



Calendar

September 30 (prior to NACAC)
Workshop: Transitioning to
Private Practice
San Diego, CA

October 1
IECA & Admission Officer
Luncheon at NACAC
San Diego, CA

October 2
Fall Conference Late Fees Kick In

October 1–3
IECA at NACAC
San Diego, CA

October 27–30
IECA at AACAP Conference
San Antonio, TX

November 2–4
Pre-Conference Tours
Pre-Conference Workshops
Scottsdale, AZ

November 4–7
IECA Fall Conference
Scottsdale, AZ

November 7–8
IECA Board of Directors Meets
Scottsdale, AZ

November 26–27
IECA Office Closed
Thanksgiving

December 1
Call for Proposals for
IECA Spring Conference closes

Going Global

Anyone who works in a boarding school or college has not only read about the globalization of US education, they've seen it. That globalization takes different forms. The challenge in public schools is the diversity of language and culture among immigrants. In Fairfax County, VA, for example, 49% of students speak a language other than English at home. That may be a challenge, but it pales next to that represented by the next number: those students speak 170 different languages.

Boarding schools' admissions offices confront a far different dilemma. The number of North American students applying to boarding schools has been steadily declining for more than a decade. What offered a reprieve was the rapid increase in applicants from Asia. Some schools pursued the "China solution" with abandon, filling half their desks with students from that country. Others took a more cautious route, carefully examining how the influx of Asian students could potentially transform campus culture and fixing limits on the number of international applicants from any one nation.

Colleges saw an even more dramatic spike in applicants from Asia, particularly from China and India. Few made as dramatic a shift as some boarding schools, but many saw the appeal of students paying full tuition, including public institutions dealing with ever-shrinking state

support and independent colleges that saw a softening of demand when the economy weakened 10 years ago.

It should come as no surprise, then, that independent educational consultants (IECs) are seeing that globalization affect their practices, either significantly or subtly. Nearly every IECA member in the school and college specialties has been affected in one of the following ways:

- More IECA members are working with students who live overseas than ever before. A recent survey of members showed that the fastest-growing segment is domestic IECs who work primarily with US students but who have begun to work with a small but meaningful number of students in one or two other countries.
- IECA's international membership—those whose primary office is located outside of the US—has grown sharply in the last two years. This growth is truly global: newer members hail from more than a dozen countries where IECA did not have a toehold previously.
- The growing number of applicants from around the world—amplified by media reports of that growth—has led to an increase in anxiety among



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President's Letter

See You in Scottsdale!

For many of us, the turning of the fall leaves brings back memories of a new school year and the promise of new information, skills, and friends. Students are digging into trigonometry or calculus, translating Cervantes' *El Cid* into English, and attacking their college application essays with a vengeance. As independent educational consultants, we too have the opportunity and responsibility to learn and grow, to foster new relationships, and to advance our profession.

We are particularly excited about our November conference in Scottsdale, AZ, featuring two dynamic speakers: **Frank Bruni**, *New York Times* columnist, and



Michael Gurian, *New York Times* best-selling author and family counselor. Bruni will examine misperceptions regarding the race toward competitive college admission, and Gurian will present his concerns about the way we raise and educate boys. In addition to these two thought-provoking speakers, Saturday's Master Class will address why some young adults struggle with leaving home and living independently, making college a challenge. Dr. **Robert Fischer**, **Vana Matheus**, **Dr. Fred Peipman**, and Dr. **Jessica Romeyn** (CA) will present.

Not to be missed are four outstanding pre-conference workshops:



Gail Meyer

- **MBTI Training Course.** In an exclusive agreement with CPP, IECA will hold its first one-day MBTI Training Course on Tuesday, November 3rd. This training will provide IECA members with the opportunity to become proficient as they administer, interpret, and apply MBTI to their practices in a one-day program. This initial training will be restricted to current IECA Professional and Associate members who meet MBTI & CPP's established educational or license eligibility. For more information, visit www.cpp.com/certification/educationaleligibility.aspx.
- **Foundations of Therapeutic Practice.** This workshop is appropriate for IECs who are interested in adding a

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IECA⁺ INSIGHTS

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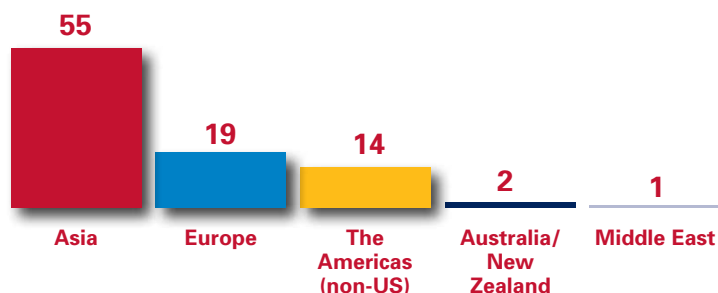
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In Focus

IECA's Global Reach

Members With Primary Offices in...



Countries Represented at IECA's 2015 Summer Training Institute





On the Road

IECA CEO **Mark Sklarow** attended the SSATB (secondary School Admission Test Board) Annual Meeting in Las Vegas in September. In addition to connecting with school admission officials and other association leaders, he had the opportunity to connect with a number of IECA members, including **Don McMillan** (MA) who presented on international student recruitment, **Vicky Newman** (CT), **Cammie Bertram** (CT), **Kristen Naspo** (CT) and **Robert Chen** (Taiwan).

(Pictured at right: Peter Upham, Executive Director, and Andrew Hirt, Director of Member Relations of The Association of Boarding Schools share information on TABS' North American Boarding Initiative.)



IECA will be well-represented at the launch of 3WYC's efforts to promote independent educational consulting in China. The huge growth in the number of Chinese students who are seeking admission to boarding schools and universities in the United States has led to the rise of commissioned agents. 3WYC is working to introduce Chinese educators, parents, and students to IECs and members of IECA who may wish to affiliate. Attending 3WYC's press conference and participating in their educational forum in Shenzhen on October 11–12 will be **Marilyn Emerson**, former IECA president; **Ann Rossbach**, treasurer; **Hamilton Gregg**, Global Committee chair; **Vicky Newman** (CT); and **Mark Sklarow**, IECA CEO.

IECA will hold regional lunch meetings with members of IECA as well. Sklarow will meet with members from across China on October 13 in Shenzhen. He will meet with members from across Asia—outside of China and Hong Kong—on October 14 in Hong Kong.

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all applicants. State universities have begun to experience a public backlash as in-state students (observed by their tax-paying parents) are denied admission while spots in the freshman class go to students who are not only out-of-state but out-of-country as well.

Most experts urge educational professionals to “remain calm and carry on” as the popular saying goes. This advice works well for IECs. In reality, the college application cohort is forever changing. It was not long ago that other changes took hold: the dramatic increase in female applicants; the growth of middle class and working class applicants; the rise—and fall—of career colleges. Each affected the work of admission reps—and IECs—in significant ways. In the end, each change served to expand the pool and the diversity of applicants. We professionals should celebrate the changes and help students adjust to the new realities. The advice we most often give new clients remains the most calming reassurance: “even with the changes taking place, there are many, many great educational options for you.”

The lesson for IECs may be to recognize that with the ongoing changes taking place, it is necessary to understand and respond to the global forces affecting your work. At the upcoming conference in Arizona, 20% of the breakout sessions have a global aspect to them. Watch for upcoming webinars with a similar focus. And look for advisors and mentors who can advise you about how to enhance your current practice. The In Focus feature on page two of this edition demonstrates the growth in IECA's international membership—perhaps a good place to begin outreach. 🏠

therapeutic specialty as well as experienced IECs who want a refresher course.

