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IECA⁺

INSIGHTS

THE NEWSLETTER OF THE INDEPENDENT EDUCATIONAL CONSULTANTS ASSOCIATION

June/July 2018

Calendar

June 12

Webinar: The International Family's Concerns About University Admissions

July 10

Webinar: Relieving Anxiety in College Bound Seniors

July 10–14

STI Claremont, CA

July 18–20

Executive Committee Meeting, Virginia

July 24

Chicago Local Planning Meeting

July 30–August 3

STI Swarthmore, PA

August 14

Webinar: Helping Your Students With LD Become Super Testers

September 12–15

Enrollment Management Association Conference, San Diego, CA

September 26

Transitioning to Private Practice

September 27

IECA Member/Admission Rep Luncheon

September 27–29

NACAC, Salt Lake City, UT

IECA Invests More Than \$320,000 in Technology

By Mark Sklarow, IECA CEO



Since 2017 and through the coming year, IECA has committed nearly a third of a million dollars to enhancing technology. That amount, which is dedicated to improving

several member services and meeting the Association's educational mission, is exclusive of staff time. The money has gone into capital improvements, new software, and developing technologies.

This major investment grew from the Board's commitment to improvement on multiple fronts: increase the public's use of the website and its member search function; enhance technology-based education; improve how members interface with each other; and enrich the conference experience for participants. A less noticeable but still significant change has been the Association's switch to a state-of-the-art membership data management system that will help the office better meet member needs.

Some of these advancements came online in the past year, including the new IECA website, which features a responsive design that facilitates use of the website on varied devices and features an easier navigation for parents, IECs, the media, and admission partners. A key development is the addition of videos to help educate the public. School and therapeutic consulting videos are now live, and college, learning disabilities, and global advising videos will be coming soon. Additional videos are in the works.



For members, one of the most exciting features on the new website is the enhanced Member Search. The public search includes members' corporate logos or headshots, can be searched by region or keywords, and provides a space for members to explain their services. Another new feature is a members-only search (for those signed in to the website as a member) that allows you to see not only Professional members listed publicly, but Associate and Student members as well. This new function, designed to seamlessly integrate with the data management system within the website, allows members to find colleagues with unusual expertise.

The next major development will be a dramatic improvement to the way members communicate with one another. The IECA Member Network

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President's Letter

Education, Goal Setting, and Membership

I always return from an IECA conference inspired and reinvigorated. I hope that everyone else did also. It was an unprecedented smorgasbord of school and college tours, informative speakers, and myriad pre-conference and educational breakout sessions for every specialty.

It is my distinct honor and privilege to serve as your new president. As I mentioned in my remarks at the annual meeting, my goal is to serve all members across all specialties. Please feel free to contact me with suggestions, concerns, and ideas that will benefit our membership and the Association. IECA's strength depends on the amount of input and participation of all its members, not only those in leadership positions. Given that the job of the Board of Directors and the committees is to develop and implement programs that meet the

needs of the membership, the board cannot fulfill its duty without your input.

In recent months, I spoke informally with outgoing and incoming leadership, as well as members across the Association to gain perspective on how to move forward. Consequently, I have determined that a primary goal of my presidency is to develop educational initiatives to meet the needs of the entire membership across all levels of experience—new, Associate, established, and veteran members—and all specialties.

Over the last few years, our Association has done an excellent job developing Roadmaps and Standards of Excellence for every specialty. I hope that, together, we can expand those offerings and develop programs in counseling techniques; business management; career planning;



Barbara Pasalis

financial aid and affordability; growth through adding associates and by expanding into new specialty areas; and finally, exit strategies for retiring members.

In addition, we should be examining new ways to deliver content. Regional Groups have become an important way for members to engage in our organization. A taskforce on Regional Groups has completed its work, and we hope to expand the number of those groups and the number of programs they deliver. We must also examine which modes of delivery—pre-conference sessions, breakout sessions, roundtables, water-coolers, school

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IECA⁺ INSIGHTS

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In Focus

IECA's Expanding Reach

IECA has members in:

47

States + DC & PR

30

Countries

33

Domestic IECA Regional Groups

9

**International IECA Regional Groups
(2 in the Americas, 2 in Europe, 5 in Asia)**

Judy Berg Recognized for Her Service

Judy Berg (NY) was awarded the Stephen R. Antonoff award at the IECA Spring Conference in Austin; unfortunately, she was unable to accept it in person because of a family illness. Having started her career as an IEC in 1986 and joining IECA in 1989, there is not much that Judy Berg hasn't seen or done in the profession or Association. She served on the board as president and vice president and chaired and contributed to many committees and task forces over the years. Perhaps one of her proudest achievements is the creation of the IECA Foundation during her tenure as president. Once it was established, she served as the foundation chair and continues to serve, ensuring that IECA reaches more students through its volunteers' generosity of time and spirit.



In keeping with her desire to further conversations with college admissions officials, she organized IECA's first college symposium in 2015. Even in retirement, she continues to connect with colleagues and work with pro bono students, and she is continuing her commitment to social justice through her work with the Commission on Social Action in Washington, DC. Of course, she also relishes what retirement is best for—extra time with her family, especially her five very special grandchildren.

IECA[®] Webinar series

IECA webinars are always free to members and cost just \$24 for non-members. To register: <https://webinars.iecaonline.com>.

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

July 10: **Relieving Anxiety in College Bound Seniors: What's Actually Happening Within the Office of Admissions?**

August 14: **Helping Your Students With LD Become Super Testers**

October 9: **Fostering Executive Functioning Skills Through the College Application Process**

November 13: **Sample Essays: The Good, the Bad, and the Best Practices**

December 11: **Into the Woods: A Primer on Therapeutic Wilderness Programs**

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IECA Had a Great Time “Keeping Austin Weird”!



The IECA Annual Meeting in Austin was well-attended and productive.



College Essay Guy, Ethan Sawyer, is always a popular speaker!



Above, left: ACE Speaker Vanessa McNeal engaged the crowd.

Left: The member dinner was a sellout event--members enjoyed catching up with colleagues, meeting new friends, and enjoying some delicious local cuisine before gearing up for the busy week of conference activities.



Is it networking or just plain fun?

The general session was packed!



Above: Getting in the Texas spirit produced many great photo ops for members.

Left: Members gather to board the pre-con tour buses.



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Tech Investment, from page 1

will replace the TalkList. All IECA members will be able to join the communities they choose rather than receive emails on all specialties. They will also be able to choose the Affinity Groups and Regional Groups that they wish to hear from. The result? Members are likely to see fewer posts, but those that they do see will be tailored to their stated interests. In addition, the IECA Member Network will allow members to search discussions by topic and provide more robust sharing and communication opportunities.

Some of the new technology developments are smaller, but no less significant, including: Wi-Fi access for all attendees at conferences, increased use of Zoom to facilitate communication and learning, an enhanced webinar platform, and improved conference submission and review processes.

Finally, IECA has committed ongoing resources to enhance our own cyber security: to protect the Association's infrastructure and communication and ensure the security of our members' personal information. Members will be hearing more over the coming year about new GDPR (General Data Protection Regulation) requirements that IECA will be meeting per international laws.

The bottom line is that these enhancements will mean an enhanced member experience, improved services and education, and a better face to the public. 🙌

President's Letter, from page 2

connections, tours, webinars, Zoom video conferences, college symposia, and so on—are most effective in delivering the various types of information we seek to learn. As we do this, we will not only consider new modes of delivery but also evaluate existing programs and eliminate those that have been less effective.

