

NYSACAC NEWSLETTER

FINAL NEWSLETTER OF THE ACADEMIC YEAR!

SEE YOU IN THE FALL !

Spring 2012



Message From the President Welcome From President Kent Rinehart



This is my final newsletter column as NYSACAC President. As I reflect on my experience with NYSACAC, I think about how it started nearly 20 years ago. As a newcomer to the field, I learned by reading the newsletter and attending sessions at the Annual Conference. Eventually, as my career progressed and my knowledge base had expanded dramatically, I wanted to get more involved and give back to our profession.

My involvement with the NYSACAC leadership began six years ago by getting involved as a committee chair. This opportunity enabled me to connect with other high school and college leaders across our state. I grew professionally and learned how NYSACAC is multifaceted, serving high school counselors, college admission professionals, independent counselors, CBO staff, and students who are pursuing post secondary opportunities. My time commitment as a co-chair was not as large as most people would think. Similar to

admissions, my NYSACAC responsibilities were busier during some times, but a few hours a month was plenty to complete my responsibilities.

In 2010, I was elected as President-Elect, which put me into the three year presidential cycle within NYSACAC. This opportunity allowed me to provide more significant leadership to our organization. In the presidential cycle, I have had opportunities to lead a group of 40 in a two-day retreat, chair the committee that ran a four-day conference for nearly 800 attendees, and represent NYSACAC in advocacy efforts in Albany and Washington, DC. Additionally, in the past couple of years I have been able to represent New York at a national level with numerous NACAC events and meetings.

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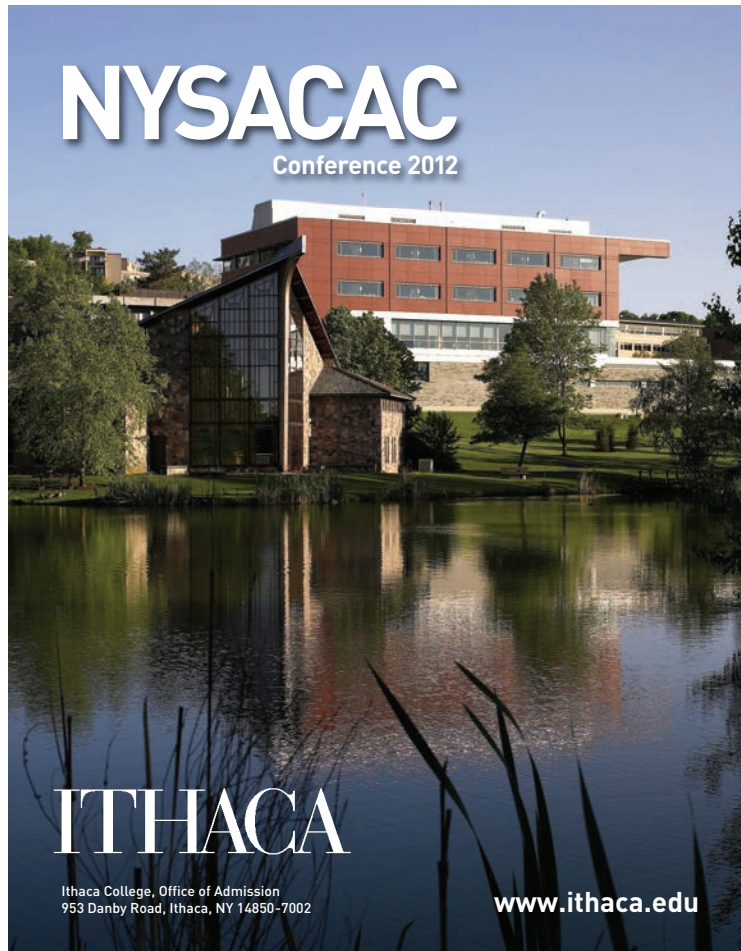
All of these experiences have helped provide unprecedented exposure to my institution, but I also gained valuable professional experiences and skills that I draw upon frequently in my work. In the presidential cycle, the time commitment is more intense. However, the rewards I have gotten back have been among the most satisfying in my professional career.

Throughout all of my NYSACAC experiences, I have met and worked with the most amazing people in our field. I have a professional network that now spans the globe. I also can count some of my best friends as people that I have met through NYSACAC. Skills that I utilize every day have been enhanced and developed through my work with this association.

