



## Message from the President

By David Coates

President, NYSACAC

School Counselor, Kenmore East High School

It is hard to believe May 1<sup>st</sup> has come and gone - where *did* the year go? It seems like just yesterday that we were at Ithaca College watching fireworks light up the sky over the lake, and here we are in the final preparation stage for another great conference at Canisius College. As president, it is time to reflect on all we accomplished during this past year. Your executive board had an ambitious agenda for the 2012-13 school year and they worked hard to accomplish the goals established at our retreat in August at Marist College.

In the fall, LIU Post hosted our first Student Leaders in Admissions Forum. The forum was well received and we plan on holding two such forums in different parts of the state next fall. At the Denver NACAC conference in October, our Government Relations Committee hosted a timely and informative session on the 2012 presidential election. In the late fall, the first of our highly acclaimed newsletters was produced. What distinguishes this publication is that not only do the newsletters keep our members abreast of what NYSACAC is doing, but are also full of professional development articles to help educate the practitioners in the field. In early winter, the executive board held its first mini-retreat to help gear up for all the incredible programs we host in the spring and summer. In mid-December we partnered with NACAC in hosting two "Taking College by Storm" programs in the New York City and Long Island areas to help families impacted by Super Storm Sandy with their college applications.

We had another successful Legislative Advocacy Day, meeting with state representatives in Albany, in early February. Our winter newsletter was published to rave reviews both regionally and nationally. In late spring, we held six regional forums across the state on "Working with Students with Special Needs." As we enter late spring, we are looking forward to our final newsletter of the year and, of course, our signature events: the Coming Together and Annual Conference at Canisius College during the first week of June.

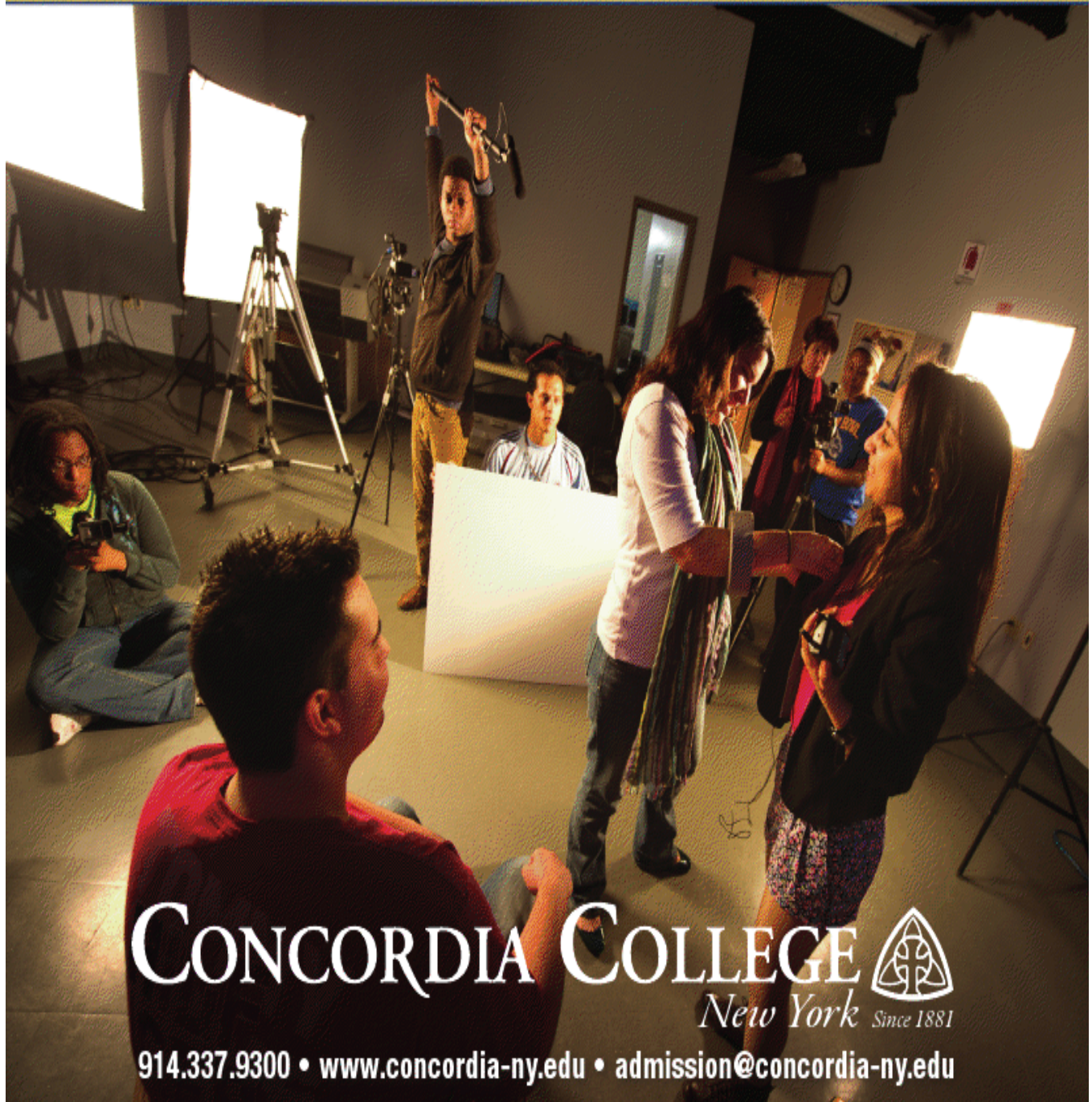
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## ***Message from the President, continued***

