

Building and Maintaining Relationships with Feeder Schools and Programs

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Feeder Schools & Programs

Day, boarding and feeder school perspective

Themes

These relationships are important; data

Open communication built on trust

Feeder Schools & Programs - Day

Crucial to full pay pool

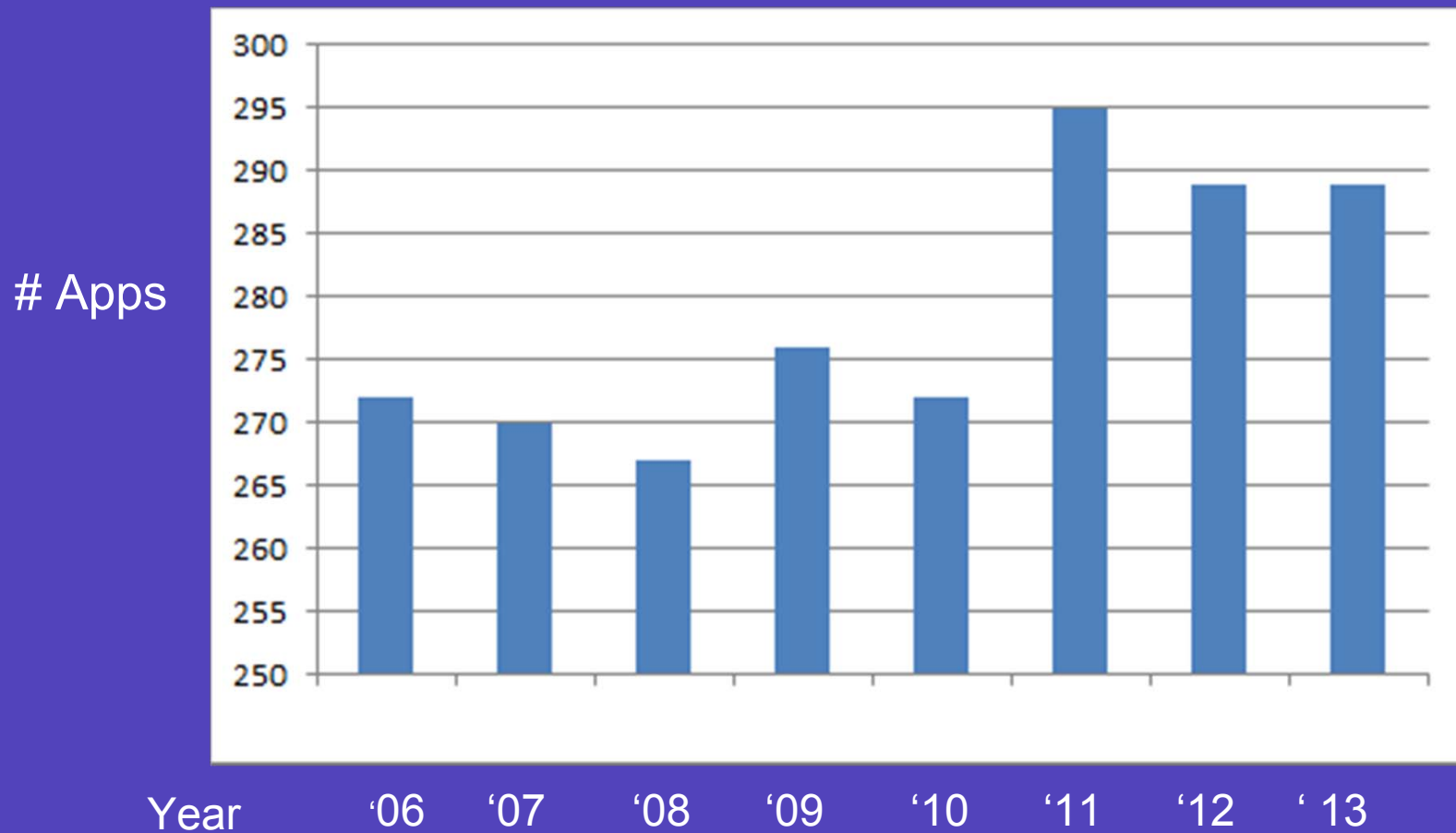
Full Pay apps going down

Financial aid apps up

Fewer full pay families from public school

Day School - Data

9th grade Total Applications



Day School - Data

Apps are steady & growing...but...

