

Cheryl Broom [00:00:04]:

Welcome to the Higher Education Conversations podcast sponsored by EdTechConnect. I'm your host, Cheryl Broom. Today we have an incredible guest who's all about transforming education by strengthening the connections between students, families, educators and communities. Marcela Andres is a powerhouse leader, visionary, and the President and CEO of Design Engagement, a Latina owned education consulting firm based in Texas. Marcela's work is rooted in one simple but powerful belief. When families, educators and communities come together, students are better equipped to find and fulfill their purpose. And she doesn't just talk about it. She's built an entire career around making it happen.

Cheryl Broom [00:00:51]:

Through her leadership, Designed Engagement has spearheaded groundbreaking initiatives that reshape how we think about student engagement and family partnership. She's also the author of Purposeful Educator Connections "Five Principles to Strengthen Relationships with Students", which is a must read for anyone looking to foster deeper, more meaningful relationships in the classroom. In her book, Marcela breaks down high impact strategies, shares real world case studies, and offers practical tools to help educators create stronger connections that ultimately lead to better learning outcomes. But her impact doesn't stop there. Her work spans across the country, helping schools and organization develop culturally responsive programs and innovative strategies that make a real difference. Her story is one of resilience, vision, and a relentless commitment to making education more meaningful for students everywhere. So get ready for an inspiring conversation.

Cheryl Broom [00:01:54]:

You won't want to miss this one. So, Marcela, thank you so much for joining me today on the podcast. I'm really happy to have you here.

Marcela Andres [00:02:02]:

Happy to be here. Thank you again, Cheryl, for having me.

Cheryl Broom [00:02:05]:

So I wanted to start off by talking a little bit about your company because it's so unique as, and your background as well is just amazing. And tell us a little bit about what you do and how your personal experience has shaped designed engagement.

Marcela Andres [00:02:20]:

Thank you, Cheryl. Yes, it is indeed unique. And I think, you know, the best way to summarize why and how I got here is through my lived experience, my academic experience, and now my professional experience. You know, I'll start a little bit about my why and what led me here. I'm the proud daughter of immigrants from Zacatecas, Mexico and Havana, Cuba. And my parents came to the US for the American dream. And you know, quickly they were cycled into poverty. I think as many immigrants are.

Marcela Andres [00:02:50]:

And I think one of the things about my story that really, really shapes how I show up as a leader today is that my story went from poverty to prosperity because I had family, I had educators, and I had my community come alongside me and just champion every single dream I've had. And so they made it very clear that my circumstances were not going to define my future. And I think that as I've gone through a very unconventional life journey, you know, I have really held to that truth that when people work together, children can and will thrive. And design engagement is that it says it in the name. When we design systems of engagement to really foster relationships, the outcomes will be impacted. And so I just have a lot of joy in being able to do what my life story showed me to be true.

Cheryl Broom [00:03:45]:

You have this wonderful video on your website, so anybody who's listening to the podcast really should go to the website and watch, kind of watch. It's your video. It's like your why video, like why? And it tells your story and story about your mother. And one part that I really liked was how you took, you looked at these three sectors of someone's experience and you said, and correct me if I have the language wrong, but something like the family, family are the experts in their children and educators are the experts in their curriculum and the communities are there to support and, and provide support for them all. So I really loved this concept that you experience as an individual of how important it is to have all three things working together for a student to really achieve.

Marcela Andres [00:04:34]:

Yeah, no, absolutely. It's very true. Like, you know, when you look at a child, the first teacher of a child is their parent, they know their child. And as you progress as a child and you enter the educational system, then the teacher starts knowing the child. But when they, you know, when a child enters a school system, they enter with that intent to learn something. And that's where the expertise of the educator comes in. They know the curriculum. And along the way you have community and community members who have these resources, these extra pieces that they can support the children.

Marcela Andres [00:05:08]:

So very much my lived experience, but also now as a practitioner, I know that 50 plus years of research demonstrate that that truth.

Cheryl Broom [00:05:17]:

Yeah. So I know working in higher education, one of the big struggles is involving families. How do you involve families? How do you involve community? Sometimes I see colleges even try to do it all, try to be the family and the community and the educator. Do you have any success stories or examples of how your company has come in and supported schools in building these relationships?

