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Students Who Aspire to
US Colleges**
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Empowering Girls
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IECA⁺_{TM}

INSIGHTS

THE NEWSLETTER OF THE INDEPENDENT EDUCATIONAL CONSULTANTS ASSOCIATION



Calendar

August 13

Webinar: Finding Work-Life
Balance: Fact or Fiction?

IECA Fall Conference
Registration Opens at
12:00 noon (ET)

September 2

IECA office closed for Labor Day

September 8–13

Western Oregon & Washington
(WOW) College Tour

September 10

Webinar: Lower Stress, More
Happiness: How-tos for IECs
and Their Clients

September 12–13

IECA at EMA, Washington, DC

September 26–28

NACAC Conference,
Louisville, KY

October 8

Webinar: A Brief Overview of
the SAO Common Application
and the Gateway Portal

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August/September 2019

Atlanta Awaits: Steeped in History and Poised for the Future

Home to some of the most important historical moments of the 20th century, Atlanta is also a city looking to the future. Much like IECA, it acknowledges its past, holds to traditions, and yet moves forward with innovative energy. You'll want to arrive early so you can visit the Martin Luther King, Jr. National Historical Park, the Atlanta History Center, Margaret Mitchell's house, and the National

Center for Civil and Human Rights as well as dine at excellent restaurants and explore Centennial Park—don't miss the 20-story Ferris wheel.

Plan now to take advantage of IECA's newest programming by participating in **Education Intensives (EIs)**, the latest innovation in education and training being introduced at the fall conference. By attending the *Got Affordability* pre-conference session and any of the designated breakout sessions, you can work toward earning a certificate in College Financial Fit and Affordability in approximately 12 hours of education and training. Take this opportunity to add to your credentials and look for the EI symbol in the session listing.



For the first time, we will offer **both traditional and therapeutic School Connections** for members to meet on-on-one with schools/programs. This free event for IECs includes Monday night at the conference hotel, a welcome reception Monday evening, and lunch on Tuesday.

ACE Talks will again kick-off the conference, with three speakers conducting 15-20 minute thoughtful and informative presentations. **David Thomas**, president of Morehouse College and former dean of Georgetown University's McDonough School of Business will share his experience leading transformational change at a historically significant institution.

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President's Letter

Looking Ahead, Honoring the Past



Barbara Pasalis

The coming year promises to be challenging as well as rewarding as we work to ensure that state legislators recognize IECA members as among the most professional, highly educated, knowledgeable, and ethical consultants in the field. The board is working hard and constantly monitoring the developments in the California legislature. Together with CEO **Mark Sklarow**, our top priority is to work toward a resolution that will benefit our members.

In addition to the challenges that the Varsity Blues scandal presented, the board is considering a complete reorganization of executive board responsibilities and

the committees of the board, which we hope will produce better communication among committees of the membership and encourage increased participation by members. The goal is to increase our already robust educational offerings. This plan has arisen from the member survey in the Bernuth and Williamson assessment.

Because of last year's work by the Education and Training Committee, members will see the first change in Atlanta with the launch of Education Intensives, *EIs*; the first of which will be on the topic of financial aid. *EIs* provide a deeper dive into specialty topics that are of interest to our members

and will consist of a pre-conference session, coordinated conference breakout sessions, and additional educational options. Three more *EIs* are in the works for our spring 2020 conference in Connecticut.

As we anticipate the future, I want to again thank all the volunteers who dedicated their time and talent over the past year to serve our Association and bring extensive educational programming to our membership. Every member of IECA owes a debt of gratitude to the chairs of the committees, the volunteers, and

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IECA⁺ INSIGHTS

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In Focus

IECA Member Network Discussions

During the first three months after launching (March–June 2019), the Member Network saw the following number of discussions in each community:



College Community

1,352

Recent College Topics:

Summer program options for LD student;
Platform for appointments; Recommendation
for an SAT prep center.

Therapeutic Community

346

Recent Therapeutic Topics:

Wilderness costs; special needs therapist;
Gap year.

School Community

231

Recent School Topics:

Boston day school; SAT Flex; School/program
for transferring 9th grader.

Grad School Community

67

Recent Grad School Topics:

Online MCAT Prep Recommendations?;
Occupational therapy grad school; GMAT or
GRE for MBA Applicants?

College Symposium: Open and Honest Discussion With College Admission Leaders

A capacity crowd took part in one of IECA's signature educational programs in June as 130 members and a dozen college admission leaders arrived by plane, train, and automobile to an airport hotel in Philadelphia. The College Symposium, chaired by IECA member **Cigus Vanni** (PA), was designed to discuss college admission issues, changes, and crises. Coming just weeks after the Varsity Blues scandal broke, the symposium delivered on that charge.

Vanni was especially pleased that the panels of admission officers provided considerable perspectives. Others, including **Joanne LaSpina** (PA), spoke of the candor, honesty, and openness of the admission leaders who examined such issues as helping the “unhooked” student, the trend toward committee-based evaluation, understanding universities that admit through specific schools, and what goes on behind closed doors.

Many noted that a panel on “What keeps admission leaders awake at night” was particularly informative, and participants enjoyed the single-day format, the focus on admission representatives’ views, and the relevance to their practice. Between sessions, Philadelphia staples like Tastykake and soft pretzels made their appearance.



Special thanks to the university admission leaders who participated in the symposium from Binghamton University, Boston University, Bryn Mawr College, Haverford College, Lafayette College, Muhlenberg College, Rutgers University, Swarthmore College, and University of Delaware.



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Atlanta, from page 1

Changing the pace, **Laurie Guest**, whose 20 years of experience in the healthcare field and as an entrepreneur, will explain how to treat your clients like VIPs, rolling out the red carpet to deliver stellar customer service and obtain your business objectives.

Jessica Lahey, author of *The Gift of Failure*, a columnist for the *Washington Post* and the *New York Times*, and a veteran teacher will delve into the research on motivation and resiliency and explain how failure can lead to increased motivation and better educational outcomes.

Friday will feature two opportunities to learn from the best. At a special address in the morning, **Timothy Renick**, senior vice president for student success and professor of religious studies at Georgia State University, will discuss using data and analytics to eliminate equity gaps. In the afternoon, the Master Class will explore the early identification and treatment of anxiety disorders in adolescents with not one but three experts—**Ray Kotwicki**, MD, chief medical officer at Skyland Trail; **Charles Brady**, clinical director of outpatient services and director of the ODC and anxiety treatment program at Lindner Center of Hope, and **Kathryn Boger**, program director of McLean Anxiety Mastery program—who will share their experience and knowledge about treatment.

Six college tours featuring 20 campuses, plus a therapeutic program tour, ensure you can add to your expertise by soaking up the southern educational traditions to share with your clients. And when you are ready to just relax and talk to your colleagues and friends, all your favorite venues will give you ample time to connect and network: discussion groups for every IEC, the fair and information swap, college showcase, and social events—including a Thursday night tailgate party, one of the best Atlanta southern traditions! 🍷

For more detailed conference information, visit link.iecaonline.com/upcoming-conference.

President's Letter, from page 2

our regional group leaders. We had a record number of school and college tours, pre-conference seminars, breakout sessions, roundtables, water coolers, webinars, and on and on. One of the strengths of IECA is that members can opt into educational training in new areas that are outside of their current expertise. By sharing our knowledge across all specialties, we make IECA a stronger and better association. Those programs would not have been possible without the work of the committees.

For members who have not yet embraced the opportunity to get involved, please contact a committee chair and offer to help with just one of the many programs each committee develops. Membership in IECA will be increasingly valuable because of the contributions and shared talents of all our members.

Barbara Pasalis
IECA President



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Helping Brazilian Students Apply to US Colleges

By Jenny Chen, MBA, IECA Associate (Brazil)

Brazil, the largest country in South America, is 10th on the list of foreign countries that send the most students to the United States—and that already large number of students is projected to keep growing. According to the *2018 Open Doors Report on International Educational Exchange*, the number of Brazilian students studying in the United States increased by 11.7%, the second largest percentage increase in international students worldwide between the 2016–2017 and 2017–2018 school years (IIE 2018). The most popular types of programs are short-term cultural exchanges with intensive English courses and undergraduate degrees, with a growth of 16.6% and 17.1%, respectively, from 2017 to 2018. The most popular undergraduate majors for Brazilians studying in the United States are STEM majors, and 20% of students pursuing a bachelor's degree in STEM opt into engineering programs. Until recently, math and computer science have been the fastest growing STEM subfields.

Incentives for Students

The biggest incentives for studying in the United States are the cutting-edge curricula, facilities, and degree programs across all disciplines. Brazilians admire top-notch laboratories, high-quality teaching,

dedicated professors, and hands-on learning opportunities. All of those can readily be found at many US universities. At Brazilian schools, on the other hand, government investments in education have not been enough for institutions to make ends meet. It is not unusual to see strikes at the University of Sao Paulo, the best public university in the country, and students may need to pay attention to collapsing walls on campus because of a lack of maintenance. It is also common that teachers at the public schools don't receive their salaries, and the new government just cut another 30% of federal university funding, forcing students to drop out of programs because financial aid is not available.

