



## Calendar

### October 10

Monthly Webinar: Trends in School Affordability

### November 11

Veterans Day Observed

### November 14

Monthly Webinar: How to Improve a Personal Statement

### November 15–17

IECA Fall Conference, Washington, DC

### November 17–18

IECA Board meets, Washington, DC

### November 23–24

IECA Office Closed for Thanksgiving Holiday

### November 30

Water Cooler Event  
Schools Committee with EMA and NAIS

### November 30–December 2

IECA at TABS, Boston

### December 12

Webinar: Successful Approaches to Admissions Testing

### January 17–19, 2018

IECA Professional Member Retreat, Savannah, GA

## Inside Insights

President's Letter	2
Special Focus: College Advising	6–25
Regional Group News	26
Why I Belong	27
On the Road	28
In the News/Initiatives	29
Campus Visits	30
Introductions	31

October/November 2017

## Common Application Changes Meet Evolving Needs

By Scott Anderson, Senior Director, Access and Education, The Common Application



After more than four decades, the Common Application remains committed to understanding and meeting the evolving needs of today's students and the institutions they

seek to attend. And the innovations in the 2017–2018 Common Application reflect that. The latest changes were inspired by feedback from member colleges; students; and the independent educational consultants (IECs), counselors, and advisors who support them—the constituents who helped us understand the tools that today's students use and the landscape in which they operate. We learned that to best serve students, we need to meet them where they are and made appropriate changes.

**New access for IECs and other advisors.** We know that students receive support from various people outside their schools as they work through the college admission process, so we created a new advisor role within our recommender system to better facilitate that support. Now students who receive help from community-based organizations or IECs will be able to invite those individuals—called *advisors* for our purposes—to view their applications just as they do their school-based counselors and teachers. Those advisors/IECs will then be able to manage their caseloads and view student progress within the Common Application system. In addition, students may choose to share a read-only view of their in-progress applications with their school counselors, advisors/IECs, or mentors—and that action will remain private. The advisor invitation and



profile information will not be visible to a student's colleges or any other invited recommender.

**Support for Spanish-speaking families.** Because parents play a crucial role in supporting students in college planning, we have translated additional resources for parents and family members who speak Spanish as their first language. The Common App Ready Toolkit resources, which cover preparing for college, support for parents, application fees and fee waivers, a quick guide to the application, and the benefits of using the Common Application, are now available in Spanish. Those translations will benefit all students who claim Spanish as a first language or speak it at home as well as the counselors and IECs who support them.

**Integrated technology tools.** To harness the tools that students are already using in academic and personal settings, we integrated with Google Drive.

*continued on page 4*

# President's Letter

## Embracing Who We Are

Perhaps the best advice IECA received from the consultants at Bernuth and Williamson who advised us during the recent membership assessment was the following: First, define exactly who you are. Without that information, moving forward to devise and implement any change will fall flat.

The board responded by identifying what may seem to be simple characteristics; however, the implications—and the commitment we make to these qualities—are important. As an association, we are:

- Professionally diverse
- Influential
- Large and growing
- Relationship-based
- Providing a path to professional excellence that underscores that IECA is the “gold standard.”

You may have already noticed the implementation of these “givens.” The

conference schedule has been redesigned. The CEO and staff have planned this event to integrate all specialties, feature prominent speakers in our profession and related fields, and offer even more opportunities for building relationships with one another.

The new website, an intense project undertaken by the office, is not only welcoming to our public stakeholders but also provides a “members only” section that supports our professionalism. And the board has begun an earnest conversation with AICEP to find ways to integrate our missions of professional excellence. At the committee level, the Community Committee (with staff support) has already begun reaching out to our colleagues in East Texas to provide support. Most importantly, we will continue to strive to affirm these qualities over time.

Behind all these endeavors, I expect that we will also see the possibility for internal changes to our structure—both at the board



Ann Rossbach

and committee levels. Although those changes will take both serious consideration and time, we will look to our members, including our past leadership and Associate members, for assistance.

Embracing the qualities that define us professionally as we move forward also implicitly means that we strive to maintain them in all our decisions and actions. Just as we looked to you for opinions and ideas during the membership assessment, we will continue to ask for your valuable input as our Association, IECA, continues to grow and change.

Ann Rossbach, MAT, IECA President

## IECA<sup>+</sup> 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](http://www.IECAonline.com)

e-mail: [info@IECAonline.com](mailto: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).

## In Focus

### Substance Use and Abuse Among College Students

#### Daily marijuana use compared to daily alcohol use

	1994	2014
<b>Daily drinking:</b>	3.7%	4.3%
<b>Daily marijuana use:</b>	1.8%	5.9%

#### Alcohol use higher among college students compared to noncollege peers

	College students	Noncollege
<b>Binge drinking (five + drinks in a row) in last two weeks:</b>	35.4%	29.3%
<b>Intoxication (being drunk) in past month:</b>	42.6%	34.1%

#### Stimulant use in full-time college students

	2013	2014
<b>Past-year Adderall use:</b>	10.7%	9.6 %
<b>Past-year cocaine use:</b>	2.7%	4.4%



1 in 4 colleges report nonmedical use of opioids at 10% or higher.

Source: National Institute on Drug Abuse, NIH [www.drugabuse.gov](http://www.drugabuse.gov).

# IECA and TABS Partner to Offer Free IEC Mini-Appointments

By Sarah Myers, TABS NABI Marketing Program Manager



In partnership with IECA and as a part of their North American Boarding Initiative (NABI), the Association of Boarding Schools (TABS) launched a pilot program in September that offers a free appointment with an independent

educational consultant (IEC) as part of a new NABI campaign. The goal is to gain exposure for its 210 participating schools among students and parents in the United States and Canada.

The program gives prospective boarding school families an opportunity to connect with a participating IEC for a free 20-minute phone appointment. Plenty of time for parents to ask questions and for IECs to clarify some misperceptions and correct some myths. Thirty-five IECA members have already signed on to participate in this innovative collaboration.

TABS and IECA believe that by working together they can better support and educate families in their search for the right boarding



school for their child. NABI aims to increase the number of North American high-pay and full-pay boarding students in its US and Canadian member schools.

*Sarah Myers can be reached at [myers@tabs.org](mailto:myers@tabs.org).*

## Meet Me in Conference Central: Top 9 Things to Discover at IECA's Fall Conference

1. Network with reps from the **top product and service companies** who are reaching out specifically to the IEC community.
2. Enjoy **breakfast** each morning and **refreshments** during our breaks.
3. **Connect with your colleagues!** Conference Central has become **the** gathering spot. "Meet me in conference central" is a common text to friends and colleagues!
4. Visit the exhibitors and **enter drawings for outstanding prizes** or pick up exhibitor giveaways.
5. Check out our **Discussion Zone** in the **Living Room** to take part in conversations with peers on topics that go beyond the breakout schedule.
6. Purchase or pick up your tickets to the IECA Foundation's charitable event with the world-famous **Capitol Steps comedy troupe**.
7. Have a professional **digital photo taken**—for free—that can be used in print materials, on your website, and in your profile on IECA's website.
8. **Meet the speakers:** some of our major speakers and featured presenters will be available in Conference Central for conversation and photos.
9. Stop by the IECA membership table for membership information, marketing materials, and a **free gift**.






Students can now upload essays and other documents directly into their Common Application file, which will be especially helpful for student who rely primarily on public computers in their schools and local libraries. In addition, because many school districts have adopted Google Classroom tools to enable their students and teachers to create, collaborate, and access shared documents from any device, the integration makes the application process both seamless and accessible.

**New essay prompts.** The 2017–2018 Common Application essay prompts are designed to help students see the prompts and the entire application as an opportunity to introduce themselves to colleges. The prompts provide the flexibility and framework to ensure that all students, regardless of background or access to counseling, can find inspiration and tell their stories. We understand that students are busy, as are the counselors and advisors/IECs helping them.

Applying to college is no small undertaking, and for most students, the essay—or essays, depending on where they apply—will be the most time-consuming task. For that reason, we reintroduced the Topic of Your Choice prompt, reframing it not just as an opportunity to write on any subject but also as a place to share an essay the student has already written for another purpose or application. But we want that open topic option to reduce stress, not add to it; if the unfocused charge to simply “write anything” seems overwhelming to students, then the other prompts are meant to guide them when they’re ready to start writing.

## IECA Influenced Key Change in Common Application

IECA thanks The Common Application for listening to its concerns that the new recommender category of “advisor” made students’ invitations to and subsequent visits by IECA members visible to colleges and recommenders. IECA leaders asked that it be revised and the organization agreed—**now, when a student invites an IEC to review their Common Application in the system, neither the invitation nor the visit will be visible to colleges and others.** IECA sought the change to protect students’ privacy and foster equity between IECs and school-based counselors.

Common Application member colleges understand that context is crucial when evaluating applicants. Similarly, context is equally important when it comes to improving and refining the application itself. It is our hope that the changes we have made this year will help students see themselves and their personal circumstances within the application. That’s important—because if students can’t see themselves in the application, it might be hard for them to see themselves in college. 

Scott Anderson can be reached at [sanderson@commonapp.org](mailto:sanderson@commonapp.org).

# Be sure to join us for the Maryland



**St. Timothy's  
School**

Cameron Steese  
410-486-7401



**Saint James  
School**

Benjamin Douglass  
301-733-9330



**Oldfields  
School**

Shanique Garcia  
443-662-1009



**West Nottingham  
Academy**

Victoria Sobocinski  
410-658-9279

## Boarding School Tours

RSVP at: [Admissions@wna.org](mailto:Admissions@wna.org) or call 410-658-9279

**Fall Tour:**  
November 13 -14, 2017

**Winter tour:**  
February 26 -27, 2018  
(International Consultants)

**Spring Tour:**  
April 9 -10, 2018

# Expectations Exceeded at IECA's Summer Training Institute

By Fred Peipman, PhD, IECA Associate (CA)



Working as a psychologist in San Francisco and Palo Alto for the past four years has been exhilarating and exhausting. Having moved to California to once again grow a private practice after working in wilderness therapy, I needed a change of pace as well as ideas to diversify my practice. With the high cost of living, I was working long hours, struggling with billing, and fighting to get reimbursed by insurance. My business wasn't surviving. My heart was so much bigger than my budget, and I wanted to help everyone.

## Why Did I Go to STI?

At dinner with a dear friend, I was contemplating (well, more like complaining about) a move to another state, a job at a school or program, and how I had spent my savings. With the idea that it should be obvious, my friend and independent educational consultant (IEC), said "why don't you do independent educational consulting? You've worked in college admissions, as a college counselor at a private high school, and in wilderness therapy!"

Of course, my self-doubt kicked in: What would I do with my caseload? How would I afford and manage traveling to see programs? Would other IECs who refer their parents and students to me be upset and would I lose them as a referral source? I slept on the idea, put it off for a few days, then sat down and mapped out on paper what might work.

I was already doing some college admissions work with a few students each year and had some successes, but I quickly realized that there were gaps in my knowledge. I love my work, but business planning, marketing, and understanding the logistics and ins-and-outs of both college and therapeutic consulting were challenges for me. But finally, with more than a little trepidation, I blocked off my calendar, sought coverage for my clients, and signed up for the 2017 IECA Summer Training Institute (STI), rather at the last-minute (thank you to **Caitlin Myers**, membership associate at IECA, for her patience with my plethora of emails about STI, my membership, and so on). I knew about the many facets of the program side of wilderness and boarding schools, but not about the consulting side. I needed to learn.

