



CALENDAR OF UPCOMING EVENTS

March 15 - 17 Small Boarding
Schools Conference, Rome, GA

April 23 - 25 Pre-Conference
College Tours: RI, Boston
Colleges

April 25 Pre-Conference
Asperger's Workshop

April 25 - 28 IECA Spring
Conference Boston, MA

April 29 - May 1 Post-Conference
BEANS Tour, Boston Area
Colleges; Local Boarding School
Tours

June 26 - 29 NCGS Annual
Conference, Baltimore, MD

June 27 - July 1 West Coast
Summer Training Institute,
Claremont, CA

July 4 Independence Day: Office
Closed

August 1 - 5 East Coast Summer
Training Institute, Baltimore, MD

September 26 Transitioning to
Private Practice Workshop
Austin, TX

September 27 Annual IECA/
College Admission Luncheon
Austin, TX

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CONFERENCE INSIGHTS

FOUR KEYNOTERS IN FOUR DAYS TO MAKE SPRING CONFERENCE UNIQUE

When IECA approached four renowned experts about presenting at the 2007 spring conference, the hope was that one of the four would agree to present. Instead, all four readily agreed, with each representing different but valuable areas of expertise that will turn the Boston conference into a remarkable opportunity to hear some of New England's most celebrated thinkers, researchers, advocates and presenters.

On Wednesday, **Dr. Fred Volkmar**, director of the Yale University Child Study Center and chief of child psychiatry at Yale-New



Haven Hospital will lead an all-day pre-conference workshop on *Asperger's Syndrome and Related Disorders on the Autism Spectrum*. Volkmar is the author of hundreds of scientific papers and other works on Autism and Asperger's

Syndrome. His conference participation is being supported by a grant from the IECA Foundation.

On Thursday, a day for IECA member consultants, **Gessner Geyer** will speak on the *Neurobiology of Emotional Well-Being*. Geyer, a former syndicated talk show host, has presented work on optimizing learning and brain health before thousands of professionals internationally. Co-founder and president of Brainergy, his message about maximizing the brain's power, even as we age, to maintain emotional well-being will

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Fred Volkmar



Robert Sternberg



Marilee Jones



Gessner Geyer

PRESIDENT'S LETTER

REVISED PRINCIPLES OF GOOD PRACTICE APPROVED BY BOARD

I am pleased to share with everyone that the IECA Board of Directors has unanimously approved the revised IECA Principles of Good Practice. This document was last amended in San Diego in 1997. The landscape of educational consulting has changed significantly in that decade and we as an organization needed clear guidelines that were current and relevant to the state of the profession today.

As you may recall, the original impetus for this revision grew out of a roundtable discussion at the annual NATSAP conference two years ago in Tucson, Arizona. Gil Hallows and John Santa, the head of ethics and the president of NATSAP, respectively, invited Mark Sklarow and me to participate in a forum where we would discuss the ethical issues involved in the relationships between consultants and therapeutic programs. The discussion was lively and at times heated. Clearly

people had passionate feelings about what was appropriate and ethical behavior. Contemporary guidelines were not in place to give consultants or programs boundaries for acceptable behavior. We agreed that the respective ethics committees from IECA and NATSAP would meet at the IECA conference in Denver in May 2005 to begin the process of developing a joint document and an agreed-upon set of guidelines for our interactions.

We did indeed meet in Denver, and as the discussions began it became clear to the group that each organization needed to develop their own set of guidelines and expectations for professional behavior. As Mark so eloquently stated, we can only be responsible for our own behavior and it was not only inappropriate but impossible for us to regulate and monitor the behavior of schools, programs, and colleges. IECA cannot dictate what a program should or should not do, but rather IECA must have its own guidelines that a consultant can follow when interacting with a school, college, or program.

From there the ethics committee of IECA met several times by teleconference to work on revising and strengthening our Principles of Good Practice. The IECA ethics committee consisting of Alan Haas (CT), George Irvin (MD) and myself were joined by Mark, Mary Mansfield (MA), and Kay Davison (CA). The Board of Directors reviewed the updated document in



Philadelphia the following fall, and the IECA membership had a chance to review and make comments at our 2006 spring meeting in Chicago.

