EAB

Meeting Today's Parent Needs to Create Lasting Partnerships

Strategies to Reduce Risks of Unproductive Relationships and Capitalize on Opportunities to Satisfy Parent Desires

Customer Profile: Today's Independent School Parents

Generational Trends

More **Transactional**

More **Anxious**

Less **Trusting**

Practice **Intensive Parenting**

Consequences for Misalignments with Today's Parents' Expectations

Increased Expenditure of Resources

▶ More time, energy invested to address parent concerns

▶ School leadership, faculty, staff bandwidth reduced

School Reputation Threatened

▶ Negative PR generated by disgruntled parents on social media, in press

▶ Controversy disruptive to parents' faith in school

Schools' Locus of Control
Better managing the tensions that exist between schools and parents

Reduce Risk and Capitalize on Opportunities

Key Attributes of Today's Parents

- Less Trusting
- More Anxious
- Practice Intensive Parenting
- More Transactional

1
Use Parent Education to Build Trust

1. Comprehensive Parent Education Curriculum
2. Ongoing Virtual Education Series

2
Assess Parent Concerns Through Surveying

3. Proactive Parent Feedback Survey

3
Fulfill Intensive Parents' Desire for Student Perspective

4. Student-Centered Fishbowl Discussion
5. Perspective-Sharing Senior Workshop

4
Connect Parents Through Dedicated Communities

6. Relationship-Building Parent Dinner
7. Parent Edutainment Offerings
8. Mindfulness Parent Support Group
9. Engagement Preference Survey

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Parent Education Now Expected as Standard

"There's a desperate need from parents for parent education…And **they want information about how to educate and raise their children**, whereas before they would say, 'Oh well, the school is going to take care of everything. That's why I send my kids to there and pay tuition.' **But now they want to send their kids here and they themselves also want to be educated.**"

Head of School, Co-ed JK-12, Northeast

Common Offerings for Parent Programming

Occasional events with logistical information related to **school-specific programming**

Sporadic **external speakers**, who present on subject-matter expertise

Exception: Regular offerings for **college counseling** – process to expect and details of school support
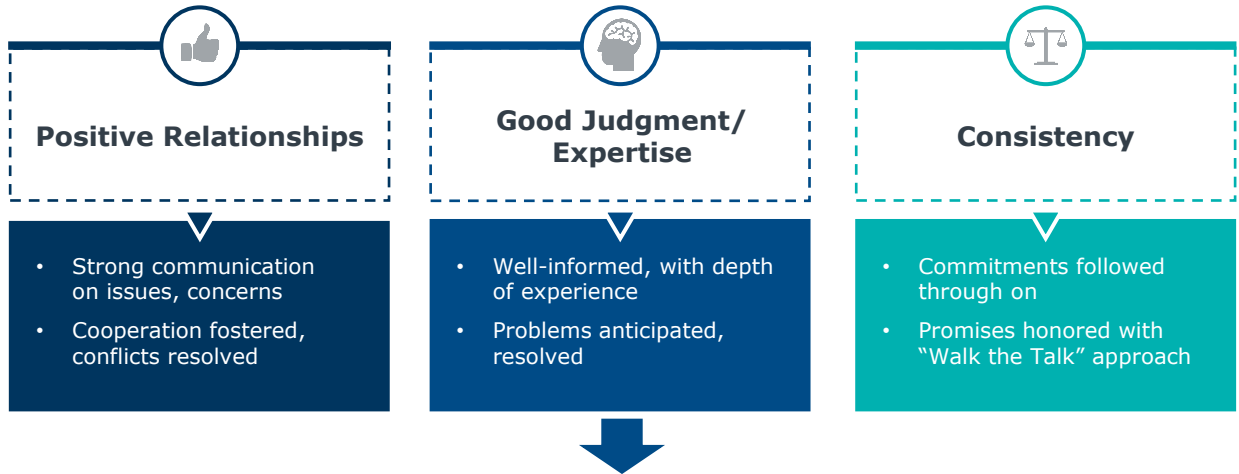
Negative Parent Outcomes

- Parents question how school handles new or difficult topics
- Parents left to own conclusions about effectiveness of school's approach

Source: EAB interviews and analysis.

