



Educational Resources

A Newsletter of
KAHN EDUCATIONAL GROUP, LLC; Consulting and Placement Services
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Editor: Jen Gregory

College Admissions • Day/Boarding Schools • Special Needs • Summer Programs • Crisis Intervention

Tips on College Admissions Essays, from a Veteran Dean

The essay just may be the most important aspect of your application to a United States college or university.

While your standardized test scores and grades can assure you are a competitive applicant, they won't make you stand out in a strong applicant pool. Extracurricular activities and recommendations help inform admission committees what you do in and out of class, but rarely serve to significantly differentiate applicants unless they speak to unusual talents or characteristics.

The essay is often a deciding factor, conveying information to the admissions committee about your personality, values, creativity or other intangible qualities sought after in students. While a great essay won't make up for poor academic preparation or other deficiencies in an application, it can mean the difference between admission and rejection.

That said, here are six suggestions to help you write a compelling essay.

1. **Let your credentials speak for themselves.** There's no need to write an essay conveying how serious an academic you are. Your transcript and recommendations will do that. Similarly, your extracurricular activities will speak volumes about how engaged you are.

2. **This is all about you.** Decide there's something interesting or original about you that you want to convey instead of writing about a piece of history or a book you recently read.
3. **Demonstrate, don't tell.** Your actions and behavior can do the talking for you. Claiming that "after participating in Model United Nations I have a much greater appreciation for other cultures" is not as compelling as writing "defending the position of other countries has convinced me that there is no single correct approach to international policy."
4. **Be memorable.** Surprise the reader in some way. Perhaps acknowledge that you fit a certain profile (studious student or accomplished cricket player), but you also lead a secret life as an acrobat.
5. **Don't make more of something than is warranted.** Even if it's true, it may not be credible, and you should avoid turning seemingly trivial events into profound insights or action.
6. **The admissions committee wants to hear from you.** Using too much feedback to write your essay runs the risk of muddying your own voice.

<http://india.blogs.nytimes.com>; January 11, 2012

College Early Admission is Tougher than Ever

With more high school seniors vying for the same number of slots at top colleges, the competitions for early acceptance is stiffer than ever.

Schools sent out their early-admission decisions and the results were similar to last year – only tougher. Early decision applications were up at most schools, but the number of slots in each freshman class reserved for early-decision kids held steady, which means that acceptance rates were slightly lower than a year ago.

Overall, about one-third of the nearly 100,000 high school seniors who participated in this early frenzy heard good news. This is one of the toughest years in a long time as kids with 750 SAT scores were getting deferred or denied if they were unhooked – admission speak for kids without a special skill or niche.

Early-decision and early-action programs are used by many of the most popular and toughest-to-get-into colleges in the country. In exchange for an early application, colleges let kids know early in their senior year of high school whether they've been accepted.

This spares the lucky ones a month-long ordeal of waiting.

However, it is a binding process; in that, if accepted, they must attend. Further, chances of admission are significantly better – often three or four times better – if a kid applies early decision.



www.dailybeast.com; December 19, 2011

NOTES AND COLLEGE RESOURCES

SENIORS ...

CONGRATULATIONS to all of you who got in Early Decision to the college of your choice and to those of you who were offered scholarships!

JUNIORS...

Prepare videotapes, audiotapes and art portfolios as needed.

Request info from colleges.

Begin writing application essays. Continue to prep for SAT/ACT. Make sure to visit colleges of interest.

Monday, February, 2012
Houston National Hispanic College Fair
University of St. Thomas
3800 Montrose Blvd.
9:30 a.m.-12:30 p.m.

Thursday, April 12, 2012
2012 Houston National College Fair
Reliant Center
Exhibit Halls A1/A3
One Reliant Park
12:30 p.m. – 2:30 p.m.
6:00 p.m. – 8:00 p.m.

Friday, April 13, 2012
Houston Catholic High School College Fair
St. Agnes Academy
9000 Bellaire Boulevard
9:30 a.m. – 12:30 p.m.

