

“Building a community of educators helping people achieve education and workplace success.”

This is the mission statement of the ACT State Organizations, which have been crucial to ACT’s growth as a provider of solutions that promote education and workforce readiness for individuals around the world. ACT’s management and staff have relied heavily on the network for advice both for ensuring that ACT’s programs and services remain relevant to the needs of students, schools, and colleges, and for designing new services responsive to the ever-changing challenges faced by those charged with preparing the nation’s people for education and workplace success.

The ACT State Organizations, consisting primarily of individuals in secondary and postsecondary institutions, have been in existence since ACT was founded in 1959. The network is widely credited with providing an effective communication channel for ensuring the relevance of ACT’s services.

Building a Network

The State Organizations were at the heart of ACT’s initial organizational structure. In 1959, ACT founders E.F. Lindquist and Ted McCarrel began organizing their professional colleagues—full-time employees of colleges and universities—into a network that would lay the foundation for the State Organizations.

The 16 states that joined in 1959 were Alabama, Arkansas, California, Colorado, Illinois, Iowa, Kansas, Kentucky, Minnesota, Missouri, Montana, Nevada, Ohio, Oklahoma, Tennessee, and Wisconsin. By the end of the school year, they were joined by Alaska, Idaho, and North Dakota.

The first ACT state coordinators were paid advisors who had direct involvement with ACT’s organization and development. Among their duties were communicating with high schools and colleges in their states; distributing materials such as announcements, publicity pieces, and registration forms to secondary and postsecondary institutions in their states; securing test facilities; handling registration forms; collecting fees; and forwarding reports to high schools and colleges. They also organized state advisory committees that eventually evolved into the State Organizations.

Upon ACT’s founding, McCarrel appointed regional directors to help State Organizations promote the ACT® test. By the time the first ACT test administration occurred in November 1959, the company had successfully recruited colleges and universities across the country to use ACT scores for college admissions.

In 1961, state coordinators became unpaid volunteers, serving as the governing body of and providing guidance to the organization. In subsequent years, steering committees were created. The role of the state coordinator evolved into that of state representative, a position that was either elected or appointed. When ACT established a 15-member Board of Trustees in 1965, state representatives filled eight of the seats,

giving State Organizations representation on the board. Also, new guidelines were created to determine how states could participate in the State Organization network.

Broadening the Scope

In July 2003, a task force was established to redefine the role of the State Organizations following changes to ACT’s governing structure. Prior to that time, many of the State Organizations worked primarily with postsecondary institutions. While ACT’s college admissions and placement exam continued to gain in popularity, ACT had expanded its scope to incorporate new audiences, including secondary educators, workforce professionals, and government administrators at the state and federal levels. As a result, ACT needed to broaden the composition and the role of its State Organizations. In 2004, the ACT Board of Directors adopted the recommendations of the task force. They included:

- Adopting a common statement of purpose for the State Organizations
- Developing and implementing an annual plan of work based on strategic objectives
- Adopting a set of principles addressing the organizational structure and membership of the State Organizations
- Updating the role of the state representative to emphasize the position’s leadership responsibilities
- Designing and implementing a State Organization leadership development program

State Organizations Today

As of ACT’s 50th anniversary in 2009, all 50 states are represented through the 44 ACT state and regional organizations across the country. These organizations have more than 8,000 members, and nearly 6,000 individuals attend the annual conferences. Generally, ACT State Organizations are led by a Council and an Executive Committee consisting of a State Representative, Chairperson, Chair-Elect, Past Chair, and Secretary.

Today, members of State Organizations provide advice and support to ACT. Their duties include:

- Serving as a communication link between educational institutions and agencies and ACT
- Coordinating and facilitating statewide professional development activities related to ACT’s mission
- Providing feedback on the utility and effectiveness of ACT programs and services
- Assisting ACT regional staff in identifying state service needs
- Providing input and advice on future ACT programs and services
- Identifying exemplary applications of ACT programs and services

ACT STATE ORGANIZATIONS

MISSION

Building a community of educators helping people achieve education and workforce success

STATEMENT OF PURPOSE

ACT state organizations support and promote informed decision making by:

- Individuals engaged in education and career planning, preparation for further education and work, and lifelong learning
- Parties who are making or influencing decisions by those individuals

The Arizona ACT State Organization

In 1962, the Arizona Council on High School–College Relations became the state’s first ACT State Organization. The council represented all segments of the postsecondary and secondary education community within the state.

Today, the Arizona ACT State Organization is involved in many initiatives, including:

- Applying ACT products, research, and student data to the challenges facing Arizona education and workforce issues
- Increasing ACT recognition of students, educators, and policymakers who contribute outstanding leadership
- Encouraging an ACT presence for the benefit of Arizona students, education systems and outcomes, and workforce needs

Past Arizona ACT State Representatives

1962–1970	Robert Crowell, Associate Dean, College of Education, University of Arizona
1971–1975	Howard Leigh, Professor, Secondary Education, University of Arizona
1976–1984	John Waters, Superintendent, Tempe Union High School District
1984–1996	Christine Wilkinson, Vice President for Student Affairs, Arizona State University
1996–1997	M. Dolan Evanovich, Director of Undergraduate Admissions, Arizona State University
1998–2005	Timothy Desch, Dean, Undergraduate Admissions, Arizona State University
2005–2008	Paul Kohn, Assistant Vice President, Admissions and Financial Aid, University of Arizona
2008–2009	Mark Boggie, Director, Student Development Center, Cochise College

State Representatives are elected by the members of the State Organization to serve a term of three years, serving no more than three full consecutive terms.

State Representatives’ duties and responsibilities include:

- Serving as a voting member of the Executive Committee and the Council
- Representing the views and interests of members of the State Organization
- Facilitating communications between ACT staff in its regional and national office and the members of the State Organization
- Reporting to the members of the State Organization on significant developments regarding ACT programs and services



Current Arizona ACT State Organization Council*

ACT State Representative

Mark Boggie
Director, Student Development Center
Cochise College

Chairperson

Renell Heister
Counselor
Mogollon High School
Heber-Overgaard Unified School
District

Chair-Elect

Judy Reno
Director, College Depot: Youth and
Education Programs
Office of the City Manager
City of Phoenix

Past Chair

Rick Caron
Counselor
Riverview High School
Mesa Public Schools

Secretary

Martha Byrd
Dean, Undergraduate Admissions
Arizona State University

ACT Liaison

Fred Mickle
Director
ACT West Region

Carol Best

Retired Counselor
Dobson High School
Mesa Public Schools

Bob Crispin
Principal
Mesa Academy for Advanced Studies
Mesa Public Schools

Mark Denke
Assistant Executive Director for
Academic and Student Affairs
Arizona Board of Regents

Rogelio Hernandez
Counselor
Pueblo Magnet High School
Tucson Unified School District

Cheri Mabbitt
Board Member
AzSCA

Sylvia Manlove
Associate Vice Chancellor for Student
Affairs
Maricopa Community College District
Office

Trishia Nash
Director, Options for Excellence
Arizona State University

Paul Orscheln
Director, Undergraduate Admissions
Northern Arizona University

April Osborn
Executive Director
Arizona Commission for Postsecondary
Education

Claudia Roels
Board Member
AzSCA

Grace Smith
Customer Relations Manager
USA Funds

Kasey Urquidez
Director, Undergraduate Recruitment
University of Arizona

Anne Vosberg
Vice President of Student Development
Pima Community College

* As of May 2009