Prior to our conference, we will award our second annual NYSACAC scholarship to a deserving student who plans to attend a NYSACAC member college next fall. As we roll into summer, we keep the momentum going with our first annual Empire State College Tour for out-of-state counselors, two Camp College programs in July, and our Summer Institute in beautiful Saratoga Springs in early August.

In addition to all these amazing programs, your executive board also created a new membership pricing structure for CBO's that will take effect during the next membership cycle (September 1 – August 31). They also produced a new style guide, and Financial Policies and Procedures manual to guide our executive board in future years. The board is currently looking to update the NYSACAC logo and hopes to have a new design in place shortly. At the Annual Conference our members will be asked to vote on some bylaw changes that reflect all the current practices NYSACAC has adopted in the past few years. It is no wonder the year has flown by! These are only highlights; there were countless other projects and action items that board members worked on behind the scenes, moving us forward in our mission to serve the individuals who work in the college admissions profession throughout the year. You should be extremely proud of your board for all they have done this past year. Please thank them for their commitment to make NYSACAC stronger. It has truly been a privilege to lead this amazing group of people for the past year and I look forward to serving as the immediate-past president for the 2013-14 school year, under the leadership of Dr. Timothy Lee from the University at Albany.

**Sincerely,**

**David P. Coates**

**President, NYSACAC**



## **CBO Spotlight—Latinas Unidas Inc. By Daisy Algarind**

Founded in 2000 by Latinas Unidas Inc., the goal of Latinas Unidas is to offer scholarship monies as well as support to Latina women over the age of 25 who are considering returning to a traditional college or vocational/trade school. Many of these women are currently considered to be the “working poor.” While they do not earn enough to be self-sufficient, a high percentage do not qualify for public assistance. Some statistics to consider:

- Hispanics comprise 4% of the population in the seven-county area with females comprising 52% of the total population.
- Our community has greater than 50% of female head of households living below the self-sufficiency standard.

Latinas Unidas, Inc., provide adult Latinas the opportunity to gain additional skills that will lead to higher paying positions and thus improve their economic status and move them along the self-sufficiency continuum. Annual scholarships are awarded in November and recipients must be residents of the seven-county area surrounding Monroe County.

If your college is interested in recruiting our students or if you are interested in nominating a deserving Latina woman for this award, please contact Daisy Algarind at [Algarind@CityofRochester.gov](mailto:Algarind@CityofRochester.gov) or 585.256.8900.

