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IECA<sup>+</sup>

# INSIGHTS

THE NEWSLETTER OF THE INDEPENDENT EDUCATIONAL CONSULTANTS ASSOCIATION

April/May 2020

## Calendar

### Calendar Updates

Because of the COVID-19 virus, several IECA events have been rescheduled. IECA is posting the most up-to-date information on the Member Network.

#### April 14

Webinar: Counseling Underclassmen (Hint: Don't Talk About College)

#### May 12

Webinar: Applying to Medical School: Understanding the Process and Preparation

#### May 25

Memorial Day National office closed

#### June 9

Webinar: Evaluating Your Sales and Customer Relations Tools

#### July 15-17

**New Date** IECA Spring Into Summer Conference, Connecticut

#### July 28-August 1

STI East, Swarthmore College

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## Female Students With ADHD: How IECs Can Help

By Sharon Saline, PsyD With Eric Endlich, PhD, IECA Associate (MA)

Nia was so excited to go to college. She'd been diagnosed with inattentive attention deficit hyperactivity disorder (ADHD) in eighth grade and received accommodations, such as extra time on tests, preferential classroom seating, and getting copies of teachers' notes. An executive functioning coach helped her use a calendar and organize assignments. Nia worked hard, graduated with a 3.8 GPA, and moved into her college dorm with high expectations. Sadly, six months later, she was back home. Depressed, anxious, and on academic probation, she'd isolated herself, dropped one class, and failed two.

Nia's story is all too common for girls with ADHD. They often struggle to manage their own schedules in college, seek help at learning centers, and follow through

on appointments; moreover, they frequently fail to inform their parents or advisors when they are falling behind. Some girls who succeeded in high school are confident about their abilities to manage university academics and independent living only to become quickly overwhelmed. They begin to miss deadlines and skip classes due to shame, anxiety, and depression. How can independent educational consultants (IECs) help girls prepare for college more effectively and guide those floundering when they get there?



*continued on page 4*



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**IECA Members:** See the cover story in *Member-to-Member Insights* for guidance on how to run your practice during the coronavirus outbreak. And watch the Member Network for the latest updates being posted online.

# President's Letter

## Managing Risk, Serving Members, and Navigating Challenges



Barbara Pasalis

When I became president in Spring 2018, I drew from the Bernuth and Williamson survey and discussions with valued colleagues to identify three primary goals for my term:

- To reorganize the structure of our Association to better engage our membership
- To institute safeguards to ensure the financial stability of our Association
- To increase educational programs.

As I noted in January, we have made great progress toward the goals established by the Strategic Plan, and as that five-year plan ends, the board is confident that its work has strengthened the Association and put us in a position to face unexpected challenges.

**Structure.** We have proposed changes to the Association bylaws, which will be voted on by the membership this spring. We propose to:

- Establish a fourth Vice President for Membership & Engagement, splitting responsibility for oversight of committees with the Vice President for Committees
- Move the Business Practices Committee from a committee of the board to a committee of the membership, thereby redefining its role to develop programs on business to serve and educate our membership
- Establish the Government Relations Committee as a permanent committee of the board.

My sincere thanks go to **Joan Wittan**, VP for Committees, and **Allison Matlack**, VP for Education & Training, who spearheaded the restructuring of the Executive Committee and to **Betsy Morgan**, chair, and the entire Board Development Committee for drafting the bylaw changes.

**Finances.** We have taken significant actions to manage fiduciary risks.

- Hired an HR company and in-house Finance Manager
- Established the Audit Committee as a permanent committee of the board
- Established a Reserve Funds policy to ensure that the Association is protected
- Strengthened our financial guidelines

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### IECA<sup>+</sup> INSIGHTS

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Connect with us on Facebook, IECA's blog, LinkedIn, and Twitter (@IECA).

## IECA Continues to Operate During the Coronavirus

While IECA staff is working virtually, the Association is continuing to operate in all departments: membership benefits and outreach; education and training (including online learning); communications (including 5 Minute News and Insights); business support; conference and tour planning; and much more.

We are using all of our resources (including the Member Network and social media) to keep members updated so that they may continue to meet client needs; advising members on best practices, as new practices become necessary; and exploring alternatives when live events become impossible. IECA staff can still be reached via email and phone. You can find our staff directory at [www.iecaonline.com/about/ieca-staff](http://www.iecaonline.com/about/ieca-staff)



# Update on IECA's Events

*Because of the COVID-19 virus, several IECA events have been rescheduled. As we go to press at the end of March, here is an update to some of our spring events. As things change rapidly, IECA is posting the most up-to-date information on the IECA website ([link.iecaonline.com/Conference-Info](http://link.iecaonline.com/Conference-Info)) and on the Member Network.*

Like you, we are all doing our best to adjust to the ever-changing situation here in the United States and around the globe. Even as things change quickly, we wanted to provide the following update to IECA's upcoming live events, including changes to dates, fees, cancellation, and more.

1. Our Spring Conference has been postponed an additional 8 weeks, from May to July 15–17 with the same location and schedule, at the Mohegan Sun Resort in Connecticut. [link.iecaonline.com/Conference-Info](http://link.iecaonline.com/Conference-Info)

2. All campus tours scheduled prior to and following the conference have been rescheduled for the new July dates.

3. All registrants have had their registration and hotel bookings forwarded to the new dates (some campus tour hotels will need to be rebooked—you will be contacted).

4. Our College Symposium has been postponed from June to September 9–10 in Cleveland. [link.iecaonline.com/symposia](http://link.iecaonline.com/symposia)

5. Because of the change in Connecticut conference dates to mid-July, our 2020 West Coast STI had to be cancelled. The East Coast STI at Swarthmore College will take place as scheduled, July 28–31. [link.iecaonline.com/sti](http://link.iecaonline.com/sti)

6. We have eliminated all late fees for our conference in Connecticut. We understand that you may feel more comfortable waiting until closer to the event to sign up for our events in July.

7. If you are unable to attend the Connecticut event on the new dates, you will be given the opportunity in several weeks to cancel and IECA will provide a full credit for 100% of fees paid, automatically provided within our registration system that will be

tied to you for use for a future conference, towards membership dues, or another IECA event. Your willingness to use a credit allows IECA to keep cash flow from becoming an extreme hardship.

8. In several weeks, schools, colleges, programs and IEC firms will be given the opportunity to substitute a different attendee from their institution with no change fees.

9. Those who wish to take another option, rather than the 100% credit noted in #7 above, will be given the chance to request either a cash/credit refund (which may take up to 4 weeks, subject to the administrative charges noted below) or may choose to support the Association by donating the payment made to IECA to assure continuity of operations.

10. For the conference and Summer Training Institute (STI), we have updated all cancellation fees, eliminating 50% or 100% retentions for all cancellations that occur beyond 5 days of these events. IECA will only retain (for refunds) an amount equal to or less than our direct administrative cost charged by our online system and credit card processor. This will be \$35 for the CT conference and \$75 for STI. You can feel good about registering for events knowing you will be treated fairly.

11. If we are forced to cancel these events due to health advisories, we will do so and issue credits or refunds (refunds subject to admin fees listed above) to all registrants.

12. Please know that IECA is continuing to operate in all departments: membership benefits and outreach, education and training (including online learning), communications (including 5 Minute News and Insights), business support, conference and tour planning, and much more. Those looking for opportunities for advertising and sponsorships should contact Jean Lockwood at [Jean@IECAonline.com](mailto:Jean@IECAonline.com).

To keep up with the latest from IECA, visit our website ([link.iecaonline.com/Conference-Info](http://link.iecaonline.com/Conference-Info)) or Facebook page (<https://link.iecaonline.com/facebook>).



## Welcome IECA's Newest Staff Members!

**Trish Fratarcangelo**, Manager of Member Outreach & Engagement. Trish joins IECA with many years of experience in membership management for several national associations. She will be the contact for members, potential members, and member benefits. She joins Caitlin Myers, our Membership Associate who many of you already know. Trish can be reached at [Trish@IECAonline.com](mailto:Trish@IECAonline.com) and 703-591-4850 ext. 6973.

**Jean Lockwood**, IECA External Relations Coordinator. Jean has an extensive background in Association Conferences and Trade Shows, as well as member services. She will coordinate outreach to our admission rep partners in schools, colleges and programs, as well as sponsors, advertisers and vendors. Jean can be reached at [Jean@IECAonline.com](mailto:Jean@IECAonline.com) and 703-591-4850 ext. 6982

## The Basics

Let's start with some facts about girls with ADHD—a chronic condition marked by persistent inattention, hyperactivity, and sometimes impulsivity; those symptoms are more frequent and severe than in typical peers. There are three types of ADHD: hyperactive/impulsive, inattentive, and combination type. Keep in mind that there is a lag of up to three years in brain maturity for those with ADHD.

For every girl diagnosed with ADHD, there are three boys identified with the condition. Boys are diagnosed more often with hyperactivity/impulsivity, usually exhibiting inappropriate, aggressive, or impulsive behaviors. Girls tend to have the inattentive type of ADHD, which explains why we frequently miss ADHD in girls. Symptoms in girls with inattentive ADHD include forgetfulness, difficulty listening, daydreaming, problems with verbal and/or written expression, shyness, perfectionism, misreading social cues, and social isolation. Anxiety, depression, eating disorders, and self-harm often accompany or even overshadow ADHD in girls.

Everyone with ADHD has executive functioning challenges as well as personal strengths. Although they can focus well on things that interest them or come easily to them, they struggle with uninteresting, unpleasant tasks. Some deficits may be more obvious than others. For example, Ava gets to appointments on time but can't keep her bedroom organized or meet deadlines. Erika gets her work done but is distracted so easily that it takes her twice as long as it should. To make things worse, many girls will deny their challenges because they are embarrassed.

Some girls with ADHD will do anything to avoid disappointing others. Despite offers to help her with planning and organization, Jasmine lied repeatedly in therapy, saying she had her coursework under control when in fact she was barely passing two out of her four classes. She dropped out of therapy rather than working through her embarrassment. These factors combine to make evaluating and working with girls and young women with ADHD quite complicated.

## College Selection

Most college students with ADHD need academic or executive functioning support. Weekly meetings help them organize their schedules, make a study plan, and break assignments into manageable chunks. Although colleges frequently offer free peer tutoring and a writing center, relatively few have learning centers with professional academic coaches to help with other issues, such as time management. If a desired school doesn't have such a program, it might not be the right college for a girl with ADHD. She could hire a private executive functioning coach or company, however, if she is adamant about attending a particular university that doesn't happen to offer these services.

It's important to help these girls—and their parents—realistically assess their capabilities and needs. Not all girls with the grades and test scores to get into an Ivy League school will thrive there. They may require more-intensive support than what's offered at their

"dream" school. Girls with ADHD benefit from colleges that both understand and accept all kinds of learners and offer services to assist them in achieving academic and life goals.

## Readiness

It's crucial to approach students with compassion, collaboration, and consistency. Despite their wish to go straight to a four-year college, many need a transition year at a job or community college to mature. Some benefit from a gap year program to nurture an artistic, athletic, or political passion. They may be managing adequately with considerable parental and school staff support, but when left to their own devices, they procrastinate and can't complete projects. You may witness students' executive functioning challenges when they can't start one of their essays, plan application tasks, or prioritize what's important. Those patterns suggest that they will likely face similar challenges in college. When working with these families, keep in mind:

- If a student had a 504 or IEP in high school, she should try to obtain comparable accommodations in college, especially in her first year. But the high school education plan doesn't carry over into college. The student must take documentation—typically a recent neuropsychological evaluation—to the college's disability center and formally request specific accommodations and supports recommended in the evaluation. Shame and procrastination may well deter a student from going to the disability center, so the IEC or parents should ensure that she has followed through. Just as in high school, she'll need support or scaffolding to make a successful transition to college and perform well academically.

Parents should monitor their daughter's compliance with services and decide what to do if she stops seeking support. Remember, however, that if she doesn't sign a FERPA waiver, her parents will have no way to find out if she's meeting with her coach or even attending class. Ultimately, parents can't make a young adult get assistance but with a caring approach and an agreed-upon plan, they can keep the lines of communication open.

