



The CLARION

Wisconsin Association for College Admission Counseling

BACK TO SCHOOL

Dear WACAC Members,

I hope this newsletter finds you enjoying the last few weeks of summer before we all buckle down for another cycle.

The beginning of each academic year always reminds me of what I love about this profession. On the college side, we are welcoming a brand new group of students who are entrusting us with their future goals and ambitions. However on freshman move-in day, they're not thinking about their graduate degree plans, their post-college careers, or even their eventual independent research opportunities. They arrive nervous about their roommate, embarrassed by their parents or other support network, completely unexcited about dorm bathrooms and worried about fitting in and making friends. Everything we have told them about class sizes, access to internships, or student loan default rates takes a back seat to their more pressing concern: fit.

On the high school side, we begin the process of discovery and excitement all over again. Throughout the year, students will hear from colleges they have never heard of, find themselves considering options they would have thought unimaginable just six months ago, and be encouraged by their counseling advisors to examine who they are and who they want to become while in college. While the students ultimately ask about majors, employment opportunities, and other random statistics, they are already looking at the unmeasurable concern: fit.

I hope that in the next few months, each of you has an interaction with a student that allows you to put them at ease and assure them that they can fit in right where they are.



Here's to another year of hard work making a difference in the lives of students!

Teege Mettill
WACAC President

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GOVERNMENT RELATIONS

John McGreal, WACAC Government Relations Chair

The State Assembly and the Governor's Office is currently at a stalemate, and the cause is actually education funding. The Republican controlled Senate has proposed an additional \$740 million over the two years of the biennial budget. This amount is lower than what Governor Walker initially asked for in his proposed budget, which had \$822 million allocated. Even though there is an increase in funding there are some limitations to the proposal.

Here are some of the highlights and lowlights of the new proposal:

- \$505 million dollars to increase per-pupil aid from \$250 to \$654 over the next two years.
- Increased funding for all four of the state's private school voucher programs. The money is allocated from the public schools and sent over to the private school the student attends.
- Two year moratorium on the school districts' ability to raise local property taxes. This is a provision that Governor Walker is looking to eliminate entirely.
- \$3.7 million would be set aside in the form of grants to improve the poorest performing schools in the city of Milwaukee. These funds could go to any public, private, or charter schools.
- \$3 million to fund school social workers.
- \$3.5 million for mental health collaboration grants.
- There is a cut of \$4 million to school library funding.
- The finance committee approved an additional \$36.2 million over the next two years to the UW System budget.

Overall, the budget is a mixed bag for our students and institutions. Increased funding for students can put a great amount of money into our public schools. The voucher system increases school choice for students and families who are not happy with their public school options. This will help private schools with funding, but will hinder public schools who lose out on the money they would have received from those students.

Advocacy Update: WACAC has sent two emails pertaining to action alerts on DACA students, for-profit education, and opposing cuts to the Department of Education's budget. Please be on the alert for other opportunities to participate in our advocacy efforts, including our Annual Day on the Hill.

PROFESSIONAL DEVELOPMENT

Mentorship Program

The Professional Development Committee is excited to introduce the new Mentorship Program! The goal of this program is to encourage networking and collaboration across the state. New professionals will be paired with colleagues who have three or more years of experience in admission or high school counseling. All WACAC members are welcome to participate.

The mentorship committee will be promoting this program via e-mail and at the New Counselor Institute in mid-August, and we will begin pairing mentors and mentees in the fall. Periodic updates and suggestions for connecting will be sent to mentors and mentees throughout the year. If you have already signed up to participate, you can expect to hear from the committee soon.

If you would like to participate, please contact Tawney Latona (tawney@uwm.edu). She would be happy to discuss any questions you might have!

