



BLUEPRINT FOR LITERACY

Implementation Progress Report January 2026

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Kansas Board of Regents

OVERVIEW

Kansas, like states across the nation, is facing a crisis in literacy proficiency. Across the state, 44.47% of students demonstrate proficient or advanced while 55.51% of students show limited or basic skills in literacy according to the 2025 Kansas English Language Arts Assessment.

Kansas responded, first with The Every Child Can Read Act, establishing the Dyslexia Task Force and implementing a series of recommendations for schools and school districts, then by elevating literacy as a priority in school improvement, accreditation, and licensure. Recognizing additional policy action was necessary to improve outcomes, Senate Bill 438 was passed by the legislature and signed into law in April 2024, established the Blueprint for Literacy, making literacy education an economic priority for the state.

SB 438 is a unique law in that it outlines a series of approaches the Kansas Board of Regents and the higher education system must implement to improve educator preparation and educator workforce development with the mission to ensure educators have the tools necessary for success, and every student has the skills to become proficient readers.

Senate Bill No. 438, AN ACT concerning education; making and concerning appropriations for the fiscal year ending June 30, 2025, for the state board of regents; establishing the Kansas Blueprint for Literacy and the literacy advisory committee; directing the state board of regents to appoint a director of literacy education and develop a comprehensive assessment system; requiring the state board of regents and the state board of education to collaborate on a literacy micro-credential and professional development; providing university presidents and deans of education oversight over postsecondary literacy courses; requiring a plan to establish centers of excellence in reading; requiring the state board of education to submit annual reports to the legislature on certain statistics of students who take the statewide assessments.

Goals Established in SB 438

- 100% of the elementary teacher workforce achieve a credential in the Science of Reading and Structured Literacy by 2030, leading to
- 90% of students reading at Level 2 on the English language arts assessment and 50% of students in each grade level reading at a Level 3 and 4.

Achieving the goals set forth in SB 438 requires a comprehensive, sustainable, statewide approach. The approach is centered on key strategies and the resources necessary to advance the application of Structured Literacy in educator preparation and in real classroom settings. These approaches are consistent with the recommendations of ExcelinEd (15 States Strengthen Early Literacy Policies 2025) and the Education Advocacy Center (States with Model Literacy Policies 2025) and anchored by a vision, mission, and transformational goals.

PERFORMANCE COMPARED TO GOAL

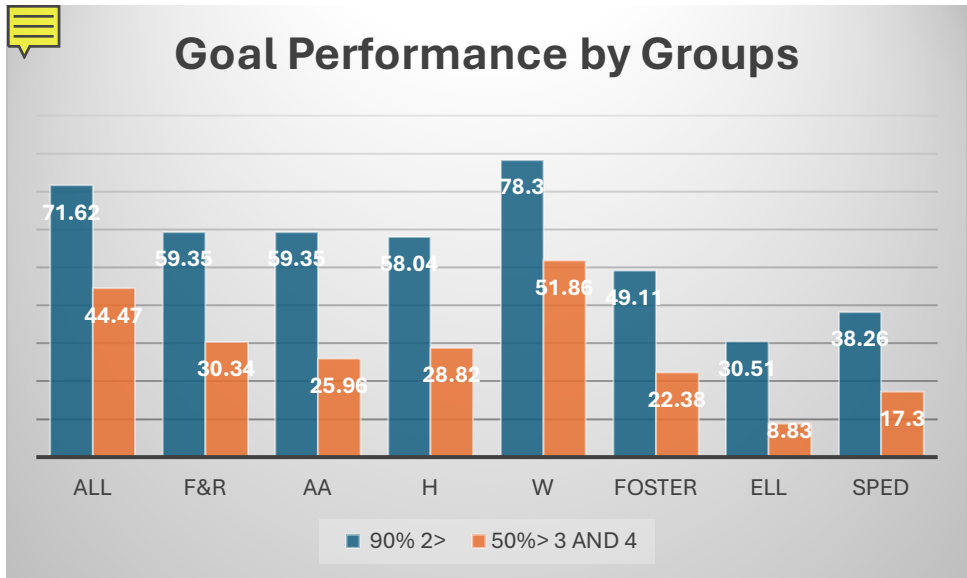
Performance on the 2025 Kansas English Language Arts Assessment for 3rd through 10th grade is reflected in the chart below. The data reported is limited to 2025 due to the implementation of new assessment and revised scoring in the 2025 school year. The State Board of Education defines Level 1 as Below Basic, Level 2 Basic, Level 3 Proficient, and Level 4 Advanced. K.S.A. 74-32-292 (6) (3) established a goal that at least 50% of students in each of the grades three through eight achieve level 3 or above and at least 90% of students in each of the grades three through eight achieving level 2 or above on the English Language Arts state assessment by 2033. Enlight of the new assessment and revised scoring, consideration to adjust the goal is warranted.

