



FACTE Fall Conference
Ratzlaff Conference Room ~ Administration Building ~ Warner Southern College ~ Lake Wales, Florida

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8:30 a.m. Registration, Coffee and Rolls

9:00 a.m. Welcome, Introductions, FACTE Update and Program Overview – Jennifer Platt, FACTE President; Terry Fasel, FACTE President-Elect; Gregory Hall, President, Warner Southern College

Presentation and Discussion:

Jennifer welcomed the group of 95 registered members. Members of the Executive Committee introduced themselves and asked members to participate in committees. Executive Committee members are as follows:

- President – Jennifer Platt, Executive Associate Dean, University of Central Florida
- President-Elect – Terry Fasel, Dean, Warner Southern College, effective October 24, 2008
- Past President – Scott Hewitt, Director of Teacher Education, Rollins College
- Secretary – Jan Yates, Program Professor, Nova Southeastern University
- Treasurer – Mike Stewart, Associate Dean, University of South Florida
- Chair of the Policy and Legislative Committee – Gloria Pelaez, Director of Teacher Education, University of Miami
- Chair of the Professional Development Committee – Elia Watlington, Associate Dean, Florida Atlantic University
- Chair of the Research Committee – Marsha Lupi, Associate Dean, University of North Florida
- Executive Director – Bob Shockley, Professor/Chair, Florida Atlantic University

Jennifer congratulated Terry Fasel on the 40th anniversary of Warner Southern College. Terry introduced staff (Doris, Charlene [Public Relations: [Warner Southern News Release](#)], Travis [Technology]) and students (Christie, Cheryl and Kim) of Warner Southern who assisted with the organization of the meeting. He also welcomed Mrs. Terry Howell, who is a 3rd grade teacher from Lake Wales (Spook Hill Elementary) ([photo](#)). Terry graduated from Bethune-Cookman and completed her certification courses at Warner Southern. She is a member of the Lake Wales City Council and is active in city events. Mrs. Howell welcomed FACTE to Lake Wales.

Terry also introduced Dr. Greg Hall, who has served as the president of Warner Southern College for 12 years. Dr. Hall is also a minister in the Church of God, president of the Lake Wales Chamber of Commerce, and is active in ICUF. Dr. Hall welcomed the group and announced that FACTE would be the last group of VIP guests that will be welcomed to Warner Southern College, since the institution will become Warner University. With the restructuring, the Department of Education will become the School of Education, and Terry will become the first dean of that school. Dr. Hall thanked his college and FACTE for the work they do during the current economic and political times.

All FACTE participants introduced themselves (photo of [FACTE at Warner Conference Participants](#)).

9:30 a.m. Speakers: Jennifer Platt, FACTE President; Gloria Pelaez, Chair of FACTE Policy Committee; Robert Shockley, FACTE Executive Director

Topic: Report on "Day on the Hill" events in Tallahassee and Washington D.C.

Presentation and Discussion:



Bob described the unique structure of FACTE that includes independent institutions and public community colleges, colleges, and universities that are united in the preparation of teachers in the state of Florida. He described the transition of FACTE into an organization that is now proactive.

Gloria described the March 2008 Day on the Hill, part of the Spring 2008 FACTE meeting, as a learning experience, where 80 FACTE members and committees (Policy, Research, and Professional Development) gathered and developed a legislative agenda that focused on teacher retention and the proposed state reorganization for the Department of Education. The bill on reorganization was pulled. FACTE had provided language on this issue, and was successful and surprised with the results since the Senate had already approved this bill. Though the reorganization bill was expected to pass, FACTE spoke with legislators and legislative staff and presented research to defeat this bill at the House level.

Preparation for the event began on Wednesday afternoon for the Day on the Hill on Thursday with a debriefing session that was valuable for input. Members visited legislators throughout the Capitol. A reception was held after the debriefing, and we have learned how to make the reception have more of an impact. FACTE visibility has improved unbelievably during the past year.

Bob and Gloria stressed the importance of looking at the legislative agenda now since this is when legislators and special interest groups are developing their agendas. Due to upcoming political changes, we need to be ready to follow up. While the presence on the Hill was important, it is important for FACTE to be involved and provide input when bills are being created. Gloria reminded everyone that Ed Moore (ICUF) has stressed that legislators may leave, but they come back. Therefore, we need to remember to keep up with them.

Lessons learned:

- Be ready to respond quickly to data requests.
- Bring students (e.g., Florida Memorial brought many students during March 2008).
- Continue working with legislators even though they may leave.
- Debrief on the meetings.
- Educate legislators on the basics of academic issues, e.g., how academic credits equate to clock hours.
- Get involved now when the bills are being created.
- Keep a relationship going with legislators and legislative aides after Day on the Hill.
- Let legislators know that they can contact FACTE members on issues relating to teacher education, program approval, etc. Many legislators have questions, and they want to build resources and contacts with us.
- Limit priorities to three talking points.
- Make an impact with a legislative agenda with pertinent research to support FACTE issues.
- Meet with the subcommittees on education and the appropriations committees.
- Paint a picture of one student in one school, e.g., this student who went through this new program was able to... Legislative staffers recommend providing "big picture data and then putting a face on the data."
- Prepare for the event.
- Prioritize key issues.
- Provide data and facts, e.g., the cost of replacing a teacher.
- Recognize that legislative aides and staff are key to the process.
- Refer to broad-based evidence, e.g., support for more math and science teachers.
- Research information on college attendance of the legislators. Participants can send information to these legislators on their special projects. Speak to the FACTE issues first before referring to specific organizational need
- Review the need and the results.
- Show the growth of programs with appropriated money.
- Third party endorsements are important. Having a teacher or a student say this is so much more powerful.
- Use a legislative agenda with pertinent research behind FACTE issues to make an impact. Use the legislative directory, Facebook (<http://www.facebook.com>), <http://myfloridahouse.gov>, and <http://flsenate.gov> to read profiles and collect information on the legislators. Some of the legislators did not go to college, and some of them vote against teacher education. Find out who they are so that you can send them information on their special projects. Let them know that they can contact you on teacher education, program approval, etc.



- Wear comfortable shoes.

The FACTE Spring 2009 meeting will take place in Tallahassee (March 9 [orientation and preparation], 10 [Day on the Hill and VIP reception for legislators], and 11 [debriefing and business meeting]).

10:00 a.m.

