



**Summer Training
Institute**
page 3



**Career guidance
for students with
autism**
page 5



**International students
and community
colleges**
page 11

IECA⁺_{TM}

INSIGHTS

THE NEWSLETTER OF THE INDEPENDENT EDUCATIONAL CONSULTANTS ASSOCIATION

April/May 2018

Calendar

April 10

Webinar: Social Media for College Admissions

April 15–17

SACAC Annual Conference

April 22–23

TACAC Annual Conference

April 22–25

IECA Pre-conference Tours, TX

April 25–27

IECA Spring Conference, Austin, TX

April 27–28

IECA Board Meeting

May 8

Webinar: Marketing and Branding for the Newer IEC

May 20

Midwest Regional ACAC

May 23–25

IECA at PNACAC

May 31–June 2

WACAC Conference

June 12

Webinar: The International Family's Concerns About University Admissions

July 10

Webinar: Relieving Anxiety in College Bound Seniors

July 10–13

STI West, Claremont McKenna College

July 31–August 3

STI East, Swarthmore College

2018 IECA Survey Results: What Colleges Look for in an Applicant

By Mark Sklarow, IECA CEO



For more than 15 years, IECA members have been asked about the criteria that they find are

most important to colleges in their admission decisions, and IECA has shared its rankings with students, families, and the public. And although every college is different and large public universities may use different processes than small liberal arts colleges, clear trends have emerged. In the 2018 survey, we asked members to look past public pronouncements and identify what they believe are college's real priorities in admission decisions.

A Few Surprises

This year's survey revealed some significant changes, even as the top-line items were ranked the same. It's no surprise that a *rigorous curriculum*, *strong grades*, and *high standardized test scores* continue to lead the rankings, as they have for the past decade.

Top advice from one IECA member was simply "Take the most rigorous course load that you can do well in, i.e. receiving a grade of B or better."

A few items, however, either shifted in rank or appeared for the first time:

2018 IECA Rankings

1. Rigorous high school curriculum
2. High grade point average
3. High scores on standardized tests
4. Great essay providing insight into student
5. Passionate involvement in a few activities
6. Strong counselor/teacher recommendations
7. Ability to pay
8. Demonstrated leadership in or out of school
9. Personal characteristics that contribute to a diverse campus
10. Demonstrated intellectual curiosity
11. Special talents that contribute to campus life
12. Demonstration of student's character and values
13. Demonstrated interest in attending

- *Strong counselor and teacher recommendations* climbed in our rankings from number 10 to number 6 on the list, indicating a growing importance of distinctive, personalized references.
- *A family's ability to pay* appears for the first time on the IECA list and debuts at number 7. This dramatic trend suggests that as state budgets tighten and the costs at colleges rise, admission offices are increasingly favoring those students who can contribute to the school's bottom line. Of course, some schools are need blind, as many in the survey indicated.

Inside Insights

President's Letter	2
Author's Corner	22
Regional Group News	23
Why I Belong	24
In the News/Initiatives	25
On the Road/ Campus Visits	26
Introductions	27
Advertiser Index	29

continued on page 4

President's Letter

Growing Pains = Opportunities

In the first of these articles 18 months ago, I wrote about IECA being in its adolescence—a stage that every IEC understands. From anyone's point of view, the growing pains we are facing are opportunities, a result of our association's expansion in membership. With this note, my last to the membership as president, I would like to catch you up on some of the board's recent actions that relate to our stage in development.

The organizational study and member survey led us through vigorous discussion and an affirmation of who we are as an association and will be a guiding strategy for the next few years. At the upcoming conference you will see learning opportunities that integrate our practices, more time for sharing ideas, and tours that meet members' needs. At last month's board meeting, we acted on several ad hoc committee recommendations:

- Agreed to financially support a longitudinal study with the University of New Hampshire that tracks and evaluates the impact of therapeutic treatment over time
- Established solid guidelines around regional groups, as these are becoming hubs of professional development globally for IECA
- Agreed to continue with two annual conferences for the next five years after studying the financials and survey results; this group also made several recommendations regarding conference format to enhance their meaningfulness
- Accepted several bylaws wording changes from the Board Development Committee so that the bylaws better reflect our practices.

Another task force is assessing the structure of our membership, identifying ways to promote and ensure that the quality of our brand is reflected in all members.



Ann Rossbach

The group is also considering how providers of services related to our profession, such as standardized test prep companies or psychologists, might be affiliated with IECA in some way. That committee will continue to work as the new board convenes in April.

The Nominating Committee has proposed a strong slate for the upcoming year, and many members have come forward to offer to participate on that committee. Lastly, look for a new online member community (to replace the TalkList) with enhanced features this spring, an enriched mentoring program, expanded tours, notes from our conference sessions in the peer-to-peer section of the website, and another stellar retreat next

continued on page 4

IECA⁺ INSIGHTS

Published by:

Independent Educational Consultants Association

3251 Old Lee Highway, Suite 510
Fairfax, Virginia 22030

Phone: 703-591-4850

Fax: 703-591-4860

www.IECAonline.com

e-mail: info@IECAonline.com

President: 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

Percent of students with any type of disability and those without disabilities who are comfortable in their classes, departments, and campuses.

Students With Disabilities

67.4%

comfortable in class

72.6%

comfortable in their department

75%

comfortable on campus

33.7%

experienced "exclusionary, intimidating, offensive or hostile experiences on campus"

Nondisabled Students

71.6%

comfortable in class

82.4%

comfortable in their department

85.2%

comfortable on campus

17.1%

experienced "exclusionary, intimidating, offensive or hostile experiences on campus"

Source: NCCSD Research Brief: Campus Climate and Students With Disabilities (2017) citing research by Rankin and Associate Consulting as reported in Disability in Higher Education: A Social Justice Approach (2017). www.nccsdonline.org.

Two Locations: Double the STI Fun

We often hear independent educational consultants (IECs) who have attended one of IECA's Summer Training Institutes (STI) testify to its value, both for information and connections, but what about the instructors? Who are they? What makes them come back again and again?

STI instructors are seasoned member IECs with successful practices and deep knowledge of the profession who teach in the areas they practice in. On the surface, it seems that the faculty members give—their time, attention, expertise, and experience—and attendees gain, learning so much in those intensive four days about admissions offices, visiting campuses, procedures and marketing strategies for small businesses, ethical practice, sample forms and documents, connections, CE hours, and so much more.

But **Susan Sykes** (MN), who has taught at both east and west STIs, finds that interacting with and supporting aspiring IECs and feeling their “enthusiasm and excitement about being in learning mode” is positive for her too. “They ask questions that make me stop and think—when one has done this work for a while, some things become automatic. It’s a growth experience for seasoned IECs to reflect on some of the fundamentals.” **Kristina Dooley** (OH) agrees, “engaging with those hoping to join the field of independent educational consulting provides me just the reminder I need before heading into a new admission cycle of why I’ve chosen this profession,” she said.

Dooley’s favorite component of STIs are the mentoring groups and the lively and thought-provoking discussions that result from attendees’ varied professional backgrounds, geographic locations, and life stages. “Taking a deep dive into topics such as ethics and business development in a small cohort and then recapping what we’ve learned during the week, truly brings the group together,” she said.

Of course, following up with participants at IECA conferences later and seeing their excitement about what they are learning as they grow in the field warms every instructor’s heart. “I’ve had many enriching experiences through IECA,” Sykes said, “and serving on the STI faculty is one of the best.”

STI is designed for newer IECs, and in 2018, it will be held in two locations: STI West will be held at Claremont (CA) McKenna College in Claremont CA July 10–14 and STI East will be held in Swarthmore



(PA) College July 31–August 4. The schedules and curricula of the two sessions are identical, except the West STI offers electives in college consulting only. The East STI offers electives in college, school, and therapeutic. For more details and to register, go to <https://link.iecaonline.com/sti>.



Upcoming Webinars

April 10: The Art & Science of Curating Social Media for College Admissions

May 8: Marketing and Branding for New(er) IEC

June 12: The International Family's Concerns About University Admissions

July 10: Relieving Anxiety in College Bound Seniors

August 14: Helping Your Students With LD Become Super Testers

October 9: Procrastination! Missed Deadlines!

November 13: Sample Essays

- A *demonstration of character and values* also appears for the first time. Character as a discrete factor had largely disappeared from admission decisions over the last 20 years, but it is making a resurgence as schools look for ways of measuring character to promote a positive campus environment.
- *Demonstrated interest*, the buzz phrase of just a few years ago, fell bit on the list declining from number 9 to number 13.
- Not making the list, despite growing public discussion, is a student's social media presence. Although some members felt it was important, especially in smaller, private colleges, the responses indicated that most larger public colleges have little time to research the varied social media platforms used by students.

What's more important?