***Submit your article, photographs, announcements and more to  
[newsletter@nysacac.org](mailto:newsletter@nysacac.org) for inclusion in the fall 2013 NYSACAC newsletter.***

## **School Counselor Interns Add Tremendous Value to the Education System**

**By Marsha Lenzi, School Counselor,  
Webster Schroeder High School**

We have all worked with or observed up-and-coming school counselors in our space, and I imagine we notice little bits of ourselves in them. I have always been sensitive to their newness, their bravado in the midst of chaos and their feelings of being forlorn and lost in a maze of questions like “why didn’t my professor tell me about the Regents math requirement for high school graduation” to the indubitable “what did I get myself into?” Overall, Webster Schroeder has welcomed and ‘graduated’ many successful counselor interns who left their mark on our school and our program. Since the construction of our Counseling Center two years ago, as a team we have evolved in knowing how to capitalize on their wealth of cutting-edge knowledge, positive spirit, and wholehearted eagerness to dive in. It took a bit of practice to learn how to manage them, body and soul, upon their arrival, just to make sure everyone is indeed better off when the semester is over. Here are some thoughts:

- Let them counsel - Take the very first complaint of longstanding professionals.... “never enough time”. Interns have the time. They have small caseloads and are eager to counsel.
- Believe in our protégés - Give them the confidence to make those phone calls, attend the meetings, and do the data collection and filing that we may dread. Know they had a small hand in preparing this new generation of educators.
- Give them work - Don’t forget, counselors are innate “helpers.” They were born wanting to make other people’s loads lighter. They can write a seminar as well as you, generate ideas for how to run awards nights, decorate bulletin boards and make posters, or gather data for a CSE packet.
- Give them their own space and computer – It is essential and uplifting to feeling part of the group, to feel needed, and almost semi-employed to be able to claim a desk and a wall space.
- Consult with them – the creativity of those on the precipice of starting a new career always amazes me. Our interns see things differently precisely because they came in through another door; they think outside of our stodgy boxes and most importantly they still believe, from the bottom of their hearts, that there is hope for all kids to become successful.
- Let them evaluate you– While breathing fresh air into a long running counseling center, it is the counselor interns who understand what might need ‘fixing.’ Let their ideas and enthusiasm become contagious.
- Listen to them - You are their best networking friend.
- Talk to them - Interns have counseling skills, they understand confidentiality, and they need to see things from a veterans’ point of view.

My guess (and every interns’ hope) is that within the next ten years there will be many job openings for school counselors. The counselors-in-training that I have worked with give me faith in the future of this profession. Even with all of the technological developments that have taken place in the past few years (and those yet to come), it sure is nice to know that there will always be a compassionate, caring school counselor down the hall who is ready and willing to help and listen. Plus, it’s rewarding for those of us nearing retirement to know we had a small hand in preparing this new generation of educators.

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Matt Lamb, senior, Buffalo NY

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If you have any questions regarding Camp College, please contact Co-Directors Douglas McNabb at [mcnabb@stjohns.edu](mailto:mcnabb@stjohns.edu) or Marie Nocella at [mnocella@siena.edu](mailto:mnocella@siena.edu). If you are interested in becoming a Camp College Mentor OR you would like to chaperone students to attend Camp College, applications are now live at [www.nysacac.org/campcollege](http://www.nysacac.org/campcollege).

Please contact Tim Matthews at [trm7@buffalo.edu](mailto:trm7@buffalo.edu) with any questions.