I have worked hard for NYSACAC and the members, but as I reflect on my experience, I realize that NYSACAC has provided me far more than I contributed.

As I address the nearly 800 attendees to our Annual Conference in Ithaca on June 6-8, I will be looking at our next generation of NYSACAC leaders. If you are interested in learning more about becoming involved with NYSACAC, please reach out to me or President-Elect Dave Coates. I hope you will consider making the leap to one of the most professionally rewarding opportunities available.

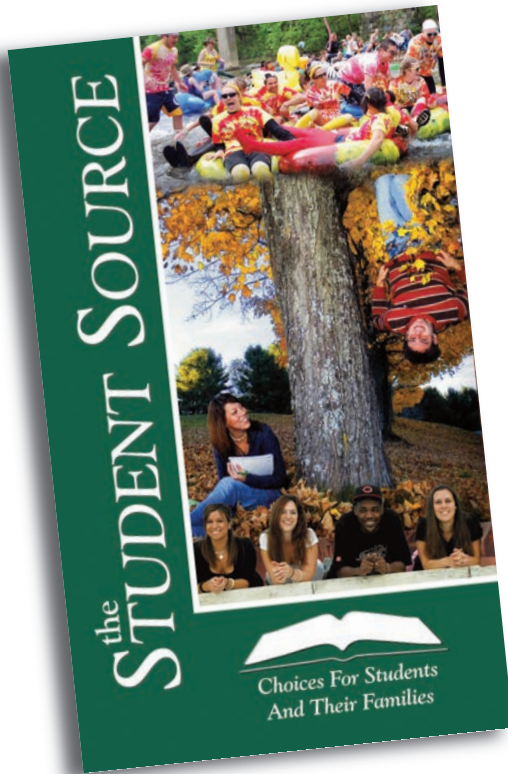
Kent Rinehart
 President, NYSACAC
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Create Your Own Memories at This Year's Conference

By David Coates- School Counselor, Kenmore East Counselor and NYSACAC President-Elect

As I reminisce about past conference experiences I have had with colleagues, I realize how educational and enjoyable the NYSACAC Annual Conference is for me personally and professionally. It is a wonderful time to hear about new ideas that others initiated this past year while also learning what worked and didn't work for others. Ideas brought back from the annual conference have changed how my office operates on a daily basis and allows me to continually grow as a professional. These educational moments can occur at an educational session or through an informal conversation you are having while catching up with friends at the numerous social and networking opportunities that are available in the evenings.

This year's conference at Ithaca College promises to be another can't miss moment for you in so many ways. Between the Coming Together Conference, which runs June 5-6, and the Annual Conference which starts June 6 and concludes with lunch and the ever popular slide show on June 8, you will have countless times to create new memories and become a more educated counselor.

The Coming Together steering committee, led by Cassie Magesis and Dion Reid, has worked hard all year to provide you with a conference experience you won't soon forget. This year's theme is "Beyond Admissions: College Retention and Completion," which is a topic we can all learn more about. For the first time ever, Coming Together attendees will have the opportunity to choose from fourteen educational sessions during the two day event. They have two dynamic speakers lined up for the conference and the chance to unwind during the Tuesday night social.

This year's NYSACAC Annual Conference theme is "Beyond the Headlines," and it promises to take your conference experience to another level. Each day is jammed packed with educational and networking opportunities to keep you busy from sun rise to late in the evening. On Wednesday, the pre-conference college tours and golf outing are great options to get your day started. The conference officially begins with the newly reformatted conference welcome and awards presentation. After this, you can attend the featured educational session: "Enrollment Leadership Roundtable," which leads us into the conference receptions and Wednesday's night social. Thursday starts early and ends late, and it is personally my favorite day of the conference. Between two educational sessions, the keynote speaker, the counselor college fair, legislative session, and the numerous networking opportunities available to you, it is a day and evening you won't want to miss. Don't forget about Friday, as we have two more educational sessions, the closing session and lunch for you before you depart.

Please plan on joining 700-800 of your fellow professionals this June at Ithaca College for what promises to be another great conference experience. Whether you are a seasoned veteran or a first time conference attendee, this year's conference is an event you will benefit from attending. Start creating those conference memories for yourself or continue to add to the long list of NYSACAC conference recollections that keep you coming back year after year. If you have not done so already, register today at <http://www.ithaca.edu/nysacac2012/> for memories that will last a lifetime! ★

The Year in Professional Development

By Timothy Lee- Hilbert College, VP Professional Development and Programming

It is hard to believe that another admissions cycle has come and gone. I also find it hard to believe that we are completing another year in our NYSACAC calendar.