FA apps up, Full Pay down

2006 - 57% FA
 43% Full Pay

2012 - 70% FA
 30% Full Pay

Where are the Full Pays?

not here...% of Full Pay Apps from Public School

2010 - 16%

2012 - 25%

2011 - 18%

2013 - 14%

“0 to 60” Full Pay enrolled from Public School

2010 - 16%

2012 - 12%

2011 - 20%

2013 - 13%

Where are the Full Pays? Feeders

2010

30% 4 feeder schools vs 16% public

2011

33% 4 feeder schools vs 18% public

2012

38% 4 feeder schools vs 25% public

Tips to enhance the relationship

- Visit them annually or every other year
- Host outplacement and head to your campus / visit classes
- Get to know the teachers at the feeder schools BY NAME

More Tips

- Host them, in person, after visit / interviews but before committee meetings to check in on the applicant pool
- Over communicate - email, phone, cards

Perks of a good relationship

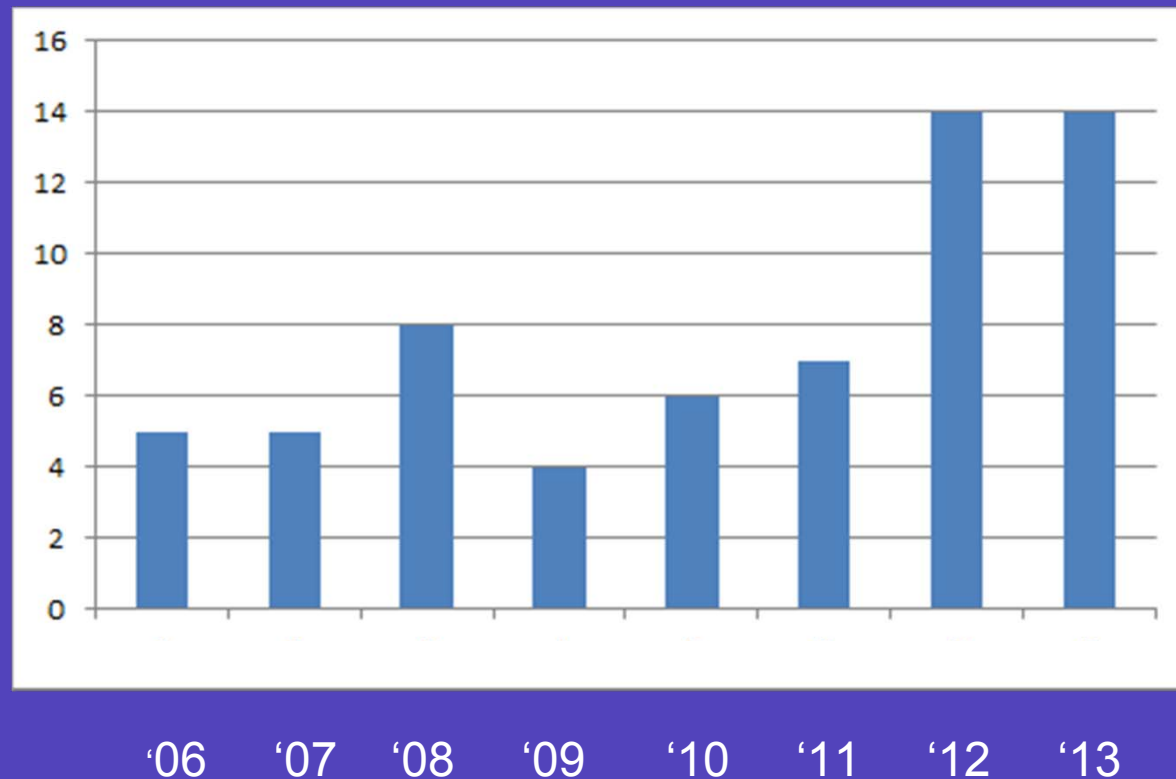
- More full pays in applicant pool
 - Parent word of mouth is HUGE
- Higher yield
 - Info from outplacement director on first choice
- Better decisions
 - “Vetted” info on applicant and family
- Better Admissions Events
 - Get feedback on your programs from a 3rd party

Tips & Perks pay off with Outreach Programs

Relationship built on trust

More apps = more great kids in your school

Apps



Day School - Closing Thoughts

- New Markets vs Feeder Schools
- Don't be complacent
- Be patient

Feeder Schools-Boarding Perspective

Definition of a feeder school?

