

# READ Act Updates

## *Summer Leadership Conference*

### *June 11, 2024*

SOUTHWEST WEST CENTRAL SERVICE COOPERATIVE

**SWWC**

*Education & Administrative Resources*



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*Service. Integrity. Sincerity. Collaboration.*

# Set Your Intention

**“When we put children first and care about them the most, we make the best decisions.”**

Dr. Michelle Rodriguez, Supt, SUSD



Vulnerability is the  
birthplace of innovation,  
creativity and change.

Brené Brown

“ quote fancy

**Changing our practice requires us to tolerate a period of vulnerability.**

# Introduction

- What components of the READ Act are you already implementing?
- What are your biggest hurdles in READ Act implementation?
- What are your literacy goals for next school year?



# Learning Targets

Become familiar with new updates  
to the READ Act

[K-12 Education Policy Bill](#)

HF3782/ SF3567

Most READ Act changes

[K-12 Education Finance Bill](#)

HF5237/ SF5252

Money allocation changes



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# READ Act Policy Changes

# Certified Trained Facilitator

Sec. 2. Minnesota Statutes 2023 Supplement, section 120B.1118, is amended by adding a subdivision about Certified Trained Facilitators

## Subd. 2a. **Certified trained facilitator**

- Employed by a district or regional literacy network
- Completed professional development approved by the Department of Education
- Completed the vendor's certification prerequisites, facilitator training requirements, vendor's annual recertification requirements, remains in good standing with the sponsoring agency and vendor, uses the vendor's training materials with fidelity
- Participates in mentoring or coaching provided by CAREI and the Department of Education on facilitating literacy training
- Literacy lead who meets the requirements under this subdivision may be a certified trained facilitator

Sec. 3. Minnesota Statutes 2023 Supplement, section 120B.1118, subdivision 7, is amended to read:

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



section 120B.123, subdivision 5

Sec. 4. Minnesota Statutes 2023 Supplement, section 120B.1118, subdivision 10, is amended to read:

Subd. 10. **Oral language.** "Oral language," also called "spoken language," includes speaking and listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics. Oral language also includes sign language, in which speaking and listening skills are defined as expressive and receptive skills, and consists of phonology, including sign language phonological awareness, morphology, syntax, semantics, and pragmatics.

Sec. 5. Minnesota Statutes 2023 Supplement, section 120B.12, subdivision 1, is amended to read:

Subdivision 1. **Literacy goal.** (a) The legislature seeks to have every 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.

# Screening Requirement

Sec. 6. Minnesota Statutes 2023 Supplement, section 120B.12, subdivision 2, is amended to read:

Subd. 2. **Identification; report.** (a) ~~Twice per year~~, Each school district must screen every student enrolled in kindergarten, grade 1, grade 2, and grade 3 using a screening tool approved by the Department of Education three times each school year: (1) within the first six weeks of the school year; (2) by February 15 each year; and (3) within the last six weeks of the school year.

Sec. 11. Minnesota Statutes 2023 Supplement, section 120B.123, subdivision 1, is amended to read:

(b) Starting in the 2024-2025 school year, district staff, contractors, and volunteers may only use screeners that have been approved by the Department of Education.

Sec. 7. Minnesota Statutes 2023 Supplement, section 120B.12, subdivision 2a, is amended to read:

Subd. 2a. **Parent notification and involvement.** A district must administer an approved reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, by February 15 each year, and again within the last six weeks of the school year.

Schools, ~~at least biannually~~ after administering each screener, must give the parent of each student who is not reading at or above grade level timely information about:

- (1) the student's reading proficiency as measured by a screener approved by the Department of Education;
- (2) reading-related services currently being provided to the student and the student's progress; and
- (3) strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.

## Resources

[FastBridge Screening Letter](#)

[FastBridge Progress Monitoring Letter](#)

[R.I.S.E Arkansas Science of Reading Parent Resources](#)

[Colorin Colorado Parent Resources for MLL Students](#)

Sec. 8. Minnesota Statutes 2023 Supplement, section 120B.12, subdivision 3, is amended to read:

Subd. 3. **Intervention.** (a). ~~By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by the Department of Education.~~



(c) Starting in the 2025-2026 school year, a district must use only evidence-based literacy interventions. Districts are strongly encouraged to use intervention materials approved by the Department of Education under the Read Act.

(d) Starting in the 2026-2027 school year, to provide a Tier 2 literacy intervention, a paraprofessional or other unlicensed person, including a volunteer, must be supervised by a licensed teacher who has completed training in evidence-based reading instruction approved by the Department of Education, and has completed evidence-based training developed under the Read Act by CAREI or the regional literacy networks ... or a training that the department has determined meets or exceeds the requirements...