As Vice President of Professional Development and Planning, I have had the privilege of working with some fantastic people that have served as co-chairs of various committees. Their hard work produced a number of wonderful programs and opportunities for our members.

The year of programming began in August with the annual Summer Institute, which was chaired by Lisa Sohmer and Patty Peek. Held on the campus of Skidmore College, nearly 100 new college and high school professionals spent the week learning the ins and outs of their new profession. This past Summer Institute was additionally special, as the program celebrated its 25th anniversary. Former attendees and mentors returned to Skidmore to celebrate this special commemoration. John Young has joined Lisa in planning the 2012 Institute in what is sure to be another exciting week in Saratoga. This year's program will take place August 7-10. Registration and applications for grants opened in early May, and are available on the NYSACAC website. Professionals with three or fewer years of experience are invited to attend. It will be a great time to share experiences, establish networks, and review ethical standards for our profession.

The College Fair Committee has spent a significant amount of time working with the Local Arrangement Committees for the five NACAC fairs held in New York State. Additionally, the committee conducted significant outreach throughout the summer and winter, gathering information on many of the local and regional high school and college fairs held at member institutions. Over 400 of these fairs were listed on the NYSCAC website, just in time to help finalize travel schedules. The committee's three co-chairs, Maryanna Fezer, Haniya Selzer, and Victoria Haydock were all instrumental in making this happen. If you will be hosting a college fair during the 2012-2013 academic year, please email the College Fair Committee at college.fairs@nysacac.org.

Jane Mathias and Chris Doyle have been working overtime as co-chairs of the School, College, CBO Relations Committee. Charged with securing grants for the Spring Conference, the two chairs have received commitments for over 60 grants for the conference being held at Ithaca College. These grants will help members be present at the annual conference, many who otherwise would be unable to attend.

Finally, the Professional Development Committee, headed by Kristen Collins and Lauren Sangimino, coordinated our annual Regional Forums. This year's topic was "Beyond the Application: Understanding the Dimensions of Fit." More than 200 people attended the four upstate locations, with another 200 expected to attend the Long Island and New York City forums. For the first time, non-members were charged to attend the program. We were also able to offer Continuing Education Units for the downstate sessions, something we hope to offer for all the locations next year. The forums received lots of positive feedback. If anyone has any suggestions for future forum topics, please contact the committee at professional.development@nysacac.org. Planning is already underway for a new fall program, which will focus on student workers in admissions. Details will follow soon.

We encourage everyone to consider getting involved in NYSACAC, and feedback, ideas, and suggestions are always welcomed. As we close out the 2011-12 year, we thank everyone who made these programs and accomplishments happen. We look forward to making 2012-2013 an exciting year for professional development for all of our members. ★

A Story of Inspiration

Joining Hearts and Hands

By Marsha Lenzi- School Counselor, Webster Schroeder High School

This is a special story of inspiration that will take you out of your day-in day-out world of American education, student issues, budget concerns, and professional learning communities for just a moment. Ty Lambert, my colleague and friend in the School Counseling Department at Webster Schroeder High School, took a trip that forced him out of his comfort zone. He flew eight hours to London and another eight hours to Nairobi for what he sentimentally calls a “life-changing” two weeks to work with Kenyan students. Once he got over the effects of the malaria pills, it is not surprising that this unbelievably enthusiastic ‘student-magnet’ in our building found a way to bring his gift of spreading joy and ‘very cool’ learning opportunities outside of our fairly ordinary high school environment.

“Whenever I walked by a classroom, there was utter chaos because the kids were so eager to smile, play, see the iPhone, and get in videos.”

Secondary education is not free in Kenya, but in the dusty, barren, quaint village of Kisumu, there are currently 158 young people voracious for knowledge who are finding their way by working towards a diploma, a career and a quality life through an organization called “Joining Hearts and Hands.” This organization was started and is operated by former Fairport School Superintendent William Cala and his wife, Joanne. William and Joanne are philanthropists and very spirited, kindhearted human beings who have made it their life work during retirement to build schools and health clinics for these Kenyan children and network back home for scholarships. Thirteen of the lucky ones in this program are connected in some way to the compassionate students, faculty and staff of Webster Schroeder High School. Money has been generated by Schroeder’s fun-fundraiser “Jar Wars” and by Key Club, a group of young humanitarians led by Ty Lambert.

