



# Educational Resources

A Newsletter of

**KAHN EDUCATIONAL GROUP, LLC; Consulting and Placement Services**

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Editor: Tracy Nguyen

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

## The Common Application Works to Address 'Known' Problems



"If you read blogs, you would think nothing is working," said Scott Anderson, the Common App's senior director for policy. "That's not the case."

After an aggressive campaign promising an exciting new system with much-anticipated enhancements including the provision of all essay supplements from Day One, over 1000 individuals from a dozen countries successfully opened accounts within the first 20 minutes of launch—a number far higher than ever anticipated.

What wasn't noted was that the system promptly crashed and limped through its first full day with only 74 out of 517 colleges having uploaded their Writing Supplements (note that as of the NACAC session about 10 colleges still did not have complete applications available through the Common App system).

Among the issues addressed by the Common App panel were ongoing log-in problems, the appearance/disappearance of green checks, payment reconciliation issues, rules governing FERPA, the retirement of paper applications, and the availability of paper school forms.

### Log-in Issues

With regard to log-ins, applicants and recommenders were reminded to take note of their "landing" page. Recommenders can't log-in within the applicant tabs, and applicants can log-in within recommender tabs.

### Green Checks

Green check problems appear largely due to students taking an "idiosyncratic path" through the application. In other words, software developers assumed students would answer application questions sequentially and were surprised that adolescents might not be so predictable in their approach. It's unclear whether the problem has been completely fixed, and students with persistent problems preventing them from completing and/or submitting an application need to contact the Help Desk directly.

### Payment Bugs

For the most part, the payment problem should be fixed. It occurred as a result of a "back flow" of information from an off-site third-party billing agent. Students are still warned that credit cards may take 24 to 48 hours to process (nothing new) and should make certain that their applications are submitted well in advance of deadlines. In the meantime, the Common Application is taking responsibility for double payments and will ensure that refunds are made. Students should not contact individual colleges for refunds.

### FERPA

Evidently there has been confusion about the location and completion of the Common Application FERPA statement, which is no longer available through Naviance. Once a student agrees to or declines the FERPA waiver on the Common Application, it cannot be undone. There is no reset. Neither the school nor the Common Application can (or will) change the applicant's response. Students are advised to take all warnings seriously, as their only recourse is to notify individual colleges of a mistake in this area.

### Paper

There are no more paper applications. Period. This was announced over a year ago. The new application was constructed to be "dynamic" so each individual applicant could "choose their own application adventure." Because it would be difficult if not impossible to replicate the experience, a Counselor Guide was devised to be used to introduce the general sequence of questions and requirements. Paper "school forms" may only be generated by the applicant after a counselor or teacher has indicated that they wish not to use the electronic application option.

Unfortunately, given the volume of users who will interact with our system this year—well over one million, not including parents—phone support would immediately become unsustainable. To report problems, you must use the Common Application Help Desk (on the Common App website), which has a less than 10 minute response time—on average.

Read More: <http://www.examiner.com/article/the-common-application-works-to-address-known-problems>

## NOTES

### SENIORS

**Stay focused on grades:** Soon after the college applications are mailed, senioritis tends to set in. And while it's true that, for some colleges, grades from the first three years of high school will be most important, there are reasons to stay focused on the senior grades as well.

**Apply for scholarships:** Speaking of scholarships, senior year is the time to be actively searching them out. At some colleges and universities, your application for admission is also your scholarship application. But that's not universally true.

### JUNIORS

Prepare videotapes, audiotapes and art portfolios as needed. Continue to prep for SAT/ACT. Make sure to visit colleges of interest.

### UPCOMING COLLEGE FAIRS

Thursday, February 13, 2014

National College Fair

Reliant Center

Alice Pratt Brown Hall

9:30pm – 12:30 pm

6:00 – 8:00 pm

### INSIDE THIS ISSUE:

Net News, Travel	2
Teen Suicide	3
Special Needs/Bullying	4
Boarding School/Gap Year	5
SAT/ACT Information	6
Lindy's Bookshelf	7
Timing Tips for ACT/SAT	8

## Resources on the Web

**ON-LINE APPLICATIONS:**

[www.ezcollegeapps.com](http://www.ezcollegeapps.com)

Common Application:

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

Texas Common App:

