

1.1 Senator moves to amend H.F. No. 2497, in conference committee, as
1.2 follows:

1.3 On R1 A-3, Senate language, (UEH2497-1)

1.4 Page 51, delete article 3 and insert:

1.5 **"ARTICLE 3**
1.6 **READ ACT**

1.7 Section 1. **[120B.1117] TITLE; THE READ ACT.**

1.8 Sections 120B.1117 to 120B.124 may be cited as the "Reading to Ensure Academic
1.9 Development Act" or the "Read Act."

1.10 Sec. 2. **[120B.1118] READ ACT DEFINITIONS.**

1.11 Subdivision 1. **Read Act.** For purposes of sections 120B.1117 to 120B.124, the following
1.12 terms have the meanings given.

1.13 Subd. 2. **CAREI.** "CAREI" means the Center for Applied Research and Educational
1.14 Improvement at the University of Minnesota.

1.15 Subd. 3. **District.** "District" means a school district, charter school, or cooperative unit
1.16 as defined in section 123A.24, subdivision 2.

1.17 Subd. 4. **Evidence-based.** "Evidence-based" means the instruction or item described is
1.18 based on reliable, trustworthy, and valid evidence and has demonstrated a record of success
1.19 in increasing students' reading competency in the areas of phonological and phonemic
1.20 awareness, phonics, vocabulary development, reading fluency, and reading comprehension.
1.21 Evidence-based literacy instruction is explicit, systematic, and includes phonological and
1.22 phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language,
1.23 and comprehension that can be differentiated to meet the needs of individual students.
1.24 Evidence-based instruction does not include the three-cueing system, as defined in
1.25 subdivision 16.

1.26 Subd. 5. **Fluency.** "Fluency" means the ability of students to read text accurately,
1.27 automatically, and with proper expression.

1.28 Subd. 6. **Foundational reading skills.** "Foundational reading skills" includes
1.29 phonological and phonemic awareness, phonics and decoding, and fluency. Foundational
1.30 reading skills appropriate to each grade level must be mastered in kindergarten, grade 1,
1.31 grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate

2.1 mastery of grade-level foundational reading skills must continue to receive explicit,
2.2 systematic instruction to reach mastery.

2.3 Subd. 7. **Literacy specialist.** "Literacy specialist" means a person licensed by the
2.4 Professional Educator Licensing and Standards Board as a teacher of reading, a special
2.5 education teacher, or a kindergarten through grade 6 teacher, who has completed professional
2.6 development approved by the Department of Education in structured literacy. A literacy
2.7 specialist employed by the department under section 120B.123, subdivision 7, or by a district
2.8 as a literacy lead, is not required to complete the approved training before August 30, 2025.

2.9 Subd. 8. **Literacy lead.** "Literacy lead" means a literacy specialist with expertise in
2.10 working with educators as adult learners. A district literacy lead must support the district's
2.11 implementation of the Read Act; provide support to school-based coaches; support the
2.12 implementation of structured literacy, interventions, curriculum delivery, and teacher training;
2.13 assist with the development of personal learning plans; and train paraprofessionals and other
2.14 support staff to support classroom literacy instruction. A literacy lead may be employed by
2.15 one district, jointly by two or more districts, or may provide services to districts through a
2.16 partnership with the regional service cooperatives or another district.

2.17 Subd. 9. **MTSS.** "Multitiered system of support" or "MTSS" means a systemic, continuous
2.18 improvement framework for ensuring positive social, emotional, behavioral, developmental,
2.19 and academic outcomes for every student. The MTSS framework provides access to layered
2.20 tiers of culturally and linguistically responsive, evidence-based practices and relies on the
2.21 understanding and belief that every student can learn and thrive. Through a MTSS at the
2.22 core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high
2.23 quality, evidence-based instruction and intervention that is matched to a student's needs;
2.24 progress is monitored to inform instruction and set goals and data is used for educational
2.25 decision making.

2.26 Subd. 10. **Oral language.** "Oral language," also called "spoken language," includes
2.27 speaking and listening, and consists of five components: phonology, morphology, syntax,
2.28 semantics, and pragmatics.

2.29 Subd. 11. **Phonemic awareness.** "Phonemic awareness" means the ability to notice,
2.30 think about, and manipulate individual sounds in spoken syllables and words.

2.31 Subd. 12. **Phonics instruction.** "Phonics instruction" means the explicit, systematic,
2.32 and direct instruction of the relationships between letters and the sounds they represent and
2.33 the application of this knowledge in reading and spelling.

3.1 Subd. 13. **Progress monitoring.** "Progress monitoring" means using data collected to
 3.2 inform whether interventions are working. Progress monitoring involves ongoing monitoring
 3.3 of progress that quantifies rates of improvement and informs instructional practice and the
 3.4 development of individualized programs using state-approved screening that is reliable and
 3.5 valid for the intended purpose.

