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Planning for Our Fall Conference

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President's Letter

Redefining Greatness

I was born and raised just outside of Cleveland, Ohio. Those who know me well know that I am a die-hard Cavaliers basketball fan. While the entire Dooley family agrees on who we cheer for in the NBA, we have a major disagreement when it comes to one thing:

The **G.O.A.T.**

Now, historically it's noted that the original "Greatest of All Time" was Muhammad Ali. However, many other athletes in recent years have been referred to as the **G.O.A.T.**

In our house the signed Wheaties box on our office wall shows my husband's allegiance: Michael Jordan.

The multitude of branded leotards scream who my daughter believes deserves the title: Simone Biles.

The replica jerseys in my son's closet don't hide his go-to **G.O.A.T.** (and mine!): LeBron James.

These three athletes could arguably vie for the title of **Greatest** of All Time...but is

athletic prowess the only thing that truly defines **greatness**?

During the IECA Spring Conference, I had the honor of leading one of the ACE talks with actor, author, and all-around **great** human, Henry Winkler. There was something that he shared during our conversation that really resonated with me as an IEC, and as a mom. He spoke of meeting with young children around the world over the years and about asking each of them to share something that they were **great** at. He said that no matter where they were from or what their backgrounds were, each child could easily pinpoint something. Everything from music to arts to mathematics, each kid had a talent, quality, or skill that they could identify as **great**.

Winkler then went on to explain that he always had the same response to each child after they shared their contribution to **greatness**:

"The WORLD is **great** because of what YOU'RE **great** at."

This succinct statement triggered that



Kristina Dooley

mom lump you get in your throat when it feels like someone is speaking directly about your kid. I thought about my other daughter, and the fact that no sports memorabilia adorns her shelves or lines her closet. Not a single nod to any **G.O.A.T.** in the running on an ESPN poll is present. Not a one.

But here's what does adorn her walls...

Posters from every youth theater production she's done, smattered with autographs from her elementary-aged co-stars. Notebook sketches from her first fashion "masterpieces" done in the third grade. Polaroid photos she's taken of the budding daffodils in our yard, most blurry as she attempted to get just the right shot.

And you know what? They are all **GREAT**.

As we consider our work with our students—each with their own version of

continued on page 9

In Focus

Congratulations to our 2021 IECA Service Award honorees! These members are recognized for going above and beyond in their leadership roles within the association over the past year.



Bob Carlton (TX)



Kim Mehta (VA)



Steven Mercer (CA)



Lisa Vella (NY)

Calendar

For the most up-to-date calendar of events and more details, visit the home page of the IECA Member Network: network.iecaonline.com

AUGUST

- | | | | |
|--|--|--|--|
| 03 Charlotte, NC Regional Group Meeting | 04 Diversity, Equity, & Inclusion Book Discussion Group | 10 WI Regional Group Meeting | 11 NJ Regional Group Meeting
Austin Regional Group Meeting |
| 12 Black IECs Affinity Group Meeting | 13 Business Roundtable | 16 SE K-12 Schools Regional Group Meeting | 18 European Group Meeting |
| 19 IECA Town Hall | 25 Global Gathering Open Forum | 27 Virtual Roundtable for Associate & Student Members | |

SEPTEMBER

- | | | | |
|---|--|--|--|
| 08 Austin Regional Group Meeting | 09 Black IECs Affinity Group Meeting | 10 Business Roundtable | 14 WI Regional Group Meeting |
| 15 European Group Meeting | 20 SE K-12 Schools Regional Group Meeting | 23 See IECA at the NACAC Conference in Seattle, WA (Sept. 23-25)! | 24 Virtual Roundtable for Associate & Student Members |
| 28 NJ/Hudson Valley Regional Group Meeting | 29 Global Gathering Open Forum | | |

OCTOBER

- | | | | |
|--|--|---------------------------------------|--|
| 06 Diversity, Equity, & Inclusion Book Discussion Group | 08 Business Roundtable | 12 WI Regional Group Meeting | 13 Austin Regional Group Meeting |
| 14 Black IECs Affinity Group Meeting | 18 SE K-12 Schools Regional Group Meeting | 20 European Group Meeting | 22 Virtual Roundtable for Associate & Student Members |
| 26 NJ/Hudson Valley Regional Group Meeting | 27 Global Gathering Open Forum | | |

IECA Town Hall Virtual Meeting

August 19, 1 p.m. ET

Join us live on Zoom on August 19 for the IECA Town Hall. You'll hear from CEO Mark Sklarow and Board President Kristina Dooley on the state of the association, how we have come through this unprecedented year, and what plans and new ideas are being implemented in the months ahead. A number of IECA officers will explore what IECA's committees, Affinity Groups, and Regional Groups have planned for the coming year as we emerge from COVID-19 isolation. And you'll hear the latest on the IECA strategic planning process. The link to the meeting will be posted on the Member Network.



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Planning for Our Fall Conference: Why In-Person Events Matter

In March of 2020, faced with a pandemic of unknown impact, IECA made a pivot to virtual learning. There was no time for studies or polling, for research or opinion-sharing. It wasn't perfect but we realized that virtual instruction **works**. An online conference could be informative and enjoyable. IECs could broaden their learning by watching dozens of breakouts rather than six, thanks to asynchronous recordings.

But we have also learned that not everything translates to a virtual space. The joy of reconnecting with colleagues over coffee or wine. The excitement of seeing an old Summer Institute classmate. The ability to connect, even briefly, with 150 admission representatives. Finding yourself at a discussion group or lunch with nine strangers and walking away with nine new colleagues. None of that easily transposes onto a laptop at the kitchen table.

Unlike that moment 16 months ago, IECA now has a bit more time to contemplate the return to in-person events, and the role technology can play on an ongoing basis. And we can begin this November as we plan to gather in Tampa for the Fall 2021 Conference, working with the hotel on policies and procedures that will ease our way back into safely and joyfully meeting in person again. In a survey of members, fewer than 20 percent indicated an

unwillingness to attend any live IECA event, and our admission partners were even more excited for in-person gatherings.

As we look to Tampa, research has shown us why face-to-face gatherings are still important. We'll use these findings to design a program that emphasizes the value that in-person meetings bring:

- **Building strong relationships:** research shows that people feel better heard and more appreciated following a face-to-face meeting. This allows for the building of stronger connections, both between IECs and admission leaders and among IEC colleagues.
- A recent survey of business leaders by Motista indicates that being face-to-face and perhaps sharing a cup of coffee **builds loyalty and trust** at dramatically higher rates than connecting virtually (71 percent versus 45 percent).
- In-person discussions at conferences are **more focused and productive**. In fact, studies have shown that being in person for a brainstorming or idea-generating session will produce 33 percent more ideas—and more useful ones.

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Fall Conference, from page 7

- In-person conferences allow for a **continuation of speaker themes**, ideas, and suggestions. Notice how at the end of a session at conferences, there's a buzz after every ACE speaker or breakout session. This interaction, revealing the processing and internalizing of presentations, can't be replicated online.

We will announce more details about our IECA Fall Conference in Tampa as our plans develop. Expect to see member roundtables expand to two mornings. Hear from two opening ACE speakers, rather than three, to plan more time for interaction, including a wine-and-cheese School Exchange at the end of the first day. We're also planning a bit of a later start each morning—to encourage members to network and interact with colleagues a little more at day's end.

At the same time, IECA is exploring how newly enhanced technologies can enable attendees to view missed sessions, after they arrive home, and to give those unable to travel an option to see educational sessions.

You can find our most current conference information on the IECA website: link.iecaonline.com/upcoming-conference 

President's Letter, from page 4

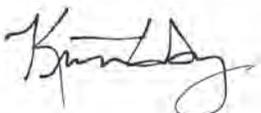
greatness—I hope that we can remember these wise words that Mr. Winkler also shared during his talk:

“Our job as adults is to make sure that every child has a very strong sense of self.”

The truth is that no matter what type of students we work with, we can help them discover exactly where their **greatness** lies. While some may know exactly what that “**great**” thing is, others might need our guidance in helping them realize what it may be. Our job is to ensure our students—and their families—believe in all that they are and all that they have to offer. In our profession we have the privilege of helping young people grow in so many ways, and this reminder to them about their inherent **greatness** is just one of them.

So, as you sit down to enjoy the Olympic games, filled with the **greatest** athletes from around the world, it's important for us to remember that to be the **G.O.A.T.** our students don't need to win trophies, medals, or even an NBA Championship. What they do need is someone like you to help them believe in themselves and to remember this:

They are **GREAT** because of what **THEY** are **great** at. It's that simple.