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Resources on the Web

ON-LINE APPLICATIONS:

www.ezcollegeapps.com
 Common Application:
www.commonapp.org
 Texas Common App:
www.applytexas.org

SPECIAL INTEREST SITES:

Hillel: The Foundation for Jewish Campus Life- www.hillel.org
 Council for Christian Colleges and Universities: www.cccu.org
 College Athletic Association (NCAA): www.ncaa.org
 Occupational Outlook Handbook: www.bls.gov/oco
 Athletic Coach Database: www.collegecoachesonline.com

COLLEGE FAIRS:

www.nacac.com/fairs.html

DIRECTORIES OF COLLEGE AND UNIVERSITY WEBSITES

www.allaboutcollege.com
www.careersandcolleges.org
www.college-access.net
www.petersons.com
www.collegeview.com/collegesearch/
www.usnews.com/usnews/edu/college/
www.mycollegeguide.org

DIRECTORIES OF AMERICAN UNIVERSITIES

www.clas.ufl.edu/CLAS/american-universities.html
 BY STATE:
<http://collegiateway.org/colleges.html>
www.collegeview.com

TESTS AND TUTORING:

SAT Info: www.collegeboard.org
 ACT Info: www.actstudent.org
 Princeton Review: www.review.com
 Kaplan Tutors: www.kaptest.com/tutoring

FINANCIAL AID / LOAN CALCULATORS:

www.fastweb.com
www.finaid.org/calculators
www.nasfaa.org
www.freescholarship.com
www.college-scholarships.org

GENERAL LD AND AD/HD:

Assoc Higher Education & Disability: www.ahead.org
 ADD Assoc.: www.add.org
 Learning Disabilities Online: www.ldonline.org
 Learning Disabilities Assoc.: www.ldantl.org
 National Center for LD: www.ncld.org
 Council for Exceptional Children: www.cec.org
 International Dyslexia Assoc.: www.interdys.org

ADVOCACY AND LEGAL:

Wrightslaw: www.wrightslaw.com
 Disability access information: www.janejarrow.com

TRAVEL NEWS

As you know, my travel schedule takes me all over the U.S. to visit colleges, boarding schools, therapeutic schools and programs, and special needs facilities. I recently toured schools in North Carolina. Upcoming trips will take me to Florida, Ohio, and Virginia. While traveling, I do check my voice mail daily and will try to return all phone messages within 24 hours. Thank you all for your patience.



Lindy

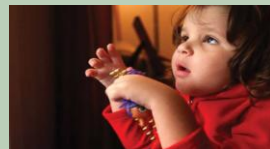


Can Your Child Have Autistic Traits Without Being Autistic

Seven Signs of Autism and When to Talk to Your Pediatrician

If you've ever checked one or two of the boxes on those autism red-flag lists but then never bothered to speak to your pediatrician about it because your child didn't seem to exhibit any of the other symptoms, read on.

Recent research shows that for every kid who receives an actual autism diagnosis, there's another who has autistic traits -- including repetitive behaviors and communication problem -- but is *not* found to have the disorder. For a diagnosis to be made, a child must exhibit a certain number and severity level of these characteristics. "But lots of kids suffer from impairing autistic traits, even though they may not meet the full criteria," says Geraldine Dawson, Ph.D., chief science officer for the national advocacy group Autism Speaks. The good news is that there are excellent new treatment options for these kids. Follow your instincts, says Dawson, and talk to your pediatrician if you think your child has trouble in even just one of the following areas: "Parents are really good at recognizing symptoms early on. They just need to act on that gut feeling."



- Difficulty forming relationships with peers
- Doesn't show empathy toward others
- Inability to understand and participate in give-and-take activities, like sharing toys
- Trouble reading and responding to social cues
- Exhibits extreme distress over minor changes in routine
- Has an overly narrow area of focus when playing or a very restricted range of interests
- Is significantly verbally or developmentally behind for his age

<http://www.parenting.com>

How an Educational Evaluation can Help Your Child

Sometimes, a child struggles in school. While a little bit of struggling is part of learning, as a child often has to grapple with new material to learn and advance his skills, there is often a point at which the child feels overwhelmed and is clearly not able to achieve results commensurate with his or her potential. These learning issues can include, but aren't limited to, dyslexia and ADHD, and other issues such as autistic spectrum disorder. Such issues are common--even among very bright students.

