

## Letter from the Coordinator

**Dear ACE Students and Families,**

As I compose this letter, I take comfort in the fact that by the time you receive this newsletter, the weather will be considerably warmer....I hope.

A belated, but enthusiastic "Welcome" to the following ACE Liaisons. **Tracy Frenyea** -Candor; **Christine Hughes** -Dryden; **Deborah Tennant** -Ithaca; and **Joan Cummings** -Cincinnatus.

We are currently planning the series of ACE events for the Spring and I look forward to visiting with many of you. On April 8<sup>th</sup>, we will be piloting a new ACE event called "**Dollars & Sense**".

This event, which is a collaborative effort between ACE and Leadership Tompkins, is designed to help students learn about a career and the related cost-of-living realities.

As a part of the event, selected high school students will have the opportunity to interact with business professionals and college students who are currently working/studying in the particular field. "Leadership Tompkins" is a group of local business professionals who are interested in furthering their involvement in the community.

This Winter/Spring, members of the ACE Operating Committee and District Liaisons will be reviewing the participation requirements for ACE Students. At issue is whether or not we should establish minimum participation requirements in each of the following areas (Campus Visits; Campus Events; Regional Institutes; Dessert & Dramas and Special events).

Finally, after reviews by the Policy Committee, Operating Committee and District Liaisons, the original document describing the creation of the ACE program, has been revised/updated and will be submitted to participating College/University presidents and District Superintendents for their reaffirmation and support.

I sincerely hope that this newsletter finds each and everyone in good health.

Respectfully,

Michael Ouckama



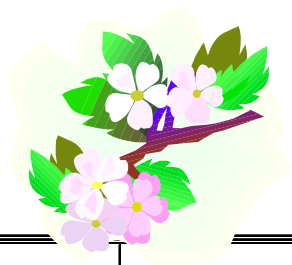
## **N**ewsletter '02~ 03



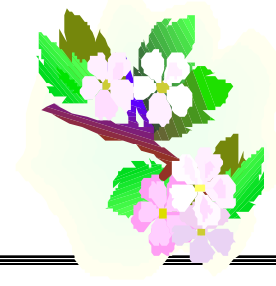
### In This Issue:

- \*Calendar
- \*Spring Regional Dates
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- \*Financial Aid Information
- \*Tips on Selecting a School
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## ACE PROGRAM CALENDAR SPRING 2003



DATE	TIME	EVENT	LOCATION	AUDIENCE
March 22	8:45 a.m.- 11:30 p.m.	11 <sup>th</sup> Grade Campus Event "Making Choices"	Ithaca College	11 <sup>th</sup> Graders & Parents
March TBA	9:00 a.m.- 1:00 p.m.	12 <sup>th</sup> Grade Campus Visit "First Daze at College"	Cornell University	12 <sup>th</sup> Grade (See Liaison)
March 27	7:30 Refreshmts 8:00 Seating	Dessert and Drama "Carousel"	SUNY Cortland	All
March TBA	9:00 a.m.- 1:00 p.m.	10 <sup>th</sup> Grade Campus Visit	SUNY Cortland	10 <sup>th</sup> Grade (See Liaison)
April 8	9:30 a.m.- 1:30 p.m.	"Dollars & Sense"	TC3	Selected 10 <sup>th</sup> & 11 <sup>th</sup> Graders (See Liaison)
April 8	7:00 p.m.- 9:00 p.m.	Spring Regional Institute	Ithaca High School	All
April 21	7:30 Refreshmts 8:00 Seating	Dessert and Drama "The Importance of Being Ernest"	Ithaca College	All
April 23	7:00 p.m.- 9:00 p.m.	Spring Regional Institute	Cincinnatus High School	All
April 26	8:30 a.m.- 11:15 a.m.	Orientation Conference "Welcome"	TC3	8 <sup>th</sup> Graders & Parents
May 7	6:45 p.m.- 8:00 p.m.	Gallery Talk & Tour	SUNY Cortland	10 <sup>th</sup> -12 <sup>th</sup> Grds. & Parents
May TBA	6:30 p.m.- 8:30 p.m.	Pizza & Bowling	Cornell University	9 <sup>th</sup> Graders & Parents <u>ONLY</u>

# Upcoming events

## ACE SPRING REGIONAL INSTITUTES

~ ITHACA High School  
Tuesday, April 8, 2003

~ CINCINNATUS High School  
Wednesday, April 23, 2003

Further information (including an agenda for each program and a registration form) will be mailed in late **March**.