12% Achieving the highest GPA possible

88% Taking challenging coursework, even if GPA is slightly lower

Added Clarity on Top Items

Over the last decade, the same five items have led the IECA ranking with the top three—*rigorous curriculum*, *strong grades*, and *high standardized test scores*—joined by a *great essay* and a student's *passionate involvement in a few activities*. Delving into the numbers a bit, IECA members want families to understand that some common perceptions were off with both of those items.

The essay, students should know, is less about perfect grammar and more about helping an admission officer understand who you really are by providing insight into your personality. Likewise, admission officers want to see involvement in activities that demonstrate an authentic, personal, even passionate involvement in one or two things that are meaningful. A week-long service trip to South America, the fodder for too many essays, or joining 14 clubs in the junior year are often meaningless to the admissions decision because they seem meaningless to the student. Instead,

What's the single most important aspect of the application essay?


1% Demonstrating superior writing skills

6% Demonstrating clear thought

93% Providing insight into student's personality, values, goals

a student who has a life-changing experience as a child that leads to a deep and passionate involvement in a more mundane activity can be significant because it helps admission representatives better understand the applicant. In the words of one IECA member, "Focus on the intense pursuit of your individual interests instead of checking boxes you think colleges want you to check."

Although grades and coursework have led the list since it was first introduced in the 1990s, families often debate which is more important. IECA members weighed in with overwhelming clarity: 88% saying that colleges want to see students challenge themselves with rigorous classes even if their GPA falls a bit. In fact, as a related item, *demonstration of intellectual curiosity* also appears on the ranked list, coming in at 10.

A new flyer based on these results will be available for members to order at <https://link.iecaonline.com/marketing>. 

How often do you believe a college reviews a student's social media?

7% Almost never

38% Rarely

43% When a student's "on the bubble" between accept and reject

12% Frequently

President's Letter, from page 2

winter. All these changes are the result of board members and staff working to enhance IECA.

The board has some internal housekeeping to address as well (think teenager's bedroom). Opportunities for improvement include more structured goal setting within the board and an improved flow of communications from the board to committees and the membership; communication is always an issue in large decentralized organizations as ours. We also need to establish more consistent and transparent financial controls to keep pace with our growing budget. These issues are works in progress, and we will continue to look for ways to improve.

I am thankful to so many who have made my time as president enjoyable: board members who take their roles seriously and who

are always willing to jump in, committees that strive for excellence, members who are appreciative and give generously of their time, and a staff that is incredibly responsive and dedicated. As the CEO, **Mark Sklarow** has offered support, counsel, and guidance. Going forward, new names and faces will emerge as the stewards, and I am confident in their loyalty to IECA and excited to watch this relatively young organization grow, test the waters (think positive risk taking), and mature.



Ann Rossbach
IECA President

Guiding Students With Autism to Manageable Careers

By Barbara Bissonnette, Principal, Forward Motion Coaching



Early diagnoses and services beginning in grade school have made postsecondary education possible for many more individuals with Asperger's Syndrome and autism (See author note). Today, 35% of young people on the spectrum attend college (Shattuck 2012), yet even those who earn degrees struggle to find employment. The consensus is that 85% of those on the spectrum are unemployed or underemployed.

Helping those students choose the right job or career requires a pragmatic approach. In addition to exploring interests and abilities, it is crucial to understand the impact of Asperger's/autism on a specific student and the type of work environment that will be most conducive to his or her success. Standard assessments and protocols do not account for the unique challenges of those on the spectrum. For example, occupational descriptions omit aspects of a job that are considered obvious to the general population, but that are not at all obvious to someone with autism.

In addition, it's important to understand that the ability to master academic assignments is not a predictor of success in the workplace. Matthew's full-scale IQ was 140, for example, yet he had significant difficulty prioritizing his assignments and meeting deadlines. Peter had no trouble getting a job after earning a degree in advanced mathematics. But coworkers complained about the empty soda cans and food wrappers that littered his desk.

The Right Job

There is no "short list" of right jobs for people with Asperger's/autism. Individuals are represented in all types of jobs, such as accountant, administrative assistant, bus driver, chemist, computer programmer, creative writer, data entry clerk, editor, electrician, engineer, fine artist, grocery bagger, lawyer, nurse, paralegal, personal assistant, physician, political canvasser, retail sales associate, sound technician, teacher, technical documentation writer, warehouse worker, and website developer, just to name a few!

Many individuals, however, have at least one "special interest" that they pursue with unusual intensity. That interest can lead to a fulfilling career. Temple Grandin, who is autistic, is a well-known example. A childhood visit to her aunt's Arizona ranch sparked an interest in cattle and cattle chutes (Grandin 1995, 2006). She went on to earn a doctorate in animal science and developed a very successful career designing humane livestock facilities. Almost half of the cattle in North America are handled in systems she designed.

But it is a mistake to assume that interests will necessarily lead to gainful employment. It is always advisable to probe a student's interests. Ask what she envisions herself doing when she is employed. A response of "I don't know" is a red flag that more occupational research is required.

People on the spectrum tend to focus on too few or the wrong details about an occupation: for example, one man wanted to be an airline pilot so that he could wear a uniform. And too often they give little attention to the jobs that are available and the specific

skills needed to perform them. That was the case with Meghan, who decided to become a librarian because she loved books and the atmosphere of libraries. It was only after earning a master's degree in library science that she realized how much customer service is involved. Interacting with "strangers" (the patrons of the library) made Meghan so anxious that even a part-time position was unmanageable.

It also should not be assumed that interest in a subject goes hand-in-hand with ability. Alex loved numbers, and his mother thought he could excel at a career in statistics or data analysis; however, when he was asked the sum of $7 + 4$, he needed to write down the equation. He did indeed love numbers—looking at them, writing them, and noticing when they formed interesting patterns—but his numeric aptitude was low, precluding him from a mathematics-based career.



Assessments

A neuropsychological evaluation can provide valuable information related to occupational choices and is used to diagnose a variety of disorders, including autism. The evaluation process measures attention, memory, language, visual-spatial ability, executive function, and other aspects of cognition. The clinician's report contains information about strengths and weaknesses that can impact employment. A person with poor working memory, for example, will have difficulty in jobs that require multitasking.

Interest inventories can also be helpful for identifying potential career areas, but there are caveats when assessing someone on the autism spectrum. An individual may not know how to rate items that are novel or too abstract. One woman asked, "What exactly does it mean to 'care for others'?" Differentiating "strongly liking" an activity from "liking" or "somewhat liking" can also be challenging. A person might rate nearly every item neutral (neither likes nor dislikes the subject or activity) or as disliked. If only one or two items are scored as "strongly like" a recommended career cluster is based on only one or two responses.

The Importance of Work Environment

The work environment can be as or even more important than job tasks. People on the spectrum are remarkably consistent when describing the right type of environment they need or prefer:

continued on page 6

- Minimal interruptions during the day
- Limited multitasking
- Ability to complete one task before beginning another
- Relaxed pace without urgent deadlines
- Structured job with clearly defined duties
- At least some elements of routine
- Quantifiable performance expectations
- Quiet workspace.


Pay particular attention to the amount of structure that an individual requires. An individual who needs to know exactly what to do and how to do it is indicating a need for a very structured, routine job. Difficulty with the processing and integration of sensory stimuli can also affect future employment. Jessica could not simultaneously listen and type customer information into a database. Fluorescent lights appeared to Dan to emit a blue aura that was very distracting.

The Impact of Asperger's/Autism

Individuals vary widely in their abilities, challenges, and need of support. Not everyone has all the symptoms of autism or experiences them to the same degree. The more a person understands about how she or he is affected, the easier it will be to find a manageable occupation. Explain to the student that everyone has limitations of some kind. Awareness helps to identify jobs that will emphasize strengths.

Some limitations can be mitigated, however. Perhaps someone needs to learn or improve communication, organization, or other skills. He may need to utilize assistive technology. Or there may be reasonable accommodations under the Americans with Disabilities Act that will enable success within the workplace. (For more information, visit the Job Accommodation Network at www.askjan.org.)

Other limitations cannot be changed and can steer a person away from jobs that would be stressful or impossible. Occupations that require rapid decision-making or attention-shifting would not be good choices for someone with slow processing speed.

A college degree is not right for everyone, nor is it the only path to gainful employment. Vocational or other postsecondary education that provides training for specific jobs is a viable option for some people on the autism spectrum. Increasingly, community colleges are creating programs that prepare students for the many mid-level jobs that do not require a four-year degree. Boot camps and certification programs can prepare an individual for specialized employment. 

Author note: Although it is no longer a distinct diagnosis, Asperger's Syndrome is used as a descriptor to designate individuals on the "high-functioning" end of the autism spectrum.

References

Grandin, Temple. 1995, 2006. *Thinking in Pictures, My Life with Autism, second edition*. New York: Vintage Books, a division of Random House.

Shattuck, Paul, et al., *Postsecondary Education and Employment Among Youth With an Autism Spectrum Disorder*, Pediatrics. 2012 Jun; 129(6): 1042–1049, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3362908/>

Barbara Bissonnette can be reached at www.ForwardMotion.info.