Ty had his own dream of helping kids when he entered the school counseling profession, and in true character, he thrives on adventure. He created an adventure for himself in Kenya. What he brought back via Skype, letters, assemblies, videos, and Kenyan kid-made posters to our classrooms here in Webster are simply priceless lessons for American students and faculty. As one coworker commented, “This was the most meaningful thing that has happened in a long time at Webster Schroeder; it brought us all closer and was worth all the harassment Ty gave us during his preparation.” Ty put out emails requesting donations of luggage and other things so that he could bring along books, supplies, and yellow t-shirts which became the students’ uniforms.

Upon his return, my questions to Ty were unrelenting, wanting to know about the food, the teachers, and the extracurricular activities. Yes, there is a “cafeteria lady” who made corn mushoogali stirring it with twigs over an open fire, as the buildings have no electricity. After school, kids participate in volleyball and also “the goat committee” and the “chicken-coop group” to learn about becoming financially independent. As for their master schedule, it’s written in chalk on a small chalkboard, and the “Teacher Rules” on a poster board. Rules include, “I will get to know pupils by name.”

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Ty remembers, “Whenever I walked by a classroom, there was utter chaos because the kids were so eager to smile, play, see the iPhone, and get in videos.” He also recalls that “church ceremonies are so fun with lots of music and dancing in the aisles.” One of the most touching moments was when Joanne Cala introduced Ty to Michael. The two turned away at once with overwhelming emotion as they realized for the first time that it was Ty’s sponsorship over four years which brought Michael to his very important day of graduation. Michael is going on to college in architectural engineering.

Another thankful student wrote in very precise printing with his prized ballpoint pen, “I am striving to reach to the maximum level of excellence in school but am very busy assisting my parents in their gardening activities on a daily basis during school holidays.” Another young girl wrote, “I sincerely know that anyone who works hard will never come out empty-handed and this is my principle. I believe in myself, and I also know that for the coming two years, I will be a woman of substance who is able to change my lifestyle of poor to rich. So I work for a quality grade, commonly known as an A when it comes to results.”

As for the Webster Schroeder students, they have been enlightened in so many ways, learning from their role model, Mr. Lambert, far more than finance, sociology, ecology or history lessons, but those nameless things that stir the soul, imagination, heart and intellect. Most of all, they have become part of a personal mission of caring by helping to start yet another Kenyan youngster on the path of a four-year, 400 dollar high school diploma. For their many efforts, including an on-campus campout, Ty Lambert has guided this group of over 50 devoted, eager students towards winning the “Best Service Project of the Year” in Western New York.

So many times we are left wondering if we have made a difference in the life of a young person. We often complain about this entitled generation, the reality-TV poisoned youth. Then there are those times that, as educators, we cling to a single e-mail thank you, a note or picture in our mailboxes from a student validating our concern for them, or a smile after an otherwise stressed-out teen turns to leave our office. Michael made a delightful poster to send home with Ty, his sponsor, mentor, and friend. Ty carefully unfolded the treasured, thin, wrinkled paper in my office to reveal meticulous drawings of a gazelle, giraffe, lion and zebra, and the quote in colored pencil, “NEVER FEAR SHADOWS. THEY SIMPLY MEAN THERE IS A LIGHT SHINING SOMEWHERE.” It never ceases to amaze me how much I am the student and the student my teacher. I too have been touched by Ty’s mission.

Marsha Lenzi and Ty Lambert have worked together as School Counselors for over 22 years at Webster Schroeder High School;

for more information: www.joiningheartshands.org; wcala@rochester.rr.com, ty_lambert@websterschools.org,

jcala@rochester.rr.com ★



The Counselor's External Office

By Dr. Richard O'Connell

When the paper work begins to mount and when the phone calls never stop, counselors often wonder, "When am I going to get the chance to see kids? What about all those failing students I need to encourage? What about all those follow up requests from parents?" The next thought that comes into the counselor's head is that initial dream of all counselors, "I love kids. I want to get to know them, and I really want to help them. Now all I do are endless schedule changes, filling out forms, keeping logs, filing, college applications, and when this is done, it's time to begin scheduling for next year."

As a counselor:

- Do you wish to increase your contact with students?
- Do you wish to increase your faculty contacts?
- Do you wish to increase your efficiency and decrease your workload?
- Do you wish to increase your knowledge of students based on their physical appearance?
- Do you wish to increase the guidance public relations effort in your school?
- Do you wish to have your students realize you really care about them?
- Do you wish to deliver efficiently more service to your students?

