

## Regional Conference Planning: A Roadmap to Success

J. L. Harris & E. P. Zarco

*Adelphi University*

### Abstract

National, state and local mandates require professional development for K-12 and community health educators to keep knowledge and skills current, to maintain certification and to enhance professional practice. Meeting these mandates at the local level presents a challenge because of limited professional development opportunities and a lack of funds for travel or release time from work. This paper describes the evolution of HealthNets, a network of health educators who utilized various modes and venues of professional development opportunities that are accessible, reflect best practices and help fulfill national, state and local mandates. Conference planning, implementation, evaluation and lessons learned are discussed.

© 2007 Californian Journal of Health Promotion. All rights reserved.

*Keywords: professional development, conference planning and implementation, collaboration, health educators*

### Introduction

The professional practice of health education is a dynamic interweaving of theory, research, content and methods. Health educators should have a strong grounding in the basic theoretical foundations of the profession. They must stay abreast of current research and content knowledge in their areas of practice. Furthermore, they should have access to the best practices in teaching methods and strategies. Thus, the need for professional development among health educators is critical to enhancing professional credibility and effectiveness.

### Background

HealthNets is a network of health educators based in Long Island, New York that seeks to meet the professional development needs of the profession. Engaging professionals in their own professional development fosters collegial interdependence and professional maturity among the professionals (Enns & Jahn, 1996). By exploring and providing various modes and venues to exchange ideas, teaching methods, research findings and advances in health, HealthNets has become a leading provider of professional development opportunities for health educators in the area.

Two Adelphi University professors felt the need for a professional support and resource system for school and university health educators in the region. HealthNets started in 1997 as informal gatherings of health educators to share lesson plans and network. The informal gatherings evolved to become biannual meetings (a fall and spring meeting) where participants exchanged innovative teaching strategies, discussed recent research findings and advances in the profession, and shared news from conferences at the local, state and national levels. In the fall of 2001, an Adelphi University Faculty Development Grant was awarded to HealthNets to conduct the First Partnerships in Health Conference in the spring of 2002. Attendance at the conference, which has become an annual event, has almost doubled since then. Currently, biannual meetings continue with area health professionals networking with each other as well as university health education graduate students.

With increased university technology support, a listserv was established. The listserv has become a forum for sharing contemporary trends and concerns. It has also become a virtual resource center. New health education teachers request help regarding teaching strategies and materials through the listserv. Others post event

announcements and teaching position openings. The HealthNets website went live during the 3rd Annual Conference. To date, the website is a portal to the global world about HealthNets. The website provides historical information about HealthNets, listserv information and online membership. It also functions as a conference website, offering online registration, archived conference papers and committee and contact information.

### **Needs Assessment**

Health education professionals practice in a variety of settings in the New York metropolitan area that include schools, community based organizations, hospitals and local government offices. School health educators who possess professional certification in New York State must comply with New York State Department of Education continuing education requirements of 175 hours for every five years, or an average of 35 hours per year. Level three teaching assistants are required to complete seventy - five hours every five years. Furthermore, school districts are to provide opportunities for participation in professional development for long term substitute teachers. (New York State Department of Education, 2007).

The National Center for Health Education Credentialing (NCHEC) mandates that health educators who possess CHES certification obtain seventy – five continuing education credits in a five year period to renew their certification (National Center for Health Education Credentialing, Inc. 2005). Additionally, the New York State Department of Education regulation on continuing education “requires districts to provide ‘substantial’ professional development to all teachers” (New York State United Teachers, 2007).

Despite clearly articulated mandates from the state and NCHEC, there have been limited opportunities for professional development for health educators on Long Island. Although the New York State Association for Health, Physical Education, Recreation and Dance (NYSAHPERD) conducts an annual conference with numerous health education sessions, many health educators cannot attend the conference

due to its geographic location within the state, limited funding for professional development travel and/or limited funding for released time from work. The NYSAHPERD has local zones on Long Island for Nassau and Suffolk counties that hold annual conferences, but the health education session offerings at these conferences are limited (less than 10% of Nassau Zone’s 2007 conference offerings were health education sessions). There are no local chapters of American School Health Association or American Public Health Association to offer professional development opportunities. Health educators in the area are faced with the same obstacles to attending either association’s national conference as those mentioned earlier.