DISCOVER THE POWER OF ALL-GIRLS AT SEM

Among the oldest girls' schools in New York State, SEM has been dedicated to creating a culture of achievement, scholarship, leadership and service tailored for girls since 1851. Call 716-885-6780 or email admission@buffaloseminary.org to find out about 5- and 7-day residential opportunities on our cozy, historic campus.

NO INTERNATIONAL FEES



Independent day and boarding school for college-bound girls
205 Bidwell Parkway, Buffalo, NY 14222

BUFFALOSEMINARY.ORG

Quieting the Alarm Bells: The Difference Fit Can Make

By Jaime Feinman, Incoming Director of Admission, Forman School



Working in admissions for an LD boarding school, I often see students who are walking a fine line: the line between academic struggles making school difficult, which in turn causes some anxiety, or academic struggles becoming so difficult that they lead to emotional or behavioral struggles that can make school feel impossible

without therapeutic intervention. Our applicants can present with a combination of academic, emotional, and behavioral diagnoses, and it is the collaboration between evaluators, independent educational consultants (IECs), and admission officers that helps us determine whether the student simply needs more academic support, some therapeutic intervention, or a full therapeutic school placement to find success in school again. As I have worked with these families and IECs, a pattern has emerged that's worth noting: for many students struggling with learning disabilities, finding the right-fit school to support academics can alter their trajectory and bypass the need for a therapeutic placement down the road.

When I first met Rebecca, she was a 15-year-old girl who had spent the first four months of grade 9 in a mainstream school after three years in an LD middle school. With an average cognitive profile but a diagnosis of ADHD and a mild processing disorder that had

been well-supported in middle school, Rebecca entered high school with confidence. Just months later, Rebecca was clearly struggling, and her parents were deciding between keeping her at her current placement and working with tutors to see whether she might just need a little more time adjusting or moving her to a new school for the next year.

After meeting Rebecca, I urged them to make a move immediately and to seek the counsel of an IEC because in my opinion, Rebecca was on that tightrope and we had a small window to find her the right fit before she was going to need a broader range of interventions than an LD school can provide. As I had seen too many times before, we were losing the Rebecca that was a confident and independent learner ready for high school and gaining a much more anxious and depressed child who would soon refuse to be a part of any school.



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

Heeding the Alarm Bells

When Rebecca sat down with me for her interview, I asked her how school was going for her that year. Tears sprang to her eyes as she told me that the adjustment had been difficult. Alarm bells began ringing for me in that first minute. Rebecca discussed her toughest subject, which was math; her math teacher was also her resource room teacher, who with the best intentions was walking Rebecca through her math homework everyday by largely doing it for her in "skills" class.

The result was that Rebecca had failed every test so far that year but earned perfect scores on homework, keeping her at a B/B+ average in class. She was much too embarrassed to admit to her parents or the teacher that she didn't know what was going on in class and went home everyday feeling like a failure and a fraud for receiving a "fake" grade.

Not surprisingly, in an effort to skip that failed extra help class, Rebecca had started begging her mom to pick her up early from school—*alarm bells*. Recently, her first period teacher had accused her of using her LD as an excuse not to get work done for her class, which has in turn led her to wake up every day dreading school

continued on page 9



An Independent, Coed, Junior
Boarding (Grades 5-9)
and Day School
(Early Childhood–Grade 9)

528 Pomfret St, P.O. Box 68
Pomfret, CT 06258

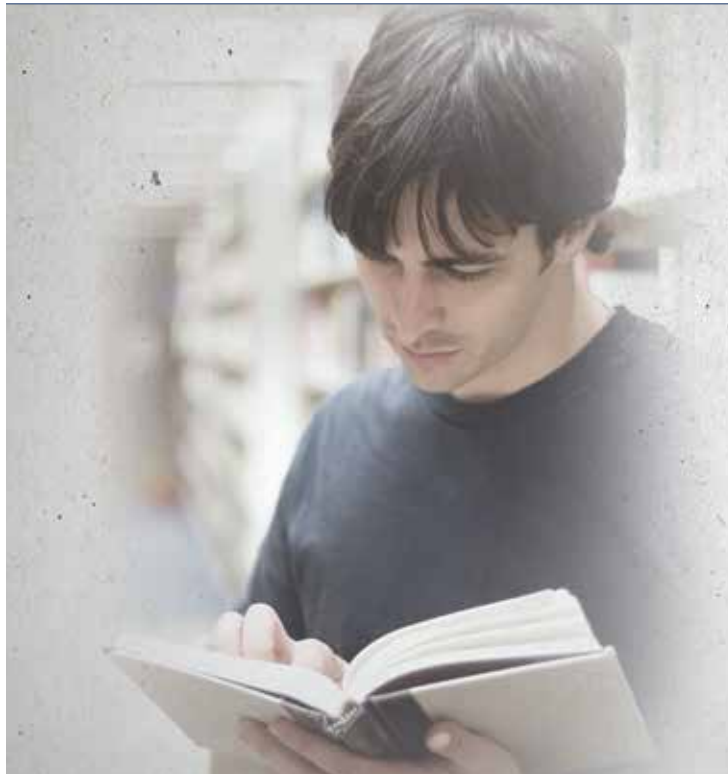
860.928.1328



Understanding Students' Needs Is Our Priority.

At Rectory, we know not all students learn the same way. Rectory's supportive environment enables us to create a Personalized Learning Plan that fits each student's learning style. Our signature Individualized Instruction Program (IIP) allows students to build skills, develop executive functioning strategies, and gain the remediation and enrichment they need to thrive in a challenging academic program... and in life. www.rectoryschool.org

LIFE AWAITS



It's not easy joining in the crowd.

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

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

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

Pasadena Villa[®]

The Villa Orlando - Florida

The Smoky Mountain Lodge - East Tennessee




and begging her parents to let her skip—*alarm bells*. Although she had been on basketball, lacrosse, and soccer teams in middle school, Rebecca quit the JV basketball team at her current school after a coach yelled at her in the heat of a game: the pressure and perceived failure felt overwhelming—*alarm bells*. Rebecca once had a vibrant and active social life, but now found herself bullied in school for the first time, had begun spending all her free time at home in her room, and was arguing with mom and dad more often—*alarm bells*. She told me, “I can’t explain it, but it’s honestly like I don’t even know who I am anymore. I keep thinking back to middle school and how I used to be, but, that’s not how I am now”—*alarm bells*.

Ultimately the family retained an IEC who helped them see that Rebecca was slipping away and she needed immediate intervention. The school year was only halfway through, and she was edging closer to school refusal. What’s more, mom and dad reported that she’d started acting more “defiant” with teachers and at home—a single word with so much weight that it worries all admission officers and would make placement difficult if it became any more prevalent in her profile.

A Good Fit

Rebecca enrolled as a mid-year student at Forman, and the changes that two months have wrought are a testament to the power of fit. She is doing well in her classes and has a standing meeting with her math teacher every other night during study hall, in part for remediation and in part simply to reduce the anxiety that math class now gives her. Rebecca is in an executive function coaching class, and although she still sometimes misses assignments, she and her teacher have a plan in place for when that happens.

She joined the girls’ basketball team and has been a delight in her dorm, integrating into the school so seamlessly that most teachers and students barely remember that she has only been here since January. Her relationship with her parents has been renewed—during a call with her IEC, we were told that they feel like they finally have their daughter back.

Determining whether more academic support will be enough to change the course for a struggling student is not always as clear cut as it was with Rebecca. We all rely on the collaboration that IECs, school administrators, admission officers, and evaluators engage in for students. For so many of our students, however, that invaluable collaboration is life-changing because the right fit can halt a downward spiral and help a student find success without hitting the bottom first. Rebecca’s mom was recently on campus to pick up a group of girls who were coming over for the weekend and stopped in to say thank you. “This is the girl I know,” she said. “I was losing her there for awhile and I see her coming back to life.” What a powerful difference finding the right fit makes! 

Jaime Feinman can be reached at jaime.feinman@formanschool.org.

paradigm TREATMENT CENTERS



Providing Innovative,
Evidence Based
Residential Treatment
for Adolescents and
their Families.

855.463.2696

WWW.PARADIGMTREATMENTCENTERS.ORG



Does your student
struggle to
read and write?

Students in **GRADES 1-12**
can get a fresh start at
Landmark School's

summer
programs

PRIDES CROSSING, MA
landmarkschool.org
978.236.3000



LANDMARK
SCHOOL



Since 1898

Inspiring girls to contribute boldly
and creatively to the common good.