Diane Geller (CA) was elected as the vice president for Ethics and Professional Practices and Bill Dingleline joined the committee. Under Diane's leadership, and with the help of Dodge Johnson, the language of the document was made even more clear and concise. IECA's attorney reviewed the document and made a few additional suggestions. The Ethics Committee was now confident that a solid working document was ready to be put before the Board of Directors for a vote. In late December it was unanimously approved.

When IECA members renew their membership, each must sign a statement annually, agreeing to comply with these Principles of Good Practice. A copy of this document was recently published in the NATSAP newsletter and is available on the IECA website for parents, schools, colleges and programs, as well as consultants to read at any time (<http://www.iecaonline.com/principles.html>).

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Keynoters, from page 1

resonate with consultants personally, as well as professionally. [See sidebar for *Brainergy's principles.*]

On Friday, the conference keynote address will be delivered by **Dr. Robert Sternberg**, dean of arts and sciences at Tufts University, and professor of psychology and director of the PACE Center. The Center and Sternberg's research focuses on the the psychology of 'abilities,' 'competencies,' and 'expertise,' and has put Sternberg on the national stage as an expert on higher mental functioning, including new ways to view intelligence, ways to promote and nurture creativity and thinking styles, and the role of wisdom in promoting the common good.

On Saturday, one of the nation's leading critics of the college application process will fly in to Boston between speaking engagements to share her thoughts and concerns, and challenge the status quo in a system she fears "is making our children sick," in their quest for perfection. **Marilee Jones**, MIT dean of admission, bluntly has called for a 'lowering of the flame,' especially after seeing the intensity of college admission firsthand, as her daughter has gone through the process herself.

In addition to these four conference keynoters, more than 110 experts will discuss an array of topics during the breakouts, including sessions on financial aid, scholarships, graduate school, boarding schools, adolescent challenges, LD and therapeutic issues, testing, and business topics relevant to educational consultants. A complete list of these breakout sessions has been posted on the IECA website (www.IECAonline.com). In all, a full, challenging schedule awaits everyone in Boston. 

THE NINE PRINCIPLES OF BRAINERGY

Your Brain Set For Optimal Cognitive Aging

(from <http://www.brainergy.com/>)

- B**e A Lifelong Learner.
It's Never Too Late. Begin Now.
- R**each For Enriched Environments.
Build a Better Rat Cage.
- A**ctive Thought Takes Effort,
and that Stimulates Nerve Cell Growth.
- I**mprove Physical Health with Regular Exercise
and a Brain Healthy Diet.
- N**etwork With Other Brains. You Need the Input.
Don't Withdraw.
- E**xercise Independence.
Make Your Own Choices.
- R**efuse Ruts. Practice Flexibility.
Rigid, Stiff Minds are Dull.
- G**enerate Goals.
- Y**ou are Your Brain's Best Friend.
Do Things Meaningful to You and Fun.

Gessner Geyer, director of Brainergy, will deliver the keynote address on Member Day, Thursday, April 26 at IECA's spring conference in Boston.

SUMMER INSTITUTE DATES SET

IECA's popular Summer Training Institutes are now accepting applications for both East and West coast locations for 2007.

West Coast: June 27 - July 1 at Claremont McKenna College, outside Los Angeles, CA

East Coast: August 1 - 5 at Towson University, suburban Baltimore, MD

This popular, hands-on, intensive training program is designed for those seeking to establish a private practice in educational consulting, or those already in the field looking to strengthen their skills, grow their practice, and gain new insights by networking with leaders in the profession.

The Institutes fill up quickly, so send in your application early to ensure a spot. Go to our website to download the brochure and application form: http://www.iecaonline.com/consult_conference3.html.

BOSTON ARTS ACADEMY STUDENTS TO ENTERTAIN AT CONFERENCE

Snippets of music, drama, and dance will enliven the IECA gathering in Boston this spring, as students from the respected Boston Arts Academy share their considerable talents. Founded just eight years ago, the Boston Arts Academy is a pilot school within the Boston Public Schools and is charged with being an educational laboratory as well as a beacon for artistic innovation.

As Boston's first public high school for the visual and performing arts, four hundred students specialize in one of five arts subject areas: visual arts, theatre, dance, instrumental music, or vocal music. Students maintain their academic curriculum in sciences, math, humanities and English within the context of a program that seeks to develop artist-scholars that will be successful in college, professional careers and as contributors to society.

The school draws students from throughout the city and reflects Boston's racial and ethnic diversity. Their life experiences are often reflected in the dramatic skits and music they create.



