

NYSACAC NEWSLETTER

Winter 2011



Message From the President

Welcome From President Greg Wasserman



To volunteer or not to volunteer?

With a workday that begins at 7:30am, a caseload of students/parents/co-workers looking for me throughout the day and a 2-year old at home waiting for me at the end of the day, why not try to fit in some extra work while not getting paid for it? How is it possible to find the time to balance the day job, family and volunteering? Well, to be honest it isn't easy, especially when you end up as President. However, I can testify that the benefits are absolutely worth it. My day job has never been affected by my involvement, I have been blessed to never miss a moment of my son's childhood and the frequent networking has opened up doors for me that I could never have imagined.

I was lucky enough to have someone that I consider a mentor and a friend plant the seed. He invited me to join his committee by saying, "it isn't that hard to balance this with your day job and it will help you to get ahead in the profession." This is the type of person that can smile after reading his 100th application that day, so I should have known that it was going to be harder than he explained. In the end he was right. My involvement in this association opened so many doors for me and allowed me the opportunity to help others in a profession.

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Message From the President

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I started out small; I joined the technology committee since I had a background in web development software. I was lucky to work in an office that supported my involvement. I think that is a necessary piece to the volunteer puzzle, as without the support of my supervisor, I wouldn't be able to give 100% of my free attention to my association responsibilities. The only physical requirement was attendance at six Executive Board meetings held at various locations throughout the state.

Over the years, I found myself sitting at the "adult" table surrounded by leaders in higher education. I remember at one point looking around the room and being intimidated by the group until the dean of admissions at a College X asked me a question and complimented some work that I did on the NYSACAC website. From that moment on I realized that while he was a dean and I was an admissions counselor, we were all equals. Through years I have built some tremendous relationships with people I truly consider friends. Professionally, my involvement has provided me with a direct connection to colleagues that I can call at any point and get some help or advice.

Volunteering is not an easy thing. It takes commitment, time management and dedication. The future of our association rests on those that are dedicated to this profession and the students that we serve. Once my term as President has ended, there will be so much that I will miss. However, I am going to look back on the past ten years very proud of what the association has accomplished thanks to all those who have volunteered. ★

Who's Who in NYSACAC

By Jose Flores- Past NYSACAC President

I hope you are having a successful new year. As many of you know, the roll of the Past-President is to focus on the bylaws of the organization, chair the Nomination Committee, and serve as Chief Delegate. I'm happy to report that I am actively engaging all responsibilities with the help of the members of our organization.

Our Delegates are reflective of our membership, with representation from both upstate and downstate. It is truly exciting to work with such a diverse group of dedicated professionals. This year the Delegates will be mailing a postcard to their specific regions inviting new and current members, Principals and Superintendents to support others or take part in the activities of the organization. This year's, delegate assignments are:

College/High School

Laurie Austin	Michael Courtney	New York, Richmond
David Follick	Karen Staller	Nassau, Suffolk
Chris Milton	Dion Reid	Kings, Queens, Bronx
Susan Cohen	Marissa Guijarro	Westchester, Rockland
Lou Santiago	Art McCann	Orange, Putnam, Dutchess, Ulster, Sullivan

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Who's Who Continued...

Andrea Nadler	Kristen Neary	Otsego, Schoharie, Delaware, Greene, Albany, Columbia, Rensselaer, Saratoga, Schenectady,
James Luciano	Heidi Green	Oneida, Onondaga, Oswego, Cayuga, Ontario, Seneca, Wayne, Yates, Tompkins, Cortland, Broome, Tioga, Chemung, Chenango
Jerry Oberst	Damaris Maclean	Herkimer, Jefferson, Lewis, Madison, St. Lawrence, Franklin, Clinton, Essex, Hamilton, Warren, Washington, Fulton, Montgomery Niagara, Orleans, Genesee, Wyoming, Livingston, Chautauqua, Cattaraugus, Allegany
Jennifer Hess Tim Lee	Maryanna Fezer Jane Mathias	Erie, Monroe, Steuben, Schuyler

We have hired an attorney to review our bylaws and make sure they're in compliance with New York State law. A committee has been formed of some of our members to make sure that the bylaws continue to be representative of our organization. We hope to have the new bylaws available for vote by the membership during the June Conference.

During our Executive Board meeting on February 8th, the Executive Board will be asked to approve the slate of new positions on the Executive Board. This year we are looking for the following positions:

President-Elect (selected from a High School) (1-year term)

Vice President for Diversity, Equity, and Access (3-year overall term)

Secretary (2 year term)

Delegates

College: Seeking to fill 1 positions (3-year term)
High School: Seeking to fill 1 positions (3-year term)

To nominate a person go to: <http://www.nysacac.org/> You will find the link for nominations under the Announcements and Update section of the page.

Best wishes in the New Year and thank you for the continued support to NYSACAC. ★

Call For Nominations

The New York State Association for College Admission Counseling's (NYSACAC) Nominating Committee invites you to participate in the nomination and election of new officers and delegates. The deadline for nominations is **February 11, 2011**.

To begin this process, you may nominate yourself or another NYSACAC member by using the nomination form, which is available on our website, www.nysacac.org. Before using this form, please review the job descriptions on the website to understand the commitment you or your nominee will make.

Questions related to the job descriptions, length of service and involvement in meetings and conferences should be referred to Jose Flores, Chair of the Nominating Committee, at 914-417-2802.

Nominating and electing the leadership of this association is an important responsibility shared by all members. We urge you to participate in this process.