Diverse community representing more than 20 countries

Global network of 3500+ alumnae

Transformative girl-centered academic and student life programs

Competitive athletics teams

Innovative service and experiential learning program

Extensive expressive arts offerings

State of the art classrooms and laboratories

Enduring friendships that last a lifetime

Located in the Berkshire Hills of Western Massachusetts
2.5 hours from Boston
3 hours from New York City

All-Girls

Boarding and Day

Grades 9-12

Pittsfield, Massachusetts

www.misshalls.org



MISS
HALL'S
SCHOOL

Community College—Not Just for Domestic Students

By Jennie Kent, MEd, IECA (Columbia)



There is a widely held belief that international students who apply to colleges in the United States come from affluent families, are primarily looking for prestige, and are being recruited for their tuition

dollars. Although that may be true for some, many others have studied local curricula at obscure high schools, have weak English skills that will deny them admission at top US institutions, and have significant financial need. As IECs, our job is to open up the range of possibilities and help them reach their goal. One way to increase their options is to look carefully at the possible advantages of a community college.



Open a path of entry. Community college is one path of entry into US higher education that has been widely overlooked for international applicants, but for some students, an associate degree from a community college is all they need to begin working in their selected field. In such cases, community college can be an obvious choice. Students who are less academically prepared for college

than top candidates or who were late bloomers in high school may also find community colleges to be the best pathway to a degree at a four-year institution.

For students who are looking for a brand name college, a community college can be a steppingstone to a more prestigious university through an articulation agreement or recruitment at a dedicated international student transfer fair. Some community colleges also offer high school completion programs by which students can get college credits while completing high school or certificate programs in a hands-on technical skill that require as few as three to four classes for certification.

Strengthen English skills. Some international applicants have had less exposure to English than their most prepared counterparts and their low English proficiency may lead to weak TOEFL and IELTS scores, which makes entry at prestigious institutions difficult at best. Weak English skills are also not a recipe for academic success, which is hopefully one of our objectives for the students we work with.

Many community colleges offer intensive English programs designed specifically for foreign students, and their entry requirements are lower with regard to language skills. In addition, the students gain a solid foundation while increasing their skills, making their overall college transition smoother. Because the majority of international students who attend community colleges eventually transfer to four-year institutions, increased English skills don't just make sense in general, but make for stronger transfer applications down the line.

Improve academic skills. If a student hasn't had the advantage of an IB Diploma program or AP courses during high school, they may be less prepared for college and less competitive as a freshman applicant. Working hard at a community college where they can achieve a strong GPA can benefit them academically and be a smart strategy for transfer admission. Transitioning from high school to university can be challenging for anyone, but especially for

Advertisement

EXCELLENCE

We at Avon Old Farms are experts in educating boys by leveraging relational learning in a structured and well balanced environment. We prepare our young men to matriculate to top tier institutions as well as develop and refine the personal character traits that are needed to be successful throughout one's entire life.

AVON OLD FARMS SCHOOL

Est. 1927

Learn more at www.avonoldfarms.com or contact the Office of Admission admissions@avonoldfarms.com • 860.404.4243

continued on page 13



“This work is our passion, and we are truly blessed to oversee this pioneering center of excellence in autism education.”

Dianne Zager, Ph.D. and
Gil Tippy, Psy.D.



A visionary approach
in helping young adults
on the autism spectrum
lead purposeful,
independent lives.

Shrub Oak International School was founded by a team of experts each with over 35 years of special education school experience. The school's leadership, co-directors Gil Tippy and Dianne Zager, are recognized internationally for their expertise in helping individuals with autism spectrum disorder lead independent and productive lives.

Enrolling Now.
Classes Begin Fall 2018.



SHRUB OAK
INTERNATIONAL SCHOOL

Independence. For Life.




Shrub Oak, NY | shruboak.org

international students who have often come from educational systems that are quite different from the United States. Attending a community college with smaller classes and strong support services that cater to international students before enrolling at a four-year institution makes good sense.

Adapt to culture. Contrary to popular belief, community colleges are not always commuter schools. According to the American Association of Community Colleges, about 28% of community colleges offered on-campus housing in 2015, with only three states offering none (HI, RI, and VA), and many offer homestay options as well, a terrific option for international families whose students might not be quite ready to dive headlong into living independently in a foreign country. Many community colleges have made important strides in their student life programming as well, offering clubs and activities geared toward increasing the on-campus experience. (See page 15, for details about housing options.)

Gain work opportunities. International students are making significant investments to educate themselves and build strong résumés that they can take back to their home countries. Solid work experience on a CV is something that can set them apart from others competing in their job market. After being enrolled for one full academic year, F-1 visa students are eligible to apply for an Optional Practical Training (OPT) work permission (or STEM OPT extension) through US Citizenship and Immigration Services (USCIS), extending their stay in the country for one year (and up to two in the case of STEM) as long as the work they do is related to their field of study. OPT is associated with each terminal degree earned by education level, so community college students have a distinct advantage because earning an associate's before earning a bachelor's will give them two OPT periods instead of one.

Maximize finances. Higher education comes at a cost. According to the College Board's *Trends in Student Aid 2017*, the average annual published tuition and fees for in-district students at two-year institutions in 2016–2017 was \$3,520; \$9,650 at public four-year institutions (or \$24,930 for out-of-state premium); and \$33,480 at private nonprofit four-year institutions. Although community colleges are still more expensive for international students than domestic ones, costs for international students are estimated to be generally less than half that of public four-year colleges or universities, leading to significant savings over the two-year period according to the American Association of Community Colleges. Because many institutions don't meet full need or give any financial aid at all to international applicants, financial pressure on them is more intense than for domestic applicants; starting at a community college can be a financially savvy option.

As with any higher education option, community college isn't the right path for everyone. But with more than 700 of the 1,100 regionally accredited community colleges approved to enroll international students, it may very well be the best option for some. 


Jennie Kent, *Educate Abroad*, can be reached at jk@educateabroad.co.


The Glenholme School

a learning tradition



The Glenholme School celebrates 50 years as the premier independent, coeducational, special needs boarding and day school for students, ages 10 to 21, facing social, emotional, and learning challenges associated with ASD, ADHD, OCD, Tourette, depression, and anxiety.

- Accredited by NEASC 
- College Preparatory & Career Development Curriculums
- Strategies for Learning
- Executive Function Instruction
- Clinical services may include social skill assessments, a behavior support plan, a functional behavioral assessment (FBA), and a treatment summary.
- Individualized Therapy integrates *In Vivo*, or in the environment, and family sessions.
- Positive Behavior Interventions and Supports (PBIS)
- Applied Behavioral Analysis (ABA)
- Social Skills Coaching
- Animal-Assisted Therapy
- Equestrian Program
- Culinary Program
- A rich selection of extracurricular activities encompassing performing arts, interscholastic sports, fitness, community service, and more.

 Enrollment is open to Glenholme's middle school and high school, as well as the summer and transition programs.

Contact Admissions today.

The Glenholme School

Phone: (860) 868-7377 | Fax: (860) 868-7413

81 Sabbaday Lane, Washington, CT 06793

www.theglenholmeschool.org



ADVANCED BEHAVIORAL HEALTH

THE GLENHOLME
SCHOOL



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 71st Street • New York, NY 10021 ☎ 1.800.MARYMOUNT mmm.edu

Finding the Right Community College for International Students

By Patricia O'Keefe, MBA, IECA (CA)



Community colleges, sometimes known as two-year colleges, are hidden gems for international students for a variety of reasons, such as affordable tuition, English language support, and four-year college pathway programs. Use the following questions to help you determine which community college fits best as you advise international students:


- Does the community college offer F-1 visas for international students?
- Does it have a designated Office of International Services (OIS)?
- If not, who is the person in charge of international applicants? Is he or she a full-time or part-time employee?
- Do they offer a bilingual website for non-English speaking parents to navigate?
- Do they have foreign language classes in the student's native language? (This is a great way for international students to find American students/friends who are interested in their country, language, and culture.)
- Do they offer an international orientation, culture clubs, or activities that would welcome and include an international student?



- Are there articulation agreements in place and with which universities?
- Is the local community welcoming?

Answers to most of these questions can be found on community colleges' websites. When you visit a website, note how many clicks it takes to find the OIS or any page that addresses international student concerns and application process. The range and degree of international student welcome are as vast as the Grand Canyon and

continued on page 16




"STM gave me the chance I needed to succeed!"

If you are working with a family looking for a school where their son can succeed, please contact us.

STM is a NEASC accredited college prep boarding school, offering a structured program optimized to how boys learn!

Text 860-608-4742 during the conference to arrange to meet.



ST. THOMAS MORE SCHOOL

continued on page 15

admissions@stmct.org • 860-823-3861 • 45 Cottage Road • Oakdale, CT 06370

the Gobi Desert, so small things, such as the friendliness of the website, can be telling signs.

Housing

Housing is a major aspect in the decision-making process. For many international students, it will be their first foray into American life. If their housing situation is less than ideal, it will be that much more difficult for the student to stay focused in class and smoothly transition to life in the United States. Parents generally prefer an on-campus residential hall to off-campus living. Why? Take, for example, a young lady from India who has left home with a dream to study sustainable engineering at a US college. The parents ask your advice and you promptly recommend a community college that has an articulation agreement with a four-year college known for its sustainable engineering program. Great fit!