## National TRiO Day

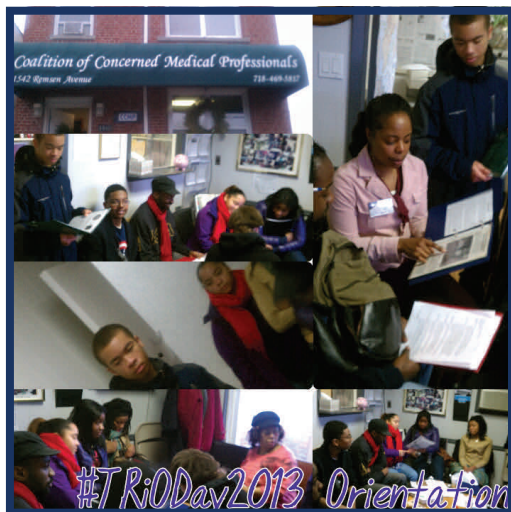
By Nicole Fennel

Pre-college counselor,  
Brooklyn College

For over 40 years, TRiO programs have assisted millions of low-income and potentially first generation American college students. TRiO Programs include Educational Talent Search, Upward Bound, Upward Bound Math & Science, Veterans Upward Bound, Educational Opportunity Center, Student Support Services and Ronald E McNair post Baccalaureate programs. There are about 50 TRiO programs in NYC Metro area providing free college preparatory, baccalaureate and graduate support services for roughly 5,000 students.

According to the 1986 Congressional resolution, National TRiO Day is meant to focus the nation's "attention on the needs of disadvantaged young people and adults aspiring to improve their lives, to the necessary investment if they are to become contributing citizens of the country, and to the talent which will be wasted if that investment is not made." TRiO Day has been proclaimed a National Day of Service. We encourage programs to perform some sort of community service-as a way for TRiO to give back to their community and say thank you for its support.

The Brooklyn College Educational Talent Search Program gave back to those affected by Super Storm Hurricane Sandy on Saturday February 23, 2013 (National TRiO day) in Canarsie, Brooklyn, New York. The program partnered with the Coalition of Concerned Medical Professionals (CCMP) canvassing the neighborhood, knocking on doors inquiring how residents were affected and providing benefit request forms for aid and support. Students analyzed the data collected and provided recommendations for future canvassing events.



L-R: Tri-State Administrator Robert James, Bill Short, and Tri-State President Henry Durand

### NYSACAC member receives HEOP honors Submitted by Carla Shere

Bill Short, HEOP Director at St. Lawrence University and long-time NYSACAC member and Community Based Organizations and Opportunity Program member, has recently been awarded the highest honor from the tri-state organization whose members consist of opportunity programs. Bill is truly a star in the profession and ALWAYS has students' best interests at heart.

The award is for "Excellence and distinguished service to the community" of opportunity programs in New York, New Jersey and Pennsylvania. As California is the only other state that has state-sponsored opportunity programs, this is as close to national recognition as is possible. Bill's contributions have been primarily in the areas of advocacy for funding in New York, and in bringing the three NY sectors together (HEOP, EOP and SEEK).

## **"One-to-One" College Counseling Center Recap Submitted by Carla Shere**

The "One-to-One" College Counseling Center was busy as usual at the NACAC National College Fair in New York City (photos below). Over 18,000 people attended the fair held Sunday, April 28th at Jacob Javits Center. The Counseling Center saw non-stop action the entire day. More than thirty college advisors volunteered with the effort answering countless questions about admissions and financial aid. A new service offered this year was the NYC College Line, a new online tool for students. Through this site, NYC students are able to ask questions of admissions personnel, with answers provided within 24 hours. The address for this site is [www.nycCollegeline.org](http://www.nycCollegeline.org).



## **A Tribute to Tom Yanno By Sandy Behrend NYSACAC President, 1998**

When I got the news in January 2013 that retired NYSACAC member Tom Yanno had passed away after a long bout with cancer, it hit me very hard. I never would have known Tom if it had not been for NYSACAC. Tom was a busy family man who was a champion athlete in his own right. His time was limited, but he got to all the NYSACAC conferences during that period of time and he was always on the dance floor at the social. He worked hard, but he sure knew how to have fun!

Despite his packed personal and professional schedule, Tom served on the NYSACAC Executive Board from 1996-1999 that extended through part of the time I was also involved with the executive board and the Presidential cycle. He was a wonderful support to all of us during that era. In 2002 we honored Tom with the Secondary School Distinguished Service Award.

Although illness started to impact his work, Tom retained that great fullness he had for life. Upon retiring from East Syracuse-Minoa High School, he worked as a regional representative for LeMoyne College and that kept him in the business and active in NYSACAC. He continued to officiate games until he no longer physically was able to do so. We occasionally exchanged emails and he loved to talk about some of the funny stuff that we encountered over the years.