This year the organization needs to fill the following positions:

President-Elect (selected from a High School) (1-year term)

Vice President for Diversity, Equity, and Access (3-year term)

Secretary (2-year term)

Delegates

College: Seeking to fill 1 position (3-year term)

High School: Seeking to fill 1 position (3-year term) ★

NYSACAC 2011 Conference: Why You Should Attend

By Kent Rinehart- Dean of Admission, Marist College and Chair of the 2011 NYSASAC Conference Steering Committee

The 2011 New York State Association for College Admission Counseling Annual Conference will be held on the beautiful campus of University of Rochester. The full conference will be held June 8-10, 2011. Pre-Conference workshops, such as the Coming Together conference, will be held June 7-8. Hard to believe, this will be the 33rd annual NYSACAC Conference!

The Annual Conference will be launched with our keynote speaker, Greg Mortenson. Greg Mortenson is the co-author of the #1 NY Times Best Seller *Three Cups of Tea: One Man's Mission to Promote Peace, One School At A Time*. It recounts the journey that led Mortenson from a failed 1993 attempt to climb Pakistan's K2, the world's second highest mountain, to successfully establish schools in some of the most remote regions of Afghanistan and Pakistan. By replacing guns with pencils, rhetoric with reading, Mortenson combines his unique background with his intimate knowledge of the developing world to promote peace with books, not bombs, and successfully bring education and hope to remote communities.

After the keynote, we will have nationally recognized leaders to discuss relevant topics in a series of Mega-Sessions. Topics include Cyber bullying, Public Education and Charter Schools, and Contemporary Issues in Higher Education.

If you have never attended the Annual Conference, we hope you will join over 800 high school guidance counselors and college admission professionals to learn, grow, share and network all while having fun.

If you have attended in the past, be prepared to see a new, different, better, and bigger conference. The schedule will be changed to offer more educational sessions than ever before. There will be broader offerings on Friday – don't plan on leaving early on Friday as you will miss some valuable learning opportunities as well as some surprises! We are developing Leadership Institutes to offer more specific content for Deans/Vice-President's of Enrollment and Directors of Guidance on the high school side. This conference will be unlike any other NYSACAC Conference!

It's not too late to submit a proposal to present at the Annual Conference. Go to the conference website (<http://enrollment.rochester.edu/nysacac/>) to present about a subject that is relevant in our industry. The Conference Steering Committee is working with the University of Rochester to plan all aspects of the week.

A conference website has been established and will be updated with more details as we draw closer to June 2011. To learn more, go to www.nysacac.org ★



More Than a Dream: How One School's Vision is Changing the Work: The Cristo Rey Story

By Barry W. Ward- VP for Enrollment & Strategic Connections, Pine Manor College, Past President, NYSACAC

After reading “Pops: A Life of Louis Armstrong” by Terry Teachout this summer, my music chops were extremely satisfied. My next quest was to find an inspirational book that dealt with the world of education. As it often happens, a small happenstance turns the light bulb on and there you have the answer. In my case, it was an e-mail from a new friend and colleague, Chris Broughton, Director of Postsecondary Initiatives, Cristo Rey Network. Chris was enthusiastically accepting an invitation to participate in an exciting project called “Pipelines into Partnerships.” Now, I felt that it was time to learn as much as I could about Cristo Rey. Luckily, G.R. Kearney’s “More Than a Dream: How One School’s Vision Is Changing the World – The Cristo Rey Story” proved to be my guide.

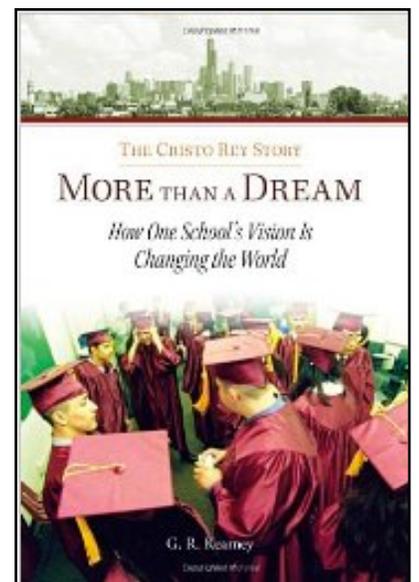
As soon as I received the copy of “More Than a Dream” from my friendly UPS delivery man, it didn’t take long for me to see a testimonial statement on the back cover that tweaked my interest. Darren Jackson, CEO, Best Buy, stated “More Than a Dream shines a light into the soul of urban education, illuminating the extraordinary challenges and breathtaking and transformational results of the Cristo Rey-model schools.”

So, what is the Cristo Rey Network? The Cristo Rey Network is currently made up of twenty-four high schools (including two in New York) that provide a quality, Catholic, college preparatory education to urban young people who live in neighborhoods with limited educational options. The schools are small in size but big on inspiration, vision and mentoring. Each school utilizes an innovative work-study program to help make the Cristo Rey experience affordable to students whose families have an average income below \$30,000. This work experience, in addition to helping to finance their education, helps each student grow in self-confidence and realize how education is a pathway to fulfillment of many dreams that had once seemed to be unattainable.

In “More Than a Dream,” you will get to meet many amazing human beings. After reading page 390, you will remember Brad Schaeffer, Rick Murray, Jim Gartland, John Foley, Judith Murphy, Billy Holiday, Maritza Santibanez-Luna and Leo Maldonado for a long, long time. They are each a significant influencer in making the dream of bringing Cristo Rey Jesuit High School alive in the Pilsen – Little Village neighborhood of Chicago. It is a truly remarkable story that keeps unfolding.

