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Speaker 1 0:00

Announcer, welcome to be evolved a podcast for parents and educators who prioritize developing possibility and expansion within the total educational process for themselves and their children or students. We invite you to listen to the podcast with your child or student in mind and with yourself at the center of the learning experience. Ultimately, our goal is to bridge the gap between educational expertise and research, translating it into practical action. Gaining knowledge plus taking action is what it means to be evolved.

Speaker 2 0:40

Hi everyone. So happy to be here today for all of our clients who are thinking about the college process. I know I just went through this as a parent myself after helping students for years doing it, and I can tell you right now is very grateful for the process that we have here at evolved. So I'm very excited to share the overview of it in this particular podcast with you, and I want to talk a little bit about our team here at evolved, because it's just so special. And I'm here today with Sarah Bergen, who's our Director of College consulting and counseling. I'm so excited to have you here, Sarah, thank you for joining us to talk about this really exciting time for our students.

Speaker 3 1:22

Yeah. Thank you so much. And excited to kind of dig into this and make it really streamline and accessible for everybody and take the stress out of it. That's what we do here at evolved. I know everything we do is to support families in these processes, absolutely.

Speaker 2 1:38

And I don't know about you, but let's say you're a parent who's listening, and you're a parent of a freshman in high school, or even a middle school parent, and you're thinking, wow, this is really far off for me. But is it really? No, no, I

Speaker 3 1:56

really, I have no it's really not. And actually, I think the conversation that I have over and over and with families that get started earlier and earlier is it really just takes the stress out of the process. It gives us a really long lead up time. And one of the beautiful things about starting early is the rapport and connection that I am able to build with the family and with the student, and that really just allows for us to once we hit those years that are really stressful, or can be stressful, that we already have all that foundational stuff in place. Absolutely, it's a great time to get started. It is,

Speaker 2 2:35

it is. And I know if you're thinking about it, you're thinking, Well, when I applied to college, right? I filled out a form and I put it in, and then I got into a few schools. I went to go see them. It was sort of one of those types of processes, and maybe you did work a little bit more on it, in terms of getting your SATs at the level that you wanted to, or you worked on your essays with

someone. And for our our students who are going through this process, right? Our goal, of course, is to get them into their best fit schools, wherever that might be. And it is such a fun time to be working with students, because we get to do the fun stuff with the college process as the catalyst. Exactly. You know, it's like families come in all the time and they're thinking, Okay, well, I've heard some things like, what's early action, right? How many extracurriculars do I need? Is my kid doomed if they got to be in chemistry or, you know, do do kids care if, if my kid volunteers at my community organization? Or what extracurriculars really matter to different colleges, and I think that these are such important questions that also lead to a lot of panic and overwhelm for so many families. I know that was my my experience, for sure, I was certainly, even though I know a lot about the process, I was certainly thinking a lot about, what should my child be doing and without the anchor of something that I know we're going to talk about, which is the complete college application checklist that we have here at evolved, it becomes really, really easy to go down various rabbit holes that have absolutely nothing to do with your child or your child's process, right? And so I think it's really exciting to think about this process at evolved as one where you Sarah, I see you working with students and really focusing on the parts of this application that matter, and focusing on the parts of those application that matter for that particular student in the context of their school, in the context of their family, and what matters to that particular entire unit, right? And and that's what I'm excited to talk about, because this is what's possible when when you're working here, which I love. So I want to get into this a little bit with you, and I know that if you're listening right now, I want you to know that we have. Of podcasts prepared for freshmen, sophomore, junior and senior years in particular. So you can go and you can listen to those. But I urge you to stay here right now just to really get an understanding of what this five key parts of the college application and this application checklist really is all about and this timeline is about so that you can frame up where you are at within that context. So Sarah, why don't you go ahead and tell us a little bit about this checklist and this five key parts of the college application and why you feel it's so important for parents to understand it

