

WACAC Connection

Western Association of College Admission Counseling

Winter 2009/2010



A chartered affiliate of the National Association of College Admission Counseling

Connecting people, Changing lives

Message from the President Elect

Come Together for the WACAC Annual Conference at USF, June 9-11

Katy Murphy

WACAC President Elect

Director of College Counseling, Bellarmine College Preparatory

With the year we have been facing in our colleges and schools and with the students and families we serve, we could use some time together! Join your colleagues in learning new strategies and tactics to make our jobs easier and assist our staffs and students.

Where? In the center of one of the most beautiful cities in the world, the University of San Francisco!

When? Just 42 years after the Summer of Love! June 9 – 11th, 2010

What? So many things . . . but here are just a few:

- IDEA Conference on Wednesday morning

- Preconference Workshops for experi-

enced and new professionals on Wednesday morning

- Opening and Welcome on Wednesday to Celebrate Each Other

- Eight session segments over the three days

- Local Counselors' and First Timers' Session on Thursday morning

- Dedicated Session Time for Deans & Directors, Independent Counselors, Transfer Center Counselors, and Admission Professionals with 2 – 4 years of experience

- Essay Scholarship Contest Winner Presentations from students in San Francisco writing about their counselors

- Friday Super Session on "The State of

College Admissions Revisited" with speakers from the UC, CSU, Community Colleges and Private Universities

- The Return of the "Modern" WACAC Olympics!

Want More Information? The invitation with details, including titles of sessions, will be mailed in late February, and posted on the WACAC Website.

Interested in a scholarship to attend? Watch for information in the invitation or contact Joan Jaffe at Mills College: joanj@mills.edu

Want to Volunteer to help with the Conference? Contact Katy Murphy at Bellarmine College Preparatory: kmurphy@bcp.org

We look forward to seeing you there!

Information on how a Gap Year can be Helpful

Kristin White

Author, "The Complete Guide to the Gap Year: The Best Things To Do Between High School and College"

Do you know a student who gets top grades but seems bored and uninspired at school? Do you know a young person who gets excited when given the opportunity to learn experientially?

Many high school graduates are at the point in their lives where they want to explore a passion, help a cause, or live within another culture. The gap year is an interlude between high school and college which can invigorate a young person and get him/her ready to succeed in college and in life.

Most guidance counselors know something about the gap year, or have perhaps worked with a student who has gone on a gap year. My research has brought out a few facts which might be new or interesting information for you.

•The gap year does not have to be expensive. And in fact, for thousands of students, it is entirely free. Students who spend their

gap year with AmeriCorps or other select government agencies receive not only a free program, but also a stipend and a college tuition bonus of \$4,750, which is then doubled by many universities. Bentley College and Dickinson College offer large financial incentives to students who complete a year of service prior to enrolling. Students are able to use their federal financial aid to cover tuition and airfare for select overseas gap year programs.

There are also innovative, new gap year programs which have the private support that enables them to offer full scholarships to select low-income students. And finally, many hard-working students have funded their own travels and program fees by working for the first part of the year... Very often, the working block of the gap year is the one which students cite as having affected them the most.

•Students can apply to college from their gap year: Of course the safest route is for the student to get accepted at his/her college of choice, and then defer his/her admission to go on a gap year. But things don't always work out so smoothly. Students who are not happy with their college acceptances, for whatever reason, can start the process again. Those attending "post graduate year" or other academic gap year programs will get the added opportunity to improve their grades and test scores.

•The gap year does not have to involve travel or volunteering. There is a gap year program for just about any interest a student has. Independent-minded students forgo structured programs and use the time to work on an invention, join a political campaign, write a novel, or study music. There are gap year programs which focus on such

varied subjects as oceanography, sailing, sports, art, or archeology; there is even a program on the art of being a DJ!

•All types of students can benefit from a gap year. There are some people who think that a gap year is targeted to young people who haven't been successful academically, and there are others who think the gap year is mainly for Ivy Leaguers or for brilliant and creative types. In fact, the gap year is truly for all types of learners. Students often find their passion on a gap year, or they remember how to love learning again--new ideas which will help them make a great transition to college life.

