

Subject Literacy
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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, and a literacy specialist at the Department of Education.

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.124 as the Reading to Ensure Academic Development, or Read Act.
4	Read Act goal and interventions. Subd. 1. Literacy goal. Modifies goal related to students reading at grade level. Requires districts to ensure teachers complete approved training. Encourages districts to adopt a MTSS (Multitiered Systems of Support) framework. Subd. 2. Identification; report. Requires districts to screen students in kindergarten through grade 3 twice a year, and to screen students in grade 4 and above who are not demonstrating mastery of foundational reading skills. Requires districts to report data in the annual local literacy plan rather than in stand-alone report. Encourages districts to adopt a MTSS framework.

Section Description

Subd. 2a. Parent notification and involvement. Replaces “assessment” with “screeener.”

Subd. 3. Intervention. Requires intervention methods to include family engagement. Requires Tier 2 and Tier 3 intervention programs to be taught by a certified or licensed reading specialist. Requires a personal learning plan to include targeted instruction and ongoing progress monitoring. Prohibits retaining a student solely due to delays in literacy or not demonstrating grade-level proficiency.

Subd. 4. Staff development. Requires training in evidence-based reading instruction for teachers.

Subd. 4a. Local literacy plan. 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 level, reading instruction that is evidence-based, identify the literacy curriculum used by school site and grade level, state whether the district has adopted MTSS, and student data using measures of foundational literacy skills and mastery identified by the department and the Center for Applied Research and Educational Improvement (CAREI). Requires the commissioner to develop a model literacy plan, and report to the legislature on districts’ literacy plans.

Subd. 5. Approved screeners. 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.”

5 Read Act definitions.

Defines “evidence-based reading instruction,” “foundational reading skills,” and other terms.

6 Purpose [Dyslexia specialist]

Requires dyslexia specialist recommendations to be consistent with the Read Act; replaces reference to repealed definition.

7 Read Act implementation.

Subd. 1. 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. 2. Progress monitoring. Requires a district to develop an intervention plan for a student not reading at grade level.

Section	Description
	<p>Subd. 3. Curriculum. Encourages a local literacy plan to use evidence-based literacy curriculum.</p> <p>Subd. 4. MTSS framework. Encourages a district to use a data-based decision-making progress within the MTSS framework.</p> <p>Subd. 5. Professional development. Requires districts to provide training on reading instruction that is evidence-based or based on the science of reading to all reading intervention teachers and literacy specialists by July 1, 2025, and to other teachers in the district, prioritizing particular teachers, by June 15, 2027, unless the commissioner grants an extension. Requires training to include teaching in particular areas.</p> <p>Subd. 6. Literacy trainer. Requires a district to employ or contract with a literacy trainer by August 30, 2025, or be actively supporting a designated literacy specialist through the process of becoming a lead literacy specialist.</p> <p>Subd. 6. Department of Education. Requires the department to: partner with CAREI to approve literacy curricula and professional development; 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.</p>
8	<p>Read Act implementation partnership.</p> <p>Subd. 1. Resources. Requires the department and CAREI to partner for two years to support the implementation of the Read Act in specified ways, including identifying at least five evidence-based literacy curricula, at least three professional development programs, and other resources.</p> <p>Subd. 2. Reconsideration. Requires the department and CAREI to establish a process for a district to request that additional curricula or professional development programs be approved.</p> <p>Subd. 3. Support. Requires the department and CAREI to support district efforts to implement the Read Act.</p>
9	<p>Reading strategies. [Teacher preparation programs]</p> <p>Replaces reference to repealed definition in section requiring teacher preparation programs to include research-based best practices.</p>

Section	Description
10	Tests. [Teacher licensure assessment] Replaces reference to repealed definition in section requiring teacher licensure assessments on reading skills.
11	Reading preparation. [Expiration and renewal] Replaces reference to repealed definition in requirement that teachers have further reading preparation to renew their licenses.
12	Minnesota reading corps program. [Reading and math corps] Replaces reference to repealed definition in section on reading corps program.
13	Literacy incentive aid uses. [Literacy incentive aid.] Requires districts to use literacy incentive aid to implement evidence-based reading instruction by using aid in specified ways.
14	Read Act implementation council. Establishes an advisory council to advise the department and CAREI on the implementation of the Read Act. Requires the council to review the screeners and professional development programs and curriculum identified by the department and CAREI, and advise them on whether they are evidence-based and accessible for teachers.
15	Appropriations; Read Act. Appropriates the following: <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 structured literacy. 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 structured literacy. Money is allocated to districts based on the number of teachers the district seeks to have trained in the science of reading.▪ An undetermined amount for the department to hire a full-time literacy specialist.
16	Repealer. Repeals section 122A.06, subdivision 4 (definitions related to reading instruction).



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