We were always going to get together with our spouses. We never did. I regret not calling more or stopping in during the last few years. I wish I had. But I don't regret the fact that our paths crossed and the professional time and fun we had together over a lot of years was so memorable.

For those of you who are new to NYSACAC or contemplating getting more involved, take my advice and do it. The network of interesting and wonderful people you will encounter, even though you may only see them once a year, will provide you with professional and personal friendships that will last a lifetime!

## My First Year As a High School Delegate

By Casey J. Pedrick

Director of College Counseling,

Stuyvesant High School



One year ago, the members of NYSACAC elected me to a three-year term as High School Delegate. As my first year concludes, I would like to share what it has been like to represent high school counselors in the state as well as on the national level in NACAC.

Though election announcements come during the state conference in June, the high school delegate's term really kicks off in August during "The Retreat", held on the campus of Marist College. This leadership seminar is conducted to orient new leaders and set organizational goals for the year. We have all been on committees and attended countless professional development sessions, many of which were a waste of time. This retreat and every executive board meeting I have attended since are anything but. This is an *investment* of time. This group of people, made up of the past, present, and elected Presidents, the recording Secretary, Vice Presidents of Finance, Communications, Professional Development & Planning, and Inclusion, Access and Success, as well as 16 delegates, split evenly between high school and college, are some of the most passionate and dedicated individuals I have had the honor of working beside.

When I had questions about being a delegate, Jane Mathias of the Nardin Academy, a former delegate and our current Secretary, told me, "Just come to the retreat. Everything you need to know will be covered there." She was right. Those two days laid a framework of vision and goals for our organization and I instantly knew what my contribution would be as we worked towards them. to be in that room, helping to shape our goals to align with changes in our profession. In NYSACAC, you hear a lot about "getting the tap on the shoulder," meaning that one of your fellow members sees something in you that you may not see in yourself. Our president, Dave Coates, did this with me at the retreat, asking me to be a high school voice on the Finance Committee. For the next two days, I had the ability to observe every committee and get to know all of their goals and the resources they would need to achieve these goals. This was an invaluable introduction to the organization.

As each committee presented their plans for the year and as each were asked to bring their costs in to alignment with the available budget, I saw such a respectful give and take between all members. Sure, there were differences of opinion, but all were listened to and respected.

In October, the executive board came together once again at the NACAC conference in Denver. A delegate has quite a number of commitments during the conference, in addition to the homework that needs to be done prior to the event. Chief Delegate and Past-President, Kent Rinehart, met with the delegates to share with us what our responsibilities would be for these sessions. We had a NYSACAC executive board meeting, attended a meet and greet with the nominees for NACAC executive board positions, and we were present in the general membership meetings of both NYSACAC and NACAC. The most important time we spent at the conference was in NACAC assembly, which is a five hour commitment that begins at 7:00 a.m.! I was pleasantly surprised to find that the entire five hours of Assembly were exhilarating. Truly, when it was over, I found myself disappointed; I wanted more!

The e-board met again in December, in February, and in April, continuously working to maintain our position as a leader amongst NACAC affiliates. In concluding my first year as one of your high school delegates, I can assure you the organization is in capable, dedicated hands. I am so honored to be counted amongst these devoted professionals who keep our students at the forefront of every decision we make and every goal we set. I am already looking forward to my second year!



## Professional Development Forums—Recap

By Kristen Collins and Lauren Sangimino

Co-Chairs, Professional Development Committee

The 2013 Professional Development Forums have come to a close. This year's topic "The College Process: Students with Learning Differences" was well received throughout the state with over 200 high school and college counselors, CBO counselors, independent counselors, high school teachers, and other school district personnel in attendance. The panelists discussed the college search and application process, choosing whether or not to disclose, language exemption, and alternative options. However, also noted was the importance of teaching students to advocate for themselves and identify their strengths and weaknesses. By doing so, they develop strategies to succeed, which are crucial tools they will take with them far beyond their college years. It was inspiring to see so many panelists and attendees passionate about their students and their eagerness to help them succeed.

