

College Advising Corps - Boston University: Family Academy Evaluation Report

Prepared by Evaluation and Assessment Solutions for Education, LLC



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INTRODUCTION3
 RESEARCH QUESTIONS.....4
FAMILY ACADEMY TEXTING INTERVENTION.....5
 BACKGROUND & RESEARCH DESIGN5
 FINDINGS7
 Student & Family Engagement7
 College Preparation Behaviors & Milestones9
 College Enrollment12
CONCLUSION12
APPENDIX14

INTRODUCTION

Many education scholars cite three fundamental obstacles to college access: academic, financial, and informational barriers. These hurdles impede many low-income, first-generation students from pursuing higher education at a great loss to them and to society. Improving college access and completion is critical to reducing economic inequality within the United States and to increasing the United States' international competitiveness; yet planning for, applying to, attending, and succeeding in college are not easy for many families. Many well-qualified students are discouraged from pursuing higher education by avoidable barriers such as a lack of information about college admissions and financial aid (Avery & Kane, 2004).

College advising is one of the key mechanisms by which policymakers, foundations, and high schools attempt to aid students as they navigate the college access “gauntlet” (Advisory Committee on Student Financial Assistance, 2005; Klasik, 2012). College Advising Corps (CAC) is uniquely positioned to address many of the informational and financial barriers students face in the college admissions process.

The focus of this impact study is the College Advising Corps @ Boston University (CAC). CAC is a national program that recruits and trains recent college graduates from partner higher education institutions across the country. These recent college graduates serve as full-time advisers. They provide support that high-need students need as they navigate the complex processes required to attend and matriculate in college and to secure financial aid. Advisers serve as full-time staff, working to foster a college-going culture within the schools they serve and directly provide peer advising to students one-on-one in the hopes of improving access and persistence to higher education.

CAC deploys an advising model that is fundamentally distinct from how other college access organizations operate. First, CAC focuses on increasing access to higher education for low-income, first-generation college, and other underrepresented student subgroups. This means CAC serves “high need” high schools.

Second, CAC programs select “near-peer” advisers to fill informational gaps about the college admission process. Critical adviser attributes are their age and a fresh connection to college. Advisers are not only recent college graduates, but they also ideally attended the same institution that employs them. Other factors that increase the value of being near-peer include demographically matching the majority of students they serve, having once lived in the same HS community, or their status as a first-generation college graduate.

Last, CAC aims to serve “the whole school,” not just a cohort of students within schools. Unlike other college access organizations who choose specific students to assist, advisers from CAC have an open-door policy to assist any student who asks for guidance. This also means CAC contributes to the capacity of schools to help students with questions about careers that don't

require attending a post-secondary institution. By serving the whole school, CAC also contributes to developing a schoolwide college-going culture that strengthens over time.

CAC advisers serve in 29 high schools across the Boston Public Schools district (BPS). Since beginning operations in Boston, CAC has participated in external evaluations to quantitatively and qualitatively measure the relationship between advising and college enrollment and college-going culture. In particular, the program conducted a multi-year evaluation for the Greenlight Foundation between 2014-2018. The quasi-experimental study found that the presence of a CAC adviser in schools led to significant improvements in college enrollment in Boston for certain population subgroups of particular importance to CAC's mission. Enrollment increases were particularly strong among low-income students who qualified for free/reduced price lunch (3.5 percentage points), Hispanic students (4.9 percentage points), and male students (5.8 percentage points). Additionally, we found that across all students, CAC led to a 2.8 percentage point increase in college enrollment. We also find evidence of increased likelihood of college preparation behaviors among students who met with CAC advisers. In addition to the quasi-experimental study, case studies found that stakeholders in schools reported changes in school culture with regard to greater exposure and reach in terms of the college-going message, increased activity and services related to college advising, and increased knowledge of and exposure to college information including alternative postsecondary pathways.

The primary focus of this evaluation is to assess whether enacting a texting campaign in Boston high schools called, "Family Academy," enhances college advising effects. Family Academy was designed by CAC to give students' families more information about the college-going process via texting. If CAC advisers add this family-focused texting campaign to their traditional efforts, does it increase the number of high school students who complete the multiple steps that are needed to go to college, such as 1:1 meetings with an adviser, applying to (one, or three or more) college(s), submitting a FAFSA, and ultimately whether students enroll in college? To assess the effects of a texting campaign, CAC implemented a randomized control trial within BPS over a two-year period. The evaluation was conducted by Evaluation and Assessment Solutions for Education (EASE). EASE is overseen by Drs. Bettinger and Antonio from Stanford University's Graduate School of Education and Dr. Jesse Foster. Dr. Bettinger is the Conley-DeAngelis Family Professor of Education at Stanford University and a partner at EASE. Anthony Antonio is an Associate Professor of Education and partner at EASE. Dr. Jesse Foster is the managing director and partner at EASE.

Research Questions

The proposed study will investigate the following research questions:

1. What percentage of parents/guardians who receive texts from Family Academy engage with the adviser, and what factors explain family engagement?

