



10 Case Studies in Effective Advocacy
in Support of Reading Recovery
and the
Top 10 Action Steps for
Effective Advocacy Initiatives

Prepared by the
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Top 10 Action Steps for Effective Advocacy Initiatives

Readers of the *Case Studies in Effective Advocacy* will quickly begin to see a pattern of action steps that most all successful advocacy initiatives have in common. These *Top 10 Action Steps for Effective Advocacy Initiatives* were provided as words of wisdom by experienced advocates to Reading Recovery professionals new to advocacy.

1. Develop an active state organization that meets routinely. Take advantage of modern technology to communicate frequently with your network of trainers, teacher leaders, teachers, and site coordinators.
2. Adopt an action plan annually, revising as necessary. Delegate responsibilities and inform all stakeholders of their roles in the plan.
3. Tell your stories using real students, parents, teachers, etc. Take advantage of opportunities to present before civic groups, parent groups, and any other group in need of speakers.
4. Use behind-the-glass sessions to educate your target audiences. Always debrief afterwards, ensuring all questions and concerns are addressed.
5. Share district-specific data with VIPs at least annually.
6. Be proactive. Don't wait for a crisis. Talk to everyone and have all your stakeholders involved from the beginning.
7. Routinely present to your school board to ensure its informed support and the support of school administrators. Better yet, invite these VIPs to an information session on all aspects of the Reading Recovery model.
8. Publicly recognize those who contribute to the success and implementation of Reading Recovery, including elected officials deserving of praise.
9. Establish relationships with members of key committees and have them alert your network when changes or potential budget cuts are in the works. If possible, contract with a government affairs specialist to work on your behalf.
10. Never give up. Funding is always an issue. Critics and competition for resources will always exist. Remain diligent in informing all constituencies about Reading Recovery and district/school accomplishments.

Case Study in Effective Advocacy

Location: Indiana

UTC: Purdue University

Advocacy

Description: Reading Recovery advocates organized to secure dedicated funding for early literacy intervention, including Reading Recovery. In 2005, advocates initiated a successful campaign to ensure the funding remains dedicated solely for early literacy interventions.

Advocacy

Initiative: In 1997, Reading Recovery advocates under the leadership of Maribeth Schmitt, director of the Purdue Literacy Network Project, organized a campaign to secure dedicated funding for Reading Recovery.

Reading Recovery teachers and teacher leaders invited state legislators to view lessons and with the assistance of Purdue's legislative relations staff held a luncheon for legislators in Indianapolis. In addition, Schmitt testified before the Indiana House Ways and Means Committee and participated in press announcements with her colleagues.

In 2005, after 8 years of state funding for Reading Recovery and other early literacy interventions, the state budget committee proposed combining all education programs into a single block grant.

Learning of this new proposal only days before the end of the general assembly's sessions, Schmitt contacted State Representative Sheila Klinker, a retired educator of 35 years and long-time Reading Recovery advocate, who then researched the matter internally.

Armed with Klinker's insights, Schmitt rallied teacher leaders and site coordinators, teachers, and administrators to join a campaign to contact state senators, encouraging them to defeat the proposal and leave the funding program unaltered.

Specific

Outcomes: As a direct result of the 1997 advocacy campaign, the Indiana General Assembly included \$4 million in dedicated funding for early literacy

interventions within the state's Reading and Literacy for a Better Indiana Initiative.

Benefiting from the strong support of the state school superintendent, nearly \$2 million in priority funding is granted to schools for Reading Recovery teacher and teacher leader training and continuing contact. Also, Purdue University applies annually for funding to support program oversight, research, professional assistance, and recruitment.

In 2005, soon after advocates blitzed their senators with calls and e-mails asking that the early literacy intervention funding program remain intact, Indiana State Senator Ron Alting called Schmitt to hear her thoughts on the subject.

Schmitt informed Senator Alting of the positive impact Reading Recovery has made throughout Indiana and why dedicated funding is so important to early literacy professionals.

