

Moving Forward
in the Time of
the Millennials



ISACS 2019 Annual Conference

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Introductions

- ▶ Nick LeRoy
- ▶ Founder and principal consultant of Bright Minds Marketing
- ▶ School enrollment firm helping independent, charter and public schools increase their enrollment and retain their students
- ▶ Chris Everett
- ▶ Founder of The Kensington Group
- ▶ Creator of the ISACS School Community Survey
- ▶ School oriented market research firm that helps ISACS and independent schools uncover insights about their operations and opportunities



Can we predict the future?

Changes in our society



- ▶ Prior to 1940 only 28% women worked outside of the home
- ▶ Many jobs were off limits to women
- ▶ After the war 84% of women in manufacturing wanted to keep their jobs
- ▶ Laws banning women from certain jobs did not re-emerge
- ▶ Changed the way women thought of themselves

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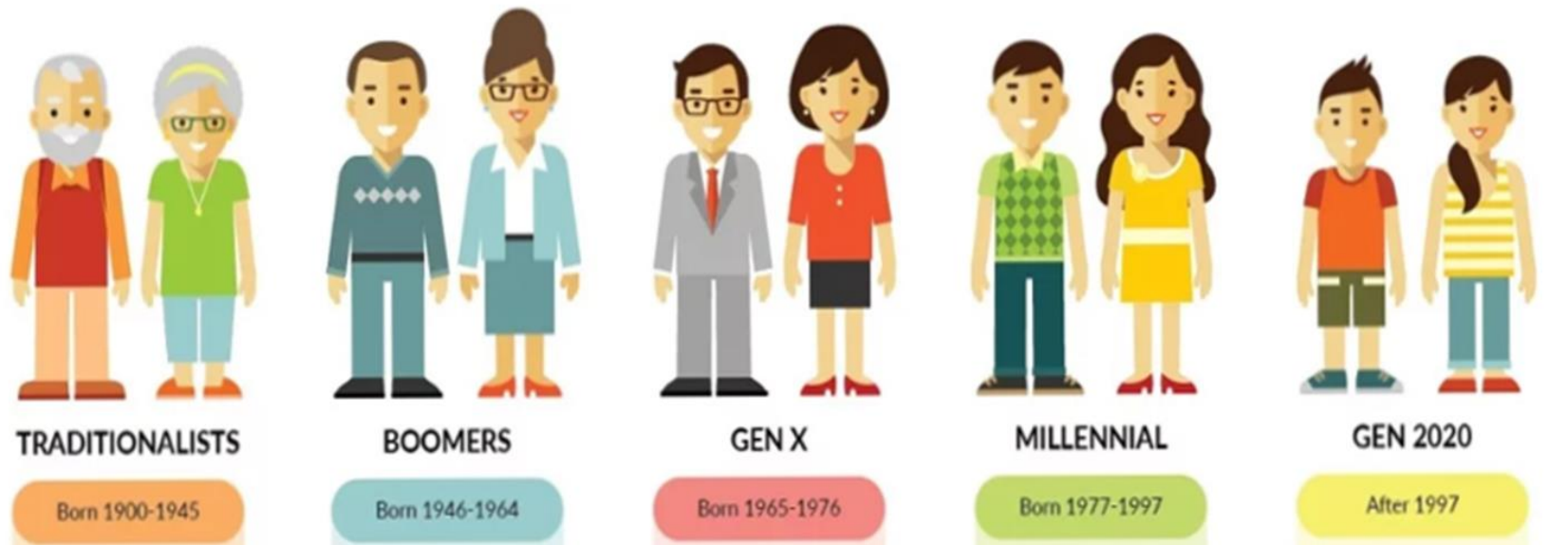
Small changes can have a big impact and related implications



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We are in the midst of a major generational change



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Your generations



BOOMERS

Born 1946-1964

The Baby Boomers

- ▶ Retain a youthful and individual mindset, don't want to be old
- ▶ Bought the product, trust the system
- ▶ More hands-off
- ▶ Grew up with print
- ▶ Not tech savvy, more often tech-challenged (but changing quickly)
- ▶ About will 10,000 retire each day until 2030
- ▶ Two-thirds of school heads likely to retire by 2020
- ▶ General exodus of retiring faculty (and school culture)

Your generations

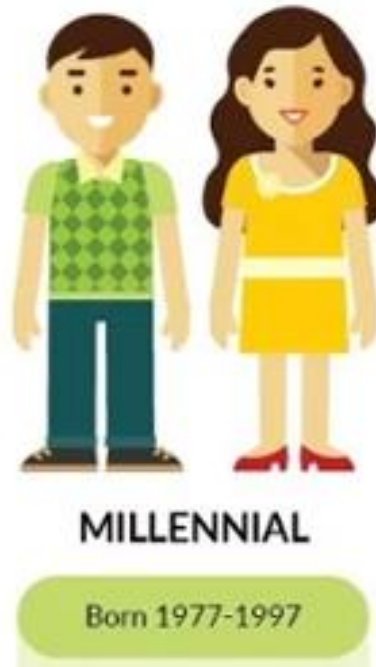


Generation X

- ▶ Strongly independent, self-reliant, individualistic
- ▶ Need constant confirmation that product/service is exceptional
- ▶ Lack automatic respect for authority
- ▶ Work to live
- ▶ Hands-on parenting
- ▶ Raised with TV, radio, cell phone, personal computer
- ▶ Email communication
- ▶ Directly felt the economic impact of 2008 recession
- ▶ 1986 Challenger disaster unifying event

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Your generations



The Millennials

- ▶ Most racially diverse generation (43% non-white)
- ▶ Highest level of education in US history
- ▶ Less attracted to political organizations, but support active government
- ▶ Less connected to religion / fewer believe in God
- ▶ 9/11 is significant unifying event
- ▶ Less often married
- ▶ Least likely to trust authority
- ▶ Career and financial life stunted by the 2008 recession

