

# Education 2017

Thursday,  
October 19, 2017

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The earlier, the better.  
Your child may qualify for free  
preschool services.

STORY ON PAGE 2



## EDUCATION

# The earlier, the better

## Your services child may qualify for free preschool

It is true that all children grow and learn at their own pace, each reaching milestones at different times. Sometimes a delay is nothing to be concerned about; however, a child may occasionally need extra support to fill the gaps. A free screening offered by the Chester County Intermediate Unit (CCIU) may help detect the early signs of a developmental delay.

As a provider of both birth-to-3 and preschool special education services, CCIU offers families the unique opportunity to choose a continuous service provider who can support their child's needs from birth through age 5. Families whose children are eligible to transition from birth-to-3 services into the preschool special education program at CCIU can feel confident of a supportive and collaborative experience throughout their child's early years. As an educational agency, CCIU's goal is to include families as partners from the beginning, encouraging their participation as members of their child's team and enhancing family capacity to support the growth and development of their child.

"When families make a referral to the CCIU preschool special education (PSE) program, our certified professionals work closely with them to assess a child's needs across all domains of early development. The PSE program offers a continuum of services for eligible young children in order to address individual areas of need including both itinerant services and specialized classrooms," said Lisa Stash, CCIU supervisor of preschool special education.

"We offer a variety of supports, such as speech, occupational and physical therapies. We also sup-



port children with sensory needs, including hearing and vision. Accessing intervention services offers families an early window of opportunity to greatly improve a child's development."

Early intervention evaluations are play-based, meaning the child doesn't know they are being assessed. Often times, a child can be evaluated in their own preschool, daycare or home, with input from parents and teachers. Knowing that appointments are sometimes hard to make, parents also have the option of get-

ting services online through CCIU's Therapy Connect, a telepractice service that uses video conferencing platforms to create a connection between a student and educator. From assessment to intervention to consultation, Therapy Connect provides digital interactions that generate the same or better personal engagement as in-person sessions. Regardless of the delivery of services, it is important to seek help as soon as possible if you believe your child may have a developmental delay.

Cathy Doran, CCIU supervisor of speech and language services, explained the benefits of using Therapy Connect.

"When receiving telepractice services from Therapy Connect, a parent or caregiver is present for the service," she said. "The parent or caregiver observes and participates in the sessions and can therefore use the strategies learned within the sessions throughout the student's day. The parent and/or caregiver is then supporting carryover of new skills, which is ultimately the goal

for all students."

Although some parents may worry about a stigma associated with extra support or may believe the child can catch up on his or her own, it is important to note that the earlier a child receives services, the better. Some children, because they've had early intervention services, may not need special education when they become school age.

To learn more about preschool special education services offered at the CCIU, please visit [www.cciu.org/pse](http://www.cciu.org/pse) or call 484-237-5150.



## EDUCATION

# Bishop Shanahan High School hosts College Fair

Bishop Shanahan High School hosted its 13th annual College Fair on Tuesday, Oct. 3, from 7 to 9 p.m. in the school gymnasium.

Over 120 universities and colleges from 18 states, as well as the District of Columbia, had admissions representatives on hand to speak with prospective students regarding admission, majors, financial aid and student life.

This College Fair provided parents and students with the opportunity to visit colleges and universities from all across the country in one evening, while making lasting connections with college officials, too. In turn, the colleges had the opportunity to meet and greet many prospective students at one venue.

Of the 120 schools present at the college fair, several Pennsylvania attendees provided a strong representation. Villanova University, Pennsylvania State University, Drexel University, Temple University and St. Joseph's University were just some of the local schools that were in attendance.

Several students also took advantage of the College Fair's diverse academic showing. Schools



like the Fashion Institute of Design & Merchandise and the Culinary Institute of America provided the opportunity for many college-bound students to pursue their interest in the arts.

"CIA [Culinary Institute of America] is my dream school," said one high school senior from Downingtown East High School. "So far my college search has mainly been browsing websites, so when I heard that my number one choice was going to be here, I jumped at the chance to introduce myself."

The college fair helps admissions committees, who review thousands of applications each year, have the opportunity to build a relationship and to place a face with applicants' names at the fair.

Marie Weyback, creator and coordinator of the College Fair, shared, "My goals with the college fair

are to give every opportunity for students to succeed and really to show colleges that our students are some of the best and brightest."

Not only do local students take advantage of the College Fair, but a group of students from New Jersey travelled to join in with their peers.

"My dream school is [The University of] Tampa, but flying down to Florida for an open house can be really expensive," noted Josh, one of the New Jersey students. "I was able to meet with Tampa's reps and learn more about campus life and some of the programs they offer."

*Bishop Shanahan High School, a Catholic co-educational secondary school of the Archdiocese of Philadelphia, provides its students with a strong spiritual formation, challenging academic offerings and rich extracurricular programs. A vibrant witness to Christian values and a commitment to academic rigor and integrity prepare all students to be critical thinkers and moral stewards in a rapidly evolving global environment.*



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## EDUCATION

# Notre Dame to launch new Center for STEM Education

In 2014, the Academy of Notre Dame de Namur initiated a collaborative, comprehensive strategic planning process that set into motion a bold vision to guide the Academy to 2020 and beyond.

This strategic vision and campus master plan, called “OUR TIME to INSPIRE,” reflects Notre Dame’s commitment to providing students, now and in the future, with a dynamic, state-of-the-art learning environment. Implementation of the campus master plan is occurring in several phases, supported by fundraising through the OUR TIME to INSPIRE Campaign.