Build Trust with Intentional Parent Education

Research on Trust Shows Need to Demonstrate Judgement, Expertise

Positive Relationships

- Strong communication on issues, concerns
- Cooperation fostered, conflicts resolved

Good Judgment/ Expertise

- Well-informed, with depth of experience
- Problems anticipated, resolved

Consistency

- Commitments followed through on
- Promises honored with "Walk the Talk" approach

Intentional parent education programming:

Demonstrates expertise

Addresses potential concerns

Builds trust in school decisions

Source: Zenger, Jack and Joseph Folkman, "The 3 Elements of Trust," *Harvard Business Review*, February 5, 2019; EAB interviews and analysis.

Varied Content, Representation

Wide-ranging expertise shows knowledge across school departments, constituents

Regular Cadence of Offerings

Consistent programming creates expectation of reliable parent education

Effective Programming

Branded Program

Branded parent education programming conveys intentionality, continuity

Clear Philosophy

Proactively provided information clarifies school's approach, particularly on tough topics

Establish Expertise with a Comprehensive Curriculum

Overview: John Burroughs School's Parent Education Program

BURROUGHS
JOHN BURROUGHS SCHOOL

Programming Offered across Departments

- 10 parent events/year offered by various departments, administrators, volunteers
- Organized by director of DEI; director of counseling; grade-level principals; and/or director of parent programming

Events Diverse by Design

Programming ranges widely in content:
- Parenting topics (e.g., establishing boundaries)
- Faculty-led sessions (e.g., lectures, book club)
- Issue-specific programming (e.g., student health and wellness topics)
- Parent, student panels (e.g., personal experience transitioning genders)
- DEI events (e.g., history of local immigration)

Programs Marketed to Promote Participation

- Expectation set for at least one parent to attend each event
- Programming marketed to convey topic urgency, relevance for parents
- Events often yield 50-120 parents in attendance

Result: Parents view school as expert in addressing a myriad of issues related to student academics, development, child-rearing

Tactic #1: Comprehensive Parent Education Curriculum

Parent Education: A Lever to Build Parent Buy-In

> **The truth is, a lot of the parent programming we do for us.** We do a ton of work with our students and with our faculty, and it gets undone when students go home…[Parents] are coming from a great place, but they're just repeating what they were taught 30 years ago and not reading all this new stuff. So, we try to offer programming that brings parents up to speed on the same issues that their kids are learning about. **Parent education brings them on board; it makes us a better community and a better school."**
>
> — Andy Abbott
> *Head of School, John Burroughs School*

Continuously Engage Parents with Ongoing, Virtual Education

Trinity-Pawling School

Pride Perspectives Webinar Series a Consistent, Reliable Source of Information:

Designed to engage parents during pandemic as part of school-wide effort to prevent attrition, increase fundraising

Held consistently, with 1-2 webinars featured per month

Topics surfaced during weekly administrative meetings to inform parents, reduce concerns

Extra Sessions Scheduled as Needed to Inform, Secure Parent Trust

Example:

- *Anticipating parent anxiety over a curriculum change, administrators hosted webinar on new "Wintersession" to inform parents of its academic benefits*

- *Webinar answered parent questions, reinforced trust in school's academic approach*

Sample Topics Featured: Spring 2020 to Spring 2021

- Q&A with School Leaders

- Coping Tips with the Dean of Counseling

- Educating Boys in the 21st Century: The Future of Boys' Education

- Pride Athletics

- Current Trends in College Counseling

- Wintersession at Trinity-Pawling

- A Bridge to the Future: Reopening Campus

Enhance Accessibility with Intentional Branding, Video Archive

Trinity-Pawling School

HOME > OUR SCHOOL > PRIDE PERSPECTIVES WEBINAR SERIES

Pride Perspectives Webinar Series

CONVERSATIONS WITH THE COMMUNITY

Pride Perspectives is Trinity-Pawling's series of interactive webinars featuring key members of the school community. Launched in the spring of 2020, the series keeps the Trinity-Pawling community near and far connected, and highlights the many advantages of a Trinity-Pawling education. Join hosts Headmaster Bill Taylor and Director of Admission Jeff Beck along with Trinity-Pawling faculty, as the *Pride Perspectives* series continues throughout the year. Onward!