Arriving at Swarthmore, I was a bit shy and worried about being out of place, not knowing anyone, and how to get as much out of the experience as possible. All those nerves melted away, however, when



I saw **Sue DePra**, IECA deputy executive director, **Mark Sklarow**, CEO, and other familiar and friendly faces welcoming me with a warm smile and a hearty handshake. I have had a great relationship with IECA members and administrators from attending and presenting at conferences and the STI staff remembered me.

## Was It Worth It?

Did I do the right thing? Was it worth the tuition, not to mention the expensive last-minute airfare? Well, after the first introductory session with Mark Sklarow, my answer was a resounding "yes!" Any last trace of anxiety about being out of place faded when I got to my first session on therapeutic consulting with **Karen Mabie** (IL) and **Betsy Donnelly** (GA), IECs with whom I had previously worked. And wow, are they great presenters—such patience and pizzazz! I thought I knew a decent amount about therapeutic IECs and the process, but I was wrong. I knew only a fraction. By the end of the week, however, I had gained more than in years of self-study. The level of presentation; engagement; and content; as well as the various new ideas, strategies, and examples that each presenter shared were invaluable. After each session, I kept thinking that I could leave and still have gotten more than what I paid for—and that was just half-way through the first full day!

In the subsequent days, what I learned "exceeded expectations," and surprisingly, I was able to share my experience and knowledge—what wilderness therapy was, how an RTC differs from a therapeutic boarding school, and where Papua, New Guinea (where I grew up) was—to help others. I would have liked to attend at least twice as many sessions and had to choose wisely. And the knowledge? Well, the business and marketing sessions by **Joan Koven** (PA) and Mark Sklarow gave me precisely what I needed to develop a marketing and business strategy. I now have a working business plan.

I learned from and was very inspired by **Steve Antonoff's** (CO) college admissions wisdom, and kind, encouraging demeanor. In a smaller mentoring group, I was able to look at ethics, liability issues, and learn so much about what it means to be an IEC. **Kristina Dooley** (OH) gave a lively and very applicable presentation on social media and marketing for IECs, and I was able to update my college



*continued on page 6*

## Colleges Your Families Can Afford (and How to Find Them)

Jeff Levy, IECA (CA)



What information do independent educational consultants (IECs) need to know before advising families about college affordability? One piece of the puzzle is understanding the average percent of need met by an institution. For families that can demonstrate a moderate to significant amount of need, finding colleges that meet that need is crucial. Another piece of the puzzle is learning which schools are

generous with merit aid, which is indispensable for those families without demonstrated need but for whom the sticker price at most private colleges is unaffordable.

Consider this need-eligible family with two dependent children, whose older parent is 45, and whose average income is at least twice the national household median:

Adjusted Gross Income	\$125,000
Total Assets (excluding home)	\$ 75,000
Home equity	\$150,000

- At schools that only use the FAFSA and ignore home equity in the principal residence, this family will have an approximate Expected Family Contribution (EFC) of \$27,335.
- At schools that use both the FAFSA and the CSS PROFILE and that do consider home equity in the principal residence, their EFC will increase to approximately \$34,475.

It will be nearly impossible for this moderate-need family to meet its EFC, especially if they are saving for the younger child's future education. And what will happen to them at schools that don't meet close to full need, such as NYU which meets 60% of need for its undergraduates? That would add an additional \$15,370 each year in unmet need on top of the family's already exorbitant EFC. Therefore, it becomes crucial for us as IECs to get an early read on families' financial profiles and to match those families who have moderate to substantial need with schools that meet all or most of that need. If we don't, we unwisely direct them toward institutions that will saddle them with excessive debt or toward less-vibrant institutions simply for their low sticker prices.

### Assisting Merit Aid Families

Many of the families that IECs work with qualify for little, if any, need-based aid but may still find a \$65,000 sticker price unaffordable. Consider this family with two dependent children where the older parent is 45:

Adjusted Gross Income	\$225,000
Total Assets (excluding home)	\$125,000
Home equity	\$250,000

- At schools that only use the FAFSA and ignore home equity in the principle residence, this family will have an approximate EFC of \$61,100 and will most likely qualify for federal student loans only.

- At schools that use both the FAFSA and the CSS PROFILE and that do consider home equity in the principle residence, their EFC will increase to approximately \$72,920, making them ineligible for need-based aid.

It is crucial that the list of colleges an IEC recommends to this family include many where the student will be a competitive applicant and where merit aid is generously offered. In evaluating merit generosity, the two most important criteria to look at are the average size of the merit award and the percent of non-need undergraduates receiving that form of aid. If a school's average merit award is \$22,000, for example, and 30% of non-need undergraduates receive merit aid, as is the case at the University of Richmond, it is safe to say that the institution is generous with merit aid. But if a school's average merit award is also \$22,000 but only 4% of undergraduates receive it, as is the case at Boston College, clearly the probability of receiving merit becomes extremely low.

### Finding Affordable Schools That Meet Students' Profiles

This past August, **Jennie Kent** (Bogota, Colombia) and I released three spreadsheets, two of which we have been sharing with the counseling and admissions community for the past two years. The chart making its debut this year is *Domestic Need-Based*

*STI, from page 5*

counseling skills and learn about the programs, software, and planning resources from **Allison Matlack** (MA).

Oh, and fun. Did I forget to mention that? I have never laughed as much at any conference. I think I laughed more than I did during the entirety of my college, master's, and doctoral level classes. The presenters were lively, the visuals captivating, and the conversation scintillating. There was always someone to talk to. I met people from as far away as Qatar and China as well as some great folks in the San Francisco Bay area to whom I can now refer my students and families.

### Thanks for Everything

Never bored, never thinking "I know this already," I left inspired, hopeful, and with the knowledge and confidence that I could be an IEC as well as a practicing clinical psychologist. So many of the faculty gave me names of people to contact for advice. I figured out that I could bridge the gap between therapeutic and college consulting by helping students from programs with college and gap years. I will learn more. I will visit programs and colleges. I am very appreciative of this experience, and I have the tools, resources, and confidence to forge ahead in my independent educational consulting career.

*Fred Peipman, Winfield Consulting Inc., can be reached at [fred@drfred.net](mailto:fred@drfred.net).*



*Aid and Merit Aid.* It provides all the important data IECs need to evaluate an institution's affordability in a simple Google sheet format. Jennie and I invite you to view and download this chart (along with *Early Decision vs. Regular Decision Acceptance Rates* and *Financial Aid for Nonresident Alien Undergraduates*) from our websites at [www.personalcollegeadmissions.com](http://www.personalcollegeadmissions.com) and [www.educateabroad.co](http://www.educateabroad.co). Once downloaded, you will be able to sort the 420 institutions by the following categories:

- Name of institution
- Cost of attendance
- Total undergraduates
- Average percent of need met for all undergraduates
- Percent of non-need undergraduates receiving merit aid
- Average merit aid award
- Needs methodology (federal, institutional, or both).

If you sort within our chart for average percentage of need met, you will find hidden gems—more than 90 schools that:

- Meet at least 90% of need
- Range in undergraduate population from 343 (Olin) to 33,000 (University of Florida, which meets 90% of need for in-state only)
- Range in acceptance rates from 5% (Stanford) to 60–70% or more (Allegheny, Kalamazoo, and Loyola Maryland for example)

If instead you sort for schools that are generous with merit aid, you will find a treasure trove of schools that award substantial merit aid



to a sizable percentage of their undergraduates without need. Why do I specify without need? There is an argument that no wall exists between need-based institutional grants and non-need, nonathletic institutional grants, that it all comes out of the same pot, and that strong applicants with demonstrated need will receive additional merit aid to cover any gap in their need-based award at many schools. However, the Common Data Set methodology considers institutional grants awarded to meet any portion of need as need-based aid, not merit aid. So, the more accurate way of assessing an institution's generosity with respect to merit aid is to look at two things: the average size of the award and the percent of non-need students receiving merit.

*continued on page 8*

**LOYOLA UNIVERSITY  
NEW ORLEANS**

Mark your  
CALENDAR

FOR THE IACAC CONFERENCE 2018

Counselors from all over the world will come to Loyola University New Orleans for the 2018 International Association for College Admission Counseling (IACAC), held from July 9-12, 2018. These counselors will work together to help high school students transition successfully into higher education.

Some new programs at Loyola this fall for your students to get excited about:


- Food Studies
- Computer Science
  - Computer Science w/ a concentration in Game Programming
- Visual Communications
- Interaction Design

For more information, please call 504-865-3240 or visit [loyno.edu](http://loyno.edu)

*Affordability, from page 7*

In sorting our 420 schools for those metrics, we see very heartening results:

- 108 schools that award at least \$15,000 annually in merit aid
- 177 schools where at least 30% of non-need undergraduates receive merit aid
- 78 schools that satisfy both criteria: an average annual merit award of at least \$15,000 and where at least 30% of non-need undergraduates receive it

There was a time when IECs were reluctant to become knowledgeable about affordability. School-based counselors may have found it difficult to get a snapshot of the family's finances, and many IECs were working with families for whom affordability was not a pressing concern, for whom in the pre-2008 days refinancing one's home or taking out a home equity line of credit was easy and foolproof. Plus, many counselors and IECs believed that the subject was beyond their skill set, impossible for them to master. Some even inflated that belief to a principle that college advisors should never advise families on college affordability. But with the cost of college continuing to rise, even our public institutions becoming unaffordable and hopelessly selective, borrowing becoming increasingly difficult and often ill-advised, we IECs need to become very good at suggesting schools that are responsible financial choices for our families. We hope this chart makes your job easier and a little more fun. 

Jeff Levy, *Personal College Admissions*, can be reached at [jeff.levy728@gmail.com](mailto:jeff.levy728@gmail.com).

Advertisement

## Cascadilla School

Since 1876 [cascadillaschool.org](http://cascadillaschool.org)




- 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
- academically challenging
- international boarding
- an AP® Scholar school
- college environment
- exceptional resources
- rolling admissions

# FOSTERING NURTURING CULTIVATING



**Cascadilla School**

116 SUMMIT STREET  
ITHACA, NEW YORK 14850  
PHONE 607.272.3110



## 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](http://www.rectoryschool.org)**



## A uniquely personalized approach to learning, right next door to New York City. No wonder everyone's talking about Adelphi.

Students who thrive in small classes are finding a home at Adelphi University—a world-class university less than an hour from the excitement of Manhattan.

We are known for our average class size of just 21 students and beautiful, safe campus (ranked in the top 10 percent of safest colleges in New York, according to Niche).

What's more, Adelphi has been named a *Fiske Guide to Colleges* Best Buy 11 years in a row and was voted Best College or University on Long Island 2017 by *Long Island Press* readers.

Find out why Adelphi is making news everywhere.

