



Conference photos page 4



- Therapeutic Advising Mental health and college planning
- **Treatment program** accreditation
- Equine therapy · Use and abuse of digital media

pages 8-25



Professional Members

page 34

June/July 2017

The Newsletter of the Independent Educational Consultants Association



June 13-15 IECA at WACAC, Visalia, CA

June 13

Webinar: Breaking Down Insurance **Barriers: Coverage for Wilderness** Therapy, Residential Treatment, and **Behavioral Health**

July 11 Webinar: Social and Cultural Transition for First-Year LD Students

July 11-14 International ACAC, Cleveland, OH

July 24 IECA College Symposium **Registration Opens**

August 1-5 STI, Swarthmore, PA

August 8 Webinar: Counseling Students and Their Families in the Indian Market

September 4 Labor Day: National Office Closed

September 13 Transitioning to Private Practice Workshop

September 14–16 NACAC, Boston, MA

September 14 IECA Luncheon at NACAC

September 27–28 IECA College Symposium, Houston, TX

Inside Insights

President's Letter	2
Special Focus: Therapeutic Advising	8–25
Campus Visits	29
Why I Belong	30
On the Road	31
In the News/Initiatives	32
Regional Group News	33
Introductions	34

Hundreds of Members Contribute to Planning for IECA's Future

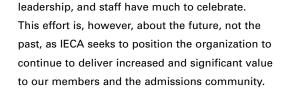
By Mark Sklarow, CEO, IECA

Over the past several months, more than 700 IECA members made their voices heard to guide the growth of IECA. They provided valuable information about the sources of their professional anxieties, their hopes for the profession, the strengths of IECA and

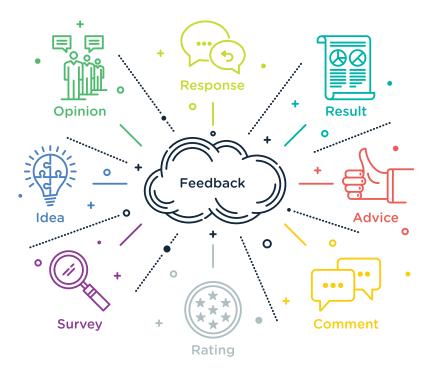
its capacity for change, and their concerns about areas that IECA needs to address to guarantee our profession's leadership in the future. In addition to the surveys that were open to all members, the consulting firm of Bernuth & Williamson conducted 40 interviews to explore issues of leadership, staffing, programming, and more in greater depth.

The IECA Board of **Directors** launched this effort to deliver actionable

recommendations for improving IECA's effectiveness, navigating and driving change, and positioning the Association for the future. With a 20-year trajectory of growth and an engaged and expanding membership, our members, volunteers,



NSIGHTS



The result will be staff and Board action that identifies, prioritizes, and addresses any critical capacity gaps that might hinder the Association's effectiveness.



Collaboration and Inclusiveness Thrive at IECA

As overstimulated as we all may have felt during the conference, I know that we all came back to our practices in a renewed and energized state. At least I hope so! After all, who wasn't inspired by Corey Seemiller's insights that she shared from her research and book, *Generation Z Goes to College*? And the Master Class on Saturday, "Disorder or Developmentally Appropriate?" certainly deepened my curiosity and strengthened everyone's knowledge of the topic.

So many of the conference sessions were multifaceted, appealing to all members, regardless of our individual specialties. This idea of working more collaboratively across our Association is a theme that is apparent in our personal interactions, our practices, and our education. And it is a theme that we will attempt to carry out across our volunteer committees this year as well. Each committee will have volunteers representing all our Association's cohorts, and educational opportunities for our members will be more inclusive of all specialties. The goal is to continue the cross-pollination of IECA so that we can continue to benefit from our collective expertise and keep committees apprised of one another's initiatives.

The Board of Directors witnessed a changeover (another form of renewal!) at the conference as well. And this is an opportunity to thank those who gave of their time and energy these past three years: **Pam Jobin** (CO), **Lloyd Paradiso** (PA), and **Rachel Sobel** (PA). Each one of them brought heart and soul to their work and are owed gratitude for that. Lloyd took on an extra responsibility of chairing the Nominating Committee, a time-consuming role. Going forward, four individuals will



Ann Rossbach

step into the role of board member: Lisa Carlton (TX); Allison Matlack (MA); Diane Vater (PA); and Pam Tedeschi (MD). Jane Klemmer (NY) will remain as the Treasurer for one year. No doubt, the work this year, with the results and recommendations of the consultant's study being made available this month, will require some heavy lifting.

Thank you, too, to the dedicated committee chairs and members who volunteered their time and energy. Many hands make little work, but it does not mean that the work is any less arduous! Thanks to everyone.

PREDOMINANT CONCERNS AMONG

Anxiety

Depression

Relationship

Alcohol use

20.6%

9 5%

Suicidal ideation

COLLEGE STUDENTS SEEKING SERVICES

Ann Rossbach, MAT IECA President

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: Ann Rossbach, MAT

Chief Executive Officer: Mark H. Sklarow

Deputy Executive Director: Sue S. DePra

Manager of Communications: Sarah S. Brachman

Editor: Jan Umphrey

Design and Layout: Sarah S. Cox

Connect with us on Facebook, IECA's blog, LinkedIn (for IECA members only), and Twitter (@IECA).



Counseling Center Directors Survey

DIRECTORS REPORT:



services, up from 54.5% last year.

say their campus offers psychiatric



of counseling offices have a wait list



of schools require staff to be licensed; 95.2% of directors report they are required to become licensed to continue practicing.

STUDENT TRENDS:



of students say that counseling services helped with their academic performance.



of students who seek service take psychotropic medication

Source: The Association for University and College Counseling Center Directors Annual Survey, September 1, 2015 through August 31, 2016

Who Says Learning Can't Be Fun?

There was a special mood of camaraderie and shared purpose in Denver for our 2017 Spring Conference. Conference Central was abuzz with conversation and networking from early morning to late into the evening. Much of that discussion surrounded an exceptionally strong group of breakout sessions that explored a wide variety of topics important to IECs and admission leaders alike. The opening address, focused on generation Z, was a frequent reference as attendees discussed student and parent trends.



Giant versions of Connect 4, Jenga, and Operation helped attendees unwind from a busy day of learning.



Social events were huge in Denver. At the member dinner we shared margaritas, flautas, and warm conversations, well-deserved after two days of campus tours with over 200 members participating. The conference networking social was attended by over 1,000 conference attendees who got to "ski" and "snowboard," take pictures on the slopes, and enjoy giant versions of Operation and Jenga in front of the fireplace. Our social media board ensured that no one missed a thing.

Vendors were busy, sessions were well attended, and many attendees discussed the next conference in Washington, DC. **Please note** that the Fall Conference will run from mid-day Wednesday, November 15, to Friday afternoon, November 17, for all attendees. Details soon! (See conference photo album on pages 4–5.)

Alan Haas Receives Professional Achievement Award

Alan Haas (CT) is said to have a way of making everyone feel that they are a friend, and that quality along with his more than 35 years of experience led to receiving the 2017 Steven R. Antonoff Award for Professional Achievement, a recognition of distinguished work and outstanding contributions to the profession of independent educational consulting. His wife, Loni, joined him at the luncheon to celebrate his achievement.

Known among his peers for his generosity—Haas has a selfless ability to connect, mentor, and share his expertise. He always seeks to increase his learning and engages with everyone without pretense or airs. His habit of writing personal notes that make everyone feel that they are a "friend of Alan Haas," adds to that reputation. It was noted by a colleague that his ethical approach should be an inspiration for all IECs, old and new.

His service to IECA includes four years on the IECA Board of Directors and two years as vice president of the Ethics Committee. In addition, he served on the Membership Committee and the Nominating Committee.

After graduating from Wesleyan University, Haas served in the US Navy, taught at the Hotchkiss School, and helped start the Peace Corps Program in Micronesia. He holds two graduate degrees from Harvard University, where he studied counseling, psychology, and educational administration. He also held positions as principal at



Alan Haas at the luncheon where he received the Antonoff award.

two US schools and was the deputy director general of the International School of Geneva, Switzerland. He is the founder and managing partner of Educational Futures.

Haas is an active volunteer in his New Canaan, CT, community where he sits on the board of the New Canaan Community Foundation and is a member of the UN Committee of New Canaan. He was also president of the board at Vitam Center; the founding president of the Shelton Economic Development Corporation; and an initiator of A Better Chance, a program that supports minority students in college preparation.

Denver Conference



A Members got a sneak peak at IECA's new website at the Annual Meeting.



▲ Corey Seemiller gave an insightful presentaion to a full house at the General Session on Who is Generation Z?





▲ The Networking Lounge in Conference Central was a popular spot to relax, connect, and recharge.



▲ A highlight of the conference is always the School & College Fair, and Therapeutic Information Swap.



The "College Essay Guy," aka Ethan Sawyer, presented a popular session on taking college essay consulting to the next level.



A Over 200 members reconnected at the Tuesday night Member Dinner prior to the start of the conference.



Roundtables provided opportunities for discussions among attendees about many topics.



Conference Central was bustling throughout the conference with vendors, refreshments, and impromptu meetings.

Master Class speaker, Raymond Kotwicki, discussed adolescent development and mental illness.





Rigorous online curriculum that helps students meet their academic goals.



highschool.nebraska.edu



The University of Nebraska is an equal opportunity educator and employer.

Success, from page 1

Although a formal report is still awaited, some preliminary findings suggest areas of focus: an advocacy blitz that informs our admission colleagues more fully about the work members do and emphasizes their credentials to work effectively for students. That effort would be designed to elevate the profession before our colleagues and in the public and to recognize IECA members' professionalism.

> The greatest challenges that members identified include greater complexity, globalization, parental demands and expectations, and increased use of technology.

Members are looking to IECA to increase business support, both collectively and individually, clarify Board and staff roles and responsibilities, and to embrace technology and change more fully. The greatest challenges that members identified include greater complexity, globalization, parental demands and expectations, and increased use of technology. They see increased specialization as both an exciting development and an area of concern.

The IECA Board will be briefed on the full report of proposals and suggestions in June. The findings, particularly information gained from the membership survey, will be shared with all members shortly thereafter. Follow up planning both by the staff and the Board will be the priority in the coming year with the goal of making your membership in IECA more valuable, and our work to meet member needs more dynamic.

Bernuth and Williamson is focused on helping organizations of all sizes and sectors navigate the complex world of management, growth, funding, and impact. They support clients in their efforts to improve their organizational effectiveness and increase their mission impact through all phases of the process. Bernuth and Williamson has offices in Washington, DC; Princeton, NJ; and Saratoga Springs, NY. Well-known clients include the World Wildlife Fund, the Environmental Defense Fund, The Common Application, the Vermont College of Fine Arts, and many more.

NACAC's national conference is a dynamic education and networking event held annually to build relationships among college admission counseling professionals.

Join us Sept. 14 - 16 in beautiful, historic Boston for the opportunity to:

- Hear from leading voices
- Fine-tune your skills
- Discover new techniques
- Explore student issues.

Engage early, Sept. 13 – 14, at preconference sessions that offer specialized, intense focus on both tried-and-true and trending topics:

- New! Fundamentals of Recruiting and Counseling International Students
- Directing a Dynamic College Counseling Program
- Transitioning to Private Practice College Counseling

Learn more at nacacconference.org/PreconferenceWorkshops.