Kristin White is the author of "The Complete Guide to the Gap Year: The Best Things To Do Between High School and College" published by Jossey Bass, an imprint of John E. Wiley. Contact info at: www.completegapyearguide.com

Spotlight on Summer Search: WACAC Diversity, Equity and Access Grant 2009 Awardee

*Joni Bissell
College Director, Summer Search*

Yesterday afternoon, a group of six Summer Search students were clustered around two new computers in our San Francisco office. These computers are the centerpiece of our college and student area and are the direct result of the WACAC and Diversity, Equity and Access (DEA) grant award. This award also enabled us to purchase computers for the North Bay and Silicon Valley office.

Summer Search is a transformative and comprehensive program that gives students the inspiration, knowledge, and skills necessary to unlock their potential, achieve academic and professional success, and become positive lead-

ers within their communities.

Summer Search was founded in 1990, by Linda Mornell. Initially operating in San Francisco, the North Bay region of San Francisco, and Boston, Summer Search has grown to serve 955 current high school students and more than 1,700 alumni. Over the past five years, four new program sites have been launched in New York City, Seattle, Silicon Valley, and Philadelphia.

The mission of Summer Search is to find resilient low-income high school students and inspire them to become responsible and altruistic leaders by providing year-round mentoring, life-changing summer

experiences, college advising, and a lasting support network.

During high school, each Summer Search student receives a full scholarship to participate in two summer trips designed to broaden their world and potential. Students have access to ongoing and individualized college advising support, as well as workshops designed to prepare them for college. This is critical as the majority of our students are first-generation college students.

Not only are we pleased to receive the monetary award, we were also pleased to present our program through the DEA committee at WACAC this summer and to share with so many others

the principles of Diversity, Equity and Access for students such as the Summer Search population.

As an exciting footnote, those six students left the work area after an hour to head to a private event with President Barak Obama in San Francisco that evening!

Summer Search is very proud and grateful to be a 2009 DEA Grant Recipient and we encourage others to apply to the Diversity, Equity and Access Grant program!!

Additional information about Summer Search can be found at www.summersearch.org and if you have any questions, you can reach Joni Bissell at 415.362.0500.

Thank you!

WACAC Connection Volunteers for December 2009

Patty Avila-Porter, Truckee Meadows Community College (NV)
Stacie Lyans, Humboldt State University (CA)
Eric Seif, Retired Counselor, Bishop Gorman High School (NV)
Jennifer Mandel, College Right (CA)
Christine Hill, Whittier College (CA)
Candyce Coleman, University of La Verne (CA)
Teri Lewallen, Palos Verdes Peninsula High School (CA)



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Submission of articles, photographs, letters, and announcements of interest to the members of the Western Association of College Admission Counseling are always welcome.

From Combat to College: Veterans as Agents of Change in the College Campus Community

Robert Hernandez
Director, Veterans Upward Bound Program

Veterans Upward Bound at Truckee Meadows Community College (TMCC) in Reno Nevada was selected by a competitive process to present a breakout session at the September 18, 2009 Northern Nevada Human Resources Association 7th Annual Diversity Conference, whose theme was “Diversity: Now More Than Ever.”

Susan Thomasson, Program Counselor, and Nanci Fowler, Special Projects Assistant, examined the role of veterans as agents of change from several different perspectives. First, they looked backward at the history and impacts of the GI Bill of 1944 to appreciate the potential of returning veterans to change not only the entire higher education system, but the very fabric of American society as a whole. They discussed how recruitment practices have influenced the make-up of the

military, and addressed the impacts of fighting the Global War on Terror. Both of these factors will significantly affect the cohorts of returning veterans we will be serving. They then presented a detailed and comprehensive description of how we at TMCC Veterans Upward Bound are successfully helping veterans thrive in college.

The 1944 GI Bill contributed more than any other program in history to the welfare of veterans and their families. College enrollments increased by 70% over pre-war levels. Seven million veterans took advantage of education and training. In higher education restrictions against Jews and Catholics were dropped, thousands of African Americans attended previously white universities and the large number of disabled veterans on campuses raised the general awareness of disability issues and

increased the demand for special services. Thousands of African Americans and whites joined the middle class. Children of these vets didn't wonder if they would go to college, but where they would go to college.

Today with two million veterans returning from the Global War on Terror higher education is set to experience a similar phenomenon. The Post-9/11 Veterans Assistance Act of 2008 will provide benefits at a level not known since the 1944 GI Bill. In addition, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA) has removed barriers to campus accommodation for many disabilities, especially psychological and cognitive disabilities. There is currently no one reliable source for the percentage of returning veterans headed for higher education who may be individuals with disabilities, however,

an estimate of 40% is not considered unreasonable.