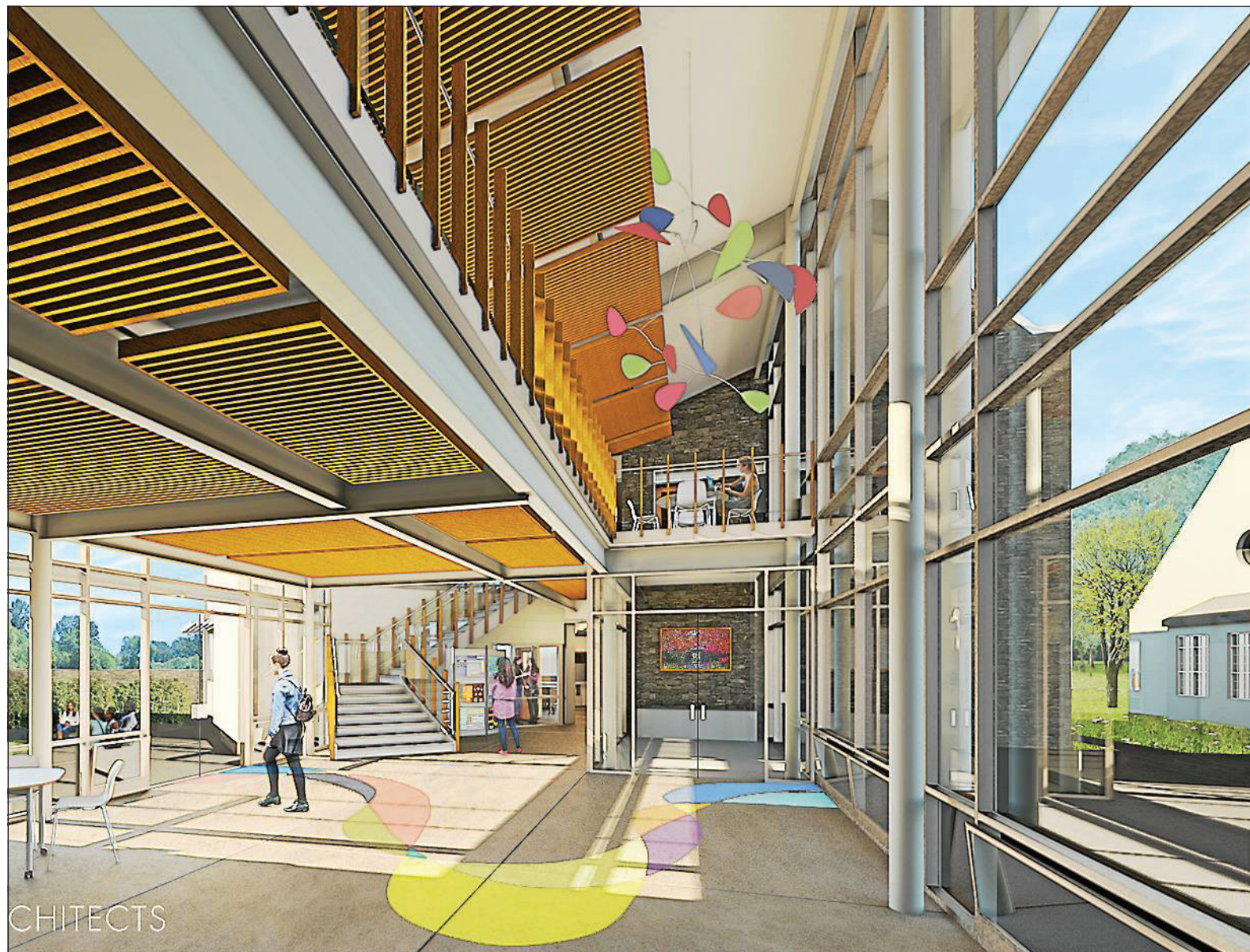
During phase I, the front of the campus was enhanced with two synthetic turf fields and a new track, renovated space for softball and middle school fields and an upgraded field house.

With phase II now underway, the Academy’s iconic Mansion exterior has been restored and returned to its earlier grandeur. A timeline will be set for interior restoration.

A pivotal element of phase II of the campus master plan includes construction of a new, 30,000-square-foot Center for STEM Education.

“There is a great need for women to participate and lead in the STEM disciplines of science, technology, engineering and mathematics,” said Notre Dame President Dr. Judith A. Dwyer. “Construction of a state-of-the-art Center for STEM Education will provide our students and faculty with dynamic learning environment that will inspire and prepare the next generation of women to become confident, creative innovators.”

The facility will in-



Plans for a new Center for STEM Education are underway at the Academy of Notre Dame de Namur, Villanova. The new 30,000-square-foot facility will provide students and faculty with a state-of-the-art environment for learning and innovation.

clude eight science laboratories, three lab prep rooms, eight mathematics classrooms, a Design Thinking and Entrepreneurship classroom and a Design and Innovation laboratory.

“The new Center for STEM Education will feature many of the vital environmental pieces that drive organizations like Google, Stanford’s

d.School and other Silicon Valley companies,” said Dwyer.

Large first- and second-floor gathering areas will provide space to celebrate student achievements while creating a flexible and multipurpose space. Spaces for small group collaboration are distributed throughout the corridors on both floors, and state-of-the-art

technology permeates the entire complex.

“Even as we develop technologically sophisticated learning spaces, Notre Dame will remain what generations of young women have cherished most — we will remain a faith community where we celebrate God’s goodness and the goodness within each person,” said Dwyer.

To learn more about the

**“The new Center for STEM Education will feature many of the vital environmental pieces that drive organizations like Google, Stanford’s d.School and other Silicon Valley companies.”**

— Notre Dame President Dr. Judith A. Dwyer

Academy of Notre Dame or contact Diane Sander at de Namur, visit [ndapa.org](http://ndapa.org) [dsander@ndapa.org](mailto:dsander@ndapa.org).



**EDUCATION**

# The benefits of parent and caregiver education

It takes a village! Children realize greater success when parents collaborate with the medical and educational teams supporting their children. Theraplay, Inc. thrives on this team approach, which helps children reach their full potential.

Theraplay is partnering with community resources to provide unique educational opportunities to help parents foster and support the success of their children.

## Attention Deficit Disorder and Your Child's Vision

Thursday, Oct. 26,

at 7 p.m. at The Vision and Learning Center, 115 W. Main St., Collegeville, PA 19426

Presenters:  
 ■ Sandy Sutton, OTR/L, Theraplay, Inc.  
 ■ Tressa Malikkal, O.D., FCOVD

Learn current facts, how to assess, test for and distinguish visual problems that mimic or complicate what is commonly called ADD.