3.6 Subd. 14. **Reading comprehension.** "Reading comprehension" means a function of
 3.7 word recognition skills and language comprehension skills. It is an active process that
 3.8 requires intentional thinking during which meaning is constructed through interactions
 3.9 between the text and reader. Comprehension skills are taught explicitly by demonstrating,
 3.10 explaining, modeling, and implementing specific cognitive strategies to help beginning
 3.11 readers derive meaning through intentional, problem-solving thinking processes.

3.12 Subd. 15. **Structured literacy.** "Structured literacy" means an approach to reading
 3.13 instruction in which teachers carefully structure important literacy skills, concepts, and the
 3.14 sequence of instruction to facilitate children's literacy learning and progress. Structured
 3.15 literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic
 3.16 instruction in phonemic awareness, phonics, fluency, vocabulary and oral language
 3.17 development, and reading comprehension.

3.18 Subd. 16. **Three-cueing system.** "Three-cueing system," also known as "meaning
 3.19 structure visual (MSV)," means a method that teaches students to use meaning, structure
 3.20 and syntax, and visual cues when attempting to read an unknown word.

3.21 Subd. 17. **Vocabulary development.** "Vocabulary development" means the process of
 3.22 acquiring new words. A robust vocabulary improves all areas of communication, including
 3.23 listening, speaking, reading, and writing. Vocabulary growth is directly related to school
 3.24 achievement and is a strong predictor for reading success.

3.25 Sec. 3. Minnesota Statutes 2022, section 120B.12, is amended to read:

3.26 ~~**120B.12 READING PROFICIENTLY NO LATER THAN THE END OF GRADE**~~
 3.27 ~~**3 READ ACT GOAL AND INTERVENTIONS.**~~

3.28 Subdivision 1. **Literacy goal.** (a) The legislature seeks to have every child reading at
 3.29 or above grade level ~~no later than the end of grade 3, including English learners, and that~~
 3.30 ~~teachers provide comprehensive, scientifically based every year, beginning in kindergarten,~~
 3.31 and to support multilingual learners and students receiving special education services in
 3.32 achieving their individualized reading goals. By the 2026-2027 school year, districts must
 3.33 provide evidence-based reading instruction consistent with section 122A.06, subdivision 4

4.1 through a focus on student mastery of the foundational reading skills of phonemic awareness,
4.2 phonics, and fluency, as well as the development of oral language, vocabulary, and reading
4.3 comprehension skills. Students must receive evidence-based instruction that is proven to
4.4 effectively teach children to read, consistent with sections 120B.1117 to 120B.124.

4.5 (b) To meet this goal, each district must provide teachers and instructional support staff
4.6 with responsibility for teaching reading with training on evidence-based reading instruction
4.7 that is approved by the Department of Education by the deadlines provided in this
4.8 subdivision. The commissioner may grant a district an extension to the deadlines in this
4.9 paragraph. Beginning July 1, 2024, a district must provide access to the training required
4.10 under section 120B.123, subdivision 5, to:

4.11 (1) intervention teachers working with students in kindergarten through grade 12;

4.12 (2) all classroom teachers of students in kindergarten through grade 3 and children in
4.13 prekindergarten programs;

4.14 (3) special education teachers;

4.15 (4) curriculum directors;

4.16 (5) instructional support staff who provide reading instruction; and

4.17 (6) employees who select literacy instructional materials for a district.

4.18 (c) All other teachers and instructional staff required to receive training under the Read
4.19 Act must complete the training no later than July 1, 2027.

4.20 (d) Districts are strongly encouraged to adopt a MTSS framework. The framework should
4.21 include a process for monitoring student progress, evaluating program fidelity, and analyzing
4.22 student outcomes and needs in order to design and implement ongoing evidenced-based
4.23 instruction and interventions.

4.24 **Subd. 2. Identification; report.** ~~(a) Each school district must identify before the end of~~
4.25 Twice per year, each school district must screen every student enrolled in kindergarten,
4.26 grade 1, and grade 2 all students who are not reading at grade level, and grade 3 using a
4.27 screening tool approved by the Department of Education. Students identified as not reading
4.28 at grade level by the end of enrolled in kindergarten, grade 1, and grade 2, and grade 3,
4.29 including multilingual learners and students receiving special education services, must be
4.30 universally screened, in a locally determined manner, for mastery of foundational reading
4.31 skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for
4.32 characteristics of dyslexia as measured by a screening tool approved by the Department of
4.33 Education. The screening for characteristics of dyslexia may be integrated with universal

5.1 screening for mastery of foundational skills and oral language. A district must submit data
5.2 on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational
5.3 reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language
5.4 to the Department of Education in the annual local literacy plan submission due on June
5.5 15.

