

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, 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.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 literacy 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.

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6	<p>Identification. [Reading proficiently no later than the end of grade 3]</p> <p>Requires districts to provide a personal learning plan for students not demonstrating grade-level proficiency in grade 3, and allows a district to use approved screener instead of the statewide assessments to assess proficiency. Requires the plan to include targeted instruction and ongoing monitoring, and group interventions. Prohibits retaining a student based solely on delays in literacy or not demonstrating grade-level proficiency. Requires the department to post on its website a model personal learning plan.</p>
7	<p>Local literacy plan. [Reading proficiently no later than the end of grade 3]</p> <p>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 or based on the science of reading, identify the literacy curriculum used by school site and grade level, 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.</p>
8	<p>Commissioner. [Reading proficiently no later than the end of grade 3]</p> <p>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."</p>
9	<p>Literacy screeners, curriculum, and staffing.</p> <p>Subd. 1. Definitions. Defines "district," "evidence-based," "literacy specialist," "science of reading," and other terms.</p> <p>Subd. 2. 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 lead literacy specialist.</p> <p>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.</p> <p>Subd. 4. Progress monitoring. Requires a district to develop an intervention plan for a student not reading at grade level.</p>

Section Description

Subd. 5. Curriculum. Encourages a local literacy plan to use evidence-based literacy curriculum.

Subd. 6. 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.

Subd. 7. Lead literacy specialist. Requires a district to employ or contract with a lead literacy specialist by August 30, 2025, or be actively supporting a designated literacy specialist through the process of becoming a lead literacy specialist.

Subd. 8. Implementation partnership. Requires the department to partner with CAREI for two years to support implementation of the Read Act. Requires the department and CAREI to jointly identify at least five literacy curricula, at least three professional development programs, develop a lead literacy specialist training program, and identify measures of foundational literacy skills and mastery. Requires the partnership to support district efforts to implement the Read Act in specified ways.

10 **Comprehensive, evidence-based reading instruction. [Definitions]**

Replaces “scientifically based reading instruction” with “evidence-based literacy instruction” and modifies definition. Modifies definitions of “phonemic awareness,” “phonics,” and “reading comprehension.”

11 **Uses. [Literacy incentive aid.]**

Requires districts to use literacy incentive aid to implement evidence-based reading instruction by using aid in specified ways.

12 **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 based on the science of reading and accessible for teachers.

13 **Appropriations.**

Appropriates the following:

Section **Description**

- \$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.



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