UPCOMING WEBINARS • FALL 2021

▸ OCTOBER 13, 2021 • THE INSTITUTES FOR ACTIVE LEARNING & SATURDAY PROGRAMMING

▸ OCTOBER 27, 2021 • TRADITION + INNOVATION = TRINITY-PAWLING'S DISTINCTION

▸ NOVEMBER 10, 2021 • WINTERSESSION AT TRINITY-PAWLING

▸ DECEMBER 1, 2021 • THE ADVANTAGE OF THE PRACTICUM & COLLEGE COUNSELING

Brand programming to send message of intentionality, continuity

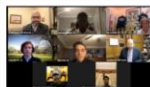Archive videos to provide continuous access to content at parent convenience

Theater Arts at Trinity-Pawling
February 10, 2021
Join the Theater Department and a group of talented Trinity-Pawling alumni for a talk about the benefits of theater education. Featuring young alumni Joey Teresi '18, Nate Tanner '18, Richard Bolding '20, and Solomon Hass '20.

Young Alumni Career Panel
February 3, 2021
Tune in to hear from fellow young alumni who will share details about their careers in a variety of industries.

Educating Boys in the 21st Century: The Future of Boys' Education
January 27, 2021
Trinity-Pawling is constantly reimagining what's possible in boys' education. Our faculty and staff are adapting and creating new and dynamic programs and pedagogies based on how modern boys learn and grow. Join our educators and students for a conversation spotlighting our transformational results!

Virtual Open House: The Trinity-Pawling Experience
January 13, 2021
We have the programs and the people who will help you discover a passion, find your purpose, and reach your potential. Join our student leaders for a conversation about learning in a new world — at Trinity-Pawling!

Take Stock of Existing Parent Programming

Next Steps

☑ **Compile a list of all existing parent programming**, including events held by each division, grade level, and offices, like Enrollment and Advancement

☑ **Categorize offerings by type** to get a complete picture of topics covered; identify gaps where additional topics should be offered

☑ **Work with EAB** to design a comprehensive parent education curriculum offered throughout the school year

Source: EAB interviews and analysis.

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Source: EAB interviews and analysis.

Current Approach Leads to Shortcomings in Relationship with the Majority

Schools Wait for Parent Concerns to Surface…

- Parent issues voiced early only from most vocal
- Majority is too busy, reluctant to surface issues

…Allowing Problems to Escalate

- Administrators miss chance to promptly address problems
- Escalated issues risk contributing to unproductive partnerships

Instead, Take Temperature of All Parents to Surface Issues Early

Utilize online surveys to identify, act upon parent challenges and areas for improvement

Light-Lift for Parents

- Design survey or feedback form to be quick, easy to complete
- Send survey directly to parents' inbox, rather than on online portal or secondary site

Everyone Surveyed

- Send survey to all parents in community, adjusting content by grade or division

Timely Deployment

- Ensure regular cadence for soliciting feedback--quarterly is ideal
- Deploy additional surveys as needed to gauge response to controversies, crises

Results Utilized Intentionally

- Identify individual parent issues to address immediately
- Monitor trends to tackle through parent education events or formal communication

Proactively Surface Issues to Prevent Future Problems

The Pingry School's Weekly Family Feedback Form

Sent to all parents through weekly newsletter

Separate surveys administered for lower school and middle/upper school families

Responses ranged from 10-40 new replies each week

Administrators used data to proactively respond to parent concerns, identify problematic trends

PINGRY

Sample Questions

1. *On a scale of 1 to 5, how satisfied are you with your child's OVERALL EXPERIENCE at Pingry Anywhere?*