5.6 (b) ~~Students in grade 3 or higher who demonstrate a reading difficulty to a classroom~~
5.7 ~~teacher~~ grades 4 and above, including multilingual learners and students receiving special
5.8 education services, who do not demonstrate mastery of foundational reading skills, including
5.9 phonemic awareness, phonics, decoding, fluency, and oral language, must be screened, in
5.10 ~~a locally determined manner, using a screening tool approved by the Department of Education~~
5.11 ~~for characteristics of dyslexia, unless a different reason for the reading difficulty has been~~
5.12 ~~identified, and must continue to receive evidence-based instruction, interventions, and~~
5.13 progress monitoring until the students achieve grade-level proficiency. A parent, in
5.14 consultation with a teacher, may opt a student out of the literacy screener if the parent and
5.15 teacher decide that continuing to screen would not be beneficial to the student. In such
5.16 limited cases, the student must continue to receive progress monitoring and literacy
5.17 interventions.

5.18 (c) Reading ~~assessments~~ screeners in English, and in the predominant languages of
5.19 district students where practicable, must identify and evaluate students' areas of academic
5.20 need related to literacy. The district also must monitor the progress and provide reading
5.21 instruction appropriate to the specific needs of ~~English~~ multilingual learners. The district
5.22 must use ~~a locally adopted~~ an approved, developmentally appropriate, and culturally
5.23 responsive ~~assessment~~ screener and annually report summary ~~assessment~~ screener results
5.24 to the commissioner by ~~July 1~~ June 15 in the form and manner determined by the
5.25 commissioner.

5.26 (d) The district also must ~~annually report to the commissioner by July 1~~ include in its
5.27 literacy plan under subdivision 4a, a summary of the district's efforts to screen and, identify,
5.28 and provide interventions to students who demonstrate characteristics of dyslexia using as
5.29 measured by a screening tools such as those recommended by the department's dyslexia
5.30 specialist tool approved by the Department of Education. Districts are strongly encouraged
5.31 to use the MTSS framework. With respect to students screened or identified under paragraph
5.32 (a), the report must include:

5.33 (1) a summary of the district's efforts to screen for dyslexia;

5.34 (2) the number of students universally screened for that reporting year; ~~and~~

6.1 (3) the number of students demonstrating characteristics of dyslexia for that year; and
 6.2 ~~(e) A student~~ (4) an explanation of how students identified under this subdivision ~~must~~
 6.3 ~~be~~ are provided with alternate instruction and interventions under section 125A.56,
 6.4 subdivision 1.

6.5 Subd. 2a. **Parent notification and involvement.** A district must administer a reading
 6.6 screeener to students in kindergarten through grade 3 within the first six weeks of the school
 6.7 year, and again within the last six weeks of the school year. Schools, at least ~~annually~~
 6.8 biannually after administering each screener, must give the parent of each student who is
 6.9 not reading at or above grade level timely information about:

6.10 (1) the student's reading proficiency as measured by a ~~locally adopted assessment~~ screener
 6.11 approved by the Department of Education;

6.12 (2) reading-related services currently being provided to the student and the student's
 6.13 progress; and

6.14 (3) strategies for parents to use at home in helping their student succeed in becoming
 6.15 grade-level proficient in reading in English and in their native language.

6.16 A district may not use this section to deny a student's right to a special education
 6.17 evaluation.

6.18 Subd. 3. **Intervention.** (a) For each student identified under subdivision 2, the district
 6.19 shall provide reading intervention to accelerate student growth and reach the goal of reading
 6.20 at or above grade level by the end of the current grade and school year. A district is
 6.21 encouraged to provide reading intervention through a MTSS framework. If a student does
 6.22 not read at or above grade level by the end of ~~grade 3~~ the current school year, the district
 6.23 must continue to provide reading intervention until the student reads at grade level. District
 6.24 intervention methods shall encourage family engagement and, where possible, collaboration
 6.25 with appropriate school and community programs. ~~Intervention methods that specialize in~~
 6.26 evidence-based instructional practices and measure mastery of foundational reading skills,
 6.27 including phonemic awareness, phonics, decoding, fluency, and oral language. By the
 6.28 2025-2026 school year, intervention programs must be taught by an intervention teacher or
 6.29 special education teacher who has successfully completed training in evidence-based reading
 6.30 instruction approved by the Department of Education. Intervention may include, but are is
 6.31 not limited to, requiring student attendance in summer school, intensified reading instruction
 6.32 that may require that the student be removed from the regular classroom for part of the
 6.33 school day, extended-day programs, or programs that strengthen students' cultural
 6.34 connections.

7.1 (b) A ~~school~~ district or charter school is strongly encouraged to provide a personal
 7.2 learning plan for a student who is unable to demonstrate grade-level proficiency, as measured
 7.3 by the statewide reading assessment in grade 3 or a screener identified by the Department
 7.4 of Education under section 120B.123. The district or charter school must determine the
 7.5 format of the personal learning plan in collaboration with the student's educators and other
 7.6 appropriate professionals. The school must develop the learning plan in consultation with
 7.7 the student's parent or guardian. The personal learning plan must include targeted instruction
 7.8 that is evidence-based and ongoing progress monitoring, and address knowledge gaps and
 7.9 skill deficiencies through strategies such as specific exercises and practices during and
 7.10 outside of the regular school day, group interventions, periodic assessments or screeners,
 7.11 and reasonable timelines. The personal learning plan may include grade retention, if it is in
 7.12 the student's best interest; a student may not be retained solely due to delays in literacy or
 7.13 not demonstrating grade-level proficiency. A school must maintain and regularly update
 7.14 and modify the personal learning plan until the student reads at grade level. This paragraph
 7.15 does not apply to a student under an individualized education program.

