

State Education Advocacy Leaders HANDBOOK

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Introduction

The purpose of this Handbook is to assist State Education Advocacy Leaders (SEALs) in their role as education advocates in the states.

Since the establishment of the SEALs network in 1999, these state association leaders have played a critical role in focusing on such issues as personnel vacancies, salary supplement, caseload/workload, and the implementation of IDEA. Through the support of state speech-language-hearing associations and ASHA, SEALs will continue to have opportunities to enhance their knowledge of education issues and their ability to influence priority issues of state associations and their members.

Eileen Crowe is ASHA's Director for State Association Relations and serves as the primary liaison between SEALs and the American Speech-Language-Hearing Association (ASHA). Questions or concerns may be directed to her via e-mail at ecrowe@asha.org, by phone at 800-498-2071, ext. 4221, or by fax at 301-897-7356.

The Role and Responsibilities of SEALs

Mission Statement

The mission of the SEALs network is to enhance and perpetuate the advocacy, leadership, and clinical management skills of school-based ASHA members at the state and local levels to influence administrative and public policy decisions that affect the delivery of speech-language pathology and audiology services in school settings.

The SEALs accomplish this mission by:

1. Serving as a conduit for information and strategy sharing with:
 - Other SEALs
 - State and/or local education coalitions/committees
 - State speech-language-hearing associations' leadership (e.g., executive board, governmental affairs chairs, school-practices chair/committee, lobbyist)
 - ASHA

2. Establishing or enhancing, in collaboration with the state speech-language-hearing association, effective linkages with:
 - Key contact persons at state and local education agencies
 - State legislators
 - Boards of education
 - Teacher unions
 - Other school-based professionals
 - Parent and consumer groups
 - Fellow school-based audiologists in the state
 - Fellow school-based speech-language pathologists in the state

3. Serving as a resource and providing education for fellow audiologists, speech-language pathologists, and other regular and special education personnel regarding:
 - Compliance with federal education requirements (e.g., IDEA, Section 504 of the Rehabilitation Act)
 - Compliance with state education requirements

- Education policy decisions which are made at the local (e.g., district special education department), state, or federal levels
 - Appropriate strategies to influence education policy decisions at the different levels
 - Key contacts for education issues at different levels
4. Serving as a catalyst to mobilize school-based speech-language pathologists and audiologists for effective advocacy at the local, state, and federal levels, using:
- ASHA's Take Action site
 - State association Listserv, newsletters, Web sites
 - Regional or local professional groups
 - Other mechanisms for networking with audiologists in the state
 - Other mechanisms for networking with speech-language pathologists in the state

Terms of Office

SEALs were initially established under ASHA's 1999 Priorities. State association presidents were invited to appoint a SEAL, a current ASHA and state association member, to represent their association and its members on education issues.

The recommended term of office for a SEAL is three years. SEALs may wish to serve for additional terms. State associations should consider having a new SEAL start their term by October 1 of a given year. This will permit new SEALs to participate in an orientation meeting at convention.

While new SEALs may be recommended by outgoing SEALs, all recommendations should be approved by the state association president. State association presidents are responsible for notifying ASHA when new appointments are made. The new appointee's name, address, phone and fax number, and e-mail address should be forwarded to Eileen Crowe at ASHA.

Participation in SEALs' Activities

Varied opportunities exist from year-to-year for SEALs to discuss the education issues they are focusing on. Depending upon the funding available through ASHA's Focused Initiatives, a number of conference calls may be held. For example, under the Focused Initiatives 2005 strategies, two conference calls are being held for SEALs. The times and dates of these calls differ to permit maximum participation.

Over the past few years, SEALs have had the chance to participate in a number of meetings specifically geared toward their concerns and activities. Among these were the following:

- Associations of Service Providers Implementing IDEA Reforms in Education (ASPIIRE) Winter Institute (a project funded under a grant from the U.S. Department of Education)
- Special session at ASHA Schools Conference
- Special session at ASHA Convention

SEALs should participate in at least two events available to them each year. These events may be meetings, trainings, or conference calls. By doing so, SEALs will stay up-to-date on resources and activities available to them through ASHA. Additionally, these activities provide the opportunity to exchange legislative, regulatory, and policy information with peers in other states.

Annual Action Plan

On an annual basis SEALs are asked to develop or revise a state action plan to guide them in their activities throughout the year. Before engaging in activities under this plan, SEALs should seek input from their state speech-language-hearing association's governing body. Copies of the approved action plan should be provided to the state association president, president elect, and to ASHA, no later than December 31 of each year. The action plan should be e-mailed to Eileen Crowe at ASHA. Appendices to this Handbook and the enclosed disc include an action plan form, strategy statement development worksheet, and an activities evaluation template—along with examples of each.

Communicating With State Association Leaders and Members

As representatives for their state speech-language-hearing associations on education issues, SEALs should report back to their individual association's governing board on a regular basis. Some examples of information SEALs should share with their state association leaders and/or membership are:

- Training they received from ASHA
- The outcome of meetings where they represent their state association (i.e., State Departments of Education, ASHA)
- The outcome of testimony they provide before legislative or regulatory bodies

Reporting mechanisms can be varied to best suit the needs of the leadership and members in each state association. For example, some governing bodies convene regularly through conference calls.

In communicating with members, a number of SEALS have established their own column in their state association's newsletter or a page on their association's Web site. SEALS may also wish to conduct presentations or set up a display table at their state association convention to share information about the network with their members. State association conventions are also good opportunities for SEALS to obtain information from their members on education issues they feel should be priorities. SEALS may wish to survey their members at these meetings.

Responsibilities of Outgoing SEALS

Among the responsibilities of SEALS is the passing of the torch to those who come after them. An outgoing SEAL should orient the new SEAL to what has taken place under their state action plan and should provide a current copy of the plan. New SEALS should also have any recent memos and training materials forwarded to them. Additionally, the outgoing SEAL should provide information on any upcoming conference calls, meetings, and reimbursement opportunities.

The SEALS' Handbook should be included in those materials forwarded to new SEALS. New SEALS should also be instructed to contact Eileen Crowe at ASHA to be subscribed to the SEALS' e-mail forum.

In those instances where an outgoing SEAL is unable to provide this orientation, it is recommended that the state association president fulfill this responsibility.

Frequently Asked Questions

When were the SEALs established?

In 1999, under ASHA's priorities.

What does SEAL stand for?

State Education Advocacy Leader

Are SEALs the only ASHA network?

No, there are three other networks-

- A licensure network: This network monitors the actions and deliberations of the state licensing boards of speech-language pathology and audiology in order to promote a heightened awareness of licensing issues within their states, to report activities to ASHA, and to ensure that the interests of both the professional as well as the consumer are protected in state law and regulations.
- State Advocates for Reimbursement (STARs) Network: STARs advocate at the local level for consistent coverage and equitable health care reimbursement by private payers for speech-language pathology and audiology services with legislators, state insurance commissioners, health plans, unions, and employers.
- Medicare Intermediary and Carrier State (MICS) Network: MICS enhance and perpetuate advocacy, leadership and communication of ASHA members at the state level to influence decisions that impact Medicare coverage, reimbursement, and delivery of speech-language pathology services and audiology services.

A summary chart of the networks can be found in Appendix H.

Who are the ASHA contacts for the four networks?

SEALs - Eileen Crowe, 800-498-2071, ext. 4221, ecrowe@asha.org

Licensure Network - Susan Pilch, 800-498-2071, ext. 4284, spilch@asha.org

STARs - Maureen Thompson, 800-498-2071, ext. 4431, mthompson@asha.org

MICs - Mark Kander, 800-498-2071, ext. 4139, mkander@asha.org

Does each state have a SEAL?

Each state association president has been invited to select a SEAL. Currently 49 states and D.C. have a SEAL (see Appendix F contact list).

Is there a recommended term of office?

Yes, three years.

Can someone serve as a SEAL more than once?

There are no limits on how many times you can be a SEAL. However, a break between terms is recommended to prevent burn out and give others an opportunity to serve.

Who appoints the SEAL?

SEALs are appointed by state association presidents, often with a recommendation coming from the current SEAL.

Can SEALs be appointed at anytime?

SEALs can be appointed at anytime, however, an appointment by October 1 is recommended so that the new SEAL can take advantage of any meeting and orientation opportunities that may be available at ASHA's convention.

Can two people share a SEALs' position?

Yes, some state associations have done this and it has worked well.

How do SEALs communicate with each other?

Primarily through an e-mailmail listserv.

How do SEALs post messages to the listserv?

Through this address asha-seals@lists.asha.org.

Are there other communication opportunities for SEALs?

There are meetings held at Convention and the Schools Conference for SEALs. In some years, funding is available for conference calls. This year we are offering two SEALs conference calls.

Does ASHA provide funding for travel to these meetings?

When SEALs were first established funding was made available for travel to a SEALs training session. In recent years, funding has not been available for travel.