2. Are students whose parents/guardians receive texts from Family Academy more likely to complete college going behaviors and enroll in college after HS graduation than a similar group of students whose parents do not receive texts from Family Academy?
 - 2b. Are students whose parents/guardians respond and interact with the adviser more likely to complete college going behaviors and enroll in college after HS graduation compared to students whose parents do not respond and interact the adviser?
3. Are “at-risk” juniors whose parents/guardians receive texts from Family Academy more likely to complete college going behaviors and enroll in college after HS graduation than a similar group of students whose parents do not receive texts from Family Academy?
 - 3b) Are “at-risk” juniors whose parents/guardians respond and interact with the adviser more likely to complete college going behaviors as seniors, and to enroll in college after high school graduation compared to ones whose parents do not respond and interact with the adviser?

Family Academy Texting Intervention

Background & Research Design

CAC implemented a randomized control trial within BPS to study the above research questions. The texting intervention targeted both juniors and seniors during the 2021-2022 and 2022-2023 academic years. The intervention called, “Family Academy,” is managed by CAC via a proprietary software, GRACE. The goal of Family Academy is to give parents (or legal guardians) more information to support and compliment advisers’ efforts to get students to complete the multiple steps that are needed to go to college, such as applying to college or three or more colleges, submitting the FAFSA, and ultimately enrolling in college. Throughout the school year, text messages were sent to family members through CAC’ GRACE SMS platform. These texts were created and scheduled in GRACE SMS for advisers. As a result, via GRACE, we can capture the sample size for any texting campaign, the timing and content of texts, whether families responded, and how quickly an adviser answered a family member’s reply. The appendix provides a sample of the texting scripts used during the initiative.

To estimate the causal impact of introducing family academy to BPS schools, we randomized the assignment of a high school to either a treatment or the control condition. By assigning each high school an equal probability of being assigned to receive a treatment, randomization guards against selection biases. Each school was given a unique number and in a random drawing the first 15 numbers selected were assigned to the treatment group. However, some schools that were initially assigned to the treatment group declined to participate. We replaced three of them by swapping them with high schools in the control group using the following criteria: (1) most similar school enrollment size, and (2) most similar student demographics measured at the school level, using a 200-point scale that adds the percentage of students who are persons of color (0-100) with those who are FRPL eligible (0-100). However, four more high

schools wound up unable to participate, leaving us with an unbalanced design of 11 high schools in the treatment group and 18 in the control group.

We conducted a baseline comparison between the two groups to ensure that randomization and our subsequent adjustments to group assignment resulted in equivalence for key demographic school level characteristics. According to five separate tests for between-group differences (ANOVA), which are presented in the table below, our two groups of high schools were not dissimilar for the average number of (1) senior or (2) junior enrollment, or the average percentage of (3) Hispanic, (4) Black, and (5) white students (Table 1). Seniors in the treatment schools whose parent or legal guardian had a working phone number were part of the texting initiative.

TABLE 1
Demographic comparisons of treatment and control schools

	Control Schools (18)	Treatment Schools (11)	Difference
Ave # of Seniors	127	137	p = .74
Ave # of Juniors	131	148	p = .68
Ave % Hispanic Students	43%	49%	p = .37
Ave % Black Students	37%	36%	p = .98
Ave % White Students	8%	6%	p = .63

A second part of the study focused specifically on estimating the effects of a similar texting intervention on juniors at the treatment schools. While CAC adheres to a “whole school” model in which any student is eligible for advising, advisers typically spend more than 90% of their efforts assisting seniors. Family academy was seen as an efficient way to “pre-treat” juniors to be more likely to complete college going behaviors and enroll in college. Since CAC advisers at BPS schools cannot serve all juniors, we identified a sample of juniors who are at a greater risk of not attending college based on their current profile. We used students’ GPA to determine eligibility by utilizing machine-learning techniques (e.g., Athey and Imbens 2018) to enhance our understanding of how grade level GPA predicts future college enrollment.

We used two datasets to try to identify the relationship between GPA and college attendance. The first came from ACT data. There we find college going rates of 47 percent (GPA from 2.0-2.5) and 62 percent (GPA 2.5-3.0). The rates for below 2.0 really drop (33 percent for 1.5-2.0) and are higher for higher GPAs (71 percent for 3.0-3.5). We ultimately focused on students with GPAs between 1.75 to 3.5 in order to yield a high enough sample in treated schools. Our sample of juniors was determined by conducting an equal probability random drawing among our “at risk” population, and we assigned students proportionally based on the size of the school.¹ Table 2 provides a breakdown of the sample across grades and cohorts.

¹ Students missing a parent phone number in GRACE were excluded from randomization.

TABLE 2
Sample Breakdown

	Control Students (in control schools) – Selected	Control Students - Actual	Treatment Students - Selected	Treatment Students - Actual
2022 Juniors	943	943	500	469
2022 Seniors	2490	2490	1316	1122
2023 Juniors	500	500	500	480
2023 Seniors	2514	2514	1398	1306

NOTE: “Actual” sample reflects the total after removing opt-out and missing parent phone numbers.
SOURCE: 2022 & 2023 GRACE data

The data required to address our research questions are measured and collected by: (1) BPS, (2) CAC advisers, and (3) the National Student Clearinghouse (NSC). BPS provides CAC with official school rosters, school level data, such as race & ethnicity and FRPL eligibility, and student level data, including GPA and family contact information. NSC provides enrollment outcomes for students after high school graduation. BPS has been acquiring and sharing NSC data with CAC, and CAC is able to match NSC enrollment data to student level and school level outcomes collected by advisers.