A survey of school districts in two counties on Long Island reported that their greatest need for professional development was in the areas of literacy, science and math, 62%, 59% and 59%, respectively (Figure 1). Only 28% of districts reported that there was a great need for professional development in health education (Fasulo, Zarco & Harris, 2006).

The districts reported that their first choice for professional development was district sponsored in-service (87.5%) followed by conferences sponsored by a university, state or national professional organizations (78.1%). Self-study was least preferred by school districts as a method of professional development (38.4%). When given a choice between a university-sponsored full day conference or two hour workshop, over 70% of the districts preferred a full day professional development conference (Fasulo, Zarco & Harris, 2006).

Existing state and NCHEC mandates, along with an identified need of local school districts, provided the rationale for HealthNets to organize a local conference for health education professionals. It also would serve to provide networking and other means for professional development. With other local conferences offering few opportunities for professional development HealthNets became the leading provider of professional development for health educators at the local level.

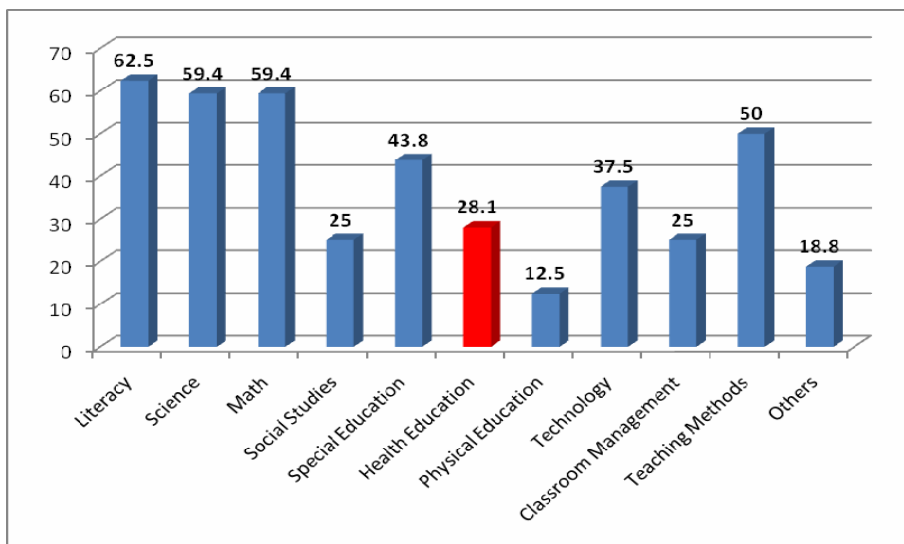


Figure 1  
School districts' perception of the greatest need for professional development among teachers

**Planning**

**Goals and Objectives**

HealthNets' goals and objectives are to share the best teaching practices and current research findings among school and community health educators as well as to provide networking opportunities for these professionals. To achieve the goals and objectives, HealthNets started with biannual network meetings. In response to a professional development need, HealthNets expanded upon these informal gatherings and planned and implemented an annual conference. Essential steps in conference planning included the formation of a planning team, securing administrative support, creating outreach and marketing strategies and soliciting funding from interested businesses and foundations. These steps are discussed in detail below.

**The Planning Team**

At the core of conference planning is the conference planning team. The team consists of current and former faculty members from the health studies program at Adelphi University. Four of the six members are faculty members including tenured, tenure-track, and clinical part-time faculty. Membership on the planning team

is voluntary for the faculty members. Their participation counts toward their professional service during a tenure review. The other two members, who serve as consultants, include the HealthNets co-founders, a Professor Emeritus from the Health Studies program and a former adjunct instructor in the Health Studies program. Their participation in conference planning is invaluable since they bring the organizational history and their own professional networks to the planning team. Each receives a modest consultant's fee for her work. To date, participation on the planning team has been limited to these current and former faculty members in the health studies program to facilitate coordination of the planning team's activities.