Do state associations provide travel funding for SEALs?

Some do. Some put a cap on the funding available.

What if a SEAL can't attend these meetings?

State associations are welcome to send a substitute representative to these meetings. The president or president elect are the individuals most often sent as a substitute. The substitute should register for the meeting just as the SEAL would.

What is a state action plan?

A sample action plan has been provided in the SEALs' Handbook, along with a template provided on a CD ROM. The purpose of the action plan is to provide a consistent format for SEALs to identify priority issues which they will be working on within their state. Issues should be shared with and approved by their state association's board. A copy of the action plan should be forwarded to Eileen Crowe at ASHA by the end of each year.

How do SEALs decide what issues to focus on?

Working in conjunction with its governing board and any school-based committees, SEALs can determine what education-related issues are a priority in any given year. SEALs may also wish to seek input from their association members. Some SEALs have surveyed association members to assist in making this determination.

Are SEALs part of state association boards?

In some states SEALs have been appointed to state association boards. However, they are often on a board by virtue of serving on a committee or holding another position at the same time.

How do SEALs communicate with their boards?

SEALs utilize a broad range of communication mechanisms to share information with their boards from attending board meetings, to participating in conference calls, to utilizing e-mails.

How do SEALs share information with their state association members?

Some SEALs have a page of their WebWeb site devoted to education issues that they keep updated. Other SEALs have a standing column in their state association newsletter. Some provide presentations at their state convention, others set up a booth at their convention.

What if I can't continue to fulfill my responsibilities as a SEAL (for presidents-what if I don't feel the SEAL is fulfilling their responsibilities)?

As with any volunteer position there are responsibilities that you have to find the time and energy to fulfill. If, over time, you find that you are not able to do this then you need to work with your state association president to find a replacement SEAL. Likewise, a president should meet and talk with their SEAL if they feel that they are not able to fulfill the requirements of the position.

Who should I notify if I resign as a SEAL?

Eileen Crowe at ASHA.

What information should I provide Eileen with if I am the current SEAL and resigning or if I am the new SEAL and this is my first contact with ASHA in this role?

If you are the resigning SEAL you should forward to EileenEileen the contact information for your new SEAL (if your president has not already done so). If you are the new SEAL, you'll want to e-mail EileenEileen your address, phone (both home and work) numbers as well as your fax number. We will then subscribe you to the listserv and let you know about any upcoming meetings, conference calls, funding opportunities, and other information.

Who should I contact at ASHA if any of my contact information changes or I have not gotten listserv messages in sometime and I'm concerned I may not be subscribed?

Eileen Crowe

Support from ASHA

Annual Convention Meeting and Orientation for New SEALs

Each November a SEALs meeting is held at ASHA's Convention. During this meeting SEALs have the opportunity to hear updates on a variety of education issues. Time is also provided during this meeting for SEALs to exchange information on the ongoing activities which they may have defined as priorities in their states.

To assist SEALs in becoming more comfortable in their role, a SEALs orientation is held during Convention. This meeting is designed for those who have become SEALs in the current calendar year. During the meeting, an experienced SEAL shares information with new SEALs on how they served in this role for their state. ASHA staff also provides information on resources and activities available to SEALs. State association presidents are also invited to attend this meeting to learn more about SEAL activities.

Schools Conference

Each summer ASHA hosts its Schools Conference. At this conference a meeting opportunity is provided for SEALs. The format for this meeting differs from year to year. The meeting may provide formal training for SEALs or it may provide a more informal setting for the general exchange of information between SEALs and ASHA staff.

Conference Calls

As mentioned earlier, ASHA-sponsored conference calls are another communication vehicle made available to SEALs. Since the fall of 2000, conference calls have provided SEALs with the chance to exchange information on education issues they face in their states. In particular, these calls have focused on salary supplements, caseload/workload, the implementation of IDEA, and NCLB. Additionally, these calls have served as a means for ASHA staff to share information on resources and educational opportunities available to SEALs.

E-mail Forum

ASHA has established an e-mail forum specifically for SEALs. This medium can be used by SEALs to discuss how education issues are being dealt with in other states. For example, recent messages revolved around attorney general rulings in states on teacher certificate equivalency to the CCCs. ASHA posts information on upcoming activities and resources available to SEALs. ASHA also uses the e-

mail forum as a vehicle to identify state trends on issues such as caseload/workload and salary supplements.

Outgoing SEALs will be removed from the e-mail forum. New SEALs should confirm with their state association president that their contact information, including an e-mail address, has been forwarded to Eileen Crowe at ASHA. Any changes to contact information should also be referred to Eileen.

SEALs can post messages directly to the e-mail forum at the following address: asha-seals@lists.asha.org.

Contact List

ASHA maintains a SEALs contact list. This list is maintained through information provided by individual SEALs. Any changes in contact information should be promptly provided to Eileen Crowe at ASHA. Helping ASHA keep this information current ensures that you do not miss out on any meeting, training, or funding opportunities that are available to you.

Contact lists are distributed and reviewed for accuracy at SEALs meetings. The contact list can also be found on the Web at <http://www.asha.org/about/legislation-advocacy/state/seals/seals> under the state contacts section. The most recent copy can be found in Appendix F.

Reimbursements and Travel Funding

Broad ranges of funding opportunities are available to SEALs. The amount and type of funds varies from year-to-year, depending upon monies available in ASHA's budget as well as federal funding provided through the U.S. Department of Education. For example, in 2000 through 2003 SEALs could be reimbursed for qualifying activities related to their education advocacy efforts.

Further funds may be available to ASHA recognized state speech-language-hearing associations in a given year for education related issues through ASHA's grant programs. Contact Eileen Crowe for additional information regarding state grant opportunities.

Travel funding may also be made available to SEALs for special meetings and training. Various levels of funding were provided for the following meetings:

- 2001 ASPIIRE Partners Winter Institute
- 2001 IDEA June Summit
- 2000 ASHA Schools Conference
- 1999 ASHA Schools Conference

Funds are not available for travel to ASHA's annual Convention. SEALS meetings at Convention are held for SEALS who attend under other financial arrangements. A group registration discount may be available to SEALS attending the Schools Conference.

Letter of Support to Employers

At the request of SEALS, a letter of support for their activities has been developed. This letter (see sample in Appendix G) can be shared with employers and state association leaders to gain support, and possible financial assistance, for SEALS activities. Letters for specific SEALS can be obtained by contacting Eileen Crowe at ASHA.

Advocacy Tools and Other Resources

ASHA has a variety of advocacy tools available free of charge to assist you in your state efforts. Among these are the following:

- ***State Advocacy Guidebook for the Salary Supplement Initiative.*** In the *State Advocacy Guidebook*, a variety of information—including side-by-side comparisons of ASHA certification and that of the National Board for Professional Teaching Standards (NBPTS), talking points, and the Mississippi salary supplement law—is provided to assist members in advocating for salary supplements at both the state and local levels.

Note: To obtain a copy of the free product listed above, contact Audra BarbourBarbour by phone at 800-498-2071, ext. 4276, or by e-mail at abarbour@asha.org.

- ***Advocating for Higher Salaries and Extra Benefits from Your Local School District.*** This is a Web-based product designed to assist members who wish to advocate for better pay and additional benefits with their school unions and administrators. Members will learn how to prepare their case, utilize the media for support, and hear from other speech-language pathologistspathologists and audiologistsaudiologists around the country who have successfully negotiated changes with their union or school administrators.

Note: To obtain a copy of the free product listed above, log on to the ASHA Web site at <http://www.asha.org/about/legislation-advocacy/state/advocacy-change.htm>

- ***Working for Change: A Guide for Speech-Language Pathologists and Audiologist in Schools.*** In *Working for Change*, a self-study packet, offers strategies on how to negotiate with school unions/associations and school administrators to advocate for identified individual and local needs.
- ***A Curriculum Guide to Grassroots Advocacy in Speech-Language Pathology and Audiology.*** The *Curriculum Guide* can be used by SEALs as an educational tool to build the understanding of state association leaders and members regarding grassroots advocacy.
- ***Advocacy in Action: A State Model for Change.*** *Advocacy in Action: A State Model for Change* outlines the State Education Action Team's successful approach for advocating for SLP and Audiology issues at the state level as well as highlighting the efforts of the ASHA/state partnerships. The guide also contains a template for analyzing a state's potential for successful advocacy, essential components for a successful state action plan, tips for developing an effective grassroots and communication network, and suggested strategies for working with the media.

Note: To obtain a copy of the three products listed above, contact ASHA's Action Center at 800-498-2071.

- ***Workload Analysis Approach for Establishing Speech-Language Caseload Standards in the Schools.*** A technical report, position paper, and guidelines address a major concern of school-based speech-language pathologists across the country. Large caseloads impede SLPs ability to provide appropriate and adequate services to students with disabilities. These policy documents reflect a conceptual shift from "caseload" and a specific maximum number to consideration of the total workload activities required and performed by school-based SLPs.

