ARTICLE 3

THE READ ACT

Section 1. Minnesota Statutes 2023 Supplement, section 120B.1117, is amended to read:

120B.1117 TITLE; THE READ ACT.

Sections 120B.1117 120B.118 to 120B.124 may be cited as the "Reading to Ensure Academic Development Act" or the "Read Act."

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

Sec. 2. Minnesota Statutes 2023 Supplement, section 120B.1118, is amended by adding a subdivision to read:

Certified trained facilitator. "Certified trained facilitator" means a person employed by a district or regional literacy network, who has completed professional development approved by the Department of Education in structured literacy, completed the vendor's certification prerequisites and facilitator training requirements, completed the vendor's annual recertification requirements, remains in good standing with the sponsoring agency and vendor, uses the vendor's training materials with fidelity, and participates in mentoring or coaching provided by CAREI and the Department of Education on facilitating literacy training. A literacy lead who meets the requirements under this subdivision may be a certified trained facilitator.

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

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

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.

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

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

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.

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

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. By the 2026-2027 school year, districts must provide evidence-based reading instruction through a focus on student mastery of the foundational reading skills of phonemic awareness, phonics, and fluency, as well as the development of oral language, vocabulary, and reading comprehension skills. Students must receive evidence-based instruction that is proven to effectively teach children to read, consistent with sections 120B.1117 to 120B.124.

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

1. intervention teachers working with students in kindergarten through grade 12;
2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;
3. special education teachers;
4. curriculum directors;
5. instructional support staff who provide reading instruction; and
6. employees who select literacy instructional materials for a district.

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

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

**EFFECTIVE DATE.** This section is effective July 1, 2024.
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. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by the Department of Education. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and oral language. A district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to the Department of Education in the annual local literacy plan submission due on June 15.

(b) Students in grades 4 and above, including multilingual learners and students receiving special education services, who do not demonstrate mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language, must be screened using a screening tool approved by the Department of Education for characteristics of dyslexia, and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.

(c) Reading screeners in English, and in the predominant languages of district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the commissioner by June 15 in the form and manner determined by the commissioner.

(d) The district also must include in its literacy plan under subdivision 4a, a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by the Department of Education. Districts are strongly encouraged to use the MTSS framework.

With respect to students screened or identified under paragraph (a), the report must include:

1. A summary of the district's efforts to screen for dyslexia;
2. The number of students universally screened for that reporting year.
the number of students demonstrating characteristics of dyslexia for that year; and

an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under section 125A.56, subdivision 4.

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

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.

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

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

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

Subd. 3. Intervention. (a) For each student identified under subdivision 2, the district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. A district is encouraged to provide reading intervention through a MTSS framework. If a student does not read at or above grade level by the end of the current school year, the district must continue to provide reading intervention until the student reads at grade level. District intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language. 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. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the
school day, extended-day programs, or programs that strengthen students’ cultural
connections.

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

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 have completed evidence-based training developed
under the Read Act by CAREI or the regional literacy networks under section 120B.124,
subdivision 4, or a training that the department has determined meets or exceeds the
requirements of section 120B.124, subdivision 4.

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

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

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

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

1. elementary teachers are able to implement explicit, systematic, evidence-based
instruction in the five reading areas of phonemic awareness; phonics, fluency, vocabulary,
and comprehension with emphasis on mastery of foundational reading skills as defined in
section 120B.1118 120B.119 and other literacy-related areas including writing until the
student achieves grade-level reading and writing proficiency;
(2) elementary teachers have sufficient receive training to provide students with
evidence-based reading and oral language instruction that meets students' developmental,
linguistic, and literacy needs using the intervention methods or programs selected by the
district for the identified students;
(3) licensed teachers employed by the district have regular opportunities to improve
reading and writing instruction through approved professional development identified in
the local literacy plan;
(4) licensed teachers recognize students' diverse needs in cross-cultural settings and are
able to serve the oral language and linguistic needs of students who are multilingual learners
by maximizing strengths in their native languages in order to cultivate students' English
language development, including oral academic language development, and build academic
literacy; and
(5) licensed teachers are well trained in culturally responsive pedagogy that enables
students to master content, develop skills to access content, and build relationships.
(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 sufficient
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.
EFFECTIVE DATE. This section is effective July 1, 2024.
Sec. 10. Minnesota Statutes 2023 Supplement, section 120B.12, subdivision 4a, is amended
to read:
Subd. 4a. Local literacy plan. (a) Consistent with this section, a school district must
adopt a local literacy plan 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. A district must update
and submit the plan to the commissioner by June 15 each year. The plan must be consistent
with the Read Act, and include the following:
(1) a process to assess students' foundational reading skills, oral language, and level of
reading proficiency and the approved screeners used, by school site and grade level; under
section 120B.123;
(2) a process to notify and involve parents;
(3) a description of how schools in the district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;

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

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

(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;

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

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

(i) students in kindergarten through grade 3;

(ii) students who demonstrate characteristics of dyslexia; and

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

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

(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.