Then stand in a central place such as the school entrance, outside your office or in a main corridor each day for a half-hour before school begins and greet both students and staff. Counselors and teachers have to be in the building before the students in any case.

Initially, this practice takes courage and self-discipline to get to your self-appointed post each day. Yes, courage is putting yourself out front to be observed by the whole school community. It will be something new, and there will be those who see you as attention-seeking, self promoting and someone who does not know his/her place in the hierarchy of school beings. Again, the courage part comes when you assume a piece of hallway turf, and staff question why you are there. It takes even more courage to reach out and begin to greet your students and fellow faculty members with a "good morning." Over the years, I have come to value this practice, so I take the time in a very busy day to achieve this goal. In time, your very critics will wonder why you are not there when you are absent. When you are a fixture, you are taken for granted. The hard part is to begin. However, the rewards are well worth the initial discomfort.

The advantage of this procedure is that eventually both faculty and students know you are there to help answer questions, to give advice, to share small talk, or just to say hello.

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<http://www.facebook.com/nysacac> <http://twitter.com/#!/NYSACAC>

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From the point of view of the student, the procedure affords the counselor the opportunity to assess student affect. This is a valuable opportunity since students can change in appearance from day to day and indicate to us if they are troubled or demonstrating a change of behavior. A few examples from my experience will suffice.

1. When a student changes from a usually upbeat youngster into a withdrawn or sad individual, you have an external warning.
2. When you see students arriving late, there is a problem.
3. When you see a couple coming to school each day forming a new relationship, it is valuable information.
4. Equally significant is the sudden disappearance of one member of the couple. There have been cases when students were depressed and suicidal, and it was assessed in the hallway.
5. When students break a leg, you have immediate knowledge and can act to get assistance, such as someone to carry books or to notify a teacher for the student to come to class late to avoid over crowded hallways.

All the visual clues you pick up as first-hand information feeds back to your dealings with parents and students during the normal course of the day. This information is immediate, and you don't have to wait until someone comes to your office to tell you. For example, one morning a student approached me. I gently gave him a hello tap on the chest. He immediately flinched in pain. I inquired, "Are you alright?" "I'm alright, but I just had my chest pierced for a ring." I have since given that practice up, but his mother was astounded that I had such private information!

It is amazing how much of your work can be done in the hallway. By nature of our profession, we are constantly requesting students to follow up to fulfill their obligations.

Are forms returned?

Are students reminded to live up to expectations?

Are students reminded that assignments are due?

Are students recognized for their achievements and praised?

Are parental messages delivered?

Regarding students, it is difficult to interview all of your students who are doing poorly as revealed in a review of their report cards or progress reports. Standing in the hallway affords the opportunity of seeing many and giving them encouragement or advice. For most students, a friendly hello will suffice. For those who need a reminder, just your presence may trigger a response. By the way, a friendly hello in the morning may be the postscript to a horrific family experience the night before. Above all, your presence in the hallway, greeting students with a kind hello is a statement to the students that you care about them. I am sure this message is conveyed in other ways during the day as well, but the opportunity to reach more kids is increased by your presence in the hallway.

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Regarding the faculty, they are on the run for the most part. Your presence in their path along the way to their classrooms gives them easy access to discuss a student, ask for a conference, or fill you in on a particular problem. These exchanges are made more difficult if a formal meeting has to be scheduled. It is also more time-consuming. Even substitute teachers appreciate someone to turn to in negotiating the intricacies of a new school. This accessibility has had tangential side effects. It establishes a good rapport with staff. For counselors to function effectively in any school, we need the cooperation and support of our staff to assist our students.