Another popular reason for studying in the United States is that Brazilian students can advance their English skills, making themselves more competitive in the job market. Most of the Brazilian students whose families can afford an extra investment other than school tuition have been attending a language school since they were young, but many of them unfortunately still lack English proficiency for various reasons (e.g., lack of practice or poor qualifications of the teachers). Poor English skills often impede Brazilians from working at big companies or multinational corporations. Getting a degree in the

continued on page 7



Jenny Chen, Meta Academy, can be reached at chenyensee@hotmail.com.



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 SCHLEIFER CENTER, INC.

Chapel Haven Schleifer Center, Inc. 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—a new REACH residential and classroom campus (opened July 2018), a new Welcome Center (completed), and a universally designed senior living complex to provide lifelong care (planning in the final stages). Chapel Haven Schleifer Center 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.

FRANKLIN ACADEMY

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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VISTA LIFE INNOVATIONS

Based in Westbrook, Madison, and Guilford, CT, Vista has been assisting individuals with disabilities achieve personal success for nearly 30 years. Accredited by the National Commission for the Accreditation of Special Education Services (NCASES), Vista provides an array of individualized services including a community-based transition program, employment services, advocacy services, arts programming, recreational programming, benefits counseling, assessment services and a summer program for prospective students. Vista's population is comprised of individuals with autism spectrum disorder, learning disabilities, seizure disorders, traumatic brain injuries, intellectual disabilities and ADHD.

The Connecticut Shore Tour

Sunday, September 15-Tuesday, September 17

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

United States can therefore serve as proof of advanced English skills, making a candidate stand out in the workplace.

Challenges for Students

The lack of funding opportunities is a primary obstacle. Brazilians, like many other international students, have a hard time finding the funds they need to study abroad. The Brazilian government's prominent scholarship program, Science Without Borders, was suspended in late 2015 because of a huge deficit. Without that program, funding for international study has become extremely limited (ICEF 2017). For example, although there is some federal financial assistance offered by the National Council for Scientific and Technological Development (CNPq), that assistance is often for only one year of study. Private and nonprofit funding is similarly limited, with fewer than 10 out of 60,000 students receiving scholarships from organizations like the Brazil Foundation's Fundação Estudar or the Brazilian Student Association (BRASA).

That lack of funding is particularly difficult for lower-class students. There is a large gap between the income of the rich and the poor in Brazil, and the average monthly income of richer Brazilians was still only \$2,462.58 Brazilian reais (around \$800 USD) in late 2018, according to the Brazilian Institution of Geography and Statistics. Unlike US citizens, who can file FAFSA applications, qualify for federal loans, and sometimes receive state scholarships, Brazilians must be ready to pay for everything out-of-pocket—including extra expenses such as international airfare and health insurance.

A lack of English proficiency is also a major obstacle. According to a survey by the British Council, only 5.1% of the Brazilian population claims to have some knowledge of English. On top of that, their proficiency may not be enough to pass tests, such as the TOEFL or IELTS (exams required for international students applying to English-taught programs), let alone the SAT or ACT. The reasons for this deficit are widespread and systemic. First, while most Brazilian high schools offer an English course, the instructional hours are often inadequate. For example, my students who study at local high schools (not bilingual schools) only have one English class per week. Students who plan to study abroad need to take extra courses at a private language school after class. Moreover, it is worth noting that many English teachers do not have enough knowledge or experience with the exams to help their students prepare for them. Many of my students study for the TOEFL and SAT with teachers who have never taken the exam or who do not speak English correctly themselves.

In addition, an obsession with university rankings can be an obstacle for many international students. It is especially a problem for those students who have never had any experience with education abroad. All my students who are applying to universities in the United States and Canada for the first time are interested in studying at the most-selective universities. Despite the fact that I always emphasize the importance of choosing a school where the student will thrive, families are often only interested in the schools with the most recognizable names. This is partly because students want their résumé to look better on the job market, and

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in Brazil, it is the best universities (including the University of Sao Paulo, the University of Campinas, and Federal University of Minas Gerais) that are the favorites of the biggest employers. Many of my students use these schools as their “safety nets” and look forward to being accepted by the highly selective universities in the United States or Canada, even though we all know that the chances are not good. This “ranking addiction” is problematic not just for college selection but also for students’ mental health.

Lastly, the need for professional mentoring can be a challenge. Most of the students who do not study at an international school have no one to ask for college advice. Many counselors do not speak English and are not used to reading anything in English. Further, most parents don’t speak English, and even if they do, they don’t understand the US or foreign education systems. I have some students who are studying at international schools and speaking English fluently, but the parents are looking for my advice because they are confused, for instance, about the difference between AP and IB classes and they don’t understand the explanations from the students’ counselors. Because there have been some unethical college counseling practices in Brazil, including false guarantees of admission by counselors, and because of the recent US college scandal, I underscore the importance of working with an independent educational consultant (IEC) who belongs to a professional association. As an IECA-associated member, I am proud of my organization and would recommend any of its members to my students.

Takeaways for IECs

Thanks to the UC Irvine Educational Counseling Program and my mentors from IECA, I’ve learned how to tackle international students’ questions and concerns about mapping their study abroad journeys. Here are a few tips:

- Brazilians love rankings; you can’t persuade them of something without first showing them the numbers, so I talk about rankings with families, but I do so strategically. I compare different ranking methods (such as the *U.S. News & World Report* and the *QS World University Rankings*) so students and parents can realize that rankings are very subjective and that many important factors, such as students’ satisfaction, may not be considered.
- Regarding the addiction to highly selective universities, I like to lay my cards on the table at the first meeting and affirm that I don’t guarantee admission. I also emphasize the necessity of choosing schools that the student has a reasonable chance of being accepted to.
- Addressing standardized exams, I always remind students to get ready for the TOEFL as soon as they can, because students can normally take it more than once. (Of course, the same advice applies for the SAT, ACT, and subject tests.)
- In terms of making a college list, I always recommend that students still prepare for the Brazilian national entrance exams (ENEM and Vestibular), especially those students who need big financial

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grants to fund their international education. The quality of college education in Brazil can't compare with that in the United States or Canada, but at least the public universities are free of tuition.

Different Nationalities, Same Anxiety

The lives of Brazilian teens are very different from those of US teens. Brazilian teenagers study English throughout their academic lifetime and do not work part-time jobs unless their families have undergone financial distress. But one thing they share is anxiety about the process of college applications—be it from their high schools, their test results, or their parents' expectations. As an IEC in Brazil, I introduce my counseling not as a universal solution but rather as one valuable option. My ultimate hope is that through my guidance students can find the right school for them to flourish and succeed. 

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Looking Beyond Today's Industries and Jobs

By Pamela Kwartler, MA, IECA (NJ)

"There is a mismatch in talent pool and market demand, both currently and in the future. Though academic research often leads business, what's taught in business courses is generally at least five to ten years behind the business sector." Those words from economist and business leader Tess Mateo, managing director and founder of CXCatalysts, drive home an important point for IECs: what students learn in today's business classes will not be enough. We must understand the world our students will graduate into to help them make choices that will propel them forward. Students and families who go on autopilot and reach for a career with a seemingly high ROI today may be surprised by the outcomes. The fact is that none of the fields we know will exist as they are today in the future.

In January 2016, the World Economic Forum introduced leaders of industry, governments, and civil society to the "fourth industrial revolution," (see www.weforum.org/centre-for-the-fourth-industrial-revolution for more information), a term that CEOs, policymakers, and industry now use to describe how emerging technologies, such as artificial intelligence, quantum computing, 3D printing, and the Internet of things, are converging with humans' biological and physical lives. New technologies will increasingly do more, to the extent that traditionally economically rewarding positions, such as financial analysts, accountants, finance and medical professionals, and

even lawyers will become "redundant, and therefore replaceable." Many Wall Street traders have had to reinvent themselves because their jobs have also been eliminated by technology. Business is evolving more quickly than ever before: large corporations are being broken up as business units are broken into yet smaller companies. Even 50% of the world's medical services are delivered electronically.

How do IECs help students prepare for new markets and future economic success when the rules have changed? We often observe that it is students—who they are and what they bring to the world—that matter more than where they earn their degrees. An elite education alone will not necessarily provide the answer.

Democratic presidential candidate Andrew Yang is a Brown-educated, former corporate lawyer, dot-com executive, and CEO of a GMAT test prep company: a symbol of the meritocracy. Today, he doesn't believe it should be the job of our institutions "to train 80% of our graduates to do one of six things—financial services, management consulting, technology, law, medicine, or academia in New York, San Francisco, Boston, Chicago, Washington, DC, or Los Angeles." Yang blames the meritocracy for blissfully ignoring the country's economic crisis and failing to fix problems caused by manufacturing job losses in

continued on page 13



By Pamela Kwartler, *College Process Counseling*, can be reached at lesscollegestress@gmail.com.