Kristina Dooley, MA, CEP
IECA President

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On the Fence: College Enrollment When the Readiness Is in Question

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

Mental health concerns continue to be on the rise. This is not breaking news, and it's not a trend. It's a beating drum in higher education (and K-12) that only continues to beat louder daily. It's a drum beat that we can no longer tune out, especially when it comes to college admissions and the overall well-being of emerging adults.

The question, "How do we know if a student is college-ready?" has been asked for decades. There is research on academic readiness, social/emotional readiness, and college readiness surveys. Higher education professionals are now dealing with a population of young people who really struggled to get across the high school finish line. It's anecdotal, but we see it everywhere. Whether it was a lack of motivation with online learning, depression due to isolation from peers, or grief related to canceled or altered end-of-high-school experiences, all of this combined has each of us wondering: how do we truly know if our students are going to thrive on campus?

So how *do* you know?

- Do you have each of your students fill out Landmark's College Survey?
- Do you share with your students a list of "Top 20 Things" they must master before going to college?
- Do you encourage all of your student's parents to take a First-Time-College-Parents Summer Boot Camp or share resources?
- Do you confront families if the student's mental health concerns (from your perspective) will impact their academic success, and you encourage them to defer and seek therapeutic or gap programs?

It's not so simple. We really can't predict whether or not a student will be successful on campus. On the other hand, colleges know statistically who's most at risk of dropping out and target that group heavily through retention efforts. The problem is, if your students don't fall into one of the university's at-risk populations, they will be overlooked. Moving forward, every student needs to be more closely monitored when they transition to college.

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What makes us question a student's readiness?

1. **Academic Wellness:** As professionals, we talk about what a student needs to do to succeed until we're blue in the face. Unless they make the changes themselves and see the benefit, it will be a hard lesson learned. What is needed? Reading and studying outside of the classroom, connecting with tutors, writing center services, and study groups early on in the semester, connecting with the professor proactively during office hours, and treating college like it's a full-time job. If students aren't thinking about this on the first day, they tend not to realize how far behind they are until their first exams come in sometime in September or October. The cognitive dissonance of their academic reality is a forecast to being on academic probation after their first semester.
2. **Emotional Wellness:** Mental health was top-of-mind (no pun intended) before COVID-19 shut down high schools and colleges as we knew them back in March 2020. Now, over a year later, mental health and well-being are even more of a priority. The pandemic experience has included isolation, lack of motivation, and an extreme sense of driftlessness. If a student isn't connected to some mental health professional—whether on or off-campus—we need to encourage them to do so. Students should speak with someone sooner rather than later if there are mental health concerns!

3. **Financial Wellness:** Often, parents overlook the importance of financial literacy for their college-bound students. If they are encouraged to get a part-time job or work-study, basic money management skills are imperative. They need to know about minimum balances and overdraft fees.
4. **Intellectual Wellness:** A lot of students find themselves having adjustment issues in this area of wellness. They go into college believing they can create, analyze, critique, evaluate, and debate on classroom topics only to find themselves hosting an internal dialogue that screams imposter syndrome. Without a solid internal dialogue with resilient self-confidence, they can quickly second-guess whether or not they are college material.
5. **Social Wellness:** What can predict a student's success is their ability to make a friend. Did they have friends in high school? If not, why not? Because of the pandemic, so many young people have experienced social isolation, and as a result, finding community and connection is even more paramount to their development. If they don't know how to put themselves out there, if they aren't comfortable with trying to make friends, and if their only go-to is to text their parents—it's time to ring the warning bells. If a student can't find "their people" when they're in college, they will be the ones calling home with homesickness by week two and withdrawing by the end of the first month.

Tips for IECs to Give to Parents

- If your student's parents are concerned about whether or not they will be successful in college, have a serious sit-down and normalize that it's okay to take a break. If the student needs to work, travel, or see a therapist for a bit to get their light back, encourage the parents to support this. College will be there when they're ready (and excited) to enroll!
- Use the summer as a platform to fast-track non-academic college readiness skills. Most of this includes basic adulting skills.
- Collaborate! If you aren't clinically trained and question whether one of your students needs to seek mental health support or consider a deferral to take a gap year instead, find someone locally or a national expert that you trust, and directly introduce your students and parents to them. This support can help a family feel at ease for going to school or rerouting the postsecondary path. Again, college isn't going anywhere!
- Ensure that each student you work with, whether it be first-year or transfer, and their parents put together an off-campus mental health support network before the start of the semester. Even if they don't think they need it now, tell them you're encouraging all of your students and that it's viewed as "proactive post-pandemic self-care!" This group could include individual therapy, group therapy, psychiatry, and/or a college success coach.
- If accommodations are needed, ensure that the student is enrolled with disability services before the semester begins. Ensure that the student is paired with an academic coach if this will be helpful to their success. 

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Hot Fields: Careers Your Students Should Consider

By Julie Raynor Gross, EdM, MBA, CEP, IECA (NY)

Figuring out a career path can be challenging and, for many young people, a bit scary. How might they determine, as teenagers and young adults, how they want to spend the bulk of their time many years in the future? It's common to change jobs over a lifetime, but our work as independent educational consultants (IECs) often involves helping students narrow down their professional ambitions so they can properly prepare in college and beyond. What a difficult task!

Considering one's professional life is, in part, a matter of knowing how wide the range of options is—far broader than the well-known jobs (doctor, lawyer, engineer, businessperson) with which many students are presented. I should know: after college, I studied education, then business; worked for a newspaper, then helped helm a mail-order beauty supply company. It wasn't until 2004—several decades into my professional life—that I embarked on my current career as a college consultant, which blends and builds upon all of my previous experience and which I consider my true calling.

When I was in college, I had no idea this job even existed!

What career paths might be a great match for your students, if only they knew about them? I spoke with practitioners in a few under-exposed fields that might be just-right fits for your students—or that might inspire you to present other niche jobs that would suit them beautifully.

Toy Designer: Katie Powers

As a staff designer at SpinMaster, Katie Powers helps create outdoor products—pool toys, pool floats, swimming aids—but her experience in toy design has varied widely over her career. In college at Notre Dame, where she earned her BFA, Powers was trained in industrial design, “so I could have left school and designed any product you might want to buy, from sneakers to kitchen gadgets to camping equipment,” she says. “But I was always drawn to children's products.” (She strongly preferred design,

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with its more objective delineations of successful and unsuccessful, to the more ambiguous world of fine art: “For me the beauty of design that I started realizing as I got into college is that while art is subjective, design solutions are much more black and white. You can design beautiful objects all day long, but if they don’t perform their functional purpose, they’re bad designs.”) Since then, she’s worked at Radio Flyer, focusing on bigger, wheeled products like tricycles and scooters; at Fisher-Price, where she worked primarily on *Thomas & Friends*, designing wooden railway and plastic motorized trains; and at BarkBox, where she designed plush dog toys. Making the wooden trains for *Thomas* holds special meaning for her: “Even though I didn’t do anything special compared to the designers before or after me,” she says, “it was a really sweet little world to be a part of.”

At SpinMaster, Powers’ job involves a ton of drawing and 3D modeling, as you might expect, but also a lot of collaboration and communication. As a result, developing a toy is a long process, involving many rounds of sketching, building prototypes, and testing samples. Powers works with a team of engineers and marketers to verify the manufacturability and cost of each item, collaborate on features and financials, make samples and debug them, and pitch to different retailers—a sequence so long that, as I write this piece, Powers is beginning work on designs for 2023. A typical day is spent “juggling a lot of balls, and you’ve always got to keep the next one up in the air, but you can’t at any point just track down one task or the rest will fall down,” she says.

But the variety of challenges, and the need to keep tweaking a design in order to satisfy all parties, are boons for Powers, not detractions. “One of my strengths in this career is that from my very first job I saw engineering as my partner, and (I hope!) they felt the same about me,” she says. She also points to a fundamental curiosity about how people interact with everyday objects, and a persistence to keep on refining a design until it’s the best it can be. (Safety is as important as aesthetics: you can’t have a flotation device that doesn’t float!) “You’ve constantly got to be able to turn things on their head and find a different way to do it,” she says. “I think in order to succeed at what my coworkers and I do, you have to be a highly visual person who loves to draw, over and over again.”

Powers has loved making art since she was a kid, and remembers her grandmother giving her supplies like watercolors, helping to nurture her budding passion.

Powers has loved making art since she was a kid, and remembers her grandmother giving her supplies like watercolors, helping to nurture her budding passion. “I’ve always felt so strongly that it’s not the ability to draw that you inherit, it’s the love of it,” she says. “The ones who are fascinated by art just spend so much time practicing it that they naturally get really good at it.”

