

This Document can be made available in alternative formats upon request

State of Minnesota

HOUSE OF REPRESENTATIVES

NINETY-THIRD SESSION

H. F. No. 1013

01/30/2023 Authored by Robbins, Mueller, Urdahl and Bakeberg
The bill was read for the first time and referred to the Committee on Education Policy

1.1 A bill for an act
1.2 relating to education; requiring evidence-based literacy instruction; requiring a
1.3 report; appropriating money; amending Minnesota Statutes 2022, sections 120B.12;
1.4 120B.122, subdivision 1; 122A.092, subdivision 5, by adding a subdivision;
1.5 122A.185, subdivision 1; 122A.187, subdivision 5; 124D.42, subdivision 8;
1.6 proposing coding for new law in Minnesota Statutes, chapter 120B; repealing
1.7 Minnesota Statutes 2022, section 122A.06, subdivision 4.

1.8 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.9 Section 1. Minnesota Statutes 2022, section 120B.12, is amended to read:

1.10 120B.12 READING PROFICIENTLY NO LATER THAN THE END OF GRADE

1.11 3.

1.12 Subdivision 1. Literacy goal. The legislature seeks to have every child reading at or
1.13 above grade level no later than the end of grade 3, including English learners, and that
1.14 teachers provide ~~comprehensive, scientifically based reading~~ evidence-based literacy
1.15 instruction ~~consistent with section 122A.06, subdivision 4.~~ Students who cannot read at
1.16 grade level by the end of grade 3 are more likely to drop out of high school and more likely
1.17 to have worse long-term economic and health outcomes. The legislature finds that the costs
1.18 associated with comprehensive evidence-based literacy instruction and high-quality
1.19 instructional materials is an investment in the future of every child and our state.

1.20 Subd. 1a. Definitions. (a) For purposes of this section, the terms defined in this
1.21 subdivision have the meanings given.

1.22 (b) "Effective teacher" means a teacher whose most recent summative evaluation did
1.23 not result in placing or otherwise keeping the teacher in an improvement process pursuant
1.24 to section 122A.40, subdivision 8, or 122A.41, subdivision 5.

2.1 (c) "Evidence-based literacy instruction" means structured instructional practices,
 2.2 including sequential, systematic, explicit, and cumulative teaching practices that:

2.3 (1) are based on reliable, trustworthy, and valid evidence consistent with science-based
 2.4 reading research;

2.5 (2) are used in core or general instruction, supplemental instruction, intervention services,
 2.6 and intensive intervention services; and

2.7 (3) may be differentiated in order to meet the individual needs of students.

2.8 (d) "High-quality instructional materials" means instructional materials that are aligned
 2.9 to science-based reading research.

2.10 (e) "Science-based reading research" means research that:

2.11 (1) applies rigorous, systematic, and objective observational or experimental procedures
 2.12 to obtain knowledge relevant to reading development, reading instruction, and reading and
 2.13 writing difficulties; and

2.14 (2) explains how proficient reading and writing develop, why some children have
 2.15 difficulties developing key literacy skills, and how schools can best assess and instruct early
 2.16 literacy, including the use of evidence-based literacy instruction practices to promote reading
 2.17 and writing achievement.

2.18 Subd. 2. **Identification; report.** (a) Each school district must ~~identify before the end of~~
 2.19 ~~kindergarten, grade 1, and grade 2 all students who are not reading at grade level~~ assess the
 2.20 reading skills of a student in kindergarten through grade 3 at the beginning, middle, and
 2.21 end of the school year; identify students not reading at grade level; and use the assessments
 2.22 to recommend appropriate interventions for students not reading at grade level. Students
 2.23 identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must
 2.24 be screened, in a locally determined manner, for characteristics of dyslexia.

2.25 (b) Students in grade 3 or higher who demonstrate a reading difficulty to a classroom
 2.26 teacher must be screened, in a locally determined manner, for characteristics of dyslexia,
 2.27 unless a different reason for the reading difficulty has been identified.

2.28 (c) Reading assessments in English, and in the predominant languages of district students
 2.29 where practicable, must identify and evaluate students' areas of academic need related to
 2.30 literacy. The district also must monitor the progress and provide reading instruction
 2.31 appropriate to the specific needs of English learners. The district must use a locally adopted,
 2.32 developmentally appropriate, and culturally responsive assessment and annually report
 2.33 summary assessment results to the commissioner by July 1.

