



August/September 2008

CALENDAR OF UPCOMING EVENTS

August 21
Spring 2009 Local Host Planning
Meeting, San Francisco, CA

August 21-23
IECA Executive Committee
Meeting, San Francisco, CA

September 22-24
IECA College Tours
Oregon & Washington

September 24
IECA/NACAC Transitioning to
Private Practice Workshop
Seattle, WA

September 24
Non-Member Outreach Event
Seattle, WA

September 25
IECA/College Admission Rep
Luncheon, Seattle, WA

September 25-27
IECA Booth at NACAC
Conference, Seattle, WA

November 3-4
Baltimore Area School and
College Tours

November 5
Pre-Conference Seminars:
Executive Functioning
School & College Funding
Baltimore, MD

November 5-8
IECA Fall Conference
Baltimore, MD

INSIDE INSIGHTS

President's Letter	2
Fall Conference Schedule	3
New Ethics Case Study	5
Teaching Writing	6
Introductions	7
In the News	9
Initiatives	9

IECA CONFERENCE RETURNS TO BALTIMORE

IECA returns to the Baltimore Inner Harbor after a nine-year absence. The meeting in 1999 broke all records for conference attendance among consultants, colleges, and schools. This year's local host committee has created a program that could break all records again.



CONFERENCE HIGHLIGHTS

Wednesday's opening general session for school, college, and LD program attendees and consultants will feature Jeffrey Cufau, of Idea Architects, whose address, "Be a Kid Again: What Kids Can Teach Us About Life and Leadership" will remind attendees of the joy in being a kid again, and of the practical and important lessons kids can teach us about our work and life.

Consultants and their colleagues from school and college admission offices will enjoy a harbor-themed networking reception on Wednesday evening, featuring some of the crab cakes that made Maryland famous, as well as other crab (and non-crab) delicacies.

Following the Thursday morning School and College Fair and valuable breakout sessions, Thursday's lunch keynote speaker will be Freeman Hrabowski, president of The University of Maryland, Baltimore County since May 1992, and one of the most sought-after speakers in the country on education and preparing adolescents for the future.

On Friday, in addition to the therapeutic Information Swap (taking place over lunch) and full slate of educational sessions, therapeutic schools and programs will have an opportunity to continue to network with consultants at a reception scheduled early in the evening. This event will conclude by 6:15 p.m., allowing programs to schedule special events, dinners and other off-site activities.

Saturday morning will feature a new addition to our conference: Program Showcases, where a variety of therapeutic programs will share a platform and brief consultants and other attendees on their unique attributes. *[see page 3 for other schedule changes].*

PRE-CONFERENCE ACTIVITIES

IECA Members-only college tours are scheduled for Monday, November 3 and Tuesday, November 4 *[see Member-to-Member section of Insights for more information].*

On Tuesday night, early arriving member consultants will be invited to participate in an "Election Watch" open house to share food and drink with friends

continued on page 4

PRESIDENT'S LETTER

SUMMER MUSINGS

As we head into the next season I find myself, as I always do at this time, wishing for more summer days. I'm sure that with just another few days I could put a dent in my "to do" list. It seems to grow longer rather than shorter and the joy of checking things off seems to have vanished with those summer days.

Where has the summer gone? For starters, I welcomed lots of students who wanted to jump-start their applications and new families who wanted to begin college planning over the summer. Always nice to be working! I went to Claremont for a day and visited with attendees and our impressive faculty at the West Coast Summer Training Institute. I read the Miller bill—again—appreciative of Jane Kolber's posting and updates. I met with our Executive Board and talked to members. We brainstormed ideas for improving our conferences, meeting the needs of our members, and working with hotels. I read *Millennial Makeover* and dipped into

A Whole New Mind: Why Right Brainers Will Rule The Future, interspersed with *People* magazine, *Newsweek*, and the *Economist* energy issue. The piles on my desk got higher again and I spent time procrastinating, avoiding the things I didn't want to do and spending time only on those things that seemed easy or fun. Isn't that what summer is for?