Marcela Andres [00:05:43]:

Yeah. And so I want to acknowledge one of the reasons that that happens and then share out, you know, some of the solutions that we've put out in the, in the field. So when you think about

engagement From K through 12, you have high engagement from families in elementary School, Right. They're going to the PTA meetings sometimes or they're coming to volunteer, which are very traditional ways of engagement. And you start seeing that engagement to start to taper off as they get older. One, it's not clear as to how families can engage. And two, again, systems of engagement aren't intentionally designed so families at new level, at new grade levels can engage very intentionally. And so it's very evident in this journey that you have less engagement in middle school and in high school.

Marcela Andres [00:06:34]:

And so one thing for us is working with our K through 12 educators to intentionally design those systems to help increase the engagement. Despite the grade level, families are really, really excited and ready and willing to engage there as they are in 12th grade. But educators and families just haven't created, I would say co created new systems now in higher ed. I think that translates because if you think about it as like a ladder, the tapering off continues in higher ed and so you have less family engagement. That doesn't mean that they're not there and they're not engaged. It just means that we have to be really rethinking how we engage them. Now on the higher ed side, one really successful practice that we have started to see and work with our partners is creating curriculum that helps families understand how to navigate that transition from 12, well from high school into into higher ed. And I think the, the gym here that I want to make sure people cap is that navigational capital of how to actually transition from one grade level to another and then going from the K through 12 to the higher ed and career space, if you will.

Cheryl Broom [00:07:50]:

I love that idea of curriculum for parents in higher ed. I'm thinking when I taught community college, I taught for years public speaking classes and I once had somebody pacing outside my class like it was really weird, like looking in the door and like I ended up breaking class and going outside to see what was going on. And it was, it was this 18 year old's mom. I think she just wanted to be involved. Like she just wanted to know what was happening with her son. Yeah, well, you can't, you know, he's doing great. I can't talk to you about his grades. Like you're not allowed to show he's an adult, right? This poor mom, like she just, she just wanted, like she wanted something like someone throw her a bone.

Cheryl Broom [00:08:36]:

And he, this poor kid was so embarrassed outside. But I look back and I think like, wow, wouldn't have that had been great if the college had had some sort of curriculum for parents. Like here's how you can support your student or here's things that you can do as they go through college. Particularly for parents who haven't gone to college themselves. They don't know what role they can play or how they can support.

Marcela Andres [00:09:04]:

Yeah, absolutely. Oh my gosh, that's such a vivid example. I don't actually think I've shared this many times publicly, but I'm going to share it here because it's so important As a first gen Latina with parents, a mother from Mexico specifically, she was so afraid for me to go off to college. I

actually was accepted into the Naval Academy. And she was like. And we lived at the time in Austin, Texas. And she was like, you are not going to Annapolis. I don't even know where that's at.

Marcela Andres [00:09:33]:

And there was a big fear. Right? But I think that's true whether it's a university, you know, in another state or even a university another city. You've had your child, you, you been able to raise them inside your home and then all of a sudden your most precious person in your life is going to leave to somewhere that you don't know and understand. And then you get into the complex nature of like the hipaa, the FERPA rules, all the things and a teacher can't or a professor can't share with their families, you know, that information. But if we demystify it, even if it's general and let them know, like this is part of navigating educational systems, this is what you can expect. And just because we as the professor cannot share with you, that doesn't mean that your child can't share or your young professional can't share what is happening at that school. And I think we need to do a better job as a society, as a system, if you will, to educate our families around what they can expect in the higher ed space and even in post higher ed so that there's less fear and a little bit more trust. Because I think that's what it comes down to.

Marcela Andres [00:10:38]:

Parents don't trust that next step that their child is taking because they don't know what it looks like.

Cheryl Broom [00:10:44]:

Yeah, that's such a great point. Because even in communication theory there's something called uncertainty reduction and we try to reduce uncertainty and we're more comfortable and supportive in situations where there's not as much uncertainty. And for students who this is their first year, first generation college students talk about uncertainty. Nobody in the family knows what's happening. No one's been through it before. But I look, I think about A lot of my clients, we don't have any even, we don't even have a website for parents. Like, what can you expect? How can you support your student? I have questions. Who can I call? What information can I get? There's nothing.

Cheryl Broom [00:11:23]:

It's just like your kid's 18. Yeah, goodbye, parents.

