

31.14	ARTICLE 3	26.10	ARTICLE 3
31.15	THE READ ACT	26.11	READ ACT
31.16	Section 1. Minnesota Statutes 2023 Supplement, section 120B.1117, is amended to read:		
31.17	120B.1117 TITLE; THE READ ACT.		
31.18	Sections 120B.1117 120B.118 to 120B.124 may be cited as the "Reading to Ensure		
31.19	Academic Development Act" or the "Read Act."		
31.20	EFFECTIVE DATE. This section is effective July 1, 2024.		
31.21	Sec. 2. Minnesota Statutes 2023 Supplement, section 120B.1118, is amended by adding		
31.22	a subdivision to read:		
31.23	Subd. 2a. Certified trained facilitator. "Certified trained facilitator" means a person		
31.24	employed by a district or regional literacy network, who has completed professional		
31.25	development approved by the Department of Education in structured literacy, completed		
31.26	the vendor's certification prerequisites and facilitator training requirements, completed the		
31.27	vendor's annual recertification requirements, remains in good standing with the sponsoring		
31.28	agency and vendor, uses the vendor's training materials with fidelity, and participates in		
31.29	mentoring or coaching provided by CAREI and the Department of Education on facilitating		
32.1	literacy training. A literacy lead who meets the requirements under this subdivision may be		
32.2	a certified trained facilitator.		
32.3	EFFECTIVE DATE. This section is effective July 1, 2024.		
32.4	Sec. 3. Minnesota Statutes 2023 Supplement, section 120B.1118, subdivision 7, is amended		
32.5	to read:		
32.6	Subd. 7. Literacy specialist. "Literacy specialist" means a person licensed by the		
32.7	Professional Educator Licensing and Standards Board as a teacher of reading, a special		
32.8	education teacher, or a kindergarten through grade 6 teacher, who has completed professional		
32.9	development approved by the Department of Education in structured literacy. A literacy		
32.10	specialist employed by the department under section 120B.123, subdivision 7, or by a district		
32.11	as a literacy lead, is not required to complete the approved training before August 30, 2025.		
32.12	EFFECTIVE DATE. This section is effective July 1, 2024.		
32.13	Sec. 4. Minnesota Statutes 2023 Supplement, section 120B.1118, subdivision 10, is		
32.14	amended to read:		
32.15	Subd. 10. Oral language. "Oral language," also called "spoken language," includes		
32.16	speaking and listening, and consists of five components: phonology, morphology, syntax,		
32.17	semantics, and pragmatics. Oral language also includes sign language, in which speaking		
32.18	and listening skills are defined as expressive and receptive skills, and consists of phonology,		

32.19 including sign language phonological awareness, morphology, syntax, semantics, and
32.20 pragmatics.

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

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

32.24 Subdivision 1. **Literacy goal.** (a) The legislature seeks to have every child reading at
32.25 or above grade level every year, beginning in kindergarten, and to support multilingual
32.26 learners and students receiving special education services in achieving their individualized
32.27 reading goals in order to meet grade-level proficiency. By the 2026-2027 school year,
32.28 districts must provide evidence-based reading instruction through a focus on student mastery
32.29 of the foundational reading skills of phonemic awareness, phonics, and fluency, as well as
32.30 the development of oral language, vocabulary, and reading comprehension skills. Students
32.31 must receive evidence-based instruction that is proven to effectively teach children to read,
32.32 consistent with sections ~~120B.111 to 120B.117~~ 120B.118 to 120B.124.

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

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

33.8 (2) ~~all classroom teachers of students in kindergarten through grade 3 and children in~~
33.9 ~~prekindergarten programs;~~

33.10 (3) ~~special education teachers;~~

33.11 (4) ~~curriculum directors;~~

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

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

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

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

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

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

33.23 Subd. 2. **Identification; report.** (a) ~~Twice per year,~~ Each school district must screen
33.24 every student enrolled in kindergarten, grade 1, grade 2, and grade 3 using a screening tool
33.25 approved by the Department of Education three times each school year: (1) within the first
33.26 six weeks of the school year; (2) by February 15 each year; and (3) within the last six weeks
33.27 of the school year. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including
33.28 multilingual learners and students receiving special education services, must be universally
33.29 screened for mastery of foundational reading skills, including phonemic awareness, phonics,
33.30 decoding, fluency, oral language, and for characteristics of dyslexia as measured by a
33.31 screening tool approved by the Department of Education. The screening for characteristics
33.32 of dyslexia may be integrated with universal screening for mastery of foundational skills
34.1 and oral language. A district must submit data on student performance in kindergarten,
34.2 grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness,
34.3 phonics, decoding, fluency, and oral language to the Department of Education in the annual
34.4 local literacy plan submission due on June 15.