7.16 Subd. 4. **Staff development.** (a) A district must provide training on evidence-based
 7.17 reading instruction to teachers and instructional staff in accordance with subdivision 1,
 7.18 paragraph (b). The training must include teaching in the areas of phonemic awareness,
 7.19 phonics, vocabulary development, reading fluency, reading comprehension, and culturally
 7.20 and linguistically responsive pedagogy.

7.21 (b) Each district shall use the data under subdivision 2 to identify the staff development
 7.22 needs so that:

7.23 (1) elementary teachers are able to implement ~~comprehensive, scientifically-based reading~~
 7.24 ~~and oral language~~ explicit, systematic, evidence-based instruction in the five reading areas
 7.25 of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis
 7.26 on mastery of foundational reading skills as defined in section ~~122A.06, subdivision 4,~~
 7.27 120B.1118 and other literacy-related areas including writing until the student achieves
 7.28 grade-level reading and writing proficiency;

7.29 (2) elementary teachers have sufficient training to provide ~~comprehensive, scientifically~~
 7.30 ~~based reading~~ students with evidence-based reading and oral language instruction that meets
 7.31 students' developmental, linguistic, and literacy needs using the intervention methods or
 7.32 programs selected by the district for the identified students;

7.33 (3) licensed teachers employed by the district have regular opportunities to improve
 7.34 reading and writing instruction;

8.1 (4) licensed teachers recognize students' diverse needs in cross-cultural settings and are
8.2 able to serve the oral language and linguistic needs of students who are English multilingual
8.3 learners by maximizing strengths in their native languages in order to cultivate students'
8.4 English language development, including oral academic language development, and build
8.5 academic literacy; and

8.6 (5) licensed teachers are well trained in culturally responsive pedagogy that enables
8.7 students to master content, develop skills to access content, and build relationships.

8.8 (c) A district must provide staff in early childhood programs sufficient training to provide
8.9 children in early childhood programs with explicit, systematic instruction in phonological
8.10 and phonemic awareness; oral language, including listening comprehension; vocabulary;
8.11 and letter-sound correspondence.

8.12 Subd. 4a. **Local literacy plan.** (a) Consistent with this section, a school district must
8.13 adopt a local literacy plan to have every child reading at or above grade level ~~no later than~~
8.14 ~~the end of grade 3, including English learners~~ every year beginning in kindergarten and to
8.15 support multilingual learners and students receiving special education services in achieving
8.16 their individualized reading goals. A district must update and submit the plan to the
8.17 commissioner by June 15 each year. The plan must be consistent with ~~section 122A.06;~~
8.18 ~~subdivision 4~~ the Read Act, and include the following:

8.19 (1) a process to assess students' foundational reading skills, oral language, and level of
8.20 reading proficiency and data to support the effectiveness of an assessment used to screen
8.21 and identify a student's level of reading proficiency the screeners used, by school site and
8.22 grade level, under section 120B.123;

8.23 (2) a process to notify and involve parents;

8.24 (3) a description of how schools in the district will determine the ~~proper~~ targeted reading
8.25 instruction that is evidence-based and includes an intervention strategy for a student and
8.26 the process for intensifying or modifying the reading strategy in order to obtain measurable
8.27 reading progress;

8.28 (4) evidence-based intervention methods for students who are not reading at or above
8.29 grade level and progress monitoring to provide information on the effectiveness of the
8.30 intervention; ~~and~~

8.31 (5) identification of staff development needs, including a ~~program~~ plan to meet those
8.32 needs;

8.33 (6) the curricula used by school site and grade level;

9.1 (7) a statement of whether the district has adopted a MTSS framework;

9.2 (8) student data using the measures of foundational literacy skills and mastery identified
9.3 by the Department of Education for the following students:

9.4 (i) students in kindergarten through grade 3;

9.5 (ii) students who demonstrate characteristics of dyslexia; and

9.6 (iii) students in grades 4 to 12 who are identified as not reading at grade level; and

9.7 (9) the number of teachers and other staff that have completed training approved by the
9.8 department.

9.9 (b) The district must post its literacy plan on the official school district website and
9.10 submit it to the commissioner of education using the template developed by the commissioner
9.11 of education beginning June 15, 2024.

9.12 (c) By March 1, 2024, the commissioner of education must develop a streamlined template
9.13 for local literacy plans that meets the requirements of this subdivision and requires all
9.14 reading instruction and teacher training in reading instruction to be evidence-based. The
9.15 template must require a district to report information using the student categories required
9.16 in the commissioner's report under paragraph (d). The template must focus district resources
9.17 on improving students' foundational reading skills while reducing paperwork requirements
9.18 for teachers.