Very dissatisfied   ○   ○   ○   ○   ○   Very Satisfied
           1   2   3   4   5

2. *Additional comments about your satisfaction with your child's OVERALL EXPERIENCE:_____*

3. *As best you can, respond to the following: My child is engaged.*

Strongly Disagree   ○   ○   ○   ○   ○   Strongly Agree
           1   2   3   4   5

4. *As best you can, respond to the following: My child is able to foster relationships with teachers.*

Strongly Disagree   ○   ○   ○   ○   ○   Strongly Agree
           1   2   3   4   5

5. *As best you can, respond to the following: My child able to navigate Google Classroom (including accessing links, coursework, assignments, etc.)*

Strongly Disagree   ○   ○   ○   ○   ○   Strongly Agree
           1   2   3   4   5

Respond to Issues Early to Mitigate Parent Anxiety

PINGRY

Identify Items for Immediate Action

Leadership team reviews results, prioritizes items for immediate response

Track Problem Areas

Trending areas of concern identified, tracked each week

Share Noteworthy Successes

Triumphs gathered from data to share out broadly

Example: Quick Action Taken to Address Student Mental Health

- Parent feedback expressed concern over rising student stress, declining mental health
- School planned social activities (food trucks, ice cream socials) to increase student engagement with peers, counselors
- Positive student response reflected in feedback forms, student attendance

Conduct a Review of All Parent Surveys

Next Steps

☑ Work with all divisions and departments to **compile a list of all surveys currently sent to parents and when**

☑ **Identify whether an existing survey could be altered** to collect parent feedback or a new one is needed

☑ **Work with EAB** to design your own parent feedback survey to administer quarterly

Source: EAB interviews and analysis.

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Student Perspectives

Student-centered programming recognizes unique student voices, wants, needs

Source: EAB interviews and analysis.

Raising Successful Children Requires 4S's of Care…

Research shows receiving sensitive, supportive care as children is best predictor of adult success[1]

Dr. Daniel J. Seigel and Dr. Tina Payne Bryson's suggest using **4 S's** to make children feel:

- Safe
- Seen
- Soothed
- Secure

…But Intensive Parents Rarely "See" Children

"In the world of hyper-parenting[2], the second S—"seen"—often seems to get left behind. We all know we should keep our kids safe and secure, and…soothe them when they're upset. **But what about really seeing them**?"

Daniel J. Siegel, M.D. and Tina Payne Bryson, Ph.D.

Opportunity for Schools

Use Programming to Teach Parents to See Children by:

1 Hearing from students as unique individuals

2 Listening to their perspectives, vulnerabilities

3 Engaging in candid dialogue with students

1) Defined as relational, social-emotional, and professional success
2) "Hyper-parenting" is another term for intensive parenting.

Source: Siegel, Daniel J. and Tiny Payne Bryson, "Do You Really 'See' Your Child?", *The New York Times*, June 28, 2021; EAB interviews and analysis.

Create a Safe Space for Vulnerability

- Facilitate events with trusted adults, like school counselors or advisors
- Separate parents from own children to allow for anonymity, promote openness

Plan Thoughtfully for Candid Conversations

- Set clear norms for listening, talking without judgment
- Structure parent-student dialogue with standard questions, which can be shared ahead of time
- Personalize session by allowing for participants to submit questions as appropriate

Actively Promote Participation

- Signal event importance by requiring student participation when possible
- Encourage parent attendance by scheduling for convenience
- Promote events through varied marketing channels, emphasizing importance of parent participation

"Fishbowl" Gives Parents Visibility into Student Experience

DURHAM **DA** ACADEMY

Fishbowl a Required Component of 9th Grade Curriculum

▶ All students participate in "Self and Community" course

▶ Learn about substance abuse, sexual health, other topics relevant to teens

▶ Participate in Fishbowl Activity on the adolescent brain, substance abuse and decision-making with parents, student advisors

Event Objectives

1 Educate parents on consequences of drug, alcohol abuse, and promote available school supports

2 Share candid parent and student perspectives, reflections on substance abuse during "fishbowl" discussion

"The purpose isn't to find solutions, but to ask questions. Ultimately, **we want to bring everyone closer to being on the same page by giving parents the ability to see their own child** through the lens of the conversations students have with peers."