Note: To obtain a copy of the free product listed above, log on to ASHA's Web site at http://www.asha.org/members/slp/schools/prof-consult/caseload_salary.htm.

Additional ASHA resources include the School Services Resource List and a School Services Contact List (see Appendices I and J).

- ***IDEAIDEA Information Center*** This section of ASHA's Web site provides a variety of information on the reauthorized Individuals with Disabilities Education Improvement Act. At this site you'll find the latest news, copies of the regulations, ASHA's analysis of the regulation, and other related regulatory activity information. Go to <http://www.asha.org/about/legislation-advocacy/federal/idea/#IDEA>.

State Legislative Processes

ASHA's advocacy tools can assist SEALs in addressing key components of the legislative process in their state. However, it is critical that SEALs have a more detailed understanding of their state's own legislative system. The following information provides an example from Maryland of how a bill becomes a law or is vetoed by the governor. Steps vary in each state, so it is important to know the process in your individual state. Appendix K also provides a diagram depicting the steps of how a bill becomes a law in Louisiana.

In addition to differences in the steps that a bill must take to become a law, there are varying opportunities for legislative action. For example, some legislatures, such as Wisconsin's, meet throughout the year. Others, such as Alaska's, are only in session from January through May. Additionally, while legislatures, such as Maryland meet each year, others, such as Arkansas, do not. Detailed information on each state's legislature can be located through ASHA's state overview page by clicking on the link for each state at <http://www.asha.org/about/Legislation-Advocacy/state>. State links may also provide information on how to testify before a state legislative committee. Furthermore, committee schedules, bill status information, text of pending bills as well as text of laws can now be found on the Web sites of many state legislatures.

Maryland Bills

Ideas for bills (proposed laws) come from many sources. Some examples of these sources include: constituents, the Governor, government agencies, legislative committees, study commissions, special interest groups, lobbyists and professional associations. Each bill, however, must be sponsored by a legislator. The State Constitution mandates that bills be limited to one subject clearly described by the title of the bill and be drafted in the style and form of the *Annotated Code* (Const., Art. III, sec. 29). The one-subject limitation and the title requirement are safeguards against fraudulent legislation and allow legislators and constituents to monitor a bill's progress more easily. Omnibus bills, common in the U.S. Congress, clearly are forbidden under Maryland law.

At the request of legislators, bills are drafted to meet constitutional standards by the Department of Legislative Services until July (the Department starts to receive drafting requests in mid-April, shortly after the session ends). In the interim between sessions, legislators meet in committees, task forces, and other groups to study and formulate bill proposals.

From 1998 through 2000, the number of bills introduced per session has averaged 834 in the Senate and 1,362 in the House of Delegates. This volume of bills makes it difficult for each bill to get through the legislative process within the 90-day session. Therefore, legislators often try to introduce their bills as

early as possible. A bill filed with the Secretary of the Senate or the Chief Clerk of the House prior to the first day of a regular session is called a prefiled bill. Such a bill is introduced (i.e., read across the floor) and assigned to a standing committee on the opening day of a session, thus obtaining a head-start advantage. In 2000, 80 Senate bills and 90 House bills were prefiled.

Maryland Budget Bill

The Constitution provides for an annual budget bill. Each year, the Governor presents a bill to the General Assembly containing the budget for State government for the next fiscal year. In Maryland, the fiscal year begins July 1 and ends June 30. The General Assembly may reduce the Governor's budget proposals, but it may not increase them. The budget, however, whether it is supplemented or amended, must be balanced; total estimated revenues must always equal or exceed total appropriations (Const., Art. III, sec. 52 (5a)).

If the General Assembly has not acted upon the budget bill seven days before the expiration of a regular session, the Governor by proclamation may extend the session for action to be taken on the bill. After both houses pass the budget bill, it becomes law without further action (Const., Art. III, sec. 52). The Governor may not veto the budget bill.

Maryland Joint Resolutions

In addition to bills, legislators introduce joint resolutions. Substantive in nature, joint resolutions express the will, opinion, or public policy of the General Assembly (Senate Rule 25; House Rule 25). They are subject to the same legislative process as are bills. They must be passed by both houses, but after passage are not codified in the *Annotated Code*. Joint resolutions that pass both houses are numbered and printed in the session laws for that year. The Governor does not veto joint resolutions and may or may not sign them.

Certain issues are required by law For the Constitution to be introduced in the form of a joint resolution and such joint resolutions have the force and effect of law. Examples include, salary recommendations from the General Assembly Compensation Commission, the Governor's Salary Commission, Judicial Compensation Commission, reapportionment plans for General Assembly membership required after every decennial census, and amendments to the U.S. Constitution submitted for ratification.

Maryland's Legislative Process

After the Department of Legislative Services drafts legislation in the form of a bill or a joint resolution, the sponsor files it ("drops it into the hopper") with the Secretary of the Senate or the Chief Clerk of the House of Delegates. The bill or resolution is numbered, stamped for approval and codification by the Department of Legislative Services, and printed for first reading (Senate Rule 26; House Rule 26). Senate legislation appears on white paper and House legislation on blue paper.

The Constitution of Maryland requires that before any bill becomes law, it must be read on three different days in each house, for a total of six readings. A bill may not be read for the third time in its house of origin until it has been reprinted. The Constitution also specifies that a bill must be passed in each house by a majority vote of the total membership, and the final vote on third reading in each house must be recorded.

Introduction of Bill (1st Reading of Bill)

A bill may be introduced throughout the ninety days of a session, but the later a bill is introduced, the more difficult its passage becomes. Any Senate bill introduced after the 24th calendar day of a session must be referred to the Senate Rules Committee, it cannot be required to be returned to the floor except by a two-thirds vote of the membership, and it may not be petitioned from the Rules Committee (Senate Rule 32). A House bill introduced after the 31st calendar day must be referred to the House Rules and Executive Nominations Committee, it requires a two-thirds vote to be returned to the floor, and it cannot be petitioned from the Rules and Executive Nominations Committee (House Rule 32). For a bill to be introduced during the last 35 days of a session, the rules must be suspended by a two-thirds vote (Const., Art. III, sec 27). Except for the annual budget bill and bills creating or amending State debts, a House bill that crosses over to the Senate after the 76th day of session is subject to the same restrictions as is a bill introduced after the 24th day.

Committees

Senate Standing Committees and House Standing Committees

After introduction, the bill is assigned to the appropriate committee for review. The committee system of the General Assembly is a vital part of the legislative process. Rules of each house require that every bill or joint resolution, with one exception, be referred to a standing committee after first reading (Senate Rule 33; House Rule 33). Standing committees are defined as those committees set forth in the Rules of the Senate or the Rules of the House of Delegates (Code State Government Article, sec. 2-101(f)). Their primary function is to consider all legislation referred to them by the Senate President or House Speaker. To

review proposed legislation, the Senate has four standing committees and the House has six (Senate Rule 18; House Rule 18).

At the beginning of each session, the Senate President and House Speaker name chairs, vice-chairs, and the members of standing committees. A senator or delegate may not be appointed to more than one standing committee whose main function is to consider legislation. The Senate or House of Delegates may suspend rules in order to consider a bill or resolution without referring it to a standing committee as long as each member receives a copy of the bill or resolution to be so considered (Senate Rule 33(f); House Rule 33(f)).

The fate of most legislative proposals is determined by a committee. Committees hold a public hearing on each bill or joint resolution assigned to them. During session, the Department of Legislative Services issues a weekly hearing schedule so that those interested may testify for or against proposed legislation. The Department of Legislative Services prepares a fiscal analysis for each bill and these fiscal notes are considered during committee deliberations. To gauge a bill's economic impact on small business, the Department of Legislative Services, beginning in 1997, also prepares an economic analysis and rating for each proposal introduced by a member of the General Assembly.

At the committee hearing, testimony usually is heard from the bill's sponsor and other proponents and opponents of the bill. Testimony and further consideration may result in amendments to the bill made by the committee. The final vote of the committee is recorded by member, and may be favorable (with or without amendment), unfavorable, or without recommendation. Having been "voted out of committee," the bill now returns to the floor of its chamber of origin accompanied by a report of committee action.

Select Committees

Bills having a purely local impact are referred to select committees. A select committee is usually composed of a county's delegation in the House or its senators, with other members appointed as necessary to make up the minimum number of three. Counties without home rule keep their select committees busy.

Consideration of Committee Report (2nd Reading of Bill)

After consideration of committee amendments, the bill is then open to amendment from the floor. There, committee action may be reversed, although this happens infrequently. Second reading is completed when the presiding officer orders the bill, with any adopted amendments, printed for third reading.

Floor Vote on Bill (3rd Reading of Bill)

No amendments may be presented on third reading. In the chamber of origin, a recorded vote is taken to pass or reject the bill. To pass, the bill must receive a majority vote of the elected membership.