As I mentioned before, there are two Cristo Rey High Schools in the state of New York. The incredible Father Joe Parkes is the president and guiding force of Cristo Rey New York High School (www.cristoreyny.org) at 112 East 106th Street in East Harlem. Lourdes Academy High School in Brooklyn will graduate its first class in 2012. In my estimation, every college/university in New York State should be visiting these schools and each of the other Cristo Rey Network schools throughout the country. I have the good fortune of having Cristo Rey Boston High School and Notre Dame High School as neighbors. Each of their students is absolutely amazing!

I urge you to read “More Than a Dream” and to learn more about the Cristo Rey Network. It’s clearly one of the leading access/success organizations in our country. Amen! ★



Pipelines and Partnerships: Visiting Southern Vermont College

By Marissa Guijarro- School Counselor, Suffern High School

On a drizzly Monday morning in mid-November, nine Suffern High School students, school counselors, Luis Barceló and I boarded a school bus bound for Southern Vermont College (SVC) in Bennington, Vermont. The three male and six female students who went on the trip had been carefully pre-selected by a faculty committee. The committee, consisting of three teachers, two counselors and the school social worker, invited current seniors with grade point averages and test scores within the range of SVC's typical applicants to apply for a spot on the trip. The students secured parental/guardian permission and submitted an essay about their motivation for attending college. After receiving applications, the faculty committee interviewed the prospective students and screened them for maturity, sincerity and sense of purpose. SVC generously offered room and board for the students and two counselor chaperones for the overnight visit. The Suffern High School administrative team and Ramapo Central School District graciously approved the program proposal and allotted funds for the transportation costs. The final group of students represented a broad range of academic and extracurricular interests, and most will be the first generation in their family to attend college. None of the students had ever been to Vermont and only a few had visited a residential college. Daniel Summers II, Assistant Director of Admissions, President Karen Gross and the entire SVC community extended warm hospitality to our students during their overnight visit.

Upon arrival, we embarked on a tour of the campus. We ate lunch in the campus dining hall and received a warm welcome from President Gross. After lunch, students had their choice of academic classes to attend from a variety of subject areas including science, psychology, and government. Following the classes, students attended two important information sessions. Dan Summers outlined the application process and answered students' questions. Abigail Berryman, Associate Director of Financial Aid, gave a student-friendly presentation on the complex topic of financial aid. Our group settled in the residence hall and met the host SVC students in their respective suites. After dinner, we attended the first basketball game of the season, SVC vs. Norwich (SVC won in a lively contest). That evening, students enjoyed time to "chill" and chat with SVC students.

The next morning, we met at breakfast, and then had a session with the Success Center. Sylvia Jimison, Associate Academic Dean and Director of the Success Center, gave an informative and inspirational talk to our students. Dan led us on a walk on the beautiful SVC campus. We then gathered our belongings and departed with bagged lunches in tow back to Suffern High School. One young man firmly decided to apply. In his words, "It's just something about the school. I just feel very comfortable there." Throughout our time on the campus, SVC students and faculty greeted us spontaneously and engaged in friendly conversation.

The trip to Southern Vermont College provided valuable college readiness for our students. They departed with the assurance that residential four-year colleges, including private institutions, are within their academic and financial reach. Exploratory programs between high schools and colleges embrace the needs of many students, especially those who will be the first generation to attend college. We look forward to more pipelines and partnerships in the future! ★



The Team Approach: Counselors and Independent Consultants Collaborating

By Jane Klemmer- Klemmer Educational-Consulting, LLC

When I began working as an independent educational consultant (IEC), I was admittedly naïve. It had not occurred to me that school guidance counselors might not welcome me with open arms. After all, weren't we working towards the same goal, doing what we thought was best for the student?

Today I have a better understanding for a guidance counselor's position, though believe more fervently than ever that the relationship between school counselor and independent consultant should and can be collaborative. Within my own school district, I have come to know and truly appreciate the challenges of the guidance staff. While I have the luxury to focus solely on the goal of finding the right fit for college and guiding students through that process, I recognize that college admission is only a small part of the school counselor's responsibilities. Discipline, scheduling, transcripts and recommendations are not in my job description, and my case load is generally much smaller. Therefore, I can spend more time getting to know a student outside the school environment. This often leads to a more holistic picture of his or her personal as well as academic needs for a college experience.

"When guidance staff and IEC's work together, the process runs more smoothly and effectively for everyone, most of all, for the student."

Independent educational consultants are not substitutes for guidance counselors, but they can supplement what counselors provide. When guidance staff and IEC's work together, the process runs more smoothly and effectively for everyone, most of all, for the student. So here are some thoughts that will hopefully foster a better understanding for the value that each offers, which can ultimately work to the benefit of the student.

- Guidance counselors often have the inside scoop on how students from their school fare in admission at specific colleges. IEC's can benefit from this knowledge which only adds to the trove of useful data for compiling a college list.
- Independent consultants generally spend far more time on the road visiting colleges since their travel is typically not restricted by school calendars and district budgets. Many IEC's visit at least 50 colleges a year. We can be a great resource for school counselors hoping to uncover lesser known gems that might perfectly suit a student.
- The better I do my job, the easier I make the life of the guidance counselor. I keep after students about deadlines, and parents often call me first with their questions and concerns. I hope and believe that this lightens the counselor's load and alleviates some of the stress that builds as due dates near.
- Many IEC's develop specializations, whether in learning disabilities, athletic recruiting, or performing and visual arts. Collaborating with someone who understands the nuances of particular programs will most likely result in greater success for the student.

