



*“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 Wyoming ACT State Organization

ACT's promotion in Wyoming began in 1959, the year of ACT's founding, and continued through the 1960s. By 1966, the education community was thoroughly supportive of ACT services. That year, W. Harry Sharp of the University of Wyoming was appointed the first ACT state representative.

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

- Reviewing the potential of replacing the Proficiency Assessment for Wyoming Students (PAWS) test with an 11th grade administration of the ACT
- Securing online test preparation funding for the entire state
- Exploring the logistics of all testing (including the ACT and PAWS) throughout the year in Wyoming to determine if adjustments can be made in any areas to improve efficiency and service to students
- Interfacing with the Wyoming P-16 Council to provide feedback from state educators

## Past Wyoming ACT State Representatives

- 1966–1973 W. Harry Sharp, Dean of Students and Professor of Psychology, University of Wyoming
- 1973–1984 Joseph Geraud, Professor of Law, University of Wyoming
- 1984–1985 Allan Spitz, Vice President for Academic Affairs and Professor of Political Science, University of Wyoming
- 1985–2000 James Hurst, Vice President for Student Affairs and Professor of Psychology, University of Wyoming
- 2000–2005 S. Leellen Brigman, Vice President for Student Affairs, University of Wyoming
- 2005–2009 Sara Axelson, Vice President for Student Affairs, University of Wyoming

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 Wyoming ACT State Organization Council\*

*ACT State Representative*  
Sara Axelson  
Vice President for Student Affairs  
University of Wyoming

Kim Dale  
Counselor  
Laramie High School

Bonnie Lane  
Counselor  
Douglas High School

*Chairperson*  
Steve Staab  
Guidance Department Chair  
Worland High School

Beverly Elgin  
Counselor  
Riverton High School

John O'Connor  
College Selection Facilitator  
Natrona County School District

*Chair-Elect*  
Sean Moore  
Hathaway Scholarship Consultant  
Wyoming Department of Education

Loyce Ellingrod  
Counselor  
Arvada-Clearmont High School

Patty Platt  
Counselor  
Kelly Walsh High School

*Secretary*  
Lana Bolan  
Counselor  
Glenrock High School

JoAnne Flanagan  
Principal  
Riverton High School

Allen Price  
Director, Upward Bound  
University of Wyoming

*ACT Liaison*  
Joe Cruse  
Consultant, Assessment  
ACT West Region

Pilar Flores  
Director  
University of Wyoming  
Student Educational Opportunity

Becky Schumacher-Wade  
Counselor  
Cheyenne Central High School

Rollin Abernethy  
P-16 Council  
University of Wyoming

Betty Gion  
Counselor  
Pinedale High School

Allan Shotts  
Career Counselor  
Cody High School

Joanna Anderson  
Vice President for Student Services  
Casper College

Deanne Gould  
Counselor  
Upton High School

Jeanie Stukey  
Counselor  
Powell High School

Angel Bentz  
Counselor  
Campbell County High School

Jim Heck  
Deputy Director  
Wyoming Community College  
Commission

David Treick  
Principal  
Cody High School

Daniel Brown  
Counselor  
Guernsey-Sunrise High School

Jeannie Hockersmith  
Career Counselor  
Cheyenne Central High School

Kathy Weede  
Counselor  
Westwood High School

Noah Buckley  
Director of Admissions  
University of Wyoming

Tom Holm  
Counselor  
Campbell County High School

Alice Willey  
Counselor  
Sundance High School

Jo Chytka  
Director, Center for Advising and  
Career Services  
University of Wyoming

Dr. Audrey Kleinsasser  
Director, School University Partnership  
University of Wyoming

Bonda Zeller  
Counselor  
Riverside High School

Michael Cothorn  
Counselor  
Pinedale High School

James Kingsbury  
Counselor  
Wright Junior-Senior High School

Lois Kline  
Counselor  
Rock River High School

\* As of May 2009