Register today at nacacconference.org.

NACAC National Conference Boston | 2017

The Growing Use and Abuse of Digital Media

By Cosette Rae, MSW, LICSW; Alison Takenaka, MA; Johnny Tock, MS, LMHC; and Gail Curran, MS, MBA, IECA (AZ)

In this era of high-speed technological discovery, technology is everywhere: in our schools, in our homes, and in the hands of millions of youth worldwide. Our children's dependence on technology now often starts before they can walk and talk.

For better or worse, as mental health professionals and independent educational consultants (IECs), we only know what we know. And what we know now about digital media use is that it masquerades as acceptable youthful behavior in a variety of settings. In reality, dependency on screens may in fact be the root cause of academic, emotional, physical, and social failures facing children and families today. Addressing it requires a different mindset and clinical approach than what we've grown familiar with.



Cosette Rae



Alison Takenaka

First Responders

As an IEC, you play a critical role in matching struggling families with appropriate models of care in the treatment community. You are ideally positioned to connect your clients to resources that can focus on a client's anxiety or depression, while also addressing screen use and dependence. At this point of emerging awareness, it is necessary to rely on IECs to assess for both mental health and screen dependence. Currently, many mental health professionals do not test for video game or technology overuse or dependence, have not received formal training in process addictions, and struggle to keep up with the ever-changing digital landscape. Their assessment results may indicate a variety of alarming mental health problems, such as depression, anxiety, ADHD, or trauma, but will likely miss the key markers associated with problematic screen use or dependence.



Johnny Tock



Gail Curran

We are all continually blindsided by a whole new paradigm of brain changing, behavior altering devices that leave everyone at an utter loss for measuring their effects. Therefore, once you begin to address screen dependence in those seeking your services, it is incumbent upon you as the referring professional to adequately screen for problematic



-Accredited Curriculum -Individualized Academics

-45 Day Assessment Program-Equestrian Program/EAP-Masters Level Clinicians

-400 Acre Campus -DBT & Experiential Therapy -9 to 12 Month Program

WWW.IRONWOODMAINE.COM | 877-496-2463

digital use, regardless of professional trends. The Brief Internet Game Screen (BIGS) and the Brief Internet Game Screen for Parents (BIGS-P), designed by ReSTART, are effective screening tools to use in your practice. The results of the BIGS-P screen may indicate struggles with problematic technology use occurring in the family system.

Talking Points

When dealing with parents of teens and emerging adults with problematic tech issues, be prepared to address the following concerns:

• Parents may feel alone in the struggle to help manage their child's media use. Listen, offer support, and educate family members on the nature of problematic tech use. By doing so, you likely become the first professional who truly "understands" what they've been going through.

Connecting with you offers families a sense of hope. • Parents may feel a sense of shame or guilt about their son or

- daughter's problematic tech use, believing they have failed as parents. Help family members understand their pivotal role in their child's ability to embrace healthier, sustainable tech use. By recognizing the problem and taking action, families join you as pioneers in this new digital arena. You're in it together, and you'll find solutions together—not by avoiding the problem, but by understanding how screen use plays a crucial role in their child's academic achievement, mental health, family, and future relationships.
- Parents may not know how to communicate their concerns about digital media use to their children. Model healthy awareness and start the dialogue with young people and their parents on the importance of sustainable tech use and the need to recognize problematic use early. Dig deeper during the assessment process regarding the ways that digital media is used to avoid dealing with family or academic problems.
- Parents may not understand the extent to which their children are engaging with digital media. Encourage parents to be curious about their son's or daughter's activities online. Ask questions, observe, and make notes about the trends they identify in their child's technology use.
- Parents may be in conflict about what constitutes problematic use and what next steps for treatment looks like. Encourage each family member to educate themselves on the addictive nature of digital technology. Resources include *Irresistible: The Rise of Addictive Technology and the Business of Keeping Us Hooked* (Alter, 2017, Penguin), the film *Screenagers: Growing Up in the Digital World (www.screenagersmovie.com)*, and a recent 60 Minutes segment called "Brain Hacking" (www. cbsnews.com/news/brain-hacking-tech-insiders-60-minutes).



When speaking with young people, keep the following advice in mind:

- Youth resist terms used by professionals to describe treatment for problematic tech use, like "rehab," "treatment," and even the idea of addiction itself.
- It is more beneficial to focus on such phrases as "balanced use," "readjust priorities," or "sustainable use" than "addiction," "dependence," or "abstinence."
- Emerging adults often understand their use is problematic, but would rather not address it. They often hope that it will resolve itself naturally. Clearly, there is a lack of understanding among young people regarding the addictive nature of digital media use in general.
- It is difficult for young people to grasp the idea that their screen use is problematic when they observe others close to them—e.g., family members, peers, and other adult role models overconsuming digital media.

A Lifeline

Technology will continue to advance at a staggering pace, and parents are desperately seeking solutions to guide them and their children toward a future of limitless possibilities and enduring family ties. As first responders to this technological crisis, IECs act as a lifeline to parents who feel as if they are watching their child's life slip away. Treating technology overdependence requires a clear understanding of the complex interactions between mental health and digital media use. Without screening for problematic technology use, you run the risk of missing a determining factor in directing struggling families to the appropriate model of care.

Note: The BIGS and BIGS-P screening tools are available upon request and at no charge by contacting Johnny Tock at *connect@ restartlife.com* or 800-682-6934, ext. 5.

Cosette Rae can be reached at cosette.rae@restartlife.com. Alison Takenaka can be at alison.takenaka@restartlife.com. Johnny Tock can be reached at johnny.tock@restartlife.com. Gail Curran can be reached at optimaleduoptions@gmail.com.

"LANDMARK COLLEGE MEETS YOU ON YOUR PATH." RYAN MANLEY, The Woodlands, Texas (pictured center)

"Landmark College's faculty and staff meet you halfway. They meet you wherever you are on your path, so you're never alone."

Ryan Manley is the co-winner of a \$10,000 Landmark Entrepreneurial Accelerator Program (LEAP) student entrepreneurship grant in 2017. Ryan and his partners are the founders of Ohmnii, a technology company focused on research and development as well as conceptualization and software development.



JOIN US FOR A Fall 2017 Open House

Generous scholarships and financial aid available. For dates and to schedule your visit, go to: **landmark.edu/visit**

You 🕥

Connect with us on Facebook, YouTube, and Twitter

THE COLLEGE OF CHOICE FOR STUDENTS WHO LEARN DIFFERENTLY

EXCELLENCE: Three decades of educational innovation and results

CAREERS: Career-oriented bachelor's and associate degrees

SUPPORT: Advising, coaching, assistive technology, executive function

OPPORTUNITY: Internships, athletics, honors, study abroad, and more

DIVERSITY: Students from around the country — and the world



Treatment Program Accreditation: Trends, Challenges, and Who Are These People?

By Kimball Delamare, Chief Legacy Officer and Senior Vice President of InnerChange)



Thirty-one years ago, I was pretty scared. The Joint Commission on Accreditation of Healthcare Organizations (JTC) was sending a team to the psychiatric hospital where I worked for a full three-day survey. Two surveyors would be looking at our medical records, HR processes, patient crisis response policy, continuous quality improvement planning,

medication management, treatment plan cohesion with diagnostics, and hundreds of other required elements. I worried that they would drill me about social histories and my case notes. Our new hospital had already gone through a mock survey that was rough. The actual survey felt like an IRS audit, and the reviewers were humorless, efficient, and almost eager to uncover our deficiencies. Weeks later, we found out we had passed the survey with minor recommendations.

Last month, I again sat with a JTC surveyor as she observed a treatment team discussion. It was a completely different experience! She whispered to me that she was excited about the outcome measures we had adopted and hoped that she could support our efforts. She shared suggestions from her experiences with other

Advertisement Stetson School An Affiliate of Seven Hills Foundation

Clinical Groups:

Licensed CliniciansFamily Therapy

Individual Therapy

•Recreational Ther-

Education:

•Small Class sizes

•Experiential Learn-

Art, Library, Wood-

•IEP centered teach-

•Certified Special

Ed. Teachers

•Group Therapy

Animal Assisted

Therapy

ару

ing

ing

shop, Gym •Reading Specialist

We are a fully licensed and COA accredited residential and education treatment facility for young men ages 9-22. We treat youth who show...

Problem Sexual Behaviors
Reactive Attachment Disorder
Behavioral Disorders

Our programs include... •40-week core foundation

- •120-dav fast track
- •Reactive Attachment Latency aged programming

•Alternative Learning Program for those with below average IQ's (starting at 50) and with mild to moderate Autism Spectrum Disorder

•Transitional Aged Youth Program •Chapter-766 Licensed Special Education School on premises

455 South Street, Barre, MA 01005•••Admissions: Kathleen O'Connor (978) 355-4541 ext 4139—koconnor@stetsonschool.org



programs. Plus, she was able to immediately share her findings at the conclusion of the survey because she had entered and aggregated data throughout the process on her tablet. We felt she was in our corner, even if she identified areas of concern that merited an official response.

In the last three decades, a lot has happened. While the JTC was refining policies and procedures for behavioral health programs, the Commission on Accreditation of Rehabilitation Facilities (CARF), The Council on Accreditation (COA), and the National Independent Private School Association (NIPSA) were also evolving. Combined, those organizations accredit over 30,000 programs nationally, including psychiatric hospitals, residential treatment programs, therapeutic boarding schools, day treatment programs, outdoor behavioral health programs, outpatient intensive practices, foster care systems, and group homes. Although there are other organizations that accredit programs, these four groups are primarily responsible for accrediting the therapeutic programs that independent educational consultants (IECs) recommend to their clients. The JTC is by far the largest; NIPSA accredits fewer than 100 programs.

Trends

Each of those accrediting groups is in a growth mode. The JTP, for example, is struggling to keep up with scheduled surveys. When the National Association of Therapeutic Schools and Programs (NATSAP) was founded, there was no emphasis that programs be nationally accredited. But now, NATSAP President Trina Packard notes, many member programs seek national accreditation because it assures consumers that a program is not relying upon its own evaluations in terms of quality, risk, improvement, strengths, and weaknesses. In many cases, it is considered a better guarantee of program quality than state licensure, and several states now require national accreditation in addition to state licensure.



Marymount Manhattan College

IS OUR CAMPUS Marymount Manhattan College puts the remarkable resources of the College and New York City to work for students from day one.

Located on Manhattan's Upper East Side, students will be immersed in exciting educational, career-enhancing, and extracurricular opportunities across New York City. Study with professors who are leaders in fields that span the performing and fine arts, media, finance, science, and beyond. Students gain real world experience with internships in Midtown or field research in Brooklyn and benefit from CityEdge, our unique four-year, college-tocareer program. Of course, students enjoy the excitement that comes with living, studying, and playing in New York City where world-class museums, theaters, parks, and restaurants are just a few blocks or a subway ride away.

221 East 71st Street • New York, NY 10021 💺 1.800.MARYMOUNT mmm.edu

Therapeutic Advising

Accreditation, from page 11

Who Are These Guys?

BHM Healthcare Solutions (n.d.), which aids programs that are pursuing accreditation, provides the following overview of the accrediting organizations.