A member of the planning team volunteers to chair the committee. Each year, the planning team consults the leadership and discusses whether or not the current committee chair wants to or should remain in a leadership role. The committee has changed leadership once in six years through this process. The chair is responsible for delineating the planning team's tasks with the help of the team, creating

planning partners within the team — teams of two who are responsible for completing specified tasks and reporting back to the team — and delegating any additional tasks as they arise. Decision making is done by consensus. All members contribute ideas and have equal say in how HealthNets meets its goals and objectives.

### **Tasks and Timeline**

A planning timeline is created using a backward design approach, that is, to set the conference date and work backwards from that date to determine a task timeline (National Council of Teachers of English, 2007). Appendix A and B illustrates a sample timeline with identified tasks over a twelve month period.

Time should be set aside soon after the conference for the planning committee to debrief on the conference planning and implementation. Some tasks require more planning in the first year of the conference and only need to be reviewed, and revised as necessary, in subsequent years. The conference format, for instance, is subject to periodic scrutiny. The following questions are examples of those that may be used to review the conference format:

- What should the conference hours be?
- Should there be a keynote speaker?
- Should the conference include breakout sessions?
- How many sessions should there be?
- Should attendees pre-select their breakout sessions?
- How should meals be scheduled?

### **Communications and Task Delegation**

Face to face meetings, emails and telephone calls constitute the major methods of communication among team members. Face to face meetings are used as needed depending on where the team is on their timeline. Typically, the team meets every two to three weeks in the first quarter of planning, followed by monthly meetings during the second and third quarters. In the final three months before the conference, the planning team meets every other week. The

team does not meet in the last seven to ten days before the conference. Instead they “meet” via emails that are sent to all members of the team. This strategy generates numerous emails, but keeps all planning team members up to date.

Working with a partner was a strategy developed to get planning tasks done. These working partners establish their own methods of completing the tasks and reporting back to the planning team regularly through meetings and/or email. Partners volunteer for various tasks based on their previous experience, their professional network or their role within the planning team. For example, the faculty member who places community health promotion interns is responsible for securing exhibitors as she had existing relationships with community based health agencies in the area. Here is an example of how tasks have been assigned to the planning partners:

### **Administrative Support**

The planning team chair is responsible for communicating with various levels of administration. HealthNets activities and conference planning updates are reported to the dean, the department chair and program director during meetings. These administrators and the Provost are invited to attend the annual conference. The planning committee asks the President of the University to give the welcoming remarks. This display of administrative support has increased the conference’s credibility and fostered goodwill in the local community.

Crucial to a successful conference are the auxiliary services of the University. During the first few years, the planning team attempted to do much of the work themselves. A change in leadership of the team prompted inquiry as to what University services could be tapped to support the conference. The Provost was instrumental in convening a University Event Kickoff Meeting. This meeting brings representatives from auxiliary services to meet with the planning team.

Table 1  
Conference Task Assignments for Working Partners

Tasks	Working Partners A	Working Partners B	Working Partners C
Budget			
Fund Raising			
Keynote			
Speakers			
Exhibitors			
Website/ListServ Maintenance			
Operations			
Marketing			
Conference Materials			
Registration			

The meeting resulted in streamlining of tasks and currently, the planning team works in collaboration with the following auxiliary services: University Outreach and Promotion - for brochure design, Public Affairs - for press releases, University Center Operations - for room set ups, Instructional Technology - for audio-visual needs, Catering Services - for conference food and beverages, University Service Bureau - for printing and mailing needs, and electronic presence.

Another integral partner that emerged from the event kickoff is the University's web team. Prior to the kickoff meeting, a technologically savvy member of the conference planning team worked on an ad hoc basis with the web team to provide HealthNets' electronic presence. The University Event Kickoff Meeting elevated the annual conference to "University event" status and its electronic presence expanded. Currently HealthNets has a website that features online calls for proposals, online registration, and archived conference papers in addition to the initial listserv. A conference banner in the University's homepage also appears during the week of the conference.