- **Advising Families on College Affordability—Case Studies and Interactive Workshop.** **Lloyd Paradiso** (PA) will moderate a panel of experienced IECs who will explore the best ways to incorporate the principles of financial fit and affordability into our practice.
- **The Functional Impact of Learning Differences on a Student's Abilities and Its Significance in College Selection.** Presented by **Judith Bass** (MD) and **Rachel Sobel** (PA), this workshop will examine how to work effectively with students who have learning differences and shed light on how LD affects a student's ability to learn.

If you have never attended a conference, I urge you to join us for an interesting, illuminating, educational, and just plain fun experience. Many of you already know how energizing it is to share ideas (and even frustrations) with other dedicated professionals, to extend your network, and to take a few days off from your hectic daily practice. Whether you are a newcomer or a seasoned participant, I look forward to seeing you in Scottsdale.

Gail Meyer

Gail Meyer, IECA President

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Special Focus: College Advising

Early Decision vs. Regular Decision: Is It Always a No-Brainer?

by Jeff Levy, IECA (CA)



Each year at the beginning of application season a widely held belief pops up like a groundhog in February: applying early decision (ED) is a no-brainer. Since applicants have a statistical advantage in this round, everyone should do it. The problem is that the strategy is a good one for some families some of the time, but not for all families all of the time. The no-brainer is that the deck

always seems to be stacked in favor of those who are well-funded and fully informed.

During the past month my colleague **Jennie Kent** (IECA, Bogota) and I have been compiling a spreadsheet of the nearly 200 US colleges that offer ED. We compiled statistics from 20 ED and regular decision (RD) metrics using the 2014–15 Common Data sets, and where those weren't available, we used data from *CollegeData.com*. We looked at the number of applications and the number of acceptances, recalculated RD acceptance rates (a metric not provided in the Common Data set or other databases), compared the percent admitted and the percent enrolled from each admission plan, and calculated the difference between the ED and RD acceptance rates. As we sifted through those numbers looking for stories, we learned that several trends in college admission are more dire than we initially thought. But we also found some institutions standing firm against the prevailing winds, and we were encouraged.

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It turns out that the only generalization that holds true is that college advisors must really know the schools they recommend or they risk misleading their students about their chances of admission.

Does Restrictive Early Action Offer an Advantage?

Restrictive Early Action (REA), also called Single Choice Early Action (SCEA), is a plan that restricts the applicant from applying to any other early admission plan, but does not bind the applicant to enroll if admitted. This would seem to be the best of both worlds—offering a modest admission



advantage in exchange for a student's declaration of love.

Following are Stanford University's admittance rates for the Class of 2019, the class who will be matriculating as freshmen this fall:

RD:	4.0%
REA:	10.2%

These numbers are what we might have predicted. The REA applicants have a small, although not overwhelming, advantage over the RD applicants.

Are the admittance rate numbers similar at comparable schools? In Harvard's case, they are shockingly different:

RD:	2.8%
REA:	16.5%

An RD admittance rate of 2.8%? I didn't believe this statistic when I found it in the April 1, 2015, *Harvard Crimson*, so I crunched the numbers—and it's depressingly correct. Knowing that, can any college adviser recommend applying to Harvard during the RD round ever again? And doesn't this REA acceptance rate bring Harvard back into the realm of possibility for certain students? The stories behind these two sets of numbers suggest that applying REA offers a modest advantage at some schools and an overwhelming advantage at others.

Does Early Decision Offer a Substantial Advantage?

ED is an admission plan that I believe is less equitable than REA (or SCEA) because it binds the applicant to enroll if admitted and prevents them from comparing financial aid offers from multiple schools. Some might argue, "If you're going to benefit from an institutional gift then why should you also benefit from a higher

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Early vs. Regular Decision, from page 5

admittance rate?” That debate might go back and forth and never be settled, but what can be settled now is just how substantial a benefit the higher admittance rates really are.

First, let’s look at several highly selective schools that give a big admission advantage to ED applicants:

University of Pennsylvania	
RD:	7.9%
ED:	25.3%
Percent of class enrolled from ED:	53.6%
Columbia University	
RD:	6.1%
ED:	20.0%
Percent of class enrolled from ED:	43.7%
Northwestern University	
RD:	11.2%
ED:	35.3%
Percent of class enrolled from ED:	45.3%
Washington and Lee University	
RD:	17.0%
ED:	41.5%
Percent of class enrolled from ED:	54.4%

In each of these examples, the ED admittance rate is approximately three times that of the RD rate and approximately half the incoming class is filled from that early round. But as with REA, we can’t assume that all selective colleges have a similar policy in place. For example, the following institutions have ED numbers that suggest a more egalitarian approach that neither gives ED applicants as overwhelming an advantage nor fills as large a portion of its freshman class from that round:

Carnegie Mellon University	
RD:	24.2%
ED:	33.3%
Percent of class enrolled from ED:	21.2%
Rice University	
RD:	14.6%
ED:	20.3%
Percent of class enrolled from ED:	31.1%
Boston University	
RD:	34.3%
ED:	42.3%
Percent of class enrolled from ED:	18.6%

There are even some outliers who have reversed the advantage between ED and RD:

New York University	
RD:	36.1%
ED:	31.6%
Percent of class enrolled from ED:	37.8%

University of Miami	
RD:	38.3%
ED:	28.9%
Percent of class enrolled from ED:	8.3%

With enrollment consultants at colleges looking for every competitive advantage and with the power of the rankings holding such sway over strategic enrollment practices, high school counselors and IECs must look more closely than ever at each college’s admission policies before assuming that all colleges behave the same way. Simply comparing Stanford’s 5.05% overall acceptance rate to Harvard’s 5.3% doesn’t tell us nearly enough about how to approach the relative advantages and disadvantages of their respective plans. Similarly, equating Northwestern’s overall rate of 13% to Rice’s 14.7% also misses an opportunity to look more closely at how their admission policies differ.


Do Admission Statistics Remain Constant Year-to-Year?

It is certainly true that many of the most selective institutions are seeing their acceptance rates drop as growing numbers of applicants submit applications to these popular brand name schools. It is also true that vice presidents of enrollment and their hired consultants continually tweak the formulas that represent each institution’s admission strategies. For example, when one liberal arts college in the Northeast decided to increase revenue by restricting the amount of financial aid offered last year, enrollment dropped because full-pay admittances were yielding at a lower rate than those receiving aid. It’s a safe bet that this institution will attempt to lock in a higher yield by admitting more ED students this coming fall.

Another example of an VP of enrollment adjusting his admission grid from one year to the next is at a small STEM institution. Several years ago that institution was surprised by a noticeably higher yield from its admitted RD students, creating an over-enrollment crisis the following fall. In the next admission cycle they were forced to cut back on the number of RD students they admitted, giving a new and significant advantage to the more predictable ED pool of applicants.

Most institutions are forced to continually respond to changing conditions to meet their enrollment goals. But for the most part, admission policies are in place for an arc of five or more years. To do our work effectively, it is imperative that we high school counselors and IECs learn how colleges use their early admission plans and become familiar with those numbers.

Of course, guiding students effectively toward their college choices requires a lot more skill and sensitivity than simply accessing admission data. We must get to know our students well, listen closely to their dreams and their concerns, think creatively about where they will be happiest and most successful, and introduce them to teachers and innovators and programs that might in a small way change the course of their lives. The best strategy for success in our work as college admission specialists is to match students with schools where their talents and achievements will be honored.

But college admission is both an art and a science. With the admission landscape becoming a more-competitive marketplace than ever before, we have a responsibility to navigate it deftly. 

Jeff Levy can be reached at jeff.levy728@gmail.com.



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Demystifying the E in STEM

by Susan Dabbar, IECA (TX)



My generation had Q, the engineer from the James Bond thrillers, as a role model for engineering. My students might associate with the character Tony Stark, creator of the Iron Man superhero. Analyzing Stark, an ingenious multitasking engineer, can be a good way to explain options to a prospective engineering student. Each element of the Iron Man suit falls into the domain of a specific type of engineering: strength and durability are mechanical; supersonic flight is obviously aeronautical; and solar powered life support combines the electrical and biomedical fields.