CAC advisers are trained over each summer to use GRACE to manually enter and record student level outcomes and behaviors in real time. Advisers track college going behaviors, with a time stamp, and they update a students’ record when additional behaviors take place (i.e., a student reports applying to additional colleges, or the adviser learns this took place from school officials). These key performance indicators (KPI) include: (1) (the number of 1:1) student advising meetings (the number of) college applications, (2) taking a college entrance exam, (3) and submitting a FAFSA (or equivalent financial aid application). In addition, data are entered about (4) the advisers’ role in student completion of KPI. Last, advisers also enter details about KPI, like 1:1 meetings, which add depth about our core KPI, such as the medium and content of student-adviser meetings, and other relevant outcomes, adding depth, such as scholarship offers and their dollar amount. The introduction of Family Academy in schools at random, plus the randomization across juniors at the schools in the treatment group, allows us to identify potential causal relationships between adviser-family texting interactions and students’ outcomes.

Findings

Student & Family Engagement

One of the key goals of the Family Academy program is to spur parent/guardian involvement in the college application process, which we measure, in part, through interaction with the CAC adviser. Table 3 provides a means comparison of student and family meetings with the adviser

based on treatment status. Table 3 looks specifically at the two cohorts of juniors. The juniors who were texted during the 2021-2022 school year ended up only being lightly treated, as they received only two texts during their junior year. Even with the minimal treatment, we still saw differences in the number of student meetings happening with the CAC adviser. Treated juniors were significantly more likely than students in control schools to meet with an adviser by 9 percentage points. We found no difference between treatment and control students when it comes to family engagement during the junior year, which was also the case for the 2023 juniors. However, during the senior year, the 2022 treated juniors were more likely to have higher rates of family engagement with the adviser.²

TABLE 3
Comparisons of student and family meeting with the CAC adviser by treatment status (juniors)

	Juniors 2022 (during junior year)		Juniors 2022 (during senior year)		Juniors 2023 (during junior year)	
	Treatment	Control	Treatment	Control	Treatment	Control
1+ Student Meetings	.27***	.18	.82***	.72	.38***	.27
Family Engagement (1+ Parent Meetings)	.03	.02	.27***	.16	.04	.04

NOTE: + $p \leq 0.10$, * $p \leq 0.05$, ** $p \leq 0.01$, *** $p \leq 0.001$. Standard errors in parentheses.

NOTE: Sample exclude students whose families opted out of texting program.

SOURCE: 2022 & 2023 GRACE data

While we did not find an impact on family engagement during students’ junior year, we do see an impact among the seniors for both cohorts (Table 4). The 2022 seniors were 11 percentage points more likely to have had their parent or guardian meet with the adviser, and the 2023 seniors were 13 percentage points more likely. When we restrict the analysis to treatment students whose family members had above median texting interactions with the adviser, we found an even higher impact. Specifically, when looking at the 2022 seniors with family members that send a higher number of text responses to the adviser, we see that those family members are 20 percentage points more likely to meet with the adviser. For the 2023 seniors, there is a 21-percentage point greater likelihood.

Moreover, the texted students were also significantly more likely to have at least one meeting with the CAC adviser, which holds true for both cohorts. When restricting the analysis to highly engaged family members, we see minimal change in the likelihood of a treated student meeting with the adviser. This is not surprising given that we would expect higher family engagement to yield a greater impact on adviser-family interaction rather than adviser-student interaction. It is important to note, however, especially when examining family engagement, that for the two previous academic year before Family Academy was enacted, the treatment schools had lower rates of family engagement than the control schools. For the class of 2020, rates of family engagement were three percentage points lower at treatment schools than control schools, and for class of 2021, the rates at treatment schools were seven percentage points lower. In comparison, rates of student meetings with the adviser were already higher in treatment

² Texting family members as part of an intentional campaign is not included in CAC’s definition of family engagement.

schools in the years prior to Family Academy. Therefore, the increases we see in family engagement during Family Academy suggests that the texting did have a significant impact on getting more parents and guardians engaged with the CAC adviser.

TABLE 4

Comparisons of student and family meeting with the CAC adviser by treatment status (seniors)

	Seniors 2022		Seniors 2023	
	Treatment	Control	Treatment	Control
1+ Student Meetings	.87***	.70	.82***	.63
Family Engagement (1+ Parent Meetings)	.21***	.10	.24***	.11

NOTE: + $p \leq 0.10$, * $p \leq 0.05$, ** $p \leq 0.01$, *** $p \leq 0.001$. Standard errors in parentheses.

NOTE: Sample exclude students whose families opted out of texting program.

SOURCE: 2022 & 2023 GRACE data

College Preparation Behaviors & Milestones

Family involvement in students’ college decision-making and success remains a mystery. Undoubtedly there is a strong positive relationship between parents’ characteristics and students’ college choices. Educational scholars have long documented the stratification by income, parental educational levels, and the degree of parental involvement in children’s activities (e.g., College Board 2016). Even the educational aspirations of parents for their children often vary by parental characteristics. For example, 83 percent of parents with income over \$75,000 expect their children to complete college while only 50 percent of parents with incomes below \$25,000 have similar expectations (Lippman et al, 2008).

However, parents matter for other reasons. For example, parents’ direct involvement matters for college and financial applications. Parents provide direct support in helping with college applications, and their financial information is essential for completing financial aid forms. Even for first-generation college students, parents’ involvement remains an important predictor of students’ collegiate outcomes. This section focuses on the impacts of the texting program on these important college preparation milestones. We divide these into two categories: financial aid applications that require parent involvement, and college applications that often require parent involvement.