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Prosthetist and Orthotist: Wendy Beattie

Like Powers, Wendy Beattie works in design, but of a different flavor: she creates prostheses (artificial limbs) and orthoses (braces), mostly for the lower limbs. Currently, Beattie teaches full-time—she’s an assistant professor of physical medicine and rehabilitation at Northwestern University—but she’s treated infants with hip dysplasia, young athletes, adults with arthritis or issues secondary to stroke or diabetes, elderly people who struggle with osteoporosis and fractures, and more. “Every day is different, every day is challenging, the field is rewarding on every level,” she says.

Also, like Powers, Beattie began her career path in college. At Yale University, she majored in mechanical engineering (“I like solving problems!”). One summer, she worked for a defense contractor “on things I hoped never got used,” she says. But her senior year, her favorite professor gave her a tour of a local children’s hospital and presented one option for her capstone design project: creating a wheelchair seat for children with severe deformities. “I fell in love,” Beattie says. “I got to use my head, I got to use my hands, and I got to make a difference.” After college, she attended graduate school at UCLA for prosthetics and Northwestern University for orthotics, followed by a residency and national boards. The training for this field includes coursework in anatomy, biomechanics, behavioral science, gait, pathology, materials and design, and research. Students who are likely to enjoy and excel at this work, Beattie says, are those who are able to visualize things in three dimensions, want

to work with people and with their hands, are team builders, and “can think outside the box.” (<http://opcareers.com/>)

The problem-solving begins when a patient arrives with a prescription, their unique body, and a range of desires. “We will sit and do a full evaluation: what do you do? What do you want to do? What did you used to do?” They’ll discuss the patient’s home life, work life, support structures and barriers, “and then we’ll come up with a plan together,” Beattie says. If a patient who’s lost part of their leg wants to ride a bicycle and dance and stand up for many hours a day, the prosthesis needs to allow for those activities: the trim lines will need to accommodate the knee-bending that bicycling requires; the foot will need to adapt to uneven ground; with that much standing, the leg will need to adapt to the body’s volume changes throughout the day (not to mention that the limb is going to change over time). At that point, an impression or a scan of the remaining limb is taken to create a model of the prosthesis. “Every patient is different and the technology is constantly changing, so we need to adapt what we do to changes in both the patient and the technology,” Beattie says—which she loves.

And there’s a huge emotional reward in the relationship with patients. “You become a part of their lives,” she says. Prostheses can enable people to walk down the aisle for their wedding, return to work, or go back to playing a sport they loved; orthoses can help people walk who’ve never been able to before. “In many ways we provide them with a more tangible increase in their quality of life than anyone does,” Beattie says. She also points out that, because



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the field is relatively small, every practitioner has the ability to make substantial waves: “Each person has the ability to not only change the lives of their patients but, if they’re interested in becoming involved, they can change the whole career.”

Beattie’s own enthusiasm for her work hasn’t waned over decades in the field. “It’s financially rewarding—I’ve made a good living throughout my career; it’s emotionally rewarding, being able to help people and have them attain their dreams; and it’s intellectually rewarding,” she says. “It’s always different, and it’s always changing.”

Psychoanalyst: Tom Wooldridge PsyD, ABPP, CEDS

Tom Wooldridge, a psychoanalyst in private practice and department chair and associate professor in the psychology department at Golden Gate University, “probably didn’t know that there was such a thing as a psychoanalyst in high school,” he says. He grew up in a small town, where “I don’t think there were any psychoanalysts within a couple hundred miles at least.”



Unlike Powers and Beattie, who had career clarity in college, Wooldridge’s desire to practice psychoanalysis arrived over time, and with experience. “I didn’t have a long-term plan to end up here,” he says. “It unfolded more organically.” In college at Brown University, he studied computer science and philosophy, where he had some contact with psychoanalytic theory, “but it didn’t really catch my interest; at the time, it seemed obscure and didn’t really speak to me.” Eventually, he decided computer science wasn’t the way he wanted to go, became a patient in non-analytic therapy, and decided to become a clinical psychologist.

Initially, in graduate school at Argosy University, he was drawn to more directive, behavioral approaches. But over the course of that education, he gravitated increasingly toward psychoanalysis, which—unlike more symptom-focused, task-based approaches like cognitive-behavioral therapy—aims to uncover patients’ unconscious conflicts and desires, enabling patients to inhabit their lives and relationships in healthier ways. “I really came to

understand that change was not so simple—that people had deep reasons that they were the way they were, much of the time. You could teach somebody to behave in a new way and, some of the time, that would stick, but often it would revert back, because the underlying reasons—the underlying meanings—hadn’t been addressed.” Around this time, Wooldridge started his own analytic therapy, which he found transformative. “From there, it’s just been a straight path,” he says. “Very quickly it became clear to me that this was the way I wanted to try to be helpful to people.”

The training to become a psychoanalyst, like that to become a prosthetist and orthotist, is extensive. For the most part, psychoanalysts must have a mental health license. They also go through analytic training, which tends to follow a tripartite model: several years of classes; a personal analysis (that is, being treated in psychoanalytic therapy); and treating patients under supervision. Once Wooldridge had finished graduate school, he started analytic training, and became a professor around the same time.

“I think of psychoanalysis as a sensibility, I think of it as a form of treatment, and I think of it as a body of literature,” he says. “In terms of a sensibility: the reasons that people do what they do are complicated, and they’re historically determined; our minds are not transparent to us through introspection; the reasons that we do what we do are often veiled or unconscious in one way or another; and a two-person treatment—a dyad of analyst and patient—can help us to understand things about ourselves and have experiences that are transformative that we wouldn’t be able to have on our own.”

The qualities that make someone likely to be a good therapist, Wooldridge believes, are usually “an interest in other people, an interest in how the mind works, care and concern for other people, and interest in being empathically engaged in other people.” Students with these traits are likely to enjoy and succeed in work as a psychoanalyst, too, if they have a desire to take their training further, as becoming an analyst requires. “The answer there is whether you want to take the process of self-understanding and understanding other people deeper,” he says.

Once students have an idea that the range of career options is broader than they might have imagined, how are they to choose one in particular to pursue? I often guide students through a series of assessments, including the MBTI, in order to help them define what they desire. But a lot of it is a matter of *trying* something and seeing how it feels. Elective courses, summer academic programs, and internships all provide chances for students to dip their toes into different experiences and get a sense of their reactions and preferences. I encourage students to approach this process with curiosity and a willingness to experiment: there are no wrong directions, and—as my own career path demonstrates—there’s always room to change course and find an ideal match. 



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How are Chinese Students and Families Adjusting to the New Realities of Studying Abroad?

By Jing Li, MEd, IECA Associate (MA)

"Is it safe living in the US now? Safety has always been my biggest concern." The mom of one of my students kept asking me some version of the same question for months. Their son was admitted to the Darlington School in Georgia for the fall of 2021-2022, but now the mom was hesitating about sending her son over because of COVID-19 and hate crimes.

"I thought US education would be a ticket to land a job and start my life here. But now I have no idea whether I will be able to work in the US after graduation because of the visa policies and US-China relations. More than ever, I feel very insecure and uncertain now about my future. I am thinking about applying for a master's program in the UK." Kevin, who is doing his undergraduate studies at UPenn, told me.

"I am passionate about studying materials and MIT has always been tops on my list. I plan to go to the US for boarding school to increase my

competitiveness for college applications. But now I may just go to an international school in Beijing and then apply for universities in the UK or Canada because the US government may not allow me to study what I am interested in. I don't want to risk all the time and money." One of my prospective clients shared with me his thoughts.

I have been an independent education professional for more than 12 years. I have always worked with Chinese students who aspire to study abroad, mostly in the United States. I have never heard so many worries regarding visas, safety, and future employment. If you also work with Chinese students and parents at this moment, you may understand what I mean. Overwhelmed by all the concerns and anxieties manifested by Chinese parents and students, I can't help wondering:

- What exactly is the trend for Chinese students studying abroad?

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Jing Li, Chengsilixue International Education Consulting Company, can be reached at lijing@cslx-edu.com

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- Is the United States still their favored destination?
- How many of them are giving up on studying abroad given current global relations and COVID-19?
- Will they adjust their thinking faced with these overseas realities? And if so, how?

To find answers to these questions, I did some research and conducted interviews. Let's look first at some data. The United States has always been the top destination for Chinese students, who make up the largest group of international students studying in this country. Data show that in 2018, Chinese student enrollment contributed almost \$15 billion to the US economy. Between 2009 and 2019, the population of Chinese international students surged from 127,628 to 369,548. However, since President Trump took office, these yearly increases started to level off and slowed to 1.7 percent between 2018 and 2019. Since COVID-19, various factors further dampened the appeal of American education. Parents and students are worried about the visa application process/delay/denial, the social and political environment, and safety and employment after graduation. In general, the entire atmosphere in the United States makes Asian students, especially Chinese students, feel unwelcome and unsafe.