2025 ELA Assessment Results Report in Percentages

Grade	Level 1	Level 2	50% or higher Level 3 and 4	Progress to Goal of 90% Level 2 and higher
3rd Grade	27.20	20.93	*51.85	72.78
4th Grade	27.52	23.26	49.19	72.45
5th Grade	27.40	23.40	49.18	72.58
6th Grade	28.32	30.12	41.55	71.67
7th Grade	28.63	29.42	41.93	71.40
8th Grade	29.61	29.88	40.29	70.17
10th Grade	29.54	32.51	37.93	70.44
All Grades	28.36	27.15	44.47	71.62

*Goal Attained

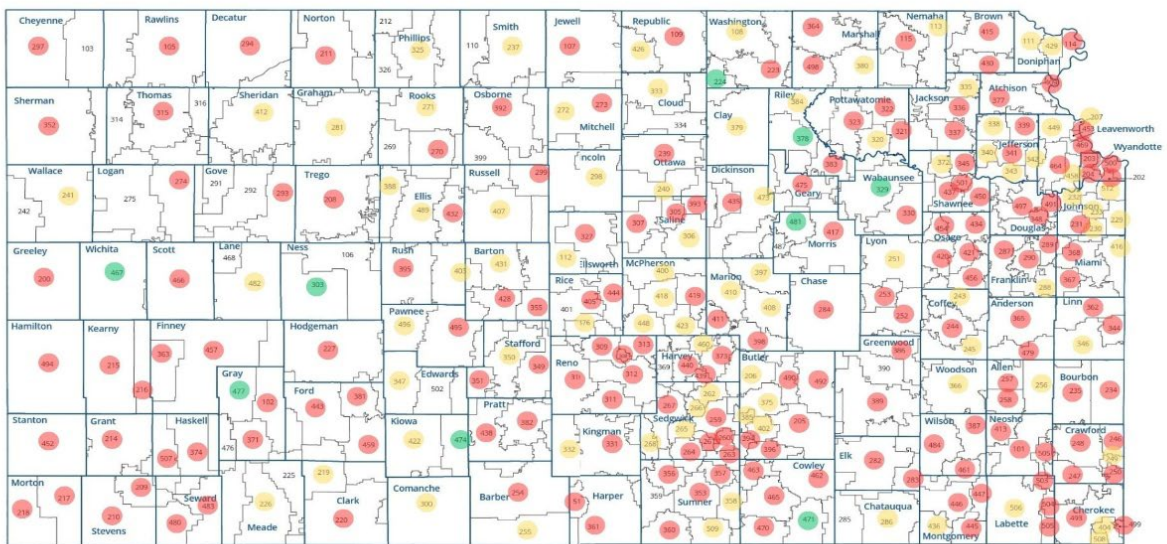
Performance results toward goal of 90% reading at Basic Level 2 or higher aggregated by demographic groups finds 71.62% of students reading at a Basic Level or above. 78.3% of White students, 59.35% of African Americans, 58.04% of Hispanic are performing at Basic Level or above, while 38.26% of special education students, and 30.5% of English Language Learners are performing at Basic Level or above. Isolating the data to Levels 3 and 4, indicate that 51.8% of white student are performing at levels of proficient and advanced. All other groups have fewer students performing at levels of proficiency and advanced.



The literacy crisis is not isolated to certain regions of the state.

