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IECA⁺

INSIGHTS

THE NEWSLETTER OF THE INDEPENDENT EDUCATIONAL CONSULTANTS ASSOCIATION

June/July 2020

Calendar

June 4

Webinar: Business Practices Committee

June 9

Webinar: Supplemental Essays: Everything BUT the Personal Statement

June 18

Webinar: Business Practices Committee

July 14

Webinar: College Transition for IECs Working with Students with Health Conditions and Physical Disabilities

July 15-17

IECA Spring into Summer Conference (Virtual)

July 27-31

Summer Training Institute (Virtual)

August 11

Webinar: College Consultants Who Care

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The Shifting Landscape of College Admissions in the Wake of COVID-19

By Mark H. Sklarow, IECA CEO

The COVID-19 pandemic has suddenly changed nearly everything we know about US college admissions. From small, independent colleges to larger state universities and Ivy League schools, everyone is worried. Ask any admission leader or university president about plans for the fall, and they will admit to being unsure.

Colleges have taken a huge financial hit. Housing, meal, and parking fees have been refunded. Ticket sales and broadcast income from sporting events have been eliminated. Donations have fallen as alumni anxiety sets in. Stock market losses have impacted endowments. Colleges and universities are faced with having to suddenly make challenging decisions such as whether to cancel summer programs, how to run orientation programs, how to prioritize campus construction projects, and what courses and academic calendar make the most sense. And these decisions must be made without any precedence.

The usual guideposts for freshman admissions are gone. SAT and ACT scores are delayed or non-existent, and high school transcripts may not be

sent or may contain pass/fail indicators rather than GPAs. Accepted student days are canceled. The holy grail of college admissions—yield—is no longer reflecting traditional percentages, which has led to decisions to extend time for deposits, growing acceptances off wait lists, and the reopening of the application season. Most concerning, colleges are unsure if their acceptance numbers will hold.



International students may not get visas. And the growing COVID-19 related job losses are pushing up demands for financial aid.

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President's Letter

Getting Through This, Together

Dear Colleagues,

As I write this, the spread of COVID-19 continues, with most communities still not at the apex of their curve and fears of what follows keeping anxiety levels high. We are all facing challenges we never hoped to see and using internal resourcefulness and external resources previously untested. Our new reality has brought everything from inconveniences like juggling childcare with client calls to harsher realities, adjustments, and tragedies.

While the future is uncertain, we know one thing right now: we are in this together. IECA members have banded together to create new databases about virtual offerings. Members have created tools for connecting accepted students with past clients currently enrolled. Our Member Network is abuzz day and night with helpful support. Admission leaders continue to reach out, supplementing passion for their school with compassion for students who are confused and reeling from changes they shouldn't have to deal with.

IECA has sought to fill a need. Through our College Conversations webinars, Virtual Program Tours, business



Mark H. Sklarow

panel discussions, school webinars with EMA, indexes of new member-inspired data, and so much more, we have sought to get information into your hands. We as a staff are inspired by the selfless sharing between members. Please know that we are actively investigating new models, new technologies, and creative solutions to support you, our members, as well as our partners in schools, colleges, programs, and services. Your support has always been invaluable to us, and it is more important than ever as we tread new pathways.

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IECA⁺ INSIGHTS

Published by:

**Independent Educational
Consultants Association**

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Many speak of "restarting" the economy. I'd like to think of what will come instead as a "resetting," meaning things will not return to the way they were. Rather, things—including the practice of independent educational consulting—will adjust to some ongoing realities. I don't only mean more distance learning, home-based testing, and virtual meetings with client families. I hope other things will be reset as well: the caring, compassion, helpfulness, student-centered advocacy, and shared concern over each other's mental health.

I just saw a national survey that indicates an unsurprising 92% expressing anxiety over the current situation. Yet, an inspiring 70%, over two-thirds of respondents, said they were "optimistic" about the future. I feel the same way; together we'll get through this and, I'm certain, IECA and the profession will emerge even stronger.

Members, association leadership, and staff continue to inspire me daily. I promise we will always be here for you.

Mark H. Sklarow, CEO
IECA

Update on IECA's Summer Events

Spring into Summer VIRTUAL Conference

Wednesday, July 15—Friday, July 17

We have made the exciting decision to hold the IECA 2020 Spring into Summer Conference virtually! Your health and safety are our primary concerns and we believe this is the most prudent option this summer since pandemic restrictions continue to fluctuate.

But let's be clear—we're not talking about a week of webinars that will leave you snoozing at your desk. This will be a creative, dynamic, and engaging virtual experience using cutting-edge technology designed around what you most value in IECA conferences, including the ability for you to connect with other participants individually and interact in both small and large group settings.

Hotel Reservations

The Mohegan Sun has canceled all hotel reservations and refunded one-night deposits back to registrants' credit cards. You should have received a cancellation notice from the hotel in May. If you registered for one of our pre-conference college tours and reserved a room in any of the tour hotels, those reservations have been automatically canceled as well.

Now check out the fantastic week we're planning for you!

Program Highlights

Whether you prefer to be an active participant in live events or would rather take a more laid-back approach to learning at your own pace and convenience, we've got you covered! Highlights of the conference will include:

- Three separate events to make sure you have the chance to connect with school, college, and program representatives at the conference: the College Fair, the K-12 School Exchange, and the Therapeutic Information Swap.



- Roundtable discussions held every day on a wide variety of topics for small group interaction and sharing.
- Our popular ACE speakers, who will be kicking off each day of the conference.
- 40+ educational sessions to choose from, across all specialty areas and over the course of three days, which will also be recorded and available exclusively to conference registrants for several weeks after the conference for your convenience.
- The Vendor Hall, open and available for you to visit all week, featuring a variety of product and service companies.
- Pre-conference workshops and tours, available exclusively to conference registrants at no additional cost.
- Opportunities for schools, colleges, and programs to host fun evening events so you can unwind with your colleagues at the end of the day!

We're very excited for this conference and look forward to sharing more information, including the schedule and fee, as soon as we connect with all presenters and finalize the details in the next few weeks. We look forward to seeing you at our fantastic July event! 🎉

More information can be found at link.iecaonline.com/Conference-Info

2020 Virtual Summer Training Institute

Monday, July 27—Friday, July 31

We are also excited to transition the 2020 IECA Summer Training Institute (STI) to an interactive and engaging virtual event this summer to better ensure the safety of all participants, faculty, and staff.

STI is designed for those who are in the early stages of working as an IEC. Whether you are just beginning to put your plans in place or have been in business for a year or two and are seeing clients on a limited basis, STI will help to set you up for success so that you can become an efficient and effective IEC. For more information and to register, visit link.iecaonline.com/sti.



For the immediate term, many colleges have chosen to be test optional, allowing students to decide if their current scores are good enough. The College Board has tests planned for August and is considering at-home options, as is the ACT, but this may mean that fewer students will apply to their reach colleges for fear that their test scores aren't strong enough. Students are also concerned about the limited opportunities they are likely to have to take these tests to raise their scores. Standardized test sites have closed in much of Asia, Europe, and the Middle East, and China has canceled English tests for the IELTS, TOEFL, GRE, and GMAT. Together, this means that many colleges will move to a more holistic application review. And up to 26% of applicants are rethinking their college acceptance choice because of what I call the "911 Syndrome." Parents and students want to be within a car ride of each other, rather than needing a plane to reconnect should a crisis develop.

For the immediate term, many colleges have chosen to be test optional, allowing students to decide if their current scores are good enough.

How seriously will all this impact colleges? According to *Bloomberg Business*, "Small, weaker colleges are in danger of closing, larger colleges are reevaluating what they can afford to do, and even large state universities fear the loss of tax revenues." In mid-April, for example, Harvard announced an immediate salary and hiring freeze, reductions in discretionary spending, the delay of some capital projects, and cuts in leadership salaries. Every college will feel the strain in one way or another, some more profoundly than others.

Families, too, are feeling new financial strains, which are impacting their college decisions. More students and families are considering community college, particularly for the first two years. Others wanting to ensure some opportunity for their graduating students are looking at safe but valuable gap year opportunities. I believe that hundreds of thousands, if not millions, of college students will need more financial aid due to furloughs, layoffs (themselves or their parents), and loss of investment savings. No one really is sure if colleges will be able to meet this increased need. There are developments in student loan forgiveness, reductions, and delays, but federal officials see this as an area of future—rather than current—concern. Meanwhile, experts worry about any growth in student loan debt.

What Students Can Do

How can we guide students and parents through these uncharted waters? Help them understand colleges' concerns. Colleges are anxious about tuition, fees, admission rates, and yield. Students need to let colleges know if they are "all in" through demonstrated interest, communication, financial stability or change—and if they intend to say "yes" if offered a spot.

