

# IECA<sup>+</sup> INSIGHTS

THE JOURNAL OF THE INDEPENDENT EDUCATIONAL CONSULTANTS ASSOCIATION

Fall 2022

## Survey Points to a Profession That Has Never Been Stronger

### INSIDE



9  
Helping students build a healthy college list



17  
Navigating international admissions



19  
Understanding master's in management



# BESANT HILL SCHOOL

Ojai, CA



“A great school with a faculty amazingly dedicated to their students!”

- Robert E. Dannenhold | Colleology  
NACAC, PNACAC, HECA, LDA, CVSP

## BY THE NUMBERS

100 BOARDING & DAY STUDENTS

10 AP CLASSES

30 ELECTIVES IN ART, MUSIC & THEATRE

4:1 STUDENT TO FACULTY RATIO



AVERAGE CLASS SIZE 8



128 COLLEGE ACCEPTANCES/YEAR

30% STUDENTS IDENTIFYING AS PEOPLE OF COLOR



40% INTERNATIONAL • 60% DOMESTIC • 20 COUNTRIES • 13 STATES • 85% BOARDING • 15% DAY



[admissions@besanthill.org](mailto:admissions@besanthill.org)

805.646.4343

[www.besanthill.org](http://www.besanthill.org)

# Table of Contents

## FEATURES

- 7** Survey Points to a Profession That Has Never Been Stronger  
*By Mark Sklarow*
- 9** Need Versus Want: Helping Students Build a Healthy College List  
*By Steven Mercer*
- 13** Two Perspectives on Student-Centered College Consulting  
*By Yvonne Espinoza and Shannon Bergeron*
- 17** Understanding the US Diploma in the Context of International Admissions  
*By Lauren Joyce Hensel*
- 19** Key Features of the Master's in Management Program  
*By Tripti Singh*

## PERSPECTIVES

- 4** President's Letter
- 22** Why I Belong
- 27** IECA Foundation

## MEMBERSHIP NEWS

- 23** In the News
- 25** Initiatives
- 26** Campus Visits
- 28** Affinity Groups
- 30** Introductions
- 33** Regional Groups

7



9



13



17



19



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

Published by:

**Independent Educational Consultants Association**

3251 Old Lee Highway, Suite 510  
Fairfax, Virginia 22030  
Phone: 703-591-4850  
Fax: 703-591-4860  
[www.IECAonline.com](http://www.IECAonline.com)  
email: [info@IECAonline.com](mailto:info@IECAonline.com)

**President:**

Ibrahim Firat

**Chief Executive Officer:**

Mark H. Sklarow

**Deputy Executive Director:**

Sue S. DePra

**Director of Communications:**

Sarah S. Brachman

**Editor and Communications Associate:**

Cyndi Bohlin

**Design and Layout:**

Sarah S. Cox

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

# President's Letter

## You're Cleared for Takeoff!

On a chilly and rainy afternoon, I had just returned from visiting the stunning Übersee-Museum in Bremen, Germany. Culture, family, and spring break defined this pre-COVID pastime, and I couldn't be any happier. Until... My phone rang, and the Caller ID displayed, "Office." Why would my colleagues from Houston call me bright and early their local time, especially when they knew I was roaming at \$2/minute? Needless to say, that one phone call cost me almost \$50, and follow-ups and interviews with the news cost another \$150. Varsity Blues had just shaken our world on March 12, 2019.

Our individual practices, commitments to our families, engagement with our colleagues, and our future were all under scrutiny in the matter of an hour of police arrests and breaking news. After my initial phone calls that day trying to grasp the extent of what transpired, I locked myself in the room, sat down, leaned back, and closed my eyes, reflecting. Then came IECA's "For Immediate Release" message in response to the events of the day. Right then and there, I was snapped back into reality, regained consciousness

from the initial shock, and got to work: immediate press releases, social media posts, updates on our website, and news reporter interviews all reiterating IECA's message about our ethical practices and guidelines, and how and why we are different from those caught up in the Varsity Blues scandal.

The events of that day and those that followed have forever changed our industry, without a doubt. Nevertheless, also without a doubt, IECA has always been there—from the first minute on. Not only was the IECA office the first to be contacted by news outlets, but we actively engaged the media and general public in order to put a perspective on the recent events. Whether you used IECA's exact press release to deliver your message to the public about your practice, or you gathered your notes from prior conferences about how to speak to the media, you had the resources you needed. IECA had your back.

Following the Varsity Blues scandal, the "aftershocks" have persisted. Individual states' representatives wasted no time in proposing legislation that would



Ibrahim Firat

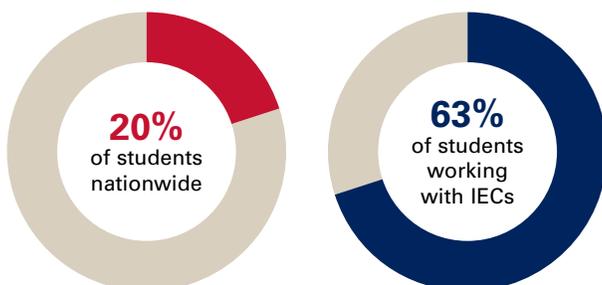
significantly regulate or eliminate IEC operations, and celebrity publications claimed unethical practices by their IECs. Clearly, IECA's work was not done—it was just beginning. We had to go beyond the immediate response and distinguishing of the fire. We couldn't just sit and wait for the next breaking news to shake our world. We needed to be proactive, strategic, and comprehensive. This led the formation of IECA's first-ever Government Relations Committee, chaired by Dr. Steven Mercer and comprised of committed IECA members who possessed the skills, network, and experience in this arena. In collaboration with our lobbying firm, this committee has been charged with the critical task of working with local, state, or federal representatives in order to educate them, create awareness of our practices and ethical guidelines, and advocate for us. Over the last two years, the work has been no less than time-consuming and

*continued on page 6*

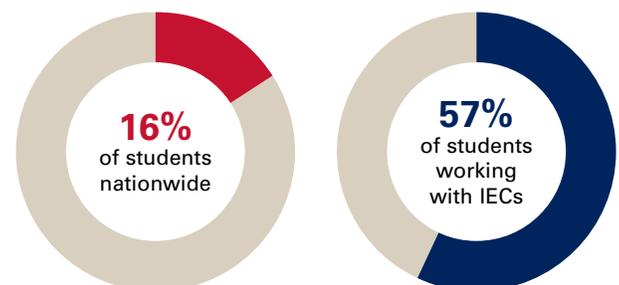
# In Focus

## Highlights from IECA's 2022 State of the Profession Survey

Students Who Attend College Out of State



Students Who Attend a Private College



IECA members: To view CEO Mark Sklarow's recent webinar sharing the results of the 2022 *State of the Profession* and to download the full report, visit: [link.IECAonline.com/business-communication-webinars](http://link.IECAonline.com/business-communication-webinars)

# 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](http://network.IECAonline.com)

NOVEMBER	01  Bay Area (BARGE) Regional Group Meeting	02  Rural/Small Town Affinity Group Meeting MBA Roundtable	04  Gateway to Graduate School Consulting	07  IECA Fall Conference	08  IECA Fall Conference
	09  IECA Fall Conference	10  Black IECs Affinity Group Meeting	11  Business Practices Roundtable	15  Schools Committee Open House	16  European Regional Group Meeting Medical School Roundtable
	17  LGBTQIA+ & Allies Affinity Group Roundtable LGBTQIA+ Community Members Only	18  Associate & Student Members Roundtable Professional Members Roundtable	24  IECA office closed	25  IECA office closed	30  Global Gathering Open Forum Large IEC Business Affinity Group Meeting Homeschooling Affinity Group Roundtable Law School Roundtable

DECEMBER	02  Gateway to Graduate School Consulting	06  Bay Area (BARGE) Regional Group Meeting	07  Rural/Small Town Affinity Group Meeting MBA Roundtable	08  Bimonthly New Member Welcome Black IECs Affinity Group Meeting	09  Business Practices Roundtable
	14  Allied Health Roundtable	15  LGBTQIA+ & Allies Affinity Group Roundtable LGBTQIA+ Community Members Only	16  Professional Members Roundtable	20  Schools Committee Open House	21  European Regional Group Meeting
	23  Associate & Student Members Roundtable	26  IECA office closed	28  Global Gathering Open Forum		

JANUARY	02  IECA office closed	03  Bay Area (BARGE) Regional Group Meeting	04  Rural/Small Town Affinity Group Meeting MBA Roundtable	06  Gateway to Graduate School Consulting	11  Business Practices Roundtable
	12  Black IECs Affinity Group Meeting	13  Business Practices Roundtable	17  Schools Committee Open House	18  European Regional Group Meeting Medical School Roundtable	19  LGBTQIA+ & Allies Affinity Group Roundtable LGBTQIA+ Community Members Only
	20  Professional Members Roundtable	25  Global Gathering Open Forum	26  IECA Virtual Professional Member Retreat	27  IECA Virtual Professional Member Retreat	

## IECA Virtual Professional Member Retreat January 26-27, 2023

Block out your calendar now and plan to join us online for our annual Professional Member Retreat, designed to address the needs of members with at least five years working in the profession. The presentations and guest speakers are appropriate for IECs practicing in all specialty areas. Share your best ideas with colleagues, engage in group discussions, and learn from topic-focused presentations—all from the comfort of your own home! Learn more and register online: [link.IECAonline.com/retreat](http://link.IECAonline.com/retreat)

challenging, but fruitful as phenomenal progress has been made. The committee has:

- Advocated for IECs in Illinois, including filing a FOIA request, and met with state legislators.
- Offered testimony on pending legislation in Oregon on therapeutic advising.
- Advised members on new legislation and appropriate actions to take.
- Shared a briefing for members on FAFSA changes.
- Received a request from the Senate Committee on Health, Education, Welfare and Pensions to testify this fall.
- Secured the active participation and collaboration of EducationUSA and the British Council at an IECA outreach event in Turkey in October.
- Created a committee to lead our first-ever Advocacy Day in spring 2023 in Washington, DC.

When IECA's ad-hoc Strategic Planning Committee started engaging in discussions about the direction of IECA, the progress made (and to come) by the Government Relations Committee became the central piece of the next steps. What else can we do? How do we continue to protect IECA members from the next breaking news? How do we **elevate** the status of IECs, IECA, and the profession so that we become the source of expertise? The answers to these questions will become the specific initiatives for this critical strategic planning driver for IECA, and our board is already hard at work defining them.