We would like to thank our panelists for their valued insight as well as our friends at Rush-Henrietta High School, Emma Willard High School, Fayetteville-Manlius High School, Nardin Academy, The Wheatley School, and Fordham Preparatory for hosting. The events also could not have happened without the sponsorship from SUNY University at Albany, Syracuse University, Nazareth College, D'Youville College, Hofstra University, and Fordham University.

The Professional Development Committee will begin brainstorming topics for next year and scouting out host locations. If you have any topics in mind or are considering hosting, please email us at [Professional.Development@nysacac.org](mailto:Professional.Development@nysacac.org).

The Professional Development Committee will soon be sending out a call for workshop proposals for the second annual Student Leaders in Admissions forum.

## BULLETIN BOARD

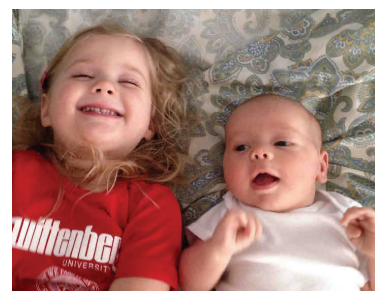
*A place to share personal and professional news about NYSACAC members.*

*E-mail your announcement to [newsletter@nysacac.org](mailto:newsletter@nysacac.org).*

**Marie Nocella** recently began a new position at Siena College as the Assistant Director of Admissions and Coordinator of Multicultural Recruitment. She continues to serve NYSACAC as the Co-Director of Camp College. Before moving to Siena, Marie worked in the Office of Admissions at Syracuse University.

**Dave Follick** was recently named the Director of Admission at St. John's University,. Dave previously served as Senior Associate Director. Before working at St. John's University, Dave worked at LIU Post, Queens University of Charlotte and the University of Massachusetts Amherst.

**Ryan Teeter**, 12th Grade Counselor at Rush-Henrietta Senior High School, and his wife Ashley welcomed Finn Patrick Teeter into the world on March 21, 2013. Finn joins his older sister, Lucy.



## How Well Do you Understand Asian & Asian-American Students?

By Stephenie Lee

Educational Consultant & Founder of Lee Academia

Asian American students make up only 4% of the U.S. population, yet make up a higher percentage of the student body in top U.S. universities. The highest number of Asian international students come from China, India and South Korea, and the numbers are astounding: 18% Asian Americans at Harvard and 25% at Columbia, while in the 2011/2012 breakdown according to *Open Doors* report on International Educational Exchange, 38.4% undergraduate students came from China, 13% undergraduate students came from India, and 52.9% undergraduate students came from South Korea. As a New Yorker and an Asian American, I see the trend of the increasing interest of U.S universities and the growing population of New York with international students from Asia. In 2012, New York was the still second highest U.S state at 82,436 of having foreign students with 23.9% coming from China, 13.8% from South Korea, and 13.2% from India. The first ranked U.S state with 102,789 foreign students was California, with students also from China, South Korea and India in the top places of origin.

What does all this mean? Learn to speak Chinese! Joking aside, as counselors and educators, I highly recommend that we all understand the story behind the cultures, diversity of all ethnic groups and of the students that are also from the U.S. with immigrant parents.