I discovered an article recommended by a friend from a recent *Atlantic Monthly*. Do I want to know, as the article is titled, "Is Google Making us Stupid?" or do I want to know more about right brainers? The truth is, I want to know how this new technology is impacting my consulting: Will clients still need me when they can find everything, instantly, on the Internet?

In the *Atlantic* article, Nicholas Carr presented his view of what the Internet is doing to our brains. He cited studies and researchers who believe that we may be in the middle of a "sea change in the



way we read and think." As he says, "I'm not thinking the way I used to think...my concentration often starts to drift...I get fidgety, lose the thread, begin looking for something else to do...." (I wonder if he is describing me personally—but wait! No, that's how we used to describe kids with ADD). Carr says the Net is "chipping away at [his] capacity for concentration and contemplation...Once [he] was a scuba diver in the sea of words. Now I zip along the surface like a guy on a Jet Ski." (Why couldn't I have thought up that delicious phrase?) And then he mentions a blogger he follows who says he is no longer a voracious reader, Scott Karp, who wonders if he does all his "reading on the Web not so much because the way I read has changed, i.e. I'm just seeking convenience, but because the way I THINK has changed."

continued on page 4

IECA⁺ INSIGHTS

Published by:
Independent Educational
Consultants Association

3251 Old Lee Highway, Suite 510
Fairfax, Virginia 22030
Phone: 703-591-4850
Fax: 703-591-4860
www.IECAonline.com
e-mail: info@IECAonline.com

President: Diane H. Geller
Executive Director: Mark H. Sklarow
Editor: Sarah S. Brachman

Design and Layout: Sarah S. Cox

IN FOCUS

THE COST OF COLLEGE

For the 2007-08 School Year: Tuition, Fees, Room & Board
(overall average 5.9% increase over 2006-07)



\$13,589	In-State Four-Year Public
\$24,044	Out-of-State Four-Year Public
\$32,307	Private Four - Year College

Average Financial Aid Awarded:

\$3,600	Public Universities
\$9,300	Private Colleges

Source: College Board

CHANGES IN FALL CONFERENCE SCHEDULE

Prompted by Attendee Suggestions

At the request of IECA, more than 250 attendees of the spring conference sent us their suggestions on ways to improve the gathering. This feedback has led to additional surveys, focus groups, and creative brainstorming, all designed to ensure the conference meets the objectives of its diverse participants.

NETWORKING

One thing was clear: networking is nearly everyone's top priority. Consultants want to connect with admission directors and administrators at schools, programs, and colleges. School and college representatives want one-on-one time with consultants, therapeutic-focused programs want to network with schools and consultants, and vendors want face time with everyone. Many respondents noted that the switch from one huge networking event to two smaller, more focused gatherings has been a huge improvement.

Several ideas that will be piloted in Baltimore to promote this sharing include:

- Longer breaks between formal parts of the program, allowing attendees to relax and converse;
- A networking, cyber-lounge set near the exhibit hall which will be open all day, every day, and where a school can meet up with a consultant, sit down at a table and share news from campus;
- An invitation extended to traditional schools to visit the therapeutic-focused swap pre-opening on Friday morning, for the opportunity to connect about students who may flow between them.

PROGRAM SHOWCASES

Given the growing number of programs as well as the number of consultants working with teens demonstrating behavioral or

emotional concerns, IECA will launch program showcases. These will enable dozens of therapeutic programs to give mini-presentations on what makes them unique philosophically or programmatically. The showcases will allow for members to learn about 'undiscovered' programs, examine the nuanced differences between approaches, and assist those adding a special needs specialty designation tremendously. Consultants will be able to choose between types of programs to learn about two-dozen programs (working with colleagues they can cover up to 60).