But the off-campus housing offers minimal, inconvenient transportation and the complex is dimly lit and in a dubious neighborhood, not like the pretty pictures on the website. Further, some not-so-focused students in the complex prefer to party rather than to study. Now, you have a timid, young lady, scared to tell her parents that her grades are declining because she dreads going "home" at night. For those reasons, it is crucial to have first-hand knowledge about the safety and living conditions of the housing options both on and off campus as well as home-stays.

The good news, for parents and students who deem on-campus housing to be mandatory, is that a plethora of community colleges offer on-campus housing. The list, Community College Options with On Campus Housing, is available on the IECA website at https://docs.google.com/spreadsheets/d/1Df9xzhXAGNhZzGmfta2EhePD85z8l-_3LGyyDMgg25A/edit#gid=0. But please note that the author has not visited these campuses in person.

This list isn't all encompassing nor is it recommended by IECA, but it's a starting place to see what type of on-campus housing options are available and the degree to which community colleges welcome international students. You'll be surprised at the results: the on-campus—or rather, on-island—housing at Florida Keys Community College is jaw-dropping. That said, there are also several community colleges with very attractive off-campus housing options as well. But be careful: international students who are on their own with limited English skills, let alone fundamental knowledge of contract terms and renters' rights, must proceed cautiously in rental agreements.

In conclusion, there are wonderful reasons for international students to attend a community college. We just want to make sure that you know what to look for before making recommendations. 🙌

Patricia O'Keefe, Global Elite Scholars, can be reached at patricia@globalelitescholars.com.

The Glenholme School

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



The Glenholme School offers a post-12th grade college and career preparatory program for young adults, ages 18 to 21, with:

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



The professionals in Glenholme's Transition Program coach independence in a safe, supportive setting that encourages skill development for success in college, careers, and adult life.

- Life Skills
- Academic Support
- Executive Function Instruction
- Job Coaching
- Building Relationships
- Clinical and Social Support

Accepting Applications
for day and boarding students.

Phone: (860) 868-7377 | Fax: (860) 868-7413
81 Sabbaday Lane, Washington, CT 06793
www.theglenholmeschool.org

Devereux | THE GLENHOLME
ADVANCED BEHAVIORAL HEALTH | SCHOOL

Springtime Is School Tour Time

By the Schools Committee: Krissy Naspo (CT), Allison Dillon Kimmerle (NH), Sarah Contomichalos (GR), Lucy Pritzker (NJ), Christine Southgate (CA), Lee McLendon (VT), Holly McGlennon Treat (CT), Brendon Welker, Associate (MA), Brian Hetzel (CT), Elizabeth Hall (NH), and Elizabeth Schmidt, Miss Porter's School

School tours are vital to independent education consultants' (IECs) ability to serve their clients in an ethical and informed way. Seeing schools first-hand ensures that finding the right fit is more than just a catch phrase. "There is nothing better than seeing a school in action and feeling the culture of an institution. Schools of all sizes can feel very different than what we think they might from a website or one student's experience. Staying current with what is happening at schools is really important" said **Krissy Naspo** (CT), Schools Committee chair.

The relationships between IECs and school admissions reps are valuable to both parties, and when school tours and visits are conducted with mutual respect and adherence to the highest ethical standards, they build relationships that benefit everyone, especially client families. "School visits as part of a tour can be a great way to meet not only folks in the admissions office, but also other key people at the school. It is also a great opportunity to speak with students about what their experience has been," Naspo continued.



Schools devote lots of resources, staff hours, time, and money into their tours to help IECs get the best information out to families about their programs and admission requirements as well as their culture and environment, so as you get ready to visit schools, whether in a group tour or on your own, take a look at these newly developed guidelines specifically for school tours.

Advertisement

CAMP KODIAK
A place to grow

For ages 6-18 with and without
ADHD, LD & ASD
(High-Functioning)

- 🐾 **2:1 Camper-to-Staff ratio**
- 🐾 **Social Skills Program**
- 🐾 **Academic Program**
- 🐾 **Professional Staff**
- 🐾 **50+ Exciting Activities**
- 🐾 **Located in beautiful Parry Sound, Ontario** 🇨🇦

WWW.CAMPKODIAK.COM

When school tours and visits are conducted with mutual respect and adherence to the highest ethical standards, they build relationships that benefit everyone, especially client families.

Prepare in Advance

Ensuring that a tour is worth the time and money you put into it begins before you even set foot on the school grounds. Use all the information you have available about the school from its website and tour materials to prepare. The better informed you are, the better questions you can ask.

Plan to attend the entire day's itinerary and use the transportation provided by the tour. Unless you have made prior arrangements, respect the arrival and departure times. If you have a client at the school that you want to meet, set it up with the school in advance. Occasionally, an IEC will need accommodations for mobility issues or dietary restrictions, which should always be addressed early with the tour coordinator. Schools can and will accommodate you as long as they have prior notice—and you can always stick a snack in your bag just in case! Your advance research will also help you dress appropriately for the school you are visiting—you don't want to walk through the outdoor classrooms in your dress shoes.

continued on page 18

During the Tours

Professional and courteous behavior are always good practices for guests—which is what IECs are when they visit a school. As a representative of IECA, be prepared to follow the advice you likely always give your children and clients: be considerate, courteous, and use good listening skills. Most tours have a carefully calibrated schedule, so stick to the plan and refrain from making requests outside of planned agenda schedule—you wouldn't want to be left behind because you missed the bus!


And because it's the 21st century, check your devices: turn off cell phone ringers and use your laptop and tablet only for taking notes. IECs should never conduct personal or business calls or texts while on campus visits. Further, it's the view of IECA that students and faculty have a certain reasonable expectation of privacy that includes the use of their image and voice. To respect that privacy, refrain from taking photos, video, or voice recordings in which students or faculty are easily recognizable. And remember that no photos of students should be taken, even with permission. The same courtesy should also be extended to faculty and staff who are speaking professional to professional and may not want their comments to be made public.

Ask questions that demonstrate your interest in creating good matches for your students and the host schools, but don't challenge a school's educational philosophy or admissions practices. Everyone will have questions, so make yours high quality and focused so everyone gets a chance to be heard. Any tour logistics or quality questions, concerns, or emergencies, should be addressed with the tour facilitators.

Ask questions that demonstrate your interest in creating good matches for your students and the host schools, but don't challenge a school's educational philosophy or admissions practices.

Final Thoughts

Although it may be tempting to use the tours as an opportunity to multitask, please don't. Tours are not marketing opportunities—you're a guest—and public question and answer sessions are not the proper venue for discussing a specific client. Once you have established a great relationship with school staff, any communication with them following will be more effective. Respecting some basic boundaries and following these simple guidelines will make school tours a pleasure for all parties. And most important, they help you provide the best service to your clients as they look for the best match school for their children.

The Schools Committee has made the new School Tour Guidelines available for download for schools and IECs on the IECA website: from the homepage, click on Admission Reps & Partners > Connect Your Campus to IECs . 



The Gow School

The Gow School is a college-prep boarding and day school, grades 6-12, with dyslexia and similar language-based learning disabilities.

Gow provides the right environment and the right tools for dyslexic students to rethink the learning process and reinvent themselves.

Explore Gow.



GOW

SUMMER PROGRAMS

The Gow School Summer Program is for students who have been experiencing academic difficulties, or have been diagnosed with dyslexia or specific learning disabilities. Five weeks of learning and fun for ages 8-16.

Morning academics, afternoon fun and games and weekend adventures!

2491 Emery Rd, South Wales, NY 14139 • P 716.687.2001 • gow.org

Lowering the Stakes to Help Students Write Better Essays

By Susan Knoppow ,CEO, Wow Writing Workshop



As independent education consultants (IECs) we know, competition to get into the nation's top colleges gets tougher every year, but that's not because students are smarter or more qualified than they were 5 or 10 years ago. It's a simple matter of impossible math. Year after year, more kids apply for the same number of available spaces at the most selective schools. It's

impossible for them all to get in.

Sharing some perspective with our students can go a long way toward helping them see how their essays fit into the larger application mosaic. Many pieces of that mosaic are already in place: They took AP chemistry or they didn't. They wrote for the school paper or they didn't. They played tennis since age 4 or they didn't. No matter what the mosaic looks like, most students are thinking about topics to wow you and the admissions teams, rather than what they want to say. And they might be freezing up because they believe they cannot live up to expectations.

The more we raise the stakes for our students, the more stuck they feel. You can lower the stakes by encouraging your students to think about their best characteristics first, before they fixate on topics. Once they figure out how to demonstrate those characteristics, they will relax and just write. Even average students can write compelling, effective essays that stand out when they focus on their



traits and characteristics. Why? Because those essays are genuine, and they answer the prompt.