Speaker:

Janet Owen, Vice President for Governmental Affairs and Associate General Counsel, University of North Florida

Topic: *Building Successful Legislator Relationships*

Presentation and Discussion:

Jennifer introduced Janet, a graduate of UNF and Stetson University (law). Janet worked with a Jacksonville law firm prior to joining UNF in 1994, and in 1998 she moved to the Office of Governmental Affairs where she works with congressional delegations and community groups and is the liaison to the general counsels. She has worked on system-wide initiatives for SUSs and has served on several committees to provide recommendations on statutes and rules. Janet provided the following recommendations for FACTE:

- Ask legislators for something that you show them how to produce, i.e., write the legislation, show the strikeout language, and show them where to get the money. Don't overburden their staff.
- Be careful with vocabulary, i.e., don't use a lot of educational jargon.
- Being called as a resource is a goal! You can state, "It's not horrible, but this is how you can make it better," or "We hope you will move this forward for these reasons..." Speak about which groups will not like a position. Legislators don't like being blindsided. Always be totally honest.
- Critical workforce need is a blessing and curse since the focus is on educational institutions.
- Don't assume that legislators or their staff members remember you from previous year.
- Find out about the personal passion of the legislator that is based on something in their district.
- Florida revenues are heavily dependent on sales tax. However, the current legislative leadership is not likely to increase taxes or repeal tax initiatives. The Bright Futures Scholarship is an area of concern since it is not need- or merit-based. It is uncapped and lottery funded, but the lottery is down. Legislators love low tuition. In the legislature, college access and affordability are important. Florida has ranked low for graduates for those to continue in higher education.
- Go early enough to influence the process – the earlier the better.
- Have events close to the capitol and charge everyone the same fee or offer it for free.
- Invite a legislator or staff member during the off-season for an event on campus.
- Keep FACTE list of things you hate. You can get rid of bad things.
- Know that your institution's president will be in Tallahassee. Will they say the same thing that you say?
- Legislative committee staff members work on projects, don't have term limits, and have institutional memory. The two-year chair is very dependent on the committee staff. Speak to these staff members.
- Legislative staff members stay in the district. The aide may have been with the legislator for years, and the member trusts them. Let the aide talk to the member for you.
- Lobbying is a year-round process.
- Make sure that you don't just visit legislators from your home town. Find out the committee assignments and the chairs. It makes a big impact for the chair to receive a visit from your organization.
- Plant seeds for the future, i.e., the 2010-2011 legislative sessions. Florida is a highly regulated state, and it will be helpful to meet with committees to look at how business operates. (Janet combines the agendas of the Florida Board of Governors and higher education, while keeping in mind the priorities of the Governor that are issued in the State of the State address that sets the tone for the session.) Legislative committee staff members develop their agendas and work all summer on interim projects and developing reports with recommendations for legislation.
- Strategizing as you think about the whole year should begin with faculty to find out about their contacts through church, family links, neighborhood, universities, etc.
- Understand term limits, i.e., you tear up your blueprints every two years and start over.
- Understand the context and workday of legislators and their staffs.
- Understand the realism of the funding (i.e., higher education competes with K-12, roads, prisons, Medicaid, etc.) and understand the tone of the legislative session since there is fierce competition with people who have ideas (e.g., an unnamed senator on the K-12 Appropriations Committee believed someone who said



that you can teach anyone to read in 20 minutes). There will be a special session in January 2009 to address this year's budget. In January, state agencies will be looking at a 5-7% cut. SUSs have already had a 4% cut, and this would already include the 5-7% being held back. Educational leaders and lobbyists have connected between legislators who understand the connection, and they are also looking for economic development.

- Use campus lobbyists to help develop information. Even if your event follows the legislative committee weeks, meet with lobbyists and find out what happened in last three days to get the Tallahassee context.
- Use K-12 students to tell their story.
- When legislators get to know you, they will connect with you. You have a chance to orient them and tell them your issues (e.g., bad legislation).
- White papers – Be careful that these are not too long or complex. Try to use one piece of paper (four-color) that you have tested with someone to see if they understand. Use a "talking points paper" (14 point font) that answers:
 - What is the problem?
 - What is the solution?
 - What will it cost?
 - Where do you find the money, i.e., how will it get me elected?

In closing, Janet emphasized Gloria's point to develop the agenda and keep it short and urged the group to think about the agenda now.

10:45 a.m. Break

11:00 a.m. Speakers:
 Wayne Blanton, Executive Director, Florida School Boards Association – Unable to attend
 Scott Howat, Florida Association of District School Superintendents
 Marshall Ogletree, Legislative Liaison, Florida Education Association
Topic: *Legislative Priorities and Building Common Agendas*

Presentation and Discussion:

Michael Stewart introduced Scott Howat and Marshall Ogletree.

- Scott Howat, who has 17 years of experience in education (a teacher at University High School in Orange County, where he was next an assistant principal for four years). Scott was appointed as director of Legislative and Congressional Relations for Orange County Public Schools (OCPS) in 2006. A graduate of Rollins College (B.S., Political Science) and UCF (M.S., Educational Leadership), Scott was appointed by Governor Crist to Seminole Community College's Board of Trustees for 2007-2011.
- Marshall Ogletree taught at Northeast High in St. Petersburg. He has a B. A. and M.A. from USF, and this is his 40th year in education (11 years as a math teacher and coach at Dixie Hollins High in Pinellas County; 4.5 years as staff at Orange County Classroom Teachers Association, 3.5 years as executive director at Seminole Education Association, 20 years as lobbyist at FEA, member of Commissioner Smith's Education Policy Advisory Group, and Board member of the Florida Center for Fiscal and Economic Policy Committee).

Scott works with Marshall, and they collaborate in Tallahassee. They have issues that they differ on, but they are both committed to working for the interests of children. Scott spoke of the upcoming 2009 legislative budget issues that drive the legislative priorities ([2009 Legislative Budget PowerPoint Presentation](#)). These economic issues include the following:

- Effects of property tax reform
- Financial market turbulence
- Housing market decline
- Increasing unemployment
- Rising fuel costs



Next Scott described the historic revenues of the OCPS. In 2003, these included state revenues, sales tax, lottery, and ad valorem taxes. Due to these revenues, the state sources were less than property taxes in spring 2008 for the first time. Since 1999, the base student allocation was comparable to the consumer price index, but in 2007-2008, there was a drop. Now, OCPS is educating students at below the rate of inflation. There has been a great decrease in the revenues per student, excluding the class size reduction. In March 2007, state revenues were predicting a dip and recovery, a year later. However, there has been a greater drop than anticipated, slower recovery, and in August 2008 projections showed that we will not start recovering until 2010. Scott encouraged FACTE to prepare legislative priorities and budget priorities to be in alignment with core priorities. Principals and leadership need to be prepared for what needs to happen.