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The Team Approach Continued...

A recent study done by Harvard University's Graduate School of Education noted the rapid growth in the field of educational consulting. Up to 26% of seniors nationally now use an IEC to assist with their college planning process. However, the study also cautions parents and others to be wary of independent educational consultants who do not abide by certain standards and practices. IEC's who are members of organizations such as NACAC, NYSACAC, IECA (Independent Educational Consultants Association) and HECA (Higher Education Consultants Association) commit to hold themselves to the high standards that their affiliations require. School counselors might want to advise families contemplating retention of an IEC to carefully check one's credentials and affiliations before making a commitment.

Families retain the services of an independent educational consultant when they feel their child needs extra assistance, much in the way they hire a tutor for additional help beyond the classroom. We are all members of the same team. In this case, the objective is not about scoring a goal, but rather ensuring students have the best guidance and options for college. ★

A Message from the Membership Committee

By Jessica Pitcher, Assistant Director of Admissions- Cazenovia College-Membership Co-Chair
David Follick, Director of Admissions- Long Island University/C.W. Post Campus- Membership Co-Chair

Happy Winter! The new year is upon us, which means that it is time to become a member of NYSACAC! Our membership cycle began January 1st, so the sooner you join, the more benefits you'll enjoy. Whether you're renewing your membership or joining for the first time, the process is quite easy. Just click "Join Now" or "Renew," located in the upper-right corner of the website and it will take you through step by step. The Membership Committee is looking forward to having an increase in membership this year; please help us attain our goal! You may know some of our committee members: Dave Follick: Long Island University/C.W. Post Campus, Jessica Pitcher: Cazenovia College, Chris Buonocore: CUNY, Erin Craig: Le Moyne College, Anthony Grant: Syracuse University, Christina Kunkel: Pace University, Lauren Shallash: SUNY Stonybrook, and Steve Smith from D'Youville College. We look forward to working with our fellow and future NYSACAC members!

-Dave Follick & Jessica Pitcher ★

National Partnership For Educational Access: A Profile

By Barry W. Ward-Vice President for Enrollment & Strategic Connections-Pine Manor College

The National Partnership for Educational Access (NPEA) was launched in 2007. It is a membership association for programs committed to increasing educational opportunities for motivated underrepresented students across the United States. NPEA currently has over 165 members, representing 28 states. Members include school and non-school based programs, charter schools, independent schools, higher education and other nonprofit programs. NPEA member programs collectively serve over 30,000 underrepresented students across the country. Data collected in a 2009-2010 member survey indicated that 91% of the students served by NPEA members are low-income, 67% of the students come from families in which the parents did not attend college, and 96% are students of color.

So, as enrollment managers, secondary school leaders and community-based organizations review their schedules and budgets to assess the ROI on upcoming conferences, I would like to pass along information about NPEA 3rd Annual Conference. Entitled “Developing 21st Century Leaders: Creating Paths to Success,” the NPEA Conference will take place on April 28-29, 2011 at The Westin Buckhead in Atlanta, Georgia.

The overall theme for the 2011 conference will focus on leadership and how to create paths for success in the field of educational access and necessary skills for the 21st century. Our role as strong leaders in the field of education is critical for promoting college access and success, and for helping students complete college and ultimately become leaders and contributors in their own right. The conference will address what both professionals and students need to serve as effective leaders in the 21st century and explore what it takes to help students achieve success.

Confirmed presenters include: Beverly Daniel Tatum, President, Spelman College; Pedro Noguera, Professor, Steinhardt School of Education at New York University and Director of the Center for Research on Urban Schools and Globalization; John Jackson, President, Schott Foundation for Public Education; Christopher Howard, President, Hampden-Sydney College; and Gary Bonvillian, President, Thomas University. Dr. Bonvillian will give an update on the exciting news regarding the Yes We Must Coalition.

Undoubtedly, a major highlight of the NPEA Conference will be the workshop entitled “The Importance of Establishing Partnerships Between Colleges and College Access Organizations.” The panelists (Christine Capacillo, Outreach Director, Summer Search NYC; Freda Richmond, College Partnership Manager, KIPP Foundation; and Jinan Sumler, Northeast Coordinator, Advancement Via Individual Determination (AVID)) will discuss the vital nature of establishing strategic connections between colleges/universities and local, regional, and national access organizations. The discussion will focus on: a) how to identify colleges that would be a good fit; b) the financial aid education process and scholarship opportunities; c) issues surrounding the management of student debt levels; d) identifying and tracking students from the application/acceptance/enrollment process through to graduation; and e) retention and graduation rates.

For further information about each of these incredible organizations, please feel free to contact our speakers:

Christine Capacillo, Outreach Coordinator, Summer Search NYC – (ccapacillo@summersearch.org)

Freda Richmond, College Partnership Manager, KIPP Foundation – (frichmond@kipp.org)

Jinan Sumler, Northeast Coordinator, AVID – (jsumler@avidcenter.org)

For additional information about the NPEA Conference, please contact Karin Elliott, Executive Director, National Partnership for Educational Access – (kelliott@tsf.org) ★

Professional Development Opportunities: Regional Forums

By Kristen Neary-Niskayuna High School, School Counselor

NYSACAC is offering Professional Development Forums for 2011 in six locations around New York State. The theme of this year's forum is "Counseling students through the current landscape of college admissions." NYSACAC has designed two workshops during the four hour program. During these workshops, counselors will have the opportunity to interact with numerous high profile college admission representatives from states in the Northeast Region of our country. This will allow both high school counselors and admission counselors an opportunity to further discuss the current trends in higher education admission institutions.

