Presented concept designs for feedback
- *March 2019*: Presented concept survey results and proposed next steps
- *April 2019*: Presented finalized concept along with examples of how concept would play out in tactical deliverables for approval
- *June 2019*: Reviewed initial design/messaging of key tactical deliverables and the plan for implementation in the 2019-20 school year

## **2. Draw in School District Liaisons**

School district counselors are key influencers when it comes to a student electing to apply and enroll at TCHS, so it was important to also keep them apprised of our plan and some of the outcomes along the way. During the already planned TCHS liaison meetings in December 2018, building principals were able to share the [results](#) of the focus groups and share how the identified insights could be useful specifically to counselors. During a second planned TCHS liaison meeting in February 2019, building principals were able to share some of the initial concepts. Finally, upon approval of the concept and implementation into tactics, the liaisons were one of the first recipients of the new materials.

## **3. Maintain Focus Group Involvement**

Rather than capture the input of our initial focus group members and then let them go, we wanted the parents, students and staff members who participated to feel that their voice really mattered. We did so by providing every participant the opportunity to view the initial design concepts that were generated based on the results of the first focus groups. Parents, students and staff members alike had the opportunity to further provide input and suggestions that would in the end guide us to our final campaign.

## **4. Provide Opportunities for Additional Student Voices**

In order to ensure we received ample feedback from our primary end customer – the high school student – we sought out additional opportunities for students to get involved. One much needed student perspective was from our prospective student population. We invited all students who had applied to TCHS over the 2018-19 school year but had not yet received acceptance information to provide feedback on the initial three design concepts via electronic survey. Additionally, we worked with a current TCHS marketing & finance instructor to incorporate the development process into his lesson plans and his entire class also participated in the concept review process.

## **Campaign Development**

The research gathered through the initial staff, parent and student focus groups led to the themes previously identified and helped establish a baseline on which to begin the new campaign concept development – concepts that would further evolve the TCHS brand.

### **1. Concept Development (Dec. 2018 – Jan. 2019)**

Based on the seven themes identified, three potential concept buckets were generated to give the creative development team consisting of a marketing manager, a communications specialist and a graphic designer some initial direction for concept ideas. The three concept buckets were as follows:

- **Get to really know TCHS** – This direction addressed the input from students and parents that they really didn't know what to expect when coming to TCHS and they really wanted to know what a "day in the life" looks like. This concept would also enable prospective families to see how different TCHS is today versus perceptions of old tech schools. Pulling from themes 3, 4, 6 and 7.
- **Future outcomes** – This direction aligned with the fact that students and parents alike appreciated the ability to try out a career area before committing. This concept would also enable audiences to see the tangible benefits that attending TCHS can provide as it relates to accelerating into college and career. Pulling from themes 3, 4, 6 and 7.
- **Freedom to discover** – Multiple TCHS students and parents expressed a level of appreciation for the fact that attending TCHS enabled them to truly find what they love and find a place where they "fit in." This concept would seek to focus on personal growth and have the ability to highlight the support and personal investment of each student. Pulling from themes 1, 2, 4 and 7.

Based on the given direction, the creative team developed [three core concepts](#) – one based on each of the three buckets.

## 2. Concept Review (Jan. 2019 – Feb. 2019)

The three concepts were first introduced to the TCHS administration and building principals. The goal of the presentation was to ensure they were comfortable with the three options before sharing them with other audiences. The expectation was not to tweak the concepts until they were exactly what the administration desired, but rather present them to the audiences in a more raw form so as to get the feedback directly from the audiences who we needed to connect with. There were a few minor tweaks made, but there was unanimous support for sharing the three concepts.

At that point, the three concepts were placed within an electronic survey that was sent via email to all past focus group participants, as well as to all student families who were currently in the application process thus providing for more a prospective student view. Additionally, the survey was printed and provided to the TCHS marketing & finance program instructor to conduct with his class, providing further student input while also teaching students about concepts and concept development. In the end, we were able to [collect enough information](#) to delineate a clear winner among the concepts and additional input to help further strengthen the selected concept.

## 3. Concept Tweaking (Mar. 2019 – Apr. 2019)

The [selected concept](#) ended up being from the "Future Outcomes" bucket and had very strong support from parents and students alike. They really appreciated the quick, clear takeaways as well as the action-oriented photography. As is typically the case however when presenting different concepts, there were a number of suggestions relating to combining certain aspects of different concepts. The creative team sorted through all comments from both the survey and the TCHS administration and determined what aspects would still maintain the integrity of the concept direction but look to further strengthen the final outcome. The ending result was a more polished concept that was then [presented](#) back to TCHS administration and building principals in a more finished deliverable form for approval.