**800.ADELPHI (800.233.5744)**  
**admissions@adelphi.edu**

**ADELPHI**  
UNIVERSITY  
NEW YORK



# 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 programs.

**To schedule a tour, contact Admissions today.**

**Devereux** THE GLENHOLME  
ADVANCED BEHAVIORAL HEALTH SCHOOL

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



# Help your students get smarter, faster and save money, too.

Students save up to 90% off the cost of traditional textbooks with Lynn's award-winning iPad®-powered curriculum. They can save even more—almost \$50,000—by completing our three-year bachelor's degree program.

First-year students may apply test optional and/or early action. We evaluate each application holistically considering grade point average, curriculum, courses, recommendation letters and, in some cases, a personal interview.

## Fall 2018 deadlines for first-year students

Nov. 15—early action (notifications sent by Dec. 15)

March 1—regular decision (notifications sent by March 15)

**Let's get started. Encourage your students to apply today at [lynn.edu/apply](http://lynn.edu/apply).**

**LYNN**  
UNIVERSITY

+1 561-237-7900 | [lynn.edu](http://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 retirement 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. Military Trail, Boca Raton, FL 33431; via email at [titleixcoordinator@lynn.edu](mailto: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 +1 404-679-4500 for questions about the accreditation of Lynn University.  
© 2017 Lynn University





## Bridging the IECA Generation Gap

By Ryan Luse, IECA (MN)



*May you grow up to be righteous  
May you grow up to be true  
May you always know the truth  
And see the lights surrounding you  
May you always be courageous  
Stand upright and be strong  
May you stay forever young.*

—Bob Dylan

Although most of us probably don't think much about age in our daily routines, we do occasionally get those moments (that I like to call jolts) in life that put everything in perspective, whether it be move-in day at college, saying "I do" in marriage, or the first official day of retirement. Or it can happen randomly and organically, such as when you are explaining Uber to a grandparent or hearing a song from your youth. And unless our future college students find the immortality gene, aging is inevitable for them too.

We IECs occasionally get those jolts in the course of our work. It's likely to happen for me at an IECA conference, and I mean this in the most



The author, Ryan Luse, in high school.

humble and heartfelt way, because my IEC heroes all happen to be a bit older than me and I always learn something from them. But it can also happen with clients. For example, about a year ago during an important college selection meeting with one of my rising juniors, we had cards spread across a table and our brains were firing off college-related neurons like a keyed-up game of Ping Pong. One of the cards asked about attending college in an urban location and one example on the card was Emerson College. "What is Emerson like?" the student asked. I described its Boston location and, as an afterthought, mentioned that I did my undergrad there. The student's eyes lit up and he said, "Oh cool! How long ago was that?" For a short and sweet moment, I felt like my 18-year-old self, asking my own questions about college. "I graduated back in 2003," I replied, eager to go on to the next question that had Bowdoin and Lewis & Clark as examples. The student was silent for a beat. "Wow! You are old," he finally said with a smirk. The jolt happened right then and there, and the kid was right. I was indeed old—from his viewpoint at least.

Fast forward to this summer when I sat with that same student to discuss his main essay topic. We were brainstorming about what makes him who he is and who he strives to be, and we wandered into the topic of "net neutrality," something he was passionate about and I knew next to nothing about. In a matter of minutes, he articulated the primary reasons why net neutrality was important to him: how it will affect generations to come, how it relates to the current administration, and what he hopes to do about it. "Wow," I remembered saying in awe. It may not have been his main Common App essay, but I was completely and utterly educated by this young man. Later that evening, I found myself talking about net neutrality with some friends, and I have never looked at my Comcast bill in the same way since.

We can all relate to such epiphanies, and I am sure we have those moments within our own IECA groups. I had one recently at the

Advertisement



**THE VANGUARD SCHOOL**







**LEADING THE WAY  
IN EDUCATION  
SINCE 1966**

**ENROLL TODAY!**

The Vanguard School is an independent, co-educational, boarding and day school for students in grades 6-12 who learn differently. Vanguard strives to ensure each student aspires to higher educational opportunities and independent life.

863-676-6091

22000 HWY 27, Lake Wales, FL 33859

[www.vanguardschool.org](http://www.vanguardschool.org)

continued on page 12



## Generation Gap, from page 11

IECA Spring Conference in Denver during an early morning round table discussion. Although our table was predominantly female (to nobody's surprise), it was also incredibly diverse—a mini melting pot of passionate IECs who differed in experience, geography, areas of expertise, and educational philosophies. We had so much in common, but it was our differences that made the conversations real and electric. As an IEC, it is moments like these when the past, present, and future never seem to gel better.

### Valuable Lessons

Following are five valuable lessons that I have learned from those older, younger, and wiser than me:

**Be welcoming.** I wore a green button to welcome new members at the last conference and sat at a table with all new members at our pre-conference dinner. Some of my conversations, which were sprinkled with laughter and profound meaning, prompted me to take notes. I hope I also gave some good advice in return.

**Don't sit alone on the bus.** Some of the best conversations I've ever had have been on college tour buses with my colleagues. Whether you are an introvert or extrovert, I highly recommend sitting with someone you don't know and sparking up a conversation. I once sat next to one of my more-experienced IEC heroes as he told a story that was an hour long. Tedious? Not at all. It was actually life-affirming.

**Join or start an IEC Regional Group.** I am lucky to be a part of a very engaged. IEC regional group in my state of Minnesota. The group is made up of all different ages, practices, expertise, and experience, but everyone is there with the common bond of better advising our Minnesota college-bound students. I would not be where I am today without my amazing regional network.

**Keep an open mind.** Five years ago, could you even fathom today's political landscape or technology? Some of the brightest architects of tomorrow need our guidance so that we can make sure they have the educational launching pad to make this world even better for generations to come. A recent example is how essays are edited. I once consistently used Microsoft Word to track changes; now I prefer what my students predominantly use: Google Docs. Now, if we could just find that same common ground with the Coalition Application.

**Music is a universal language.** I am a passionate music lover and am always curious about what my students are streaming. One of my students had an extensive music collection, but we had some polar opposite opinions about what was brilliant. I don't remember exactly how it unfolded, but one day she played a song from an artist I had already judged as mediocre at best. She told me to listen, and I did. I heard a completely different song. I changed her mind about Bob Dylan that day as well. 🎸

Ryan Luse, College Expert, can be reached at [ryan@collegeexpert.net](mailto:ryan@collegeexpert.net).



## *The support continues for transition to employment and college.*



Careers



College



Independence



### 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.

**Devereux** THE GLENHOLME SCHOOL  
ADVANCED BEHAVIORAL HEALTH

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



#### 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



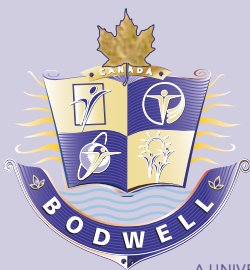
#### UNIVERSITY & CAREER PATHWAYS

A dedicated team helps students map out the best universities for success



#### STUDENTS FROM 40+ COUNTRIES

Diversity in our student body ensures a fun & unique experience



# BODWELL HIGH SCHOOL

VANCOUVER, CANADA 🇨🇦

A UNIVERSITY PREPARATORY BOARDING SCHOOL FOR GRADES 8 TO 12

#### 25 YEARS OF EXCELLENCE IN INTERNATIONAL EDUCATION

Since 1991, Bodwell has strived to be a school of diversity, acceptance, and high academic achievement. 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](mailto:office@bodwell.edu)



[bodwell.edu](http://bodwell.edu)





Marymount  
Manhattan  
College



# NYC 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-to-career 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 71<sup>st</sup> Street • New York, NY 10021 ☎ 1.800.MARYMOUNT [mmm.edu](http://mmm.edu)





## Turning STEM Into STEAM: The Arts in STEM Education

By Susan Dabbar, IECA (DC)

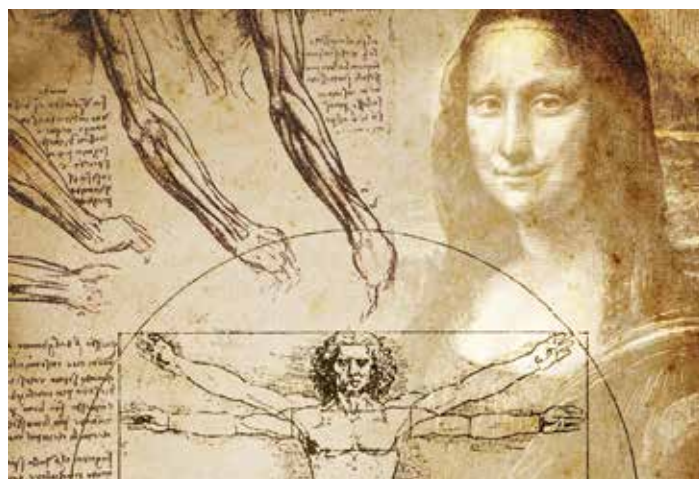


The education field is crowded with writers who espouse the inclusion of the arts in STEM education, with voices as diverse as Senator Kamala Harris and former Cisco Systems CTO Padmasree Warrior advocating for adding an A to STEM. There are several essential aspects to the arts that are not only complementary to STEM but also add significant skills and behaviors that make the

STEM employee a more-valued team member.

As independent educational consultants (IECs), we have the opportunity and obligation to help students incorporate the learning and application of those skills into a STEAM education. Science, technology, engineering, and math ultimately interact with people and that interaction is framed by our perception and nature. Our world is real and analog, our behavior is premised upon our evolutionary biology, and the arts are the link that connects technology to the human experience—and influences our critical thinking skills.

First, we live in an analog world where, existentially, birds fly and balls roll; a bowstring can be drawn for a violin or an arrow; and we, as both Arthur C. Clarke and Martin Amis wrote, perceive time as that arrow moving inexorably forward. The analog nature of our



world—defined as “a continuously variable physical quantity”—means that any representation of our world by mathematical formula, digital reproduction, or computer simulation is merely a more-or-less accurate simulacrum.

The word *rational*—meaning something that is based on or in accordance with reason or logic is also important to this discussion. But people are not always rational; reason and logic do not win the argument when subjective judgements of uncertainty, risk aversion, framing bias, and other human psychological and emotional traits are input to the logical process. These two definitions—*analog* and *rational*—are important to the inclusion of the arts in STEM.

I am a prime example of the need for the arts in a STEM education: as an undergraduate, I studied naval architecture, one of the most aesthetically aware types of engineering. A boat does not merely float and withstand weather; the words we use to describe boats are not the words of technology, but of art: *graceful, stately, elegant, sleek*. Inelegant boats have almost onomatopoeic descriptions, such as *barge* or *scow*. And as I designed different types of boats, the elegance of their shape and its interaction with the analog world of water and waves was as important as the digital representation in my computer-aided design system.

### Integrating the Arts

How do the arts help a tech student understand the interface with the analog world and incorporate it into the solution? It is not as simple as an engineering major taking some arts electives or trying to simplify science by using artistic analogies. Rather, take as an example the STEM major who enrolls in an elective titled, generically, Art Appreciation. What might she learn in that class? Proportion and balance in sculpture and pottery, shading and light in a fresco, perspective and vanishing points in an oil painting, the ability to draw the viewer's gaze in a certain direction in a landscape painting—all skills of great artists. But they are also magical techniques to influence the conscious and unconscious perceptions of our analog world: our eyes see light, shade, and perspective as outcomes of our evolutionary development in the African savannah,

*continued on page 16*

Advertisement

## BREAK FROM THE STANDARD EDUCATIONAL TRACK

For 50 years, Bard College at Simon's Rock has brought the benefits of a liberal arts college education to younger students. Many high school students are ready, now, to take on meaningful, serious academic challenges. This guiding principle has earned us a 99 academic rating from the *Princeton Review*, and 78% of our students go on to graduate study.

