

Minnesota READ Act Literacy Plan for 2024-25

For

Goodhue County Education District (6051-61)

Date Submitted to the State 06/02/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Goodhue County Education District (6051-61). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12](#) (2024). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency. [Minn. Stat. 120B.12 \(2024\)](#).

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1. Read Act Goals

District or Charter School Literacy Goals

Goodhue County Education District (6051-61)'s literacy goal(s) for the 2024-25 school year:

District Literacy Goal (Aligned to the READ Act): Our goal is for every child to read at or above grade level each year, beginning in kindergarten, through a comprehensive system of screening, identification, and intervention. Improvement Goal (2024-25): Students in grades K-8 who participate in universal benchmarking at River Bluff Education Center and 5RiversOnline will achieve a median Student Growth Percentile (SGP) of 40 or higher from fall to spring, as measured by the FASTBridge earlyReading and aReading assessments.

The following was implemented or changed to make progress towards the goal(s):

- Expanded universal screening procedures to meet Read Act requirements and identify students at risk earlier.
- Provided Science of Reading professional development for all teachers to strengthen core instruction and intervention.
- Communicated with families about effective, research-based practices to support reading at home.
- Aligned core instruction, interventions, and materials with the Science of Reading to meet the needs of all students, including those not meeting grade-level benchmarks.

The following describes how Goodhue County Education District (6051-61)'s current student performance differs from the literacy goal detailed in the READ Act:

Current student performance shows that not all students are reading at or above grade level, as outlined in the READ Act. In addition to this achievement gap, not all students are demonstrating adequate growth over the school year. These gaps in both proficiency and growth emphasize the need for ongoing implementation of high-quality instruction, data-driven intervention, and progress monitoring to ensure all students are on a path to reading success.

Goodhue County Education District (6051-61)'s literacy goal(s) for the 2025-26 school year:

District Literacy Goal (Aligned to the READ Act): Our goal is for every child to read at or above grade level each year, beginning in kindergarten, through a comprehensive system of screening, identification, and intervention. Improvement Goal (2025-26): Students in grades K-5 who participate in universal benchmarking at River Bluff Education Center and 5RiversOnline will achieve a median Student Growth Percentile (SGP) of 40 or higher from fall to spring, as measured by the FASTBridge earlyReading and aReading assessments.

Goodhue County Education District (6051-61)'s Local Literacy Plan is posted on the district website at:

<https://www.gced.k12.mn.us/public-notice>

2. Screening Tools K-3

The Minnesota READ Act requires that all students in grades K-3 are universally screened for mastery of foundational reading skills and characteristics of dyslexia in Fall, Winter and Spring using an MDE approved screening tool.

The table below details the screening tool used by Goodhue County Education District (6051-61) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
Kindergarten	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Goodhue County Education District (6051-61) resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

Grade	Number of Students Universally Screened: Fall	Number of Students at or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students at or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students at or Above Benchmark: Spring
Kindergarten	2	CTSTR	2	CTSTR	3	CTSTR
Grade 1	4	CTSTR	4	CTSTR	5	CTSTR
Grade 2	4	CTSTR	3	CTSTR	4	CTSTR
Grade 3	4	CTSTR	4	CTSTR	4	CTSTR

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

4. Dyslexia Screening Summary Student Counts K-3

The following section describes how Goodhue County Education District (6051-61) engaged in screening for characteristics of dyslexia, and the number of students demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Goodhue County Education District (6051-61) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Gated: Oral Reading Fluency Words Correct Per Minute and Accuracy rate were used to determine which students received the Nonsense Words subtest as required by MDE

The following criteria was used to determine which students are demonstrating characteristics of dyslexia:

Other: Explain below

We follow MDE testing requirements. For dyslexia c

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	3	CTSTR
Grade 1	6	CTSTR
Grade 2	3	CTSTR
Grade 3	4	CTSTR

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

5. Screening Tools 4-12

The Minnesota READ Act requires that students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia. In the 2024-25 school year the tool(s) used for dyslexia screening was locally determined.