Engineering Primer

Some IECs and high school counselors are intimidated when it comes to guiding STEM students, especially when navigating the highly specialized, segmented divisions of engineering majors. (See table on page 11 for an overview of some mainstream engineering degrees.) Following are some basic characteristics of the major fields to help demystify engineering majors.

Mechanical and civil engineering vary primarily on scale. Civil engineers deal with huge developments like dams—moving thousands of cubic yards of earth, pouring dozens of truckloads of cement, and making sure it all holds together during freezing weather or earthquakes. Mechanical engineers often work on much smaller items, such as the buttons on your cell phone, and strive to balance all the forces moving the world—gravity, acceleration, momentum, and friction—and hold them. When they do, the results can be magical: a roller coaster, a Mars rover, or an artificial limb. You can spot a future mechanical/civil engineer working on her bike or motorcycle, taking wood and metal shop classes, or building Lego models.

Chemical engineering students are concerned with one major transition from high school: how to take what they did in their chemistry lab and supersize it! Instead of beakers and test tubes, they get to play with giant vats of chemicals. Chemical engineering students learn to juggle a number of variables and have to be comfortable with uncertain outcomes. Being successful in the major requires significant leaps of imagination. Although the basic skills of high school chemistry (accurate lab work, an understanding of chemical reactions and properties, and so on) are indicative of success as a chemical engineer, an unconventional success factor is an interest in cooking: Microsoft's former chief technology officer, Nathan Myhrvold, runs a modernist test kitchen called The Cooking Lab.

Being an **aeronautical engineer** means performing analysis of three-dimensional airflow in the lab while running numerical simulations on the computer. They work on making things simultaneously light and strong; to bring those contradictory properties together, they use exotic materials like titanium and carbon fiber. In addition to space, aeronautical engineering majors work where the winds blow: wind power turbines, skyscraper design, and automotive design. Model rockets, model planes, paper airplanes, and quadcopter drones are all favorite toys of a future aeronautical engineer.

Biomedical engineering is a marriage of several disciplines (chemical, mechanical, and electrical) with a consistent focus on medical devices, systems, and measurements. Because the systems work in conjunction with the human body, biomedical engineering incorporates biology and interfaces between the body and the system. If a student is passionate about science fiction and has read *Neuromancer* by William Gibson, they have been given a vision of the future of biomedical engineering.



Industrial engineers put it all together—or so says the T-shirt. Whenever you see an assembly line or watch equipment being erected by people and robots working together, an industrial engineer was involved. Picking, placing, connecting, welding, inserting tab A into slot B, and designing an IKEA bookshelf are all examples of what industrial engineers do. They also study the person-machine interface—the way a tool can be controlled and provide feedback to the user. Although it may sound low-tech, any student who's used a Kinect to control an Xbox or felt the tactile feedback of a haptic interface knows that industrial engineering is full of technology.

Electrical engineers work on really big stuff like generating plants, electric motors, high-voltage power lines, and minivan-sized transformers. Or they work on really little stuff with prefixes like nano and pico. They speak the language of megawatts, kilovolts, diodes, and transistors. They employ the underlying mathematical equation that defines it all: Maxwell's equation of electromagnetic fields. A youngster walking around the house with a magnet trying to see what it sticks to is the future double E major, who will someday be able to explain to you why it sticks and calculate how much force that magnet creates on different materials. Amazing, you say? Nope, just another partial differential equation in the day of an electrical engineer.

Resources

For a quick overview of the many disciplines of engineering, along with a few others, visit the US Department of Labor website (www.bls.gov/k12 and www.bls.gov/audience/students.htm are good

continued on page 11



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places to start). Professional associations are also excellent sources of information; all the major engineering professions provide outreach to the future generation of engineers. For example, at the American Society of Mechanical Engineers website (www.asme.org/career-education), a student can see that mechanical engineers work on problems and devise solutions, such as sport wheelchairs, earthquake-proof homes, and 3-D printers, and find information on internships and high-school level activities that can give them a taste of what engineering is about. All the major institutes and societies—IEEE, AIChE, SNAME, SPE, SAE, ASCE, ACM, AIAA, and BMES—have information to help you and your students understand their professions.

Getting There

If a student wants to be an engineer, he or she needs to study engineering. There are a few paths to the end result, but each passes through an ABET-accredited engineering college.

We know from working with students that their postcollege career is really abstract in their minds and determining one major may not be clear or easy. Fortunately, many undergraduate engineering programs have structured their first years as exploratory processes by which students get the basic tools applicable to all engineering fields and are immersed in multiple engineering disciplines. As a result, the student does not have to commit to a major up front, but rather commits to the field.

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Overview of Mainstream Engineering Degrees

Degree	What They Design and Build
Mechanical	static items (buildings, bridges), moving systems (cranes, ski lifts, automobile suspensions, disk drives, ball bearings), energy conversion and fluid systems (engines, boilers, pumps, tanks)
Civil	earth-moving construction (foundations, dams, canals, flood control), roads, earthquake resilience
Chemical	large-scale manufacturing of chemicals (plastics, pharmaceuticals, food, paint, fertilizer)
Aeronautical	fixed wing and rotary wing manned and unmanned aircraft, rockets, spacecraft
Biomedical	systems to measure physical parameters (CAT-scans, blood-oxygen monitors) or perform medical procedures (dialysis machine, laser scalpel) or supplemental body parts (stents, heart valves, ligaments)
Industrial	assembly line processes (bottling plants, manufactured goods), and worker-machine interface (time-motion systems)
Electrical	power systems (generators, motors, power lines, transformers, solar cells, batteries), electronic equipment (computer chips, motion sensors, DVD players)
Nuclear	power plants (nuclear reactors), medical devices, and industrial instruments (radiation sources and measurements)
Computer	integration of electronic calculating and memory components, software, and input-output components into a working system
Naval Architecture and Marine Engineering	ship strength and power (steel, aluminum, fiberglass, wood manufacturing), ship systems (propulsion, propellers, and payload), and submarines

Purdue, for example, has a first-year common program in math, physics, chemistry, and engineering concepts for all engineering students, and only in the second year does a student get admitted to one of the professional schools of engineering. On the other hand, the University of Texas at Austin allows applicants a first and second choice of engineering major from their array of nine engineering programs, requiring the prospective student to choose before entering college.

Another major concern is the type of engineering education best suited to your student: a technical education where the non-engineering classes are limited to the minimum needed for a degree or a liberal arts education where engineering is taught alongside

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Saturday, November 14

Saturday, December 5



E in STEM, from page 11


critical thinking skills and the humanities. An example of the latter exists at Columbia University, which since 1959 has made its core courses mandatory for engineering students: “In order to find solutions to the world’s most pressing problems, you have to fully understand the world around you,” is its motto. An example of a primarily technical education exists at the California Institute of Technology. At Caltech, an undergraduate typically takes only 20% of their credits in the humanities and social sciences.

You must carefully consider the criteria for an individual student: is her reduced interest in the humanities something that would benefit from a liberal arts engineering education or would it force her to struggle as a square technical peg in a round liberal arts hole? Famously, Bill Gates and Steve Jobs had opposite views about the need for STEM with or without liberal arts, and there is room for both of those visionaries and their legacies.

In addition, consider a college’s overall offerings of required and elective courses and extracurricular enrichment opportunities to see how well their engineering majors gain experience in collaborative teamwork. In the real world, an engineer is a member of a team, bringing one of many diverse skills to attack a problem. When NASA put together the Mars Lander team, they included the following engineers: mechanical, power, thermal, controls, avionics, electrical, robotic, software, and systems. That emphasis on collaboration is one of the major differences between the high school and undergraduate experience. High school students

are measured mostly on their own merit and “collaborating” is punished as an ethics violation. Colleges place a strong emphasis on team effort: term projects, lab analysis, and shared team grades are vital aspects of the engineering education, particularly for juniors and seniors. Developing collaboration skills is a significant personal growth objective for budding engineers.