The October/November issue of Insights will discuss the most valuable skills required for jobs in the future.



Fade the scars of past trauma and start living.

At the Claudia Black Young Adult Center, we recognize that many young adults are carrying scars from unchosen suffering. On the outside, the signs may look like a decline in their academic functioning, increased social isolation, or alignment with peers who are a poor influence, but buried deep within is the pain of unresolved emotional trauma. The external negative influences that extend inward and destroy their spirit often include:

Bullying | Physical Abuse | Emotional Abandonment
Sexual Abuse | Loss and Grief

These young adults see the world through the eyes of fear and shame. At the Claudia Black Young Adult Center, we create a community of safety, work to name the traumas they have experienced, and help them to let go of internalized shame and calm their highly dysregulated nervous system. We teach them skills to more effectively own their power and no longer be victims to their past or potential future situations so they can start living.


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middle America. The problems that need solving are even bigger than that. Fortunately, so are the opportunities.

Although there is great focus on STEM these days, all majors will matter, and students can study at a wide range of colleges. In 2015, world leaders agreed on the world's biggest problems, which are collectively referred to the Global Goals or the 2030 Sustainable Development Goals (SDGs). (More information is available at <https://sustainabledevelopment.un.org/?menu=1300>.) For example, consider that tackling the individual problems caused by climate change will create new jobs worldwide. Along with solutions developed by engineers and scientists, environmental studies majors can explore how indigenous people have farmed sustainably for centuries. The skill of diplomacy will be essential to work cross-culturally and make progress within the worldwide community. As the water table rises and the carbon footprint expands, innovation in agriculture will continue to be a priority. These 21st-century businesses, unlike those that have benefited a small sliver of the first world since the 1980s, will improve the quality of life for all. Deep, nuanced thinkers will need to parse and define the ethics of evolving business models and, hopefully, enforce ethical regulations.

What Can IECs Do?

- Learn more about the fourth industrial revolution so that you help your students explore industries with increasing opportunities. Start by reading more at www.cnn.com/2019/01/16/fourth-industrial-revolution-explained-davos-2019.html.
- Get smart about SDGs—consider using the global goals as a roadmap, then ask your students which topics they are interested in helping solve. These are big problems that will be around for a lifetime. Discover what passions and skills might be useful—there is a demand for many skill sets. (See page two of the following link to see all the goals and share them with your students: www.undp.org/content/dam/undp/library/corporate/brochure/SDGs_Booklet_Web_En.pdf.)
- Ask students what they can do during high school to develop their interests. Can they travel to explore global problems or spearhead local programs that focus on any of the SDGs?
- Research which colleges are positioning themselves to participate in solutions. For example, developing sustainable food systems is a major global problem (SDG #12), and many college agriculture programs are well-positioned to innovate, including Cornell, Ohio State, Purdue, UMass Amherst, PSU, University of Delaware, the University of Arizona, and the University of Illinois Urbana-Champaign, offer options for many academic levels. Some other examples include Goal #16 Peace and Justice (diplomacy, political science, international relations), Goal #11 Sustainable Cities and Communities (urban planning, construction, real estate), or Goal #7 Affordable and Clean Energy (environmental or civil engineering).

We can guide our students toward fulfilling college experiences that incorporate research, productive study abroad programs, and internships that will lead to employment in fields that truly allow them to impact their world—and ours. 



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Who Are Twice Exceptional Students and How Can We Support Them?

By Robyn Spoon, MA, IECA Associate (IN)

We know that college admissions and readiness are more complicated than they were 20 years ago, but for families with twice exceptional (2E) students, finding the right “fit” and progressing through the maze of application requirements can be especially daunting. The challenge as independent educational consultants (IECs) is not only to help the 2E student find an appropriately challenging college environment that offers support but also to support the student and family through the process.

What Does 2E Mean?

The most straightforward answer is that a person is considered 2E when they are identified as gifted and they possess a diagnosis of at least one disability. It is important in our practices to recognize the common traits of 2E students so we can better serve them, but it is also crucial to get a diagnosis from a licensed professional (e.g. most often you will want a school psychologist, but a clinical or neuropsychologist could also be helpful) to make sure the student is receiving appropriate supports. Although twice-exceptionalism can manifest itself in a wide variety of ways, the most

common forms of 2E are those students who are gifted and also have:

- Attention Deficit Hyperactivity Disorder (ADHD)
- Autism Spectrum Disorder (ASD)
- Specific Learning Disability (SLD), which can take many forms (e.g., dyslexia, dysgraphia, dyscalculia, etc.)
- Mental health issues (e.g., anxiety, OCD, depression, etc.)
- Physical disabilities (e.g., vision or hearing impairment).

Who Is Considered Gifted?

The definition of 2E is messy primarily because there is no federally agreed upon definition of giftedness, but any conversation about twice-exceptionality needs to begin with an understanding of giftedness. The National Association for Gifted Children (NAGC) defines gifted children as those who have an ability that is “significantly above the norm for their age.” It is important to remember that even though giftedness can manifest itself in a variety of domains (e.g., intellectual, creative, and leadership) or academic fields (e.g., language arts, math, and



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science), identification and services for students vary by state and school. Many school systems use an IQ cut-off of around 130 when identifying students for gifted programs, representing about 2.5% of the population. Although the multiple intelligences framework of Howard Gardner is sometimes cited as a possible definition of giftedness, allowing for a variety of domains of high potential, most often some form of testable ability, such as IQ, is used as part of the diagnosis.

Characteristics of Gifted Students

Gifted students have a unique set of social and emotional characteristics. Before adding the complexity of an additional exception to the mix, it is important to first understand that gifted students are already considered outliers compared with their peers. Some common social and emotional developmental characteristics of gifted students include asynchronous development, multipotentiality, moral sensitivity, and perfectionistic tendencies.

Many of the common social and emotional traits of gifted students can make them appear as if they may have another exception beyond giftedness. For example, because there are similarities between ADHD and giftedness, it is not unheard of for a child to be diagnosed with ADHD when they are simply gifted but bored. The worry that can come from moral sensitivity (common with gifted students) can look a lot like anxiety. The procrastination that can come from perfectionism (common with giftedness) can look a lot like ADHD.

Table 1. Typical Social and Emotional Characteristics of Gifted Students

Characteristic	What Is It?	What Might It Look Like?
Asynchronous development	Uneven intellectual, physical, and/or emotional development	A student capable of complex mathematical modeling but who struggles to ask friends to go to a movie
Multi-potentiality (polymath)	Ability to excel in multiple fields	Feeling overwhelmed with the number of possible college majors they could enjoy and excel in
Moral Sensitivity	Deep concern for others and spirituality	Worrying and feeling helpless about world problems
Perfectionistic (productive and destructive forms)	Striving for flawlessness	High achievement or procrastination and avoidance

Why Are 2E Students so Hard to Diagnose?

Something called the *masking effect* makes 2E students hard to diagnose. The masking effect is a phenomenon in which giftedness *masks* or compensates for the disability (the masking effect can also cause the giftedness to be masked by the disability). It isn't

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uncommon for 2E students to reach junior high or high school before they start to really struggle. That is about the time they show up in our practices.

When meeting with the parents or the student, be on the lookout for anything that just “doesn’t make sense.” This can be a confession from a parent that they are managing organizational tasks they feel the student should be able to handle (e.g., helping structure homework time, communication with teachers in high school, or organizing possessions). Sometimes an adult will label the student as lazy or apathetic, sending the message that they are underachieving as compared with their ability. These are signal descriptions that should beg the question “Why is this behavior happening?”

Another signal can be a discrepancy between what appears to be a student with remarkable potential and some form of challenge. The initial intake is the first chance to check for these 2E flags. Be on the lookout for academic records that look like a roller-coaster, making you wonder how a student with such high performance in one area could perform so low in another. Examples of other 2E flags could include:

- High grades (A/B student with high rigor) coupled with mid-range SAT or ACT scores
- High test grades and low grades
- Highly differentiated sub-scores on standardized tests (e.g., SAT Math of 720 and EBRW of 550)
- Highly differentiated sub-scores on an IQ test, with very high Verbal Reasoning and Perceptual Reasoning scores and much lower Working Memory or Processing scores
- Strong verbal skills but difficulty organizing to write or sustaining to complete tasks.

Because there are many different combinations of students who could be diagnosed as 2E, there are myriad possible indicators. Be aware of students whose discrepancies would likely be separated by two full standard deviations. For example, it is not uncommon for a gifted student to demonstrate a relative weakness in their testing (e.g., A 750 on the SAT Math, but a 690 on the SAT EBRW). In a 2E student, look for differences in their testing that look like they belong to two different students (e.g., 750 on SAT Math, but 500 on SAT EBRW).

Are There Risks for 2E students?