- Girls with more severe ADHD and related issues may need a year or two at a program for students with learning differences before moving to a more independent setting. Conversations about a girl's social and emotional needs are just as important as those about academic topics. Explain that the ADHD brain needs more time to mature. This is a biological fact, not a personal failure. Provide some success stories about similar students.
- Girls with ADHD often want to please others and avoid conflict. As an IEC, you may be a girl's key ally. Get to know your student's hopes and fears, then help her share them with her parents and assist them in really listening. Keep the college selection process realistic by reviewing the supports that helped the student do well in high school.
- Consider referring a girl for an evaluation for inattentive ADHD (among other things) when she:
  - Shows perfectionistic, anxious, or depressive signs
  - Makes comments suggesting distractibility or memory issues
  - Reports feeling overwhelmed constantly regardless of how much she has to do

- Struggles more than typical kids of her age and background with writing assignments or staying on topic.

## Success = What Works

One year later, Nia is studying at a community college; working part-time at a store; and finally accepting her quirky, creative brain. She realizes it was a mistake to pick her first college based on what she thought her parents wanted. She started taking an antidepressant along with her ADHD medication and both her anxiety and depression have decreased. Family therapy reset parental expectations and helped Nia strategize ways to improve time management and organization. Most importantly, her parents are giving her the space to figure out how to participate in college at a pace that works for her. 🏆

### *President's Letter, from page 2*

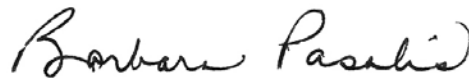
- Appointed an ad hoc Committee for Succession Planning to ensure a smooth transition of the Association staff.

**Education.** The Education & Training committee has reorganized responsibilities, evaluated current programs, and added educational offerings. The new Educational Intensives, *EIs*, provide modules of training that will enable our members to develop expertise in new areas and to expand their practices.

My profound thanks go to the entire IECA Board of Trustees, who have worked diligently to evaluate these changes. The work of the Board over the past year has culminated in sweeping changes in the way we operate and, I believe, will result in significant improvements for the membership.

Although the past year presented unprecedented challenges for the Association—the Varsity Blues scandal broke in March 2019—and we are now facing the Coronavirus pandemic, members can be assured that the staff, under the direction of CEO **Mark Sklarow**, is working overtime to serve members' needs, manage the budget, find alternative dates for conferences and programs, and cut discretionary spending to deal with loss of revenue from canceled programs.

We are fortunate to have a dedicated staff and a CEO who always comes up with creative solutions to transform our challenges into advantages, and I hope you will join me in thanking them.



Barbara Pasalis  
IECA President



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# College Awareness: First-Generation Students Need Early Exposure

By Natasha de Sherbinin, MEd, IECA Associate (NY)

The best time for students to build their academic profiles and become comfortable with college is at the start of their high school career. That is also a crucial time for first-generation college students to begin to envision college as a tangible and realistic option. In *Ready, Willing, and Able: A Developmental Approach to College Access and Success*, Mandy Savitz-Romer and Suzanne Bouffard explained that adolescents, especially first-generation students, need the opportunity to visualize themselves attending college before the college application process their senior year.

Unlike students whose parents have attended college, many first-generation college students depend primarily on their schools for postsecondary planning. But because of school's often large and unmanageable caseloads, many students do not have access to their counselor until it is time to apply

to college their senior year. At that point, students are stuck applying to colleges with the grades they have. Perhaps most concerning, they have not had sufficient opportunities to visualize themselves as college going and have developed beliefs about their ability (or inability) to attend college. Without early guidance, first-generation college students base their beliefs about their ability to succeed in college on other factors: their academic success throughout high school, people they know who have attended college and succeeded (or failed), and encouraging (or discouraging) comments from teachers.

## The IEC Impact

In my practice, I partner with many schools and community-based organizations to provide college advising support, and most of that support occurs during the students' junior and senior years. But that



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*continued on page 8*

wasn't reaching those students who will be first in their families to attend college and who should be exposed to thinking about college starting in ninth grade. And that's just the first step[em/dash]for students to truly see themselves as able to go to college, they must experience college early in their high school career.

For the past two years, I have collaborated with a public charter school to send every ninth-grade student to an academic summer program on a college campus. I worked closely with the director of college counseling to build this new school initiative from the ground up. Inspired by Savitz-Romer and Bouffard's research, we enrolled 100% of the ninth-grade class in experiential summer programs on college campuses across the Northeast. It was important to us that every ninth grader attended the program. Many college access programs recruit only high-achieving students; however, those students already see themselves as college-going. Our goal was to create a positive college experience for students who had not yet developed a college going identity.

We formed partnerships with precollege programs that provide scholarships for low-income students. We gave a survey to every ninth grader to learn about their academic and extracurricular interests and used their responses to match them to a program that would allow them to continue to explore that interest while also trying something new. Finally, we created a summer program training guidebook and a series of workshopsto help students and families prepare for their programs..

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*Each student had to complete an application to his or her program. Many of those applications are similar to college applications and require transcripts, essays, and even recommendations. An added benefit: those ninth graders got a preview of the college application process!*

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Each student had to complete an application to his or her program. Many of those applications are similar to college applications and require transcripts, essays, and even recommendations. An added benefit: those ninth graders got a preview of the college application process! They were able to understand what colleges ask for in an application and how colleges will evaluate them. Some ninth graders were unable to apply to the more-selective programs because their GPA was too low. That was a helpful reality check for some students who understood for the first time that their academic success throughout high school affects their future opportunities. When this cohort of students reaches their senior year, the college application will not be a surprise. They already have practice writing essays about themselves, requesting recommendations, and meeting hard deadlines.

Of course, some students were not accepted by their programs. Facing rejection is difficult as a ninth grader, but they learned from their initial failure and ultimately saw the benefits of persistence once



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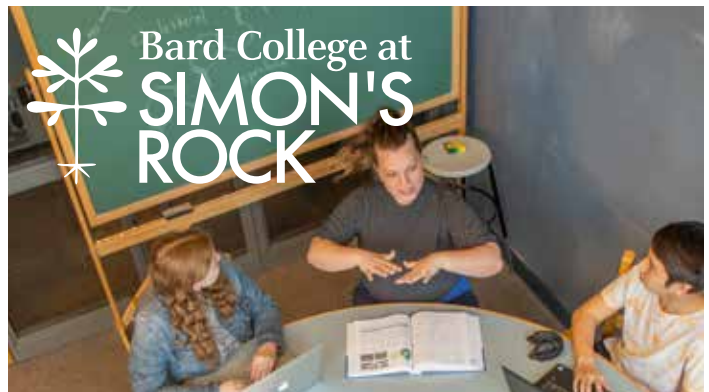
they reapplied and were accepted to another program. When summer arrived, we worked closely with families to send students to their respective programs, and we coordinated transportation and addressed any issues that arose while they were attending. At the end of the summer, we asked students to complete evaluations, which allowed them to reflect on their experience.

The school is continuing to analyze the effect of the program on the first and second cohorts of students. Initial outcomes have been positive: more students from the first two cohorts are choosing to enroll in weekend SAT preparation classes and are going the extra mile to seek out and apply to academic summer programs. Without that exposure to college, those students would be unaware of the opportunities available to them. They have now formed positive associations with college and are taking steps early in their high school career to set themselves up for success in the college application process.

## Rethinking College Programming

This unique partnership made me rethink the services that I offer to schools and community-based organizations. IECs who partner with school and college access programs should consider starting students in ninth and tenth grade. Not only will IECs develop more meaningful relationships with those students over time, but they will also be able to help students form a college-going identity earlier in their high school career. A college-going mindset allows students to set and achieve goals throughout high school that ultimately prepare them for success in the college application process. 

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# A Brief Overview of Tuition Reciprocity

By Vita F. Cohen, MA, IECA (IL) and Lisa Temkin, MS, IECA (IL)

Your rising senior in Georgia just texted you about getting in-state tuition in Utah so she can spend the next four years skiing. Her BFF's second cousin assured her this "absolutely was a thing." Is there any truth to that? No, not in that case, but as with almost everything in college admissions, there's no simple answer. This introduction to tuition reciprocity is meant as an overview for members who haven't had much exposure to such programs.

**What is reciprocity?** Tuition reciprocity programs are agreements between states that allow students to attend a university in a different state for in-state or reduced tuition. These programs are usually reserved for students living in a neighboring state or in the same region. Sometimes, reciprocity only applies to public institutions in the region; yet, some public and private institutions partner to lower tuition rates to all cooperating colleges and universities.

**Why offer it?** Tuition reciprocity programs hope to keep talent nearby, making that region

academically and economically stronger. States with sparse populations (North Dakota and Minnesota, Arkansas and Oklahoma, for example) may use it to attract students.

**Why not offer it?** "We don't need to," explained an admissions rep at Iowa. For example, Indiana University, University Wisconsin–Madison, and University of Iowa already get a large influx of students from the mega-suburbs of nearby Chicago each year. There is no financial incentive for these institutions to offer tuition reciprocity to Illinois students.

**Why consider it?** If a student intends to stay in her region long-term, but she also wants to explore the world right outside her door, then considering a tuition reciprocity program could be an excellent option. These social, academic, and professional ties are often local, offering career opportunities in the same geographic area as the student's college.

*continued on page 12*



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**Do all states offer it?** No. The following states didn't participate last year: Florida, Iowa, New Jersey, New York, North Carolina, Ohio, Pennsylvania, and Texas.

Are all reciprocity programs created equal? No. Offers range from the same as in-state tuition to 150% of in-state rates. Tuition reductions change each year, by region, by states, and by institution.

**Is it too good to be true?** Maybe. Caveats abound! Restrictions include:

- Not all campuses offer reciprocity to all partnering states.
- Not all public institutions within a participating state opt in.
- High demand majors, such as business and engineering, may be off the table.
- Participating states can and do change their standards and qualifications.
- Changing majors may result in a loss of tuition reduction.
- If a degree is not completed in four years, students risk losing tuition reduction.
- Most programs limit available seats for participating states' students.
- In some programs, students need to apply for the tuition discount; it's not granted automatically.

**Who offers it?** There are four major regional reciprocity agreements:

**New England states:** The New England Board of Higher Education (NEBHE) offers residents of Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont lower tuition rates at out-of-state public colleges and universities within New England. For more information about the NEBHE's Tuition Break, the New England Regional Student Program (RSP), go to: <http://www.nebhe.org/programs-overview/rsp-tuition-break/overview>.

**Southern states:** The Academic Common Market (ACM), which started in 1948 with the onslaught of returning GIs after WWII, reduces the need for every southern state's institution to offer every academic option. Restrictions are set according to the annual needs and discretion of each university. It provides in-state and reduced tuition for residents of 15 states: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. In addition, the Regional Contract Program offers reduced tuition in a few healthcare fields and applies to residents of Arkansas, Delaware, Georgia, Kentucky, Louisiana, Mississippi, and South Carolina. Participating states' students who want to pursue dentistry, medicine, optometry, osteopathic medicine, podiatry, and veterinary medicine may be



## THE ARCH LEARNING COMMUNITY

The Arch Learning Community is a comprehensive program designed to support students with diagnosed learning disabilities and/or learning challenges.

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eligible. For more information about both these programs, go to [www.sreb.org](http://www.sreb.org).

**Western states:** The Western Undergraduate Exchange (WUE) is part of the Western Interstate Commission for Higher Education. WUE allows a limited number of qualified students from certain states to pay 150% of in-state tuition in other member states. There are several major restrictions imposed by WUE's members and, for example, the University of Oregon–Eugene, University of Washington–Seattle, and University of Colorado–Boulder opt out. WUE's participating states include Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming. For more information, go to <http://www.wiche.edu/wue>.

**Midwestern states:** The Midwest Student Exchange Program (MSEP) is a tuition reduction program offered as part of the Midwestern Higher Education Compact (MHEC). Participating states allows for attendance at public institutions by providing no more than 150% of in-state students' tuition. Some private colleges also offer a 10% tuition reduction. Participating states include Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, and Wisconsin. Note that Iowa and Ohio, although members of MHEC, don't participate. For more information, go to <http://msep.mhec.org>.