- Three or more students enrolled from the same school in the last five years-215 total students
- 37% of EHS students in the last five years have come from our “feeder schools.”
 - K-8/9 (19 schools)
 - 90 students, 71 full pay
 - Public (4 schools)
 - 30 students, 12 full pay
 - K-12 (20 schools)
 - 95 students, 80 full pay

Definition of a feeder school cont'd

- Over 80% of students that come from our feeder schools are full-pay families.
- Of note-we have several schools that we consider “feeder schools” where we have not had more than three students enroll in the last five years

Programs:

ABC-11 students

Boys' Club NY-3

TEAK-4

NJ SEEDS: 8

What is EHS doing?

Specifically for K-8/9 and Programs

- Visit on a yearly or every other year basis
 - used spring (mid April to late May) to target schools within a short driving distance from campus
 - attend fairs, visit placement directors
- Rely on connected EHS families (Area Representatives, current families, alums) to help recruit prospective families.
- Open House in the fall for feeder school (local) placement directors and heads of schools
 - includes campus tour, meeting with headmaster, admissions team and lunch

What is EHS doing, cont'd

- Leadership program-for first time in summer of '14
 - Encouraging feeder schools to have their students apply for summer leadership camp at EHS
 - camp is free of cost
 - opportunity to get some of our top prospective students on campus before the admissions process begins
- Programs
 - Associate Director is the key point of contact in our office
 - Attend fairs
 - Communication with program directors is crucial in finding matches

Benefits of Working Closely with Feeder Schools

- Finding matches
- Reliance on feeder schools to assist with our yield predictions
- Critical in financial aid situations
- knowing their program and success of their alums
- We typically get to know these kids better
- Success with international students

From the Feeder School Perspective

Personal relationships between placement counselors and admission staff is crucial, but it takes time to build trust and openness.

Honesty and transparency is critical for placement counselors, but it can be a challenge at times.

- Legalities (learning differences, financial aid)
- Pressure to show high acceptance rates
- Recognizing adolescent development over time

From the Feeder School Perspective

Hosting secondary schools on campus

- We love to!
- It can be difficult to give access to our students
 - 9th grade overlap year is a sensitive situation

Benefits of visiting secondary schools

- Build relationships
 - See new programs and facilities
 - Learn about alums' progress and hear their perspective
- Don't minimize the importance of making the time for these visits

From the Feeder School Perspective

The initial visit and application process

- Interview preparation
- Application completion- it's the students' work!

From the Feeder School Perspective

The post application dialogue between feeder and secondary school

- In person is great, if possible
- Ideally a two-way conversation
- Multiple conversations are helpful
 - Final conversation before March 10th is critical
- Again, two-way honesty is ideal
 - Feeder schools' desire for multiple acceptances versus secondary schools' desire for low acceptance rate
 - Placement counselor can guarantee second visit, but not a matriculation

Complexities of Financial Aid Applicants

Increasing number of feeder school students need financial aid, sometimes significant

Pinpointing student's top choices is important

- Mutually beneficial for both feeder and secondary school (it's a two-way street)
- Increased honesty, therefore, is important
 - Families are aware of my practices (and know that they might have limited options)

The Complexities of International Applicants from Junior Schools

School rank and reputation often trumps “fit”

Parents often choose to visit and apply to schools that we have not recommended

The language barrier/ culture barrier

The successful applicant in X country is not the successful applicant in Y country

The Complexities of International Applicants from Junior Schools

- ESL
- Flexibility in visit/ interview scheduling
- Consultant involvement- for better or worse
- The final choice on matriculation is not ours

International Applicants: From the Student Perspective

- The more you know about feeder school programs, the more interesting and informed the interview can be.
- Help re-enforce message of competitiveness and fit
- Be careful with how encouraging you are to an interviewee without seeing paperwork

Our Hope...

Is that you will first consider international students coming from junior schools. Why?

- Reliable admission material/ honest placement counselor information
 - Exposure to American educational system
 - Athletic ability has been assessed
 - Assimilation
 - Transferred skills
-
- Also, be open to sending students back to us for ESL or for another year of preparation

Discussion Starter Questions

- From a secondary school perspective, can you have too many students from the same feeder school?
- Case study - Great student, nightmare parent
- When/should a secondary school stretch admissions standards to keep a relationship with a feeder school?
- What are some of the most challenging aspects of admission officer/ placement counselor communication?
- What are some innovative ways that secondary schools can keep junior school personnel abreast of new programs at their schools?
- What competing interests are there for admission officers and placement counselors in the financial aid realm?

Thank You

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