## 4. Final Campaign (May 2019 – Present)

With the approval of a new concept and new emphasis on messaging, next steps were to develop a plan for implementation. After further discussions with the TCHS administration on their particular goals for the 2019-20 school year, a proposed [campaign plan](#) was presented and approved. A large emphasis in the planning was on developing tactics that would speak to our audiences' desire for shorter, quicker take-aways and a more visual lead.

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## IMPLEMENTATION

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The desire was to start off the 2019-20 school year with a strong presence of the new campaign and brand evolution, one that would clearly show a shift in the emphasis from a school-focus to an audience-focus, and then build on that presence throughout the school year. While a number of tactics have been put into place, a few key deliverables have really set the stage.

### *Initial launch focus*

- **Re-envisioned Course Catalog:** In the past the program's course catalog was very text-heavy and information-loaded with little emphasis on the student's experience. With the new concept as our guide, the creative team shifted the focus back on the student and utilized visual leads to provide them with the information they seek. This became a key tactic in the implementation not only due to its refreshed focus but also because of the additional audiences it was able to pull in. The creative team utilized the new look as an opportunity to sit with TCHS instructors and really work to focus on what would be important to an incoming student for each offering which not only highlighted key student-friendly information but also garnered the support of the new campaign among the instructors. Additionally, the district school counselors were one of the first audiences to be introduced to the new catalog and the student features thus garnering their support as well. We continue to get positive feedback on the new approach from various district counselors! And, for the first time ever, the full catalog was translated into Spanish.
- **Mixture of Ads:** In the past, the program's community advertising utilized the same ad in all placements, but what we learned from our focus groups and surveys is that while students may not connect with one featured program they might connect with another. As such, a series of ads were prepared so that a more wholistic view of TCHS could be seen by experiencing different advertising channels. Additionally, more direct ads were supported with placements such as advertorials highlighting key events and student stories, as well as social media placements doing similar student features.
- **Renewed Focus on Shadowing:** In order to help students better understand what the TCHS experience can look like and again put the focus back on our primary audience, students and district counselors alike have been more strongly encouraged to take advantage of the program shadowing opportunity where prospective students can spend a day at TCHS observing and talking with other students.
- **Sharing Stories:** In an effort to increase the number of student stories available for communications, the creative team set aside additional time to connect with TCHS instructors and provide them more personal opportunities to share. Additionally, training of new TCHS student ambassadors included encouragement of sharing their own personal stories to all prospects and district representatives they work with.

### *Continuing the Momentum*

- **Relatable Presentations:** Every fall each of our partnering school districts enable our admissions team to make a presentation to their students about TCHS. The student-focus of the new concept

and messaging was able to be pulled into these presentations, engaging and getting kids interested in the school. To continue the energy generated, a series of small pocket-size cards were created as take-aways for the students highlighting the TCHS social media channels as well as upcoming open house dates.

- **New Liaison Meeting Format:** As previously noted, district guidance counselors are key influencers in the TCHS application process. In the past, liaisons from each district were invited twice a year to the TCHS campuses to learn about key offerings and updates from TCHS. The meetings were primarily one-way communication. With the emphasis now being pushed back on our audiences, the liaison meetings took on a new format where information sharing was more driven by the liaisons and rather than sitting in a conference room for hours the liaisons were invited to shadow various programs on campus. The result has been a much more engaged TCHS partner.

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## EVALUATION

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While planning and implementation continue as we review the impact and results of various tactics, there have clearly been some initial positive results seen as it relates to the defined three goals.

**1. Increase applications as an average across all three campuses by 20% for the 2020-21 school year**

As of the end of January 2020, applications for the 2020-21 school year on average across the three campuses are up by close to 26% with one particular campus as high as 43% over where its application numbers stood at this time last year.

**2. Increase engagement and support from district guidance staff**

Between the re-envisioned course catalog and the new liaison meeting format, district guidance staff are finding it much easier to talk about TCHS. Qualitatively, our admissions team has heard a much higher level of satisfaction with the marketing materials and are seeing the district staff present TCHS information to students in a more accurate and positive light.