Advocates were rewarded for their efforts when Representative Klinker called Schmitt from the statehouse to inform her of the budget committee's decision to not alter the funding formula after all.

**Current
Status of
Advocacy:**

Dedicated funding for Reading Recovery as contained within the state budget is secure for 2 years. But advocates will remain in contact with their state legislators and continue to develop their communications network.

As part of the 2005 Leadership Academy & Teacher Leader Institute, advocates met with members of the Indiana congressional delegation, including U.S. Representatives Mike Pence, Steve Buyer, Mike Sodrel, Chris Chocola and U.S. Senator Richard Lugar.

Case Study in Effective Advocacy

Location: Kansas

UTC: Emporia State University

Advocacy

Description: Kansas Reading Recovery professionals organized to educate members of the Kansas legislature, Kansas State Board of Education, and Kansas Reading Recovery Advisory Board on Reading Recovery's efficacy and the importance of maintaining state funding.

Advocacy

Initiative: Since 2002, the Kansas legislature has allocated \$240,000 annually for Reading Recovery, primarily for teacher scholarships.

Advocates recognize that in order to sustain a state implementation of Reading Recovery, it is necessary to keep the program visible in a positive way. One important way to do this is to continue to develop and cultivate broad support by sharing state data and Reading Recovery success stories with the Kansas legislature, Kansas State Board of Education, and the Kansas Reading Recovery Advisory Board.

Under the leadership of Connie Briggs, Reading Recovery trainer, Emporia State University, teacher leaders throughout Kansas are all active Reading Recovery advocates, meeting twice yearly during professional development training to discuss issues surrounding advocacy.

In addition to successfully inviting state legislators to view Reading Recovery behind-the-glass sessions, advocates have prioritized making ongoing contact with state officials. For example, a legislative update that included a summary of Kansas state data and comprehensive information recommended by RRCNA and available on its Web site was provided to key state legislators, members of the Kansas State Board of Education, and key Kansas Department of Education members.

Specific

Outcomes: Advocates have substantially increased the amount of contact they have had with legislative and executive state officials and are readily organized for continued, proactive advocacy.

Current**Status of****Advocacy:**

Kansas advocates recently adopted an action plan that calls for biannual presentations at school board meetings—including reporting local data and student success stories—which will also be highlighted at the next state Reading Recovery conference.

Additionally, the action plan prioritizes two advocacy initiatives:

1. Case studies demonstrating the impact Reading Recovery has on comprehensive literacy programs will be prepared and distributed to legislators, state school board members, school administrators, and others. Teachers and administrators will be surveyed, and focus group interviews with key personnel will be conducted to identify the key components of a successful literacy program.
2. Reading Recovery teachers will be surveyed to identify what leadership roles they have at the site, district, and state levels. Results will be compiled and shared with the legislative educational planning committee, demonstrating how “highly qualified” Reading Recovery professionals are.

Advocates also followed a key component of the plan by prioritizing meetings with members of the Kansas congressional delegation, including U.S. Senator Pat Roberts and U.S. Representative Jerry Moran, while attending the 2005 Leadership Academy & Teacher Leaders Institute in Washington, DC.

Case Study in Effective Advocacy

Location: Kentucky

UTC: University of Kentucky

Advocacy

Description: Successful grassroots effort secured state funding for early literacy instruction and intervention in 1998 and \$11 million in additional funding in 2005.

Advocacy

Initiative: Under the leadership of Dr. Judy Embry, Reading Recovery trainer at the University of Kentucky, the 14 teacher leaders in Kentucky organized to promote increased state funding for early literacy instruction and Reading Recovery.

Targeting state legislators, school superintendents, elementary school principals and teachers, university professors, and parent teacher organizations, the group stressed Reading Recovery's effectiveness and importance of fully implementing Reading Recovery throughout Kentucky.

Kentucky advocates praise State Senator Dan Kelly for his dedicated persistence in sharing the Reading Recovery success story with local, state, and federal officials at every opportunity. His dedication has now spanned two governors' administrations, having ensured that Governor Fletcher and former Governor Patton attended Reading Recovery lessons with him.