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

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

34.22 (d) The district also must include in its literacy plan under subdivision 4a, a summary
34.23 of the district's efforts to screen, identify, and provide interventions to students who
34.24 demonstrate characteristics of dyslexia as measured by a screening tool approved by the
34.25 Department of Education. Districts are strongly encouraged to use ~~the~~ a MTSS framework.
34.26 With respect to students screened or identified under paragraph (a), the report must include:

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

34.28 (2) the number of students universally screened for that reporting year;

34.29 (3) the number of students demonstrating characteristics of dyslexia for that year; and

34.30 (4) an explanation of how students identified under this subdivision are provided with

34.31 alternate instruction and interventions under section 125A.56, subdivision 1.

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

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

35.2 to read:

35.3 Subd. 2a. **Parent notification and involvement.** A district must administer ~~a~~ an approved

35.4 reading screener to students in kindergarten through grade 3 within the first six weeks of

35.5 the school year, by February 15 each year, and again within the last six weeks of the school

35.6 year. Schools, at least biannually after administering each screener, must give the parent of

35.7 each student who is not reading at or above grade level timely information about:

35.8 (1) the student's reading proficiency as measured by a screener approved by the

35.9 Department of Education;

35.10 (2) reading-related services currently being provided to the student and the student's

35.11 progress; and

35.12 (3) strategies for parents to use at home in helping their student succeed in becoming

35.13 grade-level proficient in reading in English and in their native language.

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

35.15 evaluation.

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

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

35.18 to read:

35.19 Subd. 3. **Intervention.** (a) For each student identified under subdivision 2, the district

35.20 shall provide reading intervention to accelerate student growth and reach the goal of reading

35.21 at or above grade level by the end of the current grade and school year. A district is

35.22 encouraged to provide reading intervention through a MTSS framework. If a student does

35.23 not read at or above grade level by the end of the current school year, the district must

35.24 continue to provide reading intervention until the student reads at grade level. District

35.25 intervention methods shall encourage family engagement and, where possible, collaboration

35.26 with appropriate school and community programs that specialize in evidence-based

35.27 instructional practices and measure mastery of foundational reading skills, including

35.28 phonemic awareness, phonics, decoding, fluency, and oral language. By the 2025-2026

35.29 school year, intervention programs must be taught by an intervention teacher or special

35.30 education teacher who has successfully completed training in evidence-based reading

35.31 instruction approved by the Department of Education. Intervention may include but is not

35.32 limited to requiring student attendance in summer school, intensified reading instruction

35.33 that may require that the student be removed from the regular classroom for part of the

36.1 school day, extended-day programs, or programs that strengthen students' cultural
36.2 connections.

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

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

36.21 (d) Starting in the 2026-2027 school year, to provide a Tier 2 literacy intervention, a
36.22 paraprofessional or other unlicensed person, including a volunteer, must be supervised by
36.23 a licensed teacher who has completed training in evidence-based reading instruction approved
36.24 by the Department of Education, and have completed evidence-based training developed
36.25 under the Read Act by CAREI or the regional literacy networks under section 120B.124,
36.26 subdivision 4, or a training that the department has determined meets or exceeds the
36.27 requirements of section 120B.124, subdivision 4.

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

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

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

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

37.5 (1) elementary teachers are able to implement explicit, systematic, evidence-based
37.6 instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary,

37.7 and comprehension with emphasis on mastery of foundational reading skills as defined in
37.8 section ~~120B.118~~ 120B.119 and other literacy-related areas including writing until the
37.9 student achieves grade-level reading and writing proficiency;

37.10 (2) elementary teachers ~~have sufficient~~ receive training to provide students with
37.11 evidence-based reading and oral language instruction that meets students' developmental,
37.12 linguistic, and literacy needs using the intervention methods or programs selected by the
37.13 district for the identified students;

37.14 (3) licensed teachers employed by the district have ~~regular~~ opportunities to improve
37.15 reading and writing instruction through approved professional development identified in
37.16 the local literacy plan;

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

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

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

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

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

38.3 Subd. 4a. **Local literacy plan.** (a) Consistent with this section, a school district must
38.4 adopt a local literacy plan to have every child reading at or above grade level every year
38.5 beginning in kindergarten and to support multilingual learners and students receiving special
38.6 education services in achieving their individualized reading goals. A district must update
38.7 and submit the plan to the commissioner by June 15 each year. The plan must be consistent
38.8 with the Read Act, and include the following:

38.9 (1) a process to assess students' foundational reading skills, oral language, and level of
38.10 reading proficiency and the approved screeners used, by school site and grade level, under
38.11 section 120B.123;

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

38.13 (3) a description of how schools in the district will determine the targeted reading
38.14 instruction that is evidence-based and includes an intervention strategy for a student and
38.15 the process for intensifying or modifying the reading strategy in order to obtain measurable
38.16 reading progress;

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

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

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

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

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

38.27 (i) students in kindergarten through grade 3;