## Dessert and Dramas

(Open to ALL ACE students and parent/guardians)

**IMPORTANT:** If once registered, you find that you can not attend, please notify the ACE Office so that we may allow someone from the WAIT LIST to attend in your place. There is often limited seating for these events. **To reserve a space, call the ACE Office at 753-5662.**

*Dessert and Drama at Ithaca College:*

## ***"The Importance of Being Earnest"***

*Monday,  
April 21, 2003*



*For more than 100 years Oscar Wilde's play has enlivened audiences with this witty and hilarious story. It peers behind the facade of upper-crust chic to reveal the perils of high-stakes romantic gamesmanship. Centered on the life of the rich and idle, this classic satire mixes mistaken identity and high society.*

*Two wealthy young men, create imaginary members of society to make their lives seem more interesting while winning the hearts of their respective female interests. The play traces the misadventures of the concocted personas of "Ernest" and "Bunbury". Confusion and fun ensue, when the deceptions inevitably catch up with the young men.*

**Refreshments 7:30 p.m. Seating 8:00 p.m.**

\*\*\*\*\*

## *Dessert and Drama at SUNY Cortland: "Carousel"*

*Thursday, March 27, 2003*



*This Rodgers and Hammerstein musical is set in a Maine fishing village in the late 1800's.*

*A swaggering carnival barker, Billy Bigelow, charms and marries a naive girl, Julie Jordan. He loses his job just as she becomes pregnant. Desperate to provide a decent life for his family, Billy dies during an attempted robbery.*

*After 15 years he is allowed to return to earth for one day and sees the daughter he never knew. She is a lonely child, Billy's reputation as a thief and bully have haunted her all her life.*

*How Billy instills in both the child and her mother a sense of hope and dignity is a dramatic testimony to the power of love.*

**Refreshments 7:15 p.m. Seating 7:45 p.m.**



**For 10<sup>th</sup> – 12<sup>th</sup> Graders and their parents/guardians:**

## ***"Gallery Talk & Tour"***

**at SUNY Cortland**

**May 7, 2003 6:45~8:00 p.m.**

*Registration and Refreshments begin at 6:45 p.m.*

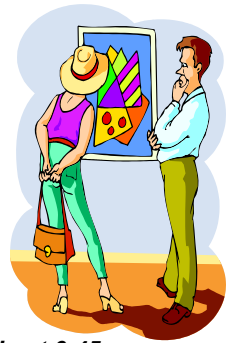
## ***"Select 2003: Student Art Exhibition"***

*An exhibit of art works by SUNY Cortland art students will be on display.*

*This year's juried exhibition of student work features photography, sculpture, ceramics, textiles, and paintings among other media. **Allison Graff, Director of Dowd Fine Arts Gallery,** and various **Art Students** will conduct a guided tour, and answer your questions about these works. She will also field any other art-related queries you may have.*

*This ACE Event is an excellent opportunity for students who are interested in art and art related fields to explore the variety of creative professions that exist in the art world. The gallery talk will focus on the individual pieces as well as on art careers and how a liberal arts education prepares students for such careers.*

**To register, please call the ACE Office  
at 753-5662.**



# BOW PARTY!

**Wednesday, May TBA, 2003**

In mid May ACE freshmen and their parents will be invited to Cornell University for an evening of fun! This event is a delightful way to enjoy one of the recreational facilities at Cornell while meeting other ACE families. Take advantage of this opportunity to try the lanes at *Helen Newman Hall*. Just think, you'll get the chance to relax and unwind, just like a Cornell student! There will be music, and pizza too. What more could you ask for!

Please understand that in an attempt to allow more *ACE Freshmen* to attend, we must limit attendance to actual *ACE 9<sup>th</sup> graders and their parent/s ONLY.*

One of the biggest goals of *ACE* is to get students thinking about their future expectations. *ACE* programs are designed to open your mind to the *idea of college in your future* and to help you begin to dream about what kind of career you would like to have.

Also this spring, your *ACE* Liaison will be meeting with you to *review your academic progress and your participation in ACE activities* during the ***Sophomore Review***. Students who have not attended ACE events and/or are not demonstrating progress towards maintaining a B average in college preparatory coursework

*The following* is a list of ACE programs, which have been available to you this year. Place a check next to those you attended and be ready to discuss them with your liaison.