INTRODUCTIONS



Catharine Brennan

Catharine Brennan (PA) has been an associate member since 2003. She previously worked as a college counselor at Merion Mercy Academy, PA;

graduate school advisor at Lake Forest College, IL; and admissions counselor at Dartmouth College.

Catharine is co-founder and director of The Radnor Children's Foundation.

She earned a B.A. from Dartmouth College and an Ed.M. from Harvard University. She is married, and has three children.

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Tim Lee, from page 2

I am pleased that the efforts of so many have brought this document to the point where we have clear guidelines and expectations for how educational consultants should conduct themselves when visiting schools, programs, and colleges; engaging in professional development; and working with both parents and other educational consultants. I believe there is greater clarity around the referral process and the relationship-building with schools and programs, as well as colleges. We now have a \$50 limit on gifts that a consultant may receive from a school, college or program.

The Ethics committee will continue to work with NATSAP, NACAC, TABS, and other affiliated groups in a coordinated way to ensure that our clients are served by credible, ethical, and skilled professionals who work solely on behalf of each of their students and have the best interests at the forefront. We will continue to offer ethics workshops and have open and honest discussions about ethical dilemmas.

I want to thank all who worked so hard and diligently to bring our ethical guidelines up-to-date and to address so clearly what is the most professional manner in which to conduct ourselves. If you should have questions, concerns or comments please feel free to contact me or Diane and her committee.

A handwritten signature in black ink that reads "Timothy B. Lee".

Timothy B. Lee
President, IECA

THE PELL GRANT

by Claire Law, M.S., IECA (RI)

The Pell Grant (formerly the Basic Education Opportunity Grant Program) has been a main staple for students with the highest levels of financial need. It was established during the 1972 Reauthorization of the Higher Education Act of 1965. It was called the “Basic Grant” and in the 1970s it was renamed after that passionate champion of education, Senator Claiborne Pell, from Rhode Island, who established additional financial assistance programs. Senator Pell is retired and approaching 90 years of age, but still makes time to award scholarships to needy students in Rhode Island (see picture).

The Pell Grant is an example of liberal activism and has been a blessing to those students who otherwise would not be able to afford post-secondary opportunities. However, the Pell Grant has not kept pace with the times.

In today’s reality, the Federal Pell Grant is a drop in the bucket, as tuition costs have increased both at private and public institutions at a far greater rate than this program. While there are more financing options and tax benefits today in terms of loans and initiatives, funded by state and private enterprises such as lotteries, the Pell program is still the first line of “gift” help available.

Other need-based grants and scholarships, such as the Federal Supplemental Educational Opportunity Grant, are often tied to whether a student qualified for the Pell Grant. Such programs, which continue to make up a significant share of gift aid available, are not based on academic merit such as class rank, test scores, or grades.

The Pell Grant is awarded based on the student and his/her family’s demonstrated eligibility for need-based Federal Student Aid.

There is a disturbing and observable trend revealing that colleges and state governments are continuing to shift more and more limited financial aid dollars toward merit programs and away from need-based programs. Also, education-related tax benefits do not help high-need students at all.



IECA member Claire Law with Senator Pell

The maximum Pell Grant award authorized by lawmakers was raised to \$6,000 earlier in 2006, but the same lawmakers cut the financial aid budget by \$12.5 billion, once again leaving the program markedly under-funded. In 2007, the maximum Pell will be frozen once again at \$4,050 for a fourth straight year. The amount students receive is dependent on their exact Expected Family Contribution (EFC) which is made up of a calculated contribution from students’ and their parents’ assets and income.

As the Pell Grant Program continues to be substantially under-funded, every year eligible students receive far less than the amounts for which they would qualify if the

program were fully-funded. Consequently, needy students and parents end up absorbing an increasingly significant amount of debt which follows them for decades beyond graduation—if they graduate at all.

Sadly, studies are showing that students with the highest levels of financial need are the most likely to drop out of college and default on their loans.

Needy students who rank at the very top of their class and have high standardized test scores can compete for merit-based aid in addition to the Pell Grant. Regrettably, however, poorer students don’t tend to score as well on standardized tests. Therefore it’s slim pickings for lower-income, academically-average students because they pay even more for college.

