



“How Opportunities in Washington Can Help Us Help Children”

An RRCNA Webcast
November 15, 2007

Speakers

Lucy Gettman

Director of Government Relations, RRCNA

Treasurer, Committee for Education Funding

Ohio and Washington, D.C.



Agenda

- Welcome
- Introduction of speakers
- Opportunities to help us help children:
 - ESEA reauthorization opportunities – Kelly Hastings
 - Knowledge opportunities – Max McConkey
 - Funding opportunities – Mark Benedict
 - RRCNA opportunities – Lucy Gettman
- Next steps for helping children – Mary Jackson/All
- Close

Polling question #1



Speakers

Kelly Hastings

Research Assistant,
U. S. Senate Committee
on Health, Education,
Labor & Pensions

Washington, D.C.

**U.S. Senator Mike Enzi
(WY)**



Ranking Member,
HELP Committee

Speakers



Max McConkey

Chief Policy and
Communications Officer of
WestEd

Chair elect, The Knowledge
Alliance: Research to Action
in Education

Arizona

Speakers



Mark B. Benedict

Managing Partner,
Attorney At Law

The Genesis Group

Virginia

Speakers



Dr. Mary Jackson

Director, Special
Programs, Fort Bend
ISD

Treasurer and past
President, RRCNA

Texas

Opportunities in the ESEA
reauthorization



Committee on Health, Education, Labor &
Pensions (HELP), February 8, 2007

Reauthorization of the Elementary and Secondary Education Act (ESEA)

- In late August/early September, the House Education and Labor Committee released a bi-partisan discussion draft of the ESEA reauthorization.
- The Senate Health, Education, Labor and Pensions (HELP) Committee released a partial draft in October 2007.

RRCNA Analysis

House (Miller-McKeon) Discussion Draft and Senate (Kennedy-Enzi) Discussion Draft of the Elementary and Secondary Education Act (ESEA)

http://www.readingrecovery.org/pdf/rrcna/advocacy/ESEA_HS_Drafts_Analysis-10-07.pdf

Questions/Comments for Kelly?



Polling question #2



Knowledge opportunities



Knowledge Alliance (formerly known as NEKIA) was founded in 1997 as a non-profit, non-partisan strategic alliance to address the increasingly urgent need to apply rigorous research to persistent educational challenges facing our country's schools. Composed of leading education organizations, Alliance members are involved in high-quality education research, development, dissemination, technical assistance and evaluation at the federal, regional, state, tribal, and local levels. The Alliance works closely with the US Congress, US Department of Education and other federal agencies in advocating knowledge-based policy for innovation and improvement in education.

USDE Gives High Ratings to Reading Recovery's Scientific Research

A long-awaited independent review of research in beginning reading programs revealed that just one program, Reading Recovery, has positive effects on potentially positive effects across all four domains studied:

- alphabetics (phonemic awareness, print awareness, letter knowledge, and phonics)
- fluency
- comprehension
- general reading achievement

The What Works Clearinghouse review procedure was established by the U.S. Department of Education's Institute of Education Sciences to help educators and school leaders select programs with proven effectiveness. In other early reading intervention measures up to Reading Recovery's overall ratings and improvement index. In addition, Reading Recovery's rating and effect size for general reading achievement is the largest of all programs reviewed.

See http://ies.ed.gov/iies/researcher/synopsis/reading_recovery for the complete report.

Reading Recovery Provides Measurable Results in One to Two Years. Reading Recovery is a highly successful short-term intervention for the lowest achieving students in first grade. Children receive 30-minute daily lessons taught by specially trained teachers. After just 12 to 20 weeks, more than 75% of these lowest students reach grade-level standards. Evaluation data on over 100,000 children each year demonstrate the remarkably consistent results achieved in thousands of American schools.

Reading Recovery Provides Powerful Professional Development Linked to Student Achievement. Reading Recovery's year-long training develops individual teacher leaders and leaders for schools. In 2016-2017, the average Reading Recovery teacher taught 8 Reading Recovery students, plus 41 students outside Reading Recovery.

Reading Recovery's instructional approach recognizes individual differences in learning. Reading Recovery achieves consistent results in schools because it relies on highly trained teachers who understand that learning to read is complex. Especially for struggling readers, individual instruction by an informed teacher provides flexibility to recognize individual differences and adapt teaching to meet each student's needs. Interventions that focus on single factors in the reading process do not achieve the same results.

Reading Recovery Can Play an Important Role in a School's Implementation of the 2004 Individuals with Disabilities Education Act (IDEA).

Reading Recovery is by definition an early intervening service (EIS) and a response to intervention (RTI) approach. Reading Recovery provides early intervening services for the lowest performing first graders. Reading Recovery's high overall rate indicates a strong and consistent impact on general education. As an RTI, Reading Recovery provides a full diagnostic history for the few children who may be identified as needing further, long-term literacy support.

Reading Recovery:
• Extraordinary Professional Development
• School Focused
• Scientifically Proven



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www.readingrecovery.org

Questions/Comments for Max?