Second Chamber

After passage by the first chamber, the bill is sent to the opposite chamber, has its first reading, and is assigned to a committee for consideration. The procedure followed is identical with that of the first chamber except that amendments may be proposed during second and third readings. If not amended in the second chamber, final passage may occur without reprinting.

If amended in the second chamber, the bill is returned to the chamber of origin so that house may consider the amendments. If the amendments are agreed to, the bill is voted on as amended and action is complete. The bill is reprinted, or "enrolled," to include the added amendments before being submitted to the Governor.

If the amendments are rejected, the amending chamber may be asked to withdraw its amendments. If it refuses, either chamber may request that a conference committee be appointed to resolve the differences between the two chambers.

Conference Committee

Appointed by the Senate President and the House Speaker, a conference committee consists of three members of each house. The committee sends a report of its recommendations to each chamber which then can adopt or reject it. If the report is adopted, the bill is voted upon for final passage in each house. If the report is rejected by either house, the bill fails.

Consent Calendar

The consent calendar is a list of bills to be read and voted upon as a group (Const., Art. II, sec. 17; Art. III, secs. 27,28). The Senate and the House of Delegates may adopt a "consent calendar" procedure if members of each house receive reasonable notice of the bills placed on each consent calendar. This procedure expedites the legislative process. In 1988, the Senate revised its rules to place bills and joint resolutions on consent calendars by category as they are voted out of committee (Senate Rule 55). The House of Delegates still retains a Consent Calendars Committee to determine which bills and joint resolutions may be included on consent calendars (House Rules 18 and 55).

Effective Date of Laws

All bills passed by the General Assembly become law when signed by the Governor or when passed over the Governor's veto by three-fifths of the membership of each house. According to the Constitution, laws approved take effect on the first day of June after the session in which they were passed, except when a later date is specified in the act, or the bill is declared an emergency measure. For many years, most laws took effect July 1. During the 1992 Session, October 1 began to be used as the standard effective date for legislation. Emergency bills, which are passed by three-fifths of the total number of members of each house, become law immediately upon their approval by the Governor. All passed bills, except the budget bill and constitutional amendments, must be presented to the Governor within twenty days following adjournment of a session. The Governor may veto such bills within thirty days after presentation. If a passed bill is not vetoed, it becomes law. The budget bill, however, becomes law upon its final passage and cannot be vetoed. Constitutional amendments also cannot be vetoed; they become law only upon their ratification by the voters at the next general election.

Vetoed Bills

The power to override a veto rests with the General Assembly. If the Governor vetoes a bill during a regular session, the General Assembly immediately considers the Governor's veto message. If the Governor vetoes a bill presented after the session, the veto message must be considered immediately at the next regular or special session of the legislature. The General Assembly may not override a veto during the first year of a new legislative term since the bill would have been passed by the previous legislature (Const., Art. II, sec. 17). A three-fifths vote of the elected membership of both chambers is necessary to override a veto.

APPENDIX A

Sample State Action Plan

Issue: Salaries for school-based speech-language pathologists and audiologists are not commensurate with the level of professional education, certification requirements, and responsibilities necessary to provide quality services and appropriate education as required under IDEA/IDEA and NCLB.

Outcome: All school-based speech-language pathologists and audiologists who hold the Certificate of Clinical Competence (CCC) from ASHA will receive a salary supplement.

Baseline Data: No speech-language pathologist (SLP) or audiologist receives a salary supplement based on having earned the ASHA Certificate of Clinical Competence.

Strategies for Outcome:

- 1. Strategy:** By October 1, 2005 the SEAL will have contacted the ASHA State Policy unit to obtain information on advocating for a salary supplement for school-based SLPs and audiologists. The SEAL will maintain the information received.

Expense Statement: None

- 2. Strategy:** By December 1, 2005 the SEAL, in collaboration with the state speech-language-hearing association (SSHA) and ASHA, will have developed a plan of action for obtaining via regulation or legislation a salary supplement for school-based SLPs and audiologists who have earned the ASHA CCC. The SEAL will maintain a copy of the plan.

Expense Statement: \$200

- 3. Strategy:** By February 1, 2006 the SEAL, in collaboration with their state SSHA, will have met with State Education Agency (SEA) representatives to discuss a proposal for implementing a salary supplement program via regulation. The SEAL will maintain a record of the meeting.

Expense Statement: \$25

- 4. Strategy:** By March 1, 2006 the SEAL, in collaboration with SSHA representatives, will have identified and met with a member or members of their state legislature to introduce legislation to implement a salary supplement program for SLPs and audiologists. The SEAL will maintain a record of the meeting.

Expense Statement: None

- 5. Strategy:** By April 1, 2006 the SEAL will have provided information on the salary supplement program to all school-based SLPs and audiologists who have the CCC and requesting that they contact the SEA representatives or key state legislator(s). It is anticipated that 70% of individuals receiving the information will contact the SEA representatives or state legislator(s). The SEAL will maintain a record of the contacts made.

Expense Statement: None

- 6. Strategy:** By July 1, 2006 the SEAL will have prepared and submitted to the SSHA and ASHA on the progress made in obtaining and implementing the salary supplement program for school-based speech-language pathologists and audiologists who hold the ASHA CCC. The SEAL will maintain a copy of the report.

Expense Statement: None

TOTAL EXPENSE FOR ACTION PLAN: \$225

APPENDIX B

State Action Plan

SEAL: _____

Date: _____

Issue: _____

Outcome: _____

Baseline Data for Outcome: _____

Strategies for Outcome:

1. Strategy: _____

Expense/Revenue Statement: _____

2. Strategy: _____

Expense/Revenue Statement: _____

3. Strategy: _____

Expense/Revenue Statement: _____

TOTAL EXPENSE FOR ACTION PLAN: _____

TOTAL REVENUE FOR ACTION PLAN: _____

APPENDIX C

Sample Strategy Statement Worksheet

For each outcome statement, one or more strategy statements will be developed. The strategy statement will indicate a specific activity that will be necessary to accomplish the outcome. Each strategy statement indicates **WHEN** it will be done—specific date, **WHO** will do it—person responsible, **WHAT** will be done—specific activity, **TO WHOM** it will be done—target group, the **CRITERIA** that will indicate success—a number or quantitative indicator, and the **EVALUATION** procedure/tool that will be used to indicate if the **WHAT** and **CRITERIA** were met.

Strategy Statement Components

For each of the following components indicate the requested information:

WHEN: by October 1, 2005

WHO: the SEAL, in conjunction with SSHA and ASHA's School Practices Unit

WHAT: develop an information packet on using total workload activities to determine the number of cases to be served

TO WHOM: school-based members in the state

CRITERIA: a packet to all school-based SLPs

EVALUATION: list of recipients maintained by SEAL

Strategy Statement Narrative

Using information from the above components, write the strategy statement narrative.

By October 1, 2005, the SEAL, in conjunction with the SSHA and ASHA's School Practices Unit, will have developed a state-specific information packet on using total workload activities to determine the number of cases that can be served appropriately within the allotted work time and will have disseminated the packet to all school-based SLPs in the state. A list of recipients will be maintained by the SEAL.

APPENDIX D

Strategy Statement Development Worksheet

For each outcome statement, one or more strategy statements will be developed. The strategy statement will indicate a specific activity that will be necessary to accomplish the outcome. Each strategy statement indicates:

WHEN	it will be done—specific date
WHO	will do it—person responsible
WHAT	will be done—specific activity
TO WHOM	it will be done—target group
CRITERIA	that will indicate success—a number or quantitative indicator
EVALUATION	procedure/tool that will be used to indicate if the WHAT and CRITERIA were met.

Strategy Statement Components

For each of the following components indicate the requested information:

WHEN: _____

WHO: _____

WHAT: _____

TO WHOM: _____

CRITERIA: _____

EVALUATION: _____

Strategy Statement Narrative

Using information from the above components, write the strategy statement narrative.

APPENDIX E

Sample Levels of Evaluation

Example:

LEVEL 1: Did (Hold 5 workshops)

LEVEL 2: Did + Attend (50 people attend each workshop)

LEVEL 3: Did + Attend + Learn (learn 5 new things)

LEVEL 4: Did + Attend + Learn + Implement (implement 3 things learned)

LEVEL 5: Did + Attend + Learn + Implement + Change (something happened!!)