Fortunately, more and more financial aid administrators are passionately lobbying against leveraging need-based financial aid to recruit full-pay students. In the end, it may be thanks to them [financial aid administrators] that the doors of higher education will be kept open to students from lower-income families.

Claire Law can be reached at: claire@eduave.com.

IECA welcomes submissions to Insights. Contact Sarah Brachman, manager of communications, at sarah@IECAonline.com for more information.

WOMEN'S COLLEGES: CONSIDER THE OPTION

by Theresa Leary, IECA associate member (MA) and Heather Ricker-Gilbert, IECA associate member (CT)

Why would anyone choose to go to a women's college? Ask Nancy Pelosi; she did. The image that they are finishing schools for girls in "pearls and pumps" is a myth.

In reality, women's colleges are ranked among the top educational institutions in the country. The number of single-sex colleges has declined since the 1970s when coed education became virtually universal, however the remaining 60 or so women's colleges from Wellesley (1870) to Sweet Briar (1901) to Mills College (1852), are among the nation's oldest institutions of higher education and are ardently committed to their mission of providing the best education for women.

Graduates of women's colleges continue toward doctorates in math, science, and engineering in disproportionately large numbers in comparison to women attending coed institutions. According to the *Fiske Guide to Colleges*, "Mt. Holyoke produces more female PhDs in chemistry and biology than any other Liberal Arts college." At Simmons, students can go directly from their undergraduate studies to a graduate degree program in nursing, physical therapy or information technology either at Simmons or at another affiliated school. In undergraduate education, Smith is known for its engineering program and BayPath College for Forensic Science. According to the Women's College Coalition, undergraduates at women's colleges are three times more likely to earn a baccalaureate in economics and one and one-half times more likely to earn baccalaureate degrees in life sciences, physical science, and mathematics than women attending coeducational institutions.

Research has shown that once there, women

like their single-sex colleges and that the attrition rate at women's colleges is much lower than at coeducational institutions. Current students will tell you that they chose their school because of academics, not because it was a women's college. A recent graduate recalls: "I went to Mount Holyoke because I was impressed with the classes I observed during my visit...The spirit was cooperative, not competitive." This satisfaction can be due to the attention from faculty and alumnae mentors. Faculty, 55% of whom are women at single-sex colleges, instill confidence in students by believing each student is capable of excellent achievement. With faculty as role models, young graduates end up feeling that their potential is limitless. Alex Austin, who has done extensive research in student development, concurs in his book *Four*

Critical Years. He writes: "Women's colleges increase the chances that women will obtain positions of leadership, complete the baccalaureate degree and aspire to higher degrees."

What about the lack of men at a women's college? Many women's colleges are part of a consortium with other colleges. This arrangement allows students to attend classes along with cultural and social events at the other schools within the consortium. For example, Bryn Mawr students can participate in academics and activities at Haverford or Swarthmore; Barnard, in New York, is closely affiliated with Columbia; students at Smith and Mount Holyoke can attend Amherst, Hampshire College or University of Massachusetts; and the young

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IN FOCUS

TEN MOST POLITICALLY CONSERVATIVE AND 10 MOST POLITICALLY LIBERAL COLLEGES

CONSERVATIVE

Hillsdale College (MI)
Grove City College (PA)
Brigham Young University (UT)
United States Air Force Academy (CO)
Hampden-Sydney College (VA)
College of the Ozarks (MO)
United States Naval Academy (MD)
University of Dallas (TX)
Wheaton College (IL)
United States Merchant Marine Academy (NY)

LIBERAL

Mills College (CA)
Bard College (NY)
New College of Florida (FL)
Hampshire College (MA)
Warren-Wilson College (NC)
Sarah Lawrence College (NY)
Pitzer College (CA)
Reed College (OR)
Marlboro College (VT)
Earlham College (IN)

Source: Princeton Review, 2007

Women's Colleges, from page 6

women at Wellesley can cross-register at MIT or take classes at Brandeis or Babson. If you are near a women's college campus on any given Saturday night, you may see busloads of young men and women arriving for an evening or weekend of special events, concerts and parties. That said, however, studies show that there is a lot less loud partying and binge drinking at women's colleges. One student we spoke with agrees, "While drinking is a reality at any college, it is nice to go somewhere where it doesn't dominate the social scene." In addition, single-sex campuses are safer than coed, with cleaner and quieter dorms.