**Protecting** and **elevating** our members and our profession are not just limited to government initiatives. Intentional public awareness campaigns and community initiatives also **secure** and **elevate** our position. A great example of this is the AXS Companion to



Our Board of Directors visited the IECA office for the first time in several years during their September 2022 meeting in VA.

Common App, designed by IECA in collaboration with Oregon State University and launched at the beginning of September. The AXS Companion is a free, online resource to help students navigate Common App via 50+ step-by-step tutorial videos narrated by our very own IECA members, and it will directly benefit you as an IEC. All that time you normally spend guiding your student line-by-line on the Common App can now be freed up to discuss other items; it is a win-win. As IECA members, we normally work with many students from varying backgrounds and know them all—some only virtually. With an initiative like the AXS Companion, IECA and our members will touch the lives of students whom we will most likely never meet. And we are not just talking hundreds, but tens of thousands, and potentially millions of students down the line. This is **Advocacy**. This is **Awareness**. This is **Action**. You can expect similar engagements and initiatives to persist.

With what is already accomplished and what is in the works in **Advocacy & Awareness**, I expect my next phone call to be higher profile, proactive, and strategic. IECA no longer *just* has your back when something unexpected happens; IECA has a seat at the table, behind the closed doors where the unexpected expectedly happens. Ladies and gents: **Your IEC status has just been cleared for takeoff!**

Ibrahim Firat, MBA  
IECA President

Advertisement



# Riverview School





Riverview School is an independent boarding/day school which offers programs for middle school, high school and post high school transition educational programs, as well as summer programs, all located on Cape Cod, Massachusetts. We are a leader in educating students with complex language and learning challenges. Our mission is to help each of our students gain academic, social, and independent living skills to achieve their goals.

Riverview School is committed to developing student competence and confidence in academics, wellness, social-emotional growth, vocational learning, and independent living skills.

**FIND OUT WHAT RIVERVIEW CAN DO FOR YOUR STUDENT!**

**508-888-0489 • RIVERVIEWSCHOOL.ORG**  
**admissions@riverviewschool.org**  
*East Sandwich, Cape Cod, Massachusetts*



# Survey Points to a Profession That Has Never Been Stronger

By Mark Sklarow, IECA CEO

The largest and most extensive study of the profession of independent educational consulting has just been released, and it points to a period of sustained growth and opportunity. All measured indexes suggest that despite the impacts of COVID, a weak economy, and a declining adolescent population, independent educational consultants (IECs) are busier, more successful, and more numerous, and in the greatest period of expansion ever in the history of the profession.

The survey, conducted by IECA as part of a commitment to ongoing original research, showed:

- There are more IECs than ever before
- The number of students seeking IEC advising is at its highest yet
- IECs' businesses are increasingly busy
- The highest percentage of IECs recorded are reaching client limits and referring out
- IECs are more likely to be expanding their practice with additional staff

As a measure of overall change in client base, over two-thirds of IECs reported that they have seen a growth in the number of students they work with (as compared to the year 2019 immediately prior to COVID). Just 11 percent saw any decrease. The largest percentage (56 percent of respondent IECs) has an increase of over 25 percent. Moreover, some 80 percent of experienced IECs report that they reached their maximum number of clients in the last year—a figure that is one-third higher than just three years ago.

Given the increasing client base, IECs reported being busier than ever, even with hiring additional staff. Over half of surveyed members report to be working more than 40 hours per week, with increases seen in those working later into the evening, and meeting with clients on Saturdays and Sundays, as compared to past surveys.

*continued on page 8*



Mark Sklarow can be reached at [MSklarow@IECAonline.com](mailto:MSklarow@IECAonline.com).

Survey, from page 7

One major change that has allowed this client increase is the use of new technologies. Just a decade ago, IECs reported that, on average, 98 percent of client meetings were held face-to-face. Today, only 11 percent say all or most of their meetings are face-to-face, with over half saying they never see clients in person, even a single time. COVID has accelerated a trend we saw developing five years ago.

*Over half of surveyed members report to be working more than 40 hours per week, with increases seen in those working later into the evening, and meeting with clients on Saturdays and Sundays, as compared to past surveys.*

While fewer IECs are renting professional, out-of-the-home offices, there remains quite a variety of locations employed by IECs. Near equal numbers indicate meetings are held in a home office, a professional office, elsewhere in the community (from cafes to client homes), and various locations depending on the client, the time of day, and the circumstances.

Of course, IEC work time is more than client meetings and, in fact, under half of IEC professional time is spent in direct contact with clients and families. Members also spend a quarter of their time on research, 12 percent on visiting campuses, and 16 percent on the

business itself. The percentage of time spent on research declines with experience. COVID may have impacted the time spent on visiting campuses as IECs reported an average of about 18 virtual tours in 2021, along with approximately eight in-person tours.

One of the most significant changes taking place is the decline in the number of solopreneurs. At one time, those working without any support staff accounted for more than 80 percent of IECs. The number has declined to 55 percent and the trend seems certain to continue.

Two other changes are worthy of mention: the growth of IECs globally (among IECA's 2,600 current members, 195 members come from 41 countries around the world) and the increase in US-based IECs serving students globally.

The structure of IECs' service models has changed some, but not at the rapid pace seen above. Today, 87 percent of IECs offer a comprehensive package, while three-quarters offer hourly or limited-service packages to clients (often in addition to a comprehensive model). Members report that when options are presented, three-fourths of clients choose the comprehensive alternative. 

The full *State of the Profession* report, which includes much more information on fees, profitability, and related topics, can be found on the IECA website: [link.IECAonline.com/state-of-profession](http://link.IECAonline.com/state-of-profession)

## Partner with a Flexible, Mastery-based Education Solution

Connect global scholars to academic success with an online school designed for college-bound students.

- Flexibility to work when students want, where they want
- Self-paced, mastery-based learning model
- High-quality curriculum
- Professionally trained faculty
- Full-time, part-time, and summer enrollment



**Schedule a consultation.**  
laurelsprings.com | 800-377-5890  
partnerships@laurelsprings.com





# Need Versus Want: Helping Students Build a Healthy College List

By Steven Mercer, EdD, IECA (CA)

Many years ago, walking through a large department store, I overheard a conversation between two shoppers. The young man picked up an expensive leather jacket with an eager grin and exclaimed in a breathless voice, "I need this."

His girlfriend slowly looked up from the clothes rack with a look of pity and said, "I think you need to learn the difference between need and want."

I couldn't help but chuckle as I went along my way. But I've never forgotten that exchange, especially when talking to students about creating a college list that genuinely represents who they are and who they can become in the future.

## Qualities Students May Want from Their College Education but Probably Do Not Need

I often hear students confusing qualities they want with qualities they need.

### A Prestigious College

The most significant quality that no one needs is attending a prestigious college. Despite what society pressures many young people to believe, going to a prestigious school has little measurable value compared to a less prestigious college. And while this may sound harsh, if someone applying to college has an ego that is so fragile that the only thing they can focus on is prestige (which is just another way of saying paying attention to what other people think), I don't feel that person is ready to go to college.

Hyper focusing on attending a prestigious college is, in my opinion, the likely cause of many of the most troubling aspects of college admissions today. Suppose I could wave a magic wand to remove the notion of prestige in the college search process. In that case, I am certain many students would have a markedly different (i.e., better) experience applying to colleges.

*continued on page 10*



Steven Mercer, Mercer Educational Consulting, can be reached at [steven@mercered.com](mailto:steven@mercered.com).

## The “Minor Conveniences”

There are several additional factors that students often believe they want but don't need that I call “minor conveniences.” These are ‘nice to have’ conveniences, such as weather, dorms, food, parties, or an exciting location. You might ask, “If these are ‘nice to have,’ then what is wrong with factoring them into a search for colleges?” The problem is that many students hyper focus on these factors.

### Location and Weather

For example, some students spend so much energy thinking about the location of a college in ways that do not determine if they will get an excellent education. Going to college in a place with preferred weather (sunny for students who think they want to spend much time at the beach or snowy because they enjoy snowboarding on the weekends) has little impact on later success or happiness in adult life.

The truth is, busy college students don't have nearly as much time as they think to enjoy their preferred weather. And I know no one who has graduated college and looks back on the experience reflecting on the great weather.

### “Big City Life”

A recent trend I have noticed is students who believe they need to go to college in a well-known large city. Their arguments about why this is so essential sound like this, “A smaller city or

college town could not possibly have anything to do after class. I grew up in a city, so I really crave ‘big city life.’ Plus, I must get a job after college, and I will need to start getting internships right away. Only a big city will let me start my career.”

I can't argue that going to college in a big city would not be a remarkable experience in many ways. But these arguments simply do not hold water. No matter what size city the student grows up in, I know of very few high school students who are actual “city people” and are only accustomed to a social life staying up late bar hopping around a major metropolis.

I also know that a considerable percentage of the most successful professionals in every field worldwide attended a university outside of a large city without immediate access to internships, jobs, or exciting nightlife. There is simply no good reason to believe that attending college in a smaller location will hold anyone back from pursuing a career filled with great success and happiness.

## What Do Students Need from a College?

In many ways, the list of what students need from a college is probably fairly short. Below are a few ideas, but this might not be a comprehensive list of all the needs.

The reason it's so difficult to filter out “want” from “need” is that most of what a student needs from a college is subjective and perhaps a little abstract. It's hard to easily measure most of what colleges do in terms of education.

# THERAPEUTIC SUPPORT FOR ACADEMIC SUCCESS

Providing eight residential and five day schools serving ages 5-22 in Massachusetts and Connecticut

Supportive, trauma-informed educational opportunities nurture growth, learning and lead to greater success. Find your path at JRI's specialty schools in your community.



Leader in  
Social Justice

JRI is strongly committed to providing an inclusive, diverse and welcoming environment for our employees and the people we serve.

Learn more at  
[www.jri.org](http://www.jri.org) | (508) 468-6042  
[navigator@jri.org](mailto:navigator@jri.org)

The Boston Globe  
TOP PLACES  
TO WORK 2021  
MASSACHUSETTS

And yet, perhaps the most important need is not subjective but quite objective.

### An Affordable College Education

Hands down, the most critical factor that overrides any other consideration is enrolling at an affordable college for the student and family.