Engineering isn’t a passing fad but rather a vital part of our 21st century economy. The range of professions requiring an engineering degree has grown enormously in the past 30 years, and engineering touches our lives on a daily basis more so than in the past. When engineers were locked up in top-secret Cold-War facilities, like Lockheed’s Skunk Works, we saw neither the process nor the end result of their work. Today, our lifestyle is built on products and services that are dependent on engineers to create, construct, and continuously improve.

So how do you use this information? Ensure that your students explore engineering majors that fit their career interests, understand preselected majors versus deferral to second year, and consider whether technical schools or liberal arts engineering programs suit them best. Learn more about each of the engineering disciplines on professional societies’ websites. And above all, understand that engineering is not a single educational subject: it appeals in many different ways to students who all share an interest in asking, Why not? 

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One Size Does Not Fit All: The College Search for Students With ADHD, LD, and Special Needs

by Jill Rickel, MS, IECA (FL)



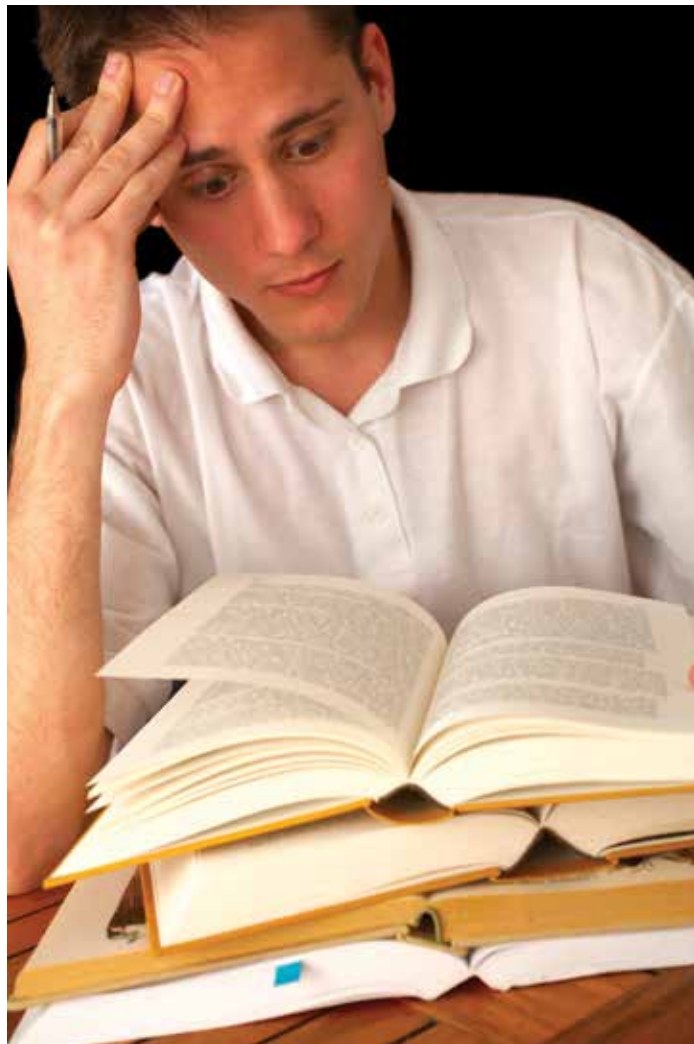
Imagine your favorite clothing store not having fitting rooms. What about a car dealership that does not allow test-drives? Would you buy what is right for someone else under the assumption that it would therefore be right for you? Likely not. However, each year as the college search and application process comes

to an end for seniors, many graduates will make the decision to join their friends, neighbors, and relatives at institutions that may not be a good fit for their academic, social, or emotional needs.

Colleges typically publish their freshman retention rate—the percentage of freshman returning for their sophomore year—and it is never 100%. Some students withdraw for financial or family reasons, while others transfer realizing that their dream school was not that after all. Finally, there are those who are forced to withdraw because they could not balance all that is required of a college student.

Imagine a three-legged stool, with one leg being academics, one being the social/emotional components of life, and the last being the independent living skills necessary to live in the world without mom and dad. To maintain balance on such a stool, each leg must stay strong; should one leg break, the stool will collapse. Some students (even those with a history of academic prowess) suddenly get caught up in an active social scene and simply forget that college entails classes. Others seek isolation, neglect their personal hygiene, develop unhealthy eating patterns, struggle with managing their time, or see an increase in anxiety and depression that was seemingly under control. Unfortunately, students with learning disabilities, social communication disorders, or emotional issues are often among those who find themselves falling off the stool and landing squarely on the floor.

From an academic standpoint alone, college is very different from high school. College students are expected to follow a syllabus without reminders; complete six to nine hours of work outside the classroom for every three spent in it; and attain good grades solely on the basis of formal assessment, not attendance and participation. Most importantly, even college students who have a legal right to accommodations are expected to advocate for themselves. Students who have spent years under the care of tutors, specialists,



psychologists, and devoted parents are suddenly left alone to survive in college, a world they may not be prepared to navigate alone.

To prepare students for this transition, IECs must help them assess their needs and find colleges that will provide them with the best opportunity for success. Aside from comparing class size, access to professors, use of teaching assistants, and types of students when researching colleges, it is also crucial to compare the level of support offered to students with documented disabilities.

Basic services. Although every college in the United States is mandated to provide basic services, those schools complying at the basic level are rarely supportive enough to meet the needs of a student requiring more than just a bit of extra help. Disability support

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One Size from page 14

centers in those institutions are rarely coordinated by professional staff with degrees in special education or mental health; services are very limited; and of greatest concern for some, services are totally dependent on students being their own advocates. Parents beware—when your child turns 18, you have no access to information from university staff. Students who are 18 are deemed adults; your only source of information about how they are doing is the students themselves.

Coordinated services. Many colleges have determined that students with disabilities can be important, productive members of campus and can be highly successful if given sufficient support. As such, many campuses have developed coordinated services through which professionally trained directors meet with students individually, study skills workshops are offered, and peer tutoring is available. There is typically no fee for these services. Students, however, are again left to take advantage of these extras on their own, and there is no monitoring of student participation or success.

Comprehensive services. An even greater level of support can be found in colleges that offer comprehensive support programs for underachievers, students with learning disabilities, or students with social communication disorders. Typically fee-based, these structured programs may have separate admissions standards, be run by specially trained staff, provide professional tutoring and instruction in time management and study skills, and offer social mentoring. Most importantly, these programs often provide preset appointments and student monitoring. Students entering comprehensive support programs on college campuses are typically given the opportunity to sign a release for parents to have communication, albeit a limited amount, with the program. In many cases, this is the only avenue that parents have to measure the steadiness of their child's three-legged stool.

In this day and age, there are good college options for most students to find success. It cannot, however, be achieved for every student on every campus. It can be found in a college that is chosen not because friends, neighbors, or relatives are there, but rather because students and their families have spent time in the fitting room, taken a test-drive, and decided for themselves that the college truly *fits*. 

Jill Rickel can be reached at jrickel@academicoptionsAO.com.



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Collegiate Recovery Programs: Where College and Therapeutic Practices Meet

by Judith E. Bessette, EdD, IECA (WI)



When people ask me what I do as a therapeutic educational consultant, I explain that I help families find treatment programs when they are dealing with the chaos, anxiety, and turmoil caused by having a teen or young adult who is experiencing emotional problems, behavioral issues, learning

differences, and the like. I then typically say, "I don't do college."

So why did I just visit Texas Tech? I went there on a tour of Texas programs that serve young adults who are seeking treatment for serious substance abuse addiction. What I saw at Texas Tech was an outstanding example of a national movement of college-based programs that are designed to help students who are continuing and completing their college studies stay clean and sober. These programs are referred to as collegiate recovery programs (CRPs) or collegiate recovery communities (CRCs).