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Your generations



Generation Z

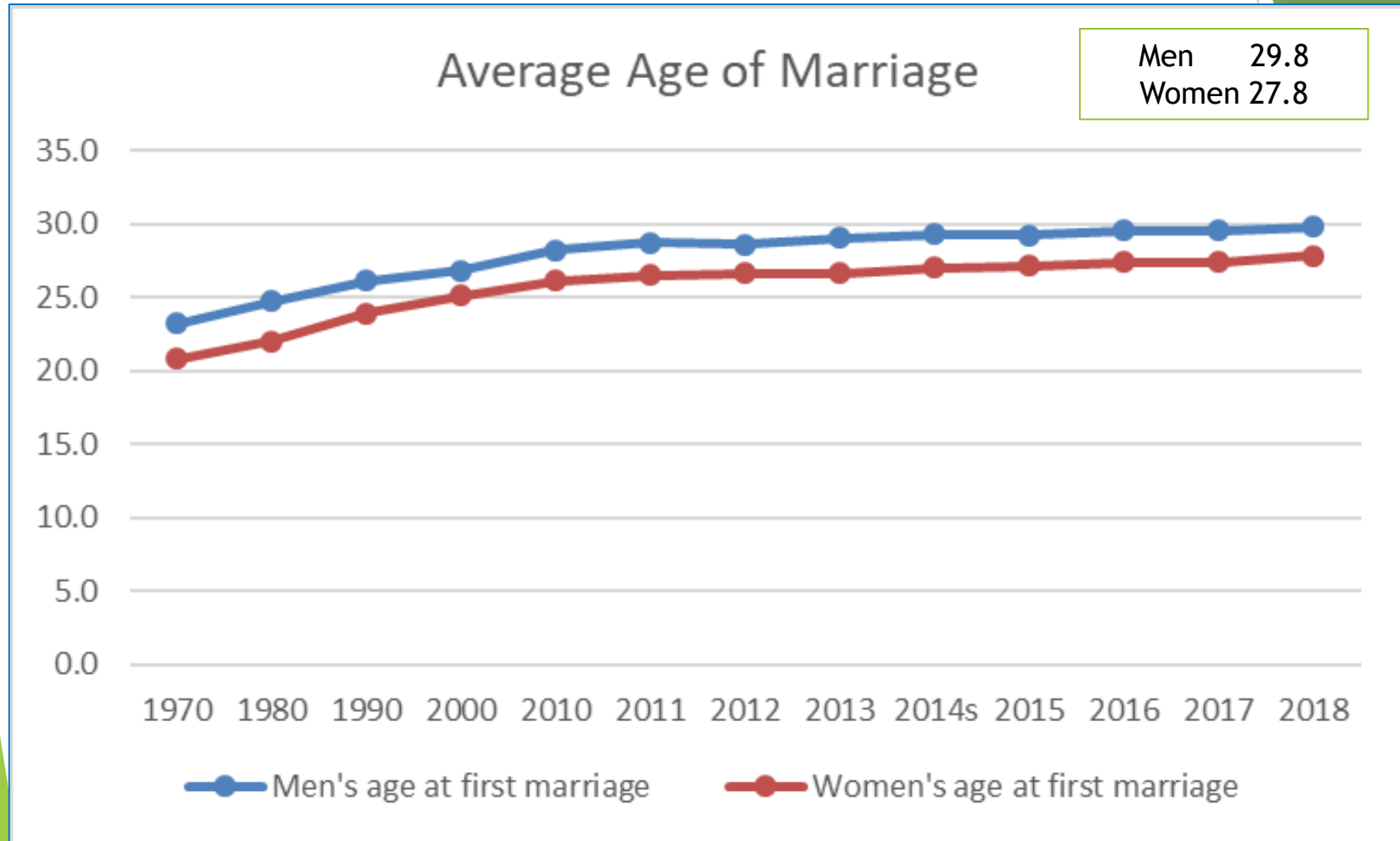
- ▶ Entrepreneurial, collaborative
- ▶ Social-change oriented
- ▶ Embrace diversity
- ▶ Learning on demand
- ▶ Tech-savvy, digital natives
- ▶ Prefer cool product over cool experience
- ▶ Amazon.com - top website
- ▶ Snapchat - top social media platform
- ▶ Prefer streaming video, not traditional TV

Eight societal trends that are or will impact your school

1. The changing structure of the family
2. Changes in family economics
3. Changes in family backgrounds
4. Changes in parenting style and expectations regarding faith and values
5. Evolving communication preferences
6. Changes in the work environment and structure
7. Changing parental desire and belief in what educational outcomes should be
8. Technological changes

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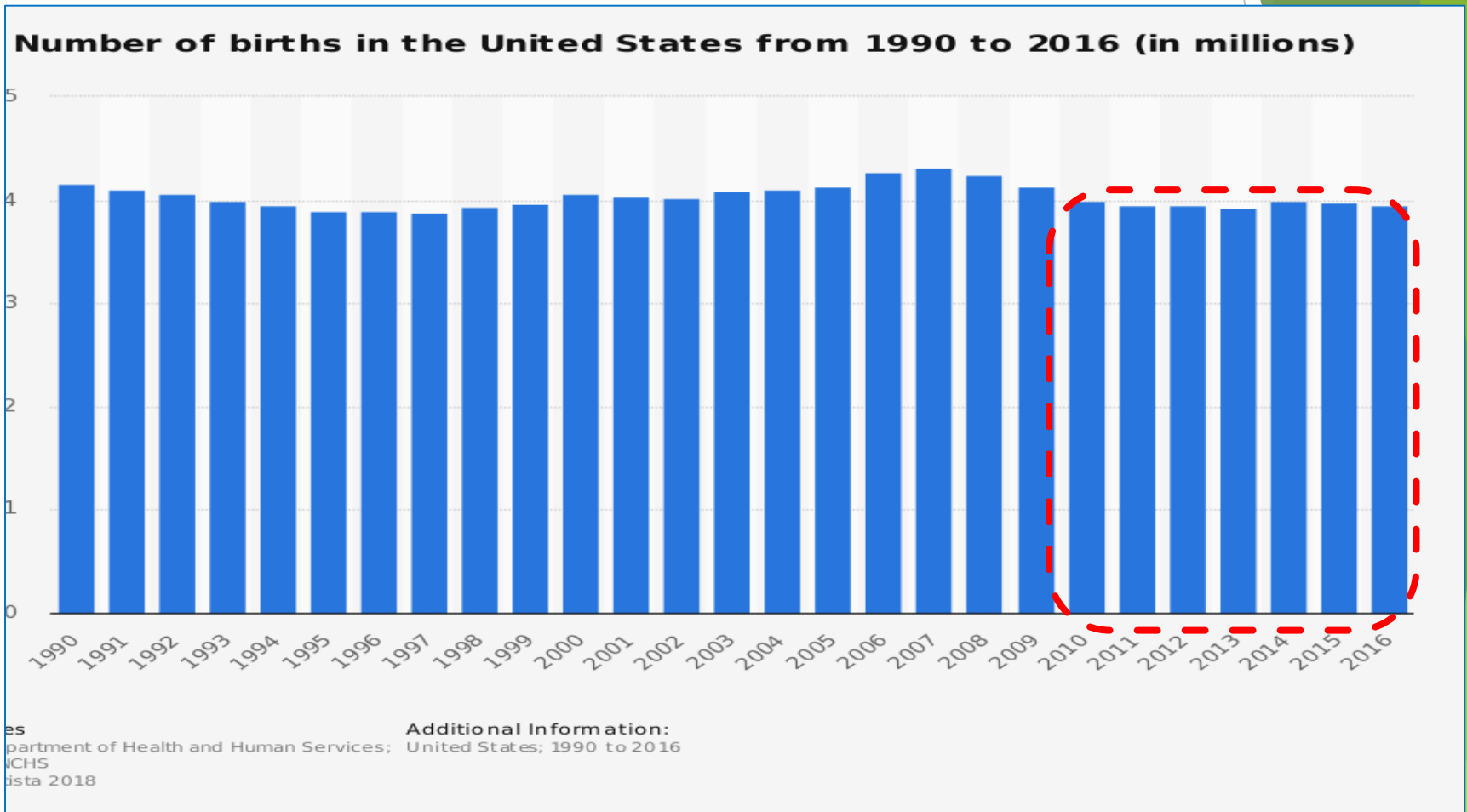
The structure of families is changing