College costs have indeed soared, and there does not seem to be a lot of relief in sight. But with good planning, many students can find more than enough colleges to fit their financial needs. There is a severe need for students to not rely on taking on a crushing debt just for a college degree. Statistics about student loan debt in the United States are often discussed in the news and almost always paint a dire picture.

I know of no college degree worth a loan burden that will significantly impact their quality of life and career choices later in life.

### More Subjective Needs

After college affordability, determining what you need to get a good education is subjective.

### The Right Learning Environment

Some learners thrive in large classroom environments that expect students to independently manage their time and tackle their assignments with little hands-on support. But more often, I believe most learners (regardless of high school GPA, test scores, or other factors that suggest academic intelligence) benefit from one-on-one attention and instruction tailored to their unique questions, strengths, weaknesses, etc.

Frequently, I work with students who mistake what type of college student they are. Some believe they will only thrive in a college just like their high school because they've attended a huge high school, survived large classes, and worked successfully with teachers with large caseloads. While these types of students might get to the end of the college journey with a degree in hand, as a lifelong educator—having worked with students from preschool to graduate school and studied education in graduate school—I'm biased about what I believe to be the necessary conditions for a high-quality college education.

Most students need to go to a college where instruction is conducted on a "human" scale. A size of college where teachers and learners have time to discuss ideas, or peers can argue amongst themselves and consider points of view that are foreign to them. Above all, a college where students can form relationships with mentors who can help them with essential questions about their careers and next steps after college.

Convincing students that a smaller learning environment is probably the best fit and investment for them is one of my most significant challenges as a college counselor.

### An Opportunity to Grow

Finally, students need to find opportunities to fail. The most profound growth comes from failure.

Whether this can happen at a smaller or larger college is up to the student. But again, it is my experience that humans are more likely to risk failing in smaller environments where they are known, seen, and supported.

Sadly, many students are lured to colleges (because of prestige or minor conveniences) that do not support their best college learning environment. As counselors and educational consultants, it's difficult to confidently know how to guide students towards what they truly need and not merely want to make college decisions based on their best interests. I've noticed some counselors and IECs go down the rabbit hole of justifying a college list based on certain statistics or the presence of specialized majors that the student has suggested they would be interested in. But in my experience, most of the students we work with are still early in their development towards career exploration and even academic interests. I rarely work with a student who is a true "laser beam" who has honestly figured out what they want to do after college. Some counselors and IECs complain that their students seem to pick their college list by "feel." This might be true, but I like to give students the benefit of the doubt after having a lot of good conversations about the difference between need and want, and then let them use their heart and mind to make a decision that's going to fit best for them. 

Advertisement



**Why PCGL?**

- Engage with girls from around the world
- Enroll in unique summer and year-round programs
- Earn additional high school credits
- Receive a transcript from Miss Porter's School
- Become part of the global PCGL network



2023 SPRING CONFERENCE

A stylized graphic of a city skyline with various skyscrapers in shades of purple, blue, red, and orange, set against a rainbow arch.

**EXPLORING THE  
FUTURE TOGETHER**

MAY 8-10 • SEATTLE, WA

A panoramic view of the Seattle skyline, featuring the Space Needle, various skyscrapers, and Mount Rainier in the background under a clear blue sky.

Join Us in **SEATTLE** this Spring!

- Connect with 500+ Independent Educational Consultants
- 75+ Educational Sessions
- College Fair, School Exchange, Therapeutic Information Swap

- Campus Tours
- Pre-conference Workshops
- Many opportunities to network with colleagues!

*Registration will open in February.*

[info@IECAonline.com](mailto:info@IECAonline.com)



# Two Perspectives on Student-Centered College Consulting

## Contract to Care: Infusing College Consulting with Social-Emotional Intelligence

By Yvonne Espinoza, CEP, IECA (TX)

Before becoming a full-time college consultant, I was employed by an alternative public high school in Austin, TX. As the sole college counselor on campus responsible for assisting all students with postsecondary planning, the diverse population allowed me to regularly advise students from varying cultural and socioeconomic backgrounds. On any given day, I could be advising students who were first generation, aging out of the foster system, from the highest socioeconomic backgrounds, or transitioning gender identities. Effectively meeting the unique needs of each student necessitated a perpetual learning curve. Although I didn't quite recognize this as student-centered advising at the time, I did, however, realize its significant impact on the confidence and

motivation of the students I engaged with. When I eventually founded my college consulting business, I naturally incorporated a student-centered approach to my services.

What does it mean to be student-centered? **Student-centered learning** refers to an approach "that truly focuses on the desired outcomes for each individual student, while accounting for the differences of each student" (Harrington & DeBruler, 2019). As it relates to consulting, effectively evaluating each client and adjusting college planning to specific situations and needs accordingly is essential to this concept. Utilizing a universal college counseling blueprint for each client does not allow for adequate nurturing of individuality and resilience, important aspects also increasingly relevant in the college admissions process.

The incorporation of social-emotional intelligence training into our routine professional development

*continued on page 15*



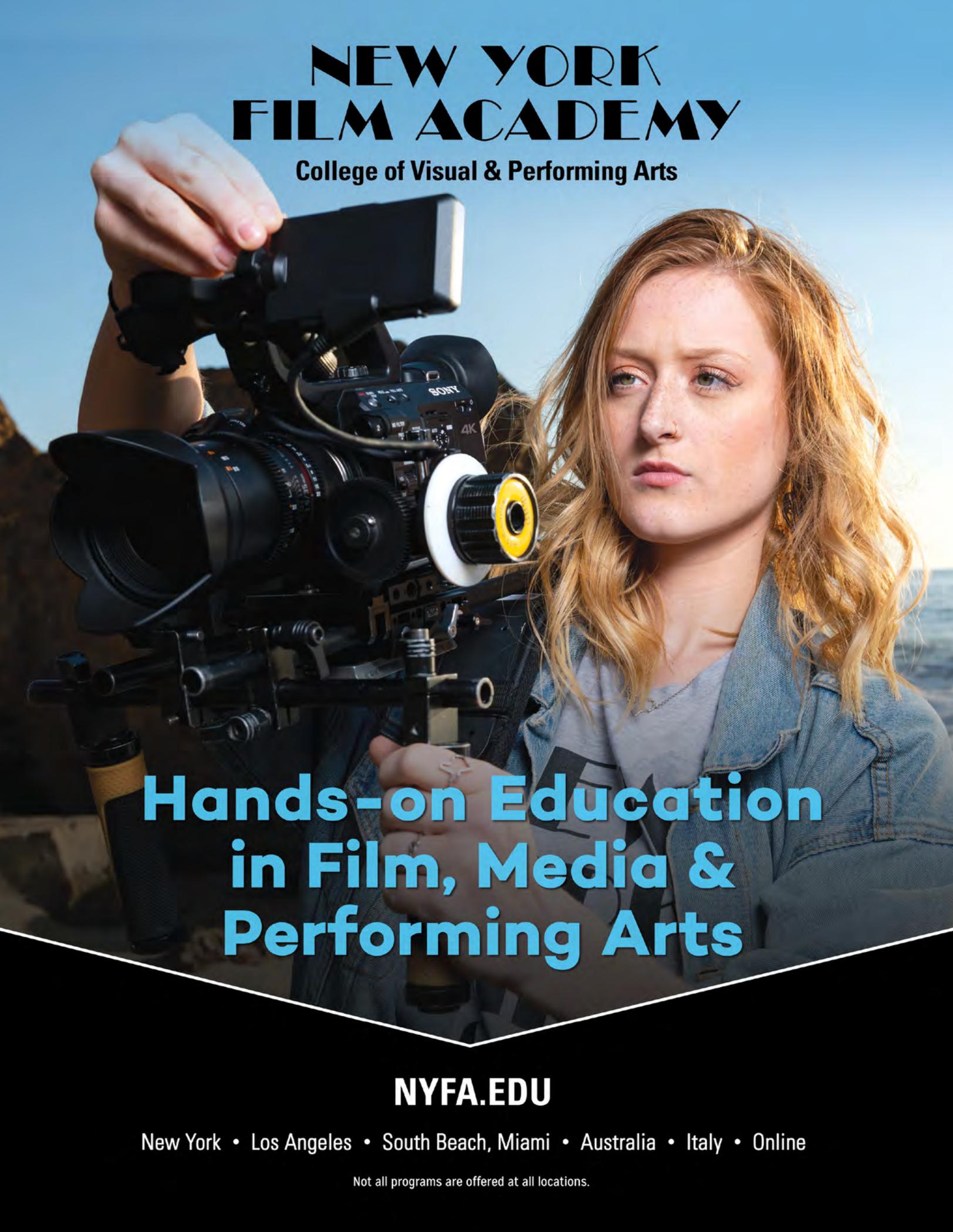
Yvonne Espinoza, Yvonne Espinoza College Counseling Services, can be reached at [yvonne@yescollegecounseling.com](mailto:yvonne@yescollegecounseling.com).



Shannon Bergeron, Core College Consulting, can be reached at [shannon@corecollegeconsulting.com](mailto:shannon@corecollegeconsulting.com).

# NEW YORK FILM ACADEMY

College of Visual & Performing Arts



**Hands-on Education  
in Film, Media &  
Performing Arts**

**NYFA.EDU**

New York • Los Angeles • South Beach, Miami • Australia • Italy • Online

Not all programs are offered at all locations.

enables us to understand and connect with our students and families more adeptly, which is central to student-centered advising. Although I am not a licensed counselor, nor do I attempt to provide any type of psychotherapy, it is common for students (and parents) to shed tears of anxiety and frustration throughout our relationship as they try to balance the college process with the challenges they may be facing in their personal lives. With the mental health crisis affecting today's adolescents ([nytimes.com/2022/04/23/health/mental-health-crisis-teens.html](https://www.nytimes.com/2022/04/23/health/mental-health-crisis-teens.html)), in addition to the impacts resulting from a global pandemic, it's understandable that our clients may not have the emotional capacity to expend on the college planning and application process.

As a member of the Counseling Department in my last high school, I had the privilege of being included in training on social-emotional learning, as well as adolescent psychology, and have continued this professional development through the resources provided by college admissions counseling organizational memberships. This understanding has not only assisted me in better empathizing with my clients but has also enabled me to adopt an advising approach sensitive to the intricacies of the family dynamics and backgrounds so integral to a student's life experience. Appreciating the diversity of our clientele entails embracing an equitable approach to consulting; recognizing when adjustments or additions need to be made to provide each student the specialized support needed to successfully plan for and apply to college.