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

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

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

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

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

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

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

39.15 (d) By December 1, 2025, the commissioner of education must submit a report to the
39.16 legislative committees with jurisdiction over prekindergarten through grade 12 education

39.17 summarizing the local literacy plans submitted to the commissioner. The summary must
39.18 include the following information:

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

39.21 (2) the number of teachers and other staff required to complete the training under section
39.22 120B.123, subdivision 5, that have not completed the training;

39.23 (3) the number of teachers exempt under section 120B.123, subdivision 5, from
39.24 completing training approved by the Department of Education;

39.25 ~~(2)~~ (4) by school site and grade, the screeners ~~used at the beginning and end of the school~~
39.26 ~~year~~ and the reading curriculum used; and

39.27 ~~(3)~~ (5) by school site and grade, using the measurements of foundational literacy skills
39.28 and mastery identified by the department, both aggregated data and disaggregated data on
39.29 student performance on the approved screeners using the student categories under section
39.30 120B.35, subdivision 3, paragraph (a), clause (2).

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

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

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

40.4 Subdivision 1. **Approved screeners.** (a) A district must administer an approved
40.5 evidence-based reading screener to students in kindergarten through grade 3 within the first
40.6 six weeks of the school year, by February 15 each year, and again within the last six weeks
40.7 of the school year. The screener must be one of the screening tools approved by the
40.8 Department of Education. A district must identify any screener it uses in the district's annual
40.9 literacy plan, and submit screening data with the annual literacy plan by June 15.

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

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

40.13 Sec. 12. Minnesota Statutes 2023 Supplement, section 120B.123, subdivision 2, is amended
40.14 to read:

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

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

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

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

40.23 (1) reading intervention teachers, literacy specialists, and other teachers and staff
40.24 identified in section 120B.12, subdivision 1, paragraph (b), by July 1, 2025; and by July 1,
40.25 2027, to other teachers in the district, prioritizing teachers who work with students with
40.26 disabilities, English learners, and students who qualify for the graduation incentives program
40.27 under section 124D.68; working with students in kindergarten through grade 12;

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

40.30 (3) special education teachers;

41.1 (4) curriculum directors;

41.2 (5) instructional support staff, contractors, and volunteers who assist in providing Tier
41.3 2 interventions;

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

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

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

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

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

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

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

41.14 (e) For the 2024-2025 school year only, the hours of instruction requirement under
41.15 section 120A.41 for students in grades 1 through 5 is reduced to 929-1/2 hours for a district
41.16 that enters into an agreement with the exclusive representative of the teachers that requires
41.17 teachers to receive at least 5-1/2 hours of approved evidence-based training required under
41.18 this subdivision, on a day when other students in the district receive instruction. If a charter
41.19 school's teachers are not represented by an exclusive representative, the charter school may
41.20 reduce the number of instructional hours for students in grades 1 through 5 by 5-1/2 hours
41.21 after consulting with its teachers in order to provide teachers with at least 5-1/2 hours of

41.22 evidence-based training required under this subdivision on a day when other students receive
41.23 instruction.

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

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

41.27 Subd. 7. **Department of Education.** (a) By July 1, 2023, the department must make
41.28 available to districts a list of approved evidence-based screeners in accordance with section
41.29 120B.12. A district must use an approved screener to assess students' mastery of foundational
41.30 reading skills in accordance with section 120B.12.

42.1 (b) The Department of Education must partner with CAREI as required under section
42.2 120B.124 to approve professional development programs, subject to final determination by
42.3 the department. After the implementation partnership under section 120B.124 ends, the
42.4 department must continue to regularly provide districts with information about professional
42.5 development opportunities available throughout the state on reading instruction that is
42.6 evidence-based.

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

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

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

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

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

26.12 Section 1. Minnesota Statutes 2023 Supplement, section 120B.123, subdivision 7, is
26.13 amended to read:

26.14 Subd. 7. **Department of Education.** (a) By July 1, 2023, the department must make
26.15 available to districts a list of approved evidence-based screeners in accordance with section
26.16 120B.12. A district must use an approved screener to assess students' mastery of foundational
26.17 reading skills in accordance with section 120B.12.

26.18 (b) The Department of Education must partner with CAREI as required under section
26.19 120B.124 to approve professional development programs, subject to final determination by
26.20 the department. After the implementation partnership under section 120B.124 ends, the
26.21 department must continue to regularly provide districts with information about professional
26.22 development opportunities available throughout the state on reading instruction that is
26.23 evidence-based.

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

26.26 (d) The department must employ a literacy specialist to provide support to districts
26.27 implementing the Read Act and coordinate duties assigned to the department under the
26.28 Read Act. The literacy specialist must work on state efforts to improve literacy tracking
26.29 and implementation.