The Joint Commission on Accreditation of Healthcare Organizations (JTP) conducts surveys every three years with little or no prior indication, so surveyors see the facility in normal operation and not "cleaned-up" prior to the visit. It uses a tracer process by which individual clients are traced from preadmission through discharge, allowing observation of integrated care from each service area. In addition, it can flex standards across multiple service providers and types of treatment and places a heavy emphasis on safety and risk, continuous improvement, and staff member competencies.

With the JTC, there is a well-developed electronic self-monitoring system with support that allows programs to stay current with accreditation throughout the three-year process. It is more expensive than other three organizations, but it is also more rooted in evidencebased and continuous quality improvement. Recent emphases include more-robust outcome measurement and tracking and online treatment.

The Council on Accreditation (COA) conducts a survey every four years. It primarily accredits publicly-funded and not-for-profit human service organizations and is recognized in every state and by several national and international human service organizations. COA has a unique emphasis on accrediting groups that help underserved populations, including veterans and undocumented immigrants, and a strong understanding and support of Medicaid and military insurance–provided care. Recent emphasis has been on the implementation of the Excellence in Mental Health Act, which substantially supports community mental health agencies.

The Council of Accreditation of Rehabilitation Facilities (CARF) surveys and accredits for varying periods between one to three years. CARF also accredits community retirement centers every five

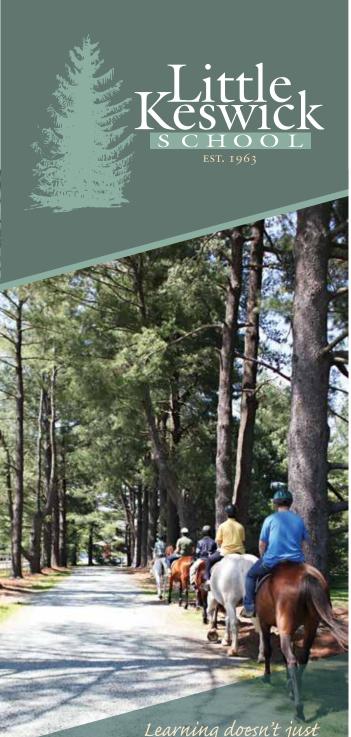
years as well as employment and community retronnent centers every new years as well as employment and community agencies, medical rehabilitation facilities, aging services, and management networks. Programs must show operational competencies for a period prior to initial survey. CARF has US, European, and international divisions that provide support and accreditation. It places a strong emphasis on client satisfaction, cultural diversity, and open access to services for all consumers.

The National Independent Private School Association (NIPSA)

accredits two types of schools: those that are solely academic and those that provide therapeutic services. Academic schools are accredited for seven years and therapeutic schools for five years. NIPSA is a peer-based model by which other NIPSA members make accreditation visits. NIPSA surveys cost considerably less than those of the other accrediting bodies and offer significant peer support.

NIPSA has ongoing agreements with AdvancED, AIS, Montessori Schools, and several other education accrediting bodies, but those

continued on page 15



Learning doesn't just happen in the classroom!

Little Keswick School is a nonprofit therapeutic special education boarding school that serves boys 9–15 years old with social/ emotional challenges and learning disabilities. The small school setting provides warm and nurturing relationships, intensive clinical interventions, and individualized education for 35 boys in a highly structured environment that ensures successful development.

Terry Columbus: tcolumbus@littlekeswickschool.net, 434-295-0457

WWW.LITTLEKESWICKSCHOOL.NET





FULL BOARDING PROGRAM A comprehensive package focusing on academics, arts, sports, & leadership



ENGAGING + CHALLENGING CURRICULUM Rigorous academic program fosters critical thinking and essential life skills



ACTIVE BOARDING EXCURSIONS Strengthen mind & body, nurture teamwork through exciting activities



MODERN CAMPUS + SAFE AREA Secure boarding for 500+ students with gyms, pool, theatres, & more



UNIVERSITY & CAREER PATHWAYS A dedicated team helps students map out the best universities for sucesss



STUDENTS FROM 40+ COUNTRIES Diversity in our student body ensures a fun & unique experience



25 YEARS OF EXCELLENCE IN INTERNATIONAL EDUCATION

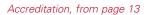
Since 1991, Bodwell has strived to be a school of diversity, acceptance, and high academic acheivement. A leader amongst Canadian boarding schools, many of our graduates go on to top ranked universities in Canada and abroad.

604-998-1000 | ☑ office@bodwell.edu



f 🛗 🗲 🖇 🛛 bodwell.edu

Therapeutic Advising



outside organizations do not accredit academic programs except regarding how academics support the therapeutic programming. The NIPSA board of directors is composed primarily of active program operators.

Benefits of Accreditation

BHM Healthcare Solutions (LeClerc et al. 2015) identifies the following benefits of programs being accredited:

- National recognition, including recognition by insurance companies as well as other third parties.
- · Requirements of reimbursement for certain insurers or other payers
- Evidence of a commitment to excellence in quality, accountability, and patient safety
- Competitive advantage
- · Improved risk management and risk reduction
- Fulfillment of state regulatory requirements (state specific)
- A framework for creating organizational structure and management
- · Opportunities for ongoing education and training
- Deeming status for Medicare
- Standardization and consistency for processes across the organization
- · Reduced liability insurance costs
- · Assurance compliance with healthcare regulations
- · Improved customer satisfaction ratings
- · Privacy and confidentiality of protected health information
- · Support for continuous quality improvement efforts.

Challenges

From recent research, my personal experience, and the shared experience of colleagues we note the following challenges that accompany the accreditation process:

- One recent study highlighted that accredited organizations tend to reflect the emphasis of their accrediting body. For example, the JTC emphasizes safety and risk, but it doesn't focus as much on treatment modalities as CARF.
- Peer-based groups may lack the broader perspective of larger entities that employ full-time surveyors; however, full-time surveyors may eventually become distanced from some of the core missions of a treating facility.
- At times, administrators, referring partners, government officials, and consumers can be lulled into a sense of security when a program is accredited. Personnel changes, leadership shifts, and other concerns can be overlooked.
- The intensity of the accreditation process can divert valuable resources away from client care.
- Adherence to complex regulations and standards may tend to discourage innovation.

Accreditation is a complex topic and this overview is far from comprehensive. I welcome further comment and clarification from readers on this important process of serving individuals and families.

References

BHM Healthcare Solutions. n.d. *The Big Five Healthcare Accreditation Organizations—Side by Side Comparison* [PowerPoint presentation]. *http://bhmpc.com/calltoaction/accreditation-comparison-cta/ Accreditation-Comparison-Tool.pdf*.

Leclerc, Rich, Tracy Griffith Collander, Richard Klarberg, and Michael Johnson. 2015. *Accreditation Is not a Luxury*. Presentation at the National Council for Behavioral Health conference in Orlando, FL. *https://ncc.expoplanner.com/files/13/SessionFilesHandouts/C18_ Leclerc_1.pdf*

Additional Resources

Lee, Madeline Y., and Alice McCraw. 2013. Accreditation Status and Quality Indicators: A National Perspective on Children's Mental Health Care. Presentation at CMH conference in Tampa, FL. http:// cmhtampaconference.com/files/2013/cmh2013-7b.pdf http://openscholarship.wustl.edu/cgi/viewcontent. cgi?article=1196&context=etd

Federal Trade Commission. 2008. Residential Treatment Programs for Teens. https://www.consumer.ftc.gov/articles/0185-residentialtreatment-programs-teens

Kimball Delamare can be reached at kimball@innerchange.com.

Advertisement



863-676-6091 22000 HWY 27, Lake Wales, FL 33859



CHANGE HIS ENVIRONMENT ACTIVATE HIS POTENTIAL

ENGAGED LEARNING FOR BOYS THIS SUMMER

JULY 2ND - AUGUST 4TH

Do you know a family that's looking for a summer program for their son? Discover the options available at Grand River Academy. From GRA's STEAM Academy to our traditional Summer Academic Camp, there are opportunities to have him create summer memories while participating in activities both in the classroom and throughout northeast Ohio.

Located less than one hour from Cleveland, Ohio, there are one-week or five-week options available for boys entering 6th - 12th grade.

CALL TO LEARN WHAT OPTION IS BEST FOR YOUR STUDENT

440.275.2811 WWW.SUMMERATGRA.ORG ADMISSIONS@GRANDRIVER.ORG AUSTINBURG, OHIO

Therapeutic Advising

Mental Health Issues and the College Planning Process

By Andrew Bryan, IECA (ID) and Lisa Bain Carlton, MEd, IECA (TX)

A referring psychologist once explained to a young independent educational consultant (IEC) that one of the greatest challenges in consulting is to help parents and students understand that they are dealing with a *process*. Simply put, that process is exactly what IECs guide their clients through, but its fluid state makes it the hardest element for parents to navigate. Time and time again, nothing has proven to be truer than the difficulty of facing all the unknowns, particularly for our clients and their parents who have experienced emotional, behavioral, or learning challenges.





Parallel Paths

In our work with students who have significant learning differences, as well as those who

have mental health considerations, we often describe the process of college admission and selection as having two parallel paths. The first is straightforward: the exploration of postsecondary opportunities, university or otherwise; a standard approach to applications (and all the moving pieces of that puzzle—activity résumé, essays, and so on); college visits; and, ultimately, the selection process.

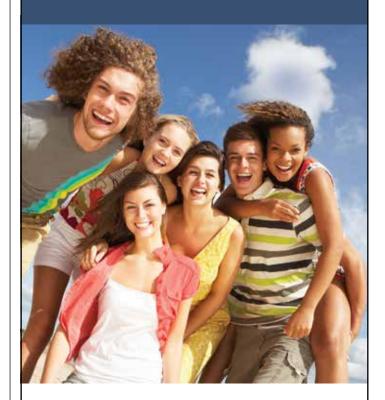
The second path is the constant monitoring and awareness of the challenges that the student and the family system undergo throughout the timeframe we work with them. We often tell parents that what we know now about their child and his or her college admissions may very well change—sometimes for the better and other times in ways that will demand problem solving and a change in planning strategy. In other words, what we know in October could be very different in March.

Alongside these parallel paths is the very likely reality that the process for challenged or struggling adolescents might look quite different than the more typical student's. Guiding such students through the college admission process is generally less linear, and the "order of operations" can end up being rearranged because of differing circumstances.

The endgame in advising those students is not just sending them off to the college of their choice, but having them embark on their journey with a support system. The design of that support system must be a collaborative effort between the consultant and student, with parents in advisement. Having served as both a parent and a case manager through the years, I know that the letting go experience for parents can be complicated for any number of reasons.

As it turns out, an IEC is in the ideal position to serve as the architect for designing a student's postsecondary support plan and helping parents and students through that transitional stage. Our knowledge base and understanding of resources enable us to bring into play—with agreement between the student and parents—the components needed to design a structure within





Gain a Competitive Edge This Summer

SUMMER PROGRAMS FOR AGES 12-18

COLLEGE PREP DESIGN + INVENTION MARINE SCIENCE MANDARIN IMMERSION ESOL MATHEMATICS TENNIS ACADEMY

ROSS SCHOOL EAST HAMPTON, NY 631-907-5555 WWW.ROSS.ORG

REGISTERTODAY! WWW.ROSS.ORG/SUMMERTERM

continued on page 19



Like you, we're focused on one thing: student achievement

At Lynn University, it's our mission to help students fulfill their potential. Our forward-thinking education and human-scale, supportive environment help students thrive.