Ultimately, being chosen by students and families to support them during this pivotal moment in their lives is a privilege that deserves our vested interest in the overall well-being of each of our students.

## Flexibility is Key

By Shannon Bergeron, CEP, MEd, IECA (TX)

What brought me the most joy as a school counselor for almost two decades was watching the growth that happens in adolescents throughout their high school years. Building trust and relationships with my students is at the heart of my work, and a huge part of earning that trust is being present with them.

My approach of "whole-child college counseling" means that I invite students to engage and participate in this relationship in an authentic and genuine way (and recognize and respect that vulnerability), have fun throughout the journey, and to reduce stress and anxiety as much as possible. It's not a "one-size-fits-all" approach.

While there are "big picture" milestones that students will work toward, the pace at which we move is individualized. I have regular conversations with students about what is going on for them, and we make a plan together about due dates for specific tasks. Depending on their particular activities and commitments, some weeks are busier than others, so we plan around that. The more the client has some control over each piece, the more empowered and engaged they are.

As adolescents, our clients are navigating social and emotional ups and downs on a daily basis. If a student is stressed about a class or

something happening with a friend and I'm asking them to engage in conversation about researching a college major, they aren't engaged with me. And when I see that a client is shutting down because they are overwhelmed and avoiding tasks, I acknowledge how they are feeling. I gently remind them that I care about them and I'm there to help and tap into the trust we've built to provide reassurance and encouragement.

I start each of our meetings with a check in, asking what is on their mind, or what is particularly stressing them out. That might lead to conversation about how to talk to a particular teacher, or problem-solving whatever is going on.

I also focus on empowering the student. The college application journey can be incredibly stressful for students and one of the main reasons is that students have limited control over much of the outcomes. Helping each of our clients to identify where they do have control is essential and can be empowering for them. The student is "driving the bus" and the independent educational consultant, parents, and other people in their lives are all on the bus, in supportive roles.

For me, this means that I meet with the students one on one, and my expectation is that the student will update the parent(s) about what they are working on and the student has control over how that conversation will go. I also talk with each client about how to include their parents and even help with some of that language. This is incredibly empowering for teenagers and also helps with family communication. Parents love this as well! 

---

Advertisement



**LEARN TO SOAR**

 **MARVELWOOD**

[www.marvelwood.org](http://www.marvelwood.org) | 860.927.0047 x1005



## MARIANAPOLIS PREPARATORY SCHOOL

[www.marianapolis.org](http://www.marianapolis.org)  
(860) 923-9245  
[admission@marianapolis.org](mailto:admission@marianapolis.org)  
26 Chase Road, Thompson, CT 06277



@MARIANAPOLIS



.COM/MARIANAPOLIS



@MARIANAPOLIS

Marianapolis is a Catholic co-educational boarding and day school nestled in northeast Connecticut. Located in proximity to major cities such as Boston, New York City, Hartford, and Providence, Marianapolis serves over 300 students from around the globe. Experiential learning is the core of the Marianapolis pedagogy, featuring short-term explorations – offering everything from cranberry bogging to blacksmithing – and a week of travel-based study in the spring. The traditional college-prep curriculum, including 22 AP® courses, can be coupled with targeted tracks in Business & Entrepreneurship, Social Justice, or Innovation. With over 40 clubs and organizations, 12 extracurricular options, and 17 interscholastic programs, Marianapolis has opportunities for every student to make an impact.





# Understanding the US Diploma in the Context of International Admissions

By Lauren Joyce Hensel, MPA, IECA Associate (Netherlands)

According to the January 2020 *ICEF Monitor*, “Fewer than two percent of American postsecondary students opt to study abroad.” As an independent educational consultant (IEC) based abroad, this statistic confirms why there are many misconceptions about the US high school diploma and how it works when applying to universities overseas. Regionally, IECs possess insight into the types of students who can get into US-based universities, but more global knowledge is needed. With over 26,000 universities around the world and globally mobile families becoming more common, it is important that IECs know how to navigate a global application process. They need to understand what is needed for an applicant coming from the United States curriculum.

## Diploma Equivalency Varies

Each country’s education ministry has its own requirements for the US high school diploma. For example, in the Netherlands, a standard high school diploma with limited (fewer than four) or no APs gives students access to applied science universities, but not university colleges or research universities. In Denmark, students must possess a high school diploma plus three APs with a passing grade and a score of three or above on the exams. Applicants to the University of Malta are admissible with a high school diploma to their junior college. At the National University of Singapore, students must achieve specific ACT or SAT minimums in conjunction with AP exams or SAT subject tests, but they do not superscore. Overall, the standard US high school diploma may not be strong enough to gain access to universities

in many countries, but for the advanced student with a significant amount of AP courses, the entrance requirements may be more achievable. In order to find correct information, the first step is always contacting the international office at universities. Some countries have robust government funded websites that will clearly communicate requirements, including Germany, the United Kingdom, Denmark, and Sweden.

## Holistic Admissions Does Not Reign

Unlike the US system, admissions processes in other countries are overall straightforward. They require an application, transcript, and potentially AP exams or SAT scores. Countries such as Australia, Germany, the Netherlands, Sweden, Denmark, South Africa, Singapore, and Ghana require students to have a certain GPA with the potential addition of APs or standardized test scores to access public universities, both applied and research oriented. While there are exceptions to every rule (university colleges in the Netherlands, private universities in Asia, and numerus fixus/clausus programs), it is important to note that letters of recommendation, personal statements, and robust extracurriculars will not carry much weight in a majority of programs. Generally, if students do not meet minimum requirements for university overseas, they should be advised to not apply as they will not be successful in the process. If a student is looking for more holistic admissions, it would be prudent to research American-style universities located overseas, which do offer a holistic review.

*continued on page 18*



Lauren Joyce Hensel, Launch Education Advisors, can be reached at [lauren@launcheducationadvisors.com](mailto:lauren@launcheducationadvisors.com).

For more support for your work with students crossing borders, visit the International Resources section of our online, member-only Peer-to-Peer Resources: [link. IECAonline.com/peer-to-peer](https://www.iecaonline.com/peer-to-peer)

## Course Selection Really Matters

Contrary to the open curriculum in the United States, other countries offer study tracks or profiles in secondary school. As a result, university courses may require specific secondary school course requirements for entry. If a student comes to you in their senior year with limited APs, it will be of utmost importance to check course entry requirements.

For example, the University of Twente in the Netherlands requires students to have (pass the class and exam) at least four APs in specific subjects to study: AP Calculus AB or AP Calculus BC or AP Statistics; AP Physics C: Electricity and Magnetism or AP Physics C: Mechanics; AP Chemistry; and AP Biology. Therefore, if a student has four APs but not these specific subjects, they are not admissible unless the student sits for one of two specific external exams in the required subjects. These exams, which take place in the Netherlands, would require additional travel funds to take. Consequently, students may find their dream of Europe in limbo if they did not plan in advance. For graduate students, it is important to follow the proper bachelor's degree to gain entry to master's degrees in Europe and beyond. Typically, a BA will give you access to an MA and a BS will give you access to an MS. Rarely will ministries of education make exceptions. Obviously, the earlier we work with students, school counsellors, and parents, the better we can assist in forming accessibility pathways to mitigate these situations.

## AP Scores Matter

While AP scores matter in US admissions, schools will review transcripts to see how a student did in their classes. However, in many countries, research universities will expect to see anywhere between three or four AP courses with both a passing grade in the class **and** at least a three on the exam. This can mean big implications for US diploma holders as a student is left with a conditional admission that cannot be finalized until AP scores are received. Therefore, it is always in a student's best interest to have a backup plan if they feel their AP scores will not come to fruition.

## SAT/ACT Scores May Be Required

Although universities are becoming test optional in the United States, this trend is not prevalent globally. Some private universities may accept a high school diploma without a standardized test; however, this is not the case in every country. Research universities across Europe, Australia, Asia, and in select African countries require a combination of GPA and test scores and state specifics for these scores. If a minimum score is required, flexibility does not exist. A student must achieve that score.

Navigating the global admissions landscape does not have to be overwhelming, but it does require significant research and cultural understanding as an IEC. We are in unique positions to bring knowledge to our clients and their support teams. By starting these discussions and working through pain points early and seeking out advice from global IECs, you can effectively guide students through the international admissions process. 


SPARHAWK SCHOOL
Immersive Learning ● College Preparatory ● Project-Based Learning





Sparhawk School is an inclusive, experiential & progressive day school serving students from PreK through 12th grade.

Founded in 1994, Sparhawk fosters an environment where students are able to be themselves fully, experience hands-on learning in an intellectually rigorous environment, and receive academic and social/emotional support in an environment that values individuality and whole-child education.



"I AM MORE THAN A TEST SCORE"

- 100% college acceptance.
- 38% of students receive financial aid.
- Transition team for post-therapeutic students.
- Day students from Massachusetts, New Hampshire, Maine. Homestay programming for international students.
- Learning Center program to support executive functioning, written and expressive language, and other academic challenges.




Follow Us  
@SparhawkSchool

SPARHAWKSCHOOL.COM

An independent school serving students in grades PreK-12.

-----

Lower School: 259 Elm Street, Amesbury, MA 01913 | Upper School: 4 Noel Street, Amesbury, MA 01913  
(978) 388-5354 | admissions@sparhawkschool.com



# Key Features of the Master's in Management Program

By Tripti Singh, MA, IECA (China)

Master's in management, popularly known as MiM, is a one-year course of study offered by leading business schools across the globe, such as the University of Toronto, University of Southern California, London Business School, and HEC Paris.

This program is a detailed study of management concepts and case studies, much like the MBA. However, unlike the MBA, it is curated for a cohort that does not have work experience. Applicants with over two years of work experience at the start of the program would be considered overqualified. There are a few exceptions to this rule, though. For example, Australian National University in Australia admits applicants with three years' work experience.

Another key feature of the MiM is that it is offered to applicants who do not have an undergraduate degree in management. The cohort includes students from non-management backgrounds like engineering, social sciences, pure sciences, humanities, and honors in core subjects like finance. For example, if an applicant has studied

BSc (Hons) in finance from the London School of Economics, they have only studied finance modules for the three years of their undergraduate study. Such an applicant would qualify for an MiM. However, if a student has a bachelor's degree in business administration, they would not be considered eligible to apply.