Marcela Andres [00:11:28]:

Yeah, exactly, goodbye. And you know, and I'm not, I'm not saying that this is the case in every Latin American country, but I will say in a lot of Latin American countries, it is not the culture that after 18, it's goodbye. Whereas in the U.S. when you're 18, you're like, I'm 18. That's like. And parents are like, wait a minute, what is that? So there's a dissonance between like cultural things. But I love what you said and I'm going to have to look at this, Cheryl, this uncertainty.

Cheryl Broom [00:11:53]:

Uncertainty reduction. Yeah, reduction.

Marcela Andres [00:11:56]:

Because that gives me more language of what families are experiencing. That's exactly what, what's happening.

Cheryl Broom [00:12:02]:

Yeah. And when you don't, when you are uncertain, you tend to like retreat from something. You want to protect yourself from it. And it's actually really interesting. We could go down this rabbit hole forever. But certain cultures have a higher tolerance for uncertainty and other cultures have a lower tolerance for. For it. And so low tolerance cultures will tend to move away from things that are uncertain.

Cheryl Broom [00:12:26]:

So you need more communication and you need more support to make them feel comfortable. We tend to forget that. I think, especially for parents, I think about my own 16 year old, he doesn't want to tell me anything. I'm like, throw me a bone. Just tell me something. Something.

Marcela Andres [00:12:43]:

Yeah, just get. Let me in, let me in. And well, then there's another piece of it, right? There's that developmental phase of children and young adults and young professionals going through. So it's that cultural layer. Then that's the. Then there's a developmental layer. So it's very complex, but it goes back, I think, to systems of communication, systems of relationship, you know, really sharing knowledge. And none of it's going to be perfect, but I think if it's intentional, that's where the win is.

Cheryl Broom [00:13:09]:

That's great. Well, I want to talk to you a little bit about retention, but before we do that, let's take a quick break and hear from our sponsor and then we'll be right back.

Cheryl Broom [00:13:19]:

How do higher education decision makers find the right solution when technology evolves at light speed? Well, we usually start with our network. EdTechConnect is the network that's democratizing the Higher ed technology conversation. EdTechConnect is free, so anyone with a edu email address can sign up and list the software and services they use in their role at their school.

Cheryl Broom [00:13:45]:

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Cheryl Broom [00:13:46]:

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Cheryl Broom [00:14:11]:

All right, we're back. So before the break, we were talking a lot about involving parents and helping reduce uncertainty and communications. I would envision that this would really help with retention. I look at community colleges in particular. It's just who we mostly work with. And retention is huge. They will have giant incoming classes and then only half of the students stay for the second semester. What type of advice and work do you do to help support retention on campuses?

Marcela Andres [00:14:47]:

Yeah, retention is such a big, big deal. And it's true for K through 12 as higher ed. Right. Retention and mobility are both big, I would say pain points and even absenteeism. And the research is very clear. When families are engaged as partners, you will see a reduction in that. So having families as key partners in your students education, whether you're in k through 12 or in higher ed will directly have an impact on how you retain the mobility and also, you know, absenteeism. And so when I think about the things that folks can do on their campus or on anywhere really higher ed or k12, it's really thinking about how do we communicate with families, how do we share knowledge and also how do we set up the student for success to navigate this system.

Marcela Andres [00:15:43]:

Right. And now we're talking about higher ed in particular. And your question is around community college colleges. We have known for a long time community colleges have this challenge with the transfer, right. And so it's complex and it's complex for the student and it's most definitely complex for a family who's never navigated community colleges. And so with that, I think it's imperative for the community college leaders to be very thoughtful on how they're building the students capacity to really understand and be able to communicate the pathway of how they will transfer, if they will transfer into a four year college, if they're not transferring to a four year college, what that will look like for them to stay There. And, you know, I think a lot of great people are doing amazing work in trying to advance that. But I do think that one of the missing links is figuring out how to communicate with families.

Marcela Andres [00:16:40]:

And one way is partnering with students to share that knowledge with families.

Cheryl Broom [00:16:44]:

Oh, that's interesting. So how. How have you seen that done that? Partnership with students to share the knowledge. Like, what are some tips that you would have for college to start thinking about how they could do or promote something like that?

Marcela Andres [00:16:56]:

Yeah, absolutely. I mean, just the way you give a student, like a year calendar, right. And you give a syllabus. It's the same kind of communication tool that you can incorporate. These are things that you can share out with your families. And so it's, you know, with. With you sharing like a comms background. Right.

