



*“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

## ACT State Representatives

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

## The Georgia ACT State Organization

In 2006, Georgia became the 39th state to create an ACT State Organization. Since its formation, its membership has grown to nearly 250 secondary and postsecondary educators and administrators. Today, the Georgia ACT State Organization sponsors an annual forum with attendance of approximately 150 participants from across the state. Georgia has a statewide adoption of COMPASS® as a placement exam at both the University System of Georgia institutions and its technical colleges. Additionally, Georgia has statewide use of WorkKeys®, which is used as the assessment for the governor's Work Ready initiative.



## Current Georgia ACT State Organization Council\*

### *ACT State Representative*

Gordon Stanley  
Director of Counseling  
Marist School

### *Chairperson*

Cherise Y. Peters  
Assistant Vice President of Enrollment  
Services and University Registrar  
Georgia State University

### *Chair-Elect*

Vasanne Tinsley  
Assistant Director of Guidance,  
Counseling, and Mentoring  
DeKalb County Schools

### *Past Chair*

Davis Nelson  
Educational Consulting

### *Secretary*

Denise Magee  
Principal  
Campbell Middle School

### *ACT Liaison*

Jacque Twiggs  
Director, Elementary/Secondary Services  
ACT Southeast Region

Scott Allen  
Associate Director of Admissions  
Emory University

JoAnne M. Brabson  
District Director of Testing  
Georgia Perimeter College–Clarkston  
Campus

Mike Burnside  
Director of Testing  
Atlanta Technical College

Leslie Caldwell  
Director, Regents Testing Program  
The Board of Regents of the University  
System of Georgia  
Georgia State University

Rebecca Chambers  
Program Manager–AP, SAT, ACT, PSAT  
Office of Standards, Instruction, and  
Assessment  
Georgia Department of Education

Rick Clark  
Associate Director of Undergraduate  
Admissions  
Georgia Institute of Technology

Karen A. Curtis  
Education and Workforce Consultant

Frieda Hill  
Deputy Commissioner  
Technical College System of Georgia

Laura James  
Executive Director, School to College  
Transition Program  
The Board of Regents of the University  
System of Georgia

Ron R. Koger  
Vice President for Student & Enrollment  
Management  
Southern Polytechnic State University

Judy Lowder  
Graduation Counselor  
Trickum Middle School

Nancy McDuff  
Admissions and Enrollment Management  
University of Georgia

Patty Montague  
College Counselor  
Marist School

Dwight Porter  
Coordinator of Guidance and Counseling  
Programs  
Atlanta Public Schools

Charlene Sizemore  
CEO  
Sizemore Staffing Services

Angela Penny Stone  
Senior Director of Accountability,  
Assessment, Evaluation, Research, and  
Statistics  
Savannah–Chatham County Public  
Schools

Betty J. Thomas McBride  
Director of Guidance  
Muscogee County School District

Dianne Thompson  
Director, Office of Advisement and  
Counselors  
Gwinnett County Public Schools

Arlene Wesley Cash  
Vice President for Enrollment  
Management  
Spelman College

\* As of May 2009