Shelley Danser, Upper School Counselor, Durham Academy

Parents Taught to Empathize with Student Stress

Two-Part Event Deepens Parent Understanding of 9th Grade Experience

Part I: Educate Parents on Drug, Alcohol Abuse

- Parents attend 1-hour expert presentation on substance abuse, school supports and resources
- Students, parents write down questions to pose to each other in Part II

Allow participants to tailor discussion to own areas of curiosity

Part II: Discuss Substance Abuse with Peers

- Students divided into Advisory groups of 11, joined by 3-6 parents, and advisor

- *Round 1*: Advisor asks questions for parents to discuss while students listen; then parents listen to students respond to advisor prompts

- *Round 2*: Advisor poses pre-written questions from students, parents to facilitate candid discussions in each group

Exclude parents from advisory group with own child; instead, parents gain insight into child perspective from peers

Vet questions ahead of time to ensure appropriate content

Event Outcomes:

Parent feedback consistently positive

Parents appreciative of articulate student perspective

50% Approximate percentage of parents attending each year

Parent-Child Tension Eased in School-Led Workshop

St. Stephen's and St. Agnes School Normalizes Feelings in Major Life Change

College Transition Workshop Overview

St. Stephen's ✚
St. Agnes School

Description: Annual spring event for seniors, parents to learn about normal developmental shifts, conflicts in transition to college

Goal: Teach parents to see child's vulnerabilities, find common ground around major life change

Outcomes:

- ✔ Participants learn what to expect from life during first year of college

- ✔ Parent, student hopes, fears articulated for life transition, and common themes identified

- ✔ Vulnerability, gratitude expressed through personal notes written anonymously by parents, students

- ✔ Appreciation for strong school community, robust support expressed by parents

SSSAS Workshop Bonds Parents to Students and School

Three Workshop Components Strengthen Parent-Student Relationship, Promote Gratitude for School Support

1

Parents "See" Children When Hopes, Fears Surfaced

SSSAS displays parents', seniors' hopes and fears for college to create a space for openness, vulnerability

2

Parent-Child Tension Eased by Identifying Shared Feelings

Workshop allows parents, children to see eye-to-eye despite normal tension in transition to college

3

Personal Notes Foster Warmth, Gratitude

Reading of parent, student notes fosters positive sentiment for student journey, school support

Source: EAB interviews and analysis.

Identify Current Gaps in Student Voice

Next Steps

☑ **Review existing parent programming** to find opportunities to integrate student voice

☑ **Design new events centered around student perspective**, particularly around topics where parents may not fully appreciate the student experience (e.g. student stress, gender identity)

☑ **Work with EAB** to discuss how to design events that integrate student voice

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Declining (Real-Life) Social Networks

33%
Average decline in number of close adult relationships between 1985-2004

23%
Decline in Americans' membership in houses of worship between 1999-2020

Increasing Isolation

- More than **one-third of adults aged 45 and older** felt lonely in 2017

- **71% of Millennials** reported feeling lonely in 2020

While involvement in adult communities has dropped, **time parents spend with children has skyrocketed**

Source: Coleman, Joshua, "Parents Are Sacrificing Their Social Lives on the Altar of Intensive Parenting,"
The Atlantic, April 18, 2021; Jones, Jeffrey M. "U.S. Church Membership Falls Below Majority for First Time,"
Gallup, March 29, 2021; Hobson, Katherine, "Feeling Lonely? Too Much Time on Social Media May Be Why,"
NPR, March 6, 2017; "Loneliness in the Workplace," Cigna, 2020; EAB interviews and analysis.