Colleges are scrambling to figure out how to yield full first-year classes for this fall and coming up with some clever solutions.



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For example, one college has eliminated essay requirements, gone test optional, lowered the deposit fee, extended the enrollment deadline to June 1, offered support for families whose income has shifted due to unemployment, and gone virtual with its orientation sessions for incoming students.

What should students be doing now, in this uncertain time?

- Cast a wider net: explore more college options at all admission levels.
- Seek additional help from an IEC if needed.
- Avoid generic essay topics about COVID-19 and write an essay that reflects on strengths of character and shares personal insights.
- Explore colleges further from home if appropriate.
- Reexamine affordability issues.
- Demonstrate interest. Students should let colleges know of their genuine interest by participating in virtual tours, attending online information sessions, signing up for information updates, attending virtual fairs, and even reaching out to their regional admissions representative.

Looking Long Term

What is the long-term effect of this pandemic on colleges and universities? I had a reporter ask me whether this is a “death knell” for colleges. My answer is emphatically NO! The importance of the college experience as a rite of passage that offers students the chance to go away, reinvent or discover themselves, argue philosophy, and debate political issues won’t be washed away. No at-home learning will replace the desire for an on-campus college experience for the vast majority of the population.

I think there will be effects of this pandemic that will forever alter the colleges experience, and some of those changes will be for the better. But remote learning seems to be untenable at worst, unsatisfactory at best, and colleges will be counted on to find ways to provide opportunities for their students to have a full college experience in a way that first and foremost protects the health of everyone on campus, from the first-year to the president. I believe the future for colleges remains bright—and independent consultants are well-equipped to help students in these changing times find the colleges where they will thrive. 🍀

Mark H. Sklarow can be reached at msklarow@iecaonline.com

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Test Optional Means Multiple Choices for Students

By Ginger Fay, MA, Director of IEC Engagement at Applerouth Tutoring Services

After the College Board and ACT, Inc. announced that spring test administrations would be suspended due to social distancing restrictions, several colleges and universities changed their standardized testing policies. Case Western Reserve University was among the first to announce a test optional policy for students applying in the fall of 2021. Boston University shortly followed suit, making standardized testing optional for students entering in both the fall of 2021 and the spring of 2022. Soon thereafter, Tufts and Davidson Universities both announced three-year test optional pilot studies. And then the University of California system—which serves nearly a quarter of a million undergraduates—released the news that they would drop the standardized testing requirement for incoming first-year applicants for the fall of 2021.

The news came fast and furious after that. At Applerouth, we started a running list to share with students, parents, and our educational consultant partners. Within two weeks, more than 60 colleges and universities had announced a change to their admissions practices in response to the impact the COVID-19 crisis is having on high school students. This wave of policy changes raises several questions:

Why did so many colleges announce test optional policies this spring?

Some colleges that are piloting test optional policies for the next three years were likely

considering making that move before the COVID-19 crisis began and took advantage of this moment in history to undertake the study. Others are simply responding to the fact that current juniors will have had limited opportunities to take the tests before applying in the fall.

How does going test optional benefit a college or university?

From the onset, announcing a move to test optional review generates a good deal of media attention and goodwill for the college. This increased attention often leads to more applications which, in turn, leads to a lower rate of admission and a boost in the rankings. Students with more modest test scores are less likely to report them to test optional colleges, so the colleges' reported test scores often increase from year to year. Finally, colleges believe that test optional policies make their schools more accessible to all (because of the costs associated with taking standardized tests) and encourage a more diverse applicant pool.

Is a test optional policy beneficial to students?

A test optional policy can benefit high achieving students who simply do not test well, as well as students who have limited access to resources like standardized test prep and practice exams.

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Ginger Fay can be reached at gfay@applerouth.com

If students opt to not submit scores, how will their applications be reviewed?

Every college or university that moves to a test optional policy does so pledging to practice holistic admissions, meaning that students will be evaluated using the other criteria colleges consider, including: curriculum choice, academic achievement, letters of recommendation, essays, and extracurricular involvement.

Does not submitting test scores disadvantage an applicant in any way?

While students who do not submit scores to a test optional school will not be penalized in the admissions process, it should be noted that while test scores are not required for admission, they may be required for scholarship consideration at some otherwise test optional schools.

Table 1. Test Optional Common Data Set

School	% submitting SAT	% submitting ACT	Middle 50% SAT*	Middle 50% ACT*
Wake Forest	41%	45%	1310 – 1470	29 – 33
American	52%	36%	1220 – 1380	27 – 31
George Mason	70%	9%	1120 – 1320	24 – 30
Worcester Poly	70%	25%	1300 – 1460	29 – 33
Brandeis	69%	32%	1280 – 1500	29 – 33
Smith	43%	30%	1340 – 1520	31 – 34
Wesleyan	56%	45%	1320 – 1500	30 – 34
Bowdoin	60%	46%	1300 – 1510	30 – 34
Bates	46%	32%	1290 – 1460	29 – 32

*Source – *Common Data Set (CDS)*, 2018-2019.

Do test optional colleges still consider standardized testing for some of their applicants?

Yes. If a student submits test scores, they will be considered as part of the holistic review process; stronger scores can help to distinguish a student in a competitive application process. Appleroth took a deep dive into the Common Data Set¹ for the 2018-2019 admissions cycle and we found that most of the applicants admitted to highly selective test optional schools submitted test scores—and high ones at that. Similarly, in the 2018 “Defining Access” study, co-authors Syverson, Franks, and Hiss found that roughly a quarter of students applying to the 28 schools they considered for their report did so without test scores.²

What’s the difference between test optional, test flexible, and test blind?

A test optional school is one where students are not required to submit standardized test results, but have the option to do so. If scores are submitted, they will be considered as part of the holistic review process. Test flexible schools allow students to submit a



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different combination of credentials rather than just the SAT or ACT—typically, results from Subject Tests, AP Exams and/or IB Exams. Test blind schools do not consider standardized test results for any students who apply and will ignore the scores even if they are submitted. Currently, Hampshire College is the only selective college or university in the US that practices completely test blind admissions. They have been very pleased with the results—a larger and more diverse incoming class that yields at a higher rate—but it comes at a cost. Because the rankings depend so heavily on statistics like test scores, *US News & World Report* does not include Hampshire in its Best National Liberal Arts Colleges list since it is test blind.³

Will colleges that have temporarily gone test optional go back to requiring scores in the future?

Colleges that are initiating a three-year pilot are likely to continue as test optional after the trial period, but colleges that have announced that this change is *only* for the high school class of 2021 are more likely to return to their traditional admissions practices after the 2020-2021 school year. Obviously, it will be up to the individual colleges to establish their policies, but I can only think of one college in recent memory that has changed its test policy—and changed it back again. In 2007, Sarah Lawrence College announced a test blind policy, but resumed test optional admissions after five years. Most selective colleges that move to test optional programs find that they actually become more selective in doing so, thus there is little incentive to revert to requiring test scores. For example, the

Class of 2023 at the University of Chicago, the first to be admitted under their test optional policy, was the highest scoring, most selective, and highest yielding in the school's history.⁴

After 25 years in this field, including stints as a college admissions officer, school-based college counselor, and independent educational consultant (IEC), I was starting to think I had seen it all, but the unprecedented changes to the standardized testing landscape this spring reminds me why I love working in education: there is always something new to learn. 

Note: The running list Applerouth is keeping of schools with new admissions policies can be found here: www.applerouth.com/blog/admissions-testing-policy-updates-in-response-to-covid-19/

¹ Source – *Common Data Set*, 2018–2019
www.commondataset.org

² Source – *Defining Access Study*, 2018
www.nacacnet.org/globalassets/documents/publications/research/defining-access-report-2018.pdf

³ Source – *Inside Higher Ed*, 2015
www.insidehighered.com/news/2015/09/21/hampshire-reports-successful-admissions-year-going-test-blind

⁴ Source – *The Chicago Maroon*, 2019
www.chicagomaroon.com/article/2019/7/11/yield-rate-rises



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Hacking the Gates of College Admission

By Marie Bigham, Founder and Executive Director of ACCEPT: Admissions Community Cultivating Equity & Peace Today

On the evening of March 13, 2019, I received a text from Dr. OiYan Poon, professor of higher education at Colorado State University. “Has there ever been a massive rethink of the college admissions system? I want to do a massive out of the box rethink.”

I replied right away, “I do too.”

From June 1997 until July 2020, I worked in the college admissions ecosystem, either as an admissions representative at a highly selective university or as a college counselor at several independent high schools in the US. Not only did I spend my career in day-to-day practice, but I also served as a leader in the college admissions professions on a national level. And yet, I couldn’t think of a single time my colleagues and I examined our work critically.

