

*Washington, D.C.
In the Year of
The Dog*

Began January 29, 2006

狗

Congress & The White House

- U.S. Senate
- U.S. House of Representatives
- U.S. Department of Education
- National Research Council



Characteristics of the Year of the Dog:

- **Extremely loyal**
- **Honest, sincere**
- **Willing to listen to people's problems**
- **Strong instinct to help others**
- **Can sometimes be critical**



Facts About the 109th Congress:*

Second session began January 18th for the U.S. Senate,
January 31st for the House of Representatives

U.S. House of Representatives – 435 members

- 40 are first term members
- 69 are women
- 76 are minorities
- **86 name education as their occupation**
- 55 years average age

U.S. Senate – 100 members

- 9 are first term members
- 14 are women
- 1 is a minority
- **12 name education as their occupation**
- 60 years average age



*Source: *Congressional Quarterly*

109th Congress

What's Hot in Education Funding & Policy:

- Leftovers from the first session:
 - Higher Education Act Reauthorization
 - Teacher preparation and professional development partnerships
 - Authorization for Reading Specialists?
 - Head Start Reauthorization
 - New emphasis on academic curriculum
- NCLB reauthorization (2007)
- Federal appropriations & other funding matters
 - Intense pressure on non-defense, discretionary spending, including education

Federal Appropriations

- 67% of schools implementing Reading Recovery report using Title I funds to address the cost.*



* National Data Evaluation Center Technical Report, February 2005, p. 107

No Child Left Behind Act	Title	Program Purpose
Title I, Part A	Improving Basic Programs	<p>This program provides financial assistance through state educational agencies (SEAs) to local educational agencies (LEAs) and schools with high numbers or percentages of poor children to help ensure that all children meet challenging state academic content and student academic achievement standards.</p> <p>www.ed.gov/programs/titleiparta/index.html</p>
Title I, Part B, Subpart 1	Reading First	<p>The purpose of Reading First is to provide assistance to States and local educational agencies in establishing reading programs for students in grades kindergarten through 3, and to prepare teachers through professional development and other support.</p> <p>http://www.ed.gov/programs/readingfirst/index.html</p>
Title I, Part C	Education of Migratory Children	<p>The purpose of Part C is to support high-quality and comprehensive educational programs for migratory children and to ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs.</p> <p>http://www.ed.gov/programs/mep/index.html</p>
Title I, Part F	Comprehensive School Reform	<p>The purpose of comprehensive school reform is to provide financial incentives for schools to develop reforms based on scientifically-based research and effective practices so that all children can meet challenging state content and academic achievement standards. Reading Recovery can serve as the early intervention component of a comprehensive literacy program and can be an important and effective part of any comprehensive reform model.</p> <p>http://www.ed.gov/programs/compreform/index.html</p>

No Child Left Behind Act Section	Title	Program Purpose
Title II, Part A	Teacher and Principal Training and Recruiting	<p>The purpose of Title II, Part A is to help increase the academic achievement of all students by helping schools and school districts ensure that all teachers are highly qualified to teach.</p> <p>http://www.ed.gov/programs/teacherqual/index.html</p>
Title III, Part A	English Language Acquisition, Language Enhancement, and Academic Achievement	<p>Consolidates 13 bilingual and immigrant education programs into a state formula program and maintains the current focus on assisting school districts in teaching English to limited-English-proficient students.</p> <p>http://www.ed.gov/about/offices/list/oela/funding.html</p>
Title V, Part A	Innovative Programs	<p>The purposes of Title V, Part A include meeting the educational needs of all students, including at-risk youth.</p> <p>http://www.ed.gov/programs/innovative/index.html</p>