Sec. 9. Minnesota Statutes 2023 Supplement, section 120B.12, subdivision 4, is amended to read:

(c) A district that offers early childhood programs, including voluntary prekindergarten for eligible four-year-old children, early childhood special education, and school readiness programs, must provide classroom teachers in early childhood programs training approved by the Department of Education to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

# Local Literacy Plan

Sec. 10. Minnesota Statutes 2023 Supplement, section 120B.12, subdivision 4a, is amended to read:

(6) the curricula used by school site and grade level and, if applicable, the district plan and timeline for adopting approved curricula and materials starting in the 2025-2026 school year;

(10) the number of teachers and other staff proposed for training in structured literacy; and

(11) how the district used funding provided under the Read Act to implement the requirements of the Read Act.

(e) By December 1, 2026, and December 1, 2027, the commissioner of education must submit updated reports containing the information required under legislative committees with jurisdiction over prekindergarten through grade 12 education.

# Local Literacy Plan

[Resources and Considerations](#)

[Literacy Plan Workday Shared Folder](#)

# Professional Development

Sec. 13. Minnesota Statutes 2023 Supplement, section 120B.123, subdivision 5, is amended to read:

Subd. 5. **Professional development.** (a) A district must provide training from a menu of approved evidence-based training programs to ~~all~~ the following teachers and staff by [July 1, 2026](#):

(1) reading intervention teachers [working with students in kindergarten through grade 12](#);

(2) [all classroom teachers of students in kindergarten-grade 3 and children in prekindergarten programs](#);

(3) [special education teachers](#);

(4) [curriculum directors](#);

(5) [instructional support staff, contractors, and volunteers who assist in providing Tier 2 interventions](#);

(6) [employees who select literacy instructional materials for a district](#); and

(7) [teachers licensed to teach English to multilingual learners](#).

# Professional Development

(b) A district must provide training from a menu of approved evidence-based training programs to the following teachers by July 1, 2027:

(1) teachers who provide reading instruction to students in grades 4 to 12;  
and

(2) teachers who provide instruction to students in a state-approved alternative program.

(c) The commissioner of education may grant a district an extension to the deadlines in this subdivision.

(d) Training provided by a department-approved certified trained facilitator may satisfy the professional development requirements under this subdivision.

# Professional Development

(e)For the 2024-2025 school year only, the hours of instruction requirement is reduced by 5-1/2 hours for a district that enters into an agreement with the exclusive representative of the teachers that requires teachers to receive at least 5-1/2 hours of approved evidence-based training, on a day when other students in the district receive instruction. If a charter school's teachers are not represented by an exclusive representative, the charter school may reduce the number of instructional hours for students in an elementary school by 5-1/2 hours after consulting with its teachers in order to provide teachers with at least 5-1/2 hours of evidence-based training required under this subdivision on a day when other students receive instruction.

# Department of Education

Sec. 14. Minnesota Statutes 2023 Supplement, section 120B.123, subdivision 7, is amended to read:

(f) The department must partner with CAREI as required under section 120B.124 to approve literacy intervention models, subject to final determination by the department. The department must make a list of the 15 approved evidence-based intervention models available to districts as they are approved by CAREI, starting November 1, 2025. Upon approval of the evidence-based intervention models, the department must ensure the models are reviewed by a contracted third party for culturally responsive guidance and materials, and make those findings available to districts once the review process is complete. The department must notify districts of the two-step review process for all materials approved under the Read Act for effectiveness as evidence-based structured literacy, and for cultural responsiveness.

(g) The department and CAREI must provide ongoing coaching, mentoring, and support to certified trained facilitators.



# Curriculum Reconsideration

Sec. 15. Minnesota Statutes 2023 Supplement, section 120B.124, subdivision 2, is amended to read:

**Subd. 2. Reconsideration.**

(b) The department and CAREI must conduct a final curriculum review of previously submitted curriculum by March 3, 2025, to review curriculum that is available to districts at no cost.

# Ongoing Review

Sec. 16. Minnesota Statutes 2023 Supplement, section 120B.124, is amended by adding a subdivision to read:

Subd. 5. Ongoing review of literacy materials. The department may partner with one or more institutions of higher education to conduct independent and objective reviews of curriculum and intervention materials. The department must determine whether it will partner with an institution of higher education to conduct ongoing reviews of literacy materials by June 1, 2026. A publisher may submit curriculum or intervention materials for review. The publisher is responsible for paying the cost of the review directly to the institution of higher education. The review must use the rubric used to approve curriculum under subdivision 1. The department and institution of higher education may approve the curriculum or intervention materials if they determine that the curriculum or intervention materials are evidence-based, focused on structured literacy, culturally and linguistically responsive, and reflect diverse populations. The department must add the approved curriculum or intervention materials to the list of curricula and materials approved under the Read Act.