When to Have Your Child Evaluated

If you believe that your child has a chronic problem learning that may be in part because of a learning issue, you may choose to have your child evaluated professionally. When considering whether to have your child evaluated, you should consult with the teachers and professionals at his or her school, including the school psychologist and learning specialist.

What an Educational Evaluation Measures

An educational evaluation measures a child's potential against his or her academic achievements. Children are given an intelligence test and achievement tests to measure the child's achievement in different academic areas. The evaluation often also includes separate tests of cognitive functions, such as attention, memory, and executive functioning, which refers to the ability to plan and execute one's work. The purpose of these tests is never punitive; instead, the tests look in a standardized way at the child's cognitive and emotional functioning in a humane attempt to understand how the child learns, what might be getting in his or her way, and how to help him or her learn better and improve. A good evaluation considers the child in a holistic way; rather than just numbers or test results, a child is an individual who is affected not only by his or her cognitive functions but also his or her environment and emotions.

The Results of an Evaluation

An evaluation should conclude with a set of recommendations about how your child's teachers can help him or her improve. The evaluation should document the nature of your child's disabilities and, if warranted, request accommodations. The goal of these supports is not to imply that your child can't learn but instead to help your child learn how to remediate or improve his or her areas of weakness and to function independently over time.

<http://privateschool.about.com>; November 20, 2011



VOLUNTEER: SPECIAL OLYMPICS

Volunteers are the lifeline of the Special Olympics program. More than 1.5 million individuals worldwide, dedicate their time, to Special Olympics.

These volunteers serve as coaches, officials, committee members, competition assistants and more. For information on events, volunteering or participating in events visit

www.specialolympicstexas.org

or contact Renee Klovenski at

713-290-0049 or

rklovenski@so.tx.org.

2011 - 2012 CALENDAR OF EVENTS

2012 Winter Games
February 9-12, 2012
Austin, Texas

The sports highlighted at Winter Games are bowling, figure skating, power lifting, table tennis and volleyball.

Take the Plunge!
February 18, 2012
SplashTown
2012 Polar Plunge

Celebrity Dinner and Golf Classic
March 4-5, 2012
Kingwood, Texas
Dinner and Auction then Golf Tournament the following day with Bruce Matthews, Mike Munchak, and Bob Allen.

Be a Fan
5K and Fun Run
April 1, 2012
Katy, Texas

The Be a Fan 5K is a timed sporting event on a certified 5K course and includes a fun run for all ability levels.



Lack of Sleep for Teens Linked to Risky Behavior

Teenagers who don't get enough sleep on school nights may be more likely to take risks with their health.

A new CDC study shows high school students who sleep less than eight hours on school nights are more likely to drink alcohol, smoke cigarettes, seriously consider suicide, and engage in a variety of other risky behaviors.

The study showed that more than two-thirds of high school students did not get at least eight hours of sleep on school nights. Students who did not get enough sleep were more likely to engage in at least 10 different risky behaviors than students who got enough sleep.

The National Sleep Foundation recommends 8.5 to 9.25 hours of sleep for children aged 10 to 17.

Researchers say it's the first large-scale study to link lack of sleep to risky behavior. They say chronic lack of sleep may decrease teens' ability to comprehend the consequences of risky behavior and increase their susceptibility to peer pressure.

In the study, researchers surveyed 12,154 high school students as part of the 2007 national Youth Risk Behavior Survey. The students were asked: "On an average school night, how many hours of sleep do you get?"

Eight or more hours of sleep was considered sufficient sleep and less than eight hours was considered insufficient.

<http://teens.webmd.com>; September 27, 2011

Teens who reported not getting enough sleep were:

86% more likely to have seriously considered attempting suicide.

67% more likely to smoke cigarettes.

64% more likely to drink alcohol.

62% more likely to feel sad or hopeless.

52% more likely to use marijuana.

41% more likely to be sexually active.

40% more likely to be in a physical fight one or more times.

The results showed 68.9% of high school students reported insufficient sleep. Students who did not get enough sleep were more likely to engage in 10 different risky health behaviors.