This conversation was sparked by the breaking story of Operation Varsity Blues, the FBI

investigation into fraudulent schemes that resulted in admissions offers from some of the most selective colleges in the US, including Yale, Stanford, and USC. While many in admissions, myself included, breathed a sigh of relief that none of the implicated worked in college admissions or counseling, we also understood that this scandal highlighted the deep inequities in the foundation of the path to college.

That text exchange grew into Hack the Gates: Radically Reimagine Admissions, a research-to-practice partnership between ACCEPT: Admissions Community Cultivating Equity & Peace Today and the RISE (Race and Intersectional Studies in Educational Equity) Center of Colorado State. Hack the Gates is facilitating urgently needed honest conversations among college admissions stakeholders about the roles we play as gatekeepers to opportunity, perpetrators of race and class inequities, and

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Marie Bigham can be reached at leaders@acceptgroup.org

transformative leaders in designing equitable college access and enrollment processes. The project's goal: to catalyze a complete transformation of the college admissions process that centers on equity and justice in reform. Additionally, we ask participants to intentionally examine racial and economic power structures in our interactions and work. Hack the Gates is breaking down typical silos of professional engagement to build a shared vision of just and equitable pathways to higher education.

Engaging stakeholders throughout the college admissions ecosystem, Hack the Gates (www.hackthegates.org) has built an online community of almost 1,500 participants and has offered three webinars that explore the history of racial inequity in admissions, current research, and possible interventions. In November 2019, Hack the Gates hosted a convening of 100 admissions professionals, public policy makers and advocates, and researchers. Two-thirds of the participants were People of Color. With participants from 25 states and two nations outside the US, they also came from a range of rural, urban, and suburban settings. The participants had a range of titles and institutional affiliations, including several IECs. In an effort to flatten the hierarchy rife in academia, name tags said only first names; all were chosen for their expertise and experience. The convening started with an exploration of equity-centered community design, the framework established by our outstanding facilitation team from Creative Reaction Lab. Participants then prototyped and tested college admissions and financial aid reforms that ranged from tangible to aspirational,

expensive to free, radical and not-so-radical. As the convening wrapped, participants raved about the depth of conversation, the inclusivity of the space, and the tools they would continue to use after the event.

Suddenly, some of the ideas discussed in Hack the Gates are being enacted in record time. Faced with worldwide cancellations of standardized testing, over 50 colleges, including some of the most selective in the nation, have announced test-optional policies in recent weeks.

And this is where the story of Hack the Gates takes a radical and unexpected turn. If Varsity Blues and Hack the Gates started conversations about aspirational admissions reform, the pandemic is radically transforming admissions. COVID-19 is hacking the gates as we speak.

The pandemic has closed schools, colleges, and borders. The trusty college admissions calendar of predictable deadlines has been obliterated by the stay-at-home orders in 42 states, a frozen economy, and an uncertain future. Every facet of education is now forced to make dramatic and unexpected choices to both protect public health and deliver services.



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Suddenly, some of the ideas discussed in Hack the Gates are being enacted in record time. Faced with worldwide cancellations of standardized testing, over 50 colleges, including some of the most selective in the nation, have announced test-optional policies in recent weeks. As some K-12 schools explore awarding pass/fail grades for the semester, public university systems and scholarship programs are offering flexibility in grade and credit requirements for admissions and funding. Over 320 colleges have extended the deposit deadline to June 1 or later, disrupting an important deadline for universities. Policy makers are actively discussing broad student loan forgiveness, truly the toughest gate to hack.

Despite this disruption, Hack the Gates will continue our work with ongoing community engagement on social media and webinars this summer. The Hack the Gates research team will release a series of policy papers exploring the feasibility and potential impact of proposed admissions policies. As gates are hacked and rebuilt, we must not exacerbate or create racial inequity in education and college admissions. We are already witnessing the negative impact of some pandemic-driven policy changes. The fast move to online education exposed the digital divide, the inequitable access to technology and connectivity that makes online education practically unattainable for some students. Changes to Advanced Placement tests could dramatically disadvantage, if not completely exclude, students who require accommodations or lack access to technology and physical space to take a high-stakes test. As a community and a movement, Hack the Gates is more important than ever. 

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Effects of the CARES Act on Families and Student Borrowers

By C. Claire Law, MS, IECA (SC)

Who are the young winners and losers in the \$2 trillion stimulus package, called the Coronavirus Aid, Relief, and Economic Security (CARES) Act, passed on March 27, 2020?

The winners: Parents with children under the age of 17 who claimed their children as dependents on their latest tax return. They received \$500 per child, in addition to the \$2,400 for married couples with less than \$150,000 adjusted gross income (AGI) or \$1,200 for singles making less than \$75,000 AGI.

The losers: Parents with children over 17 years of age. Young adults, ages 17 to 24, do not get this \$500 bonus (www.vox.com/the-goods/2020/4/15/21222170/stimulus-checks-dependents-excluded). They seem disproportionately affected because they may be the ones needing it the most. If they live off campus, they are still paying rent, or may have had to buy a last-minute flight home amidst other fixed expenses. Colleges are moving to reimburse student fees and meal plans. However, one of my clients voiced disappointment over the remaining high cost he's still paying, at an institution known to have a large endowment, while his son is sitting at the kitchen table. A \$500 bonus for the 17 to 24 years cohort would have been nice.

Good news for borrowers: Payments on federal loans or any loans owned by the Department of

Education are paused and the interest rate is zero, for six months: from March 13 to September 30, 2020 (www.studentloanborrowerassistance.org/what-the-cares-act-means-for-repayment-of-federal-student-loans). This payment pause and interest waiver means it freezes the loans with no new interest charged and no payments required until September 30, 2020. The balance owed at the end of September will be the same as it is today. Auto debit payments are also suspended. Borrowers can make payments if they wish, which will go entirely to principal. If you've made a payment after March 13 you can ask your servicer to send it back to you. There's no benefit to continue paying your loans if the CARES Act makes it look like you made the six on-time payments. Save your money and pay down your principal balance after September 30, 2020.

More news for borrowers: The Department of Education will pay the interest on loans for borrowers still in college and those who placed their loans in deferment or forbearance. However, it's still unclear how this will affect future interest capitalization. Undergraduates with Federal Direct loans and graduate students with PLUS loans should keep checking their account with their servicers and on the National Student Loan Data System (NSLDS). They can access NSLDS through the studentaid.gov website and their Federal Student Aid ID (Source: The Institute for College

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Access & Success). Student borrowers should continue to check StudentAid.gov/coronavirus for updates.

Unfortunately, those who still have FFELP loans lose out. Under the Family Federal Education Loan Program, private lenders took federal funds and made loans to students and parents. There's no six-month reprieve for these FFEPL borrowers. It's tragic because the college directed families to their preferred private lenders. In the rush and excitement to pay for college, students and parents didn't stop and ask the financial aid administrator if they could take the loans from their bank or trust, or from the government. FFELP ended in 2010 but many people are still in repayment. These FFELP loans as well as nursing and Perkins loans are not eligible for the CARES Act six-month payment pause and zero-interest benefit. However, I would call the private lender and ask for some borrower relief. Private lenders are well aware of federal terms, and try to keep their terms competitive, albeit unsuccessfully. Federal loans are better.

Good news for Public Service Loan Forgiveness (PSLF) applicants!

They will receive six months of payment and interest suspension which will count as "qualifying payments" toward the 120 on-time payment requirements. In effect, they will need to make only 114 payments. Ironically, if they lose their job, then the paused payments won't count toward the loan forgiveness. But as long as these borrowers remain employed, remember to recertify every year, and work for an employer who qualifies as non-profit, this could be a winner! 🏆



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Navigating College Transitions for Students after a Pandemic

By Joanna Lilley, MA, NCC, IECA Associate (CO) and Adrienne N. Frumberg, MA, IECA Associate (NY)

When I met Jenette she was a rising senior in high school with a talent for music and a history of trauma, anxiety, and depression. Her energy was radiant; she had a voice that would give you chills, and though she had attended three different high schools over the past four years, I felt she was more ready for college than most traditional applicants. Self-awareness, advocacy, and maturity were three characteristics she consistently exhibited while we worked together. She spent time in mental health treatment, learning important coping skills that she's able to apply in everyday life. She used the obstacles she previously encountered to help form the construction of her college list and to decide on the "best fit" college choice for her. Jenette is a student who will succeed on a campus because of the supports that exist, and her ability to self-advocate.

With COVID-19 having halted all end-of-high-school rituals, we now have an entire incoming college cohort that has collectively experienced trauma. These students are dealing with loss related to high school, and a palpable anxiety for what's to come

in college. There will be many more students like Jenette enrolling in college, but without the self-awareness regarding their mental health. As we're trying to boost morale for the incoming freshmen class, we also need to ensure they're connected to resources both on and off campus that will provide support they don't even know they currently need.

