

**KANSAS BOARD OF REGENTS  
LITERACY ADVISORY COMMITTEE  
MINUTES  
June 25, 2024**

The June 25, 2024, meeting of the Literacy Advisory Committee was called to order by Cindy Lane at 9:00 a.m. The meeting was held in the Kathy Rupp Conference Room located in the Curtis State Office Building, 1000 S.W. Jackson, Suite 520, Topeka.

**MEMBERS PRESENT:**

Cindy Lane
Suzanne Myers
Nikki McDonald
Laurie Winter
Idalia Shuman
Howard Smith
Carolyn Carlson
Heather Morgan
Beverly Schottler
Laurie Curtis
Diana Mendoza
Martha Mendoza
Randy Watson
Ben Proctor
Susanne Martinez
Ed McKechnie
Jeanine Phillips
David Hurford
Mike Hill
Amber Pagan
Judi Price
Dana Hensley
Nick Mancini
G.A. Buie
Blake Flanders
Kelly Oliver

**Introductions**

Members introduced themselves by answering the question “How did you learn to read?”

**Welcoming and Opening**

President and CEO, Blake Flanders welcomed committee members to the meeting.

### **Finding Common Ground**

Today's objective: Who, Why, How, Launch

The committee members stated what they believe is most important to helping this team work together, including:

Positive atmosphere

Willingness to share ideas

Listening

Research

Respect

Monitor airtime

Adding to thoughts

Being open to new ideas

Having a facilitator to guide the conversation

Bringing solutions, not problems

Each table then participated in a "get to know each other" activity by appointed a reporter and a spokesperson and finding five things they all have in common and then sharing them with the whole group.

### **Overview of the Kansas Blueprint for Literacy (SB 438)**

Each group read a section of SB 438 and presented an overview to the whole group. Q, 2025 Some of the highlights are:

The committee would be assigned duties and responsibilities including the submission of a plan to the State Board of Regents on the establishment of Center of Excellence in Reading on or before January 1, 2025.

The Advisory Committee would consist of 15 voting members.

Terms of membership and meetings. The bill would authorize the Committee to meet at any time and any place within the state upon call of the chairpersons.

Voting members, except the Director, would serve four-year terms.

Any member of the Committee who misses 3 meetings in a 12-month period would be terminated and a new member appointed.

Duties and responsibilities require the Committee to monitor progress of literacy training for in-service and pre-service teachers and literacy education of elementary and secondary students. Designate best practices for literacy training for in-service and pre-service teachers and literacy education of elementary and secondary students. Be responsible for achieving the goal to have 100.0 percent of the Kansas elementary teacher workforce achieve a micro-credential in the science of reading and structured literacy by 2030. Make recommendations to the House

Committee on Education and the Senate Committee on Education on the implementation and any changes necessary to achieve of the goals of the Blueprint. Annually report Committee progress to the Legislature on state assessment progress for each grade level.

The Blueprint would require the State Board of Regents Executive Officer to appoint the Director on or before July 1, 2024. The Director would be required to: Work with the State Board of Education and the State Board of Regents to ensure the development and utilization of the comprehensive assessment system, encourage independent institutions to use tier 1 methodologies, establish a program to track the science of reading and structured literacy training progression of in-service and pre-service early childhood and elementary teachers, special education teachers and paraprofessionals, reading specialists, and early childhood and elementary administrators for all school districts in the state, and report, on or before January 31, 2025, to the Senate Committee on Education and the House Committee on Education on the State Board of Regents' progress

Comprehensive reading and literacy assessment system. The Blueprint would direct the State Board of Regents, in collaboration with postsecondary educational institutions and research experts, to establish a comprehensive reading and literacy assessment system (comprehensive assessment system) with universal screening measures and diagnostic, formative, and summative assessments to be used in teacher preparation programs in this state. The bill would require this comprehensive assessment system to allow teachers to adjust instruction to meet the specific needs of students, including with regard to reading difficulties and the remediation of reading and literacy skill gaps. The bill would require the State Board of Regents to make recommendations to the State Board of Education on the comprehensive assessment system and ensure that such system is available on or before May 1, 2025.

The bill would further direct the State Board of Regents to: Support elementary and secondary schools as necessary to eliminate any discredited methodologies.

The Blueprint would require the State Board of Regents and the State Board of Education to collaborate to: Jointly approve micro-credential requirements for in-service teachers or certification requirements for pre-service teachers at state educational institutions in the science of reading and structured literacy; Develop or make accessible professional development programs and micro-credential courses for all in-service early childhood teachers, general education teachers, and special education teachers at low or no cost to such teachers. The bill would require such programs and courses to be delivered by national online learning programs or accredited postsecondary educational institutions; Ensure all pre-service teacher preparation programs at state educational institutions are based on the science of reading and structured literacy.

The bill would provide that the president or chancellor, provost, and dean of the college or school of education of each postsecondary educational institution would jointly have oversight and supervision of undergraduate- and graduate-level reading and literacy courses at their respective institutions and must: assist in the development of a science of reading and structured literacy micro-credential for early childhood teachers, elementary education teachers, ESOL teachers, reading specialists, special education teachers and paraprofessionals, and early childhood and elementary administrators that focuses on research-based fundamentals of reading instruction

The Blueprint would also direct the Advisory Committee to develop a plan to establish six regional centers of excellence in reading (Centers). The bill would require that such plan: Provide evaluation and identification of reading difficulties and reading disabilities; Pilot a literacy education simulation training laboratory for pre-service elementary teachers as a controlled environment for the application of the science of reading; Identify projected cost, staffing, and budget impacts to develop, expand, and sustain the Centers and reading simulation laboratories; and Make recommendations and provide progress reports to the Advisory Committee.

The mission of the Literacy Advisory Committee is “Every Child A Reader.”

The next meeting is July 25, 2024, 9:00-3:30 at Phillips Fundamental Learning Center, Wichita, KS.



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