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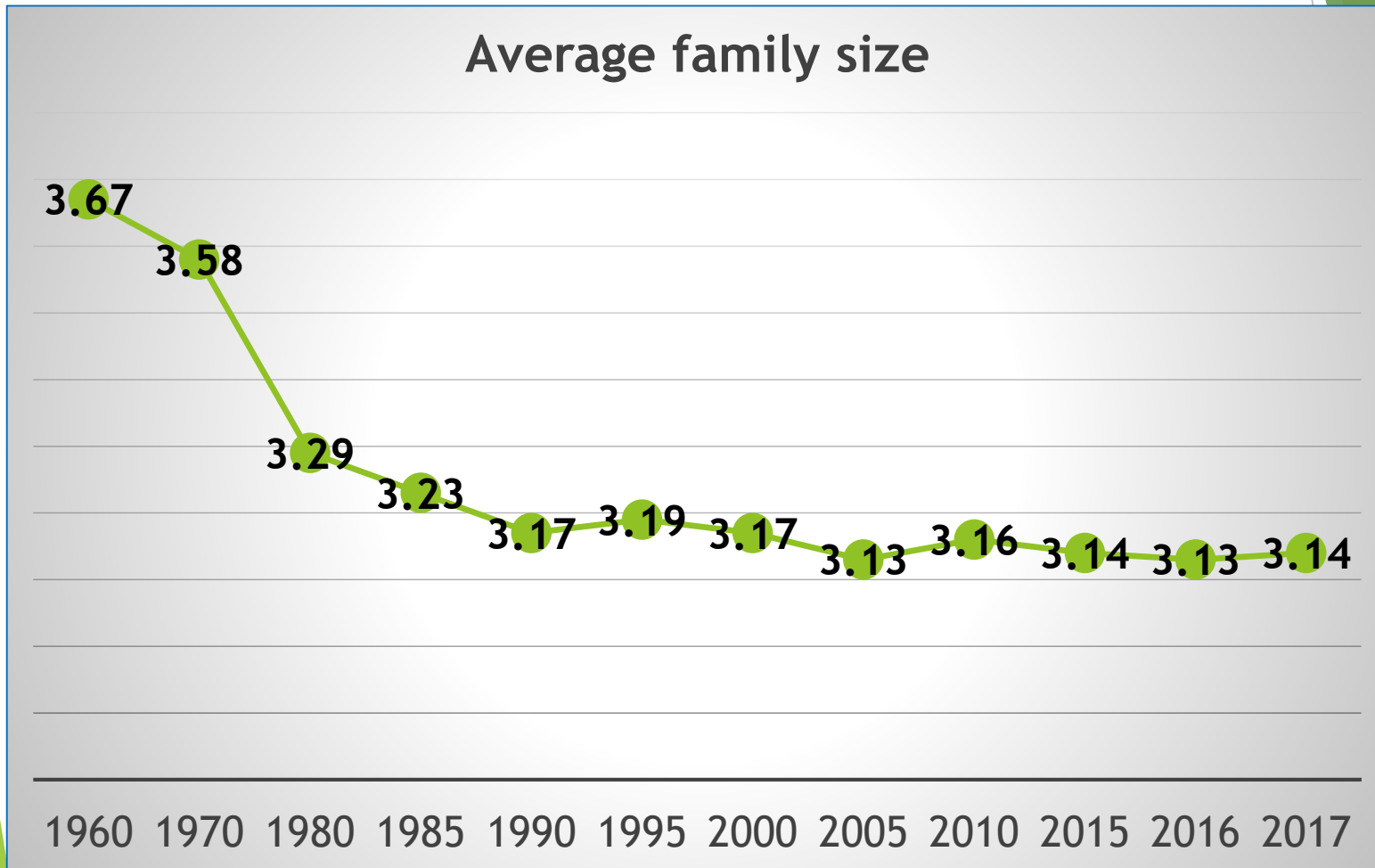
The structure of families is changing



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The structure of families is changing



Source: US Census Bureau

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Implications & recommendations - Family Structure



Admissions team

Fewer students but
more families

Must leverage
additional resources
to compete: Faculty,
Students, Parents,
Technology



Administration

Evaluate current
faculty structure and
right size

Acknowledge that for
parents this might be
their first (and only)
child experience



Parents

Must be leveraged as
a key marketing
resource

Enhance value-
focused and
transparent
communications with
parents

Changes in family economics



Existing student
loan debt

Student loan debt:

Boomer: \$36,246
GenX : \$39,802
Millenial: \$33,579



Saving for their
child's college

Average cost per
year:

Instate public:
\$21K / Private:
\$47k

Avg. American
has saved:
\$18,000



Retirement
savings

Average
American has
\$104k in
retirement
savings

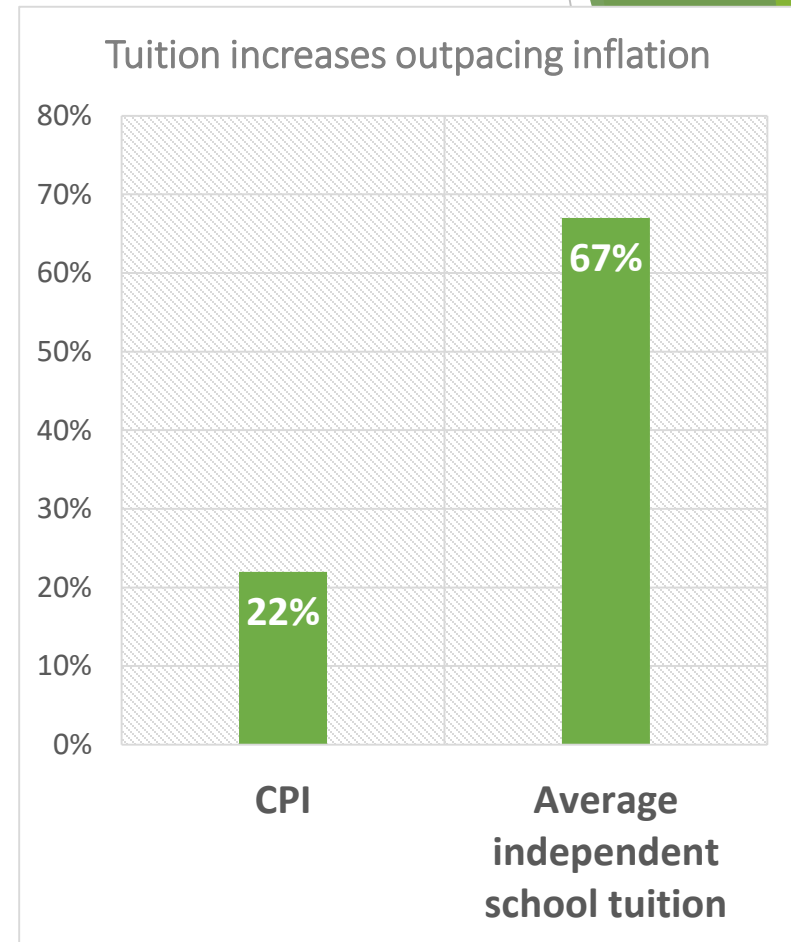


Private school
tuition

Changes in family economics

Do independent schools
have a sustainable
business model?

- 2006-2007: day school median tuition 34% of median income
- **2015-2016: 43% of median income**
- Public and charter schools providing competitive and free options

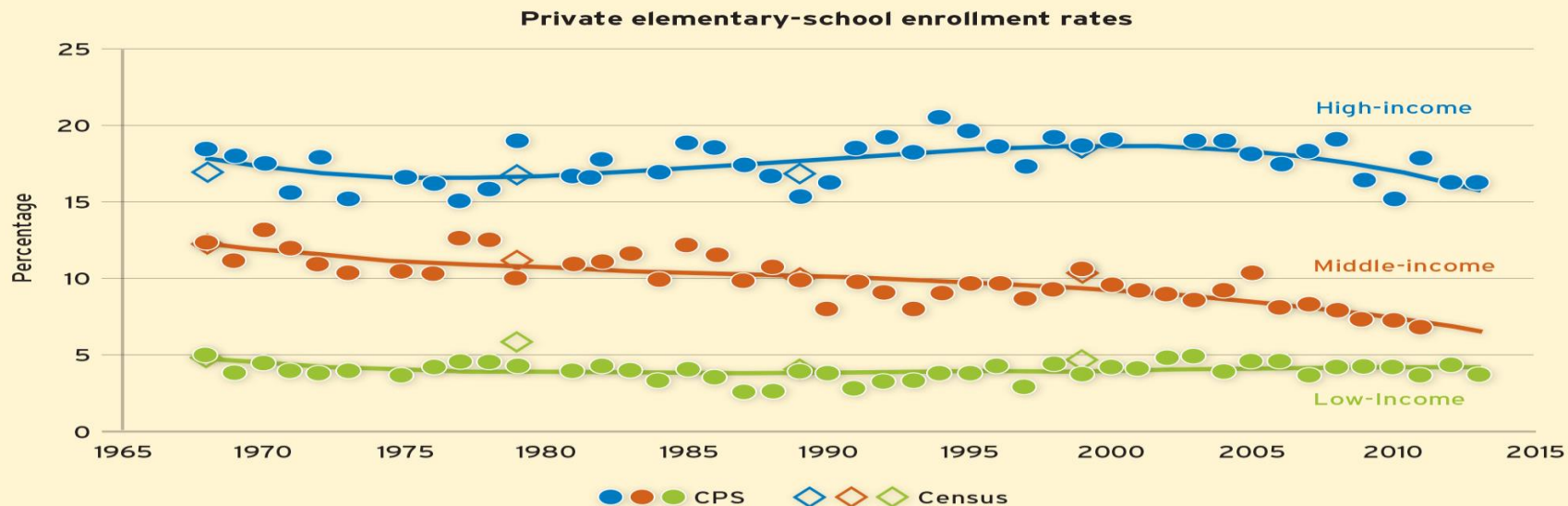


Past 10 Years

Changes in family economics impacting enrollment

Fewer Students from Middle-Income Families Enrolling in Private Schools (Figure 2)

From 1968 to 2013, the proportion of children from middle-income families enrolled in private elementary schools declined by almost half while the proportions of children from affluent and low-income families attending private schools held steady. Over this period, the gap in enrollment rates between high- and middle-income families widened from 5.5 to 9.3 percentage points.



NOTE: Low-, middle-, and high-income families are defined as those from the 10th, 50th, and 90th percentile of the national income distribution for families with children in grades 1 to 8, respectively.

SOURCE: U.S. Census and the Current Population Survey

Implications & recommendations - Family economics



Admissions team

Focus on
demonstrating
value

Evaluate your
approach to the
middle class



Administration

Assess ways to
operate more
efficiently (ensure
faculty participation
in these exercises)

Build diverse
revenue sources
outside of tuition



Faculty

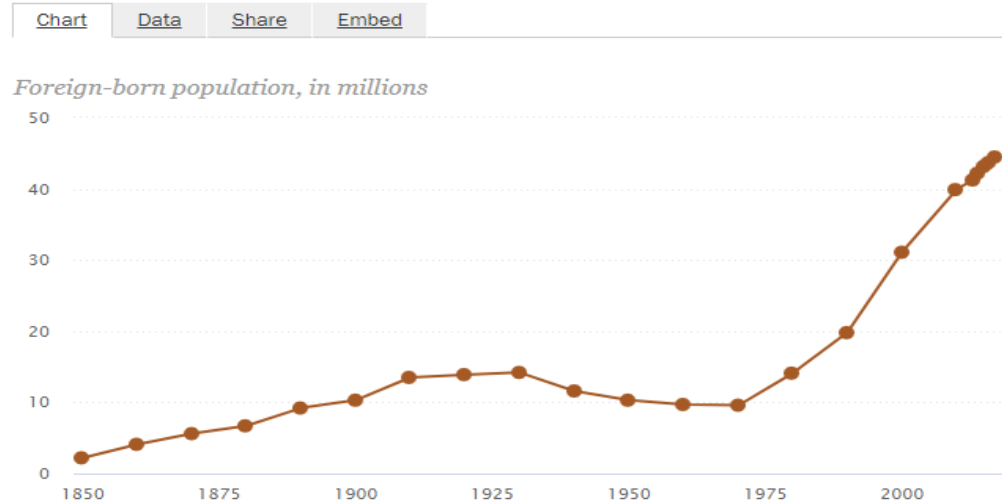
Participate in efforts
to optimize cost
structure of the school

Recognize that you are
the product that
parents are buying.

