

Minnesota READ Act Literacy Plan

2024-25 Data Submission and 2025-26 Continuous Improvement Plan

For

Park Rapids Public School District (0309-01)

Date Submitted to the State 06/05/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Park Rapids Public School District (0309-01). 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

Park Rapids Public School District (0309-01)'s literacy goal(s) for the 2024-25 school year:

Goal 1: Enhance the Multi-Tiered System of Support (MTSS) for students in grades K-12 within the Park Rapids Area Schools school district. Goal 2: Implement Phase 1 (MN READ Act) of professional development in the area of Literacy Instruction with a focus on the Science of Reading for educators within the Park Rapids Area Schools school district. Goal 3: Develop a comprehensive system of screening for all K-12th grade students within the Park Rapids Area school district to identify and support students who are not proficient in the area of literacy. Utilize specific data to create district goals and objectives aimed at increasing literacy proficiency.

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

Goal 1: Enhanced Tier I foundational skills instruction in grades K-2 by implementing the UFLI (University of Florida Literacy Institute) curriculum. Designated a team of school/District leaders to attend MnMTSS training to better understand the foundations of MTSS and the MTSS process. Increased support and coordination through our Student Intervention Team (SIT) to facilitate seamless collaboration between teachers, parents, and external partners, ensuring holistic support for students across all tiers of the MTSS. Goal 2: Provided Licensed Teachers with CORE OL/LA (Online Language Academy) training to enhance their understanding and application of evidence-based practices in literacy instruction, particularly focusing on the Science of Reading principles. Offered support staff an MN MDE approved training to equip them with the knowledge and skills necessary to support literacy development and implementation of instructional strategies across various educational settings. Goal 3: Implemented the FastBridge screening process for all K-12th grade students to identify individuals who are not proficient in literacy based on specific criteria and assessment measures. Developing targeted interventions and support programs tailored to the needs of students identified through the screening process, incorporating evidence-based practices and resources.

The following describes how Park Rapids Public School District (0309-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Currently, not all students are showing they are reading proficiently at grade level.

Park Rapids Public School District (0309-01)'s literacy goal(s) for the 2025-26 school year:

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Goal 1: Continue to enhance the Multi-Tiered System of Support (MTSS) for students in grades K-12 within the Park Rapids Area Schools school district. Objectives: 1. Enhance Tier I foundational skills instruction in grades K-2 by continuing to implement the UFLI (University of Florida Literacy Institute) curriculum and begin implementation of Souday Essentials in grades 3-6 to focus on phonics skills. 2. The MnMTSS District Leadership Team will continue to refine practices around developing infrastructure and making data based decisions. 3. Increase support and coordination through our Student Intervention Team (SIT) to facilitate seamless collaboration between teachers, parents, and external partners, ensuring holistic support for students across all tiers of the MTSS. Goal 2: Continue to implement Phase 1 (MN READ Act) of professional development in the area of Literacy Instruction with a focus on the Science of Reading for educators within the Park Rapids Area Schools school district. Objectives: 1. Provide Licensed Teachers with CORE OL/LA (Online Language Academy) training to enhance their understanding and application of evidence-based practices in literacy instruction, particularly focusing on the Science of Reading principles for new staff and Reading Interventionists. 2. Provide teachers who have completed the training with instructional/coaching support from the Literacy Lead to implement learning from OL/LA and ensure evidence-based practices in literacy are being implemented in the classroom. 3. Offer support staff an MN MDE approved training to equip them with the knowledge and skills necessary to support literacy development and implementation of instructional strategies across various educational settings. Goal 3: Develop a comprehensive system of screening for all K-12th grade students within the Park Rapids Area school district to identify and support students who are not proficient in the area of literacy. Utilize specific data to create district goals and objectives aimed at increasing literacy proficiency. Objectives: 1. Develop processes for analyzing classroom, grade-level, building, and district-wide data. 2. Develop targeted interventions and support programs tailored to the needs of students identified through the screening process, incorporating evidence-based practices and resources.

Park Rapids Public School District (0309-01)'s Local Literacy Plan is posted on the district website at:

<https://century.parkrapids.k12.mn.us/our-school/literacy-plan>

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 Park Rapids Public School District (0309-01) 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 Park Rapids Public School District (0309-01) 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	95	52	101	31	102	33
Grade 1	110	27	109	31	107	35
Grade 2	104	46	109	45	109	55
Grade 3	100	46	107	55	107	66

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 Park Rapids Public School District (0309-01) 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.