Teens that didn't get enough sleep were also more likely to drink soda, be physically inactive, and use a computer for three or more hours per day.



Selecting a Summer Camp for Kids with Learning or Attention Problems



Winter break is hardly over when many families start making summer plans for their kids. Choosing a summer camp for a child with learning or attention difficulties has its particular challenges. Finding the right fit between the child and the camp often involves plenty of research, dialogue and decisions. And slots in specialized camps go quickly, so parents often have to start early.

A successful search for summer camps begins with three important pieces of information: a clear understanding of your child's wants and needs for the summer; information on the types of camps; your family's schedule and budget. Taking into account your child's age and temperament, you will probably want to find appropriate ways to involve him in this decision-making process.

A good starting point for the summer camp selection process is to assess your child's current challenges, strengths, and interests. Kids with learning and attention difficulties often benefit from being involved in non-academic activities during the summer, especially those in which they excel. While you may worry that your child will "lose ground" academically over the summer, it can be important to balance academic skill-building with activities that help your child regain self-esteem, relax and have fun, or explore exciting new pursuits.

If you've got several choices of camps, it can be helpful to make yourself a chart that will serve as a reference point for a discussion of summer plans. As you create a visual map of the summer, it may reassure your child to see, for example, that although he'll have two weeks of math camp in June, right after that he'll get to go to hockey camp with friends.

Because they deal with large groups of kids, most camps expect a child to conform to camp structure and rules quickly and easily, so they can stay on schedule and meet group needs. This expectation can create challenging situations for a child with learning or attention problems. To avoid a situation that's frustrating for camp staff and your child, it's a good idea to ask staff lots of questions before you enroll your child in any camp. Even if you are lucky enough to have a camp available that is designed especially for kids with learning and/or attention difficulties, you'll still want to ask several questions to insure that your child's experience is safe and enjoyable.

If you feel there is important information about your child that the camp application doesn't ask for, attach a brief letter to provide a more detailed picture of your child's strengths, challenges, or needs. Highlight key points so that staff can easily scan it.

Planning for summer camps can be overwhelming, especially for kids with learning or attention problems. With some research and planning, you're more likely to find camps that are a good fit for your child's needs and interests. If you're lucky, you might even be able to use the time while your child is at camp for a little rest and relaxation of your own.

IMPORTANT TEST DATES TO REMEMBER!!

www.collegeboard.com

www.actstudent.org

SAT TESTING			ACT TESTING		
SAT & Subject	Registration Deadlines		ACT	Registration Deadlines	
Tests Dates	Regular	Late (fee required)	Tests Dates	Regular	Late (fee required)
January 28, 2012	December 30, 2011	January 13, 2012	February 11, 2012	January 13, 2012	Jan. 14-20, 2012
March 10, 2012	February 10, 2012	February 24, 2012	April 14, 2012	March 9, 2012	March 10-23, 2012
May 5, 2012	April 6, 2012	April 20, 2012	June 9, 2012	May 4, 2012	May 5-18, 2012
June 2, 2012	May 8, 2012	May 22, 2012			

Concordance between ACT Scores and SAT Scores

ACT Composite	SAT CR + Math	ACT English/Writing	SAT Writing
36	1600	36	800
34	1540-1590	34	770-790
32	1400-1430	32	710-720
30	1330-1360	30	660-680
28	1250-1280	28	620-630
26	1170-1200	26	590-600
24	1090-1120	24	550-560
22	1020-1040	22	510-520
20	940-970	20	470
18	860-890	18	430-440

Changes to the Common Application Effective 08/01/11

- Personal Statement essay will request 250-500 words
- Reduction of extracurricular activities from 12 to 10
- Extracurricular essay increase to 1,000 characters
- Layout regarding foreign language proficiency

ON TAKING THE SAT/ACT



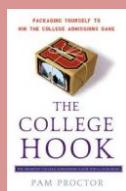
The ACT and the SAT are both designed to measure how ready students are to succeed in their first year of college. The primary difference between the two is the way they go about measuring college readiness. The ACT is an academic achievement test, while the SAT is a reasoning skills test. The SAT measures critical thinking skills, such as how students think, solve problems, and communicate. The ACT measures what students have learned in school and the specific skills and knowledge that are taught in core classes.