The table below details the screening tool(s) used by Goodhue County Education District (6051-61) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Dyslexia Screening Tools Used in Grades 4-12 in School Year 2024-25

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	aReading	FastBridge Learning	Vendor/District Set Benchmarks
	CBMreading	FastBridge Learning	Vendor/District Set Benchmarks
Grade 5	aReading	FastBridge Learning	Vendor/District Set Benchmarks
	CBMreading	FastBridge Learning	Vendor/District Set Benchmarks
Grade 6	aReading	FastBridge Learning	Vendor/District Set Benchmarks
	CBMreading	FastBridge Learning	Vendor/District Set Benchmarks
Grade 7	aReading	FastBridge Learning	Vendor/District Set Benchmarks
	CBMreading	FastBridge Learning	Vendor/District Set Benchmarks
Grade 8	aReading	FastBridge Learning	Vendor/District Set Benchmarks
	CBMreading	FastBridge Learning	Vendor/District Set Benchmarks
Grade 9	aReading	FastBridge Learning	Vendor/District Set Benchmarks
	CBMreading	FastBridge Learning	Vendor/District Set Benchmarks

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 10	aReading	FastBridge Learning	Vendor/District Set Benchmarks
	CBMreading	FastBridge Learning	Vendor/District Set Benchmarks
Grade 11	aReading	FastBridge Learning	Vendor/District Set Benchmarks
	CBMreading	FastBridge Learning	Vendor/District Set Benchmarks
Grade 12	aReading	FastBridge Learning	Vendor/District Set Benchmarks
	CBMreading	FastBridge Learning	Vendor/District Set Benchmarks

The MDE approved tool for screening for characteristics of dyslexia for students in grades 4-12 is Capti ReadBasix. Beginning in the 2025-26 school year, this tool must be used to screen students who are not reading at grade level for characteristics of dyslexia.

The following method will be used by Goodhue County Education District (6051-61) to determine which students in grades 4-12 are not reading at grade level:

The plan for both the frequency and timing (e.g. Fall, Winter, Spring) of administration of Capti ReadBasix for students in grades 4-12 who are not reading at grade level is locally determined and includes:

Grades 4-5 will use both vendor and district benchmarks for CBMreading to determine who is reading at grade-level. Grades 6+ will use both vendor and district benchmarks for CBMreading and/or Capti ReadBasix to determine who is reading at grade-level.

6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional for 2024-25 School Year)

The following table displays the number of students in Goodhue County Education District (6051-61) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia. (The reporting of this data is optional for the 2024-25 school year)

Grade	Total Number of Students in Grade Level	Number of Students Identified as Not Reading at Grade Level Who Were Screened	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th		CTSTR	CTSTR	
5th		CTSTR	CTSTR	
6th		CTSTR	CTSTR	
7th		CTSTR	CTSTR	
8th		CTSTR	CTSTR	
9th		CTSTR	CTSTR	
10th		CTSTR	CTSTR	
11th		CTSTR	CTSTR	
12th		CTSTR	CTSTR	

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

7. Parent Notification and Involvement

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does Goodhue County Education District (6051-61) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	Yes	3 times per year, after each screening window
Grade 1	Yes	3 times per year, after each screening window
Grade 2	Yes	3 times per year, after each screening window
Grade 3	Yes	3 times per year, after each screening window
Grade 4	Yes	3 times per year, after each screening window
Grade 5	Yes	3 times per year, after each screening window
Grade 6	Yes	Other (explain below)
Grade 7	Yes	Other (explain below)
Grade 8	Yes	Other (explain below)
Grade 9	Yes	Other (explain below)
Grade 10	Yes	Other (explain below)
Grade 11	Yes	Other (explain below)
Grade 12	Yes	Other (explain below)

The following methods are used to notify parents or guardians when children are identified as not reading at or above grade level:

- Digital_messaging (email, text, or communication app)
- Parent teacher conferences
- Mailed Letter
- Letter sent home with student

The following content is included in the parent notification:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed

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Families or the community are engaged around literacy through the following:

- Parent teacher conferences

Continuous Improvement for Parent Notification

Goodhue County Education District (6051-61) will make the following changes to parent notification and involvement for the 2025-26 school year:

We will continue to make improvements to our notification process.

8. Data-Based Decision Making for Action

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

Goodhue County Education District (6051-61) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

The district is implementing a multi-tiered system of support (MTSS) using the MnMTSS framework to ensure that instruction and interventions are evidence-based and aligned with student needs. District and school teams have engaged in professional learning through MDE, including participation in MnMTSS cohorts, Self-Evaluation of MnMTSS for District Leadership Teams (SEMI-DLT), and MnMTSS professional learning sessions. Through this process, the district uses universal screening, progress monitoring, diagnostic assessments, and data review protocols within PLCs to determine which students require additional support. Instructional decisions are made using this data to ensure interventions are appropriately matched in terms of intensity, content, and delivery across Tier 1, Tier 2, and Tier 3. Specific areas for continued improvement have been identified at River Bluff Education Center (RBEC) and 5RiversOnline (5RO), particularly strengthening PLC data practices and refining the design and delivery of tiered interventions. Ongoing Reading Center improvement work is integrated into the MTSS framework to support coherence and fidelity with our six member districts.