*It is our hope that you will remain committed to ACE and that we will see you off to college with the ACE Recommendation. Good luck and stay with it!*



**\*\*For further information (including the date your high school will be attending this campus visit) SEE YOUR LIAISON. Any permission slips should be returned to your ACE liaison.**

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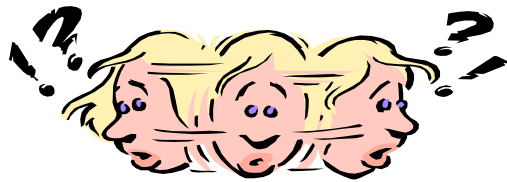


*Something new just for you!* Get an understanding of “*cost of living*” as it relates to *your* career choices. Then, meet and interact with college students *and* a current professional *in your chosen field of study!*

**Very Limited -- SEE YOUR LIAISON**



# Juniors



- ✓ Are you *confused* about what type of college is best for you?
- ✓ *Wondering* what is involved in a college admissions interview?
- ✓ *Overwhelmed* by the many flyers, view books and catalogs filling your mailbox?
- ✓ Do you need to know *more information* before you make any decisions about your future?

If you answered "yes" to any of these questions, then the

## **11<sup>th</sup> Grade Campus Event** **"MAKING CHOICES"**

is for you! Reserve **Saturday, March 22**, for a trip to Ithaca College, and grab a parent or two to come along. Look for a flyer and further information about this event in your mailbox in mid-February.

\*\*\*\*\*

## The College Visit

The Junior Year is a great time for you and your parents to **visit college campuses**. *Doesn't it make sense to find out in person what the college you're interested in actually looks and feels like?* Just call the Admissions Office for information on tours. You can even meet and talk with students, to get *their* perspective on what "life" (class

size, sports, on & off campus activities, and even the weather) is *really* like at *that* campus.

Because a **College Visit** is an important part of preparing for admission, **your liaison and the ACE Office will count it toward your ACE participation and as part of the ACE Recommendation review process.**

If you do not have a College Visit Form, call the ACE Office at (607) 753-5662

**It's as simple as that!**



## **SAT/ACT TEST DATES**

Test:	Regist.	Test Date
<b>ACT:</b>	<u>3/7 /03</u> ~~~	<u>4/12/03</u>
	<u>5/9/03</u> ~~~	<u>6/14/03</u>
<b>SAT:</b>	<u>2/28/03</u> ~~~	<u>4/5/03</u>
	<u>3/28/03</u> ~~~	<u>5/3/02</u>
	<u>5/2/03</u> ~~~	<u>6/7/02</u>

Fee: \$14.00

(\*Late Regis dates are available-additional \$16)

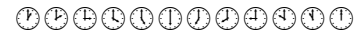
### **~~ IMPORTANT ~~**

See your **SCHOOL LIAISON** now for **Registration Forms**

& **Information on late regist.**

**\*Dates/fees, and available**

**"SAT Preparation" Session Dates!**



## JUNIOR PLANNING CALENDAR

### ~ FEBRUARY/MARCH

⌚ Register, and prepare for the SAT, & ACT tests (see above)

### ~ MARCH

🚗 Attend the ACE 11TH Grade Event.

### ~ APRIL

📄 Begin to *narrow* your list of college choices, ask for catalogs & applications from those you've selected. *Schedule visits* to schools you're interested in, request interviews.

📁 *Investigate* private scholarship programs and competitions for which you may be eligible. Start a *Paying for College Research File!*

### ~ MAY

📧 Identify teachers, coaches, counselors, & other adults whom you will ask for *letters of recommendation*. Be sure they know you and your work well.

💻 Begin to explore future careers, *use the Internet!*

📰 Watch your local newspaper for articles on graduating seniors who achieved community or fraternal *scholarships*. Clip leads for your *"Paying for College" Research File!*



# Seniors

Whether you plan to attend a SUNY college, community college, or private university in the fall, or in the future, we hope you will be able to join us to

**Experience your first  
“DAZE THROUGH THE MAZE”**



**The ACE 12<sup>th</sup> Grade CAMPUS VISIT  
to Cornell University will be on  
Wednesday, TBA, 2003**

**“How will I select my classes?”**

**“Will I like my roommate?”**

**“Will I be able to get help with my studies?”**

**“What if I’m homesick?”**

Perhaps you have wondered about some of these things as you think about college and you’re first days at college. **ACE Seniors, don’t wait to find out!!** Sign up for this school field trip now and experience your **“First Daze at College.”**

Whether you plan to attend a SUNY college, community college, or private university, this visit is for you! You will make your way through a maze of registration, residential life, financial aid, physical education, and other information tables. You will experience the challenges and frustrations of a simulated first day at college.

Workshops and lunch with college students will follow your adventure through the maze.

**Our goal of this Campus Visit is to help you experience and prepare for any problems that may arise in your first days at college.**

## Some comments from last year’s visit:

- ✍ I thought the checklist was very, very helpful. It was confusing at first but once you got used to it, it got easier.
- ✍ I think it was great that he talked about credit cards. People need to know about saving money.
- ✍ It was very realistic and very helpful.