3.1 (d) The district also must annually report to the commissioner by July 1 a summary of
 3.2 the district's efforts to screen and identify students who demonstrate characteristics of
 3.3 dyslexia using screening tools such as those recommended by the department's dyslexia
 3.4 specialist. With respect to students screened or identified under paragraph (a), the report
 3.5 must include:

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

3.7 (2) the number of students screened for that reporting year; and

3.8 (3) the number of students demonstrating characteristics of dyslexia for that year.

3.9 (e) A student identified under this subdivision must be provided with alternate instruction
 3.10 under section 125A.56, subdivision 1.

3.11 Subd. 2a. **Parent notification and involvement.** (a) Within two weeks of assessing a
 3.12 student's reading skills under subdivision 2, paragraph (a), schools, at least annually, must
 3.13 give the parent of each student who is not reading at or above grade level timely information
 3.14 about:

3.15 (1) the student's reading proficiency as measured by a locally adopted assessment;

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

3.18 (3) ~~strategies for parents to use at home in helping their student succeed in becoming~~
 3.19 ~~grade-level proficient in reading in English and in their native language.~~ the reading
 3.20 improvement plan under subdivision 3 and the resources identified by the Department of
 3.21 Education.

3.22 (b) A district may not use this section to deny a student's right to a special education
 3.23 evaluation.

3.24 Subd. 3. **Intervention Reading improvement plan.** (a) For each student identified
 3.25 under subdivision 2, the district shall provide reading intervention to accelerate student
 3.26 growth and reach the goal of reading at or above grade level by the end of the current grade
 3.27 and school year. If a student does not read at or above grade level by the end of grade 3,
 3.28 the district must ~~continue to provide~~ more intensive reading intervention interventions that
 3.29 must be taught by an effective teacher until the student reads at grade level. District
 3.30 intervention methods shall encourage family engagement and, where possible, collaboration
 3.31 with appropriate school and community programs. Intervention methods may include, but
 3.32 are not limited to, more frequent progress monitoring, requiring attendance in summer
 3.33 school or a summer reading camp, intensified reading instruction that may require that the

4.1 student be removed from the regular classroom for part of the school day, extended-day
4.2 programs, or programs that strengthen students' cultural connections.

4.3 (b) A school district or charter school ~~is strongly encouraged to~~ must provide a personal
4.4 learning reading improvement plan for a student in kindergarten through grade 4 who is
4.5 unable to demonstrate grade-level proficiency, ~~as measured by the statewide reading~~
4.6 assessment in grade 3 within 30 days of being identified as not reading at grade level. The
4.7 district or charter school must determine the format of the personal learning plan in
4.8 collaboration with the student's educators and other appropriate professionals. The school
4.9 must develop the learning plan in consultation with the student's parent or guardian. The
4.10 personal learning plan must identify the research-based intervention services the student
4.11 will receive to address knowledge gaps and skill deficiencies ~~through strategies such as~~
4.12 ~~specific exercises and practices during and outside of the regular school day, periodic~~
4.13 ~~assessments, and reasonable timelines~~. The personal learning plan may include grade
4.14 retention, if it is in the student's best interest. A school must maintain and regularly update
4.15 and modify the personal learning plan until the student reads at grade level. This paragraph
4.16 does not apply to a student under an individualized education program.

4.17 (c) A school district or charter school must provide summer reading camp opportunities
4.18 to all students in kindergarten through grade 3 who are unable to demonstrate grade level
4.19 reading proficiency. A district or charter school must notify the parent of a student who
4.20 does not read at grade level by the middle of grade 2 of the summer reading camp
4.21 opportunities available the following summer. Notwithstanding any law to the contrary, a
4.22 school district or charter school may use extended time revenue for summer reading camps.