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

27.1 (f) The department must partner with CAREI as required under section 120B.124 to
27.2 approve literacy intervention models, subject to final determination by the department. The
27.3 department must make a list of the approved intervention models available to districts, and
27.4 make available to districts a list of at least 15 approved evidence-based literacy intervention
27.5 models by November 1, 2025. The department may make the list of approved intervention
27.6 models available as each program is approved.

27.7 (g) The department must provide ongoing coaching and support to certified trained
27.8 facilitators.

27.9 (h) The department must collaborate with the publishers of curriculum and intervention
27.10 models approved by the department and CAREI to update the curriculum and materials to

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

42.27 Sec. 15. Minnesota Statutes 2023 Supplement, section 120B.123, is amended by adding

42.28 a subdivision to read:

42.29 Subd. 8. **Special revenue fund.** (a) An account is established in the special revenue

42.30 fund known as the Read Act program account. All amounts appropriated under Laws 2023,

42.31 chapter 55, article 3, that are unobligated and unencumbered as of June 30, 2028, must be

42.32 transferred to the Read Act program account. Remaining unspent funds from previously

43.1 obligated or encumbered appropriations under the Read Act cancel to the Read Act program

43.2 account.

43.3 (b) Funds appropriated to implement the Read Act must be transferred to the Read Act

43.4 program account in the special revenue fund.

43.5 (c) Money in the account is annually appropriated to the commissioner for curriculum,

43.6 training, and other programming necessary to implement the Read Act.

43.7 Sec. 16. Minnesota Statutes 2023 Supplement, section 120B.124, subdivision 1, is amended

43.8 to read:

43.9 Subdivision 1. **Resources.** (a) The Department of Education must partner with CAREI

43.10 for two years beginning July 1, 2023, until August 30, 2025, to support implementation of

43.11 the Read Act. The department and CAREI must jointly:

43.12 (1) identify at least five literacy curricula and supporting materials that are evidence-based

43.13 or focused on structured literacy by January 1, 2024, and post a list of the curricula on the

43.14 department website. The list must include curricula that use culturally and linguistically

43.15 responsive materials that reflect diverse populations and, ~~to the extent practicable,~~ curricula

43.16 that reflect the experiences of students from diverse backgrounds, including multilingual

43.17 learners, biliterate students, and students who are Black, Indigenous, and People of Color.

43.18 A district that purchases an approved curriculum before the cultural responsiveness review

43.19 is completed is encouraged to work with the curriculum's publisher to obtain updated

43.20 materials that are culturally and linguistically responsive and reflect diverse populations.

43.21 A district is not required to use an approved curriculum, ~~unless the curriculum was purchased~~

43.22 ~~with state funds that require a curriculum to be selected from a list of approved curricula;~~

43.23 (2) identify at least three professional development programs that focus on the five pillars

43.24 of literacy and the components of structured literacy by August 15, 2023, subject to final

43.25 approval by the department. The department must post a list of the programs on the

43.26 department website. The programs may include a program offered by CAREI. The

43.27 requirements of section 16C.08 do not apply to the selection of a provider under this section;

43.28 (3) identify evidence-based literacy intervention materials for students in kindergarten

43.29 through grade 12;

27.11 ~~meet the culturally responsive standard under section 120B.124, subdivision 1, and reflect~~

27.12 ~~students with disabilities.~~

27.13 Sec. 2. Minnesota Statutes 2023 Supplement, section 120B.124, subdivision 1, is amended

27.14 to read:

27.15 Subdivision 1. **Resources.** (a) The Department of Education must partner with CAREI

27.16 for two years beginning July 1, 2023, until August 30, 2025, to support implementation of

27.17 the Read Act. The department and CAREI must jointly:

27.18 (1) identify at least five literacy curricula and supporting materials that are evidence-based

27.19 or focused on structured literacy by January 1, 2024, and post a list of the curricula on the

27.20 department website. The list must only include curricula that use culturally and linguistically

27.21 responsive materials that reflect diverse populations and, ~~to the extent practicable,~~ curricula

27.22 that reflect the experiences of students from diverse backgrounds, including multilingual

27.23 learners, biliterate students, and students who are Black, Indigenous, and People of Color.

27.24 A district is not required to use an approved curriculum, unless the curriculum was purchased

27.25 with state funds that require a curriculum to be selected from a list of approved curricula;

27.26 (2) identify at least three professional development programs that focus on the five pillars

27.27 of literacy and the components of structured literacy by August 15, 2023, subject to final

27.28 approval by the department. The department must post a list of the programs on the

27.29 department website. The programs may include a program offered by CAREI. The

27.30 requirements of section 16C.08 do not apply to the selection of a provider under this section;

27.31 (3) identify evidence-based literacy intervention materials for students in kindergarten

27.32 through grade 12;

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

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

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

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

44.9 (8) ensure that teacher professional development options and MTSS framework trainings
44.10 are geographically equitable by supporting trainings through the regional service
44.11 cooperatives;.