CRPs in Context

I know that some therapeutic IECs know about CRPs, but in checking with several college IECs, I learned many of them did not know about such programs. To offer context, more than 30 years ago, Brown University and Rutgers University created the first college-based recovery support programs. In the late 80s and 90s, they were joined by Texas Tech and Augsburg College. Designed to support recovering students' needs, these programs generally offered sober housing, 12-step meetings, and a "recovery-friendly" space for students to create community. Research has shown that becoming part of a sober peer group is especially important for emerging adults in maintaining their sobriety.

Since 2000, the number of CRPs around the country has grown dramatically, and leaders at several of those programs came

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Collegiate Recovery Programs from page 17

together and created the Association of Recovery in Higher Education (ARHE), a membership organization. The last I checked, collegiate membership totaled 40 colleges and universities—and it's growing every day. Membership is open to schools as well as interested individuals, including students and faculty.

In the past five years, the Stacie Mathewson Foundation, through its nonprofit arm Transforming Youth Recovery (TYR), has made numerous grants to colleges and universities that are interested in starting CRPs. Those \$10,000 grants are often how interested faculty at a college or university can get the ball rolling. TYR also offers advice and counsel drawn from their expertise in developing CRPs.

CRP Components

There is no one model for CRPs. Most require that students have some period of sobriety, often between three months to a year.

Some offer housing, some just a safe place to hang out. Almost all sponsor 12-step or other recovery support meetings. Some offer counseling, but more often than not, it's the recovery-friendly space they offer—and the community that gets built there—that is their hallmark.

An especially important aspect of CRPs is having staff members who can translate a seemingly disastrous transcript (or often several transcripts) into a format that the more traditional admissions office can understand. Often, prospective students have had failing grades, expulsions, and periods of missing school and not working—all connected to who they were before getting clean and sober.

There are several ways to learn more about CRPs.

- Visit the ARHE website at collegiaterecovery.org. In addition to membership material, contact information, and the ARHE blog, the site offers a more complete history than I've mentioned here as well as links to a significant amount of research. For example, a 2007 study of 29 CRPs demonstrated that "program participants' academic achievement (GPA and graduation) surpassed the host institution's overall outcomes." Even more importantly, ARHE offers valuable information on how to start a CRP.

- Attend AHRE's annual spring conference to learn more about this movement firsthand and meet students and faculty from CRPs across the country. The 6th Annual National Collegiate Recovery Conference was held this year at the University of Nevada–Reno, and it featured nationally prominent speakers in the field of addiction and bestowed awards on exemplary student leaders at both the undergraduate and graduate level.
- Check out *Recovery Campus* (recoverycampus.com), a magazine with both print and digital formats as well as a digital newsletter; it is another valuable resource. It contains feature articles about campus programs and moving stories that recount various individuals' journeys on the road to recovery.



CRPs exist to ensure that students can have a quality educational opportunity alongside recovery support so that they do not have to sacrifice one for the other. Whether a student in recovery gets to a CRP through a college consultant or a therapeutic consultant or some collaboration between the two, CRPs are important for all of us to know about.

Although I'm never likely to know which college a student who is interested in aviation, finance, or fashion design should attend—nor would I be good at helping high school students write essays—having recommended CRPs to several clients, I guess I have to stop saying "I don't do college!" 🦋

Judith E. Bessette can be reached at drjudib@mac.com



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Why I Belong

When I first thought seriously about becoming an independent educational consultant, everyone I knew who worked in admissions gave me the same advice: get in touch with IECA. I sent an inquiry off and a friendly Sue DePra answered me with an application for the 2012 Summer Training Institute (STI). And what started off as a simple exploratory week turned into an exciting new career.



I arrived home to Bogotá, Colombia, from the STI completely energized and motivated. Not only did the faculty and my experiences there help me clarify that educational consulting was the right direction for my future, but they also gave me critical and necessary guidance to get my business up and running. With an unofficial mentor from the STI and another official one assigned to me by Judge Mason, I was in good hands and found answers to my questions generously provided. An additional unexpected benefit was the cohort of caring and motivated classmates that I found at the STI. Since day one we have supported one another, whether connecting daily on Facebook or during our mini reunions at the IECA's biannual conferences, where we exchange opinions and help each other brainstorm business ideas.

Hungry for knowledge and wanting to join the ranks of the skilled consultants I encountered during my daily read of the TalkList, I devoured the IECA's online education center, watched every webinar that came my way, and signed up for tours and a conference. In Atlanta, I found more welcoming faces among both the IECA leadership and colleagues on the school and college tours, during informal networking opportunities, and at educational sessions. And being able to reflect on and discuss current industry trends and business structure with seasoned professionals was as helpful to me then as it is now.

I am grateful for the support and camaraderie that I have been shown throughout the years and feel very proud to be able to call myself a professional member of IECA. As my role in the organization has shifted from novice to someone more proficient, from mentee to mentor, and from bystander to active committee participant, my membership is just as valuable today as when I was first starting out. Regardless of what point you are at in your practice—student, associate, or professional—IECA has something to offer.

—Jenny Kent, IECA (Bogota, Columbia)

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Service Adventures in Cambodia

by Sandy Furth, IECA (CO)



Like many of my IECA colleagues, I travel far and wide to visit schools and programs. This past spring, I had the fortunate opportunity to go to Cambodia to scout programs that middle and high school students would be interested in attending. Before departing, I researched educational opportunities worth

visiting. Because I had lived in Southeast Asia for a significant amount of time, I knew about Visions Service Adventures program and thought it might prove interesting. Having spoken with Katherine Dayton, the executive director, at IECA conferences, I asked her to assist me in setting up a site visit in Battambang, Cambodia. Although no programs were in session, I was able to conduct site visits with the help and coordination of Visions Headquarters and Visions Cambodia partners.

Battambang, where visiting students live and volunteer, is a charming northern Cambodian city well known for food, friendly people, French architecture, and a relaxed pace of life surrounded by beautiful landscape. Because it is an equatorial locale, it is hot and humid! Katherine arranged a two-day tour with Visions work and community partners so that I could get a feeling for the experience and the hard work that the participants do within the community. I set out with Visions guide Sav Yuth (known as Yuth), a young Cambodian woman who works with students each summer.

Yuth showed me two elementary schools that were in session and a couple of the projects that participants might be expected



to accomplish during the summer. One school's project is to pave a path to the standing statue so that students may pay respects. At the other school, a rather simplistic water system typical of developing countries needs work, as does a toilet. Yuth also showed me a completed Visions project from last summer at an airfield turned sports field. Last year, students built a solid storage unit to keep sporting equipment safe and secure for the Battambang students. Needless to say, projects are not for the faint of heart!

With tremendous pride in her job, Yuth does more than scout jobs for the students; she is also the house mother. While the students are on-site, she takes care of them—she makes sure they are picked up at the airport upon arrival to Cambodia; helps them settle in; lives with them; arranges site-seeing excursions so the students learn about the city, its history, and the culture as they acclimate to their environment; assists with meals (students are responsible for cooking some of their meals); and takes them to the doctor when necessary. Her hospitality toward me was tremendous—if her kindness towards the students is half what I experienced, then the students can be assured they are in great hands.

Yuth understands that the students will walk away with a meaningful experience that provided a glimpse into another culture—a way of life completely different from their own—as well as a tremendous sense of accomplishment knowing that perhaps they made some change in the lives of others and left a better place to live for those who have just the bare minimum.

Sandy Furth can be reached at sandy@worldstudentsupport.com.






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In the News

Nancy Griesemer (VA) was quoted in the *Money* magazine article "How to Get Into a Great College Without Great Test Scores" on August 19.

Associate members **Amy Herzog** (IL) and **Debbie Kanter** (IL) were featured in the *Huffington Post* article, "The Elite's Simple Trick to Getting Into the Best Colleges" on July 10.