State Representative Brent Younts, a Reading Recovery supporter who has also taken time to view a behind-the-glass session, is credited for helping to personally deliver information packets to other state legislators.

Senator Kelly is credited with enlisting bipartisan support for the Read to Achieve (RTA) legislation passed in 2005. RTA bridges the 1998 legislation which provided early literacy funding through Early Reading Intervention Grants (ERIG).

Reading Recovery advocates in Kentucky have adopted a strategic plan that identifies and prioritizes their advocacy work.

Following the plan, advocates coordinated support for Senator Kelly's efforts by providing a model site at Hearn Elementary School in Frankfort, the state's capital. Using this model site equipped with one-way glass, Senator Kelly and advocates invited state legislators and education department officials, university staff, district administrators, elementary school principals, and teachers to observe Hearn's Early Literacy Program which includes Reading Recovery and small-group instruction.

To document Reading Recovery's effectiveness and the need to increase funding for early literacy instruction, advocates used National Data Evaluation Center reports; University of Kentucky research data; RRCNA publications, Web site and staff; and consultants and resources from the Center for Collaborative Literacy Development.

Specific

Outcomes: In 2005, \$11 million in state funding was allocated for early literacy intervention for struggling readers when Kentucky Governor Ernie Fletcher signed the RTA legislation.

The RTA legislation created a fund to provide renewable 2-year grants to give teachers the tools and training to implement Reading Recovery or other early intervention programs; ERIG/RTA funds currently help approximately 100 schools.

The legislation also called for the creation of the Early Diagnosis & Intervention Grant Steering Committee which is charged with recommending how RTA funds are distributed, as well as interfacing with state department of education officials and members of the state board of education.

Current

Status of

Advocacy: Reading Recovery advocates are actively involved in ensuring the intent of the legislation is evidenced in its implementation, and that the state legislature increases RTA funding annually to help serve all Kentucky school children in need of literacy intervention.

As part of their outreach efforts at the federal level, Kentucky advocates called on U.S. Representatives Anne Northup, Geoff Davis, Ed Whitfield and U.S. Senators Jim Bunning and Mitch McConnell during the 2005 Leadership Academy & Teacher Leader Institute.

Case Study in Effective Advocacy

Location: St. Charles Parish Public Schools
St. Charles, Louisiana

UTC: Texas Women's University

Advocacy Initiative

Description: Reading Recovery advocates successfully educated school administration officials on the benefits of Reading Recovery, resulting in full implementation and improved literacy instruction district-wide.

Advocacy Initiative:

In 1990, St. Charles Parish Public School administrators, school board members, and building principals initiated a fact-finding mission on Reading Recovery, including traveling to Texas Women's University to meet with trainers and observe Reading Recovery lessons and teacher training.

Impressed by the Reading Recovery model, school administrators including Associate Superintendent Carolyn Woods, Director of Elementary Schools Catherine Dunlap, Title I Director Bertha Barfield, and Principal Terry Matherne (now director of federal programs and literacy) sent two teachers for teacher leader training at Texas Women's University in 1991.

In 1992, the district began implementing Reading Recovery with a minimum of two Reading Recovery teachers in each of the district's six elementary schools. In addition, the Reading Recovery teacher leaders began training *all* primary classroom teachers in key literacy instruction techniques.

Specific

Outcomes: Following the success of the first year implementation, the number of Reading Recovery teachers at each school was increased; presently, the largest schools each have six Reading Recovery teachers.

Also, the Title I literacy program and an upper elementary literacy program were redesigned to more cohesively model Reading Recovery.

Moreover, staff development was redesigned to focus on literacy for kindergarten through sixth-grade classroom teachers.

**Current
Status of
Advocacy:**

Reading Recovery continues to flourish in the St. Charles Parish school district. More than 200 first-grade students benefit from Reading Recovery annually, improving to at least class average, and over 1,000 students receive literacy program instruction annually.