The forums will be held in conjunction with the National College Fairs in four of the locations around the state. Please see the following schedule for spring forums:

- New York City -Fordham University- March 17, 2011 (Laurie Austin-contact)
- Rochester- Pittsford Sutherland High School- March 31, 2011 (Lynne Drake-contact)
- Buffalo- Nardin Academy- March 28, 2011 (Dave Coates-contact)
- Syracuse- Fayetteville Manlius High School- April 5, 2011 (Heidi Green-contact)
- Albany- Niskayuna High School- April 6, 2011 (Kristen Neary-contact)
- Long Island- The Wheatley School- April 8, 2011 (Greg Wasserman-contact)

The tentative schedule for the forum is as follows:

Recommended Schedule

- | | |
|---------------|--|
| 8:00 - 8:30 | Registration and Breakfast
(provide evaluation and membership brochure) |
| 8:30 - 8:45 | Welcome/ NYSACAC update from Delegate/Board Member |
| 8:45 - 10:00 | *Colleges and Universities provide a 5-10 minute overview of their individual institutions and tips on how to advise students in searching for the "right fit" (moderated by NYSACAC member) |
| 10:00 - 10:15 | Q & A for first panel |
| 10:15 - 10:30 | Break |
| 10:30 - 11:45 | *College representatives discuss current trends in admissions and the impact they have on admission decisions. (Moderated by NYSACAC member) |
| 11:45 - 12:00 | Question and Answer |

*Panelists will differ in each area; however each panel will include at least one representative from a highly selective, moderately selective and college outside the geographic area where the forum is located. ★

Making Lemonade from a Lemon: Creating a High School Student Tutoring Program in Collaboration with Counselors, Students, and Educators

By Elias Blinkoff- Glen Cove High School Student

It all began with a scheduling change made by my school counselor, Mrs. Samuels, and it has now blossomed into a highly successful program. Fellow students are even stopping me in the hallway to request services. I am talking about our recently created student tutoring program called, “Students for Students,” in which high school students tutor other high school students. In exchange for their selfless services, the student tutors all are given community service hours.

While I now consider “Students for Students” a success, it certainly did not form overnight. The scheduling change from Spanish II to Spanish III left me with an open period. I perused the course options, but nothing seemed particularly interesting, so my school counselor and I began to think of other potential options. Eventually, we realized that there is a benefit for many students and the high school to be tutored in various academic subjects. She told me that numerous students, especially those for whom English is a second language, were failing their grammar class and could use some assistance. Thus, an idea was formed! Why not use my free period as an opportunity to help those students better prepare for their own academic success?



High School student Elias Blinkoff (author) and his School Counselor, Mrs. Samuels

With assistance from my school counselor, I arranged a meeting with the grammar teacher. Following that meeting, I began going into the class regularly. Once in the class, the students seemed receptive to my assistance, most notably a former ESL student who had not done well in the class in his previous years. I had only been working with him for about two weeks when he had to take his first test. To say the least, I was very pleased with the results. Compared to his grades at the beginning of the year, his grade rose by forty points. Since then, I have been in the grammar class every day, and not a day goes by that I don't feel the students are benefitting from my assistance.

The faculty whom I work with are incredibly supportive of the new program and seem eager to assist in whatever way they can. They allow me into their classrooms every day to assist the students in their extra help sessions and provide me with materials to use when I am working one-on-one with students. Both the guidance department and teachers are united for the same goal of having successful students and are glad to have me join in their mission.

Recognizing the benefit of what only one student tutor could do, it seemed only natural to try to multiply the effects by seeing if we could find more students who would be interested in getting involved with the new tutoring program. Starting the program was relatively simple, and with help from my school counselor, we found other student tutors who fit the desired grade criteria of a ninety-five or higher in any subject they wished to tutor in. We also found any students who might benefit from the tutoring we provided in the new program. While those who are clients in this program are struggling academically, perhaps they don't want to be seen by their peers in an after school extra help session with their teacher. My school counselor and I had the shared belief that these students might be more receptive to their peers.

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Making Lemonade from a Lemon Continued...

It has now been several months since the creation of the program, and it has grown. We currently have six student tutors involved in the program and will have about twenty available to offer assistance next September with the commencement of the new school year. Many students across all grade levels and in all subjects are successfully receiving assistance from their peers during school-mandated extra help sessions. These in-school sessions allow us to avoid conflicts with other extracurricular activities after school. We have seen notable academic improvements in all of our clients. Additionally, the tutors have been able to accumulate community service hours, and the clients are given the academic assistance they need.

Furthermore, there is a significant benefit for teachers. By having a class filled with students who understand the material, they are able to progress rather easily through the curriculum, knowing that any student who is having difficulty will receive the extra help they need through the “Students for Students” program. Also, if there is a particular topic that several students may need assistance with, one-on-one tutoring can still take place since there are simply more tutors available in addition to the teacher. As a result, any struggling students can have individualized instruction and master the material they need to learn quickly and efficiently without compromising comprehension.

Finally, the “Students for Students” program has been a benefit to me. I have learned about leadership through the process of recruiting student tutors and making client referrals. Perhaps more importantly, though, I have gained valuable teaching experience that will certainly be useful to me when I enter the education field, my chosen profession. The most amazing experience I have been able to have through “Students for Students” is teaching a struggling or confused student and finally seeing him or her understand the previously-difficult concept. In short, my teaching methods are effective and the “Students for Students” program is certainly making a difference!