In June, **Katherine Cohen** (NY) was quoted in "3 Ways to Cut the Cost of College Tours" in *Money* magazine and in "Fixing Up Your Facebook Page for College Admissions: A Booming Business" in *Forbes*. She was featured in a college admissions series for the Chinese language station SinoVision and interviewed for the June 23 *USA Today* article "College Board to offer free SAT after administering exam with faulty instructions." She also wrote "The Truth About Name Brand Colleges: Why Fit Matters More Than Prestige" for the May 27 *Huffington Post*.

Andrew Bryan (ID) was quoted in the June 29 article "New Town, Dulaney had 100 percent college acceptance rate" in the *Baltimore Sun*.

Pamela Tedeschi (MD) was featured in the August issue of *Washingtonian Magazine* in the article, "The Rules of New Parenting."

Mandee Heller Adler's (FL) article, "12 Tips to Start the High School Year Off Right From International College Counselors" was featured on *Benzinaga.com* on August 27. Her article, "SAT Subject Tests: What Are They and What Are the Alternatives?" was featured on the WDRB website on August 25.

Sandra Moore's (NY) participation in the *Money* College Planner website, launched by *Money* magazine, was featured in the *Poughkeepsie Journal* on August 19.

Associate member **Victoria Tillson Evans** (DC) wrote "Three keys to getting your kids into the Ivy League," which was published July 1 on *Fox News Opinion*.

Associate member **Cindy Allerman** (TX) was interviewed by a local TV news station about college admissions on June 29 for a story focused on the Supreme Court's decision to review the UT affirmative action piece.

Sean Hawes (WA) published the article "Preparing for and Transitioning to College" in *Northwest Mom's* fall issue.

The July 2 edition of the *Fayette Chamber of Commerce* announced **Mark Cruver's** (GA) Professional membership in IECA.

Evelyn Alexander's (CA) membership in IECA was announced in the *Topanga Messenger* on August 27.

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Introductions

Please Welcome IECA's New Professional Members

Jenny Buyens (MN), an IEC for four years and an IECA associate member for two years, founded the college and career center at Grady High School in Atlanta, GA, and served as its director for six years. She also spent



two years as a college counselor for the Howard School in Atlanta. Buyens holds an MBA from Lewis University and a BS in Marketing from Northern Illinois University. In addition to attending many IECA webinars and a conference, she earned a certificate in Independent Educational Consulting at UC-Irvine Extension in 2015. Her professional memberships include MACAC's Inclusion, Access, and Success Committee.

The college and career center she founded at Grady High School won the College Board's Inspiration Award for creating a college-going culture with historically underrepresented students. Other professional interests include volunteering as a graduation coach with AchieveMPLS; guiding at-risk students in Minneapolis Public Schools to graduate and make postsecondary plans; and serving as an ACCESS counselor at Edina (MN) High School, working with low-income and first-generation college students. She is the proud mom of two college graduates and is married to her college sweetheart. Playing tennis, reading, and traveling with her family keep her busy in her spare time.

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JoAnne Carter (CT) has been an IEC for 20 years. An experienced teacher and administrator in elementary and secondary education, her prior positions include educational consultant to The Country School, Madison, CT, and English teacher, director of admissions, and assistant head of school for The Williams School in New London, CT.



Carter earned a BA in English from Rosemont College, an MAT from Connecticut College, and a certificate in School Readiness from Gesell Institute, Yale University.

She is a member of NACAC and a Secondary School Admission Test member. Her volunteer work includes past trustee of the Essex (CT) Library, past trustee of The Country School, and current trustee for the Essex (CT) Winter Series.

Carter lives in Essex, CT, with her husband, where she enjoys fly-fishing and spending time with her children and grandchildren.

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Sue Crump (PA) has been an IEC for seven years. She spent five years as the head counselor for Career Insights for Teens, a nonprofit in Wilmington, DE, and served as the program administrator for the Greater Philadelphia Teacher Job Fair from 1997–2013.



After receiving a BA in English and Secondary Education from Gettysburg College, Crump earned an MEd in Student Personnel Administration with a concentration in career counseling from the University of Delaware. She has attended several IECA webinars as well as the 2009 Summer Training Institute. In addition to IECA, she is active in the Philadelphia chapter of ACP International. For the past four years, she has presented Choosing a College, a workshop she developed, to high school Girl Scout troops and church youth groups. She is an elder and active member at Trinity Presbyterian Church.

In October, she and her husband Greg will celebrate their 25th wedding anniversary. They have two daughters: Lauren, a graduate of Syracuse University who will attend the University of Richmond Law School, and Jenna, a junior nursing major at Messiah College. In her free time, she enjoys tennis, reading, and the beach.

*Suzanne Crump, MEd
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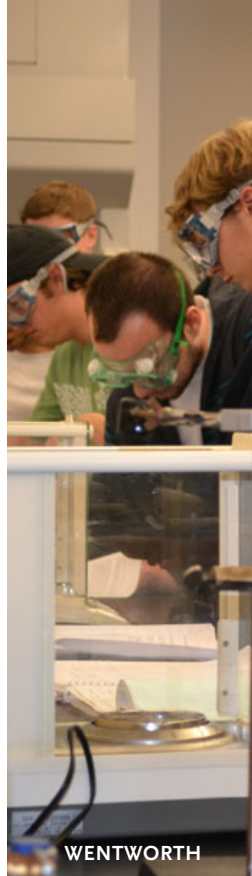
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Mark Cruver (GA) is nearing his fourth year as an IEC. His 10 years of experience in college admissions at Bryan College in Dayton, TN, include serving as the director of Admissions and Enrollment



Management as well as other counseling and executive positions. He holds an MEd in College Student Affairs from Azusa (CA) Pacific University, a BA in Christian Education from Bryan College, and a certificate in Independent Educational Consulting from UC-Irvine Extension. He also has a certificate in employment law from Whiting and Associates, and a standard teaching diploma from the Evangelical Training Association.

His memberships include APTi, NACCAP, NCAG, and SACAC, and he is a certified practitioner for the Myers-Briggs Type Indicator and Strong Interest Inventory as well as the DiSC profiles training program. From 2006–2012, he volunteered with *Movieguides*, a publication of the Christian Film & Television Commission, sitting on the advisory council and on the board of directors. In 2004, he received a Regional Service Award from NACCAP.

As the father of three boys and one girl, Cruver never experiences a dull moment. He enjoys exercising to the Insanity fitness program and working in his garden for fresh vegetables.

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Specialty: C

Ellie Duley (ME) has been an IEC and an IECA associate member for two years. Her educational experience includes terms as a long-term substitute school counselor hired specifically to work with seniors on



the college application process at Spruce Mountain High School in Jay, ME; a school counselor at Maranacook Community High School, in Readfield, ME; and three years as a long-term substitute high school counselor at Waterville (ME) High School.

Duley holds an MS in school counseling from Husson University in Bangor, ME, and a BA in journalism from the University of Maine-Orono. She attended IECA's Summer Training Institute in 2013. In addition, Duley is cochair for the United Way of the Tri-Valley Area for the 2015–16 campaign and mentors three first-generation college students at the University of Maine–Farmington.

When her youngest child, who has autism, was in high school, Duley began graduate school. Her oldest child is a 2012 graduate of the University of Connecticut–Storrs and lives in Boston. She and her husband now share their home with a two-year-old Newfoundland dog that she aspires to train to be a service dog who can calm college students during finals week.

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Specialty: C

Glenda Durano (NM) has spent six years as an independent educational consultant and was an IECA associate member for four years. She has also worked as a television producer and director, an



adjunct professor, and in several family businesses. Currently, she directs a 150-voice children's choir for Calvary Chapel in Albuquerque, NM.

Durano has a BA in Speech and Drama from Trinity University, an MA in Broadcast Communication Arts from San Francisco State University, and a certificate in Independent Educational Consulting from UC-Irvine Extension. She attended IECA's Summer Training Institute in 2011. Her professional affiliations include RMACAC, DAR, and Magna Charta Dames & Barons.