The application components for an MiM are those typically expected by graduate schools across the globe. These include the applicants' resume, one or two (sometimes three) letters of recommendation, a statement of purpose or personal statement, some subjective type questions within the form, and sometimes an interview or a video essay. Since the program is offered to recent graduates, at least one academic recommendation is expected. Typically, admission officers will seek information about the applicant's fit into the study of management. So, taking the initiative, being proactive, and leading a club or other community engagements would be essential to highlight in the resume.

*continued on page 21*



*Tripti Singh, The Red Pen, can be reached at [tripti.singh@theredpen.in](mailto:tripti.singh@theredpen.in).*

**Bocconi**

# MAKE A SMART MOVE, MOVE TO MILAN

Discover Bocconi University,  
ranked top 5 in Europe

- **DEGREE PROGRAMS IN ECONOMICS,  
MANAGEMENT, FINANCE, POLITICAL SCIENCE,  
DATA SCIENCE AND LEGAL STUDIES**
- **SUMMER SCHOOL PROGRAMS**
- **A GLOBAL NETWORK**
  - 280+ PARTNER UNIVERSITIES
  - 4,000 EMPLOYERS
  - 120,000+ ALUMNI
- **VIBRANT AND SUSTAINABLE CAMPUS  
IN DOWNTOWN MILAN**

[www.unibocconi.eu](http://www.unibocconi.eu)

**Bocconi. Knowledge** that matters.

This program enjoys a lot of popularity in Europe and the UK. Leading business schools in these regions offer MiM degrees. In comparison, very few business schools in the US provide the same. Leading business schools in the United States that offer the MiM are Duke University, Northwestern University, and the University of Southern California, among others. In the United Kingdom, applicants can consider the programs offered by London Business School (LBS), London School of Economics (LSE), Imperial College London, University of Edinburgh, and many more. The National University of Singapore and Singapore Management University offer the program in Singapore. In Australia, the Universities of Melbourne and Sydney and Monash University offer the MiM. In Europe, popular MiM programs are offered by HEC Paris, INSEAD France, ESCP, IE Business School, and many others.

There are slight variations to the curriculum offered by some universities. LBS, for example, provides a program in management and analytics. Upon closer look, the curriculum aligns with those of programs focused on business analytics. However, they are called management and analytics because some modules are more intensively focused on general management. The same can be said about Duke University's program in quantitative management. Northeastern University offers a program in international management, and New York University provides one in management and systems. Therefore, the prospective applicant must study the modules closely to understand whether the modules offered, and the specialization

offered, align with their goals. The global master's in international management degree is one popular variation in this regard. Here, the applicant would study at one business school campus for year one and another business school located in another country for year two. The LSE global MiM is the most popular program among applicants. They offer over 30 global business school options for the second year of study.

Most global MiM programs offered worldwide are housed at business schools that are a part of a global association called CEMS. CEMS is a collaboration of leading business schools, multinational corporations (MNCs), and NGOs worldwide that have curated these niche graduate degree offerings. One exception here is the global MiM offered by LBS. This program, while not a part of the coveted CEMS association, is still highly reputable and considered competitive.

While MBA admissions teams have no bias regarding standardized tests, in my experience, business schools outside the United States that offer MiM still lean slightly towards the GMAT. Nowadays, more and more have begun to accept the GRE instead of the GMAT. However, a student considering British and European business schools would have many more options to apply to should they choose to take the GMAT.

An MiM program prepares a fresh graduate to enter the workforce across industries, banks, consultancies, and MNCs. Also, like an MBA, an MiM is an opportunity to build a robust professional network that will continue to add value in the future. 

*CooperRiis is a mental health residential treatment and transitional living program.*



*Offering a full continuum of care with a personalized and strength-based recovery approach.*







**What We Treat** At CooperRiis we offer residential mental health treatment for adults with anxiety, depression, schizophrenia, PTSD, personality disorders, autism/neurodiversity, bipolar disorder and dual diagnosis.



**CooperRiis at Asheville**  
Short-Term  
Therapeutic Group Structure  
Accepts Insurance

*Locations in:  
Asheville &  
Mill Spring, NC*



**The Farm at Mill Spring**  
Long-Term  
Community Work Based  
Holistic Approach to Recovery

*Visit us  
Online  
CooperRiis.Org*



**Asheville Community Program**  
Transitional Living  
Community Centered  
Work & Education Support

Contact Our Admissions Team Today 828-899-HOPE (4673) [Admissions@CooperRiis.Org](mailto:Admissions@CooperRiis.Org)



# Why I Belong

## IECA Benefits Through the Lens of 40 Years

By Andi O'Hearn, IECA (RI)

I attended my first IECA conference in 1983. I was a very young, very green, director of admissions at an all-girls boarding school. IECA conferences quickly became my favorites. I developed friendships with both independent educational consultants (IECs) and admissions officers from around the country. At that time, the conferences were small, there were not really international consultants, very few colleges attended, and therapeutic programs were unknown. However, IECA conferences offered huge opportunities for me to gain professional advice and to network with IECs from all over the US. They were an amazing resource as 80 percent of my school's students came to us from IECs. My early career as an admissions director was shaped by my relationships with IECs and the opportunity to work with them and learn from them.



active on committees and giving back to IECA as a volunteer. I love helping people who are starting out on their own. You are always only an email or phone call away from answers and ideas for everything from marketing, administrative software, and insurance questions to trends and legal advice.

At this time, I am thrilled that my daughter is joining IECA. I know that membership will provide her with valuable resources and help her have the skills and ethics to grow our consulting business. My biggest advice to anyone thinking of becoming an IEC is to join IECA. The organization has grown tremendously through the years to now encompass therapeutic schools and programs, colleges and universities, and international consultants and schools, but one thing has remained the same. IECA is an organization committed to providing the membership with professional information, support, friendship, and advice. 

Andi O'Hearn, Enrollment Edge International, LLC, can be reached at [andiohearn@gmail.com](mailto:andiohearn@gmail.com).

***My biggest advice to anyone thinking of becoming an IEC is to join IECA.***

For the next 10 years, I attended IECA conferences and visited IECs around the country. I knew that one day, when I grew up, I wanted to be an independent educational consultant. In 1992, I left the boarding school admissions world and started my company. I was worried that things would change for me at my next conference. Would my IEC friends still support me or would I now be competition? I have to say, there was even more support! Other IECs went out of their way to share business ideas and tricks of the trade and encouraged me to reach out whenever I needed anything. I felt hugged by an organization at a time when I was worried and didn't know if I could make it on my own. I was encouraged and thankful. Later, during one of the darkest times of my life, I am thankful to say that my consultant friends were there for me with both emotional support and professional advice.

During the last 30 years of my career, I have gone back and forth between positions in boarding schools doing admissions, teaching, college counseling, and advancement. During that same time frame, I have always kept my consulting company active. No matter what jobs I have pursued professionally, I have been supported by my friends and colleagues in IECA and by the IECA staff. When I have needed professional advice or guidance, I have found that information available to me either on the IECA website, through one of the online communities on the Member Network, or by reaching out to someone in the organization. I have also enjoyed being

### IECA's Career Center

You'll find an extensive list of employers in education, consulting, and beyond in our Career Center. Whether you are looking for a new opportunity for yourself or to find talent for your company, make the Career Center work for you.

Job seekers can create an account, upload their resume, and apply to jobs for free! Get started today:  
[link.IECAonline.com/careers](http://link.IECAonline.com/careers)





## In the News

**Terry-Mady Grove** (NY) was quoted in “Despite Years of Criticism, the US News College Rankings Live On” in the *New York Times* on September 15, 2022.

**Thomas Jaworski** (IL) was quoted in “Unhappy with your college? Here’s how to find a better one.” in the *Washington Post* on September 18, 2022.

**Bari Norman** (CT) was quoted in “College Applications Are on the Rise: What to Know” in *US News & World Report* on June 21, 2022.

**Colleen Paparella** (VA) was quoted in “Don’t Make These Eight Mistakes as a College Freshman” in *US News & World Report* on June 27, 2022.

**Peggy Baker** (NC) was quoted in “What a Liberal College Is and What Students Know” in *US News & World Report* on July 7, 2022.

**Kathleen Moore** (Associate, MA) was quoted in “How the Overturning of Roe v. Wade May Affect Students’ College Decisions” in *US News & World Report* on August 4, 2022.

**Arron Marlowe-Rogers** (Associate, NC) was interviewed for a segment on choosing a college major on WXII 12 TV on September 15, 2022.

**Kate Sonnenberg** (NJ) and **Laurie Kopp Weingarten** (NJ) were quoted in “Five Summer Activities That Look Great on a College Application” on BestColleges.com on June 22, 2022. Weingarten was also quoted in “Does Early Decision Increase Your Chances of Acceptance?” on July 21, 2022 on CollegeConfidential.com and “Is teen employment making a permanent comeback? What teens gain from work” in *Deseret News* on July 22, 2022.

**Caitlin Myers** (IECA staff) was quoted in “Good Reads You Might Have Missed: Gratitude” in *Associations Now* on August 24, 2022.

**IECA** was referenced in “Oregon State University Creates Instructional Toolkit for Common Application” in *Diverse Issues in Higher Education* on August 29, 2022; “Oregon State Tool Helps Walk Students Through Common Application” in *Campus Technology* on August 29, 2022; “Oregon State University implements online service to help applications” on HEZI 9 News online on August 29, 2022; “Online Toolkit for New OSU Students” on MyCentralOregon.com on August 30, 2022; and “OSU Develops College Application Online Toolkit” on Spaces4Learning.com on September 8, 2022. 

IECA members: Send us your media appearances to share in a future issue of *Insights* and on the IECA website. Email details to [Insights@IECAonline.com](mailto:Insights@IECAonline.com).

# Now Enrolling for Spring 2023



Oak Hill Academy is a co-ed, college preparatory boarding school for 8th to 12th graders who are seeking a change and looking to grow academically, socially, and emotionally.