Park Rapids Public School District (0309-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Gated: ONLY Oral Reading Fluency Words Correct Per Minute was used to determine which students received the Nonsense Words subtest

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

Vendor composites using vendor benchmarks

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	104	69
Grade 1	105	69
Grade 2	17	17
Grade 3	15	15

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

Continuous Improvement for Dyslexia Screening Summary Student Counts in Grade K-3

Park Rapids Public School District (0309-01) will make the following changes to dyslexia screening in grades K-3 in the 2025-26 school year.

For the 24-25 school year there was confusion/miscommunication on which students needed to complete the nonsense words. For next year 25-26 the District plans to screen all second and third grade students for dyslexia using the nonsense words subtest.

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 Park Rapids Public School District (0309-01) 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 (Reporting Data is Optional for 2024-25)

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

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 Park Rapids Public School District (0309-01) to determine which students in grades 4-12 are not reading at grade level:

The District is planning to continue using FastBridge for grades 4-6 along with Capti ReadBasix. Grades 7-12 will use ROAR as a screener and CaptiReadBasix as a diagnostic.

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:

For grades 4-6, Capti will be administered in the Winter and Spring. For grades 7-12, Capti will be administered in the Winter and Spring.

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

The following table displays the number of students in Park Rapids Public School District (0309-01) 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				
5th				
6th				
7th				
8th				
9th				
10th				
11th				
12th				

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 Park Rapids Public School District (0309-01) 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	2 times per year
Grade 1	Yes	2 times per year
Grade 2	Yes	2 times per year
Grade 3	Yes	2 times per year
Grade 4	Yes	2 times per year
Grade 5	Yes	2 times per year
Grade 6	Yes	2 times per year
Grade 7	Yes	2 times per year
Grade 8	Yes	2 times per year
Grade 9	Yes	2 times per year
Grade 10	Yes	2 times per year
Grade 11	Yes	2 times per year
Grade 12	Yes	2 times per year

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
- 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
- School events

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.

Park Rapids Public School District (0309-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Students are screened using the assessments with TS Gold two times per year, FastBridge earlyReading, aReading, and CBMreading three times a year. Students below benchmarks are progress monitored bi-weekly or weekly depending on their progress throughout the trimester. Other measurements used: FastBridge data is used to determine proficiency in phonemic awareness, fluency, and/or comprehension. These results are collected three times a year (September, January, and May) for all students. If a student is not meeting benchmark expectations, he/she will be progress monitored bi-weekly by a classroom, Title I, or special education teacher. If a child is receiving Tier III interventions or on an IEP, he/she will be progress monitored weekly. After three points are at the target levels, he/she will be progress monitored bi-weekly. TS Gold data is used ages 3 to 5 in our School Readiness and preschool program. These results are collected twice a year in fall and spring for all students. If a student is not meeting age appropriate expectations, further data collection occurs and instruction in small groups and one on one occur within the classroom. Each spring all students in grade 3 and beyond will take the Minnesota Comprehensive Assessments (MCA's) or MTAS to determine proficiency in reading. Participation and proficiency scores are made public and posted on the MDE's website. Teachers, administrators and school staff are involved in regular data review meetings to monitor student progress and adjustment as data suggests.

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

Ability/flexible grouping during small group time so students get what they need, implementing new ELA curriculum as well as new ELA standards Literacy Lead classroom checks for UFLI, Sondag, OL/LA strategies, new curriculum, collect PLC notes from Tier I teams, scope and sequence, UFLI checklist

Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:

K-6: Any student not at grade level as determined by our FastBridge assessments and diagnostic assessments could get Tier II support in small groups from the classroom teacher, Title I teacher, or ADSIS interventionist based on their specific needs. Students needing additional intervention at the Tier III level (as identified by FastBridge, Sondag mastery checks, classroom data, and intervention data) would be referred to ADSIS Reading Intervention or Special Education if needed. 7-12: Any student not at grade level as determined by the ROAR assessment will be given the CaptiReadBasix diagnostic. Based on their level of need, students will be assigned to an appropriate intervention.

Progress monitoring data collection for students in Tier 2 occurs: Once every two weeks

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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:

Students who are receiving interventions will be progress monitored bi-weekly or weekly (depending on their needs). If students progress monitoring trend lines show they are below the target line, they may have an increase in either progress monitoring frequency, have a change in intervention (intensity, duration, frequency, or type), or a change in delivery (classroom teacher, Title I, ADSIS).

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

When students have reached grade level benchmarks or their level of need is reduced to a different tiered intervention (based on mastery checks, progress trend lines, etc...).