MAKING THE MOST OF PROFESSIONAL DEVELOPMENT

Susan Zarwell, WACAC Past-President

It's not only students who set goals at the beginning of the school year: professionals must do the same. Professional development is critical to our work, whether we have a shoestring budget and little time, or the luxury of time and money to spend. Fortunately, just as learning isn't limited to the classroom, PD isn't limited to conferences. No matter what side of the desk you're on or what resources and people you have to support you, you have options. Planning your PD effectively helps strengthen you as a professional, your position within your institution, and your opportunities in the future.

Match Opportunities to Goals

When selecting opportunities, consult your past professional goals and evaluations, your own personal aspirations, and work with your administrator to help create a plan you can stay excited about even during the tough parts of the year. Consulting your administrator when formulating your plan can also foster buy-in to supporting professional development in the future.

Seek Support for Your Learning

Those on the college side should review the offerings hosted by their Human Resources departments and compile a list of those that would benefit you. Larger high schools may have similar opportunities, so check with your district. To help you make the case to administrators, many conference sponsors have a "letter of support" you can download from the registration page to help you make your case. If such a letter is unavailable, just Google the term "letter of support" for examples to build upon. You can also apply for financial help to attend NACAC or WACAC professional development opportunities through NACAC's Imagine Grant. (WACAC membership is required to apply and applications are due December 1.)

Read, Read, Read

Stay on top of industry trends by becoming a dedicated reader of *The Chronicle of Higher Education* and *Inside Higher Education*. The Harvard Summer Institute also maintains an extensive reading list with links available for purchase. If you don't have room in your budget to purchase books, ask your institution's librarian if they do. College Bound News offers a monthly newsletter that aggregates data and trends, and allows high school counselors to make their newsletter available to school families online.

Resources

For resources to help you get started on planning your professional development, visit www.wacac.com/The-Clarion/.

Get Involved

Whether you take on a large or small role in volunteer professional organizations like WACAC (hint, hint) or simply volunteer to serve on a committee at your home institution, you make invaluable connections that help you be a better professional and resource to the students you serve. If you have superiors who don't fully support your involvement in off-site professional development, joining committees at your home institution can help you make the case for the power of building relationships and getting involved elsewhere in the future. If you are already involved in a volunteer organization, but need more support, it's reasonable to ask organization leaders to write to your superiors acknowledging your contributions.

Network, Network, Network

When you do attend conferences, bring twice as many cards as you think you will need, and when you collect others', write on the back how and when you met and a note about how they connect to your PD goals.

Communicate the Benefits

When you've applied what you've learned or benefited from a connection, even if it's months after attending a conference or participating in a PD event, let your administrator know with an email or quick conversation. Mindfully communicating how the institution is stronger and student experience is better because of your participation in PD helps pave the way for more extensive involvement and support later on.

Keep Tabs

For those seeking PD to renew a certificate or license, be mindful of credit hours needed and create a folder to store your certificates. Always make note of presenters' names and ask for copies of the presentation, in the event that materials are not otherwise made available. Of course, if you present, let your administrators know, and log the event on your resume or CV and your LinkedIn account.

MILWAUKEE NATIONAL COLLEGE FAIR 2017



October 15th will be here before we know it! Last year's National College Fair brought 253 colleges and universities from around the world to the Wisconsin Center in downtown Milwaukee with nearly 4,500 student and parents attending!

The lineup of presenters for 2018's breakout sessions is set. Big thanks goes out to each presenter for donating his/her time to the fair and to Becca Surges, Director of Undergraduate Admission at Mount Mary University, for assembling this all-star team.

- Financial Aid – The In's and Out's: Angela Sarni – Associate Director of Financial Aid, Mount Mary University
- The College Search, Applications, and Admission: Amanda Albert, College Possible
- Writing the College Application Essay: Marcy O'Malley – Director of International Admissions, Lawrence University
- The College Transfer Process: Joel Buschmann – Transfer and Adult Student Admission Representative, University of Wisconsin-Milwaukee



Join us this year at the NCF as a "Pit Minion!"

No...really...it's fun!

