

Speaker 1 ([00:05](#)):

Everyone. I'm Jessica with our client service team, and we are excited to be here with you today. During today's conversation, we definitely want to hear from you. We have a few poll questions throughout today's presentation, and if you have any questions at all, please use the question box feature in your control panel to submit those. We will answer those questions at the end of the webinar session. You will also have the chance to request additional information at the end of the discussion. We have a few additional resources in the handout section of your control panel for you to download, including a copy of today's presentation. And if you are with us via a recording of today's webinar, there will be an opportunity at the end of the video to fill out a form for more information. So, without further ado, I'd like to pass the mic over to my colleague Drew to introduce himself in today's guest. Drew.

Speaker 2 ([00:51](#)):

Thank you, Jessica. Uh, welcome everyone, uh, for those of you in the afternoon. Yeah, good afternoon. Some of you on the West Coast, it's still morning, uh, or if you're going to listen to this later on, on demand, uh, thank you so much for joining us and giving up some of your valuable time to come and listen and learn more. Um, I am very pleased and excited to have Raquel Bermejo Join us from Ruffalo Noel Levitz. We have thoroughly loved our partnership with Ruffalo Noel Levitz, uh, working together on we're learning so much together on insights around what is important to students and families. Uh, she's going to be talking us today and sharing great insights around engaging students and families to ensure access to college planning information. Uh, we see ourselves very much as an access organization and helping students find their dream schools and major in what they'd love to do. Um, so without further ado, I'll turn it over to Raquel. Um, and I will jump in a little bit later for a brief two second slide presentation, and then I'll turn it back over to her. So, Raquel, thank you so much.

Speaker 3 ([01:52](#)):

Thank you so much. I do want to say, uh, that the feeling is mutual. Um, I represent RNL, I have very much enjoyed the partnership with Ardeo and look forward to many more projects. So let's going to start it. Today we're going to be talking, um, about what do families want from you from institutions. And when we talk about families, we talk about perspective college families, mostly families of students in 11th and 12th grades. Uh, what do families want to know? What are family's perceptions of and plans for college financing? And the last section is going to be how can you translate this research into action? Uh, pulling in some of the data points that I'm going to be presenting to you, during this session. Uh, the data you're going to be listening to today, uh, it's from a study that, um, we co-sponsored with Ardeo and a third organization Campus esp.

Speaker 3 ([02:57](#)):

Um, the survey took place in the first three months of 2022. Uh, you can see there, we collected a lot of responses. Um, so over 6,400 responses from prospective families. Uh, you can see the more graphics there, uh, on the slide. And I encourage you to go to the RNL website and, um, download the report. Uh, what you're going to see today is a summary of all of the information that we collected, uh, from these institutions or from the prospective families to these institutions. So let's jump into one of my favorite parts is, um, acknowledging the fact that this study wouldn't be, um, possible without, of course, the participation of all of the parents. All of the families are adults who are supporting prospective college students, but most importantly, without the support, uh, of these 30 participating institutions, you can see that they are all over the map.

Speaker 3 (04:07):

Uh, very different types, sizes, affiliations, et cetera. So, um, how can you be part of this study next year? It's free. You don't have to be a client, you don't have to work with Ardeo, you don't have to work with Campus ESP, you don't even have to like us. You just, uh, need to email me and, uh, just let me know that you're interested and then I will fill you in the details. Uh, it's very little work on your part. And in return, uh, you will receive, uh, a summary very similar to what we're you're going to see today for your, um, participation for your, uh, responses. So let's get it started. So before we, um, actually told you what the prospective families told us, we would like to know one thing. And I know we have people, um, that know a lot in this, um, in this, uh, session today. Um, so I want to know what you know about prospective families. So I'm going to ask you to either open another browser window or use your mobile device and go to poll.com/rnl, we don't collect any data. We don't collect your IP address, your cell phone number, nothing. And, uh, every time I ask you a question, you are going to, um, to see your screen refresh there. So what we want to know to start our conversation and, uh, today is how is your institution engaging prospective families?