Foster Strong Parent Relationships, Affiliation with School

Satisfy Unmet Need for Community, Connection

Utilize existing independent school strengths to design offerings that build parent community

Increase Brand Evangelism in Parents

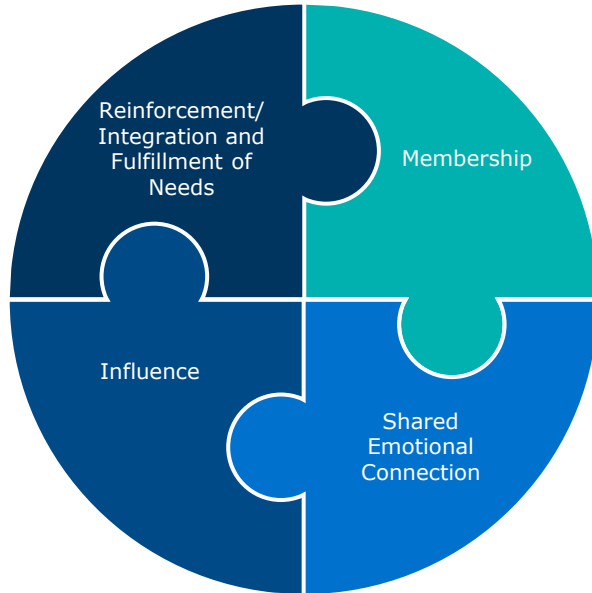*Increase positive word of mouth, counter transactional attitudes*

Build Lasting Parent Partnerships

Support ongoing advancement, enrollment efforts

McMillian and Chavis Define Four Elements to Foster Community

Membership

Feeling of belonging or sharing personal relatedness

Shared Emotional Connection

Commitment, belief that members share history, common places, similar experiences

Influence

Sense of mattering, making a difference to a group, and of group mattering to members

Reinforcement/Integration and Fulfillment of Needs

Feeling that members' needs will be met by resources received through group membership

Source: McMillian, David W. and David Chavis, "Sense of Community: A Definition and Theory", *Journal of Community Psychology,* January 1986; EAB interviews and analysis.

Membership

- Boundaries
- Emotional Safety
- A Sense of Belonging and Identification
- Personal Investment
- A Common Symbol System

Shared Emotional Connection

- Positive Ways to Interact
- Important Events to Share
- Opportunities to Honor Members
- Opportunities to Invest in the Community
- Opportunities to Experience a Spiritual Bond Among Members

❖ Membership, shared emotional connection with students in abundant supply at independent schools

❖ Apply same principles to build parent communities

Source: McMillian, David W. and David Chavis, "Sense of Community: A Definition and Theory", *Journal of Community Psychology*, January 1986; EAB interviews and analysis.

Brand Evangelism

▶ Active behavioral and vocal support of the brand

▶ Consistent and repeated advocacy, akin to an unpaid spokesperson

Brand Trust
- Willingness to rely on brand to provide stated function
- Feeling of security that brand will meet customer expectations

Brand Sentiment
- Ability to elicit positive emotional response, general feeling of enjoyment over time
- Based on customers' whole experience, rather than single transaction

> " This study found sentiment to be the strongest predictor of brand evangelism and both attitudinal and behavioral loyalty…Sentiment is different than the brand's reliability and trustworthiness, or the practical usage of the brand; **sentiment is the consumer's emotional connection to the brand**."

Toni Ann Cestare and Iphita Ray
The Tribes We Lead: Understanding the Antecedents and Consequences of Brand Evangelism Within the Context of Social Communities

Source: Cestare, Toni Ann and Iphita Ray, "The Tribes We Lead: Understanding the Antecedents and Consequences of Brand Evangelism Within the Context of Social Communities," *Journal of Marketing Development and Competitiveness*, Vol. 13, No. 4, November 25, 2019; EAB interviews and analysis

Peloton's Brand Evangelism Cultivates Loyalty

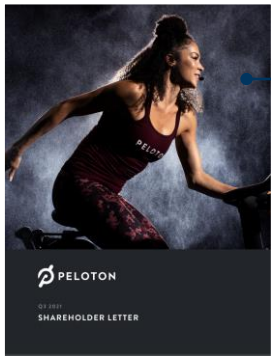## Membership

- *Common symbol systems, including terminology, attire, branding*
- *Personal investment of time and money*
- *Sense of belonging and identification*