There is a gap in the projected state revenue, general revenue, and expenditures that has to be closed to balance the budget that is required by law. Priority spending in education, public safety, and health care make up these expenditures. We can either increase the revenues or decrease the expenditures. The citizen taxpayers can hold us harmless for accomplishing this. Two are important critical areas: (1) budget constraints and (2) we cannot mix operating and capital costs in K-12. The class size reduction is a constitutional obligation that can only change with a 60% vote, and by 2010-2011, we have to be at that level. This amendment only passed by 51% the first time. There are other categorical, instructional costs (recurring and non-recurring). Of the district budgets, on average 80% goes to schools. OCPS is typical with 72.9% going to instruction and instructional support. OCPS cut 7% at the district level and 6% at the school level for a combined \$70 million. Principals set these cuts at their schools. Programs affected include environmental education, alternative education, summer school, middle school, and business technology system enhancements. Schools are shut down over breaks and holidays. In 2008-2009, 585 teacher contracts not renewed, and 598 non-instructional and administrators were not renewed. OCPS has the 7th lowest administrative cost per student among the 67 counties in Florida. They have the lowest cost among all large urban districts, and they are 15th percent below state average leaving little to cut on the administrative side.

What has occurred to meet these budgeting needs? OCPS has flipped the start time of middle and high school to save 1000 gallons of gas each day and salaries of 93 drivers. Around \$93 million was saved that will be used for replacement costs for 93 buses, which is a concern of citizens.

Legislative priorities for OCPS in 2009 include flexibility and stability in the budget, support of local control, opposition to unfunded or underfunded mandates (no more mandates), support of amendment to add flexibility to the class-size reduction amendment (i.e., don't set it at 18, 22, 25) to accommodate special populations. In 2009, the Central Florida Public School Boards Coalition (CFPSBC) proposed a platform to address the duty of the state to make adequate provisions. Are we being funded at an adequate level to support all students (over 800K students in areas)? They want to hold the legislature to this. In the CFPSBC 2009 proposed platform are the following: increase funding, strengthen state accountability plan, and pass no laws to infringe upon authority of school boards to supervise and operate public schools (local control issue)

Marshall provided a [handout](#) and described FEA as association of students in colleges, staff professionals, teachers, guidance counselors, media specialists, and higher education faculty. FEA has contracts with each SUS and some community colleges/colleges.

The new education commissioner, Eric Smith, has brought a fresh perspective to education and has already brought the DOE changes. Marshall is on his policy advisory committee which will look at FCAT issues. The economic situation is affecting all independent and public institutions. Governor Crist has also brought fresh perspective to education and has been open to a conversation about issues, and "he is important to where we want to go." FEA in Tampa will send 1200 teachers for a delegate assembly to set the agenda and send a message to the Governor that we [in education] can't just keep treading water, but we must take action. Tampa will ask for a penny increase in sales tax for education. They (teachers) believe that we can't continue to live with budget cuts, because the students are suffering; someone must advocate.

Marshall met with Lee Atwater, who wants to hear what FACTE members are thinking, regardless of which group you represent. Senator Gates was a superintendent in Okaloosa County before he became senator. It is important to know that these leaders work together.



FEA is the ultimate grassroots association, and they take advantage of “being everywhere.” The term limits change the dynamics. Wait for the election outcomes to know what to do. Senator Ted Deutch will receive the FEA Champion of Education award.

On funding, Scott and Marshall agree on getting to the national average for K-12 spending. This would take a one-cent sales tax increase to raise \$3-3.6 billion dollars to get to the average. The result would be a 20% increase in the K-12 operating budget to get to the “average” level. FEA wants to fix fiscal problems, close achievement gaps, and increase graduation rates. Marshall stressed that if we do not tackle the difficult issues, we will lose the fight to become a premier nation in the world. We have to help the struggling children. Cuts in districts and at colleges and universities undermine the economy and hurt the community since the school district is the largest employer in most districts. Investing in the schools will boost the local economy, but we can’t close the achievement gaps by doing the same things in politics and funding.

Regarding the class size amendment, FEA wrote the bill. Classroom teachers like class-size reduction. Teachers in art and other areas are asking for the class-size reduction, too. This issue is critical as we try to close the achievement gaps, so we need to make the amendment work. The issue for politicians is all about the money. Marshall has worked with Bob, Elia, and Jennifer on teacher retention, which presents a human and a fiscal cost. Wholesale non-reappointment of annual contract teachers for no apparent reason is occurring. We need to help these people be excellent teachers. At his state-level meetings, Marshall and legislators and educators discuss the fact that it takes years for teachers to develop. All teachers should help new teachers, and principals should be part of this.

The old retention bill has been reduced from 27 pages to 6 pages. They removed anything that had a fiscal impact. The Education Committee staff of the legislature is critical to convince other legislators how to vote on the issue. The “sale” needs to be data-driven, and we need to provide information on the attrition rate at each school, extenuating circumstances (e.g., new principal), etc. The public has a right to know if we are keeping these teachers. Marshall believes we can try to reduce the loads of teachers, who need assistance, but Tallahassee cannot dictate this; the schools and districts need to decide how to do this.

Question and Answer Session

1. In Duval County, the district has created classrooms over the size and paid fines to the state. When that happens, where does the money go and what does it fund?

Response: Scott explained that class size non-compliance has a price to implement that is much more than the fine. They can transfer the fine from the operating budget to capital funding. (They can’t spend capital funds for operating.) They will have more money to build classrooms than for hiring more teachers. A cost study is needed to find out if it is worth losing teachers. The reality is that 60 or 70 kids in physical education, band, or art would be outside the core areas for class limitations. Fine arts teachers have large classes. Teachers can get certified in other areas and go into those that come under the constraint of the class sizes. We need flexibility and principals who don’t want to go in under compliance. Marshall thinks this is a quality issue. We have to stand up for equality and bring this to Tallahassee. Is it ok to underfund education forever in Florida? The fact is that the children deserve better, and we have to pay teachers enough to want to do the job. Teachers did not get a chance to build an assessment system. They had this forced upon them. You want the folks that you are training to be there for the long-haul.

2. What is occurring with the NBPTS?

Response: Marshall sees this change as a big disappointment after the 10 years of having a strong National Board Certification program. The legislature took a step backwards by cutting the program 45%. This had nothing to do with budgets and everything to do with politics and policy and was linked to the ABCTE (a conservative group). NBPTS should not have been linked to this. Most NBPTS teachers are not mentoring, since there are no mentoring dollars left. For retention, we know that mentoring is very important. This would have helped with the retention issue. NBPTS teachers are building a lobbying group.