Speaker 3 (05:52):

So let's see, how is your institution in prospective families? And we have the first answer, campus visits, and that's a great answer. That's usually not the first one I get, but that is amazing. And there is a lot of information on the report about campus visits. And if you're also interested, I just wrote a blog for the RNL webpage, um, that it has to do with campus visits. So email campaigns, very good. Okay. Someone has been very honest and I love it. Not very well. We do traditional mailings and a few targeted emails. Okay? So we do traditional mailings. You know what? Families are still one traditional mailings. So don't, don't be too hard on yourself calling very good FAFSA workshops. Very good. Not doing enough. That's, um, very common answer. Pardon, portal. Very good. We're going to be talking about the fact that families, parents, um, and other adults, the support prospective college students actually need to know that you have a portal in one of, um, our data points later, parent orientation.

Speaker 3 (07:01):

Very good, very impressed. Still trying to get, uh, parent info into the crm. Okay? So this is one of the problems of the issues that I've seen with some of the institutions. I want to participate in the study. Uh, so I had a very cool, uh, conversation yesterday with an institution in the west. Um, they want to be part of the 2023 study, but, um, they're not collecting, uh, parent contact information until the students basically deposit it. So, um, they have seven months to change that. Social media, virtual visits, and translating outgoing messaging. Very good. Okay. So overall, this group does a lot to engage prospective families. Uh, I'm hoping that by the end of this session, you'll have a few more ideas about how to engage them and how to help them too. So let's go back to the presentation and, um, we're going to be talking about what do families want?

Speaker 3 (08:04):

And the first thing I can tell you is you see all those hearts, all the love families want to hear from you. And, um, I've had conversations with some of you, um, who are shy about contacting families too often to match using too many channels. Um, but what we have found over the last three years is that prospective families spec and want to hear from you at least once a week. So the first time we did this survey was in 2020. And at that point we found that 64% of prospective families were open to hearing from you once a week. A year ago, it was up to 76%. And I want you to guess what the number is this

year. So you have a number in your mind. So that number is 85 for this year. So basically eight out of 10 parents expect to hear from institutions at least once a week.

Speaker 3 ([09:06](#)):

Uh, when you split these by grade, uh, whether it's 11th or 12th grade, and you saw the demographics, most of the families that we surveyed were in those two grades. When you're up to 12th grade, that, um, percentage is almost up to 90%. Um, so don't be shy. Let's talk about communication channels. They want to hear from you, but what channels are institutions using and what are the preferred channels from, uh, that prospective parents told us? Families, they want to hear from institutions. And I apologize, I'm trying to train myself to say parents, families or adults who support prospective colleges students, but it is very long. So if I ever say parents, I'm not trying not to be inclusive. Um, I'm just, um, I'm talking too fast, I guess. So, I apologize, but every time I say parents, I mean parents, families, and other adults.

Speaker 3 ([10:04](#)):

So via email, that is 98%. So everyone is hearing from colleges, uh, via email, and everyone expects to hear and wants to hear from colleges via email, via text message. 19% of them said they were, um, hearing from colleges via, uh, text message. But guess what? Almost 40% of them say they are open to getting texts from you. So that is one of my favorite data points I think in this, in this presentation. So if you have the ability, um, the technology to, and you're collecting, uh, the cell phone, uh, numbers for parents, uh, and adults and family members, uh, use it. Uh, when I was actually talking about these data point with some of the institutions that participated in the, in the survey, they were surprised because they said, Well, how can they say we are texting them? We're not texting parents <laugh>.

Speaker 3 ([11:07](#)):

And, um, I had two answers. One is, even though the parents or the family members are responding to the survey that a certain institutions send them, I think the way they're answering to these surveys is in general when they think about their college planning experience over the last 14 months. So it may not be just their answer, but also the other thing is, um, very often the students are sharing with institutions a cell phone numbers that not theirs is their parents. So that's why this answer, uh, may be a little higher because some of the parents are receiving the text. But the good news is that they actually don't mind. So keep that in mind. So some of you said in our first poll that you are, um, communicating with them via parent, uh, family portal. We're going to talk a lot about these specific, um, um, channel of communication.