4.23 Subd. 4. **Staff development and other systems of support for educators.** (a) Each
4.24 district ~~shall~~ must use the data under subdivision 2 to identify the staff development needs
4.25 so that:

4.26 (1) elementary teachers are able to implement ~~comprehensive, scientifically based reading~~
4.27 ~~and oral language~~ evidence-based literacy instruction ~~in the five reading areas of phonemic~~
4.28 ~~awareness, phonics, fluency, vocabulary, and comprehension as defined in section 122A.06,~~
4.29 ~~subdivision 4,~~ and other literacy-related areas including writing until the student achieves
4.30 grade-level reading proficiency;

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

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

5.3 (4) licensed teachers recognize students' diverse needs in cross-cultural settings and are
5.4 able to serve the oral language and linguistic needs of students who are English learners by
5.5 maximizing strengths in their native languages in order to cultivate students' English language
5.6 development, including oral academic language development, and build academic literacy;
5.7 and

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

5.10 (b) District support for educators must include job-embedded coaching support for
5.11 kindergarten through grade 3 teachers that includes:

5.12 (1) on-site teacher training on evidence-based literacy instruction and data-based decision
5.13 making;

5.14 (2) opportunities to co-teach or observe teaching; and

5.15 (3) immediate feedback for improving instruction.

5.16 (c) The Department of Education must provide the list of recommended assessment
5.17 systems and training under subdivision 5 to ensure teachers have the knowledge and skills
5.18 to teach all students to read.

5.19 Subd. 4a. **Local literacy plan.** (a) Consistent with this section, a school district must
5.20 adopt a local literacy plan to have every child reading at or above grade level no later than
5.21 the end of grade 3, including English learners. The plan must ~~be consistent with section~~
5.22 ~~122A.06, subdivision 4, and~~ include the following:

5.23 (1) a process to assess students' level of reading proficiency and data to support the
5.24 effectiveness of an assessment used to screen and identify a student's level of reading
5.25 proficiency;

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

5.27 (3) a description of how schools in the district will determine the proper reading
5.28 ~~intervention strategy~~ improvement plan for a student and the process for intensifying or
5.29 modifying the reading ~~strategy~~ improvement plan in order to obtain measurable reading
5.30 progress;

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

6.4 (5) identification of staff development needs, including a program to meet those needs.

6.5 (b) The district must post its literacy plan on the official school district website.

6.6 (c) A district that uses a literacy assessment tool that is not approved by the commissioner
 6.7 must clearly identify the literacy assessment tool in its literacy plan and state that the tool
 6.8 is not approved by the commissioner.

6.9 Subd. 5. **Commissioner.** (a) The commissioner shall recommend to districts multiple
 6.10 valid and reliable assessment tools systems to assist districts and teachers with ~~identifying~~
 6.11 ~~students under subdivision 2.~~ screening and monitoring student progress toward grade-level
 6.12 reading. The recommended reading assessment systems must:

6.13 (1) administer a screening assessment three times per year with progress monitoring
 6.14 capabilities and a diagnostic tool to support teachers with targeting instruction based on
 6.15 student needs;

6.16 (2) measure, at a minimum, phonological awareness, decoding, fluency, vocabulary,
 6.17 and comprehension; and

6.18 (3) identify students not reading at grade level, including identifying students with
 6.19 characteristics of dyslexia.

6.20 (b) In considering assessment systems for approval, the commissioner must also consider,
 6.21 at a minimum, the following factors:

6.22 (1) the time required to conduct the assessment in order to minimize the impact on
 6.23 instructional time;

6.24 (2) the timeliness in reporting assessment results to teachers, administrators, and parents;
 6.25 and

6.26 (3) the integration of assessment and instruction the system provides.

6.27 (c) The commissioner must provide training to teachers on administering the assessments
 6.28 and using the data to inform instruction based on student needs.

6.29 (d) The commissioner shall also must make available examples of nationally recognized
 6.30 and research-based instructional methods or programs to districts to provide ~~comprehensive,~~
 6.31 ~~scientifically based reading~~ evidence-based literacy instruction and intervention under this
 6.32 section.

7.1 (e) The commissioner must provide districts science-based reading research, and resources
 7.2 drawing on the research that schools and families can use to support evidence-based literacy
 7.3 instruction.

7.4 Subd. 6. **Reporting.** (a) By September 1 of each year, a school district must submit a
 7.5 report, in the format determined by the commissioner, to the commissioner and publish the
 7.6 report on the district's website. The report must include the following information for the
 7.7 preceding school year:

7.8 (1) the district's policies relating to grade retention and promotion;

7.9 (2) the number and percentage of all students, by grade, performing at each level of
 7.10 achievement on the reading and math Minnesota Comprehensive Assessments, the number
 7.11 and percentage of students given an approved alternative standardized reading assessment,
 7.12 and the percentage of students performing at each achievement level on the alternative
 7.13 standardized reading assessment; and

7.14 (3) the number and percentage of all students, by grade, reading at grade level as
 7.15 determined by assessments administered at the beginning, middle, and end of the school
 7.16 year.