Reflect on your ability
to create value in the
minds of the parent

Changes in family background

Foreign-born population in the United States, 1850-2017



Source: U.S. Census Bureau population estimates and Pew Research Center tabulations of 2010, 2013-2017 American Community Surveys (IPUMS).

PEW RESEARCH CENTER

% national origin	1960	2017
Europe / Canada	84%	13%
South and East Asia	4%	27%
Other Latin America	4%	25%
Mexico	6%	25%

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Changes in family background

Conceptual Math

Practice 2.2

Evaluate each expression.

1 $7 - 18$	2 $20 - 30$	3 $53 - 109$
4 $45 - (-16)$	5 $-7 - (-5)$	6 $-94 - (-68)$
7 $-6 - 8 - 12$	8 $-23 - 17 - 7$	9 $-8 - (-4) - 5$
10 $-5 - (-10) - 6$	11 $-20 - (-16) - (-7)$	12 $-11 - (-8) - (-14)$

Evaluate the distance between each pair of integers.

13 4 and 20	14 16 and 52	15 -15 and 36
16 -7 and 41	17 -28 and -3	18 -19 and -8

Solve. Show your work.

19 Rick leaves to go skiing in Burlington, Vermont, when the temperature is -4°C . The temperature drops 10°C when a cold front moves in. What is the new temperature?

20 The water level of the Dead Sea dropped from 390 meters below sea level in 1930 to 423 meters below sea level in 2010. By how much did the water level drop from 1930 to 2010?

Computational Math

EXERCISE 6.3

1. Find

(a) $35 - (20)$	(b) $72 - (90)$
(c) $(-15) - (-18)$	(d) $(-20) - (13)$
(e) $23 - (-12)$	(f) $(-32) - (-40)$

2. Fill in the blanks with $>$, $<$ or $=$ sign.

(a) $(-3) + (-6)$ <u>$<$</u> $(-3) - (-6)$
(b) $(-21) - (-10)$ <u>$>$</u> $(-31) + (-11)$
(c) $45 - (-11)$ <u>$>$</u> $57 + (-4)$
(d) $(-25) - (-42)$ <u>$>$</u> $(-42) + (-25)$

3. Fill in the blanks.

(a) $(-8) + \underline{+8} = 0$
(b) $13 + \underline{-13} = 0$
(c) $12 + (-12) = \underline{0}$
(d) $(-4) + \underline{-8} = -12$
(e) $\underline{+6} - 15 = -9$

4. Find

(a) $(-7) - 8 - (-25)$
(b) $(-13) + 32 - 8 - 1$
(c) $(-7) + (-8) + (-90)$
(d) $50 - (-40) - (-2)$

Implications & recommendations - family background



Admissions

Understand and track new parent's family background to address needs

Explain your educational approach to all families



Administration

Share new parent education and cultural background with faculty and discuss implications to ensure a welcoming environment

Clearly define expectations to parents to allow them to be successful in your system



Faculty

Review and understand the different cultural backgrounds within your student body. Ensure your approach reflects these

Establish a plan to communicate to parents the expectations of the classroom

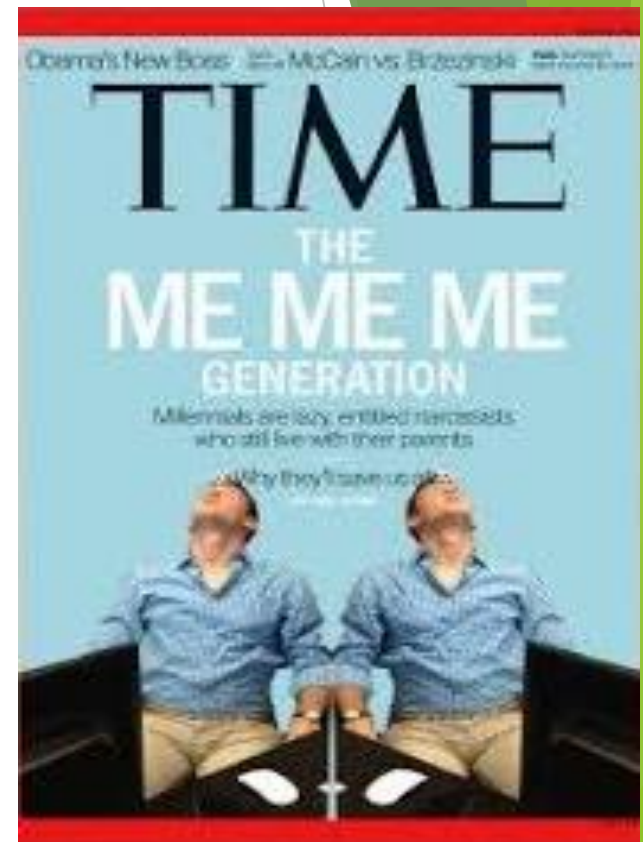
Changes in family background

- The changing definition of diversity.
 - ▶ Race/ethnicity
 - ▶ Nationality/nation of origin
 - ▶ Economic & social status
 - ▶ Religious beliefs
 - ▶ Sexual orientation/gender identity
 - ▶ Age
 - ▶ Political leanings