3rd Grade Kansas State Reading Assessment Scores by District

(KSDE, 2025)



● = 0-20% of 3rd Graders Scoring Level 1 and 2
 ● = 21-40% of 3rd Graders Scoring Level 1 and 2
 ● = 41+% of 3rd Graders Scoring Level 1 and 2

**To protect student privacy, when a subgroup has fewer than 10 students the district percentage is not displayed.*

The challenge is statewide and includes performance at all accredited schools, public and private. Improving outcomes requires educators, systems, policy makers, legislators, families, and business and community to work together to solve the literacy

crisis.

IMPLEMENTATION, TIMELINE STATUS, PROGRESS

CHART 1

SB 438 (K.S.A. 74-32,290 – 296) REQUIREMENTS

AREA	REQUIREMENT	TIMELINE	STATUS
EDUCATOR PREPARATION	K.S.A. 74-32-295 (a) ensure explicit courses in the science of reading and structured Literacy, including the five pillars of reading for all undergraduate early childhood and elementary teacher preparation programs at state institutions.	Accreditation Cycle – every 7 years	Each institution reviewed every 7 years through accreditation process by KSDE.
CURRICULUM MAPPING	K.S.A. 74-32-295 (b) appoint one representative from each postsecondary institution to conduct an annual systemwide analysis of curriculum maps across literacy courses. Such analysis shall include clear evidence of instructional approaches and the core components of reading development. (c) report analysis to literacy advisory committee 2025 Curriculum Mapping Report	January 2025 – May 2025	Completed Elementary Education Programs May 1, 2025 Reported given to Advisory Committee May 20, 2025 NEXT ACTIONS Review Elementary Unified Special Education programs spring 2026.
EDUCATOR PREPARATION	K.S.A. 74-32,295 (d) design and implement two three-credit hour applied application courses that shall be included within the approved graduation requirements to earn a degree in elementary education on or before	July 1, 2024 – August 2024	Completed August 2024 Total Completers – 1,834 Toal In Process 896 NEXT ACTIONS Review evaluations of common performance assessment and make recommended

	August 2024; (e) implement a common performance-based assessment for such courses to be used by all postsecondary education institutions on or before August 2024		improvements before August 2026 Evaluation Report on the performance assessment will be presented to the Advisory Committee in March 2026
EDUCATOR PREPARATION	K.S.A. 74-32, 293 (a) Postsecondary education institutions shall designate practices based on the Science of Reading through Structured Literacy as the official tier 1 literacy methodology and shall prohibit the use or teaching of any discredited methodologies, such as the three-cueing system.	October 2024 – January 2025	Completed January 15, 2025 NEXT ACTIONS Conduct a Review of courses, syllabi, materials, with recommendations for improvements.
COMPREHENSIVE BALANCED ASSESSMENT SYSTEM	K.S.A. 74-32-293 (b)(1) establish a comprehensive reading and literacy assessment system with universal screening measures, diagnostic, formative, and summative assessments to be used in teacher preparation programs in the state. Ensure the system is available on or before May 1, 2025.	January 2025 – April 2025	Completed April 23, 2025, presented to Literacy Advisory Committee May 20, 2025 2025 Balanced Assessment Report
	K.S.A. 74-32-293, (2) (A) Develop training modules for assessment on or before July 1, 2025	April 2025 – June 1, 2025	Completed content for training modules June 1, 2025; Modules made available to faculty spring 2025. NEXT ACTIONS Available through the centralized resource repository Spring 2026 to expand access