I'm also excited about working with Adam Weinberg, president of Denison University, to rethink the admissions process and move toward a more holistic, relational-based model. David Holmes, from the Institute on Character and Admission, is another potential partner for this initiative. Imagine the benefit for our students—and for the colleges—from such a change!

Finally, I want to express my sincere appreciation and thanks to Ann Rossbach and the 2017–2018 Board for their dedication and service. The new board will endeavor to continue their good work as seamlessly as possible. As we work together with our CEO and the staff to create programs that will serve you, we also need your help. Please consider rolling up your sleeves and getting involved to serve your colleagues and our Association. Only by working together will we ensure that our association remains relevant well into the future. Join us!

Barbara Pashalis

Barbara Pashalis
IECA President

Four Ways to Help Families With a Special-Needs Child Plan for the Future

By Rob Wrubel, Partner, Cascade Investment Group



A family of four that I know has two parents and two children. One child is physically disabled and in a wheelchair, visually impaired, and has developmental disabilities. The other child is typical and does not have any special needs. These parents embrace both children with

love, they have passion for each day, and they believe life is better for them with each of their children in it. But they do have extra stress, worries, and fears about the future for their daughter with special needs, particularly as they also consider their other child's college aspirations.

Parents and caretakers of people with intellectual and developmental disabilities (I/DD) or other special needs live with more stress than most families, but there are several steps they can take to reduce their fear of the future and their daily worry. Independent educational consultants (IECs) and other professionals who work with those families can have a significant impact by just helping families understand a few basic concepts and working with them as part of a team to produce positive outcomes.



1. Encourage families to make time to plan for the future.

Thousands of thoughts stream through our heads each day—some are meaningful, some are bad 80s songs we can't shake (thank you, Duran Duran). Planning starts the moment a person stops the music, takes a deep breath, and writes down what he or she wants to have happen in the future. For many families, sitting down to think about the future is difficult and they must rely on professionals to move forward as they think about educational needs and other future steps for their children. IECs are crucial to that effort because they can support families in the process of intentionally working on what is important in their lives. This step can create anxiety and a sense of loss that you can help them overcome by directing them toward desired outcomes and appreciation of the positive aspects of their lives.


2. Be aware of benefit program basics. Most IECs are working with families while children are still in school, and families will be very involved in just getting kids through their education. It's never too early for parents to be thinking about adulthood, however. IECs should be aware that adults with intellectual and developmental disabilities (I/DD) who have qualifying disabilities have access to government provided benefit programs that can make the difference between a high quality of life and one lived on the margins of existence. The two most important programs are Supplemental Security Income (SSI) and Medicaid.

SSI provides a monthly income benefit to an individual of \$750 per month in 2018 and some states add extra to this. To receive the benefit, the person must have a qualifying disability, have low earnings, and not have more than \$2,000 in countable resources—bank accounts, investments, and other items readily turned into cash count as resources. A primary residence and vehicle are excluded.


IECs may wish to advise clients that the process to receive SSI starts with a visit to the local Social Security office. A person must

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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.



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be 18 years or older and families should prepare by assembling documents to show that the disability means the person will not likely be able to find gainful employment and to prove the lack of resources for the person applying. Medical and school records are helpful in showing the disability.

Medicaid also provides a variety of supports, including medical benefits and programs often called comprehensive services. SSI is generally the gateway for those benefits so getting and maintaining SSI is a high priority. Finally, some people with I/DD receive Medicare and Social Security Disability Insurance (SSDI) payments, which are worth inquiring about.

3. Organize for emergencies. There's no way to predict when emergencies will occur, but there are steps to take to make them easier to handle. IECs often speak with families about "back up" and Plan B programming, but it is worth also encouraging families to work with their financial planner and attorney to be prepared for contingencies. Families should put together a binder or file folder with important documents so someone else can step in to help when necessary. Those files should include legal documents (wills, trusts, powers of attorney, guardianship papers, and the like), financial resources information, and important medical information. The goal is to make it easy to have someone else help if the parent or a loved one cannot. Families can let the attorney and others know about the IEC's involvement so that they can continue to serve the child if parents are unable to. IECs are often crucial to the continuity of care.

4. Encourage the family to build a strong team. Special-needs planning outcomes improve when family members and their advisors work as a team. Financial planning, legal, tax and other family advisors each have expertise and a different vantage point when providing advice. Federal benefits can provide families with tens of thousands of dollars of support each year, freeing up funds for education and other goals. Families will also want to investigate setting up a special-needs trust and ABLE Act accounts. A special-needs trust is the foundational element of planning. The trust allows families to have money available to create a higher quality of life than is available through government subsistence programs alone. ABLE Act accounts are a new tool that lets a person receiving SSI have access to funds and build savings without creating a countable resource.

IECs should seek to build relationships with related professionals who have expertise in special-needs planning. There is no specific designation for that type of planning, so just keep asking the financial, legal, and tax advisors in your community to advise you about who specializes in that area and you will soon find the leading advisors in your region.

Families rely on your expertise to achieve their life's goals and bring their dreams into existence. Special-needs planning integrates the work of families, complex government systems, and caring, competent professionals. By helping some of your clients start the planning process, you can help an adult with an intellectual or developmental disability lead the highest quality of life possible. 

Rob Wrubel can be reached at rwrubel@ciginc.net or 719-632-0818.



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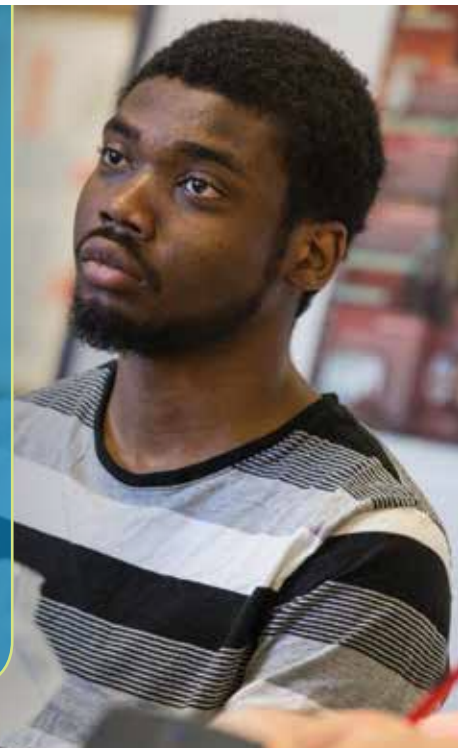
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Ensuring the Welfare and Successful Transition of International Students

By David C. Korb, Associate (MA)



As the number of international students coming to study in the United States has greatly increased over the past decade, universities are becoming more adept at helping those students transition to life in a new country. Challenges remain, however, and IECs who advise international students should consider providing additional services to ensure that students transition well and

become successful. Many colleges provide helpful information on their websites under international student services, academic support, and office of residential life.

First, it's important to recognize that using the term *international* categorizes a very large and diverse population of students as one group, when in fact they are very different. For example, Latin American and Spanish students, where most of my students come from, are very distinct from students raised in other parts of the world, such as Asia, the Middle East, and Africa. It is easy to forget how disparate life in the United States is for an only child from mainland China, who has been raised under a one-party Communist government. Mathematical prowess, which is highly recognized in China, may not carry the same prestige on US campuses—think the math star vs. the QB! There may also be unfortunate issues of discrimination and lack of acceptance into a college's

surrounding community, which may be particularly challenging for Muslim and African students. Finally, not all international students have the same financial means. Although the majority come from affluent families, US colleges are distributing increasing amounts of financial aid to international students. Those with few resources may struggle more than a US student from a comparable socioeconomic background because of a lack of familiarity with the system and the resources available.