## Concussion Prevention and Proper Rehabilitation

Wednesday, Nov. 8, at 7 p.m. at Theraplay's West Chester Center located at 638 Brandywine Parkway, West

Chester, PA 19380.

Presenters:  
 ■ Donna Blease, PT, DPT, Sandy Sutton, OTR/L, Chris Bancroft, MS, CCC-SLP, Theraplay, Inc.

■ Dr. Stephen A. Russo, Ph.D., CIC, Jefferson Comprehensive Concussion Center  
 Geared towards educating parents, athletes, coaches, athletic trainers and physicians on the latest in concussion management, proper intervention and safe return to school and sport.

## Helping Children Who Can't, Won't or Don't Eat

Saturday, Nov. 11,

from 10 to 11:30 a.m. at Warminster Hospital — Main Meeting Room, 225 Newtown Road, Warminster, PA 18974

Presenters:  
 ■ Irene Jackson, MA, CCC-SLP and Megan Morace, MS, OTR/L, Theraplay, Inc.

■ Dr. Lee Jaffee and Gunjan Rastogi-Wilson, CRNP, Tri-County Pediatrics

Overview of why some children can't or don't eat, when is an

appropriate time for a referral to therapy, feeding milestones and red flags.

## Trouble at School?

Thursday, Nov. 30, at 7 p.m. at The Vision and Learning Center, 115 W. Main St., Collegeville, PA 19426

Presenters:  
 ■ Sandy Sutton, OTR/L, Theraplay, Inc.  
 ■ Tressa Malikkal, O.D., FCOVD

This workshop will

provide information on how to assess and identify children and teens whose visual limitations may be a factor in their school problems. Attendees will be provided with techniques, testing and support materials.

Registration is limited for these workshops. For more information or to RSVP, contact Lauren Toolan at [LToolan@theraplayinc.com](mailto:LToolan@theraplayinc.com).



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 April 25, 8:30-10 a.m.

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### LOWER SCHOOL OPEN HOUSE

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THURSDAY,  
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 or reply to [abarrar@malvernprep.org](mailto:abarrar@malvernprep.org)



## EDUCATION

# Experts agree digital education may help young kids learn

## Brandpoint

For years, parents and pediatricians fretted over how much screen time was too much, especially for very young children. Many child health experts advised minimal screen time for elementary-aged kids and none at all for children younger than 2. New research, a revised policy from the American Academy of Pediatrics (AAP), and the personal experience of millennial parents who grew up in the digital age, have changed the way parents view screen time for youngsters.

“Research now shows us that not all screen time is equal,” says Barbara Peacock, managing director of School Zone Inc., a recognized leader in creating innovative multimedia learning tools to prepare children for a lifelong love of education who recently launched AnywhereTeacher.com, a “Digital Educational Playground” for kids 2-8. “Everyone agrees it’s important for children to maintain healthful levels of physical activity, but studies also show educational screen time can be an effective way to supplement children’s learning. As the American Academy of Pediatrics recently noted, ‘the effects of media use are multi-factorial and depend on the type of media, the type of use, the amount and extent of use, and the characteristics of the individual child.’”

### New understanding

The AAP and other child health experts have long counseled parents against allowing very young children to have much screen time. However, the AAP recently revised its stance, citing “evidence regarding health media use (that) does not support a one-size-fits-



BRANDPOINT

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all approach” to media use by children.

Rather than keeping young children off devices entirely, the AAP now advises parents to develop a Family Media Use Plan that takes into account children’s developmental stages, and uses that information to create an appropriate and individual balance for media usage by each child. The AAP encourages parents to establish boundaries for how and when children may use digital devices, ensure they understand the importance of not sharing personal information online, and openly

talk with children about media use.

In revising its recommendation, the AAP looked to a growing body of research that shows digital media use can help facilitate learning. Writing in the Hechinger Report, a highly regarded watchdog media outlet that covers inequality and innovation in education, Lisa Guernsey, director of New America’s early education initiative, and Michael H. Levine, founding director of the Joan Ganz Cooney Center, a nonprofit literacy and digital media research organization, explained the shift

in thinking.

“Literacy rates and toddlers’ media use may seem unrelated, but they are inextricably tied,” the co-authors noted. “The important connections between media and reading must be brought to light in schools, households, and in the public’s imagination ... children at very young ages can gain important skills in literacy and language development if the content on the screen is designed for learning and if they have a parent or educator who talks with them about what they are doing and seeing.”

Making media work for

learning

Parental involvement in media use is the key difference between programming that benefits children’s educational development, and valueless screen time, research shows.

The National Head Start Association recently stressed that “family engagement is integral” to successful learning. The U.S. Department of Health and Human Services and the U.S. Department of Education agreed in a joint policy statement issued in May 2015: “Families are children’s first and most important teachers, advocates

and nurturers,” the statement said, calling family involvement in kids’ education “critical” to their long-term success.

Busy tech-savvy parents recognize how easy technology can make it to access high-quality supplemental learning tools for their children, but finding a trusted source of curated content is not always easy. Speaking to her company’s newly launched site, Peacock comments, “AnywhereTeacher.com features content that has been developed exclusively by School Zone based on decades of research and broad-based experience working with educators, dating back almost 40 years when our founders, James Hoffman, Ed.D and his wife Joan, MA, recognized the need for at-home learning materials.” The subscription-based AnywhereTeacher.com is an easy to navigate site for youngsters that combines the power of video with traditional learning tools such as flash cards, games, interactive worksheets and printable activities. Original episodic programming like Charlie & Company engages children with educational messages in a fun, familiar way.

The service, which starts at just \$6.99 per month, allows parents to manage their children’s activities and view their progress, creating an opportunity to talk about learning goals and improvement. The service is compatible with most devices and you can buy a subscription through iTunes, Google Play or PayPal to gain access from any device. There’s no limit on the number of devices families can simultaneously use to access the site. Visit AnywhereTeacher.com to learn more.



**EDUCATION**

# Seven Episcopal Academy students named Germination Project Fellows

Seven juniors from Episcopal Academy were recently inducted as 2017 Germination Project Fellows.