It can be surprising to teachers, and even parents, that 2E kids need scaffolds like those students receiving special education support because of their complex problem-solving and oral communication strengths. The social and emotional consequences of having a learning disability partnered with exceptional ability with one or neither being recognized can be quite debilitating. Because of the masking effect, 2E kids are at risk for late diagnosis and for underachievement because of the frequent challenges they can face with organization and processing speed. When undiagnosed 2E students begin to struggle in school, it is common for school administrators and even exhausted parents to take them out of challenging courses, but that can further exacerbate the problem

by introducing boredom. The earlier a student can be provided with appropriate acceleration and enrichment for their high potential areas and supported for their areas of challenge, the better.

What Can IECs Do?


Unless you are licensed to make a diagnosis, it is important to have the correct professional make the diagnosis and crucial to have a strong team of experts ready to support your 2E students, including at the very least a pediatrician and a licensed school psychologist. That core team can provide additional recommendations as needed. Because many 2E students struggle with executive functions, a trained executive skills coach can be a vital help. Regular meeting times with consistent processes in place are important to provide opportunities for success. The college application process is a great opportunity to help develop the necessary executive skills that serve students in college as well.

When meeting with the parents or the student, be on the lookout for anything that just “doesn’t make sense.”

Consider incorporating the accommodations included in a student’s IEP or 504-plan into your work with them:

- If the student receives additional time on homework at school, you may need to modify your typical turnover time on tasks.
- If the student receives multiple breaks during class or tests, consider meeting more often for less time.
- If the student struggles to organize for writing, suggest that they “voice to text” their essay work or use mind mapping software for planning their writing.
- Consider breaking larger tasks into smaller “bite-size” pieces.

Families with 2E students may be accustomed to providing a lot of organizational and regulation support and that can make it difficult for them to let go during the application process. Many of the same skills that a student needs to be successful during the application process are also required in college. Encourage parents to allow their 2E student to be in charge of the process by assuring them that you are a safe place for the student to make mistakes. This can be done by communicating and working directly with the student while keeping the parent informed. Having a portal with tasks for the student to manage but that the parent can also see is a great option.

A large part of our work as IECs is to provide options for good college fit; knowing the strengths and challenges of the 2E student is crucial when building a college list. Consider extending your college visits to include learning more about the available services for students with learning differences. In addition, because of the social and emotional needs that many 2E students have, it is important to learn more about support options for residential living. Always know the scope and limit of your own practice—be ready to engage additional experts on your team to provide support when needed or consider referring families to those who specialize in working with 2E students. 



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Empowering Girls: A Responsibility We All Share

By Jill Dalby PhD, CPCC, Certified Professional Executive Coach, Maroon Creek Coaching LLC

As independent educational consultants (IECs) dedicated to helping students choose the best path to foster academic and social growth, what would you do if you learned that half of your students may not be well served by *any* of the schools or colleges you are recommending? It sounds absurd, but abundant evidence exists that success in school fails to translate directly into success at work for girls and women. Carol Dweck, Stanford University psychology professor and author of *Mindset*, summed it up: “If life were one long grade school, women would be the undisputed rulers of the world. But life isn’t one long grade school.”

Girls are better students and better educated than their male counterparts, but they aren’t learning the breakthrough leadership skills they need to be successful in the workforce. In the classroom, they are rewarded for getting it right, being prepared, and conforming to expectations. But girls are not rewarded for taking risks, standing out, thinking on their feet, or making unpopular decisions—all important leadership behaviors.

Understanding what gets in the way of women’s empowerment is a responsibility we all share and doing something about it is our collective obligation. Although there are many ways to steward change, one way to make a difference is to become aware

of the ways in which girls and women give away their power and then do something about it. I hope you find the suggestions below, which I originally presented at the IECA 2018 Fall Conference in Los Angeles, to be useful.

Communication Patterns

Women and girls walk the line between saying what they think with clarity and directness and adhering to feminine norms around communication. They have learned that what’s at risk is being heard, feeling valued, and having influence. Consequently, they have adopted habits to get their messages across gently. They hedge by using such words as *just*, *kind of*, and *almost* and qualify their ideas by saying “I’m no expert but...” They may even unknowingly demure by sitting in chairs on the room’s perimeter rather than at the table.

But when women and girls come across as tentative and unsure, they are giving up their power and undermining their message. By helping students recognize when they are using ineffective communication patterns and offering them alternatives to use when it’s wise for them to do so, you help them present themselves as strong, credible, worthy communicators one word at a time.



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Be Likable, Then Be Competent

It's important that girls and women understand the value of making strategic choices about when, where, and with how much strength to communicate. Psychologists Amy Cuddy, Susan Fiske, and Peter Glick have shown that humans are hardwired for safety and connection. When encountering a stranger, we quickly first want to know if the person is friend or foe and only then do we assess their competence.

Our assessments of competence are slow to change while judgments of friendliness and trustworthiness are easily modified. Further, an unfamiliar person is seen as both warm and competent only when they come from a "high-status" group. Others, such as girls and women, are seen as being *either* warm *or* competent, but not both. So, when women and girls begin a conversation with an explanation of their competence and effectiveness before establishing a connection, they can be perceived as being defensive and compensatory.

Use this information to help girls and women understand how to walk the fine line while working to change it. Let all your students know why it's crucial to create connection and engagement at the beginning of an encounter before discussing skills and abilities and about the cognitive biases formed against low-status groups. Information is power—for you and for the students you serve. By understanding what's behind the tradeoffs, you can help girls shed

ineffective communication habits without setting them up to fail in those environments that aren't ready for a woman who will adapt her style but won't compromise her value in order to be heard.

Hiding Strategies

Girls and women are really good at using hiding strategies to mask procrastination and relieve anxious "I'm not ready yet" feelings. Expressed as the tendency to overcomplicate a process, endlessly polish an outcome, curate everyone else's ideas except her own, and omit her story from the narrative, hiding strategies appear to be important tasks but really keep girls and women playing small because the underlying behaviors don't produce the forward momentum that catapults them into the spotlight.

Help your students see when they're making choices that keep them safe but far from centerstage, and then invite them to approach things differently. If they tend to work in isolation, suggest that they tell their friends what they wish to accomplish and ask for feedback. Or explain the benefit of efficiency that comes from sharing an early draft version. If they tend to overcomplicate and overpolish, model clarity and simplicity. And finally, empathically discuss the cost of perfection. As Lisa Damour, clinical psychologist and author of *Untangled*, pointed out, "We need to remind girls that when any score above 90 counts as an A, the difference between a 91 and 100 is a life." In your work as IECs, you have the chance to help girls believe in themselves and change their self-limiting behaviors.





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Unhealthy Attachments to Praise and Criticism

To know we matter is a fundamental human desire. Rather than looking inward for self-assurance, though, many seek external validation to find their identity and worth. More so than men, women tend to seek outward approval to feel acceptable, worthy, and capable. At the same time, they avoid criticism for fear of feeling unacceptable, unworthy, and incapable. This unhealthy attachment to praise and criticism is another way that girls and women give away their power.

Because strong, capable women seek out feedback and meet with their critics, help reframe your students' perspective on feedback. Teach them it is an opportunity to learn what others expect; it is not a reflection of worth or intelligence. In doing so, you will support your students to unhook from praise and criticism while growing a healthy self-regard from the inside out.

Because strong, capable women seek out feedback and meet with their critics, help reframe your students' perspective on feedback. Teach them it is an opportunity to learn what others expect; it is not a reflection of worth or intelligence.

Fear

We humans are hardwired to attend to our feeling of fear because it protects us from harm—getting eaten by the sabre tooth tiger or falling off the cliff. It motivates us to practice again so that we're ready for the performance. And it signals a desire to stretch out of a comfort zone in search of our potential. But when healthy fear gets supplanted by imaginary beasts like failure, rejection, and even success, we get hijacked by paralyzing fears and our power is diminished.

Other fears disempower too. Women's fear of conflict sabotages leadership potential. And women who unnecessarily share their successes with others or use the "royal we" for fear of standing out or appearing selfish, squash their opportunities for recognition and advancement.

When fears remain unexplored, "stuckness" happens, but fears that are faced and overcome become sources of power. The first step is to identify the type of fear that is being experienced and then get curious about it. What is good about it? What is bad about it? What is to be done about it? Supporting girls and women to work with fear rather than against it is crucial to their empowerment because when they triumph over fear, they are emboldened to do more and to be more.

Self-Doubt

Women are ruminators. They are more likely than men to replay what went wrong and to believe they're at fault. While men tend to get angry, blame others, and move on, women listen to the voice in their head that repeatedly questions and castigates. What ensues is an inner dialogue characterized by self-doubt and feelings of inadequacy. For women, this voice of the inner critic is often the loudest and when that voice speaks, power is silenced.

