

Subject Literacy
Authors Edelson and Others
Analyst Cristina Parra
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Overview

This bill modifies literacy requirements, including requirements relating to curriculum and professional development for teachers. It centralizes district literacy reporting into a district's local literacy plan, and appropriates money for grants and professional development for teachers.

Summary

Section	Description
1	Definitions. [World's best workforce] Removes third grade literacy from the world's best workforce requirements.
2	Adopting plans and budgets. [World's best workforce] Eliminates planning and reporting requirements related to literacy from the world's best workforce requirements.
3	Title; the Read Act. Provides citation to sections 120B.12 to 120B.123 as the Reading to Ensure Academic Development, or Read Act.
4	Literacy goal. [Reading proficiently no later than the end of grade 3] Replaces reference to scientifically based reading instruction with evidence-based reading instruction, and sets of goal of having every child read at grade level by the end of grade 3 at 2025.
5	Identification; report. [Reading proficiently no later than the end of grade 3] Requires districts to report on dyslexia screening efforts in literacy plan rather than in stand-alone report.
6	Local literacy plan. [Reading proficiently no later than the end of grade 3] Requires literacy plan to be updated by August 1 each year and be submitted to the commissioner. Requires the plan to include screeners used by school site and grade

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	level, reading instruction that is evidence-based or based on the science of reading, and identify the literacy curriculum used by school site and grade level. Requires the commissioner to develop a model literacy plan, and report to the legislature on districts' literacy plans.
7	Commissioner. [Reading proficiently no later than the end of grade 3] Requires the commissioner to recommend to districts tools that may be used to both screen students for dyslexia and to assess reading proficiency. Replaces “research-based” with “evidence-based” and “scientifically based” with “evidence-based.”
8	Literacy screeners, curriculum, and staffing. Subd. 1. Definitions. Defines “district,” “evidence-based,” “literacy specialist,” and “science of reading.” Subd. 2. Department of Education. Requires the department to identify literacy curricula that are evidence-based or based on the science of reading, identify approved evidence-based assessment tools that can be used to assess students' reading proficiency, provide districts information about professional development opportunities on reading instruction, identify training required for a literacy specialist position, and employ a literacy specialist. Subd. 3. Screeners. Requires a district to administer an approved reading screener to students in kindergarten through grade 3 within the first six weeks of the school year and again within the last six weeks of the school year. Subd. 4. Curriculum. Requires a local literacy plan to identify the literacy curriculum used at each school site by grade level, and whether it is approved by the department. Subd. 5. Professional development. Requires districts to provide elementary school teachers with training on reading instruction that is evidence-based or based on the science of reading by June 15, 2027, unless the commissioner grants an extension. Requires training thereafter to prioritize certain other teachers. Subd. 6. Literacy specialist. Requires a district to employ or contract with a literacy specialist by June 15, 2027.
9	Comprehensive, evidence-based reading instruction. [Definitions] Replaces “scientifically based reading instruction” with “evidence-based reading instruction” and modifies definition. Modifies definitions of “phonemic awareness,” “phonics,” and “reading comprehension.”

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10	<p>Uses. [Literacy incentive aid.]</p> <p>Requires districts to use literacy incentive aid to implement evidence-based reading instruction by using aid in specified ways.</p>
11	<p>Appropriations.</p> <p>Appropriates the following:</p> <ul style="list-style-type: none">• \$40,000,000 in fiscal year 2024 for grants to school districts and charter schools for literacy supports based on the science of reading. Grants must be used for curriculum, books, instructional materials, and intervention materials.• \$30,000,000 in fiscal year 2024 and \$30,000,000 in fiscal year 2025 for training on the science of reading. Money is allocated to districts based on the number of teachers the district seeks to have trained in the science of reading.



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