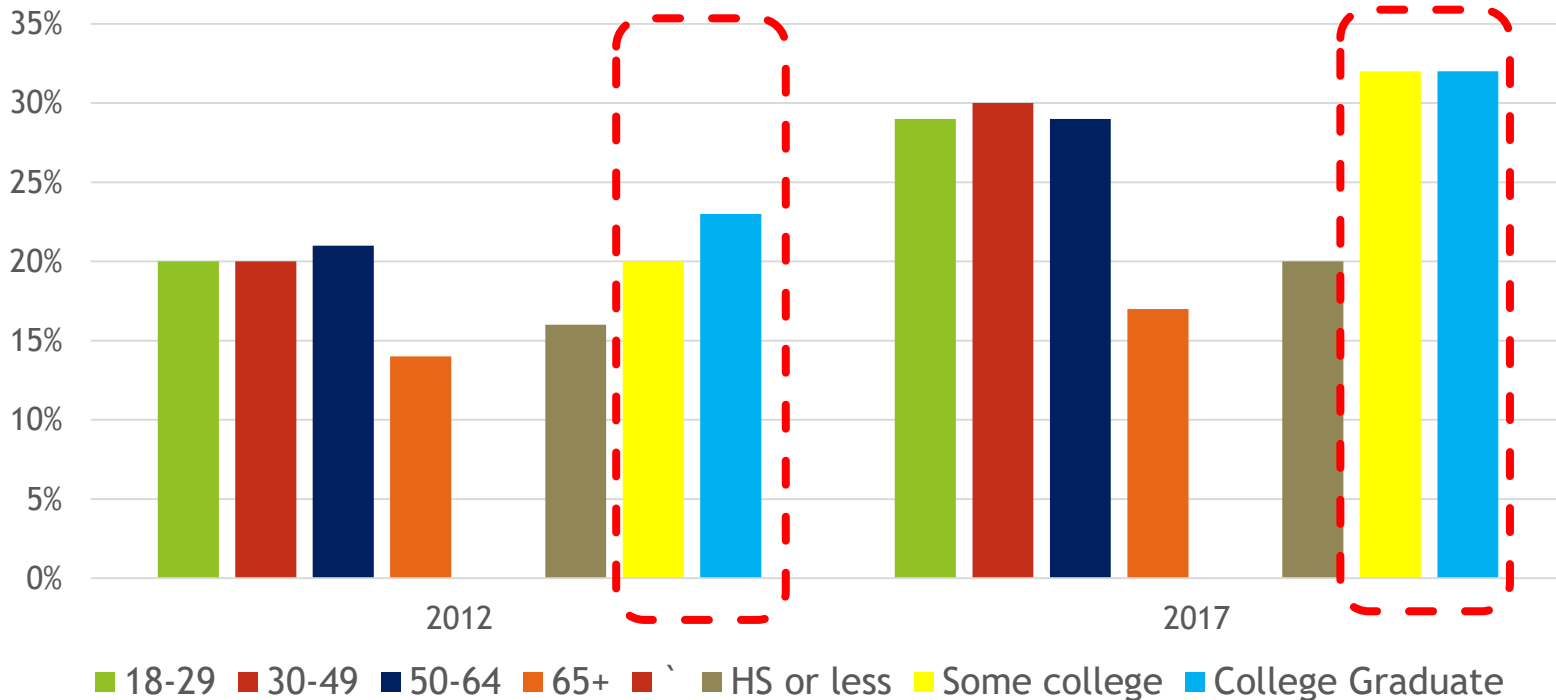
Changes in parenting style and expectations regarding faith and values

- ▶ It is not about your school - it is about their child
- ▶ Millennials crave authentic, unique experiences
- ▶ They are not bound by tradition or what their parents experienced or expected



Changes in parenting styles/ expectations regarding faith/values (even for secular school)

Growth of people identifying as spiritual



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Pew Research, 2018

Implications and recommendations - faith and values



Admissions

Help parents experience or understand your values during the admissions process

Review your messaging and values to ensure yours resonate with parents



Administration

Own and ensure that the culture of the school reflects the values you have established

Reinforce the values of your school to parents through communication



Faculty

Ensure that your interactions are reflective of the values

Incorporate your school's values into your lessons

Evolving communication preferences



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Implications and recommendations - communication



Faculty

Recognize that parents want and expect a transparent school experience

Evaluate essential information, timing and communications mode to address classroom specific student and parent information needs



Administration

Establish expectations for all communications through creation of a road map for different types of communication