This year TMCC Veterans Upward Bound is celebrating 20 years of helping vets successfully transition from the structured environment of combat to the independence expected on college campuses. We recognize the strengths that students with military experience bring to campus, and also the attributes of combat training and reactions that do not translate very well into the classroom. We know how to involve students immediately, taking advantage of their initial motivation and how to keep them involved through the co-creation of an individual career plan, showing them how to “do” college, preparing them academically in math and English, teaching them study skills and computer basics. We not

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only focus on academic integration, but also social integration at well, by providing a welcoming physical environment and class structure which fosters cooperative learning, networking, socializing, informal peer counseling and, ultimately results in increased retention. Our statistics (2007-2008) bear this out: 80% of participants completed VUB or were retained in the program. 73% of participants were enrolled in postsecondary education by the fall term following completion of VUB. 61% of participants who were enrolled in postsecondary education were retained for the 2nd academic year.

Veterans Upward Bound programs specialize in assisting veterans transition from soldier to civilian to student. Now more than ever, we will be able to use our unique and innovative services to help these veterans get back to school. For more information on the Veterans Upward Bound Program at Truckee Meadows Community College visit: <http://www.tmcc.edu/veterans/upward-bound/>

Using Online Student Feedback in the College Selection Process

Emily Goll
Guide to Online Schools

The task of picking a college can be difficult and frustrating. Most college guides feature content that is provided by the school itself, leaving potential students with a biased view of the university or program in question. Luckily, there is an alternative. For those students interested in getting a more authentic review of the colleges they want to research, student reviews and testimonials are excellent sources of information.

Today, dozens of websites provide places for current students and alumni to post their thoughts and opinions about their colleges. These reviews are not censored or fabricated and can truly shed light on an institution.

Keep in mind, however, that these reviews are *opinions*. Remind your students to not take everything at face value, or base their decision entirely on internet rants.

It is important to supplement these websites with extensive research on things such as what majors are offered at each college, financial aid options, and the accreditation status of the school.

The following sites are the top college review sites currently available on the web. That said, these review sites can offer you great insight into any education institution. Don't miss out!

•**Guide to Online Schools:** Guide to Online Schools caters specifically to distance learning programs. Currently, it is one of the only sites on the web that reviews online schools since the online school phenomenon is still relatively new. This can be very useful for working professionals and parents seeking to increase their level of education.

•**Unigo:** Unigo has reviews for hundreds of colleges in the United States. The reviews tend to be well-written and quite informative. The site is also easy to navigate with a search

bar in the review section. Students love how straight forward and fun the college reviews are to read.

•**StuVu:** StuVu has an extensive listing of schools and programs. It offers information on each college, including average SAT and ACT scores, financial aid options, and the programs and majors offered at the school. Unfortunately, many schools do not yet have student reviews, but StuVu is acquiring more every day.

•**Rate My Professors:** Although this site doesn't offer school reviews, it does offer a large amount of professor reviews. Reading up on the professors of the schools a student is considering is a great way to find out if they would be happy in the learning environment provided. Pay most attention to professors in the student's desired major.

The Current Status of Independent Counseling

Jane McClure

Educational Consultant, McClure Mallory & Baron

When I first became an independent counselor in 1983 there were just a handful of us. Really! That's not an exaggeration. It was a much more prevalent profession on the East Coast, but here in the West, the concept of working with a college counselor outside of the school was new. There was a need, however, because Proposition 13 was having a big impact on public schools, and districts were being forced to cut back on the number of counselors, school psychologists, librarians, etc. As the counselor to student ratio steadily increased, counselors in many public schools had less and less time to do college counseling.

Another aspect that is significant to independent counseling history is that we weren't very well received in the profession in those days. If you were a new school counselor, you automatically had credibility because you had been hired by a public or private institution. If you were an independent counselor, you had to PROVE yourself

in order to gain credibility. In fact, independent counselors were, for the most part, automatically suspect UNTIL they proved that they knew what they were doing and that they weren't in this profession only to make money off the backs of unsuspecting families.

What a difference 26 years make! Yes, that's a long time, but fortunately many of the misunderstandings about independent counselors no longer exist. The most significant change, however, is in the sheer number of educational consultants, as we are more often called. How has that happened? I think there are many reasons; here a couple of them.

First of all, it can be a wonderful career if prepared for and undertaken in a professional manner. It can also APPEAR to be fun and easy to get into, since no licensure or specific training is required. Some parents who helped a son or daughter go through the application process felt that they were now "experts."