Do these and other disquieting issues mean Chinese students are giving up on studying abroad in general? Let's continue with numbers. The latest report by QS, an international higher education network, **shows only four percent of surveyed Chinese students canceled their study abroad plans** because of COVID-

19. As the US loses its appeal to Chinese students due to myriad factors, the **solid demand for overseas education from China has created a huge market opportunity for other countries**. According to data from the Universities and Colleges Admissions Service, the UK has apparently become one of the biggest winners this year. Chinese applicants to 2020 fall programs in the UK by July had actually surged by 30 percent. For fall 2021, the trend is only heading up. The US global dominance in higher education is facing historic challenges now. Institutions in Canada, Australia, and New Zealand have also seen similar strong growth patterns among their Chinese applicants.

"I aspired to go to the US for college while entering high school, but given the complicated situation there, I actually put seven universities in both Canada and the UK on my application list. I finally decided to accept an offer from the University of Toronto even though I was also admitted to UCLA."

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We can see from the shift that Chinese students' ambition for studying abroad remains strong even though they face many obstacles and uncertainties. But of course, they would weigh pros and cons while deciding their destination countries. After all, they have clear goals in their pursuit of these opportunities and want their gains to justify not only the risks involved but also the exorbitant tuition fees and costs associated with this undertaking.

You may be wondering why Chinese families would be so intent on sending their children abroad in the first place. Let's analyze three reasons behind the ambition.

The first significant contributing factor is the booming middle class in China. Over the past three to four decades, economic development in China has liberated hundreds of millions of people from poverty, resulting in a rising middle class. Data show that the middle class swelled from 39.1 million people (3.1 percent of the population) in 2000 to roughly 707 million (50.8 percent of the population) in 2018. This amounts to an increase of 47.8 percent. Middle-class families have seen steadily growing yearly income, which allows them the financial opportunity to send their children to study abroad even though the Cost of Attendance is much higher for them than for domestic students and they have very limited access to financial aid and/or scholarships. During the past decade especially, more and more students from middle-class families have flocked overseas for education. The number of outbound students

climbed from about 285,000 in 2010 to over 662,000 in 2018, according to official statistics.

The second reason is the pursuit of "quality education." According to Hurun's research, 83 percent of Chinese High Net Worth families see "quality of education" as the most important reason for sending their kids abroad. These aspirational wealthy middle-class parents are not satisfied with the country's test-centric educational system. Gaokao results (Chinese college entrance examination) are the *only* criteria that determine which universities their kids can enter. Even though many of these parents succeeded in the Gaokao system and changed their destinies accordingly, they view this type of education or pedagogy as suppressing creativity and critical thinking. They hate the idea of having their kids suffer the pressure from ruthless competition only to become excellent test-takers. They aspire to liberate their kids from the system and provide them with platforms to receive a more well-rounded education.

"I sent my daughter to this top high school in Beijing for better education. But over the past two years, I have witnessed my daughter suffer from overwhelmingly intense peer pressure. The only goal for students at this school is to get higher scores and enter top universities in China. My daughter has no time for extracurricular activities at all. She is just not happy and even getting depressed. I am giving up now. I have to send her abroad and educate her to be a better person instead of a better test-taker." Those words may sound familiar to you if you too work with Chinese clients.

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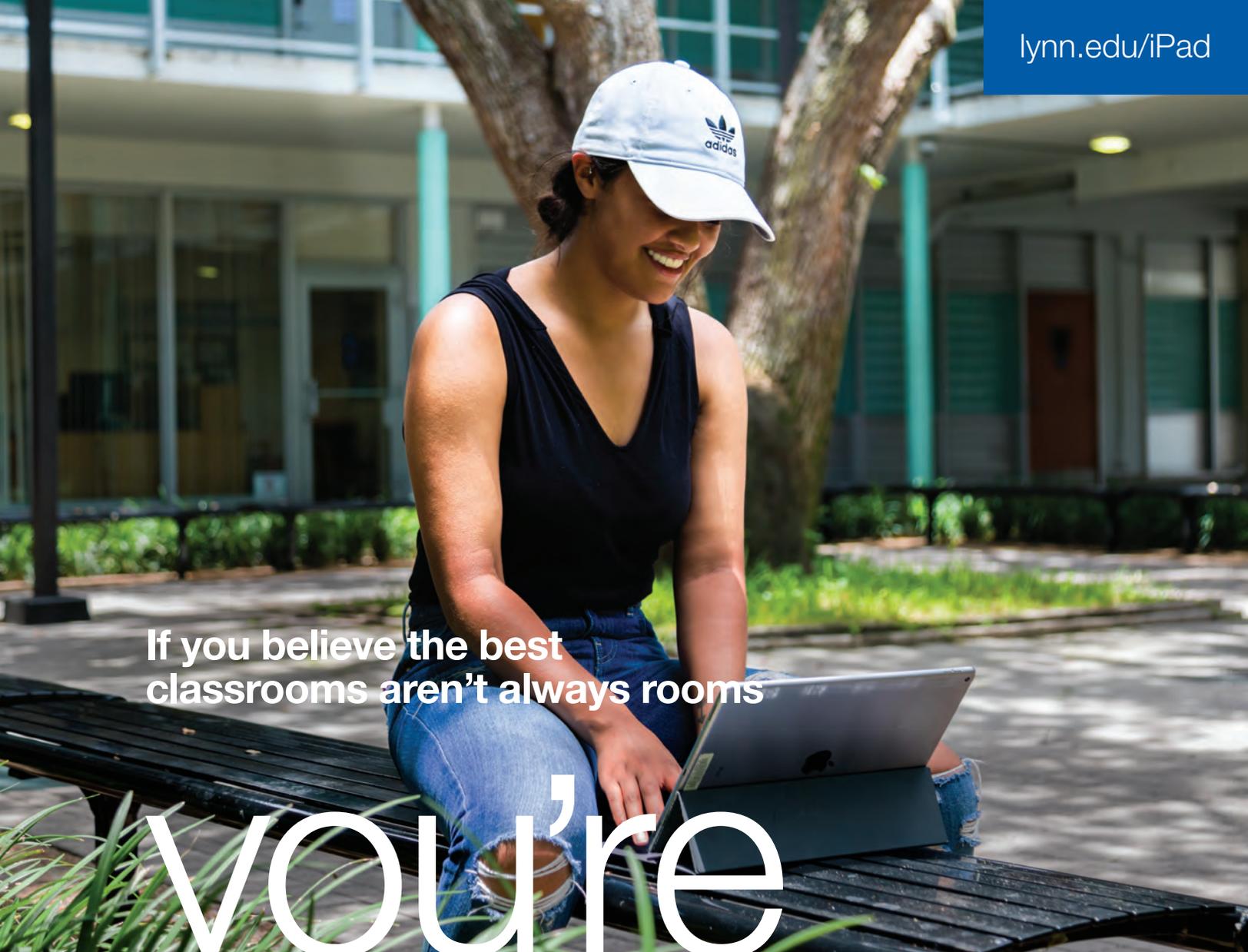
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The lesser known but equally important reason behind their thinking is the Hukou system. In China, students can only access public education in areas where they register their hukou. It was estimated that there were 286 million rural migrant workers in China in 2020, comprising more than one-third of the entire working population. Migrant workers have been the engine of China's spectacular economic growth over the last three decades but in reality, they and their children are subject to institutionalized discrimination because of the hukou.

In order to attend public school, many migrant students stay behind in their hometowns, where their hukou was originally registered, and live with their grandparents. Their parents routinely have to reside in cities to maintain lucrative employment and make money.

In order to attend public school, many migrant students stay behind in their hometowns, where their hukou was originally registered, and live with their grandparents. Their parents routinely have to reside in cities to maintain lucrative employment and make money. Another option for migrant students is to go to private schools, but there they must pay much higher tuition fees. Even so, they still must return to their hometowns to take college entrance examinations due to the hukou policy and restrictions. Therein a significant

challenge arises. Due to real disparities in regional education and resources, some provinces have localized the college entrance examinations to reflect the education offered in the area. This has created additional barriers for migrant students who attend high schools in another province but have to take college entrance examinations where they have their hukou registered. Consequently, those students may have lower chances of being admitted to top universities in China. This complicated social issue indeed leaves many rural migrant parents no choice.