Shared Emotional Connection

- *High fives, here now, video chatting, leaderboard, tags, following*
- *High-quality interaction among members*
- *Milestone events to honor members*

PELOTON

Q3 2021

SHAREHOLDER LETTER

Company Performance

- *Q3 total revenue grew by 141%*
- *Q3 12-month retention rate was 92%*
- *As of Q4, 12-month retention rate was 92%*

Start it up

Peloton proves the value of building community

Moving beyond the concept of brand loyalty has amazing benefits.

make it
THE UPSTARTS

How Peloton exercise bikes became a $4 billion fitness start-up with a cult following

Published Tue, Feb 12 2019-9:07 AM EST • Updated Tue, Feb 12 2019-6:01 PM EST

Tom Huddleston Jr.

SHARE f y in ✉

Break out of Exclusive Culture by Breaking Bread

Columbus Academy's Dinner of Great Conversations Designed to Bond

The Problem:
An Exclusive Parent Culture

- Community dominated by parent "cliques"
- Relationships harder to form for "outsider" parents

The Solution:
### A Dinner Centered on Intimate Conversation

"The goal of the dinner is to bring the community together around a meal. We want to **get to know people beyond the surface, into the values and beliefs that allow us to be fully 'us**.'"

Pascal Losambe

Assistant Head of School for Student Outreach, Columbus Academy

Structured conversations happen at tables with key stakeholders:

- Board Member
- Administrator
- Influential Parent
- Rotating Group of Parents
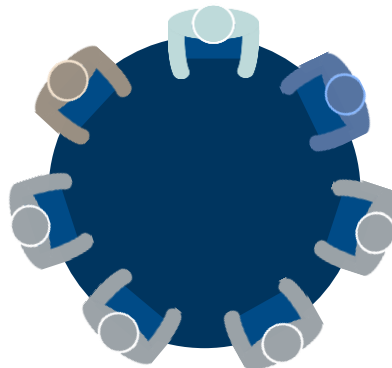
Build Parent Relationships with Personal Questions

During each course, questions get progressively more personal, substantive to deepen connections

Sample Dinner Questions:

Round One

- If you could have witnessed one event in history, what event would that be?

- What is your favorite moment of the day and why?

Round Two

- What can you learn from your biggest mistakes?

- What traditions would you most want to pass on to your children?

Round Three

- How has conflict led to change in your life?

- What creates prejudice and what can an individual do to overcome it?

Discussion Norms

1. Listen to listen and ask questions to learn.

2. Allow for quiet.

3. Be crisp.

4. Share the table.

5. Speak from the "I perspective".

Discussion norms ensure everyone feels safe, heard

Design Event to Ensure Access, Inclusion, and Impact

Event Board-hosted

Board served as event host, and helped to organize, promote dinner

Childcare Provided

Childcare provided onsite to allow parents with young children to attend

Nominal Fee Charged

Parents charged $10 fee to encourage commitment, but ensure all families can attend

Feedback Solicitated

Survey distributed after event to collect feedback on areas for improvement

Clear Expectations Set

Expectations placed at each table to ensure all voices heard, honored

Summer Courses Promote "Communities for Life"

> "Community activities are such a large part of what Prep is…There is a hunger (among parents) to be engaged."
>
> **Jim Picket, Former Head of School**
> *Flintridge Preparatory School*

FLINTRIDGE
PREPARATORY
SCHOOL

**"Summer @Prep" Parent
and Alumni Summer Sessions (PASS)**

**PASS Created to Meet Parent Desire
for Community, Ongoing Engagement**

*Adult summer courses offered beginning ten years ago **engage parents**, alumni with Flintridge Prep **beyond the student experience***

- Objective to encourage parents to be part of Prep community "for life," not just when children enrolled

- Courses focus on engaging parents around shared interests to enjoy own Prep experience