Secondly, certificate programs began to be

offered through UC Extension at various campuses. I taught for many years in the program offered through UC Berkeley Extension. The curriculum was originally designed for school counselors because there weren't any courses on college counseling in most school counseling graduate programs. In the early years (late 80s and early 90s), it was primarily school counselors who took these certificate programs. This is no longer the case. Now, most of the participants want to be independent counselors and most have never worked in a school or college admission office.

At last spring's WACAC Conference, I was moderator for the Educational Consultants Peer-to-Peer session. The room was packed; there must have been 80 to 100 people there. As we went around the room, the great majority had been doing independent counseling between two and five years. Some had worked in schools before that; many had not. There were many issues that people

wanted to discuss, but the first topic of concern was how to have a viable practice, financially, in the current struggling economy. Ironically, there are currently a very large number of independent counselors at a time when so many people are out of work and struggling financially.

While it used to be rare for independent counselors to hold a leadership position, or even to be very involved, in WACAC, this is certainly no longer the case. Independent counselors serve as WACAC Executive Board members, assembly delegates, and committee chairs. Independent counselors across the country have run for NACAC Board members, too. None have been elected yet, but I imagine it will happen one of these days. I think we still have to earn credibility among those in our profession who work for institutions, but our participation in workshops, involvement on committees, attendance at conferences, etc., is welcomed, even en-

couraged. We can no longer complain about being treated as second class citizens. There are even sessions geared specifically toward independent counselors/educational consultants at WACAC sponsored workshops and at the annual conference.

I have just completed my 26th year as an independent counselor. It has been, and continues to be, a wonderful career. I had six years of experience working in a school before becoming an independent and I also have a Master of Arts in Counseling and a Pupil Personnel Services credential. This background helped me enormously as I made the transition to independent counseling, and I use my counseling skills every day. Perhaps I am old fashioned, but I still think the most successful independent counselors are likely to be those that prepare themselves thoroughly before entering this challenging profession.

Case Study for Further Discussion

The following case study is for your reading “enjoyment” and discussion among your colleagues. If you want to report a possible SPGP violation, or have ethical college admissions questions, please contact the WACAC Admission Practices Committee.

*Rebecca Wandro
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Laura is in the middle of her very first college interview. She’s a little nervous but overall feels it’s going pretty well. The Assistant Dean who is interviewing her graduated from the college a couple of years ago and he is very easy to talk with.

When he asks Laura about her grades, and particularly about a substantial dip in her grades during her sophomore year, Laura gets a bit flustered.

“Well, um, I sort of wasn’t really in school for a while—but I still took some courses and got all the work done.

My grades were lots better last year and I’m looking forward to my senior year starting in a couple of weeks.”

When the Assistant Dean asks Laura if she can explain any further, Laura tells him she was in a residential treatment facility being treated for depression. “But my counselor and I agree I’m really doing much better now. What’s your English Department like?”

Laura’s parents are horrified to learn from their daughter that she discussed her hospitalization with the admission officer and immediately send a letter to

the college counselor demanding that no information be revealed to any college concerning their daughter’s treatment.

Meanwhile, the Assistant Dean calls the counselor and says “I don’t know if I can ask this question about Laura—.”

“Good,” says the counselor, “Because I don’t think I can answer it.”

But the Dean wants to know and the counselor thinks he should know.

What are they to do?



ALERT: WACAC 2010 Spring College Fairs

Registration begins in January 2010

Saturday, May 1
Fresno State
Sunday May 2
University of the Pacific
Monday, May 3
Folsom High School
Tuesday, May 4
Sonoma State

Wednesday, May 5
Dominican University
Thursday May 6
Mission College
Friday, May 7
CSU East Bay
Saturday, May 8
St. Mary's College

New to Fairs This Year

Rose Greeff

*WACAC College Fair Committee Chair
California State University, East Bay*

LEAD|RETRIEVALS: Technology Resource Corporation has more than 20 years of experience helping tens of thousands of exhibitors not only collect, but manage qualified student leads. Their sophisticated and reliable systems supported by experienced professionals give you the up-to-the-minute information you need to make every college fair a success.

The lead retrievals were first used at the WACAC Reno College Fair in November 2009 with great success and WACAC plans to offer the lead retrievals at the Spring College Fairs for a small fee of \$40.00 when you sign up to attend the college fair. The price will go up slightly at each fair

by \$10.00 if you decide at the last minute to use one.