Speaker 3 ([12:07](#)):

And that's very close to what the preferred channel is. Um, so they definitely want to hear from you that way, be it telephone, 6% of them said they were, um, open to receiving phone calls only 4%. Um, sorry, 6% said they weren't receiving phone calls. 4% of very close are re uh, are open to receiving them. And social media, you can see that 20% are actually following you on social media. But the number who said they wanted to use that as a preferred communication channel was lower than, uh, the channel, um, that they're actually using. So now let's, um, break this apart a little bit and let's look at the preferred channels and ethnicity. Because if you saw the demographics, I'm pretty transparent about the fact that, um, I think our, our sample was pretty diverse in terms of first generation, which is great because that was one of our goals.

Speaker 3 ([13:00](#)):

Uh, it was 30% first generation, but maybe not so much when you look at the ethnicity. Uh, but by breaking it apart for you, you can actually see the different layers. So it doesn't really make a difference. Um, when you look at email, that's make a little bit of difference when you look at text message. And, um, you can see there that there are two bars right there in the middle that are saying, um, they prefer text message. Um, black and Hispanic families with white families being the least likely to say they prefer text message. Um, look at the parent portal. So 47% of white families are saying, uh, they want the parent portal. It's way more likely than any other ethnicity in this group. So two themes I want to mention here. Um, these families may come from high schools that were already using the high school portal, so they're already used and expect that technology.

Speaker 3 ([13:59](#)):

And second, um, they're also college graduates. So they're not as, um, afraid to, um, to ask questions and know how to use the parent portal. So if you have a parent portal, make sure that your prospective families know where it is and know how to use it. Maybe have a video too about how to use it and actually use it and encourage them to use it and communicate other ways that are not the parent portal so they know that parent portal is there. So I think the lack of, um, the parent portal as the preferred channel for all those three ethnicities really may have to do more with knowledge and access. And, um, it's going to be a recurrent theme in our presentation today that, um, there is not, um, equity in access to college planning information for families and the parent portal, uh, I think it's is the first time that we're going to see it, but certainly not the second, not the last. Uh, you have the telephone on the right and you see that, uh, black and Hispanic families are right in the middle and they are more likely than Asian and white families and social media on the right. Um, you can see that when you, you split it apart, it looks a little bit different than, um, than we saw earlier. So we're going to look at another layer of this and it has to do with family income.

Speaker 3 ([15:31](#)):

So those are the families with incomes of, um, less than 30,030 to 59, 60 to 99, more than a hundred thousand, and then more than 150,000. And you can see some of the same patterns we saw with the, um, ethnicity. Remember that slide. So you see that families with lower incomes are actually more likely to prefer text message. Families with higher incomes are more likely to prefer the parent or the family portal. That exactly matches the explanations we were given a minute earlier. These families may come with more affluent, um, high schools, um, maybe even private high schools where the PR portal is a given and they know actually how to use it. So that's the preference here via text message. When you look at the preferred income, I've had conversations with, um, some of you about this. Um, I think, um, we need to be mindful about the fact that not everyone has jobs like mine where you sit in front of the computer 90% of the time, Um, and when you don't have a job that's in front of a computer, you may not even have a job at home. You may, uh, sorry, a computer at home. You may not even have, um, access to the internet at home. The only, uh, tool you have is this. So, um, not surprising that we're seeing that pattern with the text message preference.

Speaker 3 ([17:12](#)):

So we move on to the next part of what do families want. So we ask them three questions. We ask them if they were likely to wonder students to enroll at a college that's close to home, uh, if they were likely to wonder students to live at home and commute to college, and if they were likely to have their students take a virtual campus tour instead of traveling to a campus to visit in person. So I'm actually

going to show you data for these questions for the last three years. So you see that in 2020 was the highest where the, the families wanted their students, uh, sorry, it's 2021 last year. Uh, it was the second year of the survey, um, enrolling out of college closer to home. So in 2022 that went now to 41. So good news for those of you who are recruiting out of your, um, out of your, um, county, out of your state, um, families are starting to go on to go back to normal and thinking that, um, going, um, traveling more than 250 miles to go to college, um, maybe something that families are likely to encourage.

