



Minnesota BOLD: A Birth – Grade 12 Action Plan for Literacy Achievement

MDE Office of Teaching and Learning

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- **Build** educator and leader capacity to implement evidence-based literacy practices based in the Science of Reading.
- **Open** doors to family and community members in intentional, collaborative and equitable partnerships.
- **Lead** in data-based decision making to inform instruction, educator development and policy.
- **Drive** implementation and sustainability of comprehensive literacy systems within the MnMTSS Framework.

Through the MnMTSS Framework, increase access to effective literacy experiences for *all* students with a focus on those most underserved by ensuring school leaders and educators:

- are trained in the Science of Reading;
- effectively implement and measure instructional practices aligned to state standards;
- utilize data literacy to inform instruction, educator development, resource deployment and policy; and
- employ intentional family and community engagement strategies.

MDE Legislative Budget Proposals in Support of the Science of Reading

Key MDE Legislative Budget Proposals to Support BOLD Literacy

- \$2.55 million annually to offer **Science of Reading Academies** to establish regional training and coaching capacity through MDE in partnership with the Regional Centers of Excellence and MN Service Cooperatives.
 - These regional networks will provide quality, job-embedded professional learning on the science of reading to educators and coaches by the end of 2027.
- \$1.2 million annually to improve the data collection and reporting system that will include dyslexia screening data, Read Well by Third Grade (kindergarten through grade 3 data), and prekindergarten data.

Key MDE Legislative Budget Proposals to Support BOLD Literacy

- \$1.0 million annually for State Library Services to expand their work on early literacy development in Community and School Libraries. This would involve training staff on evidence-based early literacy practices rooted in the Science of Reading in both public libraries as well as school libraries.
- \$250,000 annually to enhance our partnership with Reach Out and Read to allow them to expand their reach across the state.

Key MDE Policy Legislative Proposals to Support BOLD Literacy

- Revise Read Well by Third Grade provisions in Minnesota Statutes section 120B.12 to align with the Minnesota Multi-tiered System of Support (MnMTSS) Framework with a focus on evidence-based core instruction rooted in the Science of Reading
 - Revise the local literacy plan template to include core components based in the Science of Reading implemented through MnMTSS, as well as inclusion of a dyslexia screening and reporting plan;
 - Each school must identify before the end of kindergarten, first and second grade all students who are not demonstrating mastery of foundational reading skills using screening and progress monitoring tools aligned to the state standards and approved by MDE; parent notification on a quarterly basis
 - Districts must report by December 15 and July 1 a summary of the districts efforts to screen and identify students who demonstrate characteristics of Dyslexia using an approved tool; require parent notification of dyslexia screening results.
 - Data analysis and reporting will be possible once the upgrade to the data collection system is complete.