In addition, because students residing in the District of Columbia don't have a flagship institution, the DC Tuition Assistance

*Navigating the ins and outs of regional tuition discounts may seem like a wild goose chase, but sometimes the stars align and your student hits the reciprocity jackpot.*

Grant offers a reduction up to \$10,000 a year toward any public university. For more information, go to <https://osse.dc.gov/dctag>. Another exception sometimes applies when a student lives in a county that abuts another state—in-state tuition may be granted to the other state's nearby branch campus, despite the absence of a formal agreement. For example, University of Wisconsin–Whitewater offers in-state rates to northern Illinois and Kentucky includes students who live on the border in Indiana.

## Worth Exploring

Navigating the ins and outs of regional tuition discounts may seem like a wild goose chase, but sometimes the stars align and your student hits the reciprocity jackpot. Though the path to tuition reduction may seem difficult to navigate at times, it certainly is worth exploring. If it works, the reciprocity option can broaden your students' options while saving them a great deal of money. 🍀



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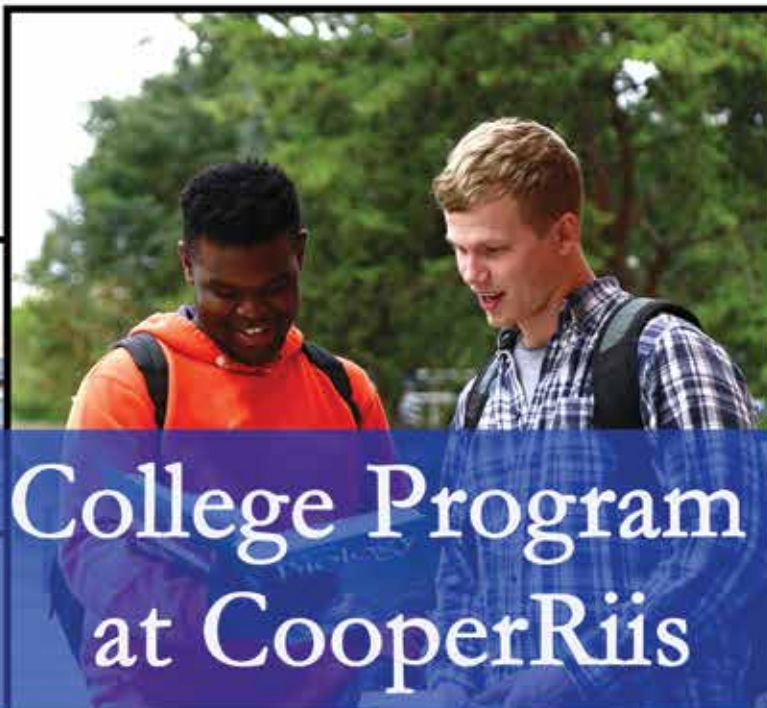
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# Building a College List for Student-Athletes

By Katie Andersen and David Stoeckel, *The Student-Athlete Advisors*

The process of building a college list for any student requires listening to your client's wants and needs and gathering relevant information. Independent educational consultants (IECs) learn about grades and test scores as well as a client's goals and wish list for college, including size of school, location, setting, public/private, major, social environment, financial needs, and any other factors that might be important to the decision-making process.

An IEC advising a student-athlete will also need to collect information about the student's sport, position, teams (high school and club), personal statistics specific to the sport/position, awards, expectations for the level of college competition, reasons for wanting to pursue college athletics or an athletic scholarship, and athletic goals for college and beyond. High school guidance counselors may review a student-athlete's transcript for academic eligibility, but it's a good idea to double-check the requirements for NCAA Division I and II and NAIA to verify that your student-athlete is academically eligible.

The student should be prepared to send an email to college coaches with an attached student-athlete profile and a recruiting video (depending on the sport) to highlight his or her athletic and academic achievements.

The final element of initiating the college athletic recruiting process is building a recruiting list with coach contact information. Unlike a purely academic college list, a recruiting list should address primarily athletics and academics.

## Athletic Fit

We recommend starting this process in the middle of an athlete's sophomore year with an initial recruiting list of up to 70 schools to provide a range of athletic competition. This list is only a starting point. As you will see, the process will help narrow the list of schools and you will revise the list as you get more feedback along the way.

*continued on page 16*



*Katie Andersen can be reached at [katie.andersen@collegefitoc.com](mailto:katie.andersen@collegefitoc.com).*



*David Stoeckel can be reached at [david@thestudentathleteadvisors.com](mailto:david@thestudentathleteadvisors.com).*

**Which schools offer each sport?** A simple place to start your search for which schools offer each sport is the NCAA Directory at <https://web3.ncaa.org/directory> or the NAIA Member Schools Search on [www.NAIA.org](http://www.NAIA.org).

### Which athletic level of competition is right for my student-athlete?

Start by asking for feedback from the student-athlete, parents, coaches (club and/or high school), and trainers to get a feel for the level of competition that might be right for the student-athlete. This is a starting point, and the student-athlete will get better feedback as college coaches respond (or don't respond) to their efforts.

Athletic rankings are a crucial aspect of a recruit's college list because they help define the competitive level of recruiting at each school. A ranking system used in many sports is known as rating percentage index (RPI), a calculation based on wins, losses, and strength of schedule. The following sites will give you athletic ranking and conference standings for most sports:

NCAA: [www.ncaa.com](http://www.ncaa.com)

NAIA: [www.naia.org](http://www.naia.org)

ESPN: [www.espn.com](http://www.espn.com)

If you can't find enough ranking information on those sites, each sport usually has at least one website dedicated to complete college athletic rankings. Search for "college [sport] rankings" for more detailed lists. Here are a few sites we use frequently for various sports:

Cross Country/Track & Field: [www.usfccca.org/team-rankings-polls-central](http://www.usfccca.org/team-rankings-polls-central)

Soccer: [www.topdrawersoccer.com](http://www.topdrawersoccer.com)

Swimming: [www.collegeswimming.com](http://www.collegeswimming.com)

Tennis: [www.collegetennisonline.com](http://www.collegetennisonline.com)

## Academic Fit

As with all college seeking students, student athletes must also incorporate academic fit in their search and consider GPA and test score requirements, location, selectivity, undergraduate size, and major. Most of those factors are listed on [scholarshipstats.com](http://scholarshipstats.com). GuidedPath users can easily export these details about each school by creating a tagged list. Alternatively, [CollegeBoard.org](http://CollegeBoard.org) allows you to search for academic, financial, and social factors as well as athletic programs at the Division I, II and III, NAIA, intercollegiate, and club levels.

In some cases, especially for high-academic athletes, simply focusing on a few key athletic conferences like the Ivy League and Patriot League (NCAA Division I) or NESCAC and UAA (NCAA Division III) will help you identify the academic reach schools quickly. Keep in mind that too much information can be overwhelming for families when presented as a list of 70 schools, so we recommend presenting these details only if they provide meaningful context.

We caution against allowing academic factors to limit your list too aggressively in the early stages of the recruiting process. Although academic fit is an important part of the recruiting process, this is one area where IECs can consider a more flexible range of schools because some student-athletes may be admissible with grades and test scores on the lower end of a school's admissions criteria. Typically, a college coach will ask a prospective recruit for his or her transcript and test scores to verify the student's admissions probability with the liaison in the admissions department before the formal application process.

Figure 1: Group and Sort Coach Contact Information

Rank	College Name	Coach	Coach Email	City	State	Type	Size	Acc Rate	SAT Math	ACT	GPA
1	Stanford University	Paul Hantz	<a href="mailto:phantz@stanford.edu">phantz@stanford.edu</a>	Stanford	CA	Private	7,086	4	700-800	30-36	3.75+
4	University of California, Los Angeles	Amanda Cromwell	<a href="mailto:acromwell@ucla.edu">acromwell@ucla.edu</a>	Los Angeles	CA	Public	31,009	14	600-699	30-36	3.75+
7	University of Virginia	Steve Swanson	<a href="mailto:swanson@virginia.edu">swanson@virginia.edu</a>	Charlottesville	VA	Public	16,007	26	700-800	30-36	3.75+
15	University of California, Berkeley	Neil McElroy	<a href="mailto:mcnelroy@berkeley.edu">mcnelroy@berkeley.edu</a>	Berkeley	CA	Public	29,337	15	700-800	30-36	3.75+
18	Duke University	Robbie Church	<a href="mailto:church@duke.edu">church@duke.edu</a>	Durham	NC	Private	6,665	9	700-800	30-36	3.75+
30	University of Notre Dame	Nate Norman	<a href="mailto:norman@nd.edu">norman@nd.edu</a>	Notre Dame	IN	Private	8,607	17	700-800	30-36	3.75+
40	Brown University	Kia McNeill	<a href="mailto:kia_mcnell@brown.edu">kia_mcnell@brown.edu</a>	Providence	RI	Private	6,735	7	700-800	30-36	3.75+
45	Georgetown University	Dave Nolan	<a href="mailto:dolan@georgetown.edu">dolan@georgetown.edu</a>	Washington	DC	Private	6,990	14	700-800	30-36	3.75+
47	Harvard University	Chris Hurdell	<a href="mailto:hurdell@fas.harvard.edu">hurdell@fas.harvard.edu</a>	Boston	MA	Private	6,785	4	700-800	30-36	3.75+
60	Wake Forest University	Tony de la	<a href="mailto:tonyde@wake.edu">tonyde@wake.edu</a>	Winston-Salem	NC	Private	5,171	29	600-699	30-36	3.75+
64	Yale University	Tarah Martinez	<a href="mailto:tarah.martinez@yale.edu">tarah.martinez@yale.edu</a>	New Haven	CT	Private	5,939	6	700-800	30-36	3.75+
72	Boston College	Jason Lantz	<a href="mailto:jason.lantz@bc.edu">jason.lantz@bc.edu</a>	Chestnut Hill	MA	Private	9,377	27	700-800	30-36	3.75+
76	Columbia University	Tracy Bartholomew	<a href="mailto:tracyb@columbia.edu">tracyb@columbia.edu</a>	New York	NY	Private	8,712	5	700-800	30-36	3.75+
83	Princeton University	Sean Donnell	<a href="mailto:sean.donnell@princeton.edu">sean.donnell@princeton.edu</a>	Princeton	NJ	Private	5,321	5	700-800	30-36	3.75+
90	Northwestern University	Michael Wayman	<a href="mailto:michael.wayman@northwestern.edu">michael.wayman@northwestern.edu</a>	Evanston	IL	Private	8,077	8	700-800	30-36	3.75+
91	Rice University	Brian Lee	<a href="mailto:brianlee@rice.edu">brianlee@rice.edu</a>	Houston	TX	Private	3,916	13	700-800	30-36	3.75+
108	Dartmouth College	Ron Ramsey	<a href="mailto:ron.ramsey@dartmouth.edu">ron.ramsey@dartmouth.edu</a>	Hanover	NH	Private	4,357	8	700-800	30-36	3.75+
138	University of Pennsylvania	Nicole Van Dyke	<a href="mailto:nicolevd@upenn.edu">nicolevd@upenn.edu</a>	Philadelphia	PA	Private	9,931	8	700-800	30-36	3.75+
143	U.S. Air Force Academy	Larry Brand	<a href="mailto:larry.brand@usafa.edu">larry.brand@usafa.edu</a>	USAF Academy	CO	Public	4,336	11	600-699	30-36	3.75+
150	U.S. Naval Academy	Carm Salame	<a href="mailto:csalame@usna.edu">csalame@usna.edu</a>	Annapolis	MD	Public	4,512	8	600-699	30-36	3.75+
177	College of William and Mary	Julie Shestak	<a href="mailto:jshestak@wam.edu">jshestak@wam.edu</a>	Williamsburg	VA	Public	6,300	36	700-800	30-36	3.75+
214	U.S. Military Academy	Adrian Beckett	<a href="mailto:adrian.beckett@usma.edu">adrian.beckett@usma.edu</a>	West Point	NY	Public	4,490	11	600-699	24-29	3.75+
224	College of the Holy Cross	Carly Brown	<a href="mailto:carlybrown@holycross.edu">carlybrown@holycross.edu</a>	Worcester	MA	Private	3,102	38	600-699	30-36	3.75+
227	Colgate University	Alissa Mangan	<a href="mailto:amangan@colgate.edu">amangan@colgate.edu</a>	Hamilton	NY	Private	2,936	24	700-800	30-36	3.75+
229	Davidson College	Adam Darnon	<a href="mailto:adarnon@davidson.edu">adarnon@davidson.edu</a>	Davidson	NC	Private	1,843	19	600-699	30-36	3.75+
235	Lafayette College	Mark Mathews	<a href="mailto:mmathews@lafayette.edu">mmathews@lafayette.edu</a>	Easton	PA	Private	2,603	29	600-699	30-36	3.75+
236	Lehigh University	Eric Landman	<a href="mailto:eric.landman@lehigh.edu">eric.landman@lehigh.edu</a>	Bethlehem	PA	Private	4,982	22	600-699	30-36	3.75+
254	Cornell University	Shaugh Hendrick	<a href="mailto:shendrick@cornell.edu">shendrick@cornell.edu</a>	Ithaca	NY	Private	15,182	10	700-800	30-36	3.75+

## Group and Sort Your Data to Add Context

Once you have a list of schools that represent a reasonable range athletically and academically, it's time to add coach contact information. Your client should send an email to the head coach or assistant/position coaches when appropriate. The easiest way to find a single page on a school's athletic website that contains all college coach contact information is by searching for "athletic staff directory [school name]". If you don't mind paying for a list, go to College Coaches Online at [www.collegecoachesonline.com](http://www.collegecoachesonline.com).