3. Do we need to educate legislators about the connection between literacy and prisoners?



Response: Marshall thinks legislators know that. The data ranked Florida 5th on prisoner spending and 50th on K-12 spending. He believes that this is a result of the idea that you cannot raise taxes. We have no state income tax. The legislature wanted to get rid of local effort taxes, but it would have taken \$9 billion from existing programs to replace this. Scott added that legislators wanted to remove zero-tolerance language to prevent students from being suspended since they think these offenders will be on street or in prisons. He said that at the school district level, there is agreement, but you need to have zero-tolerance in the schools. With budget cuts, there is a gap for dropout prevention and retrieval (bring students back) programs, and these become locally funded. We really need to encourage programs for at-risk kids and dropouts.

4. Bob asked Scott and Marshall to speak about working with school board association and superintendents to build coalitions with a common agenda. He mentioned that Bill Montford made the comment that he had never seen an environment in which the organizations work together better than they are now.

Comments: Marshall said that teacher retention is a good issue since no one would be against retaining teachers. Coalitions, no matter what the issue is, are important since there are others on your side, e.g., the PTA would be on the side of teacher retention. Marshall has spoken about important issues. He urged FACTE to be realistic with the legislators and to bring two or three groups together to discuss this, which is more effective than one group meeting on the subject. The chamber of commerce and some business groups will support this issue. The School Alliance group is doing this. To move a funding issue ahead, you have to get other groups together. Build those relationships and coalitions to be successful. Scott thinks that the cooperation reflects the change in leadership, e.g., FEA has better access now with the current governor and he stressed that we can accomplish more together. He reminded FACTE that many groups worked together for the classroom-reduction amendment. Everyone was invited to bring forward their proposal. We can accomplish more that way by reaching out with more people. The new Commissioner is more willing to do this.

5. What will help the retention bill become a mandate?

Response: Marshall suggests that we try to develop a bill that everyone sees will move the agenda forward. The teacher retention bill could be aimed at the D and F schools for a foot in the door approach. Scott added that OCPS is doing more things with leadership teams (on-boarding) to train school leaders. This doesn't cost a lot of money, but it helps. On-boarding with people within the school system who are moving from one school to another is needed and is part of the OCPS priorities since it will save money in the long run.

Jennifer thanked Scott and Marshall for bringing more groups together.

12:00 p.m. Lunch

1:00 p.m. Speakers:
Michael Stewart, Associate Dean, University of South Florida
Jennifer Platt, Executive Associate Dean, University of Central Florida
Topic: TEACH Grants and Institutional Planning

Presentation and Discussion:

Mike Stewart described the activities of the TEACH Grant at USF and stated that many students are "TEACH Grant"-ed out. He provided an overview of the grant standards for the TEACH (Teacher Education Assistance for College and Higher Education) Grant Program, a federal financial aid program that was moved by AACTE for those who need degrees in a high-need field. The grant is a non-need-based, loan forgiveness program, provided the candidate adheres to the conditions and requirements of the loan. Financial Aid looks at the grant in a different way, i.e., the rules are long, and the penalties are defined. There is an anticipated 80% default rate on the grant in its current format. Nevertheless, USF went forward and implemented the grant which is supposed to increase the availability of highly qualified teachers to teach in low performing schools in high-needs areas.

To offer the grant, the higher education institution (IHE) must provide teacher preparation, professional development, extensive clinical experience, pedagogical course work; monitor student performance; provide



mentoring, etc. The grant is for \$4000 (maximum, per year) for undergraduate students for up to \$16,000 over four years during the degree. M.S. students can receive a maximum of \$8000 during graduate degree, which is prorated during the degree.

The academic requirements are a 3.25 overall GPA for undergraduate and graduate. Applicants can use a score that ranks them at the 75th percentile on one of the test batteries [nationally normed exam]. The GPA may be easier to use. Students must be completing coursework and other requirements in a high-need field and can be someone who is already a teacher, or someone who is pursuing alternative certification through a program such as Teach for America.

To achieve loan forgiveness, the grantee must teach for four years within eight years of graduation in a critical teacher shortage subject in a low income school. These subjects include math, science, foreign language, bilingual education, Exceptional Student Education (including Gifted Education), Reading Specialist, or any other field documented as high need by the federal list.

What happens if the high-need program is removed from the list before the graduate completes the service agreement? An amendment to TEACH states the graduate can complete the service obligation in that field regardless of whether the field remains on the state shortage list.

Could a principal transfer a teacher to another school, which would cause default and reverse the loan? What happens if the candidate does not fulfill the service obligation? They have to repay this as an unsubsidized, direct loan with interest accruing from the date of the loan disbursement. A list of exceptions is being developed (e.g., military service, documented extended illness, etc.) The secretary of the U.S. Department of Education is developing a list that will be communicated through AACTE. There are three amendments to the TEACH Grant and Jennifer will provide these. The AACTE Web site (<http://www.aacte.org/index.php?/Government-Relations/TEACH-Grants/important-aacte-guidance-for-members-on-implementing-teach-grants-resources-from-aacte-workshop.html>) provides good information on TEACH.

Beginning in May 2008, and working with the Office of Financial Aid (i.e., IHEs have to collaborate with the School of Education), Mike provided a timeline. They started disbursing funds for the fall 2008 semester. They had to match their programs with the grant. Because this is a collaborative effort, Financial Aid had many questions for the college of education. USF offers the grant for the following programs and tracks:

- Math Education (B.S. and MAT)
- Science Education (B.S. and MAT)
- Foreign Language Education (B.S. and MAT)
- Special Education (B.S. and MAT)
- Gifted Education (B.S. and MAT)
- Reading Specialist (B.S. and MAT)

A flowchart, which Mike shared, was created for the process. This reflects that the COE meets with students to make sure that they understood the requirements (e.g., changing major, not doing well and removed from internship or program, or not completing program, etc.). Financial Aid did not want to decide who would qualify, so the COE decided that only students who were admitted to the College of Education would qualify.

Candidates must complete a financial aid information session, and eight sessions (41 students) have been completed so far. These sessions last one-hour and are both face-to-face and online. After candidates attend, they work with Financial Aid. Because Gifted Education is fully online and has students online all over the country, their orientation is completed online.

Students need to know how to determine if a major is in a high-need field or a school is a low performing school. USF provided Web sites for students with information on the teacher shortage areas in Florida and the U.S., on how to identify a low income school, and how to apply for the grant. Candidates have to complete FAFSA, TEACH Grant information session, online counseling session, and complete an agreement to serve (ATS) form each year. Communication of the program is through word of mouth, a Web site, school district outlets and contacts, brochures,



posters/flyers, etc. Students have to re-apply and be counseled each semester. If a candidate is already certified, they can accept the grant to get recertified in the field.