Marcela Andres [00:17:14]:

These are like the talking points. You can give students talking points to share out to families and to those that support. Support them, you know, that knowledge so that it doesn't. That it isn't unexpected and they can find support through that journey. And that's a very simple tool. Another tool that we've seen be very effective is these peer groups, right. Student to student and being able to support one another as well as family groups. Right.

Marcela Andres [00:17:43]:

Some of the more successful practices is how can a university foster social capital among the families so that they can rely on one another and feel this sense of community to communicate the expectations that the school has or any changes or any knowledge that perhaps they didn't get because they didn't attend a meeting or didn't hear from their. Their student.

Cheryl Broom [00:18:05]:

You know, it's so interesting that these are such great ideas and they're so simple. I mean, they are like, why isn't anyone doing this? Like, this is so easy. I'm thinking about my son who's in 11th grade and he is an athlete. And I get more communication from his coach than I do from any of his teachers. From the dean of student. They don't call them a principal at his school. It's called the Dean of Students. Dean of Students.

Cheryl Broom [00:18:36]:

I like, we have an app. We have family dinners. We know when they're playing. We were asked for volunteers for draw. I mean, like, I am so involved in soccer. Like, I am more. I put more energy into soccer than academics. And it just hit me and it's.

Cheryl Broom [00:18:56]:

I think it's because I know what's going on and I'm invited. Yeah, invited to be a part of it. Yeah.

Marcela Andres [00:19:04]:

That is so academics is so much.

Cheryl Broom [00:19:06]:

More important than soccer. And don't let Me, like, if he heard me say that, he would. But I should be more involved in the academic side and getting ready. But I'm not because there's nothing coming from the school to help me as a parent, support them.

Marcela Andres [00:19:21]:

Yeah. And I think the key part that you lifted up is I'm invited.

Cheryl Broom [00:19:26]:
I'm invited.

Marcela Andres [00:19:28]:
Yeah. And that's it. Right. It's so funny because I've gone to my nephew's soccer games and I see, like, this tremendous level of family engagement in soccer games. Like from the. From the, like yelling on the lines. Like, all of it's intense. Wow.

Marcela Andres [00:19:45]:
There's a culture here. And I think sometimes what happens in K12 or in higher ed, you know, we get used to these systems that we have in play. We really kind of stay stuck in. Engaging means going to school and volunteering. Engaging means doing that, you know, meet the Teacher night or whatever the traditional mechanisms of engagement are. But when you think about that experience, experience that you have with your. Your son's coach and that community, they've invited you. They're creating this culture of we're doing this together because at the end of the day, we want to win.

Marcela Andres [00:20:20]:
And that is the same mindset. That is the same mindset that we should come to the table with our students in academia. We should say, we want to come together and build this culture because we want to win. We want to see the student win. And if we do that, it's game changing. And I'm not even a sports person.

Cheryl Broom [00:20:39]:
No, it's so true. I mean, it's just like a big aha moment for me right now. Like, I know. I know every single name of every boy on that soccer team. Like, I know their parents names. I know their names. Like tonight, one of the parents is having a spaghetti dinner. But this isn't happening, like, in school.

Cheryl Broom [00:20:58]:
Like, it is school, obviously, but it's not happening academically. Like, what a cool way. If it were the school were to find a way to create more opportunities to have parents that involved, you know, curriculum and supporting other students. Because I'm not. When I'm cheering on the sideline, I'm not just cheering for my son. I'm cheering for. For Daniel and Sawyer and, you know, Lasse and like, I know all these kids, I'm screaming their names. But if we're not doing that academically, so an opportunity to be able to think, for schools to be able to think, how can we create that community, you know, academically or for transfer.

Marcela Andres [00:21:39]:
Yeah. No. And I think it goes back to some systems. You know, I've actually just yesterday I was talking to a principal and I said, and I asked because, you know, we've been working with them on reimagining family engagement on their campus. And I inquired about, you know, how. How often are teachers reaching out to families and when. And they're like, oh, you just a few times a year. Because there's this, this and this.