The Germination Project's goal is to identify and mentor Philadelphia's next generation of leaders in order to ensure that the city thrives in the future.

Robbie Copit, Amy Chen, Lauren Devletian, Jack Franklin, Aantorik Ganguly, Parth Sachar and Amanda Turner were among the 17 local students who were named Fellows.

"It's something that truly aims to make a difference on a much grander scale than any other program," explained Franklin. "By investing in the youth of the city early on, it works to retain talent

instead of letting it slip away."

Students apply during their sophomore year and complete a rigorous interview and selection process. Once the Fellows are chosen, they attend a Leadership Boot Camp at The University of Pennsylvania's Wharton School of Business during the summer.

"I had the chance to learn of some of the issues that face Philadelphia in the current day," explained Sachar. "We explored how to possibly tackle those issues in the future with a social entrepreneurial type of mindset."

During the Boot Camp, Fellows participate in various experiential learning opportunities that are designed to develop crucial

leadership skills.

"We learned everything from proper public speaking to developing and analyzing a business model," said Franklin. "We also worked with groups to develop pitches for a company designed to identify and address a central issue in Philadelphia."

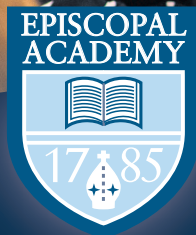
In their junior and senior years, Fellows work with a mentor to complete community service and other leadership work.

"The Germination Project has been an amazing opportunity for me, and I'm so excited to see where the program takes me next. I'm honored to be a part of something bigger than myself and to give back to one of the most iconic cities in the world," shared Franklin.



Pictured are, from left, Parth Sachar, Robbie Copit, Lauren Devletian, Aantorik Ganguly, Jack Franklin, Amy Chen and Amanda Turner.

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**Discover EA at OPEN HOUSE:**  
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**Lower School:** Saturday, Nov. 4

> learn more at [episcopalacademy.org/events](http://episcopalacademy.org/events)

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At AIM Academy, young children with learning differences quickly become older children with learning eagerness. Fearless Learning. The sooner the better.



## EDUCATION

# Winning the fight against the dropout rate one student at a time

## Brandpoint

When you consider the “official” high school dropout rate in the U.S., it might not seem so bad at first; 6.5 percent of young people 16-24 years old have dropped out, according to the National Center for Education Statistics. However, you don’t have to look much closer to realize how very bad that number actually is. Or, to recognize that finding a solution is critical for the future of not only students who’ve left school, but of the country as well.

That seemingly “low” dropout rate equates to more than 1.2 million students who leave high school without finishing every year, according to DoSomething.org. To put it another way, that’s 7,000 dropouts a day - one student every 26 seconds. And that “low” rate establishes the United States as 22nd out of 27 developed countries in terms of graduation rates.

“In the most prosperous country in the world, we should be striving for a zero dropout rate,” says Larry Powell, retired superintendent of Fresno County Office of Education in California. “The key to ensuring every student graduates is to change the tactics the system is using to keep kids in school or get them back if they’ve dropped out. We need to address the issues that impel kids to leave school in the first place.”

What’s driving the dropout rate?

Elizabeth Jaimes found out she was pregnant in her freshman year of high school. She didn’t want to leave school in her sophomore year, but felt overwhelmed being a 15-year-old mother with a full-time class schedule. Elizabeth’s situation is emblematic of



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a common issue that compels young people to leave school: unplanned pregnancy.

According to a report published in SAGE by researchers from Texas A&M University and the Michigan Department of Education, pregnancy is one of the top family-related reasons for dropping out. Other family-related reasons include having to support their family or take care of a family member. School-related reasons for dropping out include missing too many school days, failing grades and not being able to keep up with the schoolwork.

Those reasons are very different from the ones students cited decades ago, when researchers first be-



BRANDPOINT

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gan tracking the factors that contributed to the dropout rate. For example, in 1955, the leading causes

of dropping out were marriage, a desire to work and dislike of school, according to the report, “Understand-

ing Why Students Drop Out of High School, According to Their Own Reports.”

Researchers differentiate dropout causes as “pull” and “push” factors. When students feel they can’t manage something within the school environment, they’re “pushed” out of school. When factors from the student’s personal life - such as childbirth or family needs - cause challenges, the student is “pulled out” of school.

“Successfully affecting the dropout rate requires a system that address both pull and push factors,” Powell says.

Solvable situations

In order for Elizabeth to be able to return to school, she required help in addressing basic needs

for herself and her infant daughter. Luckily, she lived near a Learn4Life center, one of 70 resource centers the nonprofit organization operates in California. The program helped Elizabeth learn on her own schedule, at her own pace, so she could manage being a mother and a student. She graduated in 2015 and is now pursuing a degree in nursing.

Learn4Life’s approach focuses on serving the most credit-deficient population by supporting the whole student with non-academic services like housing assistance, food, child care and more. Learn4Life operates under California’s Alternative Schools Accountability Model program (ASAM) along with over 1,000 other district, county and juvenile programs designed to offer credit recovery to the most disadvantaged students in the state.

Academically, the program centers on one-on-one instruction in a rigorous curriculum. Students work at their own pace, which allows them the flexibility to accommodate both life and educational needs. They advance in the program only when they’ve demonstrated their thorough understanding of subject matter. Intense instruction in life and professional skills, such as communication and interviewing, and hard skills like proficiency in commonly used software applications, aim to prepare students for personal and professional life after graduation.

To date, Learn4Life averages an 88 percent success rate, with approximately 33 percent of its students returning to their school district, and 55 percent graduating or remaining enrolled at Learn4Life in pursuit of a high school diploma.



**EDUCATION**

# Fostering your child's love for science could 'STEM' the tide of job shortages

**Brandpoint**

Middle school is a make-or-break time for budding scientists.

The subject matter gets more difficult, test anxiety often occurs and other interests emerge. U.S. students rank 27th in math and 20th in science out of 34 countries scored, according to the latest research from the Organization for Economic Cooperation and Development. That lagging interest in STEM - science, technology, engineering and mathematics - is contributing to an ongoing U.S. shortage of highly-skilled workers that may reach 3 million by 2018.