Facts

Jennette's level of self-awareness regarding her mental health is uncommon for most high school students. What is more common is a tolerance and deniability of mental health concerns. According to the American College Health Association (ACHA), nearly 40% of current college students are identified as anxious and depressed. One in five college students has a diagnosable anxiety disorder. This goes to show that high school students do, in fact, have preexisting mental health concerns. Colleges are preparing for this.

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In 2019, according to the American Psychological Association (APA), 80% of college campuses put more effort into cultivating stronger mental health programs, while 72% of college presidents allocated additional funds to aid in mental health and wellness initiatives. Sadly, 19% of the directors of college counseling centers indicated that the available psychiatric services on campus were lacking. Oftentimes, students are not able to receive the mental health support they need while they are away at college. Knowing this, it is imperative that we as professionals assertively encourage students to seek out a support network both on and off campus the summer before enrollment. Having a team lined up prior to the start of the semester may be the difference in a student thriving or not surviving through the fall semester.

We have yet to grasp the economic impact of COVID-19 on college campuses. What we may be witnessing is a shift in funding or staffing related to mental health services on campus, even with the knowledge that the number of college students presenting mental health issues increases each year. The depth of the impact of COVID-19 is yet to be realized, but for those of us working with college students, we can anticipate that there will be significant roadblocks.

The depth of the impact of COVID-19 is yet to be realized, but for those of us working with college students, we can anticipate that there will be significant roadblocks.


Withdraw or Transferring

If you know students who have preexisting mental health issues prior to graduating high school, independent educational consultants (IECs) need to treat their need for support like we would accommodations from an IEP. Without considering mental health issues, nationally, 30% of college freshmen drop out after their first year of college. Unfortunately, we can anticipate that that percentage may be higher due to untreated trauma from the impacts of the COVID-19 pandemic. Top universities pride themselves on high retention rates, particularly between the first and second year of college. Officials at the college level now know that prioritizing mental health on campus will aid in maintaining their high retention rates.

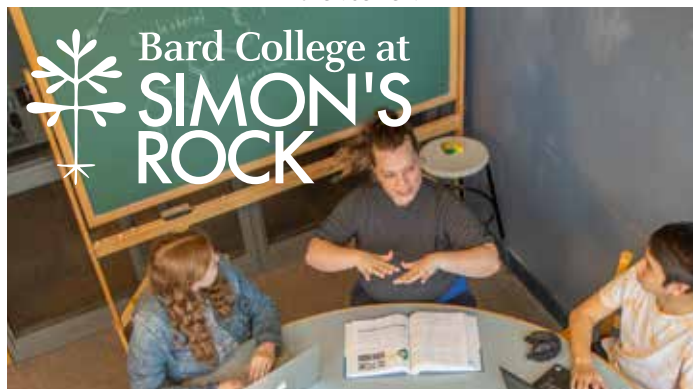
If a student decides they wish to withdraw from college, they are able to do so at varying points throughout the semester. A medical withdrawal is quite common when students have mental health issues. We may experience a number of students withdrawing or requesting medical withdrawals this fall. Regardless of the type of withdrawal, we, as IECs, need to be prepared to support these students on their continued journey towards college graduation. If a student does not wish to return to their university, we need to anticipate a transfer request depending on the number of credits a student has accrued. If a student started their freshman year of college and didn't complete their first semester, we need to know how to support this client as a non-transfer student applicant.

We must be flexible for the students who show up in our offices having potentially experienced their first academic failure. The best thing we can do is just ask them what happened, without judgment. We need to set them up for success like Jennette, once they have self-awareness of their mental health needs.

Tips for IECs

- Support each student you're working with, whether it is a first-year or transfer, in putting together an off-campus mental health support network. This could include individual therapy, group therapy, psychiatry, and/or a success coach.
- Speak with the parents of each student you are working with. Proactively discuss the importance of having their child put together a team before they enroll. It's better to have it and not need it, then need it and not have it.
- Do research and understand the impact of universal trauma to best support your students. The COVID-19 pandemic has impacted every single one of us, leaving no one untouched. Being familiar with trauma and trauma treatment is just as important for your students as it is for you.
- Plan ahead for the "what ifs" of your clients asking to transfer. Dig deep into their college experiences. You want to ensure that they don't fail on other campuses because they did not seek support or get treatment related to their mental health struggles. 

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FAQs for International Students Studying in the US During COVID-19

By David Korb, IECA Associate (MA)

In the coming months, students will be faced with making very important decisions regarding summer and fall enrollment. These choices will have significant academic, economic, social, and ultimately professional implications. Below is a summary of some of the conversations I have had with families recently. It is important to note the fluidity of the situation, that these answers will change, *and that students may have to make decisions based upon incomplete information and potentially before universities announce their policies.* This article was submitted on April 17, 2020, so some newer information may be available. I would advise all IECs and families to review the following sites regularly.

US Immigration and Customs Enforcement (ICE):
www.ice.gov/coronavirus

US Department of State: Study & Exchange: travel.state.gov/content/travel/en/us-visas/study.html

My college has canceled in-person summer classes. What should I do?

Online learning is clearly not the same, yet it can be a cost-effective and time-effective way to take certain classes. Explore what classes are offered, their costs, and if they will allow you to stay on track. Substituting one or two in-person class(es) for summer online classes might be an acceptable trade-off in the current environment.

My college's online classes are more expensive than other options. Can I take the cheaper ones?

It depends. Students should carefully review their college's transfer credit policy. Before enrolling, they should confirm in writing with their advisor that their college will award credit for such classes, and whether the grades will be included in a student's GPA or not.

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I returned to my home country, which has now closed its borders. What if I can't come back to the US in the fall?

It is likely that social distancing (in some capacity) and travel restrictions will apply through summer. Colleges are currently factoring this into their fall 2020 opening decisions. International students should plan for both scenarios—returning to the US or staying at home for part of/all of fall 2020. They should verify their college's refund policy and tuition insurance, if applicable.

If my college is online for the fall 2020 semester, should I take its classes?

Students will have to evaluate if the tuition cost and quality of education are worth it. This will be a personal decision depending upon many factors: ability to pay, desire to graduate on time, ability to work online effectively, a college's credit transfer policy, etc. Students might also consider other online options and whether their university is allowing transfer credits from other institutions or not, as discussed above. Additionally, it depends upon their timetable. Could they take a semester or two off and wait for campus learning to resume?

What would I do at home for the fall 2020 semester if I don't study online or return to campus?

This would greatly depend upon the situation in the home country. With creativity and motivation, some students may be able to put

together a productive semester. If significant social distancing measures remain in place, a student's focus might turn to developing interests that can be pursued from home, including art, online study of a topic of interest, research, study of a new foreign language, etc. If there are fewer social distancing measures in place, a student might be able to intern, travel locally, volunteer, work, etc.

Colleges will not reopen if there is a known significant COVID-19 risk. Institutions' decisions to close for spring and summer 2020 used such expressions as "an abundance of caution." Additionally, no university wants to be on the news with an outbreak, which might damage its reputation.

If my college's campus is open in fall 2020, will it be safe?

Colleges will not reopen if there is a known significant COVID-19 risk. Institutions' decisions to close for spring and summer 2020 used such expressions as "an abundance of caution." Additionally, no university wants to be on the news with an outbreak, which might damage its reputation. This is not to say there won't be any risks. Students will need to make their own decisions based upon a multitude of factors.



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If my college's campus is open in fall 2020, will it be worth attending?

This greatly depends upon the social distancing measures that may need to be adhered to. Colleges are currently configuring plans to try to accommodate social distancing in classrooms and lecture halls. Residence halls are a significant concern and are being closely studied. At this point there is no clear answer to "how normal" fall 2020 will be, and what social distancing guidelines may be in place.

If my college's campus is open in fall 2020, will my college allow me to wait to re-enroll until spring or fall 2021?

It is likely that universities will allow this option, but it is uncertain. This scenario poses multiple institutional problems, including the loss of revenue next year and a potential enrollment surge in fall 2021. Lower enrollment will force colleges to alter their budgets and could impact their ability to operate the following year. Managing fall 2021 enrollment will be another challenge for universities balancing new freshman and returning students who took a year off. Alternatively, allowing large numbers of students to stay home could allow colleges to operate while adhering to social distancing.

What if I have to self-quarantine upon arrival? How would I do this?

This is a challenging question that was discussed for a potential return from spring break. If there is a widespread need to self-quarantine, it is unlikely that schools would reopen. If it were necessary on a much smaller scale, it would be likely that a student would do this outside of the university, adding an additional cost for a student.

My family has experienced significant financial hardship due to COVID-19, including lost income, and our currency has lost much of its value against the USD. Can I apply for financial aid?