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Logistics and Cultural Support

Arrival logistics. Will the international student be coming alone or with a family member? Simply getting from the airport to campus can be a challenge, and it can be an unexpected additional cost. For example, UberX is not permitted at some airports, and many students don't know the difference between UberX and other Uber services, which are more expensive. Rollins College International Student and Scholar Services web page (<http://link.iecaonline.com/rollins>) is an excellent example of support.

Getting settled in. Colleges do a great job providing help with eager students clad in matching t-shirts greeting new arrivals. International students should use this as an opportunity to meet upperclassmen and to try to form an early connection. Some institutions also do a wonderful job arranging trips to large local stores, but others are less helpful in directing students to where to find dorm room necessities that they can't travel with, such as a fan, bed risers, reading lamp, pillows, and the like. Depending upon the college's location, the student's access to a car, and the availability of a parent, securing those items can be difficult (there are no fans for sale during 90-degree move-in days in Boston). Ordering those items ahead of time is an easy solution, but one that requires knowledge. Summer storage of personal items is another hidden cost that hits just as students typically have used up their money—one solution can be found at www.collegeboxes.com/home.seam. Smart phones, technology, and delivery can be assets in solving logistical problems—encourage your clients to plan for those contingencies.

continued on page 13



The Connecticut Shore Tour

The Connecticut Shore Tour is back! Enjoy two complimentary nights at the scenic Water's Edge Resort and Spa on the beautiful Connecticut Shoreline and **visit these five unique programs!**

CHAPEL HAVEN

Chapel Haven is an award-winning non-profit devoted to helping adults with social and developmental disabilities live self-empowered and independent lives. In 2017, Chapel Haven broke ground on a major campus expansion, with a new REACH residential and classroom campus to open in July 2018, a new Welcome Center completed and planning in the final stages for a universally designed senior living complex to provide lifelong care. Chapel Haven serves 250 adults with three core programs: REACH, the Asperger Syndrome Adult Transition Program (New Haven, CT) and Chapel Haven West (Tucson, AZ). We are excited that our expansion will deliver a campus well positioned to deepen our reputation for excellence and lifelong care.

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Located in East Haddam, CT, Franklin Academy serves bright students with unique learning styles who may find it challenging to thrive in traditional educational settings. Expert educators, employing best practices, assist students in developing stronger skills in executive functioning and social cognition while providing a rigorous, competency-based, academic experience. We are a college preparatory high school for students in grades 8–12, including a college transition program for grade 12 and postgraduate, and summer program for ages 13–19.

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The Connecticut Shore Tour

Sunday, September 16–Tuesday, September 18

Water's Edge Resort and Spa, Westbrook, CT

RSVP: Cindy Pope at cindy@fa-ct.org

Vacation planning. Will students go home for both Thanksgiving break and winter break? If not, where will they go when the dorms close in November? Encourage your clients to make firm plans by early October and remind students who are traveling to friends' houses for the break to confirm with the friend's parents. Too often, students promise to host an international student in September, fail to tell their parents with enough notice, and then are forced to cancel at the last minute because the family's plans preclude having an additional person. Many international students choose to travel together to a city; New York immediately comes to mind!

Social inclusion. American students are generally friendly and open, but they are not always as well-versed at *genuinely* embracing international students. A typical exchange might be: "Where are you from? Oh, that's so cool." Which may be followed by a few other pleasantries and then nothing further. A trip to the dining hall clearly illustrates student social groupings. I have found that international students, in general, want to have American friends, yet they find it hard to connect. Unfortunately, unless schools put programs in place to address this issue directly, international students are left on their own. Making friendships in classes, especially large lectures, is not easy. International students will need to embrace the entire college experience, and academics are only one part of that system. Joining clubs, associations, intramural sports teams, Greek life, and so on can all help with the integration process, and IECs can provide valuable advice. Those activities, however, can also reinforce divisions, so students must selectively choose where to establish their niche. Dorm life can be a great opportunity to engage with domestic students. Having said that, most international students

are eager to move off-campus as soon as they have fulfilled their mandatory stay. A prearrival summer discussion can assuage fears and prepare students mentally.

Academic success. Connecting and engaging with professors is a strength of the US system, but international students need to be coached to understand the resources available and how to take advantage of them. In their home countries, professors may not be interested in or able to meet with students, but in the US, they are encouraged to do so. Students must learn that attending office hours is a positive, not a negative; it does not show that you're not smart. IECs should explain academic honesty and how it may differ from the home country. International students may view collaboration quite differently than US students! Also, IECs will want to focus on defining plagiarism, an issue that can also lead to immediate disciplinary action. Middlebury College provides valuable on their website (<http://link.iecaonline.com/middlebury>).

Cultural norms. The United States is likely quite different than many international students home countries. Alcohol and night life are treated distinctly in the US. Many international students will be accustomed to drinking and going to nightclubs; taking that option away for the first few years of college can be challenging. Most will not have had as much exposure to drugs as can be found on US campuses and fewer will have seen ADHD medications used. The legalization of marijuana in certain states offers yet another novelty. The firmness of the US rule of law can be unsettling and unfortunately eye-opening for certain populations. Educating students about our laws and the consequences of breaking them is crucial. Punctuality should also be addressed.

In addition, living with a roommate and sharing a bathroom is probably the number one concern of international students. US teens expect it as part of the experience, but that is not necessarily so for international students. Explaining the importance of this experience is crucial for them to buy into it. Although colleges have become more sophisticated (and hopefully more successful) in their pairings, international students need to learn what to do in the event of a bad rooming situation. Skidmore College provides a good residential life page outlining how to change rooms (<http://link.iecaonline.com/skidmore>).

Support systems. Universities have increased institutional support in many ways, and student should be encouraged to take advantage of the resources available. Many schools offer dedicated international support offices. Academic support centers should always be utilized, especially for writing, which is a challenge for most international students because they are working in a second language and may not have written extensively in high school. Once a student selects a college, IECs should outline the resources available and devise a plan for how to use them. Checking-in on students throughout their first semester is crucial. Pomona College provides clear guidance on their Academic Support Resources page (<http://link.iecaonline.com/pomona>).

Studying in the USA should be an incredible and life-changing experience for international students. There may be a few challenges—but they should not overshadow the overall benefits of the experience! With guidance, students make a quicker, smoother transition. 🙌

David C. Korb, Commonwealth Student Services of Boston, can be reached at dkorb@cssob.com.

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Progressive Education—A Template for 21st Century Skills

By June Vinhateiro, Director of Admissions, Ecole d'Humanité



After emerging more than a century ago from the overarching ideals of social responsibility and democracy—radical ideals indeed in education at the turn of the 20th century—the principles of progressive

education remain relevant today. Progressive ideals and practices now serve as a template for developing 21st century skills, those attributes and competencies considered essential for students preparing for jobs and life in the Information Age.

Shaped by the theories of educational philosophers John Dewey, Maria Montessori, Paul Geheeb, and Rudolf Steiner among others, progressive education features such concepts as supporting students' active participation in the educational process; cultivating a deep relationship with nature; developing critical thinking and problem-solving skills; encouraging collaboration among peers; integrating arts into the curriculum; fostering intrinsic motivation; nurturing community mindedness; and assessing student work via narrative evaluation rather than with grades.