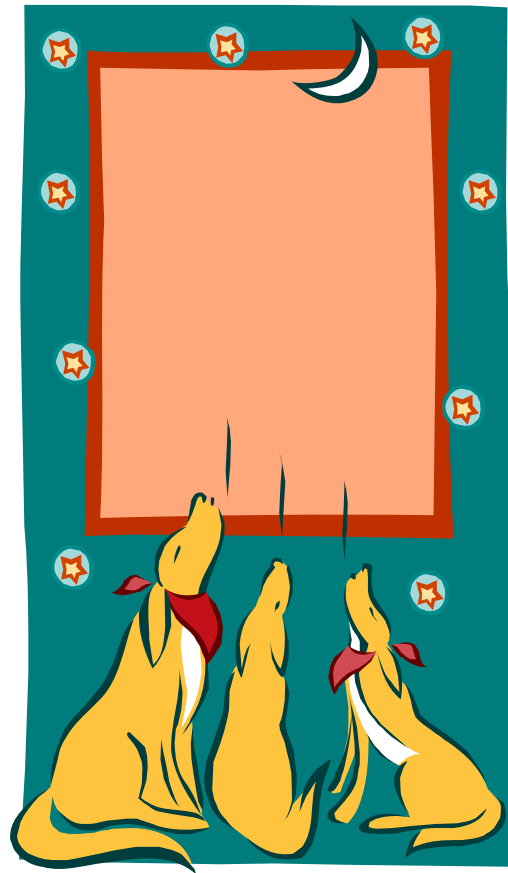
<p>NEW! Individuals with Disabilities Education Improvement Act</p>	<p>Program Purpose</p>
<p>Local Uses of Funds</p>	<p>Early Intervening Services (EIS) Permits districts to use up to 15% of special education funds on additional academic and behavioral supports for students who have not yet been identified as needing special education or related services.</p> <p>Includes professional development and literacy instruction.</p>
<p>Eligibility Determination</p>	<p>Response to Intervention (RtI) A new approach that will allow struggling students to receive effective reading interventions early, rather than the to “wait-to-fail” model currently in practice.</p>

Current Status of Federal Appropriations for Education



- President's budget recommendation for education expected February 2, 2006.

2006 – The Year of the Dog:
Make it something to howl about!



Who are your U.S. Senators and Congressperson?



How to howl to your federal elected officials:

**U. S. Capitol Switchboard
202.224.3121**

- RRCNA: <http://www.readingrecovery.org/sections/home/109.asp>
- U. S. Senate: <http://www.senate.gov/>
- U.S. House of Representatives: <http://www.house.gov/>
- Project Vote Smart: <http://www.vote-smart.org/>

The White House



What's Hot at USDE & NRC

- Implementation of the Individuals with Disabilities Education Improvement Act (IDEA reauthorization)
- What Works Clearinghouse report on early reading interventions
- National Research Council study of teacher education programs



Office of Special Education and Rehabilitative Services (OSERS)

- Responsible for issuing regulations to implementing the Individual with Disabilities Education Improvement Act (IDEIA)
- Potential new funding opportunities for early reading interventions like Reading Recovery

OSERS (cont.)

- **NEW** - Early Intervening Services (EIS)
- Permits districts to use up to 15% of special education funds on additional academic and behavioral supports for students who have not yet been identified as needing special education or related services.
- Includes professional development and literacy instruction.
- A few school districts are using the EIS option to pay for Reading Recovery.

Special Education Funding

- **NEW – Response to Intervention (RTI)**
- Response to Intervention, or RTI, introduces in the Individuals with Disabilities Education Act (IDEA) a new approach that will allow struggling students to receive effective reading interventions early, rather than the “wait-to-fail” model currently in practice.
- RTI is an effort to address the significant percentage of students — up to 40 percent, according to President’s Commission on Excellence in Special Education — whose reading problems place them in special education classes.*

***International Reading Association, “Reading Teachers Play Key Role in Successful Response to Intervention Approaches” June 6, 2005**

Institute for Education Sciences

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What Works Clearinghouse

A trusted source of scientific evidence of what works in education.

The What Works Clearinghouse (WWC) collects, screens, and identifies studies of the effectiveness of educational interventions (programs, products, practices, and policies). They review the studies that have the strongest design, and report on the strengths and weaknesses of those studies against the WWC Evidence Standards. <http://w-w-c.org/>

What Works Clearinghouse

A trusted source of scientific evidence of what works in education.