While we have clearly made strides since the start of the program, we still have more phases to complete. We are constantly receiving more student referrals from other members of the guidance department and school administrators, who I then match with tutors to assist them. More clients mean that we are also constantly recruiting tutors as well. Most notably, we are currently recruiting bilingual tutors to work with the ESL students, many of whom are struggling in their classes. Furthermore, I have begun to look into the possibility of finding a tutoring room within the school, which will provide this vital program with a permanent home. This is definitely a team effort and the school counselors, teachers, administrators, my fellow student tutors and I are committed to continuing the success of the Students for Students Tutoring Program and our mutual mission of assuring academic success among all students. ★

My Take on the College Fair

Prepping Students & Collaborating With Other High Schools

By Chris Farmer, CollegeBound Counselor- The Young Women's Leadership School of East Harlem

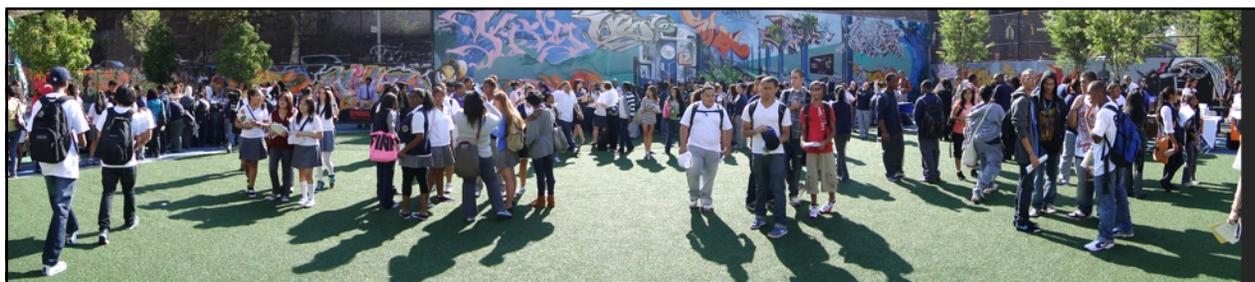
Like many admissions and guidance professionals, I have struggled with the effectiveness of college fairs. This fall, I reflected on 25 years of participating in fairs from both sides of the desk.

As a former admissions representative, fairs were often more frustrating than productive. The crowds were huge. The kids grabbed and ran. The sheer noise prevented productive conversations from happening. Several times I felt like the grown up at the kids table because my college was left off "the list" so my table was set up as an after thought in that corner or the gym next to the bleachers where students could hide from the dean looking for those who were cutting Geometry Class. I had to guard my pens because I was certain that the same kids on the bleachers made it their mission to steal my last bic. I would leave with a stack of completed inquiry cards, but wondered how many of those cards would eventually translate into an application or an enrolled student.

As a current college counselor, I wanted my fairs to be different. I prepped the students on college fair etiquette and warned them that if they sat on the bleachers the price would be their heads. I told them that the law was clear, when they approached a table, they would not grab and run. Instead, they were required to ask one meaningful question after they introduced themselves with a handshake. They also knew that I had hawk eyes and could read their adolescent minds, so if they were even considering stealing a pen, the punishment would be swift and severe. My fairs improved each year, until 2010, when the fair was described as College Fair Nirvana. Not bad I thought.

A perfect college fair does not exist. But I know that the National Fairs and the Big Apple Fairs are intimidating for my students. At these large fairs, the colleges do not have the chance to fall in love with my students or with my school. At a small college fair for my small high school (I have 64 seniors), I could not convince enough colleges to spend a morning with my students. With so many small high schools popping up in NYC, it is impossible for colleges to cover all of the visits and the fairs. So I found the perfect middle ground in 2010. I hosted a collaborative fair for six high schools. There were more than four hundred students in attendance and 80 college representatives. The fair was pre-season, in September, before the chaos of college fair mania really kicked in. College reps had genuine conversations with our students, and the students walked away excited about their futures.

I thank all of the admissions representatives who continue to come to college fairs at small high schools. I suggest that all college counselors follow our design and collaborate with neighborhood schools to make their fairs successful for everyone! ★



College Prowler Facilitates Interaction Between Students

By Kari Cooper-Media Contact, College Prowler

[College Prowler](#) recently announced new accounts for college officials and high school guidance counselors that will allow them to interact with prospective students throughout the college search and admissions process. The new school accounts are available to all college admissions and marketing personnel and agencies that officially represent these groups. Guidance counselor accounts are available for private high school, public high school, and independent counselors.

Each year, College Prowler helps millions of high school students research colleges with free student-written guides. Now, both college officials and guidance counselors are invited to participate in the college search process in order to help students find the right school for them.

Tens of thousands of prospective students visit College Prowler each day to get the insider's view of campus life at thousands of colleges. The new, free college admissions accounts allow admissions and marketing personnel to track student interest in their school and communicate with students both before they apply and before they make a decision on where to attend. The presence of college admissions officers will allow students to both research colleges and stay up to date about news and events from the school.

As more students use the internet and social media to learn about colleges, guidance counselors struggle to advise and interact with their students outside the classroom. With the new College Prowler accounts, they will now be able to connect with their students on a platform that students consistently turn to outside the classroom.