Since the turn of *this* century, educators, social scientists, and business leaders have recognized that knowledge absent of skill is no longer an adequate measure in preparing students for success in university and in the workplace. Today's students need to be able to not only *master* content, they must be able to *create* it.

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The necessary skills, known as 21st Century Skills and distilled by the National Educational Association to the Four Cs—critical thinking and problem-solving, communication, collaboration, and creativity and innovation—also encompass such important concepts as perseverance and self-direction, research skills, ICT literacy, social justice awareness, and environmental literacy. Proficiencies that align precisely with the tenets of progressive education.

Merging the historic principles of progressivism with 21st century thought and tools, progressive schools are ideally suited to provide rich and firmly-rooted learning environments to prepare their students for the rapidly changing landscape of career opportunities and personal fulfillment in the 21st century.

Environmental literacy. Experience in the outdoors is essential to environmental literacy and to personal well-being. Students at the Ecole d'Humanité live amidst the spectacular mountains, meadows, and cold clear streams of the Swiss Alps, and they camp, hike, ski, and climb in one of the world's most impressive natural settings. The school incorporates nature into its academic program as well; students in a recent environmental engineering course used the alpine terrain as their lab, collaboratively applying real-world resources to design plans for a nearby bridge. Graduates leave the Ecole with a deep appreciation of the natural world and a profound commitment to its preservation.

Dewey's maxim that "Education is not preparation for life, education is life itself!" is emblematic of progressive education's relevance in the 21st century.

Collaborative learning. Collaboration, problem-solving, and perseverance are central elements of the innovative work environments of the 21st century and of the agelessness of work in the barn on a working farm. The livestock, gardens, and greenhouses at North County School, a junior boarding school in Lake Placid, NY, provide its students more than vital learning tools; NCS students realize in concrete ways the fruits of their collaborative efforts. Students harvest more than half of the food they consume, tend to farm chores, undertake related scientific research, and live sustainably by recycling, composting, and utilizing carbon-neutral and solar energy sources.

Communication and social competence. Social awareness and the skills needed for the increasingly global 21st century are a cornerstone of the social competency and inclusiveness that all leaders must now be prepared to model. Among the 90 students at the Buxton School in Massachusetts, 41% are kids of color and 18% are international; students come from a wide array of backgrounds, traditions, and orientations. Through work programs, winter-

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study classes, and the annual Urban Intensive Trip, students live and learn together in ways that encourage connection, communication, and understanding across lines that have traditionally kept people apart. That is what progressive education is meant to foster: lived experience in creating meaningful community, and its relevance today is unquestionable.

Character and self-sufficiency. Character, work-ethic, and authentic leadership are among the ideal attributes of the 21st century workforce, and are key components of school life at Midland School in California. The school's strong environmental ethos is cultivated through growing its own food, chopping its wood, and drawing electricity from student-installed solar panels. Students take responsibility for campus and community while engaging in challenging academics, attaining digital literacy, and participating in experiential learning. Working as a community to take care of "their place," students develop inner resources and a sense of self, which they then carry into their future schooling and work lives.

Creativity and innovation. The ability to create content and fully experience self-directedness is distinctively fostered at The Putney School in Vermont. By design, the school is student-driven; students not only sort the recycling and milk the cows, they also run the work crews. Students serve as voting members of the board of trustees, the admission committee, the educational programming committee, and the standards committee. They learn about owning responsibility, the relevance of physical work, and the power of perspective and collaboration. Students coming out of such a self-directed and collaborative environment are ready to transfer those skills to a host of future work, school, and personal-life settings.

It should be noted that nurturing 21st century skills does not require full immersion into the clutter of 21st century trappings. The solidness of being rooted in physical work, artistic expression, authentic relationships, and the creativity demanded by self-directedness enhances rather than impedes the development of proficiencies imperative for tomorrow's world. At progressive schools, daily chores and limits on electronic media establish community responsibility and self-reliance. Progressive educators embrace the notion that self-directedness may take the occasional brief foray into boredom—itsself a catalyst for innovation. Taking risks—intellectual and creative—fortifies confidence. Schools that encourage challenging questions and celebrate mistakes enhance the development of critical thinking and problem-solving. Student-centered education may be a bit untidy at times, but the outcome is worth the effort!

Dewey's maxim that "Education is not preparation for life, education is life itself!" is emblematic of progressive education's historical import as well as its unqualified relevance in the 21st century. As progressive schools prepare young people for a future that we and they can't possibly know, we appreciate that those "radical" thinkers of a century ago were clearly on to something—timeless ideals. 

June Vinhateiro can be reached at june.vinhateiro@ecole.ch.

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Transfers: When It's Just Not the Right Fit

By Lucia D. Tyler, PhD (NY)



"Help! Allen wants to transfer, and he just started! He's decided that he doesn't want to go back to college," a distraught mother says when you answer your phone. In the next breath, she says, "He has to get into another program right away! He can't just stay home. He'll get into trouble and besides we redecorated his room for my new yoga studio."

You may receive such a desperate call from a parent just after Thanksgiving. Because you are an independent educational consultant (IEC), at that point you should ask some questions, such as, Has Allen talked about going to another college right away? or Why does he want to leave Hufflepuff University? Parents may also panic if they just went through a particularly grueling admissions cycle—"Just when we thought she was all set, she decides to come home! Ack!" Inevitably, it is important to meet with the student directly to find out what is going on.

Fortunately, many students are motivated to do most of the leg-work in the transfer process on their own, including the research and the applications. If they are not self-motivated, there may be other problems that need to be addressed first that may involve counseling or even medical intervention. In my experience

interviewing and working with transfers, students often need some time for reflection about what happened. Parents frequently want the student to jump to the next college right away, but that can interfere with their growth and ability to avoid a similar problem at another college.

In addition, colleges generally prefer that transfer students have an entire year under their belt and have done reasonably well academically. In fact, most colleges will not transfer credits for classes that resulted in a C-. They will look back to high school grades and test scores if the student has not completed the requisite number of credits, although that varies by institution.



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Timing Is Everything

It is possible for students to transfer in the middle of their first year if they have done well and are willing to do the research and applications before mid-April to meet the transfer deadlines of most colleges. But by the time May rolls around and the student returns home with a desire to transfer, there isn't enough time to apply for the following fall semester, especially at selective institutions. The exceptions to this rule are those colleges that didn't fill their class before the deadlines. Students who decide to enroll in the spring often come into a difficult situation.

Let's take the composite case of Kristin, who arrived on campus in a snowstorm, as an extreme example. When Kristin arrived, everything was pretty much shut down and the person who was supposed to give her the key to her room had left early. Fortunately, she met a few students who were building a snowman outside her dorm who took her in for the night.

Kristin was supposed to meet with her assigned transfer advisor to go over her schedule the next day, but he couldn't get to campus for another day. Consequently, she was shut out of a psychology class that she really wanted to take, but she was able to appeal and finally enroll in the class. Kristin also found it difficult to meet people initially because they were hunkered down in the bad weather and they had already developed a group of friends. She felt like she was

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trying to insert herself into a conversation that had been going on for some time. Of course, spring admissions do not always include a snowstorm, but they can be particularly difficult because a transfer student is not in the cohesive freshmen cohort for all the new school activity, missed the regular class scheduling, and is a bit of an outsider for a while.

I advise parents and IECs to take heart when they get the “I want to transfer” call because even an early college transfer is an opportunity for learning.

Recommendations

I generally recommend that students take a whole year off if they decide to transfer in May or June, which does not have to be the disaster that parents sometimes assume. Gap years are viewed positively by college admissions staff because of the maturity that students gain if the gap year is well thought out. It can be a mixed period of work, course work, volunteering, or travel that allows the student to gain the self-knowledge and focus that will help them in their next steps.