Speaker 3 5:41

absolutely so as you were saying, you know, you can start to go down a rabbit hole with all of these different things. You start hearing things from other families. Students are hearing things from their friends at school. And we've really worked hard to really define what are the key parts. And I do want to be very clear that every student's journey looks different, right? And we at Evolve work to ensure that every student's process is customized to them and who they are as a student, who they are as a learner, who they are as a person. So these five parts of the application are are general in terms of what needs to be done, but every student's kind of filling of those five parts, or fulfilling of those five parts will look different. So I always like to think of them almost as buckets. And what we're doing over the course of the high school years, and even before, is starting to fill those buckets. And those buckets are their transcript and their school profile, so their academics, yes, their grades, obviously, but also the profile of the school and what the school has to offer and where they fall into the context of what their school is. And colleges recognize the school profile and understand that about the school extracurriculars and leadership. So this is really their resume, right? Leadership, community service, clubs, what is it that they're doing outside of the classroom? And we really want to be important careful with that,

and not just trying to fill that up, right? We want meaningful experiences that truly kind of help the college understand who the student is, right? And make those extracurriculars help, kind of make connections throughout their entire application. They're testing, whether they're taking the A, C, T or the s, a T, are they applying to schools that don't necessarily require testing. So understanding their testing or what testing they will be doing, we have a whole article on testing and test prep. So that's that's an important process as well, but we really help students understand what test is the best test for them based on their learning style and how they learn. Writing, obviously, is a huge part of this process. Everybody hears about the personal statement, but it's not the only part of the process. There are obviously supplements and other parts that need to be written, but we really purposely do a lot of different activities to support students writing and thinking about their personal statement, and then finally, the recommendations. This is obviously an important part, and we really help families understand how they can set themselves up as a family and as a student, to really ensure that their recommendations are strong and really reflect who the student is, and reflect teachers that know the student very, very well in terms of what they're sharing in their recommendations. So those are the five main parts that we focus on as we're helping students prepare their applications in the college process.

Speaker 2 8:43

So let's go into each of those in a little more depth. So just tell us a little bit more about the transcript and the school profile. The transcript, I know, is our academic foundation. It shows our grades, the courses we take, the consistency and the growth that we have within our high school experience and our growth over time, but they obviously colleges are not asking

Unknown Speaker 9:06

for this information in isolation, which is where the school profile comes from. I know for families I work with in the college process, too many are not aware that this document even exists

Speaker 2 9:18

or the importance of understanding it when you are understanding your child's candidacy at various college programs. So can you tell us a little bit more about when you say we want to develop the transcript, we want to really look at it in comparison to the school profile. What are parents needing to know from foundational level about this particular bucket?

Speaker 3 9:42

Sure, great, great question, and it's hard to understand, right? We don't really think about it, because it really is, you know, the school's document. It's something that the school provides, so it provides information about the academics at that school. So what AP classes are offered? What? Honors classes are offered. Are there IB classes? It talks about college acceptances. How are the grades actually, you know, determined in terms of GPA, what scale are they actually using? Because different schools use different scales. So when we think about the students transcript in comparison to the school profile. It helps contextualize where the student falls within the profile of the school, right? So it helps the college understand what is the student's actual course rigor, okay? And when we think about rigor, we're thinking about, you

know, what are they balancing in terms of classes? How rigorous is their course load, and how does that compare to what the school actually has to offer? So yes, obviously thinking about the student's GPA in their core subjects and things like that are very important. But if we can't contextualize it in terms of what the school has to offer and the rigor of the school, then it's hard for the college to actually understand where that student might fall. So it's really a contextualization for the school to understand that student at that specific school, and it provides a lot of information. And one of the things that I want to say about the transcript, you know, you mentioned, you know, if my kid gets a B in chemistry, are they doomed forever? Colleges really look at trends, right? So, you know, freshman year is a tough year, right? We're starting high school. There's a lot of new things, new social things. Sometimes students are starting at a new school. But are we? Do we see over the course of their four years? You know that they're trending in an upward direction, right? Consistency or improvement, or are they declining? So all of these things are important to understand when we're thinking about the student's transcript as well. Absolutely.