What about migrant workers who are not from rural areas? They migrate from one city to another city for a better living environment and career opportunities. They are actually among the rising middle class. They are well-educated and affluent. And yet, because of the hukou system, their children cannot have equal access to the best local public schools. What should they do? Are they going to surrender to the system? The answer is no. As long as they do not have too much financial pressure and their kids are able to meet the requirements of studying overseas, they will usually choose to send their kids abroad for better educational options. Many of them even send their kids to secondary schools overseas. On top of that, the booming presence of international schools in China reflects the middle class's aspirations to avail their children of a more child-centered, less test-dominant learning experience. So, the root reasons to study abroad never fade away completely from their minds since almost all of the Chinese students attending Chinese international schools at home will aim to pursue their college educations overseas. 



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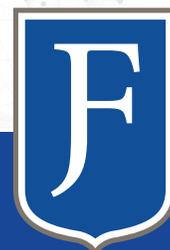
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Making Sure Your Clients Never Need Crisis Management

By Hanna Stotland, JD, IECA (IL)

Through my crisis management counseling over the last 22 years, I've become an expert in what not to do in college. Most of my students are referred to me by other independent educational consultants (IECs) who aren't sure how to support a student in trouble. I help students transfer or get into grad school after they are suspended or expelled, but if you can avoid becoming my client, you should. Here's a short review of the kinds of problems that bring families to my office, with advice addressed to your college-bound students.

Alcohol

Your mom is not coming to college with you. That means you are the only person there whose job it is to look out for you. It's never safe to drink your good judgment away. Most college students use alcohol moderately or not at all, and you can be one of them. If you want to test your limits, the rational way to do that is to have one more drink than you had last time, not six more.

One of the good ways that college is different from high school is that people mostly have better things to do than worry about whether you are drinking or not. If you want to join in games like beer pong or "I Never" but fill your cup with Sprite, chances are good that no one will care.

Drug Dealing

A good half of my students who get into trouble for dealing drugs never planned to "deal" drugs, and in some cases didn't even realize they were "dealing" drugs. These stories usually begin when a student like Cole, from a state like California, New York, or Colorado, heads off to a school like Emory, Rice, or Tulane. These schools feel just like the cosmopolitan cities back home—except for the weather, you'd never know you were in the South. So after winter break, Cole brings his stash back to college with him. He gets high with his buddies, who Venmo him a few

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Hanna Stotland can be reached at hanna@hannastotland.com

Crisis Management, from page 27

bucks to defray the cost. But that's not how the police will see it when they uncover the chain of possession behind the joint in someone else's apartment. They're going to see it as interstate transport and sale of drugs, i.e. *trafficking*. If you're convicted of drug trafficking in Georgia or Texas or Louisiana, you are going to prison. Think hard about college location if you plan to continue your recreational drug use.

Similarly, your Adderall or Ativan that was prescribed for you is legal for you. If you share it with friends, you're breaking the law, and you may end up being treated like a drug dealer.

Academic Dishonesty

Just like my drug dealing students, most of my clients who commit academic dishonesty didn't have a nefarious plan. They got behind in an important class—especially if they were premeds—and they panicked. Remote learning touched off a frenzy of additional cheating, which illustrates that this is mostly a crime of opportunity. That means that you can avoid this kind of trouble by thinking ahead. I'm not talking about making a study plan so that you have plenty of time to earn the grades you want, though that's a good idea too. I mean thinking about the kind of person you want to be. Think now, before you have any assignments due, about how you will handle an impossible deadline or an exam you expect to fail. You don't just need integrity to handle that right way; you need bravery. Resolve now that if you're staring down an academic

disappointment, you're going to face it like an adult. You can come back from a bad grade. It's a lot harder to come back from a suspension and being labeled a cheater. It is no fun disclosing this history on a med school or law school application, as you will have to do.

That means that you can avoid this kind of trouble by thinking ahead. I'm not talking about making a study plan so that you have plenty of time to earn the grades you want, though that's a good idea too. I mean thinking about the kind of person you want to be.

Sexual Misconduct

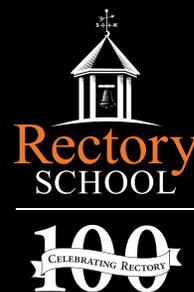
It's your responsibility to know the sexual rules of your college. In many cases, I think these rules are poorly written, and maybe you will agree with me. It doesn't matter. You will have to follow them.

Think now about what you want your sex life to look like in college. You are more likely to have good experiences if you make a plan and seek out what you want. I see a lot of regret and pain, as well as derailed educations, that might have been avoidable. Do you want hookups? Do you want relationships? Do you want to wait for true love? No one can answer these questions but you.

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Ninety percent of the sexual assault cases I see involve alcohol. Often there is no allegation that anyone passed out, used force, or even said no. These cases typically involve a complainant who was walking, talking, texting, and appeared to consent to the sex. Yet after the fact, the complainant feels that they were too intoxicated to consent, with awful emotional consequences to the complainant and severe disciplinary consequences for the accused.

So the most powerful thing you can do to avoid entanglement in a sexual misconduct matter is to separate sex and alcohol. It's not fair that you have to meet a higher standard than the adults running your college, because they don't have to follow this rule. But my advice stands. If you've been drinking, postpone sexual contact until you're sober. Don't have sexual contact with anyone who's been drinking, even if they seem fine, and even if you've seen them drink a lot more in the past.

A lot of the anti-sexual-assault education today is focused on bystander intervention: if you see drunk classmates hooking up, you should stop them. That's great...be a good bystander. But you should never count on bystanders to protect you either from assault or from an accusation.

Of course, you shouldn't just aspire to avoid committing assault (though that's a good place to start). You should aspire for your partner to have a great time, every time. Talk to them! Ask questions. If you don't feel comfortable talking about what

you're doing, that's a sign that you might be happier if you didn't do it...and that you might get into trouble if you do.

Another best practice is to be kind. I can't know whether my students who've been accused of assault did what they were accused of. I do know that even the ones who are sure they are innocent look back and admit they could have been a lot nicer. Don't dump someone by text. Don't sleep with their roommate. Act like their feelings matter. There's no downside.

Tell Your Parents

A lot of my students who get expelled would never have been expelled if they'd just told their parents. I get it—I'm 46 and married, and I still don't want to talk to my mom about my sex life. And of course, you should trust your judgment if you fear you'll get abused or disowned. But most of the time, my students hide the truth because they fear disappointing their parents. Don't let that fear be the reason you get expelled (you really don't want to have THAT conversation). A college discipline process is way too serious for a young person to handle alone or with whatever "advisor" the college may assign you. You can't talk your way out of this. If you get in trouble, tell your parents right away and get a lawyer.

Have a great time in college, make smart decisions, and put me out of business! 

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Attachment Disorder: One of Many Challenges Affecting the Behavior of Children and Young Adults

By Gail Curran, MS, MBA, CEP, IECA (AZ)

Parents and caregivers who come to us may be the biological parents, adoptive parents, or foster parents of children facing various challenges that may include mental health disorders or learning disabilities. One such challenge is attachment disorder, a complicated diagnosis that can leave families at a loss on where and how to help.

What is Attachment Disorder?

Attachment disorder is a behavioral or mood disorder that affects a person's ability to form and maintain close relationships. While directly affecting the individual suffering from the disorder, attachment disorder also can make life at home complicated and painful. According to the Association for Training on Trauma and Attachment in Children (ATTACH), attachment trauma occurs when there is a significant disruption in the bonding between a baby or child and the primary caregiver. It can be due to a traumatic experience such as abuse, neglect, divorce, serious illness, disruption in the home due to catastrophe or war, or death.

There are two kinds of attachment disorders: reactive attachment disorder and disinhibited social engagement disorder. Both present unique challenges and require different types of care.

Reactive Attachment Disorder (RAD)

RAD typically stems from early childhood neglect or maltreatment. It's characterized by a lack of emotion, particularly during social interactions, difficulty calming down when upset or stressed, and low levels of social interaction with others. Mood issues such as anger, unhappiness, sadness, irritation, or fear when engaging in everyday tasks are also common.

The disorder does not go away on its own, and it can persist into adulthood if not treated effectively. Adults living with RAD sometimes demonstrate:

- A resistance to affection
- Low levels of trust
- A negative self-image
- Difficulty reading emotions in others



Gail Curran, Optimal Edu Options, can be reached at gail@optimaleduoptions.com

- Impulsivity
- Fear of abandonment
- Fear of rejection
- Feeling of shame
- Anger issues
- Detachment

Disinhibited Social Engagement Disorder (DSED)

DSED is sometimes a response to social neglect or a lack of consistent caregiver attachment during the first two years of life. Children with DSED usually exhibit hyperactivity, extreme social ability, minimal social boundaries, and readiness to engage with and approach strangers.