Within approximately two working days after the fair TRC will send you an excel spreadsheet with all your student contact leads so make sure your email is correct when you sign up for each WACAC College fair.

Students will also be able to register ahead of time so when they show up to the college fair each student will have their information already loaded into the system so all you need to do is scan their form. Computers will be available at each site for on site student registration.

See you at the WACAC College Spring Fairs!

2009 Reno College Fair

Loren Cowen

*WACAC Reno College Fair Co-Chair
Counselor, Reno High School*

This year was the most successful thus far for the Reno College Fair. For 2009 the college fair returned to the University of Nevada, Reno campus this year in a new location called the Joe Crowley Student Union which offered great facilities and wonderful view of the Sierra's. In previous years it had been held in a casino and convention setting and we hope to use this venue again for many more years to come.

This was the first year that scanners and student scan codes were used for a WACAC college fair and the Reno College Fair was the first site to use them. Based on feedback from both students and college representatives, the majority felt that the use of the scanners were very beneficial. We had over 1,200 students sign up and register their information online prior to the fair. Though a portion of these students had to re-register their information at the fair, we had more than 1,400 total students register either online

prior to the date of the fair or on the actual day of the event. College representatives were able to conduct 5,275 individual scans which meant that each student scanned visited 5-7 University and/or Colleges while at the fair.

The fair also had 8 new Colleges represented this year, with a total of 80 individual Universities and Colleges participating in the fair. College representative noted that each year the WACAC Reno College Fair grows larger and that this year was best attended yet by prospective students. Most of the representatives gave away all their materials and were very pleased with the quality of the students and the questions they posed when they visited their tables.

The Fair was open to students and parents at 12:00 and closed at 4:00. Students and parents were still walking through the door at 4:00. In the first hour alone we had upwards of 1,300 attendees (students, parents,

friends and family members) enter the college fair. We had roughly 2500 in total attendance for the WACAC Reno College Fair.

The three presentations conducted during the fair (financial aid and college life 101) were well attended. The theater was filled to capacity in each of the presentations and some had to be turned away because there was no more room for attendees to sit and listen. Plans are now being made to allow for more presentations so we do not have to turn away students or parents for the next fair.

Overall, the WACAC – Reno College Fair was very successful. We had the most students and families attend this year's fair. The new venue was terrific and we believe that the use of the TRC scanners was a great addition to this year. We look forward to continued growth and success at UNR's Joe Crowley Student Union. With a few adjustments, next year's fair will be an even greater success.

A Vignette from a College Center

Terri Lewallen

WACAC Assembly Delegate

Palos Verdes Peninsula High School

When our school first began Naviance usage, our counseling department teamed up to get everyone on board. This collaborative effort put me behind a bit on a few mailings. I was able to finally get all 1200 envelopes stuffed and ready for delivery to the post office and I arrived at 4:30 to meet the 5:00 pm closing deadline. Yes! I did it!

With a smile I handed the postal worker 3 bags filled with envelopes ready to be stamped. She then handed me 1200 stamps. Surprised I responded, "Oops ... you don't send these through the meter?"

She responded, "No, dear. You hand stamp."

I responded, "I do hope these aren't the licking stamps." Fortunately they were "sticker" stamps.

I took a deep breath and thought to myself, "I will probably miss my 5:00 deadline but I'll just do what I can do." I started stamping the envelopes.

A woman approached me and said, "I overheard your joy that these are not 'lick-

ing' stamps. I have two children in the car and we would like to help you." I gratefully accepted.

Two of my students entered the post office and said they had heard me speak that morning in 2 of the 4 presentations I had made. The young lady said, "Mrs. L., I was so inspired this morning by what you said and now I can do something to give back. Thanks." I was thrilled.

The young man then said, "I appreciate all the things you do and I loved what you had to say this morning. I'm so glad to help." Yes, I was happy.

We had two students, the mom, and myself positioned at the work-station busily "stamping" the 1200 envelopes. People walked in, greeted us and we smiled.

One man said, "What are you doing?" We explained and he said, "You know I have a son back East who needs to think about college and I am going to have to decide where my daughter will attend high school so I'll help you." As our assembly line had grown

to 5, I found myself doing public relations and college counseling in the post office.

Everyone entering the post office greeted us and commented about our school and hard work. At 4:55 we completed the task. I handed over the 1200 stamped envelopes.