9.19 (d) By December 1, 2025, the commissioner of education must submit a report to the
9.20 legislative committees with jurisdiction over prekindergarten through grade 12 education
9.21 summarizing the local literacy plans submitted to the commissioner. The summary must
9.22 include the following information:

9.23 (1) the number of teachers and other staff that have completed training approved by the
9.24 Department of Education;

9.25 (2) by school site and grade, the screeners used at the beginning and end of the school
9.26 year and the reading curriculum used; and

9.27 (3) by school site and grade, using the measurements of foundational literacy skills and
9.28 mastery identified by the department, both aggregated data and disaggregated data using
9.29 the student categories under section 120B.35, subdivision 3, paragraph (a), clause (2).

9.30 Subd. 5. ~~Commissioner~~ Approved screeners. The commissioner ~~shall~~ must recommend
9.31 to districts multiple ~~assessment~~ screening tools to assist districts and teachers with identifying
9.32 students under subdivision 2 and to assess students' reading proficiency. The commissioner

10.1 must identify screeners that may be used for both purposes. A district must administer the
 10.2 approved screeners according to section 120B.123, subdivision 1. The commissioner shall
 10.3 also make available examples of nationally recognized and research-based instructional
 10.4 methods or programs to districts to provide comprehensive, scientifically-based reading
 10.5 instruction and intervention under this section.

10.6 **EFFECTIVE DATE.** This section is effective July 1, 2023.

10.7 Sec. 4. Minnesota Statutes 2022, section 120B.122, subdivision 1, is amended to read:

10.8 Subdivision 1. **Purpose.** The department must employ a dyslexia specialist to provide
 10.9 technical assistance for dyslexia and related disorders and to serve as the primary source of
 10.10 information and support for schools in addressing the needs of students with dyslexia and
 10.11 related disorders. The dyslexia specialist shall also act to increase professional awareness
 10.12 and instructional competencies to meet the educational needs of students with dyslexia or
 10.13 identified with risk characteristics associated with dyslexia and shall develop implementation
 10.14 guidance and make recommendations to the commissioner consistent with ~~section 122A.06,~~
 10.15 ~~subdivision 4~~ sections 120B.1117 to 120B.124, to be used to assist general education teachers
 10.16 and special education teachers to recognize educational needs and to improve literacy
 10.17 outcomes for students with dyslexia or identified with risk characteristics associated with
 10.18 dyslexia, including recommendations related to increasing the availability of online and
 10.19 asynchronous professional development programs and materials.

10.20 Sec. 5. **[120B.123] READ ACT IMPLEMENTATION.**

10.21 Subdivision 1. **Screeners.** A district must administer an approved evidence-based reading
 10.22 screener to students in kindergarten through grade 3 within the first six weeks of the school
 10.23 year, and again within the last six weeks of the school year. The screener must be one of
 10.24 the screening tools approved by the Department of Education. A district must identify the
 10.25 screeners it uses in the district's annual literacy plan, and submit screening data with the
 10.26 annual literacy plan by June 15.

10.27 Subd. 2. **Progress monitoring.** A district must implement progress monitoring, as
 10.28 defined in section 120B.1118, for a student not reading at grade level.

10.29 Subd. 3. **Curriculum.** A district must use evidence-based curriculum and intervention
 10.30 materials at each grade level that are designed to ensure student mastery of phonemic
 10.31 awareness, phonics, vocabulary development, reading fluency, and reading comprehension.
 10.32 Starting July 1, 2023, when a district purchases new literacy curriculum, or literacy

11.1 intervention or supplementary materials, the curriculum or materials must be evidence-based
11.2 as defined in section 120B.1118.

11.3 Subd. 4. **MTSS Framework.** A district is encouraged to use a data-based decision-making
11.4 process within the MTSS framework to determine the evidence-based core reading instruction
11.5 and Tier 2 or Tier 3 intervention required to meet a student's identified needs.

11.6 Subd. 5. **Professional development.** A district must provide training from a menu of
11.7 approved evidence-based training programs to all reading intervention teachers, literacy
11.8 specialists, and other teachers and staff identified in section 120B.12, subdivision 1, paragraph
11.9 (b), by July 1, 2025; and by July 1, 2027, to other teachers in the district, prioritizing teachers
11.10 who work with students with disabilities, English learners, and students who qualify for the
11.11 graduation incentives program under section 124D.68. The commissioner of education may
11.12 grant a district an extension to the deadlines in this subdivision.

11.13 Subd. 6. **Literacy lead.** (a) By August 30, 2025, a district must employ or contract with
11.14 a literacy lead, or be actively supporting a designated literacy specialist through the process
11.15 of becoming a literacy lead. A board may satisfy the requirements of this subdivision by
11.16 contracting with another school board or cooperative unit under section 123A.24 for the
11.17 services of a literacy lead by August 30, 2025.

11.18 (b) A district literacy lead must collaborate with district administrators and staff to
11.19 support the district's implementation of requirements under the Read Act.