Many benefits of attending a women's college come after graduation. Alumnae networks are particularly strong. Graduates bolster each other across generations, offering business and social support throughout all life stages. Mary Ann Delaney Tuttle, an active alumna of Russell Sage College in Troy, New York states: "The self confidence I gained at an all women's college allowed me to pursue a career, obtain a doctoral degree and venture into running for local public office." Indeed, women's college graduates tend to hold higher positions and become leaders in their field. A number of well-known public officials are graduates of women's colleges. Senator Hillary Rodham Clinton—Wellesley (MA); Representative Rosa De Lauro—Marymount College (NY); and Connecticut's Ella Grasso—Mount Holyoke College (MA). Nancy Pelosi, the first woman appointed Speaker of the House attended Trinity University (DC) when it was a women's college.

Women's colleges are by no means for everyone, but for young women today they are well worth consideration. Especially since admission rates at these prestigious

colleges are more favorable than you might think, with several over 50%. Consider that the applicant pool is cut in half by gender, and other eligible applicants self-select out. There are no "typical" students at women's colleges. The colleges strive to incorporate diversity in all its forms—geographical, cultural, social, and economic. Aspiring athletes, dancers, doctors, teachers, writers, lawyers, business executives and entrepreneurs. The common denominator is these young women have a strong focus on their academic and personal growth and development. Visit www.womenscolleges.org for excellent information and links to women's colleges. 

Heather Ricker-Gilbert, D.Ed., of CollegeGateways in Tolland CT, may be reached at collegegateways@comcast.net

Theresa Leary, M.Ed, a former admissions officer at Smith College, specializes in international education. She may be reached at info@theresaleary.com

Call for Proposals

IECA is now accepting proposals for the fall 2007 conference. The deadline is July 1. Contact info@IECAonline.com for more information.

MEMBER CHANGES

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MEMBERS MOURNED

We are sad to announce the loss of several IECA members in recent months: **Joan Levin** (VA), member since 2005; **Alan Posich** (NM), member since 1998; and **Kyung Yo "K" Cho** (NY), member since 2000.

BOOK REVIEW

Glass Half Full: A Daughter's Journey Through a Father's Eyes

Author: Jack Rosen Lincoln

Book review by Lon Woodbury, IECA (ID)

This book is the latest in the rapidly growing collection of books by parents who learned about the private Parent-Choice Emotional Growth/Therapeutic Residential School and Program network the hard way: by having to find residential placement for his daughter before her self-destructive decisions destroyed herself and her family. In it, the father describes in great detail the emotional roller coaster he goes through in each step of the process, from recognizing the severity of the problem, to getting advice on what to do about it, as well as the difficulties in understanding his daughter and his nostalgia for the happy father-daughter times of the past.

In a sense, this book is a very intimate diary of the thoughts, feelings, frustrations, triumphs and confusion he shares with his wife and daughter as they go through this journey, which sometimes includes a contest of wills with his daughter.

The author appears to include every aspect of his emotional journey from his fear of a phone call from the police to his later fear that her phone calls home will deteriorate, to his exaltation when they have a "good" phone call, to his sinking feeling upon meeting some of her low-life friends, to his relief when he has a brief glimpse of the wonderful daughter he used to know peeking out from time to time, to the frustration he feels because of criticism from "friends" who think he is over-reacting, to the relief he feels when he meets the parents of other students because they are the only people who truly understand what his family

has gone through and what he is trying to do for his daughter.

The author is equally honest in his self-evaluations regarding his interactions with the staff and professionals he worked with. He describes how his reactions ranged from appreciating the professionalism of some, to frustration over the apparent insensitivity

In a sense, this book is a very intimate diary of the thoughts, feelings, frustrations, triumphs and confusion he shares with his wife and daughter as they go through this journey, which sometimes includes a contest of wills with his daughter.

of other staff. As the story unfolded, I sometimes muttered to myself "That's no way to treat a family!" Or, "That's not the way to do that!" Unfortunately, the mix of staff and professional competency in these programs rings all too true in my experience. The positive thing is that competency is a stated goal of all quality programs, and they still rise far above the generally mediocre competency and sensitivity of the usual run-of-the-mill public agency staff, something routinely testified to by most of my clients.