The postal worker said, "That was amazing. I've never seen anything quite like that."

I thanked my helpers and said to the man, "You can see that the Peninsula family works together very well. We hope your daughter will choose to come to our school. When does she need to decide?"

He responded, "She is in second grade and I feel much better about the decision now." I guess it's never too early to start and wherever you go you just never know whom you will meet ...

The Hesburgh Philosophy: We are all ambassadors everywhere we go every moment of our lives. Each moment affords you opportunities. You decide how you will react.

WACAC Announces Three Professional Development Opportunities in the Coming Year

Share, Learn and Connect . . . Friday, January 29th at American Jewish University (Registration currently open)

This is a one-day workshop for high school, community college counselors and independent advisors. This event will include a UC/CSU/CC update in addition to approximately 20 other workshops.

Registration Information is currently open and is on the WACAC Website.

Share, Learn and Connect . . . Thursday, March 11th at Dominican University in San Rafael

This is a one-day workshop for high school, community college counselors and independent advisors. This one-day event will include a UC/CSU/CC update in addition to approximately 20 other workshops.

Registration Information will appear on the WACAC Website in early February.

Share, Learn and Connect . . . Thursday, March 18th at Sacramento State University.

This is a one-day workshop for high school, community college counselors and independent advisors. This one-day event will include a UC/CSU/CC update in addition to approximately 11 other workshops.

Registration Information will appear on the WACAC Website in early February.

Summer Counselor College Tours are returning! Information will be appearing soon.

The WACAC Annual Conference: COME TOGETHER . . . June 9 – 11 at the University of San Francisco

The annual three-day conference should prove to be valuable for anyone working with students who are in the transition from High School to college; community or four-year institutions.

Experienced and knowledgeable speakers will offer pre-conference sessions on working with diverse populations, testing, and other topics. Approximately 60 professional sessions will be offered.

The program will conclude with "The State of College Admissions Revisited."

Note: Proposals for Sessions are due on December 18th! See the WACAC website.

Registration Information will appear on the WACAC Website in late February.

Share, Learn and Connect . . . In San Diego, the date and location to be announced.

WACAC will no longer be offering a Share, Learn and Connect in Orange County, but instead will be co-sponsoring the Orange County College Counselor Program on January 29th with The College Authority and Chapman University. Invitations will be sent shortly to Orange County area counselors.

For more information please contact Bill Rubin at the colleg-eauthority@gmail.com.

WACAC Toolkit available online. . . Counselors encouraged to contribute.

Last year, the WACAC Professional Development Committee re-organized and expanded the WACAC Toolkit. This online resource was developed to provide information, sample forms, and other resources to help new and continuing high school counselors build and maintain their college counseling programs. The new and improved website, launched at the 2009 WACAC Conference, continues to grow in content and number of users.

The success of the WACAC Toolkit has

sparked a new idea to expand its content on the college side. The college-side Toolkit will cover everything from recruitment and file review to office programs (i.e. Alumni Volunteer program) and daily office tasks. Examples of documents might include a presentation on the college application process, a file decoding of club acronyms, a sample evaluation form for college fairs, and a list of tips for researching schools.

College admission counselors willing to contribute ideas or documents should please email Anne Aubert-Santelli at aubertsa@usc.edu.

West Preparatory: A Story of Transformation

*Dr. Mike Barton
Principle, West Preparatory*

Transforming the “worst performing school in Nevada” to a school where all students are expected to attend college required a dedicated team of professionals and outside-the-box thinking. West Prep, a school located in Las Vegas, once experienced low test score performance

and minimal student aspirations to attend a four-year college or university.

Additionally, the school was once a middle school campus. As a result of relationship building with students, intensive college counseling, and a sweeping change to create a K-12 campus, students

at West Prep now aspire to gain entrance to some of the best colleges and universities in the country.

David Webb, the college counselor at the school, strives to ensure that all high school students get to college and obtain scholarships. “Our students are motivated

and willing to do what it takes academically to get to college,” stated Webb. “We have created a brain gain in a once struggling area of Las Vegas.”

The inaugural graduation at West Prep will occur on June 2, 2010. The 40 seniors all plan to attend a higher education institution.

Visit our website: www.wacac.org

2009-2010 WACAC Executive Board

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		<p>Terri Lewallen Palos Verdes Peninsula High School (CA)</p>	<p>Administrative Assistant Deanna Kilgour admin@wacac.org</p>