The processes for monitoring fidelity and differentiating Tier 1 instruction include:

Monitoring Fidelity: Tier 1 instructional fidelity is monitored through regular data reviews in Professional Learning Communities (PLCs). Teachers analyze assessment results using structured protocols, such as the ATLAS protocol, to evaluate whether instruction is being implemented as intended and aligned with evidence-based practices. Assessment data is drawn from core instructional programs (e.g., Wonders, Journeys) and teacher-created measures. Instructional leaders and coaches may also support fidelity through classroom walkthroughs and collaborative planning sessions.

Differentiating Tier 1 Instruction: Based on data gathered from core program assessments and classroom observations, teachers differentiate Tier 1 instruction to meet the needs of all students. This includes flexible grouping, targeted scaffolding, adjustments to pacing, and incorporation of additional instructional supports within the core block. Instructional decisions are made collaboratively in PLCs to ensure all students have access to grade-level content with appropriate support. Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:

By following the MnMTSS framework and using data-driven methods, the district ensures students receive appropriate support at all tiers. **Criteria and Data Used:** -Universal screening data from FASTBridge assessments -Ongoing progress monitoring data reviewed in PLCs **Criteria for Entry:** -Students not meeting grade-level expectations based on screening and progress monitoring data are considered for Tier 2 or Tier 3 intervention. -Tier placement decisions consider both performance level and rate of progress. Secondary School Level

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Considerations: -A multigated screening process is used to identify students with persistent foundational reading difficulties. -Tools such as CBMreading and ReadBasix are used when further diagnostic data is needed.

Progress monitoring data collection for students in Tier 2 occurs: Once a week

Progress monitoring data collection for students in Tier 3 occurs: Once a week

The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:

The district uses a consistent K-12 progress monitoring protocol to evaluate student response to intervention and determine the need for instructional changes. Indicators include: -Student moves into a higher risk category across testing periods (e.g., from some risk to high risk). -Student's trend line falls below the expected rate of improvement. -Three or more consecutive data points fall below the goal line. Data is reviewed regularly in PLCs or intervention team meetings to determine if changes to the intensity, frequency, or method of instruction are needed.

Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include:

Students are exited from intervention when data shows consistent progress toward grade-level expectations.

Exit criteria include: -Student moves to a lower risk category based on screening data. -Student's trend line remains above the goal line, indicating sustained improvement. -Three or more consecutive data points exceed the benchmark for the next testing period.

Does Goodhue County Education District (6051-61) use personal learning plans for literacy:

Yes

The following students are provided a personal learning plan for literacy:

- Students receiving intensive (Tier 3) support

The following components are included in the personal learning plans, if used:

-Interventionists review student data to identify skill gaps and align instruction to individual needs. -Plans include a description of the intervention, frequency and duration, and the specific skills targeted. -Each plan outlines progress monitoring measures and the schedule for data collection. -Decision-making rules are included to guide adjustments or exit from the intervention based on student response.

Continuous Improvement for Data-Based Decision Making for Action

Goodhue County Education District (6051-61) will make the following changes to data-based decision making for action processes, criteria, progress monitoring procedures or personal learning plans in the 2025-2026 school year:

-The district will focus on improving the consistency and quality of personal learning plan implementation across intervention settings. -Teams will review how student data is used to develop, monitor, and revise these plans, with the goal of strengthening alignment between data, instruction, and intervention decisions.

9. Multi-tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (MTSS) framework. This framework should include a process for:

- monitoring student progress
- evaluating program fidelity, and
- analyzing student outcomes and needs

in order to design and implement ongoing evidence-based instruction and interventions.

[Minn. Stat.120B.12, subd. 4a \(2024\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

Goodhue County Education District (6051-61) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Goodhue County Education District (6051-61) has participated in MDE MnMTSS professional learning:

Yes

Continuous Improvement for Multi-tiered Systems of Supports (MTSS)

Goodhue County Education District (6051-61) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

-The district will continue to improve implementation fidelity across all tiers by strengthening team structures, refining data review processes, and aligning instructional practices with the MnMTSS framework. -Additional focus will be placed on consistent use of evidence-based interventions and decision-making protocols within PLCs and intervention teams.

10. Core Curricular Resource Grades K-5

The Minnesota READ Act requires that districts use evidence-based curriculum materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE READ Act Curricula Resources-Tier I webpage](#).