Interventions for Beginning Reading – A systematic review of evidence in this topic is underway

Topic Focus - The What Works Clearinghouse (WWC) review will focus on reading interventions for students in grades K–3 that are intended to increase phonemic awareness, phonics, reading fluency, vocabulary development, reading comprehension, or any combination of these reading skills. Within the broad topic of beginning reading, the WWC will focus the first set of reports on interventions for students who are having difficulties developing beginning reading skills.

Time Frame

- A report is pending, after review of more than 3000 studies, including at least 6 demonstrating the effectiveness of Reading Recovery.
- RRCNA Six Studies paper:

<http://www.readingrecovery.org/sections/research/6SBRRStudies.pdf>

NRC study of teacher education programs

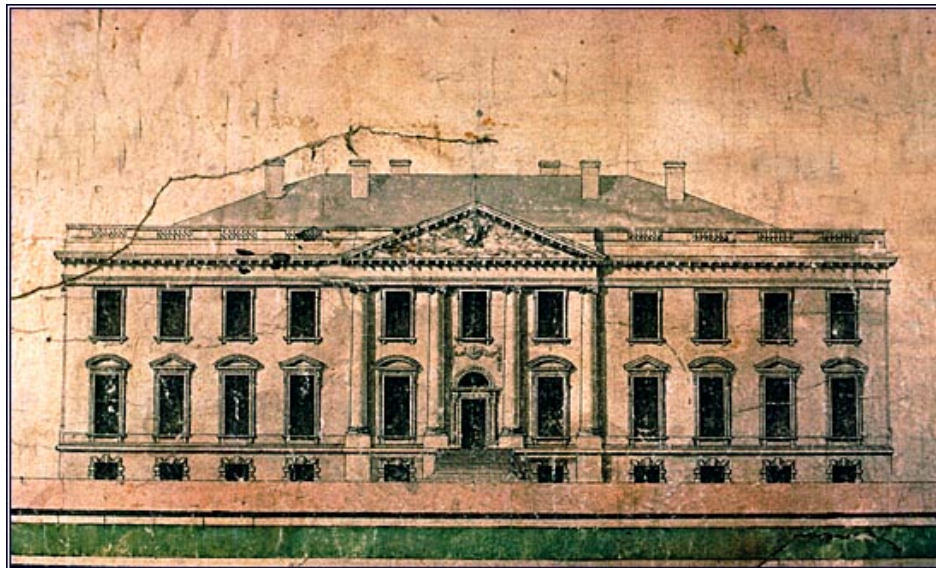
- The National Research Council (NRC) of the National Academies of Science is conducting a study of teacher education programs in the United States to synthesize data and research on:
 - the academic preparation and educational characteristics of candidates in pre-service, graduate, and alternative certification programs;
 - the specific content and experiences that are provided to candidates for degrees and alternative certification in education;
 - ***the consistency of the required course work and experiences in reading and mathematics across teacher preparation programs*** (emphasis added); and the degree to which the content and experiences are based on converging scientific evidence.*
- The Study Committee will meet at least twice in 2006, and a final report to Congress is expected in 2007

How to howl at the White House:

Email: comments@whitehouse.gov

Comments: 202-456-1111

Switchboard: 202-456-1414



Year of the Dog
“Unleash” your power!



- **RRCNA Strategic Plan for Advocacy**
- **Opportunities for Reading Recovery Professionals and Friends**

RRCNA Strategic Plan for Advocacy:

- Partnership-building with the largest and most influential educational organizations
- Visible advocacy presence in Washington, D.C.
 - Securing funding
- Targeting key members of Congress
- Complaint to the Office of the Inspector General, USDE

Published: September 21, 2005

FEDERAL FILE

Flour Power



In the shadow of the dome of the U.S. Capitol last week, an old-fashioned bake sale was going on, education-style. On the menu were fudgy Title I brownies and IDEA tortes. The icing on the Pell Grant cupcakes melted in the sun.