11.20 Subd. 7. **Department of Education.** (a) By July 1, 2023, the department must make
11.21 available to districts a list of approved evidence-based screeners in accordance with section
11.22 120B.12. A district must use an approved screener to assess students' mastery of foundational
11.23 reading skills in accordance with section 120B.12.

11.24 (b) The Department of Education must partner with CAREI as required under section
11.25 120B.124 to approve professional development programs, subject to final determination by
11.26 the department. After the implementation partnership under section 120B.124 ends, the
11.27 department must continue to regularly provide districts with information about professional
11.28 development opportunities available throughout the state on reading instruction that is
11.29 evidence-based.

11.30 (c) The department must identify training required for a literacy lead and literacy specialist
11.31 employed by a district or Minnesota service cooperatives.

11.32 (d) The department must employ a literacy specialist to provide support to districts
11.33 implementing the Read Act and coordinate duties assigned to the department under the

12.1 Read Act. The literacy specialist must work on state efforts to improve literacy tracking
12.2 and implementation.

12.3 (e) The department must develop a template for a local literacy plan in accordance with
12.4 section 120B.12, subdivision 4a.

12.5 **EFFECTIVE DATE.** This section is effective the day following final enactment.

12.6 Sec. 6. **[120B.124] READ ACT IMPLEMENTATION PARTNERSHIP.**

12.7 Subdivision 1. **Resources.** The Department of Education must partner with CAREI for
12.8 two years beginning July 1, 2023, until August 30, 2025, to support implementation of the
12.9 Read Act. The department and CAREI must jointly:

12.10 (1) identify at least five literacy curricula and supporting materials that are evidence-based
12.11 or focused on structured literacy by January 1, 2024, and post a list of the curricula on the
12.12 department website. The list must include curricula that use culturally and linguistically
12.13 responsive materials that reflect diverse populations and, to the extent practicable, curricula
12.14 that reflect the experiences of students from diverse backgrounds, including multilingual
12.15 learners, biliterate students, and students who are Black, Indigenous, and People of Color.
12.16 A district is not required to use an approved curriculum, unless the curriculum was purchased
12.17 with state funds that require a curriculum to be selected from a list of approved curricula;

12.18 (2) identify at least three professional development programs that focus on the five pillars
12.19 of literacy and the components of structured literacy by August 15, 2023, subject to final
12.20 approval by the department. The department must post a list of the programs on the
12.21 department website. The programs may include a program offered by CAREI. The
12.22 requirements of section 16C.08 do not apply to the selection of a provider under this section;

12.23 (3) identify evidence-based literacy intervention materials for students in kindergarten
12.24 through grade 12;

12.25 (4) develop an evidence-based literacy lead training program that trains literacy specialists
12.26 throughout Minnesota to support schools' efforts in screening, measuring growth, monitoring
12.27 progress, and implementing interventions in accordance with subdivision 1;

12.28 (5) identify measures of foundational literacy skills and mastery that a district must
12.29 report on a local literacy plan;

12.30 (6) provide guidance to districts about best practices in literacy instruction, and practices
12.31 that are not evidence-based;

13.1 (7) develop MTSS model plans that districts may adopt to support efforts to screen,
 13.2 identify, intervene, and monitor the progress of students not reading at grade level; and

13.3 (8) ensure that teacher professional development options and MTSS framework trainings
 13.4 are geographically equitable by supporting trainings through the regional service
 13.5 cooperatives.

13.6 Subd. 2. **Reconsideration.** The department and CAREI must provide districts an
 13.7 opportunity to request that the department and CAREI add to the list of curricula or
 13.8 professional development programs a specific curriculum or professional development
 13.9 program. The department must publish the request for reconsideration procedure on the
 13.10 department website. A request for reconsideration must demonstrate that the curriculum or
 13.11 professional development program meets the requirements of the Read Act, is
 13.12 evidence-based, and has structured literacy components; or that the screener accurately
 13.13 measures literacy growth, monitors progress, and accurately assesses effective reading,
 13.14 including phonemic awareness, phonics, fluency, vocabulary, and comprehension. The
 13.15 department and CAREI must review the request for reconsideration and approve or deny
 13.16 the request within 60 days.

13.17 Subd. 3. **Support.** The department and CAREI must support district efforts to implement
 13.18 the Read Act by:

13.19 (1) issuing guidance for teachers on implementing curriculum that is evidence-based,
 13.20 or focused on structured literacy;

13.21 (2) providing teachers accessible options for evidence-based professional development
 13.22 focused on structured literacy;

13.23 (3) providing districts with guidance on adopting MTSS; and

13.24 (4) providing districts with literacy implementation guidance and support.

13.25 **EFFECTIVE DATE.** This section is effective the day following final enactment.