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

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

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

1. the number of teachers and other staff that have completed training approved by the Department of Education;
2. the number of teachers and other staff required to complete the training under section 120B.123, subdivision 5, that have not completed the training;
3. the number of teachers exempt under section 120B.123, subdivision 5, from completing training approved by the Department of Education;
4. by school site and grade, the screeners used at the beginning and end of the school year and the reading curriculum used; and
5. by school site and grade, using the measurements of foundational literacy skills and mastery identified by the department, both aggregated data and disaggregated data on student performance on the approved screeners using the student categories under section 120B.35, subdivision 3, paragraph (a), clause (2).

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

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

Subdivision 1. Approved screeners. (a) A district must administer an approved evidence-based 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. The screener must be one of the screening tools approved by the Department of Education. A district must identify any screener it uses in the district's annual literacy plan, and submit screening data with the annual literacy plan by June 15.

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

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

Subd. 2. Progress monitoring. A district must implement progress monitoring, as defined in section 120B.118, 120B.119, for a student not reading at grade level.

EFFECTIVE DATE. This section is effective July 1, 2024.
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, literacy specialists, and other teachers and staff identified in section 120B.12, subdivision 1, paragraph (b), by July 1, 2025; and by July 1, 2027, to other teachers in the district, prioritizing teachers who work with students with disabilities, English learners, and students who qualify for the graduation incentives program under section 124D.64, working with students in kindergarten through grade 12;
2. All classroom teachers of students in kindergarten through 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.

(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.

(e) For the 2024-2025 school year only, the hours of instruction requirement under section 120A.41 for students in grades 1 through 5 is reduced to 929-1/2 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 required under this subdivision, 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 grades 1 through 5 by 5-1/2 hours after consulting with its teachers in order to provide teachers with at least 5-1/2 hours of...
Subd. 7. Department of Education. (a) By July 1, 2023, the department must make available to districts a list of approved evidence-based screeners in accordance with section 120B.12. A district must use an approved screener to assess students' mastery of foundational reading skills in accordance with section 120B.12.

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

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

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

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

(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 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.
meet the culturally responsive standard under section 120B.124, subdivision 1; and reflect
students with disabilities.

Sec. 2. Minnesota Statutes 2023 Supplement, section 120B.124, subdivision 1, is amended
with state funds that require a curriculum to be selected from a list of approved curricula
(a) An account is established in the special revenue
fund known as the Read Act program account. All amounts appropriated under Laws 2023,
chapter 55, article 3, that are unobligated and unencumbered as of June 30, 2028, must be
transferred to the Read Act program account. Remaining unspent funds from previously
obligated or encumbered appropriations under the Read Act cancel to the Read Act program
account.

(b) Funds appropriated to implement the Read Act must be transferred to the Read Act
program account in the special revenue fund.

(c) Money in the account is annually appropriated to the commissioner for curriculum,
training, and other programming necessary to implement the Read Act.

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:

(1) identify at least five literacy curricula and supporting materials that are evidence-based
or focused on structured literacy by January 1, 2024, and post a list of the curricula on the
department website. The list must include curricula that use culturally and linguistically
responsive materials that reflect diverse populations and, to the extent practicable, curricula
that reflect the experiences of students from diverse backgrounds, including multilingual
learners, biliterate students, and students who are Black, Indigenous, and People of Color.
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.

