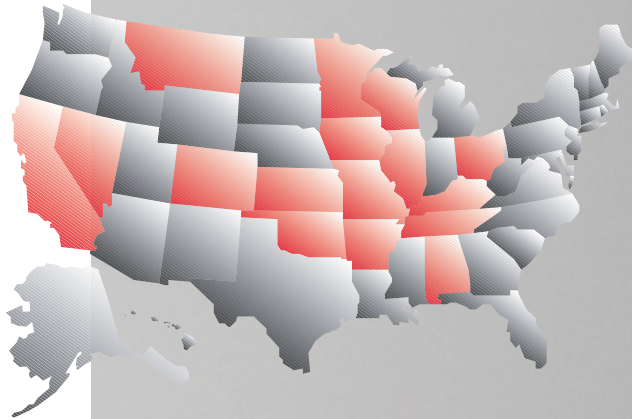


ACT State Organizations

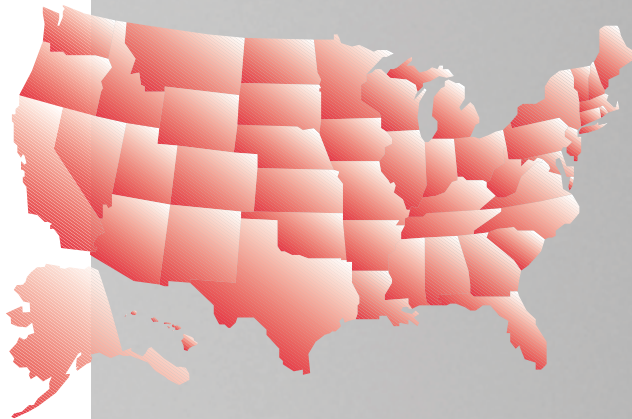
Fifty Years—1959 to 2009

1959



ACT

2009



ACT®



FLORIDA

ACT®

FIFTY YEARS 1959 | 2009

“Building a community of educators helping people achieve education and workplace success.”

This is the mission statement of the ACT State Organizations, which have been crucial to ACT’s growth as a provider of solutions that promote education and workforce readiness for individuals around the world. ACT’s management and staff have relied heavily on the network for advice both for ensuring that ACT’s programs and services remain relevant to the needs of students, schools, and colleges, and for designing new services responsive to the ever-changing challenges faced by those charged with preparing the nation’s people for education and workplace success.

The ACT State Organizations, consisting primarily of individuals in secondary and postsecondary institutions, have been in existence since ACT was founded in 1959. The network is widely credited with providing an effective communication channel for ensuring the relevance of ACT’s services.

Building a Network

The State Organizations were at the heart of ACT’s initial organizational structure. In 1959, ACT founders E.F. Lindquist and Ted McCarrel began organizing their professional colleagues—full-time employees of colleges and universities—into a network that would lay the foundation for the State Organizations.

The 16 states that joined in 1959 were Alabama, Arkansas, California, Colorado, Illinois, Iowa, Kansas, Kentucky, Minnesota, Missouri, Montana, Nevada, Ohio, Oklahoma, Tennessee, and Wisconsin. By the end of the school year, they were joined by Alaska, Idaho, and North Dakota.

The first ACT state coordinators were paid advisors who had direct involvement with ACT’s organization and development. Among their duties were communicating with high schools and colleges in their states; distributing materials such as announcements, publicity pieces, and registration forms to secondary and postsecondary institutions in their states; securing test facilities; handling registration forms; collecting fees; and forwarding reports to high schools and colleges. They also organized state advisory committees that eventually evolved into the State Organizations.

Upon ACT’s founding, McCarrel appointed regional directors to help State Organizations promote the ACT® test. By the time the first ACT test administration occurred in November 1959, the company had successfully recruited colleges and universities across the country to use ACT scores for college admissions.

In 1961, state coordinators became unpaid volunteers, serving as the governing body of and providing guidance to the organization. In subsequent years, steering committees were created. The role of the state coordinator evolved into that of state representative, a position that was either elected or appointed. When ACT established a 15-member Board of Trustees in 1965, state representatives filled eight of the seats,

giving State Organizations representation on the board. Also, new guidelines were created to determine how states could participate in the State Organization network.

Broadening the Scope

In July 2003, a task force was established to redefine the role of the State Organizations following changes to ACT’s governing structure. Prior to that time, many of the State Organizations worked primarily with postsecondary institutions. While ACT’s college admissions and placement exam continued to gain in popularity, ACT had expanded its scope to incorporate new audiences, including secondary educators, workforce professionals, and government administrators at the state and federal levels. As a result, ACT needed to broaden the composition and the role of its State Organizations. In 2004, the ACT Board of Directors adopted the recommendations of the task force. They included:

- Adopting a common statement of purpose for the State Organizations
- Developing and implementing an annual plan of work based on strategic objectives
- Adopting a set of principles addressing the organizational structure and membership of the State Organizations
- Updating the role of the state representative to emphasize the position’s leadership responsibilities
- Designing and implementing a State Organization leadership development program

State Organizations Today

As of ACT’s 50th anniversary in 2009, all 50 states are represented through the 44 ACT state and regional organizations across the country. These organizations have more than 8,000 members, and nearly 6,000 individuals attend the annual conferences. Generally, ACT State Organizations are led by a Council and an Executive Committee consisting of a State Representative, Chairperson, Chair-Elect, Past Chair, and Secretary.