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

44.14 (10) identify at least 15 evidence-based literacy intervention models by November 1,
44.15 2025, and post a list of the interventions on the department website. A district is not required
44.16 to use an approved intervention model.

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

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

44.21 Sec. 17. Minnesota Statutes 2023 Supplement, section 120B.124, subdivision 2, is amended
44.22 to read:

44.23 Subd. 2. **Reconsideration.** (a) The department and CAREI must provide districts an
44.24 opportunity to request that the department and CAREI add to the list of curricula or
44.25 professional development programs a specific curriculum or professional development
44.26 program. The department must publish the request for reconsideration procedure on the
44.27 department website. A request for reconsideration must demonstrate that the curriculum or
44.28 professional development program meets the requirements of the Read Act, is
44.29 evidence-based, and has structured literacy components; ~~or that the screener accurately~~

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

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

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

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

28.10 (8) ensure that teacher professional development options and MTSS framework trainings
28.11 are geographically equitable by supporting trainings through the regional service
28.12 cooperatives;.

28.13 (9) develop a coaching and mentorship program for certified trained facilitators; and

28.14 (10) identify at least 15 evidence-based literacy intervention models by November 1,
28.15 2025, and post a list of the interventions on the department website. A district is not required
28.16 to use an approved intervention model, unless the intervention model was purchased with
28.17 state funds that require an intervention model to be selected from a list of approved models.

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

28.21 (c) The department and CAREI may partner to revise the list of culturally and
28.22 linguistically responsive curriculum and supporting materials that are evidence-based or
28.23 that are focused on structured literacy, starting in 2033.

28.24 Sec. 3. Minnesota Statutes 2023 Supplement, section 120B.124, subdivision 2, is amended
28.25 to read:

28.26 Subd. 2. **Reconsideration.** (a) The department and CAREI must provide districts an
28.27 opportunity to request that the department and CAREI add to the list of curricula or
28.28 professional development programs a specific curriculum or professional development
28.29 program. The department must publish the request for reconsideration procedure on the
28.30 department website. A request for reconsideration must demonstrate that the curriculum or
28.31 professional development program meets the requirements of the Read Act, is
28.32 evidence-based, and has structured literacy components; ~~or that the screener accurately~~

44.30 ~~measures literacy growth, monitors progress, and accurately assesses effective reading,~~
44.31 ~~including phonemic awareness, phonics, fluency, vocabulary, and comprehension.~~ The
45.1 department and CAREI must review the request for reconsideration and approve or deny
45.2 the request within 60 days.

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

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

45.7 Sec. 18. Minnesota Statutes 2023 Supplement, section 120B.124, is amended by adding
45.8 a subdivision to read:

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

45.13 (1) paraprofessionals and other unlicensed school staff; and

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

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

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

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

45.25 Sec. 19. Minnesota Statutes 2023 Supplement, section 120B.124, is amended by adding
45.26 a subdivision to read:

45.27 Subd. 5. **Ongoing review of literacy materials.** The department may partner with one
45.28 or more institutions of higher education to conduct independent and objective reviews of
45.29 curriculum and intervention materials. The department must determine whether it will
45.30 partner with an institution of higher education to conduct ongoing reviews of literacy
45.31 materials by June 1, 2026. A publisher may submit curriculum or intervention materials for
46.1 review. The publisher is responsible for paying the cost of the review directly to the institution
46.2 of higher education. The review must use the rubric used to approve curricula under
46.3 subdivision 1, paragraph (a). The department and institution of higher education may approve
46.4 the curriculum or instructional materials if they determine that the curriculum or intervention

29.1 ~~measures literacy growth, monitors progress, and accurately assesses effective reading,~~
29.2 ~~including phonemic awareness, phonics, fluency, vocabulary, and comprehension.~~ The
29.3 department and CAREI must review the request for reconsideration and approve or deny
29.4 the request within 60 days.

29.5 (b) The department and CAREI must conduct a final curriculum review by March 3,
29.6 2025, to review curriculum that is available to districts at no cost.

46.5 materials are evidence-based, focused on structured literacy, and are culturally and
46.6 linguistically responsive and reflect diverse populations. The department must add the
46.7 approved curriculum or intervention materials to the list of curricula and materials approved
46.8 under the Read Act.

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

46.10 Sec. 20. Minnesota Statutes 2023 Supplement, section 120B.124, is amended by adding
46.11 a subdivision to read:

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

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

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

46.22 Subd. 8. **Minnesota reading corps program.** (a) A Minnesota reading corps program
46.23 is established to provide ServeMinnesota AmeriCorps members with a data-based
46.24 problem-solving model of literacy instruction to use in helping to train local Head Start
46.25 program providers, other prekindergarten program providers, and staff in schools with
46.26 students in kindergarten through grade 3 to evaluate and teach early literacy skills, including
46.27 evidence-based literacy instruction under sections 120B.1117 to 120B.124, to children age
46.28 3 to grade 3 and interventions for children in kindergarten to grade ~~4~~ 3.