*Located in Southwest Virginia*

**276-579-2619 | [www.oak-hill.net](http://www.oak-hill.net)**

# AXS Companion to Common App Now Available to Help All College-Bound Students

Thanks to the tireless work of many IECA members, working in partnership with Oregon State University's Ecampus, the AXS Companion to Common App ([AXSCompanion.org](http://AXSCompanion.org)) is now available to help all college-bound students successfully complete Common App. This **free, online resource** features 50+ explanatory videos for each Common App section as well as helpful tips, a glossary of application terms, and links to additional resources. It is designed to be used side-by-side with Common App as students complete their applications.

IECA has produced information cards about the AXS Companion to Common App for you to display in your office and distribute to students and families, colleagues, at events, and elsewhere. Complete the form at [link.IECAonline.com/The-AXS-Companion-info](http://link.IECAonline.com/The-AXS-Companion-info) to order up to 20 complimentary information cards. For a larger quantity, contact Sarah Brachman: [Sarah@IECAonline.com](mailto:Sarah@IECAonline.com)

Thank you for helping to spread the word about this free resource to help all students navigate Common App!

---

*"The AXS Companion is the very best free tool I've seen to assist students and families as they work through the Common Application. With excellent videos featuring true college experts, thoughtful explanations to challenging questions, and a focus on ensuring that every student has access to high quality information, the AXS Companion will make it easier for students to complete the Common Application on their own and make the college application process more equitable for all."*

—David Quinn

*Director of International Baccalaureate  
Harlem Village Academies High*

---



## AXS COMPANION TO COMMON APP

*A free, online resource to help students navigate Common App*

The AXS COMPANION was designed by professional educational consultants to be used side-by-side with Common App as students work through their application. Each section includes explanatory videos, helpful tips, a glossary of application terms, and links to resources mentioned in the videos.

See the back of this card for a list of some of the topics addressed in the videos.

Scan the QR code or visit [www.AXSCompanion.org](http://www.AXSCompanion.org)



The AXS Companion is a collaboration between the Independent Educational Consultants Association (IECA) and Oregon State University Ecampus, with the goal of helping students navigate and apply to a wider selection of colleges and universities.

# Submit Your Proposal for IECA's 2023 Spring Conference

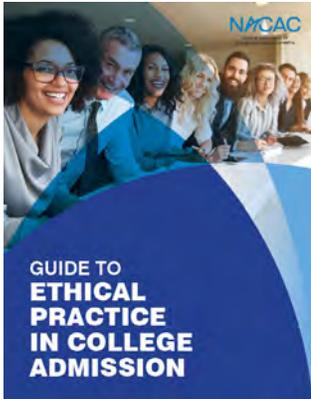
**Deadline: January 6, 2023**

Now is the time to submit a session proposal to share your knowledge at the IECA 2023 Spring Conference, scheduled for May 8-10 in Seattle, Washington. We accept proposals for breakouts, panels, pre-conference workshops, and more. The proposal deadline is January 6, 2023. For more information, visit our website: [link.IECAonline.com/present](http://link.IECAonline.com/present)



# Initiatives

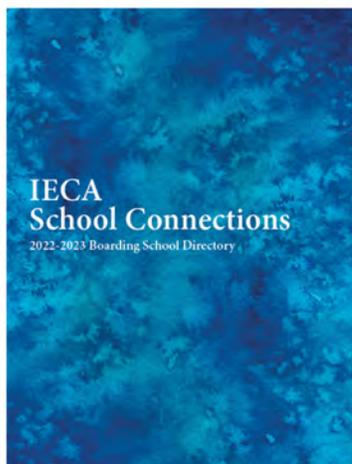
**Yvonne Espinoza** (TX) has accepted the role of co-chair of the National Association for College Admission Consulting (NACAC)'s Ad Hoc Committee on Mental Health and Equity in the Transition to Postsecondary Education. This committee identifies systemic challenges faced by college admission counseling professionals and students and recommends ways in which NACAC is best positioned to address these challenges in a post-COVID landscape.



◀ **Christine Hall** (NC) has accepted the role of member of NACAC's Admission Practices Committee for the 2022-2024 term. The committee creates education materials to help promote the best ethical practices outlined in NACAC's *Guide to Ethical Practice in College Admission* and establishes and implements a process for updating the document. 🇺🇸

## New Boarding School Directory

We are pleased to announce the creation of our inaugural *Boarding School Directory*, a joint project by IECA and School Connections. School-focused member consultants were mailed their copy in late September. If you would like to receive an additional copy, please contact LeAnnette Bailey, IECA's office administrator, at [LeAnnette@IECAonline.com](mailto:LeAnnette@IECAonline.com).



## SPRING OPPORTUNITIES

### Bridge Experience (residential)

Short-term support for students struggling at their home college.

### College START (online)

A gradual transition into college life for new and current college students.

### Dual Enrollment (online)

Students earn college credit while preparing to transition from high school.



**LANDMARK**  
COLLEGE

Putney, Vermont

**WE ARE THE NATION'S  
LEADING COLLEGE FOR STUDENTS  
WHO LEARN DIFFERENTLY.**

Contact us to learn more about how we help students better understand their personal learning style while earning transferable college credits.

**DYSLEXIA • ADHD • AUTISM  
EXECUTIVE FUNCTION CHALLENGES**

[landmark.edu/spring](http://landmark.edu/spring)  
802-387-6885  
[admissions@landmark.edu](mailto:admissions@landmark.edu)

# Campus Visits

We love seeing IECA members out and about on in-person campus tours again!



Above and right: The IECA Northeastern Colleges Tour, our first stand-alone, in-person college tour in several years, was a huge success! Thank you to all who participated and to the college and universities for being such wonderful hosts.



Below: In June, several IECA members participated in the NCICU (North Carolina Independent Colleges and Universities) college tour.



Right: IECA members Carmen Tercilla and Rebecca Klein took part in the 2022 State University System of Florida Admissions Tour at Florida International University.



Left: IECA members Fran Schlenoff, Rachel Gutow-Ellis, and Ellen Fishman (left to right) toured Chapel Haven Schleifer Center, Inc., in September.



In September, members of the Philadelphia Regional Group had the opportunity to visit Cabrini University.



On September 8, Alan Sheptin organized a tour of Sacred Heart University for IECs based in Westchester and Fairfield.





## We Had a Ball!

IECA Foundation's 25th Anniversary Silver Linings MASKuerade Reception

May 16, 2022, Philadelphia, PA



A huge thank you to all who attended our first in-person fundraiser in more than two years!

With the help of our 47 amazing and generous sponsors, we had a BALL at our MASKuerade Reception.



## Over \$100,000 Raised!

All proceeds from this event support our Annual Fund, which will help us give directly to students and organizations across the nation during our 2022 grant cycle!



*For 25 years the IECA Foundation has served as the charitable arm of IECA. The Foundation leverages knowledge, professional skills, and funds provided by IECA members, sponsors, and donors to help underserved students map pathways to success.*

Make your donation today to the IECA Foundation's Annual Fund.



To learn more about the IECA Foundation, visit [IECAfoundation.org](http://IECAfoundation.org).

# Spotlight on the IECA Rural/Small Town Affinity Group

By Anne Holmdahl, CEP, IECA (WA), Chair of the IECA Rural/Small Town Affinity Group

Kids are kids, parents are parents, and colleges are colleges. Kind of. Every student, family situation, and college fit is unique, and the new Rural/Small Town Affinity Group was born out of the idea that kids—and the IECs working with those kids—from less-populated areas have their own special set of circumstances.



I've been a member of the Outreach Committee for several years now, and we often brainstorm ideas for reaching potential new IECA members. The idea of finding people in more far-flung areas came up and, specifically, IECs working in rural areas or small towns.

My husband is a "country boy" and always wanted a ranch of his own, so 14 years ago, we purchased over 800 acres in remote north-central Washington. The population of the town was then 24; it's now up to 70. The high school 20 miles down the road will graduate eight seniors in 2023. While I primarily live in the Seattle suburbs, when someone suggested that perhaps we should start an Affinity Group for IECs working in or with students in rural/small town areas, I offered to get it started.

We now have almost 50 people in the group and welcome anyone else who cares to join! In our first two meetings, we have had people from New York, California, Minnesota, Wyoming, North Carolina, Delaware, Washington, Montana, Colorado, Pennsylvania, Virginia, and elsewhere! There is no real definition of "rural" or "small town"—some of us think of towns more than 15 minutes from a city as being fairly rural; others live or work with students who can't see another house from their front porch.

We recently discussed ways to access students who live in rural areas. Some communities don't have a strong college-going culture; others send most kids to college. Some communities are centered around farming; others are primarily made up of families who work in the city and commute. And many of the IECs in our group work with a mix of students both local and farther afield who are coming from many different circumstances. Some of our ideas would work for anyone; others are more specific to our communities.

Here are some of the ideas we discussed for marketing the services of IECs to students/families in rural areas or small towns (many of which might help in any community!):



## The New Community School

empowering bright minds who think & learn differently

- Independent Day School, Grades 5-12
- 4:1 Student/Teacher Ratio
- Customized, College-Prep Curriculum
- Igniting the Passions of Students with Dyslexia and Related Learning Differences
- Fostering Academic and Personal Strengths

### EXPERIENCE THE POWER OF LEARNING ONE-ON-ONE

The Tutoring Center at The New Community School exists for students who struggle with learning differences or experience challenges that affect their learning and success. Virtual and in-person options are available. Customized reading and math instruction, content support, academic coaching, and more. [tncs.org/resources/tutoringcenter](https://tncs.org/resources/tutoringcenter)

4211 Hermitage Road, Richmond, Virginia | [tncs.org](https://tncs.org)

- Offer free seminars through the Chamber of Commerce to get your name out
- Collaborate with local businesses like bookstores to offer workshops
- Most schools have auctions or raffles for teams/groups; offer to donate a one-hour meeting or other services
- Have a party at your home or a friend's home—think Tupperware for counseling
- If your practice is a nonprofit, look at the United Way grants program
- Rural kids are often in different clubs from urban kids; reach out to 4H and FFA to advertise or offer workshops
- Consider advertising or setting up a booth at local fairs or other community events
- Watch for a local college fair and set up a booth
- Girl Scouts has a “college knowledge” badge; reach out to your local troops and offer to help
- Parks and Rec departments often do college prep events; volunteer or register to participate
- If you also offer tutoring, consider signing up with Wyzant

Upcoming meetings of our affinity group will discuss other topics, including paying for college, especially for land-rich/cash-poor families; the transition to college for rural kids; DEI issues; working with Indigenous populations; explaining the value of college to agricultural communities; and more. We meet at 12:00 p.m. ET on the first Wednesday of the month and all are welcome!