This exciting new effort will run on Saturday morning. To encourage programs and consultants to stay through the end of the conference, the showcases will conclude at noon and everyone leaving will be given a grab 'n go lunch to eat while enjoying the Baltimore Inner Harbor or on the plane ride home. Those departing Baltimore on Saturday should not schedule

their flight before 2:00 p.m.

SCHOOL & COLLEGE FAIR AND THERAPEUTIC INFORMATION SWAP

IECA last met in Baltimore in 1999. That meeting attracted record numbers of colleges and schools. Using extensive outreach, we expect new records could be set this fall. Based on a poll of programs conducted in June and a follow-up phone conference, the therapeutic-focused Information Swap will shift from Saturday morning to Friday noon, with lunch served for all attendees in the Swap room. Attendees who do therapeutic work are reminded that the program will continue through Saturday noon with stellar speakers, workshops, and the showcases scheduled for Saturday morning.

The conference team at IECA and the local hosts continue to work on exciting enhancements to ensure a successful conference. Conference information will be distributed in August.




and fellow members as we watch the election results on large screen TVs [more information on this event can be found in the Member-to-Member section].

On Wednesday, from 8:30 - 12:00 noon, two pre-conference seminars are scheduled: **"Executive Functioning"** will be presented from several points of view, and will help educational consultants, schools, programs, and colleges understand children with executive functioning difficulties and how to both identify and work effectively with them. The main presenter is William Stixrud, Ph.D., a well-known and respected clinical neuropsychologist in the DC area. **"School & College Funding"** will review the various methods of covering tuition costs, including merit- vs. need-based financial aid, federal and state support, savings plans and financial strategies for families, and how educational consultants and schools can integrate all of these into their business models. Open to all conference attendees, you can sign up for these seminars through IECA's online conference registration, beginning in early August.

LOCATION, LOCATION, LOCATION


Our location puts attendees within walking distance of the award-winning Baltimore Aquarium and other tourist sites at the harbor including the Babe Ruth Museum, the Museum of Popular Culture, and submarines and tall ships available to tour. Shopping in the area is wonderful and we are steps from new developments with incredible restaurants, and Baltimore's Little Italy which also features scores of great restaurants.

The location is also perfect for touring school and college campuses with more than a hundred educational institutions within a three-hour drive of Baltimore. 

Other bloggers talk about losing the ability to read and absorb long passages, describing their thinking as "staccato" scanning and skimming. Although it is entirely possible that we are reading more than we did in earlier times, when television was our preference, we are reading differently, and consequently, thinking differently. Maryanne Wolf, an author and developmental psychologist at Tufts, worries that the style of reading we do on the Net "may be weakening our capacity for the kind of deep reading that emerged when an earlier technology, the printing press, made long and complex works of prose commonplace. When we read online," she says, "we tend to become mere decoders of information." Carr writes, "Our ability to interpret text, to make the rich mental connections that form when we read deeply and without distraction, remains largely disengaged."

The article goes on in other veins, but I particularly liked the comment from playwright Richard Foreman who said, "I see within us all the replacement of complex inner density with a new kind

of self—evolving under the pressure of information overload and technology of the "instantly available." We risk, he said, "turning into 'pancake people'—"spread wide and thin as we connect with that vast network of information accessed by the mere touch of a button." So I am turning off my computer, shoveling my lists into a drawer, and reaching for my stack of summer reading...

And I finally realized that of course clients will still need educational consultants. They may not yet know they need us, but we are the "sifter" of ideas. Those parents may know what Wikipedia says or which program's Web site has the most assurances that "your child will blossom." And I still worry about students who don't know how to solve problems, who spend more time asking for someone to tell them the answer than they would if they actually knew how to figure it out themselves. But I am still the one who, after many years and hundreds of visits, converses with current students and program directors, and teaches families and students how to do their research and discover good fits. 