We're looking for volunteers to work in the "Counselor Pit" at this year's fair. The Pit is staffed with secondary school counselors who are ready and willing to offer guidance to students and parents attending the fair. With your arsenal of electronic and hard copy resources and a friendly smile, you can shepherd those seeking information about specific colleges or majors along the Great NCF Continuum!

Oh...and you'll have your own private stash of snacks and drinks to raid during your time in the Pit!

Interested in helping? Contact Jim Stamatakos, Director of College Advising at Divine Savior Holy Angels High School and the local chair of the NCF, at StamatakosJ@dsha.k12.wi.us no later than Friday, September 22nd to jump in the Pit and get crazy!

Study guides for admissions professionals

If you haven't already stumbled across it, head over to http://wacac.com/WACAC_Resources. This new tool will give you the opportunity to relive some of the great learning experiences sponsored by WACAC in the last few months. Available as free downloadable documents you'll find helpful content on issues ranging from Counseling Foster Youth to tips on improving our partnerships across the desk.

MENTAL HEALTH AND MINDFULNESS IN HIGH SCHOOLS

Christine Voice, WACAC President-Elect

While mental health became a growing concern in Sheboygan County, Kohler Public School District worked to combat teen suicide rates and equip students with resources for health and well-being. In 2013, Sheboygan County's completed suicide rate, 17.4 per 100,000 people, was above both the state average of 14.8 and national average of 13.02. According to the 2014 Sheboygan County Community Health Survey Report, one in 10 people considered killing themselves in 2014. Because of these staggering statistics, members of the Kohler School District recognized the need to address warning signs and action steps associated with depression and suicide. In addition to the school counselor providing Acknowledge, Care, Tell curriculum to all freshmen, the school administration worked with community partners to create school-wide access to self-care resources.

During the 2016-2017 school year, all Kohler high school students participated in rotational activities regarding mindfulness, meditation, and mental health awareness. These sessions included yoga facilitated by a local yogi, meditation practice led by a professional from Growing Minds in Milwaukee, sharing of community-based mental health resources led by our local Mental Health America branch, and lessons regarding the correlation between brain, behavior, and stress.

Following the series, 70% of students reported utilizing new breathing techniques in stressful situations they learned during the meditation session; 74% of students reported learning a new technique for managing stress and conflict, 68% identified yoga as their favorite stress management activity. With these results, Kohler High School has secured funding to continue yoga sessions on-site and at a local studio monthly for all interested high school students for 2017-2018 school year.

Supporting mindfulness and mental health in your school

These activities can be replicated elsewhere to support health and well-being of students.

Utilize resources: Many communities offer resources in regards to mental health, meditation, exercise, breathing, stress management, etc. Funding may be secured through a local United Way Campaign, parent networks, grant opportunities, or foundations. Kohler High utilized Mental Health America of Sheboygan County to offer sessions on Test Anxiety, Stress Reduction, and Community-Based Resources. A local yoga studio donated some services, while United Way funded mindfulness curriculum.

Support it with data: Gather and utilize data to support your programs and secure funding. Regional data regarding suicide attempts and completions may be available by county. The Department of Public Instruction offers the Youth Risk Behavior Survey to identify risk behaviors of students within schools, which can create opportunities to identify and target behaviors. Informal surveys of students and teachers can help identify needs. Utilizing this data can support financial requests to community partners and businesses.

Inspire and encourage teachers: Teachers in the classroom also play a role. Offering self-care sessions to educators can help them to practice stress-relief as well as incorporate it into the classroom setting. Kohler High offered 14 hours of mindfulness training to teachers, as well as yoga sessions during professional development days; some teachers incorporated breathing techniques before tests.

Connect with the community: Reach out to your families and community for resources. Students may have relatives trained in yoga, counseling, or meditation that would be willing to facilitate mini-sessions during lunch or advisory periods. A local business donated yoga mats with their logo, while another covered the cost of books.