**Outreach and Marketing**

The planning team initially relied on word of mouth among its members and University

faculty and phone calls to each of the school districts to promote the annual conference and the biannual network meetings. After the listserv was established, it was used to announce the conference date and the registration deadline. The planning team also obtained the following mailing lists: health section members of the state level professional organization (NYSAHPERD), alumni of Adelphi University's Master of Arts in Health Education Program, and participants of the annual conference.

Around 3000 mailings were sent during the first few years but with limited results (161/3000 = 5% response rate). This prompted the planning committee to reevaluate which mailing lists they would use. Using a targeted, direct mail strategy, the conference mailing list was drastically reduced from 3000 to 500. The new mailing list increased the annual conference attendance while saving HealthNets a considerable sum on postage. It includes the following: school health educators/administrators in Nassau and Suffolk counties (Long Island areas), and participants of previous annual conferences.

Other avenues for marketing were also explored. At the local University level several strategies were utilized. A conference announcement was included in the University Master Calendar. The University Public Affairs Department posted a

press release on the University homepage about a month before the annual conference was held. “Save the Date” cards and brochures were sent to all Health Education classes and School of Education faculty. Conference announcements were made during regular faculty meetings and mass emails announcing the conference went out to all University faculty. At the professional level, conference announcements were sent to several professional newsletters (NYSAPERD newsletter and others) and professional listserv (HEDIR and CHEN). Conference brochures were distributed to participants attending local, zone and state conferences. HealthNets also utilized NCHEC’s notification service for single event providers where CHES members received announcements of professional development events through email. In addition, NCHEC provided HealthNets with members’ email addresses allowing HealthNets to build an electronic contact information database. Current outreach plans include mass emailing HealthNets’ annual conference announcement and Call for Proposals to the following email list: CHES members in the tri-state areas (New York, New Jersey and Connecticut), school health educators in Nassau and Suffolk Counties on Long Island, selected university faculty in Health Education departments and other related fields.

Working with the University’s Office of Promotion and Outreach significantly enhanced HealthNets marketing materials. The office designed the Annual Conference “Save the Date” Card and brochure, giving it a professional look. These marketing materials carry the Adelphi University logo and brand design combined with the HealthNets logo. “Save the Date” cards were mailed six months before the conference date announcing the date, time and venue along with the keynote speaker and HealthNets contact information including the website. The Annual Conference brochure was a tri-fold mailer that provided information about the conference program, speakers, topics, the keynote’s bio, venue directions and contact information. In addition, a registration form was included in the brochure that interested parties could detach and mail back. The brochure was mailed three months before the conference date.

Reminders about the conference date were sent through several listserv sites (HealthNets, HEDIR and CHEN) and mass emails the week before the “early bird” registration deadline and the week before the conference.

### **Fundraising**

HealthNets’ initial funds came mainly from the five dollar membership fees collected at the biannual meetings that barely covered refreshment costs during the biannual meetings. Most often, the Health Studies department generously provided funds for the meals when HealthNets funds ran out. The idea of holding an annual conference came almost at the same time that Adelphi University initiated the Faculty Development Grant. The Health Studies faculty member who applied for a HealthNets conference grant was among the first recipients of this financial assistance. The success of the first annual conference made fund raising a critical task for the planning team. Taking advantage of the Health Studies faculty’s excellent networking relationships with the NYSAPERD local zones and the health section, HealthNets was able to secure modest funding for the subsequent annual conferences from these professional organizations. The fundraising campaign extended to local organizations (BOCES — Board of Cooperative Educational Services which are regional educational support centers throughout New York State) and businesses (banks, health insurance companies, law offices, etc.). Recently, the University offered to introduce HealthNets to its foundation connections. The planning team met with the university development staff to provide more information about HealthNets’ goals and activities so they could incorporate HealthNets fundraising needs with the University’s overall fundraising strategy. HealthNets is continually exploring new avenues of funding sources considering the growth of its professional development activities.