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

**SPECIAL INTEREST SITES:**

Hillel: The Foundation for Jewish Campus

Life- [www.hillel.org](http://www.hillel.org)

Council for Christian Colleges and Universities:

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

College Athletic Association (NCAA):

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

Occupational Outlook Handbook:

[www.bls.gov/oco](http://www.bls.gov/oco)

Athletic Coach Database:

[www.collegecoachesonline.com](http://www.collegecoachesonline.com)

**COLLEGE FAIRS:**

[www.nacac.com/fairs.html](http://www.nacac.com/fairs.html)

**DIRECTORIES OF COLLEGE AND UNIVERSITY WEBSITES**

[www.allaboutcollege.com](http://www.allaboutcollege.com)

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

[www.college-access.net](http://www.college-access.net)

[www.petersons.com](http://www.petersons.com)

[www.collegeview.com/collegesearch/](http://www.collegeview.com/collegesearch/)

[www.usnews.com/usnews/edu/college/](http://www.usnews.com/usnews/edu/college/)

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

[www.collegeconfidential.com](http://www.collegeconfidential.com)

**DIRECTORIES OF AMERICAN UNIVERSITIES**

[www.clas.ufl.edu/CLAS/](http://www.clas.ufl.edu/CLAS/)

[american-universities.html](http://american-universities.html)

BY STATE:

<http://collegiateway.org/colleges.html>

[www.collegeview.com](http://www.collegeview.com)

**TESTS AND TUTORING:**

SAT Info: [www.collegeboard.org](http://www.collegeboard.org)

ACT Info: [www.actstudent.org](http://www.actstudent.org)

Princeton Review: [www.review.com](http://www.review.com)

Kaplan Tutors: [www.kaptest.com/tutoring](http://www.kaptest.com/tutoring)

**FINANCIAL AID / LOAN CALCULATORS:**

[www.fastweb.com](http://www.fastweb.com)

[www.finaid.org/calculators](http://www.finaid.org/calculators)

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

[www.freescholarship.com](http://www.freescholarship.com)

[www.college-scholarships.org](http://www.college-scholarships.org)

**GENERAL LD AND AD/HD:**

Assoc Higher Education & Disability:

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

ADD Assoc.: [www.add.org](http://www.add.org)

Learning Disabilities Online:

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

Learning Disabilities Assoc.:

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

National Center for LD:

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

Council for Exceptional Children:

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

International Dyslexia Assoc.:

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

**ADVOCACY AND LEGAL:**

Wrightslaw: [www.wrightslaw.com](http://www.wrightslaw.com)

Disability access information:

[www.janejarrow.com](http://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 New England (MA, NH, NY, VT, and NC) and the Southeast (NC and GA). An upcoming trip will take me to San Diego. While traveling, I do check my voicemail daily and will try to return all phone messages within 24 hours. Thank you all for your patience.*





# Is Teen Suicide Contagious?



Suicide "clusters," as experts call them, account for anywhere between 3 percent and 5 percent of all suicide deaths each year, but are almost entirely found among teens and young adults.

Students from Henry M. Gunn High School in Palo Alto, Cal., where four students have committed suicide in the past six months, have created support groups and a blog to try to help understand the deaths of their classmates.

"Adolescence is a period of great transition," says Dr. Madelyn Gould, a professor of psychiatry at Columbia University who has written extensively on suicide clusters. "Peers become more important than parents. Imitating behavior is a big part of adolescence."

Suicide is the third leading cause of death among U.S. teenagers. Global suicide rates have jumped by 60 percent over the last 45 years. Correspondingly, so have the numbers of suicide clusters, Gould says.

"We don't know why we're seeing suicide rates so far beyond those of the '50s and '60s," says Gould. "There are theories, but we're not sure."

Over the past three decades, suicide clusters have popped up in places like Westchester County, N.Y., Plano, Texas, Bergenfield, N.J., and Omaha, Neb., where, in 1986, three students at Bryan High School took their own lives within five days of one another. Another four from the same town tried to follow suit, but failed.

Lanny Berman, executive director of the American Association of Suicidology, was conducting a study to assess the risk of suicide on train lines when he learned of the latest Palo Alto rail suicide. Berman points out that, relatively speaking, few teens commit suicide on train tracks. But, as with all suicide clusters, he sees the role of the media in reporting teen suicide as potentially pivotal.