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*We caution against allowing academic factors to limit your list too aggressively in the early stages of the recruiting process.... Some student-athletes may be admissible with grades and test scores on the lower end of a school's admissions criteria.*


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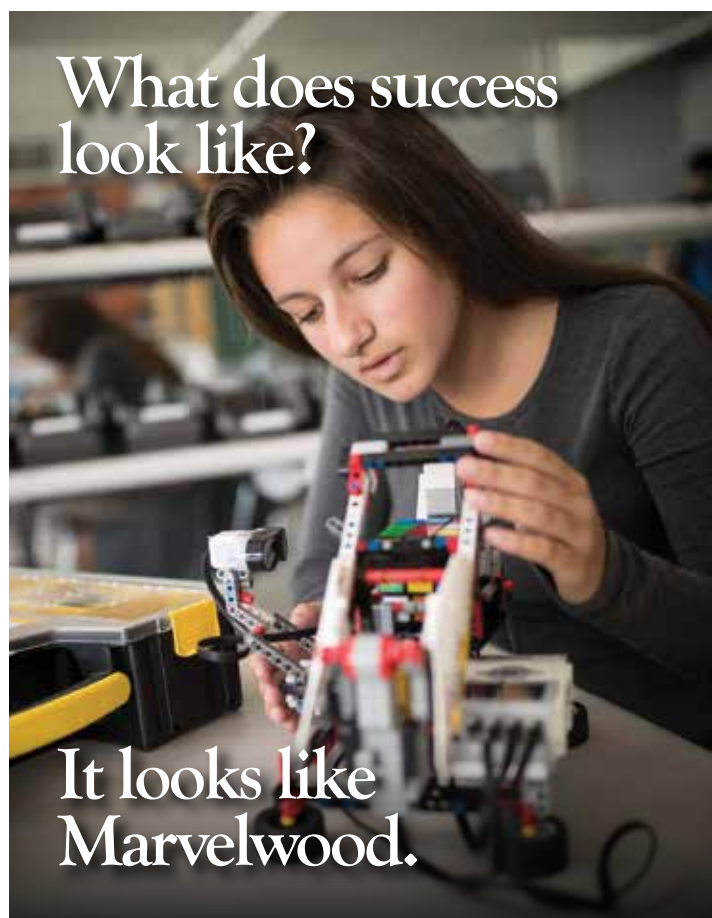
When you have an overview of the resources available to help you create an athletic recruiting list, it's time to group the data so it has context and helps the student-athlete more accurately target the types of schools where he or she might be recruited. Figure 1 is a sample NCAA Division I list that we created for a high academic

(4.3 weighted GPA, 32 ACT) women's soccer player. This is only a sample to demonstrate the range of options within the 337 NCAA Division I schools that offer women's soccer. This list is sorted by women's soccer rank. Since all the schools are top-tier academic institutions, their SAT math, ACT, and GPA ranges all look the same, but there is variety in women's soccer rank, size and location.

After your student-athlete has contacted coaches by emailing a student-athlete profile and a properly prepared recruiting video, the next phase of the recruiting process begins. Student-athletes must follow up on all coach emails in a timely manner. Once communication is established, consider visiting schools to learn more, but research the schools and athletic programs carefully before taking unofficial visits (paid for by the parents) or official visits (paid for by the school). Understand the rules about the limitations and timing of those visits before you go so that you make the most of your trips.

## Use Your Resources

The athletic recruiting process can be nuanced and confusing. We encourage all IECs who work with student-athletes to join the IECA Affinity Group for IECs Advising College-Bound Student-Athletes (<https://network.iecaonline.com/communities>) to learn more. It's a valuable resource for IECA members to ensure that they have the information about rules and so much more when advising student athletes. The group meets in person at the IECA fall and spring national conferences and holds virtual roundtable meetings using Zoom (online) between the conferences. 



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# The Analog Experience— Old-Fashioned or En Vogue?

By Bernd Foecking, MEd, Head of School, Hampshire Country School

I recently heard Nicholas Kardaras, author of *Glow Kids*, speak about diagnosing and treating digital addiction. It was one of the most challenging keynotes I have attended over the last decade: a call to action and a strong argument for unplugging our students.

Kardaras offered all the reasons why the tempting draw to games, social media, instant knowledge, and instant gratification has a harmful impact on our students. We see the results every day. We observe an explosion in the number of students diagnosed with major depressive disorder, we are shocked by the highest numbers ever recorded for child and teenage suicide, we hear about record numbers of addiction, and we note the record number of students entering schools and programs with anxiety disorders. The case is made. Screens neither support healthy upbringing and healthy brain development nor do they improve learning outcomes.

Coming from a program that advertised itself as old-fashioned for a long time, this was welcome news. We called ourselves old-fashioned when other schools moved to smart boards, personal computers, and tablets; when dorms started having video games for entertainment; when seclusion to dorm rooms because of an occupation with individual digital experiences seemed a welcome way to improve discipline for some programs.

Is our approach old-fashioned? No longer. Are we trendsetting? Hardly. Do we know how kids grow up healthily? Definitely.

Like many similar schools, we work with a population of students who have often not been successful in socializing with peers. Some of our students are too narrow in their interests and too intense to maintain friendship for any length

*continued on page 20*



Bernd Foecking  
can be reached at  
[office@hampshirecountryschool.net](mailto:office@hampshirecountryschool.net).

of time. Others might act too impulsively or appear to be too inconsiderate to make friends in the first place. Many have found perceived kinship and reward online, in gaming or in diving down a rabbit hole of interest.

When students arrive at school, they are often highly interested in making friends but are also highly unskilled in doing so. Being among others, compromising, playing together, navigating social hierarchies, being patient with each other, being tolerant of others' deficits are hard tasks for all of us. For our population, however, it presents a feat that seems insurmountable—to the students and their families alike.

For them, sustained friendship is a goal out of reach, perhaps similar to contemplating a marathon before one finishes a first 5K or climbing a high mountain before having hiked a few hills. We all have experienced conquering a goal that might have seemed unachievable at first. I do not doubt that we also have shared similar experiences in how we finally succeeded: have a plan, have support, have opportunity to practice, and have the ability to fail without consequences.

When I think about the students I have observed conquering various goals over the years, I know what helped them: no distraction from being with each other and no escape into screens when person-to-person interactions did not go well. Our faculty, who share a mostly analog lifestyle, are part of

the students' journeys to becoming better at togetherness. Our institutional expectation is that mistakes will be made—sometimes grave mistakes that need healing and moderation—but always in an environment that accepts students back and that gives second, third, and fourth chances. Our profound belief is that if the program surrounds a student with good people and good values, he will grow up into a good adult with good values and social connections.

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*When I think about the students I have observed conquering various goals over the years, I know what helped them: no distraction from being with each other and no escape into screens when person-to-person interactions did not go well.*

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Playfulness, the love of the natural world, the sense that people are worth caring about and sharing with, and general lightheartedness about life have been the guiding values for our school for more than seven decades. Those values, combined with the absence of screens from our nonacademic life, decelerate the world around our students and create a calming environment.

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In such analog and real experiences, our students also find thrill and excitement, albeit some real-world risks. Allowing kids the freedom to take mild physical risks and accept the occasional bruise that stems from falling out of a tree, or from play that got too physical, or from the ruggedness of a mountain-biking trip is something that our parents know about and accept. They share the belief that the ability to look at an old scar with friends from school is a sign of a childhood well lived.

The challenge for schools right now is to unplug our students and to teach face-to-face learning through personal exchange and discourse, even when practicing it might be uncomfortable. Independent schools, as a whole, have the ability to lead education back onto this path, to be integrators in a time where many schools seem to look for differentiators, to be innovators not by purchasing technology but by believing in the power of personal relationship and connection in education. 

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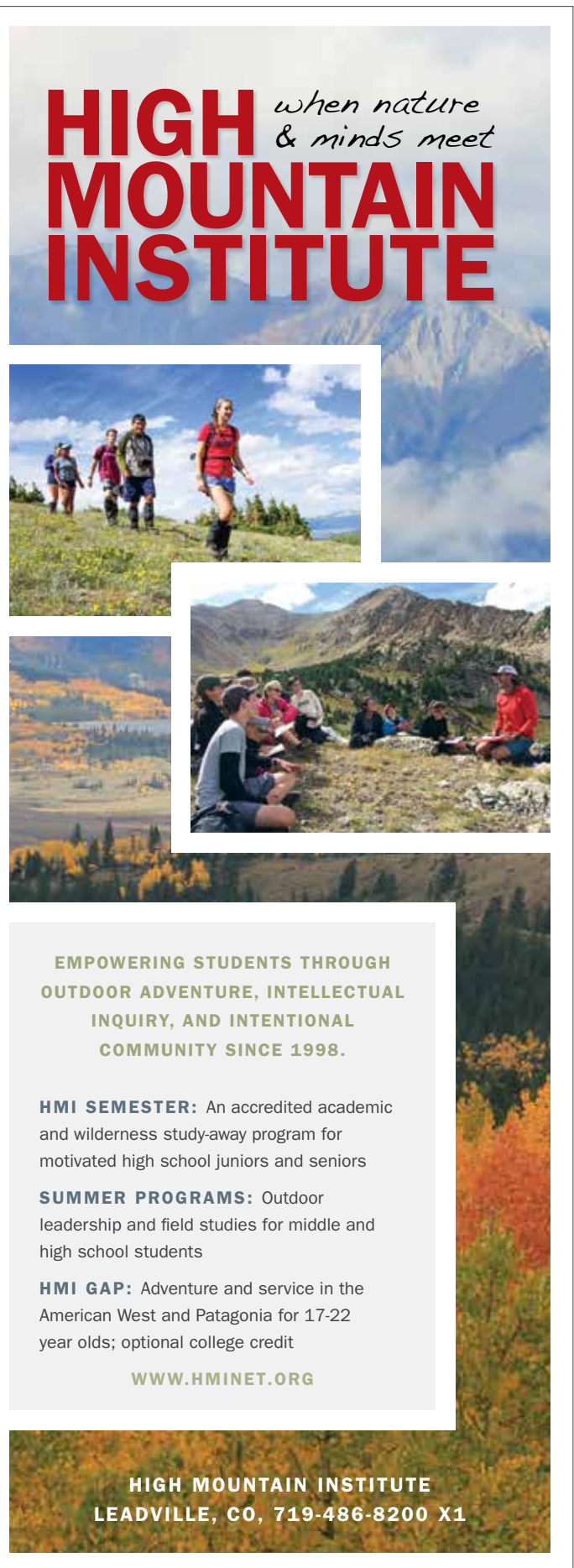
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## In the News

**Steven R. Goodman** (MD) was quoted in "How to Ask for a Letter of Recommendation for College" in *U.S. News & World Report* on February 5.