A district is not required to use an approved curriculum, unless the curriculum was purchased
with state funds that require a curriculum to be selected from a list of approved curricula;
(2) identify at least three professional development programs that focus on the five pillars
of literacy and the components of structured literacy by August 15, 2023, subject to final
approval by the department. The department must post a list of the programs on the
department website. The programs may include a program offered by CAREI. The
requirements of section 16C.08 do not apply to the selection of a provider under this section;
(3) identify evidence-based literacy intervention materials for students in kindergarten
through grade 12;

(4) identify at least five literacy curricula and supporting materials that are evidence-based
for two years beginning July 1, 2023, until August 30, 2025, to support implementation of
the Read Act and the components of structured literacy by August 15, 2023, subject to final
approval by the department. The programs may include a program offered by CAREI. The
requirements of section 16C.08 do not apply to the selection of a provider under this section;
(5) identify evidence-based literacy intervention materials for students in kindergarten
through grade 12;

Subdivision 2.

(a) The department must annually review all curricula and programs identified under
subsection 1, paragraph (a), and the department website. The department must post a list of
the curricula and programs on the department website. The list must include curricula that
use culturally and linguistically responsive materials that reflect diverse populations and
(6) identify at least three professional development programs that focus on the five pillars
of literacy and the components of structured literacy by August 15, 2023, subject to final
approval by the department. The department must post a list of the programs on the
department website. The programs may include a program offered by CAREI. The
requirements of section 16C.08 do not apply to the selection of a provider under this section;
(7) identify evidence-based literacy intervention materials for students in kindergarten
through grade 12;

(8) identify at least five literacy curricula and supporting materials that are evidence-based
for two years beginning July 1, 2023, until August 30, 2025, to support implementation of
the Read Act and the components of structured literacy by August 15, 2023, subject to final
approval by the department. The programs may include a program offered by CAREI. The
requirements of section 16C.08 do not apply to the selection of a provider under this section;
(9) identify evidence-based literacy intervention materials for students in kindergarten
through grade 12;
(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 professionals and volunteers that provide Tier 2 interventions on evidence-based literacy intervention;

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

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

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

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

(9) develop a coaching and mentorship program for certified trained facilitators that are focused on structured literacy, starting in 2033.

(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 under paragraph (a), clause (1).

EFFECTIVE DATE. This section is effective July 1, 2024; Sec. 17. Minnesota Statutes 2023 Supplement, section 120B.124, subdivision 2, is amended to read:

Subd. 2. Reconsideration. (a) The department and CAREI must provide districts an opportunity to request that the department and CAREI add to the list of curricula or professional development programs a specific curriculum or professional development program. The department must publish the request for reconsideration procedure on the department website. A request for reconsideration must demonstrate that the curriculum or professional development program meets the requirements of the Read Act, is evidence-based, and has structured literacy components, or that the screener accurately identifies 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. unless the intervention model was purchased with state funds that require an intervention model to be selected from a list of approved models.

(b) The department must contract to develop culturally and linguistically responsive supplemental materials and guidance for the approved literacy curricula to meet the culturally and linguistically responsive standard in paragraph (a), clause (1).

(c) The department and CAREI may partner to revise the list of culturally and linguistically responsive curriculum and supporting materials that are evidence-based or that are focused on structured literacy, starting in 2033.
measures literacy growth, monitors progress, and accurately assesses effective reading, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. The department and CAREI must review the request for reconsideration and approve or deny the request within 60 days.

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

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

Sec. 18. 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.

   (b) The regional literacy networks must develop and provide training on evidence-based literacy interventions consistent with paragraph (a).

   (c) CAREI and the regional literacy networks must collaborate to ensure that training provided by CAREI and the regional literacy networks is consistent across providers. The trainings must not exceed eight hours. The trainings must be based on approved training developed for teachers, and must include a train the trainer component to enable literacy leads to provide the training to paraprofessionals and volunteers. CAREI and the regional literacy networks must provide the trainings at no cost to professionals and other unlicensed school staff who regularly provide Tier 2 interventions to students in Minnesota districts.

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

Sec. 19. 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 curricula under subdivision 1, paragraph (a). The department and institution of higher education may approve the curriculum or instructional materials if they determine that the curriculum or intervention
materials are evidence-based, focused on structured literacy, and are 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.

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

Sec. 20. 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 do 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, and are
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.