Among her achievements are writing *The Christian's Guide to College Admissions*, winning an Emmy for directing, becoming a Certified Personality Trainer for CLASseminars, and being recognized as one of the top seven speakers in the world by Toastmasters International.

As a volunteer, she started College Knowledge, a series of free workshops at a local library; directed children's choir for over 30 years; and is a deaconess at her church.

Married for 30 years to D. C. Durano, she has two daughters, both of whom she educated at home.

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Specialty: C



Upon completing her MEd, **Tracy Gruenig** (GA) spent two years as the assistant dean of students at the University of Chicago and acted as the associate director

of admissions for its Graduate School of Business. She also spent one year as an adjunct admissions officer for the University of Pennsylvania's Wharton School of Business and worked as an admissions consultant for the University of North Carolina–Chapel Hill.

Gruenig received her MEd in College Administration and Counseling from Kansas State University and her BA in Public Affairs from Indiana University. She has spent the past 14 years traveling to colleges and universities across the country to gain first-hand knowledge of the institutions she recommends to her students. She has been an IECA associate member and is a member of NACAC.

As the chair of the AVID (Advancement Via Individual Determination) program at a local public high school, Gruenig strives to help every student achieve success in the classroom. She also works with several underprivileged students to guide them through making postgraduation academic plans.

Gruenig has three sons and a busy schedule watching baseball, Lacrosse, basketball, and soccer games.

Tracy Gruenig, MEd

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Specialty: C

Jeffrey Knox (MD) has experience as a high school English teacher in Arlington (VA) Public Schools and as an admissions professional at the University of Pittsburgh Office of Admissions and Financial Aid.



Along with an MA in the Art of Teaching, a BA in English Writing, and a BS in Science in Public Health from the University of Pittsburgh, Knox has earned a certificate in gifted education from the University of Virginia. He is a member of NACAC.

Knox's article about the Common App was published by the *Washington Post* in its Answer Sheet blog in May 2015. In his free time, he is a change ringer in the bell tower of the National Cathedral in Washington, DC; loves backgammon and plays competitively; and has recently taken up guitar.

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Specialty: C

Elizabeth Levine (NY) has been an IEC for four years, and an IECA associate member for two years. A graduate of Boston University with a BS in Business Administration, she spent more



than 30 years in the corporate arena, predominantly with ExxonMobil, before discovering her passion for helping others navigate the college admission journey when she helped her own three children through that process. Those experiences, combined with her skills as a creative problem solver and her demonstrated success in project coordination and organization development, led her to pursue a career as an IEC.

Levine completed her certificate in College Admissions Counseling through the UCLA Extension program as well as IECA's 2014 Summer Training Institute. She launched Signature College Counseling four years ago, working with clients in in the Metro NY area, including Westchester, Rockland, and Orange Counties, as well as New Jersey and Northern Connecticut, and is now fully enveloped in admissions counseling, bringing students and colleges together.

She and her husband Paul have three children. She enjoys hiking, walking, cycling, and exercise in general. Cooking is one of her passions and dining out with her husband is one of her favorite ways to spend her time.

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Specialty: C

2015-16 Member Status Changes

The following Professional members have reactivated their Professional memberships for 2015-16:

Louise Kreiner (MA), Catherine Oh (Korea)

The following Professional members have chosen Inactive status for the 2015-16 membership year, as they are taking temporary leaves of absence from their IEC practices:

Kimberly Davis (NC), Dennis Eller (IN)
Jenney Wilder (UT)

The following Professional members have either retired from or are scaling back their IEC practices, or are no longer working as an IEC (see the list of Members Emeritus in the back of the 2015-16 IECA Directory):

Peter Adams (MA), Gordon Bingham (NC),

Ann Dolin (VA), Henry Ewert (TX)
Jennifer Meeker (PA), Miriam Parker (GA)
Suzanne Scott (PA), Nicole Shelton (CA)

The following are no longer affiliated with IECA:

Marie Bullock (VA), Betsy Grigoriu (NY)
Kanji Ishizumi (Korea), George Posner (NY), Davida Sherwood (NY)

Jeffrey Schnitzer, a psychologist, has been an IEC for 25 years. He holds an EdD in Psychology and Human Development from Harvard University, an MEd from Loyola University Chicago, and a BA from Brandeis. He



also attended law school at the University of Chicago.

Schnitzer is a member of APA, MPA, ACA, International Literacy Association, International Dyslexia Society, Southern Poverty Law Center, and the ACLU.

He offers pro bono services to low-income students, attends the Annual Pro Bono Atlanta Seminar on College Application and SAT Prep for Low Income Students, and is a consultant for various public and charter schools.

Married to his wife for over 30 years, Schnitzer spends his free time taking in rescue animals, enjoying poetry, and collecting stamps.

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www.schnitzerassociates.com
Specialties: S,C

Laurie Weingarten (NJ) has been an IEC for five years and an IEC associate member for two years. As cofounder and director of One-Stop College Counseling, she supports students in grades 9–12 as they



cover all aspects of high school academic life in preparation for the college admission process. Drawing on her experience as an alumna interviewer and representative for the University of Pennsylvania at college fairs and recruitment events, she coaches students on interview strategies and soft skills, such as dress and etiquette, as well as academic skills.

Weingarten has earned an MBA from Harvard Business School and a BSE from the Wharton School of the University of Pennsylvania. She attended the IECA conference in Baltimore this spring, the IECA Regional Symposium in Newark in June, and is a member of NACAC, NJACAC, Wharton Club of NJ, Harvard Club of Princeton, and the Penn Club of NJ.

Weingarten is married with two teenagers, a boy and a girl, and volunteers at their schools and for various other community causes.

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Specialty: C

Belinda Wilkerson (NC) has been an IEC for four years and an IECA associate member for three years. Relocating from Rhode Island to North Carolina, she was a counselor-in-residence for the



Rhode Island School Counseling Project, an instructor for the Counselor Education Program at Providence College, and a school counselor at East Providence (RI) High School.

Wilkerson's EdD in Educational Leadership is from Johnson & Wales University, and she also holds an MEd in Counselor Education and a BA in History/Secondary Education from Rhode Island College. She attended IECA's 2012 Summer Training Institute and is a member of NACAC, SACAC, NCDA, and ASCA. She served as president of the Rhode Island School Counselor Association and is the current (2014–2016) coleader for the IEC Special Interest Group for SACAC.

Among her achievements are receiving Rhode Island's 2004 School Counselor of the Year, ASCA's 2007 Counseling Director/Coordinator of the Year, and Rhode Island's 2010 SCA Lifetime Achievement Award. As a volunteer, she contributes as chair of the Cumberland County Community Coalition for the Prevention of Child Sexual Abuse; as a facilitator for child sexual abuse prevention curriculum; and as a college and career counselor for the Chillax Program at the East Regional Library in Fayetteville, NC.

Married with two adult sons and a husband in retirement, she enjoys traveling and reading and her fur family—two Rottweilers and two cats.