Here are just a few reasons why:

- Innovative education: award-winning iPad[®]-powered learning
- Personalized attention: one-on-one advising
- First-year support: a peer and staff mentor for every incoming freshman
- Extra help: tutoring, academic coaching and skills assessment through our nationally recognized Institute for Achievement and Learning
- Vibrant campus: 24/7 dining, tons of free events and outdoor recreation options, and more than 30 student clubs and organizations

Encourage your students and families to experience Lynn University in Boca Raton, Florida, firsthand. Go to lynn.edu/visit, call admission at +1 561-237-7570 or email admission@lynn.edu.



+1 561-237-7900 | **lynn.edu**

IPad is a registered trademark of Apple Inc. Lynn University does not discriminate on the basis of race, color, gender, religion, sexual orientation, national origin, disability, genetic information, age, pregnancy or parenting status, veteran status or relirement status in its activities and programs. In accordance with Title IX of the Education Amendments of 1972, Lynn University does not discriminate on the basis of sex. Inquiries concerning the application of the non-discrimination policy may be directed to the University Compliance Officer/Title IX Coordinator at 3601 N. Millitary Trail, Boca Pation, FL 33431; via email at titleixcoordinator@lynn.edu; by phone at +1 561-237-7727 or to the U.S. Dept. of Education OCR. Lynn University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master's and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call +1 404-679-4504 to requestions about the accreditations of Lynn University @C2017 Lynn University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master's and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call +1 404-679-4504 to requestions about the accreditations of Lynn University. @C2017 Lynn University is accredited by the Southern Association of Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call +1 404-679-4504 to requestions about the accreditations of Lynn University.



Mental Health, from page 17

which a student can thrive in college. Students can also rely on the supports of that structure when circumstances change for them. Understanding both campus and community resources is the first step in this aspect of the planning process.

Campus Resources

Approximately two-thirds of students who have mental health issues also have a diagnosable learning difference or other consideration that may result in accommodations. That means that psychological and educational testing are key to a full understanding of a student's personal profile. On the way to better self-advocacy, IECs can directly utilize such testing as an educational tool to help students learn more about their challenges and how they can overcome obstacles. Making sure that students understand-in language they relate to-the relationship between their mental health needs and how they are affected as learners is vital to bringing a balanced approach to their academic life on campus. Setting a support plan in place must include registration with the Office of Disability Services on the student's college campus once enrolled. Whether a student is qualified under psychiatric disability guidelines, learning disabilities, attention deficit disorder, other designation, or a combination of categories, the willingness to engage in

accommodations can make all the difference in a student's support plan, especially when facing challenges or episodes that interfere with his or her studies.

Emotional Support

In addition, there must be a clear plan for ongoing emotional support. College counseling centers can be great resources for students; however, most students entering college with a history of mental health issues have grown more sophisticated in their needs and in their expectations of providers. As a result, identifying a therapist within the community who has experience working with college students is a better working model than relying solely on campus counseling services. That designated point person can work with the student to coordinate and assess how the support plan is working and how the professional relationships the student engages in are going on a week-to-week

basis. For those IECs who extend their services beyond high school graduation, this can be a primary role, essentially shifting from plan architect to orchestrator. IECs who take on this role can expect to touch base with students on a weekly basis, monitoring how the support plan is working and being available when concerns arise.

Academic Calendars

Students who experience a wide range of mental health issues need to address the same set of considerations as more-typical college students, although any number of those areas can be magnified. For example, consider the various university academic calendars and how they might affect different types of students. Quarter-term campuses, for example, can be a good fit for students with mental health issues because the shorter rotation of classes allows for more-frequent change and potentially fewer classes to manage. The downside of quarters is how quickly a student can fall behind if they are missing classes or struggling. As with any planning process, most students can benefit from being flexible and creative with college schedules—this is especially pertinent for those who experience mental health issues.

Customized Experience

Beyond coordinating support services, the goal is not to find ways for students to "fit in" or take the conventional route as college undergraduates. Any opportunity to customize the student's experience ought to be taken. That may include a reduced schedule for some students, helping them balance campus life with courses, activities, and work. Attending summer courses for credit can help students stay both engaged and on track as they work toward graduation. For some students being close to family can be a huge support. Equally important, opportunities that benefit more normative college students are amplified for those with mental health challenges, so students should be encouraged to pursue study abroad, independent study, and other opportunities to focus on areas of interest while balancing completion of core requirements. Helping students curate a personalized college experience is a key job for those with roles in the student's college life.



Successful Outcomes

As IECs working with adolescents who have mental health considerations as well as possible learning differences, we operate beyond just the admission and selection process—we maintain the parallel awareness of how students are developing, work through struggles that may or may not have been anticipated, and understand students' needs as they grow in some areas and continue to falter in others. Learning how to best serve our unique students—and their differing needs—is a process in and of itself. It is through engaging in this hard work of process that all parties—students, parents, and IECs—can create successful outcomes.

Andrew Bryan can be reached at andrewcbryan@hotmail.com. Lisa Bain Carlton can be reached at lisa@collegematchpoint.com.

CALL TODAY (208) 954-5085

ACADEMY

OUR PROGRAM IS DESIGNED TO MEET THE NEEDS OF YOUNG MEN STRUGGLING WITH

Life skills

- ADHD
- Learning differences
- Mild to moderate behavioral
- Lack of academic motivation and emotional problems.

A UNIQUE, FULLY ACCREDITED THERAPEUTIC BOARDING SCHOOL FOR HIGH SCHOOL BOYS.

Novitas Academy uses a BLENDED LEARNING APPROACH

- Project-Based Learning
- Vocational Preparation
- Entrepreneurial Training
- Career & Character Development
- Differentiated Instruction
- Online Credit Recovery Classes



Novitas is a relationship-based program that strives to help our students **build their self-esteem** and self-confidence through discovering and nurturing their strengths, passions and dreams.

Call Today (208) 954-5085 • WWW.NovitasAcademy.org • Info@NovitasAcademy.org

Disrupting Addiction on College Campuses

R HAVE



Haven Recovery Residences







Drexel University





University of California Santa Barbara

Haven Outpatient Centers





Miami University

Haven Mentoring & Monitoring Programs

University of Marvland

At the Haven at College we believe that every college student struggling with substance use should have the opportunity to achieve a strong recovery while engaged in a satisfying college experience.

We create innovative clinical treatment programs and peer recovery networks targeted to the collegiate lifestyle while attacking the stigma that prevents college students and their families from seeking help. Our national network of on-campus treatment centers and recovery support services meets students where they are. For more information: Tel 310 822 1234 Email info@thehavenatcollege.com

of Ohio

thehavenatcollege.com

Equine-Assisted Therapy Develops Emotional Intelligence

By Shannon Petrovich, LCSW, LISAC, Clinical Consultant and Equine Program Director, In Balance Ranch Academy



The young horse scooted across the round pen and bumped recklessly into one of the panels, scaring herself and the 16-year-old boy in the middle of the pen. He jumped, then saving face, blurted angrily, "what did she do that for?" I asked him to come over to the side to talk about it.

"What's going on for you right now?" I asked.

"I don't know, nothing," he replied.

"What do you think *she* thinks you're feeling?" I pressed.

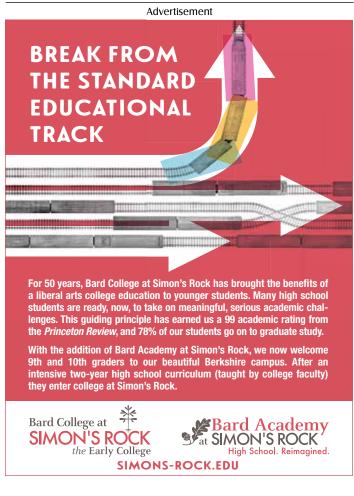
"I don't know, I'm always pissed off. So what?" he responded.

"Well, she's very young and very sensitive and she can feel what you're feeling," I reflected.

"So that's what's freaking her out?" he wondered.

"Maybe" I offered.

He was quiet for a minute while I let him ponder that. He studied her and appeared to make an effort to calm himself—something he never cared to do. Then he went out into the round pen again and quietly went over to talk to her. She eyed him, and sensing he was different,



she moved slightly towards him. As he saw her response, the faintest smile appeared on his face; it seemed he experienced a glimmer of peace and connection in what was his otherwise angry, defensive, tumultuous interior world.



Over the next months, she provided the feedback that he needed to begin learning, noticing his own internal emotional state (perhaps for the first time). With that new sense of self-awareness, he could be with the horse in a way that she could tolerate and eventually respect and appreciate. He gently yet assertively helped her let go of her fearfulness, while he gradually let go of the aggressive persona that he used to cover his own fears. And most important, he generalized that learning to the others in his life. He learned to notice and hear others, to care about others, to know himself and live in his integrity, and to respect himself and others. He also gained true respect from others, not because they were afraid of him as in the past, but rather because he lived, loved, and led from a place of honesty and compassion. This is one of hundreds of stories about equine-assisted therapy and its effect on the lives of young people as it helps them develop their emotional intelligence.

Emotional Intelligence

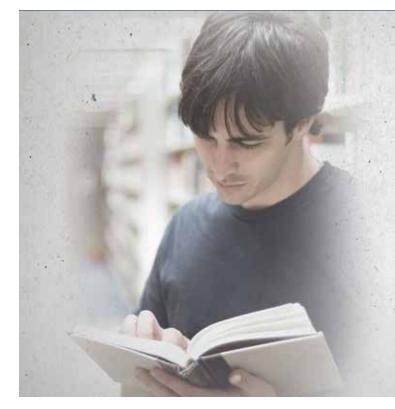
Emotional intelligence (EQ) is defined as the ability to understand one's own emotions; the recognition of how those emotions interact with and affect others; and the successful modulation, management, and expression of emotions to create and maintain healthy relationships. There is a great deal of research showing that EQ is more important than IQ in determining positive life outcomes, including academic achievement, success in relationships, occupational success, and overall happiness. (See for example, Goldberg 2009, Kahn 2013, Mayer and Salovey 1997, Nelis et al. 2009).

Horses have ideal qualities to help people develop EQ because they are prey and herd animals, and what matters to a horse is perfectly aligned with the development of EQ. In addition, the horse's response to the student's interaction style gives simple, honest,

continued on page 23



LIFE AWAITS



It's not easy joining in the crowd.

Everyone feels the pressure of social situations. If these pressures become too much to bear, there are people we can turn to for help.

At Pasadena Villa, we specialize in guiding individuals with complex psychiatric conditions towards a fulfilling life. If you or a loved one could benefit from the help of our services, please call **877.845.5235**.

To find out more about our treatment programs, visit **PasadenaVilla.com**.

Pasadena Villa

The Villa Orlando - Florida The Smoky Mountain Lodge - East Tennessee



Equine, from page 23

and direct feedback—thwarting the young person's resistance and defensiveness. Early equus was a small, gazelle-like animal, grazing in large herds and sensing and fleeing from predators. Over time, horses developed highly sensitive, intuitive central nervous systems, which means that they can feel a person's emotional state as well as their intentions from quite a distance. As with any prey animal, their three choices when feeling threatened are to flee, fight, or freeze.