The ACT is made up of four core sections – **English, Math, Reading, and Science** – plus an optional essay writing exam. The SAT comprises three tests: Writing, Critical Reading, and Mathematics. Unlike the ACT, the SAT's writing exam is mandatory.

The scoring scales are different for the two exams also. Each of the three SAT tests is scored on a scale of 200-800 and no average is issued to students. Each of the four required ACT tests, in contrast, is scored on a scale of 1-36. Students also receive an ACT composite score, which is an average of the four scores. ACT writing scores are reported separately.

Nationally, the two exams are now taken by an almost equal number of students. In the US high school graduating class of 2009, 1.53 million took the SAT while 1.48 million took the ACT. It is not known how many took both tests. Six states (Colorado, Illinois, Kentucky, Michigan, North Dakota, and Wyoming) now administer the ACT to all 11th grade students as part of their statewide assessment systems.

LINDY'S BOOKSHELF



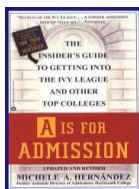
The College Hook: Packaging Yourself to Win the College Admissions Game

By: Pam Proctor

A comprehensive guide to the powerful packaging tool called the "Hook"—a special talent or achievement that leaps off the page of a college application and catches the eye of admissions officers. Competition for entry to the nation's top colleges is at an all-time high—and intensifying every year. Now nationally recognized college consultant and writer Pam Proctor reveals the "packaging" secrets that can help any student maximize the odds of admission to the college of his or her choice. Using real life anecdotes and examples from winning applications, Proctor provides students with a step-by-step program that will enable them to determine and develop their unique "Hook," and then package and market themselves at every stage of the admissions process.

A is for Admission: The Insiders Guide to Getting into the Ivy League and Other Top Colleges

By: Michele A. Hernandez



Just about anything you would need to know to be accepted into an Ivy League school can be found in this very detailed, very specific volume. Aimed at informing both students and parents, it begins where you might not expect, preschool and kindergarten, and continues on with advice for the middle school/junior high years. This book offers tips and suggestions on everything from what high school classes students should take to what national tests and when; what to expect during the personal interview; what to do if you are (or are not) accepted.



Ten Things Every Child with Autism Wishes You Knew

By: Ellen Notbohm

Every parent, teacher, social worker, therapist, and physician should have this succinct and informative book in their back pocket. Framed with both humor and compassion, the book defines the top ten characteristics that illuminate the minds and hearts of children with autism. Helpful chapters include: My sensory perceptions are disordered; Distinguish between won't and can't; I am a concrete thinker; I interpret language literally; Be patient with my limited vocabulary; Because language is so difficult for me; I am very visually oriented; Focus and build on what I can do rather than what I can't do; Help me with social interactions; Identify what triggers my meltdowns.

The World is Open: How Web Technology is Revolutionizing Education

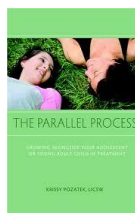
By: Curtis J. Bonk



Web-based technology has opened up education around the world to the point where anyone can learn anything from anyone else at any time. To help educators and others understand what's possible, Curt Bonk employs his groundbreaking "WE-ALL-LEARN" model to outline ten key technology and learning trends, demonstrating how technology has transformed educational opportunities for learners of every age in every corner of the globe. The book is filled with inspiring stories of ordinary learners as well as interviews with technology and education leaders that reveal the power of this new way of learning.

The Parallel Process: Growing Alongside Your Adolescent or Young Adult Child in Treatment

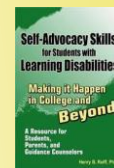
By: Krissy Pozatek



For many parents of troubled teenagers, a therapeutic program that takes the child from the home for a period of time offers some respite from the daily tumult of acting out, lies, and tension that has left the family under siege. However, just as the teenager is embarking on a journey of self-discovery, skill-development, and emotional maturation, so parents too need to use this time to recognize that their own patterns may have contributed to their family's downward spiral. This is The Parallel Process.