7.17 (b) The commissioner must compile the information reported by districts under paragraph
 7.18 (a), including state-level summary information, and report the information to the chairs and
 7.19 ranking minority members of the legislative committees with jurisdiction over kindergarten
 7.20 through grade 12 education by December 15 of each year. The commissioner must also
 7.21 publish the information on the department's website.

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

7.23 Sec. 2. **[120B.121] SCHOOL RECOGNITION PROGRAM.**

7.24 Subdivision 1. **Establishment.** The commissioner must establish a school recognition
 7.25 fund program to award school sites that provide science-based reading and evidence-based
 7.26 literacy instruction and improve the reading skills of students in kindergarten through grade
 7.27 3. The program must award school sites whose students make demonstrable improvement
 7.28 in reading skills with up to \$100 per pupil, depending on the availability of funds appropriated
 7.29 and the number and size of schools selected to receive the recognition award funds.

7.30 Subd. 2. **Use of funds.** (a) A school site must establish a staff advisory council to
 7.31 determine how to use funds awarded under this section. A school site may use recognition
 7.32 award funds for:

- 8.1 (1) nonrecurring bonuses to teachers and other staff;
- 8.2 (2) nonrecurring expenses for educational equipment or materials to assist in maintaining
 8.3 or improving student performance; or
- 8.4 (3) temporary personnel for the school to assist in maintaining and improving student
 8.5 performance.
- 8.6 (b) If the staff advisory council cannot reach an agreement by February 1, the award
 8.7 funds must be equally distributed to all classroom teachers currently teaching in the school.
- 8.8 (c) Notwithstanding any law to the contrary, incentive awards for the school recognition
 8.9 program are not subject to collective bargaining.

8.10 **EFFECTIVE DATE.** This section is effective July 1, 2024.

8.11 Sec. 3. Minnesota Statutes 2022, section 120B.122, subdivision 1, is amended to read:

8.12 Subdivision 1. **Purpose.** The department must employ a dyslexia specialist to provide
 8.13 technical assistance for dyslexia and related disorders and to serve as the primary source of
 8.14 information and support for schools in addressing the needs of students with dyslexia and
 8.15 related disorders. The dyslexia specialist shall also act to increase professional awareness
 8.16 and instructional competencies to meet the educational needs of students with dyslexia or
 8.17 identified with risk characteristics associated with dyslexia and shall develop implementation
 8.18 guidance and make recommendations to the commissioner consistent with section ~~122A.06,~~
 8.19 ~~subdivision 4~~ 120B.12, subdivision 1a, to be used to assist general education teachers and
 8.20 special education teachers to recognize educational needs and to improve literacy outcomes
 8.21 for students with dyslexia or identified with risk characteristics associated with dyslexia,
 8.22 including recommendations related to increasing the availability of online and asynchronous
 8.23 professional development programs and materials.

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

8.25 Sec. 4. Minnesota Statutes 2022, section 122A.092, is amended by adding a subdivision
 8.26 to read:

8.27 Subd. 3a. **Reading endorsement.** The board must adopt rules creating a reading
 8.28 endorsement. A candidate seeking the endorsement must complete a study program in
 8.29 science-based reading research and evidence-based literacy instruction, and pass a rigorous
 8.30 assessment of science-based reading research and evidence-based literacy instruction.

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

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

9.2 Subd. 5. **Reading strategies.** (a) A teacher preparation provider approved by the
 9.3 Professional Educator Licensing and Standards Board to prepare persons for classroom
 9.4 teacher licensure must include in its teacher preparation programs ~~research-based best~~
 9.5 practices in ~~reading science-based reading research and evidence-based literacy instruction,~~
 9.6 consistent with section ~~122A.06, subdivision 4~~ 120B.12, subdivision 1a, that enable the
 9.7 licensure candidate to teach reading in the candidate's content areas. Teacher candidates
 9.8 must be instructed in using students' native languages as a resource in creating effective
 9.9 differentiated instructional strategies for English learners developing literacy skills. A teacher
 9.10 preparation provider also must prepare early childhood and elementary teacher candidates
 9.11 for Tier 3 and Tier 4 teaching licenses under sections 122A.183 and 122A.184, respectively,
 9.12 for the portion of the examination under section 122A.185, subdivision 1, paragraph (c),
 9.13 covering assessment of reading instruction.