Standardize communication by faculty/staff/coaches to parents

Changing work environment

TOP STATES IMPACTED BY TEACHER SHORTAGES

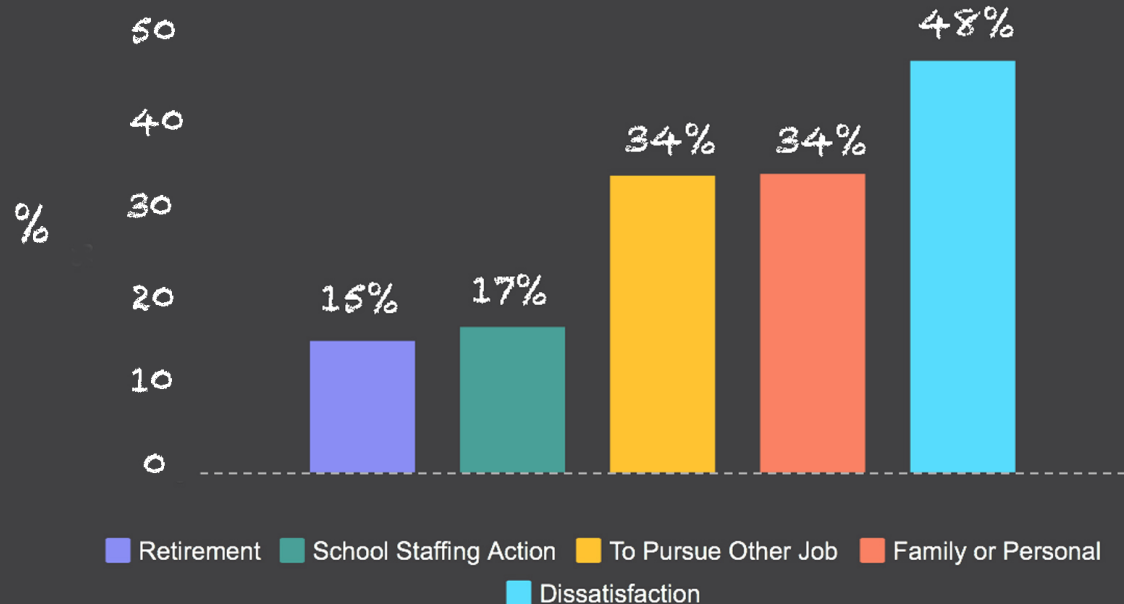


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Changing work environment

Why Teachers Leave



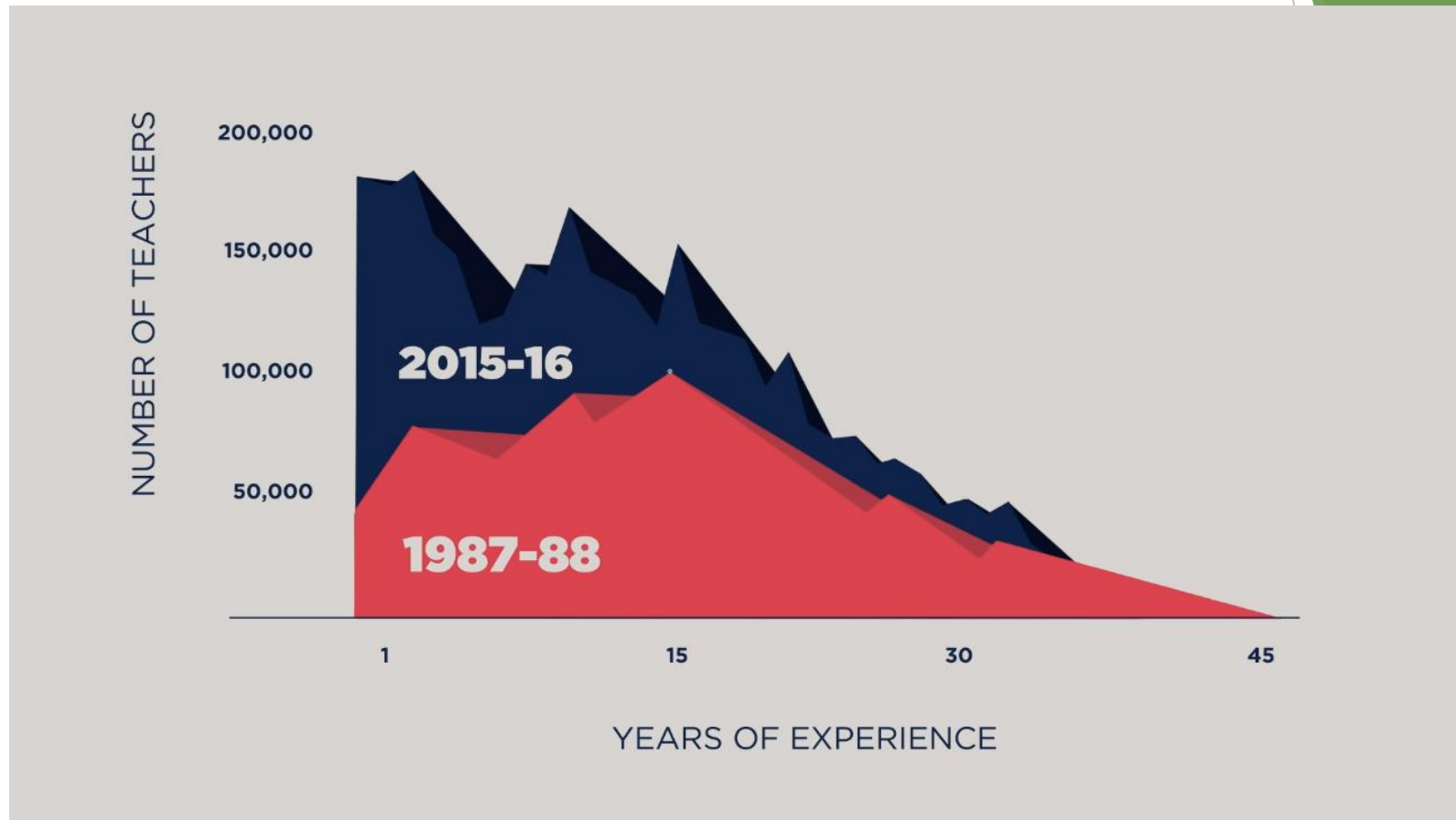
**Respondents were permitted to give more than one reason*

Source: R. Ingersoll & D. Purda, University of Pennsylvania

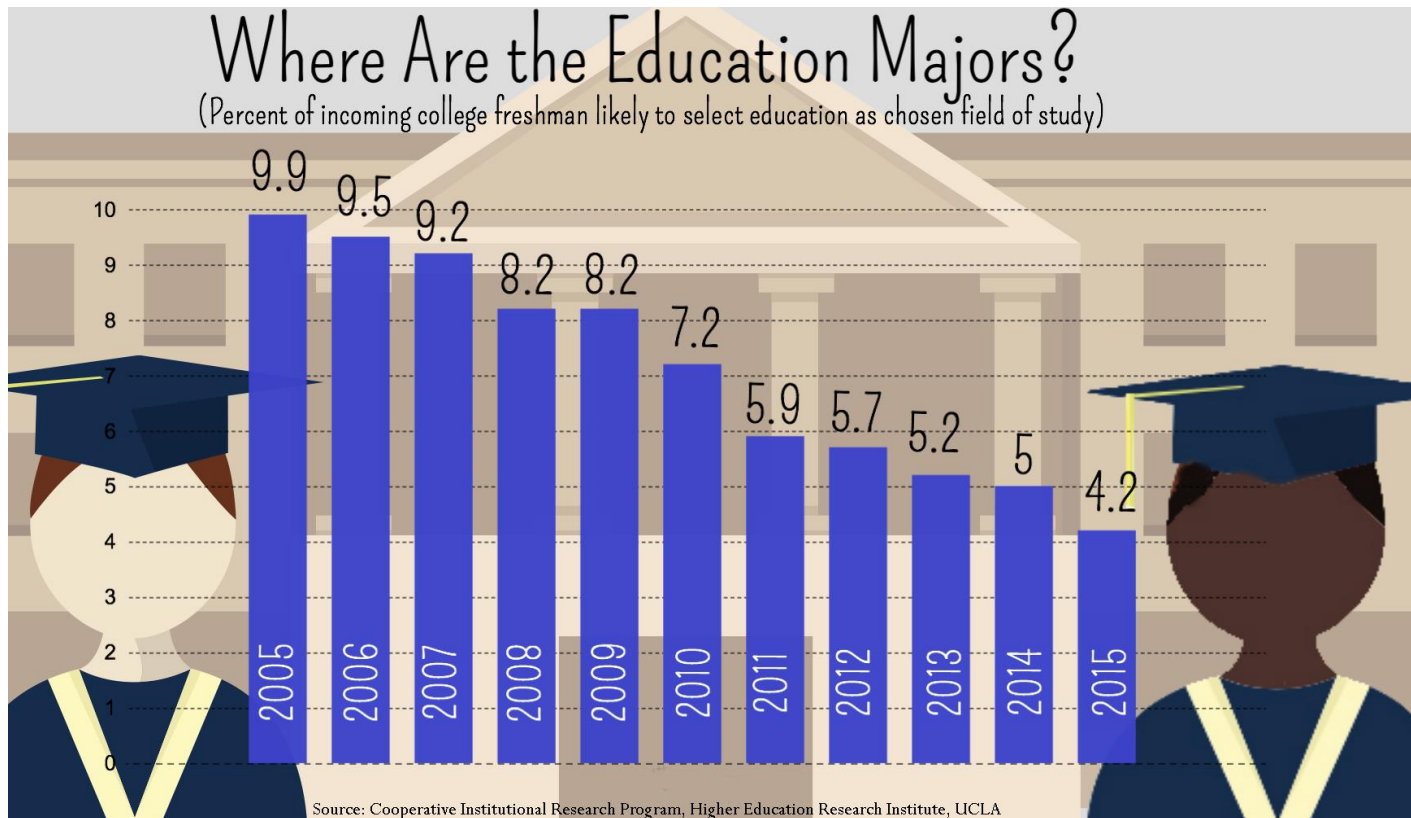
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Changing work environment