Levels of Evaluation

LEVEL 1: Did _____

LEVEL 2: Did + Attend _____

LEVEL 3: Did + Attend + Learn _____

LEVEL 4: Did + Attend + Learn + Implement _____

LEVEL 5: Did + Attend + Learn + Implement + Change _____



AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION

APPENDIX F

20052005 State Education Advocacy Leaders

STATE	SEAL	ADDRESS	CITY	STATE	ZIP	WORK PHONE	HOME PHONE	FAX	E-MAIL
Alabama	Patti Cline	555 Papertown Rd.	Alpine	AL	35014	(256) 245-5302	(256) 249-0971	(256) 315-5445	Ptcline@hotmail.com
Alaska	Cathy Decker	18610 Kittiwake Circle	Anchorage	AK	99516	(907) 742-8252	(907) 345-5566	(907) 345-5566	cdecker@alaska.com
Arizona	Karen LaBrozzi	6134 West Corrine Drive	Glendale	AZ	85304	(623) 412-4775	(623) 878-8355	(623) 412-4786	atwt56@aol.com
Arkansas	Kay Hall	115 Bedford Cir	Conway	AR	72034	501-329-1429		501-450-5474	kmhall@conwaycorp.net
California	Linda Puckett	21672 Flamenco	Mission Viejo	CA	92692				lpuckett@cox.net
Colorado	Lisa J. Gessini	13443 Antlers St.	Broomfield	CO	80020	(303) 405-6633	(303) 464-9213	(303) 405-8249	Lisa_Gessini@dpsk12.org
Connecticut	Vernice L. Jury	3 Egypt Road	Ellington	CT	06029-2402	(860) 896-2322	(860) 872-8968 Preferred Number	Unlisted Fax	vjury@earthlink.net
Delaware	Janet Cates	2409 Brookshire Drive	Wilmington	DE	19803	(302) 831-3100	(302) 334-3043	(302) 831-3080	cates@cavtel.net
District of Columbia	Teresita L. Foster	241 Farragut St., NW	Washington	DC	20011	Unlisted Phone	(202) 726-1032	Unlisted Fax	incanato@earthlink.net

STATE	SEAL	ADDRESS	CITY	STATE	ZIP	WORK PHONE	HOME PHONE	FAX	E-MAIL
Florida	Debee Tanzer	2269 Alba Way	Deerfield Beach	FL	33442	Unlisted Phone	(954) 428-2325	(954) 714-1378	dsnynut@worldnet.att.net
Georgia	LaRae B. Brown	968 Calhoun Road	Dahlonega	GA	30533	(706) 344-2811	(706) 864-5744	(706) 864-1314	lbrown@lumpkin.k12.ga.us
Hawaii	Ana Gamble	PO Box 894095	Mililani	HI	96789	(808) 622-6432	(808) 625-5732	(808) 622-6436	Ana_A_Gamble/CENDO/HIDOE@notes.k12.hi.us
Idaho	Peggy Sawyer	2008 S. Wilde Creek Way	Boise	ID	83709	(208) 287-2132	(208) 375-7794	Unlisted Fax	Sawyerbp@aol.com
Illinois	Sharon Foster	4645 W. 99 th Street	Oak Lawn	IL	60453	(708) 671-3100, ext. 3158	(708) 424-7551	(708) 361-9714	sfoster@d230.org
Indiana	Debbie Harman	4323 Saratoga Drive	Bloomington	IN	47408	(812) 988-6625	(812) 333-5745	Unlisted Fax	dharmanslp@aol.com
Iowa	Sandy Bennett	312 N. 8th Street	Marshalltown	IA	50158	(641) 844-2434	(641) 752-0816	(641) 752-0075	Sb-slp@mchsi.com
Kansas	Kim Faulkner	1106 Jenkins	Marysville	KS	66508	(785) 562-3641	(785) 562-9870	Unlisted Fax	kkfaulkner@charter.net
Kentucky	Aleisha G. Sheridan	1248 Glengary Road	Henderson	KY	42420	(270) 831-8780	(270) 830-9097	(270) 831-5016	asheridan@henderson.k12.ky.us
Louisiana	Renae F. Colwick	300 Ryan Avenue	Abita Springs	LA	70420	(985) 626-8238	(985) 809-9975	(985) 626-0209	ccslp1995@yahoo.com
Maine	Sabrina Jellison	P.O. Box 367	Strong	ME	04983	(207) 684-3521, ext. 139	(207) 684-5743	(207) 684-3340	sjellison@sad58.k12.me.us
Maryland	Elizabeth Baer	103 Tilghman Ave	Centerville	MD	21617	(410) 758-1166	Unlisted Phone	Unlisted Fax	bbaer44@msn.com

STATE	SEAL	ADDRESS	CITY	STATE	ZIP	WORK PHONE	HOME PHONE	FAX	E-MAIL
Massachusetts	Kristin Keegan	8 Montclair Ave.	Waltham	MA	02451	(781) 292-2039	(781) 209-2820	(781) 449-5717	krankyk@excite.com
Michigan	Susan Dilgard	1619 Fairway Drive	Birmingham	MI	48009	(248) 203-5818	(248) 647-0394	(248) 203-5804	ssdilgard@hotmail.com
Minnesota	Sarah Sweeney	1833 Southcross Dr W #2201	Burnsville	MN	55306-7978	(952) 435-5862			sgsweens@earthlink.net
Mississippi	Georgene Falcone-Johnson	10251-A D'iberville Blvd.	Biloxi	MS	39532	(228) 435-4600	(228) 392-2126	(228) 435-4601	gjmsseal@yahoo.com
Missouri	Brenda Martien	254 Mueller Road	Ozark	MO	65721	(417) 724-4040	(417) 581-9289	(417) 724-4039	bmartien@mail.nixa.k12.mo.us
Montana	Janice Nugent	3208 Hollis	Missoula	MT	59801	(406) 728-2400	(406) 728-0823	Unlisted Fax	MitNugents@AOL.com
Nebraska	Deb Storz	15900 Olive Creek Road	Adams	NE	68301	(402) 430-6267 Cell	(402) 788-2566	Unlisted Fax	dsstorz@yahoo.com
Nevada	Suzanne Sawyer	10426 Rockport Lane	Reno	NV	89521	(775) 861-4466	(775) 851-7166	(775) 861-4496	nvspeechgirl@aol.com
New Hampshire	Barbara Jobin	54 SchoolSchool Street	Concord	NH	03301	(603) 225-0840			bjobi@csd.k12.nh.us
New Jersey	Sue A. Goldman	234 Treptow Rd.	Somerset	NJ	08873	(732) 452-2920	(732) 873-8544	(732) 873-8544	A198@patmedia.net
New Mexico	Maria Jaramillo	96 Five Hills Drive	Tijeras	NM	87059	(505) 889-3412 ext. 30	(505) 281-8298	(505) 281-7166	mjaramillo@msn.com
New York	Karen McCrossen	115 Country Wood Landing	Rochester	NY	14626	(585) 966-4473	(585) 277-1103	(585) 966-4439	Karen.McCrossen@greece.k12.ny.us

STATE	SEAL	ADDRESS	CITY	STATE	ZIP	WORK PHONE	HOME PHONE	FAX	E-MAIL
North Carolina	Paula Izquierdo	105 Gatestone Court	Cary	NC	27571	(919) 387-2136	(919) 233-7272	(919) 387-4403	Mizqui3297@earthlink.net
North Dakota	Jill Van Winkle	1570 Woodridge Lane	West Fargo	ND	58078	(701) 446-4049	(701) 281-1296	(701) 446-4099	vanwinj@fargo.k12.nd.us
Ohio	Jean Smith	313 Lucas St. E.	Castalia	OH	44824-9782	(419) 684-5023		(419) 684-9661	jeanbwt@aol.com
Oklahoma	Kathy Wheat	1526 Glendon Drive	Marlow	OK	73055	(580) 467-1768	(580) 658-6239	(580) 658-6239	kwheat28@hotmail.com
Oregon	Janet Wagner	9846 SE King Way	Portland	OR	97266	(503) 653-2888	Unlisted Phone	Unlisted Fax	jwagner@pps.k12.or.us
Pennsylvania	Ellen R. Estomin	Program for Students with Exceptionalities Overbrook Administration Center 2140 Saw Mill Run Blvd.	Pittsburgh	PA	15210	(412) 323-3950	(412) 361-2736	(412) 323-3992	eestomin1@verizon.net
Rhode Island	Patricia I. Bellini	24 Forest View Drive	North Providence	RI	02904-3029	(401) 222-6030	(401) 353-7893	Unlisted Fax	ride4993@ride.ri.net Patricia.Bellini@ride.ri.gov
South Carolina	Peggy Neel	125 Rubiwood Circle	Greer	SC	29651	(864) 848-2344	Unlisted Phone	Unlisted Fax	pneel@greenville.k12.sc.us
South Dakota	Linda Ingerson	4036 Brady Court	Sioux Falls	SD	57103	(605) 367-6084	Unlisted Phone	Unlisted Fax	ingerlin@sf.k12.sd.us
Tennessee	Daphne Sweeney	229 Karnes Drive	Franklin	TN	37064	(615) 595-2121 ext. 5720	(615) 595-2851	(615) 595-2183	Daphnes@wcs.edu