**3. Establish clearer, benefit-oriented messaging that audiences better connect with**

Surveys have not been initiated at this point to determine the level of relatability and connectivity in the current materials, but focus group and concept survey data tell us that we are now touching on the points of the program that are most important to our audiences and we are seeing the results in our application numbers.

The new campaign and evolution in focus for TCHS has really only started. Based on additional feedback collected through the focus groups and surveys, plans are currently in the works to significantly increase the amount of photography and video footage of our programs to align with student preferences and improve understanding of expectations. Additionally, resources are being reviewed and aligned in order to increase the frequency of social media posts and engagements. Overall, this process has reinforced the need to always have our audiences at the center of all that we do.

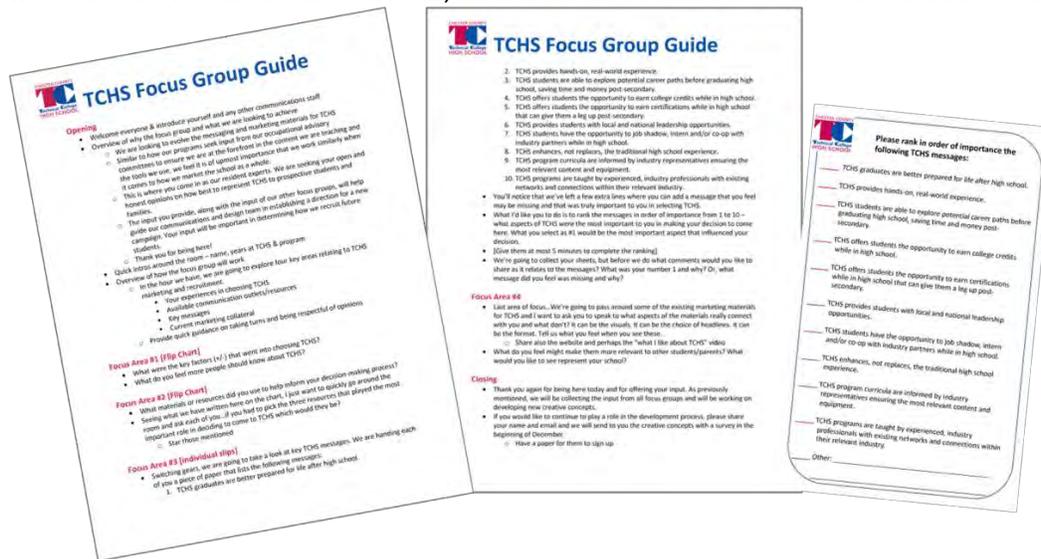
## Original Brand Evolution (2016)

The objective of the original branding exercise in 2016 was to strengthen the overarching TCHS brand by providing clarity both internally and externally on who we are and the benefits we provide, as well as through consistency in presentation. The exercises not only developed the initial comprehensive campaign, but also determined brand positioning and promise statements, a desired personality and key messages.



## Focus Groups – Q4 2018

The main objective of the focus groups was to determine the “why” behind our audiences engagement with TCHS so we can establish better, more relatable connections with those audiences.



## Focus Group Findings and Identification of Three Concept Buckets

All focus group information was aggregated and reviewed and based on provided feedback and identified themes, three potential directions for creative concepting were developed.

**Emerging Themes for the TCHS Rebranding Initiative**

**Focus Groups - 9 Total, 3 Unique Audiences at each campus**

- Students
- Staff
- Parents

**Focus Area #1**

**What were the key factors (1-7) that were into choosing TCHS?**

**Pros**

**Individualized Program (1/7 stakeholder group)**

- Learning what you actually want to learn (PS)
- You made a choice to be here and get to be surrounded by people who share your passion. (PS)
- I feel you gain useful, practical knowledge and skills here that you can use how you can use it in your life. (PS)
- I didn't feel I fit in my sending school, it was so much safer/here here. (PS)
- Customized education (PS)
- More meaningful what we are doing in the classroom (PS)
- TCHS offered me an opportunity to explore things which I had opportunities to grow. (PS)
- My son has special needs and it was great to see a school that could accommodate him and really welcome him. (PS)
- TCHS was something my son could grow into and carry throughout his life after TCHS. (PS)
- It really helped my daughter come out of her shell which she needed. (PS)
- It has motivated my daughter (she took summer classes so she could do Advanced Health to do what she had to in order to come back. (PS)