Speaker 2 11:50

And I've heard too, and I do advise this as well, that there's a couple of things that parents will receive that are bites of advice. It might be you have to take the hardest classes that your school gives and do well in them to get an offer somewhere, or you must not get a score below an 80 or 90 or something like this. And I would just say, and I'm sure you have things to say about this, Sarah, but I feel like these are the things that parents get trapped up in a little bit in terms of the all or nothing statements that apply to college, because we really feel that while that advice might be generally the advice given for students, it's always important to contextualize your child's full five bucket application to understand their candidacy. Because, like, case in point, you have some kids who are coming into a college where they're going to this is probably the easiest way to explain that is, like, you know, they're they're going in for another type of program that really requires them to become a skilled scientist, and it really requires a great deal of expertise within that particular area. And you may see variability in other types of courses and their transcripts, but actually, for their goals, this is the right approach in terms of putting their effort into courses that are going to help them, in terms of where they're going next, right? Or an athlete might be doing something different with their time. And so it's really, I think, important that we are speaking to, you know, people who are interested in this process, that you know that the transcript and the school profile is not just a one size fits all advice process. It's definitely contingent upon the whole child, your child's starting level, like sometimes they're not getting all A's because they don't have the study skills to do that, and we have to work on that to boost it up to get better. But it doesn't mean that they're out of the running on on said ABC school. It just means that we have some things to do within this particular bucket to make development happen. And I think that's what's so exciting about our work, is that we're able to get in there and say to kids, hey, listen, there's something we can do here in this transcript piece to make this even better. And here's what I would suggest, knowing you, what you might want to put some energy into, versus just categorizing this child among the advice of every other candidate that wants to apply to a selective school, right? So tell me, tell me your response to what I'm talking about.

Speaker 3 14:28

Sure, absolutely. And you know, I think you mentioned our little year by year podcasts. I think, you know, we delve a little bit deeper into each grade and think about each of the different components at each grade and how you work on them. But I think exactly what you're saying, right? Colleges are not expecting perfection at all, right? They're expecting growth. They want to see growth. So I think by, you know, really thinking about the transcript and thinking about balance, for me, it's more about balance. And I agree with you. You know, a lot of times we. Your students being like, I have to take four AP classes, and I have to do this, and I have to do that, and I have to do everything, but if you're not doing it well and it's making everything suffer, then that's not going to help, right? So we really need to think about balance and think about where our academic interests lying, right? If you are a student who really is thinking, you want to pursue science in college, maybe we want to put a little bit more rigor into those science classes, and that doesn't mean we're not going to try hard in our other classes, but we want to be strategic about this, and I think that that's where our work is so much fun, because if we start early, right? We really, really understand the student. And as you're saying, you know I can say, I know you as a student, right? I know that you can do a little bit better with this. I also think it allows us to really teach and help kids ask for help so that they can improve, right? So maybe you had a bad chemistry test, and we can help students kind of advocate and champion for themselves so that they can show that improvement. So yes, grades are important, but there are so many ways to think about students grades and think about how we, you know, present those grades in the best way possible, and how we are, you know, helping, or how students are selecting courses and whatnot based on where their interests lie and where their strengths lie, right? But again, we're not looking perfection here. Nobody's perfect. We all know that. But colleges really, really, you know, love to see growth. They love to see in recommendations, self advocacy and things like that. So as important as grades, right, these other skills are really important as well. So I think that that's where the transcript, you know, we have to think about the whole picture, and not just the A, B, the C, but what is the story that the transcript is telling, and where does that story fit into the bigger story that is our student. This is just one piece of this application, and obviously it's a big piece. And when you're in a school, it's it's competitive, and kids are talking about their grades. But we want to think about all of these pieces together that show who this student is and what amazing things they will bring to whatever school it is that they will join. If you're a parent of a high schooler, we put together a free resource that goes hand in hand with everything we cover in this podcast, a complete college application checklist that breaks down all five parts of a standout application and exactly what you do year by year from freshman to senior Year. Download it free at evolvededucation.com/college-consulting for five find the link in the show notes.