STATE	SEAL	ADDRESS	CITY	STATE	ZIP	WORK PHONE	HOME PHONE	FAX	E-MAIL
Texas	Tina Harris	2026 Pecan	Portland	TX	78374	(361) 878-1883	(361) 643-2026	(361) 878-2375	tiharris@ccisd.us
Utah	Ginger Pierce	799 East Alpine Road	Alpine	UT	84004	(801) 756-8557	(801) 756-9534	Unlisted Fax	GPierce799@netzero.net
Vermont	Kari Fabrizio	P.O. Box 316	Brownsville	VT	05037	(802) 763-7740 ext. 257	(802) 484-9789	Unlisted Fax	kari@fabrizio.com
Virginia	Ann O. Christensen	1024 Taft Road	Chesapeake	VA	23322	(757) 628-3500 (757) 639-3450 Cell	(757) 421-9025	(757) 421-0574	achriste2000@yahoo.com
Washington	Leslie Power	5406 S. Ivory	Spokane	WA	99223	(509) 358-7592	(509) 448-6914	(509) 358-7600	power@wsu.edu
West Virginia	VACANT								
Wisconsin	Dawn Merth-Johnson	19031 Otter Trail	Muscoda	WI	53573	(608) 739-3101	(608) 739-4292	(608) 739-9118	dmerth@riverdale.k12.wi.us
Wyoming	Caty Draper	708 11 th Street	Rawlins	WY	82301	Unlisted Phone	(307) 324-2997	Unlisted Fax	Joel_dr@msn.com

APPENDIX G

Letter of Support

October 31, 2005

To Whom It May Concern:

As you may be aware, the American Speech-Language-Hearing Association (ASHA) is the professional, scientific, and accrediting organization representing more than 120,000 audiologists, speech-language pathologists, and speech/language/hearing scientists at the national and state levels.

Under ASHA's 1999 Priority Issues, the State Education Advocacy Leaders (SEALs) were established. Each SEAL was identified by his or her state speech-language-hearing association. The SEAL for *<your state>* is *<your name>*.

The mission of the SEALs' network is to enhance and perpetuate the advocacy, leadership, and clinical management skills of school-based ASHA members at the state level in order to influence administrative and public policy decisions that affect the delivery of speech-language pathology and audiology services in school settings.

In order to assist SEALs in fulfilling this mission, opportunities are provided for them to engage in various networking and learning activities throughout the year. For 2005 these activities include the following:

- ◆ periodic conference calls to share resources and strategies related to caseload and workload issues, salary supplement initiatives, the reauthorization of IDEIA, and NCLB
- ◆ an ASHA Schools Conference in July
- ◆ an annual SEALs' meeting at ASHA's Convention in November

ASHA continues to support SEALs' through these activities along with providing a SEALs' e-mail forum. Your support of SEALs participation in these activities is needed. You and your staff can then benefit from the information attained by the SEALs through updates or inservice training, which they can provide.

Through the development and implementation of state-specific action plans, each SEAL plays a vital role in advocating for education issues in your state. Your ongoing support of SEALs' activities is much appreciated.

Sincerely,

Dolores E. Battle
ASHA President

Appendix H
ASHA's State-Based Advocacy Networks

Network Name	State Education Advocacy Leaders (SEALs)	Medicare Intermediary and Carrier (MICs)	State Licensing	State Advocates for Reimbursement (STARs)
Charge	Enhance and perpetuate the advocacy, leadership and clinical management skills of school-based ASHA members at the state and local levels to influence administrative and public policy decisions that affect the delivery of speech-language pathology and audiology services in school settings.	Enhance and perpetuate the advocacy, leadership and communication of ASHA members at the state level to influence administrative and public policy decisions that impact Medicare coverage and reimbursement of speech-language pathology services and audiology services. Review and provide input/comments to Local Coverage Determinations.	Monitor the actions and deliberations of the state licensing boards of speech-language pathology and audiology in order to promote a heightened awareness of licensing issues within their states, to report activities to ASHA, and to ensure that the interests of both the professional as well as the consumer are protected in state law and regulations.	Establish a cadre of individuals in each state to advocate locally with legislators, state insurance commissioners, health plans, unions, and employers on matters related to private health care reimbursement.
Staff Coordinator	Eileen Crowe	Mark Kander	Susan Pilch	Maureen Thompson
Number of States	50 + District of Columbia	28	25 – 30 (still evolving)	41
Number of Participants	50 (Appointed by state associations)	31 (Appointed by state associations or self nominated)	47 (Appointed by state associations)	54 (Appointed by state associations)
Origin	March, 1999 1999 Priority Issue on Schools	January, 2000 2000 Priority Issue on Advocacy	January, 2000 2000 Priority Issue on Advocacy	February, 2003 2002 LC Resolution 2003 Focused Initiative on Reimbursement

Network Name	State Education Advocacy Leaders (SEALs)	Medicare Intermediary and Carrier (MICs)	State Licensing	State Advocates for Reimbursement (STARs)
Budgeted Activities	<ul style="list-style-type: none"> • private listserv • funds for local travel* • training at schools conference & convention (funded by 1999 P.I.) 	<ul style="list-style-type: none"> • private listserv • training at ASHA-CSAP conference & convention (not funded) • 28 state grants (2001; funded by 2000 P.I.) 	<ul style="list-style-type: none"> • private listserv • periodic conference calls • information packets developed annually 	<ul style="list-style-type: none"> • private listserv (also added to MICs listserv) • bi-monthly conference calls (funded by 2003-2005 F.I.) • “boot camp” prior to ASHA-CSAP conference & ASHA convention (funded by 2003 F.I.) • Three Web-based instructional modules and a telephone seminar (funded by 2004 F.I.) • Four \$2000 grants for private health plan reimbursement advocacy activities (funded by 2005 F.I.)



APPENDIX I

ASHA's SCHOOL SERVICES TEAM: Resources for School-Based Clinicians

- ◆ To review all of these resources online, visit www.asha.org/members/slp/schools/resources_team.htm
- ◆ To request free documents, contact ASHA's Action Center at 800-498-2071 or visit ASHA's Web site at www.asha.org
- ◆ To request for-sale products or obtain information on additional school related products, contact ASHA's Product Sales at 888-498-6699 or www.asha.org/shop/products_catalog.htm

- ◆ To review all of these resources online, visit www.asha.org/members/slp/schools/resources_team.htm
- ◆ To request free documents, contact ASHA's Action Center at 800-498-2071 or visit ASHA's Web site at www.asha.org
- ◆ To request for-sale products or obtain information on additional school related products, contact ASHA's Product Sales at 888-498-6699 or www.asha.org/shop/products_catalog.htm

Division 16, School-Based Issues

The mission of this Special Interest Division is to provide leadership and advocacy through a forum for all speech-language pathologists and audiologists with interests in school-based issues, including clinicians and researchers from schools, universities, and all other settings and to promote the highest quality services within schools by addressing clinical, educational, administrative and legislative/regulatory concerns at local, state, and federal levels.

Learn more about ASHA's Special Interest Divisions and how to become a member of Division 16 by going to http://www.asha.org/about/membership-certification/divs/join_div.htm

Advocacy (Promoting the Profession)

Advocacy in Action: A State Model for Change (Schools FI 2004). This resource outlines the State Education Action Team's (SEAT) approach for advocating for SLP and audiology issues at the state level and highlights the efforts of the ASHA/state partnerships under the Schools Focused Initiative. The guide, developed to assist state speech-language-hearing associations interested in engaging in state-level advocacy efforts create an effective state advocacy program, contains tips for analyzing a state's potential for successful advocacy, includes essential components for a successful state action plan, provides strategies for developing an

effective grassroots and communication network, and outlines ideas for working with the media. A free copy will be available to ASHA members through the ASHA action center or on the ASHA Web site. To access the state advocacy guide, go to <http://www.asha.org/about/legislation-advocacy/state/>

A Guide to Advocating for Increased Salaries and Additional Benefits In Your School District (Schools FI 2004) is a Web-based document for members who wish to advocate for higher salaries and additional benefits with their school unions and administrators. Developed by the ASHA State Education Action Team (SEAT) in partnership with members across the country, this user-friendly guide provides information on how to prepare and present a compelling case for change, identify and influence decision makers, and allows you to hear from other speech-language pathologists who have successfully negotiated changes with their administration. Members will be able to read and download information on salary and benefit options, sample proposals and contract language, and other resources. To access the Web-based local advocacy guide, go to <http://www.asha.org/members/slp/schools/salaries>

The State Advocacy Guidebook for the Salary Supplement Initiative (Revised 12/01). The State Advocacy Guidebook for the Salary Supplement Initiative contains a side-by-side comparison of ASHA and NBPTS certification, talking points, tough questions and answers on salary supplement funding by states, a copy of a letter from ASHA President John Bernthal describing a meeting with the National Board, documentation of the Minnesota Council for the Advancement of Accomplished Teaching (MCAAT) determination of the equivalency of NBPTS and ASHA certification, a copy of the Mississippi salary supplement law, and tips on working with the media. This useful resource is free to members and available by contacting abarbour@asha.org.