IECA NATIONAL OFFICE

Phone: 703-591-4850
Executive Director
Mark Sklarow
ext. 12
MSklarow@IECAonline.com

Director of Education & Information
Systems
Sue DePra
ext. 15
Sue@IECAonline.com

Manager of Member Services
Janice Berger
ext. 13
Janice@IECAonline.com

Manager of Communications
Sarah Brachman
ext. 11
Sarah@IECAonline.com

Conference Manager
Rachel Diamond
ext. 16
Rachel@IECAonline.com

Administrative Assistant
Sheila Kirk
ext. 10
Sheila@IECAonline.com

ETHICS CASE STUDY

TOURS AND LD SUPPORT

When the IECA office makes arrangements for college tours, we give the colleges a list of what members would like to learn about and the parts of campus they need to see. This list includes the Disabilities Office. Unfortunately, some colleges take this piece out; we rarely know this ahead of time and we don't usually know why. Perhaps the college feels there isn't time to see everything they want to show us. Perhaps it's a particularly busy time for that office and our visit is not convenient. Perhaps it's a marketing issue on their part in that they don't want to emphasize it. Or perhaps it's not a strength and they'd rather show us things that are. *The question is: what should tour members do who want this information?*

Sometimes consultants have discreetly asked admissions to let them separate from the group and visit the Disabilities Office. On some occasions, such members simply left the group. In both cases the colleges were forced to put together something they hadn't planned on. And in both cases breakaway consultants missed an event that the college took the trouble to provide.

There has been additional fallout. Other consultants, just as interested in the level of LD support, didn't hear about the breakaway group and felt cheated. In one case **most** people broke away. And the president of the college, who expected to meet 45 consultants, found herself before a group of 10.

What would you advise? What are our professional needs? Our obligations to our hosts? How do we balance our own wishes versus the college's planning and convenience? If you can think of ways we can get to see the things we want to see on a college tour without disturbing others, we'd like to hear about them. Send your comments to sarah@IECAonline.com.



RESPONSE TO LAST MONTH'S ETHICS DILEMMA

by Charlotte Klaar (MD)

Last month's case dealt with a consultant who had a client switch to a colleague mid-placement cycle. The colleague, also an IECA member, made disparaging remarks about the original consultant.



While the IECA Principles of Good Practice do not speak to this issue directly, they do promote common decency, fair business practices, and good judgment. With

these in mind, a consultant should seek to discover during the intake phase whether the family has been working with other professionals relative to this placement. This could mean psychologists, school counselors, family therapists, tutors, or an educational consultant.

Most experts agree that a family is best served by working with one educational consultant at a time, to avoid conflicting messages and suggestions. If a consultant discovers at intake that a family is already working with a consultant, the message to the family should be firm: choose. The family should continue the existing relationship (and not make use of the new advisor) or, if displeased, inform the original consultant of their intent to sever the relationship to move to a new counselor for advice on the placement. The new consultant should confirm this has

been done before moving forward with the new client.

In no circumstances is it ever wise to criticize the work of a colleague. It is thoroughly unprofessional and tends to make the family fearful that you will talk about them, as you seem to be unguarded. Moreover, as anyone in business more than a few years can tell you, word always gets back to the person you were criticizing and that rarely ends well.

The best advice is the advice you learned in Sunday school: Treat other consultants exactly as you would want them to treat you.

TEACHING WRITING: THE ART OF PROVIDING FEEDBACK

by Joan Casey, IECA (MA)



Until I took a course called “Teachers as Writers: Teaching Writing Across the Disciplines” I taught writing as product not process. The product, the 500-word college essay, took precedence over what the late writer and teacher Donald Murray described as “the process of discovery through language,” the thinking, the drafting and the revision which is required to produce one’s best writing. Process required time of which my students—with their sports and drama schedules, and AP course demands—had little. Looming deadlines were often the enemy and electronic feedback via e-mail became the norm. My students knew their first drafts would need work when they hit the send button. And my feedback did little to inspire their confidence.