Speaker 2 17:46

I love all of that, and I just always love to say that evolved we have a really well rounded skill set, not only in college counseling, but as teachers, and because of my work and executive functioning and Sarah's work in the classroom and and various other capacities in education, it's always our pleasure to jump in with a student and provide an opportunity to build those executive functioning strategies, to build those study skills, to build the advocacy, to build the ability to do better in the classroom and as a learner and a and a, you know, a student overall.

So I just think that's really important that everyone listening knows that that's part of this process of College Counseling is to develop the student. So the next part is the extracurriculars and leadership. So this is a really big part of the work that parents know to come in for. They know early on in freshman year. Okay, we have to start the resume now. It starts now, and we know we have to start putting things on that resume, and they'll often come in with just that as a question, What can I do this summer? How can I apply for this particular summer program? Or what are the summer programs that will elevate my child's resume? And it again, if we just look at it in isolation, it's not that helpful, though it's helpful, but if we look at the whole picture, we're definitely doing a lot better. But in terms of just this bucket, right? What are some things that you see families do that are really impactful? Like, where should we definitely be headed when we think about extracurriculars?

Speaker 3 19:15

Sure, so great question. And you know, a lot of work, even right now that I've been doing families on those resumes, and it is so important. And one thing that we really need to think about here is we're not looking for quantity, right? We don't need 15 different things on our resume, but we need depth, and we need depth that shows, I like to refer to it as a common thread throughout an application, right? So admissions officers want to see that students are committed to meaningful things, things that have meaning to them, not necessarily. It's not about what your parents want you to do, or you know what your all your friends are doing. It needs to have meaning to the student, because that does come across in the. Application. A lot of times, students' personal essays have information that is reflected in their extracurriculars, right? Because it's something that they are so passionate about. So a student joining 10 clubs, it doesn't really show much unless those 10 clubs really are something that's meaningful to the student. So really, what colleges are looking for in this kind of bucket, as we like to call it, is kind of a commitment, right? So you doing one club ninth grade, then another club 10th grade, maybe jumping back to the other club. That doesn't really show much of a commitment, right? So commitment and progression, you're starting in maybe a club in ninth grade, and over the course of your four years in high school, you're maybe then obtaining a leadership role. Leadership is a huge part of the application process here. Colleges want to see leadership. They also want to see impact, right? What is the impact that you are making? What is the impact that this activity or club that you are involved in? I'm using clubs as an example, but obviously, community service is an important part of this bucket as well, consistency, right? Are you showing up? Are you actively involved in that club, and then again, that alignment to who you are as a student? Why does this matter to you? Why does this club matter to you, or why does this service opportunity matter to you? So it's really about the impact, right? That's the key word that we want to think about here. Are you doing something that you actually care about and is meaningful to you, and it may be meaningful to your family? You know a lot of families. Do you know volunteer or, you know, service trips and things like that. But is it meaningful to you as a student, and is it something that you're committed to doing and potentially even carrying over into college? Right? You know, seeing that you've done something for four years, and then maybe being able to connect that to something that's on the college campus that you are specifically interested in? So that commitment and progression and leadership over time in this bucket, and how do we kind of think about this and strengthen this area is, again, choose things

you genuinely care about. Don't just add things to your resume because your friends are doing them or you think it might look good. Really get involved, right? So commitment. Show up, express interest in leadership, pursue that leadership, potentially organize something on your own, right? If there's not something at your school, you know, maybe you start a club, or maybe you bring a chapter of a club, you know, a national club, to your school, and stick with it, right? So things can get hard. When school gets busy and you know things are happening. It can get busy, but stick with it and make that impact that you can then reflect in

Speaker 2 22:47

your resume. I love that. It's so great to hear all of that, and I know how much work students are bringing into all of those extracurriculars.