Starting with financial aid applications, Table 5, provides an overview of the percentage of students who submitted a FAFSA or received assistance with their FAFSA submission from the adviser based on their treatment status.

TABLE 5

Comparisons of FAFSA submissions and assistance rates by treatment status

	Juniors 2022 (during senior year)		Seniors 2022		Seniors 2023	
	Treatment	Control	Treatment	Control	Treatment	Control
FAFSA Submitted	.80***	.53	.80***	.55	.80***	.53
FAFSA Assisted by Adviser	.54***	.35	.46***	.33	.51***	.30

NOTE: + $p \leq 0.10$, * $p \leq 0.05$, ** $p \leq 0.01$, *** $p \leq 0.001$. Standard errors in parentheses.

NOTE: Sample exclude students whose families opted out of texting program.

SOURCE: 2022 & 2023 GRACE data

FAFSA submission is perhaps the most important step in college attendance and parents’ participation is essential for its completion. Moreover, states often have preferred deadlines for students’ eligibility for state aid programs. We find that participation in Family Academy results in a statistically significant improvement in FAFSA submission and assistance rates for all cohorts. For juniors who were texted in 2021-2022, they were 27 percentage points more likely to submit a FAFSA in their senior year compared to control students in schools that did not receive texts. However, when we compared treated juniors to control juniors within schools where students received texts, there was no statistical difference in FAFSA completion (not pictured in table).

For both the 2022 and 2023 seniors, we find similar patterns in terms of FAFSA submission rates. The 2022 seniors in the treatment group were 25 percentage points more likely to submit a FAFSA and the 2023 seniors were 27 percentage points more likely. Both results were statistically significant. These results are particularly impressive given that when we compared FAFSA submission rates between treatment and control schools for the two years prior to Family Academy, we find no statistically significant difference between them.

When it comes to receiving assistance with the FAFSA by the CAC adviser, we again find positive results associated with participation in Family Academy. Treatment students across cohorts were all statistically more likely to meet with the CAC adviser about their FAFSA submission. Juniors who were texted in 2021-2022 were 19 percentage points more likely to receive help from the adviser on their submission compared to control students in schools that did not receive texts. Like the FAFSA submissions, when we compare treated juniors to control students in schools that did receive texts, we do not find a statistically significant difference between the two groups. This could suggest some level of information sharing happening across treatment and control students within the same school. For both the 2022 and 2023 treated seniors, we find a 13 percentage points and 21 percentage points increase, respectively, in receiving adviser assistance with their FAFSA submissions. One thing to note is that prior to Family Academy, we did find some indication that treatment schools already had higher rates of adviser assistance with the FAFSA. Specifically, for the class of 2021, treatment schools were 11 percentage points more likely to have the adviser assist with the FAFSA. We did not find a statistically significant difference for the class of 2020.

We now turn to college applications. Table 6 provides a means comparison of college application submissions between treatment and control students.

TABLE 6
Comparisons of application submissions by treatment status

	Juniors 2022 (during senior year)		Seniors 2022		Seniors 2023	
	Treatment	Control	Treatment	Control	Treatment	Control
1+ Applications	.85***	.64	.85***	.69	.85***	.65
3+ Applications	.68***	.46	.69***	.47	.71***	.47

NOTE: + $p \leq 0.10$, * $p \leq 0.05$, ** $p \leq 0.01$, *** $p \leq 0.001$. Standard errors in parentheses.

NOTE: Sample exclude students whose families opted out of texting program.

SOURCE: 2022 & 2023 GRACE data

We see a similar pattern with college application submission as we did with FAFSA. Treatment students across cohorts are significantly more likely to submit a college application, or multiple applications. Not pictured in Table 6, but like FAFSA we did not find statistically significant differences in application submissions when comparing treated juniors to control students within the same school. Moreover, in the years prior to Family Academy (classes of 2020 and 2021), we already were seeing higher college application rates at treatment schools compared to control schools. However, those differences only increased under Family Academy. For example, for the class of 2021, students at treatment schools were 19 percentage points more likely to submit 3+ applications. During Family Academy, this number increased to 21 and 24 percentage points respectively.

TABLE 7
Comparisons of application submissions by engagement level (seniors)

	Seniors 2022		Seniors 2023	
	Treatment (high texting engagement)	Control	Treatment (high texting engagement)	Control
1+ Applications	.88***	.69	.94***	.65
3+ Applications	.71***	.47	.83***	.47

NOTE: + $p \leq 0.10$, * $p \leq 0.05$, ** $p \leq 0.01$, *** $p \leq 0.001$. Standard errors in parentheses.

NOTE: Sample exclude students whose families opted out of texting program.

SOURCE: 2022 & 2023 GRACE data

Table 7 compares college application rates between control students and treatment students whose family members had higher rates of engagement with the CAC adviser via texting. We categorized students with higher rates if the number of inbound messages sent from their family member to the adviser was above the median. When we restrict the sample to this group, we find that the differences in application rates only increase. This finding holds true across all key performance indicators.