NOTE:

This case study was developed prior to Hurricane Katrina's devastation of the area.

Case Study in Effective Advocacy

Location: Massachusetts

UTC: Lesley University

Advocacy

Description: In 1995, a Massachusetts Reading Recovery Task Force successfully advocated for a \$500,000 allocation from the Massachusetts state legislature. By 2005, the allocation had grown to nearly \$3 million.

Advocacy

Initiative: In 1992, Reading Recovery proponents from all regions of the state organized to create a Reading Recovery Task Force with a goal to secure dedicated state funding to support Reading Recovery.

The task force, now called the Reading Recovery Council of Massachusetts (RRCMA), consisted of educators, administrators, site coordinators, and Reading Recovery teachers. Task force members credit Irene Fountas, a Reading Recovery trainer with Lesley University, and David Moriarty, director of language arts K-12 in the Medford Public Schools, as “the forces behind the movement.”

The task force’s advocacy efforts focused on the Massachusetts General Court (state legislature) and primarily on one specific member who sponsored the request for funds after near 12 months of advocacy.

To bolster support for the initiative, the task force requested and received support from the state superintendents’ organization.

Specific

Outcomes: In 1995, the Massachusetts legislature allocated \$500,000 in dedicated funding to support Reading Recovery, primarily to train Reading Recovery teachers and teacher leaders and to establish Reading Recovery sites.

The state legislator who sponsored the bill and his staff “researched Reading Recovery thoroughly for about 6 months and determined that for every \$3 spent on Reading Recovery, a district saves \$5.”

The initiative led to the Reading Recovery Council of Massachusetts securing the services of a professional lobbyist who helps open “the right doors.”

As a result of these outcomes and more, the state legislature doubled its support then doubled it again. In 2005, an additional \$800,000 was provided, bringing the total state funding to nearly \$3 million.

**Current
Status of
Advocacy:**

The Reading Recovery Council of Massachusetts meets regularly and has prioritized inviting potential supporters to view behind-the-glass sessions on an ongoing basis.

In mid-2005, council members testified before the state legislature’s joint education committee, sharing reports on research and results, Massachusetts Comprehensive Assessment System (MCAS) scores and a principal’s perspective on Reading Recovery.

According to one RRCMA member present at that hearing, the committee co-chair was effusive with praise in her opening comments after having just spent 2-1/2 hours at a behind-the-glass session only days before.

Massachusetts advocates continue to meet with state and federal legislators, including Capitol Hill visits during the 2005 Leadership Academy & Teacher Leader Institute.

Case Study in Effective Advocacy

Location: Eastern Upper Peninsula Intermediate School District (EUPISD) &
Sault Area Public Schools
Sault Ste. Marie, Michigan

UTC: Oakland University

Advocacy Initiative

Description: Reading Recovery professionals conducted an informational session for school administrators and school board members with a goal to raise awareness of Reading Recovery's effectiveness and improve overall communications with these key constituencies.

Advocacy Initiative:

In the spring of 2005, Reading Recovery advocates conducted a 90-minute informational session on all aspects of the Reading Recovery model for school administrators including principals, superintendents, school board members, site coordinators, and business office staff.

Following a PowerPoint presentation on the history of Reading Recovery, the session focused on the components of a lesson, one-on-one vs. small groups, combining theory and practice, acceleration of students, closing the achievement gap, teacher decision-making, and continuing professional development.

Highlighted by a lesson conducted behind the glass, the session also included a slide show of quotes from teachers, parents, principals, and superintendents on Reading Recovery's positive impact on student achievement.

Attendees were given handouts, including the EUPISD Site Report, Reading Recovery at a Glance Pocket Guide, the "Reaching New Heights, One Child at a Time" pamphlet, fact sheets from the RRCNA Web site, the Standards and Guidelines Revised Edition and an RRCNA membership brochure.

Specific

Outcomes: The session substantially increased the amount of awareness for Reading Recovery within the districts and opened lines of communications with administrators.