Today, members of State Organizations provide advice and support to ACT. Their duties include:

- Serving as a communication link between educational institutions and agencies and ACT
- Coordinating and facilitating statewide professional development activities related to ACT’s mission
- Providing feedback on the utility and effectiveness of ACT programs and services
- Assisting ACT regional staff in identifying state service needs
- Providing input and advice on future ACT programs and services
- Identifying exemplary applications of ACT programs and services

ACT STATE ORGANIZATIONS

MISSION

Building a community of educators helping people achieve education and workforce success

STATEMENT OF PURPOSE

ACT state organizations support and promote informed decision making by:

- Individuals engaged in education and career planning, preparation for further education and work, and lifelong learning
- Parties who are making or influencing decisions by those individuals

The Florida ACT State Organization

Today, the Florida ACT State Organization sponsors regional forums with more than 100 participants from targeted regions in the state and has a membership of nearly 300 secondary and postsecondary educators and administrators. In Florida, 52% of high school graduates take the ACT. Additionally, Florida uses PLAN®, under state funding, in more than 50% of its public school districts. WorkKeys® is a critical component for certification under the Florida Ready to Work program.

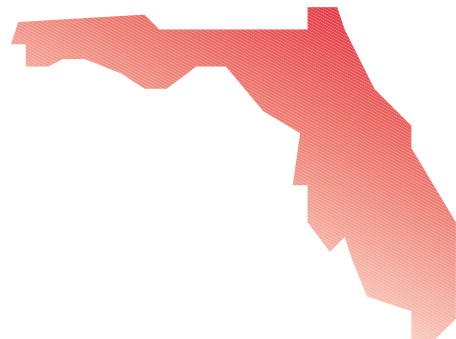
Past Florida ACT State Representatives

- 1980–1987 Shelley Boone, Deputy Commissioner, Florida Department of Education
- 1987–1989 Roy McTarnaghan, Vice Chancellor for Academic Programs, State University System of Florida
- 1989–1992 James Richburg, President, Okaloosa–Walton Community College
- 1992–1995 John Bush, University Registrar, University of Central Florida
- 1995–2003 Betty Talley, Coordinator, Guidance, Broward County Public Schools
- 2003–2008 Michael Armstrong, Associate Provost, Office of Academic Affairs, Florida Atlantic University
- 2008–2009 John Barnhill, Assistant Vice President for Enrollment Management, Florida State University

State Representatives are elected by the members of the State Organization to serve a term of three years, serving no more than three full consecutive terms.

State Representatives' duties and responsibilities include:

- Serving as a voting member of the Executive Committee and the Council
- Representing the views and interests of members of the State Organization
- Facilitating communications between ACT staff in its regional and national office and the members of the State Organization
- Reporting to the members of the State Organization on significant developments regarding ACT programs and services



Current Florida ACT State Organization Council*

ACT State Representative

John Barnhill
Assistant Vice President for Enrollment
Management
Florida State University

Chairperson

Jeff Siskind
Executive Director
Florida Counseling Association

Chair-Elect

Sharon Friedlander
Guidance Director
Cooper City High School

Past Chair

Colleen Courtney
Department Chair, Prep Language and
Student Life Skills
Palm Beach Community College–Edward
Eissey Campus

Secretary

Nilda Diaz
Principal
Hialeah–Miami Lakes Adult Education
Center

ACT Liaison

Mary Hendrix
Director, P–16 Assessment Services
ACT Southeast Region

William Abare, Jr.
President
Flagler College

Monica Chandler
Manager of Education and Training
Brooks Rehabilitation Hospital

John Clarke
Principal
Cardinal Newman High School

Mary Lou Darby
Teacher on Special
Assignment/Assessment and Guidance
Santa Rosa County School District

William J. Goodman
Supervisor of Guidance and Student
Services
Alachua County School District

Madelyn Isaacs
Professor of Counseling
Florida Gulf Coast University

Michael James
Director of Student Administration
Systems
Florida Agricultural & Mechanical
University

Bob Milstead
Lead Secondary Counselor
Orange County School District

Deborah Montilla
Administrative Director, Division of
Student Career Services
Miami–Dade School District

Sandra Offiah-Hawkins
English Department, Senior Professor
Daytona State College–Daytona Beach
Campus

Janet Riley
Counselor
South County Career Center

Silvio Rodriguez
Director of Test Administration and
Program Evaluation
Miami Dade College

Ivette Tejeiro-Rueda
Training Manager
American Express, Westin, Fla.

Allen Witt
Dean of Academic Affairs
Hillsborough Community College, South
Shore Campus

James Yawn
Coordinator, Career Resource Center
Santa Fe Community College–Northwest
Campus

* As of May 2009