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

Sec. 21. Minnesota Statutes 2023 Supplement, section 124D.42, subdivision 8, is amended
to read:

Subd. 8. Minnesota reading corps program. (a) A Minnesota reading corps program
is established to provide ServeMinnesota AmeriCorps members with a data-based
problem-solving model of literacy instruction to use in helping to train local Head Start
program providers, other prekindergarten program providers; and staff in schools with
students in kindergarten through grade 3 to evaluate and teach early literacy skills, including
literacy instruction under sections 120B.1117 to 120B.124, to children age
3 to grade 3 and interventions for children in kindergarten to grade 3.
(b) Literacy programs under this subdivision must comply with the provisions governing
literacy program goals and data use under section 119A.50, subdivision 3, paragraph (b).
(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.
(d) The commission must submit a biennial report to the committees of the legislature
with jurisdiction over kindergarten through grade 12 education that records and evaluates
program data to determine the efficacy of the programs under this subdivision.
Sec. 4. Minnesota Statutes 2023 Supplement, section 124D.98, subdivision 5, is amended to read:

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

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

(2) evidence-based training using a training program approved by the Department of Education under the Read Act;

(3) employing or contracting with a literacy lead, as defined in section 120B.118;

(4) employing an intervention specialist;

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

(6) (7) costs of substitute teachers to allow teachers to complete required training during the teachers’ contract days; and

(7) stipends for teachers completing training required under section 120B.12.

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

Sec. 5. Laws 2023, chapter 55, article 3, section 11, subdivision 3, is amended to read:

Subd. 3. Read Act curriculum and intervention materials reimbursement. (a) The commissioner must use this appropriation to reimburse school districts, charter schools, and cooperative units for evidence-based literacy supports for children in prekindergarten through grade 12 based on structured literacy:

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(b) The commissioner must use this appropriation to reimburse school districts, charter schools, and cooperative units for evidence-based literacy supports for children in prekindergarten through grade 12 based on structured literacy:

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The commissioner must apply for the reimbursement in the form and manner determined by the commissioner.
The aid amount for each school district, charter school, and cooperative unit providing direct instructional services equals the greater of $2,000 or $39.91 times the number of students served by the school district, charter school, or cooperative as determined by the fall 2023 enrollment count of students.

A school district, charter school, or cooperative unit must place any aid received under this subdivision in a reserved account in the general fund. Aid in the reserved account must be used to implement requirements under the Read Act or for literacy incentive aid uses under Minnesota Statutes, section 3.195.

Aid in the reserved account may only be used for literacy interventions authorized under the Read Act or for literacy incentive aid uses under Minnesota Statutes, section 124D.98, subdivision 5.

Of this amount, up to $250,000 is available for administration.

This appropriation does not cancel but is available until June 30, 2025. This is a one-time appropriation and is available until June 30, 2025.

This aid is 100 percent payable in fiscal year 2025.

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

Sec. 24. Laws 2023, chapter 55, article 3, section 11, subdivision 4, is amended to read:

(b) A school district, charter school, or cooperative unit must purchase curriculum and instructional materials that reflect diverse populations.

(d) A school district, charter school, or cooperative unit must purchase curriculum and instructional materials that reflect diverse populations.

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

(f) This appropriation does not cancel but is available until June 30, 2025. This is a one-time appropriation and is available until June 30, 2025.

(f) This aid is 100 percent payable in fiscal year 2025.

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

Sec. 25. Laws 2023, chapter 55, article 3, section 11, subdivision 4, is amended to read:

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

(b) Of the amount for fiscal year 2024 in paragraph (a), $18,000,000 is for the Department of Education and the regional literacy networks and $16,700,000 is 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 and to administer statewide training based in structured literacy to be offered free to school districts and charter schools facilitated by the regional literacy networks and the department.

The regional literacy networks must focus on implementing comprehensive literacy reform efforts based on structured literacy. Each regional literacy network must add a literacy lead position and establish a team of trained literacy network leaders.

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

The regional literacy networks and the department. The regional literacy networks must focus on literacy efforts based on structured literacy. Each regional literacy network must add a literacy lead position and establish a team of trained literacy network leaders.

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

A school district, charter school, or cooperative unit must place any aid received under this subdivision in a reserved account in the general fund. Aid in the reserved account may only be used for literacy interventions authorized under the Read Act or for literacy incentive aid uses under Minnesota Statutes, section 124D.98, subdivision 5.
literacy coaches to facilitate evidence-based structured literacy training opportunities and ongoing supports to school districts and charter schools in each of their regions. The amount in fiscal year 2023 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.

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

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

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

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

(g) This appropriation is available until June 30, 2028. Any unspent funds do not cancel but are transferred to the Read Act program account in the special revenue fund. The base for fiscal year 2026 and later is $7,750,000, of which $6,500,000 is for the regional literacy networks and $1,250,000 is for statewide training.