For example, one principal raised several specific concerns in her district, and this opened the door to conduct two additional presentations in her school. Also, the superintendents raised key questions regarding the sustained effects and wanted additional information about added support for upper elementary grades.

**Current
Status of****Advocacy:**

Advocates are currently planning a fall advocacy session for administrators and teachers who were unable to attend the spring session.

While in Washington, DC attending the 2005 Leadership Academy & Teacher Leader Institute, advocates made Capitol Hill visits with members of the Michigan congressional delegation, including Representatives Dave Camp, Fred Upton, and Candice Miller, and Senator Debbie Stabenow.

Advocates made a special award presentation to U.S. Representative Dale Kildee, a former educator and current member of the House Committee on Education, for his support of early interventions for children and professional development for teachers.

Case Study in Effective Advocacy

Location: New Jersey

UTC: New York University

Advocacy

Description: Members of the New Jersey Reading Recovery Network (NJRRN) identified state-level advocacy as a way to secure state funding for Reading Recovery.

Advocacy

Initiative: Having formed the NJRRN in the 1990s to coordinate a Reading Recovery annual conference, New Jersey Reading Recovery teacher leaders and site coordinators recently adopted state-level advocacy as a top priority.

Under the early leadership of President Eileen Hudak, the NJRR Network elected teacher leader Pat Batten as the legislative coordinator, with the support of NYU trainer Trika Smith-Burke. The group is focusing on developing advocacy activities that will lead to obtaining state funding for Reading Recovery. Making contact and developing relationships with state legislators is now a high priority.

As part of their communications strategy, NJRRN members report sharing NDEC local data reports, NYU state data reports, and RRCNA publications with state and federal officials.

During the 2005 Leadership Academy & Teacher Leader Institute, NJRRN members met with representatives of New Jersey Governor Richard Codey, stressing the importance of identifying state funding for early literacy interventions like Reading Recovery.

Specific

Outcomes: As a new advocacy initiative, this proactive and personal contact with state officials has created an increased awareness on Reading Recovery with some of the state's most influential policymakers.

For example, after receiving an invitation from a teacher leader in Haddonfield, NJ, State Senator John Adler spoke at a teacher graduation ceremony offering many insightful and favorable comments on Reading Recovery and the need to help struggling first-grade readers before they get too far behind their classmates.

**Current
Status of**

Advocacy:

While the New Jersey Reading Recovery Network's advocacy initiative is still in its fledgling stage, members plan to increase their contact with legislators in as many ways possible, laying the groundwork necessary to initiate a state funding proposal.

Case Study in Effective Advocacy

Location: South Carolina

UTC: Clemson University

Advocacy Initiative

Description: Reading Recovery advocates in South Carolina stopped a 2-year trend of reduced state funding by organizing a sustained campaign to educate state legislators on the importance of increasing funding for Reading Recovery.

Advocacy Initiative:

Advocates organized a campaign to personally contact state legislators by e-mail and telephone to stress the important role Reading Recovery plays as an early literacy intervention and the need for increased state funding support.

Specific

Outcomes: As a direct result of this campaign, state funding directed to the Clemson UTC and local school districts was not reduced, stopping a 2-year trend of reduced funding.

Current Status of

Advocacy: Advocates are working to identify supplementary funding sources, including organizations and foundations.

In addition, advocates continue to identify key contacts in the state legislature with a goal to be forewarned should issues develop that may impact funding for Reading Recovery in the future.

At the federal level, advocates traveled to Capitol Hill to meet with members of the South Carolina congressional delegation as part of the 2005 Leadership Academy & Teacher Leader Institute, including U.S. Senators Lindsey Graham and Jim DeMint, and U.S. Representatives John Spratt and Gresham Barrett.

Case Study in Effective Advocacy

Location: Fort Bend ISD
Sugarland, Texas

UTC: Texas Women's University

Advocacy

Description: The Fort Bend ISD has integrated a comprehensive advocacy system for Reading Recovery and Descubriendo la Lectura (DLL) within all levels of the school system.