Through focus on self-care, we hope to improve the mental health and academic success of students.

ADMISSIONS PRACTICES

The SPGP refresh, and what it means

Ken Anselment, The Clarion Contributor

One of the greatest strengths of a 16,000-member organization like the National Association for College Admission Counseling is the central document that guides, informs, and occasionally corrects the way we work with college-bound students and with each other: the Statement of Principles of Good Practice (SPGP).

It has been our profession's ethical backbone for decades, designed to foster an environment of trust among us professionals and the students we serve. It governs everything from the earliest a college can offer a student admission, to the May 1 National Candidates Reply Date—and nearly everything in between.

And it's about to change.

This September, at the NACAC national conference in Boston, we will vote to adopt a new SPGP, which has been in development for more than a year. A dedicated group of about 20 counselors and college admission officers—led by former national admission practices committee chair, Todd Rinehart—have been crafting and recrafting the new SPGP, thoughtfully soliciting the feedback of hundreds of college admission colleagues, all with the goal of making it clearer and easier to understand and follow.

The changes start with its name. No longer will it be the Statement of Principles of Good Practice. We will now be following SPGP: NACAC's Code of Ethics and Professional Practices.*

* ...which narrowly defeated "SPGP: The Sequel—This Time We Mean It."

You will notice that this new SPGP will be organized differently than its predecessor. Instead of organizing by mandatory and best practices, and subdivided by those who are governed by them, the new SPGP is organized around the following core values and responsible practices:

1. The Ethical Core of College Admission
 - A. Truthfulness and Transparency
 - B. Professional Conduct
 - C. Respect for Confidentiality

2. The Responsible Practice of College Admission
 - A. Applications Plans for First-Time Undergraduates in the United States
 - B. Admission Cycle Dates, Deadlines, and Procedures for First-Time Fall Entry Undergraduates
 - C. Wait Lists
 - D. Transfer Admission
 - E. The Use of Commissioned Agents in International Student Recruitment

The new SPGP will also include a list of standard definitions and procedures, as well as an integrated, clearer description of monitoring and compliance procedures.

There is much more to the new SPGP than space permits. The draft currently available on NACAC's website has seen significant improvements since it was posted in the middle of March, but it will give you a sense of the depth of the new SPGP.

Ken Anselment is Dean of Admission and Financial Aid at Lawrence University, and serves on NACAC's National Admission Practices Committee.

BACK TO SCHOOL WITH GEN Z: AN INTERVIEW

Kate Hooper, WACAC Communications Chair

The desire to understand Gen Z better has increased, especially as we begin a new cycle of working with them in our high schools, and recruiting them to our colleges. I asked Kyle, a rising senior in the Appleton School District interested in Journalism, if he would allow me to publish his thoughts on his college search in this issue of *The Clarion*, to help give our members some insight and inspiration to this upcoming graduating class. We had a great, candid conversation about the search process, his approaching senior year, and what he hopes for in the future.

WACAC: When did you start your college search and looking at colleges?

Kyle: *Freshman in high school. When I went into high school, my parents told me it's never too early, so I just started then.*

WACAC: What has your search been like? How did you start?

Kyle: *My school counselor came to class one day and started talking about preparing for the future. So I just starting building off that. She talked about what classes to take in the future, what would help us in our personal interests. It's [the search process] been difficult because it's hard to find some of the things you are looking for specifically. It's hard to find what colleges require as far as ACT/GPA. It's difficult to find that specific information. I never really thought about requesting info or emailing professors for information until now. Now I feel like I know what I'm doing and what is expected. I didn't really know what to do before or how to go about it.*

WACAC: How do you research a college? What forms of media? Materials, website, social media, etc?

Kyle: *I usually start off going to the website, and I will find a "request info page", and have colleges send mail on more specific information. Then I look on social media.*

WACAC: Are you receiving the information you want in the mail?

