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State of Minnesota

HOUSE OF REPRESENTATIVES

NINETY-FOURTH SESSION

H. F. No. 877

02/17/2025 Authored by Mueller, Bennett, Kresha, Hudson, Knudsen and others
The bill was read for the first time and referred to the Committee on Education Policy
03/10/2025 Adoption of Report: Amended and re-referred to the Committee on Education Finance

1.1 A bill for an act
1.2 relating to education; amending the Read Act; canceling appropriations; amending
1.3 Minnesota Statutes 2024, sections 120B.118; 120B.119, subdivision 4, by adding
1.4 a subdivision; 120B.123, subdivisions 5, 7; 120B.124, subdivisions 1, 5, 6, by
1.5 adding a subdivision; 122A.091, subdivision 1; 122A.092, subdivision 5; 122A.185,
1.6 subdivision 1; Laws 2023, chapter 55, article 3, section 11, subdivision 2; Laws
1.7 2024, chapter 109, article 4, section 19; Laws 2024, chapter 115, article 3, section
1.8 8, subdivisions 3, 5.

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

1.10 Section 1. Minnesota Statutes 2024, section 120B.118, is amended to read:

1.11 120B.118 TITLE; THE READ ACT.

1.12 Subdivision 1. Title. Sections 120B.118 to 120B.124 may be cited as the "Reading to
1.13 Ensure Academic Development Act" or the "Read Act."

1.14 Subd. 2. Policy. It is the intent of the legislature that public schools promote foundational
1.15 literacy and grade-level reading proficiency through the use of curricula, textbooks,
1.16 instructional materials, instructional practices, interventions, and teacher development and
1.17 training based solely on the science of reading.

1.18 EFFECTIVE DATE. This section is effective July 1, 2025.

1.19 Sec. 2. Minnesota Statutes 2024, section 120B.119, subdivision 4, is amended to read:

1.20 Subd. 4. Evidence-based. "Evidence-based" or "science of reading" means the instruction
1.21 or item described is based on reliable, trustworthy, and valid evidence and has demonstrated
1.22 a record of success in increasing students' reading competency in the areas of phonological
1.23 and phonemic awareness, phonics, vocabulary development, reading fluency, and reading

2.1 ~~comprehension~~ science-based research. Evidence-based literacy instruction is explicit,  
2.2 systematic, and includes phonological and phonemic awareness, phonics and decoding,  
2.3 spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated  
2.4 to meet the needs of individual students. Evidence-based instruction does not include the  
2.5 three-cueing system, as defined in subdivision 16.

2.6 **EFFECTIVE DATE.** This section is effective July 1, 2025.

2.7 Sec. 3. Minnesota Statutes 2024, section 120B.119, is amended by adding a subdivision  
2.8 to read:

2.9 **Subd. 14a. Science-based reading research.** "Science-based reading research" means  
2.10 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 **EFFECTIVE DATE.** This section is effective July 1, 2025.

2.19 Sec. 4. Minnesota Statutes 2024, section 120B.123, subdivision 5, is amended to read:

2.20 **Subd. 5. Professional development.** (a) A district must provide training from a menu  
2.21 of approved evidence-based training programs to the following teachers and staff by July  
2.22 1, 2026:

2.23 (1) reading intervention teachers working with students in kindergarten through grade  
2.24 12;

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

2.27 (3) special education teachers;

2.28 (4) curriculum directors;

2.29 (5) instructional support staff, contractors, and volunteers who assist in providing Tier  
2.30 2 interventions;

3.1 (6) employees who select literacy instructional materials for a district; and

3.2 (7) teachers licensed to teach English to multilingual learners.

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

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

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

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

3.9 (d) Training provided by ~~a department-approved certified trained facilitator~~ the following  
3.10 may satisfy the professional development requirements under this subdivision:

3.11 (1) a department-approved certified trained facilitator;

3.12 (2) an organization accredited by the International Multisensory Structured Language  
3.13 Education Council or the Orton Gillingham Academy, or by the International Dyslexia  
3.14 Association based on their alignment with knowledge and practice standards; or

3.15 (3) an individual with a certification from the Academic Language Therapy Association.