With the addition of Bard Academy at Simon's Rock, we now welcome 9th and 10th graders to our beautiful Berkshire campus. After an intensive two-year high school curriculum (taught by college faculty) they enter college at Simon's Rock.

Bard College at  
**SIMON'S ROCK**  
the Early College

 **Bard Academy**  
at **SIMON'S ROCK**  
High School. Reimagined.  
**SIMONS-ROCK.EDU**

STEAM, from page 15

and an application in a technology field needs to understand how real humans react to technology-developed visualizations.

## Talking to Students About the Arts

Working with students to evaluate their college lists and majors is an opportunity for IECs to counsel for the inclusion of arts in STEM studies. And just as we coach, probe, and challenge prospective STEM students on the best fit for their interests and aspirations, we can do the same with specific aspects of the arts. One example is the appreciation for historical and contemporary architecture. I recently visited Barcelona and the museum of Gaudi's Basilica i Temple Expiatori de la Sagrada Família. There I saw the architect's scale models of a self-supporting structure using weighted inverted catenary arches to simulate the actual loads; this allowed the constructors to use minimal materials for structural support, carving away unneeded stone using computer-guided milling tools, and use the space and weight savings for aesthetic purposes. Seeing the actual structure was magical—as I simultaneously reacted to the beauty and message of Gaudi's creation and the wonder of "How does this thing stay up?"


Similarly, mathematical simulations of our physical world are just that: simulations. While the math major may marvel at the ability of the numbers  $e$  and  $\pi$  to recreate physical properties and observable phenomena, they are high-fidelity approximations. Conversely, a digital simulation—a smartphone screen made of pixels, no matter the resolution—is not showing you a cute kitten with a ball of yarn, but rather a reproduction made of discrete red, green, and blue dots. Those approximations work for us, because our perceptions of the analog world do not depend on infinitely accurate and precise solutions—we see shades of gray in everything and fill in gaps by unconsciously mapping what technology delivers into our perception of the analog physical world. And a voice-actuated computer interface like Siri or Alexa depends on bidirectional conversion of speech and simulation.

As we advise students on their college list, the arts of sound and music are a useful addition to a STEM curriculum in, for example, electrical engineering and computer science. Some of my more math-oriented students have been surprised to learn how much math there is in sound, and contemporary computer science classes that focus on human/machine interface and natural language understanding ultimately tie the hardware and software to our human "wetware." Musicians subconsciously understand the math beneath the music—whether tuning a piano in octaves and thirds or transposing a score to a new key. And music often gives me goose bumps when I hear a violin solo, whether produced by the draw of a well-rosined bow or the inverse Fourier transform of a digital-audio converter.

## Increasing Potential

I have heard from colleagues that a "pure" STEM education trends towards being vocational. The counterpoint to this concern is embedded in a question asked by Padmasree Warrior: "What does this technology do to our lives and do to us as human beings?" We have an obligation to help our students understand the alternatives—a STEM education with no integration of the arts and humanities would limit their opportunities because the

science of the future demands an understanding of the human condition. Reading and understanding important works of literature, for example, by such diverse authors as such as Aesop, Thurber, Shakespeare, and Ionesco, helps a STEM student appreciate the nature of humanity with its emotions and irrational responses and the triumph of perception over reality and fold those into the interface between the simulation and reality.

Finally, we have all heard the argument for critical thinking skills. Many educators and researchers describe the value of those skills in STEM education: providing evidence to support or challenge a premise, evaluating the validity and importance of a position, and developing capacity for reflective thought and tolerance of ambiguity. Unfortunately, a vocationally-oriented STEM education addresses the first skill as part of the scientific method, but the latter two are more thoroughly developed only in a STEAM education, which values the contribution of the arts and integrates them thoroughly, not peripherally, into the curriculum. Because at some point, engineers and scientists will need to build consensus, understand other's point of view, and read subtle verbal and nonverbal cues. As IECs, we have an obligation to inform our students and help them make the right choice because as Senator Kamala Harris said, "Art, music and creative programs... teach children to think critically and innovate. These programs are not only critical for children's overall well-being and development, but help foster innovation in technical fields as well." 

Susan Dabbar, Admission Smarts LLC, can be reached at [susan@admissionsmarts.com](mailto:susan@admissionsmarts.com).

## Advertisement

Our students engage with the community, the nation, and the world in an environment committed to academic excellence. Discover why the University of Arkansas is a nationally competitive, student-centered, research university.



UNIVERSITY OF  
ARKANSAS  
[apply.uark.edu](http://apply.uark.edu) | 1-800-377-8632



**Top 5**

BEST PLACES  
TO LIVE  
(U.S. NEWS & WORLD REPORT)



**10<sup>th</sup>**  
FASTEST GROWING  
NATIONAL  
PUBLIC UNIVERSITY  
(THE CHRONICLE OF HIGHER EDUCATION)

MORE THAN  
**300**



FORTUNE 500 COMPANIES  
HAVE OFFICES IN  
NORTHWEST ARKANSAS



ONE OF THE  
**Top 5**  
STUDY ABROAD  
PROGRAMS IN  
THE NATION  
(GREAT VALUE COLLEGES)



# Here's where student potential becomes actual.

One-to-one classrooms give students the space to flourish emotionally, socially, and academically.



We know that traditional school models can't serve every child's unique learning style. That's why Fusion Academy pioneered a classroom with just one student and one teacher. The opportunity for kids grades 6-12 to connect with their teachers face-to-face with no other student distractions has unlocked the social, emotional, and academic growth for thousands of students across the country.

Connect with a campus near you to see what a true one-to-one classroom can do.

**fusion**

A REVOLUTIONARY WAY TO SCHOOL

**FusionAcademy.com**

CA • FL • IL • MD • NJ  
NY • TX • VA • WDC



## RIVERVIEW SCHOOL



There is so much more to your child than their learning challenges. What if there was a boarding school that understood this as well as you?

Riverview School is that school – one that nurtures strengths, embraces differences and puts students with complex language, learning and cognitive challenges on a firm footing for life.

Middle/High School, GROW Transition and Summer Programs – Ages 11-22.

**508-888-0489**

**RiverviewSchool.org**

**East Sandwich, Cape Cod, Massachusetts**



## 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](http://PasadenaVilla.com).

*Pasadena Villa*®

**The Villa Orlando** - Florida

**The Smoky Mountain Lodge** - East Tennessee



The foundation for a meaningful life.

**Fay School** 

An independent, co-educational school 25 miles from Boston serving Kindergarten through grade 9, with boarding available for grades 7-9.

Ninth Grade Leadership Program •  
5-day and 7-day boarding • Innovation Lab  
for engineering & technology •  
Weeklong service learning trips

SOUTHBOROUGH, MA • 508.490.8201



**Top 25 secondary schools attended by Fay students in the past five years:** Brooks School, Choate Rosemary Hall, Concord Academy, Deerfield Academy, Groton School, Hotchkiss School, Kent School, Lawrenceville School, Loomis Chaffee School, Middlesex School, Milton Academy, New Hampton School, Noble and Greenough School, Northfield Mt. Hermon School, Phillips Academy (Andover), Phillips Exeter Academy, Pomfret School, St. Andrew's Schools (DE), St. George's School, St. Mark's School, St. Paul's School, Suffield Academy, Tabor Academy, Westminster School, Worcester Academy.

Visit us at [www.fayschool.org](http://www.fayschool.org)



## A Leg Up on College for the Horsey Student

By Randi Heathman, MA, IECA (MI)



I'll never forget the first day of the 2012 Summer Training Institute when **Mark Sklarow**, CEO of IECA, gave his introduction to being an independent educational consultant (IEC). He encouraged attendees to think broadly about the populations we'd serve, saying, "If you're working with swimmers, for example, that group might be too small for a successful business model."

I think that was absolutely true for new IECs in 2012; however, over the past several years, I've observed a shift toward specialist IECs as our client market has begun to demand it—although in my case, the market has been as specialized as they come since day one.

I work with college-bound equestrians from all states, income levels, and riding disciplines—and thanks to a background in college admissions and a lifelong affiliation with equestrian sports, I've found that I have become the Liam Neeson of IECs—in other words, I have "a very particular set of skills," as he so memorably declared in the movie *Taken*.

As more and more colleagues encounter equestrians in their



practices, the time seems right to share my knowledge so others can help their students find the right placements. Here are the top five things to know about assisting equestrians through the college process.

### A Horse Is Not *Always* a Horse, of Course

Nothing against Mr. Ed, but college equestrian offerings aren't one-size-fits-all. Some schools serve only students in the hunter/jumper disciplines; others offer multiple disciplines and give students a broader experience. For students in disciplines that aren't typically part of the intercollegiate competition circuit, the school options may winnow greatly or disappear. I recommend having one meeting with the student specifically to discuss her (or his) riding goals after high school. Make sure you understand both the type of riding he or she currently participates in and what a normal week's schedule looks like during both show season and the off-season. How many days a week of regular riding? How many lessons per week? Does the student commute to and from the barn? During the winter, do the horse and student travel south to participate in the Florida, Carolina, or southern California circuits?

Based on the answers to those questions, ask if the student wishes to participate in team competition in college or if a revised version of the current schedule is more appealing. Students following the big equitation circuit, for example, will "age out" after their first year of college and may want to spend the first semester with their home barn if possible. Others might have commitments in the fall, such as the All-American Quarter Horse Congress or the World Championship Morgan Horse Show (both in October).

### Varsity Is Varsity and Club Is Club—Except When They Aren't

The NCAA recognizes female equestrian sport at the Division I and II level, but has only recently opened conversations with Division III. At present, there are 21 NCAA-sanctioned equestrian teams who

Advertisement

## CURRY COLLEGE

QUICK FACTS:

- A private, four-year, co-educational liberal arts college founded in 1879
- Serving approximately 2,000 traditional undergraduate students from 31 states and 7 countries
- Approximately 1,600 students reside on campus
- 135-acre New England campus located just minutes from downtown Boston
- 24 majors and 65+ minors/concentrations leading to bachelor's and master's degrees
- Student/faculty ratio is 11:1  
Average class size is 20 students
- Approximately 99% of first-year students receive some form of financial aid
- Offering a wide array of extra-curricular activities including 14 NCAA Division III athletic teams




**(800) 669-0686 or (617) 333-2210**  
**1071 Blue Hill Ave. • Milton, MA 02186**

www.curry.edu CurryCollegeVideo @CurryAdmission Curry College Admissions

*continued on page 20*

*Horse, from page 19*

can award riding scholarships to their varsity equestrians. They compete in a head-to-head format in hunt seat and western.