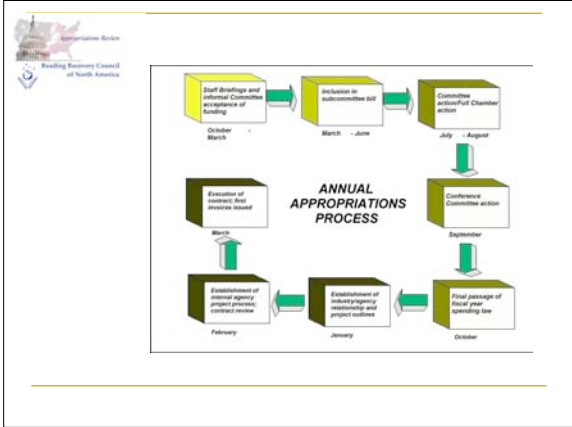


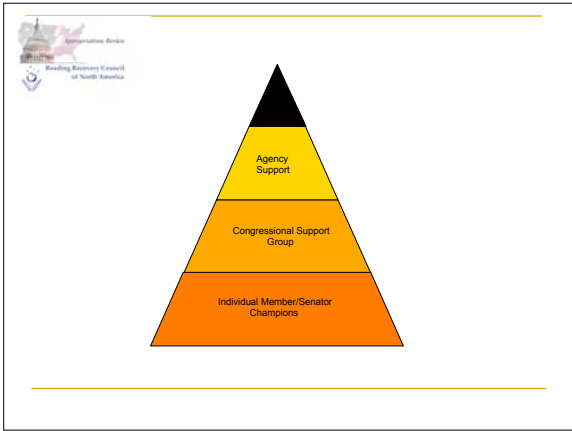
Polling question #3

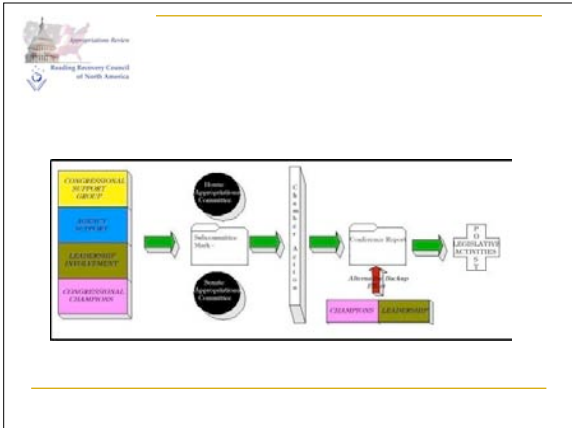


Funding opportunities

- What is the process?
- How is it employed to obtain program funding/objectives?
- Recent Accountability/Transparency Changes
- Behind the scenes anecdotes









House Report 110-231 (FY08 Labor/HHS Appropriations)

*"At the same time that the Department of Education was promoting certain reading products that lacked evidence of their validity, reading programs such as **Reading Recovery** and **Success for All** with strong evidence of effectiveness, according to the Department's own What Works Clearinghouse, were virtually shut out of reading first. In fact, Department of Education data show that schools without Reading First funds were more likely to use **Reading Recovery** and **Success for All**—**proven approaches**—than were schools receiving reading first grants.*

*...the Committee does not know how effective the program would have been had States and school districts been permitted to choose from a wider array of **reading programs that are, in fact, based on solid evidence of effectiveness.**"*

Questions/Comments for Mark?



RRCNA advocacy opportunities:

- RRCNA Advocacy Committee
 - Dr. Judy Embry, chair, University of Kentucky
- ESEA reauthorization - recommendations
- Funding advocacy
- Reading First Advisory Committee
- Technical Assistance/Take Action section of website

Take Action:

http://www.readingrecovery.org/rrcna/advocacy/Take_Action.asp

- [Advocacy Calendar](#)
- [How to Be an Advocate](#)
- [Contact Congressional Representatives](#)
- [2007 Case Studies in Effective Advocacy](#)

Elements of Effective Advocacy

Collaboration

- Involve multiple stakeholders including parents, principals, teachers, university faculty, Reading Recovery professionals and others.
- Include everyone—advocacy is not just one person's responsibility.
- Use consultants/professional advocates as needed and feasible.

Commitment

- Have an advocacy plan and be prepared to monitor and adjust your approach.
- Be proactive in garnering support so if there's a crisis, you're not starting from scratch.
- Be 'nimble' and prepared to respond to issues and opportunities on short notice.
- Build on your success. Early results may open the door to other goals.
- Be prepared for a long-term commitment to advocacy.

Elements of Effective Advocacy

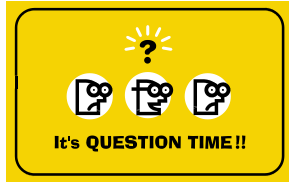
Community

- Cultivate widespread legislative support, on both sides of the aisle, especially among key decision makers. A legislative champion can be crucial.
- Get to know and appreciate legislative staff.
- Make in-district/local contact—don't rely on visits to the State or U.S. Capitol to do the job alone.
- Recognize your supporters at events, with plaques or awards, and/or through involvement in *their* issues.

Credibility

- Use data, research, reports, examples, and publications to support your case (from your school, district, UTC, NDEC, or RRCNA for example).
- Invite stakeholders and decision makers to observe Reading Recovery in person. Seeing is believing!

Questions/Comments for Lucy?



Next Steps for helping children...

Closing Remarks

- Thank you Kelly, Max, Mark and Mary for sharing your expertise with us.
- Thank you to all the participants in the webcast for sharing this opportunity to help children.
- Please let us know how we can help in the future.