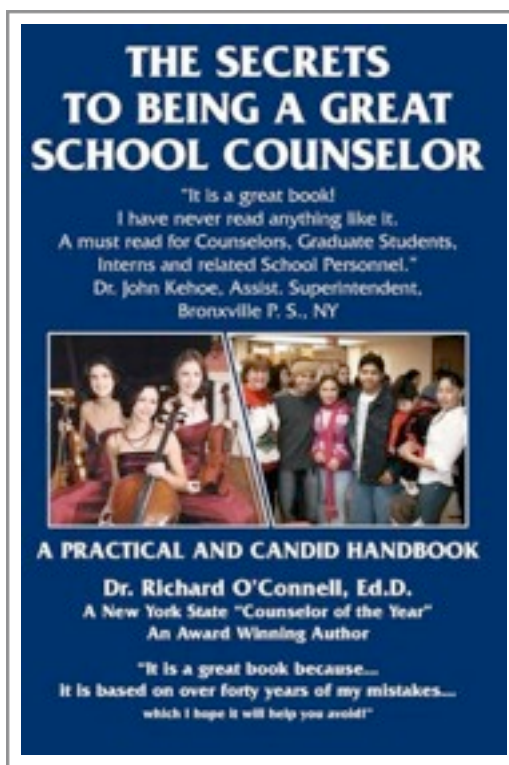
Regarding the school administration, they appreciate the backup in the hallway. I have never been asked to function as a monitor. Rather, administrators appreciate the “reach out” effort of a counselor who is not closeted in his/her covey hole, “secreted away” from the main flow. Your presence there will also reach “across the street” to central administration. The public relations aspect of the “external office” is obvious.

Regarding parents, during the course of the year many parents will cross your path for many reasons-- PTA members, parents with staff appointments, new parents visiting the school, etc. For each one it is a reminder that there are counselors in the school who reach out. In their private conversations, the department is spoken of favorably.

In conclusion, the counselor’s “external office” brings more service to students. It makes the counselor more accessible. It establishes a rapport with staff and conveys a very caring concern to students. It establishes an atmosphere of involvement and helps to break down barriers. It maximizes the use of our time, so much so that I stand at my “post” whenever I can during my busy day. In addition to all these attributes, it has become for me a great deal of fun.

This article appears as an Addendum in Dr. O'Connell's book, *The Secrets to Being a Great School Counselor*.

www.theseecretstobeingagreatschoolcounselor.com ★



UB's School of Pharmacy & Pharmaceutical Sciences Dean's Ambassador Volunteer Program

By Jennifer Hess- Assistant Dean and Director of Admissions, UB School of Pharmacy & Pharmaceutical Sciences
 Christine Stumm- Assistant Director of Admissions, UB School of Pharmacy & Pharmaceutical Sciences, NYSACAC VP of Communications

The University at Buffalo's (UB) School of Pharmacy and Pharmaceutical Sciences (SoPPS) Office of Admissions and Advisement is hiring new enthusiastic recruiters this year, but you won't find their names in the staff directory. UB SoPPS recognizes the valuable role of alumni and students in the recruitment, application, and enrollment process by sharing their positive experiences and advice with prospective students. To acknowledge the volunteers who provide these services and to direct their efforts, UB SoPPS is proud to highlight our two volunteer programs developed in 2007: Dean's Alumni Ambassadors and Dean's Student Ambassadors. The main purpose of the Ambassador Program is to encourage the enrollment of a talented and diverse student community through the personalized efforts of our esteemed alumni and current students.

Modeled after the University's successful *Alumni Ambassador Program*, this selective advocacy group will offer a meaningful way for our graduates to support their alma mater. Whether near or far, alumni will have an opportunity to interact with prospective students through a variety of activities including: committee application review, on-site interviewing, letter writing, making congratulatory admission and scholarship contacts, and representing UB at college fairs and informational sessions. With alumni globally present, this volunteer corps will maintain and increase our exposure at local, national, and international recruitment events while minimizing our travel related recruitment costs. In the spring, Dean Anderson and the Office of Admissions will acknowledge the valuable involvement and efforts of alumni who currently volunteer in the admissions process and invite them to join the program.

Selection for our prestigious Dean's Student Ambassadors continues with an application process and our students remain eager to join. Through the program, over 70 current students representing all four professional PharmD years together with representatives from our Department of Pharmaceutical Sciences have been able to interact with prospective students through activities including: hosting visitors; welcoming and mingling with applicants; leading guided tours of the campus and school; and blogging. Upon graduation, it is the intent of the program to graduate Dean's Student Ambassadors to Dean's Alumni Ambassadors.

Dean's Alumni Ambassadors mutually benefit from the program by continuing or reestablishing connections at UB and engaging with special guests. ★

Upcoming ACT Test Procedure Changes

ACT, Inc., a not-for-profit organization dedicated to helping people achieve education and workplace success, has announced new safeguards that will further ensure ACT score integrity and meet students in the advanced technological world in which they live today. The organization will implement enhanced test registration and administration requirements for the ACT® test sometime during the upcoming 2012–2013 testing year, which runs September 2012 to June 2013.