Sometimes a transfer is forced by academic failure and a student flunks out at the end of freshman year, which may come as a complete shock to parents who don't have a signed Family Education Rights and Privacy Act (FERPA) waiver. When that happens, students will be asked to prove that they can handle a nearly full-time course load at a college or community college before transferring. Don't let your clients be caught off guard. Make sure that they receive a signed waiver from their child so that they will be kept informed of mid-term grades and can arrange for what their child needs, whether it is tutoring, test-taking strategies, counseling, or something else. Under FERPA the student has rights to keep their educational records private, but parents may receive grades if the student signs a waiver. Even if the student doesn't sign a waiver, parents may obtain a release of records if they are supplying financial support.

I advise parents and IECs to take heart when they get the “I want to transfer” call because even an early college transfer is an opportunity for learning. Former transfers repeatedly told me that they gained important life skills from the process of transferring, including adaptability, perseverance, self-advocacy, and the ability to work within different college systems. 🙌

Lucia Tyler, Tyler Admissions Consulting, can be reached at lucia@tyleradmissions.com.



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Technology to Support Independent Learning

By Erika Kluge, MFCS, President and AT Special Educator, THINK with Success



Technology is often deemed both friend and foe, the genesis of and the eradication of creativity and invention. Professionals, parents, and students alike face a daily conundrum

regarding the facets of digital trends, the abuse and pro-use of technology, and the essential skills for graduates embarking into 21st century employment. How does one efficiently navigate the technology path from K-12 into college and career without being continuously told the route is “recalculating?”

Technology for academic purposes benefits all students and is essential for some, but there should be a balance so that it enhances learning while strengthening pedagogical and metacognitive skills. I advocate an approach that embodies the Universal Design of Learning (UDL): a variety of teaching methods offered to remove barriers to learning while providing all students with equal opportunities to succeed.



Know Your Accommodations

Students who require technology within the collegiate setting may request accommodations through disability services, which

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are governed by the Americans with Disabilities Act (ADA). Independent educational consultants (IECs) need to be savvy about how to help all students accurately plot their path toward college, regardless of disability service qualifications, and include technology in their comprehensive map. Assistive technology and technology in general can help students counter procrastination, frustration, anxiety, and even depression when they struggle with the efficacy of reading, writing, note-taking, memorization, math, or executive function skills. Consider how a student achieves greater personal success for the following specific academic tasks using technology.

Reading. Textbooks can be read using a traditional paper book format, a digital format, a digital format paired with computer synthesized voice, or an audio format that is either computer synthesized or human narrated. Annotation strategies available when using digital text can be advantageous to students: they can search for key words or phrases easily, they can highlight or create margin notes that can be extracted to create a study outline, they have instant access to word definitions, and they can leave voice recording annotations tagged within the reading.

Writing. Students can put information on paper, iPads, and tablets. Graphic note-taking can enhance comprehension and recall via the paper method and is augmented by the ability to add audio recordings, hyperlinks, and photo or videos when using technology. Although the “blue book” for exams remains in use, the ability for one to type, implement word-prediction (phonemic spelling and typing support), or speech recognition (dictation) can allow the student to write more efficiently and successfully when spelling, typing, or processing speed challenges exist. Lastly, writing tools for emulating graphic mind-mapping and the use of a writing tutor/editor can greatly aid college students.

Note-taking. Some students prefer using pen and paper instead of typing or vice-versa. There are apps, software programs, and devices that allow them to sync audio recording to what is being penned or typed. That feature is likely the most advantageous option available, especially if a student can be provided the lecture outline or slides beforehand. They can then highlight, underline, or write brief accompanying notes on the visual while tagging lecture audio. This offers a multimodal approach to learning. Further, students can also use the Cornell-System; graphic-mapping; or purposeful doodling, outlining, or shorthand.

Math. Math classes require students to read, write, draw, and compute. Computation tools are common; however, there are several technology programs and apps that offer the student a virtual pencil for more efficiency and graphic accuracy when writing equations and geometric answers.

Memorization and test-study prep. Memorization strategies, whether technology based or not, should be explicitly taught to students along with metacognition skills. Graphic mind-mapping and flashcards can be created with paper. Technology can enhance a concept by allowing audio recording and playback to aid

continued on page 24

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retention. Many technology-based programs also allow the user to play games or take tests to enhance retention. Furthermore, they often track the user's score, which allows the student to identify which concepts to study further. Helping students to identify which learning styles within the multi-modal approach offer them the greatest benefit is helpful.

Executive function. The use of a planner/calendar is a common time-management tool, whether it is paper-or cloud-based. Cloud versions allow students to create both private and shared calendars, which can be helpful for group projects. It is also easy to view or hide subcalendars, such as professor or TA office hours, writing center hours, and so on. Reminders can be quickly dictated into smartphones and smart watches, which then embed into calendars, emails, texts, or pop-up reminders at specific times or when one reaches an identified location. Task listing apps and programs are beneficial tools.

Some programs and apps help a student stay focused, and others restrict distractions. Visual timers are helpful for students to track segments of time elapsed and remaining. The use of cloud-based storage for files and documents reduces lost or forgotten papers or notebooks. Group project work is often a concept a college student will engage in. The ability to have cloud-based shared calendars, communication options, and documents can save time and reduce stress.


Make a Good Technology Match

IECs can help students better identify whether their college of choice is a good match by helping students inquire about the college's technology options. Questions might include:

- Is there free Wi-Fi across campus?
- Are there specific computer brand/models required?
- What is the IT support?
- How many independent study rooms are on campus for reservation?
- Are free software programs offered?
- How is technology used in the classroom?
- What is the LMS system?
- What is the backup cloud storage offered?

IECs can also help students request accommodation services by providing them with knowledge about the procedure and student rights regarding the ADA. Questions to consider include:

- What accommodations are offered?
- How many disability staff members are there?
- Are tutors offered for free?
- What are the hours, and how many disability offices are there?
- Are assistive technology programs and devices offered for free?
- Is there preferential registration?

Technology evolves daily. It is an integral part of career settings. Embrace it, and help students navigate their academic experience and culminate into confident and competent future employee candidates. 

Erika Kluge can be reached at erika@thinkwithsuccess.com.



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Outcomes Research in Behavioral Healthcare: 2018 Update

By Mike Petree, MA, Petree Consulting Inc.



In 2016, I reported in *Insights* (June/July) that participation in and support of outcomes research was at an all-time high. Collaboration between IECA, NATSAP, the Therapeutic Consultants Association (TCA) and the Outdoor Behavioral Healthcare Council (OBHC) to establish a unified research initiative was ongoing. The NATSAP Research

Designated Program (RDP) endorsement was in development and there were increases in insurance reimbursement for outcomes-based treatment. Many associations were requiring outcomes data contributions as a membership criterion, Joint Commission requirements that accredited providers facilitate client progress monitoring were upcoming, and there was an expansion in the knowledge base and a rise in published research and professional presentations. Since that time, more progress has been.

Current NATSAP Database

As of April 2018, the NATSAP database has grown to include 17,225 clients, and I anticipate that the upward trend will continue with the eventual release of the Golden Thread software.

Overall outcomes show that on average NATSAP/OBHC programs receive clients in the clinical range at admission and see clinically significant improvements up to one year after discharge (see figure 1).