3.16 (e) For the 2024-2025 school year only, the hours of instruction requirement under  
3.17 section 120A.41 for students in an elementary school, as defined in section 120A.05,  
3.18 subdivision 9, is reduced by 5-1/2 hours for a district that enters into an agreement with the  
3.19 exclusive representative of the teachers that requires teachers to receive at least 5-1/2 hours  
3.20 of approved evidence-based training required under this subdivision, on a day when other  
3.21 students in the district receive instruction. If a charter school's teachers are not represented  
3.22 by an exclusive representative, the charter school may reduce the number of instructional  
3.23 hours for students in an elementary school, as defined in section 120A.05, subdivision 9,  
3.24 by 5-1/2 hours after consulting with its teachers in order to provide teachers with at least  
3.25 5-1/2 hours of evidence-based training required under this subdivision on a day when other  
3.26 students receive instruction.

3.27 Sec. 5. Minnesota Statutes 2024, section 120B.123, subdivision 7, is amended to read:

3.28 Subd. 7. **Department of Education.** (a) By July 1, 2023, the department must make  
3.29 available to districts a list of approved evidence-based screeners in accordance with section  
3.30 120B.12. A district must use an approved screener to assess students' mastery of foundational  
3.31 reading skills in accordance with section 120B.12.

4.1 (b) The Department of Education must partner with CAREI as required under section  
4.2 120B.124 to approve professional development programs, subject to final determination by  
4.3 the department. After the implementation partnership under section 120B.124 ends, the  
4.4 department must continue to regularly provide districts with information about professional  
4.5 development opportunities available throughout the state on reading instruction that is  
4.6 evidence-based.

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

4.9 (d) The department must employ one or more literacy specialists to provide support to  
4.10 districts implementing the Read Act and coordinate duties assigned to the department under  
4.11 the Read Act. The literacy specialist must work on state efforts to improve literacy tracking  
4.12 and implementation.

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

4.15 (f) The department must partner with CAREI as required under section 120B.124 to  
4.16 approve literacy intervention models by June 30, 2025, subject to final determination by  
4.17 the department. The department must make a list of the ~~15~~ approved evidence-based  
4.18 intervention models available to districts as they are approved by CAREI, ~~starting November~~  
4.19 ~~1, 2025. Upon approval of the evidence-based intervention models, the department must~~  
4.20 ~~ensure the models are reviewed by a contracted third party for culturally responsive guidance~~  
4.21 ~~and materials, and make those findings available to districts once the review process is~~  
4.22 ~~complete. The department must notify districts of the two-step review process for all materials~~  
4.23 ~~approved under the Read Act for effectiveness as evidence-based structured literacy, and~~  
4.24 ~~for cultural responsiveness. The department may identify additional literacy intervention~~  
4.25 models after the partnership with CAREI has ended.

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

4.28 (h) CAREI must complete all requirements under paragraphs (a) to (g) by June 30, 2025.  
4.29 Starting July 1, 2025, the department must complete any ongoing activities required under  
4.30 this subdivision without assistance from CAREI.

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

5.1 Sec. 6. Minnesota Statutes 2024, section 120B.124, subdivision 1, is amended to read:

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

5.5 (1) identify at least five literacy curricula and supporting materials that are evidence-based  
5.6 or focused on structured literacy by January 1, 2024, and post a list of the curricula on the  
5.7 department website. The list must include curricula that use culturally and linguistically  
5.8 responsive materials that reflect diverse populations and curricula that reflect the experiences  
5.9 of students from diverse backgrounds, including multilingual learners, biliterate students,  
5.10 and students who are Black, Indigenous, and People of Color. A district that purchases an  
5.11 approved curriculum before the cultural responsiveness review is completed is encouraged  
5.12 to work with the curriculum's publisher to obtain updated materials that are culturally and  
5.13 linguistically responsive and reflect diverse populations. A district is not required to use an  
5.14 approved curriculum;

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

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

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

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

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

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

6.1 (8) ensure that teacher professional development options and MTSS framework trainings  
 6.2 are geographically equitable by supporting trainings through the regional service  
 6.3 cooperatives;

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

6.6 (10) identify at least 15 evidence-based literacy intervention models by ~~November 1~~  
 6.7 June 30, 2025, and post a list of the interventions on the department website. A district is  
 6.8 not required to use an approved intervention model.

6.9 ~~(b) The department must contract with a third party to develop culturally and linguistically~~  
 6.10 ~~responsive supplemental materials and guidance for the approved literacy curricula to meet~~  
 6.11 ~~the culturally and linguistically responsive standards under paragraph (a), clause (1).~~

6.12 (b) The department must post on its website the rubric used to evaluate curriculum under  
 6.13 this subdivision.