(NOTE: *These changes do **not** affect individuals who will be registering for the June 2012 ACT tests.*)

ACT is committed to providing students a fair and equal opportunity to demonstrate their independent academic achievement, and we review preventive measures on an ongoing basis to ensure every reasonable effort is made to deter and detect potential compromises to test security while still enabling the greatest possible access for students. The new procedures are a part of this ongoing effort.

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The following enhancements will safeguard a level playing field for all test takers and help ensure the continued integrity of ACT score results:

- Students will upload or otherwise provide a recognizable head-and-shoulders photo of themselves at the time they register—online or by mail—for the ACT.
- The photo will be printed on the student's admission ticket, which the student will be required to bring to the test center. It will also be printed on the examinee roster that testing staff use to check in students on test day.
- Students who fail to bring their admission ticket will not be admitted to the test.
- On test day, test center staff will match the photo on the student's admission ticket to the photo on the examinee roster and to the student's photo ID. Staff will then match all three photos to the student who arrives to take the test before granting the student admission. Test center staff may also check the student's identification throughout the test session.
- In addition to submitting a photo, students will provide ACT with their gender and with the name of the high school they attend. ACT will use this information to help match the examinee's identity throughout the testing process.
- Both before and after testing, students will provide written affirmation that they are the person whose name appears on the test booklet and answer sheet which they have submitted. They will also acknowledge that assuming anyone else's identity to take the test may be a violation of law and be subject to legal penalty.
- After tests have been scored, the student's photo will be printed on the score report that will be automatically sent to the high school attended by the student. Score integrity can then be reinforced by the people who know the students best—the teachers and counselors at their schools.
- To deter attempts to circumvent these procedures, students (including those who hope to test on a standby basis) will be required to register their intent to test and will not be allowed to make any test center or test date changes on the day of the test.

ACT, like the vast majority of students, understands the importance of honest test scores. We also know the importance of ensuring that students maintain access to the educational opportunities which the ACT test provides. Our enhanced procedures will help us continue to achieve both objectives.

ACT continues to work out the operational details of the new test security protocols. As we finalize these details over the coming months, we will provide updated information about these procedures to students, parents, and the general public through our websites—actstudent.org and act.org—and to educators and testing staff through normal communication channels. ★

Advocacy at the Federal Level: NYSACAC Government Relations Update

By Susan Davidson- Assistant Dean of Admissions, The Cooper Union, Co-Chair of Government Relations Committee

On March 4th and 5th the NACAC Government Relations Committee held the annual government relations meeting in Washington, DC. In attendance were committee representatives from state and regional affiliates across the country, as well as state and regional presidents and presidents-elect. This meeting of the minds prepared advocates to meet with their members of Congress to talk about important issues facing higher education, NACAC and NYSACAC.

Kent Rinehart, President of NYSACAC, David Coates, President-Elect of NYSACAC and Susan Davidson, Government Relations Co-Chair of NYSACAC were there to represent New York State. We arranged and met with staff members in several offices of the House of Representatives including Rep. Jerrold Nadler, Rep. Ed Towns, Rep. Nan Hayworth, Rep. Louise Slaughter, and Rep. Carolyn Maloney.

What You Should Know as a NYSACAC Member:

The advocacy work that is done at the federal level with NACAC and affiliates falls under the two NACAC core policy agendas:

1. The College Access Agenda
 - a. Quality school counseling
 - b. Need-Based financial aid
 - c. Rigorous curriculum for all students
2. The Student Protection Agenda
 - a. Protect students in the admissions process
 - b. Protect student borrowers
 - c. Protect taxpayer dollars



For New York, we tried to focus our meetings with representatives on the inclusion of Pathways to College Act provisions in the reauthorization of the Elementary and Secondary Education Act (known currently as No Child Left Behind). We also expressed support for H.R. 3405, Increased Student Achievement through Increased Student Support Act. We worked to alert our representatives about the work of the Senate Health, Education, Labor & Pensions (HELP) Committee to investigate For-Profit Colleges. (See: <http://harkin.senate.gov/help/forprofitcolleges.cfm> and <http://www.help.senate.gov/hearings/hearing/?id=19454102-5056-9502-5d44-e2aa8233ba5a>).