13.26 Sec. 7. Minnesota Statutes 2022, section 122A.092, subdivision 5, is amended to read:

13.27 Subd. 5. **Reading strategies.** (a) A teacher preparation provider approved by the
 13.28 Professional Educator Licensing and Standards Board to prepare persons for classroom
 13.29 teacher licensure must include in its teacher preparation programs ~~research-based~~
 13.30 evidence-based best practices in reading, consistent with ~~section 122A.06, subdivision 4~~
 13.31 sections 120B.1117 to 120B.124, that including instruction on phonemic awareness, phonics,
 13.32 vocabulary development, reading fluency, and reading comprehension. Instruction on reading

14.1 must enable the licensure candidate to teach reading in the candidate's content areas. Teacher
14.2 candidates must be instructed in using students' native languages as a resource in creating
14.3 effective differentiated instructional strategies for English learners developing literacy skills.
14.4 A teacher preparation provider also must prepare early childhood and elementary teacher
14.5 candidates for Tier 3 and Tier 4 teaching licenses under sections 122A.183 and 122A.184,
14.6 respectively, for the portion of the examination under section 122A.185, subdivision 1,
14.7 paragraph (c), covering assessment of reading instruction.

14.8 (b) Board-approved teacher preparation programs for teachers of elementary education
14.9 must require instruction in applying ~~comprehensive, scientifically based or evidence-based,~~
14.10 ~~and~~ structured literacy reading instruction programs that:

14.11 (1) teach students to read using foundational knowledge, practices, and strategies
14.12 consistent with ~~section 122A.06, subdivision 4~~ sections 120B.1117 to 120B.124, with
14.13 emphasis on mastery of foundational reading skills so that ~~all~~ students achieve continuous
14.14 progress in reading; and

14.15 (2) teach specialized instruction in reading strategies, interventions, and remediations
14.16 that enable students of all ages and proficiency levels, including multilingual learners and
14.17 students demonstrating characteristics of dyslexia, to become proficient readers.

14.18 (c) Board-approved teacher preparation programs for teachers of elementary education,
14.19 early childhood education, special education, and reading intervention must include
14.20 instruction on dyslexia, as defined in section 125A.01, subdivision 2. Teacher preparation
14.21 programs may consult with the Department of Education, including the dyslexia specialist
14.22 under section 120B.122, to develop instruction under this paragraph. Instruction on dyslexia
14.23 must be modeled on practice standards of the International Dyslexia Association, and must
14.24 address:

14.25 (1) the nature and symptoms of dyslexia;

14.26 (2) resources available for students who show characteristics of dyslexia;

14.27 (3) evidence-based instructional strategies for students who show characteristics of
14.28 dyslexia, including the structured literacy approach; and

14.29 (4) outcomes of intervention and lack of intervention for students who show
14.30 characteristics of dyslexia.

14.31 (d) Nothing in this section limits the authority of a school district to select a school's
14.32 reading program or curriculum.

15.1 Sec. 8. Minnesota Statutes 2022, section 122A.187, subdivision 5, is amended to read:

15.2 Subd. 5. **Reading preparation.** The Professional Educator Licensing and Standards
15.3 Board must adopt rules that require all licensed teachers who are renewing a Tier 3 or Tier
15.4 4 teaching license under sections 122A.183 and 122A.184, respectively, to include in the
15.5 renewal requirements further reading preparation, consistent with ~~section 122A.06,~~
15.6 ~~subdivision 4~~ sections 120B.1117 to 120B.124. The rules do not take effect until they are
15.7 approved by law. Teachers who do not provide direct instruction including, at least,
15.8 counselors, school psychologists, school nurses, school social workers, audiovisual directors
15.9 and coordinators, and recreation personnel are exempt from this section.

15.10 Sec. 9. Minnesota Statutes 2022, section 124D.42, subdivision 8, is amended to read:

15.11 Subd. 8. **Minnesota reading corps program.** (a) A Minnesota reading corps program
15.12 is established to provide ServeMinnesota AmeriCorps members with a data-based
15.13 problem-solving model of literacy instruction to use in helping to train local Head Start
15.14 program providers, other prekindergarten program providers, and staff in schools with
15.15 students in kindergarten through grade 3 to evaluate and teach early literacy skills, including
15.16 ~~comprehensive, scientifically based reading~~ evidence-based literacy instruction under ~~section~~
15.17 ~~122A.06, subdivision 4~~ sections 120B.1117 to 120B.124, to children age 3 to grade 3 and
15.18 interventions for children in kindergarten to grade 12.

15.19 (b) Literacy programs under this subdivision must comply with the provisions governing
15.20 literacy program goals and data use under section 119A.50, subdivision 3, paragraph (b).

15.21 (c) The commission must submit a biennial report to the committees of the legislature
15.22 with jurisdiction over kindergarten through grade 12 education that records and evaluates
15.23 program data to determine the efficacy of the programs under this subdivision.