Demystify Admissions

In an attempt to calm students, my colleagues and I try to help them understand the admissions industry overall. Although none of this will be news to IECs, I hope that sharing our approach will give

continued on page 20

28th Annual

SUMMER INSTITUTE FOR EDUCATORS

June 24 – 27, 2018 | Putney, VT

LEARNING DISABILITIES | ADHD | ASD

Landmark College has 30+ years of expertise in educating students with LD. Join us for:

Hands-on, multi-day training workshops

World-class research presentations

Networking opportunities

LANDMARK COLLEGE

The College of Choice for Students Who Learn Differently

www.landmark.edu/LCSI

you some new talking points to share with your students and their parents. I can almost guarantee that this will help your students write more effective essays. Here's how we explain the situation:

- Because it is so hard to get into the top name-brand schools (think Stanford, Harvard, UC Berkeley, MIT, Vanderbilt, Columbia, University of Chicago, to name a few), the students who are qualified for the most selective colleges look elsewhere to improve their chances.
- The Common Application and other platforms make applying to college so easy that students frequently check boxes for schools they might normally ignore if it required more effort.
- That practice helps colleges increase their applicant pool. It works well for schools because it makes them look more selective. If a school can accept only 1,200 students and 6,000 apply, the admit rate—or the percentage of students the school accepts—will be 20%. If 12,000 apply, the college will enroll the same number of first-year students, but the admit rate will plummet to 10%. On paper, it will look like this college has become more selective because they accept only 10% of applicants.
- To see how ease of applying affects the admit numbers at popular colleges and universities, look at the University of Michigan, which began accepting the Common App in 2010. That year, applications jumped by 25%; UM received 39,584 applications and its admit rate dropped to 38.9%—the lowest percentage since 2005. Five years after joining the Common App (2015), applications to UM surpassed 50,000, and the admit rate plunged to 26.3%.

Advertisement

The Vanguard School of Lake Wales

VANGUARD

A Unique School For Unique Learners

The Vanguard School is designed for students grades 6-12, who are experiencing academic difficulties due to a variety of learning differences. Our students most commonly experience learning challenges such as: ADD, ADHD, Dyslexia, Dyscalculia, Dysgraphia, Anxiety Disorders, and high-functioning autism.

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

www.vanguardschool.org
22000 HWY 27, Lake Wales, FL 33859
P:(863) 676-6091 · F:(863) 676-8297

Break Down the Buzzwords

Before they choose a topic or write a draft, make sure your students understand the role that essays play in the admissions package overall. Move beyond buzzwords, such as *leadership*, *grit*, and *authenticity*. We often start by breaking down one of the most common buzzwords: *passion*.

Colleges say things like this:

- Show us your passion!
- What is your passion?
- Share your passion.
- Is there something you are so passionate about that your application might be incomplete without it?

Rather than agonize about the word *passion*, students should focus on what the prompt is really asking. Colleges care about core beliefs; they want to know what matters to the student. To start the conversation, ask questions:

- What do you care about?
- What do you do in your free time?
- What would you do right now if you had nowhere to be and nothing you had to do?

Maybe they walk the dog every day without being asked or they relax before final exams by drawing cartoon figures. Why do they do it? These activities show that a young person takes responsibility or knows how to manage stress. Colleges care about that.

Both UC-Berkeley's Amy Jarich and Cornell's Shawn Felton talked about buzzwords at a NACAC session my company moderated a couple years ago in San Diego; we discussed the mixed messages that permeate the industry and ways to make essays less confusing for students. One of the panel members, Ed Schoenberg, a counselor at Bellarmine College Prep in San Jose, shared a powerful story about working with a student who was confused by the buzzword *leadership*.

The son of a janitor at Schoenberg's school noticed that his classmates were leaving the cafeteria in a mess after lunch. The student organized a group of a half-dozen kids who picked up trash, so the school's cleaning staff wouldn't be overburdened. He wrote a beautiful essay that demonstrated that he cared about others and knew how to motivate his peers. Schoenberg knew how to guide that conversation to help draw out his student's best traits so he could find a story to illustrate it. You can do that too.

If you can mute the outside noise that confuses your students and put this industry into some perspective, they will be in a much better position to navigate the application process and they can write effective college application essays that admissions teams will want to read.

For more insight into how we talk to students, get a free electronic copy of *How to Write an Effective Application Essay: The Inside Scoop for Parents* at <https://wowwritingworkshop.com/free-parent-book-iec>. Let's keep the conversation going. I invite you to contact me to discuss this issue further. 🙋

Susan Knoppow can be reached at susan@wowwritingworkshop.com.

The foundation for a meaningful life.



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

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.

SOUTHBOROUGH, MA • 508.490.8201



An independent, co-educational school 25 miles from Boston serving Kindergarten through grade 9, with boarding available for grades 7-9. Students from 20 countries and across the U.S.

www.fayschool.org

Embrace the challenge.

faysummer.org



Academic Adventures at FaySummer

Overnight academic enrichment program with a fun, hands-on approach on the beautiful campus of Fay School in Southborough, Massachusetts

Two two-week sessions,
July 15 – 27 & July 29 – August 10

Courses to spark curiosity! CSI Forensic Science, Inventor Lab, Robotics, Creative Writing, News 2.0, Young Entrepreneurs, and more!

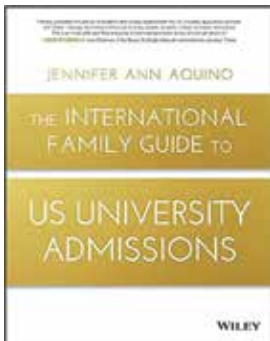
PLUS weekend trips, swimming, ropes courses, sports & games, arts & crafts, drama, and music.

Register today for a summer to remember!

FaySummer at Fay School
Southborough, MA • 508.490.8247



Author's Corner

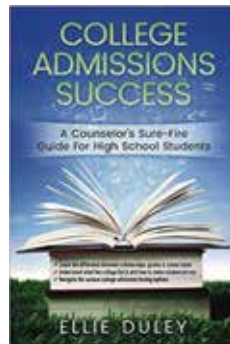


The International Family Guide to US University Admissions

(Wiley & Sons, 2017)

By Jennifer Ann Aquino, (SC)

I live outside of the United States and work in international education, so I am constantly asked the same questions about the US university application: What do we have to do? What's most important? There's no quick response—that's why IECs spend months and years guiding clients through the process. I was unable to direct families to one resource that would guide them through the entire process. So, I decided to sit down and write it.

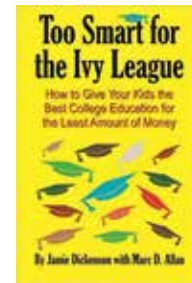


College Admissions Success: A Counselor's Sure-Fire Guide for High School Students

(Prominence, 2017)

By Ellie Duley, (ME)

I wanted to really get my arms around my process in working with students and families. Writing the book, which is addressed to students, was a great exercise in really getting to know my business, and families love to get the book in our initial meeting. I address all aspects of the college application process and timeline and end with advice for students once they arrive on campus.



Too Smart for the Ivy League: How to Give Your Kids the Best College Education for the Least Amount of Money

(Jamie Dickenson LLC, 2017)

By Jamie Dickenson, MBA, (WV)

My book is full of practical advice about how to help students get in, stay in, and pay for college without going broke. I cover how to choose a major that will help a student's chances for admission, how financial aid works, how students can get a great education, and much more.



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

Regional Groups

New Jersey

Three hardy IECs from **New Jersey** and one determined admissions officer from St. Edwards University in Austin, TX, who drove from NYC, braved the weather to attend the "nor'easter March lunch." Pictured left to right are Claire Mangrum, assistant director of admissions, St. Edward's University; Nikki Bruno; Julissa Germosen; and Carolyn Mulligan. Contact Carolyn Mulligan (insidersnetwork@comcast.net) for more information about this group.



Philadelphia

The **Philadelphia** group met at Haverford College on Jan. 29. Stacey Cunitz, chair of the admissions practices committee at PACAC, gave a presentation about NACAC's newly adopted Statements and Principles of Good Practice and Jess Lord, Haverford's vice president and dean of admission and financial aid, shared an admissions update and answered questions. A campus tour and lunch in the dining hall followed. Contact Laura Blanche (blanchecollegeconsulting@gmail.com) or Joanne LaSpina (joanne@mycollegehelper.com) if you would like to be included in future events.



Atlanta

The **Atlanta** group hosted a retirement party for Jean Hague, one of IECA's longest serving and most active leaders, in the home of Rosemary Tippet. The event was cohosted by Christie Woodfin and Sharon Laney, with many others assisting in the planning. CEO Mark Sklarow, pictured with Jean, attended to thank Jean for her service and wish her well. Contact Betsy Donnelly (betsy@atleduconsults.com) for more information about this group.