# Comprehensive Review

Sec. 17. Minnesota Statutes 2023 Supplement, section 120B.124, is amended by adding a subdivision to read:

Subd. 6. Comprehensive review of literacy materials. Starting in 2033, the department and an institution of higher education may partner to conduct a comprehensive review of curriculum and intervention materials to identify literacy curriculum and supporting materials, and intervention materials that are evidence-based, focused on structured literacy, culturally and linguistically responsive, and reflect diverse populations. The department must revise the list of approved curriculum and supporting materials, and intervention materials based on the findings of the review.

## Resources

[The Reading League Curriculum Decision Making Guide](#)

[MN READ Act Curriculum Review Series](#)

[Colorado Department of Education Curriculum Review Rubrics](#)

[Knowledge Matters Campaign Review Tool](#)

Sec. 18. Minnesota Statutes 2023 Supplement, section 124D.42, subdivision 8, is amended to read:

**Subd. 8. Minnesota reading corps program.**

(c) Literacy programs under this subdivision must use evidence-based reading instruction and interventions focused on structured literacy. ServeMinnesota must demonstrate to the department that the training AmeriCorps members receive meets or exceeds the requirements of section 120B.124, subdivision 4, for volunteers. Minnesota Reading Corps AmeriCorps members are not required to complete the training under section 120B.24, subdivision 4.

## Sec. 19. PROFESSIONAL EDUCATOR LICENSING AND STANDARDS BOARD READING AUDIT REPORT.

(a) The Professional Educator Licensing and Standards Board must conduct an audit that evaluates whether and how approved teacher training programs for candidates for the following licensure areas meet subject matter standards for reading:

(1) early childhood education

(2) elementary education

(3) special education

(b) The board must submit an initial report with its findings to the legislative committees with jurisdiction over kindergarten through grade 12 and higher education by January 15, 2025, and a final report by August 1, 2026. Each report must:

(1) identify the reading standards for each licensure area; identify how they are aligned to the requirements of the Read Act, including requirements on evidence-based instruction, phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension; and identify how they are aligned to the requirements of Minnesota Statutes, section 122A.092, subdivision 5;

Report findings continued:

(2) describe how the board conducted the audit;

(3) identify the results of the audit; and

(4) summarize the program effectiveness reports for continuing approval related to reading standards reviewed by the board



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# READ Act Finance Changes

# Department Resources

Section 1. Minnesota Statutes 2023 Supplement, section 120B.124, subdivision 1, is amended to read:

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

(4) develop an evidence-based literacy lead training [and coaching](#) program that trains [and supports](#) literacy specialists throughout Minnesota to support schools' efforts in screening, measuring growth, monitoring progress, and implementing interventions in accordance with subdivision 1. [Literacy lead training must include instruction on how to train paraprofessionals and volunteers that provide Tier 2 interventions on evidence-based literacy intervention;](#)

# Department Resources

(9) develop a coaching and mentorship program for certified trained facilitators based on the previously approved trainings; and

(10) identify at least 15 evidence-based literacy intervention models by November 1, 2025, and post a list of the interventions on the department website. A district is not required to use an approved intervention model.

(b) The department must contract with a third party to develop culturally and linguistically responsive supplemental materials and guidance for the approved literacy curricula to meet the culturally and linguistically responsive standards

# Volunteer and Para Training

Sec. 2. Minnesota Statutes 2023 Supplement, section 120B.124, is amended by adding a subdivision to read:

Subd. 4. Volunteer and paraprofessional training. (a) The department and CAREI must develop and provide training on evidence-based literacy interventions for the following unlicensed persons that regularly provide Tier 2 interventions to students in Minnesota districts:

(1) paraprofessionals and other unlicensed school staff; and

(2) volunteers, contractors, and other persons not employed by Minnesota districts.

# Volunteer & Para Training

Regional Literacy Networks and CAREI are each granted \$375,000

- Develop training for paraprofessionals and volunteers that regularly provide Tier 2 literacy interventions to students
  - Training is not to exceed 8 hours
  - CAREI and regional networks must collaborate to ensure consistent training
  - Training must be provided to volunteers and paraprofessionals at no cost

This is a one time appropriation and is available until June 30, 2027.