Advocacy

Initiative: From the beginning of Reading Recovery's initial implementation in 1994, Fort Bend ISD has focused on quality implementation leading to institutionalization within the entire district.

To achieve this goal, Reading Recovery advocates worked to identify stakeholders throughout the district and community and empower them with meaningful leadership roles. This resulted in a comprehensive advocacy system that includes several layers.

The district has a Reading Recovery Advisory Board that includes two school board members, principals, teachers (Reading Recovery, DLL and classroom), area superintendents, central office directors and coordinators, and parents. This leadership team meets at least three times yearly and functions as an advocate for RR/DLL at all levels of the system.

Advisory board members make recommendations to enhance implementation efforts. For example, they have recommended strategies to recognize, retain, and recruit high quality Reading Recovery/DLL teachers and suggested ways to increase awareness among new school board members. They also demonstrate their commitment by participating in teacher graduation ceremonies and by visiting the classroom to meet with teachers and observe lessons.

Secondly, the district has a principal team that meets three times yearly to build principal ownership and leadership for RR/DLL at the campus level. Principals are required to attend the Texas Women's University's Administrative Conference at least once.

Principal team meetings focus on deepening the administrators' understanding of Reading Recovery/DLL and good classroom literacy instruction. Continuous program improvement is an ongoing theme.

In addition, school literacy teams on every Reading Recovery campus help strengthen advocacy and leadership for the program. Along with classroom teachers and Reading Recovery/DLL teachers, these teams include principals (required to attend), special education, and ESL teachers.

These teams meet every 6 weeks and monitor the progress of currently *and* formerly served students throughout their elementary years. Each team also serves as a problem-solving group to address literacy issues within the school and advocate for effective literacy instruction throughout the school building.

An additional layer in the integrated advocacy system is the team formed by the site coordinator and teacher leaders which meets regularly to address ongoing issues. For example, this team developed a long-range plan for reaching full implementation of Reading Recovery/DLL which has proven invaluable in terms of long-term support from the district's highest level of leadership.

This team also interfaces collaboratively with other school personnel to promote the success of the program. Both principals and teacher leaders jointly make recommendations for hiring, for example. In addition, the site coordinators and teacher leaders meet individually with principals to problem-solve programmatic issues and strengthen program effectiveness.

Lastly, in order to develop a district-wide K-3 Literacy Plan, advocates facilitated the organization of a K-3 literacy team which includes representatives from the curriculum, special programs and special education departments. The original goal now accomplished, the team continues to meet regularly to enhance the district's literacy efforts and strengthen the plan at each campus. Through these meetings the group continuously makes Reading Recovery/DLL's presence a topic of positive discussion.

Fort Bend ISD Reading Recovery advocates actively find ways to share their message with school and community leaders.

Some examples include

- presenting data before the school and advisory boards
- writing newspaper and district newsletter articles
- presenting at TWU regional conference and RRCNA national conference

- inviting superintendent, board members and elected officials to behind-the-glass sessions
- inviting upper management and principals to present at regional and national conference
- converting into note cards student drawn pictures and stories of their Reading Recovery experience
- presenting school board with 10-year recognition plaque from TWU
- sending to upper management copies of parent letters lauding what Reading Recovery has done for their child
- sharing with upper management and board members articles that have appeared in RRCNA publications

In order to accomplish many of these activities advocates have benefited from

- National Data Evaluation Center reports
- RRCNA publications (Reading Recovery Review, Principals' Handbook, fact sheets, advocacy information, Leadership Academy handouts, etc.)
- RRCNA Web site and staff
- colleagues from other districts
- TWU reports and information
- ideas from other organizations such as the International Reading Association and the Association for Supervision and Curriculum Development

Specific

Outcomes: Fort Bend ISD's integrated comprehensive advocacy system has resulted in numerous tangible outcomes:

- Despite significant budgetary challenges, new Reading Recovery/DLL campuses have been added every year for the past 11 years. In the past 2 years, there have been no new positions other than for Reading Recovery/DLL and growth in student population. Four new Reading Recovery teachers and two DLL positions have been approved for 2005-06.
- Reading Recovery is prominently represented as the first-net intervention in the district's K-3 Literacy Plan.
- Fort Bend ISD's superintendent cited Reading Recovery as being one of the top programs she would fully implement if the district received adequate state funding in her 2005 State of the District address.
- School board members willingly volunteer, despite the many demands on their time, to serve on the Reading Recovery advisory board. Moreover, on the eve of her board service retirement, a

board member remarked during a media interview that a highlight of her tenure was serving on this advisory board.