Core Curricula Resources for Grades K-5

The following table displays the Core Curricula Resources utilized by Goodhue County Education District (6051-61), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	120
Grade 1	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	120
Grade 2	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	120
Grade 3	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	120
Grade 4	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	120
Grade 5	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	120

11. Reading Interventions

The Minnesota READ Act requires that districts use evidence-based intervention materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. MDE is partnering with the CAREI to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review will be released in November 2025.

Reading Intervention Grades K-12

The following table displays the reading intervention resources utilized by Goodhue County Education District (6051-61) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	aLEARNcoach FR Intervention	aLEARNcoach FR Intervention
Grade 1	aLEARNcoach FR Intervention	aLEARNcoach FR Intervention
Grade 2	aLEARNcoach FR Intervention	aLEARNcoach FR Intervention
Grade 3	aLEARNcoach FR Intervention, Read 180	aLEARNcoach FR Intervention, Read 180
Grade 4	aLEARNcoach FR Intervention, Read 180	aLEARNcoach FR Intervention, Read 180
Grade 5	aLEARNcoach FR Intervention, Read 180	aLEARNcoach FR Intervention, Read 180
Grade 6	Read 180	Read 180
Grade 7	Read 180	Read 180
Grade 8	Read 180	Read 180
Grade 9	Read 180	Read 180
Grade 10	Read 180	Read 180
Grade 11	Read 180	Read 180
Grade 12	Read 180	Read 180

Continuous Improvement for Reading Interventions

Goodhue County Education District (6051-61) will make the following changes to reading interventions for the 2025-26 school

We will be incorporating more interventions within classrooms, moving away from a resource room.

12. Section Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction as approved by MDE. The following section details the district or charter school's professional development plan.

Goodhue County Education District (6051-61) is using the following approved professional development program:

- CORE OLLA

Date of expected completion for Phase 1 Professional Development: 07/04/2025

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator

The Local Certified Facilitator (LCF) participated in the Community of Practices for LCFs:

No data entered

The following support will be provided to teachers who do not complete the approved training at the vendor recommended 80% proficiency level:

-Coaching support on the science of reading. -Teachers need to complete a district-provided science of reading basics training.

The following fidelity data is collected to ensure that elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension:

-Classroom walkthroughs -Coaching of administrators about essential elements to be observed during walkthroughs -Ongoing coaching

Based on the results of the fidelity data, the following coaching support and feedback is implemented to ensure that all elementary teachers are able to implement explicit, systematic, evidence-based instruction in the following five areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension:

We coach every teacher around the science of reading, reflect on fidelity, and discuss steps to improve fidelity of implementation.

The following changes in instructional practices have impacted students :

Teachers are implementing instructional practices that target high-impact literacy practices. As a result, students are actively engaged in high-impact literacy practices.

Goodhue County Education District (6051-61) has implemented the following professional development and support for teachers around culturally responsive practices:

The curriculum we implement uses culturally responsive texts and it provides structure for teachers to explicitly teach about cultures outside of the norm.

Goodhue County Education District (6051-61) engaged with the Regional Literacy Network through the following:

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- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community

The following additional literacy focused professional development opportunities will be provided and may include alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas):

- Ongoing coaching on the implementation of the ELA curriculum. -Curriculum writing hours for teachers.
- Training on foundational reading instruction.

13. Professional Development Educator Count

The following tables provide the number of educators in the district or charter school who have met the READ Act professional development requirements, the number who are currently in training and the number who still need training. This training is occurring in phases, the details for which can be found on the [MDE READ Act Professional Development webpage](#).

Educator Count Phase 1

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who, need Training
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	0	0	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	0
K-3 Classroom Educators	0	0	0	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	0	0	0	0
K-12 Reading Interventionists	0	0	0	0
K-12 Special Education Educators responsible for reading instruction	25	20	5	0
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	0	0	0	0

Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training

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Grades 4-12 Classroom Educators responsible for reading instruction	0	0	0	0
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	3	0	3	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Goodhue County Education District (6051-61) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$0.00

Amount of Literacy Incentive Aid spent in the 2024-25 school year:

\$0.00

Literacy incentive aid funds were applied to the following eligible uses in the 2024-25 school year:

- Not applicable

READ Act Literacy Aid

The following are details about the one-time READ Act Literacy Aid appropriations.

Goodhue County Education District (6051-61) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$14,897.62

READ Act Literacy incentive aid funds were applied to the following eligible uses in the 2025 fiscal year:

- Other - Explain (Required)
- Other options include:
 - Contracting or Employing a District Literacy Lead

The following amount of READ Act Literacy Aid remains in the required reserved account:

\$0

If funds remain, the plan to spend down the remaining funds are as follows:

N/A