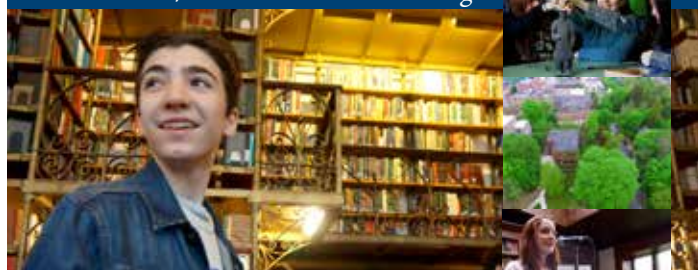
Send your group news to *Insights* at Insights@IECAonline.com As you hold events; host speakers; and visit colleges, schools, and programs, don't forget to take photos!

Advertisement

Cascadilla School

Since 1876

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



Why I Belong

Expectations Exceeded

By Traecy Hobson, IECA (NJ)



My first introduction to IECA was through the Summer Training Institute (STI) at Swarthmore College in 2013. I thought STI would be a terrific unofficial capstone to the UC-Irvine's independent educational consultant (IEC) certificate program. It did not disappoint. It was a busy few days filled with information gathering and opportunities to

meet other newbies to the profession. Truthfully, the presentations and workshops exceeded my expectations, but I was most surprised by the collaborative nature and generous spirit among the mentors and attendees. In just a few short days, STI connected me with a core group of colleagues who quickly became my friends and ultimately trusted advisors.

I am fortunate that I love what I do. Helping students and their families with the college search and application process is challenging and at the same time gratifying. Perhaps the most rewarding part of my job is receiving text messages and phone calls from my students when they open their first college acceptances.

But being an IEC can be isolating at times, especially if you are a sole practitioner like me. IECA offers valuable opportunities that connect me with other counselors globally who share my values in education and counseling. I have come to rely on this community for its sage advice.

IECA's professional development options and its wealth of resources help me stay up-to-date with the ever-changing landscape of college admissions. Whether it is the NJ regional group meetings, national conferences, organized college tours, webinars, or the TalkList, I am grateful to be able to exchange ideas and knowledge with like-minded, ethical professionals.

In 2017, I became a Professional Member, a title that comes with the responsibility to represent IECA and my colleagues with the utmost professionalism. That I take seriously. I look forward to a longstanding association with IECA and its dedicated members.

Traecy Hobson, Admissions on Track, can be reached at thobson@admissionsontrack.com.

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.USA.com

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

In the News

Mark Sklarow, CEO, was quoted in two *Inside Higher Ed* articles, “\$1.5 Million to Get Into an Ivy” on February 12 and “Helping an Applicant Stretch His Ethnic Identity” on March 5.

IECA was mentioned in “Mom Agreed to Give Consultant \$1.5M to Help Kids’ College Admissions: Suit” in the *New York Post* on February 10.

Mark L. Fisher’s (GA) article “Do More Than Stroll During Campus Tour” was published in the *Atlanta Jewish Times* on January 17.

Carole Langston’s, Associate member (LA), presentation at East Bank Regional Library was announced in “Library Lagniappe: Find the Right College With Help From Talk” in the *New Orleans Advocate* on January 24.

Sharon Harris’s (NH) appointment to the New Hampshire Advisory Council on Diversity and Inclusion was announced in “‘Diversity Speaks NH’ podcast gives voice to inclusion, equality” on *fosters.com* February 7.

On February 22, the *Trib* article “Free college planning workshops at Hampton” announced three college planning workshops by **Allison Lueers**, Associate member (PA).

Deborah Hardy (NY) was featured in “GuidED Consulting Helps College-Bound Students Find Their Way” in *Tap into Somers* on March 10.

Carolyn Lyndrup (SC) was interviewed for “Positively Parenting: How Can We Prepare for the College Application Process?” in the *Daniel Island News* on February 28.

“Making the Most of SERF’s College Fair” in the *Lincoln Journal* included tips from **Katelyn Gleason Klapper** (MA) on March 6.

Initiatives

In early February, **Judith Bass** (MD), along with representatives from Curry College, Beacon College, and The Gow School presented at a two-day workshop sponsored by The Next Genius Foundation, a nonprofit scholarship agency founded by Associate member, **Neeraj Mandhana** (Mumbai), at the Oberoi International School in Mumbai, India.

Claire Law (SC) was a judge for the Annual Intergenerational Forum on March 6 at the Bishop England High School Performing Arts Center.



Kristina Dooley (OH) and **Hannah Serota** (VA) were named to the Lynn University 2018–2020 Admissions Advisory Board in March. Pictured are Gareth Fowles, VP, enrollment management; Dooley; Serota; and Stefano

Papaleo, director of undergraduate admission.

Kristina Dooley (OH) was named to LeHigh University’s inaugural Counselor Advisory Board in March.



Students are at the center of KUA’s Integrated Advising Program.

Faculty Advisors are trained to advise in:

- Academics
- College Preparation
- Health and Wellness

Mentoring our students in small groups leads them to greater independence, leadership and success.

VISIT OUR CAMPUS OR JOIN US FOR AN
UPCOMING **INTERVIEW DAY:**

JANUARY 13 | FEBRUARY 3



603.469.2100 | ADMISSION@KUA.ORG
KUA.ORG | MERIDEN, NH

Campus Visits

British Council/IECA Tour



IECA members took a moment for a photo opportunity in front of Cardiff Castle in Wales before their visit to Cardiff University on day one of the March tour. IECA Professional members attending were Alan Sheptin (NY), Amy Mendelson (CA), Betsy Woolf (NY), Denise Bynum (TX), Jeff Knox (MD), Jeff Levy (CA), Kiersten Jarvis (FL), Kiersten Murphy (WA), Kiki (Karen) Steele (NY), Loren R. Grossman (CA), Nancy Cadwallader (LA), Patricia O'Keefe (CA), Rochelle Lurie (MA), Sandy Furth (CO), Stacy La Duke (CA), and Steven Cruz (NY). Associate members attending were Adrienne Narcisse (CA), Aubrey Groves (TX), Audrey Slaughter (CA), Christine Shaughnessy (MD), Eileen Restrepo (WA), Janette Lim (BC), Jenny Wan (NH); Jiwei "Janet" Huang (MA), Kathy Kurzman (TX), Kerry Shaw (CA), Madelyn Turner (IN), and Mary Zhang (NY). Representatives from the British Council were Jenna Hartsell, Lee Harris, and Lisa Landry.

On the Road

Mark Sklarow, CEO; **Rachel King**, conference manager; and **Valerie Vasquez-Guzman**, manager of educational programs, attended the planning meeting for the fall conference in LA, meeting with more than 20 local members, who had suggestions for speakers, member dinner venues, breakout topics, and more.



The IECA/NATSAP Link 'n Learn in Tampa, FL, drew 66 participants, and **Mark Sklarow**, CEO, was on hand to facilitate.

Advertiser Index

Company	Page	Website
Avon Old Farms School	11	www.avonoldfarms.com
Bard College at Simon's Rock	7	http://simons-rock.edu
Buffalo Seminary	6	www.buffaloseminary.org
Camp Kodiak	17	www.campkodiak.com
Cascadilla School	23	www.cascadillaschool.org
Fay School	21	www.fayschool.org
Fusion Education Group	24	www.fusionacademy.com
Glenholme School The	13, 16	www.theglenholmeschool.org
Gow School, The	18	www.gow.org
Kimball Union Academy	25	www.kua.org
Landmark College	19	www.landmark.edu
Landmark School	10	www.landmarkschool.org
Marymount Manhattan College	14	www.mmm.edu
Miss Hall's School	10	www.misshalls.org
Paradigm Malibu	9	www.paradigmmalibu.com
Pasadena Villa	8	www.pasadenavilla.com
Rectory School	8	www.rectoryschool.org
Riverview School	22	https://riverviewschool.org
Shrub Oak School	12	https://shruboak.org
St. Thomas More School	15	www.stmct.org
Vanguard School	20	www.vanguardschool.org

Introductions

Please Welcome IECA's New Professional Members

Chuck Erickson (WI) has been an IEC for



2 years and was an Associate member. Before becoming an IEC, he worked as associate director of admissions at Lawrence University for 10 years, where he also served as the transfer

admissions coordinator.

Erickson holds an MEd in educational leadership and policy studies with a focus in higher education/student affairs from Iowa State University. At Lawrence University, he earned BAs in Spanish and in music (choral/general music). He attended IECA's 2016 Summer Training Institute.

As an instructor for the QPR Institute, an organization focused on reducing suicidal behaviors, Erickson teaches hundreds of people about three steps to help prevent suicide. He also volunteers with the Appleton-A Better Chance program, where he serves on the board of directors and provides college counseling to the ABC Scholars.

Erickson's husband is a high school special education teacher and they have been together for almost 12 years. He loves trying new restaurants and going on road trips across the country.

Charles (Chuck) Erickson, MEd
College Connectors
3701 East Evergreen Drive, Suite 265
Appleton, WI 54913
920-585-4300
chuck@collegeconnectors.com
www.collegeconnectors.com
Specialty: C

Kelly Fraser (MD), a former associate member, has worked as an IEC for 10 years.