Speaker 3 ([18:21](#)):

Um, when you look at this question by first generation, you are going to see clearly that first generation families are less likely to wonder students to, um, to travel farther than those who have college experience. The same with living at home and commuting to college. But you can see that in 2022 it was only 13%. When you look at the, at the demographics, lower income families and first generation families are more likely to say they want their students leaving at home and commuting to college. Um, we actually didn't ask them this year if their students, um, had a job and they, um, helped, uh, the family financially. We will be adding that question next year would be an interesting layer to, uh, to overlay on this. And finally, um, taking a virtual campus tour instead of traveling to the campus to visit in person, um, you can see that, um, that has decreased from the first year we did this, which was the height of, um, the pandemic, um, so to speak. It was the spring of 2020 and, um, most of these, um, high school students where guess they would have been in their first year of high school or second year of high school and they were, um, going to high school from their own homes. Um, so we're not going to move to this section that has to do with information, um, topics. So what do families want to know?

Speaker 3 ([19:53](#)):

So very, very clear, uh, families want to know about academics, admissions requirements, the strength of the academic programs, meaning rankings, ratings, et cetera. The cost, the tuition fees, the room, et cetera. Housing, the application process and the timeline. Remember, most of these families, 80% of them had students that were in 12th grade. And these survey took place in January, February of this year. Financial aid and scholarships information, what makes the institution different? Account services, I'm paying the tuition bill and options to finance a college education, meaning financial aid and also loans, um, et cetera. The most interesting part about this question for me is that it doesn't matter how I slice the data, their answers are exact the same. So it doesn't matter if I excluded by ethnicity, Asian parents, black Hispanic parents, white parents, they all want to know the same things. There was no difference in their information, uh, interest or information needs. They all wanted to know exactly the same things. So kind of, kind of cool in a way, uh, because the need for information sort of equalizes families. But the problem comes in the next question where we ask them if they had accessed or seen or received information from um, institutions about those topics. And I picked just due topics because this could take two hours if I went through each one of them. So let's talk about cost.

Speaker 3 ([21:32](#)):

So that's what families told us about having access to information about cost. So there is a pretty big, I mean, a dramatic difference between black and Hispanic families and white families in access to information about cost. Remember that 90% of them wanted to know about cost, but when we ask them, Have you seen this information? The difference is I mean the only one that comes to mind is just, um, traumatic income. Look at that. There's no mistake.

Speaker 3 ([22:13](#)):

That is a scary, that's a scary thought because, um, we're talking about January of, um, students, senior year, 12th grade, and only five out of 10 families with an income of less than \$30,000 say they've seen information on that. But all of them said they wanted to know about that. And when you look at the, um, question by first generation status, the message is clear. So the message is clear. And I'm just going to start here for a second. There is no equity in the access to college planning information. And if you are thinking, Well, I'm sending information about it, I'm sending emails, I'm sending letters, um, the message is not letting across. Um, because it is not just one institution. This is 30 of them, thousands of parents financial aid and scholarships. 96% of them, regardless of any of the demographics, said they wanted to know about this topic. Now let's look at the access. So doesn't need any explanation, right?

Speaker 3 ([23:43](#)):

So I haven't lost asked my audio, I'm just passing just to let you, um, absorb I think the gravity of these and, um, I use a strong word because I, I really think it's um, it's sad. It is sad, um, that, um, there is that much of a difference that black and Hispanic families are less likely to tell us in 12th grade that they still haven't seen information about financial aid and scholarships. It's sad. So we need to find ways to make sure that these families are receiving the information, not only the receiving it, but they're also understanding it. And we're going to talk about, um, ideas for this. So access to information about financing options. So these are loans, one of the options that's a difference.