So what is the best way to provide feedback and to help students not only write a college essay, but also become better writers? It starts with building a relationship with the student where he feels that there is someone who cares about what he has to say and is interested in reading his work. Here are a few ideas to make that happen:

Writer’s Portfolio and Conference. Rather than waiting until the traditional summer essay season, begin to discuss writing at the beginning of the working relationship by asking each student to provide four to five samples of writing from school, a collection of personal, opinion, and analytical work—even poetry. Schedule a writer’s conference and read everything, taking notes on the positive aspects of the work prior to the meeting. The goal is to

get to know the student both as a person and as a writer. This initial conversation should focus on asking the student questions about his topics and highlighting strengths such as vivid, descriptive sentences, effective use of anecdotes or a strong thesis. Save the criticism for another day. By creating a safe place for a student to take risks with the deeply personal art of writing, the hoped for outcome is that the student begins to trust his consultant—and believe in himself.

One Lesson at a Time.

When a student returns a first draft there is a tendency to mark up the entire document, correcting every grammatical and spelling error while also writing comments to improve content as in the following example:

The kids ~~which~~ *students that* I taught were constantly pushing me, constantly forcing me to expand my knowledge of the subjects as to give them adequate explanations—*Could you give a concrete example?* The same student asked, “why?” every morning for four weeks. *Why did he ask? Was he confused?* This constant need for explanation forced me to truly understand the animation which I showed. *What exactly is the main point you are trying to get across?*

A mixed message is being sent to the student in this example. In the final comment above the editor seems to be saying that the thesis is not clear, implying that the draft should be reworked. However, by making grammatical corrections and asking questions, the student might

conclude that since he is being asked to edit sentences, then the paragraph must be worth keeping in his draft. The student is being asked to do too many different things with this set of comments. Students should be asked to focus on one aspect of writing at a time.

Comment and Conference. A better approach is not to mark on the first draft at all except to underline a strong sentence or interesting keyword. The purpose of the



first phase of feedback should be to move the student toward further developing the idea and overall content. Consider writing a brief paragraph that begins with a positive comment such as “*Zack, I did not realize that you were so skilled at animation and had experience teaching young children*” for our example above. Rather than writing, “What exactly is the main point?” which is a challenging statement, consider asking a few questions: What does it mean to be a teacher of animation? What kind of questions do young children ask? What are the joys, the frustrations? Discussing these comments in a meeting or phone conference is more apt to help the writer toward a better thesis than simply telling him he is off the mark.

Be specific. Many comments frequently used by editors such as “develop more” or “how can you SHOW not TELL here” leave

continued on page 8

INTRODUCTIONS



Keith Berman (NY) started his consulting practice, Options for College, LLC, in March 2005, and became an IECA Associate member that year.

He is also the staff consultant at the Yeshiva University High School for Boys and the Rudolf Steiner School, both in Manhattan; staff trainer for the *Princeton Review* in India; and the college counselor at Bespoke Education. Keith has worked as an interviewer in the Yale and Harvard undergraduate admissions offices, and as a New York City public school teacher.

He has received awards from the Jack Kent Cooke Foundation, Americorps, the New York City Teaching Fellowship, and Harvard University (Roy E. Larsen Award). Keith is a frequent speaker, having spoken to groups at the Yale Club of New York City, the Family Center at NYU, and the Parent Network at Merrill Lynch.

He earned his Ed.M. and C.A.S. from the Harvard Graduate School of Education, his M.S.Ed. from Bank Street College of Education, and his B.A. from Yale University.

Keith Berman, M.Ed., CEP
Options for College, LLC
42 W. 24th St.

New York, NY 10010

Phone: 914-357-0781

E-mail: kberman@optionsforcollege.com

www.optionsforcollege.com

Specialty: C



Victoria Newman (CT) is executive director of Greenwich Education and Prep. She was an Associate member for three years, and has

been an educational consultant for five years. Victoria has 15 years of teaching experience. She also worked at Windham International (now GMAC Global Relocation Service), assisting expatriate families relocating to the U.S. with their school placements.