International financial aid is very limited and typically only granted for first-year students. If you feel you have a significant change which will keep you from attending, you should document it clearly and present it to the Office of Financial Aid.

What about my student visa during spring, summer, and fall 2020?

Students should review the US Immigration and Customs Enforcement site; much of the language below is from their document, "COVID-19 Guidance for SEVP Stakeholders" ([www.ice.gov/sites/default/files/documents/Document/2020/Coronavirus%20Guidance_3.13.20.pdf](https://www.ice.dhs.gov/sites/default/files/documents/Document/2020/Coronavirus%20Guidance_3.13.20.pdf)).

Under current conditions, if an active F student leaves the US to complete the spring term online, their Student and Exchange Visitor Information System (SEVIS) record should remain in Active status and not be terminated. While the temporary measures related to COVID-19 are in place, students are deemed to be maintaining status if they are making normal progress in their course of study. For that reason, the five-month temporary absence provision addressed in 8 C.F.R. 214.2(f)(4) will not apply for students who remain in Active status.

The Student and Exchange Visitor Program (SEVP) will allow F and M students to temporarily count online classes toward a full course

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of study in excess of the limits stated in 8 CFR 214.2(f)(6)(i)(G) and 8 CFR 214.2(m)(9)(v), even if they have left the US and are taking the online classes elsewhere. This temporary provision is only in effect due to COVID-19 and only for schools that comply with the requirement to notify SEVP of any procedural changes within 10 business days.

Fall 2020 will depend upon a range of factors necessitating guidance from a student's university.

I am a new student and I need a student visa; will I be able to get one?

In response to significant worldwide challenges related to the COVID-19 pandemic, the Department of State has temporarily suspended routine visa services at all US Embassies and Consulates. Routine visa services will resume as soon as possible but the Department is unable to provide a specific date at this time. Most embassies have appointments open several months in advance, so it is possible to schedule an appointment now for later in the summer. It is possible for a student to apply for a visa up to 120 days before the start date, although they may not travel on the visa more than 30 days prior to the start date. 

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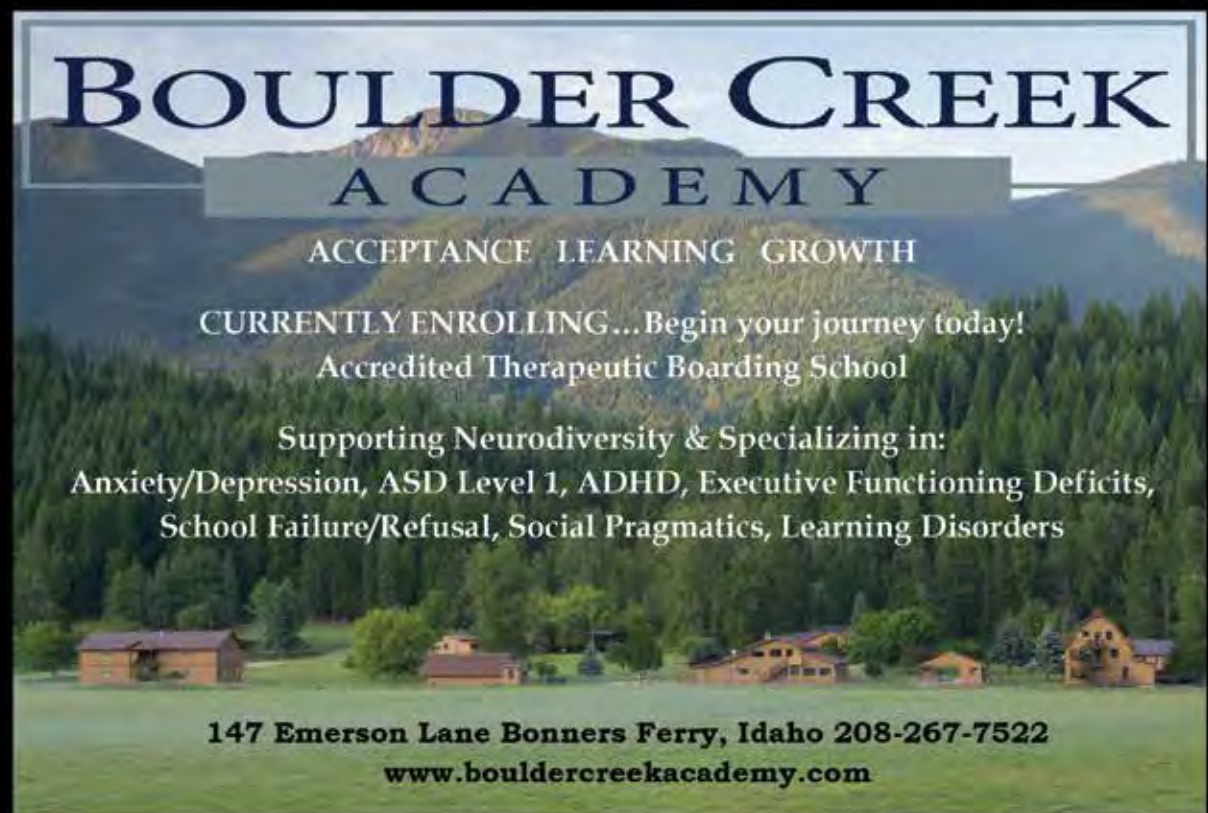
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Strengthening the Program-Consultant Alliance

By Mindy Goodman, IECA Associate (MD); Linda Lavin, OTR, IECA (NY); and Daryn Reiner, Admission Director, New Visions Wilderness, Deschutes

Collaboration between independent educational consultants (IECs) and therapeutic programs is a bit like taking dancing lessons. Each new step is a learning experience and oftentimes both partners are trying to lead. In the end, both programs and IECs acknowledge the partnership and have a strong desire to have a collaborative experience. Here are our suggestions for strengthening this alliance.

Respectfully approach communication with the intention of collaborating. Communication is the most important element in this collaborative relationship. Effective communication begins with the intake process. An IEC may call three or more programs to seek out availability and appropriateness of program fit. If the appropriateness of fit for a student goes beyond the scope of the admission director to a clinical team, it is important for the IEC to know how long the process is going to take, as this establishes realistic expectations for both IECs and parents.

Let programs know when a student under consideration for admission is no longer a potential applicant. Conversely, if a family chooses another program, or the IEC ultimately decides that a certain program isn't the right fit, they should contact the program immediately. That way, they can close out an open inquiry file and give the space they are holding to another family. Busy and in crisis, too

often IECs move forward without consideration for the programs they aren't going to work with.

Upon admitting a student, work directly with the therapist (or person handling communication) to clarify your ongoing communication needs.

All IECs have different expectations regarding communication, ranging from regular phone calls, to quick emails, to even ending the relationship with the client at placement. It is important for IECs to define the communication they desire, and it is equally important for programs to ask the IEC what type of communication they need.

Some programs, when onboarding a new therapist, will train that therapist on the role of the IEC, the value the IEC brings to the treatment team, and the support and advocacy IECs provide the families. In the onboarding process, programs may tell the therapist that it is their responsibility to relay information to the IEC. They prepare the therapist that this may be either a phone call or an email, and they may have to make multiple attempts to contact the IEC. Programs are often frustrated not to have a response—even a simple acknowledgement of an email—but it is still important to share information with that IEC.

On the flip side, there are times that IECs are frustrated by how unprepared a newly hired therapist may be for update calls. Even a seasoned

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therapist may not be prepared for the questions an IEC may ask. A therapeutic IEC is going to ask how the client is doing therapeutically, in family work, residentially, recreationally, in group (i.e., do they take feedback), with peers, and in academics. It is important to remind even the most collaborative and experienced therapist that the IEC has the placement expertise; the therapist should defer to the IEC for next step planning.

Let the programs know your wishes about emergency communication and, if you are not reachable, what alternative course of action they should take. Another step in the collaborative communication process is critical incident reporting. In a true emergency, such as a serious health emergency, the programs should reach out to parents first. With other critical incidents, IECs want to be informed even before the parent. Hearing about the incident allows IECs to have a deeper understanding and be the calming voice in the storm. An IEC's role is to help the family understand the incident in context of their child's issues and to understand the program's response to that incident. And while programs do reiterate the importance of the IEC's role, roughly 30% of the time, even after multiple attempts to contact them, an IEC may not return the call to the program when there is a crisis. When IECs don't return calls, don't read the updates, and have not looked back at the prior months of communication, it erodes the clinician's perception of the value that IECs can bring to the therapeutic process.