### **Budget**

HealthNets operated on a tight budget during the first few years. Funding generated from modest grants/donations (10-15% of funding source) and annual conference registration fees (85-

90%) were insufficient to cover operating expenses. The Health Studies department not only offered in-kind support but handled annual conference costs when necessary. But as the annual conference increased in attendance, HealthNets money also grew and realized a surplus of funds after a year. But HealthNets was operating under the Health Studies Department account so at the end of the fiscal year, all funding went back to the University, including HealthNets funds. Under this arrangement, HealthNets would have to start each year with a budget of zero. In response to this, a request to establish a separate account for HealthNets was made to the University administration. The separate account would allow funds to be rolled over at the end of the fiscal year. By the fifth annual conference HealthNets had its own account which provided financial insurance for future conference operations, seed money for potential initiatives (scholarships, curricula, etc.) and planning team committee member incentives (professional organization membership fees). A considerable portion of HealthNets expenses goes to the annual conference. These expenses include (from the highest to the lowest): Conference meals, keynote, speaker fees, travel, lodging, and meals, printing, mailing, presenter gifts, and miscellaneous.

## Implementation

### Annual Conference Structure

The First Annual Conference offered a keynote speech and breakout sessions. Each breakout session included four to five individual presentations. Through the years, exhibitors and poster presentations were added to the conference offerings. The conference would start with breakfast and networking, followed by a short opening program and keynote speech. Three break-out sessions would follow and then participants have lunch and another opportunity to network. In the first few years, two breakout sessions were offered in the afternoon, but attendance at the last breakout sessions was poor. That led to only one session being offered after lunch in the succeeding years. Another networking opportunity was offered after the last breakout sessions. To ensure better attendance at the last breakout sessions, the most interactive speakers or most interesting topics were scheduled for the last session. Initially, all of these conference activities were housed in the University Center. With the addition of a technology presentation track and more breakout sessions, a technology lab and other classrooms in the nearest building were utilized. Conference participants are free to choose which sessions to attend as there is no pre-registration required for breakout sessions. The current conference structure is presented in Table 2.

Table 2  
Conference Structure

<b>Poster Presentations</b>						
<b>Registration</b>	<b>Breakfast and Networking</b>	<b>Keynote</b>	<b>Breakout Sessions 1-3</b>	<b>Lunch and Networking</b>	<b>Breakout Session 4</b>	<b>Networking</b>
<b>Exhibits</b>						

### Topics, Speakers, and Presidents

As soon as the conference date is selected, the keynote speaker is researched and secured. A careful selection process is employed. This involves reviewing speakers' lists from speaker bureaus and national conferences, reviewing speakers' bio and video materials available, interviewing prospective speakers if necessary and planning team discussions. To date, HealthNets has selected highly regarded keynote speakers who have achieved national prominence and whose accomplishments include teaching awards, book authors, program founder, national trainer and those with statewide initiative involvement.

The online call for proposals for break-out session speakers and poster presentations is made live after the keynote speaker is secured. Announcements about the conference and calls for proposals are sent to several health education listservs, previous years' conference participants, local professional organizations and professional contacts/network of the planning team members. The planning team reviews the proposal submissions after the deadline. Criteria

for acceptance include topic relevance, a clear outline of session objectives and potential for an interactive presentation. During the past years, once all proposals were reviewed, it has been necessary to solicit additional presenters from the local professional network to complete the conference agenda. This provided opportunities to tap into and develop local talents.

One challenge is how to schedule the keynote speaker's breakout session so that he or she does not pull a majority of attendees into one breakout session, leaving other session presenters with minimal attendance. The planning team decided to have the keynote speaker repeat his or her breakout session so attendees have more than one opportunity to attend the session. Similarly, the planning team carefully scheduled all breakout sessions so a variety of topics are offered in each session time slot. Most of the presentations delivered are focused on teaching strategies. Other topics usually fall into any of these categories: content, technology, program and other types of topic presentations. Figure 2 shows the distribution of topics during the annual conference:

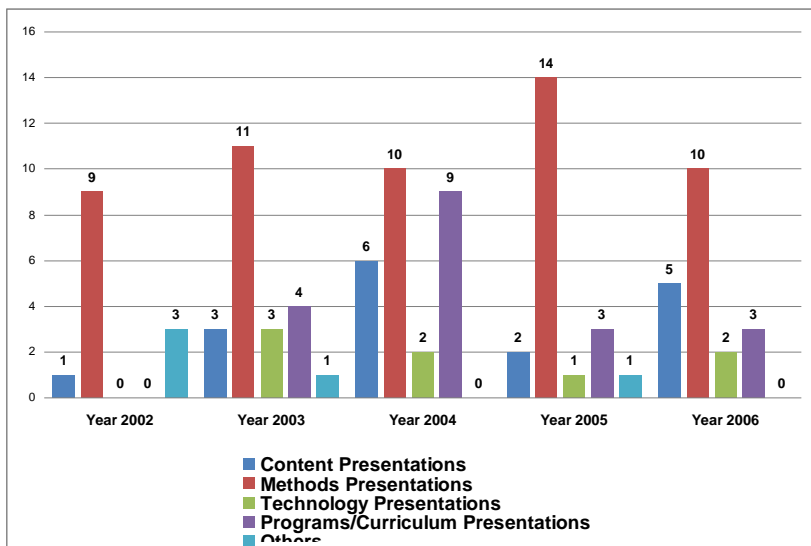


Figure 2  
Presentation categories in the annual conference



### **Exhibitors**

Exhibitors are also solicited through the professional network of the committee, list serves and website advertisements. Exhibitors at HealthNets conferences have included the following: the National health organizations (American Heart Association, American Dietetic Association, American Lung Association, Planned Parenthood); Local organizations (Long Island Gay and Lesbian Youth, Long Island AIDS Care, BIAS Help, Tobacco Coalition of Long Island, Child Abuse Prevention Services); and Local/national foundations (Maurer Foundation for Breast Health Education, American Epilepsy Foundation).

Each exhibitor is provided a table and free meals for one. During the early years, the number was limited to about 10 exhibitors and non-profit organizations so there was no exhibitor's fee. As the conferences grew, HealthNets reached out to textbook and pharmaceutical companies. An exhibitor's fee of \$50 was charged.

### **Conference Fees and Registration**

HealthNets strives to maintain reasonable registration fees to remain accessible to as many health educators as possible. The conference registration fee has gone from \$60 to \$90 over the six years it has been held. Three fee options are offered: an early bird registration fee, a student registration fee and on-site/late registration fee. The student fee is honored regardless of the date, while the early bird fee is honored until one month before the conference date.

Interested parties may register by mail, in person, or online. Payment is accepted through check, cash or credit card. No purchase orders are accepted from school districts as this poses a problem of record keeping for the planning committee. A graduate assistant processes the mail and in-person registrations while online registration generates an electronic copy. Fees are directly deposited into the HealthNets account. Online registration is also suspended the week before the conference. On-site registration takes place in the lobby of the University Center where the conference is held. Participants receive a conference packet, goodie

bags, name tags, etc. when they check-in or register on site.

The program/curriculum includes: Breaking the Silence, Baby Think It over Program, Athletes Helping Athletes, and Educational Support Services (BOCES, Suffolk County's Learn to Be Tobacco Free Program, New York State Student Support Services Center, and Adelphi University Programs). In addition, participants are given keynote textbooks, or speakers' organizational information and programs.

### **Conference Operations**

The planning team makes every effort to ensure that the conference proceeds as smoothly as possible. To achieve this, a presenter's/exhibitor's table and a conference control table are set up in addition to the registration tables. Presenters, presidors and exhibitors are sent confirmation letters then receive a phone call or email just before the conference reminding them to check in at the presenter's/presider's/exhibitor's table. Each is given a conference packet and specific instructions regarding their participation. The control table serves as the check-in site for student workers, university technical support, meal services, Adelphi administration guests, and the press. A planning team member is always available at this table to troubleshoot any problems or issues that arise. Each year, the university provides at least five student workers who help distribute conference evaluation forms, check the needs of presenters/presidors, stuff goodie bags and serve as runners. The university also provides technical support to ensure that all audiovisual equipment is working.