Speaker 3 ([24:44](#)):

I mean I think it still 66 is pretty low for, um, for what's families, right? When you look at the income, it's just, right. So I'm going to repeat it once more. There is no equity in access to information and I think it's all our jobs as a collective, um, group and profession that we start working towards coming up with ways that these families, um, are not only receiving the information, but are actually understanding it in a way that it can impact their students' college planning. So we're going to move on to the third section of the presentation. What are family's perceptions of and also planning, What are the plans for college financing? So I'm giving you the perspective over time and you can see that most families still think that, um, scholarships are important. That's the chart on the left. I'm sorry that I actually <laugh> didn't, didn't include the title for you.

Speaker 3 ([26:05](#)):

Um, so basically everyone is thinks that scholarships and financial aid are important to their students' college planning. And is college financing going to be difficult? Even though the difficulty has decreased a little bit from 92 to 84 in the last three years, which is good news. Um, it is a still, we're talking about eight families out of 10 think that paying for college is going to be difficult when you split these bio demographics that we've been, uh, talking about. It is clear that first generation families are way more likely. So everyone in the first generation families is going to see that paying for college is going to be difficult. And they're all going to say that financial aid and or scholarships are important for their families and their students college planning. So I'm going to stop talking for just a couple of minutes and I'm going to ask you to join me again at poll.com. And we are going to go to the next question, which is actually not this one, sorry, this one. What percentage of families will rule out institutions based on the sticker price? Just take a guess. Uh, and if you have already downloaded and read the report, you, you cannot answer this question. Mm-hmm. <affirmative>. Cause you know the answer we ask families if, if they rule out institutions based on the sticker price and we actually, um, define the sticker price for them.

Speaker 3 ([28:21](#)):

Okay? So, um, 75% think that it is going to be more than 76% of prospective families. So, um, it's a little lower than that. 58%. So nearly six out of 10 families will rule out institutions based on the sticker price. That is a, that is one of those numbers that gives me, it honestly gives me, you can't, um, see my goosebumps, but it gives me goosebumps. It's a lot. It's a lot.

Speaker 3 ([29:10](#)):

And when you look at it by the demographics that we have been, um, looking at as it's, it's quite a bit, so it's, oh, it's more than six families out of 10 in 11th grade actually will rule you out based on the sticker price. So this goes back to, to the same thing we were talking about. Unless these families have clear information that they can understand and early on in 11th grade, they're going to rule you out. You're going to be crossed out of their student's list because they're going to think they cannot afford you. They have no way, they have no options to afford your institution.

Speaker 3 ([29:58](#)):

And I know with the income it just looks like staggered. Um, but, um, maybe for this question, we need to concentrate on the grade 11th grade. So it's sticking to some preconceived plan where you know, what topics you need to send information on to prospective families. And I send these the spring of their 11th grade. I send these, um, the fall of the 12th grade. Uh, it may be completely counterproductive, uh, because they're going to be making their decision on shortening that list, uh, probably a little earlier than you think. And I can tell you, and it's not, it's not in this study, um, they're going to be adding other institutions. We're actually running, um, a survey currently, uh, co-sponsored also by Ardeo with students with 11th and 12th grade students asking them very similar questions to the ones we were asking families. And yes, uh, students who 12th grade are going to become interested in institutions that were not, um, interested before. But it's too bad for those of you who were in those that basically, um, got taken out of the list because they thought they couldn't afford you because they don't have options. So something else to think about. We asked prospective families what were their borrowing plans and we ask them specifically about student loans. And you can see there that 33% of them said they were planning on taking them, I'm sure was 37%, and then parent loans on the right.

Speaker 3 ([31:48](#)):

The thing about these questions is that, um, they may not have enough information, um, to make a decision about, uh, whether they're going to be borrowing or not until it's too late if they, uh, wrote you off, uh, because they didn't have information, um, on the sticker price. So I'm going to be quiet now for a few minutes and, uh, let, um, that drew, uh, take over.