Belinda J. Wilkerson, EdD
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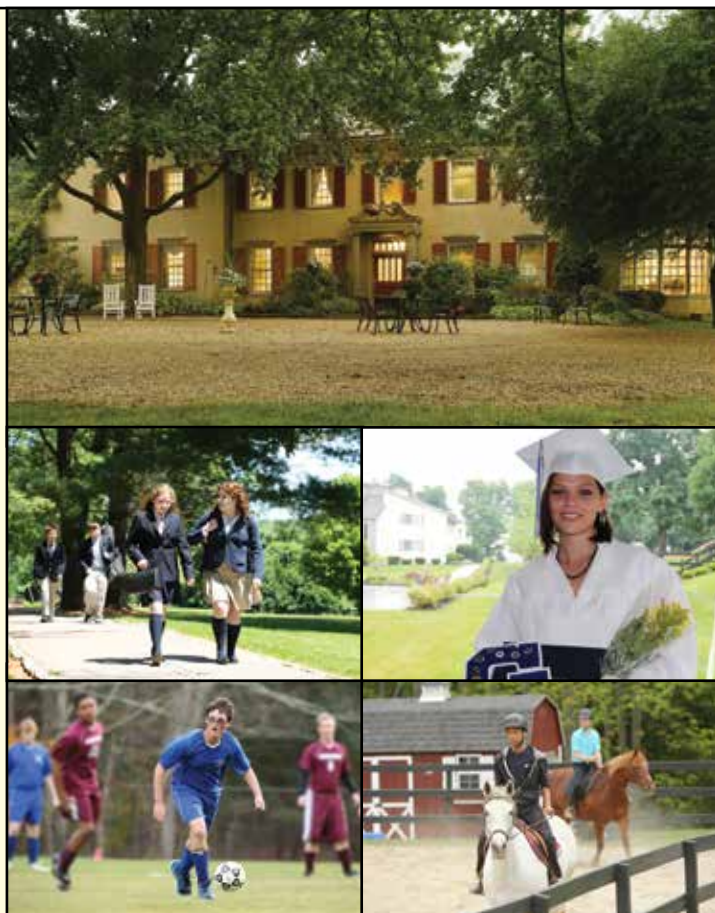
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Regional Groups



DC-area members were recently introduced to George Mason University's new Cyber Security Engineering program through a roundtable discussion and personal tour of the facilities, which are housed in the Volgenau School of Engineering. Officially launched this spring, Mason's latest degree program is the first of its kind in the nation and has already received considerable international attention from other colleges and universities that are interested in replicating the curriculum developed by Systems Engineering and Operations Research (SEOR) staff in consultation with experts in the field.



The Los Angeles Regional Group met on August 5, with eight attendees. The guest speaker was AhYoung Chi, dean of college counseling at Beverly Hills High School.

Initiatives

Judy Muir (TX) published her book *Finding Your U: Rock Enroll* in July.

Carolyn Mulligan (NJ) joined Bucknell admissions counselors at their June 25–26 workshop with 52 juniors and seniors of alumni, where they discussed the college admissions process. She also participated in NYU's College Access Leadership Institute on July 15, where she worked with students from the Tri-State area in a college application boot camp.

Elizabeth Stone (CA) organized a community screening of the documentary *Ivory Tower* in San Mateo, CA, and moderated a panel discussion with higher education experts Dr. Luouo Hong, vice president of student affairs at San Francisco State University; Maria Furtado, executive director of Colleges That Change Lives; and higher education reporter Kathryn Baron.

Associate member **Kavita Mehta** (India) and Kim Dixit have published *Acing Admissions*, a comprehensive guide to US undergraduate education for Indian families, available in the IECA Bookstore.

Congratulations to **Judy Bass**, who was recently elected chair of the Commission on Credentialing of the American Institute for Certified Educational Planners (AICEP). She will succeed **Bill Dingledine** (SC). Congratulations also to **Rachel Sobel** (PA) and **Lora Block** (VT) who have been elected to the AICEP board.

Judy Bass presented a webcast for CHADD on July 28, *ADHD & Your Child's Transition to College*.

Several IECA members earned their CEP designation recently: **Joan Britt** (VT), associate member **Kristen Campbell** (ID), **Maria Cervoni** (PR), **Sandra Clifton** (NY), **Vita Cohen** (MN), **Susan Dabbar** (TX), **Betsy Donnelly** (GA), **Glenda Durano** (NM), **Hank Ewert** (TX), **Myrna Harris** (NY), **Sherry Henig** (NY), **Calvin Ishii** (HI), and **Stephen Migden** (NY).

Congratulations to **Erin Avery** (NJ) who earned her doctorate at Drew University.

The Back Page

84% Late afternoons & evenings
60% Saturdays
48% Sundays
16% Weekend calls and e-mails but no clients

School IECs: 13
College IECs: 19
Therapeutic IECs: 22

When Do IECs See Clients?

IECA Professional Members

Average Yearly Campus Visits

Workplace

76% Full-Time
20% Substantial Part-Time
4% Half-Time or less

53% Work alone
47% Work with at least one
other person in practice



The IECA Foundation is the force that leverages the knowledge, professional skills, and funds of IECA members, sponsors, and donors to help underserved students map pathways to success.

The Impact of a Katz Award

From Evan Forster, IECA Professional Member and 2012 Katz Award winner

In 2008, I gave a talk to a group of inner-city high school juniors in outer Bushwick, Brooklyn—long before it was hip corner of the city. The talk was about how to tell their personal stories to college admissions officers—the college personal statement. The guidance counselor and a security guard had gathered the 50-plus students into the sweltering late-August cafeteria. College was an abstract concept to these mostly first-gens, and even more abstract to their immigrant parents. But somehow, over the drone of two enormous fans that were no match for my big mouth, we had a great session. Gradually, the students sat up straight, engaged in the conversation, and even started asking questions. The last question, posed by a tall statuesque, out-and-proud young black student named Laquan, got me to thinking: “Mistah, when you coming back?”

In that moment, Essay Busters was born. I returned with four Forster-Thomas staffers for a second session. The next year, I pulled in a six private graduate-school clients and did seven sessions, and in 2010, we appointed



a very ambitious MBA client to the new position of “Mentor Lead.” He cast a wide net, brought in 30 Ivy-educated young professionals to individually mentor students, and we expanded Essay Busters to new schools in Harlem and Brooklyn. The energy of these dedicated young professionals, the excitement of school administrators, and, most importantly, the urgent need of the students inspired me to pull back on my own private clients and devote more and more time to Essay Busters.

But we lacked one important ingredient for success in this world: money. And furthermore, let’s be honest: There were times when “doing good” didn’t feel good enough to keep my energy high. We’ve all dealt with overwhelmed school administrations, flooded guidance counselors, and students who’ve never heard of a thank-you note. While my clients might think I’m a sadist, I’m definitely not a masochist, and at times Essay Busters felt like pushing a boulder up a hill.

I needed a shot of adrenaline and some seed money. I was pushing my volunteers to the limit and could no longer ask staff to stay late. That’s when I received a phone call from Holly McGlennon Treat informing me that I had received the Irvin W. Katz Award. The award brought a sorely needed \$2000 donation with it, but more importantly, it recognized the validity of this cause, this organization, all the work the volunteers had done, and re-energized my ability to say “yes” again and again to students like Laquan.

The award allowed us to build a website (essaybusters.org), recruit more mentors, reach out to more schools, and fund-raise. Yes, it takes money to make money. All these efforts got the word out, and IECA members from all other the country made donations to our “The Write Way” campaign. This year I received a call from NYU Stern’s Hispanic and Black Student Association: Essay Busters had been chosen as the sole recipient of their annual fundraiser. And that wouldn’t have been possible without the expanded platform and recognition that started with the 2012 Irvin W. Katz Award.

The IECA Foundation was instrumental in Essay Busters’ growth. So here is my request: **Please donate to the Foundation.** Help the next Essay Busters—and the hardworking IECA member behind it—take a new step in its growth. The Katz Award plaque is prominently displayed in my office, and I see it every day. It’s a beautiful reminder, when I really need one, that the thankless work does sometimes carry thanks.

That’s what our membership is about: creating educational possibility for the next generation.

Join us for a special evening!

Share a fun evening of food, drink, and stimulating conversation

Please join us this fall at the IECA conference in Scottsdale! On Friday, November 6, the Foundation will host a special evening. Guests can catch up with old friends and meet new ones while relaxing in the Southwest outdoors, then enjoy a conversation with Aaron Betsky, dean of the Frank Lloyd Wright School of Architecture at Taliesin West.

Thanks to the generous support of our 2015 sponsors, this event is **free** to attendees.

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October/November 2015

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