College Enrollment

Table 8 provides a comparison of college enrollment rates between treatment and control students for the class of 2022.³ We did find statistically significant differences in college enrollment rates, particularly in terms of four-year enrollment. Students at treatment schools are nine percentage points more likely to enroll in a four-year college in the fall after high school graduation. This number increased to 11 percentage points among treatment students whose family members have higher rates of texting engagement. This outcome is in line with the higher rates of college preparation milestone completion and suggests that Family Academy is an efficient tool for bolstering enrollment outcomes. It is important to note that we do not find a statistically significant difference in two-year enrollment between treatment and control schools, which may indicate that not all students equally benefit from increased family engagement or that the texting is helping to push more students to four-year colleges instead of two-year colleges.

TABLE 8

Comparisons of college enrollment outcomes by treatment status (seniors)

	Seniors 2022	
	Treatment	Control
Enrolled, Fall after HSG	.60***	.52
Enrolled in 4-Year School, Fall after HSG	.49***	.40
Enrolled in 2-Year School, Fall after HSG	.11	.12

NOTE: + $p \leq 0.10$, * $p \leq 0.05$, ** $p \leq 0.01$, *** $p \leq 0.001$. Standard errors in parentheses.

NOTE: Sample exclude students whose families opted out of texting program.

SOURCE: 2022 & 2023 NSC data

Conclusion

In sum, the results about the efficacy of Family Academy are encouraging. At face value, they indicate modest improvements in students' college-going behaviors and enrollment, as well as increased parent engagement with college application process. College enrollment rates for students whose parents were texted, for example, were eight percentage point higher overall, and nine percentage points higher in terms of four-year enrollment. Although we find that prior to Family Academy the treatment schools had better rates of FAFSA and college application submission, these rates increased during the texting program. Moreover, family engagement at treatment schools was lower prior to Family Academy, which suggests that the texting led to a significant increase in family engagement. Of note, there was not an impact on family engagement during a student's junior year, but we find it increases once juniors entered their senior year. We also saw increased levels of college application and FAFSA submissions among treated juniors during their senior year.

However, we did not find statistically significant differences in key outcomes when comparing treated juniors to control juniors within the treatment schools. This suggests that a future

³ Due to time lag in college enrollment reporting, data is only available for the class of 2022.

iteration of Family Academy may want to test a within school randomization design for seniors to assess whether the higher rates of college-going behaviors and attendance is associated with the texting initiative or other context specific factors. Given the size of estimated effects in this report, especially during students' senior year, it would be informative to recontact some parents and students who were texted to ask them what they thought about Family Academy. Interviews, if possible, could shed some light about whether texting was the cause of the KPI differences that were presented in this report.

Appendix

Sample Script: Fall 2021

NOTES

- ❖ Messages typically go out on Wednesdays and/or Fridays.
- ❖ You are encouraged to create your own messages at any time (so long as they do not conflict with the schedule of automated messages). View the [5-minute training](#) on setting up group messages.
- ❖ We recommend that you add the schedule of automated texts to your calendar as a reminder of when you can expect the highest volume of incoming messages.

REVIEW PROCESS

Look over the schedule and script. **Do not edit any of the existing text.** Any changes you feel are needed should be entered in the Feedback columns. What to check for:

- ❖ Do the dates and order of texts work for Boston?
- ❖ Is the content accurate for Boston?
- ❖ Do all the links work?
- ❖ Is the language friendly for families?
- ❖ Are the explanations clear?
- ❖ We know we have to make changes on 10/20; 10/22; 10/27; 12/3; 12/8. For these dates:
 - What topics introduced in other texts could we further reinforce?
 - What new topics could we add?

CONTENT OVERVIEW

October (beginning Oct. 1)	November/December (ending Dec. 17)
<ul style="list-style-type: none"> ● Intro ● FAFSA Intro ● Building the College List ● SAT Intro & Prep ● College Month ● Pell Grant ● SAT Registration & Test Day Reminders 	<ul style="list-style-type: none"> ● SAT Registration & Test Day Reminders ● CSS Profile ● Appointment Offer ● FAFSA Reminder ● Applications ● TFCC ● Notification of Paused Texting

SCRIPT

Initial Message: You are receiving messages from College Advising Corps. If at any time you wish to stop receiving these messages, please reply STOP

Msg	Schedule	Filter	Text Message	Adviser Action	Feedback
1	October 6 Intro		<p>Hello, this is {{adviser_name_to_students}} from {{student_school_name}}. I am {{student_first_name}}'s college & career adviser working with the counseling office. I'd like to text you important financial aid & college application info (1-2 times/week). Some messages are automated, but you can text back questions and I'll do my best to respond within 24hrs on weekdays. You and {{student_first_name}} can also schedule individual meetings with me. I'm really looking forward to working with you! FYI, this number only receives texts, not phone calls. Si le gustaría recibir mensajes de texto en español, responda con el número 1.</p> <p>SPANISH: Hola, soy {{adviser_name_to_students}} de {{student_school_name}}. Soy la consejera/el consejero universitario y vocacional trabajando con la oficina consejera del colegio de {{student_first_name}}. Me gustaría mandarle mensajes con información importante sobre la ayuda financiera y las aplicaciones a las universidades (1-2 veces a la semana). Unos mensajes serán automatizados, pero puede mandar mensajes con preguntas y voy a tratar de responder dentro de 24 horas. Usted y {{student_first_name}} también pueden hacer una cita conmigo. Estoy entusiasmada/o con poder trabajar con usted! Para su información, este número solo recibe textos, no llamadas.</p> <p>Response to STOP: Thanks for letting me know. You will no longer receive these messages.</p> <p>SPANISH Respuesta a STOP: Gracias por avisarme. Ya no recibirá estos mensajes.</p>	<p>If parent responds with something other than "STOP" and wants to stop texting be sure to manually stop future messages for the parent.</p> <p>"1" Responses will automatically sync to the 'Spanish speaking parents' field in GRACE.</p>	
2	October 8 FAFSA Intro		<p>{{adviser_name_to_students}} here! The Free Application for Federal Student Aid (FAFSA) opened on October 1. There are a few federal student aid programs that have limited funds, so you and {{student_first_name}} should apply as you apply for college. Here is an overview of the process: https://bit.ly/37B3FNP. Let me know if you have questions!</p> <p>SPANISH: ¡Habla {{adviser_name_to_students}}! La solicitud gratuita de ayuda federal para estudiantes (FAFSA) abrió el primero de octubre.</p>		