Speaker 2 ([32:13](#)):

Thank you, Raquel. So this commercial break brought to you by Ardeo.org. Uh, to give you a break here, Raquel. Um, so at Ardeo, you know, our, our president and our founder really got into two law schools and he got into a, a local law school that was in his state. Uh, then he got into Yale Law School and while he really wanted to go to Yale, he knew he was going to go to a public non-profit and then pro-bono work. And he said, I can't go to Yale and pay back my student loans. And at the 11th hour, the dean of Yale Law School said, Hey, why don't you come to Yale and if you graduate from us and you're not making a, a big salary, we'll help you repay back your student loans. Does that change your mind at all? And, and sure enough, it did.

Speaker 2 ([32:51](#)):

So he chose Yale, he went on to do some great work, um, then had the big law career, and he said that LRAP thing, That loan repayment assistance program was a game changer. It helped me access my dream school and, and really study what I wanted to study. Why doesn't every college in America do this? And so he created Ardeo about 12 years ago now. Um, and that's what we do. We really help institutions and we partner with you, um, to offer LRAPs to your students. And essentially it's an enrollment tool that you'll put in your toolkit. Uh, you don't do this instead of doing other things. You really leverage this tool if where and when you need it. And the basic premise is if a student graduates from your institution, it's not making above a certain salary. Usually our most of our partners are between 45 and \$55,000 a year.

Speaker 2 ([33:41](#)):

We are going to help them repay back their student loans. And those loans include federal loans, including subsidized and unsubsidized parent plus loans. We never lose a parent. We get to talk to a parent that says, Did you know your loans will also be repaid if the student goes to your institution? Um, they typically want to nudge their students a little bit further that way, and then private alternative loans as well. So if they have to walk into the local banker credit union and take out that private educational loan, we'll help repay back that as well. This is free to the students. Um, our revenue model is basically you're going to end up, uh, providing us a fee per student. And my favorite part about this is as a former VP for enrollment management is you only pay us a fee for students that enroll and are borrowed. So very oftentimes you might have 90 students that accept the LRAP award, but in that first term only maybe 50 of them will actually end up being borrowing students.

Speaker 2 ([34:36](#)):

But you would only pay us a fee on those borrowing students, uh, and that be a significantly less than the average three to \$4,000 that students will tell us they need more in aid to enroll at your institution. So that's a little about LRAP and what we do, and if you kind of want to chat more about it, there's some handouts, um, about benefits. And LRAP 101 in the, in the handout section. Uh, then of course we'll have an opportunity to engage with you later on if you like. So Raquel, I'll bring it back over to you.

Speaker 3 ([35:04](#)):

Thank you very much. We, one, one more question. Uh, let's go back to there. So, um, we ask, uh, two follow up questions. Um, we ask families if they, um, if they were concerned about borrowing, um, for college and, um, if those concerns were affecting their, or had affected their students, uh, college planning negatively. And, um, was one of those questions that, um, again, um, was just, um, a shock to me, um, especially when you looked at the demographics. Um, so let's see, looks like, um, looks like most of you think that it's going to be somewhere between 51 and 75% of prospective families. So that's the number of families that have concerns about in money to pay for college. So it just changed <laugh>, someone is playing with me. Okay, so, um, let's look at the answer.

Speaker 3 ([36:38](#)):

So let's look at it. So 66%, so you were right, uh, of families have concerns about borrowing money to pay for college. So, um, sort of putting things together. Um, if we, if we communicate with families and are very clear about, um, options for financing the education, what, um, the sticker price of the school is, well actually you're going to be paying, um, et cetera early on. Um, we can actually, uh, diminish that number. The number could be lower. Um, and on the right I have the percentage of families that believe those borrowing fears, those borrowing concerns are affecting their college planning. Negatively means,

um, they're telling their students, um, this school is just not going to happen for you. Uh, don't even think about it. Uh, we can't afford it. I think really honestly, it all goes back to access to information to that equity that we've been talking about, um, for a while now. Um, because look at the demographics. These are the families that told us they had boring concerns.

Speaker 3 ([38:02](#)):

So black and Hispanic families were more likely to tell us families, uh, with lower incomes and first generation families, we ask families if we defined what an LRAP was and we told them, What do you think about this? Would this be, uh, something that could impact your student's enrollment into a certain institution? And nearly half of them said this option would actually make a difference. So it was, um, it was really cool to see this because those same groups that we've been talking about earlier actually were telling us that these would make a difference for them. Um, so, um, very exciting to see that there is actually, um, ways to help these families. Um, that is, um, that is really cool. And you see that I changed, um, the one on the right. It doesn't say 11 book grade anymore, um, because it didn't make a difference.