By encouraging girls to recognize the voice of their inner critic, you help them neutralize its impact. When you suspect a student's loud and mean voice of self-doubt is talking, ask her to notice it and talk back to it kindly. Teach her to separate herself from the inner critic by giving it a name and distinct characteristics. When it shows up, say: "That doesn't sound like you. That sounds like your inner critic. Why don't you tell it 'Thanks, but no thanks, not today.'" Invite it to go sit in the other room or turn down its volume.

After her inner critic has left them room, call on her inner mentor to come out. That is the voice inside her that wants the best for her always. It speaks in a peaceful, quiet voice from a place of wisdom, love, and guidance. It's our true north. It's our mindful self. By helping girls and women identify the many active voices talking at one time, you allow them to overcome the inner critic's need to keep them playing small and you support a lifelong empowerment process.

These are only a few of the patterned behaviors and socialized processes that disempower women and girls. But it doesn't have to be this way. Just as Dr. Seuss's Once-ler made his passionate appeal at *The Lorax's* end, I say to you: "Unless someone cares a whole awful lot, nothing is going to get better, it's not."

Change happens one person at a time through insight and action. Empowered voices can work together to create systemic change. Whether you change your own actions to model a more empowered approach to life, incorporate these new insights when advising students, or explore ways your own actions may be inadvertently disempowering others, find novel ways to enhance your practices and change your behaviors while simultaneously helping women succeed in the long run, not just the short run. Because if you don't, who will? 🙋

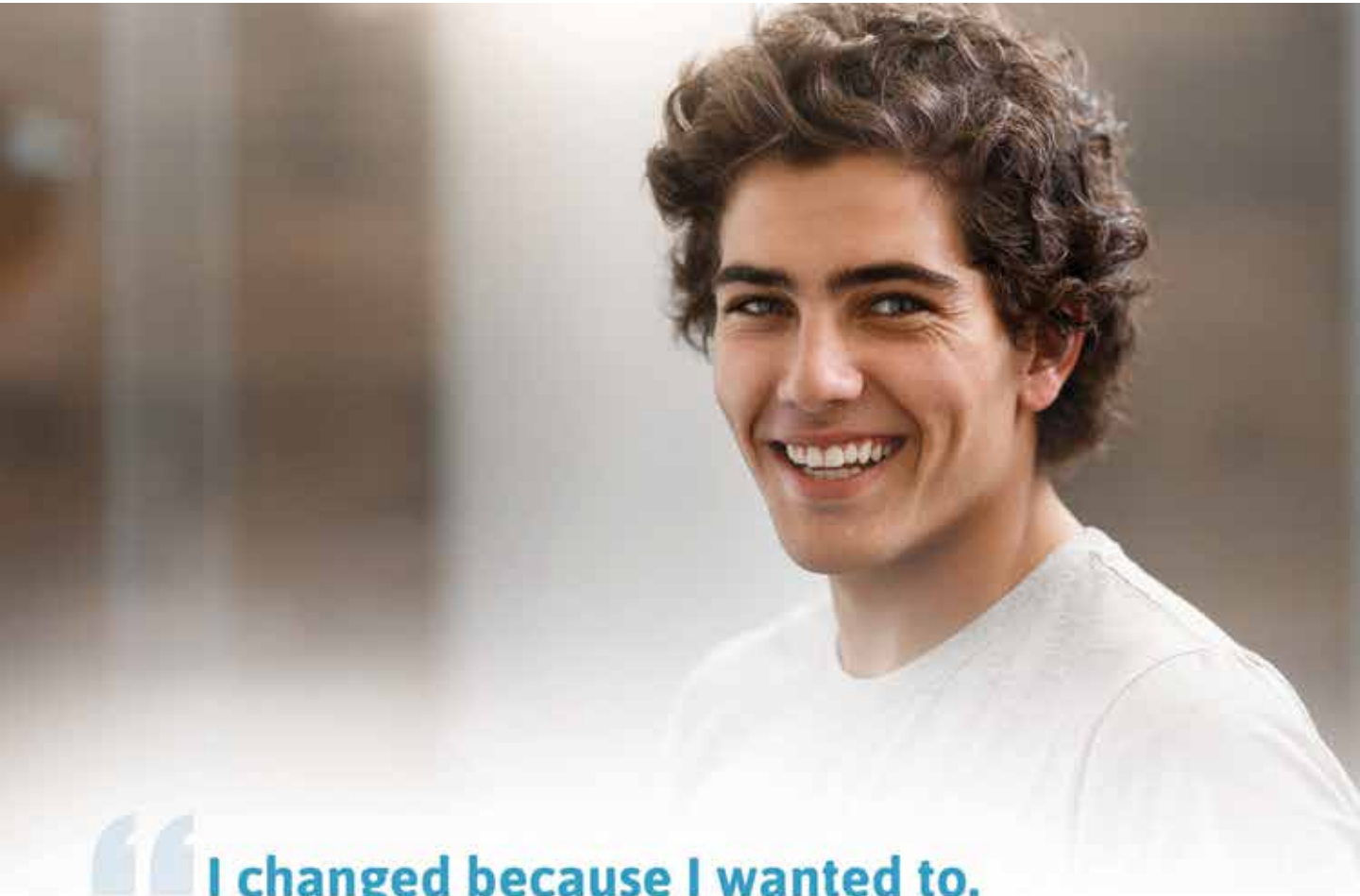
Additional Reading

Sally Helgesen and Marshall Goldsmith, *How Women Rise: Break the 12 Habits Holding You Back From Your Next Raise, Promotion, Or Job*. Hachette Book Group, New York, 2018.

Katty Kay and Claire Shipman, *The Confidence Code: The Science and Art of Self-Assurance, What Women Should Know*. Harper Collins, New York, 2014

Tara Mohr, *Playing Big: Practical Wisdom for Women Who Want to Speak Up, Create and Lead*, Penguin Random House, New York, 2014.

Amy Morin, *13 Things Mentally Strong People Don't Do: Take Back Your Power, Embrace Change, Face Your Fears, and Train Your Brain for Happiness and Success*. Harper Collins, New York, 2017.



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ePortfolios: Emerging Practices

By Kelly Henschel, MEd, Assistant Director of Teaching and Learning, Besant Hill School, and Portia Johnson, MEd, Head of School, Besant Hill School

As colleges and universities seek to prepare students for the new world ahead, many are turning to digital portfolios (ePortfolios), which require students to use basic web and design skills and to think metacognitively and reflect on their own learning. A recent study of university programs using digital portfolios summarized their findings: “Students who identify the narrative themes running through their experiences, and use those themes to develop an online presence, are able to reflect, construct, and articulate a professional identity through the ePortfolio” (Cordie, Sailors, Barlow, and Kush 2019). Colleges and university programs are seeing the value of helping students create digital professional identities to be used when seeking employment after college. “Recent surveys now show 50% of U.S. students are using ePortfolios during their college years” (Eynon and Gambino 2018).

Portfolios, in and of themselves, are not a new practice. For years, students have created portfolios for visual and performing art colleges and conservatories; however, as ePortfolios

become more prevalent at the university level, admissions offices are beginning to use ePortfolios to look more holistically at students outside of the arts, seeing beyond their test scores and grade point averages. At the 2016 National Association for College Admission Counseling (NACAC) conference, a panel of admission officers shared what they learned using ePortfolios beyond the arts in their admissions process and said that ePortfolios “translate into a real opportunity for the student to get into a university and a program that they might not otherwise” (Peterson and Byrne 2016). Data collected from the MIT admissions office show a growing number of ePortfolios being submitted, allowing admissions officers to view and accept students who may not have been accepted using the traditional application process.

The increasing popularity of portfolio submissions has influenced both the Common Application and the Coalition for College Access Application to include a portfolio submission tab. One avenue for this was the use of the digital locker that allowed

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ninth-grade students to start collecting work that demonstrated their learning. "The idea is to encourage ninth graders to begin thinking more deeply about what they are learning or accomplishing in high school...and to help them emerge in their senior year with a body of work that can be used to help identify appropriate colleges and apply to them" (Jaschik 2015). The goal is to encourage students to document their learning and to demonstrate their talents in a way that a traditional application cannot. The Common Application has changed their art portfolio submission to a portfolio submission using Slide Room technology. A growing number of colleges are accepting portfolios outside of the traditional art portfolio using that technology integration.

As the practice of ePortfolios increases, school college counselors and independent educational consultants (IECs) will need to adjust their practice in advising students. Bright, capable, and talented students who may not shine in traditional applications can now supplement their applications with a portfolio of demonstrated learning and work. The following guidelines will help advisors in this process.

Encourage students to start early by collecting and organizing a body of work that demonstrates their aptitude as learners.

Students will need to be advised about the types of work samples to include in their portfolio and how to reflect on their learning in a way that demonstrates metacognitive thought. Providing clear guidelines for the types of work included will help students collect work that is varied in format (multimedia, essays, and visual and

auditory files) and provides evidence of learning. In addition, students will need help organizing and storing their materials so that files can be easily accessed when the application process begins. That can be done efficiently through Google Drive, where files can be shared between the student and their college counselor or IEC. It can also be done through the Coalition application, which allows IECs to help a student review their digital locker of materials.