Key MDE Policy Legislative Proposals to Support BOLD Literacy

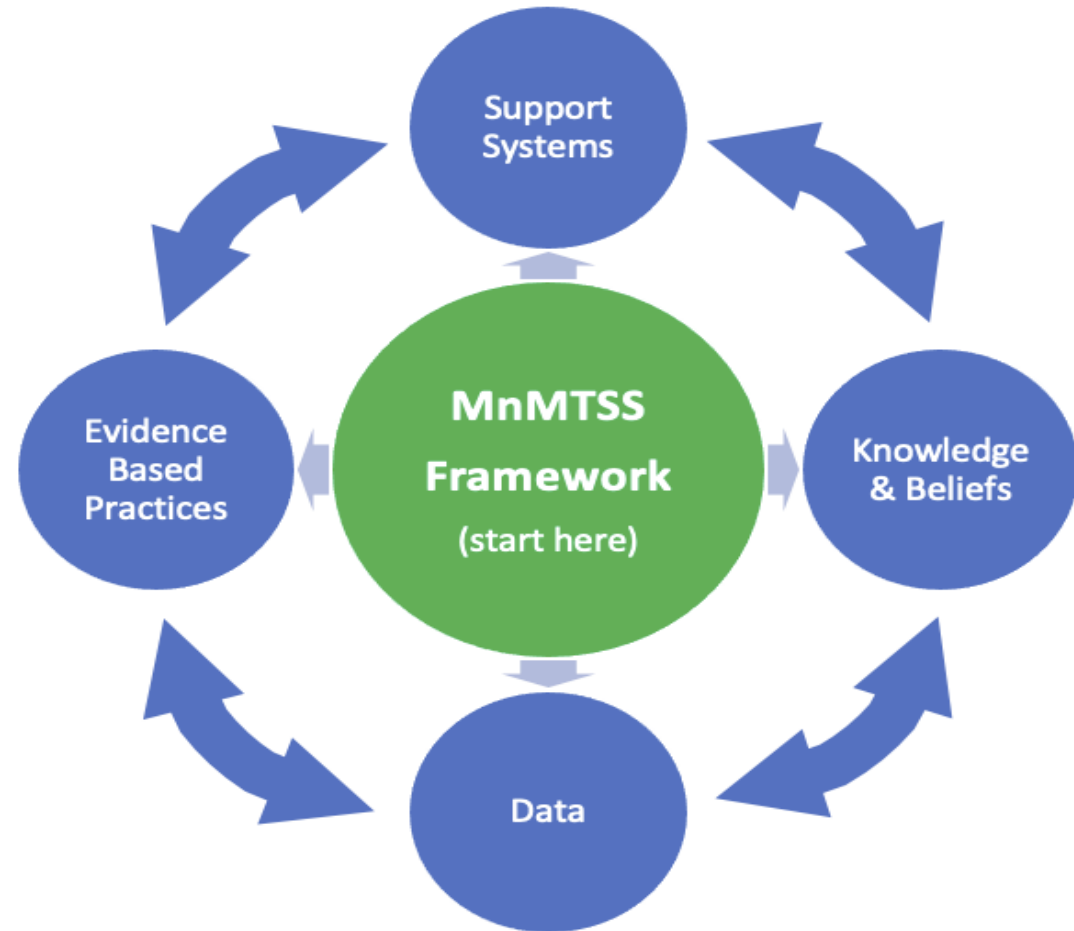
- Redirect the use of the Literacy Incentive Aid (to be renamed Literacy Achievement Aid) to implement comprehensive literacy reform efforts based on components of the revised Read Well Legislation
- Use of Aid will include:
 - All public teachers, administrator and support staff with responsibility for teaching reading must be offered training and coaching in the Science of Reading by July 1, 2027;
 - Districts hire a licensed Reading/Dyslexia Specialist who has been trained in the Science of Reading to oversee implementation of required components of revised Read Well by Third Grade legislation; and
 - The most underperforming schools (those with a 25% and below proficiency rate on third grade MCA) must hire site-based literacy coaches trained in the Science of Reading to support teachers and implementation; these sites must also hire and maintain a Family Literacy Specialist and Family Literacy Resource Rooms to partner with families in support of at home literacy activities

Key MDE Administrative Proposals to Support BOLD Literacy

- Partner with Institutions of Higher Education to ensure teacher preparation course work includes training in the Science of Reading.
- Work with PELSB to revise teacher license renewal requirements to include a course in evidence-based teaching of reading/Science of Reading with an emphasis in foundational reading skills.
 - This course would also include the topic of dyslexia and remediation of struggling readers and those with characteristics of dyslexia.

COMPASS Literacy Roadmap

All Minnesota children are on a pathway to literacy achievement beginning at birth.



Core Strategies

Support Systems	Knowledge & Beliefs	Data	Evidence Based Practices
<ul style="list-style-type: none">• MDE Literacy Unit• Comprehensive Literacy Framework• Local Literacy Plan• District/School Literacy Teams• Professional Learning Communities (PLCs)• Literacy Team• Instructional Coaches• LETRS Grant	<p>Science of Reading</p> <ul style="list-style-type: none">• Foundational Skills• Dyslexia• Data Literacy• Professional Development• Secondary Student Literacy Needs	<ul style="list-style-type: none">• Comprehensive Needs Assessment• Goal Setting• Screeners: Universal and Dyslexia• Diagnostic Tools• Progress Monitoring• Data Analysis• Fidelity and Implementation	<ul style="list-style-type: none">• Systematic, explicit foundational skills instruction• Evidence based instructional materials and curriculum• Practice Profiles• Differentiated Instruction to meet student needs• Culturally Responsive Practices

LETRS Grant Registration Update

- Registration Update
 - Registration Completed as of March 24nd
 - Confirmed Participants: 2,109 (out of 2,120 total training slots)
 - Waiting on confirmation of 7 participants who have been offered a slot
 - Confirmed participants are now receiving their LETRS textbooks and online access
 - Current Openings
 - 4 remaining slots – to be offered to next on the waiting list
 - 88 educators currently are on a waiting list
 - Continued interest and requests for training are coming in to MDE

Thank you

MDE Literacy Unit
Office of Teaching and Learning