Speaker 3 ([39:19](#)):

But it actually, when I looked at, uh, those families that told us they had students who were interested in, in participating, um, in intercollegiate athletics, there was actually a little bit of a difference. It looked like, um, almost 60% of, uh, families or adults who supported, um, prospective student athletes were saying this would make a difference versus 40% for those, um, that were, um, they didn't have a student athlete either way. I think the numbers speak for themselves. Um, pretty exciting to see that, um, something like this can actually make a difference in these families, um, college planning, um, for the future. And over a quarter of them said that, uh, they would likely favor an institution that offered an LRAP to their student, uh, because, um, it made a difference. And you can see the demographics again. Um, interestingly, you don't see that, uh, first generation continuing generation here, but you can see the, uh, ethnicity and you can actually see again the same, uh, difference on the, uh, prospective student athlete family as we saw earlier.

Speaker 3 ([40:36](#)):

And definitely the income. It's one of those, um, probably really good news in, in the presentation when I was, um, crunching the data, it's to see sort of, um, how this was flipping everything that I had been seeing earlier in the presentation. So we're now going to talk about how we can translate all of these research into action. And, um, I'm actually going to be asking you another question in a little bit. Um, so I want you to be thinking, uh, while I present some of these, um, practical takeaways that, um, we think could make a difference in helping all of these families, uh, reach you. Um, maybe you have picked up something, maybe you're doing already something and we definitely want to know about that before you, you leave this session. So, uh, remember that literacy and transparency are more critical now than ever.

Speaker 3 ([41:32](#)):

And I've said these a couple of times during the presentation, but that there shouldn't be a, uh, an equal access to information. Um, there should be, we should do in everything we can to communicate as much as we can, as clearly as we can in as many ways as we can. And we do need to explain to them the how, the what and the why as much as who you are. Because remember, one of those most important topics for the families was what makes you different. We talked about this, uh, on, um, on our first poll.

Um, collect prospective families contact information early and you said as early as you can understand the families that you're trying to reach, remember that there is no one size that fits all prospective family engagement. Um, but all of the information is going to help everyone that is for sure.

Speaker 3 ([42:29](#)):

So, uh, remember that you are trying to reach families with no college, uh, experience at all. You're trying to reach families with lower incomes. You're trying to reach families that don't speak English as a first language, that maybe even if they have a college um, degree, they earned their degree in another country. So that is going to make a difference for them. Um, prioritize the most important topics. Don't hide the important information behind several pages and clicks. And some of their families, uh, said on their comments where they could tell us anything they wanted to share with me about their college planning experience was that they found, um, they had to click in a lot of pages to get to the answer for something. And sometimes it was, um, a cycle where they could come back to the first page and actually couldn't even find the person to ask the, the right question. So make sure the important topics are easily accessible.

Speaker 3 ([43:36](#)):

Remember that, um, institutions have the duty to explain to the families all of the information, all of the different solutions that you're offering for them to be able to afford you. And that includes, um, LRAPs obviously. Uh, but explain it in a way that every family will understand it is key and early. Remember that number of the 11th grade student, uh, families that actually will do art on sticker price, sort of, um, keeps, keeps me awake at night. Um, remember the prospective families don't know our admissions and financial aid lingo. We need to use inclusive language. So part of that helping level the field for families and, and allowing them to have access to information is making sure that we are using inclusive language. Um, one thing that is clear is the more difficult we make the process, um, whether it's the application for admission or whether it is, um, the financial aid application, if you have one, if you are making it unnecessarily hard, you are putting a burden on the families that need it the most. So make it easy.