Jennifer described UCF's implementation of the TEACH Grant ([Jennifer's TEACH Grant Presentation](#)) that has had 50 (25 B.S. and 25 M.S.) applicants approved by Financial Aid, and they have signed the agreement to serve as teachers. The funds will be disbursed when they enter the program. Jennifer has developed a brochure that promotes the grant with the students who have been admitted to the program. Next semester, they will start talking with the undeclared majors and use this as a recruitment tool, but students cannot receive the money until they are enrolled. So far, UCF candidates have been admitted based on the GPA. She identified exceptional student education, math, and science students and invited them to a counseling session. UCF provides students with a "to do" list and offers a TEACH Grant e-mail address and hotline, which are monitored. Counselors can deliver this information at regional sites. Candidates are required to attend the initial, subsequent, and exit counseling sessions. She described circumstances that impact suspension or deferments of completion requirements, e.g., a three-year suspension can be requested in one-year increments for medical leave or military service. Grant agreement to serve (ATS form) must be completed annually, online.

The UCF COE developed an addendum to the ATS (name, PID, term, blurb on agreement, conditions, signature to show that they understand the requirements, which areas COE is responsible for, and which area financial aid is responsible for). Jennifer gives students a list of the Title I schools in the district. During the internship, she places candidates in high-needs schools so that they still have support as they learn to teach in this setting. This addendum, used at the initial counseling session, is like a post test. At subsequent counseling sessions, students again read and initial their understanding.

There are currently 18 institutions in Florida that are eligible and participating in the TEACH Grants at this time. The following links will help with the administration and decision-making for the TEACH Grant:

- TEACH Grant Eligible Institutions
<http://www.nasfaa.org/publications/2008/eateach091608.html>
- TEACH Grant Fact Sheet
http://studentaid.ed.gov/students/attachments/siteresources/4807Teach_FactSheet_v3.pdf
- TEACH Grant Implementation Sources
- <http://www.nasfaa.org/subhomes/2669Resources/TEACH/TEACH.html>
- Teacher Cancellation Low Income (TCLI) Directory (Schools serving low-income families)
<https://www.tcli.ed.gov/CBSWebApp/tcli/TCLIPubSchoolSearch.jsp>
- Teacher Shortage Area Nationwide Listing (Teacher shortage areas must be listed in this DOE listing)
<http://www.ed.gov/about/offices/list/ope/pol/tsa.doc>

Question and Answer Session

1. Was it difficult to match candidates to the Title I schools?

Response: The high schools are harder to find.

2. Under Bilingual Education, do we count the ESOL programs?

Response: Jennifer does not have Bilingual Education. However, by law, Bilingual Education includes TESOL.

3. What is the benefit to the college to have a lot of students apply for the grant?

Response: The benefit is assisting students with financial aid and making their lives easier. The program helps to increase enrollment. At UCF, the 25 candidates at the graduate level are all brand new. A nearby school district has a requirement for teachers to complete a M.S. or NBPTS. Jennifer spoke with them about TEACH grants.

2:00 p.m.

Speakers:

Kathy Hebda; Chief, Bureau of Educator Recruitment, Development and Retention; Florida Department of Education



Genae Crump; Program Director, Educator Preparation; Bureau of Educator Recruitment, Development and Retention; Florida Department of Education

Presentation and Discussion:

Jan Yates welcomed and introduced Kathy and Genae and thanked them for presenting ([FL DOE Presentation Fall 2008](#)). Genae reviewed State Board Rule 6A-5.066.

What is happening with your matrices? Genae's office sent e-mail to every institution that submitted the matrices in August 2008. Some institutions decided to discontinue some of these programs. The matrices will be reviewed in November and December 2008. Feedback will be given by January 2009.

Regarding the rule implementation, this applies to candidates who were admitted Fall Semester 2008. The August 2008 submission was not for gaining approval or new program additions. If a program will be discontinued, that candidate must complete the program by August 2009 or the institution must submit matrices by August 2009.

To add an endorsement, submit the same type of matrices that were submitted August 2008. Add Competency 6 for the reading endorsement. Initial folio submissions will be accepted February 1, June 1 and September 1. Genae's office received many new folios. So, beginning with the current fiscal year (2008-2009), the office will only accept resubmitted folios for the June 1 submission period. Math and science reviewers are still needed. Genae's office is waiting to complete the rubrics before they send feedback.

A folio review was held in Tampa on August 7-8. Twenty-seven programs were reviewed, of which 10 were resubmitted folios. There are currently 34 state approved institutions. A fall folio review is scheduled for November 12-14, 2008, in Tallahassee. Tonya Brown has contacted those reviewers.

Regarding the PTOs, 11 state-approved institutions have an approved PTO. The only documentation that must be submitted for the PTO data requirement is the number of program completers. The PTO's expiration date coincides with the site visit cycle date. When the review teams go on site, the PTOs will not be reviewed. They receive a temporary certificate. The DOE will provide information on the placement of these completers.

For SUSs, the DOE code for PTOs is 700. The DOE receives information on the number of admitted, enrolled, and completed students per term. The DOE gets the completed data by requesting information by code. On site, the DOE will not look at the PTO. They will renew this.

Regarding EPIs, there are 25 community/state colleges and seven senior institutions with initial teacher preparation programs that deliver state approved EPIs. Nothing has changed since the last FACTE meeting for EPIs. Genae's office completed the state approval standards and rubric for this, and approval letters are in process at the DOE. The drafting documentation for first annual report submission will occur in spring 2009. Program Approval technical assistance will be provided on November 6, 2008, in Orlando.

Genae provided an update on the Educational Leadership programs and announced that 10 public universities and 5 private institutions have state approval. Five institutions have resubmitted folios for approval and these will be finished by October 31, 2008. Transitional matrices for Educational Leadership were due by June 1, 2008. Feedback has been given and final approval will be completed by December 31, 2008. Technical assistance was held yesterday (October 15, 2008) at Warner Southern. The resubmission is needed by November 30.

The DOE has been operating on the transitional side of things, due to receiving new standards that will be used for initial seeking and continued approvals. These standards will help to prepare for the IPEPs and continuing approval site visits.

Regarding the Beginning Teacher Satisfaction Survey Update, this is the second year of a combined DOE, alternative certification, ITP, and EPI survey. The survey was distributed in spring 2008, and the DOE has received the first draft this month. The report is due January 2009. The survey questions will be refined, and the combined survey will be pilot tested. The survey will consist mainly of quantitative types of questions. Individual institutions can follow up and survey further with qualitative types of questions. The Educational Leadership survey workgroup



committee will meet in the fall of 2009 to formulate questions for a combined survey to send out the first time in spring 2010.