Build in free time for IECs during scheduled tours. The collaborative process continues when IECs tour programs. IECs are busy, don't always know the geography, and are extremely appreciative of the help they get when programs set up tours on their behalf. When setting up a tour, IECs would like programs to understand that they need time built into their schedule to return

calls and emails. Most IECs let clients know they will be traveling and will return calls when possible. However, crises happen with both existing clients and new referrals. So, while touring multiple programs may be extremely efficient, an IEC really needs time built into their day to be available for their practice. No one wants to be hosted at a program and need to step aside from the tour to handle calls. It is both rude to the program sponsoring the tour and doesn't allow IECs to gain the knowledge needed to understand the work the program does.

Avoid demanding reimbursement.

Programs have been happy to divide travel expenses and reimburse the IEC. However, asking for reimbursement or extravagances such as first-class travel, large expenditures at meals, and expensive hotel accommodations is unethical. This is true whether it is a program tour or an outreach director coming to visit an IEC. Besides being unethical [Editor's note: see IECA's Principles of Good Practice at link.iecaonline.com/POGP], extravagances place smaller programs with limited marketing budgets in a very difficult position. In the best of all worlds, whoever is coordinating the tour clearly communicates the covered and uncovered expenses prior to travel.

The more dramatic incidents of program experiences with bad actors is truly rare. We spend an undue amount of time talking about the extremes of IEC/program relationship tensions, and it pulls critical focus from minor and subtle failures in communication that erode trust between IECs and programs.

Maintain a positive, problem-solving mindset, even when things go wrong. Keeping open lines of communication enhances the collaborative process, builds the trust between IECs and programs, and together creates the dance that helps to move the client forward, which is everyone's goal. 🙌

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In the News

Jennifer Eve Taylor (CA) was quoted in “When Mental Distress Comes Home,” in *The New York Times* on April 23.

Kristin White (CT) was quoted in “Gap Year Ideas for College Students” in *The New York Times* on April 23.

Joan Koven (PA) was quoted in “Desperate for fall enrollees, colleges are luring students with campus perks and cold cash” in *The Washington Post* on April 23.

Jennifer Buyens (MN) was interviewed for the segment “Colleges are facing a cash crunch and it could alter campus life” on CNN on April 27.

Julie Gross (NY) was interviewed for a segment on the impact of the coronavirus on college admissions on the CBS Evening News on March 31.

Victoria Turner Turco (MD) was quoted in “How to Choose a Law School While Social Distancing” in *US News & World Report* on April 6.

Mark Sklarow, IECA CEO, was quoted in: “Students Might Have to Take College Admissions Tests at Home This Fall,” *The New York Times*, April 16; “Gap Year Ideas for College Students,” *The New York Times*, April 23; “Why taking the SAT at home won’t work for some families,” *Fortune*, April 16; Fox television network, April 16; “The College Process: Find Help, or Go it Alone?” *Your Teen for Parents: Special Covid-19 Issue*, April 2020; “The coronavirus could force smaller liberal arts and state colleges to close forever,” *Business Insider*, April 23; “A college admissions consultant says students shouldn’t write application essays on the coronavirus, because everyone else will too,” *Insider*, April 24.

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Betsy Woolf (NY) was quoted in “High school seniors are in coronavirus ‘limbo’ with college deposits due” in the *New York Post* on April 29.

Kiki Steele (NY) was interviewed about the impact of the COVID-19 pandemic on college students on CBS News Radio on May 3.

Ibrahim Firat (TX) was quoted in “A College Dream Deferred” in *Inside Higher Ed* on May 4.

Laurie Weingarten (NJ) was quoted in “How the Coronavirus Is Affecting Admissions” on *InsideHigherEd.com* on March 9. She was also quoted in “What Are ‘Hooks’ in the College Admissions Process?” on *CollegeConfidential.com* on March 17.

Terry Mady-Grove (NY) was quoted in “What to Do if You Can’t Visit Campuses to Make Your College Decision” on *CollegeConfidential.com* on March 24.

Gina Gerrato Greenhaus (CA) was interviewed on “How to Succeed in College with Anxiety and Depression” in the *Collegehood Advice* podcast on March 31.

Steven Mercer (CA) was quoted in “Senator irks on with views on student visas” on *www.Ecns.cn*, the official English-language website of China News Service (CNS), on April 30.



Initiatives

◀ **Erin Avery** (NJ) published her book, *The College Labyrinth: A Mindful Admission Approach*, in February.

IECA posted a “pass the pennant” video to congratulate the class of 2020 on the IECA Facebook page that was viewed over 15,000 times its first weekend! Feel free to share it on your own social media. Special thanks to IECA’s Kristina Dooley for creating the video, and everyone who took part in the filming and in sharing. ▶



Regional Groups

IECA members were quick to transition from in-person to virtual regional group events this spring.

Minnesota

On March 19, the Minnesota regional group met virtually with April Hansen, senior account executive of ACT, to discuss upcoming changes to the exam. For more information about this group, contact Toni Marie O'Daniel, Laurie Macgregor, or Greta Van Ochten (minnesotaiecs@gmail.com).

New Jersey

New Jersey members convened online for several events in April and May, including a virtual counselor session offered by Penn State; lunch and learn events about DePaul University and University of Miami; and a virtual coffee with Karla Robertson, professional certified coach, focused on tips for helping students clarify their life paths. In June and July, the group will meet online for "lunch and learn" sessions about Worcester Polytechnic, University of Alabama, Savannah College of Art & Design, and West Virginia University. For more information about this group, contact Shari Powell (creatingcollegeoptions@gmail.com) or Hildie Steiner (hildie@highfivecollegeprep.com).

New York City

The NYC regional group met online with a representative from the Macauley Honors Program at Hunter College on April 9. They also held a virtual lunch focused on the University of St Andrews on May 1. For more information about this group, contact Janet Stark (jj.s.admissions@gmail.com).



Northeast New England (MA, NH, ME)

IECA members from Northeast New England met virtually for a lunch and learn with an admissions representative from Sewanee: The University of the South on April 30. For more information about this group, contact Marie Lucca (marie@crimsoned.com) or Adela Penagos (apenagos@futuroenlightened.com).

West L.A.

West L.A. IECA members met via Zoom on March 18 for a College Planner Pro update. The group also attended a virtual presentation by the assistant director of admissions for UC-Boulder on March 30. For more information about this group, contact Marilyn O'Toole (marilyn@thecollegeconsortium.com).

On the Road

On April 22, IECA CEO Mark Sklarow joined 22 members of the Georgia regional group online via Zoom. He addressed most significantly how IECA members need to change their messaging. Service providers should speak to changing parental concerns. Now in the forefront are questions about standardized testing, test optional colleges and universities, changes to a family's financial situation, whether colleges will open (and if students should defer offers of admission), and the loss of summer and extracurricular programs. Successful IECs will solve the concerns parents have today and use creative packages and hourly delivery to help a wider audience with anxiety over finances.

IECA CEO Mark Sklarow was also the featured presenter for over 400 worldwide CEOs and family members through the YPO (Young President's Organization) on April 22. Sklarow spoke on the topic "Everything About US College Admissions Has Suddenly Changed."





AN UPDATE WITH PAST KATZ AWARD RECIPIENT SARAH SOULE



Sarah was the recipient of the Katz Award in 2006 in recognition of her volunteer work as a mentor at the King Street Center in Burlington, Vermont. King Street Center is a non-profit community organization that provides children and families the core life-building skills necessary for a healthy and productive future. They are home to Head Start Toddler and Preschool programs, Afterschool Excellence, and Teen Program—including tutoring & mentoring opportunities. Sarah has volunteered with King Street as a mentor for over 20 years.

Sarah has been a part-time IEC for 18 years and currently serves, full time, as the post-secondary counselor at Middlebury UHS in Vermont. Her free time is spent hiking, traveling, reading, and with family.

How is King Street Center coping with COVID-19?

The center is currently closed to student programming due to directives by the Governor of Vermont.

How has winning the Katz Award impacted your work/life?

I was truly honored to have been chosen for this award. I love giving back to my community and mentoring youth, sharing adventures on “life’s road” and helping to open them to new things. My first mentee is working in the health care field and my second mentee is a high school junior, embarking on her college search!

AN UPDATE WITH PAST KATZ AWARD RECIPIENT HOLLY TREAT



Holly was the recipient of the Katz Award in 2010 in recognition of her volunteer work as a mentor at Deep Creek Middle School in Deep Creek, Eleuthera. In the course of 12 years of advising at the school, students received approximately 7.8 million dollars in financial aid from secondary schools. Most of these students went onto college, including enrollment at Bryn Mawr College, Quinnipiac University, Smith College, and Villanova University.

Holly is grateful to be a Partner at The Bertram Group in Connecticut with an amazing team of colleagues. Her work advising families in their secondary school search continues to grow, and she is currently considering getting involved locally in New Haven to support teenagers.

How is Deep Creek Middle School coping with COVID-19?