3M, a company rooted in science, understands the need for the next generation of science innovators,

inventors and leaders. For decades, 3M scientists and engineers have developed products that solve problems and improve lives. A shortage of STEM-savvy workers will slow innovation across all industries.

If your child has a passion for science, encourage their curiosity. Here are some ideas from 3M science experts on how to further foster a love of science:

1. Find an after school program or STEM mentor.

A high-quality STEM after school program leads to improved attitudes toward STEM fields and careers; increased STEM knowledge and skills; and higher likelihood of pursuing a STEM major in college according to a study from the After-school Alliance. Another option is to find a mentor. Teachers, college students



BRANDPOINT

Finalists of the Young Scientist Challenge solve a problem through science.

and working professionals are often eager to share their knowledge with budding young scientists. Many universities and businesses encourage mentorship, and your school's science teach-

ers might have some suggestions on where to find one that's right for your child.

2. Plan at home experiments.

According to 3M science

mentors, taking science out of a book and applying it to real life is one of the best ways to spark an interest in science. You can find plenty of science experiments to conduct inside your home. A great resource is [www.scienceofeverydaylife.com](http://www.scienceofeverydaylife.com), which features fun activities that explain science principles, like how solar energy works by cooking a pizza with the sun or how chemical reactions function by making homemade ice cream.

3. Encourage exploration.

As interest grows, students are eager for more challenges. For instance, with the Summer Olympics on the horizon this year, a sport-loving student may want to explore more about the forces that impact gold medal-quality swimming,

running or cycling. Linking science to another interest can further their passion.

4. Give them a challenge.

A range of opportunities exist for interested students at science-based summer camps, after school programs or fairs. If your child is already on a path of science experimentation and innovation, consider encouraging him or her to enter science challenges and competitions. Each year 3M and Discovery Education partner to develop the Young Scientist Challenge. Students in grades 5-8 can enter the contest by creating a one to two-minute video on a proposed solution to solve an everyday problem. All video entries must be submitted online at [www.youngscientistchallenge.com](http://www.youngscientistchallenge.com) by April 20, 2016.



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## OPEN HOUSE 2017-2018

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**NOVEMBER \* DECEMBER**

Wednesday, November 8 - 9:30 am

Friday, December 8 - 9:30 am

**JANUARY \* FEBRUARY \* MARCH**

Tuesday, January 9 - 9:30am

Tuesday, February 6 - 9:30 am

**THE FRIENDS PLAY SCHOOL ~ REGISTRATION DAY**

Please enjoy 'Public Welcome' Events at WCFS:

**Saturday, October 14**

**FALL FAIR & HOMECOMING ~ 11:00 am - 3:00 pm**

**Saturday, November 18**

**THE BOOK FAIR ~ 9:30 am - 1:00 pm**

**FLEXIBLE TUITION**



## CAREERS

# Higher education institutions pledge dedication to student success

## Brandpoint

The future of higher education is often the subject of debate; what constitutes a valuable education for students continues to shift as student demographics change. Recently, government regulators and other external stakeholders have been questioning the value of for-profit higher education, specifically, citing for-profit colleges and universities that have not upheld their commitment to students.

For-profit education organizations like DeVry Education Group contend that their institutions are uniquely positioned to serve the new majority of students - those who juggle full-time jobs, families and other obligations in order to pursue their educational goals, typically years after they complete high school. This new normal is now the largest group of college attendees, according to the U.S. Department of Education.

Some schools are working to demonstrate this unique value, and their commitment to students, by providing information to students making the decision to attend college. This includes setting and communicating new standards to help students achieve their educational and career goals, and formalizing their institution's commitment to students through public proclamations designed to hold them accountable to student and stakeholder interests.

Chamberlain College of Nursing has made standards for student support part of the very fabric of its academic offering. Through an educational philosophy called Chamberlain Care, the organization has created a culture that fosters collaboration, cooperation and respect among all through a care-based set of beliefs, values and behaviors.

"We believe that if we provide our students with the care and support they need to be successful, they will go on to provide that same level of care as nurses," says Susan Groenwald, national president of Chamberlain. "That's why



BRANDPOINT

The future of higher education is often the subject of debate; what constitutes a valuable education for students continues to shift as student demographics change.

we built the Chamberlain Care model. It naturally extends outwards from each student to their patients and to the communities they serve."

Recently, DeVry Education Group and its institutions, including Chamberlain College of Nursing, announced a set of Student Commitments formed in partnership with students and stakeholders to guide education and service to students. The commitments go above and beyond standard higher education policies and practices to provide a new level of public accountability in hopes of inspiring institutions throughout the industry. They also encourage dialogue about value in education

that will ultimately benefit all students, regardless of the institution they attend, and the employers who seek to hire them.

The public proclamation outlines the following commitments, which Chamberlain hopes will serve as a model for other educators to consider for strengthening the industry's commitment to students:

1. Informed student choice. Help students make informed decisions by providing information about program performance and costs, and an orientation around student support services, online learning platforms and academic policies.

2. Responsible recruitment and

enrollment. Provide financial and academic advising to prospective students and benchmark and disclose recruiting expenditures against national standards.

3. Responsible participation in the federal loan process. Lower institutional limits on federal funding and provide students with a variety of ways to manage tuition costs.

4. Financial literacy and academic transparency. Increase student visibility into program progression, loan balance and financial position throughout their academic journey.

5. Improving student satisfaction. Conduct student surveys to track progress and actively re-

spond to results and feedback.

6. Successful student outcomes and accountability. Identify and proactively engage with students who may be at risk for program completion, and account for student satisfaction and quality outcomes in performance management for executive leadership.

"Our role as educators is to lay the foundation for the future generation of leaders. Part of that is providing students with as many resources as possible to successfully complete their studies," Groenwald says. "By committing to put our students first, we are ensuring that they get the most out of their education and can pay it forward in the workplace."



## EDUCATION

# Smart ideas for supporting your child's education

*Brandpoint*

The education children receive today will help them throughout their lives. School is the fundamental component of the learning process, but education doesn't stop when kids arrive back home at the end of the day.