Like RAD, children who do not receive adequate treatment can live with DSED into adulthood. Common symptoms of the disorder in adults include:

- Hyperactivity
- A lack of social boundaries
- A general lack of inhibition
- The extreme trust of strangers or acquaintances

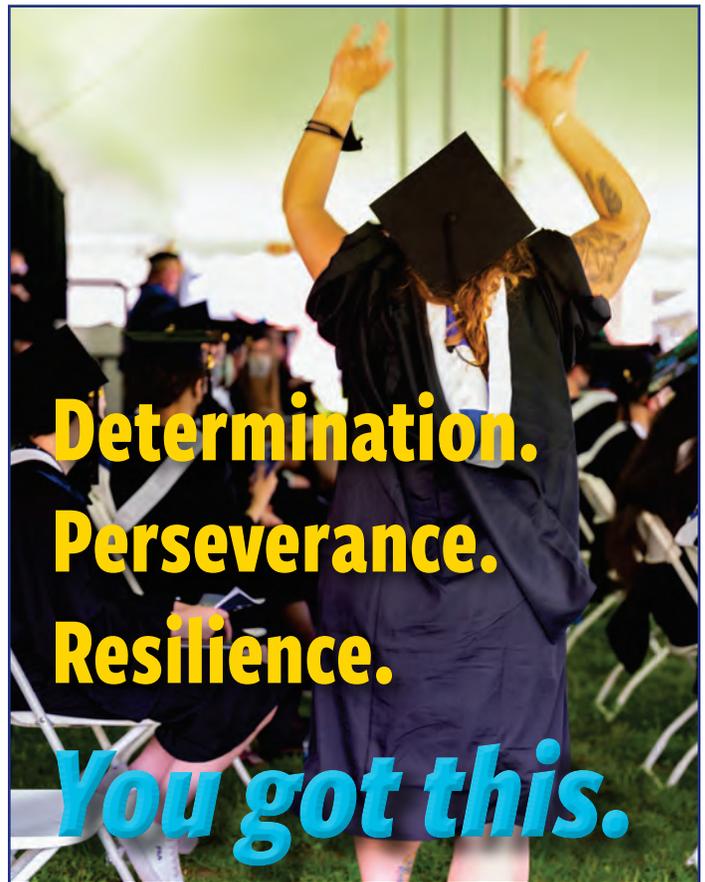
Helping a child through healing will require therapeutic intervention for both the child and current caregivers. Strategies to help your child learn improved relationship skills and trust require nurturing, responsive caring, consistent, and stable support from family, professionals, and educators.

Treatment and Placement Options

Helping a child through healing will require therapeutic intervention for both the child and current caregivers (optimaleduoptions.com/therapeutic-programs). Strategies to help your child learn improved relationship skills and trust require nurturing, responsive caring, consistent, and stable support from family, professionals, and educators (link.iecaonline.com/Mayo-Clinic-RAD). A positive, interactive environment that makes the child feel safe, is stable, and meets all medical and safety requirements is a must.

Therapy should be provided together as a family and separately (childmind.org/guide/reactive-attachment-disorder/treatment). Often special education services are necessary to help the child academically, and parent training is recommended to support the family as they navigate how to help their child effectively. 

On October 2, 2021, Gail Curran will present with a former client and the client's mom at the ATTACH National Conference in Minneapolis. The session, "Fight and Flight: An Adoptee's Journey to Healing," will feature the young woman and her family's trials and tribulations from her adoption from a Russian orphanage at six months of age to mental health and physical injury.



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2021 Micro-Grant Recipients

The IECA Foundation supports the purpose of every independent educational consultant’s (IEC’s) work—to help children and young adults find the best possible choices for their education. For 25 years, the Foundation, the philanthropic arm of IECA, has been funding worthy programs that help children and young adults find great educational opportunities.

Each year, the Foundation seeks to highlight the work that IECA members and IECs do by awarding \$1,000 micro-grants to five organizations that align with our mission—organizations where IECA members have had an ongoing relationship serving young people as they move forward in their education.

The following organizations are near and dear to the hearts of the IECA members who support them through volunteer work and will receive \$1,000 each from the Foundation.

CollegeCommunityCareer (nominated by Kathy Rose)

CollegeCommunityCareer fosters a college-going culture with low-income, first-generation high school students and families. They prepare students for admission to and graduation from a four-year university based on these four pillars: College Success, Leadership Development, Civic Engagement, and Career Discovery.



Partners in College Success (PiCS) (nominated by Jennifer Fordham)

PiCS was founded to improve college access, degree completion rates, and early career success for low-income, first-generation students from San Diego County. High potential first-generation college students are already part of our communities. The challenges they’ve faced have taught these kids to be courageous and resilient, and that they must work hard to earn a safe, stable future for their families.



Rainier Scholars (nominated by Lloyd Nimetz)

Rainier Scholars cultivates the academic potential and leadership skills of hardworking, underrepresented students of color. By creating access to transformative educational and career opportunities and providing comprehensive support to scholars and families, they increase college graduation rates and empower new generations of leaders.



Ridgefield A Better Chance (nominated by Deena Maerowitz)

RABC’s mission is to provide academically talented and highly motivated young women of color from educationally underserved areas the opportunity to live in the community and to study at Ridgefield’s public high school. They provide educational, social, and cultural enrichment as they strive to prepare their scholars to become the leaders of tomorrow.



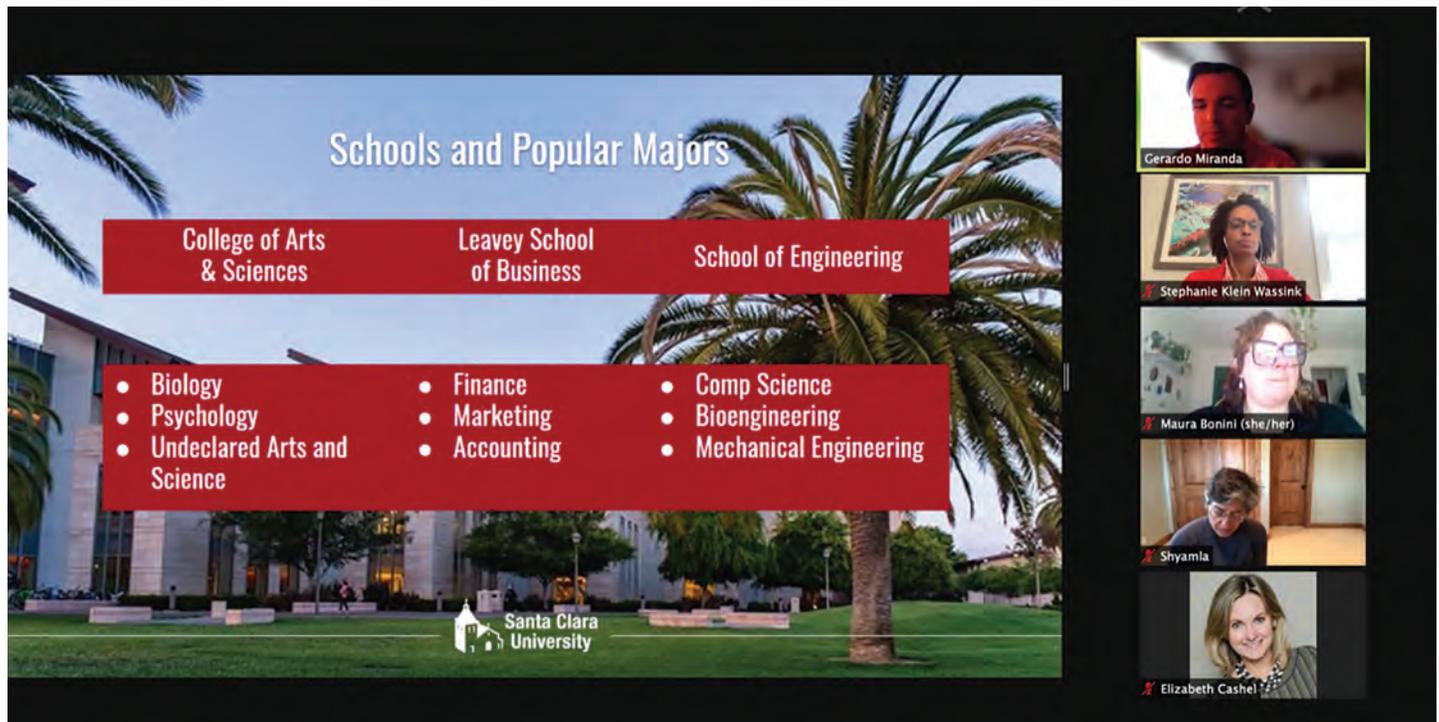
ScholarMatch (nominated by Dana Roth)

ScholarMatch’s mission is to support first-generation college students earn a bachelor’s degree within five years. They provide individualized advising, targeted financial support, and career mentoring all the way to graduation.