"When there's lots of publicity through the media, you sometimes see copycat behavior," Berman says. "Vulnerable kids will imitate behavior. It's a very thin line to walk: how to increase awareness without adding to the problem." But in the age of sites like Facebook and Twitter, in which news of suicides can spread quickly throughout a community and across the country, monitoring the response to tragedy is not always easy.

"Social networking sites make it more challenging for those who are doing suicide prevention. But they also offer opportunities," Gould says.

Both Berman and Gould say it is important to demystify teen suicide and note that it occurs as a result of underlying mental health issues.

Sensationalizing suicide, whether done by the media or on a Facebook page, can offer other troubled individuals what seems like a solution to their own problems.

"It's not rational," Gould says. "These kids develop a kind of tunnel vision. They start to believe that there's no other way out of their problems."

**Read More:** <http://www.makeadifference.com/Success/131016.htm>

## 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](http://www.specialolympicstexas.org) or contact Renee Klovenski at 713-290-0049 or [rklovenski@sotx.org](mailto:rklovenski@sotx.org).

## UPCOMING

### Special Olympic Events

**Area Bowling Tournament**  
Assisted/Unassisted  
8-11 year olds  
Copperfield Bowling Center  
(December 6, 2013)

Registration begins at 9:00 a.m.  
Opening Ceremonies begins at 9:15 a.m.  
Competition starts at 9:45 a.m. and concludes by 3:00 p.m.

Team/Athlete Entries Deadline:  
Tuesday, November 5, 2013.

**Walk Across Texas**  
(Year-round Statewide)

Special Olympics Texas (SOTX) and Texas AgriLife Extension Service (AgriLife) share a common goal of promoting an active and healthy life style. The goal is to help establish a habit of regular physical activity during an 8 week program. AgriLife established the Walk Across Texas program in 1996, and since then thousands have participated and walked the span of Texas - 832 miles.



## Special Needs: The Evaluation Process



Taking the steps needed to have your child evaluated for special needs can be a very emotional process for many families. Many a times, diagnosis is delayed due to parents not being able to accept that special help is required.

Before asking for a special education evaluation, you may want to talk with school staff about other help that might be available. Sometimes, a change of reading group, more frequent parent-teacher meetings, time with a tutor, a prescription for glasses, or some other step that does not involve special education will solve the problem. If the general education program isn't meeting the needs of a child with disabilities, he may be eligible to receive special education services in public schools. Services are free to parents under the Individuals with Disabilities Education Act (IDEA), a federal law, and its regulations.

If you feel your child isn't benefiting from the general education program in your local public school, has significant learning problems, and needs special education, you can ask the school district where you live to evaluate him. This is true whether he attends a public or private school. (Note: Under IDEA 2004, the school district in which the private school is located is responsible for conducting the evaluation - not the district where the student resides.)

You should address your written request for evaluation to the school principal or the special education administrator. It's important that you document each of your concerns in the letter because all areas of suspected disabilities will be assessed. Be sure to keep a copy of the letter and any attachments for your files. You should receive a written response - either an evaluation plan that requires your consent or a denial of your request giving the reasons why. In both cases, you'll be sent a copy of your legal rights and responsibilities. Remember that, if the public school agrees to evaluate your child to determine if he needs special education, that does not obligate them to provide a diagnosis, give you more information for his tutor, or qualify him for

extra time on college entrance exams. Your child can't be evaluated unless you provide your consent in writing.

The first time your child is evaluated for special education is called an initial evaluation. It should be a complete and individualized evaluation using a variety of methods to gather academic, functional, and developmental information about your child. The school can't just give an IQ test because no single test may be used to identify a disability.

In addition, the tests and procedures that will be used must:

- Not be discriminatory on a racial or cultural basis
- Be given in your child's native language or other mode of communication unless clearly not feasible to do so
- Measure a disability and not limited English language skills

A member of the multidisciplinary team other than your child's teacher will observe your child's academic performance in his regular class as part of the evaluation.

The purpose of the initial evaluation is to decide if your child is a "child with a disability." In order to do so, he must meet two requirements:

1. Fit the defined criteria for at least one of these disabilities: autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, speech or language impairment, traumatic brain injury, and/or visual impairment. In addition, states may choose to identify kids aged 3-9 as having developmental delays, but they do not have to.
2. And, because of the disability, need special education and related services to benefit from the educational program.