The school is working with remote learning now, with the assistance from the Island School and its students (who are also working remotely).

How has winning the Katz Award impacted your work/life?

Winning the Katz Award helped shine a light on the students of Deep Creek and give them some name recognition in the boarding school world, which was extremely helpful when they were competing for admission and financial aid.

2019

Circle 96 Society

96

We want our most dedicated supporters to know how much they mean to us. Therefore, in 2018, we created a new loyalty group: The Circle 96 Society.

Why Circle 96 Society?

The work of the IECA Foundation is cyclical, with grantmaking happening annually. We believe the image of a circle aligns perfectly with this process, as well as the idea of a dedicated circle of donors. The 96 is in reference to the founding year of the IECA Foundation.

Members of the Circle 96 Society will be the first to hear about upcoming IECA Foundation events and opportunities, and will receive invitations for Circle 96 gatherings at future conferences. We are excited to welcome new members to The Circle 96 Society and look forward to seeing this group of supporters grow! We extend special gratitude to our members, listed below, for their steadfast support of the IECA Foundation.

Robin Abedon

Angela Cowen Foundation

Steven Antonoff

Dick Baroody

David Bender

Sandy Bercu

Judy Berg

Camille Bertram

Andrew Bryan

Jennifer Buys

Nancy Cadwallader

Phil Cocchiola

Sue Crump

Debbie Davis

Jody Dobson

Betsy Donnelly

Kristina Dooley

Brooke Dudley

Laura Egerton

Nancy Federspiel

Paula Feldman

Caryl Frankenberg

Sandy Furth

Diane Geller

Lisa Gelman and Matthew Kenigsberg

Julie Gray

Deborah Davis Groves

Alan Haas

Jean Hague

Lynn Hamilton

Faith Howland

Jane Kolber

Carl Lovejoy

Audrey Ludemann

Sarah McGinty

Lee McLendon

Ann Montgomery

William Morsa

Kristen Naspo

Pat Nehme

Jill Porter

Luisa Rabe

Daria Rockholz

Ann Rosbach

Julia Sensenbrenner

Jane Shropshire

John Singleton

Mark Sklarow

Ann Sloan

Rachel Sobel

Michael Spence

Karen Steele

Pamela Tedeschi

David Tuttle

Lucia Tyler

2019 Honor and Memory Gifts

Individuals Honored for Generosity

Sorve Atzlakov
Camille Bertram
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Sam Sneed
Rachel Sobel
Jennifer Tabibian
Carmen Terrillo
Laurie Wengarten
Perry Youngblood
Cathy Zales

In Honor of

Robin Abedon
Luisa Rabe
Steven Antonoff
Becky Groppe
Judy Berg
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Kimberly Davis
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Lindsay Grattan
Luisa Rabe
Jonathan Harris
Nancy Greene
Jean Haguel
Madeyn Jennings
Srinika Menon
Daria Rockholz
Ann Montgomery
Kristina Dooley
May Peack
Jill Rickel

In Memory of

Luisa Rabe
Kathie Carnahan
Jill Rickel
Daria Rockholz
Debbie Schwartz
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Michael Spence
Luisa Rabe
Tennely High School College
Guidance Office
Sorve Antonoff
Rhea Wolfram
Nancy Cadwallader
Gary Antonoff
Luisa Rabe
Christopher Covert
Catherine Coover Covert
Bernice Murray
ACCESS
Chanda Barlow
Brenda Gerhardt
Kathy Rose
Camille Bertram
Nancy Cadwallader
Mike Kowalski
David Tuttle



Introductions

Please Welcome IECA's New Professional Members



Susan Eschenroeder (VA) has been an IEC for eight years and was an Associate member. Previously, she worked as a substitute senior counselor at the Maggie Walker

Governors School.

Eschenroeder earned a BA in American studies from Smith College and an MEd from Virginia Commonwealth University. She attended IECA's 2011 Summer Training Institute.

Eschenroeder served in several volunteer positions while raising her family, including as a member of the board of trustees for St. Michael's Episcopal School; president of the parents' association for St. Michael's School; assistant to the crew coach for Trinity for Episcopal School; and president of the Richmond Parents' Council. During her tenure with the Richmond Parents' Council, she organized a speaker series that addressed pertinent issues for parents of school-aged children.

Eschenroeder has held a variety of leadership roles at her church, including three years on the vestry. She co-founded and continues to serve on the Moveable Feast ministry to help those in need.

Eschenroeder is married and has three adult children in different parts of the country with a variety of occupations (a yoga instructor, a veterinary technician, and a lawyer). She enjoys time spent with family, when everyone can gather together, as well as yoga, biking, reading, rowing, and other outdoor activities.

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Lindsay Fried (GA) has been an IEC for four years and was an Associate member. Previously, she worked on marketing and investor relations teams for several

alternative investment funds, with assets up to \$3 billion.

In addition to a BBA in business management with a minor in international relations from the University of Miami, Fried earned a certificate in independent educational consulting from UC-Irvine Extension. She attended the IECA conferences in Austin (2018) and Atlanta (2019) and is a member of SACAC.

Fried has been quoted in multiple articles, most recently in *CollegeXpress*, and has authored a series of college planning e-books. She serves on the board of directors for a local non-profit, Positive Growth, and is completing her second year of volunteering with Scholar Match.

In her free time, Fried enjoys traveling, bicycling, hiking, and kayaking. She's working toward visiting all 50 states (only 15 more to go!). She especially loves exploring her own city with her boyfriend, Ryan, and dog, Harper.

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Guniz Gucukoglu (Turkey) has been an IEC for one year. She worked in college counseling at a private high school for 12 years before beginning her private practice last

year. She is a member of IACAC.

Gucukoglu became interested in education while teaching tourism and hospitality management courses after college. She also credits her gap year in Australia with her interest in working with students from different cultures and educational backgrounds. Gucukoglu left the tourism and hospitality industry for a career in education, beginning with work in student career affairs offices and then transitioning to college counseling.

As an active member of the community service club in the high school where she worked, Gucukoglu supported students with numerous projects for underprivileged children, including the construction of a school in southeast Turkey. She also helped organize workshops for underprivileged children. She continues to work on similar projects as an independent volunteer.

Gucukoglu has two teenage sons. One is off to college this year, which has given her a different perspective on what she does. Outside of work, Gucukoglu enjoys traveling and sailing. She is a licensed sailor/captain who has sailed her own boat for the last 19 years.

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Sean Hawes (WA) has been an IEC for 10 years. During that time, he has also been a stay-at-home parent. Previously he worked in university student affairs, including residential life and career counseling.

In May 2020, Hawes will graduate with an MS in school counseling and preventative mental health from Creighton University. He earned an MS in college student personnel administration from Indiana University in 1995, and a BS in sociology and psychology from Creighton University in 1993. Hawes participated in IECA's 2011 Summer Training Institute as well as IECA's 2016 Professional Member Retreat. He is a member of AICEP, ASCA, WSCA, and NACAC (pending).

Hawes served on IECA's College Committee from 2014 to 2016 and volunteered with IECA's PLC Symposium in 2015 and 2016. He presents annually on high school college advising to the Western Washington University school counseling program. Recently he presented his first keynote speech at a local college night after numerous years of presenting college fit sessions.

Hawes has been married to his wife Kimberly Ann, an elementary principal, for 18 years. He is father to two daughters, Sierra, a high school freshman, and Sage, a 7th grader. He enjoys family walks, hikes, and camping in National Parks, and has lived with his family in their "forever house" in Bellingham, Washington since 2008.

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Carole Kraemer (NJ) has been an IEC for four years and was an Associate member. Previously, she worked in the IT consulting industry for Accenture and held various managing director positions in global and North American business operations.

Kraemer earned a BS in accounting and a minor in computer science from Lehigh University. She is completing the independent educational consulting program at UC Irvine-Extension and will earn her certificate in June 2020. She attended IECA's 2016 Summer Training Institute and is a member of NJACAC.

Kraemer is certified in the Myers Briggs (Personality) Type Indicator (MBTI)® and Strong Interest Inventory® and uses these tools in her current practice.

Kraemer is the board vice president of Freedom Prep Charter School in Camden, NJ, which serves elementary through high school students. She is also an active Court Appointed Special Advocate (CASA) and Peer Coach for abused and neglected children in Burlington County, NJ.

Kraemer lives in Moorestown, NJ with her husband, Rick. She has two grown daughters, one who works in public relations in San Diego and the other who will soon graduate with a master's degree in physician assistant studies. She loves traveling, doing yoga, playing golf, and reading interesting books with her book club.

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Karl Lenss (IL) has been an independent educational consultant for six years. He worked as a teacher at Lincoln Park High School, Chicago Public Schools for 11 years before transitioning to consulting full time.