Marcela Andres [00:22:03]:

And I'm like, okay, well, let me ask you a question. Do they have time? Does your schedule allow for them to have time to make the call to build those relationships? And she paused and she's like, no, actually we don't. So when I think about systems, I think about we have to create the time for our teachers to have the opportunity to foster that relationship with the family. Right? To foster the relationship among the families. And you know, when I think about other opportunities and conversations that I've had, it's like, well, time costs money, right? Time is, is a resource as well. And we don't have it because we have to focus on the academics. But what people are missing, what educators more. So I'm going to say, like system leaders, I heart you, but what we're missing here is, yes, academics are very important, but if we do not take time to create time for people to build relationships, it's going to be very difficult for students to increase and improve academically because relationships really make a difference for everyone.

Cheryl Broom [00:23:08]:

Yeah, yeah. And that's a really, really critical point is we keep asking, you know, the people on the ground to do more and more and more, but we're not giving them more, more time or resources to do it. So it's good to ask leaders, you know, how are you going to work this in and how are you going to create time and space for people to. For teachers and for administrator, other administrators and student support to do this? Right?

Marcela Andres [00:23:34]:

Yeah, Time is definitely one of them. I will also say the other part is the how you do it, right. The coach maybe naturally does it because, you know, coaches, like, they're just trained. They're like, we want to win. So I got to bring everybody together, right? And so they have that skill kind of organically. But teachers, educators, like, they do not receive training on communication in pre service or in service. And we have to do better job in education of building their capacity to be able to reach out to families, to be able to create that sense of community and that sense of coaching. Right.

Marcela Andres [00:24:10]:

Like we're doing this together. So I would say the second one would be definitely capacity building. On how to actually do that, you.

Cheryl Broom [00:24:17]:

Know, and that's also a great point about training and communication because, I mean, yesterday we were, you know, use the soccer analogy there. The boys were tied at halftime against a team that they should. That they. They beat 8, 0 last time. Yeah. They came in overconfident and the coach said something at halftime, you know, and we came back and ended up winning the game. But I don't think faculty have been taught, like, when a student is struggling or not, or student is not working towards their potential, just giving them a poor grade isn't going to help motivate them to succeed. So how do you, you know, providing that training on how do you coach a student and raise their value and involve their community to get them motivated to continue?

Marcela Andres [00:25:08]:

Yeah, absolutely. And, you know, I know that example I was giving a little bit more through the K through 12. But in higher ed, that relationship with the professors are also very, very crit. I think that one way to do it is during office hours and encourage everyone, maybe even make it mandatory, like come to an office hours to do a meet and greet, because it is really a game changer as well as make it easy to access. To have access to the professor. Because I feel like sometimes, you know, you have to set a meeting with the TA or this. It's just like five or six steps to get to being able to schedule time. And that's too complicated, especially for students, especially right now in this Instagram gratification world that we live in.

Marcela Andres [00:25:54]:

You need to make it where they could literally press the button and have something scheduled with you.

Cheryl Broom [00:25:59]:

Exactly. Now you have a book, five Principles to Strengthen Relationships with Students. So I'm sure a lot. Some of what we talked about is probably in this book.

Marcela Andres [00:26:07]:

Yeah.

Cheryl Broom [00:26:08]:

Tell me a little bit about the book and maybe give me an example of like, one of your. One of your principles that you cover in that.

Marcela Andres [00:26:14]:

Yeah, no, absolutely. You know, I want to start by saying I wrote this book because I absolutely adore educators. Like, I would not be the woman that I am right now if I did not have educators. Especially one educator, Ms. Tavasoli, which I know she'll listen to this because we're still friends.

Cheryl Broom [00:26:33]:

Oh, that's awesome. Well, shout out to her.

Marcela Andres [00:26:36]:

Shout out to her. Pour into me and, you know, let me know that my circumstances were not going to define me, that I was meant for big things. And in this very difficult time that we're experiencing in education, you know, we're seeing an exodus of teachers. And my call to action to Teachers with this book is, we need you an education. Take care of yourself. Right? But if you are called to teach, we want you to show up. And this book is to remind you of your purpose. And, you know, as you go through it.

Marcela Andres [00:27:07]:

I drop stories that I experienced as a child and, and I lift up these principles that I think are very important. And I think I'll, I'll lift up two. Well, actually I'll talk about one, the framing, because I think it's really important. And then I'll, I'll lift one of my favorite ones. So the framing is the special position of an educator. And it's really important for us not to miss this, right? I didn't know this until I went to grad school. And what I learned was that according to Yuri Broffebrenner's Ecological Systems theory model, the people that are closest to a child and a student are their family, their educators, and their community members.