Changing work environment



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Implications and recommendations - workforce



Administration

Ensure a positive and supportive work environment

Evaluate current teacher duties and roles based upon a changing workforce

Leverage senior and retired faculty in mentoring relationships

Recognize that millennial teachers need to be coached and managed differently



Faculty

Formalize and ensure mentoring relationships

Peer review and coaching vs. administration review

Recognize that the traditional job of a teacher is going to evolve

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Parental desire and belief in what educational outcomes should be



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Implications and recommendations - educational outcomes



Admissions

Understands and addresses parental goals

Gather testimonials from “the next level up” to reinforce success



Administration

Create and communicate the educational road map for parents

Align course offerings with parent desired outcomes (college credit, experiences)



Faculty

Update and modernize your curriculum

Be prepared to justify your curriculum choices if they do not align with parent needs

Technology



Implications for your school



Admissions

Stay abreast of new technology to assist you in your job

Leverage technology to reach more prospective parents



Administration

Invest in technology that helps the business operations, and overcomes deficiencies in time and talent

Educate parents on what you are doing with technology

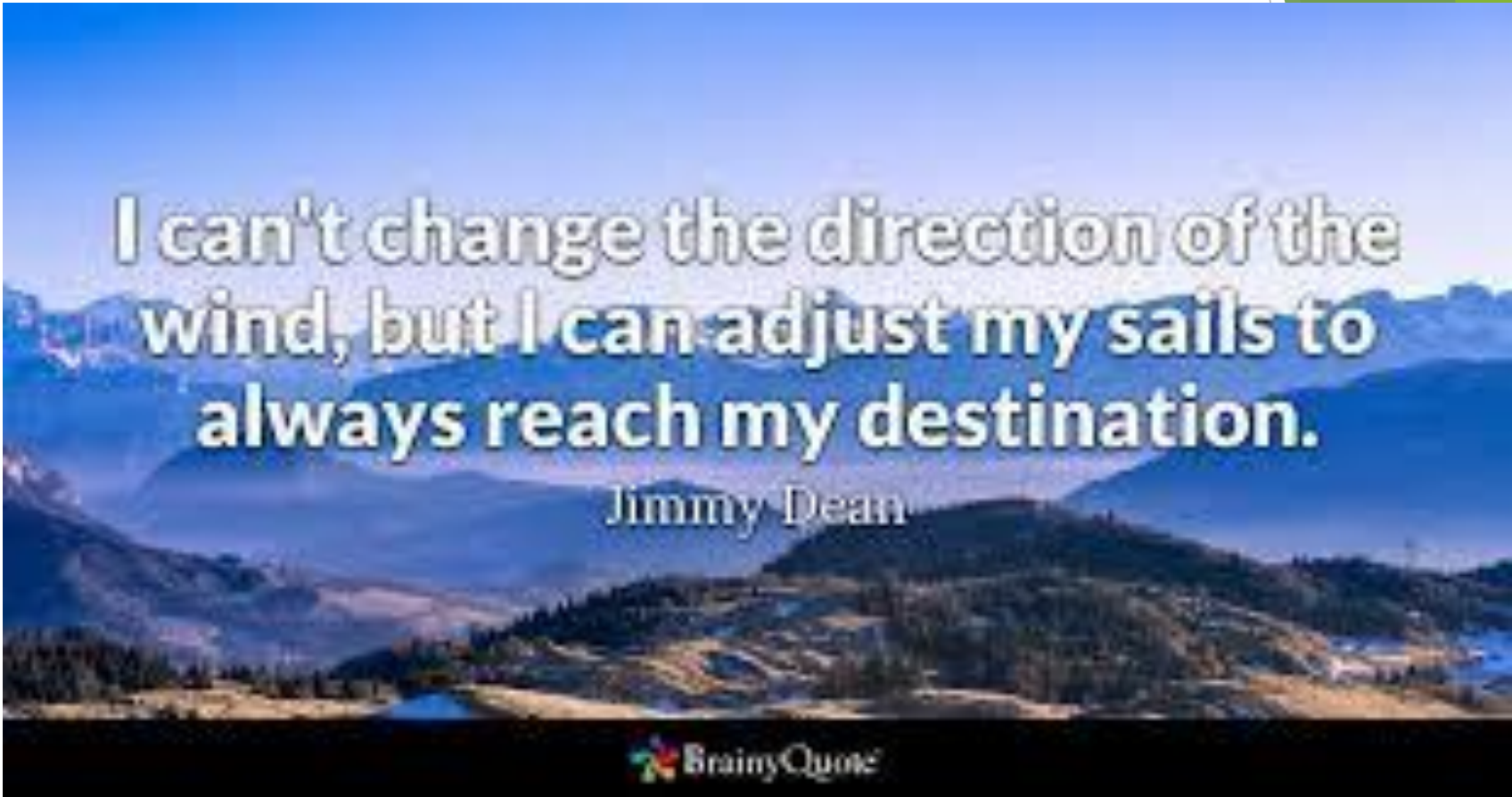


Faculty

Create ways to educate students by integrating technology

Your value proposition to parents must be clear and compelling

- You understand their needs, backgrounds and motivations
- You are helping to instill the values that they want their children to develop
- You are preparing their children for success in a 21st century world.
- The experience of attending your school is easy to navigate and there is a transparency into the activities behind the school door
- Your school can deliver that regardless of the challenging employee issues in today's economy



**I can't change the direction of the
wind, but I can adjust my sails to
always reach my destination.**

Jimmy Dean