"Education and family go hand in hand," says Ellen Marks, curriculum director of Bricks 4 Kidz, an award-winning summer camp and after-school program. "Parents who take an active role by supporting classroom learning will not only see their kids' education blossom, but their relationship with them, too."

The start of the new year is the ideal time to evaluate what you're doing right and where you could improve in regards to supporting your child's education. Marks offers these smart ideas guaranteed to help you keep this resolution in 2017 and beyond:

**Connections to real life:** One of the best ways to help kids understand classroom lessons is to connect the material to everyday experiences. Practice fractions while cooking. Chat about biology as birds fly by the window. Learning moments are all around, you just have to point them out.

**Daily conversations:** With a fun, no-pressure approach, go over what your children learned in school. If they don't want to talk right after school, wait until later. During or after dinner may allow enough transition time so you'll find they'll open up more.

**Positive attitude:** Kids



BRANDPOINT

The education children receive today will help them throughout their lives.

will mirror your attitude toward your work as well as how you view their school, homework and teachers. Stay positive, respectful and model resilience during difficult times; you'll find they'll do the same.

**Enriching activities:** Select fun after-school activities that emphasize cognitive development while building self-esteem. For example, Bricks 4 Kidz uses relatable tools like LEGO Bricks to teach science, technology, engineering and math (STEM) skills. Learn more at [www.brick4kidz.com](http://www.brick4kidz.com) and sign up for an After School class.

**The parent-teacher relationship:** Sending check-in emails, attending conferences and volunteering are ways to build strong relationships with teachers. Be proactive about asking where your child excels and what areas they may need additional help.

**Homework help:** Good study habits are essential to excelling at school. Create a comfortable homework space with adequate supplies and few distractions.

What's more, be an active partner in your child's homework and assist when needed with gentle guidance and encouragement.

**Reading buddies:** Reading together can instill a lifelong love of literature. Try reading the same books your child is assigned in school so you can foster a good discussion about characters and storylines. When you both finish the book, rent the film version and plan a movie night.

**Active learning opportunities:** Reading, writing and solving math problems are passive learning activities. At home, encourage active learning where your child builds models, creates art projects and can ask questions. It's amazing to watch their minds work and see what they create.

**Health and wellness:** A child must first be well before they can effectively learn. Make sure kids stay fueled with a variety of healthy foods. Next, ensure they get a good night's sleep. Full, well-rested kids are always ready and eager to learn.

## BISHOP SHANAHAN HIGH SCHOOL

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**Sunday, November 12 • Noon - 3 pm**

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**Wednesday, March 14, 2018 • 8:30 am - 1:30 pm**

6th, 7th & 8th Grade Open House  
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## EDUCATION

# Paying for college: Options reduce need for student loans

*Brandpoint*

While only a fortunate few students can expect a free college education by winning full academic or athletic scholarships, everyone can take advantage of a combination of academic aid, grants, fellowships, work-study and student loans to pay for a four-year degree, says Peter Gayle, a vice president for Prudential Advisors. Unfortunately, many prospective students and their families often don't know where to look.

With student debt increasingly becoming a long-term burden on graduates and families, adds Gayle, it's never been more important to minimize the out-of-pocket expenses to put a student through college - and reduce reliance on student loans.

To put the weight of student debt in perspective, The Federal Reserve Bank of New York noted that in 1995, 54 percent of graduates had loans averaging \$11,491. It's more recent data in 2015 showed 71 percent of graduates joined the workforce with student debt averaging slightly more than \$35,000. What's more, the Federal Reserve Bank of New York estimates 25 percent of those who owe federal student loans are delinquent or in default.

The good news is that anyone willing to put in the time can likely find programs that help foot the bill - helping to reduce the need to take out loans - so a student's education won't break the budget or jeopardize a financial future. According to Gayle, families can take a few initial steps before choosing a school:

- Learn how the financial aid process works and get the most out of options that don't need to be repaid.
- Understand each school's actual net price - after financial aid - and set realistic expectations, choosing from the most affordable institutions.
- Explore types of financial aid, including grants, work study programs and scholarships; examine the specific types of aid available per school and find out how much



THE ASSOCIATED PRESS

In this May 20, 2013 file photo, graduates pose for photographs during commencement at Yale University in New Haven, Conn.

of a family's demonstrated financial need each school will cover.

- Understand the kinds of loans available, including a variety of federal loans and private loans, which may be used to fill any financing gaps after exhausting other options.

- Understand how parents' "available income" is used to calculate how much parents are expected to contribute to their child's education, especially for federal financial aid purposes.

Several guides, including Prudential Financial's [www.prudential.com/payingforcollege](http://www.prudential.com/payingforcollege), can help families take a carefully considered approach to financing a college education while safeguarding a student's long-term financial future, including the ability to save for retirement.

For families that must use stu-

dent loans, the federal government is making it easier to understand how to borrow, process applications and repay loans through new online tools. Since 2010, all new federal loans, except Federal Perkins Loans, have been issued through the U.S. Department of Education, which offers information about borrowing and repaying loans.

There are multiple options to repay federally funded student loans, which generally require repayments to start six or nine months after a student graduates, leaves school or drops to half-time enrollment. A few popular choices for repayment include types of income-driven plans, which calculate payments based on a borrower's ability to repay. One catch: It's critical to re-certify income and family size annually to avoid huge

monthly payment increases.

When debt becomes too burdensome, some loan programs offer forgiveness through public service, federal government employment, and options like teaching in underserved school districts.

Private loans are trickier since there is no standard: Interest rates and repayment terms vary from lender to lender. It's also worth considering the need for life insurance to cover the full loan balance to aid co-signers or beneficiaries in the event of the borrower's death, says Gayle. Financial advisors would be well-equipped to help explore this and other options, Gayle notes.

Employers are also beginning to offer employee student debt benefits to put their employees on a course for financial security. At Prudential Financial, for exam-

ple, new employees hired through the company's campus recruitment program beginning in January 2017 could earn an incentive of up to \$5,000 toward paying off student loans after one year of service.