College admissions and marketing personnel and any persons officially representing them can begin interacting with prospective students by registering for a free account at: collegeprowler.com/register/admissions. Guidance counselors can register for a free account by visiting: collegeprowler.com/register.

About College Prowler:

College Prowler is the largest source of student reviews on college life with more than 150,000 student reviews and 7,000 schools. On collegeprowler.com, students can compare schools, read student reviews and get information on everything from financial aid to majors all for free. In addition to its college guides, College Prowler offers monthly scholarships, college rankings, college search tools, and information about majors. ★

The screenshot shows the 'Free College Prowler Account Registration' page. It is divided into three main sections: Prospective Students and Parents, College Students, and Guidance Counselors. The 'Prospective Students and Parents' section includes options to connect with schools, get matched to scholarships, find the best fit, track progress, and register for a \$1000 scholarship. The 'College Students' section features a \$1000 Monthly Survey Scholarship, a review of their school, and an option to upload photos. The 'Guidance Counselors' section offers to view student activity, track student interest, and stay connected with students. On the right side, there is an 'Account Creation' form with fields for email, username, password, and password confirmation, along with a 'Submit' button and a checkbox for terms and conditions. A 'Next Deadline: February 28th at 11:00PM EST' banner is also visible.

Managing Your Persistent Fears, Anxiety, and Stresses

Tips for Counselors, Administrators, and Their Students

By Stanley Popovich, author of “A Layman’s Guide to Managing Fear Using Psychology, Christianity, and Non Resistant Methods”

Everybody deals with anxiety and depression, however some people have a difficult time in managing it. As a result, here is a brief list of techniques that a person can use to help manage their most persistent fears and every day anxieties.

When facing a current or upcoming task that overwhelms you with a lot of anxiety, the first thing you can do is to divide the task into a series of smaller steps. Completing these smaller tasks one at a time will make the stress more manageable and increases your chances of success.

Sometimes we get stressed out when everything happens all at once. When this happens, a person should take a deep breath and try to find something to do for a few minutes to get their mind off of the problem. A person could get some fresh air, listen to some music, or do an activity that will give them a fresh perspective on things.

A person should visualize a red stop sign in their mind when they encounter a fear provoking thought. When the negative thought comes, a person should think of a red stop sign that serves as a reminder to stop focusing on that thought and to think of something else. A person can then try to think of something positive to replace the negative thought.

Another technique that is very helpful is to have a small notebook of positive statements that makes you feel good. Whenever you come across an affirmation that makes you feel good, write it down in a small notebook that you can carry around with you in your pocket. Whenever you feel depressed or frustrated, open up your small notebook and read those statements. This will help to manage your negative thinking.

Learn to take it one day at a time. Instead of worrying about how you will get through the rest of the week, try to focus on today. Each day can provide us with different opportunities to learn new things and that includes learning how to deal with your problems. You never know when the answers you are looking for will come to your doorstep. We may be ninety-nine percent correct in predicting the future, but all it takes is for that one percent to make a world of difference.

Take advantage of the help that is available around you. If possible, talk to a professional who can help you manage your depression and anxieties. They will be able to provide you with additional advice and insights on how to deal with your current problem. By talking to a professional, a person will be helping themselves in the long run because they will become better able to deal with their problems in the future. Remember that it never hurts to ask for help.

Dealing with our persistent fears is not easy. Remember that all you can do is to do your best each day, hope for the best, and take things in stride. Patience, persistence, education, and being committed in trying to solve your problem will go along way in fixing your problems. ★

Attention School Counselors and Transfer Counselors!

You are Invited to a Counselor Tour Program

The Western New York Consortium of Higher Education announces that they will be hosting a Counselor Tour Program May 1-4, 2011.

- See and experience campus dynamics,
- Interact with and become inspired by students,
- Take in some sights and photograph some memories,
- Make new friends, and so much more.

Coming to the Western New York area, it is anticipated that approximately 40 high school and college counselors will be visiting their campuses. During this four-day adventure, counselors will have the opportunity to tour ten colleges and universities of Western New York, including:

- Alfred State College
- Buffalo State College
- Canisius College
- Daemen College
- D'Youville College
- SUNY Fredonia
- Medaille College
- Niagara University
- St. Bonaventure University
- University at Buffalo

Sign up and become part of the excitement!

Registration materials are available at: www.daemen.edu/admissions/collegetour. Contact Deborah Goodrich at (607) 587-4215 or goodridj@alfredstate.edu for further details. ★

Government Relations

By Michael Courtney- Associate Director of College Counseling- SAR High School

This past December, members of the NYSACAC Government Relations Committee convened to participate in the annual rolodex project. NACAC encourages affiliates to reach out to state officials each year to get our name in their “rolodex” and on their mind. NYSACAC reached out in the holiday season. This included sending out personal holiday cards to each New York State Senator and Assemblymember, along with a letter introducing the role of NYSACAC and a few of our organization’s pertinent goals. With educational funding being a hot topic in Albany, it was imperative that the body of the letter included references to educational access through programs such as the Tuition Assistance Program (TAP), the Higher Education Opportunity Program (HEOP), EOP, SEEK, and Liberty Partnerships Program. The personalized holiday cards reiterated our desire for state officials to consider access to higher education in the state’s budgeting.