Does Park Rapids Public School District (0309-01) use personal learning plans for literacy:

No

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

- No data entered

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

No data entered

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.

Park Rapids Public School District (0309-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Park Rapids Public School District (0309-01) has participated in MDE MnMTSS professional learning:

Yes

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

Park Rapids Public School District (0309-01) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

As a District Leadership Team, we will take the next step to identify priority areas. The District has determined we will focus on developing Infrastructure That Supports Continuous Improvement and Data Based Decision Making. The District Leadership team plans to engage in the Pathways Systems training.

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 Park Rapids Public School District (0309-01), 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	· Open Court Reading, K-5, 2023 (Minimally Aligned)	Comprehensive	90
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
Grade 1	· Open Court Reading, K-5, 2023 (Minimally Aligned)	Comprehensive	90
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
Grade 2	· Open Court Reading, K-5, 2023 (Minimally Aligned)	Comprehensive	90
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
Grade 3	· Open Court Reading, K-5, 2023 (Minimally Aligned)	Comprehensive	90
Grade 4	· Open Court Reading, K-5, 2023 (Minimally Aligned)	Comprehensive	90
Grade 5	· Open Court Reading, K-5, 2023 (Minimally Aligned)	Comprehensive	90

Continuous Improvement for Core Reading Instruction and Curricula

Park Rapids Public School District (0309-01) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

We adopted a new curriculum. We will use Open Court for grades K-5. In addition, Sonday will be used to supplement foundational skills, morphology, in grades 3-6.

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 Park Rapids Public School District (0309-01) 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	Sonday	Sonday
Grade 1	Sonday	Sonday
Grade 2	Sonday	Sonday
Grade 3	Sonday	Sonday
Grade 4	Sonday	Sonday
Grade 5	Sonday	Sonday
Grade 6	Sonday	Sonday
Grade 7	Sonday	Sonday
Grade 8	Sonday	Sonday
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

Continuous Improvement for Reading Interventions

Park Rapids Public School District (0309-01) will make the following changes to reading interventions for the 2025-26 school year:

K-6: The Elementary will be implementing flexible grouping in grades based on student needs. Classroom teachers will then work with students at their level to provide targeted interventions. 7-12: The District will be adopting the ROAR screener as well as CaptiReadBasix to identify students and implementing interventions (large group, small group, and individual).

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.

Park Rapids Public School District (0309-01) is using the following approved professional development program:

- CORE OLLA

Date of expected completion for Phase 1 Professional Development: 05/19/2025

Synchronous professional development sessions were facilitated by:

- Local Certified Trained Facilitator

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

Yes

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

All teachers will have completed the training by the expected date. One teacher will not have completed the training as they were on an extended leave. They will not be with our District next year.

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:

Coaching, UFLI assessments and implementation checklists, Sonda implementation checklist for fidelity

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:

The Literacy Lead will be supporting teachers in implementing strategies from CORE OL/LA and evidence based practices in the classroom.

The following changes in instructional practices have impacted students :

This model will be implemented in the 2025-2026 and is a part of the District's literacy goals. We do not have this model implemented yet, and, therefore, do not have data from the 2024-2025 school year.

Park Rapids Public School District (0309-01) has implemented the following professional development and support for teachers around culturally responsive practices:

This is an area the District will be looking to add resources and professional development for the 2025-2026 school year. Classroom libraries and school libraries offer a wide variety of text reflecting multiple cultures, languages, and perspectives.

Park Rapids Public School District (0309-01) 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):

Follow-up OL/LA PD sessions, staff development days will focus on literacy strategies, standards work, developing intervention groups, monitoring data, time and training for staff to plan and implement new literacy resources and curriculum.

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	8	7	1	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	2	2	0	0
K-3 Classroom Educators	15	15	0	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	15	15	0	0
K-12 Reading Interventionists	5	5	0	0
K-12 Special Education Educators responsible for reading instruction	20	18	2	0
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	44	34	10	10

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	7	7	0	0
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	2	1	0	0
Grades 6-12 Instructional support staff who provide reading support	8	7	1	1
Grades 6-12 Curriculum Directors	1	1	0	0
Employees who select literacy instructional materials for Grades 6-12	1	1	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Park Rapids Public School District (0309-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$80,390.01

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

\$80,390.01

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

- Contracting or employing a District Literacy Lead

READ Act Literacy Aid

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

Park Rapids Public School District (0309-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$66,900.00

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

- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)

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

\$66900

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

No funds remain.