Working for Change: A Guide for Speech-Language Pathologists and Audiologists in Schools

(ASHA, Priority 1, 2000). This self-study packet offers strategies on how to negotiate with school unions/associations and school administrators to advocate for identified individual and local needs. Item #0804088. Free for members; \$14 for nonmembers, Item #0112604.

Advocating for Special Education Working Conditions (NEA 2004). This guide is a resource focused on the working conditions of general and special educators who work with students with disabilities. Free to ASHA members. Contact schools@asha.org

M-Power Box: The Power of One (1998). The “M-Power Box” provides tools to self-advocate and successfully confront key professional issues in the school settings. This boxed kit specifically addresses caseload, ethics, image enhancement, practice issues, productivity, and working conditions. \$17 for members; \$24 for nonmembers. Item #0112167.

Express Yourself: Building Awareness of Speech-Language Pathology Services in Schools (1998). This kit contains materials to reach adults and students to remind them about the importance of communication. This resource provides tools to use to build awareness for speech-language pathology services in schools. \$28 for members; \$39 for nonmembers. Item #0112137.

Caseload/Workload

A Workload Analysis Approach for Establishing Speech-Language Caseload Standards in the Schools (2002). These documents—position statement, guidelines, and technical report—were developed to address member concerns regarding high caseload numbers in addition to other work-related activities. They are intended to serve as a template to determine SLP caseload size based on an analysis of total workload activities. Free for members and nonmembers. Item #0804257.

A Workload Analysis Approach for Establishing Speech-Language Caseload Standards in the Schools: Implementation Guide (2003). This companion piece to the policy documents includes step-by-step information for determining caseload size based on workload and for advocating for policy change. Worksheets and a CD-ROM are included. First copy free to members; additional copies and institutional bulk rate \$20.00, Item #0804297; \$40.00 for nonmembers, Item #0112585.

Secret of My Success: Strategies for Creative Caseload Management and Successful Intervention Models in Schools (ASHA, Priority 1, 1999). This document is a compilation of 23 creative caseload management strategies and 39 successful intervention models used by members in school settings. These strategies were submitted by members through ASHA's Secret of My Success contest. Free for members, Item #0804045; \$14 for nonmembers, Item # 0112605.

Schools Survey 2004 - Includes reports on caseload, salaries, workforce, survey methodology, respondent demographics and glossary. <http://www.asha.org/about/membership-certification/member-data/2004schools.htm>

IDEA-Related Resource

A new Individuals with Disabilities Education Improvement Act of 2004 was signed into law on December 3, 2004, and new regulations need to be developed by the U.S. Department of Education to implement this new law. ASHA's IDEA products and materials will be updated and revised once final regulations are issued. Some of the information contained in this publication will change based on the new law. For the most up-to-date information about IDEA, visit the ASHA Web site at <http://www.asha.org/about/legislation-advocacy/federal/idea/>

Assistive Technology and IDEA, Effective Practices for Related Services Personnel. This guide provides practical information on the requirements in IDEA '97 related to assistive technology services and devices so that students with AT needs will have the opportunity to achieve optimum success in the least restrictive environment. The information is provided from the federal perspective. \$79 for members and \$99 for nonmembers. Item #0112574

Ethics and IDEA, A Guide for Speech-Language Pathologists and Audiologists Who Provide Services Under IDEA (2003). This publication provides information about ethical issues confronting speech-language pathologists and audiologists as they implement the Individuals with Disabilities Education Act in their school districts. It is intended to make readers aware of challenging ethical issues they might face in the day-to-day work world and how they might approach solutions and resolution. \$79 for members and \$99 for nonmembers. Item #0112373

IDEA: Piecing Together the Puzzle of Federal, State, and Local Requirements (2003). This publication will assist related service professionals with identification and analysis of the sources and intentions of the IDEA requirements. \$79 for members and \$99 for nonmembers. Item #0112458.

A Comparison of Federal Regulations as Regarding Provision of Related Services in Schools: IDEA, Section 504 of the Vocational Rehabilitation Act and ADA (2003). This manual compares and contrasts the content of federal regulation of each law as they pertain to related service provision in schools. \$79 for members and \$99 for nonmembers. Item #0112457.

IDEA and Your Caseload: A Template for Eligibility and Dismissal Criteria (revised 2003). This document is a template for use by state and local educational agencies developing their own eligibility (admission and discharge) criteria for speech and language services in the schools. Information includes recommended elements to be considered when establishing eligibility and dismissal criteria, as well as sample materials that have been developed for use at the local and state levels. It also outlines eligibility requirements as mandated in IDEA '97. Item #0804064. Free for members; \$14 for nonmembers, Item #0112606.

ASHA IDEA Technical Assistance Series: Part 1 (1999). This resource contains an analysis of the 1997 Individuals with Disabilities Education Act Amendments (IDEA '97) and a special IDEA supplement from *The ASHA Leader*. Free for members and nonmembers. Item. #0804087

ASHA Technical Assistance Series: Part II (2000). This document contains an overview of the IDEA '97 legislation and regulations, IDEA Q&As, sample formats for IEPS, and Progress Reports. Free for members and nonmembers. Item #0804086.

Developing Educationally Relevant IEPS: A Technical Assistance Document for Speech-Language Pathologists (ASPIIRE,¹ 2000). Based on IDEA '97, this guide offers information on developing educationally relevant IEPS that are linked to the general curriculum. \$33 for members; \$43 for nonmembers. Item #0112328.

Making Assessment Accommodations: A Toolkit for Educators (ASPIIRE, 2000). This resource, developed as a staff development tool for both practitioners and administrators, provides information on assessment accommodations and the principles guiding accommodations decisions for students with disabilities vis-à-vis IDEA '97. \$79 for members; \$109 for nonmembers. Item #0112333.

IDEA and Speech-Language Services in the Schools: A Guide for Parents and Guardians (2002). This brochure offers information to families of children with disabilities regarding IDEA '97 and related issues regarding eligibility for services, assessment procedures, and intervention plans. Web-based resources are listed for further information. First copy is free. Item #0802057. For multiple copies, contact Product Sales, product # 0210336.

¹ Associations of Service Providers Implementing IDEA Reforms in Education Partnership

IDEA Web Sites

ASHA

www.asha.org

Enter "IDEA" in the search box and click and go to the "IDEA Information Center"

Overview & Summary of IDEA Law, Regulations, Background, Questions & Answers, ASHA's Activities Related to IDEA, Articles from The ASHA Leader

http://www.asha.org/members/slp/schools/resources/schools_resources_idea.htm

School Related Resources for IDEA

U.S. Department of Education

www.ed.gov/offices/OSERS/IDEA

Updates, IDEA Law, Technical Assistance, Regulations, Training, Articles, Speeches, Federal Register Notices, Letters, Memos

The IDEA Partnership

www.ideapartnership.org

Contains information related to the implementation of IDEA, NCLB and other legislation. The feature "your voice" allows users to state and share opinions and to view relevant electronic newsletters and journal articles from partner organizations.

No Child Left Behind (NCLB)

ASHA

<http://www.asha.org/about/legislation-advocacy/federal/nclb>

Overview of NCLB, fact sheets and ASHA's comments

Discover IDEA CD 2002 (IDEA Partnerships, 2002). This revision of the 2000 CD provides information on the Individuals with Disabilities Education Act of 1997 for educators, related service providers, parents, advocates, administrators, and policymakers. The CD includes the No Child Left Behind Act and improved index and navigation. \$9.00 for members and nonmembers. Item #0112314.

U.S. Department of Education

<http://www.ed.gov/nclb/landing.jhtml?src=pb>

Features NCLB legislation, regulations, guidance and policy letters

Related Resource

IDEA and ESEA: Intersection of Access and Outcomes

<http://www.nea.org/specialed/ideaeseaintersection.html>

Clarifies the relationship of IDEA and NCLB and the impact on students with disabilities

Literacy

ASHA's Literacy Gateway—a Web page that's all about literacy: policy documents, *ASHA Leader* articles, continuing professional education, products and more. www.asha.org — Enter “literacy” in the search box and click “go.”

Getting Ready for Reading and Writing (2003). This brochure lists the milestones in children's development of early literacy from birth to 5 years. It includes what parents can do throughout the day and during planned time. First copy is free to ASHA members. Item #0802072. For multiple copies, contact Product Sales. Item #0210342.

Literacy and Communication: Expectations From Kindergarten Through Fifth Grade (2002). This brochure highlights common developmental milestones and school grade expectations from kindergarten through fifth grade in the areas of literacy and communication, including listening, reading, speaking, and writing. First copy is free to ASHA members. Item #0802060. For multiple copies, contact Product Sales, product #0210339.