Anne Holmdahl, *Common Sense College Counseling*, can be reached at [anne@cscollegecounseling.com](mailto:anne@cscollegecounseling.com).

## Connect With Your Colleagues!

IECA Affinity Groups are run by IECA members with similar interests in a specific topic. Connect with a smaller group of your IEC colleagues to share knowledge, ideas, and goals!

Existing Affinity Groups include:

- Asana Users
- Best Notes Users
- Black IECs
- Cialfo Users
- Consultants with Young Children
- Day School Consulting
- Gap Year Information & Resources
- GuidedPath Users
- Homeschooling
- IECA Parents with Struggling Children
- IECs Advising College-Bound Student Athletes
- IECs Who Give Back
- IL Legislation Response
- Intellectual Disabilities & ASD
- Jewish IECs
- Large IEC Business
- LatinX/Hispanic IECs
- LGBTQIA+ & Allies
- Rural/Small Town Students
- Supporting Students Crossing Borders
- Technology for IEC Practices
- TestPreppers
- Transfer Students
- Working with Chinese Students & Families
- Working with Gifted/Talented & Twice Exceptional Students

To join an existing Affinity Group on the Member Network, go to: [network.IECAonline.com/communities/affinitygroups](https://network.IECAonline.com/communities/affinitygroups)

To create a new Affinity Group, contact Tanesha Norman, IECA's member experience manager, at [Tanesha@IECAonline.com](mailto:Tanesha@IECAonline.com).

### WHY RECTORY?

“We dive deeply into discussions in our classes.

We question one another in order to understand other points of view. As a result, I've learned how to think carefully, to share my ideas openly, and to work as a team with people from different backgrounds.” -Mohamed



Rectory School is an independent, coed, junior boarding (5-9) and day school (Early Childhood-9) in Pomfret, CT.



FOR MORE INFORMATION ABOUT RECTORY'S EXTRAORDINARY LEARNING EXPERIENCES VISIT: [WWW.RECTORYSCHOOL.ORG/WHY-RECTORY](https://www.rectoryschool.org/why-rectory)



# Introductions

## Please Welcome IECA's New Professional Members



**Stephanie Ackerman** (NJ), formerly an Associate member, served two years as the admissions chair of the Parents Council for Elon University, overseeing admissions initiatives.

In addition to owning her own computer training business before becoming an IEC, she was the technology director/instructor for a private K-8 school. Ackerman holds an MA from Brandeis University and a BA from Hampshire College as well a College Counseling Certificate from UC San Diego Extension. She is a member of NJACAC.

*Stephanie Ackerman, MA  
Tomorrow Today College Consulting  
Red Bank, NJ 07701  
732-241-7177  
tomorrowtodaycollegeconsulting@gmail.com  
tomorrowtodaycollegeconsulting.com  
Specialty: C*



**Ricki Benjamin** (MA) has worked as an IEC since 2012, following nine years at the Harvard Kennedy School as a senior admissions officer. She earned an MA

from Boston College, while also working in residential life and career services at BC and BU. Previously, Benjamin worked in management consulting at PriceWaterhouseCoopers. She holds a BS from The Pennsylvania State University.

Ricki volunteers for the National GRACE Foundation, providing college admissions advice to students affected by cancer.

*Ricki Benjamin, MA  
CollegeSage, LLC  
Wellesley, MA 02482  
617-763-0889  
collegesagellc@gmail.com  
collegesagellc.com  
Specialty: C*



**Belinda Basile** (RI) has been an IEC for five years and was an Associate member. Before becoming an IEC, she was an assistant AVID teacher at Stamford High School

and worked in commercial real estate. Basile earned an MBA, BS, and BA from the University of Connecticut and a Certificate in College Counseling, with Distinction, from UCLA Extension. She has coordinated interview bootcamps, career fairs, and served on the Governance Council for Stamford High School.

*Belinda Basile, MBA  
College SOS, LLC  
Newport, RI 02840  
860-305-5419  
collegesosllc@gmail.com  
Specialty: C*



**Sharon Bowen** (WA), a former Associate member, draws upon her 15 years of experience educating, counseling, and coaching others in her work as an IEC. She

holds an MEd from Vanderbilt University and a BA from Northwestern University, and attended IECA's 2020 Summer Training Institute. Bowen's volunteer experience includes assisting students with college essays through Matchlighters and the Syrian Youth Empowerment Initiative. She is a member of the Pacific Northwest ACAC.

*Sharon Bowen, MEd  
Green Quad College Consulting, LLC  
Vancouver, WA 98685  
360-474-7677  
sharon@thegreenquad.com  
thegreenquad.com  
Specialty: C*



**Teresa (Terry) Chevako Bava** (PR) has been an IEC for 10 years. She began college counseling as one of her duties at a high school and went on to co-found a writing center for

college application essays before setting out on her own. Bava holds a BA from Smith College and a College Counseling Certificate from UCLA Extension. She recently published the second edition of her book, *How to Apply to College from Puerto Rico*.

*Teresa (Terry) Chevako Bava  
Best Fit College Advising  
Dorado, PR 00646  
787-413-1689  
bfcadvising@gmail.com  
bestfitcollegeadvising.com  
Specialty: C*



**Sawyer Earwood** (CO), co-founder of Virtual College Counselors, has been a full-time IEC for two years. Previously, he worked at Hendrix College as their assistant director of enrollment.

Earwood's work with students focuses on holistic growth, encouraging authenticity, and integrating their passions into the college process.

Earwood received a BA from Rhodes College and is a current member of RMACAC and College Consultants of Colorado. Within IECA, Earwood currently serves on both the DEI and Global Committees.

*Sawyer Earwood  
Virtual College Counselors  
Lafayette, CO 80026  
256-303-3364  
sawyer@virtualcollegecounselors.com  
virtualcollegecounselors.com  
Specialty: C*



**Pauline Godfrey (WA)** has been an IEC for 16 years, following a career as a public school teacher and administrator. She holds an MEd in curriculum and

instruction from CSU Los Angeles; an MEd in secondary school administration from Western Washington University; a BS from Cal Poly, SLO; and a College Counseling Certificate from UC San Diego Extension. She is a member of NACAC, WACAC, and PNCAC. A significant portion of Godfrey's practice is dedicated to the support of underserved students.

*Pauline Godfrey, MEd  
Godfrey Consulting  
Mercer Island, WA 98040  
206-412-8039  
pgodfrey16@comcast.net  
Specialty: C*



**Thomas (Tom) Jaworski (IL)** has been an IEC for 11 years and was an Associate member. He is an Illinois State Board of Education Certified Teacher and School Counselor. Jaworski

holds an MA from Northeastern Illinois University and a BA from the University of Illinois-Chicago. He attended IECA's 2012 Summer Training Institute and has participated multiple times in the Federal Reserve Bank of Chicago's Money Smart Week campaign.

*Thomas (Tom) Jaworski, MA  
Quest College Consulting  
Prospect Heights, IL 60070  
224-400-8692  
tjaworski@questcollegeconsulting.com  
questcollegeconsulting.com  
Specialty: C*



**Susana MacLean (NJ)**, a former Associate member, has been an IEC for six years, following a 19-year career in journalism, marketing, and management consulting,

working with major consumer goods and financial services companies. She earned an MBA from Harvard Business School, an AB from Bowdoin College, and a College Counseling Certificate from UCLA Extension. An attendee of IECA's 2019 Summer Training Institute, MacLean is a member of NACAC and NJACAC and co-founder of the IECA LatinX/Hispanic Affinity Group.

*Susana MacLean, MBA  
MacLean College Counseling  
Westfield, NJ 07090  
917-501-5403  
susana@macleancollegecounseling.com  
macleancollegecounseling.com  
Specialty: C*



**Beth Payer (NY)**, a former Associate member, has been an IEC for 10 years. She holds a master's in higher education/student affairs administration from Syracuse

University and a BA in English from Skidmore College. Payer also completed the College Admissions Counseling Certificate program through UC Riverside Extension and attended IECA's 2013 Summer Training Institute.

*Beth Payer, MS  
College and Company, LLC  
Saratoga Springs, NY 12866  
518-928-4646  
beth@collegeandcompany.com  
collegeandcompany.com  
Specialty: C*



**Monica Randall (MD)**, a former Associate member, is passionate about student success. As an advocate for college equity, she advises students from first-generation,

immigrant families as well as students with food allergies on finding their best-fit colleges. Randall is the co-founder of College Equity First, Inc., where they developed the College Equity Index™ to help Black high school students decide where to apply to college. Randall is a graduate of the University of Virginia, Ohio University, and the University of Maryland, Baltimore County.

*Monica Randall, PhD  
Bridge2College Consulting, LLC  
Bowie, MD 20720  
301-805-2268  
monica@bridge2colleges.com  
bridge2colleges.com  
Specialty: C*



**Anna Pugliese Seltz (IL)** has been an IEC for 10 years and was an Associate member. Before becoming an IEC, she worked for 12 years in college admissions at American University and Johns Hopkins University.

Seltz earned her BA in modern languages from Union College. She studied at L'Université de Strasbourg, in Strasbourg, France for her junior year and worked as an English lecturer at L'Université de Rennes, France following graduation.

*Anna Pugliese Seltz, CEP  
Higher Ed U  
St. Charles, IL 60174  
610-202-5461  
annaseltz71@gmail.com  
Specialty: C*

*continued on page 32*



**Tripti Singh**  
(China), a former Associate member, is an educational psychologist with more than 16 years of experience in counseling and career

guidance. She has extensive knowledge of the liberal arts and specialized higher education landscape within India and globally. She specializes in supporting master's and PhD applications to leading universities abroad. Singh often conducts workshops as a subject area expert, along with panel discussions. She has also been invited to speak on career opportunities at prestigious colleges in India.

*Tripti Singh, MA*  
*The Red Pen*  
*Shanghai, 11 201821*  
*China*  
*912261323600*  
*tripti.singh@theredpen.in*  
*theredpen.in*  
*Specialty: G*



**Shennan Song**  
(Singapore) has been an IEC for six years. Prior to founding her own business, she worked as an international education consultant at Ivy Labs Education and

as a Chinese instructor at Yale University. She holds an MA from Yale University, an MA from the University of Hong Kong, and a BA from Peking University. She is a member of NACAC and a delegate of the Yale Alumni Association as well as the author of children's picture books.