Unknown Speaker 22:55

So briefly, we'll talk

Speaker 2 22:57

about the next part, which is the testing process. I know not all students need to take the test. They might take a CT or SAT. But you mentioned before, which is something pretty intriguing, parents could know about this, that testing can be chosen based on how your brain thinks or works, and what's the process that we take care at evolve to determine which test is best, A C T or SAT Sure.

Speaker 3 23:21

So we have an assessment called Mind print learning assessment, that when students start with us in our onboarding process, that is part of the process, we have them take this learning assessment, and then I, or we as a group, talk about that and look at how the student takes that assessment and what the results of that assessment are. So it really helps us again, understand how the student learns best, how they think about questions, how they approach questions, and then it actually helps us with a recommendation in terms of the way that the two different tests are set up, what test is better suited for that student as a learner, right? And it's not just saying, you know, Oh, I hear SAT is better or a CT is better. It truly helps us understand how that student learns, and therefore which tests they may score better on, right? Obviously, it's not a perfect science, but it gives us a starting point. Obviously, diagnostic tests are important as well, to give us another data point, but then it helps us make a really informed decision about then preparation, right? We don't want kids jumping into both tests and preparing for both tests. We want to make the most informed decision that we can so that they can really strategize appropriately. So the mind print learning assessment is an incredible tool, and families give such wonderful feedback about the results that they get from that, and kind of the detailed report that they get from that. So I love it. I love thinking about how kids learn best, because I think that we as a company and something that I just love. About our work is that that is really what we pride ourselves on, is getting to know kids and getting to know how their brain works and what is best for them. So to me, this is such an important thing, and it just it's amazing, and families really, really do kind of love this part, because it just makes it seem a little bit more streamlined, and

something that can be so daunting, I think, for students and parents. So that's how we approach this work here. Amazing.

Speaker 2 25:31

And in terms of the writing, I know that many students think, oh, this just comes a little later in terms of the process, because it's what I'll do when I actually start doing the app, completing the application. But we take a different approach here, of course. And I wonder if you could talk to us a little bit about this bucket, the writing part of the application, sure.

Speaker 3 25:51

So I actually love the writing part again. A lot of people find this daunting, but I think it's such a wonderful way to get to know a student even more, right? So if we started in ninth and 10th grade, obviously we've already got a great report. We do start talking about some of the essay prompts and looking at them and the writing is really the opportunity for the student to share and show who they are that is not apparent anywhere else in their application. And colleges really, really want to see authenticity in this. Right. Students often come to this, come into this work, and say, Well, what do they want me to write? Right? What should I write? And that's not how we want to approach this, right. We really, really want to think about a story right? And and think about again, that common thread throughout the application. How does this part, the writing part, fit into this Okay, so we think about authenticity. We hope that there's some reflection in that process, right? Potentially, you know, what will you be bringing to college? Maybe whatever story it is that you're telling. How have you grown? How will you then take the that whatever it is to the college that you're going to so this work, I like to start early in junior year. I like students to end junior year with their essay done. Obviously, we may do some tweaks over the summer. We may do some tweaking in the fall, but that the earlier we can start, the better it allows us to do many different exercises to help students brainstorm. I have them do a values exercise. I have them do just a 20 minute brain, just writing, free write, right? And we take all of these different exercises and then we start to form what it what is that first draft of that essay? So thinking about what really matters to the student. And then we want to be able to revise multiple times, right? So the sooner that we can start on this process, the better supplemental essays, obviously, are more personalized to that school. So again, really being able to do a deep dive on why it is you're interested in that school, right? So that your supplement really reflects your commitment and interest in that school. We want essays to be honest and we want essays to really show and not just tell. So the student's voice is really, really important in this process. And you know, again, it's an opportunity for the student to share something that's not really present anywhere else in their application. So it's a really fun part of the application. But again, it can be daunting, and we really like to take the daunting part out of it and make it fun and exciting and really an exploratory process that allows the student to really share and show who they are and what they will bring to their next you know, school

Speaker 2 28:50

love that so much. And the last part is the recommendations. And I guess from someone who's coming in, you might think, oh, but isn't that just something the school writes for the child, and what would you need to do to to fill up that bucket for my child? And can you tell us a little bit

about what we might coach students to be thinking about during their high school process to help this component of the application? Absolutely.