**Barbara Connolly** (MI) wrote "Show the Love: 5 ways love can lead to college admissions success" in the *Oakland Press* on February 10.

**Susan Isler** (OH) was quoted in "Start preparing for college while in high school" in the *Cleveland Jewish News* on February 11.

**Ibrahim Firat** (TX) was interviewed for "Have college applications on the brain? Some tips for navigating financing, test changes" on *Click2Houston.com*.

**Thomas Jaworski**, Associate member (IL), was quoted in "How to Find and Secure Scholarships for College" in *U.S. News & World Report* on February 5.

**IECA** was referenced as a resource in "As new year begins, start planning ahead" in the *Concord Monitor* on January 30 and in "The cost of getting into college" in the *Daily Journal* on February 1. On February 18, **IECA's** survey *What Colleges Really Look for in Applicants: 2020 Rankings* was released.



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## Initiatives

**Caroline Bouffard** (Paris, FR) wrote a chapter on financing a college education in *Beyond the Bac: Higher Education in France and Beyond*, a 2nd edition published by the American Association of Women of Europe (AAWE).

**Janet Rosier's** (CT) book *May 2, Practical Advice for College Freshmen and Their Parents* was published in February.

**Susan Groden** (FL) presented "High School Counselors and Independent Educational Consultants: Moving Toward Communication and Collaboration" at a Southern Association for College Admissions Counseling (SACAC) Drive-In Workshop at Lynn University on March 6.

**Lucy Pritzker** (NJ) published her book *Crisis Interrupted: A Parent's Guide to Residential Treatment for Children, Teens, & Young Adults* in March.

**Alice Fuscaldo**, Associate member (NJ), presented "Using Social Media for College Admissions," a free session for parents and students at Washington Township Public Library on February 10.

## Why I Belong

# IECA Keeps Me Connected

By Robbye Fox, IECA (MD)



The ease and flexibility of working from my home office is one thing I enjoy most about my work as an independent educational consultant (IEC). What's not to enjoy? No time wasted on a commute, the ability to multitask while doing laundry or fixing dinner, and even getting to stay in my pajama bottoms and slippers when it's a day of office work or virtual-only appointments.

But working from home can also be very isolating, and for an extrovert like me who derives her energy from being with other people, it can be draining.

Enter my IECA Affinity Group. We have an active and well-connected group of IECs in the Washington, DC, area that meets regularly with visiting college reps, test prep consultants, and others for in-depth information on a specific topic or school. Getting out of the house to meet with this group for coffee, breakfast, or lunch can be a much-needed shot in the arm of conversation and company

that informs and energizes me. Even if it requires fighting DC traffic to get downtown or over the bridge to Virginia, I always get a high return on my investment of time in the way of valuable information and feedback. IECA's Member Network is another fabulous resource for connecting with others for answers to an extensive array of questions, but I enjoy the face-to-face dialogue that allows for the timely clarification of information and a more personal way to establish connections with a fellow IEC.

Although meeting with students or other consultants using Zoom or FaceTime can be convenient; for me, there's nothing like true face time with my fellow DC area IECs to keep me up to date and remind me that I'm not alone in my work.

And our IECA Affinity Group meetings are a great excuse to get out of my pajama bottoms.

*Robbye Fox, The College Lady, can be reached at [robbye@thecollegelady.com](mailto:robbye@thecollegelady.com).*

## Advertiser Index

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Cooper Riis Healing Community	14	<a href="http://www.cooperriis.org">www.cooperriis.org</a>
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Vanguard School, The	5	<a href="http://www.vanguardschool.org">www.vanguardschool.org</a>

# Regional Groups

## Cleveland

Cleveland-area IECs hosted a lunch at Kristina Dooley's office for reps who were in town for the NACAC Cleveland National College Fair in February.



Pictured (back row) are Kristina Dooley; Lauren Westendorf; Jordan Garrigan, Pennsylvania State University; Clarissa Russell, Eastern Michigan University; and Jacob Westover, University of Kentucky. In the front row are Amy Christenson, DePaul University; Robert Olivier, University of Maryland; Cianna Morales, Earlham College; Becca Moore, DePauw University; Valerie Raines; and Susan Isler. For more information about this group, contact Jason Vallozzi ([jason@campustocareercrossroads.com](mailto:jason@campustocareercrossroads.com)).

## Florida

Several members of the Broward/Palm Beach group attended the Southern Association for College Admissions Counseling (SACAC) Drive-In Workshop at Lynn University on March 6th. For more information about this group, contact Susan Groden ([sgrodenccs@gmail.com](mailto:sgrodenccs@gmail.com)).



## Florida and Georgia

The northeastern Florida and southern Georgia groups enjoyed brunch with Tara Nelan from Muhlenberg College and Ryan Cassell from Sewanee: The University of the South in January. Pictured (left to right) are Cynthia Chomiak, Dara Neal, Kim Raybuck, Ryan Cassell, Tara Nelan, Tino Schuler, and Silke Schuler. For more information about these groups, contact Cynthia Chomiak (FL, [educateddecisions@gmail.com](mailto:educateddecisions@gmail.com)) or Mark Cruver (GA, [georgiaiecs@gmail.com](mailto:georgiaiecs@gmail.com)).



## New Jersey

The New Jersey regional group held a luncheon with David Babb of Binghamton University in February. For more information about this group, contact Shari Powell ([creatingcollegeoptions@gmail.com](mailto:creatingcollegeoptions@gmail.com)) or Hildie Steiner ([hildie@highfivecollegeprep.com](mailto:hildie@highfivecollegeprep.com)).



## San Diego

The San Diego group met with Lee TD, regional admissions advisor for Oregon State University on February 6. For more information about this group, contact Jackie Wooley or Gina Gerrato ([IECASDregionalgroupcoordinators@gmail.com](mailto:IECASDregionalgroupcoordinators@gmail.com)).





## The 2020 Irvin Katz Memorial Award — Call For Nominations

Irvin W. Katz, one of the founding members of IECA, lived his life in service to others as a mentor to many consultants and as a steward of community volunteerism. In 2006, his family established The Irvin Katz Memorial Award to honor those members of IECA who make extraordinary voluntary contributions of their time and talents to community organizations that benefit the educational needs, health and well-being of all our children.

The Irvin Katz Memorial Award is presented each year at the Fall IECA Conference. The recipient is awarded \$2000 to be donated to the identified organization for which the recipient has worked.

As part of the process, the IECAF Board invites all members of IECA to nominate a Professional or Associate Member consultant for consideration, based on personal knowledge of his or her contributions to the community. We also welcome self-nominations for consideration of the award. Please forward your nominations, with citations for charitable work, to [igrattan@iecafoundation.org](mailto:igrattan@iecafoundation.org). **The awards committee will gather names until June 1st, 2020.**

### 2019 Irvin Katz Memorial Award Recipient: Kathy Rose

Kathy Rose, IECA (TX) was chosen as the 2019 Irvin Katz Memorial Award Recipient for her work with CollegeCommunityCareer, an organization she founded in 2012 to help low-income, first generation students on the west side of the greater Houston area attend college. Since 2012, CollegeCommunityCareer has served over 1,000 students. In 2019, 114 seniors received over \$4,110,000 in scholarships and grants. 100% graduated high school. 99% are low income and 98% are first generation. The program is built on four pillars: College Success, Career Discover, Leadership Development & Civic Engagement. Their vision is an employed, civically minded college graduate.



### 2018 Katz Award Recipient: Brenda Gerhardt

The founder and owner of Gerhardt Educational Endeavors, Brenda, IECA (OH) is a first generation college student who believes that everyone deserves the opportunity to follow his or her dreams of attending college. She has a BS in Science Education from The Ohio State University, an MA in School Counseling from Eastern Michigan University and a PhD in Counselor Education also from The Ohio State University. In addition to her work as an IEC, Brenda currently serves on the faculty at the University of Dayton.



### 2017 Katz Award Recipient: The Possibility Project

The 2017 Katz Award was presented to a group of 37 IECA members who volunteer their time to work with students pro-bono through The Possibility Project, a New York City-based organization that “Empowers teenagers to transform the negative forces in their lives and communities into positive action.” IECA members work with at-risk students in the program to help them identify postsecondary options and successfully navigate the college application process. Led by IECA Past-President, Marilyn Emerson, this group of volunteers demonstrates the commitment of IECA members to helping all students achieve success in education, regardless of social and financial barriers.





# Introductions

## Please Welcome IECA's New Professional Members



**Catherine (Cathy) Ganley** (VA) has been an IEC for almost a decade. Previously she edited and managed scientific publications, taught English at George

Mason University and Northern Virginia Community College, and wrote and delivered business writing courses domestically and internationally for the US government.

Ganley graduated with a BS in Biology, a BA in English, and an MA in English from Virginia Tech before completing her College Counseling Certificate from UCLA Extension. Steeped in a writing background, Cathy has spent years helping organizations create and execute writing programs and deliverables, which is how she found herself first working with students on the college path.

When not talking about the merits of various colleges and universities, Cathy is an avid scuba diver and stained-glass artist who happily shares her passions with her husband of 25 years and three children who all have forged their own paths: Megan, a designer for Target's Cat & Jack line of children's shoes; Helen, a finance major and Trustee Scholar at Boston University; and Mary Kate, a Dungeons-and-Dragons-loving high school junior, who probably wishes her mom had another job right about now.

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www.forwordconsulting.com  
Specialty: C*



**Margaret (Maggie) Jackson** (MA) has been an IEC for 5 years and was an Associate member. Previously, she worked in public policy consulting and was an administrator

in the Office of the Provost at Boston University, where she administered scholarship programs, such as Rhodes, Marshall, and Fulbright, as well as internal academic scholarships.

Jackson graduated from Cornell University with a BA in history and participated in the Cornell in Washington program during that time. She earned a certificate in independent educational consulting from the University of California-Irvine Extension and participated in IECA's 2015 STI.

Active on the board of the Friends of the Marblehead Public Schools, Jackson served as their vice president for several years. She conducted interviews as an alumni representative for Cornell University for more than 10 years and was the alumni interview coordinator for Boston's North Shore.

Jackson and her husband have two sets of twin sons, who have now all graduated from college. One son is working toward his MBA in NYC. They enjoy downhill skiing, hiking, and sailing off the coast of Massachusetts and just returned from a wonderful sailing trip in Belize.

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jackson.mag@gmail.com  
www.greystone4college.com  
Specialty: C*



**Margaret (Peggy) Jennings** (PA) has been an IEC for 6 years and was an Associate member. Previously, she was an adjunct faculty member for the MA in higher

education program at Messiah College, a gifted support teacher at Carlisle and Susquenita high schools, and associate dean of students at Dickinson College—all in Pennsylvania.

Jennings earned a BA in history and psychology from DePauw University, an MEd in counseling from Miami University, Oxford, OH, an EdD in higher education leadership from Indiana University-Bloomington, and a certificate in independent educational counseling from the University of California-Irvine Extension. She has a Pennsylvania teacher certification in secondary social studies and secondary school counseling and is a CEP. She attended IECA's 2014 STI and is a member of NCAG and PACAC.

Jennings is a member of the Pennsylvania State board (newsletter editor) for the American Association of University Women and is a judge/scorekeeper for *BrainBusters*, a televised regional high school Quiz Bowl competition (WGAL 8 TV, Lancaster, PA).

Jennings has two adult children and one wonderful granddaughter. She enjoys travel, needlework, and going to antique stores and flea markets with her husband, who is a model train fanatic.

*Margaret Jennings, EdD  
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Specialty: C*



**Gerald Lei** (CT) has been an IEC for 7 years. Previously, he was a sales optimization manager for Warner Bros. Home Entertainment and a category information consultant for SC Johnson & Son.

Lei earned an MBA from the Ivey Business School, University of Western Ontario, Canada, and an MSc from Sichuan University, China. He is a member of SBSA.

Lei volunteers on the Parent Fund Committee at the Groton School, is the Booster Club treasurer for Haas Hall Academy; and is an annual fund volunteer at The New School.