**For Further Information On Registering,  
SEE YOUR ACE LIAISON !!**

*Meeting the ACE criteria to receive the  
ACE RECOMMENDATION  
is a terrific accomplishment and ACE would  
like to acknowledge this year’s recipients.*

*Congratulations  
to these Seniors*

**From Candor:** Lhinzi Palmieri

(Tentative: Andrew Kull)

**From Cincinnatus:** Desi Brown, Maryland Hatch,  
Adam Jacobs, & Thomas Maroney

**From Cortland:** Brianna Petracca

(Tentative: Jill Aspinwall, & Josh Bogdan)

**From DeRuyter:** Kelly Balleneske, Amanda  
Centolella, & Lyndi Coon

**From Dryden:** Marcin Bojanczyk, & Heather Cobb

(Tentative: Greg Bacorn)

**From Fabius-Pompey:** Conrad Bush, John Rudy,  
& Melissa Truax (Tentative: Melanie Wright)

**From Groton:** Luke Conklin, Aaron Fenner, &  
Catherine Rohde (Tentative: William Bailey, Michael  
Bartos, Matthew Scaglione & Kate Sherwood)

**From Homer:** Ryan Gross, & Kaitlin Lane  
(Tentative: Shawn Allen, Jeremy Brong)

**From Ithaca:** (Tentative: Jennifer Rich)

**From Lansing:** Jaimi Bain, Rebecca Barrows, Jill  
Davenport, Sarah Grover, Karollea Mainville,  
Jennifer Rohwedder, Shawn Russell, Alan Searles,  
Jennifer Tillapaugh, & Vitaly Vovk  
(Tentative: Hannah Bush)

**From Newfield:** Ethan Mancil, & Margaret  
Wheatley (Tentative: Shane Bryan, & Andrew English)

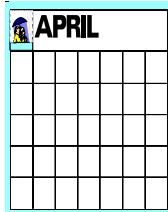
**From South Seneca:** Alicia Barnes, &  
Lauren Nowicki (Tentative: Jennifer Williams)

**From Trumansburg:** Huldah Boruchowitz, &  
Kristin Schmidt

**From Tully:** (Tentative: Lindsay Williams)



# SENIOR PLANNING CALENDAR



- ☑ Most colleges let students know their decisions *this month*.
- ☑ If you have been accepted at one or more colleges but have *not yet* heard from your *first* choice, *contact that college* or ask your counselor for help in getting a decision before any *nonrefundable* deposits are due.
- ☑ Look for a summer job.



- ☑ As soon as you have decided which college's offer of admission to accept, let that college know. Write "*thanks, but no thanks*" letters to those you will *not* attend.
- ☑ If you were *denied* admission, see your counselor at once about alternatives.
- ☑ Send the acceptance deposit *by the deadline specified*.
- ☑ If you are awarded financial aid, be sure to *formally accept* the offer from the college you plan to attend.

## Financial Aid

Applying to a college is one hurdle, figuring out how to pay for it is the second. For many families financial aid is an important piece of the college decision-making process.

The paperwork may seem even more overwhelming than the college application process. There is help for you if you run into problems with the paperwork or have questions.



You can call the *Financial Aid Office* of the colleges you are applying to. Or, visit the

Education Department's WEB site, "*FAFSA On The Web*" ([www.fafsa.ed.gov](http://www.fafsa.ed.gov)). You can also call them at **1-800-4-FED-AID**.

**\*\*You don't have to pay to apply for federal student aid. And you can even apply online.**

**\*\*All colleges require you to complete the Free Application for Federal Student Aid- (FAFSA) -available in high school guidance offices.**

**\*\*The FAFSA is required for all federal financial aid as well as some state financial aid programs (including New York State TAP grants).**

**\*\*The FAFSA should be filed after, but as close to January 1 as possible. Deadlines vary. The sooner you submit the better, in order**

to get available monies. **Check with the Financial Aid Office of EACH school you apply to for their specific FAFSA deadlines.**

**\*\*Call 1-800-801-0576 if you have questions about FAFSA on the Web.**

**~ Colleges use FAFSA information to determine students' Financial Aid Packages (federal grants, loans, and work-study programs).**

A financial aid award may include a federal PELL grant, a NYS TAP grant, federal work-study, and student loans as well as college administered scholarships.



*(Grants and work-study funds do not have to be paid back.)*

You may decide to accept or decline all or part of a financial aid package and must follow the college policies and deadlines to do so.

If you receive a private scholarship, it is important to notify the college that you will be attending, because it may change the financial aid award.