CEU Credits/School District Professional Development Hours HealthNets has been approved as a single event provider of continuing education credits for Certified Health Education Specialists (CHES). CHES participants receive five Continuing Education Units (CEU) credits when they register and submit their CHES numbers. HealthNets submits their names, evaluation results and conference report to NCHCEC after the conference.

School districts in the area accept conference attendance as meeting the professional development hours required by New York State. To this end, a certificate of participation is awarded to each conference participant as proof of attendance that counts for professional development hours.

### **Evaluation**

HealthNet utilizes a comprehensive evaluation approach. Process evaluation is conducted regularly by the committee during planning meetings. This is done through program monitoring including timeline and task checks, brainstorming and discussion. Impact evaluation is achieved through conference and biannual meeting evaluation forms and recording participant and attendance growth through the years. Results of the evaluation are reported to NCHCEC after the Annual Conference obtained license as a provider of CHES continuing education units. Two post-conference outcome evaluations have been conducted since HealthNets began. These follow-up surveys seek to determine utilization of knowledge and skills learned from the annual conference in schools and other areas of work. The follow up survey is also used to identify areas of need and gaps of knowledge and skills. These assessment methods provide HealthNets the necessary input to respond to the needs of its clientele and improve its offerings.

### **Discussion**

Lessons learned for conference planning

Of all the ideas that went into creating HealthNets, the concept of collaboration is the most central. It is the in-depth cooperation between colleagues in the fields of health education and allied disciplines that forms both the means and goal of HealthNets. This is not surprising, considering the fact that the original impetus for HealthNets was the provision of a venue for sharing knowledge and skills among health educators in the pursuit of professional advancement.

The planning and implementation of HealthNets activities requires considerable resources in terms of staffing, communications and technology, support, training equipment and

materials, training venue and food service. The planning committee learned over the years, that a university setting is an ideal venue. First, collaboration with existing university services is an integral part of conference success. The university has staff whose expertise is in the areas of marketing, promotion, outreach, technology and operations. There are also staff who deal with food service, catering, mass mailings, and print reproduction on a daily basis. By coordinating with existing university services, the conference planning team was free to further develop the local grass roots network of health education professionals and ultimately strengthen the network and enhance professional development.

Second, having a local conference hosted by a university or similar facility reduces the costs associated with running a professional conference. It is a win-win situation for the conference and for the host facility. An annual conference brings professionals to the university who might otherwise not come to campus. During this time, the attributes of the university or host facility are showcased for potential future "customers," over 200 health education professionals in the case of HealthNets. The planning committee also reached out to private organizations and companies for speakers, funding and in-kind support. These sponsorships and partnerships afford additional organizations the opportunity to share their programs, increase their visibility and advertise their services to health professionals as well as offer a tax deductible contribution to conference partners who are for-profit businesses.

A backward design approach seems most effective for conference planning. Once a clear need for a local conference was established, the planning committee began. Important planning decisions such as the conference date, the budget, the keynote speaker, and the venue need to be addressed early as those decisions segue into other more micro decisions that need adequate planning time. A crucial element of planning that is often ignored is to debrief soon after the conference ends. Doing this in a timely manner allows planning members to make plans

for improvements while the current conference is foremost in their minds.

Another key lesson learned was to target our outreach efforts and create a brand for the network. At first, HealthNets cast a wide net, but the response did not justify continuing the expense of mailing conference information to many. Instead a specifically targeted postal mailing accompanied by targeted electronic mailings yielded a far better response rate that we believe will continue to grow. In the past three years, HealthNets used a consistent look for its print materials (e.g. Save the Date card, registration brochure, conference program) that also strengthened its presence within this targeted audience.

Professional networking is at the heart of all HealthNets' activities — the annual conference, the biannual meetings and the listserv exchange. These activities, at the local level, are designed to provide opportunities for meaningful interactions that may lead to changes in health educators' practice and establish potentially important contacts among health educators in different settings. These abundant opportunities have enabled participants to identify a continuous source of information about the profession, share creative ideas and approaches and gain support for their work as health educators.