**Teachers (1/7 stakeholder group)**

- The size allows you to get 1-on-1 attention, more on than in sending school. (PS)
- They are really great about helping with the 6P's - they are accepting of it and really give you a lot of extra time and respect. (PS)
- Better support in special education classes here (PS)
- The teachers here really make a difference for my daughter; they really care and give that 1-on-1 attention to help make my daughter the best she can be. (PS)
- Our experience with the staff was outstanding, they were so impressive and from these great 1-on-1 relationships and support from the kids. (PS)
- You can see the opportunity here the minute you walk in the door. The admin, the teachers, everyone is loving and the ending environment makes it easy to learn. (PS)

**Final Focus Group Key Message Findings**

Key Messages Presented	STUDENTS			
	TCHS S	TCHS PE	TCHS P	Average Score
TCHS graduates are better prepared for the after high school	5.7	2.06	3.5	2.9
TCHS provides hands-on, real world experience	5.2	2.00	3.75	3.7
TCHS students are able to explore preferences	5.9	3.56	4.5	4.0
TCHS offers students the opportunity to earn college credits while in high school	4.7	3.82	5.0	4.5
TCHS offers students the opportunity to earn college credits while in high school	5.9	3.33	7	5.4
TCHS provides students with local and national leadership opportunities	7.2	6.25	7	6.8
TCHS students have the opportunity to job shadow, intern and/or co-op with industry	6.7	5.58	6.25	6.2
TCHS enhances our students' life traditional high school experience	7.7	6.42	8.5	6.9
TCHS programs currently are informed by industry representatives ensuring the most relevant content and equipment	8.6	6.17	7.75	7.5
TCHS programs are highly experienced, industry professionals ensuring the most real connections within their consumer industry	7.3	4.00	4.25	5.2

Key Messages Presented	PARENTS			
	TCHS S	TCHS PE	TCHS P	Average Score
TCHS graduates are better prepared for life after high school	5.8	3.1	3.86	3.8
TCHS provides hands-on, real world experience	4	3.7	3.43	3.4
TCHS students are able to explore preferences	6.1	2.5	3.14	2.6
TCHS offers students the opportunity to earn college credits while in high school	6.1	4	3.71	2.8
TCHS offers students the opportunity to job shadow, intern and/or co-op with industry	6.7	3	4.57	3.8
TCHS enhances our students' life traditional high school experience	7.4	6	5.25	5.8
TCHS programs currently are informed by industry representatives ensuring the most relevant content and equipment	6.8	4.5	4.75	4.8
TCHS programs are highly experienced, industry professionals ensuring the most real connections within their consumer industry	6.8	7	5.00	6.4

**Data Summary**

	TCHS Students	TCHS Parents	TCHS Staff	TCHS Overall
1	4.6	8.5	7.14	7.4

Developing/testing three concept paths:



1  
Get to really know TCHS

2  
Future outcomes

3  
Freedom to discover

## 2019 Initial Concept Options

### Bucket 1: Get to really know TCHS

**LIVE YOUR BEST LIFE @TCHS**

TCHS is much more than just the skills you will learn and the career you explore. TCHS is something you will look forward to, every single day. Here is what a day might look like...

- 7:30 A.M. Morning Bell** Greet your friends at their lockers.
- 7:55 A.M. Home Room** Share a photo with your teacher of the new mods you put on your car last night.
- 8:00 A.M. Programs Begin** Continue rebuilding the engine on the 1975 Chevy Corvette your class is working to restore.
- 10:15 A.M. Lunch** Sit with friends and remember... it's PIZZA DAY!
- 10:30 A.M. Departure** Text your buddy a reminder to bring in that special wrench you need tomorrow.

**START LIVING**  
[www.tchsbrandywine.org](http://www.tchsbrandywine.org)

CHESTER COUNTY Technical College HIGH SCHOOL

### Bucket 2: Future outcomes

**STUDENT EARNS 9 COLLEGE CREDITS DOING WHAT HE LOVES... ALL AT TCHS**

- Has spent over 100 hours catering events!**
- Became very popular with friends and family, who get to test out all of his recipes.**
- Has learned how to plan menus.**
- Saved \$9,000 by completing college credits in high school, that's a lot of butterscotch!**

**CHESTER COUNTY Technical College HIGH SCHOOL**  
[www.tchspickering.org](http://www.tchspickering.org)

### Bucket 3: Freedom to discover

"I've always known I wanted to make a difference in the world but I never knew how to do that. As I struggled to find how I could make an impact I had amazing teachers who inspired me in my journey. TCHS helped me to develop my own teaching philosophy and get real experience in the classroom that solidified for me that this is what I am meant to do."