Following the evaluation, a multidisciplinary team meeting will be held to discuss the results of the evaluation and decide whether or not your child is eligible for special education and related services. At a minimum, the team includes you, your child's teacher, a school administrator, and the staff who did the assessments. If the team agrees that your child (1) has a specific learning disability and (2) needs special education services in order to benefit from the educational program, then an Individualized Educational Program (IEP) will be developed. An IEP must be developed within 30 days of eligibility determination. Goals in your child's area(s) of need will be written. A discussion of options for placement and services is last. The team must decide where the goals can be implemented in the least restrictive environment. Parents are expected to participate in and contribute to the IEP process.

Your child won't receive any special education services unless you give your consent in writing. Any or all of the IEP with which you agree will go into effect as soon as possible after you sign it. If you disagree with the proposed IEP, you may exercise your rights of due process.

Read more: <http://www.examiner.com/article/special-needs-the-evaluation-process>

## Preventing the Bullying of Students with Learning Disabilities

There are several ways parents can help prevent the bullying of their children with learning disabilities, according to learning disabilities expert, Dr. Sheldon Horowitz.

"Children with learning disabilities and other disorders of attention and behavior are absolutely more vulnerable to being bullied in school than their non-disabled peers," Dr. Horowitz said.

### Facts

- More than 160,000 students in the U.S. skip school because they fear that they will be bullied
- 60% of children with special needs are bullied

### Causes of bullying

- Children with LD learn in a different way
- Students with LD act in a different way in class
- When students are singled out to speak or answer questions in the classroom, their behavior may make them targets for bullies

### What parents can do for their child with LD

- Explain what bullying is to their child, and ask the child if they see bullying in places the lunchroom, restroom, or hallway, or during school breaks
- Talk to the child's teachers and school administrators about bullying, and ask if they observe bullying in the school
- Determine if teachers and school administrators are vigilant in spotting and dealing with bullying
- Use the child's IEP or 504 plan to protect children from being bullied. Some plans have info about bullying

More information on bullying is available on the National Center for Learning Disabilities website.

Read more: <http://www.examiner.com/article/preventing-the-bullying-of-students-with-learning-disabilities>



## Important Test Dates to Remember

[www.collegeboard.com](http://www.collegeboard.com)
[www.actstudent.org](http://www.actstudent.org)

SAT Test Dates *Anticipated SAT Test Dates for 2014-2015			ACT Test Dates		
SAT & Subject	Registration Deadlines		ACT	Registration Deadlines	
Tests Dates	Regular	Late (fee required)	Tests Dates	Regular	Late (fee required)
November 9, 2013	September 21, 2013	September 22, 2013	September 21, 2013	August 23, 2013	August 24- September 6, 2013
December 7, 2013	November 16, 2013	November 17, 2013	October 26, 2013	September 27, 2013	September 28- October 11, 2013
January 4, 2014	December 15, 2013	December 15, 2013	December 14, 2013	November 8, 2013	November 9-22, 2013
February 1, 2014	January 11, 2014	January 12, 2014	February 8, 2013	January 10, 2014	January 11-24, 2014
March 1, 2014	February 8, 2014	February 9, 2014	April 12, 2014	March 7, 2014	March 8-11, 2014
April 26, 2014	April 5, 2014	April 6, 2014	June 14, 2014	May 9, 2014	May 10-23, 2014
June 7, 2014	May 17, 2014	May 18, 2014			

### Concordance between ACT Scores and SAT Scores

ACT Composite	SAT CR + Math	ACT English/Writing	SAT Writing
36	1600	36	800
34	1490-1530	34	770-790
32	1400-1430	32	710-720
30	1330-1350	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

### The NEW Common Application (CA4) Effective 08/01/13

- Elimination of the ability to upload a resume, unless specifically requested by the particular college.
- A new layout is in place in its language section to better capture proficiency levels.
- The application added new demographic and background questions.
- The new Common App is removing the "topic of your choice" essay option. Instead, there will be four or five topics that may change from year to year.
- The 250-word minimum and 650-word maximum is strictly enforced.

### 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.



CollegeBoard

# Campus Visits & College Interviews

Zola Dineen Schneider & Norman O. Schneider

Make the most of your visit and interview with:

- general advice
- tips
- questions

2nd Edition

The first ten chapters offer advice on choosing campuses, making the most of a visit, and seeing the college without traveling. The eight-chapter second segment is presents hypothetical interview situations and checklists, and tips for shy students.