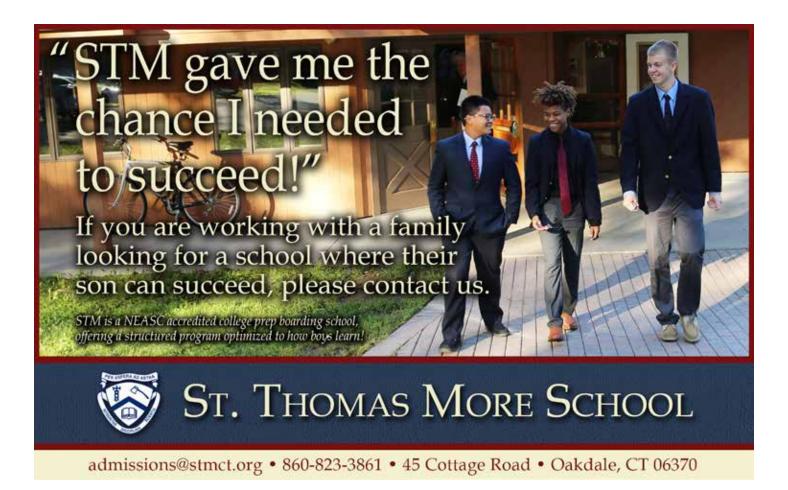
By noticing a horse's response or reaction to a student and reflecting it back, therapists help the student see him- or herself from another's perspective. But instead of being a therapist or a parent, the "other" is an objective mirror; therefore, a student is more able to see, feel, and hear the feedback without putting up the usual defenses. The student can also change the way he or she is interacting and see an immediate change in the response of the horse, which offers ways to practice healthier interaction styles and see and feel the results.

Horses need leaders in the herd, but because they are prey animals, their leadership style is more care-taking than dominant. Whereas a wolf pack's leadership is established by aggression and dominance over the other wolves, a horse herd is often led by a senior horse that is the most caring and aware animal. Horses establish leadership in subtle and gradually intensifying sets of interactions with the other horses. Escalation of intensity through the various steps is gradual and rarely ends in actual kicks or bites. The leader holds his or her ground, and the one accepting that leadership moves away. Kind, caring, aware, assertive leadership is what horses demonstrate and what they appreciate and respect in their interactions with us.

From Horses to People

In equine-assisted psychotherapy, students are encouraged to notice the subtle cues that horses give each other and us. In beginning to recognize those social cues in horses, students learn to notice social cues in people. They learn how their own communications are often very intense, rude, intrusive, aggressive, and obnoxious and how that interferes with their communications with other people. They learn to become aware of how they are feeling; how they are coming across to others; and how to modulate their emotions. They start to notice their intensity level and how they can inadvertently cause an escalation in someone else. More important, they can practice modulating their intensity and experience how they can calm a situation, bringing peace and conflict resolution, rather than escalation.

Horses are uncomfortable with bravado, aggression, passivity, or passive aggression, which helps students notice and let go of those old coping styles. A horse's reaction to bravado is typically to disconnect. Responses to aggression may be fear, flight, or rebellion—until the person drops the aggression, the horse will react, but not respond. In reaction to passivity, horses often disrespect the student by invading his space or ignoring him entirely. A student who typically backs away from stresses in his or her life, becomes *continued on page 25*



Upcoming IECA Webinars

July 11

Social and Cultural Transition for First-Year LD Students

August 8

Counseling Students and Their Families in the Indian Market

September 12

ADHD Update: Recent Findings and New Approaches

October 10 Trends in School Affordability

November 14

How to Improve a Personal Statement in 20 Minutes

December 12

Promoting Successful and Sane Approaches to Admission Testing: 2017

IECA webinars are FREE to members and cost just \$24 for nonmember IECs and colleagues from schools, colleges, and programs. To register, go to *https://webinars.iecaonline.com*.

Thank You to Our 2017 Webinar Sponsors







The Glenholme School

For students with Learning Differences in Grades 5 to 12 and Post-Graduate



Glenholme is the premier independent, coeducational, special needs boarding and day school for students, ages 10 to 21, facing social, emotional, and learning challenges.

Rolling enrollment to Glenholme's middle school and high school. Also accepting applications for the transition and summer programs.

> To schedule a tour, contact Admissions today.



T: (860) 868-7377 | F: (860) 868-7413 www.theglenholmeschool.org Washington, Connecticut



Equine, from page 25

passive or disconnected, second-guesses him- or herself, or selfsabotages will often get that reaction from a horse.

A horse's reaction to those negative attitudes depends on the personality of the horse, but they are never effective, so there is always feedback to offer the student. By reflecting these equine reactions back to the student as these dynamics emerge, a student can see and confront old patterns and practice doing life differently.

At the end of a session, the therapist generalizes the learning to help the student see where else he backs away from challenge; puts on false bravado; or faces stress with passivity, aggression, or passive aggression. Where else does she second-guess herself to the point of paralysis or self-sabotage or quit if she can't be perfect at something? And then the therapist asks the student how he or she can take what was learned back into his or her life. Throughout the process, a student learns to know him- or herself, to check in internally, to be aware of how he or she is communicating to others, to self-encourage; to self-calm and persist; to self-modulate frustration and focus it into determination; and to keep trying rather than fall into despair and inaction.

Students experience success by being calm, assertive, and centered and bringing relationship-based leadership to their equine work. Therapy continues to build on that success by challenging students with more-sensitive and more-responsive horses. That helps them continually fine-tune their self-awareness, awareness of others, selfmodulation skills, and communication skills. Whether a young person leaves the program and becomes a professional horseman or never interacts with horses again, the equine-assisted psychotherapy has a profound and ongoing impact on his or her EQ development; providing self-awareness, relationship skills, and the emotional maturity to lead a happier, healthier, and more connected life.

References

Goldsmith, Katie. 2009. "Can Emotional Intelligence Be Taught?" Greater Good: The Science of a Meaningful Life [website]. http:// greatergood.berkeley.edu/article/item/can_emotional_intelligence_be_ taught/

Khan, Jennifer. 2013. "Can Emotional Intelligence Be Taught?" New York Times Magazine, September 11. http://www.cabrillo. edu/~ogarcia/Can%20Emotional%20Intelligence%20Be%20Taught.pdf.

Mayer, John D., and Peter Salovey. (1997). "What is emotional intelligence?" In. P. Salovey & D. J. Sluyter. (Eds.) *Emotional development and Emotional Intelligence: Educational Implications.* (pp. 3–31). New York: Basic Books.

Nelis, Delphine, Jordi Quoidbach, Moira Mikolajczak, and Michel Hansenne. 2009. "Increasing emotional intelligence: (How) is it possible?" *Personality and Individual Differences*, 47, 36–41. https:// orbi.ulg.ac.be/bitstream/2268/30253/1/Nelis%20PAID%202009.pdf

Shannon Petrovich can be reached at shannon.petrovich@ inbalranch.com



Frameworks for Success

Attachment-Oriented Integrated Care

Stetson School is a nationally accredited, fully licensed, Chapter 766-approved Residential and Education Treatment program for male youth and young men, aged 9-22, who have experienced severe trauma; physical, emotional and/or sexual abuse; and who may have had disrupted living arrangements or placements. Stetson's family-driven treatment emphasizes safety, stabilization, and assessment. Our *Culture of Recovery* recognizes the impact of social environment and treats the "whole" youth to enable a successful return to the community.

To learn more, call 978.355.4541 x4139 today!



An Affiliate of Seven Hills Foundation 455 South St., P.O. Box 309, Barre, MA 01005 • 978.355.4541 • sevenhills.org/stetsonschool

THE RECTORY SCHOOL

Est. 1920 AN INDEPENDENT, COED, JUNIOR BOARDING (5–9) AND DAY (Early Childhood–9) SCHOOL



SPECIALIZING IN:

- Individualized Instruction
- 21st-Century Learning
- Small Class Sizes
- Multi-Sensory Learning
- Performance & Visual Arts
- Multi-Level Athletics
- Diverse Cultural Awareness



Two of Rectory's **Signature Programs** are **IIP** (Individualized Instruction Program), which offers students appropriate support and enrichment, and **MELP** (March Experiential Learning Program), a program that encourages alternative learning styles, creativity, and problem solving.

Pomfret, CT - 860-928-1328 www.rectoryschool.org

Leaders in Academic Excellence



- Engaging curriculum: vocational to college prep
- State-of-the-art technology resources

🗹 Individualized treatment and transition planning

Anchor Academy Middleboro, MA Lindsay Savageau (774) 704-5020 x3146

The Victor School Acton, MA Heidi Factor (978) 266-1991 x3815

Granite Academy Braintree, MA Amy Barber (781) 760-2174

(781) 559-4745

Susan Wayne Center of Excellence Thompson, CT Stacey Forrest (860) 928-5900 x223

www.jri.org



Learn more about our exceptional schools, community based services and behavioral health programs.

26 IECA INSIGHTS

NACAC and IECA to Bring Together Admissions Officials and Members in Boston

September 13-16, 2017

Luncheon for IECA Members and College Admission Officials Thursday, September 14 from 11:30 a.m. to 12:30 p.m.

Join hundreds of IECA members and college admissions reps at the IECA-hosted luncheon before the opening general session. College admission officers and IECA members should look for their invitations in August.

Transitioning to Private Practice College Consulting

Wednesday September 13

Designed for school counselors and university-based admission reps who are considering a transition to independent educational consulting, this full-day IECA workshop has been offered as an official pre-conference session at NACAC for 12 years. Registration is conducted through the NACAC conference registration site. Program details are available at IECAonline.com

IECA in the Exhibit Hall

Thursday, September 14–Saturday, September 16 in Booth 921.

Visit the IECA team to learn more about IECA membership and services, how colleges connect with IECs, and much more. If you have a colleague who might be interested in IECA, please bring them by our booth! Mark Sklarow, chief executive officer; **Sue Depra**, deputy executive director; **Amanda Fogler**, manager of membership and outreach; and **Caitlin Myers**, membership associate, will all be on hand to chat and answer your questions.





Photos courtesy of NACAC.

IECA National Office

Phone: 703-591-4850 info@IECAonline.com

Mark Sklarow

Chief Executive Officer ext. 6972 MSklarow@IECAonline.com

Sue DePra

Deputy Executive Director ext. 6975 *Sue@IECAonline.com*

Sarah Brachman

Manager of Communications ext. 6971 Sarah@IECAonline.com

Amanda Fogler

Manager of Member Outreach & Engagement ext. 6973 *Amanda@IECAonline.com*

Rachel King

Conference Manager ext. 6978 Rachel@IECAonline.com

Valerie Vasquez-Guzman

Education Manager ext. 6977 *Valerie@IECAonline.com*

Laurence Moses

Education Assistant ext. 6981 Laurence@IECAonline.com

LeAnnette Bailey

Office Administrator ext. 6970 *LeAnnette@IECAonline.com*

Caitlin Myers

Membership Associate ext. 6974 *Caitlin@IECAonline.com*

3251 Old Lee Highway, Suite 510 Fairfax, Virginia 22030

Jan Umphrey

Editor, Insights Insights@IECAonline.com

Andy Falter

Sponsor Relations 571-271-5430 afalter@ sponsorshipreliancegroup.com



Catch up, get ahead, or try something **new** this **Summer**.





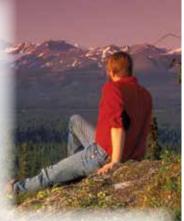
OUR MISSION

We provide services in the community to adults with serious mental illness that will stabilize their illness, minimize symptoms, improve functioning and enhance each person's social inclusion, quality of life and sense of meaning in life.