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

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

47.4 ~~(e)~~ (d) The commission must submit a biennial report to the committees of the legislature
47.5 with jurisdiction over kindergarten through grade 12 education that records and evaluates
47.6 program data to determine the efficacy of the programs under this subdivision.

47.7 Sec. 22. Minnesota Statutes 2023 Supplement, section 124D.98, subdivision 5, is amended
47.8 to read:

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

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

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

47.18 (3) employing or contracting with a literacy lead, as defined in section ~~120B.118~~
47.19 120B.119;

47.20 (4) employing an intervention specialist;

47.21 ~~(4) (5) approved screeners~~, materials, training, and ongoing coaching to ensure reading
47.22 interventions under section 125A.56, subdivision 1, are evidence-based; ~~and~~

47.23 ~~(5) (6) costs of substitute teachers to allow teachers to complete required training during~~
47.24 ~~the teachers' contract day-;~~ and

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

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

47.27 Sec. 23. Laws 2023, chapter 55, article 3, section 11, subdivision 3, is amended to read:

47.28 Subd. 3. **Read Act curriculum and intervention materials reimbursement.** (a) ~~To~~
47.29 ~~reimburse~~ For state aid for school districts, charter schools, and cooperative units for
47.30 evidence-based literacy supports for children in prekindergarten through grade 12 based on
47.31 structured literacy:

48.1 \$ 35,000,000 2024

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

29.7 Sec. 4. Minnesota Statutes 2023 Supplement, section 124D.98, subdivision 5, is amended
29.8 to read:

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

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

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

29.18 (3) employing or contracting with a literacy lead, as defined in section ~~120B.118~~
29.19 120B.119;

29.20 (4) employing an intervention specialist;

29.21 ~~(4) (5) screeners~~, materials, training, and ongoing coaching to ensure reading interventions
29.22 under section 125A.56, subdivision 1, are evidence-based; ~~and~~

29.23 ~~(5) (6) costs of substitute teachers to allow teachers to complete required training during~~
29.24 ~~the teachers' contract day-;~~ and

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

29.26 **EFFECTIVE DATE.** This section is effective for revenue in fiscal year 2025 and later.

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

29.28 Subd. 3. **Read Act curriculum and intervention materials reimbursement literacy**
29.29 **aid.** (a) ~~To reimburse~~ For state aid for school districts, charter schools, and cooperative
29.30 units for evidence-based literacy supports for children in prekindergarten through grade 12
29.31 based on structured literacy:

30.1 \$ 35,000,000 2024

30.2 ~~(b) The commissioner must use this appropriation to reimburse school districts, charter~~
30.3 ~~schools, and cooperatives for approved evidence-based structured literacy curriculum and~~
30.4 ~~supporting materials, and intervention materials purchased after July 1, 2021. An applicant~~
30.5 ~~must apply for the reimbursement in the form and manner determined by the commissioner.~~
30.6 The aid amount for each school district, charter school, and cooperative unit providing direct
30.7 instructional services equals the greater of \$2,000 or \$39.91 times the number of students
30.8 served by the school district, charter school, or cooperative as determined by the fall 2023
30.9 enrollment count of students.

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

48.10 (b) The aid amount for each school district, charter school, and cooperative unit providing
48.11 direct instructional services equals the greater of \$2,000 or \$39.91 times the number of
48.12 students served by the school district, charter school, or cooperative as determined by the
48.13 fall 2023 enrollment count of students.

48.14 (c) A school district, charter school, or cooperative unit must place any aid received
48.15 under this subdivision in a reserved account in the general fund. Aid in the reserved account
48.16 must be used to implement requirements under the Read Act or for literacy incentive aid
48.17 uses under Minnesota Statutes, section 124D.98, subdivision 5.

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

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

48.21 (f) This appropriation does not cancel but is available until June 30, 2025. This is a
48.22 onetime appropriation and is available until June 30, 2028.