**STAYING  
CONNECTED  
TO YOUR  
TEENAGER**

HOW TO KEEP THEM TALKING TO YOU  
AND  
HOW TO HEAR WHAT THEY'RE REALLY SAYING

**MICHAEL RIERA**

AUTHOR OF UNDERSTANDING YOUR PARENTS' MISTAKE ABOUT TEENAGERS

**\*\*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](mailto:lkahn@educationalconsulting.com).**

GALLUP  
YOUTH  
SURVEY

HOW OUR STUDIES AND FINDINGS

TEENS & SUICIDE

By Sally Pincus


Developed in  
Association with the  
National Commission on the  
Causes and Prevention of Suicide

10th Anniversary Edition

boys & girls  
Learn Differently

*A Guide for Teachers and Parents*

MICHAEL GURIAN  
with KATHY STEVENS



**gap  
year**

how delaying college  
changes people in ways  
the world needs

JOSEPH  
SWEA

OVER 100,000 COPIES SOLD

Look Inside

# The 5 Love Languages of Teenagers


The Secret to Loving Them Effectively

GARY CHAPMAN

**FOSTER CLINE, MD  
& JIM FAY**  
WRITERS AND SPEAKERS ON  
TEEN BEHAVIOR

**Love  
inside**  
The  
Required  
Read

**Parenting  
Teens *with***



**Love & Logic**

[illegible]

The book provides all the plain-English instructions, suggestions, strategies, resources and forms you need to: understand your child's rights, untangle eligibility rules and assessments, collect all school records, draft goals and objectives, pinpoint specific problems, develop a blueprint of program and services, research school programs and alternatives, prepare for IEP meetings, resolve disputes with your school district and more .

## Is Boarding School Right for Your Child?

Is boarding school right for your child? Answer these questions to help you make that important decision.

### 1. Do you want to stretch your child?

If you are content with the status quo, then boarding school is probably not a good idea. Why? Because by going to boarding school your child will be embarking on an incredible adventure. She will be exposed to all kinds of new ideas and different points of view. She will be able to select academic courses which will enrich and challenge her. She will be in small classes where she cannot hide in the corner. Her opinion and ideas will matter. Her strengths will be expanded. Her weaknesses will be addressed in a positive environment. Moreover, the students who attend boarding school want to be there.

### 2. Do you want her to have sports opportunities fall, winter and spring?

It's a major difference between public and private schools. Stories about public school budgets being cut are everywhere. The first things to get cut are sports, arts and extracurricular programs. They are often considered extras. Not at a boarding school.

### 3. Do you want him to be with other young people who are serious about achieving something?

A parent's worst nightmare is that your child will fall in with the wrong crowd. While things like substance abuse and inappropriate behavior of all kinds are worrisome enough, so is the idea that your child will hang out with kids who have no goals, no dreams and no aspirations. Boarding school offers a safe haven for your child, to be sure. But it also puts him in the company of children who want to achieve something in life, who want to be the best and who aspire to greatness. Boarding schools educate the whole child. They don't just teach them how to solve an algebra equation or how the stock market works. They educate the whole child and strive for a balanced approach to accomplish that objective.

### 4. Do you want her to develop a network of friends which she will have for life?

We adults understand the importance of networks more than ever in these tough economic times. Networks of friends and acquaintances who know you, understand you and can vouch for you are one of the lasting benefits of a boarding school experience. When you live with your classmates 24/7, you really get to know them. You also appreciate them, and, even more important, learn to get along with them. The diverse nature of most boarding school populations these days means that your child has the potential for a network of friends which literally could stretch around the world.

### 5. Do you want her to be taught by talented, experienced teachers who are passionate about their subject?

Boarding schools seek out talented, experienced teachers who have first and second degrees in their subject or subjects as opposed to having a degree in education. A teacher who has majored in French and Spanish and graduated summa cum laude is the sort of teacher most boarding schools will snap up rather than the teacher who did an education degree with a couple of French courses as electives. 'Education lite' is not what boarding schools want.