Other companies match student debt payments with contributions to employee retirement savings plans.

Studies show college education can be worth the price. The U.S. Census Bureau estimates that students who attend college can earn nearly twice as much over their lifetimes as those with only a high school diploma. But with college tuitions continuing to rise, families must find the most effective way to finance a child's college education to avoid jeopardizing their ability to save for retirement.



**EDUCATION**

# The latest advancements in college education are happening digitally

## Brandpoint

The face of education in the United States is changing. Many of today's universities are embracing digital technology to deliver instruction in ways not available to previous generations. We have seen the digital instruction methods evolve from the use of learning aides such as computers, digital projectors and DVD players to online learning, which allows students the flexibility to tackle their coursework at a time and pace that works best for them.

Some advanced technologies can seamlessly link two or more classrooms for simultaneous instruction, ultimately expanding student access

to courses and professors to participate together in one synchronous learning experience. An innovative classroom format can instill important virtual collaboration skills and encourage interaction with tools like remote wireless content sharing and two-way whiteboard displays, as are found in DeVry University's extended classrooms.

### ADDRESSING THE EVOLVING NEEDS OF TODAY'S STUDENT

Video-connected classrooms are generally equipped with voice-activated motion cameras, facial-recognition software, high-definition wide-screen monitors - complete with picture-in-picture views, desk-



BRANDPOINT

The face of education in the United States is changing.

top cameras and interactive two-way touch-screen whiteboards. This technology is designed to help students learn and interact with their fellow classmates no matter where they are taking the class.

DeVry also recently launched its new video connected classroom technology that seamlessly links 23 DeVry campus locations for simultaneous instruction - depending on the program,

course and extended classroom availability. "Our students tell us they appreciate having a variety of courses available, and taught in ways that fit their schedules and preferences," said Robert Paul, president of DeVry University. "The connected classroom technology allows students to have real-time visual interaction with faculty and fellow classmates. These high-tech classrooms exemplify our investment in academic experiences that are collaborative yet personalized, with student engagement at the core."

### PREPARING FOR A DIGITAL FUTURE

DeVry's extended classrooms are just one example of technological inno-

vations taking place in the classroom setting. Over the next year, the university plans to invest heavily in technology to enhance the student experience by offering these additional on-campus capabilities:

- Tech playgrounds at select campus locations throughout the country, putting students in touch with innovative technology in imaginative settings.

- Hardware and software upgrades, including adding thousands of new computers in campuses nationwide, to revitalize existing desktop stations and network labs.

- Internet bandwidth increases to improve wireless capabilities and provide a faster, more seamless learning experience.



  
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## SCHOOLS

# Will new school lunch mean less veggies?

## Brandpoint

The U.S. Department of Agriculture proposed a complete overhaul of school lunches subsidized by the federal government in 2012. These changes, to be implemented over a period of years, aim to limit calories, reduce sodium and increase the consumption of vegetables and whole grains. Improved nutrition is a laudable goal, but the realities of science and nutrition may surprise most people. That's because scientific studies show kids are more likely to eat their vegetables if they have adequate salt.

Dark green vegetables like spinach and broccoli

are among the most nutritious foods. However, they all contain very bitter phytochemicals that affect their taste. Broccoli is a perfect example. Everyone knows adding salt to these vegetables makes them taste much better, and reducing salt use will mean fewer vegetables are eaten by kids, if at all.

A research paper from the University of Pennsylvania examined the response of tasters to varying amounts of salt in a range of foods that were naturally bitter, including vegetables and other foods deemed to be healthy. Reducing the salt intake made these foods less appealing



BRANDPOINT

The U.S. Department of Agriculture proposed a complete overhaul of school lunches subsidized by the federal government in 2012.

and adversely affected the tasters' nutrient intake.

In another study conducted at Ohio State University, cooked broccoli was fed to individuals from three different age groups: children, adults and senior citizens. The broccoli

florets were prepared with different levels of salt. The results showed that even though participants were unaware as to which sample was which, salt significantly increased broccoli's palatability.

A University of Vermont study to measure food consumption in schools before and after the salt reduction mandate confirmed what school lunch officials feared: they witnessed most students putting fruits and vegetables into the trash instead of their mouths. The study showed that although students were required to place more fruits and vegetables on their trays, they ate less of each.

When students were involved in setting choices, several new student-approved recipes were added to the menu: barbecue chicken, buffalo chicken wraps, chicken salad wraps and peanut butter and jelly sandwiches - all savory comfort foods everyone enjoys. It was a stark reminder you cannot impose bland foods on individuals. And there is a reason for that - our bodies are telling us we need sufficient amounts of the essential nutrient, sodium. Public health policy that is not based on evidence cannot outdo our bodies built-in mechanisms demanding those nutrients.

Without salt, serious

consequences arise. Per Dr. Michael Alderman of the Albert Einstein College of Medicine in New York City, until the medical community has adequately studied the effects of population wide sodium reduction, it is best to exercise caution. "I'm concerned that experiments in population wide sodium reduction are making Americans, children and adults, guinea pigs. For instance, my research indicates that cardiac patients put on low salt diets had a higher rate of cardiac events than cardiac patients on normal sodium diets. We need to proceed carefully here so that we don't cause harm," he says.

## COLLEGE

# Six tips for decoding college financial aid award letters

## Brandpoint

Whether you're a high school senior or an adult looking to change careers, a college degree can be the key to a bright future. As acceptance letters arrive in the mail, another important document is not far behind: financial aid letters.

"College is a major investment, and many people require financial assistance to pay for it," says Harlan Cohen, New York Times bestselling author and creator of the Naked Financial Minute. "It's vital to understand financial aid so you can make informed choices and avoid surprises in the future."

The average cost of tuition and fees for the 2016-2017 school year is \$33,480 at private colleges, \$9,650 for state residents at pub-

lic colleges, and \$24,930 for out-of-state residents attending public universities, according to the College Board.

In order to find out what aid you qualify for, you should start by filing your Free Application for Federal Student Aid (FAFSA). After your information is processed, and you've applied to the colleges of your choice, you'll receive financial aid award letters in the mail with the results from each school where you were accepted.