- Many former Reading Recovery professionals are now in various central office and campus leadership positions.
- The district's long-range plan for full implementation is moving forward despite the rapid growth in enrollment. Two new campuses were added in 2004-05, totaling 32 of 37. In 2005-06, DLL will reach full implementation.
- School board members have routinely attended Reading Recovery/DLL teacher graduations held at the end of each training year, often serving as speakers at the graduation ceremony.

**Current
Status of
Advocacy:**

Advocacy is an ongoing enterprise at the district level. While advocates believe they have a very strong implementation, they do not diminish the importance of *continuous* advocacy efforts. In the next school year they will have new school board members, central office staff, and several new principals who will be "inheriting" Reading Recovery/DLL on their campus. Advocates intend to make sure principals are taking on the important leadership role for literacy that principals have on their campus.

Case Study in Effective Advocacy

Location: Wyoming

UTC: San Diego State University

Advocacy

Description: Reading Recovery advocates successfully convinced the Wyoming state legislature to allocate funding for early literacy interventions, including Reading Recovery.

Advocacy

Initiative: Reading Recovery was first implemented in Wyoming during the 1995-96 school year. At that time, about one-third of the school districts offered Reading Recovery served by six teacher leaders and 22 teachers.

Over the next 2 years, Reading Recovery was expanded to several other districts, but the expense continued to be a concern for those districts not implementing the intervention.

In the fall of 2000, after months of advocacy work by state site coordinator Craig Dougherty among state legislators and local school superintendents, Reading Recovery advocates were invited to present before the state assembly's joint education committee.

Dougherty and teacher leader Jeri Mathes presented an overview of Reading Recovery, state data documenting positive results, and examples of how other states fund Reading Recovery as provided by RRCNA.

Following that success, advocates concentrated on inviting legislators to view lessons in their respective districts. In one case, a legislator witnessed a behind-the-glass session involving a student who had progressed to Level 13. Following the lesson, the legislator viewed a video tape of the same child upon entering Reading Recovery; the legislator was favorably impressed.

In 2005, after viewing a behind-the-glass session, the state superintendent of public instruction was so impressed that he remarked to one advocate, "Why isn't every district in Wyoming using this?"

Advocates also publicly recognize influential supporters with a Friend of Reading Recovery Award as part of the annual Wyoming Reading Recovery Institute. Previous recipients include the chairman of the joint education committee and the chairman of the joint appropriations committee.

**Specific
Outcomes:**

After a year of this proactive advocacy, the state's general assembly passed legislation that allocated \$167 for each student in grades K-2 to be used solely for literacy intervention. Announcing his support for the bill, the governor specifically mentioned Reading Recovery in his press release.

Two years later, in 2003, state legislators increased funding support, providing every school district with a minimum of \$20,000 for early literacy interventions; many districts throughout the state fund Reading Recovery using these monies.

After comparing test scores among districts implementing Reading Recovery and districts that didn't, the Wyoming Department of Education contracted a teacher leader to train Reading Recovery teachers during the 2005-06 school year at no cost to Wyoming school districts.

**Current
Status of
Advocacy:**

As a member of the Wyoming Professional Judgment Panels for School Finance Recalibration, Mathes is active in a current move to recalibrate how much districts receive in state aid.

Mathes is networking with key decision makers, including the chairman of the joint education committee, to change draft language that calls for one tutor for every 100 at-risk students in grades K-12. Mathes is advocating that the formula include one tutor for every 50 at-risk students.