Most intercollegiate equestrian teams fall under the umbrella of the coed and club-affiliated Intercollegiate Horse Show Association (IHSA) or Intercollegiate Dressage Association (IDA), however. There are a few smaller programs for eventing, saddle seat, and hunters, but IHSA and IDA are most prominent and are—for the most part—considered to be club teams by their institutions. They compete in a league meet format in hunt seat, western, and dressage.

Exception #1: Some athletic departments at Division III (and some Division II) colleges have internally declared equestrian a varsity sport and allow riders to earn letters but no athletic scholarships, just like track and basketball athletes. The student-athlete experience is front and center.

Exception #2: The “hybrid” college equestrian program describes a handful of NCAA-sanctioned equestrian teams who choose not to compete in head-to-head format with other NCAA teams, but instead compete in IHSA league meets in their region to reduce travel time and costs.

#### Is There a Place for the Horse in an Application Essay?

As with any essay topic, the subject of riding can be dicey if not handled properly. For a student whose résumé is all horse-related (and who might apply to a school with a prominent equestrian team or equine major), the horse-focused essay may not help the student stand out from the pool of other horse-crazy applicants.

An essay about the intangibles of working toward a goal with a horse or the characteristics acquired through affiliation with equestrian sports, however, can be a winner for many students. The trick is to make the essay about the *student*, not the horse or the amount of money the parents have spent on their child. I had one student who wrote beautifully about how she knew she wanted to be a vet when she met a very injury-prone horse and another who wrote about everyone giving up on her jumping career until the day she conquered her fears.

#### To Major or Not to Major; That Is the Question

Equine major programs abound and many students believe they can only work in the industry if they follow that educational path. Unlike English or biology, however, there is no standard academic format for equine programs, so the strength of a college’s equine degree rests upon the industry experience within its faculty—which might be very strong or might not match a student’s intended career path.

To advise students who want to work in the industry, ask them what knowledge they lack or what skills they must increase to achieve their goals. Those without access to a lot of time in the saddle in high school might be helped by an equine major, while those who have plenty of riding miles might do better to major in traditional business, psychology, or even the hard sciences.

#### Horse Trainers Aren’t Coaches

Because the competition format for college equestrian teams differs from traditional horse shows, the trainers whom students learn from during their high school careers often aren’t well-versed in the nuances of intercollegiate riding. So unlike baseball or basketball coaches who often connect their students to the appropriate level of college play and its affiliated coaches, trainers sometimes lack college connections and can’t support their students in the same way during the search. IECs can turn trainers into allies after helping the student build an appropriate school list, but it’s important to let them know why specific schools have been selected so that they understand the student’s academic priorities before riding becomes part of the conversation.

In many ways, helping student equestrians in the college search isn’t all that different than working with traditional students. Each one has unique strengths, weaknesses, hopes, and fears for us to assuage and you don’t need to be the Liam Neeson of independent educational consulting to help. Simply by understanding their environment and asking the right questions, you’ll give them a leg up on the search. 🐾

*Randi Heathman, The Equestrian College Advisor, can be reached at [equestriancollegeadvisor@gmail.com](mailto:equestriancollegeadvisor@gmail.com).*

## Reminder: Conference Proposal Deadline Approaching!

for our Spring Conference in Austin, TX  
April 25–28, 2018

**Proposal deadline: December 1, 2017**

For more information:

<https://link.iecaonline.com/present>







COMPASS ROSE

✧ ACADEMY ✧

TUCKED AWAY in the small town of Wabash, Ind., and surrounded by beautiful Hoosier farmland, our well-kept grounds are surrounded by ponds, woods and farmland, and encompass many amenities, including a swimming pool with aquatic activities, softball field, indoor activity center and gym, fitness center and weight room.

## COMPASS ROSE ACADEMY IS CURRENTLY SCHEDULING CAMPUS TOURS FOR 2017!

Located in the Midwest, Compass Rose is a licensed long-term residential treatment center that works to redirect, rebuild and restore the lives of troubled girls ages 14-18 from around the country. As a Christian organization, Compass Rose provides a positive, nurturing environment for teenage girls struggling with depression, anxiety, ADHD, Reactive Attachment Disorder, PTSD, and bipolar disorder with a variety of acting out behaviors including self-harm, risky sexual behavior, defiance, sneaking out, drug experimentation, and inappropriate use of technology and social media. Our clinical approach is inspired by our Christian faith and centered around the Growth Model, which is based on the work of Dr. John Townsend.

We understand that it is a commitment for both daughters and their families to attend Compass Rose, so consistent with our mission, we offer scholarships on a sliding scale.

If you know of a family in need, are interested in learning more about Compass Rose or scheduling a campus tour, please contact our admissions office at **260.569.4757** or **[lauren.reynolds@compassroseacademy.org](mailto:lauren.reynolds@compassroseacademy.org)**.





# "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 Ohmni, a technology company focused on research and development as well as conceptualization and software development.



## 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

## FALL OPEN HOUSE Saturday, November 18

Generous scholarships and financial aid available. For dates and to schedule your visit, go to: [landmark.edu/visit](http://landmark.edu/visit)

### BRIDGE SEMESTER STARTS JANUARY 2018

Offering short-term, intensive support for visiting college students



Putney, Vermont

Connect with us on Facebook, YouTube, and Twitter.







## How to Communicate About Character Development

By Susan Luse, MA, IECA (MN)



We independent educational consultants (IECs) who work in college advising are honored to help students find the best matches between their personalities and campus cultures. Extensive research, college visits, and conferences enable us to put our fingers on the pulse of future happiness. We are experts at helping students develop academic, testing, and activities plans for high school. But is it enough?

Recently, I've started to discuss character development with students and parents to explore how the concept relates to college admissions and beyond. For good reason, the IECA Top 12 List identifies personal characteristics in the same league as demonstrated leadership and intellectual curiosity. Although it's an abstract topic to broach, I find that many students are intrigued to have the conversation. And even those who experience an initial reaction of "Oh, no...something more to add to my busy schedule" do come around.

Highly-selective colleges, in particular, are turning the tide away from an emphasis on personal success by seeking students who make meaningful, ethical contributions to the common good. Harvard has much to say about this topic, including asking applicants to consider: "How open are you to new ideas and people? What about your maturity, character, leadership, self-confidence, warmth of personality, sense of humor, energy, concern for others, and grace under pressure?"

Duke's website is crystal clear about what admissions is seeking in a candidate:

Duke offers a multitude of opportunities to its undergraduates. We're looking for students ready to respond to those opportunities intelligently, creatively and enthusiastically. We like ambition and curiosity, talent and persistence, energy and humanity...We especially appreciate students who love thinking hard about things and who like to make a difference in the world.

Boston College also has a strong statement:

In selecting students, our admission staff looks for demonstrated evidence of academic ability, intellectual curiosity, strength of character, motivation, creativity, energy, and promise for personal growth and development. We also carefully consider recommendations by counselors and teachers, the required writing samples, and extracurricular activities.

### Make Character-Building Part of the Process

So how can we encourage our students to think about character-building in high school? First, explain the priority that colleges place on the concept. Then at every meeting, touch on character

development as part of the college planning agenda. Here are just a few ideas for students to help them see the possibilities:

**Find a problem you see in your school, and try to fix it.** One of our students noticed that the special needs kids washed the lunch tables every day. She found the practice to be unsettling and successfully approached the school administration to create change.

**Start something new and leave a legacy.** Another student started a Fishing Club at his high school, eventually expanding the club to include middle and elementary school students.

**See a need? Think of it as an opportunity.** With encouragement, our budding writers and artists have launched literary arts magazines and poetry slams at their schools.



**Look for genuine ways to show gratitude and kindness.** Make friends with the lunch ladies, custodians, and bus driver. Reach out to that kid who needs a friend.

**Find a cause that you genuinely care about.** It does not have to be an epic adventure, it can be local and on a small scale. Get involved and be committed.

**Get to know your teachers.** With their guidance, dive deeper into subjects that interest you. Those are the same teachers you will ask to write letters of recommendation. What better reference than from a teacher-mentor?

Years ago when I was a high school counselor and now as an IEC, I have always viewed my role as that of a guide—someone to help students navigate through an enjoyable secondary school journey while evolving into the best possible applicants for college. It's important to emphasize to students that character building is not just for college applications, but rather for the goal of becoming long-term contributors to society.

*Sue Luse, College Expert, can be reached at [sue@collegeexpert.net](mailto:sue@collegeexpert.net).*



ROSS SCHOOL

# Educating the Whole Child for the Whole World

Ross School is a co-educational day and boarding school (Pre-Nursery–Grade 12) offering an innovative, integrated curriculum that prepares students to be globally conscious citizens.

[www.ross.org](http://www.ross.org)

**LOWER SCHOOL (PN–6)**  
739 BUTTER LANE  
BRIDGEHAMPTON, NY

**UPPER SCHOOL (7–12, PG)**  
18 GOODFRIEND DRIVE  
EAST HAMPTON, NY



## LIBERAL ARTS IN ACTION

Small, private liberal arts colleges offer your client families **what they're looking for:**

- ✓ **Affordability**
- ✓ **Admission**
- ✓ **Degree Completion**
- ✓ **Successful Outcomes**



Learn more at [www.LiberalArtsLife.org](http://www.LiberalArtsLife.org) and visit the Council of Independent Colleges' table at the IECA Fall Conference.





## Funding for International Students

Jennie Kent, MEd, IECA (Bogota, Columbia)



Many independent educational consultants (IECs) work with international students and must address the issue of finances. Although some foreign families believe that financial aid is almost nonexistent, many colleges and universities are eager to have a more diverse student population on their campuses and are generous with aid because of it. According

to the 2016 *Open Doors* report from the Institute of International Education, international students can finance about 24% of their undergraduate education via federal and institutional aid. By way of comparison, the College Board's 2017 *Trends in Higher Education* reported that domestic students finance a total of 58% of their undergraduate education from financial aid.

Savvy international students, counselors, and IECs need to know where to look for assistance. Because financial aid policies are driven by institutional goals and priorities, there is a lot of variation, with some schools offering need-based aid, others merit, and others both or none. Best practices require that we understand each institution's aid policies and introduce students to affordable options. So how do IECs find institutions that are willing to fund our students?

First, determine whether a student will qualify for need-based aid, merit aid, or both. There are a variety of ways to do this, but a first step is to encourage families to utilize the net price calculator on each institution's website. If students or parents have additional questions about their eligibility, a phone call to each college's financial aid office is advisable.

Next, identify each potential institution's aid policy toward international students and the average award amount given. You can do this by reviewing each university's Common Data Set or by using the recently updated *Financial Aid for Nonresident Alien Undergraduates* chart that **Jeff Levy** (CA) and I produced. That chart compares data from nearly 400 institutions. To access and download this chart, go to [www.personalcollegeadmissions.com](http://www.personalcollegeadmissions.com) >Resources >FA International Students.

A careful review of the *Financial Aid for Nonresident Alien Undergraduates* chart shows that institutional policies for foreign students are far more unpredictable than they are for domestic students. Some that we might expect to offer need-based aid might only offer merit, and some that we might expect would offer no aid at all are generous with both need and merit. Therefore, it is unwise to make assumptions about any institution's policy before

learning what it is. Overall, the news is good. From the recently released 2016–2017 Common Data Sets:

- Agnes Scott College, Luther College, Providence College, Soka University, Southwestern University, and the University of Puget Sound all offered financial aid to 100% of their international students and an additional 38 institutions offered aid to over 90%.
- Amherst College, Harvard University, Massachusetts Institute of Technology, Princeton University, and Yale University continue to be need-blind for international students and meet 100% of need.
- Skidmore College, Trinity College, and Williams College all have average aid awards of more than \$60,000 per year and at least 25 institutions have average aid awards over \$50,000 annually.