Develop and maintain a list of colleges and universities that allow portfolio submission. The list of schools that accept portfolio submissions is changing at a rapid rate. Many test-optional schools allow for portfolios as do selective programs, such as the maker programs at MIT and Carnegie Mellon. To date, more than 140 schools are using the Coalition for College Access application process. Some schools, such as Lewis and Clark, specify the requirements of their test-optional portfolio path, detailing the types of authentic assignments and teacher evaluations to be included. Because this list is ever changing, it is important to continually seek out updates.

Explore the various platforms used in creating ePortfolios. With their increased popularity and rapidly changing technology, the applications and programs used in this process change quickly. Some programs, such as Google Sites, allow students to upload and publish materials throughout their high school years on a single platform. Art schools and conservatories use varying platforms and requirements for their portfolios. The Common Application and the Coalition for College Access each have their own application portals for students to submit portfolio entries.

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As IECs, it is important to have a basic understanding of the technology requirements.

Visit high schools that use this practice and learn more about ePortfolio creation. As the practice of ePortfolios increases at the college level and as a part of the admissions process, some high schools are embracing them as a tool for visual assessment of mastery learning and student growth. 

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In the News

Hanna Stotland (IL) appeared in a video op-ed “I Advise Students Accused of Sexual Assault. Expelling Them Isn’t the Answer” for the *New York Times* on July 9. Stotland was also interviewed on Legal Talk Network’s *Above the Law* in “Facing Consequences and Moving On” on June 25.

Susan Dabbar (DC) and Jeff Levy (CA) were quoted in “How to Pay for College Without Going Broke. Let Us Count the Ways” in *USA Today* on May 8.

Jeff Levy (CA) was quoted in “Pondering How to Survive a Zombie Apocalypse? Your Plan Could Get You a Scholarship” in *USA Today* on May 16.

Gisela Turner (WI) was interviewed for “Educational Consultants Discuss College Admissions Process” on CBS 58 WDJT-Milwaukee on May 13.

IECA was quoted as a source in “How Much Do Millionaires Pay to Get Their Kids Into College?” in *Inside Higher Ed* on June 17 and in “Rich Chinese Parents Also Caught Up in College Admission Scandal” in *Asia One* on May 10. A 2018 IECA study was quoted in “Should You Apply Early?” in the *Providence Journal* on July 5.

Connie Pollack (PA) was quoted in “SAT Assigning New Score, Factors in Social and Economic Backgrounds of Students” on KDKA CBS Pittsburgh on May 17.

Ibrahim Firat (TX) appeared on KHOU 11 for the segment “How to Choose the Right College” on June 7, and his business expansion was featured in “Firat Education Expands Nationwide Through Hiring and Training of Multiple College Admissions Consultants Across the County” on Cision *PRWeb* on July 9.

Kathie Carnahan (LA) was interviewed for “College Consulting Is a Growing Industry, but Critics Fear it Only Helps Privileged Students” on channel 4WWL on May 13.

Kristina Dooley (OH) was interviewed for “New Questions Being Raised Over the Role Donations Play in College Admissions” on ABC News 5 Cleveland on May 18.

Stephanie Kennedy (IL) was quoted in “Navigate the Admissions Process Without Losing Your Mind” in *the-dispatch.com*’s College Prep 2019 on July 5.

Paula Feldman (CA) was quoted in “Kevin O’Leary: A Gap Year Is a Waste of Time” in *ETF Trends* on June 12.

Initiatives



Larry Blumenstyk (NJ) chaired the IEC Special Interest Group (SIG) discussion during the NJACAC conference at the Hard Rock Hotel in Atlantic City.

Belinda Wilkerson (NC) was recognized in *Blue Ridge Now* for being elected vice president of IECA’s Ethics and Professional Practice Committee on July 6.

Cathy Barton Zales (CT) and **Carolyn P. Mulligan** (NJ)—alumna of Bucknell University—had the honor of participating in the Bucknell College Admissions Workshop for Legacy, Faculty and Employee Students on June 27–28.

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Regional Groups

Beijing

Members of the Beijing group met with Chinese Affinity Group members at IECA's spring conference in Chicago in May.



New Jersey

On May 2, the New Jersey group was hosted by the University of Pittsburgh and Dayna Hassell, the University of Pittsburgh's enrollment services manager for New Jersey. Pictured are Susana MacLean, Hildie Steiner, Dayna Hassell, Jill Siegel, Matt Weingarten, Carolyn Mulligan, Sylvia Jackson, Laurie Weingarten, Lisa Bleich, Doreen Helmke, Wendy Amsterdam, Carole Kraemer, Jessie Martin, Shari Powell, Amy Hallock Missing from the photo are Alice Fuscaldo, Margot O'Connor, and Nicole Oringer.



In June, the group met with Youkun Zhou, admissions counselor at Swarthmore College. For more information about this group, contact Carolyn Mulligan at insidersnetwork@comcast.net.

New England

In June, the Northern New England group met with Ken Sawada at Syracuse University for a presentation followed by a brown bag lunch and a roundtable discussion. For more information about this group, contact Marie Lucca at marie@crimsoned.com.



Ohio, Michigan, and Western Pennsylvania

The first Ohio, Michigan, and Western Pennsylvania meet up was held in June. Instead of their regular virtual meeting, they met in Cleveland and toured Case Western Reserve University and John Carroll University with lunch in the middle. Thanks to Kristina Dooley for her help in planning the college tour. For more information about this group, contact Jason Vallozzi at jason@campustocareercrossroads.com.



San Diego

On Thursday, May 16th, the San Diego Regional Group met with Amy Mitchell, associate director of admission at Emerson.



Connecticut

On May 9, Endicott College hosted members of the Connecticut group for a campus tour; a conversation with the admissions staff; and an oceanside dinner at La Chantarelle, the college's elegant French restaurant that serves as a learning lab for students in the hospitality management program.



Pictured are Amy Rich; Jennifer Platek; Janet Rosier; Evan Lipp, VP of enrollment at Endicott; Mary Spiegel; Grace Mulliken; and Megan Shepherd, assistant director of admissions at Endicott.



Renee Joseph, 2016 Winner
Renee's Designated Charity:
On Point for College is an organization dedicated to changing the lives of traditional and non-traditional, 17- to 29-year-old students by breaking down barriers through access to training, college, and careers for success in life. They work with students from application to graduation, and beyond.



Holly Treat, 2010 Winner
Holly's Designated Charity:
Cape Eleuthera Foundation supports programs in place-based education, scientific research, community leadership, and scientific technologies. Students at Deep Creek Middle School in the Bahamas are provided with financial aid to attend top boarding schools in the United States, and are guided through the application and enrollment process.

IECA FOUNDATION 2019 Katz Award: Call For Nominations

The Katz Award is considered to be one of the highest honors an IECA--Independent Educational Consultants Association member can receive. This award recognizes extraordinary community service contributions by IECA consultants. The IECA Foundation takes great pleasure in presenting this award on behalf of the Katz family.

Nominations are now open for the 2019 Katz Award. The IECAF Board invites all members of IECA to nominate a Professional or Associate Member consultant for consideration. We also welcome self-nominations.

Please forward letters of recommendation with citation of charitable accomplishments to Lindsay Grattan, Program Director of the IECA Foundation, at
lgrattan@iecafoundation.org.
 Deadline is August 2, 2019.

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Introductions

Please Welcome IECA's New Professional Members



Jodi Rosenshein Atkin (NY) has worked as an IEC for 5 years and was an Associate member. Before becoming an IEC, she was a behavioral therapist for people with learning

differences and their families. She also assisted agencies in program development, regulatory compliance, and new employee training and delivered clinical consultation services to psychiatric and neurological community care providers.

Atkin holds a BA in psychology and an MA in developmental psychology from the University of Rochester. She is a member of NACAC.

Atkins served as a trustee of the Allendale Columbia School and as a board member for Highland Hospital and for the Rochester Women's Network. At the NYSACAC 2015 annual conference, she presented "College Advising for Students with 504 Plans."

In addition, Atkin was a founding member of Super Fun Philanthropic Chicks of Rochester, served on the Golisano Children's Hospital community fundraising committee, and was a mentor at the Young Women's College Prep of Rochester.

Atkin and her husband are the proud parents of four adult children. She is a passionate locavore, with great enthusiasm for cooking, and relaxes by reading (voraciously) and knitting.

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Lynne Bossart (CT) has been an IEC for 7 years and was an Associate member. After founding her first practice in Minnesota, she relocated to Simsbury, CT, where

she joined her current practice. She is currently a college counselor at the Legacy Foundation of Hartford, a nonprofit that provides educational support and cultural enrichment to local first-generation and minority students. Previously, she and her husband founded Omicron Inc., a small business providing technical services to the pharmaceutical industry, where she was responsible for the operations and administration.