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

(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 in accordance with Minnesota Rules, part 8710.3000;

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

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

(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

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(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.
50.10 comprehension, and to the requirements of Minnesota Statutes, section 122A.092, subdivision
50.11 5;
50.12 (2) describe how the board conducted the audit;
50.13 (3) identify the results of the audit; and
50.14 (4) summarize the program effectiveness reports for continuing approval related to
50.15 reading standards reviewed by the board, including the board determinations under Minnesota
50.16 Rules, part 8.705.2200.

50.17 EFFECTIVE DATE. This section is effective July 1, 2024.

50.18 Subd. 1. Working group purpose. The Department of Education must establish
50.19 a working group to make recommendations on literacy training, screeners, and curriculum
50.20 for students who cannot fully access sound-based approaches such as phonics.

50.21 Subd. 2. Members. The Department of Education must appoint representatives from
50.22 the Center for Applied Research and Educational Improvement at the University of
50.23 Minnesota; the Minnesota Commission of the Deaf, Deafblind and Hard of Hearing; the
50.24 Minnesota State Academies; Metro Deaf School; intermediate school districts; regional
50.25 low-incidence facilitators; a Deaf and Hard of Hearing teacher licensure preparation program
50.26 in Minnesota approved by the Professional Educator Licensing and Standards Board; and
50.27 teachers of students who are deaf, deafblind, or hard of hearing.

50.28 Subd. 3. Report. The working group must review curriculum, screeners, and training
50.29 approved under the Read Act and make recommendations for adapting curriculum, screeners,
50.30 and training available to districts, charter schools, teachers, and administrators to meet the
50.31 needs of students and educators who cannot fully access sound-based approaches. The report
50.32 must address how approved curriculum, screeners, and training may be modified and identify
50.33 resources for alternatives to sound-based approaches. The working group must post its
50.34 report on the Department of Education website, and submit the report to the legislative
50.35 committees with jurisdiction over kindergarten through grade 12 education no later than
50.36 January 15, 2025.

50.37 Subd. 4. Administrative provisions. (a) The commissioner, or the commissioner's
50.38 designee, must convene the initial meeting of the working group. At the first meeting, the
50.39 department must provide members of the working group information on structured literacy
50.40 and the curriculum, screeners, and training approved under the Read Act.

50.41 (b) Members of the working group are eligible for per diem compensation as provided
50.42 under Minnesota Statutes, section 15.059, subdivision 3. The working group expires January
50.43 16, 2025, or upon submission of the report to the legislature under subdivision 3, whichever
50.44 is earlier.

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50.59 must address how approved curriculum, screeners, and training may be modified and identify
50.60 resources for alternatives to sound-based approaches. The working group must post its
50.61 report on the Department of Education website, and submit the report to the legislative
50.62 committees with jurisdiction over kindergarten through grade 12 education no later than
50.63 January 15, 2025.

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50.67 and the curriculum, screeners, and training approved under the Read Act.

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50.69 under Minnesota Statutes, section 15.059, subdivision 3. The working group expires January
50.70 16, 2025, or upon submission of the report to the legislature under subdivision 3, whichever
50.71 is earlier.
EFFECTIVE DATE. This section is effective the day following final enactment.

Sec. 27. APPROPRIATION; SUPPLEMENTAL READ ACT FUNDING.

Subdivision 1. Department of Education. The sum indicated in this section is appropriated from the general fund to the Department of Education in the fiscal year designated.

Subd. 2. Read Act implementation. (a) For transfer to the Read Act program account in the special revenue fund under Minnesota Statutes, section 120B.123:

\[ \text{\$3,225,000} \quad \text{2025} \]

(b) Of this amount, \$31,375,000 is for school districts, charter schools, and cooperatives; to be allocated based on the number of teachers required to complete training, as reported in local literacy plans; districts, charter schools, and cooperatives may use the funding in the following order of priority:

1. To compensate staff who complete an evidence-based professional development program approved under Minnesota Statutes, section 120B.124, outside of the regular work time or staff development time at their regular hourly wage.

2. To pay for substitute teachers or other staff needed while teachers or other staff complete an evidence-based professional development program approved under Minnesota Statutes, section 120B.124.

3. For stipends for teachers who have a license to teach in Minnesota and complete an evidence-based professional development program approved under Minnesota Statutes, section 120B.124, between July 1, 2021, and July 1, 2027.