Golden Thread Software

In 2016, IECA and OBHC agreed to work together toward building the research database, called Golden Thread (GT). Each association

agreed to fund a portion of the initial software development, which commenced in late 2017 and is currently active. Beta testing of the GT, pending institutional review board approval, is expected for late 2018.

GT will accomplish five primary objectives:

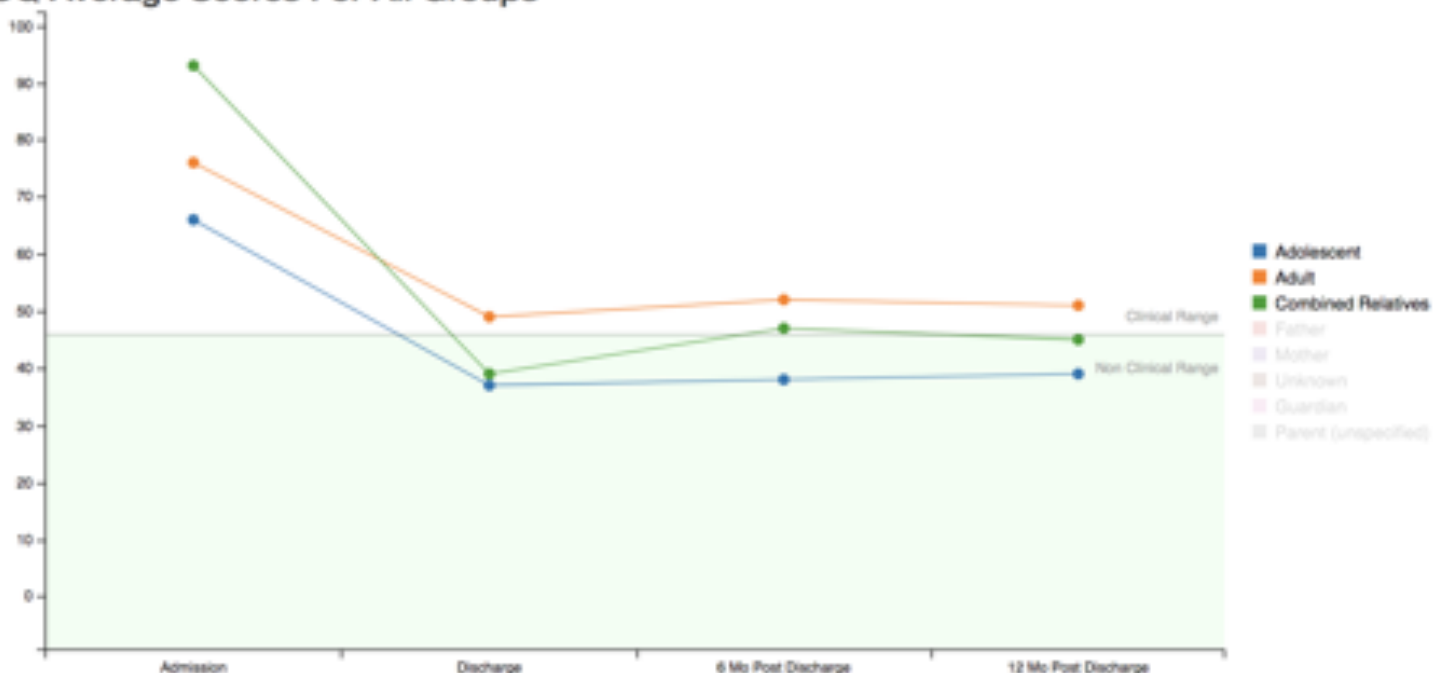
1. Identify and match clients *in the existing dataset* who have attended two or more participating programs
2. Track clients from one program to another and share results from prior treatment with current and future providers (Family Choice Behavioral Healthcare)
3. Relieve clients and parents from the burden of completing redundant surveys from one program to the next
4. Increase postdischarge response rates by reducing logistical restraints that exist without data sharing
5. Enable researchers to examine the fully story of outcomes by linking outcomes from multiple programs.

How will GT help IECs? One of the most important features of GT is the creation of an independent educational consultant portal that will offer the following for IECs:

1. A central place for IECs to track their client's outcomes as they move from place to place
2. The opportunity for IECs to contribute data on clients who inquire about treatment but never use treatment services—a meaningful and much-needed piece of the puzzle.

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OQ Average Scores For All Groups



IECs are encouraged to collect data about inquiries regardless of whether they ultimately lead to placement in a treatment program. By doing so, data collected from clients who don't use treatment services can be compared to those who do.

Data that is collected for clients who are placed in a program will serve as a pretreatment data set and will be passed to providers along the chain. IECs will be able to monitor treatment as it unfolds and keep a close eye on mental health fluctuations as they transpire.

Wilderness Therapy Insurance Billing Code

In 2016, I reported that more families were receiving reimbursement for wilderness therapy. Mary Covington with Denials Management and Dr. Mike Gass of the University of New Hampshire used some of those cases, combined with outcomes research from the shared database, to develop a wilderness therapy insurance code (1006). That code has already been honored by Anthem, BCBS, UBH, Florida Blue, Aetna, and Humana.

NATSAP Research Designated Program (RDP)

The RDP launched in 2016 with 34 initial inductees and is now at 47 programs, a 28% increase. A new RDP committee was formed in early 2018 and tasked with restructuring the RDP system to include a tiered endorsement with a silver, gold, and platinum status. Pending board approval, platinum programs will include

those who have steadily collected outcomes data as well as client progress data at regular intervals during treatment. That type of data collection, often called Client Progress Monitoring or Feedback Informed Treatment, defines the highest standard of data collection. In conjunction with outcomes, those data will lead to unpacking the "black box" of treatment. In addition, heaps of international studies show that when regular data are collected from clients and routinely reviewed with clients, outcomes come more quickly and with greater magnitude.

Client Progress Monitoring Requirement

In January 2017, the Joint Commission announced that they would be adding to their outcomes standards and raising the bar. The new stipulations require providers do the following:

- Prove that client progress is regularly monitored by a normed and valid instrument designed to track progress
- Prove that the results are regularly used to make clinical decisions
- Prove that results are used to improve overall services.

Without question, the Joint Commission's progressive requirements will change the field of behavioral healthcare. On the one hand, compliance with the standards will have an impact on improving individual client outcomes. On the other, researchers will gain access to much more granular data that, in comparison to pre/post examination, will be like research in high definition.

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Current Knowledge Base

More publications and presentations derived from the NATSAP database emerged in 2017 than prior years. Below are some of the more poignant results based on database averages. (For a list of references, please contact the author.)

- It is safer to be in a wilderness program than it is to be at home
- Whether in a wilderness program or a residential program, the clients see clinically significant improvements, often leaving treatment in the nonclinical range
- Depression, anxiety, and stress are reduced in NATSAP programs
- Clients don't have to be motivated for change to get clinically significant gains from wilderness therapy
- Clients who are transported to treatment do as well or better than those who are not.

Conclusion

It's clear that the future is bright for research enthusiasts, for client progress, and for advancement of behavioral healthcare. IECs are positioned to play an invaluable role in the process of understanding and improving the quality of services with IECA's commitment to the collective research effort. By working together, we can truly make a difference in our field!

Mike Petree can be reached at mike@remoteresearchdirector.com.

New to the IEC Profession? Attend STI and Reap the Benefits!

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For more information: <https://link.iecaonline.com/sti>.



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September 27–29, 2018

Transitioning to Private Practice College Consulting

Wednesday, September 26

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

Luncheon for IECA Members and College Admission Officials

Thursday, September 27 from 11:30 a.m. to 12:30 p.m.