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

6.15 Sec. 7. Minnesota Statutes 2024, section 120B.124, subdivision 5, is amended to read:

6.16 Subd. 5. **Ongoing review of literacy materials.** The department may partner with one  
 6.17 or more institutions of higher education to conduct independent and objective reviews of  
 6.18 curriculum and intervention materials. The department must determine whether it will  
 6.19 partner with an institution of higher education to conduct ongoing reviews of literacy  
 6.20 materials by June 1, 2026. A publisher may submit curriculum or intervention materials for  
 6.21 review. The publisher is responsible for paying the cost of the review directly to the institution  
 6.22 of higher education. The review must use ~~the rubric used~~ a rubric based on the science of  
 6.23 reading to approve curriculum under subdivision 4 and post the rubric on the department  
 6.24 website. The department and institution of higher education may approve the curriculum  
 6.25 or intervention materials if they determine that the curriculum or intervention materials are  
 6.26 evidence-based; and focused on structured literacy; ~~culturally and linguistically responsive,~~  
 6.27 ~~and reflect diverse populations.~~ The department must add the approved curriculum or  
 6.28 intervention materials to the list of curricula and materials approved under the Read Act.

6.29 **EFFECTIVE DATE.** This section is effective July 1, 2025.

6.30 Sec. 8. Minnesota Statutes 2024, section 120B.124, subdivision 6, is amended to read:

6.31 Subd. 6. **Comprehensive review of literacy materials.** Starting in 2033, the department  
 6.32 and an institution of higher education may partner to conduct a comprehensive review of

7.1 curriculum and intervention materials to identify literacy curriculum ~~and~~, supporting  
7.2 materials, and intervention materials that are ~~evidence-based, focused on structured literacy,~~  
7.3 ~~culturally and linguistically responsive, and reflect diverse populations.~~ based on the science  
7.4 of reading. The department must post on its website the rubrics used to evaluate curriculum  
7.5 and intervention materials. The department must revise the list of approved curriculum and  
7.6 supporting materials, and intervention materials based on the findings of the review.

7.7 **EFFECTIVE DATE.** This section is effective July 1, 2025.

7.8 Sec. 9. Minnesota Statutes 2024, section 120B.124, is amended by adding a subdivision  
7.9 to read:

7.10 Subd. 7. **Partnership expiration.** The partnership between the department and CAREI  
7.11 expires June 30, 2025. Starting July 1, 2025, the department must complete any duties  
7.12 provided under this section without participation by CAREI.

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

7.14 Sec. 10. Minnesota Statutes 2024, section 122A.091, subdivision 1, is amended to read:

7.15 Subdivision 1. **Teacher and administrator preparation and performance data;**  
7.16 **report.** (a) The Professional Educator Licensing and Standards Board and the Board of  
7.17 School Administrators, in cooperation with board-approved teacher or administrator  
7.18 preparation programs, annually must collect and report summary data on teacher and  
7.19 administrator preparation and performance outcomes, consistent with this subdivision. The  
7.20 Professional Educator Licensing and Standards Board and the Board of School Administrators  
7.21 annually by July 1 must update and post the reported summary preparation and performance  
7.22 data on teachers and administrators from the preceding school years on their respective  
7.23 websites.

7.24 (b) Publicly reported summary data on teacher preparation providers must include:

7.25 (1) summary data on teacher educator qualifications and their years of experience either  
7.26 as birth through grade 12 classroom teachers or school administrators;

7.27 (2) the current number and percentage of enrolled candidates who entered the program  
7.28 through a transfer pathway disaggregated by race, except when disaggregation would not  
7.29 yield statistically reliable results or would reveal personally identifiable information about  
7.30 an individual;

7.31 (3) the current number and percentage of program completers by program who received  
7.32 a Tier 3 or Tier 4 license disaggregated by race, except when disaggregation would not

8.1 yield statistically reliable results or would reveal personally identifiable information about  
8.2 an individual;

8.3 (4) the current number and percentage of program completers who entered the program  
8.4 through a transfer pathway and received a Tier 3 or Tier 4 license disaggregated by race,  
8.5 except when disaggregation would not yield statistically reliable results or would reveal  
8.6 personally identifiable information about an individual;

8.7 (5) the current number and percentage of program completers who were hired to teach  
8.8 full time in their licensure field in a Minnesota district or school in the preceding year  
8.9 disaggregated by race, except when disaggregation would not yield statistically reliable  
8.10 results or would reveal personally identifiable information about an individual;