## References

- Enns, E., & Jahn, J. (1996). Using a participatory conference model for planning collaborative, decentralized professional development. A project of the German teaching community in Canada. Calgary University, Alberta, Canada. (ERIC documents - ED395453) [Electronic version]. Retrieved July 1, 2007, from [http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/14/87/02.pdf](http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/14/87/02.pdf)
- Fasulo, J., Zarco, E., & Harris, J. (2007). Professional development needs of Long Island school districts. Unpublished master's project, department of health studies, physical education and human performance science, Adelphi University, Garden City, NY.
- National Commission for Health Education Credentialing, Inc. (2002). Policies and procedures for renewal and recertification. Retrieved July 16, 2007, from <http://www.nchec.org/renewrecert/policiesandprocedures.htm>
- National Council of Teachers of English. (2007). Conference and meeting planning worksheets and checklists. Retrieved June 15, 2007, from <http://www.ncte.org/groups/affiliates/mtgs/110566.htm>
- New York State Department of Education. (2007, January 5). 175 and 75 hour professional development requirement. Retrieved June 15, 2007, from <http://www.highered.nysed.gov/tcert/resteachers/175.htm>
- New York State United Teachers. (2007, June 19). The professional development requirement for certification [bulletin]. Latham, NY. Retrieved June 22, 2007, from [http://www.nysut.org/cps/rde/xchg/nysut/hs.xsl/bulletins\\_8015.htm](http://www.nysut.org/cps/rde/xchg/nysut/hs.xsl/bulletins_8015.htm)

## Author Information

J. L. Harris, Ph.D.  
Assistant Professor  
Department of Health Studies, Physical Education and  
Human Performance Science  
Adelphi University  
P. O. Box 701  
Garden City, NY 11530  
Ph.: 516.877.4273  
Fax: 516.877.4258  
E-Mail: [harris@adelphi.edu](mailto:harris@adelphi.edu)

E. P. Zarco, M.D., M.Ed.  
Associate Professor  
Department of Health Studies, Physical Education and  
Human Performance Science  
Adelphi University  
P. O. Box 701  
Garden City, NY 11530  
Ph.: 516.877.3346  
Fax: 516.877.4258  
E-Mail: [zarco@adelphi.edu](mailto:zarco@adelphi.edu)

## Appendix A

### Conference Task Timeline

<b>TASKS</b>	<b>Month 1</b>	<b>Month 2</b>	<b>Month 3</b>	<b>Month 4</b>	<b>Month 5</b>	<b>Month 6</b>
Budget	Set Budget	Solicit Sponsors	Send Letters	Follow-up Email		
Conference	Identify Date and Theme	Set Conference Schedule			Design Evaluation Materials	
Speakers	Search Keynote Speaker	Call for Proposals Keynote Chosen	Review of Proposals	Review of Proposals	Review of Proposals	Letters of Acceptance
Exhibitors	Call for Exhibitors	Call for Exhibitors				Confirm Exhibitors
Marketing	Save the Date Card	Conference Website Opens	ListServ Announcement			Update Conference Website
Operations	Reserve Venue and Rooms	Reserve Tech and AV Equipment				Food Selection and Reservation
Registration		Review of Registration Procedures				Online Registration Opens
University Support	Contact Administrators (Dean, Chair)					Month 6

## Appendix B Conference Task Timeline

<b>TASKS</b>	<b>Month 7</b>	<b>Month 8</b>	<b>Month 9</b>	<b>Month 10</b>	<b>Month 11</b>	<b>Conference 12</b>
Budget					Sponsors List for Program	
Conference			Apply for CHES Credits		Print Conference Materials	Inform Security
Speakers			Arrange Keynote Transportati on	Arrange Keynote Lodging	Reminder Phone Calls	
Exhibitors					Assign Exhibitor Locations	
Marketing	Registration Brochures Mailed Out	Mass Email	Press Release	University Calendar	Mass Email	
Operations	Room Assignment		Recruit Presiders	Presiders Finalized	Presider Letters	
Registration	Process Registrants	Process Registrants				Onsite Registration
University Support	Conference Invitations to VIPs (University President, Provost, Dean)					