Regional Groups

IECA's Regional Groups provide the opportunity for members to network in a smaller group with colleagues living in the same geographic area. These member-led groups share a common desire for collegiality, communication, and personal interaction among local professionals. We currently have over 40 Regional Groups and new members are always welcome! To join an existing group, visit the Member Network: network.iecaonline.com/communities/regionalgroups



The CT Regional Group had a virtual meeting with Santa Clara University's admissions counselors in April.

Don't see a Regional Group in your area? Start one today! Contact Trish Fratarcangelo, manager of member outreach and engagement: Trish@IECAonline.com

Existing Regional Groups include:

- | | | | |
|------------------------|---------------------------|-----------------------------|--|
| AZ, Phoenix | Europe | Mountain West (WY/UT/ID/MT) | Southeast Asia |
| ASEAN Nations | FL, Broward/Palm Beach | NJ | SE K-12 Schools (MD/VA/NC/SC/GA/FL/TN) |
| CA, Inland Empire | FL, Miami-Dade | NY, Long Island/Queens | TN, Nashville |
| CA, LA—Westside | FL, Northeast Florida | NY, New York City | TX, Austin |
| CA, Orange County | GA, Atlanta | NY, Westchester | TX, Houston |
| CA, San Diego | IL, Chicago Area | NC, Charlotte | Turkey |
| CA, Thousand Oaks Area | IN | NC, Raleigh | Washington, DC/MD/VA |
| Canada, Vancouver, BC | KY | North Jersey/Hudson Valley | Washington, Seattle |
| China, Beijing | Latin America & Caribbean | OH/MI/Western PA | WI |
| China, Shanghai | MA/NH/ME | PA, Philadelphia Area | |
| CT | MN, Twin Cities | South Korea & Japan | |

Schools, Colleges, Programs

If you are interested in meeting with IECA members, virtually or in person, we encourage you to reach out to our Regional Groups. Find the full list of groups at: link.iecaonline.com/regional



Introductions

Please Welcome IECA's New Professional Members



Margaret Bolton Baudinet (VA) has been an IEC for eight years. Before joining College Solutions, she worked in legacy admissions at the University of Virginia.

Baudinet earned a master's degree in publication administration with a specialty in communication at American University, did postgraduate research at Oxford University, and graduated from the University of Virginia with a BA in political and literary thought, with highest distinction.

*Margaret Bolton Baudinet, MPA
College Solutions
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www.collegesolutions.com
Specialty: C*



Sheree Gravely (OH) has been an IEC for six years. Previously, she worked as a marketing director at HJ Heinz and at Kraft Foods.

Gravely holds a BA from the University of Virginia, completed the Evening Managers program at Northwestern and the College Admissions Counseling Certificate program at UC Riverside Extension. She is a member of Ohio ACAC.

Gravely has volunteered on the Chagrin Falls HS Principal Advisory Committee, as the Hackett Catholic Prep HS Fundraising Chair, and with the American Women's Club of Oakville (Canada).

*Sheree Gravely
Gravely Group College Advising
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sheree@gravelygroupca.com
www.gravelygroupcollegeadvising.com
Specialty: C*



Kimberly Dixit (India) has been an IEC for 10 years and was an associate member. She has lectured and taught courses at St. Xavier's College, Mumbai; Stanford; Santa

Clara University; Sweetbriar College; and Duke. She is also the co-author of *Acing Admissions: International Student's Guide to US College Admissions*.

Dixit earned a PhD in cultural anthropology from Duke and a BA in anthropology from UC Santa Barbara. She serves on International ACAC's Committee on Inclusion, Access & Success and is a member of AIGAC.

*Kimberly Dixit, PhD
The Red Pen
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kim.dixit@theredpen.in
www.theredpen.in
Specialty: S (+I)*



Christine Labrecque (DC) has been an IEC for seven years and was an associate member. Previously, she worked in the film and television business with a concentration in pay-per-view and on-demand distribution.

Labrecque graduated with a BA, cum laude, from Georgetown University and earned a Certificate in College Counseling from UCLA Extension.

*Christine Labrecque
College Bound Consulting
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clabrecque@collegeboundconsulting.com
www.collegeboundconsulting.com
Specialty: C*



Margo Rudman Gold (NY) has been an IEC for six years and was an associate member. After a successful career in advertising and marketing, she worked as an SAT/ACT tutor

and taught enrichment classes. Most of her practice centers on dance and theatre, and she partners with working professionals in these areas to support her students.

Gold earned her BA from Tufts University and attended the MA teaching program at Manhattanville College. She attended the 2016 Summer Training Institute and is a member of NYSACAC and a Matchlighters volunteer.

*Margo Rudman Gold
Performing Arts College Consultants
Chappaqua, NY 10514
914-584-5632
performincollege@gmail.com
www.performingartscollegeconsultants.com
Specialty: C*



Ann Mannering (VA) has been an IEC for over 30 years and was an associate member. She attended Columbia University for undergraduate study and Harvard University for

graduate study. Mannering is a faculty aide at Harvard.

Mannering has lived in Milan, Paris, Geneva, Madrid, and Monte Carlo and is fluent in Italian and French. She has been an official fundraiser for UNICEF for three decades. Mannering is deeply committed to easing the burden of students navigating a complex application process and a complex world.

*Ann Mannering
Minerva Education Consultancy
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info@minervaedu.com
www.minervaedu.com
Specialty: C (+I)*

Initiatives

Gail Curran (AZ) will co-present at the Association for Training on Trauma and Attachment in Children (ATTACH) conference in Minneapolis, MN on October 2. The workshop, "Fight and Flight: An Adoptee's Journey to Healing," will provide a firsthand account of an adoptee's journey in the search for survival and happiness.

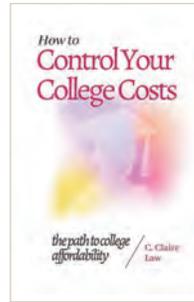
Herbie Walker (NV) was selected as the president-elect of WACAC (Western Association for College Admission Counseling) for 2021-22.

Stacey Cunitz (PA) was selected as the president-elect of PACAC (Pennsylvania Association for College Admission Counseling) for 2021-22.

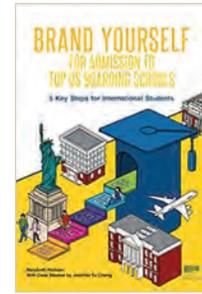
Barbara Connolly's (MI) book, *College Admission Success: Getting Into College Under Any Circumstances*, was published on May 1.



C. Claire Law's (SC) book, *How to Control Your College Costs: The Path to College Affordability*, was published on April 22.



Marybeth Hodson's (Associate, CT) book, *Brand Yourself for Admission to Top US Boarding Schools*, written with her partner at ARCH Education, was published on April 1.



Introductions, from page 36



Pamela Shelor (NC) has spent the last 20-plus years in private, public, charter, international, and home school educational settings and been an IEC for five years, including three years as an associate IECA member. Her most recent experience before becoming an IEC was working as a college counselor at a public charter school in Cary, NC.

Shelor holds a BS in family and child development from Virginia Tech and earned a Certificate of College Admissions Counseling with Distinction from UC Riverside Extension. She is a member of NCAG, NACAC, and SACAC.

Pamela Shelor
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www.shelorcollegeconsulting.com
Specialty: C



Donna Siegel (CA) has been an IEC for eight years and was an associate member. After a successful career in advertising and human resources, Siegel decided to combine her love for teenagers and passion to help them reach their goals by becoming an IEC.

Siegel holds a BA in psychology from San Diego State University and earned her Certificate in College Consulting with Distinction from UCLA Extension. She is a member of NACAC and WACAC and an active community volunteer.

Siegel recently co-founded Lemonade Education, a supplemental education company that has helped lead students to success throughout the pandemic and beyond.

Donna Siegel
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donna@collegeclick.org
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Specialty: C



Jodie Small (CT) has been an IEC for five years and was an associate member. In addition to working as an attorney for more than 25 years, she has been an alumni interviewer for Brown University, a ghost writer/author, and a journalist.

Small earned her JD from Albany Law School and her BA in political science from Brown University. She attended the 2016 IECA Summer Training Institute.

Small was accepted to the Yale Writing Workshop based on a manuscript she submitted for a novel. She has coached several sports for youth and middle school children for many years.

