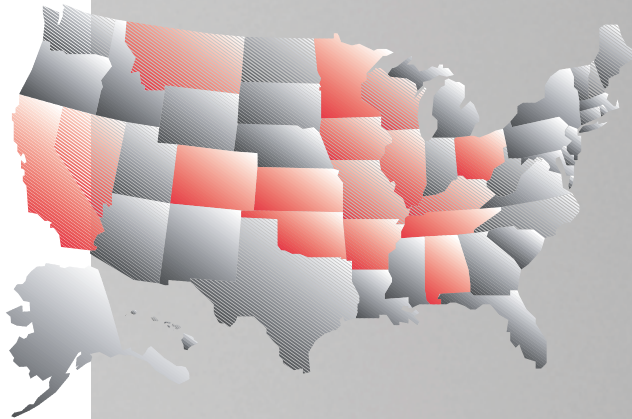


ACT State Organizations

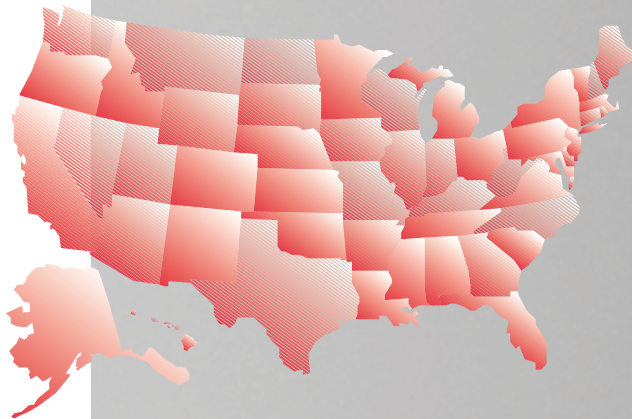
Fifty Years—1959 to 2009

1959



ACT

2009



ACT[®]

HAWAII

ACT[®]

FIFTY YEARS 1959 | 2009

“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 Hawaii ACT State Organization

The Hawaii ACT State Organization was reactivated in 2009 after a two-decade absence. It was originally founded in 1973. Today, the Hawaii ACT State Organization is involved in many initiatives, including:

- Encouraging an ACT presence for the benefit of Hawaii students, education systems and outcomes, and workforce needs
- Providing use of evidence-based research to address education policy
- Supporting the need for strong academic preparation to increase achievement for all Hawaii students

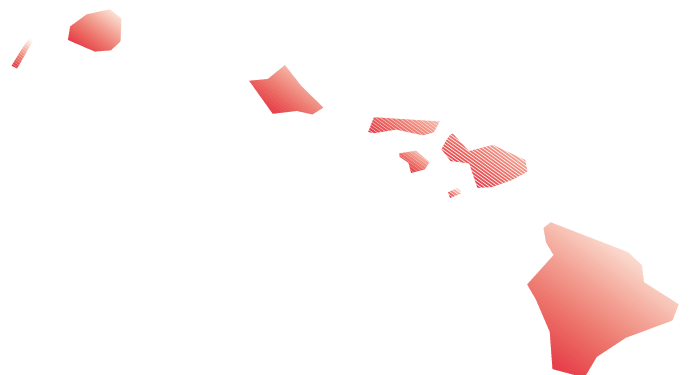
Past Hawaii ACT State Representatives

- 1973 Edith Doi, Coordinator of Institutional Research, University of Hawaii–Honolulu
- 1974–1978 Jean Pezzoli, Psychometrist, Leeward Community 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 Hawaii ACT State Organization Council*

ACT State Representative

Kathy Jaycox
Academic Program Officer
University of Hawaii System

Chairperson

James Oda
Director, Upward Bound
Leeward Community College

Chair-Elect

Alan Yang
Associate Vice Chancellor for Student
Services
Office of the Chancellor
University of Hawaii System

Secretary

Sherrie Faildo-Lee
Testing Coordinator
Moanalua High School

ACT Liaison

Ernest Valdez
Assistant Vice President and Regional
Manager
ACT West Region

Cheryl A. Chappell-Long
Director, Academic Planning,
Assessment, and Policy Analysis
Office of the Vice President for
Community Colleges
University of Hawaii

Paul Freebairn
Director of University Assessment and
Testing
Brigham Young University–Hawaii

Bertram Fujishige
Counselor
Damien Memorial School

Asai Gilman
Dean of Admissions and Records
Brigham Young University–Hawaii

Laurie Libarios
Counselor
Leeward Community College

Jean Maslowski
Counselor
Honolulu Community College

Gwen Mau
College and Career Counselor
Moanalua High School

Lynne N. Tsuda
Academy Dean
Punahou School

* As of May 2009