Victoria is a member of ERB and SSAT, and volunteers at the American Cancer Society and the Domus Foundation Inc. in Stamford, Connecticut.

Victoria received a B.S. in education from Syracuse University, and an M.S. in education from the University of Bridgeport.

Victoria has been married for 16 years to Peter, and has two daughters, Kylie (age six) and Talia (age nine) and their yellow lab, A.J.

Victoria Newman, M.S.

Greenwich Education & Prep, LLC

P.O. Box 391

Cos Cob, CT 06807

Phone: 203-661-1609

E-mail: vnewman@greenwichedprep.com

www.greenwichedprep.com

Specialty: S



Gay Pepper (CT) is founder and director of College and More, Inc. She previously worked as a college guidance counselor at Greens Farms Academy,

CT, and Head of College Counseling and Academic Dean at Community School of Naples, FL and Shorecrest Preparatory School, St. Petersburg, FL. She also served as associate dean of admission at the Wharton School, University of Pennsylvania.

Gay attended the IECA Summer Training Institute in 2007. She earned the Byrnes Foundation Fellowship and Educator of the Year award, Collier County, FL. Gay serves on the editorial advisory board for *The Fiske Guide to Colleges*.

She received her Ed.D. from Columbia University, her M.A. from Washington University, and her B.A. from Stanford University.

Gay Pepper, Ed.D.

College and More, Inc.

381 South Pine Creek Rd.

Fairfield, CT 06824

Phone: 203-259-2024

E-mail: gayspepper@gmail.com

Specialty: C

continued on page 8

Look for IECA's new "G" Graduate and Professional School specialty designation in our online and print directories.

Teaching Writing, from page 6

students frustrated and confused as confirmed in a 1990 study. When teachers wrote, “be more specific,” students reacted this way:

You be more specific.

It’s going to be too long then.

I’m frustrated.

When a teacher wrote, “You haven’t really thought this through.” Students responded this way:

That is a mean reply.

How do you know what I thought?

That makes me madder than you can imagine.

The lesson here is that negative comments are hurtful and vague comments are confusing. Neither will lead students to better writing. Consider creating definitions for the common feedback terms that you use and share those with your students. You might even invite them to provide feedback on your glossary.

Be Clear about the Plan. Let students know up front the writing and editing plan. Make it clear that you will focus on ideas and content in the early stages. Convey the necessity of doing multiple revisions (after all, writing is revision) and that grammar and spelling lessons will come at the end of the process.


Writing opens ideas to students if they can get beyond the fear of the blank page, the criticism, and the notion that their own lives are not rich enough to share. Approaching editing and feedback as if it is major surgery all but guarantees a less than optimal outcome, but an exchange of ideas done right is often embraced and can lead to better essays and a new appreciation for the written word.

For further reading:

Because Writing Matters, Improving Student Writing in Our Schools by National Writing Project and Carl Nagin

Engaging Ideas, The Professor’s Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom by John C. Bean

A Writer’s Reference, Sixth Edition, with Writing in the Disciplines by Diana Hacker

Joan Casey is the principal of Educational Advocates, an educational consulting firm in Brookline, MA specializing in college planning. She can be reached at jcasey@educationaladvocates.com 

Introductions, from page 7



Eric Rosenberger

(NH) joined IECA in 2007 as an Associate member, and has worked as an educational consultant for 10 years. He focuses

on junior boarding schools, boarding schools, and college placements. He also helps scholar athletes with the college athletic recruiting process, and works with students from Korea and other Asian countries. Prior to becoming an educational consultant, Eric served as a senior administrator and faculty member at Avon Old Farms School in Connecticut and at St. Paul’s School in New Hampshire. He previously worked at The White House under presidents Nixon, Ford, Carter, and Reagan, and as executive director of the Fudan Foundation. Eric is a board member of The Concord Boys and Girls Club and Child and Family Services of New Hampshire.