The next initiative for the Government Relations Committee is the February 8th, 2011 Legislative Advocacy Day in Albany. During this exciting event, members of NYSACAC will have the opportunity to lobby state officials on behalf of higher education initiatives. As has been the case in previous years, the day is expected to be frenetic and productive, with professionals who are passionate about education having the opportunity to interact with their state representatives. For more information about the program or to join the efforts of the Government Relations committee, please contact us at government.relations@nysacac.org. ★

2011 Spring National College Fairs

Buffalo Niagara College Fair
Buffalo Niagara Convention Center

Buffalo, NY

Tuesday, March 29, 2011 from 9:00am to 12:00pm and from 6:00pm to 8:30pm

Wednesday, March 30, 2011 from 9:00am to 12:00pm

Rochester National College Fair
Rochester Riverside Convention Center

Rochester, NY

Friday, April 1, 2011 from 9:00am to 12:00pm

Saturday, April 2, 2011 from 1:00pm to 4:00pm

Syracuse National College Fair
The New York State Fairgrounds

Syracuse, NY

Sunday, April 3, 2011 from 1:00pm to 4:00pm

Monday, April 4, 2011 from 9:00am to 1:00pm

New York City National College Fair
Jacob K. Javits Convention Center

New York, NY

Sunday, April 10, 2010 from 11:00am to 4:00pm

Before students attend the fair, encourage them to visit www.gotomyncf.com to receive a personalized barcode with their contact and academic information that they can print and bring along with them. When colleges and universities scan their barcode, they retrieve the information and are able to follow up with students after the fair. This saves the students the time of filling out the individual information cards, thus allowing them to visit more booths during their time at the fairs.

Please visit www.nacacnet.org/fairs for additional information! ★

Book Review

Review of Debt-Free U

By Eric Neutuch- Manhattan Educational Opportunity Center

Review of *Debt-Free U: How I Paid for an Outstanding College Education Without Loans, Scholarships, or Mooching Off My Parents* by Zac Bissonnette

NYSACAC NEWSLETTER Winter 2011

It's hard to treat *Debt-Free U* seriously at first. Its author, Zac Bissonnette, is a twenty-year old college student, and he's pictured on the book's cover wearing a tight University of Massachusetts t-shirt with a ridiculous come-hither grin. But it would be wrong to dismiss the book, which offers expert personal finance advice and insightful commentary on the escalating student debt crisis.

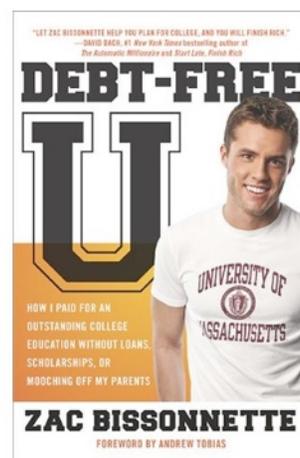
Bissonnette will graduate this spring from UMass debt-free thanks to new media gigs at AOL Finance and The Daily Beast that he parlayed into a book deal. Not every student can finance college in the same way. Two-thirds of college students graduate with debt, which is an increase from 32 percent in 1993. According to the Project on Student Debt, class of 2009 college grads left campus with an average of \$24,000 in debt, proving that students drink loans faster than they do tequila shots.

"I can kiss my dreams of saving money for a car, a house, even having children by the time I am 40 years old goodbye," writes a private college graduate burdened with \$43,000 in student loans. Bissonnette recounts debt-ridden students' problems of constrained career options, money anxiety, and default risk. "I live with roommates, I rarely go out, and I agonize over every single financial decision...And I didn't even go to graduate school!" continues the private college graduate.

To avoid debt or at least large amounts of it, Bissonnette exhorts middle-income students to attend large public universities, especially the state flagships, rather than mortgage themselves to attend expensive private institutions. That's what Bissonnette did, choosing the honors program at UMass over more "prestigious" private colleges. The large publics offer students the opportunity to benefit from subsidies borne by state taxpayers while still providing the opportunity for the mythical college experience. The return-on-investment value is just too good to pass up, Bissonnette argues. He reserves private colleges for two types of students: (1) affluent students and (2) high-achieving low-income students able to capitalize on no-loan policies offered at places like Princeton and Penn.

Bissonnette's advice makes a lot of sense, so why do so many students and parents act contrary to it? Bissonnette argues that guidance counselors, college admission officers, financial aid officers, and the media, especially *U.S. News & World Report*, overstate the benefits of private colleges and minimize the risks of debt. He contends that guidance counselors present debt as a minor post-graduation inconvenience, and he tears into them for their lack of financial planning knowledge. As for college admission and financial aid officers, Bissonnette says that they have "far more in common with car salesman than with the world of academia they are ostensibly part of." According to Bissonnette, the idea that "educational debt is good debt" is still wrongly propagated by the college admissions industrial complex. He says that it is increasingly untrue, as college debt is incredibly easy to generate while finding a good post-graduation job is not.

Bissonnette's attack on the college admissions industrial complex is done so irreverently and with such an entertaining sense of humor that you forget that he's hammering the professions that we in NYSACAC inhabit. A hard part of Bissonnette's critique is that its author is not yet a college graduate, though he's right that the college admissions community needs to stop perpetuating the student debt bonanza. ★





Stay informed through NYSACAC's Facebook page to receive news and information related to members.

<http://www.facebook.com/nysacac>

Would you like to be a committee member?

Involvement in the committee planning process can be a fun and rewarding way to develop professional skills. The organization is always open to new members on our various committees. If you have an interest in being a leader, join one of our committees today.

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ARTICLE SUBMISSIONS

Articles submitted for consideration for publication should be concise. Articles may be edited. Please include contact information of persons mentioned in articles, as well as the contact information of person(s) submitting articles. Email submissions to newsletter@nysacac.org.



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