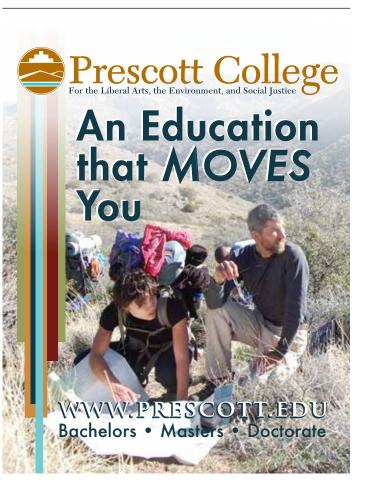
Balsam House is an attractive home, close to the foothills of the Rockies, for eight residents with psychiatric illness.

> Colorado Recovery 2818 13th Street, Boulder, CO 80304 • 720-218-4068 info@coloradorecovery.com • www.coloradorecovery.com



WHAT MAKES COLORADO RECOVERY DIFFERENT?

Our residential treatment facility offers services that are similar to those in an advanced-care, psychiatric hospital but at a fraction of the cost. Located in Boulder, Colorado.



Campus Visits

Rhode Island Counselor Tour



Five IECA members enjoyed the 2017 Rhode Island Association of Admission Officers (RIAAO) Counselor Tour, and we visited all 10 colleges in Rhode Island! Pictured (I to r) are Lauren Gaylord (WA), Carolyn Geldermann (IL), Kiki Steele (NY), University of Rhode Island's Rhody the Ram (honorary IECA member), Jodi Rosenshein Atkin (NY), and Rachel Coates (NY).

Northern Latitudes Tour



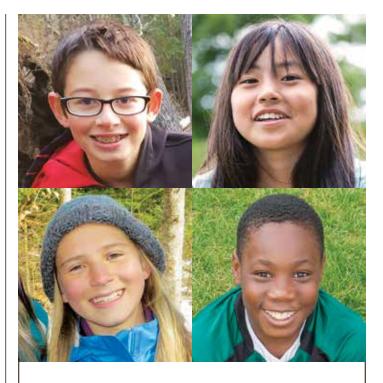
On April 26–28, IECA members toured programs in Lake Placid, NY and Burlington, VT. Pictured at Rockpoint School in the front row (I to r) are Martha Moses (FL); Hillary Kramer, admissions officer, Rockpoint; Joyce Latimer (PA); Lindy Kahn (TX); Hannah Mariotti (NH); Laura Seese (CT); and Claire Bauman (IL). In the back row (I to r) are CJ Spirito, head of school, Rockpoint; Chris Overbye (MA); Claire Wedderien (DC); Lucy Pritzker (NJ); David Altshuler (FL); and Louise Kreiner (MA).

Swiss Hospitality School Tour



IECA members from Canada and the United States spent four days touring Swiss Education Group schools, an alliance of five hospitality management schools, in the west of Switzerland as part of a tour for North American IECs. Ann Rossbach (NJ), Aubrey Groves (TX), David Altshuler (FL), Diane Geller

(CA), Don McMillan (MA), Jean Marie Buckley (CA), Marilyn Emerson (NY), Stephanie Meade (CA), and Zahra Rasul (Vancouver, BC) attended.



NORTH COUNTRY SCHOOL



SMALL CLASSES, INSPIRED TEACHING, ENGAGED KIDS



WE LIVE IN HOUSES, NOT DORMS

HERE, CHILDREN FIND THEMSELVES OUTSIDE



ART EVERY DAY - WORDS WE'VE

LIVED BY SINCE 1938

EVER ONWARD, EVER UPWARD

Secondary schools to which our students are typically accepted include: Blair Academy • Choate Rosemary Hall • Dublin School • Emma Willard • Holderness School • Milton Academy • Pomfret School • Proctor Academy • Putney School • St. Paul's School



NORTH COUNTRY SCHOOL A COED BOARDING AND DAY SCHOOL FOR GRADES 4-9

> Lake Placid, NY • (518) 523-9329 www.northcountryschool.org



While thinking about why I belong to IECA, I recalled my first day of the Summer Training Institute (STI) in Claremont, CA, nearly a decade ago. I was a rookie independent educational consultant (IEC) and had no idea what to expect from the faculty and students. But what happened that summer not only strongly affected my growing practice but also powerfully communicated the value of IECA's mission, membership, and motivations.



Jason Lum

I met newbies like myself who were just starting their practices and had flown to California from across the country. Before STI, I had attended countless conferences as an attorney-and frankly hated nearly all of them (I challenge you to stay awake through a day-long Continuing Legal Education update on property law). But STI and the IECA leaders running the program enthralled me from the beginning. Practicing IECs shared anything and everything germane to starting and running a successful practice.

Conversations were lively and debate was encouraged. I first met Steve Antonoff (CO), CEO Mark Sklarow, and many well-established IECs who all enjoyed disseminating practical and immediately useful information. All attendees received a well-organized and surprisingly indispensable binder brimming with information about starting a practice, establishing pricing, and executing marketing. Most important, I learned that IECA's core mission is to espouse and

Advertisement

Cascadilla School



- independent, coed, grades 9–12, PG located in Finger Lakes region of NY
- supportive & structured community
- small classes, individual attention
- adjacent to Cornell University
- full high school curriculum
- international boarding
- an AP[®] Scholar school
- · college environment
- exceptional resources
- rolling admissions

Cascadilla School

· academically challenging FOSTERING NURTURING CULTIVATING

> 116 SUMMIT STREET ITHACA, NEW YORK 14850 PHONE 607.272.3110

promote within its membership-and beyond-a profound respect and passion for helping students find the proper educational match.

Fast forward to 2017. Remarkably, those same rookies I met at STI are today some of the best IECs in the country. I've cultivated durable friendships with many of them. In fact, the networks that I developed at STI and in the many years after, particularly at national meetings, invariably yield wonderful insights into how admissions offices work, how to work in the best interests of an increasingly-diverse client base, and how to manage a successful and ethical practice in an everchanging field.

I also value IECA because it strongly deters unethical and unqualified individuals from sullying the profession. Indeed, IECA does something fundamentally important: establishing something akin to a licensing body for IECs. As we all know, states don't license independent education consultants and literally anybody can hang out his or her proverbial shingle claiming that they can help students navigate the increasingly Byzantine world of college admissions. I find it reassuring and refreshing that IECA requires its members to subscribe to a code of ethics, encourages and facilitates visits to colleges and universities, and emphasizes working to find the right match for students.

In addition, IECA catalyzes a collaborative culture. We're all here fundamentally to help students make the right choices-very few people get rich being an IEC and money is hardly ever mentioned by my colleagues as the driving force behind their career choice. That collaboration is evident from the variety of webinars IECA offers regularly that help me keep on top of my practice. I'm continually impressed with the quality of speakers and the professionalism of my fellow IECA members; they freely share information that in many other professions would be considered proprietary and would never be distributed among colleagues. On a personal note, I have been able to consult with IECA leaders regarding several situations where I needed advice about unorthodox circumstances, and the outcomes were always positive. But for my membership in IECA, I'm not sure if I could resolve those rare situations that surprise me even after 20 years of practicing as an IEC.

Finally, I support IECA because our high school students nationally are in deep trouble. In most states across this country, students are dramatically underserved by a system that does not properly allocate resources-money and personnel-into the vital role of college advising. It's appalling that many high schools in America have hundreds of students assigned to just one overburdened college counselor, yet I see it all the time.

As someone who works as a sole practitioner by choice, it is nice to know that I work not in isolation but as a member of a much larger organization that shares my belief that there is a wonderful match for every student in this country. I honor IECA's belief that with the right team approach-involving, among others, parents, teachers, and high school counselors-we can ultimately succeed in creating opportunities for those who might otherwise not find that terrific college match or might abandon the college search altogether.

Ultimately, IECA is an organization that is remarkably useful and a reassuring community of change agents committed to the success of every student.

-Jason Lum, MPP, JD, IECA (MN)



NACAC President Nancy T. Beane met with IECs at SACAC in San Antonio to express NACAC's unconditional support for the profession.





Mark Sklarow, CEO, conducted a three-hour preconference session titled Transitioning to Independent Educational Consulting at SACAC in San Antonio. He was joined by presenters Lauren Sefton, associate director of admission at Rhodes College and Belinda Wilkerson, IECA (NC).

IECA members Aubrey Groves, Associate (TX), pictured, and Maite Halley (FL) ran a Special Interest Group meeting at SACAC. Nearly 40 IECA members attended the Small Boarding School Association Conference at Fessenden School near Boston in late March, including Pam Tedeschi (MD) pictured. IECA's Mark Sklarow presented a session with Allison Matlack (MA) on consultant/school admission practices, a discussion focused on campus tours, and Krissy Naspo (CT) and Audrey Ludemann (CT) joined a panel with Sklarow on best practices.



* The support continues for transition to employment and college.



POST 12TH GRADE SUPPORT FOR AGES 18 to 21:

- Autism Spectrum
- Anxiety
- ADHD
- Depression
- Various learning differences

Glenholme's professional support and coaching provide assurance to adult students as they reach higher levels of independence.

Accepting applications to the transition program. Call today.

DEVERCEUX ADVANCED BEHAVIORAL HEALTH SCHOOL

T: (860) 868-7377 | F: (860) 868-7413 www.theglenholmeschool.org Washington, Connecticut



In the News

Sarah Langford, Associate member, (IL) was quoted in "College Endowments Hope for Rebound After Worst Year Since Financial Crisis" in the *Chicago Tribune* on April 28.

Mark Sklarow, CEO, was quoted in the *New York Times* article "To Trim the Tuition Bill, Haggle (or Hire a Haggler)" on April 14.

Laurie Kopp Weingarten was quoted in the *Daily Pennsylvanian* article "Furda: Too early to tell if Trump's travel ban is going to impact applications from international students" on April 23.

Ryan Luse (MN) was quoted in "Rosenblum: How to turn college rejection into a lucky break" in the *Star Tribune* on April 17.

Josh Stevens, Associate member (CA), was quoted in "City's Free SAT Offer Can Still Leave Kids Picking Up the Tab" in the *New York Post* on April 4.

A letter to the editor by **Brenda H. Fiedler** (CT) was published in the *New York Times* in response to the article "Not Leadership Material? Good. The World Needs Followers" by Susan Cain on March 26.

Sue Luse (MN) was interviewed on KARE 11 TV about how to make the college decision on April 11.

Digitaljournal.com announced **Michael Jordan's** Associate membership (TX) in IECA on April 7.

Michael Goran (CA) was quoted in the *Dartmouth* article "College Receives 20,021 applications for Class of 2021" on March 7.

"The Excelsior Scholarship—A Financial Break for the Middle Class" by **Sandra M. Moore** (NY) appeared in the *Poughkeepsie Journal* on April 12.

Dana Stahl, Associate member, (NY) wrote "Are School Suspensions on the Rise?" for *Tap into Mahopac* on April 6.





Jenny Rickard, Common Application executive director, met with CEO Mark Sklarow at the IECA offices on March 23. They discussed how to increase cooperation and sharing between the two organizations.

On April 29, **Jenny Buyens** (MN) presented "Top Tips for Successful Transitions to College: Getting from Here to There" at the Learning Disabilities Association–Minnesota 8th Annual Symposium.

