I am a former teacher and principal; currently, I serve as the Director of Assessment and Learning for Apples of Gold. I have an advanced degree as an Educational Psychologist and I am a Dyslexia Therapist. I am also a Wilson Credentialed Trainer and travel across Iowa to provide formal training in the Wilson Reading System(a gold-standard, comprehensive structured literacy/Orton-Gillingham program that works even for children with profound dyslexia) for school districts. I have served children, parents, educators, and school districts as it relates to the science of reading, the etiology and neurobiology of dyslexia, and effective intervention and accommodations for dyslexia for over two decades. I served as an appointed member of the Dyslexia Task force and recommended that a professional development continuum be developed for all educators and administrators in our state. Recently, I had the privilege to design coursework for the Dyslexia Endorsement offered through Grand View University; additionally, I had the unique opportunity to teach three of the endorsement courses. Finally, my PhD dissertation involves a study that investigates the power of high fidelity structured literacy to improve literacy skills while simultaneously changing the brain's cognitive-linguistic function. This, in turn, literally resets the child's trajectory for literacy, learning, and life. I share this background as context for what follows. We must turn the tide in Iowa for all children; to do this comprehensive implementation of structured literacy across all tiers (I, II, and II)is absolutely essential. For two decades, at Apples of Gold, we have had the marvelous opportunity to help countless children who have been on IEPs for reading for many years learn to read, spell, write, and comprehend; many have been able to exit their IEPs. So, what does this have to do with scholarship funding for the Dyslexia Endorsement? We must galvanize a large number of educators and administrations with high-level knowledge of the science of dyslexia; this will empower them to lead (the Latin root "duc" in educate means "to lead") charge in bringing deep and lasting change to the educational landscape of our great state. Those who complete the Dyslexia Endorsement will be equipped to provide and oversee high-quality intervention for those with dyslexia, and they will have the knowledge to help facilitate instructional change for all readers. Structured Literacy is founded on thousands of empirical, replicated scientific studies (spanning numerous fields, including linguistics, neuropsychology, education, and cognitive science); we call this corpus of replicated scientific literature "The Science of Reading". Contrary to what I heard one of the legislators say regarding the SSB 3069 bill, the Science of Reading is NOT a specific program; that is a misunderstanding of some who do not work in the field. There are now multiple structured literacy programs (with 23 now accredited by the International Dyslexia Association) that are ALL rooted in the Science of Reading. To expedite the turning of the tide in our state for those with dyslexia and to change the learning trajectory for all learners, one of the most efficient, deeply effective ways to bring true, systemic change is to fund Dyslexia Scholarships for those who will be pursuing the Dyslexia Endorsement. Although as a Republican, I may see some types of funding differently than others, this is money we can not afford to wait to approve. Thank you, Elizabeth Hoksbergen