Speaker 3 29:14

So this is where right building relationships is really important. So back when we were talking about the transcript you know us, even helping students advocate for themselves, right, building genuine relationships with teachers at your school, right? We want the recommendations to actually reflect you know a teacher that really knows you, that has specific examples that shows you know, is able to speak to your character, to your integrity, to how ready you are for college, not just saying, you know, yes, I taught Sarah in class. She participated, and she was an A student that doesn't show any depth, right? So how can we really think about that? Participate? Yes, participating in class is important that asking for help when needed. So. Self Advocacy is so important, okay, teachers being able to say that a child has a growth mindset, right? Showing responsibility, supporting classmates, strong character, all right? This is also really important with coaches, right? If you're an athlete. So being to practice on time, being being a team player, being a positive influence to your teammates. So all of these things are important in terms of the recommendation and the relationship that you build

Speaker 2 30:30

with the school. Amazing. Well, that brings us to the conclusion of the five buckets, or the five parts of the application. And we want to just talk a little bit now about the next parts of this, which will be four shorter podcasts for each age group. And in there we'll also talk with you when and how we infuse the school list building, because that's something that we didn't talk about here, but it is something that we help families with, and it's along the way in the process, but just in terms of that part, Sarah, if you could overview for us, how should families be thinking, generally speaking, about selecting the types of schools where they will apply and how they're going to maybe apply at the end of the day, in terms of early decision, early action, regular decision. How does all that get worked out?

Speaker 3 31:22

Sure? So, you know, we start to think about schools, you know, 10th grade, right? I you know, in the work again, we start, we like to start things a little bit earlier and start to have these conversations. And when we start to think about the schools, we think about potential size of the school location, what are the majors that are available, what are some of the extracurriculars that you may be interested in, that you want to continue in school? So we're thinking about kind of all of these kind of components that we just talked about, and thinking about where we might find that in a school. So we educate students and families about the different types of colleges. And then we start with a list, right? Sometimes kids are like, I know, I want to apply to this school. So we do a deep dive on that school, right? And we think about, well, what is it about this school that you are so, so drawn towards? And then we build from that. We find schools that are similar to that, right? We find, you know, schools that are maybe a little bit of a reach, that are a target, and then what I like to call a likely school. Okay, so we build a list based on students interests, on multiple things, again, location, size, type of school, and then we go from there we have we obviously encourage students and families to visit schools. We encourage

them to spend a lot of time looking at websites, potentially reaching out if they know someone at the school, to hear about their experience. And over the course of 10th grade and then into 11th grade, we really try to refine that. But again, starting early gives us plenty of time to do multiple, multiple iterations and a lot of research, right? So I may say to a 10th grader I'm working with, okay, you're really interested in Syracuse. I'm just saying school. I want you to go to Syracuse's website, and I want you to find academically, why are you interested socially? Why are you interested in terms of community impact, why you're interested? And have that student come back and really reflect on why they feel like that school is a good fit. So we work together to really hone and develop that list you mentioned, Ed, EA, we get into that a little bit later when we really think about if the student is all in at one school, right? Early Decision is a binding process, right? And if you get in, you are bound to go to that school, so you need to know for certain that that school is the school that you want to be at, right? So we talk through, again, all of those different components, and talk through what that means. Early action gives a little bit more wiggle room, right, that you can apply to multiple schools. Early action, if you get in, you don't have to go, but we talk about the strategy, right? And we strategize what is the best approach for you based on your profile, based on your interests, what strategy makes sense in terms of application? So we don't make that decision right away. Some kids come in knowing exactly what they want, and over time, as we educate and learn things change. So that's a that's a decision that comes a little bit later in the process, once we've had time to build that list and, you know, refine it and hone in on exactly what the student and the family are