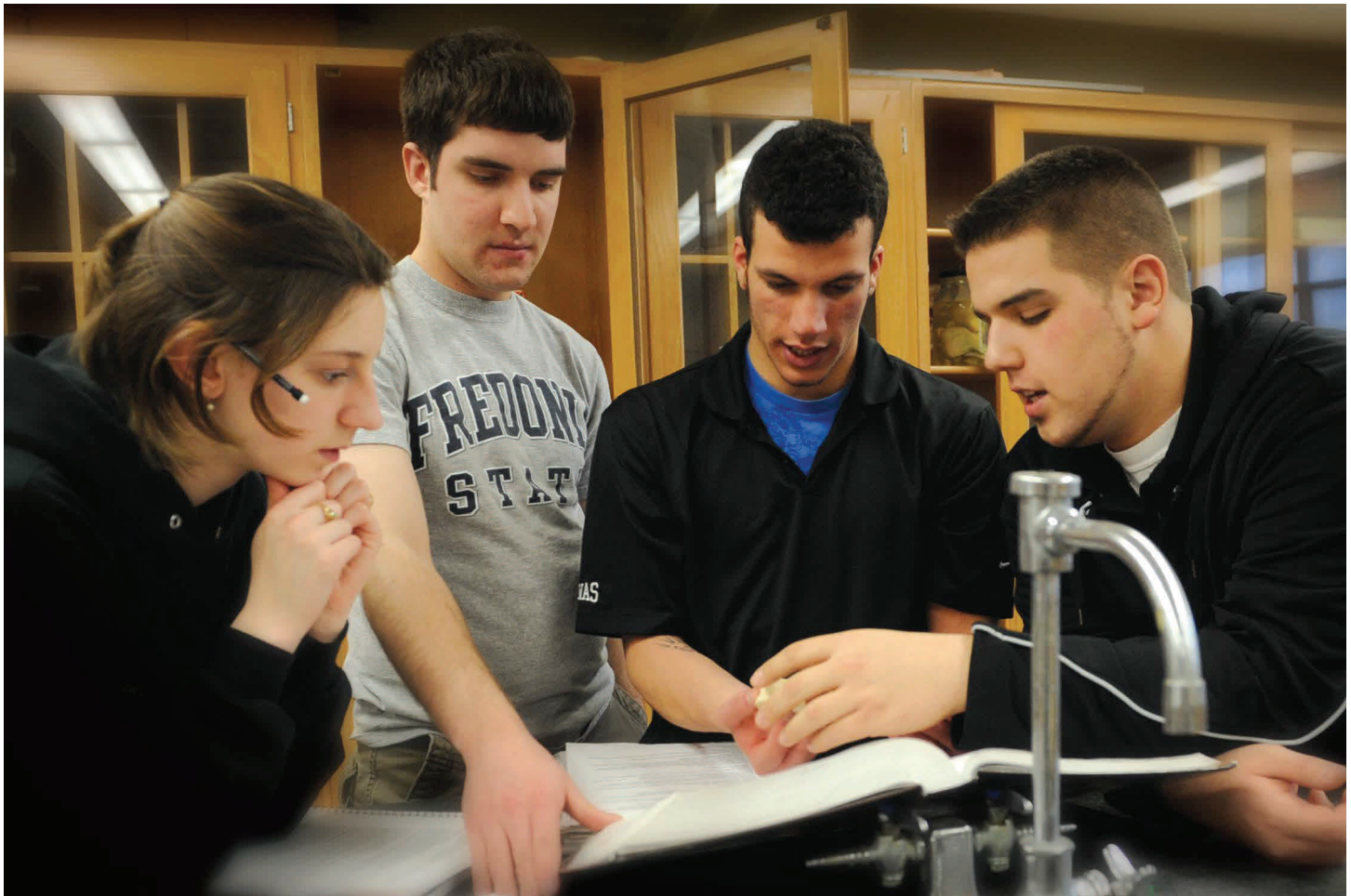
So how do Asian students become such high achievers? I believe it has everything to do with how they are raised. Receiving an education is of paramount importance for the Asian American and Southeast Asian community. I know the statistics are startling, and various practices that Asian families utilize to maximize their children's changes at academic and professional success have been explored. I will reveal one practice that you can incorporate into your own household, if you wish to see great results in academics. While these are practices that work, there have been arguments that they do not allow children to explore their interests. I believe this is when time management and good balance comes into play.