This book is an attention grabber. Any parent, such as myself, who has placed a child in one of these schools or programs can easily relate to and compare their own experiences with those of the author. It would also be a very enlightening read for

any parent who doesn't have a child with these behavioral problems but who wants to truly understand what drives these parents to make the radical decision of residential placement. More importantly, it could be a real eye-opener for non-parents who otherwise would not have a clue as to what these parents go through.

By the way, this story of a difficult journey does have a happy ending, making all the trials and tribulations worth it, at least in the eyes of the author.

Glass Half Full: A Daughter's Journey through a Father's Eyes, by Jack Rosen. Published by iUniverse, 2006. Available at www.Amazon.com.

Visit IECA's Website for Up-To-Date Conference Information

www.IECAonline.com

- Schedule
- Registration forms
- Housing and Travel
- Breakout Descriptions
- Advertising Opportunities
- Sponsorship Opportunities
- College and School Tours

IN THE NEWS



Betty Arsenault (FL) was featured in the November/December issue of *Success Magazine*, in the article, *Local Women, Local Business*.

Clare Anderson (DC), **Georgia Irvin** (MD), and IECA executive director **Mark Sklarow** were featured in the November 2006 issue of *Washingtonian Magazine*, in the article, *Can You Get Me In?*

Amy Sack (CT) was featured in a *Yale Daily News* article, *Fewer Students Applied Early* on November 17.

Sklarow dismisses the notion that counselors help undeserving students gain entry to elite schools by massaging their resumes.

"If a student doesn't belong in an Ivy League school," he said, "they won't get in."

— *Contra Costa Times*
December 11, 2006

Jill Burstein (IL) was featured in *The Paly Voice* article, *Clambering for Counseling* on November 13.

Mark Sklarow was featured in *US News Best Colleges Guide 2007*; in the January 16 edition of the *Yale Daily News* on the impact of Yale's decision to retail early admission, despite its elimination by Harvard; in a *Hartford Courant* article, *Videos Are*

Becoming An Important Part Of The College Admissions Process on January 12; and in the *Contra Costa Times* article, *University Admission Aid for Sale*, on December 11.

Steven Goodman (DC) was quoted in a *New York Times* article on January 7, *Spending It; More, Please*; and in *USA Weekend Magazine's* December 24 edition, in the article, *Worried About Your Grad's "Gap Year"?*

Carol Loewith (CT), was quoted in the article, *College Admissions Testing SAT, ACT: Which One Should You Take?* in *Good Living, Minuteman Newspapers*.

Associate member, **Lori McGlone** (NY) was quoted in a *Buffalo News* article, *The Quest Begins: In Search of the Right College*, on November 21.

Claire Law (RI), was interviewed by WHJJ in Providence, RI on December 4.

Associate member **Lucia Tyler** (NY) was featured in the *Ithaca Journal* article, *Trumansburg Committee Addresses Community, Economy And Housing* on January 16.

Associate member **Beatriz Zayas** (CA) was profiled in the Dec. 2006/Jan. 2007 edition of the *Imperial Valley Business Journal* in El Centro, CA.

Ronna Morrison (NJ) was featured on the November 6 NBC *Early Today* show on early decision.

INITIATIVES



Cammie Bertram (CT) presented a workshop entitled, *Creating Healthy Partnerships Between Schools and Parents* at the 2006 *Living through Learning* TABS Conference with Tommy Adams, director of admission at The Gunnery (CT) and Patrick Finn, director of admission at St. Timothy's School (MD).

Associate member **Carolyn Mulligan** (NJ) spoke to a group of 20 parents on November 15 about *Preparing for the Future*, to help students and families search for higher education that provides the "best fit."

Kpakpundu Ezeze (DC) spoke at the non-profit Special Interest Group meeting at NACAC. He shared the mission and goals of the IECA Foundation.

Marcia Rubinstien received rave reviews for her presentation at NATSAP's national conference this month on *Accommodating NLD and Asperger's Syndrome in Therapeutic Schools and Programs*.



INSIGHTS February/March 2007

The Newsletter of the Independent Educational Consultants Association

Inside This Issue:

- IECA releases new ethics guidelines in Principles of Good Practice
- Robert Sternberg, Marilee Jones, Fred Volkmar and Gessner Geyer to address IECA Spring Conference in Boston.
- Summer Trainings announced for California, Maryland
- Pell Grant changes proposed
- Women's Colleges
- Book Review: *Glass Half Full: A Daughter's Journey Through a Father's Eyes*

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