Because most institutions are need-aware for international students, a competitive applicant who can demonstrate financial need should certainly consider any of the institutions that offer



need-based aid. Because merit aid is awarded to any student who fits a profile that an institution is interested in bringing to their campus, any schools that are generous with merit aid should be considered as well. As is the case with domestic applicants, students qualifying for merit aid do not have to be straight-A academic superstars. Colleges are looking for a wide variety of students to bring their talents and specific demographic attributes to their campuses. Building a smart college list based on a student's criteria, with affordability being at the forefront, and having a working knowledge of resources available for international students are crucial to our practices.

Jennie Kent, *Educate Abroad*, can be reached at [jk@educateabroad.co](mailto:jk@educateabroad.co).

# Regional Groups

Advertisement

## New Jersey

The New Jersey regional group hosted representatives from Johnson and Wales University at their July meeting. Pictured, l to r, in the first row are Michael LaPorte, Northern New Jersey regional representative, Johnson and Wales University; Carolyn Mulligan; Eileen Nolan; Jodi Nadler; and Jeff DiGiacomo, Southern New Jersey regional representative, Johnson and Wales University. Second row: Laurie Weingarten, Carole Kraemer, Traecy Hobson, Melanie Talesnick, and Anne Weisholtz.

Attending but not pictured: Pam Kwartler, Wendy Amsterdam, and Nikki Bruno who left early to see students. Work calls!



## New England College

**Our Students Get to Be the Person  
They are Meant to Be!**



- Hands-on learning in a supportive and engaging environment
- More than 34 academic programs
- 1,075 undergraduate and 485 graduate students on campus
- Rolling admission and test optional
- Study Away at **no additional cost**
- Merit scholarships from \$10,000 - \$25,000, renewable each year
- 93% job and graduate school success
- Average class size: 15 students
- Academic Support Services and Mentoring Program

New England College | Henniker, NH | [nec.edu](http://nec.edu) | 800.521.7642

## Connecticut

CEO **Mark Sklarow** spoke to more than 60 IECA members about the future of IECA at Connecticut's regional group meeting in August.



Send your group news to *Insights* at [Insights@IECAonline.com](mailto:Insights@IECAonline.com)

As you hold events; host speakers; and visit colleges, schools, and programs, don't forget to take photos!





# Why I Belong

## When One IEC Gets Stronger, We All Benefit

By Stephen Aronowitz, MS, IECA (NY)



About seven years ago, I had recently retired as a middle school principal and was looking for a new adventure. A close friend who was a school counselor had also retired, and she suggested that independent educational consulting would give us an opportunity to use our perceived strengths. Together, we would provide a service to adolescents.

It sounded like a good idea, but my background was communication and journalism; college placement had never been on the radar. That is not to say the skills that produced a successful teaching and administrative career for more than 30 years did not carry over to the role of an independent educational consultant (IEC). Still, it was new territory, so it was logical that before I jumped into this venture, I contacted IECA and spoke with CEO **Mark Sklarow**, who put me in touch with the late Dr. Leslie Kent, an exceptional woman who I am certain was an extraordinary IEC. It was a good match because she had also been a middle school principal and shared my values. By combining my experience as an English teacher and my confidence in speaking with students and their parents with my partner's counseling skills, we had the makings of a start-up business. Could it be that simple?

In retrospect, whatever success I'm enjoying is due in large measure

to my willingness to once again be a student—this time learning from my partner, who has since retired; IECA experts at an invaluable Summer Training Institute; and perhaps most importantly, hundreds of colleagues all over the world. It's one thing to join an organization, quite another to become dependent on the guidance offered every day. I post quite often on the TalkList, and I confess that I am hesitant each time that "I should know this," but I anticipate someone will offer that counseling, if necessary. (It hasn't happened—yet!)

What impresses me about IECA is not the incredible knowledge base: that's what one should expect in an organization of experts! Rather, it's the passion for what IECs do and the willingness to share it with others who may not be as well-versed in a specific area. Actually, it's more than willingness; it's the organizational belief that when one IEC gets stronger at this consulting thing, we all benefit. In each home I visit, I speak about my membership and how a client will benefit from the expertise of hundreds of IECs worldwide. I then go out and prove it.

So, after more than three decades as a teacher, I am a rookie again, learning and growing from a new set of teachers who believe that IECs do far more than provide advice on admissions: they believe that we can help guide adolescents to set themselves up for the future.

*Stephen Aronowitz, A & B Educational Consultants Inc., can be reached at [stevearonowitz@gmail.com](mailto:stevearonowitz@gmail.com).*

### Advertisement



Over 400,000 middle schoolers opt to attend a private high school in the U.S. every year, choosing among the 300 or so boarding schools and 11,000 private day schools. Moreover, over 100,000 teens sit for the SSAT annually. To applicants and their parents, the entire admissions process is essentially a black box filled with uncertainty, and it's a daunting task for a 14-year old to go through.

ACCEPTED is an informative, first-hand account of the private school search and admissions process in an easy-to-read story format. It is targeted at middle school-aged teens as well as their parents and is replete with information to help them better understand the process while also providing useful tips and examples.

This book demystifies the process and supplements the information and services consultants and private school Admissions Offices provide, inspired as it was by the real life story a middle-schooler and what he experienced along his own journey through admissions to an amazing high school.

This story navigates you through the daunting and seemingly herculean process from deciding on the right school to attend, how to approach the dreaded Secondary School Admissions Test (entrance exam), making the prose in your application essays 'sing,' to tips on being interviewed by someone from the school's "Denial Office." It provides an accurate, realistic, and insightful step-by-step how-to guide for other students who find themselves in the midst of a similar odyssey to some of the finest private high schools in the country. A must-read for teens and parents alike.

Amazon Link: <https://www.amazon.com/dp/1521805784>



# On the Road



▲ NACAC's 2017 conference in Boston, MA, was "wicked successful" for IECA! In the exhibit hall, the IECA membership staff, **Caitlin Meyers** and **Amanda Fogler** posed with Tessie the Green Monster from the Boston Red Sox. The IECA booth was visited by many college admissions professionals, school counselors, IECA members, and nonmember consultants. CEO **Mark Sklarow**, **Steven Antonoff** (CO), and **Laurence Moses**, education assistant, conducted a pre-conference workshop on transitioning to private practice and hosted the annual luncheon for IECA members and college reps.



▲ IECA welcomed its largest-ever gathering of more than 450 members and college admission officers at its annual lunch, which served as a kickoff for the 2017 NACAC conference in Boston.

## Advertisement



**KIMBALL UNION**  
mastery. creativity. responsibility. leadership.

A traditional boarding school where a rigorous college-preparatory program and an advanced Learning Center merge seamlessly.

**We meet the needs of the diverse learners we serve.**

- Executive Functioning Support
- Direct Content Instruction
- Nurture self-confidence & resilience

**Interested?**

visit [www.kua.org](http://www.kua.org)

603.469.2100

Meriden, New Hampshire



## In the News

**Ann Rossbach** (NJ), president of IECA, was quoted in the *Money* article “The Best Colleges for Your Money” on July 10.

**Belinda Wilkerson** (NC) was featured in the cover article, “Education: It’s About Relationships,” in the August issue of *Women’s View Magazine*. ▶

**Sally Springer** (CA) was quoted in the *Consumer Reports* article “Yes, Colleges Check Applicants’ Social Media Posts” on August 18.

**Susan Luse** (MN) was quoted in “5 things You Absolutely Shouldn’t Bring to Your College Dorm” on CNBC’s *College Game Plan*.

**Marilyn G. S. Emerson** (NY) and **Judi Robonivitz** (FL) were quoted in “9 Things Counselors Want Parents to Know About High School Success” on the *TeenLife* blog on August 8.

**Jeff Levy** (CA) was quoted in the August 9 article “Early Decision Stats Every Applicant Should See” written by **Nancy Griesemer** (VA) on the *Admissions Intel* site.



“College Application Tips Every Student Should Follow,” published in the *Two River Times* on June 22, included quotes from **Erin Avery** (NJ).

“How to Prepare for Parent-Teacher Meetings” by **Dana Stahl**, Associate member, (NY) appeared on *Tap into Mahopac* on July 19.

**Mark Fisher’s** (GA) article “How the College Admissions Process Is Changing,” which appeared in the *Atlanta Jewish Times* on July 18, recapped the joint April SACAC conference.

**Sandy Clingman’s** article “University of California Application: 10 Requirements Out-of-State Students Don’t Expect” was posted to *Admissions Intel* on July 18.

**Catherine Marrs** (TX) was quoted in “Growing Number of Colleges No Longer Considering Standardized Test Scores During Admissions Process,” which was posted on WBAP.com on July 17.

**Elizabeth Stone** (CA) was quoted in and **IECA** was prominently mentioned in “Families Retain “Counselors” to Negotiate Daunting College Application Processes” in the *Potrero View* in July.

## Initiatives

**Belinda Wilkerson** (NC) was appointed to the Cumberland County Library Board of Trustees by the Cumberland County Board of Commissioners.

FlexSchool recently awarded their inaugural William Morse Scholarship—named in honor of **Dr. William Morse** (CT)—to Samantha Berrios of East Haven, CT. **Heidi Molbak** (LA) is head of schools for FlexSchool.

HamletHub.com posted “Greenwich Education Group Gives Back to Greenwich” to acknowledge the group’s eighth annual Secondary School Fair in Greenwich. More than 100 secondary school directors of admission and 400 prospective students attended. **Victoria C. Newman** (CT), founder and executive director, **Muffy Fox** (CT), codirector of day and boarding school advisory services, presented checks totalling \$6,500 to two Greenwich nonprofits.

For the third year, alumna **Carolyn P. Mulligan** (NJ) served as a counselor for the Bucknell College Admissions Workshop held on their campus June 29–30.



▲ Westover and Chapel Hill-Chauncy Hall Schools cohosted a reception for the McMillan Education Group in Boston on July 12. Pictured are **Don McMillan** (MA); Julie Faulstich, head of school, Westover; David Tuttle, director of enrollment management, Westover; **Sarah McMillan** (MA), Carolyn Orsini Nelson; Lance Conrad, Head of School, CH-CH; and Lisa Pelrine, director of admissions, CH-CH.

# Campus Visits

## College Counselor Bike Tour

Seven colleges, six days of cycling, 260 miles. In July, 12 independent educational consultants and high school counselors took a less-traditional tour of colleges: on two wheels. They visited Dickinson, Susquehanna, Bucknell, Penn State, Juniata, Franklin & Marshall, and Gettysburg. All seven colleges displayed the best of their hospitality, including hosted dinners with two new presidents; a Lancaster Barnstormers baseball game, and a visit to the Gettysburg museum.