*Gelin (Gerald) Lei, MBA  
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Specialty: S +I*



**Avonna Swartz** (TX) has been an IEC for 5 years. Previously, she was owner of The College Planner, a director for the Yale National Initiative Teachers Institute, an academic advisor at the University of Tulsa, and an AP teacher and curriculum consultant.

Swartz earned a PhD in curriculum and instruction from the University of Texas at Austin and is a certified educator with multiple endorsements as well as a lifetime member of Texas Exes (alumni organization).

Swartz has published numerous articles on college admissions, was a Japan Foundation Fellow, participated in the Hanban National School Administrator trip to China, and was a Fulbright group project recipient. She was selected as TSTA Teacher of the Year for her region. She volunteers for the Barbara Bush Literacy Guild and the Texas Exes Education Committee.

Swartz loves travel; gardening; going to the beach; and most of all, spending time with her family and their dog, Rudy.

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Specialty: C*

## IECA<sup>®</sup> Webinar series

# Professional Development at Your Fingertips!

**April 14:** Counseling Underclassmen (Hint: Don't Talk About College)

**May 12:** Applying to Medical School: Understanding the Process and Preparation

**June 9:** Evaluating Your Sales and Customer Relations Tools

**July 14:** College Transition for IECs Working With Students With Health Conditions and Physical Disabilities

**August 11:** College Consultants Who Care

**September 8:** College Transition for High-Achieving Students With Preexisting Mental Health Issues

**October 13:** Two Schools' Innovations to Ensure Their Graduates Are Prepared

All IECA webinars are free to members (live or recorded). For more information and to register, go to <http://webinars.IECAonline.com>.

# The Back Page

## Testing Accommodations *FAST FACTS*

	<i>SAT</i>	<i>ACT</i>
<b>Where are requests submitted and managed?</b>	Services for Students with Disabilities (SSD) Online Dashboard	Test Accessibility and Accommodations (TAA) Online System
<b>Who can access the online system?</b>	Schools only (work with your school's "SSD Coordinator" to submit)	Schools only (work with your school's ACT "Test Coordinator" to submit)
<b>Do I have to register for a test before I request accommodations?</b>	No	Yes
<b>I have a learning disability. How recent does my psychoeducational evaluation need to be?</b>	Within the last 5 years	Within the last 3 academic years
<b>How long do I need to have had and used formal school accommodations before submitting a request?</b>	Four months (Note: in our experience, the College Board is more likely to grant requests for students who have used accommodations for at least one school year.)	One year (Note: Overall, the ACT is more skeptical of a recent diagnosis and plan.)
<b>Once I submit my request, how long will it take to receive a response?</b>	Up to seven weeks	Up to two weeks (often much faster if the first request includes all the right documentation)
<b>How long do my accommodations last? Do I need to submit a new request for each test I take?</b>	Generally speaking, accommodations remain in place until one year after high school graduation and apply to any PSAT, SAT Subject Test, AP Exam you take during that time. You do not need to submit a new request through SSD online.	ACT accommodations apply to the specific test you registered for when you made your initial request. To apply the accommodations to future tests, you'll need to request them again, and your TAA Coordinator must approve them.
<b>How do I contact the testing company?</b>	Contact SSD Email: <a href="mailto:ssd@info.collegeboard.org">ssd@info.collegeboard.org</a> Phone: 212-713-8333 Fax: 866-360-0114  <b>College Board SSD Program</b> P.O. Box 7504 London, KY 40742-7504	Call ACT, Inc. at 319-337-1332

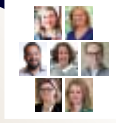
Source: Applerouth



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clients**  
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**IECA**<sup>+</sup>  
TM

# Member-to-Member

THE **NEWSLETTER** OF THE INDEPENDENT EDUCATIONAL CONSULTANTS ASSOCIATION

April/May 2020

## New on the IECA Website

In Peer-to-Peer Resources  
[link.iecaonline.com/  
peer-to-peer](http://link.iecaonline.com/peer-to-peer)

### College

IECA College Connection  
Resource (crowdsourced  
document)

College Resources for  
Families

Coalition Application  
Schools 2019–2020

US Colleges & Universities  
with Binding ED Plans

US Colleges & Universities  
with Nonbinding EA Plans

### School

Online School Options

### International

Special Application Merit  
Scholarships (International  
Students Eligible) list  
(crowdsourced document)

### LD/ND

Zoominar with Focus  
Collegiate

## Maintaining Your IEC Practice in the Face of a Global Pandemic

By Mark Sklarow, IECA CEO



We are living in unprecedented times. Our lives are disrupted as daily routines and their predictability are lost. Our client families feel that same anxiety, and for adolescents it can be more severe with the added unpredictability that comes

with educational change; uncertain test dates; and complicating factors like anxiety, depression, and autism. Despite our shared anxiety, we are all being called on to be just as effective in our efforts as ever while appreciating the difficulty of client families.

Yet we are fortunate that most of us can continue to work with our families, even if the process needs to change. In fact, given the closure of schools—many through the end of the school year—families may be looking to you for stability and assistance beyond their usual expectations.

Following are some recommendations for your practice, many of which you may have already implemented.

- Call or email all your current clients. Check in. See how they are doing.
- Assure clients that you are still there to assist them with current placements.
- Alleviate concerns about test cancellations, school closings, and more. Explain that schools,



programs, and colleges are all experiencing the same circumstances and that people are doing the best they can to adjust.

Now is also the time to share your safety procedures with your clients and post them on your website. The following recommendations

*continued on page M3*

IECA Member-to-Member **INSIGHTS** M1



## Breaking Up: A Graceful Exit Strategy

By Sherri Maxman, IECA (NY)

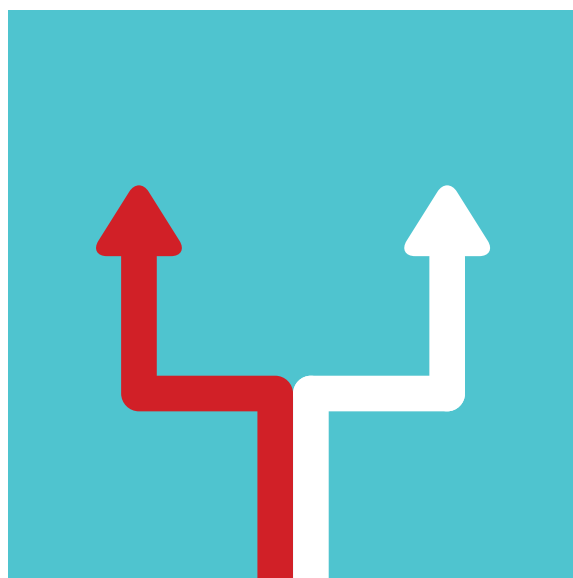
It happens to all of us at some point: we encounter a family that seems easy to work with, but after a few sessions it becomes painfully clear that the fit isn't quite right. Perhaps the student needs expert advising in a specific area that wasn't obvious at the intake; maybe the family's expectations are completely out of line with reality; or it might even be that the all-important chemistry between the independent educational consultant (IEC) and the family just isn't right. For whatever reason, sometimes it becomes necessary to "break up" with a family, and there's no one right way to do so.

When I recently began working with a family and could see after several meetings that it would be impossible to please them, I felt it was time to end the relationship before we got too far into the process. I asked colleagues for advice on the IECA Member Network and received lots of terrific (and some conflicting) suggestions, many of which I used when I informed the family that our work together was over.

Here's what I learned from my own experience and from those who have gone before me!

**Assure the family that it's not about them, it's about you.** Even if it is about them (and of course it is, or we would still be working with them!), it's all about how you spin it. Although it's important to be honest, you don't want to leave the family feeling bad about ending the relationship nor do you want them to say negative things about you to others in your community. All IECs agreed that the best approach is "I feel that I'm not the right

person to assist your child through this process," placing the blame more on yourself than on the family. Explain that the fit between a student and an IEC is just as important as the fit between a student and a college. It's also helpful to have suggestions regarding others who might be able to provide assistance: other IECs (if you feel okay about referring them to your colleagues), high school counselors, or the IECA website so they can search for another IEC themselves.



### On the phone or face-to-face?

Because it can be an awkward conversation, some IECs felt that it was best to hold it over the phone with just the parent or even by email. Most believed, however, that it's best done in person with all parties in attendance so that you can make eye contact and be sure that the message is clearly understood.

### About the money.

There's no right or wrong answer here, especially

because we all have different fee structures and policies. But it does seem fair to refund a certain amount of money to a family because you are not completing the work you were contracted to do. That decision will depend on how much money the family has already paid as well as on the amount of time you spent working with the student. Many IECs calculate the amount of time they have spent on the student and base their refund on that. That can be harder to do when you are working with a student on a comprehensive basis. Some IECs refund all fees in that situation; many refund half. Some suggested having a checkbook ready to write a refund right away, which was a good idea. In my case, I felt very

*continued on page M4*



*Sherri Maxman, College Maven LLC, can be reached at sherri@college-maven.com.*

# Try Professional Partnerships to Grow Your Practice

By Diane Cashion, MEd, IECA (CA) and Dori Middlebrook, IECA (CA)

Life as an independent educational consultant (IEC) can be lonely sometimes. Quiet hours alone reading and responding to emails, reviewing essays, and watching webinars and afternoon hours spent with teenagers are rewarding (most days), but you can still feel isolated as you face a wide range of challenges. Recognizing this early in our practices, we forged a friendship over common interests and the need to have a colleague to discuss situations that left us scratching our heads. In the early days, we brainstormed lists, laughed about stories that you just cannot make up, and shared anecdotes about challenging situations. One of our continual conversations was on the topic of how to grow our businesses and provide access to unique experiences for our mostly public school families.

After attending a case study and mock admissions review event at a private school, we were inspired to bring this eye-opening experience to our public school families. Fortunately for us, there is a group of college admissions representatives, Regional Admissions Counselors of California (RACC), that provides admissions programming by partnering with schools and IECs.



### Kick Start to College

We launched our first *Kick Start to College Case Study and Mini College Fair* event in 2011 and marketed it to our families and the community. The event consists of a mock admissions review where participants are divided into two groups (one with parents and one with students) so that everyone can ask the questions they want to ask without embarrassing one another. The admissions counselors run the event, and we provide the audience, facility, and marketing. The application review and admissions discussion

*continued on page M4*



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*Dori Middlebrook, Dori Middlebrook Educational Consulting, can be reached at [dori@dorimiddlebrook.com](mailto:dori@dorimiddlebrook.com).*

*Pandemic, from page M1*

are actions you can take and language you can share with your clients. We are aware that most members have stopped in-person meetings. However, we know some members—particularly those from very rural communities that have not seen community spread—may still be seeing clients, albeit avoiding close contact.

- Having said this, we urge all members who have not yet done so, announce your decision to see clients only through virtual connections.
- You are urged to suspend any cancellation penalties so students will not feel obligated to meet—even virtually—if they are sick.


- Shift student and family meetings to an online platform (Zoom, WebEx, Skype, etc.). Many have free options.
- Watch and post on the IECA Member Network as your colleagues share updates from NACAC, NATSAP, College Board, ACT, boarding schools, colleges, programs and others so that we can help each other have the latest information given the rapidly changing nature of events.
- Finally, some may find this as an opportunity for growth as families look for assistance outside of schools that are extended shut down. Use your website and social media to share the information that you are open, operating virtually and taking on new clients to assist families during this stressful time.

comfortable refunding half of my fee (which the family didn't ask for or expect but appreciated) and I did so on the spot, which kept the situation on a positive note.

**Add language to your contract allowing you to end relationships.**

Again, because our contracts are unique to our own practices, the terms can vary greatly, but inserting a sentence about terminating a contract if the IEC feels that he or she can no longer effectively

support the client can protect us from these scenarios and provide some comfort in knowing that an unsuccessful match can be ended without consequences. Language should also be added to explain how fees might be refunded if necessary.

As with any relationship, ours with our clients can be tremendously satisfying or can sometimes be less fruitful. Having a graceful exit strategy can go a long way toward helping us maintain our peace of mind and keep our clients—and former clients—as happy as possible. 