The International Family Guide to US University Admissions by Jennifer Ann Aquino (NZ) was published by Wiley in May and is available in the IECA bookstore.



Carolyn Tiemann, Associate member, (Singapore) met doctoral students from Pepperdine University in Singapore on April 4.

Mary Spiegel (CT) presented "Demystifying the Admissions Process: Finding Your College" at the Fairfield (CT) Main Library on March 21.

The fourth edition of *Admission Matters: What Students and Parents Need to Know About Getting Into College* by *Sally Springer* (CA), Jon Reider, and **Joyce Vining Morgan** (NH), was published by JosseyBass. It is available in the IECA bookstore.



Cleveland-area IECA members Barbara Pasalis (OH), Lauren Westendorf (OH) and Anjali Barnick (OH) hosted a luncheon at Kristina Dooley's (OH) home for reps from 14 out-of-state college and universities who attended the Cleveland NACAC Fair in April. Guests received Welcome to Cleveland bags that included an IECA directory.

The Mercy Center's Sisters Academy of New Jersey honored **Erin Avery** (NJ) on May 5 with its 2017 Walk With Mercy award for her contributions providing college consulting to students.

Regional Groups

Philadelphia





The Philadelphia group met on Thursday, March 23 at Gryphons Cafe in Wayne, PA, where Amanda Latham, PA admissions representative for James Madison University, presented (pictured). The meeting wrapped up with a Q&A session with the regional representative from Johnson and Wales University. On Thursday, April 20, the group attended a luncheon hosted by The College of Wooster with a presentation by Sarah Ozar, senior assistant director of admissions. Contact Joanne LaSpina (*joanne@mycollegehelper. com*) for more information.

Minnesota



Minnesota IECs visited the University of Minnesota-Twin Cities campus in March. Lisa Thomas, IECA member and academic advisor at the university's College of Liberal Arts, planned the presentation, discussion, tour, and lunch.

Pictured (I to r) are Shirley Xian, Vita Cohen, Chuck Erickson, Laurie Macgregor, Beth Kreusch, Ryan Luse, Sue Luse, Kate Neiss, Diana Hawkins, Susan Hoff, Susan Bye, Kate Malczewski, Kelley Johnson, and Lisa Thomas. Contact Jenny Buyens (*minnesotaiecs@gmail. com*) for more information.

San Diego



The **San Diego** group met with Lisa Davis of CollegePlannerPro for a best practices workshop on April 25th. Contact Jackie Woolley (*summitcollegecounseling@gmail.com*) for more information.

New Jersey

The New Jersey group attended a presentation from three out of the six colleges in the Eco-League. Pictured (I to r) in the first row are Carolyn Mulligan; Alex Glidden, admission counselor, Green Mountain College; Ann Rossbach; and Stefanie Niles, vice president of enrollment, Dickinson College. Second row: Matt Shaw, admission counselor, College of the Atlantic; Eileen Nolan; Jessie



Martin; and Julissa Germossen. Third row: Diana Towles; Debbie Schwartz; Margot O'Connor; and Carole Kraemer. Contact Carolyn Mulligan (*insidersnetwork@comcast.net*) for more information.

Connecticut



The new **Connecticut** group held its first getting-to-know-you meeting in the fall with a great turnout. On June 6, the group toured the Vista Vocational Program in Madison, CT, and on June 9, they met for a recap and review of the admissions season.

Send your group news to *Insights* at *Insights@IECAonline.com* As you hold events; host speakers; and visit colleges, schools, and programs, don't forget to take photos!

Introductions

Please Welcome IECA's New Professional Members

Cindy Allerman (TX), an IEC for 5 years, was



HELLO

previously an Associate member. After teaching in Oregon for 18 years at various grade levels, including elementary and middle school math and reading, she moved to Texas and started her own practice.

Allerman holds a BS in elementary education from Oregon State University and an MEd in learning and technology from Western Governors University. She attended IECA's 2012 Summer Training Institute and is a member of TACAC.

In addition to her work, she is a founding member and vice chairperson of Fort Bend CAN (Community Action Network), an organization with the mission "to provide opportunities for individuals from different backgrounds to unite in impacting legislative policies which promote equality for all."

She and her husband, Rob have four grown boys and a golden retriever and enjoy traveling.

Cindy Allerman, MEd College Journey Consulting LLC 9211 Elk Mountain Court Missouri City, TX 77459 281-778-0928 c.allerman@comcast.net www.collegejourneyconsulting.com Specialty: C

Sandy Aprahamian (PA), a former Associate



member, has been an IEC for six years. Her experience includes teaching public school, homeschool, and cyberschool, and she has teaching certificates in Pennsylvania and New Jersey.

She earned a BA in economics from Bucknell University and an MA in education from Seton Hall University; she also has earned 60+ graduate credits from Chapman University and holds a certificate in independent educational consulting from UC-Irvine Extension.

In addition to attending IECA's conference in Orlando, she participates in nearly all the IECA webinars. She is a member of NACAC, PACAC, and NJACAC.

Aprahamian has been married 23 years to her college sweetheart, and they have four children: Matt (20), who studies engineering at Villanova; Andrew (18), who is in the Stanford class of 2021; Alyssa (15); and Will (12).

She loves to run, read, spend time with family, spend time outdoors, learn new things, and help others.

Sandy Aprahamian, MA EdNavigators 817 Forest Lane Malvern, PA 19355 908-803-4071 sandy@ednavigators.com www.ednavigators.com Specialty: C

Nate Budington (MA), an IEC for eight years,



is the former assistant director of admission at Williams College. He was an adjunct reader at Amherst College and the associate dean of admission for the University of Redlands.

Budington holds a

BA from Johnston College, University of Redlands, and he attended IECA's 2008 Summer Training Institute. He is a member of NACAC.

Among his volunteer activities, he is a college advisor for the Amherst A Better Chance house, a national residential high school program that prepares African American, Latino, Asian, and Native American students from educationally underserved school districts. He also serves on the board of directors for the Amherst Little League, the Town of Amherst Recreation Commission, and the Town of Amherst Community Preservation Committee.

His wife, Megan Morey, is vice president of college relations at Williams College. His son, Will, matriculates at Hamilton College in the fall and his daughter, Ella, is in grade 9 and a parathlete. He is an avid hiker, record collector, and civic volunteer.

Nate Budington Berkshire College Advising 21 Sacco Drive Amherst, MA 01002 413-687-5259 nate.budington@gmail.com www.berkshirecollegeadvising.com Specialty: C

Gina Gerrato-Greenhaus (CA) has been an



IEC for six years and an Associate member for two years. Previously, she worked as an adolescent counselor in schools, hospitals, and community-based organizations. Currently, she works as an undergraduate external

reader for UC–San Diego during the fall admissions cycle and evaluates scholarship applications for Scholarship America and the Hillsborough Education Foundation.

Gerrato-Greenhaus holds a master's in counseling psychology and worked as a school-based counselor in San Diego. She completed a college counseling certificate program from UCSD Extension and an educational consulting certificate from UC– Irvine Extension. She is member of WACAC.

As a young woman, she won the Peter Silverhart Scholarship for the Betterment of All People, and she has always had a drive to help others and a commitment to mentoring youth from undeserved backgrounds. She is also a first-generation college student.

Among her volunteer activities, she helps refugee and immigrant students with YALLA College Bound and the Matchlighters Scholarship program. She also volunteers her time as a graduate school mentor at San Diego State University, assisting students with internships and graduate school advising. She is coleader of IECA's San Diego regional group.

Gerrato-Greenhaus has a son at San Diego State University and has been married for 25 years to her husband, Bruce. She enjoys theatre, movies, and scrapbooking in her spare time.

Gina Gerrato-Greenhaus, MA Greenhaus College Consulting 5802 Brittany Forrest Lane San Diego, CA 92130 858-481-6045 collegeprepbygina@gmail.com www.greenhauscollegeconsulting.com Specialty: C

Randi Heathman (MI), former senior assistant director of



admission at Albion College, has been an IEC for six years. With a BA in English and mass communication from Albion College, she went on to earn an MA in communication from Spring Arbor University.

She attended IECA's 2012 Summer Training Institute and is a member of NACAC and the US Equestrian and the United States Dressage Federations.

Her book *Horses for Courses: The Definitive Guidebook for the Prospective College Equestrian* was published in 2014. An annual speaker at the College Preparatory Invitational Horse Show (the only recruiting showcase for equestrian students in the US), she is frequently quoted as an expert in equine industry publications.

Her volunteer activities are closely affiliated with the Detroit Horse Power summer camps, which introduce underprivileged youth from the city of Detroit to the sport of horseback riding and build on the skills that students learn in the saddle to create successful academic and social pathways for the students.

Practicing what she preaches, she competes in horse shows and has won Bronze and Silver medals; she also competes at the FEI (international) level of dressage with her current equine partner, Ricochet. Recently, she has taken on the challenges of young horse ownership with the purchase of her next competitive partner, Kashmir H.

Randi Heathman, MA The Equestrian College Advisor 8777 Reynolds Road Horton, MI 49246 517-745-4527 equestriancollegeadvisor@gmail.com http://equestriancollegeadvisor.com/index.html Specialties: C+I

Faya Hoffman (NY) has worked as an IEC



for eight years. She has previous experience as a curriculum and instruction specialist and a classroom teacher and was the director of public relations for Karla Otto, an international PR and brand strategy agency, as well as

an account executive with Paul Wilmot Communications.

Hoffman is a graduate of Columbia University and the Jewish Theological Seminary (JTS), where she earned dual degrees in dance and Talmud. She also earned a master's degree in curriculum and instruction at JTS.

Hoffman lives in New York City with her husband and fellow IECA member, Brad Hoffman.

Faya Hoffman, MA My Learning Springboard 132 Duane Street, 3 New York, NY 10013 646-478-8692 faya@mylearningspringboard.com www.mylearningspringboard.com Specialty: S

continued on page 36

Felice Kobrick (NY), a former associate



member, has been an IEC for nine years. Previously, she worked for five years at Long Island University, spent several years at the Make-A-Wish-Foundation, and held several counseling positions at various nonprofits.

Recently, she completed Harvard Business School's HBX Core Program, and she holds a master's degree in social work/counseling and a BA in psychology. In addition, she is a graduate of IECA's 2010 Summer Training Institute and a member of NYSACAC.

Kobrick is a business sponsor and donor for Roslyn Little League; Roslyn-Albertson Youth Soccer Club; North Shore Autism Circle; the Woodbury Ball for Autism; Relay for Life/American Cancer Society; Leukemia and Lymphoma Foundation; and Sunrise Day Camp for Children with Cancer. In a volunteer capacity, she has given numerous presentations at libraries and community organizations, conducted an essay webinar for A-List Education, and assisted with mock college interviews at a local high school.

Seven years of tuition bills for three children are about to end when her oldest daughter graduates from law school in May 2017. She enjoys much-needed downtime at SoulCycle and the gym.

Felice Kobrick, MSW Kobrick College Consulting, LLC 78 Tara Drive East Hills, NY 11576 516-587-0600 kobrickconsult@aol.com www.kobrickcollegeconsulting.com Specialty: C

Cindy Laubenstein (GA), an associate



years, has been an IEC for seven years. She previously held executive sales and marketing positions at Nestle Foods. She holds a BS in psychology, an MBA, and an MS in counseling studies.

member for three

She is a member of NACAC, SACAC, NCDA, and the Georgia Career Development Association.