			<p>Hay varios programas federales para estudiantes que tienen fondos limitados, por eso usted y {{student_first_name}} deben de aplicar al mismo tiempo que aplican para la universidad. Aquí hay una descripción del proceso: https://bit.ly/37B3FNP. ¡Avíseme si usted tiene preguntas!</p>		
	October 11				NO TEXT: MA HOLIDAY
3	<p>October 13</p> <p>3-5 Colleges</p>		<p>Seniors interested in 4-year schools should apply to at least 3-5 colleges. There's so much to consider, like GPA, available majors, size and distance from home. College applications are often free if {{student_first_name}} is eligible (more info at https://bit.ly/3s5f8Pt). Encourage {{student_name}} to contact me for help building the college list or if they have any questions!</p> <p>SPANISH: Los estudiantes del último año interesados en universidades de 4 años deben de aplicar a, por lo menos 3-5 colegios. Hay mucho que considerar, como su GPA, los programas de estudios disponibles, el tamaño, y la distancia desde casa. La aplicaciones para la universidad son gratis la mayoría del tiempo si {{student_first_name}} es elegible (mas informacion en https://bit.ly/3s5f8Pt) ¡Anime a {{student_first_name}} a que me contacte para obtener ayuda creando su lista de universidades!</p>	Assist students	
4	<p>October 15</p> <p>Take SAT/ACT & Prep</p>		<p>Hello! The ACT & SAT are tests used for *some* college admissions and scholarship decisions. Students should take the ACT or SAT at least twice (most students improve scores this way). Test registration fee waivers may be available – {{student_first_name}} should contact me for more details. Reply PREP for free practice materials for {{student_first_name}}.</p> <p>SPANISH: ¡Hola! El ACT y el SAT son exámenes utilizados para *algunas* admisiones de la universidad y las decisiones de becas. {{student_first_name}} probablemente tomó el SAT cuando {{student_school_name}} realizó su SAT School Day la pasada primavera. Los estudiantes deben tomar el ACT o SAT al menos</p>		<p>Translation for fee waiver: descuento entero para el precio de aplicar a las universidades = entire discount for the price for applying to colleges</p>

Boston University College Advising Corps Evaluation Report

			<p>dos veces (la mayoría de los estudiantes mejoran los puntajes de esta manera). Descuento entero para el precio de aplicar a las universidades pueden estar disponibles – {{student_first_name}} debería contactarme para más detalles. Responde PREP para materiales de práctica gratis para {{student_first_name}}.</p> <p>Response to PREP: SAT prep: https://bit.ly/2VctStb</p> <p>SPANISH Respuesta a PREP: Práctica para el SAT: https://bit.ly/2VctStb</p>	
5	<p>October 20</p> <p>Appointment / College Month</p>		<p>October is College Month in BPS! This is a great time to explore options for after high school, particularly college. I am here to answer any questions as you and {{student_first_name}} figure out the path that is best for them. Text me to set up an appt at any time!</p> <p>SPANISH: Octubre es el Mes Universitario en BPS! Este es un buen tiempo para explorar las diferentes opciones que vienen después de la secundaria, particularmente la universidad. Yo estoy aquí para responder cualquier pregunta que usted y {{student_first_name}} tengan para poder descifrar la mejor trayectoria. ¡Mandame un mensaje en cualquier momento para hacer una cita!</p>	<p>Follow up with a link to the schedule, when released</p>
	<p>October 22</p>			<p>Cutting text to lessen frequency</p>