## READ Act Literacy Aid

Replaces curriculum and intervention material reimbursement

- \$2,000 or \$39.94 per pupil
- Determined by Fall 2023 enrollment
- Any aid received under this subdivision must be placed in a reserved account in the general fund
- Must be used to implement Read Act requirements or for literacy incentive aid
- 100% payable in fiscal year 2025
- One time appropriation, available until June 30, 2025

## Teacher Training Compensation

- \$2,000 or \$36.06 per pupil
- Determined by Fall 2023 enrollment
- 100% payable in fiscal year 2025
- Must be sent to districts by October 15, 2024

# Literacy Incentive Aid

## Literacy incentive aid uses must aid to support implementation of evidence-based reading instruction

- evidence-based training using a training program approved by the Department of Education under the Read Act
- employing or contracting with a literacy lead
- [employing an intervention specialist;](#)
- [approved screeners,](#) materials, training, and ongoing coaching to ensure reading interventions are evidence-based
- costs of substitute teachers to allow teachers to complete required training during the teachers' contract day
- [stipends for teachers completing training required](#)

# Teacher Training Compensation

## **\$31.375 Million for Teacher Training Compensation**

A district must use the funding appropriated under this section only to compensate eligible teachers for completing approved training required under the Read Act. A district must enter into a memorandum of understanding with the exclusive representative of teachers in the district that provides how funding under this section may be used.

Compensation of eligible teachers may include:

- Stipends
- payments based on a teacher's regular hourly rate of pay and the number of hours necessary to complete the approved training
- full or partial reimbursement for training in structured literacy that was paid for by the teacher, and later approved under the Read Act.



# Teacher Training Compensation

## Teacher eligibility

A teacher is eligible for compensation under this section if the teacher:

(1) is currently employed by a district, or is currently contracted between a charter school and a teacher cooperative;

(2) is currently serving in a position that requires a license issued by the Professional Educator Licensing and Standards Board; and

(3) is required to receive approved training, has registered for, started, or completed the approved training.

# Teacher Training Compensation

## Administrative Process

Within 30 days of entering into a memorandum of understanding or adopting a plan a district must pay the required compensation to an eligible teacher in accordance with the memorandum of understanding or plan.

# Teacher Training Compensation

## Stipends not considered income for certain purposes.

(a) Notwithstanding any law to the contrary, payments under this section must not be considered income, assets, or personal property for purposes of determining eligibility or recertifying eligibility for:

(1) child care assistance programs and early learning scholarships

(2) general assistance and food support

(3) housing support

(4) the Minnesota family investment program and diversionary work program

(5) economic assistance programs

(b) The commissioner of human services must not consider a stipend under this section as income or assets when determining medical assistance and an individual's premiums.

# READ Act Professional Development

## Additional \$4 million for Read Act Professional Development

(a) For evidence-based training on structured literacy for teachers working in school districts, charter schools, and cooperatives:

Of the amount for [fiscal year 2024](#) (\$34.95M), [for the Department of Education](#) and the regional literacy networks for statewide training. The department must use the funding to [develop a data collection system to collect and analyze the submission of the local literacy plans and student-level universal screening data, to establish the regional literacy networks...](#)

[The amount in fiscal year 2025\(\\$4M\) is for statewide training. Funds appropriated under this subdivision may also be used to provide training in structured literacy to fourth and fifth grade classroom teachers and literacy professors from Minnesota institutions of higher education.](#)

# Deaf, Deafblind & Hard of Hearing Work Group

## **\$100,000 to Deaf, Deafblind & Hard of Hearing Work Group**

The Department of Education must establish a working group to make recommendations on literacy training, screeners, and curriculum for students who cannot fully access sound-based approaches such as phonics.

The working group must post its report on the Department of Education website, and submit the report to the legislative committees with jurisdiction over kindergarten through grade 12 education no later than January 15, 2025.

# Culturally Responsive Materials

## **\$1 million to the Department of Education**

For the Department of Education to issue a request for proposals for a contract to develop supplemental culturally responsive materials for the approved evidence-based structured literacy curricula


The contractor must review all approved instructional and intervention materials to ensure they are culturally responsive within 90 days of receiving the materials from the Department of Education. The contractor must work with publishers to ensure materials are culturally responsive and provide districts with supplementary materials and guidance as needed.

This is a one time appropriation and is available until June 30, 2027

A district that purchases an approved curriculum before the cultural responsiveness review is completed is encouraged to work with the curriculum's publisher to obtain updated materials that are culturally and linguistically responsive and reflect diverse populations.

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Dr. Michelle Rodriguez, Supt, SUSD



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- Who do you think about when doing the work that we do in the education field?
- What is your purpose for bringing your best and most positive self to this work?

# Contact Information



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