HIGH IMPACT PROFESSIONAL LEARNING-INSERVICE	STATUTE	TIMELINE	STATUS AND RECOMMENDATION
	<p>K.S.A. 74-32,294 the State Board of Regents and the State Board of Education shall collaborate to: (a) Jointly approve micro-credential requirements for in-service teachers or certification requirements for pre-service teachers at state education institutions in the Science of Reading and Structured Literacy</p> <p>(b) develop or make accessible professional development programs and micro-credential courses for all in-service early childhood, general education, and special education teachers at low or no cost to such teachers.</p>	<p>June 2024</p> <p>September 2024 – March 2025</p>	<p>State Board Established the Seal of Literacy for PreK- 6th grade educators June 2024</p> <p>State Board Approved Foundations for Seal of Literacy April 2025</p> <p>Foundations approved and launched March 2025 1,706 designated scholarships - Chart 3</p> <p>NEXT ACTIONS – make accessible training for adolescent literacy; strengthen clinical experiences for undergraduate special education and graduate reading specialist programs; make accessible training for administrators.</p>
HIGH IMPACT PROFESSIONAL LEARNING	<p>K.S.A. 74-32,295 (f) assist in the development of a Science of Reading and Structured Literacy micro-credential for early childhood teachers, elementary education teachers, English for Speakers of Other Languages teachers, reading specialists, special education teachers, and paraprofessional, early childhood and elementary administrators that</p>	<p>September 2024 – April 2025</p>	<p>SBOE Approved Foundations in the Science of Reading: Understanding and Applying Structured Literacy Practices I and II for the Seal of Literacy April 2025.</p> <p>KBOR established “Market Rate Tuition” at \$300 credit hour for graduate credit.</p> <p>Scholarship established \$1,800 for licensed and practicing educators. \$500 Stipend awarded to completers.</p>

	<p>forces on research-based fundamentals of reading instruction...</p> <p>K.S.A. 74-32, 294 (b) ...make accessible programs for all in-service teachers at low or no cost.</p>	<p>Board of Regents Approved Tuition Rate in January 2025</p>	<p>To date 1,706 scholarships are awarded across 7 public and 5 independent colleges.</p>
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TIMELINE OF ACHIEVEMENTS BY MONTH

- April 25, 2024, SB 438 signed into law
- May 30, 2024, KBOR announces Office of Literacy and appoints Dr. Lane as new director
- June 25, 2024, Literacy Advisory Board preliminary meeting
- July 1, 2024, Initial funding available for Blueprint initiative
- July 24, 2024, Literacy Summit in Wichita
- August 2024 Science of Reading I and II Application course improvements in objectives and course syllabi, common performance assessment from all Regent institutions
- October 2024, Regional Centers for Excellence in Literacy proposals presented by each Regent University and Washburn
- December 2024, Plan for Centers of Excellence accepted by Board of Regents
- January 2025, Plan for Centers of Excellence presented to House and Senate Education committees
- February 2024, Legislative members of Literacy Advisory Board recommend not requesting funding for the implementation of Centers of Excellence in Reading
- January 2025, 6-month update from the Office of Literacy submitted and presented to House and Senate Education Committees
- January 2025, The Reading League validated that Foundations in the Science of Reading: Understanding and Applying Structured Literacy aligns with Knowledge and Practice Standards for literacy
- April 2025, The State Board of Education approve Foundations in the Science of Reading, Understanding and Applying Structured Literacy Principles I and II for the Kansas Seal of Literacy
- March 2025, Washburn pilot of Foundations in the Science of Reading, Understanding and Applying Structured Literacy Principles I and II with cohort of 35 elementary educators from USD 501
- May 2025, Foundations launches across 6 public and 4 independent colleges/universities

- May 2025, Literacy Enhancement Grants awarded to pilot key literacy initiatives, including Pittsburg State Universities Connect ED coaching network (see Chart 5)
- May 2025, no new state funding was appropriated for FY26
- August 2025, Foundation expands to include 7 public universities and 5 independent colleges/ universities
- July – August 2025, in depth review of Foundation to improve content and strengthen application assessments
- September 2025, First Quarterly Advisory Committee meeting held at Pittsburg State University – focus Connect Ed., Center for Reading, ExcelinEd recommendations for Kansas
- November 2025, Blueprint engages local school board members and provides session on literacy and local boards at Kansas Association of School Board annual convention
- December 2025, Second Quarterly Advisory Committee meeting held at Kansas State University – focus Literacy Fellows, Adolescent Literacy, Evidence-based practices for Multilingual Learners, Practicum placements
- Committees of the Advisory Committee meet monthly in addition to Quarterly meetings. Topics focus on strengthening educator preparation, clinical experiences etc.