Roles and Responsibilities of Speech-Language Pathologists With Respect to Reading and Writing (Position Statement, Guidelines, and Technical Report 2001, Knowledge and Skills, 2002). These documents support the role of SLPs in the development of literacy for children and adolescents with communication disorders and the contribution of SLPs to the literacy efforts of a school district or community on behalf of other children and adolescents. Free for members and nonmembers, or go to www.asha.org and search for title. Item #0804061.

Literacy: Speech-Language Pathologists Play a Pivotal Role (2001). This briefing paper is available to use when advocating for literacy programs at the local, state, and federal level or as an informational piece for consumers and educators. Free for members and nonmembers. Item #0804181, or search on www.asha.org

National Data/Surveys

Schools Survey 2004 - Free for members and nonmembers. Includes reports on caseload, salaries, workforce, survey methodology, respondent demographics and glossary.
<http://www.asha.org/about/membership-certification/member-data/2004schools.htm>

National Outcomes Measurement System (NOMS). A description of the NOMS project including three fact sheets from schools K–6 that report what parents and teachers think about SLP services and their impact on school performance and how treatment time affects student progress. To access this information, go to www.asha.org, enter “NOMS data” in the search box and click “go.” Then click on “NOMS data” under “related resources.” To request a copy, call 301-897-0101 or e-mail tschooling@asha.org.

Other Clinical Resources

Hearing, Noise, and School-Aged Children. (2002). This brochure summarizes facts about hearing loss, types of hearing loss, and signs of hearing loss. It also describes classroom acoustics and the problems of noisy classrooms, the relationship between noise and hearing loss, and the prevention and

intervention services that audiologists can provide. First copy is free. Item #0802056. For multiple copies, call Product Sales. Item # 0210338.

Inclusive Practices for Children and Youths With Communication Disorders (Position Statement and Technical Report 1996). This technical report and accompanying position statement support the availability of an array of speech, language, and hearing services in educational settings to support children and youths with communication disorders. Go to www.asha.org, enter title of resource in “search box” and click “go.” Scroll down to document’s title located under “Position Statements” and “Technical Report.”

Ear Infections and Language Development (2000). This 12-page brochure informs parents and caregivers about how ear infections and middle ear fluid might affect a child’s language development and what they can do to help. This brochure was written jointly by the National Center for Early Development and Learning and ASHA, with funding provided by the Office of Educational Research and Improvements, National Institute on Early Childhood Development and Education. First copy is free. For multiple copies, call Product Sales. Item #0112330.

Language, Speech, and Hearing Services in Schools (LSHSS). This quarterly clinical practice journal focuses on speech-language, and hearing services for children, particularly in school settings. For copies, contact Product Sales or search on www.asha.org

Other Professional Resources

Appropriate School Facilities for Students With Speech-Language-Hearing Disorders (2002). This technical report serves as a reference on minimum requirements for creating optimal learning and assessment environments for students. Free for members and nonmembers. Go to www.asha.org and search for title.

Lighten Your Load: Strategies to Reduce Paperwork for School-Based SLPs (2002). This technical assistance resource includes information that can be used to advocate for reduced or streamlined paperwork for school-based speech-language pathologists. It provides ideas and sample paperwork forms and/or procedures that can be used to reduce the amount of time completing required paperwork in school settings. Free for members and nonmembers. Item # 0804267.

State Teacher Requirements for Audiology and Speech-Language Pathology (Revised 2005). This manual summarizes the requirements currently necessary to begin work as a speech-language pathologist or audiologist in each state’s public schools. The 2005 revision includes new information on the use of support personnel and continuing education requirements for certified professionals and those who hold emergency certificates. Free for members and nonmembers. Item #0804171.

The Speech-Language Pathologist in Your Child’s School: An Important Resource (2001). This brochure describes the relationship between communication disorders and children’s ability to succeed in school. It answers some of the typical questions parents and others might ask about services for children in schools, such as the kinds of disorders that SLPs work with, the roles and responsibilities of the SLP, how services are offered (models of service), how the SLP works with children (integrating

IEP with curriculum goals), and the specialized training that SLPs have. First copy is free. Item #0804238. For multiple copies, contact Product Sales, product #0210337.

Working with Speech-Language Pathology Assistants in School Settings (ASHA, Priority 1, 1999). This product provides information and tools needed to supervise and work with speech-language pathology assistants in school-based settings. Included are ASHA policy documents, articles from ASHA publications, and tools and forms needed to work efficiently and effectively with speech-language pathology assistants. \$34.00 for members; \$46.00 for nonmembers. Item #0112291.

Guidelines for the Roles and Responsibilities of the School-Based Speech-Language Pathologist (1997). These guidelines were developed to clarify the SLP's roles and responsibilities within the school setting. Item #0804022. Free for members.

Questions?

School Services Frequently Asked Questions (FAQs) (2002). This resource consists of answers to frequently asked questions concerning school services issues and provides contacts and references to obtain further information on the topics addressed. Go to www.asha.org, enter "school services frequently asked questions" and click "go."

ASHA's Interactive Forums for Speech-Language Pathologists are open to members online. You will be able to communicate with other ASHA members about clinical issues and practice questions. Go to www.asha.org, enter "ASHA Forums" in the search box and click "go."

State Contacts

State Level Contacts. For legislation and advocacy, state issues and agencies, and state associations as well as other important contacts. Go to www.asha.org, enter "state contacts" and click "go."

State Education Advocacy Leader (SEALs). For information on state education issues or state advocacy efforts related to school services, contact your State Education Advocacy Leader (SEAL). Go to www.asha.org, enter "state contacts" and click "go."

APPENDIX J
Other ASHA Schools-Related Contacts

ASHA • 10801 Rockville Pike, Rockville, MD 20852-3279 • 301-897-5700

Action Center

Members 800-498-2071
 Consumers..... 800-638-8255
 Product Sales 888-498-6699
 Fax 240-333-4750
 E-mail: actioncenter@asha.org Web site: www.asha.org

For professional consultation or information on state personnel issues, caseload/salary supplement/IDEA, contact:

Janet Deppe.....800-498-2071, ext. 4447
 Policy information 301-897-5700, ext. 4447
 E-mail: deppe@asha.org

For professional consultation or information on audiology school practice issues, contact:

Alina Paz800-498-2071, ext. 4144
 301-897-5700, ext. 4144
 E-mail: apaz@asha.org

For professional consultation or information on school policy issues, contact:

Catherine Clarke.....800-498-2071, ext. 4159
 Education and regulatory advocacy information 301-897-0159
 E-mail: cclarke@asha.org
Eileen Crowe800-498-2071, ext. 4221
 State advocacy information 301-897-5700, ext. 4221
 E-mail: ecrowe@asha.org

Janet Deppe.....800-498-2071, ext. 4447
 Personnel issues, recruitment & retention 301-897-5700, ext. 4447
 E-mail: deppe@asha.org

Charlie Diggs..... 800-498-2071, ext. 4151
 Consumer advocacy information 301-897-5700, ext. 4151
 E-mail: cdiggs@asha.org

Susan Pilch800-498-2071, ext. 4284
 State legislation information 301-897-5700, ext. 4284
 E-mail: spilch@asha.org

Neil Snyder800-498-2071, ext. 4257
 Federal/education legislation and appropriations information 202-624-7750
 E-mail: nsnyder@asha.org

Neela Swanson.....800-498-2071, ext. 4387

Medicaid information

301-897-5700, ext. 4387
E-mail: swanson@asha.org

For professional consultation or information on multicultural issues, contact:

Claudia Saad.....800-498-2071, ext. 4331
301-897-5700, ext. 4331
E-mail: csaad@asha.org

For professional consultation or information on research issues, contact:

Jeanette Janota800-498-2071, ext. 4175
Caseload/salary survey data 301-897-5700, ext. 4175
E-mail: jjanota@asha.org

Sharon Moss800-498-2071, ext. 4132
Incidence/prevalence data and funding opportunities 301-897-5700, ext. 4132
E-mail: smoss@asha.org

Tracy Schooling800-498-2071, ext. 4486
NOMS 301-897-5700, ext. 4486
E-mail:

tschooling@asha.org

For further information on school services resources, contact:

Kathleen Whitmire
Director, School Services
301-897-5700, ext. 4137
800-498-2071, ext. 4137
kwhitmire@asha.org

Roseanne Clausen
Special Projects, School Services
301-897-5700, ext. 4181
800-498-2071, ext. 4181
rclausen@asha.org

Susan Karr
Director, State Education Practices
301-897-5700, ext. 4308
800-498-2071, ext. 4308
skarr@asha.org

Lisa Rai Mabry-Price
and Jeri Berman
Manager, School Services
301-897-5700, ext. 4400
800-498-2071, ext. 4400
lmabry-price@asha.org
jberman@asha.org

For information on school issues related to academic affairs, contact:

Loretta Nunez.....800-498-2071, ext. 4118
301-897-5700, ext. 4118
E-mail: lnunez@asha.org

APPENDIX K

How a Bill Becomes Law in Louisiana