Bossart earned a BA in music history and theory from Hunter College and has a college counseling certificate from UCLA Extension. She is a member of NACAC and sits on the Education and Scholarship Committee for the Simsbury (CT) Chamber of Commerce.

Bossart and her husband Bernard have been married for 35 years and have two daughters: Sophie, 26, a rising 2L at UConn School of Law, and Céline, 28, a New York-based freelance journalist and digital media expert. She loves traveling, the beach, cross-country skiing, and working the *NYT's* crossword puzzle.

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Sharon DeWillis (TX) has been an IEC for 5 years. Previously, she worked for the Department of the Air Force for 10 years as a budget and cost analyst at various

locations around the United States, including the Pentagon. She put her career on hold to raise a family and served as a "professional" volunteer for the past 16 years. After helping her oldest child prepare for college admissions, she discovered her passion for independent educational consulting and completed the IEC certificate program at UC-Irvine.

DeWillis earned an MBA in international business from Wright State University and a BS in commerce and business administration from the University of Alabama-Tuscaloosa. She serves on the Grapevine Colleyville Education Foundation board of directors and is the vice president of programs and allocations on the executive committee. She is also a member and past president of the Colleyville Area Chapter of the National Charity League Inc.

DeWillis has been married for 25 years to Frantz DeWillis. They have lived in Colleyville, TX, for 16 years since he retired from active duty as a colonel in the US Air Force. She has three children: Ryan, age 22, is a 2019 graduate of Baylor University and Erin and Anna (19-year-old twins) are sophomores at the University of Alabama. She loves to read and travel.

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Sherry Humphrey

(KS) has been an IEC for 7 years. Previously, she was a social worker in the areas of mental health, adoption, child protection

services, health care, and family therapy.

Humphrey has a BS in social work from Kansas State University and a master's in social work from the University of Missouri-Columbia. She completed a two-year family therapy training program at the Karl Menninger School of Psychiatry and Mental Health Services and earned an IEC certificate from UC-Irvine Extension. She attended IECA's 2013 STI and is a member of the IECA Outreach Committee.

Humphrey is an Extension Master Gardener, through which she volunteers to maintain city gardens in her community, and was chair of a project that published *Untangled*, a book on gardening tips by master gardeners. She also wrote two educational children's videos *To the Farm* and *To the Hospital* that were sold to schools and libraries throughout the country.

Humphrey has been married to Mark, a physician, for 37 years. They have four grown children—a son in Phoenix in wealth management, a son in Los Angeles in the film industry, a daughter working in the cyber security industry in Boulder, CO, and a daughter who works on Capitol Hill in DC—and two grandsons. She loves nature, visiting National Parks, presidential libraries, and creating inspirational family history photo books. She has never met a flower she didn't like! Traveling is an absolute love and necessary to visit her kids.

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Ryan Coffey Keaton

(PA) has been an IEC for 9 years. Previously, she was an admissions counselor at Niagara University, an assistant/senior assistant director of admissions at Bryn

Mawr College and at Swarthmore College, and an associate director/director of college counseling at Abington Friends School. Currently, she is codirector of college counseling at Friends' Central School.

Keaton earned an MEd from the University of Pennsylvania and a BA from the State University of New York College at Geneseo. She is a member of NACAC and a recent chair of the inclusion, access, success committee for PACAC. She was a POSSE Foundation mentor for the Bryn Mawr College POSSE 4 program, a faculty member for PACAC Camp College, and a college consultant and a mentor for Philadelphia Futures. She has been a faculty member for College Horizons (11 one-week summer programs) for 15 years.

Keaton has two children, ages 9 and 6. She likes to sing and performed in the ensemble for *Sister Act the Musical* with her local community theater.

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Kavita Mehta (India)

has been an IEC for 8 years and was an Associate member. Previously, she was director of operations for GroupM and head of program

management for Yahoo. She is currently the CEO of Caymus Technology Ventures, which builds products at the intersection of education, skills, and technology.

Mehta holds an MBA from The Wharton School at the University of Pennsylvania and a BS from Wake Forest University. She is a member of IACAC and AIGAC.

Mehta coauthored *Acing Admissions: The Indian Student's Comprehensive Guide to US College Applications* and is a member of the executive committee of the Wharton Club of India.

An entrepreneur, expat, global citizen, lifelong learner, and optimist, Mehta is also the mother of three teenage daughters and a parent of multiples.

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Sharon Olofsson (MA) was an Associate member and has been an IEC for 3 years. Previously, she worked part-time as an editor while raising her children and before

that she worked for 10 years in investment management as a securities trading desk manager and operations manager.

Olofsson earned a BSE with a concentration in finance from the Wharton School of Business of the University of Pennsylvania and an MBA from Tel Aviv University. She also holds a certificate in independent educational consulting from University of California–Irvine Extension and attended IECA's 2016 STI. She is a member of NEACAC.

Olofsson met her husband as freshmen at Penn and they have been married for 24 years. They have four children, two boys and two girls (ages 7–17) and a border collie.

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Merrie Perry (CO) has been an IEC for 5 years and was an Associate member. She holds a BA in business administration with a concentration in international business

from the University of Wisconsin and earned a certificate in college counseling from UCLA Extension.

Perry is a member of RMCAC, CCDA, and Woman Owned Business College Consultants of Colorado, which is certified by the Women's Business Enterprise National Council (WBENC).

From 2015–18, she headed up a group of 15 volunteers at the Mary Power Post Graduate Center at Monarch High School in Louisville, CO, to support local students in the college admissions process. To better support the underserved and strategically partner with other nonprofit organizations, she and her partners founded the Discover Pathwaze Foundation.

Perry loves travel, diving, and playing piano and guitar.

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Annie Reece (CA) was an Associate member and has worked as an IEC for 6 years. Previously, she was an advertising account executive, a teacher at Town School for Boys

in San Francisco, and an assistant director of admissions at The Urban School of San Francisco. Currently, she is the consulting high school placement counselor at Marin Montessori School.

Reece holds a BA from Colgate University and attended IECA's 2013 STI. She is a member of Enrollment Management Association.

Reece, her husband, three small children (ages 7, 5, and 2), and Entlebucher mountain dog, live in Marin County, CA, where she enjoys skiing and hiking.

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Linda Schroeder (TX)

has been an IEC for 11 years and was an Associate member. A licensed insurance agent in Texas and part owner of an insurance agency, she

held previous positions as a teacher in the Spring Branch Independent School District and owned and operated several small retail stores in Houston.

Schroeder has a BS in secondary education with specialties in English and history from the University of Texas–Austin. She is a member of TACAC, Junior League, and National Charity League. She has acted as president of the St. Agnes Mother's Club, been a board member of the St. Michael's Parish Council, and sat on the Board of Directors of the Bayou City National Charity League.

Schroeder has been married for many years to her best friend, is the mother of three wonderful daughters and two sons-in-law, and the lucky grandmother of six amazing grandchildren. She also loves to entertain and does so often.

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Martha Seretta (MA)

was an Associate member and has been an IEC for 2 years. Previously, she spent 12 years in boarding schools as associate director of athletics

at Deerfield Academy and as associate director of admissions at Northfield Mount Hermon. She was also a corporate trainer and account manager at Sodehxo USA.

Seretta holds a BA in leadership and organizational studies from Baypath University and a certificate in college counseling from UCLA–Extension; she attended IECA's 2017 STI. In addition, she has 2019 TESOL certificate and has completed SSS Financial Aid Training and the 2011 Admission Training Institute at EMA. She is a member of NEACAC.

Seretta is a member of IECA's Schools Committee. Through the MA Department of Elementary and Secondary Education, she is a special educational surrogate parent.

Seretta has three grown children and enjoys the outdoors and her three dogs.

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Abigail Simkus (PA)

has been an IEC for 11 years. Before she took a 10-year career hiatus to raise children and volunteer, she was Assistant United

States Attorney, Organized Crime Strike Force, Eastern District of Penna, a position where she prosecuted members and associates of organized crime in Pennsylvania and New Jersey.

Simkus holds a BA in history from Princeton University and earned a JD from the University of Pennsylvania. She is a member of NACAC, PACAC, and NJACAC and she wrote "The Pros & Cons of AP Classes" for the 2016 College Guide in *Main Line Today*.

Passionate about the Fresh Air Fund, an organization that places disadvantaged inner-city children from NYC with host families in suburban and rural communities in the Northeast for the summer vacations, she and her family have been active in the organization since they first hosted 7-year-old Josh in 2003, and she was active in recruiting and overseeing host families in Bucks County, PA, for 13 years.

Simkus has two biological children, Matthew (23) and Julia (20), and one nonbiological child, Josh (age 23), who joined the family after spending every summer with them. She met her husband, Richard, at Princeton. An avid runner for 25 years, she also loves the beach and the ocean, especially in Hilton Head, SC

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Hanna Stotland (IL) has been an IEC for 20 years. Her past positions include associate director at the Center for Career Strategy and Advancement, Northwestern University School of Law; a litigation associate at Jenner & Block LLC; and a judicial clerk at United States District Court for the Northern District of Illinois and United States Court of Appeals for the Seventh Circuit.