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

IECA in the Exhibit Hall

Thursday, September 27–Saturday September 29 • Booth 437

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





Author's Corner



The Firat Guide for Private High School Admissions School Year 2018–19 (Firat Educational Solutions LLC, 2017)

Ibrahim C. Firat

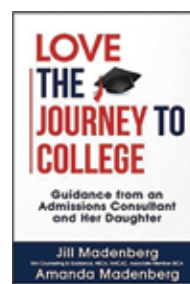
I wanted families to have the most up-to-date information about private schools in Houston. Finding the right private high school is the first step to eventually finding the best fit college and a successful future. This book is in its 4th edition, and the *Firat Guide 2018–2019 for Private School Fit: Early Childhood, Lower School, and Middle School* book was born out of demand in 2016 because the high school book was received so well.



The Ultimate Guide to College Transfer—From Surviving to Thriving (Rowman & Littlefield, 2017)

By Lucia D. Tyler and Susan E. Henninger

I wrote this book because there are so few resources to help college students who want or need to transfer, especially from or to private colleges. Interviews with almost 100 former transfer students and their parents, sharing “what they wished they had known about transfer” offer insights, plus there are tips from college transfer advisors, faculty, and IECs and a resource list.



Love the Journey to College: Guidance from an Admissions Consultant and Her Daughter (Post Hill Press, 2017)

By Jill P. Madenberg and Amanda Madenberg

My daughter and I wanted to demystify the college process in a light and fun approach from the unique perspectives of a mother and IEC and a student.

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Regional Groups

Central Florida

In February, the Central Florida regional group hosted Brett Benner from the University of Tampa, who discussed the impact of PPY on college enrollment throughout the country. In April, we held a video chat with Katie Mattli, an admissions counselor at Georgia Tech, to learn about their new admissions' procedures for selecting students. Our group meets on the first Monday of the month and all members of IECA are welcome; please contact Dianne Keilholtz (Dianne@launchingcollegesuccess.com) for more information. Members and guests pictured: Susan Ledbetter, Colleen Smith, Dianne Keilholtz, Debra Landesberg, Karen Shrimpton, and Jim McDaniel from Saint Stephen's Episcopal School.



New Jersey

The New Jersey regional group had their monthly lunch at Boulevard 572 with Dave Frohman, director of admission from Ohio Wesleyan University and alumna Martha Lewis. Members and guests pictured: Benjamin Caldarelli, Martha Lewis, Dave Frohman, Matt Weingarten, Pamela Kwartler, Laurie Weingarten, Carolyn Mulligan, Margot O'Connor, Amy Hallock, Marci Shoenbach, Traecy Hobson, and Alice Fuscaldo. Contact Carolyn Mulligan (insidersnetwork@comcast.net) for more information.



Chicago

Jed Applerouth, Applerouth Tutoring Services, presented an informative session on standardized testing trends at the first official Chicago regional group educational event. Illinois has been affected by a change from the ACT to the more recently mandated SAT so this discussion was timely. Applerouth held two sessions in different locations to accommodate our large group. Members and guests pictured: Elissa Halpern, Sandra Gilbert, Carolyn Geldermann, Stephanie Kennedy, Lara Egerter, Marla Dembitz, Wendy Kahn, Sandy Longworth, Jennifer Peckenpaugh, Tina Tranfaglia, Vita Cohen, Jed Applerouth, Laila Alamuddin, Lisa Temkin, Patti Schabinger, and Betsy Wiltshire. Contact Lisa Temkin (lisa@gloeducon.com) or Carolyn Geldermann (carolyn@geldermanncollegeconsulting.com) for more information.



European Regional Group

The European Regional Group hosted Claire Wilkins, associate director of admissions, Global Admissions Office, NYU, in London at its bimonthly Zoom session on March 21. Having been informed ahead of time about what issues members were concerned about, she was able to deliver a fast-paced, well-organized presentation full of useful information and details. She was extremely forthcoming and answered participants clarifying questions at several points during the session. Although time was limited due to Zoom use conditions, Claire graciously invited email contact from any group members with further concerns. Contact Sarah Contomichalos (sarah@eduadvise.org) or Karen Ekman-Baur (kekmanbaur@studyhorizons.com) for more information.

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!



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In the News

Deborah Davis (CT) was quoted in “How to Write a Supplemental Essay for College Applications in *US News and World Report* on April 16.

Deena Maerowitz (CT) was quoted in “Should You Hire an MBA Admissions Consultant?” in *US News and World Report* on March 29.

Allison Matlack, (MA) and **Jeff Levy** (CA) were quoted in the April 11 **Boston Globe** article “Why Is the Government Investigating Early Decision at Elite Colleges?”

Lora Block (VT) was quoted in “Investigating College Admission” in *Forbes* on April 22.

Mark Sklarow, IECA CEO, was quoted in “To Get in to an Ivy League, More Families Turn to Expensive Private Consultants” on CNBC on April 24.

Mark Fisher's (GA) article “How to Prepare for Effective College Interviews” was published in the *Atlanta Jewish Times* on April 19.

Jeff Levy (CA) was quoted in the *Poets and Quants for Undergrads* blog “Is the Cost of College Getting Cheaper?” on March 30.

Ann Rossbach (NJ) and **Melissa Bouzianis** (NH) were quoted in “College Consultants’ Client Information Was Exposed on Web Servers” in *The Chronicle of Higher Education* on April 13.

Steven R. Goodman (DC) was quoted in “Admission Rates at Record Low Across Ivy League, Stanford, MIT” in the *Harvard Crimson* on April 24.

Kiersten Murphy (WA) was quoted in “How to Create Your List of Best-Fit Colleges” in the *Seattle Times* on March 23.

Kristina Dooley (OH) was quoted in “Mentors: Spurring a Special Profession” and discussed IECA’s mentoring program in *The Journal of College Admission*, Spring 2018.

Sandra Moore (NY) published “How to Read and Compare Financial Aid Awards” in the *Poughkeepsie Journal* on April 2.

Wendy Briley's, Associate (NC), article “For College Applications— and Life: How to Help Your Teen Find Purpose” was published at WRAL.com on April 16.

Anna Ren, Associate (NJ) was quoted in “What You Need to Know About Student Loans as a First Generation College Student” on *Student Loan Hero* on March 27.

Initiatives

Associate member **Ethan Sawyer** (CA) led an essay workshop at Marjory Stoneman-Douglas High School in Parkland, FL, on May 26.

In May, **Deborah Davis Groves** (TX) was recognized as Best College Counselor in the Reader’s Choice Awards 2018 sponsored by TownVibe publications.

The Fairfield Library featured **Mary Spiegel's** (CT) program “Mapping Your Road to College” on April 21.

Jamie Dickinson (WV) presented a session on college planning at the Greater Greenbrier Chamber of Commerce’s power lunch on May 3.

Jennifer Ann Aquino (Singapore) was interviewed and featured in a video about her work with schools in Dubai and how to focus on fit for university for *Al Dafrah TV* (UAE, in Arabic) on May 8.

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WCBS Consultant Tour



Members and guests pictured: David Tuttle, director of enrollment, Westover School; Linda McGhee (MD); Anne Sheppard (MI); Kang Chu (PA); Jamie Goodman (IL); Faith Callahan, (RI); Jinna Lee, (CA); Debra Felix (MA); Louise Slater (NC); Lucy Wang (NY); Leif Riddington, Bement School; Karl Koenigsbauer, Eaglebrook School; and May Peach (SC)



Introductions

Please Welcome IECA's New Professional Members

Tony Alleyne (DE) has been an IEC for two years. Alleyne has 10 years' experience in admissions and college counseling at St. Andrew's School in Delaware. He taught for Teach for America in Charlotte, NC, and



continued as a Corp Member adviser.