Here's the idea: children need to know their role as students. Asian families believe in specific roles for each member of the family. While I know my American friends divided their time between household chores and extracurricular activities, Asian students were concentrating more on their schoolwork. The role of the Asian child in the family is clear-cut: they respect their elders and obey their parents, study hard and do well in school to secure a bright successful future. Of course the Asian children cleaned their rooms, set the table, did the dishes and played outdoors, but we didn't have the multitude of distractions that many non-Asian children faced once school ended. If I couldn't find time to wash the dishes, my mother understood and would say, "Go study, I'll wash." While Asian parents had their own responsibilities, they were all educators at night, and Asian children had to obey their parents and continued studying at home, which included homework, reviewing previously learned material, going ahead in schoolwork and additional assignments that our parents gave us.

Asian parents do several things to allow their children to embrace the role of a student. They managed their children's time outside of school and displayed genuine respect for educators. I thank my parents for this. Class-work and homework were "fun" and enjoyable. I did not find the work painful as my non-Asian friends did. Perhaps having this much respect for educators has created quiet and reserved students who do not have the habit of asking questions in class? Perhaps Asian children do not have the guts to voice themselves and speak their mind? There are and have been exceptions.

Being able to relate more closely with most domestic and international Asian students, I find it helpful in my current profession as their educator and educational consultant, so my intention of writing this article is to introduce to you, my colleagues, some personal experiences and ideas about the Asian culture and educational lifestyle.

I hope this article has shown you another perspective and has allowed you to understand what many Asian and Asian American students go through in their academic and youthful lives so that you can continue to guide them and their families well on their higher educational journey.



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## 5 Things Parents Can Do Before Move-In Day at College

By Joseph Izzo,

Counselor at Plainview-Old Bethpage John F. Kennedy High School

Many of us have cared for and raised our children in an involved culture and community. We have been accustomed to taking care and control of our children's schedules and activities. The good news is that most of our children grow up to become responsible, caring, independent people and citizens. Here are five suggestions to help ensure this transition to greater independence from high school to college and the real world beyond:

Encourage your high school graduates to stretch the limits of their comfort zones in college. The theory of the "zone of proximal development" holds that we grow by taking on tasks, challenges, and opportunities that are a bit uncomfortable or difficult. In college, this expansion is one the best things students can experience.

Place limits on phone calls and texting from your college freshman. Let them contact you, not the other way around. And, if there's a more serious reason why your son or daughter is contacting you constantly, listen and ask relevant questions about why it's happening.

Bite your tongue, especially when you feel the urge to critique an action taken or call a college professor. Your child, believe it or not, is now an adult and has all the authority to control his or her academic destiny. If you must discuss something that is truly bothersome to you, such as a terrible course grade, catch yourself before saying something you would regret later. The goal should always be open communication and active listening whenever having a difficult conversation.

Reflect on the extent to which your involvement is a projection of your own dreams, hopes, and aspirations rather than independent goals or wishes your children have. For instance, if you hear that your freshman might change majors from business to art history, what effect does this have on you rather than your child? There's a fine line between worry or concern for your child's sake versus your own.

**Realize** that mistakes and setbacks typically build character, and as parents we can't shield our children from all that could go wrong in college. In many instances, it's good to consider such setbacks as teachable moments, and always be there to provide guidance and support when asked or given the opportunity by your son or daughter.

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## NAME THAT NEWSLETTER!

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PCACAC has the *Anchor*, SACAC has the *Southern Scope*, and we'd like to add an official name to the NYSACAC newsletter as well. Please send your "Name that Newsletter!" suggestions to [newsletter@nysacac.org](mailto:newsletter@nysacac.org).

We look forward to receiving your suggestions and we'll reveal the new name in the fall issue!



*Leading the Way*  
New York State Association for  
College Admission Counseling

Is something missing from the  
Newsletter that you'd like to see?

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Please send all comments,  
suggestions, and articles to:

[newsletter@nysacac.org](mailto:newsletter@nysacac.org)

## Join us!

Involvement in the NYSACAC is a fun and rewarding way to develop professional skills. The organization is always open to new members on our various committees. If you are interested in being a leader, join one of our committees today.

**NYSACAC Newsletters are  
published electronically in  
October, February, and May.**

**We're always looking for  
articles from our members!**

**We welcome contributions on  
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views on education issues, and more.**

**Submissions should be concise and  
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### **NYSACAC**

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