8.11 (6) the current number and percentage of program completers who entered the program  
8.12 through a transfer pathway and who were hired to teach full time in their licensure field in  
8.13 a Minnesota district or school in the preceding year disaggregated by race, except when  
8.14 disaggregation would not yield statistically reliable results or would reveal personally  
8.15 identifiable information about an individual;

8.16 (7) board-adopted survey results measuring initial licensure program quality and structure  
8.17 in the preceding school year disaggregated by race, except when disaggregation would not  
8.18 yield statistically reliable results or would reveal personally identifiable information about  
8.19 an individual;

8.20 (8) board-adopted survey results from school principals or supervisors on initial licensure  
8.21 program quality and structure; and

8.22 (9) the number and percentage of program completers who met or exceeded the state  
8.23 threshold score on ~~the~~ a board-adopted teacher examination or performance assessment  
8.24 required under section 122A.185.

8.25 Program reporting must be consistent with subdivision 2.

8.26 (c) Publicly reported summary data on administrator preparation programs approved by  
8.27 the Board of School Administrators must include:

8.28 (1) summary data on faculty qualifications, including at least the content areas of faculty  
8.29 undergraduate and graduate degrees and the years of experience either as kindergarten  
8.30 through grade 12 classroom teachers or school administrators;

8.31 (2) the average time program graduates in the preceding year needed to complete the  
8.32 program;



9.1 (3) the current number and percentage of students who graduated, received a standard  
9.2 Minnesota administrator license, and were employed as an administrator in a Minnesota  
9.3 school district or school in the preceding year disaggregated by race, except when  
9.4 disaggregation would not yield statistically reliable results or would reveal personally  
9.5 identifiable information about an individual;

9.6 (4) the number of credits by graduate program that students in the preceding school year  
9.7 needed to complete to graduate;

9.8 (5) survey results measuring student, graduate, and employer satisfaction with the  
9.9 program in the preceding school year disaggregated by race, except when disaggregation  
9.10 would not yield statistically reliable results or would reveal personally identifiable  
9.11 information about an individual; and

9.12 (6) information under subdivision 3, paragraphs (c) and (d).

9.13 Program reporting must be consistent with section 122A.14, subdivision 10.

9.14 **EFFECTIVE DATE.** This section is effective July 1, 2025.

9.15 Sec. 11. Minnesota Statutes 2024, section 122A.092, subdivision 5, is amended to read:

9.16 Subd. 5. **Reading strategies.** (a) A teacher preparation provider approved by the  
9.17 Professional Educator Licensing and Standards Board to prepare persons for classroom  
9.18 teacher licensure must include in its teacher preparation programs evidence-based best  
9.19 practices in reading focused on the science of reading, consistent with sections 120B.118  
9.20 to 120B.124, including instruction on phonemic awareness, phonics, vocabulary development,  
9.21 reading fluency, and reading comprehension. Instruction on reading must enable the licensure  
9.22 candidate to teach reading in the candidate's content areas. Teacher candidates must be  
9.23 instructed in using students' native languages as a resource in creating effective differentiated  
9.24 instructional strategies for English learners developing literacy skills. A teacher preparation  
9.25 provider also must prepare early childhood and elementary teacher candidates for Tier 3  
9.26 and Tier 4 teaching licenses under sections 122A.183 and 122A.184, respectively.

9.27 (b) Board-approved teacher preparation programs for teachers of elementary education  
9.28 must require instruction in applying ~~evidence-based, structured literacy~~ reading instruction  
9.29 programs based on the science of reading that:

9.30 (1) teach students to read using foundational knowledge, practices, and strategies  
9.31 consistent with sections 120B.118 to 120B.124, with emphasis on mastery of foundational  
9.32 reading skills so that students achieve continuous progress in reading; and

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

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

10.11 (1) the nature and symptoms of dyslexia;

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

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

10.15 (4) outcomes of intervention and lack of intervention for students who show  
10.16 characteristics of dyslexia.

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

10.19 (e) The board must post on its website the rubric it uses to determine whether a teacher  
10.20 preparation program includes reading instruction that complies with this subdivision and is  
10.21 consistent with sections 120B.118 to 120B.124.