Boston University College Advising Corps Evaluation Report

6	October 27 Pell Grant	FAFSA = No	<p>When you and {{student_first_name}} complete the FAFSA, you'll learn if {{student_first_name}} is eligible for the Pell Grant - up to \$6,495 in need-based financial aid for college that does not need to be repaid. You and {{student_first_name}} can complete the FAFSA at https://bit.ly/3Cp5E6a. Remember, the FAFSA is a free application! Need help? Text me to set up an appt!</p> <p>SPANISH: Cuando usted y {{student_first_name}} completen el FAFSA, aprenderán si {{student_first_name}} es elegible para la Beca Pell- que da hasta \$6,495 en ayuda financiera, basada en necesidad, para la universidad que no necesita pagar. Usted y {{student_first_name}} pueden completar FAFSA en https://bit.ly/3Cp5E6a. Recuerda, el FAFSA es una aplicación gratis!¿Necesitas ayuda? ¡Envíeme un mensaje de texto para programar una cita!</p>	Set up appointments with students and their families	Moved up
7	October 29 SAT Registration		<p>The deadline to register for the Dec. 4 SAT is next Thursday (11/4)! Register for the SAT at https://collegeboard.org.</p> <p>SPANISH: ¡La fecha límite para registrarse para el examen SAT del 4 de diciembre es la próxima semana (11/4)! Regístrese para el examen de SAT en la página https://collegeboard.org y para el ACT en https://act.org</p>	Answer any questions	
8	November 3 SAT Test Reminder 1		<p>IF {{student_first_name}} is taking the Nov 6 SAT this Saturday, press 1 for test day reminders (The registration deadline was 10/8. To check if {{student_first_name}} is registered, {{student_first_name}} should log in to the College Board website.)</p> <p>SPANISH: Si {{student_first_name}} está registrado/a para tomar el SAT este sábado, Nov 6, presione 1 para recibir recordatorios (la fecha final de registraci3n fue 10/8). Para verificar que {{student_first_name}} esta registrado, {{student_first_name}} puede revisar en la p3gina web de College Board.</p> <p>Response to 1: Make sure {{student_first_name}} arrives by 7:45am, and brings their admission ticket, picture ID, pencils, calculator & a snack (the full test will take close to 4hrs). If {{student_first_name}} doesn't have a picture ID, they should see me ASAP for paperwork.</p>	Assist students who need additional help	

		<p>{{student_first_name}} can ask the school to borrow the other materials, if they don't have them.</p> <p>SPANISH Respuesta a 1: Asegúrese que {{student_first_name}} tenga transporte, llegue antes de las 7:45am, traiga su boleto de admisión, un ID con foto, lápiz, calculadora y un bocadillo (el examen toma 4 horas para completar). Si {{student_first_name}} no tiene foto ID, ella/el debe verme para llenar los documentos propios.{{student_first_name}} puede preguntar a su escuela si puede prestar los otros materiales, si no los tiene.</p>		
9	November 5 CSS Profile	<p>Hello! Some colleges like Boston University and Northeastern University require the CSS Profile as part of their financial aid process. You can learn more about the CSS Profile and find out if {{student_first_name}} needs to complete it here: https://cssprofile.collegeboard.org/. I'm also here to help!</p> <p>SPANISH: Hola! Algunas universidades como Boston University y Northeastern University requieren que el Perfil CSS forme parte del proceso de ayuda financiera. Puede aprender más sobre el Perfil CSS y averiguar si {{student_first_name}} necesita completarlo aquí: https://cssprofile.collegeboard.org/. ¡Yo también estoy aquí para ayudar!</p>	Answer any questions	
10	November 10 Appointment	<p>Hello! A reminder for all parents that I'm available for appointments as seniors are making plans for life after high school. Text me to schedule an appointment, whether it's your first or your third! I'm here to help.</p> <p>SPANISH: Hola! Todos los padres acuérdense que estoy disponible para citas durante el tiempo que los estudiantes del último año estén haciendo planes para su vida después de la secundaria. ¡Envíeme un mensaje para programar una cita, ya sea su primera o la tercera vez! Estoy aquí para ayudarles.</p>	Schedule appointments with families	

11	November 17 FAFSA Reminder 1	FAFSA = No	<p>Hello! {{adviser_name_to_students}} here. Have you and {{student_first_name}} successfully submitted the FAFSA? Reply YES, NO, or HELP.</p> <p>SPANISH: ¡Hola! Soy {{adviser_name_to_students}}. ¿Usted y {{student_first_name}} han podido enviar con éxito la FAFSA? Responda SI, NO, o AYUDA.</p> <p>Response to YES: Great! Be sure to keep your confirmation email, and keep an eye out for {{student_first_name}}'s Student Aid Report (SAR). Review the SAR to make sure there aren't any mistakes. As always, text me if you have questions.</p> <p>SPANISH Respuesta a Si: ¡Qué Bueno! Asegúrese de guardar el correo electrónico de confirmación y estar pendiente del Informe de Ayuda Estudiantil (SAR). Revise el SAR para asegurarse de que no haya ningún error. Como siempre, mándame un texto si tiene preguntas.</p> <p>Response to NO: Financial aid isn't always need-based, so all students should submit the FAFSA. Let me know if you have questions!</p> <p>SPANISH Respuesta a No: La ayuda financiera no es siempre basada en necesidad económica, entonces todos los estudiantes deben de completar la FAFSA. ¡Déjeme saber si tiene preguntas!</p> <p>Response to HELP: Do you have a specific question I can answer? Also, visit this link for some helpful info: https://bit.ly/37wQj5w</p> <p>SPANISH Respuesta a AYUDA: ¿Tiene una pregunta específica que yo le pueda contestar? También, visite este link para más información que le pueda ayudar: https://bit.ly/37wQj5w</p>	Update student data based on responses. Assist families who request help	
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12	November 19 Applications		<p>{{adviser_name_to_students}} here! Do you know what {{student_name}} needs to apply to college? The forms and deadlines depend on where you apply. I can help {{student_name}} with any application, whether it's for a 2-year school, a 4-year school, or even an alternative pathway. Encourage them to contact me for help figuring out what they need to apply!</p> <p>SPANISH: {{adviser_name_to_students}} aqui! Usted sabe lo que {{student_name}} necesita para aplicar a las universidades? Los formularios y las fechas límites dependen de donde él/ella vaya a aplicar. Yo puedo ayudar a {{student_name}} con cualquier aplicación, ya sea por una universidad de 2 o 4 años, o una trayectoria alternativa. Anime al estudiante a contactarme para poder ayudarlo/ayudarla a descifrar que necesita aplicar.</p>		
13	December 1 SAT Test Reminder 2		<p>IF {{student_first_name}} is registered to take the Dec 4 SAT this Saturday, press 1 for test day reminders (The registration deadline was 11/4. To check if {{student_first_name}} is registered, {{student_first_name}} should log in to the College Board website.)</p> <p>SPANISH: Si {{student_first_name}} está registrada/o para tomar el SAT de Dec 4 este sábado, presione 1 para recibir recordatorios para el día del examen (El último día para haberse registrado fue el 11/4.) Para verificar si {{student_first_name}} está registrada/o, {{student_first_name}} tiene que entrar a su cuenta en el sitio web de College Board.)</p> <p>Response to 1: Make sure {{student_first_name}} arrives by 7:45am, and brings their admission ticket, picture ID, pencils, calculator & a snack (the full test will take close to 4hrs). If {{student_first_name}} doesn't have a picture ID, they should see me ASAP for paperwork. {{student_first_name}} can ask the school to borrow the other materials, if they don't have them.</p> <p>SPANISH Respuesta a 1: Asegúrese que {{student_first_name}} tenga transporte, llegue antes de las 7:45am, traiga su boleto de admisión, un ID con foto, lápiz, calculadora y un bocadillo (el examen toma 4 horas para completar). Por si acaso {{student_first_name}} no tiene foto ID, ella/el debe verme para llenar los documentos propios.</p>		