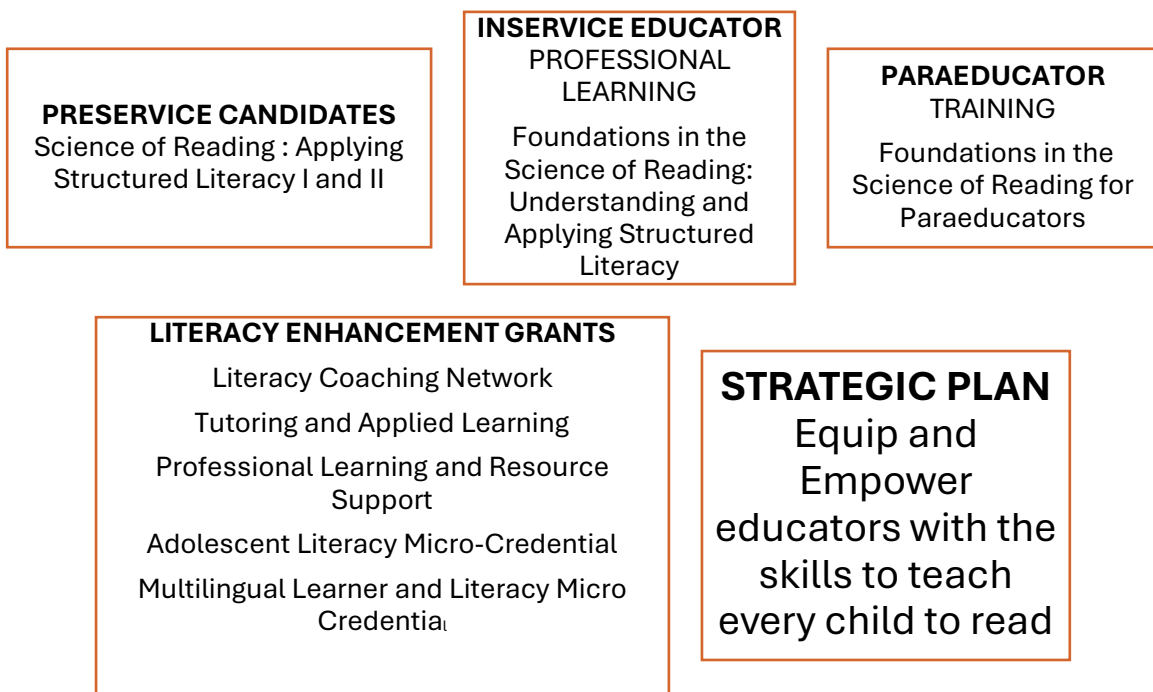
BENCHMARK NECESSARY TO ACHIEVE WORKFORCE GOAL

18,698 elementary educators are required by the State Board of Education to complete approved training in the Science of Reading and Structured Literacy to renew their license beginning in 2028. To date, 9,420 have completed LETRS, Foundations in the Science of Reading: Understanding and Applying Structured Literacy, or other training or licensure examinations that meet the requirements for the Seal of Literacy.

CHART 2

Calendar Year Ending:	Number of Workforce earned Seal	Benchmark to Goal Increase 2,230 completed training annually
2025	9,420	
2026		11,740
2027		14,060
2028		16,380
2029		18,670

YEAR 1 PROGRESS: HIGHLIGHTS TO IMPLEMENT THE BLUEPRINT



PRESERVICE CANDIDATES

SCIENCE OF READING AND THE APPLICATION OF STRUCTURED LITERACY

K.S.A. 74-32,295 required universities to (d) design and implement two three-credit hour applied application courses that shall be included within the approved graduation requirements to earn a degree in elementary education on or before August 2024; (e) implement a common performance-based assessment for such courses to be used by all postsecondary education institutions on or before August 2024.

Faculty across the public universities collaborated to develop a common performance assessment utilized to evaluate teacher candidates' performance to implement evidence-based instruction as part of undergraduate preparation in the Science of Reading and Structured Literacy. The revised Science of Reading application courses were in place for the start of the Fall 2024 term. Noteworthy is that the universities responded and revised the course content and assessment within 45 days of the fall 2024, demonstrating responsiveness to the field as well as adherence to SB 438.

Science of Reading I and Science of Reading II application courses are now required courses for elementary education and elementary unified licensure programs (including special education pre-service candidates). Since August 2024, across the public universities, **1,834 pre-service teachers have completed**, and another **896 are in**

process of completing the courses during this academic year.