*Shennan Song, MA*  
*Uchroma Education*  
*Singapore 01 129799*  
*203-666-2633*  
*songshennan@gmail.com*  
*Specialty: C+I*



**Lisa Spengler (CA)**  
has been an IEC for two years and was an Associate member. Previously, she was director of admission at Cate School and a high school counselor at

Katherine Delmar Burke's School.

Spengler holds an MA from the University of Illinois and a BA from the University of Wyoming. She attended IECA's 2021 Summer Training Institute and is a member of EMA and SBSA.

*Lisa Spengler, MA*  
*Lisa Spengler Educational Consulting*  
*Ventura, CA 93001*  
*415-385-4343*  
*lisa@lispenglerconsulting.com*  
*lispenglerconsulting.com*  
*Specialty: S*

# COMPASS ROSE ACADEMY ✨

On August 27th, 2021, Compass Rose Academy cut the ribbon on their new campus, an ideal setting for growth and healing. For the past 10 years, Compass Rose has provided therapeutic residential services for teen girls aged 14-18 and their families in need of healing from anxiety, depression, trauma, and problems related to attachment.

**Contact Madeline Spring, Outreach Director, today at (614) 633-9664 to schedule a tour of our campus!**

📍 5233 South 50 East  
Wabash, IN 46992

☎️ (260) 569-4757

🌐 [compassroseacademy.org](http://compassroseacademy.org)



# Regional Groups

Connect with colleagues living in your geographic area! IECA's member-led Regional Groups offer collegiality, communication, and personal interaction among local professionals. We currently have more than 40 Regional Groups and new members are always welcome.

To join an existing group, visit the Member Network: [network.IECAonline.com/communities/regionalgroups](http://network.IECAonline.com/communities/regionalgroups)

Don't see a Regional Group in your area? Start one today! Contact Tanesha Norman, IECA's member experience manager, at [Tanesha@IECAonline.com](mailto:Tanesha@IECAonline.com).



Above: Members of the Miami and Broward/Palm Beach IECA Regional Groups attended a brunch in September with admissions directors from Occidental College, Oberlin College, Smith College, Davidson College, and Bates College. The admission officers shared their admission practices and what they like to see (or not see) on college applications. It was an informative, fun event!

### For Schools, Colleges, and Program Representatives

If you are interested in meeting with IECA members, either virtually or in person, we encourage you to reach out to our Regional Groups. You can find the full list of groups on our website: [link.IECAonline.com/regional](http://link.IECAonline.com/regional)

## AWAKEN THE POSSIBLE



### MERISTEM

Meristem is an annual multi-year transitional program dedicated to preparing autistic and neurodiverse young adults for a life of greater independence and fulfillment.

#### KEY GOALS OF THE MERISTEM METHOD

- Prepare to enter the workforce or higher education
- Master basic life skills
- Transition to increased independence
- Enhance social capacity
- Build a strong sense of self

#### FIVE PILLARS OF LEARNING

Movement, Land Work, Craft Work, Independent Living Skills & Work Prep

#### SAMPLE OFFERINGS INCLUDE:

- Farm-to-Fork Culinary Arts
- Art Classes
- Movement Arts
- Drivers Ed
- Herbal Arts
- Job Readiness & College Coaching
- TAP internships
- Dorms & ILS Program
- Land Stewardship



LEARN MORE

Learn more by visiting [www.meristem.pro](http://www.meristem.pro)

## Advertiser Index

Company	Page	Website
Altior Healthcare	36	<a href="http://paradigm-treatment.com">paradigm-treatment.com</a>
Besant Hill School	2	<a href="http://besanthill.org">besanthill.org</a>
Bocconi University	20	<a href="http://unibocconi.edu">unibocconi.edu</a>
Compass Rose	32	<a href="http://compassacademy.org">compassacademy.org</a>
Cooper Riis Healing Community	21	<a href="http://cooperris.org">cooperris.org</a>
Justice Resource Institute	10	<a href="http://jri.org">jri.org</a>
Landmark College	25	<a href="http://landmark.edu/spring">landmark.edu/spring</a>
Laurel Springs School	8	<a href="http://laurelsprings.com">laurelsprings.com</a>
Lynn University	35	<a href="http://lynn.edu">lynn.edu</a>
Marianapolis Prep	16	<a href="http://marianapolis.org">marianapolis.org</a>
Marvelwood School, The	15	<a href="http://marvelwood.org">marvelwood.org</a>
Meristem	33	<a href="http://meristem.pro">meristem.pro</a>
Miss Porter's School	11	<a href="http://pgcl.porters.org">pgcl.porters.org</a>
New Community School, The	28	<a href="http://tncs.org">tncs.org</a>
New York Film Academy	14 and insert	<a href="http://nyfa.edu">nyfa.edu</a>
Oak Hill Academy	23	<a href="http://oak-hill.net">oak-hill.net</a>
Rectory School, The	29	<a href="http://rectoryschool.org/admissions/middle">rectoryschool.org/admissions/middle</a>
Riverview School	6	<a href="http://riverviewschool.org/programs/middle-high-school-program">riverviewschool.org/programs/middle-high-school-program</a>
Sparhawk School	18	<a href="http://sparhawk-school.com">sparhawk-school.com</a>

## IECA Summer Training Institute

July 24–28, 2023

We are excited to continue to embrace the breadth and depth of the training we can provide virtually through this program designed for new and prospective IECs. The Institute involves dozens of IECA faculty and reaches vibrant and engaged participants from around the world.

Whether you are just beginning to think about joining the profession or have been in business for a year or two and seeing clients on a limited basis, the IECA Summer Institute will help to set you up for success as you learn more about managing and promoting a business, working effectively with students and families, building a knowledge of the wide range of options available to students, and establishing a professional, competent, and ethical practice.



Registration will open in January 2023. For more information, visit: [link.IECAonline.com/sti](http://link.IECAonline.com/sti)

## Follow IECA on Social Media!



Connect with IECA on LinkedIn (@IECA Independent Educational Consultants Association), Twitter (@IECA), Facebook (@IECA--Independent Educational Consultants Association) and Instagram (@iecaheadquarters).

### Have you checked out the IECA blog lately?

Recent posts include:

- Establishing an Inclusive Practice, Supporting Our LGBTQIA+ Students
- IECA Advocates for School Safety in Wake of Texas School Shooting
- How the New Digital SAT May Impact Students with Learning Disabilities

Visit [link.IECAonline.com/blog](http://link.IECAonline.com/blog) to see these and other posts.

# BOUNDLESS

## LEARNING TO FIT EVERY STYLE

At Lynn, your students will personalize their semester.

### Need to focus?

They can take one class at a time, four days a week for four-week sessions.

### Motivated by a faster pace?

They can choose two classes each session and end the semester early. On freestyle Fridays, they'll learn outside the classroom with research, internships and more.

COURSES  
1-2  
PER TERM

FRIDAYS

- Labs
- Internship
- Volunteering

Lynn University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master's and doctoral degrees. Contact the Director of Institutional Effectiveness at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call +1 404-679-4500 for questions about the accreditation of Lynn University. © 2022 Lynn University. Lynn University does not discriminate on the basis of race, color, gender, religion, sexual orientation, national origin, disability, genetic information, age, pregnancy or parental status, veteran status or veteran status in its activities and programs. In accordance with Title IX of the Education Amendments of 1972, Lynn University does not discriminate on the basis of sex. Inquiries regarding the application of the non-discrimination policy may be directed to the University Compliance Officer/Title IX Coordinator at 3601 N. Military Trail, Boca Raton, FL 33431 via email at [compliance@lynn.edu](mailto:compliance@lynn.edu) or by phone at +1 561-237-7727 or to the U.S. Dept. of Education OCR, Email [ADA@lynn.edu](mailto:ADA@lynn.edu) or call +1 561-237-7580 at least two days before an event to request reasonable accommodations for a disability.



## Shortridge Academy, Milton, NH

*A Leading New England Therapeutic Boarding School*

Shortridge is the most normalized therapeutic boarding school in the U.S. Its strength-based, authoritative approach, challenging yet supportive college prep academics, and therapeutic community are ideal for students struggling with anxiety, depression, family dysfunction, and executive functioning. We prepare students to return to traditional academic settings by practicing skills through frequent home visits, off-campus trips, access to technology, and work-study opportunities. More at [ShortridgeAcademy.com](http://ShortridgeAcademy.com)



**SHORTRIDGE**  
ACADEMY

**(855) 533-0877**  
NEAS&C Accredited



## Paradigm Treatment, CA & TX

*Residential Mental Health Treatment for Youth 12-26*

Paradigm's medical and clinical professionals delve deep in treating anxiety, depression, grief, trauma, mood and personality disorders, and more. Teachers support academic pursuits so that students can maintain home school continuity while experiential approaches such as yoga, meditation, Sound Bath, and equine therapy empower young clients to transform their lives. We have 10 beautiful facilities in Malibu and San Rafael, California, and Austin, Texas. More at [ParadigmTreatment.com](http://ParadigmTreatment.com)



PARADIGM  
TREATMENT

**(877) 479-7601**  
JCAHO Accredited



## Ironwood, Morrill, ME

*Residential Treatment Program and School for Teens*

Ironwood is a licensed residential treatment program and fully accredited school offering intensive therapy and customized academics via 3 interconnected programs along with associated focuses of intervention, treatment, and transition. Its broad program structure and modalities, including equine therapy and outdoor experiential learning, meet the needs of teens requiring a safe, therapeutic learning environment. More at [IronwoodMaine.com](http://IronwoodMaine.com)



**IRONWOOD** **(877) 496-2463**  
NEAS&C Accredited



## Innercept, Coeur d'Alene, ID

*Residential Mental Health Treatment for Youth 13-28*

Located in the resort town of Coeur d'Alene, Idaho, Innercept's Joint Commission-accredited mental health treatment program is renowned for treating teens and young adults ages 13-28. Our treatment program has a 90-day minimum length of stay which enhances our ability to assess and treat clients with the most complex diagnoses and stubborn symptoms, including those who have failed at prior programs. More at [Innercept.com](http://Innercept.com)



**innercept** **(877) 331-2358**  
JCAHO Accredited