Not all financial aid letters are the same, so deciphering and comparing them can be confusing. To help get you started, the experts at College Ave Student Loans share tips and tricks for how to easily understand your financial aid letter.

Look carefully at sym-

bols and terms: College award letters may use different wording and abbreviations. For instance, rather than spelling out the word "loan" you could see "L" or "LN". You might also see "net price" and "net cost." Look carefully at how each school calculates these amounts. Some schools will subtract loan amounts from these figures. Just remember that loans need to be paid back, usually with interest; loans can help you spread the cost of college over time, but they don't eliminate the expense.

Know the difference between gift aid and loans: Gift aid is money that is awarded to qualifying students that isn't expected to be paid back. Gift aid includes things like scholarships, grants, and housing or tuition waivers. Not all

applicants will qualify for gift aid, but most will be eligible for federal loans. As a general rule, you should expect that you'll need to pay loans back, usually with interest.

Be aware of the impact of outside scholarships: If a student is awarded a private scholarship, the financial aid letter may list its effect on the amount of money offered by the school or in federal aid because the student's financial need has already been partially covered. This could impact gift aid, loan amounts, or both.

Keep an eye out for work-study offers: If you indicated an interest during the FAFSA application, your financial aid letter may list approval for a work-study job that provides money toward your studies and fits with your class sched-

ule. The money you earn is typically applied directly to your school expenses.

Understand your expected family contribution (EFC): Depending on your personal circumstances, there may be a line item for expected family contribution. This is the amount of money your family is expected to contribute toward your college education based on their tax and savings information. This will impact your overall award package.

Think about additional costs: Your financial aid letter may not include all of the costs associated with going to school. Think beyond tuition and make sure you have an idea of what you'll be spending on housing, food, transportation, books, supplies, additional fees, and other living ex-

penses.

If you find the amount of financial aid provided isn't enough (including the amount offered in federal loans), families may want to research and explore private student loans as an option to cover the additional expenses. Look for competitive interest rates and flexible repayment options that match your budget. College Ave Student Loans also offers a calculator that showcases how much families can save with various loan options at [www.collegeavestudentloans.com](http://www.collegeavestudentloans.com).

Finally, if you're still unclear about the terms and conditions of any college award letter, it's important to reach out to the school to ask for clarification or discuss your options. You don't want to leave any money on the table.



**EDUCATION**

# 14-year-old scientist aims to solve the energy crisis

**Brandpoint**

The family trip. For most kids it's a chance to relax, visit a new destination, collect souvenirs, and create stories and memories to share with their friends throughout the year.

For 14-year-old Maanasa Mendu, however, the family trip provided her with a vision of how she needed to change the world.

Mendu's spur for innovation came during a family trip to India where she witnessed firsthand the energy scarcity experienced in regions of the world far from her native Ohio. The family makes the visit every summer, and during this particular visit, as she experienced persistent blackouts, Mendu knew she had to do something about it.

So she got to work.

With an idea in her head, she found her opportunity to grow and develop it through the Discovery Education 3M Young Scientist Challenge. The competition challenges students to create an innovation that solves a real-world problem affecting their global, national or local communities.

Nature inspired Mendu to solve the problem of unreliable power. By harnessing wind, solar and rain energy, she created a device that could provide energy in any rural or urban environment. Her early prototypes used recycled soda bottles hanging from a tree. She then attached solar panels like leaves and while these prototypes looked simple, they actually captured energy - as much as 9 volts with her

third prototype.

Mendu used this discovery and her work thus far to enter the Young Scientist Challenge by recording a two-minute video describing the science behind her innovation. Judges evaluated her video based on her creativity, scientific knowledge, persuasiveness and overall presentation, and liked what they saw. Mendu was named a competition finalist and paired with a mentor, 3M senior product development engineer Margaux Mitera, to further develop her project.

For Mendu, the partnership with her 3M mentor ignited myriad new possibilities. "My mentor, Margaux was amazing and I learned so much about the process of innovation working with her. She truly exemplified how collaboration is key to suc-

cess!" she remembers.

Mitera's sentiments were mutual. "Maanasa is such a bright, enthusiastic young woman. It was really a pleasure to work with her and help her project grow. I can't wait to see what she will do in the future."

With Mitera's help, Mendu learned the four C's of science: collaboration, communication, creativity and critical thinking. She was also able to meet with Mitera at the 3M Innovation Center in St. Paul, Minnesota, where each of the finalists arrived on October 16, 2016. Mendu and her fellow finalists all had the opportunity to present their projects before a panel of judges, including 3M scientists. When the competition was over, Mendu's idea to deliver electricity to impoverished regions

earned her the title of America's Top Young Scientist.

The victory also awarded her \$25,000, but Mendu isn't looking toward the future just yet. She's still busy in the present, perfecting her design, so she can help impoverished people around the world as soon as possible. "Along the way I have learned so much about the process of innovation," she says of the project. "Innovation is more than just a lightbulb moment, it's about being creative, trying new approaches and learning from your mistakes. I've begun to realize the truth in the saying, 'Genius is 1 percent inspiration and 99 percent perspiration.'"

Mendu is dedicated to continuing her process of innovation for those who live every day without energy.

The Discovery Education 3M Young Scientist Challenge

Mendu won the 2016 Young Scientist Challenge with an idea and a dream. Nominations for the 2017 challenge are still open. To enter, students in grades 5-8 must submit a one- to two-minute video no later than April 19, 2017, describing the science behind their new innovation or solution to solve an everyday problem. The problem could be one experienced half a world away, as was the case with Mendu's, or it could be one you encounter every day. The only limit to your scientific solution is your own imagination. To learn more about the Discovery Education 3M Young Scientist Challenge, visit [www.youngscientistlab.com/challenge](http://www.youngscientistlab.com/challenge).

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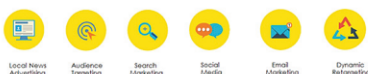


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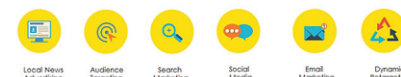
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