The Sept. 13 event was a stunt—no actual sales were made—staged to call attention to what the sponsors view as the need for more federal education funding. Sponsored by the Washington-based Committee for Education Funding, the bake sale featured real goodies and celebrity baker Warren Brown.

Members of the CEF, an umbrella group that lobbies for federal school aid, were protesting proposals in both the House and Senate education appropriations bills that would provide only nominal increases for two key programs: Title I aid and funding for the Individuals with Disabilities Education Act. Both the House and Senate appropriations committees have approved bills totaling about \$56.7 billion in discretionary money for the Department of Education for fiscal 2006, which would essentially freeze spending at this year's level.

“Congress doesn't want us to eat cake,” said CEF Executive Director Edward R. Kealy, who presided over the sweets wearing an apron. “They want to starve us this year.”

The sweets were ultimately given away to lobbyists and CEF members in attendance.

The CEF estimated that its members would have to sell 1.49 billion brownies at \$6.67 a square to provide the funding authorized for Title I. They'd have to sell 274 million IDEA tortes, at \$14.42 each, to keep special education dollars on track toward so-called full funding in six years.

Mr. Brown, a lawyer-turned-baker who owns Washington's Cake Love Bakery, sliced into his pink-lady cake—a heavenly raspberry, butter-cream concoction—to represent the sliver of dollars from the federal budget pie that goes to education. “Just imagine if the portion I've sliced had to be shared among everyone here,” said Mr. Brown, who has a popular show, “Sugar Rush,” on the cable-TV Food Network. “I think people want more cake.”

It's hard to argue with that.

— Michelle R. Davis

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RRCNA and Reading First (RF)

- **Office of the Inspector General, USDE (OIG)**

Formal complaint filed
August 2005

- **General Accountability Office (GAO)**

Requested by
Congress to
investigate RF
implementation in
September 2005

“Unleash” your power!

Opportunities for Reading Recovery Professionals and Friends

February 2006

- 4-7 National Reading Recovery and Classroom Literacy Conference
- 5-6 National African American Read-In. For details see: <http://www.ncte.org/prog/readin/107901.htm>
- 20-24 Presidents' Day District Work Period (Invite federal elected officials to visit a school with Reading Recovery!)

March 2006

- 2 National Education Association's *Read Across America*. For details see: <http://www.nea.org/readacross/>
- 2 World Book Day 2006. For details see: <http://www.worldbookday.com/>
- 20 – 24 St. Patrick's Day District Work Period

Opportunities (cont.)

April 2006

- 2 International Children's Book Day. For details see: http://www.ibby.org/Seiten/04_child.htm
- 2-8 National Library Week
- 10-21 Spring District Work Period

May 2006

- Reading Recovery Teacher graduations
- National Speech and Hearing Month: <http://www.asha.org/BHSM-05.htm>
- 5-21 Reading is Fundamental's *Reading Is Fun Week*. For details see: <http://www.rif.org>
- 29-June 2 Memorial Day District Work Period

Opportunities (cont.)

- **Write/email/call your federal lawmakers.**
- **Invite your members of Congress and other VIP's to view a Reading Recovery lesson at your site.**
- **Make an office visit during district work periods.**
- **Nominate supportive legislators (local, state or federal) for awards.**
- **Send press clippings letters of support from school administrators and/or school board members, parents and discontinued children to your members of Congress and other decision-makers.**

Opportunities (cont.)