- All current, newly-admitted parents encouraged to enroll

Create a Community Around Parent Interests

Entertaining Summer Courses Engaging for Parents, a Low-lift for Prep

Classes Selected to Appeal Widely

Variety of engaging courses offerings, such as:

- Great Books
- Art history
- Adult improv

Faculty Teach from Existing Course-load

Popular faculty asked to teach courses likely to attract participants

Accessible for Working Parents

- Classes meet weekly in the evening for four weeks
- Some opportunities provided for additional meet-ups

Expenses Offset by Revenue

Enrollment costs ($175/person) cover program budget

> " Once a parent enrolls, we've got them…They keep coming back."
>
> *Barrett Jamison, Dean of Student Life/Director of Summer School,*
> *Flintridge Preparatory School*

Source: EAB interviews and analysis.

Weekly Support Group Creates Reliable Community Network

Campbell Hall
EPISCOPAL

Campbell Hall's Parent Mindfulness Group

Parent Mindfulness Group Meetings

Tuesdays
9:30-10:45 AM
via Zoom

SEPTEMBER 14, 21, 28
OCTOBER 5, 12, 19, 26
NOVEMBER 2, 9, 30
DECEMBER 7, 14
JANUARY 4, 11, 18, 25
FEBRUARY 1, 8, 15, 22
MARCH 1, 8, 15, 22
APRIL 19, 26
MAY 3, 10, 17, 24, 31
JUNE 7

If you are new to the Parent Mindfulness Group, please register by emailing @campbellhall.org. Returning parents do not need to register in advance.

Relevant Topics

- Group facilitates mindfulness meditation, parenting discussions
- Intimate setting builds close-knit parent network

Regular Cadence

- Group meets nearly every week throughout school year
- Establishes reliable pattern of support

Value Add

- Group a key cultural component of school that adds to positive reputation among parents

Source: EAB interviews and analysis.

"

"As a new member to the Campbell Hall community, the Parent Mindfulness Group has been **such an unexpected gift and an integral part of my Campbell Hall experience this past year**. The entire group has been so incredibly welcoming and supportive and with the help of Laurie Cousin's insight and guidance, I've acquired so many invaluable tools that have helped me to become a better parent, partner, friend, and overall human being. It truly is the gift that keeps on giving and I am so grateful…[for] **this wonderful community**!"

- *10th Grade Parent, Campbell Hall*

"

Pinpoint Parent Engagement Preferences

MADEIRA

Sample Questions From Survey

1. *How do you view the role of the current Parents Association?* _____
_____

2. *What type of communication would you like to see from the PALC?*

   Consistent emails like "New Parents Can Use"?

   Not Interested ◯ ◯ ◯ ◯ ◯ Very Interested
            1 2 3 4 5

   Small group Zoom forums based on areas of interest?

   Not Interested ◯ ◯ ◯ ◯ ◯ Very Interested
            1 2 3 4 5

   Parent Association Meetings with set agenda?

   Not Interested ◯ ◯ ◯ ◯ ◯ Very Interested
            1 2 3 4 5

3. *Would you be interested in the School offering periodic talks on areas of interest to Madeira parents on education, well-being, alumnae leaders?*

   Not Interested ◯ ◯ ◯ ◯ ◯ Very Interested
            1 2 3 4 5

The Madeira School's Parent Association Survey

- Sent via SurveyMonkey in parent newsletter, administered in spring

- Survey garnered 60-75 responses from parents

- Managed by Alumnae Office and PALC President

- Feedback integrated into current offerings

Take Stock of Existing Parent Communities

Next Steps

☑ **Take stock of where parent communities exist on campus** by speaking with the Parent Association or other groups

☑ **Identify which parent groups (e.g. by zip code, demographics, student age) are currently engaged** on campus and which are not

☑ **Work with EAB** to design ongoing activities or one-time events that deliberately establish parent communities

In the Coming Weeks

Connect with EAB to discuss how we can best support your work with today's independent school parents.

Keep and eye out for new upcoming resources to help you implement these practices at your institution.

Work with your teams to assess current offerings and identify key next steps.

Source: EAB interviews and analysis.