			<p>{{student_first_name}} puede preguntar a su escuela si puede prestar los otros materiales, si no los tiene.</p>		
14	December 3 TFCC		<p>Hello! Did you know that low-income eligible students pursuing an associate degree can get up to three years of college for free through the Tuition-Free Community College (TFCC) Plan? After TFCC, students who want to continue on and get their bachelor's degree can do so through Boston Bridge. This is a very affordable way to pay for college! Learn more about both programs here: https://owd.boston.gov/tfcc/</p> <p>SPANISH: ¿Sabía que los estudiantes elegibles de bajos ingresos que buscan un título de asociado pueden obtener hasta tres años de universidad gratis a través de la matrícula-gratuita de colegio comunitario (TFCC)? Después del TFCC, los estudiantes que quieren continuar y recibir su licenciatura pueden hacerlo a través de Boston Bridge. Esta es una manera muy barata de pagar la universidad. Aprenda mas sobre los dos programas aqui: https://owd.boston.gov/tfcc/</p>		
15	December 8 Appointment		<p>Hi! A reminder for all parents that I'm available for appointments as seniors are making plans for life after high school. Text me to schedule an appointment, whether it's your first or your third! I'm here to help.</p> <p>SPANISH: ¡Hola! Todos los padres recuerden que estoy disponible para citas durante el tiempo que los estudiantes del último año estén haciendo planes para su vida después de la high school. ¡Envíeme un mensaje para programar una cita, ya sea su primera o la tercera vez! Estoy aquí para ayudarles.</p>	Schedule appointments with families	
16	December 10 FAFSA Reminder 2	FAFSA = No	<p>Hello! {{adviser_name_to_students}} here. Have you and {{student_first_name}} successfully submitted the FAFSA? Reply YES, NO, or HELP.</p>	Update student data based on responses.	

		<p>SPANISH: ¡Hola! Soy {{adviser_name_to_students}}. ¿Usted y {{student_first_name}} han podido enviar con éxito la FAFSA? Responda SI, NO, o AYUDA.</p> <p>Response to YES: Great! Be sure to keep your confirmation email, and keep an eye out for {{student_first_name}}'s Student Aid Report (SAR). Review the SAR to make sure there aren't any mistakes. As always, text me if you have questions.</p> <p>SPANISH Respuesta a Si: ¡Qué Bueno! Asegúrese de guardar el correo electrónico de confirmación y estar pendiente del Informe de Ayuda Estudiantil (SAR). Revise el SAR para asegurarse de que no haya ningún error. Como siempre, mándeme un texto si tiene preguntas.</p> <p>Response to NO: Financial aid isn't always need-based, so all students should submit the FAFSA. Let me know if you have questions!</p> <p>SPANISH Respuesta a No: La ayuda financiera no es siempre basada en necesidad económica, por eso todos los estudiantes deben de completar el FAFSA. ¡Déjeme saber si tiene preguntas!</p> <p>Response to HELP: Do you have a specific question I can answer? Also, visit this link for some helpful info: https://bit.ly/37wQj5w</p> <p>SPANISH Respuesta a Ayuda: ¿Tiene una pregunta específica que yo le pueda contestar? También, visite este link para más información que le pueda ayudar: https://bit.ly/37wQj5w</p>	Assist families who request help	
17	December 17 Break	<p>As fall semester wraps up, I'll pause texts until after break. I'll resume texts about college, financial aid and scholarships in January. Happy holidays!</p> <p>SPANISH: Con el final del semestre acercándose, le voy a poner pausa a los mensajes de texto hasta después de las vacaciones. Continuaré los mensajes acerca de la universidad, ayuda financiera, y becas en el mes de enero. ¡Felices vacaciones!</p>		