Speaker 3 ([45:04](#)):

And yes, if you don't know the right price you need, you need to find that, uh, that is key for understanding who you are. And finally, educating families and financial often on financial options early and often. It's probably something that you've heard me say about a hundred times today, but that is really the key. So I want to know what you got out of this session today and how are you going to help families access information in a more equitable way. Maybe this is something that you were already doing, but we just gave you a not today. Or maybe this is you got an idea today, or, um, maybe this is something that you've heard in another presentation or share with us. Um, the, the more ideas we all have, the better we'll do. Thank you. Yes, that is the key. That is the key. Collect parent info at prospect stage as early as you can, and you have a lot of tools to do that. Um, if you are visiting high schools, um, collect that information when you have, um, people out on the road, compass visits are a great time, great occasion to collect parents' information, expand the channel mix. Yes, actually that is, I think I'm going to needle point that on a pillow. The Office of financial aid needs to have a greater role in enrollment campaign management and planning. Yes,

Speaker 3 ([46:48](#)):

Everyone worries about costs. Yes, absolutely. Um, unfortunately that affects, um, the, the families that you may be trying to reach more today than it has ever and it affects them, uh, equally. It's, it doesn't affect every family the same way. So remember that there are families that are going to need more help understanding, and that's what we're here to do, right? Help them. Any other ideas? Anything you have learned today that you want to remind everyone? That is a great one. Do not out price the students and families. Yes. And remember that, um, if you want to participate in this study in the spring, uh, of 2023, I am already, um, collecting, um, participate in institutions. So reach out please.

Speaker 3 ([48:12](#)):

That is a great idea. And yes, I was talking to a group of high school counselors last week and they actually, um, mentioned exactly those programs for first generation students and their families. Yes, thank you very much. Um, so earlier in the year, did a study that we do every other year with high school counselors and they are key. They are key. They, they've always been an important part of college planning, but even more now, um, and if you are, um, trying to increase and reach, uh, first generation families, um, and low income students, school counselors are a key that you cannot forget. And, uh, I encourage you to download our study and, uh, learn more about how you can work with counselors to meet your goals. Oh, absolutely. I say communicate as often as you can. Yes. Remember those topics, uh, families want to know about and, um, um, use as many channels as you can. Drew, is there anything else you want to add?

Speaker 2 ([49:24](#)):

No, I will, uh, friendly reminder that if you want a copy of the presentation that Raquel did, um, there in the handout section there as a pdf, um, where you're also welcome to email if you'd like a copy of it. I know our contact information is. Okay. I think your, your email address is on the next slide. Um,

Speaker 3 ([49:41](#)):

Yes. It's so,

Speaker 2 ([49:43](#)):

So if you, uh, want to email us to reach out for that, you're more than welcome to do so. Uh, one question that we got was, um, one on LRAP how long does it take to set up? Uh, for us and our team, we usually are, are from a partnership to launch within 10 business days. Uh, if you still have a large admitted funnel of students that have not committed to your institution for fall of 22, then you want to see if maybe offering an LRAP because of perceived student loan debt won't still move them. Uh, there's still time to move for this fall. Um, we onboarded two new partner schools last week and we're excited to see that they're still moving through the enrollment funnel. Um, there, uh, Raquel, a question for you. Uh, what stood out with the, was there any similarities or, um, amongst the schools that participated in this that led you to think all the results could be the same or do you feel like there was a good healthy mix of the participating institutions that you feel really good about the numbers?

Speaker 3 ([50:40](#)):

I think really good about it. Um, we had a couple of two year institutions. I would love to have more, uh, two year institutions, but I think in general, uh, we had a pretty healthy, uh, mix of, um, private publics, the smaller, larger and everywhere in the country. But I want more. I always want more.

Speaker 2 ([51:02](#)):

Yeah. Oh, we encourage, if you're on now, please uh, participate in the research. It's always good data to have and to receive.

Speaker 3 ([51:10](#)):

Yep. Any other questions?

Speaker 2 ([51:15](#)):

I'm not seeing any comment at the moment. So Raquel, I think we're, we're off the hook. Thank you so much for your time and we really appreciate you sharing your insights.

Speaker 3 ([51:24](#)):

My pleasure

Speaker 2 ([51:25](#)):

Bye bye.