For other teacher preparation programs that are not student-teacher oriented (e.g., guidance and counseling, school psychology, educational media, etc.), a workgroup will need to formulate questions specific to these programs.

To receive Florida Teacher Certification Examination reports, contact Donna Utakis (donnaUtakis@nesinc.com or 413-256-2722). For further assistance, e-mail (Rebecca.Pfeiffer@fldoe.org) or call (850-245-0608) Rebecca Pfeiffer.

Privates [independent institutions] are uploading completer information. They must verify the program completers.

For certification issues and problems, contact Tonya Brown (Tonya.Brown@fldoe.org or 850-245-0537). The certification office contact is Jody Bond (850-245-9796). Endorsement statements on transcriptions should read exactly how they are worded in the approval letter that is sent with the program folio submission feedback report. Certification will verify the field experience. They look at [transcript] stamps. Institutions should not include the FEAPs in stems on endorsements. If there is an ombudsman change, send this information to Genae.

For the NCATE update, the DOE is beginning to draft a new proposal to NCATE to revise the partnership agreement because of changes to rule. The DOE met with NCATE and institution representatives and the Board of Governor's representative. There will be revisions to the protocol agreement and precondition issues. A crosswalk of new standards to the new NCATE standards has been drafted. How can we combine the efforts of NCATE and the DOE to make it easier for the DOE and state? To what extent are institutions involved? Representatives from SUSs ("we cannot include every single person"), including Sundra, UNF, UCF, USF, Stetson, and Bethune Cookman, were included in a workgroup to address the combination of efforts and not as a group that is responsible for all decision making. The DOE is deciding if alternative certification programs need to be reviewed. They are going over the revisions from the work group. Additional feedback will be solicited from FACTE as a whole.

Which programs need to be reviewed? EPIs will be reviewed, but PTOs will not. PTOs do not have an assessment system. These can vary on the type of courses. The EPI is in statute. The assessment description is in statute. Data are collected statewide as a state alternative path. NCATE felt the PTOs were limited in scope. The EPIs could be analyzed. This is the one alternative path that is included for the NCATE review. The teacher education unit is responsible for the review, school-wide. All institutions will have feedback on this.

Regarding the combination of efforts, a DOE reviewer would be eager to make sure the DOE standards and NCATE standards are separate documents. A faculty or staff member at an institution would like to see the crosswalk with the NCATE and DOE standards merged. Some institutions may be nervous about using a merged document. Could institutions attach an addendum? The protocol agreement may be finished by January. The main difference will be for the reviewers combining the review on-site and developing the report.

The following are DOE goals for future development:

- The electronic IPEP is being piloted this fall. Revisions are being made to the program approval Web site. Formal documentation will be sent by November 3.
- Revisions to the ELL guidebook will be made by December 2008 and posted by January 2009.
- New EDL program approval standards and rubrics will be completed by December 2008.
- A combined teacher survey will be piloted in spring 2009.
- The NCATE protocol agreement will be completed by January 2009

The following trainings will be offered:

- EPI – November 6, 2008
- Folio Reviewer for ITP – January 28 – 30 in Orlando for ITP and EDL
- Site visit reviewer continued training for ITPs, EPIs, and EDL – September 2009
- Initial preparation and Educational Leadership programs will not submit IPEPs this year.



- IPEPs – Fall 2009 (Directions will be provided at the March 2009 FACTE meeting.)

For EDL and NCATE questions, contact Genae (Genae.Crump@fldoe.org). For Standard Report and Title II data, contact Rebecca (Rebecca.Pfeiffer@fldoe.org). Tonya (Tonya.Brown@fldoe.org) is also assisting in these areas.

Kathy provided a DOE update on several areas as follows:

- State Board of Education’s Goals and Priorities – A new strategic plan will be voted on for adoption on Tuesday, October 21.
 - The strategic vision (“to change the culture of our schools from PreK to postsecondary by raising the ceiling and raising the floor to better enable students for success in the 21st Century”) is still in draft.
 - There are six strategic focus areas. The student assessment for FCAT was the only measure. Now, “they” are considering making the FCAT the floor, along with some other measures. They will focus on the ceiling. Besides the FCAT, what should students know?
- Florida’s Next Generation (Prek-20 Education) Strategic Plan Focus Areas – These are in draft and include the following:
 1. Strengthen foundation skills
 2. Improve college and career readiness
 3. Expand opportunities for postsecondary degrees and certificates
 4. Improve quality of teaching in the education system
 5. Improve K-12 educational choice options
 6. Align resources to strategic goals

This is for the categories of PreK-3, 4-8, 9-12, and college/career.

- American Diploma College Readiness – This initiative will align the standards between K-12 and postsecondary in English/language arts and math and is being completed through a task force that includes the Board of Governors. The group is looking at K-12 student achievement to see what needs to be aligned and addresses issues for students who are going into college with a diploma and need remediation.
- No policies and procedures will be set until the taskforce finishes the alignment.
- Regarding Area 4 (Teaching), this will establish the state’s expectations for quality instructional practice and will improve the quality of preparation programs, professional development and certification exams. This will also align requirements for district performance appraisal to the state’s expectations and provide statewide recognition and award programs that reward outstanding performance based on the state’s expectations (includes student achievement). After this is adopted, someone from the DOE needs to speak to FACTE so that we get the full picture. (Evan Lefsky may come from Florida Reads!)
- Because the Accomplished Practices have never been utilized beyond the initial APs [preprofessional], the DOE is ready to have a workgroup look at the APs to become our state’s expectations for good instructional practice. They could be modified at the preprofessional level and incorporated into inservice teaching and inservice performance appraisal. When the APs are reviewed, the draft work plan will begin with a literature review and research review. The NBPTS will begin with this.
- Measures of performance in teaching – This will include the number and percent of teachers receiving state performance pay and number and percentage of classes taught by out-of-field teachers in all schools. There will be differentiated accountability schools (DA). In critical teacher shortage areas, the percentage of teachers teaching out of field will be determined. For approved programs, measures will include the number of completers from approved teacher preparation programs (SUS, ICUF, CC, and EPI), the number and percentage of teachers, trained in Florida, who were math and science majors at a postsecondary institution in Florida. The Commissioner knows about the programs that receive grant money and, in addition to everything measured in 4.1, wants to see who has the major and how many go into teaching in that area.
- Differentiated accountability – The U.S. Department of Education completed a pilot study of six states, including Florida. Florida was allowed to differentiate among Title II schools who do not achieve AYP. This aligns and integrates the Florida school grading accountability system with the federal NCLB accountability. The goal is to measure applicants with one evaluation. School categories (There are 39 criteria to meet AYP in Florida.) will include Prevent I, Prevent II; Correct I, Correct II, and Intervene. During the fourth year of missing AYP, the school has to restructure. There are 13 intervene schools in Florida. They had to answer four questions (more than 65% students not achieving in reading and math, declining, have they received a grade of F for 4 of 6 years, etc.).