Speaker 2 34:33

looking for amazing. And I guess the last part I just want to talk about, which I know we had talked a little bit about in preparation for today is the importance, or the value of having an independent college counselor along with your child alongside their school based counselor. Can you talk a little bit about what you think the value is that you bring in terms of that relationship and what you. Do to help also the student, to take advantage of their school based counselor as much as possible

Speaker 3 35:07

as well. Absolutely, I love this question, and I what I like to say to parents is that my relationship with not only the student but the family allows the student and family to feel confident in the process and also competent. So obviously, the student is building a relationship with their school based counselor. Their school based counselor is going to write a recommendation for them. So that relationship is very important. Obviously, we're not trying to take the school based counselor out of this equation. We're just trying to kind of enhance the student's bench, if you will. Think about it that way, right? So I am another kind of coach and support on that student's bench. So a student may have a question, for example, what is the difference between early decision and early action? And they don't want to go ask their school based counselor, because they feel like, maybe that question they should know the answer to, but they can come to me and I'm like, great question. Let's talk through it. What are kind of the differences between what is some of the strategy around this? So by having another person on the bench and another person that's part of the team, it takes some of the pressure off of kind of the student and the family, in terms of having to ask every single thing of that school based counselor, right? That

we are another partner in this journey and another person to ask questions of and to really champion for the student. And I think, you know, we get to know the students on just such a deep level that we're able to really dive in and help them get through this process in a really exciting and fun way. I know many people don't think about college process. It's exciting and fun, but that's what I try to do, is with my my clients and the students and families that I work with, is make it exciting and fun, because it is right. This is such a big step and such an exciting time, and how can we work and make it that way for the student and the family? So it's about that confidence and feeling really competent going into school, knowing that you know what the process is and how it works, and just feeling really good about yourself, and it's so exciting and it's so much fun. I also will say, you know, I have many conversations with parents, and, you know, just the student being able to have mom and dad, or whoever it is at home that is supporting them still be in that role and not have to also be an additional college counselor, right, and taking that pressure off, that relationship between caregiver and child. So I think that that's where you know this, you know outside counselor role is is really valuable and and important. I love that,

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and I do think that's where we'll end this particular podcast, is just in that really good feeling that you do bring to all of the students and families in terms of helping them come in with any and every question, really, knowing them, supporting them, making sure they're cared for so bespoke, Lee and carefully. And I love the everything we talked about today, from the five parts of the application to the school list building to the ability for families to come in and get all the support, and you being on their bench is just such a wonderful place for everyone to leave with an understanding of what goes on here from a broad strokes perspective. So we'll step out of here now, and you can go into the shorter podcasts that are available for your grade just to learn a little bit more in detail of what goes on in the nitty gritty for where you're at, and we'll see you there, hopefully. But of course, if you're interested in learning more about how to work with Sarah and her team, you can surely email her at any time at Sarah at evolved ed.com and we will also put in the show notes some other resources. And you can also find our asset which we have, which is really exciting, and Sarah will put a little bit about that right at the end of this podcast for you to hear more about. But you can come to our site and download that as well. We'll help you through the those five parts of the checklist that we just talked about. So thanks for having the listen. We'll see you hopefully very soon. We hope you found this episode of Be evolved helpful. Please be sure to review and subscribe. It really helps us to reach more listeners. Like you have a question or a topic that you'd like us to explore. I'd love to hear from you. You can reach out at any time at admin. At evolved ed.com that's A, D, M, I N, at, e, v, O, L, V, E, D, E, d.com, don't forget, you can find a full transcript for today's episode, along with our Terms Conditions and disclaimers and Privacy Policy at WWW dot evolved education company.com thanks for listening, and until next time, learn well and live well and be evolved. You. You.