IECA members on the College Counselor Bike Tour: Bill Dingledine (SC); Tony Carnahan (LA); Jane Klemmer (NY); and Tim Clark, Associate member (MA) visiting Penn State and the Nittany Lion.

## PHACC College Tour



Several IECA members participated in the PHACC College Tour in July, visiting 10 colleges throughout Philadelphia. Pictured (l to r) are Debbie Schwartz (CT), Laura Seese (CT), Peggy Jennings (PA), Terry Mady-Grove (NY), Janet Stark (NY), and Janet Loren (NJ).

## Maine Therapeutic Tour

Four IECA members from four different states toured therapeutic programs in Maine. Pictured (l to r) are Laura Seese (CT), Linda Cain (CO), Karen Mabie (IL), and Linda Lavin (NY).



## Missouri Association of College Admission Counseling STEAM Tour

The MOACAC STEAM tour included eight colleges in Missouri: University of Missouri-Kansas City, Columbia College, University of Missouri-Columbia, Washington University, Saint Louis College of Pharmacy, Webster University, Missouri University of Science & Technology, and Saint Louis University. The IECs posed with Webster University's unique student-created mascot, The Gorlok.







# Introductions

## Please Welcome IECA's New Professional Members

**Chris Andersson** (NY) was an Associate member and has been an IEC for 4 years. He is the director of admissions for the drama department at NYU Tisch School of the Arts and has spent 23 years in



higher education administration, working exclusively with drama students.

Andersson has a BA in theater and dance and an MA in English from Trinity College. He attended IECA's Transitioning to Private Practice in 2012 and IECA's 2013 Summer Training Institute. He copresented "Building a Better Business" pre-con at IECA's 2016 spring conference in Boston. He is a member of NACAC.

Andersson has been a member of the IECA College committee for three years and was vice chair for one year; he cocreated and cohosted a New York City Arts College tour for IECA members in 2016; and conducted three conference sessions about auditioning for college.

In addition, he was also a guest speaker at The Possibility Project in New York City and is a board member of The Other Side of Silence (TOSOS), New York City's LGBTQ+ Theatre.

Along with theater and education, Andersson is passionate about music, art, architecture, New York City history, nature, and exploring this amazing planet.

*Chris Andersson, MA  
330 W. 46th Street, #3  
New York, NY 10036  
212-397-4416  
chris@chrisandersson.nyc  
Specialty: C*

**Elizabeth (Liz) Baxter** (OH) has worked as an IEC for eight years and was an Associate member. Previously, she worked as an admissions counselor and assistant director of admission at Miami University in



Oxford, OH, and was a graduate intern and application reader at Vanderbilt University.

Baxter earned a BA in history, a BA in English and an MEd in school administration from Vanderbilt University. She attended IECA's 2009 Summer Training Institute and is a member of NACAC. She has also served as an alumna foundation adviser for a local chapter of Delta Gamma Fraternity.

Baxter and her husband, Trevor, have 5-year-old twins, Isla and Liam. She loves to travel and tries to incorporate college visits into as many trips as possible.

*Elizabeth Baxter, MEd  
College Connections LLC  
7000 Wallace Avenue  
Cincinnati, OH 45243  
513-505-6220  
college.connection@hotmail.com  
www.baxtercollegeconnection.com  
Specialty: C*

**Nina Berler** (NJ) has been an IEC for 10 years. Previously, she was a college counselor and curriculum consultant at the Hudson School and an academic content specialist with Learningpod. She



earned an AB with honors from Brown University and an MBA from NYU's Stern School of Business. In addition, she holds a certificate with distinction in college counseling from UCLA Extension. She is a member of NACAC.

Berler has written e-books for college applicants, including *Supplementing the Supplement and Mastering the College Interview*, as well as a series for *forbes.com* on college issues. As a board member at A Step Up to Achieve, a nonprofit that works to provide college access, she is responsible for student support services.

Berler enjoys fitness activities, including hiking and swimming, in her spare time.

*Nina Berler, MBA  
unCommon Apps  
14 Cobblestone Court  
Chatham, NJ 07928  
973-723-6046  
ninaberler@gmail.com  
www.myuncommonapps.com  
Specialty: C*

*continued on page 32*

**Patricia Davis** (CO) an IEC for 1 year, was an Associate member. Before becoming an IEC, she was the director of college counseling at a private Catholic high school in Colorado Springs and spent 25 years in the US Air



Force as a registered nurse.

Davis has a bachelor's in nursing from the University of Maryland and a master's in Human Resources from Chapman University. She attended IECA's 2016 Summer Training Institute and is a member of NACAC and the Rocky Mountain Association for College Admission Counseling.

She is active in her church, and plays hand chimes with the choir.

Davis is married to a retired Air Force officer and they have two children: their son is a radiologist, and their daughter will graduate from medical school in 2018 with plans for a residency in psychiatry. She loves to garden (a challenge in Colorado with its short growing season and abundant deer), read, and travel. She also loves college football and basketball, has season tickets for the Air Force Academy Falcons, and always looks forward to hiking with her intrepid little bichon.

*Patricia Davis, MS*  
*Monumental Beginnings*  
2290 Gambrell Lane  
Colorado Springs, CO 80919  
719-332-0081  
mbpdavis@gmail.com  
www.monumentalbeginnings.com  
*Specialty: C*

**Frances Deram**, (Shanghai, China) has been an IEC for three years as was an Associate member. She is a Teach for China alumna. She holds a BA in Asian studies and philosophy.



*Frances Deram*  
*BE Education*  
1111 Changshou Road, Suite 02A-05, 9/F,  
Yueda 889 Center  
Shanghai 200042 China  
(+86 135) 01831470  
frances.deram@be.co  
<http://be.co/>  
*Specialty: S+I*

**Rebekah Elmore** (MA) was an Associate member and has been an IEC for four years. Before that, she was chief operations officer for Sterling Harbor, a small startup, for seven years and taught fifth grade for seven years.



Elmore earned a BS in education from Wheelock College and an IEC certificate from UC-Irvine Extension. She attended IECA's 2015 Summer Training Institute. She is a member of Business Networking International (BNI).

Elmore has written several educational instructional books. Her involvement with PTA includes creating and implementing a parentwide volunteer program for all the schools in the district to get more parents involved in an equitable and safe way. She also assisted with the Massachusetts statewide student volunteer program Project 351 and has continually been part of districtwide parent/teacher/community member advisory panel.

Elmore has been married to her high school sweetheart for 26 years. They have four children, two boys in their sophomore years of college and two daughters in high school—plus two pups.

*Rebekah Elmore*  
*Peak College Consulting*  
29 Daniel Lucy Way  
Newburyport, MA 01950  
978-417-9003  
rebekah@peakcollegeconsulting.com  
www.peakcollegeconsulting.com  
*Specialty: C*



**Carolyn Geldermann** (IL) has been an IEC for four years and was an Associate member. Previously, she was a long-range strategic planner for an interfaith religious school.



Geldermann holds a BA in communications and mathematics from Northwestern University and an MBA in marketing and not-for-profit management. She completed the IEC certificate program at UC-Irvine Extension and attended IECA's 2014 Summer Training Institute. She is a member of NACAC and IACAC.

Geldermann is a coleader in the Chicago area IECA Regional Group, which was founded in August 2017, and a volunteer advisor with Waukegan to College.

Married for 33 years to her college sweetheart, she has four grown children Molly, Harry, David, and Hannah. For the past 25 years, she has been a supernumerary (nonsinging role) with the Lyric Opera of Chicago and she also enjoys golfing.

*Carolyn Geldermann, MBA  
Geldermann College Consulting  
550 Hathaway Circle  
Lake Forest, IL 60045  
847-736-1452  
carolyn@geldermanncollegeconsulting.com  
www.geldermanncollegeconsulting.com  
Specialty: C*

**Loren Grossman** (CA) has been an IEC for 18 years. For many years, she was an educational advocate representing families with pre-K-12 children with special needs, including highly gifted and twice-exceptional



children, and as an independent college counselor, primarily representing transfer students and students with special needs.

She earned an EdD from the University of Southern California and a JD from the University of Memphis, as well as certificate in college counseling from UCLA Extension. She also holds an AB in sociology from the University of California-Berkeley, and an MS in health science from California State University-Northridge.

She is a member of NACAC (including CAJUE SIG) and WACAC and provides pro bono college counseling for local afterschool arts organizations in West Los Angeles.

Grossman has been married for nearly 31 years and has two sons, graduates of Tulane University and the University of New Mexico.

*Loren Grossman, EdD  
Educational Advocacy Office of Dr. LR Grossman  
1054 Superba Avenue  
Venice, CA 90291  
310-314-2113  
lrg@ix.netcom.com  
www.lorengrossman.com  
Specialties: C, +LD*

**Kiersten Jarvis** (FL) has been an independent educational consultant for 3 years and was an Associate member. She has 14 years of experience in the field of college admissions, college student



counseling, and student-athlete academic compliance.

Jarvis holds a BS in psychology from the University of Florida and an MA in psychology. She attended IECA's 2016 Summer Training Institute and is a member of SACAC.

Jarvis has presented at national conferences and has received state and national awards and recognition for research and commitment to college student success. A published author, she has contributed to several college textbooks, scholarly journals, and magazines.

Jarvis volunteers as a college consultant for The College Essay Guy's Matchlighter Scholarship program and with the Habitat for Humanity Women Build Program.

Jarvis has been married to her husband, Brandon, for 12 years and they have a son, Parker.

*Kiersten Jarvis, MA  
Beacon College Consulting LLC  
8304 Foxtail Loop  
Pensacola, FL 32526  
850-565-1767  
beaconcollegeconsulting@gmail.com  
www.beaconcollegeconsulting.com  
Specialty: C*

*continued on page 34*

**Theresa Mady-Grove** (NY) was an Associate member and has been an IEC for three years. Before that, she was a founding partner at Goetz & Mady-Grove LLP, where she spent 10 years, and an associate at Cullen and Dykman for 6 years.



Mady-Grove holds a JD from Boston University School of Law, an MA from Teachers College at Columbia University, and a BA from Cornell University. She attended IECA's 2014 Summer Training Institute and earned an IEC certificate from UC-Irvine Extension. She is a member of the Nassau County Bar Association.

Currently, she is a board member of the Community Chest of Port Washington and has served as a Cornell University alumni interviewer and sat on the board of trustees at the United Methodist Church of Port Washington, where she also served as president.

She and her husband have two children each of whom attended their first-choice colleges; her son attended Princeton University and her daughter attended University of St Andrews.

Her globally minded family enjoys languages, other cultures, biking, skiing, and adventures in the outdoors as museums and theatre. She is an avid reader who loves to share her interests with clients and hear about theirs.

*Theresa Mady-Grove, MA, JD  
Chartered University Consultants LLC  
16 Summit Road  
Port Washington, NY 11050  
516-816-1008  
terry@uscollegeconsulting.com  
www.uscollegeconsulting.com  
Specialty: C*

**Elaine Morgan** (FL) has been an IEC for more nearly four years and was an Associate member. Before becoming an IEC, she worked in LD, K-12 curriculum, and mental health education, most recently as an independent contractor for SAMHSA SOC initiative for Children's Mental Health.



Morgan earned her MEd from Rollins College. She attended IECA's 2014 Summer Training Institute. She is a member of NATSAP, TCA, COPAA, NCDA, and SDI.