□ Gavin earned 9 college credits through the Teacher Leadership Program as he goes out to change the world.  
 - Congratulations Gavin!

**TC** Technical College  
[www.ccliu.org/BetheChangeTCHS](http://www.ccliu.org/BetheChangeTCHS)

**Be the Change**

## Concept Testing

All three concepts were presented to parents, students and staff for direct and honest feedback.

**TCHS Concept Evolution: Survey Results**  
January 2019

**Response**

Prospective Families Distribution

Concept	Interested	Not Interested
Concept 1	~100	~100
Concept 2	~150	~100
Concept 3	~100	~100

**Concept #2**

**Concept Students**

83% feel concept 1 ability to attract prospective students

**Final Ranking: Parents, Staff & Parents**

Concept	All Audiences	Current Students	Parents
Concept 2	Most preferred (51%) Second (24%) Least preferred (25%)	Most preferred (33%) Second (33%) Least preferred (33%)	Most preferred (25%) Second (25%) Least preferred (50%)
Concept 3	Most preferred (23%) Second (22%) Least preferred (55%)	Most preferred (33%) Second (33%) Least preferred (33%)	Most preferred (25%) Second (25%) Least preferred (50%)
Concept 1	Most preferred (26%) Second (24%) Least preferred (50%)	Most preferred (33%) Second (33%) Least preferred (33%)	Most preferred (25%) Second (25%) Least preferred (50%)

## Final Selected Concept

Based on the feedback provided, the “Future outcomes” concept was selected, but further tweaking was done to the design to leverage recommendations provided and to make it as clear, clean and professional as possible.

**STUDENTS SPENDS 3 YEARS GAINING INDUSTRY SKILLS, COLLEGE CREDITS AND MAKING FRIENDSHIPS... ALL AT TCHS**

Forms lasting relationships with students and faculty who share the same passion.

**STUDENT EARNS 9 COLLEGE CREDITS DOING WHAT HE LOVES... ALL AT TCHS**

- Saved \$9,000 by completing college credits in high school.
- Became very popular with friends and family, who get to test out all of his recipes.
- Has spent over 100 hours catering events!

**MARCH 21, 2019**  
6:00 - 8:00 PM PICKERING CAMPUS  
Address: 444 connecticut adipiscing elit, sed diam nonummy, PA 19425

**STUDENT LEARNS HOW TO IMPACT FAMILY'S HEALTH CARE DOING WHAT HE LOVES... ALL AT TCHS**

- Had the chance to take college-level medical classes while still in high school!
- Learn the skills needed to be a valuable member of a medical team.
- Get to experience medical fields through job shadowing in the TCHS' Nursing Home and Hospital settings.

**OPEN HOUSE: MARCH 27, 2019**  
FROM 6:00 PM TO 8:00 PM • West Grove, PA • 610-345-1800  
[www.tchspennocksbridge.org](http://www.tchspennocksbridge.org)

## Evolution of Course Catalog

The course catalog has been a primary communication tool for the recruitment of new students. Based on the approved concept direction, the catalog which had been TCHS focused and very content heavy was re-imagined into a more [student-focused piece](#) heavy on visuals with short, succinct content call-outs. Now also available in [Spanish](#)!



## Series of Ads

Having a variety of ads to choose from enabled a more comprehensive view of TCHS through the various community advertising channels.

STUDENTS SPEND THEIR DAYS GAINING INDUSTRY SKILLS, EARNING COLLEGE CREDITS AND BUILDING FRIENDSHIPS... *All AT TCHS*

STUDENTS SPEND THEIR DAYS GAINING INDUSTRY SKILLS, EARNING COLLEGE CREDITS AND BUILDING FRIENDSHIPS... *All AT TCHS*

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## Presentation Student Leave-behinds

Keep student interest high after a presentation with a collection of cards to handout with key open house dates and identification of key social media outlets.

(front)

(back)

STUDENTS SPEND THEIR DAYS GAINING INDUSTRY SKILLS, EARNING COLLEGE CREDITS AND BUILDING FRIENDSHIPS... *All AT TCHS*

STUDENTS SPEND THEIR DAYS GAINING INDUSTRY SKILLS, EARNING COLLEGE CREDITS AND BUILDING FRIENDSHIPS... *All AT TCHS*

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*Open House!*  
6:00 - 8:00 p.m.

March 12, 2020  
TCHS Brandywine Campus  
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