Continuous improvements to the Science of Reading courses and undergraduate preparation is essential to strengthening the educator workforce. The Center of Research on Learning (University of Kansas) was engaged to complete a “needs analysis,” and to evaluate the common performance assessment impact on preservice candidates’ skills to effectively apply Structured Literacy principles. In addition, the Center of Research on Learning is conducting field research to identify the strengths and needs of literacy instruction and is evaluating the overall impact of professional learning and education programs implemented over a 3-year period, beginning in the fall of 2024.

The focus areas of the needs assessment includes:

- 1.) Pre-service education effectiveness to developing educators skilled in the use of Structured Literacy.
- 2.) In-service educator professional system needs, professional learning needs, access and utilization of high-quality instructional materials, and system supports.
- 3.) Family literacy resource needs by catchment area.
- 4.) Identification of partnerships of current literacy initiatives, services, and resources available to schools.

The Year-1 report of the evaluation and field-based needs assessment will be presented to the Advisory Committee in March 2026.

INSERVICE EDUCATORS

FOUNDATIONS IN THE SCIENCE OF READING: UNDERSTANDING AND APPLYING STRUCTURED LITERACY PRINCIPLES

Foundations of the Science of Reading: Understanding and Applying Structured Literacy Principles I and II (6 credit hours) provides educators with a deep understanding of the Science of Reading and equips them with the knowledge and skills necessary to apply the principles of structured literacy in the classroom. Emphasizing evidence-based practices, the course highlights strategies for supporting students with dyslexia, English language learners (ELLs), and students with exceptionalities. Knowledge and application is supported through personalized literacy coaching, provided by a literacy expert, throughout the Foundations courses. Foundations is aligned with Standards 5, 6, and 7 of the Kansas Elementary Education (PK-6) Educator Preparation Program Standards and the International Dyslexia Association’s Knowledge and Practice Standards (KPS) for Teachers of Reading.

The Foundation courses were reviewed and validated by The Reading League to ensure alignment with the KPS and affirm that Foundations is designed to provide educators with high-impact professional learning experience. Foundations was

approved in April 2025 by the State Board of Education as a course of study leading to the Kansas Seal of Literacy.

The Board of Regents established a market-rate tuition of \$300 per credit hour to ensure educators had access to the courses at low or no cost to the educator. All institutions offering the course must adhere to the market-rate tuition and charge no additional fees, with the exception of application fees if approved by the Board.

Kansas practicing and licensed PreK - 6 Elementary, special education, ESOL, and early childhood educators, school psychologists, and licensed reading specialists are eligible for a \$1,800 scholarship to pay for tuition for the Foundations I & II courses. Educators who successfully complete both Foundations courses by achieving 85% or higher on all Key Performance and Summative Assessments, are eligible for a \$500 stipend.

The course is offered at Emporia State University, Fort Hays State University, University of Kansas, Kansas State University, Pittsburg State University, Wichita State University, and Washburn University. Additionally, Bethany College, Mid-America Nazarene University, Newman University, University of Saint Mary, and Tabor College are also offering the course.

FOUNDATIONS DEVELOP, APPROVALS AND IMPLEMENTATION TIMELINE

- ✓ June 2024 the State Board of Education established the Seal of Literacy
- ✓ Fall 2024, the public universities collaborate to develop graduate courses Foundations in the Science of Reading: Understanding and Applying Structured Literacy (Foundations) based on knowledge, application, and supported by coaching.
- ✓ March 2025, Washburn University launched a pilot of Foundations.
- ✓ April 2025, the SBOE approved the Seal of Literacy for educators successfully completing Foundations.
- ✓ April 2025, the KBOR established a scholarship of \$1,800 for qualified Kansas educators and a \$500 stipend to be awarded to all educators successfully completing Foundations.
- ✓ May 2025 6 public universities and 4 independent colleges began offering Foundations.
- ✓ August 2025 all 7 public universities and 5 independent colleges began offering Foundations.