Laubenstein has spoken to students and parents at many local events, such as Young Men's Service League, National Charity League, and high school PTSA meetings. She appeared on the Dana Barrett Show's "Women on Wednesday" segment [radio] in 2016 to discuss how to prepare your child for college. Her articles for Northside Woman magazine include "Too Soon to Think About College? Think Again" and "Counting Down to College." As a volunteer, she worked at a local school to develop a College Corner program that encourages students to prepare and position themselves for success in the college admissions process early in their educational journey.

Laubenstein lives in Alpharetta, GA, with her husband and is the mother of two college students, a daughter at James Madison University and a son at Georgia Institute of Technology. She plays tennis and volunteers in various activities at her church.

Cynthia Laubenstein, MS Aspire College & Career Consulting 13015 Harrington Drive Alpharetta, GA 30009 404-606-2637 cindy@aspirecollegeconsulting.com www.aspirecollegeconsulting.com Specialty: C

Alice Lissarrague (VT) has been an IEC for



three years and was an Associate member for one. Her previous work experience includes several positions at Lake Champlain Waldorf High School, including college counselor, French teacher, director of the school's international

exchange program, and co-head of school. She is fluent in French.

Lissarrague earned a certificate in college counseling from UCLA Extension; an MAEd in TESOL from Teachers College, Columbia University; and a BA in modern European studies from Smith College. She's a member of NEACAC and Business Network International–Shelburne, VT chapter, where she served on the Membership Committee. Her volunteer activities include being a local coordinator for Vermont's Green Up Day and offering free college planning workshops at local county libraries.

Lissarrague is an involved parent as well as a faculty member at Lake Champlain Waldorf High School. She's married with three children, one who is in college. She enjoys gardening, reading, and participating in a local play-reading group.

Alice Lissarrague, MA Lissarrague College Guidance PO Box 716 Shelburne, VT 05482 802-505-6933 lissarraguecollegeguidance@gmail.com www.lissarraguecollegeguidance.com Specialty: C

Sarah Loring de Garcia (Mexico) has worked



as an IEC for nine years. Previously, she taught middle and high school science for nine years.

Loring de Garcia earned a BS in education from the University of Kansas and an MS in interdisciplinary studies from the State

University of New York–Buffalo. In addition, she earned a certificate in college counseling from UCLA Extension. She is a member of International ACAC.

Originally from Kansas City, Loring de Garcia has lived and worked in Monterrey, Mexico, since 2002. She loves spending time with her husband and daughter, traveling, cooking, singing, reading, playing golf, reading books, and attending Broadway musicals.

Sarah Loring de Garcia, MS Sarah Loring de Garcia, Independent Educational Consultant Paseo del Campestre 115 Colonia Valle de la Sierra Catarina NL 66165 Mexico 507-316-0159 sarah.loringdegarcia@gmail.com www.sarahloringdegarcia.com Specialties: C+I

Kara Madden (Spain) has been an IEC



for one year. She previously worked as an EducationUSA educational adviser and program coordinator for the Fulbright Commission, and was an international admissions counselor (Madrid) and a foreign student adviser

(St. Louis) for Saint Louis University.

Madden holds a BA in history and French and an MA in French from Saint Louis University.

She is a member of IACAC and the Madrid chapter of International Women in Business.

Her most rewarding experience was working for the Fulbright Program when it received the 2014 Prince of Asturias Award for International Cooperation for its success in building mutual understanding between the world's citizens. While with EducationUSA, she helped develop global guidance on university partnerships between US and foreign universities. In addition, she started the Madrid chapter of the Competitive College Club and established Madrid and Barcelona on the international recruiting circuit by bringing US universities to Spain for college fairs and networking opportunities with local schools and universities. She has spoken at numerous international and regional EducationUSA forums and other conferences (NACAC, NAFSA) on topics related to international consulting, including recruitment, evaluating Spanish credentials, and marketing.

Madden lives in Madrid with her husband and two sons, ages 10 and 14. Although much of their family time is spent playing, watching, and talking about soccer, they also enjoy traveling, reading, and cooking together.

Kara Madden, MA Kara Madden Educational Consulting Calle Miguel Hidalgo, 10 Madrid 28043 Spain (34) 699584214 kara_madden@yahoo.com Specialties: C+I

Colleen McDonough (CA) has been an



IEC for five years. Previously, she worked in undergraduate admissions at Stanford University as a part-time seasonal reader. She received a BA in English from the University of Pennsylvania and an MBA from the University

of Michigan-Ann Arbor.

McDonough served as a board member on the Las Lomitas Education Foundation, which is the fundraising arm of her children's school district. She is an active parent and volunteer on her daughter's swim and water polo teams as well as her son's baseball teams.

McDonough does her best to maintain a healthy work-life balance. She and her family enjoy traveling; swimming; hiking; and in their downtime, reading and watching the latest Netflix series.

Colleen McDonough, MBA McDonough College Consulting 2120 Stockbridge Avenue Woodside, CA 94062 650-823-9277 colleena_mcdonough@yahoo.com http://mcdonoughcollegeconsulting.com Specialty: C

Amy McVeigh (IN), an IEC for three years,



was an Associate member for a year and a Student member for a year. Before becoming an IEC, she had her own consulting, instructional design, and writing business, creating seminars, interactive distance learning courses, web-based

training, and related communication tools for such clients as Saturn, HUMMER, Ford, La-Z-Boy, Chrysler, and others.

McVeigh holds a BS from Boston University, an MBA from Harvard University, and a college counseling certificate from UCLA Extension. She has attended many IECA seminars. She is member of NACAC (and Indiana & Michigan affiliates). She was an editor for the NACAC Guide to International University Admission and authored Mackinac Connection: An Insider's Guide.

As a volunteer at Dulwich College Shanghai, she advised a leadership team on curriculum issues, growth strategies, parent communication, student and staff engagement, and student outcomes. At the International School of Indiana, she assisted students, parents, and staff with college selection-related activities and served as a resource for international students and families.

McVeigh has two adult children who taught her much about the college selection process. In her free time, she challenges herself to run further (not faster), play tennis better (but not well), and try something new and difficult each year (sailing in 2017). It keeps her young and off-kilter just enough to imagine what it would be like to be 17. She also makes herself write a college essay every year.

Amy McVeigh, MBA Amy McVeigh & Associates 600 North Elm Zionsville, IN 46077 248-321-9318 amcvassocs@aol.com www.colleges4you.com Specialty: C

Janice Merchant (NH), an IEC for 4 years and



an Associate member for 3, worked for more than 20 years in human resources, specializing in career planning, employee development, recruiting, training, and compensation.

She holds a BS in business from the

University of Houston, an MSILR from Cornell University, and a certificate in college counseling from UC–San Diego Extension. She also attended IECA's 2015 Summer Training Institute and the National Career Development Center's (NCDA) global career development facilitator training certification program. She is a member of NACAC and NCDA.

Merchant is the regional coordinator for the South Asia and Middle East regional groups and a member of the IECA Global Committee. She authored the international transitions guidebook *Expatriate Guide to Myanmar*. Among her volunteer activities, she is the founder and chair of the Yangon NewComers Group, the activities and fundraising chair for UWCSEA Parents Action Committee, and a United World Colleges–Myanmar national committee member.

With the experience gained from living in seven countries across three continents, she knows first-hand how difficult it is to make successful transitions and live far from home and uses that insight in advising students and their families. Having seen that education changes lives, she donates a portion of her time to pro bono work to support students in local schools who have no access to college admissions counseling.

Janice Merchant, MS CollegeLifeWorks PO Box 1117 New London, NH 03257 94-077-760-0254 janmerchant@gmail.com www.asiaadvisorygroup.com Specialty: C

Erica Shen (CA), an Associate member for



three years, has been an IEC for six years. She started her career as a newspaper reporter, writing for various publications in southern California, and although she no longer covers wildfires and school board meetings, she uses her passion for

writing to help students brainstorm and write their college essays.

She received her bachelor's in English from UC–Irvine, her master's degree in journalism from Columbia University, and a certificate in college counseling from UCLA Extension. She is a member of NACAC and WACAC.

She serves as the director of college counseling at Linfield Christian School in Temecula, CA. After joining the school in 2016, she is helping restructure the counseling office to provide individualized college planning for its high school students.

She lives with her husband and two sons, ages 1 and 5. They share their home with five chickens, a dog, a chinchilla, and some salt-water fish. When she isn't helping students with their applications and essays, she enjoys cooking, doing Pilates, and building Legos with her sons.

Erica Shen, MS The College Blueprint 30791 Jedediah Smith Road Temecula,CA 92592 949-856-1221 ericashen@collegeblueprint.com www.collegeblueprint.com Specialty: C

Cathy Zales (CT), a former Associate member, has been an IEC



for six years. In the past, she worked in advertising for Ogilvy & Mather with such clients as American Express and in marketing for Unilever on brands including Dove soap. Before becoming an IEC, she spent several years doing volunteer work, primarily in her children's schools.

Zales earned a BA from Bucknell University in psychology and French, an MBA in marketing and finance from Columbia Business School,

and a certificate in college counseling from UCLA. She attended IECA's 2010 Summer Training Institute. She has attended many IECA conferences, the Regional Symposium in Newark, NJ; and many webinars. She is a member of NACAC.

Zales is finishing her third year on the IECA Community Committee, and is one of six IECA members who formed and are currently managing the Connecticut regional group.

She and her husband, Steve, have two sons: Scott (Bucknell 2013) who works for IBM, and Greg (Dartmouth 2016) who works for American Express. In addition to loving her family time, she enjoys tennis, healthy eating, and spending time with friends. She does the KenKen puzzle in The New York Times every day and is proud to say that she has never been stumped.

Cathy Barton Zales, MBA Next Chapter College Consulting 169 Hovt Farm Road New Canaan, CT 6840 203-966-6891 cathy@nextchaptercc.com www.nextchaptercc.com Specialty: C



Call Admissions For More Information 802.492.3322



springlakeranch.org

Long Term Residential

Dual Diagnosis

Depression & Anxiety

Failure to Launch

Psychosis

Farm Based Work Program

Be sure to visit the Varv



St. Timothy's School

Cameron Steese 410-486-7401



Saint James School **Benjamin** Douglass 301-733-9330





Oldfields School Allison Letourneau 443-662-1009



West Nottingham Academy

Nancy Nolan 410-658-9279

Boarding Schools

Near cultural centers including Baltimore, Washington DC, Philadelphia, and NYC

The Back Page

IECA Organized Campus Tours

Over the last year, hundreds of IECA members visited 93 campuses, logging 3,004 individual campus tours!

These took place in 7 states: CO, CT, FL, LA, MA, NY, WY

Campus Tour Breakdown

2,636 college & university tours 252 school tours 116 program tours (emotional growth, behavioral)

PLUS many more tours were arranged by IECA regional groups

Our Biggest 5 Tours:

- 130 members visited University of Denver
- 109 members visited Tufts, Brandeis, & Bentley Universities
- **106 members visited Boston University**
- 101 members visited US Olympic Training Center, US Air Force Academy, Colorado College
- 81 members visited Naropa University, University of Colorado-Boulder, Colorado School of Mines, University of Colorado Anschutz Medical Campus

Number of Different Campuses Visited

- **57** Colleges & Universities
- 25 Schools
- **11 Programs**