Dedicated to education and mentoring students, he is the founder and executive director of the Delaware College Scholars program at St. Andrew's University, a tuition-free college preparatory program that recruits high-performing first-generation low-income students from Delaware public schools to spend three weeks during three consecutive summers on campus to prepare for college. He is also a senior educational consultant at Blueprint Education, which is based in Shanghai, China.

Alleyne earned a BA from Wesleyan University, an MA from Columbia Teachers College, and an EdD from the University of Pennsylvania GSE. In 2017, the *Delaware Business Times* named him a Delaware 40 under 40 honoree, and he received a 2018 Penn GSE Recent Alumni/Early Career Award of Merit 2018.

Alleyne has devoted his life to education and mentoring students. He is also very involved in athletics and physical fitness and recently became addicted to healthy eating and traveling. He has two daughters who are his world.

Eduardo Tony Alleyne, EdD
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tonyalleyne3@gmail.com
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Specialties: C, S

Caroline Bouffard (France) has been an IEC for four years and an Associate member. She worked as a trader on the financial markets for several years before becoming the "trailing spouse" in Germany



and Japan, where she spent her time volunteering in her children's schools and with various charities.

Bouffard holds a BA in international economics from the American University of Paris, an MBA from the University of Hartford, and a certificate in independent educational consulting from UC-Irvine Extension. She is a member of International ACAC.

Bouffard was recently accepted as a virtual college coach for ScholarMatch, a nonprofit that supports underserved students in their college application process. She also coordinates Paris-wide international schools to participate in a Love-in-a-Box initiative, distributing "love boxes" to families in need as well as to refugees during the holidays.

Bouffard lives in Paris with her French husband of 25 years. Her son Anton is 21, son Maxim is 19, and daughter Alexandra is 13. The family enjoys travelling, hiking, biking, and playing tennis together. She loves to read, visit museums, and stroll the streets of Paris. As a native Californian, she and her family spend every summer there with family and friends.

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www.college-coaching.com
Specialty: C+I

Stacey Cunitz (PA) has worked as an IEC for one year and was an Associate member. She was director of college counseling at The Crefeld School in Philadelphia for more than 10 years, and she continues there part-time.



With a BA in literature and creative writing from Barnard College at Columbia University, Cunitz went on to earn an MA in secondary English education from New York University and a certificate in college counseling from UCLA Extension. She attended IECA's 2017 Summer Training Institute. A member of NACAC and PACAC, she is currently the 2017-2020 admissions practices chair for PACAC and serves on the executive committee and the professional development committee. She is a scholarship application reader at the Point Foundation and is a former member of the Miquon School Board of Trustees, where she also held multiple positions on the board and executive committee.

Cunitz is married to Dan, a middle school science teacher at Crefeld, and they have two daughters, ages 13 and 17. She is an avid knitter and reader and enjoys walking, especially in the woods. Their home in Philadelphia also includes a black standard poodle and a small flock of chickens.

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Specialty: C

Paul Rivas (DC) has been an IEC for four years and was an Associate member. Before becoming an IEC, he taught study skills at UC–Santa Barbara and has a lifetime of experience supporting NCAA Division I student-athletes.



Rivas has a BA in mathematics, sociology, and Spanish from UC–Santa Barbara, and an MA in teaching English to speakers of other languages from The New School. He is a member of NACAC, Phi Delta Kappa, and SENG (Supporting Emotional Needs of the Gifted).

Rivas is the author of *This Book Will Be on the Test: How to Get Your Money's Worth and Have an Awesome Time in College*, which is coming soon from Rowman & Littlefield.

Rivas studied literature in Mexico City, backpacked from Spain to Syria via Morocco and Wales, performed stand-up comedy in Spanish in Buenos Aires, and traveled from Argentina to the United States by bus. He lives in historic Kingman Park, Ward 7, in Washington, DC, with his wife and dog.

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Specialty: C

Kathleen (Kathy) Williams (NY) has been an IEC for 10 years. Before that she was a business education teacher at Southold High School, a college preparation teacher, and a stockbroker at Merrill Lynch.



Williams earned a bachelor's in finance and economics from LIU–C.W. Post, an MA in secondary and elementary education from Dowling College, and a certificate in independent college consulting from UCLA Extension. She is a member of East End Counselors Association in New York. In recognition of her contribution to education, she received the North Fork (NY) Teacher of the Year and the Suffolk County (NY) Business Teacher of the Year awards.

Williams is the mother of three children ages 29, 27, and 21. She loves working with students and helping them with their college application processes.

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It's Worth Doing Well

By Elizabeth Hall, EdM, (MA and NH)



It never occurred to me not to join IECA. When I started my journey as an independent educational consultant (IEC), I wanted to offer the highest quality services. What better way to accomplish that goal than to join IECA and the ranks of other accomplished and highly educated professionals. The value of a

strong education was instilled in me by my grandmother, who was the first female principal in her city, and was nurtured by my parents who earned PhDs and spent their professional careers in higher education as business school professors. At the heart of my own early education, starting with The Joseph Sears School in Kenilworth, IL, and moving on to The Northfield Mount Hermon School as a graduate and eventually a trustee, learning how to study to learn, not just to pass, became a part of my inner core. I grew up with my grandmother's favorite mantra: "If it's worth doing, it is worth doing well." My career as an IEC is worth doing—and no doubt doing well!

How does IECA factor into my work and help me offer quality services to families? Let me suggest just three of the ways IECA contributes to me as a professional member. First, IECA adheres to a strict code of ethics. As I strive to find the "best fit" school or therapeutic program for a student, those ethical standards reinforce my guidance as I share information with both client families and the schools or programs I am suggesting.

Second, a professional level IECA membership is notably recognized by schools, therapeutic programs, and colleagues. My affiliation and status within IECA bring trust and credibility to my relationships and represent standards that are highly regarded and respected. My membership within IECA also unites me with fellow IECA members around the world, helping me as I work to address the issues facing my clients.

Finally, IECA not only keeps me current, it motivates me! I yearn to stay professionally active, up to date, and grounded in our field. There are many private schools and therapeutic programs out there, and it would be easy to focus on just those that are in my neck of the woods. Yet, there are so many more to learn about and know! It is hard not to be a lifelong learner as a member of IECA.

There are many reasons for joining IECA, but the overarching reason for me is that I believe we are just better at what we do by being active members.

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The Back Page

Who Is the Average College Freshman?

Centrist politically but moving to extremes

Middle of the road **45%**

Left/liberal: **38%**

Right/conservative **17%**

Stressed out

41% say they are 'frequently stressed out' (more than doubled since 1985)

Open-minded

77% say they are "above average" in ability to see others' points of view (highest ever)

Confident

73% say they are "above average" academically (highest ever)

Less spiritual/religious

36% see themselves as "more spiritual" than average (lowest ever)

Less likely to be attending their first-choice college

1974: **77%** reported attending first-choice college

2018: **57%** reported attending first-choice college

Part of the most diverse class in history

56% White

18% Hispanic

16% Black

7% Asian

4% Multiple races

Working

62% Working (36% part-time/26% full-time)

38% Not employed

Increasingly learning online

72% Classroom only

14% Online only

14% Blend of online and classroom



Source: National Center for Education Statistics 2017