*Professional Partnerships, from page M3*

are followed by a mini college fair. Our families love it because there are a small number of colleges, usually 25, and plenty of opportunity to speak one-on-one with admissions counselors. We do not charge families to attend, and we open the event to anyone in the community who might be interested. The popularity of this event continues to grow. In fact, families often contact us to inquire when the next one will be held.

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*We do not charge families to attend, and we open the event to anyone in the community who might be interested. The popularity of this event continues to grow. In fact, families often contact us to inquire when the next one will be held.*

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Given the popularity and success of our Kick Start concept, we added a third IEC partner and expanded our model to include additional events. In the spring we hold a half-day essay writing workshop to motivate and encourage students to get started on their personal statements. We incorporate a variety of essay brainstorming activities, a short one-on-one essay conversation, and time for preliminary drafting. In the summer, our rising seniors are expected to attend the *Kick Start to the College Application Workshop*, where we cover everything there is to know about the application process (Common Application and California public school applications). Aside from providing valuable tools and information, the workshop fosters camaraderie among our rising seniors.

We again reach out to RACC, as well as local universities, for support. Admissions counselors meet one-on-one with students to review their essay drafts and conduct mock admissions interviews. It is very helpful for students to receive feedback from an admissions counselor and someone who is not their IEC. The workshop also saves us from having to explain the various applications, letters of recommendation, activities lists, and more repeatedly to each student.

Two years ago, we created a senior parent send-off event to help parents plan ahead for the college drop-off. We have a family counselor speak about the emotional challenges of sending your student away to college and a panel of parents with current college freshmen to field audience questions. It is a great


opportunity for families to interact, celebrate the accomplishments of their seniors, and share their concerns about freshman year.

## Unbranded—A College Fair

In fall 2019, we took our ideas to a new level by teaming up with a group of 11 IECs to bring *Unbranded—A College Fair* to the San Diego community. Our Unbranded event was inspired by “The College Admission Blind Taste Test,” a 2018 article in *Forbes* by Brennan Barnard ([www.forbes.com/sites/brennanbarnard/2018/08/08/the-college-admission-blind-taste-test/#1cff61086ecd](http://www.forbes.com/sites/brennanbarnard/2018/08/08/the-college-admission-blind-taste-test/#1cff61086ecd)).

Here's how it worked: The admissions counselors, wearing black #Unbranded T-shirts, sat behind tables draped in black tablecloths. Without divulging the colleges they represented, they interacted with high school students by answering questions about their colleges. Families were encouraged to interact with a variety of admissions counselors and ask questions that are important in identifying college fit, again without having a name-brand bias to draw them to the table. After an hour, we held a reveal and the admissions counselors identified which college they represented. It was eye-opening. Families were excited—and surprised—to learn which colleges they had been talking with and developed an interest in without even knowing the name of the college. Students reported wanting to apply to schools they had never heard of before. Admissions counselors stated they loved the richer conversations they were able to have with the students. We are already planning our next *Unbranded College Fair* this spring.

## Multiple Benefits

Being a solopreneur, while empowering, can also be a bit lonely. All these programs have been a great way to collaborate and share marketing costs between our practices. Having the opportunity to work together on four annual events, on a broad scale, established our expertise in the community and brought programming to our families that would have been impossible for us to do individually. Participation is widespread, going beyond our families to reach the general public through newsletters, Facebook posts, and word of mouth. The anticipation of these annual educational events helps families plan ahead and reduces the stress of applying to college. The programs have also enriched our relationships with college admissions counselors. As collaborators and strategic partners, we help promote their missions; in return, we are recognized as valued colleagues. 

# Understanding the Financial Aid Award Letter

By Dean Skarlis, EdD, IECA (NY)

Although some independent educational consultants (IECs) help families who have no financial need, most of us work with at least a few clients who require need-based or merit-based financial aid to make college affordable. Because the cost of college has increased dramatically—1,332% from 1979–2019 according to a Bloomberg study—more of the clients with whom we work will qualify for need-based aid. In the Northeast, more than two dozen colleges are approaching the \$80,000 per year mark (which is both shocking and offensive in my not so humble opinion), so a family's expected family contribution (EFC) can be much higher than it used to be and the student will still qualify for need-based aid. Moreover, when that student's sibling attends college and the two overlap as undergraduates, the client will be much more likely to qualify for need-based aid. That makes it more important than ever for IECA members to have a basic understanding of financial aid award letters, which should have arrived very recently for many of your clients.

## Three Important Figures

There are three figures that should be present in every award letter. Unfortunately, the first is most



often not included. It is the student's expected family contribution (EFC)—the number that results from the completion of the FAFSA and, in some cases, the CSS Profile (the other financial aid form that many private colleges require). The EFC should appear on the Student Aid Report (SAR), which they can access and download by logging in to the completed FAFSA. In an ideal situation, the college will include the EFC in the award letter. Unfortunately, when students apply to certain private schools (not all private schools), their CSS

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## Thinking of Becoming a Professional Member? It's Worth It!

I became a professional member back in June 2019, and within one week I signed a new comprehensive client who found me on the IECA website! That client has since referred another, who recently signed up, so there's no doubt in my mind that professional membership is worth the additional cost.

—Sharon Olofsson, MBA, IECA (MA)



## The Value of Whistleblowing

By Lucia Tyler, PhD, IECA (NY)

Speaking truth to power has always been difficult. Sometimes the only way to right a wrong within a powerful organization, such as a university, is for an insider to reveal the information to an oversight agency or to the press.

In our industry, for example, a combination of whistleblowing and information sharing occurred as independent educational consultants (IECs) became aware of universities that used paid agents abroad to steer foreign students to their institutions rather than allowing them a free and full choice. As IECA members, we annually make a pledge to avoid steering students to certain schools for any personal benefits, but some universities were using these international paid agents in a way that would never have been tolerated domestically. We had a responsibility to act on behalf of our profession and our clients.

college staff. In my experience, that skill is important in the broader population and should be discussed with students and families.

When might students run into a situation where whistleblowing is needed? A few areas come to mind, including sexual harassment, poor dorm conditions, fraternity hazing, and research fraud. For example, I was a witness in a sexual harassment investigation of a staff member at Cornell where I was a research assistant. The whistleblower, a student employee, was in an extremely awkward position and fearful for her future career at certain points in the investigation. Ultimately, however, she felt vindicated since the behavior was stopped when the staff member left the university. Those types of cases tend to be very messy and aren't always equitably resolved.

**Health hazards.** In recent cases, students have been instrumental in revealing health issues in dormitories. A *New York Times* article "When College Dormitories Become Health Hazards" (August 25, 2019) covered problems with toxic black mold in dorms at the University of Oklahoma and Georgetown. Initially, the facilities crews were sent in to do a minor clean-up, but some students remained active and vocal about the situation to get the situation resolved. One Oklahoma student ended up withdrawing because her health deteriorated so severely.

**Academic impropriety.** When a problem such as research fraud goes unreported, it can completely derail the careers of graduate students and may be invisible to the public at large for many years. Sometimes it comes out in peer review for publication, but often the fraud is hidden in years of lab books only accessible to insiders. An egregious case of fraud at Columbia University was not exposed for 10 years. ("Reports Detail a Case of Massive Fraud," *Chemical and Engineering News*, Volume 89, Number 28, 2011). Many scientific papers were withdrawn because of it and it also hurt the

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For students, whistleblowing is a form of self-advocacy, an important skill for students to learn as they navigate higher ed, and there are some instances where whistleblowing has been very important in changing institutions for the better. We work with a vulnerable population. Some students have parents who tried to solve all their problems for them, which certainly doesn't encourage students to fight their own battles. Our student clients may not have the life experience, sense of ethical responsibility, or advocacy skills to deal with bad situations in college when there is a big power differential in favor of the university. Many IECs of all specialty areas work with students to develop self-advocacy as they interact with professors, peers, and

Profile EFC is not known. That is because many schools who require the Profile form have slightly different interpretations of the EFC. Or they are seeking to create a “shell game” of sorts, so that families have trouble understanding exactly how the school establishes their ability to pay.

The second figure is total cost of attendance (COA) and it includes tuition, room, board, and fees. Many colleges also include “personal and travel expenses, miscellaneous expenses, and books” in this figure, but it’s important for your clients to understand that those costs will not appear on their actual bill in the summer. In some cases, schools also do not include the COA because they are still in the budget development process and have yet to calculate it for the upcoming fall semester.

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The third number that should be clearly displayed is the demonstrated need or the difference between the COA and the family’s EFC. That figure helps students and parents understand exactly how much need they have at each school. As an example, the three-item formula should look like this:

$$\$67,000 \text{ (COA)} - \$50,000 \text{ (EFC)} = \$17,000 \text{ (demonstrated need)}$$

Award letters would be much clearer if they were spelled out in this manner, but most are not. If those terms and figures are not present, it’s a good idea to recommend that your client call the financial aid office and ask for a full explanation of those numbers.


careers of a number of young chemists who were trying to replicate experiments from the fraudulent papers and build upon them.

**Code of silence.** Social issues are another area where students may see things they need to report. Hazing practices and out of control parties at fraternities on college campuses have been very difficult to correct partly because of the code of silence within fraternities. To be fair, not every Greek organization is at fault; however, multiple cases have shown that extreme drinking at frat parties puts vulnerable freshmen (both men and women) at risk of accidents, rape, and even death. The code of silence puts a damper on whistleblowing. Even when something horrific happens, such as a death or a rape, there is no accountability except through the courts. Colleges have limited ways of controlling these organizations because they don’t control the finances or the real estate that support the fraternities.

## Awarded Aid


Most award letters include the amount of aid awarded to the family, which can include grants, scholarships, federal student loans, Parent PLUS Loans, and work study awards. A brief description of each follows.

- Grants always refer to *need-based* aid, whereas scholarships are *merit-based* awards. It’s important to note that most colleges “comingle” scholarships into a family’s need-based award. In the above example, a student could receive a \$10,000/year scholarship before the college even sees his FAFSA or Profile EFC, but that will typically be included in the need-based award letter, and the student will rarely be given more than an additional \$7,000.
- Federal student loans are almost always capped at \$5,500 for first-year students. In some cases, students will also be awarded Perkins or other student loans.
- Work study is a federal program where students work on campus and are paid by the college (via the federal government). This is referred to as a “self-help” award and should not be included in meeting a student’s need.
- PLUS Loans (Parent Loans for Undergraduate Students), should also not be included in any award package. Current interest rates for PLUS loans are 7.0–7.5%, which are much higher than student loan interest rates (about 4.5%) and other loans.

Finally, parents should be educated on how much need a college meets. Most schools cannot and do not meet all demonstrated need. Going back to the example, most schools will not give our fictitious student the full \$17,000. If your clients have a legitimate reason for an appeal, however, they should consider doing so. There are many reasons why a family could appeal their award. Stay tuned to this space for more on that in the next newsletter. Or please register for one of the many sessions at the upcoming conference in Connecticut! 

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Universities have tried to effect change by putting the fraternity or sorority on probation or even kicking them off campus. So far, these practices have had limited success in altering the culture of Greek life.

Whistleblowers, whether IECs or students, deserve confidential treatment so that the merits of their complaints can be heard. In the college situations that I have described, students’ advocacy has stopped further damage from occurring for future students. Because ethical consulting is a foundational principle of IECA, it is important that reports of ethical breaches are handled confidentially and appropriately by the organization. Without confidential whistleblowing, IECs would be reluctant to come forward. The Ethics Committee takes its role seriously in investigating the facts regarding any complaints of ethical lapses and determining a further course of action. As members, we can be proud of the IECA principles of practice that we sign every year, particularly in light of the recent court cases. 

# Executive Committee Slate



**Kristina Dooley** (OH)  
*President*

Dooley has been an IEC for 12 years. Previously, she was director of admission and marketing at Andrews Osborne Academy and assistant director of admission at Hiram College.

Dooley holds a BA in communications and sociology from Hiram College and an MA in journalism and mass communication/PR management from Kent State University. She is a member of AICEP, Ohio ACAC, and International ACAC.