- Work is occurring to streamline accountability systems, focus on support progressively and implement regional support, decrease intervention requirements as school performance improves (school grades and percent of AYP met), focusing on school and district ownership of schools and increasing state direct intervention only in critical areas. The purpose is not just to monitor but to also assist. There are eight accountability focus areas:
 1. School improvement planning
 2. Leadership
 3. Educator quality
 4. Professional development
 5. Curriculum
 6. Continuous improvement model
 7. Choice with transportation
 8. Supplements

Additional information is available at the Florida Bureau of School Improvement (<http://flbsi.org>). Also at this site are the names of regional directors. There is a new bureau chief for school improvement (<http://flbsi.org/contactus/index.htm>), and he can be contacted at nikolai.vitti@fldoe.org.

Regarding accountability, Chancellor Haithcock has two questions: (1) how do I know? and (2) so what? The five regions map is at <http://flbsi.org>.

- DOE discussions about data collection for higher education are underway. Send comments, concerns, and questions to Kathy (kathy.hebda@fldoe.org).
- The Next Generation Teacher Preparation Seminar will be hosted with a consortium at Nova Southeastern (February 27, 9:00 a.m. to noon). This will be shown through the Web and will focus on the Next Generation Standards in math.
- eIPEP Update – There will be three sections (programmatic descriptive documentation, candidate section, and completer section) in the report. Two sections will include (1) core data and statistics and (2) institutional analysis and summary. The target date for piloting the system is November 1, 2009. By December 2009, the system will be ready for all institutions to test. Additional information is available at <http://bets.fcim.org/eIPEP/institute/index.aspx>. The pilot process will allow testing for uploading files.

Kathy concluded by thanking the group for help with program and folio reviews, and she demonstrated the draft eIPEP Web site and showed the primary sections where information will be uploaded, along with the executive summary and analysis section. The Florida Center for Interactive Media (<http://www.fcim.org/>) will house this until it is brought over to the DOE. Social Security Numbers are needed to match completer data.

3:30 p.m.

Showcase Presentation: Warner Southern College

Speaker:

Dawn Rafool, Vice President of Enrollment Management and Marketing, Warner Southern College

Presentation and Discussion:

Dawn provided a snapshot of information about Warner Southern. The college, soon to be university, offers over 28 majors and athletic opportunities. The mission is three-fold: faith, scholarship, and servanthood. There are 1200 students on campus, with 600 being traditional undergraduate day students. Half of the enrollment participates in athletics. Approximately 300 students are housed on campus. Another 600 students take classes in Lakeland, Melbourne, Orlando, and Titusville. Though most students take classes on campus, there are 150 students in the online program. The student population is 49% male and 51% female. Warner Southern is recognized for campus diversity, with 23% being from minority populations. The institution strives to make private education affordable. Notices about the FACTE meeting are published at the Chamber of Commerce (http://www.lakewaleschamber.com/Member_News_Docs/2008/10-13-08/Warner%20Southern%20hosts%20FACTE%20October%2016%20and%2017%202008.pdf).

3:45 p.m.

Transportation to Bok Tower Gardens for Reception – Entertainment by Young Americans

Presentation and Discussion:



Terry provided directions to the afternoon reception at Bok Tower.

Friday, October 17, 2008 ([return to top](#))

8:30 a.m. Coffee and Rolls

9:00 a.m. Speaker:
Senator Ted Deutch, Florida Senate, District 30
Topic: Legislative Challenges and Perspectives

Presentation and Discussion:

Senator Deutch has been in the Florida Senate for three years. Bob Shockley complimented Senator Deutch on his ability to complete bi-partisan work in the Senate. Ted is making a difference in the legislature and is being honored as the Legislator of the Year by the American Cancer Society, Florida Education Association, Health Alliance, and League of Cities. He serves on the K-12 Education Committee and the Finance Committee. Originally from Bethlehem, Pennsylvania, Senator Deutch attended the University of Michigan (B.S. and J.D.) and is currently an attorney with Broad and Cassel, where he has been for 10 years. He has practiced law in Washington, D.C. and Cleveland, Ohio.

Senator Deutch spoke about the Teacher Retention Bill and the legislative process. His involvement stemmed from the K-12 Education Committee, and they spend time talking about the issues that get publication, e.g., salaries, FCAT, and more choices for career education. The committee had not spent a lot of time talking about the teacher component part of that, i.e., "How do we insure that we are getting great teachers, if not we can't discuss the overall picture?"

For statistical background, there are 170,000 teachers in Florida, and Florida will need to fill between 17,000 and 23,000 slots per year between this year and the end of the decade. The DOE study found that of the teachers under 55, only 57% had taught continuously for the prior decade. From 1998 to 2007, 17-20% left after the first year. This issue is being researched by Dr. Shockley and others.

Senator Deutch described the strategy of filing a bill, knowing that it will not receive a hearing, in order to take advantage of the research. In the case of teacher salaries (i.e., what would it take to increase average salaries in Florida to the national average), they wanted research done by the economist to confirm how much it would cost, and they found that it would cost \$1.3 billion. Even though this does not account for the cost of living, the finding let legislators know that they needed other options to increase salaries.

In terms of teacher mentoring and teacher quality, Senator Deutch believes that the governor's office is able to pursue provisions like this without damaging the budget, since what is needed primarily redirects existing human resources, establishes goals to reduce teacher attrition, etc. This requires the DOE to support this and requires D and F schools to create specific plans to address attrition. The Florida Quality Council, within the governor's office, monitors the workforce. Senator Deutch has a goal to enhance the stature of teachers in the state so that there is a full respect for the contribution of teachers. We must look at salary incentives in order to deal with attrition rate, and this can be reviewed this year (2008-2009) in the legislature. The problem is the budget (\$72 billion budget in 2006-2007; \$66 billion budget in 2007-2008). This year we will have to cut again (\$800 million) and in March and April (2009) will have to cut \$3 to \$5 billion again. This is a dramatic reduction and will require very important policy discussions.