Read more: <http://www.boardingschoolreview.com/articles/61>



## GAP YEARS: Maximizing the Value of a Bachelor's Degree

### THE RETURN ON INVESTMENT OF A GAP YEAR

Colleges cost more now than ever before. The value of a Liberal Arts degree is in question and STEM courses seem like the fast track towards employment. And yet, more U.S. students are taking Gap Years than ever before—in fact, enrollment is up almost 60% over 2012. If this strikes you as paradoxical, then you're not the only one. However, looking at the research this begins to make better sense: students who take a structured Gap Year are reliably earning one to five points better in GPA over their non-Gap Year peers. A recent study by Bob Clagett, former dean of admissions at Middlebury, showed that Gappers at Middlebury were earning one to two points better in GPA, and at UNC (a public institution) that number jumped to almost five points difference, going ostensibly from a 3.0 to a 3.47.

### WHAT'S A GAP YEAR?

According to the American Gap Association, a Gap Year is:

*"A structured period of time when students take a break from formal education to increase self-awareness, challenge comfort zones, and experiment with possible careers. Typically these are achieved by a combination of traveling, volunteering, interning, or working. A gap year experience can last from two months up to two years and is taken between high school graduation and the Junior year of their higher degree."*

It is a common misconception that just taking time off or working for a year constitutes a Gap Year. While there are benefits to any conscious break, the positive outcomes of a Gap Year simply don't translate absent the structures of experiential education, mentorship, self-governance, and a host of other nuances.

### WHO SHOULD TAKE A GAP YEAR?

It's clear that the majority of students will report their satisfaction with established educational paths. So whom then is the best fit for a Gap Year? Well, the honest answer is, anyone who doesn't light up at the idea of diving into

a specific subject in college. Are they genuinely more excited about their classes at college, or their lives at college? This might be reflected in an uninspired GPA, or it may simply be a student who doesn't want to spend so much money on college without really knowing what they want out of it. The value of college has changed and the Gap Year movement is simply a response to it.

In a recent study of 280 Gap Year students by Karl Haigler and Rae Nelson, the highest three rated outcomes in order are: "a better sense of who I am as a person and what is important to me" followed by "gave me a better understanding of other countries, people, cultures, and ways of living" and "provided me with additional skills and knowledge that contributed to my career or academic major." Given these outcomes, it's pretty safe to assume that any student will benefit from a Gap Year.

As I like to say: if you're sending your students to college simply for a diploma, then read no further. But, if you want them to get the education that that diploma stands for, then a gap year is a great place to start.



Read more: [http://www.educationalconsulting.org/PDF/IECA\\_Article-Gap-Year.pdf](http://www.educationalconsulting.org/PDF/IECA_Article-Gap-Year.pdf)



**KAHN EDUCATIONAL GROUP, LLC**  
*Certified Educational Planners*  
6717 Vanderbilt St.  
Houston, TX 77005



## Timing Tips for the ACT and SAT

**TAKE PRACTICE TESTS.** To help internalize a pace, take tests until you can comfortably finish all the questions.

**SET A TARGET SCORE.** If you're a genius and think you can score a 36 on the ACT science test, you will need to work fast and answer all 40 questions correctly. But only 27 questions need to be correct to score a 23. If you're an average student, choose which to answer and take the time to get them right.

**DON'T GET STUCK ON ONE QUESTION.** Get the easy ones out of the way first, then go back.

**DON'T GUESS ON THE SAT.** Each incorrect answer will cost a quarter point. But the ACT does not penalize for wrong answers. When the proctor calls out five minutes, fill in those bubbles fast.

**ADJUST YOUR PACING.** Each section requires different timing. For example, the ACT math test allows 60 minutes for 60 questions, but the English allows only 45 minutes for 75 questions. That gives you a minute and a half to read passages and 30 seconds to answer each question (the pace the ACT organization suggests to finish in the required time). Of course, everyone must find a test-taking comfort level. Some do better skimming the passages and heading straight for the questions.

And not for nothing is the ACT called a speed test. The SAT allots a leisurely 70 minutes a section for 54 math and 67 reading questions.

**BEST WAY TO ENSURE ENOUGH TIME?** Doug Becker, vice president of development in the education division at ACT, offers the obvious: Know the answers.

Read more: [http://www.nytimes.com/2013/02/03/education/edlife/timing-tips-for-the-sat-and-act.html?\\_r=0](http://www.nytimes.com/2013/02/03/education/edlife/timing-tips-for-the-sat-and-act.html?_r=0)