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

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

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

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

48.28	\$	34,950,000	2024
48.29		0		
48.30	\$	4,000,000	2025

48.31 (b) Of the amount for fiscal year 2024 in paragraph (a), \$18,000,000 is for the Department
48.32 of Education and the regional literacy networks and \$16,700,000 is for statewide training.
49.1 The department must use the funding to develop a data collection system to collect and
49.2 analyze the submission of the local literacy plans and student-level universal screening data,
49.3 to establish the regional literacy networks as a partnership between the department and the
49.4 Minnesota service cooperatives, and to administer statewide training based in structured
49.5 literacy to be offered free to school districts and charter schools and facilitated by the regional
49.6 literacy networks and the department. The regional literacy networks must focus on
49.7 implementing comprehensive literacy reform efforts based on structured literacy. Each
49.8 regional literacy network must add a literacy lead position and establish a team of trained

30.10 ~~(c) The commissioner must report to the legislative committees with jurisdiction over~~
30.11 ~~kindergarten through grade 12 education the districts, charter schools, and cooperative units~~
30.12 ~~that receive literacy grants and the amounts of each grant, by January 15, 2025, according~~
30.13 ~~to Minnesota Statutes, section 3.195.~~ A school district, charter school, or cooperative unit
30.14 must place any aid received under this subdivision in a reserved account in the general fund.
30.15 Aid in the reserved account may only be used for literacy interventions authorized under
30.16 the Read Act or for literacy incentive aid uses under Minnesota Statutes, section 124D.98,
30.17 subdivision 5.

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

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

30.21 ~~(f)~~ (e) This appropriation does not cancel but is available until June 30, 2025. This is a
30.22 onetime appropriation and is available until June 30, 2028.

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

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

30.25 Sec. 6. Laws 2023, chapter 55, article 3, section 11, subdivision 4, is amended to read:

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

30.28	\$	34,950,000	2024
30.29	\$	0 7,000,000	2025

30.30 (b) Of the amount in paragraph (a), \$18,000,000 in fiscal year 2024 is for the Department
30.31 of Education and the regional literacy networks and \$16,700,000 in fiscal year 2024 and
30.32 \$7,000,000 in fiscal year 2025 is for statewide training. The department must use the funding
31.1 to develop a data collection system to collect and analyze the submission of the local literacy
31.2 plans and student-level universal screening data, to establish the regional literacy networks
31.3 as a partnership between the department and the Minnesota service cooperatives, and to
31.4 administer statewide training based in structured literacy to be offered free to school districts
31.5 and charter schools and facilitated by the regional literacy networks and the department.
31.6 The regional literacy networks must focus on implementing comprehensive literacy reform
31.7 efforts based on structured literacy. Each regional literacy network must add a literacy lead

49.9 literacy coaches to facilitate evidence-based structured literacy training opportunities and
49.10 ongoing supports to school districts and charter schools in each of their regions. The amount
49.11 in fiscal year 2025 is for statewide training. Funds appropriated under this subdivision may
49.12 also be used to provide training in structured literacy to fourth and fifth grade classroom
49.13 teachers and literacy professors from Minnesota institutions of higher education.

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

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

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

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

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

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

49.30 **Sec. 25. PELSB READING AUDIT REPORT.**

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

50.1 (1) early childhood education in accordance with Minnesota Rules, part 8710.3000;
50.2 (2) elementary education in accordance with Minnesota Rules, part 8710.3200; and
50.3 (3) special education in accordance with Minnesota Rules, part 8710.5000.

50.4 (b) The board must submit an initial report with its findings to the legislative committees
50.5 with jurisdiction over kindergarten through grade 12 and higher education by January 15,
50.6 2025, and a final report by August 1, 2026. Each report must:

50.7 (1) identify the reading standards for each licensure area, identify how they are aligned
50.8 to the requirements of the Read Act, including requirements on evidence-based instruction,
50.9 phonemic awareness, phonics, vocabulary development, reading fluency, and reading

31.8 position and establish a team of trained literacy coaches to facilitate evidence-based structured
31.9 literacy training opportunities and ongoing supports to school districts and charter schools
31.10 in each of their regions. Funds appropriated under this subdivision may also be used to
31.11 provide training in structured literacy to fourth and fifth grade classroom teachers.

31.12 (c) Of the amount in paragraph (a), \$250,000 in fiscal year 2024 only is for administration.

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

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

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

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

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

31.27 **Sec. 7. PELSB READING AUDIT REPORT.**

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

31.31 (1) early childhood education in accordance with Minnesota Rules, part 8710.3000;
31.32 (2) elementary education in accordance with Minnesota Rules, part 8710.3200; and
32.1 (3) special education in accordance with Minnesota Rules, part 8710.5000.

32.2 (b) The board must submit an initial report with its findings to the legislative committees
32.3 with jurisdiction over kindergarten through grade 12 and higher education by January 15,
32.4 2025, and a final report by August 1, 2026. Each report must:

32.5 (1) identify the reading standards for each licensure area, identify how they are aligned
32.6 to the requirements of the Read Act, including requirements on evidence-based instruction,
32.7 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 8705.2200.

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

50.18 **Sec. 26. READ ACT DEAF, DEAFBLIND, AND HARD OF HEARING WORKING**
50.19 **GROUP.**

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

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

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

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

51.11 (b) Members of the working group are eligible for per diem compensation as provided
51.12 under Minnesota Statutes, section 15.059, subdivision 3. The working group expires January
51.13 16, 2025, or upon submission of the report to the legislature under subdivision 3, whichever
51.14 is earlier.