CHART 3

INSTITUTIONS		SCHOLARSHIPS DESIGNATED	STIPENDS DESIGNATED	SCHOLARSHIPS AWARDED AS OF 12/31/25	TOTAL
Public Universities 7	Independent Colleges 5	1,706 \$3,070,800	1,706 \$853,000	836	\$3,923,800

511 Seal of Literacy earned based on completing Foundations through December 2025 (Foundations launched in late March 2025, leading to 511 completers in 9 months)

PARAEDUCATOR TRAINING

FOUNDATIONS IN THE SCIENCE OF READING FOR PARAEDUCATORS

K.S.A. 74-32-294(b) authorized the Kansas Board of Regents to make accessible professional development programs, courses, and credentials to strengthen the PreK-6th grade elementary workforce. The course, *“Foundations in the Science of Reading for Paraeducators: Understanding and Supporting Structured Literacy Principles”* is designed for paraeducators seeking to expand their knowledge and skills to effectively support literacy instruction in collaboration with licensed educators.

The course was developed by literacy faculty across the universities and facilitated through a partnership between Wichita State University faculty and instructional coaches from local districts. Collaboration with KSDE and district literacy leaders ensured the course was aligned with state standards and designed to strengthen paraeducators’ ability to support structured literacy in classroom settings.

Paraeducators were provided with access to coaching support and peer collaboration which offered additional opportunities to apply new learning in daily work with students.

Participants who successfully completed the course advanced in their preparation to support Structured Literacy practices in the classroom. Pre- and post-assessment data demonstrated growth in knowledge of evidence-based literacy practices, highlighting the effectiveness of the training in equipping educators to work alongside teachers delivering high quality literacy instruction.

Twenty-seven students enrolled, representing 19 different school districts. Students successfully completing all 3 credit hours will be awarded a micro-credential in Structured Literacy from Wichita State University. Scholarships were awarded to eligible paraeducators. Paraeducator receive a \$250 stipend upon successful completion. Total expenditures for the pilot \$50,000, providing scholarships and stipends for up to 50 paraeducators currently employed in Kansas accredited schools.

CHART 4

**Foundations in the Science of Reading for Paraeducators
Pilot**

DISTRICTS	ENROLLED	IN PROCESS	COMPLETE	Scholarships Awarded	Stipends Awarded
19	27	12	15	27	15

As of this report, scholarships awarded total \$20,250; stipends \$3,750. Scholarship availability \$17,250; stipends \$5,750.

LITERACY ENHANCEMENT GRANTS

Enhancement grants were awarded to advance specific areas of focus designed to equip educators' skills in the application of evidence-based literacy practices. Proposals were submitted by the college of education proposal tied to specific areas of expertise and the areas of focus identified by the Advisory Committee. Example focus areas included: coaching, advancing literacy clinical experiences, adolescent literacy, evidence-based instruction for multilingual learners. The total grants awarded was \$2,427,000.

CHART 5

Emporia State University	Fort Hays State University	Pittsburg State University	Univeristy of Kansas	Wichita State University	Kansas State University	Washburn University
Instructional Tools and Instruction AI App Literacy Coaching to support application of Structured Literacy in partner USDs.	Coaching Network Resource Literacy Van PAIRS Reading AI App Content Reading Clinical Tutoring 25 counties LETRS training for Faculty	Connect Ed Coaching Network Professional Learning tied USD identified needs. On-site Coaching and professional learning for coaches Partnership with 4 USDs	Instructional Resource Repository focused on evidence-based coaching. Resources for faculty and K12 educators <i>and families focused on Structured Literacy, screening, intervention, and language development</i>	Undergraduate and Graduate students tutoring in partner schools. Professional Learning Family Resources Micro-credential for paraeducators in Science of Reading and Structured Literacy	Micro-Credential in Adolescent and Instruction and Assessment for Multilingual Learners 10 Literacy Fellows Reading Specialist Coaching and Professional Learning partnership with 3 USDs	School Support Project (Coaching) Science of Literacy Simulation Library Support Project Continuum of Application-Analysis, Design, Standardization, Alignment
120 educators	130 educators	103 Educators 639 students		16 educators 27 teacher candidates 9 graduate students 100 students	54 educators	30 educators 20 school leaders 2+0 librarians 25 literacy faculty
25 districts	17 districts	4 districts	Statewide	4 schools within 67214 zip code	12 districts	2 districts (coaching) Numerous districts 20 librarians