Lenss earned a BA in education from University of Michigan, an MEd in educational leadership from the American College of Education, and a certificate in college counseling from UCSD. He attended the IECA's 2015 Summer Training Institute and is a member of NACAC.

An active member of the Latvian community in the Midwest, Lenss served previously on the board of directors for the Latvian Center "Garezers" in southwest Michigan. He is also an Eagle Scout who continues to guide young people as a Venture Scout leader in Chicago. Lenss is an avid skier and golfer, as well as a University of Michigan sports fan.

Lenss enjoy spending time with his wife, Krista, and two-year-old son, Kalvis. He and his wife are expecting their second child, another boy, in April 2020.

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Alyse Levine (NC) has been an IEC for 20 years and was an Associate member. She has grown her private college counseling business since relocating to Chapel

Hill, NC from NYC. Previously, she was a college counselor at The Dalton School (NYC) and Dwight-Englewood School (NJ). Before working in college counseling, she worked in undergraduate admissions at Washington University in St. Louis, her alma mater.

Levine holds an MS Ed in counseling from Hunter College and a BS in psychology from Washington University in St. Louis. She is a member of NACAC and SACAC.

Levine writes a regular blog on the college counseling and admissions field. She enjoyed reading for the Robertson Scholars program at Duke/UNC several years ago. Early in her career, she attended the Harvard Summer Institute.

Levine loves speaking at local schools in her area, providing insight and answering questions about the college admissions process. She has also volunteered as a college counselor to work with students affected by school shootings, which she found very rewarding.

Levine's husband is an art history professor, and together they have two children and a dog, Percy. Levine loves playing tennis and spending time with friends and family.

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Lara Poullos (CT) has been an IEC for five years and was an Associate member. Previously, she worked for a financial services firm, directing a team that

developed corporate marketing material and sales presentations.

Poullos earned a BS in business administration from Bryant University before completing her College Counseling Certificate with distinction from UCLA Extension. She is a member of NEACAC.

Poullos is a member of the board of directors for the CT River Valley Chamber of Commerce, where she works to engage members of the local business community into chamber events. She also volunteers her time mentoring students in the "Shark Tank" project at Glastonbury High School and through the "Career Beginnings" program at the Hartford Consortium for Higher Education. Previously, she served in various capacities with the Kingswood Oxford Parent Association.

Lara and her husband are the proud parents of two sons who attend Northeastern University, are avid fans of Red Sox baseball, and love to travel.

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Kristen Senior (IL) has been an IEC for eight years and was an Associate member.

Senior earned an AB from Kenyon College, an MA from Illinois

State, and a PhD from Marquette. She also studied at Lady Margaret Hall, Oxford University and earned a Certificate in College Counseling from UCLA Extension.

Senior attended IECA's 2012 Summer Training Institute and is a member of NACAC.

Senior is married with three children. Her freshman son is a filmmaker at Syracuse University, her daughter is a high school junior looking at small liberal arts colleges, and her younger son is in middle school. Senior's husband is the fifth generation in his family business.

Senior loves traveling, reading, fine dining, and doting on her labradoodles, PB and Jay.

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Jodie Walters (IN) has been an IEC for nine years. Previously, she was counselor at Noblesville High School; counselor at The John Cooper School; college

counselor at Niles North High School; and counselor at Saint Joseph's High School.

Walters earned a BS from Indiana University-Bloomington and a MS in educational counseling from IUPUI. She is a member of NACAC, IACAC, ISCA, and ASCA.

Walters enjoys spending time with her husband and three-year-old daughter. She met her husband in Houston, TX but they are both originally from Indiana.

In her spare time, she loves hiking and being outside. She and her husband are runners and have participated in a few half marathons together. Walters is also a certified hot yoga instructor. Although she hasn't taught in years, she loves the practice and finds that it is the best way to find balance! She often teaches yoga to her daughter, who has become quite good at it.

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Upcoming IECA Virtual Events

2020 **Virtual** Summer Training Institute

July 27–July 31, 2020



STI is designed for those who are in the early stages of working as an IEC. This training will help to set you up for success so that you can become an efficient and effective IEC. This virtual event will include:

- A wide variety of interactive sessions
- Topics on marketing, communications, liability issues, ethics, and business
- Electives that dive deeper into all specialty areas
- Small discussion groups

Participants will receive a binder with sample forms, documents, and related materials which may be adapted for your practice. More information can be found at: link.iecaonline.com/sti

IECA'S **Virtual** Spring Into Summer Conference

July 15-17, 2020

Our virtual conference will be a creative, dynamic, and engaging virtual experience using cutting-edge technology designed around what participants most value in IECA conferences, including the ability to connect with other participants individually and interact in both small and large group settings. The event will include:



- College Fair, the K-12 School Exchange, and the Therapeutic Information Swap
- Roundtable discussions
- ACE speakers
- 40+ educational sessions to choose from
- Vendor Hall
- Pre-Conference workshops and tours

More information can be found at: link.iecaonline.com/Conference-Info

To get started

Admission starts with a free, confidential phone screening. To request a screening, call **800-767-4411** or visit **rogersbh.org**.

Our Mission

We provide highly effective mental health and addiction treatment that helps people reach their full potential for health and well-being.

Locations

For more information on the services nearest you, visit **rogersbh.org/locations**.

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San Diego
San Francisco

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Miami
Tampa

Georgia

Atlanta

Illinois

Hinsdale
Skokie

Minnesota

Minneapolis
St. Paul

Pennsylvania

Philadelphia

Tennessee

Nashville

Wisconsin

Appleton
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rogersbh.org

Putting children, adolescents, and families on the path to a healthy future

At Rogers Behavioral Health, we've been helping people find a path to recovery for more than 110 years. We're here to do the same today by providing highly effective treatment and compassionate care for children, adolescents, and families struggling with mental health.

Individualized treatment plans

At Rogers, we value the unique qualities of each child and develop individual treatment plans to address their needs. Daily communication between parents or guardians and the child's treatment team helps share and monitor progress.

Expertise

Patients receive evidence-based, individualized treatment led by board-certified psychiatrists and a multidisciplinary team of experts.

Treatment approach

- Cognitive behavioral therapy (CBT)
- Exposure and response prevention (ERP)
- Dialectical behavior therapy (DBT)
- Behavioral activation (BA)
- Prolonged exposure
- Individual, group, and family therapy
- Medication management



What we treat

Depression and Mood Disorders

Adolescents with a primary diagnosis of depression or other mood disorders, participate in individual and group therapy that includes a focus on CBT, DBT, and BA.

Eating Disorders

In a space separate from adult patients, adolescents focus on CBT with an emphasis in exposure and response prevention (ERP) to address anorexia nervosa, bulimia, binge eating, ARFID, and other eating disorders as well as family based therapy.

Mental Health and Co-occurring Addiction

Offers comprehensive, evidence-based therapies to address substance use and the mental health challenges that are often at the root of the dependence. Experiential therapy and addiction education complement regular programming.

Nashotah Center for DBT (female adolescents)

A small, 12-person residential program for teen girls suffering from emotional dysregulation and self-harming behaviors. Teens are immersed in DBT to gain skills that improve safety, relationships, self-esteem, quality of life, and resilience.

OCD and Anxiety

Rogers is a leader in the treatment of obsessive-compulsive disorder and anxiety disorders. We offer a range of treatment for children and adolescents that empowers patients to gain control over their symptoms. Patients receive a mix of CBT, DBT, ERP, and BA.

Trauma and PTSD

The effects of trauma and untreated PTSD cause those affected to relive events, avoid them entirely, or experience heightened emotions—all of which prevent carrying on with day-to-day life in a safe and fulfilling way. At Rogers, patients learn to develop successful coping strategies to address their trauma and reclaim life.

For a directory of specific program schedules, visit rogersbh.org/directory.



Levels of care

Inpatient Care

Three Wisconsin locations: Brown Deer, Oconomowoc, West Allis

Short-term treatment for crisis, acute psychiatric symptoms and diagnoses. Primary focus is on assessment, stabilization, and transition to a less intensive level of care.

Residential Care

Two Wisconsin locations: Oconomowoc, West Allis

A supportive, home-like setting for intensive treatment surrounded by serene woods and lakefront. Patients receive around-the-clock care to reduce symptoms and focus on long-term recovery.

Outpatient Care

Available nationwide

Partial Hospitalization Care (PHP)

6 to 6.5 hours a day, 5 days a week

Intensive, structured treatment that provides more hours of therapy in a week and allows patients to remain connected with their social support network.

Intensive Outpatient Care (IOP)

3 to 3.5 hours a day, 4 to 5 days a week

Specialized, short-term treatment to alleviate symptoms, and to assist patients with the transition between PHP care and traditional outpatient treatment.



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