November 6, 2012 is Election Day for the United States presidency and two-thirds of Congress. Please remember to register to vote if you have not done so already: <http://www.elections.ny.gov/>

An election year also means that there may be very little movement or compromise from Congress. Our NACAC staff members have told us that members of Congress rarely like to rock the boat this time in an election year. This also may mean that passage of important legislation will stall. To keep up on the latest information, check out *Roll Call Newspaper* at: <http://www.rollcall.com/>

For information about the upcoming election, you may want to follow the Five Thirty Eight blog on the *NY Times*: <http://fivethirtyeight.blogs.nytimes.com> ★

VP of Communications Report

By Christine Stumm- Assistant Director of Admissions, UB School of Pharmacy & Pharmaceutical Sciences, NYSACAC VP of Communications

Greetings NYSACAC members! I've had a busy and productive term as the VP of Communications for NYSACAC. Over the year, I worked with the Technology, Newsletter, and Marketing Committees to update the website, create three newsletters, and devise marketing and communication plans and marketing materials. I've also created a VP of Communications Handbook for future VP's to use and update, which may help him or her hit the ground running.

We are looking for committee members, particularly for the Newsletter Committee and the Technology Committee. If you enjoy writing, editing, soliciting articles, and putting together publications, the Newsletter Committee needs you! If you like marketing, public relations, and interacting with members, consider joining the Marketing Committee! If you would like to get involved in the organization, you must be sure that you will make time to dedicate to NYSACAC and put forth your best effort in what you do for the organization. The work we do impacts thousands of counselors, administrators, and students.

Take action! Join a committee, write a newsletter article, present at the Annual Conference, attend the Professional Development forums, and voice your opinions and concerns with NYSACAC. Contact us at nysacac@nysacac.org or find the appropriate contact at: www.nysacac.org/contact. ★

NYSACAC NEWSLETTER Spring 2012

Camp College 2012

Marist College
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Make Amazon Purchases Through NYSACAC.org or Donate to Camp College

By Jane Klemmer- Klemmer Educational Consulting, LLC

NYSACAC has a mission that includes promoting access and equity in post-secondary education, and developing and supporting the college counseling profession. As co-chair of the Development Committee of the NYSACAC Executive Board, I am involved in fundraising initiatives in support of this mission. NYSACAC has established an affiliation with Amazon.com that will allow members and non-members to support the association's initiatives while shopping on-line. The link to Amazon is posted on the NYSACAC website (<http://www.nysacac.org>) and can be easily accessed on the "Donate" page. Every purchase made through NYSACAC will benefit underserved students by funding important programs that improve college accessibility. So please consider shopping through the NYSACAC website the next time you want to buy a book or make other purchases through Amazon. It involves one easy extra step that could lead to a disadvantaged child taking leaps and bounds.

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Another way to support NYSACAC and its mission is to donate directly. One of the special programs that NYSACAC offers is Camp College, a three-day college experience for students who might otherwise not have adequate opportunities to learn about the college admission process. By accommodating 150-200 students each summer, this program gives disadvantaged youths a chance to experience life on a college campus while also meeting with high school counselors and college admission officers who educate them about the college process. Many people volunteer time and resources to this much needed program. However, the cost to send one student for a three-day session still runs about \$160.

If your own son or daughter has access to good college planning resources, you understand the value of such guidance. Imagine how critical it becomes for a first generation, underserved student for whom going to college is never discussed at home, nor presented as an option. Would you consider helping a less fortunate student realize his or her college dream by making a donation to NYSACAC for the benefit of Camp College? For \$160 you can sponsor a student, though contributions of any amount will truly make a difference. A donation at the sponsor level will pair you with a particular student, who will know that he or she is able to participate in Camp College thanks to your generosity. Donations for the benefit of Camp College can be made by going to the NYSACAC website, clicking on the "Donate" link and following the directions from there. Thank you for any support you can give. ★

Would you like to be a committee member?

Involvement in the committee planning process can be a fun and rewarding way to develop professional skills. The organization is always open to new members on our various committees. If you have an interest in being a leader, join one of our committees today.

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Newsletters are published in October, February, and May. Submission deadlines are as follows: September 30, January 15, and April 15. The newsletter is distributed electronically. Print copies are available upon request.

ARTICLE SUBMISSIONS

Articles submitted for consideration for publication should be concise. Articles may be edited. Please include contact information of persons mentioned in articles, as well as the contact information of person(s) submitting articles. Email submissions to newsletter@nysacac.org.



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