Some schools have *additional* requirements such as the *College Board's Financial Aid Profile* and may require copies of tax returns. **Be sure to check with the colleges you are applying to for their requirements and deadlines.**

**~ Financial need is based upon the prior year's tax return (if you are applying for college entrance in the fall of 2003, need will be based upon the 2002 tax return).** However, if your financial situation is much different than the previous year, see a financial aid counselor to complete a "*special considerations*" form. They may be able to adjust your financial aid package.

**~ After sending in the FAFSA**, you'll receive a **Student Aid Report (SAR)** from the U.S. Dept. of Education. If you completed a *paper* FAFSA, you will receive a report within *four* weeks. If you completed the FAFSA via the *Internet* ([www.fafsa.ed.gov](http://www.fafsa.ed.gov)), you will receive a report in about *two* weeks.

The information from the FAFSA will be used to *calculate* the **Expected Family Contribution (EFC)**.

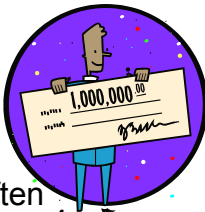
There are calculators on the Internet that will **estimate** the EFC to give you an idea of how much a family is expected to contribute towards their students' educational expenses. Try this site:

[www.collegeboard.com/finaid/fastud/html/efc.html](http://www.collegeboard.com/finaid/fastud/html/efc.html)





# Scholarship Info.



You probably know scholarships are often awarded for merit in academics, or athletics. But, did you know they are also awarded based on a *variety* of subjects, such as ethnic background, religious affiliations and special interests or hobbies.

## **Apply! Apply! Apply!**

With the cost of a college education ever increasing, students and their families now need to be even more creative in finding ways to help pay for it.

According to a recent article in Money magazine, Ben Kaplan, author of the book "*How to Go to College Almost for Free*", won nearly \$90,000 in merit-based scholarships. How did he get all that free money? He applied!

"That's the common link among all scholarship winners: They apply." He says that you need to apply again and again. It's a lot of work, no question, but it may be worth it.

"You can rethink old applications or take an answer to a question and tailor it for a new one."

"The scholarship process is a game, and you don't automatically know how to play." He says you can master it though, by emulating someone who has done it well in the past. "Look at past winning scholarship entries. You can often request them from the sponsor."

Kaplan also says not to be discouraged by grades that are less than spectacular. "Merit doesn't just mean grades. It can mean someone who demonstrates ability in other areas, 'such as knitting, surfing, or horse grooming.'" Look at all your abilities as well as disabilities.

"And don't give up" he says, "even if you've already finished your first few years of college. Wherever you are in your educational path there's money to be had."

## **✓Check your school's "binders."**

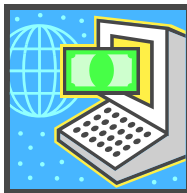
A lot of scholarship information is sent directly to high schools, where it's put in binders. If you're a junior or senior, talk to your counselor and ask for the binders specifically.

## **✓Use Internet databases.**

Some databases are amalgamated lists; others ask you for information, and then match you with the right program. Most of these sites are free.

## Try these Websites:

**scholarship.com**  
**college-scholarships.com**  
**collegeboard.com**  
**guaranteed\_scholarships.com**



## **✓Follow the Internet "bread crumb" trail.**

Type a scholarship that you know of into a search engine. Sites that list that one will list others, which can then lead you to many similar scholarships.

## **✓Interview local bank managers.**

Because banks often hold fund accounts for community scholarship programs they can lead you in the right direction.

## **✓Quiz your folks and employers.**

Employers or professional organizations may have scholarship programs for children of employees or members.

## **✓Start early.**

"If I could do this all over again, I would do it as early as seventh or eighth grade," Kaplan says. "There are scholarships opportunities for kids under 14."

**Finally**, as you fill out those applications, try to give a real idea of who you are. "*Don't just talk about academic or work experiences*. Use the essays to tell stories that give a clear picture of the kind of challenges you've met or overcome—not just in school but also in life."

\*For more information from Ben Kaplan, visit his website at:

**[www.scholarshipcoach.com](http://www.scholarshipcoach.com)**

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## **Financial Aid Scam !Warning Signs!**

*How can you tell if a scholarship or a scholarship service is legitimate?*



According to [www.Fastweb.com](http://www.Fastweb.com) there are several *warning signs*.

❖ If a scholarship or scholarship service requires a fee (*even a few dollars is questionable*) it is probably not legitimate. Financial aid and scholarship information is *freely available* in counseling offices, libraries, and on the Internet – scams will tell you that only they can find the information that you need – for a fee.

❖ A scholarship service, which offers to do *all* the work, is *not* legitimate (and once you pay the fee you'll probably never hear from them again). A *legitimate* scholarship service offers to *find* scholarships that students may then apply to, but it is up to the student to apply.