Fraser holds a BA in English from Boston University, an MS in applied educational psychology from Northeastern University,

and an MEd in education administration from the University of Massachusetts. She is a member of NACAC and PCACAC

Kelly Fraser, MS
Green Apple College Guidance & Education
4905 Del Ray Avenue, Suite 304
Bethesda, MD 20814
301-244-0690
kfraser@greenapplecollege.com
www.greenapplecollege.com
Specialty: C

Deborah Gutman, MD, (RI), an IEC for five years, is currently an emergency physician at Brigham & Women's Hospital, Boston, MA, and previously worked as medical school admissions consultant for inGenius



Prep. She earned a ScB from Brown University in neuroscience, an MPH with a concentration in medical ethics from Boston University School of Public Health, and an MD at Brown Medical School.

Gutman attended IECA's 2015 STI, presented "So You Want to Be a Doctor?" at IECA's Fall Conference, and serves on the IECA Graduate School Committee. She is a member of NAAHP. She is residency director for the Brown Emergency Medicine Residency Program; course director for the 2nd-year curriculum at the Warren Alpert School of Medicine at Brown University, where she received a Teaching Recognition award; and was awarded the National Faculty Teaching Award from the Council of Residency Directors in Emergency Medicine.

At Brown, Gutman is a physician mentor for the Program for Women in Medicine and volunteers as an alumni interviewer. She is also a professional mentor for the YEAR UP program in Providence.

Gutman has been married for 22 years. Her 17-year-old son is in his junior year boarding at New Hampton School and beginning his college search. He is an avid hockey player and fan and they are visiting every NHL stadium in the United States and the surrounding cities and national parks. She enjoys knitting, especially to harness her fear of flying.

Deborah Gutman, MD
AdmissionsRx
22 Hazard Avenue
Providence, RI 02906
401-255-0341
admissionsrx@gmail.com
www.admissionsrx.com
Specialty: G, Medicine, Health, & Veterinary

Deborah Hardy (NY) has been an IEC for two years. Previously, she was the director of K-12 School Counseling Services for Somers School District in New York, an adjunct professor in the NYU school counseling



program (remote) and in Long Island University's school counseling program, a coordinator of school counseling services in the Irvington (NY) School District, and a bilingual counselor at Sleepy Hollow High School.

Hardy holds an EdD in instructional leadership from Western Connecticut State University, a master's in educational leadership from Bank Street College, a master's in school counseling from LIU-Westchester, and a BS from Rider University. She is a member of ASCA and NACAC, and was president of NYSSCA and the Westchester Putnam Rockland Counseling Association.

As a member of NYSED, she is on the school counseling summit and social-emotional task force. She has authored two books, *Internet for School Counselors* and *El Camino a La Universidad*, and coauthored *The New York State Model for Comprehensive K-12 School Counseling Programs* and the New York State Comprehensive School Counseling Program's level activity books. Hardy volunteers at the Katonah Community Center, helping the scholarship committee and providing college process support for families.

Born and raised in Brazil, Hardy returned to the United States for college. She enjoys fused glass and has created many items, such as jewelry, vases, and a glass sink! Currently, she is engaging in photography and loves taking pictures of birds!

Deborah Hardy, EdD
GuidED Consulting, LLC
103 Breckenridge Road
Mahopac, NY 10541
914-721-3591
guidedbyhardy@gmail.com
www.guidedconsult.com
Specialty: C

Molly Hughes (IL) was an associate member and has been an IEC for seven years. She earned a BA in Spanish with a concentration in English from Boston College and an MBA from the Darden School of Business at the University of Virginia.



Hughes provides pro bono, private college counseling in the Chicago area, including for students at Christ the King Jesuit College Prep and Nazareth Academy.

Outside of work, she enjoys family life as a mother of four. In her rare spare time, she can be found cooking for family and friends, playing competitive paddle tennis, and sailing on Lake Michigan.

Molly Hughes, MBA
College Bound Consulting, LLC
7 S. Lincoln Street
Hinsdale, IL 60521
630-887-6905
mhughes@collegeboundconsulting.com
www.collegeboundconsulting.com
Specialty: C

Rebecca Kenney (MA) has been an IEC for three years and was an associate member. Previously, she worked as a scheduling coordinator at a doctor's office, a public elementary school guidance counselor, and a child and family therapist.



Kenney earned a BA in psychology from Duke University and an MSW from Catholic University of America. She attended IECA's 2015 Summer Training Institute and copresented at IECA's 2016 Spring Conference. She is a member of NACAC and copresented at its 2017 conference.

As a volunteer, Kenney led a "how to make the most of college" workshop for the Dorchester Boys and Girls Club in spring 2016 and participated in a college essay writing support group at the Lawrence Boys and Girls Club in fall 2017.

Kenney is the mother of four children ages 18 to 24 who have all successfully completed the college application process and gone on to try to make the most of college and beyond. For pleasure, she enjoys reading, hiking with her dog, and yoga. Staying connected with family and friends is very important to her.

Rebecca Kenney, MSW
Educational Advocates College Counseling
1678 Beacon Street
Brookline, MA 02445
617-734-3700
rkenney@educationaladvocates.com
www.educationaladvocates.com
Specialty: C

Kerry Rock (CA) has been an IEC for four years and was an associate member. Before that, she was a college counselor for A1 Learning Center. She holds an MBA in film and television from NYU. In addition, she earned a certificate in college counseling from UC–Riverside extension and attended IECA's 2016 Summer Training Institute. She is a member of NACAC and WACAC.

Volunteering with the LA Chamber of Commerce's Youth at Work program, Rock conducts mock interviews with inner city high school students who are preparing for internship and job interviews. She is also a member of the college counseling education team for Write Girl, where she works with female writing students on their college application essays, and an in-house college counselor at Alexandria House, where she works with homeless or formerly homeless high school students on college lists, applications, and essays.

Rock enjoys seeing lots of movies in the theatre, and she is still occasionally involved in casting. One of the films she produced won the Best Actor Oscar and another was in the Main Competition in Cannes. Rock is married and has a 24-year-old son who graduated from UCLA and a 19-year-old daughter, who attends the University of Chicago. Her family loves to travel and recently visited Ireland, Scotland, and Costa Rica.

*Kerry Rock
Rock Steady College Counseling
1200 N. Myers Street
Burbank, CA 91506
310-505-0755
kerryrocksteady@gmail.com
rocksteadycollegecounseling.com
Specialty: C*



Jill Siegel, MD, (NJ) has been an IEC for five years and was an associate member. A board-certified radiologist, she was previously cochair of breast imaging at a teaching hospital where she helped train medical students and residents. She is thrilled to have the ability to continue to guide students as an IEC.

Siegel holds a BS in neuroscience from the University of Rochester, an MEd in counseling from Boston University, and an MD from Rutgers New Jersey Medical School. She attended IECA's 2013 STI and earned a certificate in independent educational consulting from UC–Irvine. She is a member of NACAC and NJACAC.

As a doctor, Siegel coauthored several papers that were published in radiology journals. She enjoys spending time with family and friends, traveling, and solving crossword puzzles.

*Jill Siegel, MEd
Your Campus Consultant LLC
4 Trails End Court
Westfield, NJ 07090
908-608-7420
jill@yourcampusconsultant.com
www.yourcampusconsultant.com
Specialty: C*



IECA National Office

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

Mark Sklarow
Chief Executive Officer
ext. 6972
MSklarow@IECAonline.com

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

Sarah Brachman
Manager of Communications
ext. 6971
Sarah@IECAonline.com

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

Rachel King
Conference Manager
ext. 6978
Rachel@IECAonline.com

Valerie Vasquez-Guzman
Manager of Educational Programs
ext. 6977
Valerie@IECAonline.com

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

Laurence Moses
Education Assistant
ext. 6981
Laurence@IECAonline.com

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

Kim Constantine
Finance Manager
ext. 6976
Accounting@IECAonline.com

Jan Umphrey
Editor, Insights
Insights@IECAonline.com

Andy Falter
Sponsor Relations
571-271-5430
sponsor@IECAonline.com

The Back Page

What do you tell students is the most important step they can take as they begin the college process?

"Use this process to continue to discover what is important to you so that you find the college that is best for you, not the 'best' college."

"Focus on what makes you different, not the same."

"Be open to the many options available to you, even colleges you've never heard of."

"Reflect on your own learning style and social comfort levels as you visit colleges, to truly grasp what 'good fit' means for you."

"Focus on the intense pursuit of your individual interests instead of checking boxes you think colleges want you to check."

"Remember that maintaining your own mental health is more important than anything. Keeping that at the forefront, you should then approach everything you do in a manner that will leave you with no regrets at the end of the college process."

"Think about what's most important to you without being influenced by peers."

"Concentrate on things you love doing, in and out of the classroom, and take as rigorous a schedule as can without overwhelming yourself."

Source: IECA's 2018 member survey: What Colleges Look for in Students