White House: comments@whitehouse.gov

Comments: 202-456-111

Switchboard: 202-456-1414

U. S. Capitol Switchboard: 202.224.3121

U. S. Senate: <http://www.senate.gov/>

U.S. House of Representatives: <http://www.house.gov/>

Project Vote Smart: <http://www.vote-smart.org/>

RRCNA: <http://www.readingrecovery.org/sections/home/109.asp>



Advocacy

Advocacy

- [RRCNA Submits Request to USDE Inspector General](#)
- [20 Great Ways to Maintain Contact with Members of Congress and Other VIPs](#)
- [Reading Recovery and the IDEIA](#)
- [Profiles in Advocacy](#)
- [Advocacy Calendar](#)
- [USDE Report Concludes that One-to-One Tutoring is Effective](#)
- [Eligibility for Federal Funding Fact Sheet](#)
- [How To Be An Advocate](#)
- [NCLB Fact Sheets](#)
- [Dear Colleague Letter Sent to U.S. House and Senate Members](#)
- [Senate Health, Education, Labor, and Pensions \(HELP\) Committee--Testimony by Trisha Rhodes](#)
- [State & Local Advocacy](#)
- [Contact your Congressional Representatives](#)

Reading Recovery® Council
of North America

Reading Recovery Council of North America

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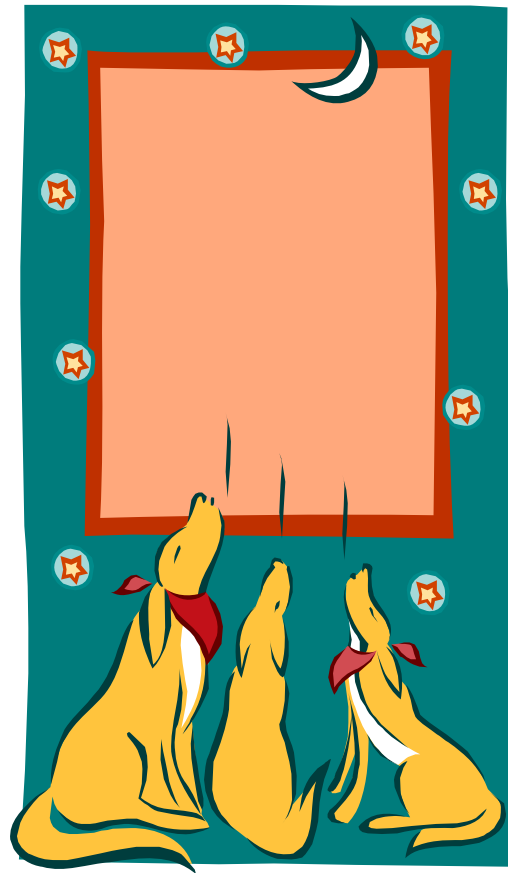
Lucy Gettman, Director of Advocacy:

lgettman@readingrecovery.org

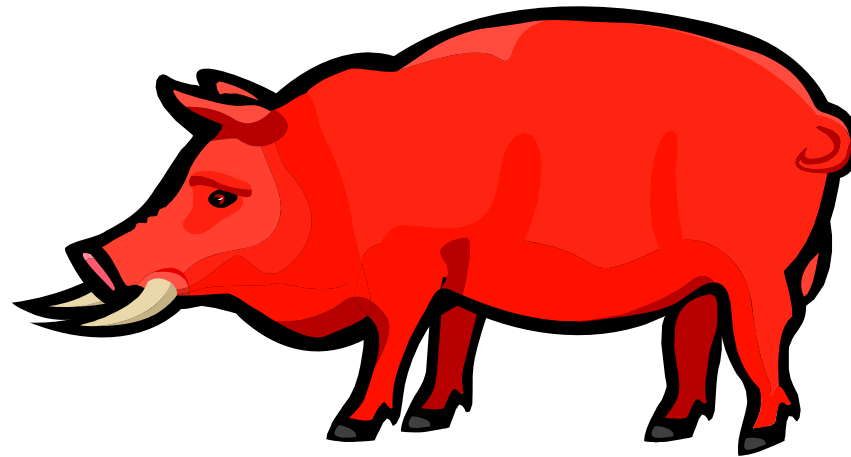
Web:

<http://www.readingrecovery.org/sections/home/advocacy.asp>

2006 – The Year of the Dog:
Make it something to howl about!



February 18, 2007 Begins the Year of the Boar



Don't be a *BORE* – *Be an ADVOCATE!*