BLUEPRINT FOR LITERACY STRATEGIC ACTION PLAN

The Advisory Committee develop a strategic plan in the spring of 2025 that serves as a roadmap with specific actions and benchmarks to achieve the goals identified in K.S.A. 74-32,291. The full Strategic Plan can be reviewed [Strategic Plan](#)

The Advisory Committee closely examined current practices, improvements required for pre-service education programs, and education and training needs. The following priority areas for the higher education system were identified:

1. Strengthen application experiences in undergraduate courses in the Science of Reading and Structured Literacy.
2. Strengthen literacy clinical experiences in Literacy Instruction for undergraduate and graduate programs.
3. Expand professional learning for In-service educators, including educators of multilingual learners, adolescent literacy, special education, and reading specialists.
4. Revise education leadership programs and courses and provide professional learning for administrators beyond LETRS and Foundations.
5. Establish statewide coaching network to support effective implementation of Structured Literacy
6. Expand access to training for Paraprofessional in the Science of Reading and Structured Literacy.
7. Obtain International Dyslexia Association Accreditation for select programs.

LOOKING AHEAD

The Kansas legislature passed HB 2567, "Every Child Can Read Act" in 2022 advancing reading reform. During the 2024 legislative session, Senate Bill 438 was authorized, establishing transformational goals, to equip elementary educators with the skills needed to support every child learns to read. These actions are meaningful first steps. Problems at the scale of the literacy crisis require the willingness to embrace continuous improvement. The following section identifies improvements essential to strengthening Kansas reading outcomes.

ADDRESS KEY POLICY LEVERS FOR CONTINUOUS IMPROVEMENT

Kansas is among numerous states that have recognized literacy as an economic imperative. Organizations such as ExcelinEducation, National Council on Teacher Quality, Education Advocacy Center, The Reading League and numerous policy experts have convened around key policy levers that are essential to improving literacy outcomes.

The passage of The Every Child Can Read Act and The Blueprint for Literacy address aspects of the policy levers. Coalescing all efforts of improvement around a common vision, mission, goals, with benchmarks and accountability are an essential next step.

CONTINUOUS IMPROVEMENT RECOMMENDATIONS

1. Amend SB 438 (K.S.A. 74-32,290-295) to include the requirements of The Every Child Can Read Act and The Blueprint for Literacy resulting in a coordinated set of policies designed to improve literacy outcomes. A more coordinated and comprehensive effort is necessary to achieve the transformational goals set forth by the Kansas Legislature.
2. As part of the amended policy, charge the State Board of Education and the Board of Regents to develop a **COMPREHENSIVE LITERACY IMPLEMENTATION PLAN** that incorporates each of the policy requirements AND addresses the four essential components:
 - A. Educator Preparation
 - B. High-quality Professional Learning and Development
 - C. High-quality Instructional Materials
 - D. Screening, Intervention, and Family Resources

Policy is only as impactful as a clear plan to implement the policy. The development of a Comprehensive Literacy Implementation Plan, which aligns the PreK- higher education systems around common goals, strategies, actions, and includes measuring, monitoring, and continuous improvement for each essential effective policy implementation. The recommendations to improve SB 438 underscore the **state's critical role in ensuring that policy becomes practices that make a difference for students.**

BLUEPRINT FOR LITERACY

Advisory Committee Members

Voting Members:

Dr. Carolyn Carlson
Rep. Susan Estes
Rep. Nikki McDonald
Dr. Brooke Moore
Dr. Suzanne Myers

Dr. Laurie Curtis
Dr. David Fernkopf
Regent Diana Mendoza
Heather Morgan
Senator Pat Pettey

Senator Renee Erickson
Dr. Cynthia Lane
Martha Mendoza
Dr. Kim Moody
Dr. Beverly Schottler

Non-Voting Members:

Molly Baumgardner
Dr. David Hurford
Judi Price

Dennis Burke
Dr. Charlene Laramore
Dr. Randy Watson

Deb Farr
Amber Pagan
Laurie Winter