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

9.17 (1) teach students to read using foundational knowledge, practices, and strategies
 9.18 consistent with section ~~122A.06, subdivision 4~~ 120B.12, subdivision 1a, so that all students
 9.19 achieve continuous progress in reading; and

9.20 (2) teach specialized instruction in reading strategies, interventions, and remediations
 9.21 that enable students of all ages and proficiency levels to become proficient readers.

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

9.29 (1) the nature and symptoms of dyslexia;

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

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

10.1 (4) outcomes of intervention and lack of intervention for students who show
10.2 characteristics of dyslexia.

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

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

10.6 Sec. 6. Minnesota Statutes 2022, section 122A.185, subdivision 1, is amended to read:

10.7 Subdivision 1. **Tests.** (a) The Professional Educator Licensing and Standards Board
10.8 must adopt rules requiring a candidate to demonstrate a passing score on a board-adopted
10.9 examination of skills in reading, writing, and mathematics before being granted a Tier 4
10.10 teaching license under section 122A.184 to provide direct instruction to pupils in elementary,
10.11 secondary, or special education programs. Candidates may obtain a Tier 1, Tier 2, or Tier
10.12 3 license to provide direct instruction to pupils in elementary, secondary, or special education
10.13 programs if candidates meet the other requirements in section 122A.181, 122A.182, or
10.14 122A.183, respectively.

10.15 (b) The board must adopt rules requiring candidates for Tier 3 and Tier 4 licenses to
10.16 pass an examination of general pedagogical knowledge and examinations of licensure field
10.17 specific content. The content examination requirement does not apply if no relevant content
10.18 exam exists.

10.19 (c) Candidates for initial Tier 3 and Tier 4 licenses to teach elementary students must
10.20 pass test items assessing the candidates' knowledge, skill, and ability in ~~comprehensive,~~
10.21 ~~scientifically based reading~~ evidence-based literacy instruction under section ~~122A.06,~~
10.22 ~~subdivision 4~~ 120B.12, subdivision 1a, knowledge and understanding of ~~the foundations~~
10.23 ~~of reading development, development of reading comprehension and reading assessment~~
10.24 ~~and instruction~~ science-based reading research, and the ability to integrate that knowledge
10.25 and understanding into evidence-based literacy instruction ~~strategies~~ under section ~~122A.06,~~
10.26 ~~subdivision 4~~ 120B.12, subdivision 1a.

10.27 (d) The requirement to pass a board-adopted reading, writing, and mathematics skills
10.28 examination does not apply to nonnative English speakers, as verified by qualified Minnesota
10.29 school district personnel or Minnesota higher education faculty, who, after meeting the
10.30 content and pedagogy requirements under this subdivision, apply for a teaching license to
10.31 provide direct instruction in their native language or world language instruction under section
10.32 120B.022, subdivision 1.

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

11.1 Sec. 7. Minnesota Statutes 2022, section 122A.187, subdivision 5, is amended to read:

11.2 Subd. 5. **Reading preparation.** The Professional Educator Licensing and Standards
 11.3 Board must adopt rules that require all licensed teachers who are renewing a Tier 3 or Tier
 11.4 4 teaching license under sections 122A.183 and 122A.184, respectively, to include in the
 11.5 renewal requirements further reading preparation in evidence-based literacy instruction,
 11.6 consistent with section ~~122A.06, subdivision 4~~ 120B.12, subdivision 1a. The rules do not
 11.7 take effect until they are approved by law. Teachers who do not provide direct instruction
 11.8 including, at least, counselors, school psychologists, school nurses, school social workers,
 11.9 audiovisual directors and coordinators, and recreation personnel are exempt from this section.

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

11.11 Subd. 8. **Minnesota reading corps program.** (a) A Minnesota reading corps program
 11.12 is established to provide ServeMinnesota AmeriCorps members with a data-based
 11.13 problem-solving model of literacy instruction to use in helping to train local Head Start
 11.14 program providers, other prekindergarten program providers, and staff in schools with
 11.15 students in kindergarten through grade 3 to evaluate and teach early literacy skills, including
 11.16 ~~comprehensive, scientifically based reading~~ evidence-based literacy instruction under section
 11.17 ~~122A.06, subdivision 4~~ 120B.12, subdivision 1a, to children age 3 to grade 3.