10.22 Sec. 12. Minnesota Statutes 2024, section 122A.185, subdivision 1, is amended to read:

10.23 Subdivision 1. **Tests.** (a) The board must adopt rules requiring applicants for Tier 3 and  
10.24 Tier 4 licenses to pass an examination or performance assessment of general pedagogical  
10.25 knowledge and examinations or assessments of licensure field specific content. An applicant  
10.26 is exempt from the examination requirements if the applicant:

10.27 (1) completed a board-approved teacher preparation program;

10.28 (2) completed licensure via portfolio pursuant to section 122A.18, subdivision 10, and  
10.29 the portfolio has been recommended;

10.30 (3) obtained national board certification from the National Board for Professional  
10.31 Teaching Standards; or

11.1 (4) completed a state-approved teacher preparation program in another state and passed  
 11.2 licensure examinations in that state, if applicable. The content examination requirement  
 11.3 does not apply if no relevant content exam exists.

11.4 (b) The board must adopt rules requiring applicants for Tier 3 and Tier 4 licenses in  
 11.5 elementary education to pass an examination or performance assessment of knowledge,  
 11.6 skill, and ability to teach the science of reading, as defined in section 120B.119.

11.7 ~~(b)~~ (c) All testing centers in the state must provide monthly opportunities for untimed  
 11.8 content and pedagogy examinations. These opportunities must be advertised on the test  
 11.9 registration website. The board must require the exam vendor to provide other equitable  
 11.10 opportunities to pass exams, including: (1) waiving testing fees for test takers who qualify  
 11.11 for federal grants; (2) providing free, multiple, full-length practice tests for each exam and  
 11.12 free, comprehensive study guides on the test registration website; (3) making content and  
 11.13 pedagogy exams available in languages other than English for teachers seeking licensure  
 11.14 to teach in language immersion programs; and (4) providing free, detailed exam results  
 11.15 analysis by test objective to assist applicants who do not pass an exam in identifying areas  
 11.16 for improvement. Any applicant who has not passed a required exam after two attempts  
 11.17 must be allowed to retake the exam, including new versions of the exam, without being  
 11.18 charged an additional fee.

11.19 **EFFECTIVE DATE.** This section is effective July 1, 2025.

11.20 Sec. 13. Laws 2023, chapter 55, article 3, section 11, subdivision 2, is amended to read:

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

11.24 \$ 4,200,000 ..... 2024

11.25 \$ 0 ..... 2025

11.26 (b) This appropriation is available until June 30, ~~2026~~ 2025.

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

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

12.1 Sec. 14. Laws 2024, chapter 109, article 4, section 19, is amended to read:

12.2 Sec. 19. **PROFESSIONAL EDUCATOR LICENSING AND STANDARDS BOARD**  
 12.3 **READING AUDIT REPORT.**

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

12.7 (1) early childhood education in accordance with Minnesota Rules, part 8710.3000;

12.8 (2) elementary education in accordance with Minnesota Rules, part 8710.3200; and

12.9 (3) special education in accordance with Minnesota Rules, part 8710.5000.

12.10 (b) The board must submit an initial report with its findings to the legislative committees  
 12.11 with jurisdiction over kindergarten through grade 12 and higher education by January 15,  
 12.12 2025, and a final report by August 1, 2026. Each report must:

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

12.18 (2) describe how the board conducted the audit;

12.19 (3) identify the results of the audit; and

12.20 (4) summarize the program effectiveness reports for continuing approval related to  
 12.21 reading standards reviewed by the board, including the board determinations under Minnesota  
 12.22 Rules, part 8705.2200.

12.23 (c) The final report must include the rubric used to conduct the audit and evaluate program  
 12.24 alignment with the science of reading.

12.25 Sec. 15. Laws 2024, chapter 115, article 3, section 8, subdivision 3, is amended to read:

12.26 Subd. 3. **Culturally responsive materials.** (a) For the Department of Education to issue  
 12.27 a request for proposals for a contract to develop supplemental culturally responsive materials  
 12.28 for the approved evidence-based structured literacy curricula under Minnesota Statutes,  
 12.29 section 120B.124, subdivision 1, paragraph (a), clause (1):

12.30 § 1,000,000 ..... 2025

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

13.6 (c) This is a onetime appropriation and is available until June 30, ~~2027~~ 2025.

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

13.8 Sec. 16. Laws 2024, chapter 115, article 3, section 8, subdivision 5, is amended to read:

13.9 Subd. 5. **CAREI paraprofessional and volunteer training.** (a) For CAREI to develop  
13.10 training for paraprofessionals and volunteers that regularly provide Tier 2 literacy  
13.11 interventions to students in accordance with Minnesota Statutes, section 120B.124,  
13.12 subdivision 4:

13.13 § 375,000 ..... 2025

13.14 (b) This is a onetime appropriation and is available until June 30, ~~2027~~ 2025.

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