Self-Advocacy Skills for Students with Learning Disabilities: Making It Happen in College and Beyond

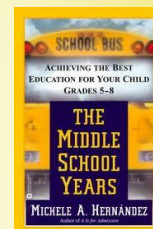
By: Henry B. Reiff



Filled with strategies, and resources, this book uses the author's groundbreaking research about successful adults with learning disabilities, to promote self-advocacy. This work is brimming with useful and practical information. It is easily understood and embraced by students with learning disabilities, their parents, guidance counselors, and stakeholders in the fields of both higher education and special education.

Middle School Years: Achieving the Best Education for Your Child, Grades 5-8

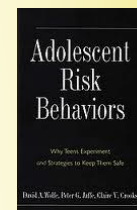
By: Michele
Hernandez



Studies have shown that the middle school years are key to a child's future. With social pressures escalating and schoolwork becoming more and more demanding, many children lose their way during these years -- and the effect can be devastating. This book offers a comprehensive, detailed approach to successfully guiding your child through this challenging time and shows you how to become your child's advocate at school.

Adolescent Risk Behaviors: Why Teens Experiment & Strategies to Keep Them Safe

By: Wolfe, Jaffe and
Crooks



This book focuses on the crucial role that relationships play in the lives of teenagers. The authors particularly examine the ways that healthy relationships can help teens avoid such common risk behaviors as substance abuse, dating violence, sexual assault, and unsafe sexual practices.

The book first traces differences between the "rules of relating" for boys and girls and discusses typical and atypical patterns of experimentation in teens. The authors identify the common link among risk behaviors: the relationship connection. In the second part of the book, they examine the principles of successful programs used by schools and communities to cultivate healthy adolescent development.

****ALUMNI- Please share your news with us about the events in your life. Tell me about moves, weddings, promotions, etc. Email me at lkahn@educationalconsulting.com.**

Students of Online Schools are Lagging

The number of students in virtual schools run by educational management organizations rose sharply last year, according to a new report being published Friday, and far fewer of them are proving proficient on standardized tests compared with their peers in other privately managed charter schools and in traditional public schools.

About 116,000 students were educated in 93 virtual schools — those where instruction is entirely or mainly provided over the Internet — run by private management companies in the 2010-11 school year, up 43 percent from the previous year, according to the report being published by the National Education Policy Center, a research center at the University of Colorado. About 27 percent of these schools achieved “adequate yearly progress,” the key federal standard set forth under the No Child Left Behind act to measure academic progress.

By comparison, nearly 52 percent of all privately managed brick-and-mortar schools reached that goal, a figure comparable to all public schools nationally.

Some of the management companies are nonprofit organizations — the largest is the KIPP Foundation, with 28,261 students — while others are for-profit companies (K12 Inc. leads this sector, with 65,396). The report focuses on those that have full-service agreements to run schools, as opposed to vendors that offer ancillary services like curriculum development.

<http://www.nytimes.com>; January 6, 2012

The number of schools — virtual as well as brick-and-mortar — managed by for-profit E.M.O.'s dropped 2 percent in 2010-11 from the previous year, but the number of students leaped 5 percent to 394,096. In the nonprofit sector, there was a 12 percent increase in the number of schools to 1,170 and a 62 percent increase in students to 384,067. Nonprofit E.M.O.'s have a better track record of academic success than for-profits, and smaller E.M.O.'s in general perform better than larger ones, at least defined by the federal standard of adequate yearly progress — a metric Dr. Miron called “very crude.”

Data was not available for about 10 percent of the schools run by for-profit E.M.O.'s and 20 percent of those run by nonprofits. Among those that did provide data, 48 percent of the schools run by for-profits met the federal standard, as did 56 percent of those run by nonprofits. About 52 percent of traditional public schools meet the standard.

Among large for-profit E.M.O.'s — those that manage 10 or more schools — 43 percent met the federal progress standard, compared with 62 percent of the schools run by E.M.O.'s with one to three schools. Among nonprofits, 63 percent of those with four to nine schools met the standard, compared with 52 percent for organizations running 10 or more schools and 56 percent for those running one to three.