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

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

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

11.24 Sec. 9. **PRIORITIZATION OF LITERACY.**

11.25 Subdivision 1. **Federal funds.** (a) The commissioner of education must identify existing
 11.26 federal funding that may be used to improve literacy, including any funds that would require
 11.27 submission of amended state plans or proposals to expend the funds on literacy. The
 11.28 commissioner must submit a draft of an amended state plan or proposal to change how the
 11.29 funds are expended to the legislative committees with jurisdiction over kindergarten through
 11.30 grade 12 education at least 30 days before submitting the amended plan or proposal for
 11.31 approval to the United States Department of Education.

12.1 (b) The commissioner must report on the department's website the total amount of federal
 12.2 funding redirected toward literacy by January 15, 2024, and how the federal funds were
 12.3 spent.

12.4 Subd. 2. **State funds.** (a) A school district or charter school must prioritize, to the extent
 12.5 practicable, the expenditures of literacy incentive aid received under Minnesota Statutes,
 12.6 section 124D.98, to improve literacy. The funding must be used for high-quality instructional
 12.7 materials and professional development for teachers and other staff in evidence-based
 12.8 literacy instruction. The funding may also be used for assessments and costs associated with
 12.9 hiring literacy specialists with training in science-based reading research.

12.10 (b) Upon request, the commissioner must assist a school district or charter school in
 12.11 identifying other existing state or federal funds that may be expended to prioritize literacy
 12.12 through evidence-based literacy instruction.

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

12.14 Sec. 10. **APPROPRIATIONS.**

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

12.18 Subd. 2. **School recognition program.** (a) For the school recognition program under
 12.19 Minnesota Statutes, section 120B.121:

12.20 \$ 2025

12.21 (b) The base for fiscal year 2026 and later is \$.....

12.22 Subd. 3. **Summer teacher training program.** (a) To provide elementary school teachers
 12.23 in school districts and charter schools training in evidence-based literacy instruction:

12.24 \$ 2024

12.25 \$ 2025

12.26 (b) The commissioner may contract with one or more third-party organizations with
 12.27 expertise in evidence-based literacy instruction to provide the teacher training. The
 12.28 commissioner must give priority to teachers of students in kindergarten through grade 4 in
 12.29 the first year. The commissioner may use a portion of the appropriation to provide teachers
 12.30 that complete the training with a stipend of up to \$..... per teacher.

13.1 (c) By January 1, 2025, and January 1, 2027, the commissioner must report to the
13.2 legislative committees with jurisdiction over kindergarten through grade 12 education the
13.3 number of teachers, by school site, that participated in the training.

13.4 (d) This appropriation does not cancel but is available until June 30, 2027.

13.5 Sec. 11. **REPEALER.**

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

122A.06 DEFINITIONS.

Subd. 4. **Comprehensive, scientifically based reading instruction.** (a) "Comprehensive, scientifically based reading instruction" includes a program or collection of instructional practices that is based on valid, replicable evidence showing that when these programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading: phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension.

Comprehensive, scientifically based reading instruction also includes and integrates instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs in order to design and implement ongoing interventions so that students of all ages and proficiency levels can read and comprehend text, write, and apply higher level thinking skills. For English learners developing literacy skills, districts are encouraged to use strategies that teach reading and writing in the students' native language and English at the same time.

(b) "Fluency" is the ability of students to read text with speed, accuracy, and proper expression.

(c) "Phonemic awareness" is the ability of students to notice, think about, and manipulate individual sounds in spoken syllables and words.

(d) "Phonics" is the understanding that there are systematic and predictable relationships between written letters and spoken words. Phonics instruction is a way of teaching reading that stresses learning how letters correspond to sounds and how to apply this knowledge in reading and spelling.

(e) "Reading comprehension" is an active process that requires intentional thinking during which meaning is constructed through interactions between text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.

(f) "Vocabulary development" is the process of teaching vocabulary both directly and indirectly, with repetition and multiple exposures to vocabulary items. Learning in rich contexts, incidental learning, and use of computer technology enhance the acquiring of vocabulary.

(g) Nothing in this subdivision limits the authority of a school district to select a school's reading program or curriculum.