Kyle: *Yeah, I'm getting good info in mail. They [the schools] are promoting beyond going to school there, they're not just promoting majors. I don't care about number of majors. I don't care that your school has a top psychology program. My majors is journalism and that's what I want to know about. I want specific information to me. I like that colleges are sending me information on "Here's what you can do in college." You know, more than just classes. Stuff I can be involved in outside the classroom.*

WACAC: So what about social media?

Kyle: *I go on Facebook a little. I tend to look to the more professional types of social media like Twitter, Snapchat...I'm staying away from Facebook. It's kind of dead.*

WACAC: Let's talk about your friends. Do you and your friends ever talk about college?

Kyle: *We have discussed where we plan on going, but we don't really get into it...we mainly talk about where we want to go and what schools we've visited.*

WACAC: Do you talk with your parents about college? Are they involved in your search process?

Kyle: *Yes, just talking about options. They know I will attend the right college for me...They can trust me. I still use them for advice on asking questions like if my credits will transfer and such. They are actually not as involved as I thought they would have been. I haven't felt the pressure, they just know I will pick the right school for me. They just want me to go to college.*

WACAC: What are you looking forward to the most in your last year of high school?

Kyle: *Just riding it out. It's my last year of not only school, but last year of being a kid. Last year of probably living with my parents...just enjoying everything while it lasts. It's going to be fun to graduate...I've wanted to graduate for a while, I'll admit. This last year is going to be really important. It's going to be fast, but I know it will be a lot of fun. Last homecoming, last prom...full of lasts. I just plan on enjoying it.*

WACAC: What scares you the most about entering college?

Kyle: *I've heard it's a lot more work than high school. It takes a lot more time. I'm kind of worried about that. Not as much as I used to, now that I know a lot of people who were in college now. But I am kind of worried about school work. Mostly the balance, having to balance it out. I think I'm doing good now between a job and an internship and high school. There's just a lot more things to balance in college.*

WACAC: What are you looking forward to the most about college?

Kyle: *Gaining more experience. My field I feel like has had a bad connotation to it recently. Just being able to learn more about what I'm going to be doing, how to make it better, and just improve as a human in general. I'm looking forward to it. After college, I'm going to be independent, finally. I'm looking forward to learning valuable things between high school and the real life. Its kind of nerve-racking, but exciting.*

Gen Z may be complicated, but deep down, they are still kids who want the most out of their college experience. Hopefully this perspective helped simplify our approach to this generation as we start the new school year. If we all keep in mind what students are looking forward to the most, we as counseling and admission professionals can help our students reach that goal next fall.

MEMBERSHIP UPDATE

Membership Renewal

It is that time of year again—time to renew your WACAC membership!

Are you currently an active member? If yes, you will receive an email asking you to renew your membership. If you haven't logged in before or don't remember your password—have no fear! You can use the 'Forgot Password' function to reset it. Membership fees can be paid online or by mailing a check to:

Marquette University
Office of Undergraduate Admissions
Attn: Lindsay Barbeau
PO Box 1881
Milwaukee, WI 53201-1881

Are you NOT currently an active member? If yes, you can renew your membership by logging into your account or creating a new account by clicking here. REMEMBER: high schools are now able to bundle members themselves. Every high school has a "bundle administrator" that can do this. If colleges want to take a different route and would like to use one payment for multiple members, please contact Lindsay Barbeau at Lindsay.Barbeau@marquette.edu and she will be able to create a separate invoice for those who want it.

Happy Renewing!

VOLUNTEER AT NACAC 2017 IN BOSTON!

Have you ever wanted to use a scanner outside of a session? Or greet people at registration? Or hand out swag?

This September, you can have your chance to do one of these activities or help in other ways! If you are registered to attend the full conference (Thursday through Saturday) you are eligible to sign up.

Click here: <https://ncreg.nacacnet.org/ehome/202035/volunteer17/> for more details and the registration link. You do not need to be from Boston or have any prior conference experience.

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