❖ Beware of "*money back guarantees*." Unfortunately, there are no guarantees and scholarships are *very competitive*.

❖ Avoid services that ask for a credit card number or say you are a "*finalist*" in a contest you know you *didn't* enter.

**Be sure to check out [fastweb.com](http://fastweb.com) for more college & scholarship information.**




# Selecting a School

mapping-your-future.org

This Website has helpful information on the various types of schools available and finding out which type is right for you. It also lists ten steps (included below) you should take to help you make your choice.



**Schools** in general, can be divided into two major categories: *Vocational training* and *Colleges/Universities*.

 **Vocational Training Schools** are privately owned and operated and offer a wide variety of training options in areas such as *cosmetology, mechanical repair, court reporting, secretarial, paralegal, travel, and medical services*. Typical vocational courses are short, usually lasting from 5 to 12 months. The main appeal of these schools is their *concentrated curriculum, job-training focus, and short course length*.


~ **Technical Colleges** offer several different types of programs including:

**Associate degrees** - programs designed to prepare people for a technical occupation and include occupational, general education and elective courses (accounting, dental hygienist, computer programmer/analyst).

**Technical Diplomas** – programs offered to meet the needs of businesses and industry to assist employees in meeting certification requirements for their job (automotive maintenance, accounting assistant, pharmacy technician).

**Apprenticeships** – are offered to people interested in working in an industrial or service trade. The applicant enters into an agreement with an employer in which the employer assumes the responsibility of teaching the trade to the apprentice (carpentry, machinist, millwright).

**Certificate programs** – show that a particular person has completed coursework in a focused area of study (customer service, landscape specialist).

 **Colleges and Universities** are typically two-four year schools which can be private or public.

~ **Two-year community/junior colleges** provide the opportunity to get your feet wet before jumping in to the four-year college arena. They generally offer two-year studies with an *Associates degree* conferred upon completion. The courses are designed to *transfer* to four-year colleges, should you decide to pursue further education. Also, like vocational schools, Community Colleges often offer *specialized job training* in certain areas. These studies are designed to prepare you for the work force as soon as you complete your training.

**Four-year colleges and Universities** – offer Bachelor's degrees and a much wider variety of studies and curriculum to choose from. Many also offer graduate studies (*studies after a Bachelor's degree is completed*) with opportunities to earn a Master's degree, Doctorate, or Professional degree (*such as a medical doctor*). The curriculum is much broader than a two-year school and is designed to accommodate a *variety of interests (unless you are going to a college that specializes in a certain area of study, such as music)*.

## Funding

**Public colleges and universities** are subsidized by the states they are located in and are generally less expensive than private colleges. However, the cheapest rates go to residents of the state in which the college is located. Out-of-state students pay much higher fees.

**Private colleges**, on the other hand, are funded through endowments, tuition, and donations. They usually cost a lot more, *but don't rule them out!* Private colleges can often offer enough financial aid to make them financially feasible for your budget.

## Ten Steps to Selecting a School

1. Establish your *goals and interests*.
2. If you know what career interests you the most, find out what kind of *education and training* you'll need to work in the field.
3. Make sure you are *academically prepared* for college and that you've taken the standardized tests that may be required for admission.
4. Familiarize yourself with the different *types* of schools and find out what attributes to look for when selecting a school.
5. Choose attributes that are *important* to you.
6. *Gather information* about schools.
7. Make a short list of the schools that possess the characteristics you're looking for and that *best meet your goals and needs*.
8. Request additional information from the schools on your list including an *application for admission, costs, and financial aid*.
9. Apply for admission to the *four to six* schools that top your list.
10. Visit *Internet Resources* for more information.



**ACE TIP:** Almost *all* colleges have their own websites. Check the **Website**, or call the **Financial Aid Office** of each college you're considering to find out what available **Scholarships, Grants, or Endowments** they offer and whether you may be *eligible* for any.

# Career Highlights

In this issue we are highlighting the fields of **Accountant** and **Architect**. This information was obtained from the following websites: [www.collegeboard.com](http://www.collegeboard.com) & [www.nycareerzone.org](http://www.nycareerzone.org). Feel free to visit these sites to research others careers.

## ACCOUNTANT



**Job Description:** Important decisions are made on the basis of information generated by accountants. They record, analyze, control, interpret, and communicate data about money flows and balances. *Public*

*accountants* have their own businesses or work for public accounting firms. They perform a broad range of accounting, auditing, tax, and consulting activities for their clients, who may be corporations, governments, nonprofit organizations, or individuals. *Corporate accountants* record and analyze the financial information of the companies for which they work. *Internal auditors* verify the accuracy of their organization's records and check for mismanagement, waste, or fraud. *Government accountants* maintain and examine the records of government agencies and audit private businesses and individuals whose activities are subject to government regulations or taxation.

