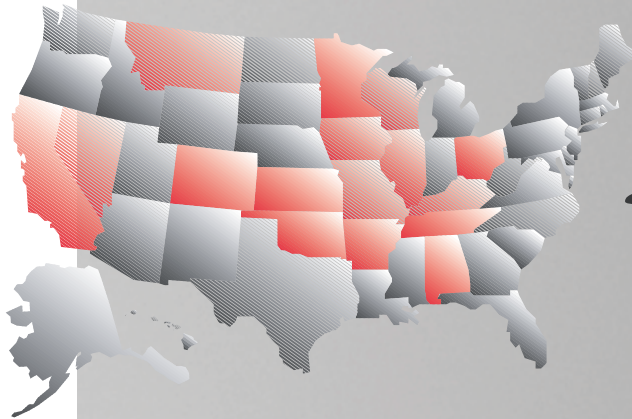


# ACT State Organizations

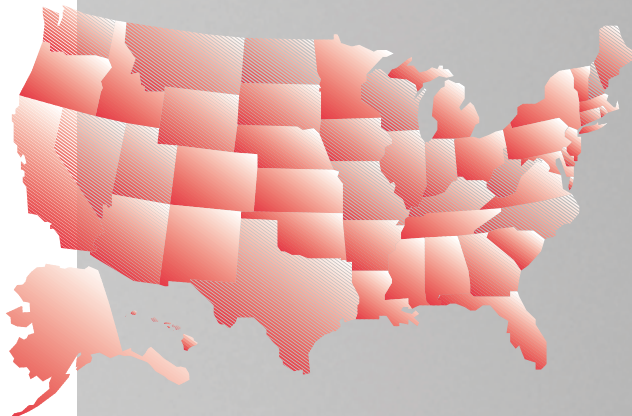
*Fifty Years—1959 to 2009*

1959

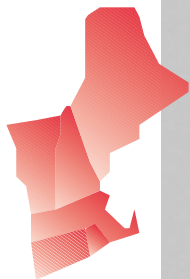


ACT

2009



ACT<sup>®</sup>



NEW ENGLAND

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**ACT<sup>®</sup>**

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 New England ACT States Organization

In 1972, Vermont became the first New England state to be recognized as an ACT State Organization. Although the State Organization became inactive in the early 1990s, Vermont joined Connecticut, Maine, Massachusetts, New Hampshire, and Rhode Island to form the New England ACT States Organization in 2008.

ACT use is growing rapidly in New England. The States Organization is working to share knowledge about the benefits of ACT solutions and is looking at various communication and membership tools to disseminate and network to provide information to educators in each state. Curriculum alignment of ACT products, based on ACT research, benefits students across the region.

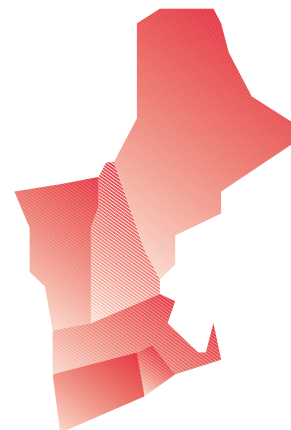
## Past New England ACT States Representatives

- |           |  |
|-----------|--|
| 1972–1980 | Edward Elmendorf, President, Johnson State College (Vermont)                                   |
| 1981–1989 | Donald Vickers, Assistant Executive Director, Vermont Student Assistance Corporation (Vermont) |
| 1989–1991 | David Myette, Director of Financial Aid, Champlain College (Vermont)                           |

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 New England ACT States Organization Council\*

### *ACT State Representative*

Roger Forando  
Past President, Executive Board  
Vermont School Counselor Association

### *Chair*

Rick Hilton  
Headmaster  
Lyndon Institute

### *Chair-Elect*

Robert M. Quist  
Director of Guidance  
Salem High School

### *Secretary*

Juanita Hall  
Department Chairperson  
Ridgefield High School Guidance and  
Counseling

### *ACT Liaison*

Larry Rich  
Assistant Vice President and Regional  
Manager  
ACT Northeast Region

Donna Blue-Tobin  
President  
Rhode Island School Counselor  
Association

John Caron  
Associate Dean of Continuing Education  
Brown University

Robert G. Clarke  
Chancellor  
Vermont State Colleges

Beverly Coleman  
Director of College Counseling  
Hyde School

Kathryn Dodge  
Executive Director  
New Hampshire Postsecondary Education  
Commission

Elizabeth M. Dolan  
Director of College Counseling  
Phillips Exeter Academy

John Flynn  
Counseling Department Coordinator  
Lincoln Sudbury Regional High School

Don Fraser  
Director of College Access and Transition  
Metropolitan Regional Career and  
Technical Center

David Goldenberg  
Professor and Dean of College  
Hillyer College—University of Hartford

Thomas Hughart  
Executive Director  
Massachusetts School Counselor  
Association

Karen Kaplan  
Education Consultant, Secondary School  
Reform  
Connecticut Department of Education

Vincent Kloskowski  
Assistant Dean of the College and  
Director, The Academic Center  
Saint Joseph's College of Maine

Richard Lapan  
Professor and Chair  
University of Massachusetts Amherst

Kim Lavoie  
President  
New Hampshire School Counselor  
Association

Robert McGann  
Director of Admissions  
University of New Hampshire

Lee H. Melvin  
Director, Office of Undergraduate  
Admissions  
University of Connecticut

Michael P. Meotti  
Commissioner  
Connecticut Department of Higher  
Education

Elena Perello  
President  
Maine School Counselor Association

Ken Relihan  
Education Consultant  
New Hampshire Department of  
Education

Gail Taylor  
Director, Standards and Assessment  
Vermont Department of Education

Carol Tomkalski  
President  
Connecticut School Counselor  
Association

Kristy Walker  
Director of Admissions  
Gordon College

Beth Wisner  
Director of Admissions  
University of Vermont

\* As of May 2009