(g) Of this amount, \$1,000,000 is 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 curriculum under Minnesota Statutes, section 120B.124, subdivision 1, paragraph (a), clause (1). 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.

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

Sec. 9. APPROPRIATIONS.

Subdivision 1. Department of Education. The sum indicated in this section is appropriated from the general fund to the Department of Education in the fiscal year designated.

Subd. 2. Read Act substitute teacher and teacher stipend reimbursements. (a) For payments to school districts, charter schools, and cooperative units for substitute teachers and teacher stipends related to Read Act implementation:

\[ \text{\$3,800,000} \quad \text{2025} \]

(b) To be eligible for payment under this subdivision, a school district, charter school, or cooperative unit must apply in writing to the commissioner for reimbursement for (1) substitute teachers to enable teachers to complete required training during the school day, unless the teachers are compensated for time outside the school day to complete the training, and (2) stipends to teachers who complete an evidence-based professional development program approved under Minnesota Statutes, section 120B.124.

To be eligible for the stipend, a teacher must have a license to teach in Minnesota and complete an approved professional development program between July 1, 2024, and July 1, 2027. If the appropriation is insufficient, the commissioner must prorate the amounts to applicants seeking payment.

(c) This is a onetime appropriation. This appropriation is available until June 30, 2028.

Subd. 4. Supplemental culturally responsive materials. (a) For a contract to develop supplemental culturally responsive materials for evidence-based structured literacy curriculum:

\[ \text{\$1,000,000} \quad \text{2025} \]

(b) The commissioner must issue a request for proposals for a contract to develop supplemental culturally responsive materials for the approved evidence-based structured literacy curriculum under Minnesota Statutes, section 120B.124, subdivision 1, clause (1).

Upon completion, the commissioner must make the supplemental culturally responsive materials available at no cost to districts.
(d) Of this amount, $375,000 is for the regional literacy networks to develop training for paraprofessionals and volunteers that regularly provide Tier 2 literacy interventions to students in accordance with Minnesota Statutes, section 120B.124, subdivision 4.

(g) Of this amount, $375,000 is for CAREI to develop training for paraprofessionals and volunteers that regularly provide Tier 2 literacy interventions to students in accordance with Minnesota Statutes, section 120B.124, subdivision 4.

Subd. 5. Read Act paraprofessional training. (a) To provide structured literacy instruction training to paraprofessionals:

(b) The department must partner with the Regional Centers of Excellence to provide training for paraprofessionals that assist in providing Tier 2 literacy interventions to students in Minnesota school districts on the key components of structured literacy instruction and interventions by June 10, 2025. The training must be eight hours long.

(c) This is a onetime appropriation.

Subd. 3. Read Act deaf, deafblind, and hard of hearing working group. (a) For administration and per diem compensation for members of the Read Act deaf, deafblind, and hard of hearing working group:

(b) This is a onetime appropriation.

Subd. 6. Evidence-based reading instruction training reimbursement. (a) To reimburse teachers for evidence-based reading instruction training:

(b) A teacher who is currently teaching in a Minnesota school district, charter school, or cooperative unit must apply in the form and manner determined by the commissioner to be eligible to receive reimbursement for the actual cost the applicant paid for an evidence-based reading instruction training, including tuition, books, and other instructional materials. The commissioner must establish procedures to ensure that the costs reimbursed under this section have not been reimbursed by the applicant's employer or another source.

If the appropriation is insufficient, the commissioner must prorate the amount paid to applicants seeking reimbursement.

(c) An eligible evidence-based reading instruction training is an approved professional development program identified under Minnesota Statutes, section 120B.124, subdivision 1, paragraph (a), clause (2), that was completed by the applicant between January 1, 2020, and June 30, 2023.
35.7  (d) This is a onetime appropriation.

Sec. 28. REVISOR INSTRUCTION.

The revisor of statutes shall renumber each section of Minnesota Statutes listed in column A with the number listed in column B. The revisor shall also make necessary cross-reference changes consistent with the renumbering. The revisor shall also make any technical and other changes necessitated by the renumbering and cross-reference changes in this act.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
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<tbody>
<tr>
<td>120B.1117</td>
<td>120B.118</td>
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<tr>
<td>120B.1118</td>
<td>120B.119</td>
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</tbody>
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EFFECTIVE DATE. This section is effective July 1, 2024.