**Skills:** Persons planning a career in accounting should have an aptitude for math, be able to analyze, compare and interpret facts and figures quickly, and make sound judgments based on this knowledge. They must be able to clearly communicate the results to clients and management. Accountants and auditors must be good at working with people as well as with computers and their applications in accounting and internal auditing. Accuracy and the ability to handle responsibility with limited supervision are important.



Capable accountants and auditors should advance rapidly; those having inadequate academic preparation may be assigned routine jobs and find promotion difficult. Many graduates of junior colleges and business and correspondence schools, as well as bookkeepers and accounting clerks who meet the education and experience requirements set by their employers, can obtain junior accounting positions and advance to more responsible positions.

**Education:** Most accounting and business firms require applicants to have at least a BA in accounting or a related field. Many States will soon require CPA candidates to complete 150 semester hours of coursework prior to taking the CPA exam. Some employers prefer those with a master's degree in accounting, or in business administration with a concentration in accounting.

**Wages:** In 2002, the NY annual wage range was between \$41,309 - \$71,608.

## ARCHITECT



**Job Description:** Architects design buildings and other structures. The design of a building involves far more than its appearance. Buildings must also be safe, functional, economical, and suit the needs of intended use. Architects consider all of this when designing buildings and other structures.

**Skills:** Creativity, the ability to conceptualize spatial relationships, and good communication skills are important qualities. Computer literacy is also required as most firms use computers for word processing, specifications writing, two and three dimensional drafting, and financial management. Knowledge of computer-aided design and drafting (CADD) will become more important as architecture firms continue to adopt this technology.

Architects often specialize in one phase of work like design, especially of one type of building, such as hospitals, or schools. Others specialize in construction management or the management of their firm, doing little design work. Architects often work with engineers, urban planners, interior designers, and landscape architects.



**Education:** All States and the District of Columbia require individuals to be licensed before they may call themselves architects or contract to provide architectural services. Many architecture school graduates work in the field even though they are not licensed. However, a licensed architect is required to take legal responsibility for all work. Three requirements generally must be met for licensure: A professional degree in architecture, a period of practical training or internship (usually for 3 years), and passage of all sections of the Architect Registration Examination.

**Wages:** In 2002, the NY annual wage range was between \$45,805 - \$78,241.



## Fall & Winter Events '02



So far, many of you have taken advantage of this year's ACE Programs, either on your own or through your school Liaison. Here are some comments we've received from you for several of these programs.



### Fall Regional Institutes

(at Lansing & Cortland)

#### Life on Campus

- I really liked this workshop. It answered many questions.
- This was a good course but I would have liked to have had a male point of view. (College Panel at Cortland was all girls.)
- It was well organized and somewhat interesting.
- I liked it a lot.
- These people were cool.
- The students were really good at answering the questions.
- This workshop really gave me some insight on how to prepare for college. Some things that I was concerned about before, I'm not now.



#### College Essays

- Good info.
- Great!
- Very informative.
- The speaker was good.
- It was very helpful in my planning.
- Good job.

#### Career Services

- Very interesting, made it fun not boring.
- Very interesting. The Career Crest was very helpful, it made me think about what I want to do.
- Louie is the best.
- This was a good combined student/parent workshop. The interesting views and concerns of parents and students was interesting.
- Lynn Rogers was very informative and pleasant!

#### Financial Aid

- Very well done, simply explained and understandable. Gathered valuable information for my daughter's applications.
- Great speaker! Touched all bases and fielded questions with expertise and humor.
- Speakers were well informed on current trends in financial aid.
- Financial aid session was very informative. Plan on calling for assistance.

#### Study Abroad

- Do the Study Abroad workshop again- once a year at least so many more kids can hear about it.
- Well presented, and enthusiastically by the participants.

- First hand information presented by student was very interesting
- Inspired me to study abroad. More prizes.
- I love Australia and was glad that someone went and spiked my interest even more!!

#### Relaxation Training/Stress Management

- The cookies were good and the speaker was great.
- The stress reliever ideas will probably be helpful for me.
- Glad he gave out helpful worksheet.
- I liked this workshop.
- The speaker was informative and had a sense of humor. The music was soothing. Making lists were boring though.
- Maybe we should have a meditation demonstration-- more time? Liked the visualization demonstration.

#### College Admissions

- It was great, thanks for offering it.
- Excellent information.
- I thought Susan did a great job. Very prepared, and answered questions with ease.
- Good job.