15.24 Sec. 10. Minnesota Statutes 2022, section 124D.98, is amended by adding a subdivision
15.25 to read:

15.26 Subd. 5. **Literacy incentive aid uses.** A school district must use its literacy incentive
15.27 aid to support implementation of evidence-based reading instruction. The following are
15.28 eligible uses of literacy incentive aid:

15.29 (1) training for kindergarten through grade 3 teachers, early childhood educators, special
15.30 education teachers, reading intervention teachers working with students in kindergarten
15.31 through grade 12, curriculum directors, and instructional support staff that provide reading
15.32 instruction, on using evidence-based screening and progress monitoring tools;

16.1 (2) evidence-based training using a training program approved by the Department of
16.2 Education;

16.3 (3) employing or contracting with a literacy lead, as defined in section 120B.1118;

16.4 (4) materials, training, and ongoing coaching to ensure reading interventions under
16.5 section 125A.56, subdivision 1, are evidence-based; and

16.6 (5) costs of substitute teachers to allow teachers to complete required training during
16.7 the teachers' contract day.

16.8 **EFFECTIVE DATE.** This section is effective July 1, 2023.

16.9 Sec. 11. **APPROPRIATIONS; READ ACT.**

16.10 Subdivision 1. **Department of Education.** The sums indicated in this section are
16.11 appropriated from the general fund to the Department of Education for the fiscal years
16.12 designated.

16.13 Subd. 2. **CAREI.** (a) To contract with the Center for Applied Research and Educational
16.14 Improvement at the University of Minnesota for the Read Act implementation partnership
16.15 under section 120B.124:

16.16 \$ 4,200,000 2024

16.17 \$ 0 2025

16.18 (b) This appropriation is available until June 30, 2026.

16.19 (c) The base for fiscal year 2026 and later is \$0.

16.20 Subd. 3. **Read Act curriculum and intervention materials reimbursement.** (a) To
16.21 reimburse school districts, charter schools, and cooperatives for evidence-based literacy
16.22 supports for children in prekindergarten through grade 12 based on structured literacy:

16.23 \$ 35,000,000 2024

16.24 (b) The commissioner must use this appropriation to reimburse school districts, charter
16.25 schools, and cooperatives for approved evidence-based structured literacy curriculum and
16.26 supporting materials, and intervention materials purchased after July 1, 2021. An applicant
16.27 must apply for the reimbursement in the form and manner determined by the commissioner.

16.28 (c) The commissioner must report to the legislative committees with jurisdiction over
16.29 kindergarten through grade 12 education the districts and charter schools that receive literacy
16.30 grants and the amounts of each grant, by January 15, 2025, according to Minnesota Statutes,
16.31 section 3.195.

17.1 (d) A school district or charter school must purchase curriculum and instructional
 17.2 materials that reflect diverse populations.

17.3 (e) Of this amount, up to \$250,000 is available for grant administration.

17.4 (f) This is a onetime appropriation and is available until June 30, 2028.

17.5 Subd. 4. **Read Act professional development.** (a) For evidence-based training on
 17.6 structured literacy for teachers working in school districts, charter schools, and cooperatives:

17.7 \$ 34,950,000 2024

17.8 \$ 0 2025

17.9 (b) Of the amount in paragraph (a), \$18,000,000 is for regional literacy networks and
 17.10 \$16,700,000 is for statewide training. The department must use the funding to develop
 17.11 regional literacy networks as a partnership between the department and the Minnesota
 17.12 service cooperatives, and to administer statewide training based in structured literacy to be
 17.13 offered free to school districts and charter schools and facilitated by the regional literacy
 17.14 networks and the department. The regional literacy networks must focus on implementing
 17.15 comprehensive literacy reform efforts based on structured literacy. Each regional literacy
 17.16 network must add a literacy lead position and establish a team of trained literacy coaches
 17.17 to facilitate evidence-based structured literacy training opportunities and ongoing supports
 17.18 to school districts and charter schools in each of their regions.

17.19 (c) Of the amount in paragraph (a), \$250,000 is for administration.

17.20 (d) If funds remain unspent on July 1, 2026, the commissioner must expand eligibility
 17.21 for approved training to include principals and other district, charter school, or cooperative
 17.22 administrators.

17.23 (e) The commissioner must report to the legislative committees with jurisdiction over
 17.24 kindergarten through grade 12 education the number of teachers from each district who
 17.25 received approved structured literacy training using funds under this subdivision, and the
 17.26 amounts awarded to districts, charter schools, or cooperatives.

17.27 (f) The regional literacy networks and staff at the Department of Education must provide
 17.28 ongoing support to school districts, charter schools, and cooperatives implementing
 17.29 evidence-based literacy instruction.

17.30 (g) This appropriation is available until June 30, 2028. The base for fiscal year 2026 and
 17.31 later is \$7,750,000, of which \$6,500,000 is for the regional literacy networks and \$1,250,000
 17.32 is for statewide training.

18.1 Subd. 5. Department literacy specialist. (a) For a full-time literacy specialist at the
 18.2 Department of Education:

18.3 \$ \$250,000 2024

18.4 \$ \$250,000 2025

18.5 (b) The base for fiscal year 2026 and later is \$250,000.

18.6 Sec. 12. **REPEALER.**

18.7 Minnesota Statutes 2022, section 122A.06, subdivision 4, is repealed."

18.8 Amend the title accordingly