Learning is for Everyone: Post-Secondary Programs for Students with Intellectual Disabilities

A wide array of postsecondary education options exists for all students, including students with learning disabilities. As should all students, students with learning disabilities should find as much information as possible about each option before making an enrollment decision. Students with learning disabilities will need to match accommodative services needed and those provided by a particular college, university, or training programs. Tours of the campuses and/or training sites, along with interviews of key faculty and staff are good information gathering steps.

Four-year colleges and universities

There are hundreds of four-year colleges and universities across the United States, each having its own distinct personality. Some four-year institutions are large, enrolling thousands of students at any one time, while others are quite small. Institutions also vary by admissions criteria, academic standards, and course offerings. Most programs are structured so that students can sample courses from various topical areas in their first two years of enrollment, and then specifically concentrate on courses related to a declared major in their third and fourth years of study.

Two-year colleges

One of the advantages of two-year colleges is the flexibility that students have in sampling course offerings. For those who need to work to remediate certain academic skills, or for those who would like to sample one or two course offerings in different subject areas, a two-year college option may be ideal. Students may take a series of courses that lead to either an Associate of Arts (AA) degree or an Applied Science (AAS) degree. Students who earn an AA degree may later transfer credits to a four-year college or university.

Vocational-technical schools and programs

Vocational-technical schools and programs offer education and training that is specifically targeted to specialized areas within the employment domain. Career choices may require that students first obtain the specialized training that these programs offer, before a reasonable job search can occur. Both public and private institutions house such programs. Public programs may be found at technical institutes, public community colleges, and area vocational-technical centers. Private programs are often called “proprietary programs,” and may be offered at private, or “proprietary” trade, technical, and/or business schools. Regardless of the choice of attending a public or private program, students can access programs focusing on different occupational areas.

Adult education and Continuing education programs

A wide range of course offerings can be found in adult education programs. Adult/continuing education programs appeal to those who are studying to take the GED Test; to those who need to improve basic academic skills; as well as to those who wish to take a course for self-enrichment. There are no admission requirements, as students do not have to be enrolled at the host college or university to take continuing education courses. The only requirement may be the paying of the course fee. Students may take continuing education courses in order to obtain an advance sense of what a similar college academic course will be like, to retain certification in specific fields of study/employment, or for self-enrichment.

Life skills programs

Some students may not have the academic and/or social skills to attend four-year colleges or universities, two-year colleges, vocational-technical programs, or adult education programs. Such students may have the need and desire to increase basic academic skills and knowledge, but may have an equal need to learn increased social and life management skills, while also receiving vocational training. A handful of life skills programs exist throughout the country, offering such training for independence.

<http://dus.psu.edu>; May 31, 2011





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Certified Educational Planners
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Houston, TX 77005

Resolutions for the New Year

Resolutions for High School Students

- **Improve your Grades:** One of the key factors that will help you get into a good college or trade school is your high school transcript.
- **Get Involved:** High school is a time to explore your interests and to really get in touch with who you are.
- **Explore Career Options:** This will help you to get a better idea of the types of careers that are available to people with your skills and interests.
- **Research Colleges:** Visit college websites, send away for information and make college visits so you can get a better understanding of what each school has to offer.
- **Strengthen Relationships:** Some of the relationships you forge in high school will last a life time. This way you will be certain to remain in touch after graduation and to be able to draw upon the strength of that relationship as necessary.

Resolutions for Parents

- **Be a Good Role Model:** Most parents do not realize the amount of influence they have over their children. Children are more likely to smoke, have an unhealthy diet, not wear a seat-belt and be overweight if one of both parents has these bad habits. In addition, you also want to model good behaviors and activities, such as shearing, not letting your temper get out of control and teaching your children how to handle frustration.
- **Effective Discipline:** Learning to effectively discipline your children is important, both to teach them how to behave and to minimize bad behaviors. Remember that discipline and punishment are not the same thing. All children are different, and what works for one may not work for another, so you may not be doing anything wrong, but you may need to learn some alternative methods.
- **Learn to Understand Your Child:** Most children try to explore their limitations and see what they can do. It is a normal part of development, and if you understand your child's reasoning, you are less likely to get mad and give too big a reaction, which may reinforce bad behavior.