Stotland holds a JD from Harvard Law School, an AB in psychology from Harvard College, and a GED from the Illinois Community College Board. She is a member of NACAC and Illinois ACAC and past president of the Harvard Law Society of Illinois.

Stotland has been interviewed on PBS's *Amanpour & Co.*, NPR's *Morning Edition*, and WNYC's Radiolab and has spoken at nine regional ACAC conferences as well as at IECA.

Because she specializes in educational crisis management, most of Stotland's students have been expelled, suspended, arrested, or sent to rehab. She seeks the toughest cases in the business, including students accused of sexual misconduct and those involved in the nationwide criminal admissions scandal.

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Leslie Raymore Watson (PA) has worked as an IEC for 7 years and was an Associate member. Previously, she was director of college counseling and an IB coordinator at Archbishop Walsh Academy (a small independent IB school in rural Western NY); vice president of OE Study Abroad (programs in Australia, New Zealand, and Fiji); and an associate professor at Lincoln University in Canterbury, New Zealand. She and her husband also owned a National League basketball team in NZ.

Watson has a master's and a PhD from Penn State and an undergraduate degree from Brock University in Ontario, Canada. She is a member of NACAC. She has had more than 1,200 citations of the work she published during her academic career. She supports female basketball players in Pittsburgh through her involvement with the Western PA Bruins organization.

Watson has four children, with two in college (one in New Zealand and one at Muhlenberg). Her hobbies include paddle boarding, cycling (she does an annual 150+ mile ride with girlfriends over four days), and cross-country skiing.

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IECA CEO **Mark Sklarow** presented at SuperACAC in June.



IECA was represented at the International ACAC conference in London, ON, Canada in July. **Amanda Fogler**, manager of member outreach & engagement, met with college admissions professionals, school counselors, IECA members, and others in the exhibit hall.

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IECA members pictured at the International ACAC conference reception are **Susana Aguilar De Urruela**, Associate member (Guatemala); **Wendy Bigler**, Associate member (Japan); **Huong Nguyen**, Associate member (Vietnam); **Sarah Loring de Garcia** (Mexico); **Patricia Nehme** (TX); **Katja Iuorio**, Associate member (Italy); and **Kara Madden** (Spain).

Campus Visits



▲ IECA members visited Southern Oregon University in Ashland as part of the PNACAC Oregon College tour in late June. Pictured (l to r) are Stacy LaDuke, Lani Asato, Mary Stodder, Lauren Gaylord, Shelley Randles, (Rocky the Raider), Louise Franklin, Caleb Fitzpatrick, Shawnee Chen-Zion, and Nancy Gorman.



▲ Participants at the 2019 STI West at Claremont McKenna College, CA

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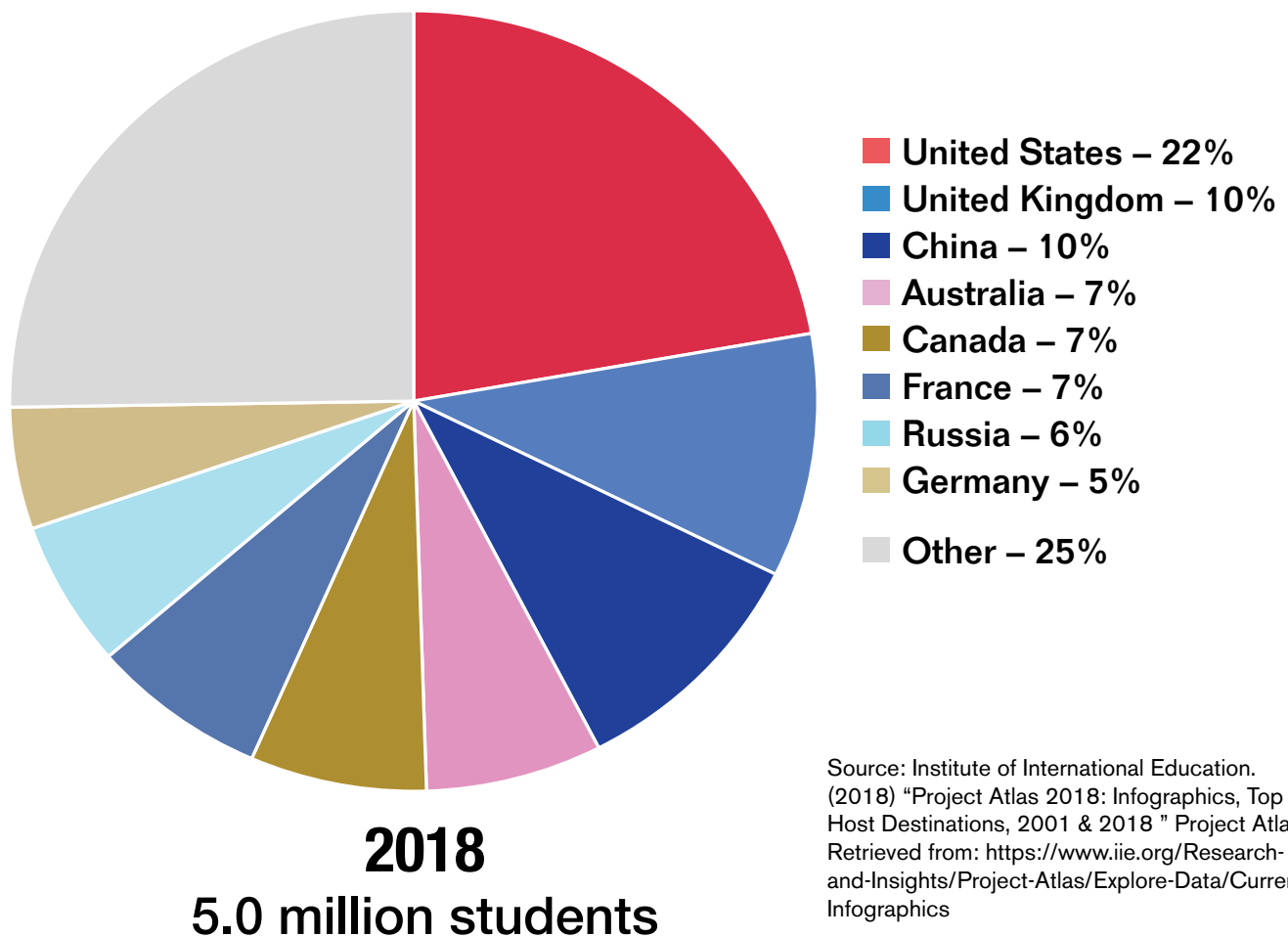
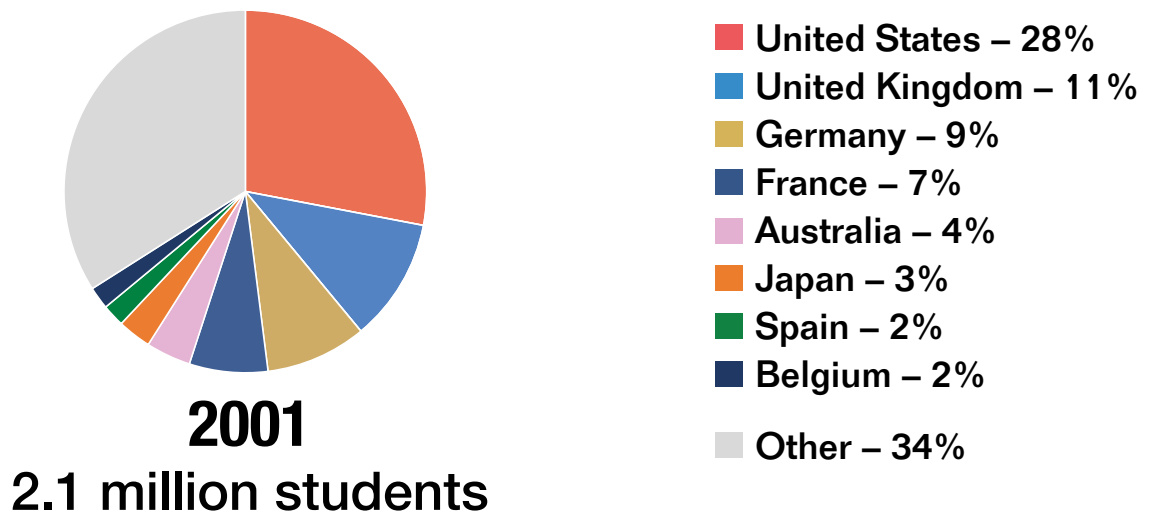


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Top Host Destinations for International Students



Source: Institute of International Education.
(2018) "Project Atlas 2018: Infographics, Top Host Destinations, 2001 & 2018 " Project Atlas.
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