He is a graduate of Harvard University and Boston College Graduate School of Education.

Eric is married and has a son, Ian, and a daughter, Christina.

Eric Rosenberger, M.Ed.

EducationFirst!

29 Auburn St.

Concord, NH 03301

Phone: 603-223-9933

E-mail: edfirst@aol.com

www.admissionadvisors.com

Specialties: S,C,O

IN THE NEWS

Kiersten Murphy (WA) was quoted in a June 4 *USA Today* article entitled, *Graduating High School Seniors Roll the Dice with Wait Lists*.

Sue Bigg (IL) was interviewed for a college-related article in *U.S. News & World Report*, to be published in the fall.

Adam Goldberg (MA) was quoted in the July 5 *Boston Globe* article, *Foreign Students Flock To The U.S.*

Judge Mason (AZ) was quoted in the June 13 article, *Preparatory Schools A Growing Valley Trend* in *The Arizona Republic*.

Share your news! Let IECA know when you have been featured in a publication or on TV or radio.

Send your clips to: Sarah Brachman, manager of communications at Sarah@IECAonline.com

INITIATIVES

On June 17 **Georgia Irvin** (MD) and **Pamela Tedeschi** (MD) presented a professional training seminar for Global Mobility Specialists at the World Bank in Washington, DC. The seminar covered a variety of educational topics including what to consider when looking for the best fit in independent and public elementary and secondary schools in greater Washington, and boarding and therapeutic programs nationwide.

Harriet Gershman (IL) and **Brooke Dudley** (TX) were invited to speak at the 20th anniversary commemoration for Mount Bachelor Academy on June 6.

Jeannie Borin (CA) presented seminars on selective college admissions at Cal Lutheran University on May 31st and at UCLA on June 29th. The event attracted a standing room-only audience.

Mary Jane Freeman (NC), **Steve Antonoff** (CO), and Associate members **Matt Baker** (IL), and **Kendra Johnson** (VA) joined **Mark Sklarow** as instructors of the 2008 Summer Training Institute in Claremont, California. **Georgia Irvin** (MD), **Bar Clarke** (MA), and **Leslie Kent** (VA) will be joining the faculty for the East Coast Institute at Villanova University. Special thanks to **Audrey Ludemann** (CT) who helped to prepare the schools consulting materials for the Institutes, and **Charlotte Klaar** (MD).



Summer Training Institute—West Coast Participants and Faculty

By far this was the most inspiring professional enrichment experience I have ever attended! Tremendous thanks to the faculty for sharing their valuable time, eloquent wisdom, and outstanding expertise with us all. I eagerly look forward to putting your advice to work in my practice as an educational consultant—and hope to have the honor of eventual affiliation with IECA.

—Diane Gallo, 2008 West Coast Summer Training Institute Attendee



INSIGHTS August/September 2008

 Printed on recycled paper

The Newsletter of the Independent Educational Consultants Association

Inside This Issue:

- Baltimore Conference Information
- New Ethics Case
- Writing Tips for Students
- Campus Tours & LD Support
- The Cost of College

Inside the Member-to-Member Section:

- NACAC Tours, Baltimore Tours
- IECA Events Scheduled at NACAC
- Election Night Open House in Baltimore
- Standing Committees

info@IECAonline.com • 703-591-4850 • www.IECAonline.com

In an ongoing effort to increase our environmental consciousness, IECA is pleased to announce that Insights is now printed on paper that uses at least 30% recycled fibers.

INDEPENDENT
EDUCATIONAL
CONSULTANTS
ASSOCIATION

3251 Old Lee Highway, Suite 510
Fairfax, Virginia 22030

INDEPENDENT EDUCATIONAL CONSULTANTS ASSOCIATION