Marcela Andres [00:27:45]:

And it was this aha moment. And when I was writing the book, I wanted to be very intentional to lift up that model, but to also talk about positionality. And that means that as teachers, your position in the life of a child is one of privilege and you have the power to transform lives to end generational poverty. If you pour into a child like I was poured into so that I don't want people to miss, like, your positionality is like, powerful with that in your classroom and in your lecture hall. The principle that I think is really rich and one of my, my favorite ones, and this is just about education, is creating high quality learning environments. Whether you're an elementary teacher, whether you're a high school teacher, whether you're a coach, whether you're a professor teaching calculus or all the microbiology, things that go above my head, whatever course you are teaching in college, if you do not intentionally curate a space of learning where it is engaging, where it's fun, where it's dynamic, where it's. It feels like a student can like, try on the learning and expand their thinking. You need a little bit of PD to refine your craft.

Marcela Andres [00:29:01]:

And I say that gently, right? Because I wasn't an educator originally. I come from the business background. But we all are on our journey to refine our craft, and it takes practice. Some people are just naturally really good at creating high quality learning environments and shout out to you. And some people just need a little bit of practice. But that principle, I think is really important because that's what catches the attention of students. That's what keeps them engaged. That's what keeps them excited, and that's what keeps them learning time and time again inside and outside the classroom.

Cheryl Broom [00:29:33]:

Right, right. That's. That is so true. Because I think also people get burned out and you forget that every new class is new. Like, you as a teacher may not be new, but the classes and the student is. And so there are times where I've seen great faculty who lose some of that intentionality and that the dynamic excitement that they might have had when they were younger, they just get crushed over time. So, yeah, you have to remember what an impact you are, what an amazing piece of somebody's life you are as an educator.

Marcela Andres [00:30:13]:

Yes. No, for sure. Actually, now I'm bringing in what I closed the book with, which is very valid. Like, and I think, and I appreciate you uplifting, that people are burned out. And so sometimes you may not need that extra pd, but what you need is just to take care of yourself. And in the book I referenced, like an airplane example, sometimes you have to put your oxygen mask on.

Always you have to put your oxygen mask on before you go and support others. And that's true in teaching.

Marcela Andres [00:30:38]:

If you feel like your light is being dim as an educator, like, take a step back so you can take care of yourself and be able to show up as that brilliant educator that you are.

Cheryl Broom [00:30:47]:

Well, this has just been such a fun conversation and you have so many great insights. I think people are going to learn a lot from this conversation and hopefully can visit your website and pick up a copy of your book. How can people get in touch with you? Where can they find you if they want to learn more about your company and you as well?

Marcela Andres [00:31:07]:

Thank you, Cheryl. So they could go on to marcelandres.com there's more information, more podcasts, and a link to the book there, as well as a link to my company, Design Engagement. And you can also visit designengagement.com but really, if you just Google me, I'm pretty searchable and you can contact me. I won't give my cell phone number, but oftentimes at conferences I have, and people are like, never call me. But that's okay. That's probably good. So I won't do it on.

Cheryl Broom [00:31:36]:

No, but look, you're practicing what you pre.

Marcela Andres [00:31:40]:

Exactly.

Cheryl Broom [00:31:40]:

Exactly. You're being available and you're creating the community for people, which I love.

Marcela Andres [00:31:44]:

Yes.

Cheryl Broom [00:31:45]:

Well, thank you so much, Marcel. This has been a great conversation and I hope people reach out to you. I know that you've got your book, your company, and you do speaking engagements as well. So you have so much value to offer and I wish you the best of luck.

Marcela Andres [00:31:58]:

Likewise. Thank you so much, Cheryl. I hope you definitely stay in contact. And good luck with those soccer games.

Cheryl Broom [00:32:02]:

Oh, thanks.

Cheryl Broom [00:32:04]:

And that wraps up this episode of the Higher Education Conversations podcast. I'm host and graduate CEO Cheryl Broom. A big thank you to our sponsor, EdTechConnect. EdTechConnect is free, so anyone with a EDU email address can sign up and list the software and services they use in their role at their school. So visit edtechconnect.com and set up your free profile to get a pulse for what's happening with higher ed technology today. And while you're online, take a few minutes to leave our podcast a five star review. It will help other colleges and universities find us and learn from the great experts we have on the show. That's it for now.

Cheryl Broom [00:32:44]:

Until next time.