Jodie Small, JD
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www.collegecoordinators.com
Specialty: C

In the News

Barbara Connolly (MI) delivered a TEDx talk, “How College Obsession Can be a Force for Good,” at TEDxHayesStreet at Macomb County Community College on May 16. The talk was made available worldwide on May 29 and can be viewed at [link. iecaonline.com/Connolly-TED-Talk](https://www.iecaonline.com/Connolly-TED-Talk). She was also interviewed for the segment “What to expect when applying for college during a pandemic” on Fox 2 Detroit on May 30. ▼



Alison Forbes (NH), **Bari Norman** (NY), and IECA CEO **Mark Sklarow** were quoted in “Is a College Consultant Worth the Cost?” on *Yahoo* on June 4.

David Hawkins (UK) was quoted in “You Still Have Time to Ask Colleges for More Financial Aid” in the *New York Times* on April 23.

Debra Felix (MD) was quoted in “More students applied to top colleges this year. How making test scores optional opened the field” in the *Washington Post* on April 5.

Mandee Adler (FL) and **Kelly Fraser** (MD) were quoted in “A Guide to the Changing Number of US Universities” in the *US News & World Report* on April 27.

IECA was referenced in “Academic Influence’s New Consumer Guide to College Admissions Coaches” in *Forbes* on June 6 and “Win the Admission Game Rick Singer’s Celebrity Clients Lost” in *Forbes* on May 17.

Colleen Ganjian (VA) was interviewed for the article “How Covid-19 Boosted Private School Enrollment Forever” in *Forbes* on June 8.

Lindsey Fried (GA) was quoted in “How to pay for, or pay off, your degree” in the *Atlanta Journal-Constitution* on May 21.

Allison Grandits (Associate, GA) was quoted in “More high school seniors must pick a college without visiting” in the *Atlanta Journal-Constitution* on April 29.

Nancy Gorman (Associate, CA) was quoted in “College Can Cost Anywhere from \$26K to \$55K Per Year—Here’s How to Start Saving Now,” in *Real Simple* on May 13.

Gina Gerrato-Greenhaus (CA) was interviewed for the segment “State lawmakers push for more California students at UC schools” on ABC 10 News San Diego on June 28 and “Proposal reportedly made to reduce out-of-state students at UC schools” on May 25.

Kathryn Clowes (CA) was interviewed for the segment “New Book to Provide Insight About Generation Z in the Workplace” on KGET TV on March 10. She was also interviewed on the GovExec Daily podcast on April 21, “How to Manage the Zoomers in Your Office.”

Ibrahim Firat (TX) was interviewed for the segment “Pre-K enrollment drops during the pandemic” on KTRK TV (ABC 13) on February 26.

Dale Price’s (Associate, TX) article, “College Corner: Lessons Learned from the Admissions Scandal,” was published in the *Austin American-Statesman* on March 24.

Rebecca Grappo’s (CO) article, “The Impact of COVID on FS Kids: Tips and Thoughts,” was published in the June edition of the *Foreign Service Journal*.

Terry Mady-Grove (NY) was interviewed on the *College Financial Lady* podcast, on the topic “The College Application Process,” on May 25.

Leslie Caruso (Associate, DE) was quoted in “Local educator offers college planning services” in the *Cape Gazette* on June 10.

Mark Fisher’s (GA) article, “College Decision is Tougher Than Ever,” was published in the *Atlanta Jewish Times* on April 15.

Bruce Neimeyer (MD) was quoted in “Consultant Tells Advisors to Help Clients in College Searches” in the June edition of *Financial Advisor*.

Lori Day (MA) was quoted in “Should You Hold Your Child Back a Grade?” on *Lifehacker* on May 27.

Evan Forster’s (NY) article, “So I Got Waitlisted...Now What?” was published on GoodMenProject.com on April 3.

Brittany Maschal (Associate, NY) was quoted in “Was Your Kid Rejected from Their Dream College? That May Be a Good Thing” on SheKnows.com on April 1. ▲

Connect with Colleagues in an Affinity Group

IECA Affinity Groups are run by IECA members with similar interests in a specific topic, so you and your colleagues can network about what's important to you. These member-led groups offer an opportunity to connect with a smaller group of your IEC peers to share knowledge, ideas, and goals.

Existing Affinity Groups include:

Asana Users	IECs Who Give Back
Best Notes Users	Intellectual Disabilities & ASD
Black IECs	LGBTQIA & Allies
Cialfo Users	Parents with Struggling Children
Consultants with Young Children	Technology for IEC Practices
GuidedPath Users	TestPreppers
Homeschooling	Working with Chinese Students and Families
IECs Advising College-Bound Student-Athletes	Working with Gifted/Talented & Twice-Exceptional Students

To join an existing group and to see the steps required to form a new one, visit link.iecaonline.com/affinity. You can also join in their discussions on the Member Network: network.iecaonline.com/communities/affinitygroups

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So, a stunning location, TEF Gold Teaching, world leading research, affordable living, and free clubs and societies; what's not to love?

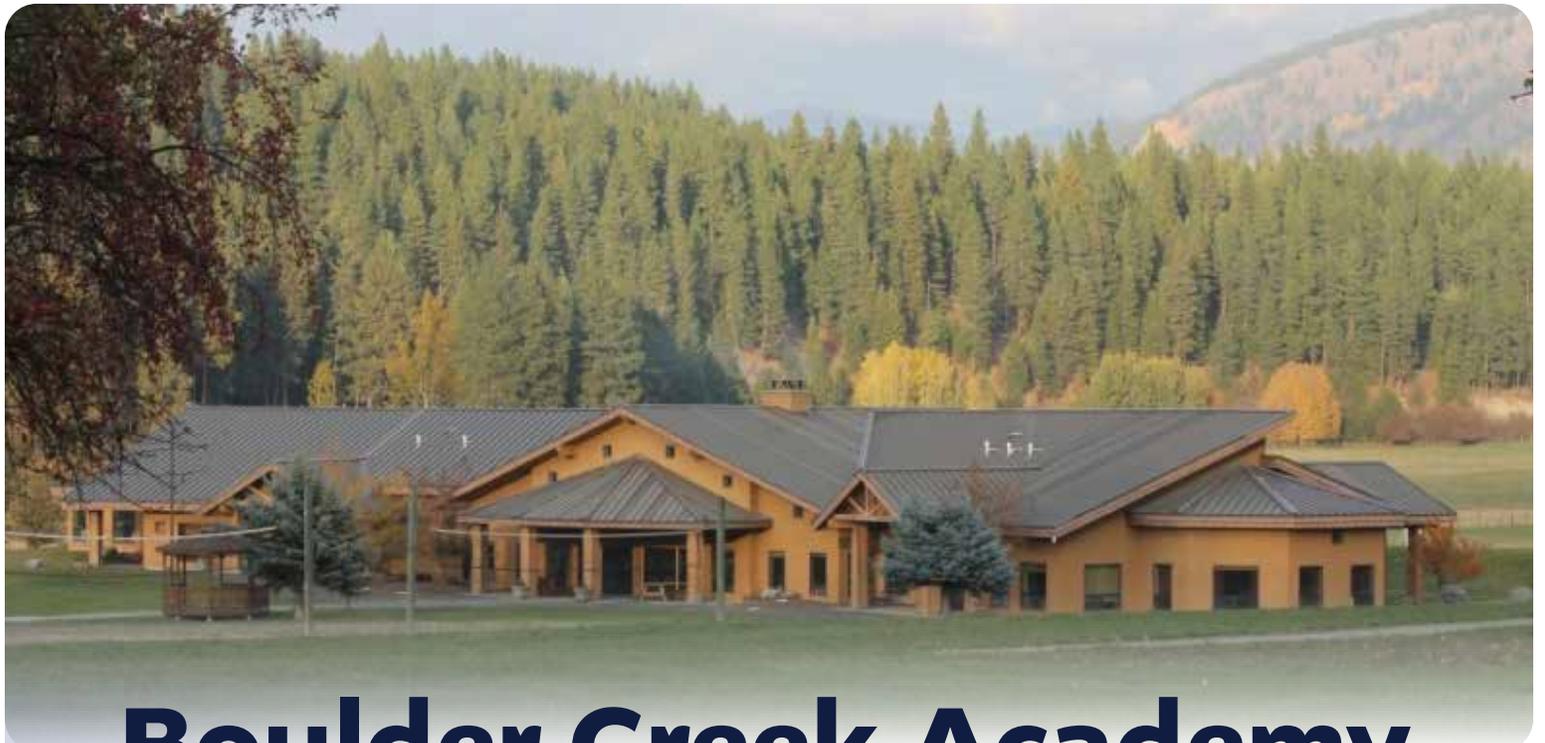


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Peter Sharpe
Regional Manager

✉ p.sharpe@bangor.ac.uk
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Our Campus

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EMPOWERS STUDENTS



BOULDER CREEK
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