Dooley is a faculty member for IECA's STI and an instructor in the UC-Irvine certificate program in independent educational consulting. In addition, she is a member of the IECA Foundation Board of Directors, the Washington and Jefferson Counselor Advisory Board, and Hiram College Board of Visitors. In both 2016 and 2017, she was an IECA Foundation Katz Award recipient, and in 2018, she received the UC-Irvine Distinguished Instructor Award.

As a volunteer, Dooley works with Hudson Community First Advisory Board, Beyond Type 1 Leadership Council, JDRF, and College Now Greater Cleveland.

Dooley currently serves on the IECA Membership Committee, was chair of the Schools and Outreach Committees, and was a member of the Nominating and Business Practices Committees.

*Dooley specializes in Schools and College consulting with a subspecialty in International.*



**Elisabeth (Betsy) Morgan** (CT)  
*Vice President for Committees*

Betsy Morgan has been an IEC for 17 years. She holds a BA in mathematics from Gettysburg College,

completed master's level course work in business administration at the University of Connecticut, and holds a MALS in social sciences from Wesleyan University. In addition, she has certificate in college counseling from UCLA Extension and is a CEP. She attended IECA's 2003 Principles and Practices (now STI) and is a member of AICEP, NACAC, NEACAC, and IACAC.

For many years, Morgan collaborated with the school counselors at Daniel Hand High School on College Bowl Sunday, a program that received the 2011 Professional Recognition Award for Outstanding Parent/Student Program from the Connecticut School Counselors Association. In addition, she sits on Rutgers University Out-of-State Admissions Sounding Board and the Vista Life Innovations board and is a board member and college coordinator for Madison A Better Chance—for which she received the 2013 Irving W. Katz Award for Distinguished Service.

Morgan has served on the IECA Board of Directors as a member of the College Committee and chair of the Affordability Task Force and the Audit and Board Development Committees.

*Morgan specializes in College consulting.*



**Ibrahim Firat** (TX)  
*Secretary/Treasurer*

Ibrahim Firat has been an IEC for 14 years. His recent positions include entrepreneurship instructor at Babson

College, lead faculty for Goldman Sachs' 10,000 Small Businesses program, professor at Houston Community College, and chief business growth consultant for the Firat Group.

Firat holds an MBA and a BA in history from the University of St Thomas (TX) and a certificate of entrepreneurship from Babson College. He is a member of NACAC, TACAC, and IACAC.

For six years, he has authored *The Firat Guide for Private High School Admissions*

and *The Firat Guide for Private School Admissions*. He also appears regularly on local and national news outlets discussing matters related to education, college admissions, and testing.

Firat served as vice chair for IECA's College Committee and currently sits on the Finance Committee. In addition, he served as a board member and VP of the board of directors for the iWrite Literacy Organization.

Originally from Istanbul, Turkey, Firat went through the college application process as an international student when he was 17 years old and that process inspired the work he is doing now.

*Firat specializes in college consulting.*

## IECA Board Slate

### Executive Committee 2020–2021

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Joan Wittan (MD)  
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Laura Gatzionis (Greece)

Lauren Gaylord (WA)

Jeana Kawamura (CA)

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# Board Slate

**Zach Galin**, MEd, IECA (WI)



Zach Galin has been an IEC for 12 years. Previously, he was a school administration consultant for the Wisconsin Educational Approval Board, where he evaluated

nontraditional postsecondary options, including online and for-profit college offerings, and a teacher in South Bronx (NY) Preparatory, where he taught middle school and high school courses and helped students with college applications.

Galín holds a BA in learning and organizational change from Northwestern University and an MEd in elementary education from Bank Street College of Education. He is a member of NACAC, WACAC, and WSCA.

Currently, Galin is chair of IECA's Community Business Practice Committee and he previously was chair of the Wisconsin Regional Group. In addition, he has served on the board of trustees for Bank Street College of Education and the board of directors for Hillel International and volunteers on the board of the Jewish Federation of Madison and the Middleton Cross Plains Area School District Education Foundation.

*Galín specializes in College consulting.*

**Laura O'Brien Gatzionis** (Greece)



Laura O'Brien Gatzionis has been an IEC for 10 years. In addition, she is an instructor in the Department of Continuing Education at UC-Irvine where she teaches courses on international college

consulting.

Gatzionis holds an MEd in international counseling from Lehigh University, a BA

from Northwestern, and a certificate in college counseling from UCLA Extension. She serves on the International ACAC Membership Committee. She works pro bono as a scholarship coach for the Asian & Pacific Islander American Scholarship Fund Program, a Matchlighters essay coach; a ScholarMatch coach; and a Questbridge essay coach and served on the Alumni Admission Council at Northwestern University.

Currently, Gatzionis serves on IECA's Global Committee, where she was chair and vice chair, and the Strategic Planning Committee.

*Gatzionis specializes in College and Graduate consulting with subspecialties in International and LD/ND.*

**Lauren Gaylord** (WA)



Lauren Gaylord has been an IEC for 8 years. Before becoming an IEC, she was an environmental consultant and served on various community boards related to education

and social services. She holds a BS in political economy of natural resources from UC Berkeley, an MA in urban planning from UCLA, and a certificate in college counseling, with distinction, from UCLA Extension. She is a member of NACAC, PNACAC, LDA, and Seattle Area College Consultants.

From 2011 through 2019 Gaylord volunteered with College Access Now (CAN), a nonprofit college access organization in the Seattle, WA, area that assists low-income students on their path from high school through college graduation. In 2013, she received the Governor's Outstanding Volunteer Service Award for her work with CAN. She is currently on the NACAC Seattle College Fair Committee.

Gaylord has served on the IECA LD/ND Committee since 2016 and is the

current chair. She also served on an IECA Membership Task Force in 2017 and is currently on the IECA Succession Planning ad hoc committee.

*Gaylord specializes in College consulting.*

**Jeana Kawamura** (CA)



Jeana Kawamura has been an IEC for 12 years. Previously, she taught high school history and worked for the local Girl Scout council in troop support.

Kawamura has a BA in international relations from Scripps College, an MA in education from Pepperdine University, and a certificate in college counseling from UCLA Extension.

She is a member of NACAC; WACAC, where she is a member of the Independent Educational Counselor Committee; and AICEP. She volunteers with the staff at Siembras, a program that provides educational programs to the children of farm workers.

Kawamura serves as chair of IECA's Community Committee and sits on the nominating committee and the Government Relations Committee. She has participated as a mentor in the mentor program and is currently involved with the Character Collaborative as a member of the athletic and fundraising committees.

*Kawamura specializes in College consulting.*

# Volunteer to Strengthen the Profession NOW!

Years ago, Harvard University looked at the field of independent educational consulting and labelled it an “emerging profession.” Why only emerging? Harvard said that the sign of a healthy profession is that those with knowledge and experience assume responsibility for conveying that information to less-experienced peers and colleagues. After all, a stronger profession benefits all.

**IECA Mentor Match**—the new and improved process for providing mentors to members seeking one-on-one guidance—launched in March.

Right now, we need experienced Professional and Associate members who are willing to serve as mentors. Mentors choose the length of the mentorship, the method of communication, and the focus, among other variables. Resources on what makes for a great mentor are also provided.

Mentors provide support to IECA colleagues unique to their needs, including counseling skills, K-12, business management, college knowledge, and much more. We hope you'll take this step to strengthen our profession.

Past mentors tell us how rewarding it is to assist newer members to gain the skills and knowledge they need to better serve families and grow their practice. The new system operates through our online Member Network and will fast become a valued benefit and real service to all. You can find the link to IECA's Mentor Match on the red navigation bar of our Member Network: <https://network.iecaonline.com>.

The mentor badge will be added to the profile of all mentors.



## In Memoriam

IECA mourns the loss of two members who were involved in IECA for over 20 years each.

**Lynn Luckenbach** (Welchli) served as president of IECA from 2002–2004 and a professional member from 1984–2012. Lynn's time on the Board and as President were a period of dramatic growth and success for IECA. Those who knew Lynn will remember her as a warm and caring friend and an enthusiastic consultant who loved every minute of her work.

**Carol Gene Cohen** was a member of IECA from 1998–2016. Carol Gene transitioned from teaching into college placement counseling, founding Cohen's College Connection in 1992 assisting students in placement from college to graduate school. Ultimately, she successfully placed over 2,500 students around the country into many colleges and universities over her 25-year career serving families in Dallas, Texas.

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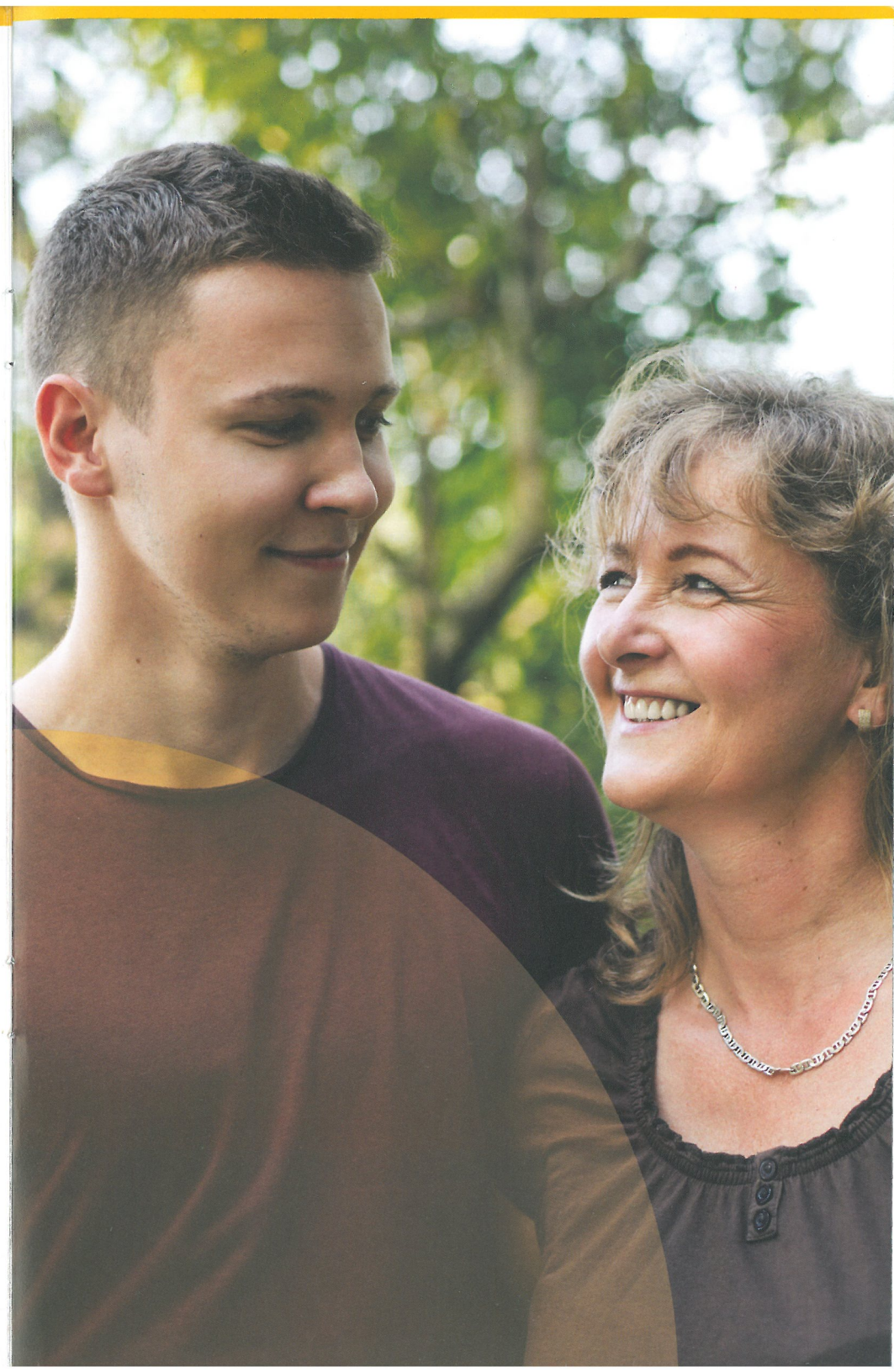
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