#### Overall Comments (student & parent comments)

- "Another good speaker!" (Cortland Reg./Dr. Samuel Kelley)
- The Keynote was A++
- Great speakers, very informative.
- I like these, they are fun
- The regional institute held at Cortland was very informative and organized.
- I enjoyed hearing a portion of the speaker's play.
- Very helpful and informative.
- Would have liked to have heard two presentations.
- This was my first ACE session. Very informative.
- This was one of the best institutes I've attended.
- Super job as always
- It was one of the most informative workshops I've been to.

### 11<sup>th</sup> Grd. TC3 Campus Visit

#### Question - 'What was the most useful part of the day?

- My second classroom session because it was an actual class. This let me see what a real college class was like.
- Dr. Pukstas talk because it made you feel welcome.
- Criminal Justice, because I'm interested in it and it was very useful.





- Lunch with the students, they helped convey the real life in college.
- Intro to Psychology, I learned a lot and it was interesting.
- Database concepts, because it taught me to use computers which are the future.
- Sociology, it was fun and informative.
- Broadcasting, liked the class and the teacher.
- Talking to the students about dorm life, clubs, etc.
- Going to actual classes.
- The talk with the student during lunch. It gave good insight into how the colleges actually function.
- The most useful part was when I was a news anchor and found out how difficult it can be if you do not get cooperation.
- Presentations after lunch because of more insight.

**Question** – ‘What do you know now that you didn’t know when you came in this morning?’

- Physics can make your head hurt without shooting a ball bearing at it.
- I didn’t know how many options there really were out there, and at TC3.
- I know I don’t want to major in sociology.
- That in the Biology class, once you are done with your lab you can leave.
- Binary calculations.
- There are many types of learning.
- TC3 has good pizza and soda.
- That TC3 has cool designing programs.
- Calculus isn’t as intimidating as it is made out to be.
- The difference between psychology and sociology.
- I know more about living on campus in dorms. I know more about college classes.
- How to listen.



### 9<sup>th</sup> Grd. Ithaca College Campus Visit

- I thought it was really good!
- “Coolness”.
- I had a nice time and wish we had more time to see things better.
- I had fun.
- People knew exactly what they were talking about.
- I thought people put a lot of effort into it.
- Had a good time, I learned a lot.
- More dorm room visits. The tour guide dude was awesome! Go Robbie & Go Lizzie.
- This visit was really interesting and fun.
- Well organized but needed more doughnuts.
- It was good to voice our opinion.

### 10<sup>th</sup> Grd. Event at Cornell “Dream & Achieve”

- Tell Mr. Morales I enjoyed the lecture. “Road through High School & Beyond” was very good. Applies not only to students but to everyday life for adults. Those hills can really get to you but you are right about going down the other side!
- Excellent.

- Florence Cherry did an outstanding job.
- Awesome job. Students did an excellent job.
- I liked the keynote address a lot.
- I tend to disagree with the information given by Florence Cherry.
- Great workshop, would like to have more of these in the future.

### 9<sup>th</sup> Grd. Event at SUNY Cortland “Spirit Day”

- Great job! Enjoyed it.
- It was great, but I wasn’t able to do the mirror well.
- Tom made the Team Building workshop so much fun, we didn’t even mind making fools of ourselves. I think the parents had as much or more fun than the students. The Motor Behavior lab with Joy also brought students/parents out of their shells. This was a nice “icebreaker” event. Very fun!
- Tom Fuchs was exceptional.
- Very good!
- Great one on one time with my son.
- This was a fun, interactive experience.
- The program was very fun, students didn’t even realize they were learning things. It’s not easy keeping 9<sup>th</sup> graders from getting bored while helping them learn about themselves.
- Awesome job.
- I thought the presentation was a lot of fun, and I also was able to learn things about college I didn’t know before.
- This was the best ACE event we have ever attended. Much more organized and interesting than events we attended with our son a few years ago. It kept the students interested. Thank you.
- I enjoyed the activities in the gym, and the food.
- It was fun.
- Very nice job!
- Thanks for the refreshments.



## Participation Counts

**Participating in the programs  
offered by the ACE coalition  
Benefits YOU!**  
**Both in fulfilling your ACE commitment,  
but more importantly,  
for your own personal enrichment.**

**So be sure to take full advantage of  
ACE Spring Events!!**

- ❖ Spring Regional Institutes
- ❖ Dessert & Dramas
- ❖ Gallery Talk & Tour
- ❖ 11<sup>th</sup> Grade Campus Event  
~“Making Choices”
- ❖ 10<sup>th</sup> Grade Campus Visit
- ❖ 12<sup>th</sup> Grade Campus Visit
- ❖ 9<sup>th</sup> Grade Pizza & Bowling