If we are trying to assure that when the economy turns around we need to be ready with the workforce to move ahead, Senator Deutch argues that the way to be ready is to make the investments in the education so that we can deal with these issues. This is true for K-12 and higher education. Professors are leaving education, and Florida has the highest student to faculty ratio in the country. This needs to be discussed. Are we going to view the budget crisis as an opportunity to tighten belts, rein in government and make the government smaller and more efficient? At a time after the budget has already been cut, with the state spending resulting in our rank at the bottom in education, senior citizen services, and disabilities, we cannot continue to slash the budget across the board. We need to look at additional ways to slash the budget so that we can ensure that we address other problems. Senator



Deutch looks forward to seeing FACTE in Tallahassee and hopes that this debate continues and that we continue to look at different revenue options. There are opportunities to increase revenues in order to create resources to create the Office of Quality Education in the governor's offices. Areas that impact the cuts include the following:

1. Sales tax exemptions – have been given to industry, some are appropriate and some may be inappropriate, e.g., no sales tax on bottled water but there is on juice. We need to have this debate. No tax on advertising inserts in newspapers, but we need to discuss the debate. Sales tax debate for farmers who raise ostriches. There are hundreds of these and we need to discuss policy on whether it is more important to provide these or attract teachers and retain teachers in the state.
2. Cigarette tax – Tax is 33 cents, similar to other tobacco producing states and \$1 below the national average. If you increase this, there are kids who will not smoke—data shows that the price increases decreases this for teens. This will generate a billion dollars that can be used for medical care and that will continue. This bill passed a house committee with bi-partisan support. This year, this can be moved forward. By the time we get there in March, they will be in the writing process and some will have problems focusing on teacher recruitment and retention—they will only think that we will be making cuts to the budget. He wants us to think of how we can move forward and not cost the state money.
3. The presidential campaign has caused problems for legislatures who are trying to move ahead with issues, e.g., teacher retention.

Senator Deutch closed by asking the participants to contact him, and he shared a discussion that he had on an airplane with the mother of a profoundly disabled daughter. As a result of this conversation, legislators found that it costs less to take care of a person at home than to institutionalize the person. As a result of this conversation that led to this finding, this opportunity was made possible for 1000 families statewide. Therefore, the senator encouraged the membership to discuss issues with legislators so they can try to address them.

Jennifer thanked Senator Deutch for his presentation. Senator Deutch's address is reported at http://www.lakewaleschamber.com/Member_News_Docs/2008/10-20-08/Senator%20Ted%20Deutch%20FACTE%20Conference%20at%20Warner.pdf.

10:00 a.m.

Plans for "Day on the Hill" – Spring 2009

Speakers:

Jennifer Platt, Gloria Pelaez and Robert Shockley

Presentation and Discussion:

The Spring 2009 Day on the Hill will be March 10. Jennifer described the importance of "leave behind" materials and recommended including a business card and a copy of the FACTE policy agenda (<http://www.facte.info/policyagenda.php>). At the June 2008 event, AACTE provided a two and a half page handout that listed priorities. Jennifer used three of the AACTE items (bolded headings with one sentence for each):

1. Thank you for your support
2. Request to fund the Teacher Quality Enhancement Grants, and
3. Request to complete the reauthorization of the Higher Education Opportunity Act (HEOA)

Members are encouraged to track bills and prepare talking points and then contact legislative offices and make appointments. Gloria will send the list of legislative offices to Jennifer.

It is recommended for participants to go to <http://www.myflorida.org> and search bills by key words. (Senate bills can also be searched at <http://www.flsenate.gov/Session/index.cfm>, and House bills can be searched at <http://www.myfloridahouse.gov/Sections/Bills/bills.aspx>.) Participants can receive e-mail communications on a bill being tracked at <http://www.myfloridahouse.gov/Sections/MyHouse/login.aspx> (House). You can track bills at <http://www.myfloridahouse.gov/>. (Note: Even though this locator is at the House of Representatives site, Senate bill information can still be retrieved with the SB number.) Additional information on tracking bills in the Senate is posted at <http://www.flsenate.gov/Session/index.cfm?Mode=Bill%20Information%20Reports&Submenu=9&Tab=session>. Participants can also call legislators' offices and request information on the bill's status or provide input on the bill,



e.g., "I oppose that you let this bill out of committee." Eliah and Gloria are working on a session to teach members about tracking bills.

Jennifer provided a copy of a template that she uses to book appointments that lists the time, names, phone number, committee assistant name e-mail address, and who will be meeting with the legislator. It is recommended that the meeting include a maximum of 4-5 participants. If meeting with a committee chair, reserve a senate office room or a committee conference room. Within one week of a meeting with a legislator, send a short handwritten note (addressed to "The Honorable" or "Dear Representative Xxx" or "Dear Senator Xxx"). The note should include three sentences:

1. Thank you for making the time to meet with me.
2. We appreciate your dedication to teacher issues, especially
3. Best wishes during the 2009 legislative session, ...

All members are encouraged to:

1. Make plans in advance.
2. Include third party endorsements.
3. Provide a map of the capitol (<http://www.oppaga.state.fl.us/location/downtown.html>) and location of parking (<http://www.fdle.state.fl.us/Content/Capitol-Police/Menu/Parking-Home.aspx>) for other participants.
4. Consider "walk-in" appointments during free time. Bob had many opportunities to connect with "unscheduled" legislative appointments during free time.
5. Wear your institution's pin. We will have FACTE badges (Jennifer will bring these in March.), but also wear your institutional name badge. FACTE is planning to have a display about the organization that will include pictures from colleges and all institutions' logos. There will be a FACTE bookmark, patterned after the AACTE bookmark with the themes/bullets of policy/practice, leadership, and advocacy.
6. Invite your legislators to the reception. Invitations for the VIP Reception (at the Capitol) will be available on Monday, March 9, to distribute to the legislators on Tuesday, March 10. Jennifer will also check to see if we can have FACTE thank-you notes. Invitations will be sent to the BOG, DOE, Florida Association of School Administrators, ICUF, etc. Because of the ethics statute, we have to require a donation or charge for the event. Institutions are encouraged to invite their presidents and provosts to the VIP Reception, too.
7. Share follow-up information. A feedback form will be provided for the debriefing.
8. Research information on your legislator. The directory will be in CD-ROM format.
9. Record your event with pictures of the visit.

A copy of Jennifer's presentation is available at <http://www.facte.info/PlansforDayontheHilChartupdated.pdf> (Plans for Day on the Hill Chart).

The conference adjourned for a break at 10:20 a.m. to resume the FACTE Business meeting at 10:30 a.m.

Minutes approved March 11, 2009.