

Tom Bottem, Director

Minnesota Senate Building
95 University Ave. W. Suite 3300
ST. PAUL, MN 55155-1800
(651) 296-4791
www.senate.mn/scrfa

S.F. No. 4113 – E-12 Education Omnibus (2nd Engrossment)

Author: Senator Roger C. Chamberlain

Prepared by: Ann Marie Lewis, Senate Counsel (651/296-5301)
Bettsy Hjelseth, Legislative Analyst (651/296-7983)

Date: April 29, 2022

Section 1. Suspension. Suspends provisions under the World’s Best Work Force beginning in the 2023-2024 school year through the end of the 2028-2029 school year.

Section 2. Reading Proficiency Goal.

Subdivision 1. Adopting plans and budgets. (a) Requires a school board to adopt a comprehensive plan to support and improve teaching and learning aligned with the goal having 90 percent of third grader students achieve grade-level reading proficiency, for the time that the World’s Best Work Force provisions are suspended. Plan components include:

- (1) clearly defined district and school site goals and benchmarks for instruction and student achievement;
- (2) a process to assess and evaluate each student's progress toward meeting state reading standards; and
- (3) strategies for improving instruction, curriculum, and student achievement in reading.

(b) Defines “instruction,” “curriculum,” and “reading proficiency goal” for the purposes of this section.

Subdivision 2. Performance measures. States that student performance on the third grade reading proficiency assessment as measured by a statewide or locally adopted reading assessment is the performance measure used to determine progress towards the reading proficiency goal.

Subdivision 3. Report. (a) Requires a school board to hold an annual meeting to review and revise student achievement goals, local assessment outcomes, plans, strategies, and practices. Requires the board to review district success in achieving the previously adopted grade-level

reading proficiency goals, related benchmarks, and improvement plans. Requires the school board to transmit an electronic copy of the report to the commissioner.

(b) Directs the commissioner to report to the legislative kindergarten through grade 12 education committees a list of school districts that have not submitted the required report under paragraph (a) and a list of school districts that have not met the performance goal of 90 percent of third grade students achieving grade-level reading proficiency.

Subdivision 4. Annual evaluation. Directs the commissioner to identify effective strategies, practices, and resources available to schools to achieve the goal of 90 percent of third grade students achieving grade level reading proficiency. Directs the commissioner to assist schools and districts in implementing effective strategies, practices, and use of resources.

Section 3. Regional Centers of Excellence.

Subdivision 2. Reading focus. Requires the regional centers of excellence to prioritize reading using scientifically based research.

Subdivision 3. Leadership. Requires the regional centers of excellence to be led by LETRS-certified reading professionals employed by the Department of Education.

Subdivision 4. Regional literacy support directors. Requires the regional centers of excellence to work with independent contractor LETRS-certified regional literacy support directors to improve low reading scores in schools.

Section 4. Leadership. Requires a dyslexia specialist to provide leadership for the regional center of excellence.

Section 5. Comprehensive, Scientifically Based Reading Instruction. Removes “balanced” from the description of programs or instructional practices that encompass comprehensive, scientifically based reading instruction.

Section 6. Reading Strategies. Requires teacher licensure candidates to receive instruction using the Language Essentials for Teachers of Reading and Spelling (LETRS) program.

Section 7. Certain Federal, State, and Local Requirements. Requires a charter school to adopt a policy, plan, budget, and process consistent with section 120B.111 (section 2 reading proficiency goal) to review curriculum, instruction, and achievement aligned with the goal of having 90 percent of third grade students achieve grade level reading proficiency.

Section 8. Appropriation; Department of Education. Appropriates an additional \$700,000 in fiscal year 2023 to provide grants to the regional centers of excellence to contract with a regional literacy support director.

Section 9. Appropriation; LETRS. Appropriates \$30,000,000 in fiscal year 2023 to provide the LETRS program to elementary school teachers.