Morgan is certified by the National Council for Behavioral Health as an instructor of Youth Mental Health First Aid and has taught hundreds of law enforcement officers and other community leaders. Her coauthored book *Breaking the Cycle of Child to Parent Violence and Abuse: A Self-Guided Course for Parents of Angry, Aggressive Adolescents or Teens* was published in 2016.

Morgan is a trained family educator for NAMI and is on the IECA therapeutic subcommittee for program tours and continuing education.

Morgan's happy place is the beach. She practices meditation and yoga and lives in Orlando with her husband, Steve. They have seven adult children and enjoy being empty nesters.

*Elaine Morgan, MEd  
Morgan Guidance Services  
1155 Louisiana Avenue, Suite 107  
Winter Park, FL 32789  
407-636-1004  
elaine@morganguidance.com  
www.morganguidance.com  
Specialties: T, +LD*

**Lynn Pulito** (CT) was an Associate member and has been an IEC for five years. Before spending nearly 20 years at home raising her three daughters, Pulito was recognized at IBM for her project management work and was an officer at Aetna Life & Casualty.



Pulito holds a BA in economics with a minor in information systems from Eastern Connecticut State University and attended IECA's 2013 Summer Training Institute. She has completed three courses toward a certificate at UC-Irvine Extension.

As a certified Montessori Catechesis of the Good Shepherd formation leader, Pulito has taught six 90-hour courses throughout New England. She is certified in all three levels of Montessori Catechesis of the Good Shepherd.

As a volunteer, she mentored a Possibility Project student from NYC in 2015 and spent five years mentoring teens at Birthright.

Pulito has been married to her husband, Frank, for 25 years and is mother to their three daughters Nikki, Gabrielle, and Grace and a new grandmother to Isabella. She is an avid tennis player, golfer, and runner.

*Lynn Pulito  
The College Planner LLC  
78 Bidwell Street  
Glastonbury, CT 06033  
860-716-9490  
lpulito1@cox.net  
Specialty: C*



**Herbie Walker** (NV) has been an IEC



for three years. His previous experience includes several positions at the Andre Agassi College Preparatory Academy, where he served as college program

manager, director of student services, dean of students, and college director. He was also a program director at the I Have a Dream Foundation. He is a first-generation American and college student.

Walker earned a BA in African American studies at the University of Maryland–College Park, a master's in public administration at the University of Nevada–Las Vegas, and a certificate in college counseling from UCLA Extension. He is a member of NACAC and WACAC, where he was the Las Vegas College Fair site chair. He was named Teacher of the Year by the Junior States of America and was a regional ambassador for that organization in Las Vegas.

Walker has been married for 11 years and has two children. Recently, he has taken up mountain biking and he has been active in Crossfit.

*Herbie Walker, MPA*

*Walker College Consultants*

*9811 W. Charleston Boulevard, Suite 2-242*

*Las Vegas, NV89117*

*herbiew10@gmail.com*

*301-343-3355*

*www.wcclvs.com*

*Specialty: C*

**Qing (Shirley) Xian** (MN) was an IECA



Associate member for two years. She has extensive experience and expertise in analytics, marketing strategy, financial services, and technology industries.

Xian has an MBA from Georgetown University and a certificate in college counseling, earned with distinction, from UCLA Extension. She is a member of NACAC.

Xian is a world traveler and food lover.

*Qing (Shirley) Xian, MBA*

*Soar in USA Counseling and Consulting LLC*

*465 Vixen Road*

*Wayzata, MN 55391*

*952-388-7669*

*soarinusa@gmail.com*

*www.soarinusa.com*

*Specialties: C, S*

## IECA National Office

Phone: 703-591-4850  
3251 Old Lee Highway, Suite 510  
Fairfax, Virginia 22030  
[info@IECAonline.com](mailto:info@IECAonline.com)

### **Mark Sklarow**

Chief Executive Officer  
ext. 6972  
[MSklarow@IECAonline.com](mailto:MSklarow@IECAonline.com)

### **Sue DePra**

Deputy Executive Director  
ext. 6975  
[Sue@IECAonline.com](mailto:Sue@IECAonline.com)

### **Sarah Brachman**

Manager of Communications  
ext. 6971  
[Sarah@IECAonline.com](mailto:Sarah@IECAonline.com)

### **Amanda Fogler**

Manager of Member Outreach & Engagement  
ext. 6973  
[Amanda@IECAonline.com](mailto:Amanda@IECAonline.com)

### **Rachel King**

Conference Manager  
ext. 6978  
[Rachel@IECAonline.com](mailto:Rachel@IECAonline.com)

### **Valerie Vasquez-Guzman**

Education Manager  
ext. 6977  
[Valerie@IECAonline.com](mailto:Valerie@IECAonline.com)

### **Laurence Moses**

Education Assistant  
ext. 6981  
[Laurence@IECAonline.com](mailto:Laurence@IECAonline.com)

### **LeAnnette Bailey**

Office Administrator  
ext. 6970  
[LeAnnette@IECAonline.com](mailto:LeAnnette@IECAonline.com)

### **Caitlin Myers**

Membership Associate  
ext. 6974  
[Caitlin@IECAonline.com](mailto:Caitlin@IECAonline.com)

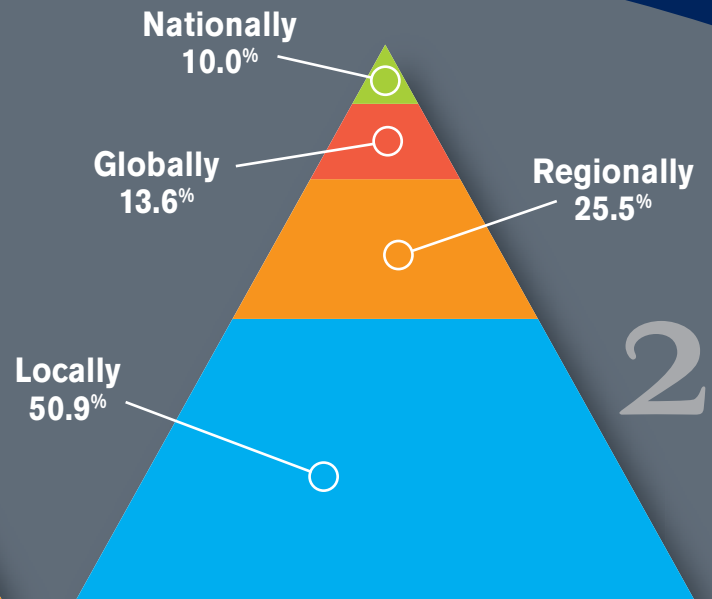
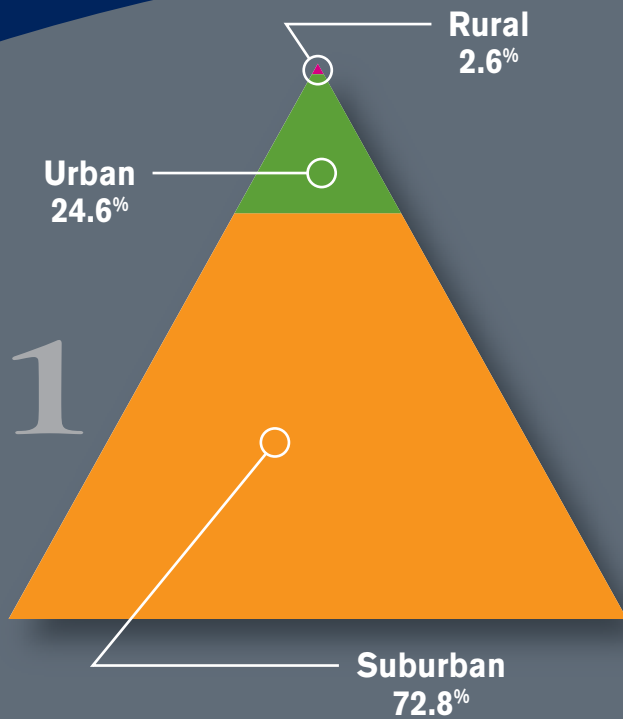
### **Jan Umphrey**

Editor, *Insights*  
[Insights@IECAonline.com](mailto:Insights@IECAonline.com)

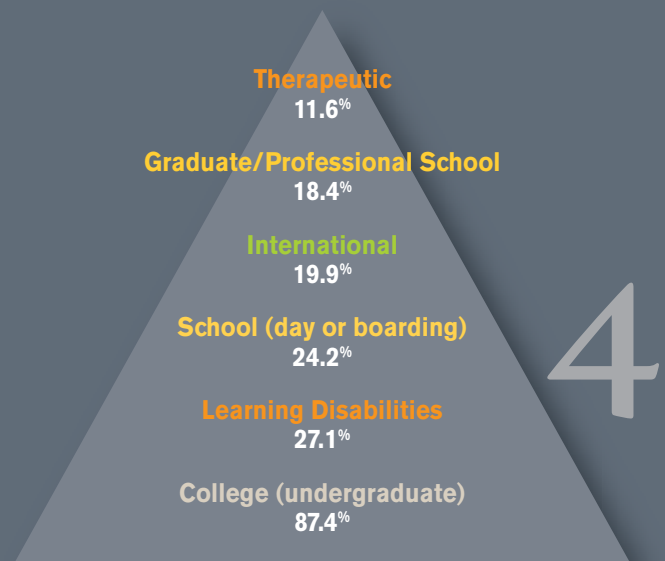
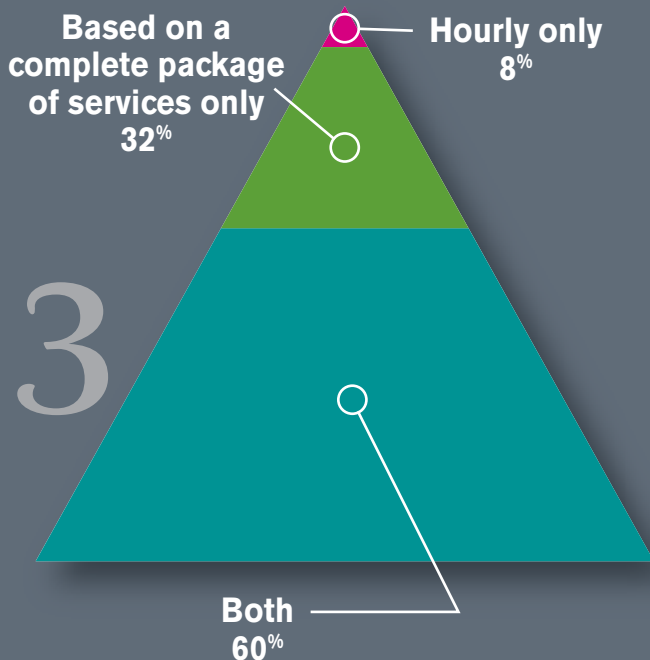
### **Andy Falter**

Sponsor Relations  
571-271-5430  
[sponsor@IECAonline.com](mailto:sponsor@IECAonline.com)

# The Back Page



## How IECA Members Work



*\*Respondents were allowed to indicate more than one specialty*

*SOURCE: 2017 IECA Member Survey*