32.8 comprehension, and to the requirements of Minnesota Statutes, section 122A.092, subdivision
32.9 5;

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

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

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

32.15 **Sec. 8. READ ACT DEAF, DEAFBLIND, AND HARD OF HEARING WORKING**
32.16 **GROUP.**

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

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

32.27 Subd. 3. **Report.** The working group must review curriculum, screeners, and training
32.28 approved under the Read Act and make recommendations for adapting curriculum, screeners,
32.29 and training available to districts, charter schools, teachers, and administrators to meet the
32.30 needs of students and educators who cannot fully access sound-based approaches. The report
32.31 must address how approved curriculum, screeners, and training may be modified and identify
32.32 resources for alternatives to sound-based approaches. The working group must post its
32.33 report on the Department of Education website, and submit the report to the legislative
33.1 committees with jurisdiction over kindergarten through grade 12 education no later than
33.2 January 15, 2025.

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

33.7 (b) Members of the working group are eligible for per diem compensation as provided
33.8 under Minnesota Statutes, section 15.059, subdivision 3. The working group expires January
33.9 16, 2025, or upon submission of the report to the legislature under subdivision 3, whichever
33.10 is earlier.

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

51.16 Sec. 27. APPROPRIATION; SUPPLEMENTAL READ ACT FUNDING.

51.17 Subdivision 1. Department of Education. The sum indicated in this section is

51.18 appropriated from the general fund to the Department of Education in the fiscal year

51.19 designated.

51.20 Subd. 2. Read Act implementation. (a) For transfer to the Read Act program account

51.21 in the special revenue fund under Minnesota Statutes, section 120B.123:

51.22 \$ 33,225,000 2025

51.23 (b) Of this amount, \$31,375,000 is for school districts, charter schools, and cooperatives,

51.24 to be allocated based on the number of teachers required to complete training, as reported

51.25 in local literacy plans. Districts, charter schools, and cooperatives may use the funding in

51.26 the following order of priority:

51.27 (1) to compensate staff who complete an evidence-based professional development

51.28 program approved under Minnesota Statutes, section 120B.124, outside of the regular work

51.29 time or staff development time at their regular hourly wage;

51.30 (2) to pay for substitute teachers or other staff needed while teachers or other staff

51.31 complete an evidence-based professional development program approved under section

51.32 Minnesota Statutes, section 120B.124; and

52.1 (3) for stipends for teachers who have a license to teach in Minnesota and complete an

52.2 evidence-based professional development program approved under Minnesota Statutes,

52.3 section 120B.124, between July 1, 2021, and July 1, 2027.

52.4 (c) Of this amount, \$1,000,000 is for the Department of Education to issue a request for

52.5 proposals for a contract to develop supplemental culturally responsive materials for the

52.6 approved evidence-based structured literacy curricula under Minnesota Statutes, section

52.7 120B.124, subdivision 1, paragraph (a), clause (1). The contractor must review all approved

52.8 instructional and intervention materials to ensure they are culturally responsive within 90

52.9 days of receiving the materials from the Department of Education. The contractor must

52.10 work with publishers to ensure materials are culturally responsive and provide districts with

52.11 supplementary materials and guidance as needed.

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

33.12 Sec. 9. APPROPRIATIONS.

33.13 Subdivision 1. Department of Education. The sums indicated in this section are

33.14 appropriated from the general fund to the Department of Education in the fiscal years

33.15 designated.

33.16 Subd. 2. Read Act substitute teacher and teacher stipend reimbursements. (a) For

33.17 payments to school districts, charter schools, and cooperative units for substitute teachers

33.18 and teacher stipends related to Read Act implementation:

33.19 \$ 23,800,000 2025

33.20 (b) To be eligible for payment under this subdivision, a school district, charter school,

33.21 or cooperative unit must apply in the form and manner determined by the commissioner for

33.22 reimbursement for: (1) substitute teachers to enable teachers to complete required training

33.23 during the school day, unless the teachers are compensated for time outside the school day

33.24 to complete the training, and (2) stipends to teachers who complete an evidence-based

33.25 professional development program approved under Minnesota Statutes, section 120B.124.

33.26 To be eligible for the stipend, a teacher must have a license to teach in Minnesota; work for

33.27 a school district, charter school, or cooperative; and complete an approved professional

33.28 development program between July 1, 2024, and July 1, 2027. If the appropriation is

33.29 insufficient, the commissioner must prorate the amounts to applicants seeking payment.

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

34.6 Subd. 4. Supplemental culturally responsive materials. (a) For a contract to develop

34.7 supplemental culturally responsive materials for evidence-based structured literacy

34.8 curriculum:

34.9 \$ 1,000,000 2025

34.10 (b) The commissioner must issue a request for proposals for a contract to develop

34.11 supplemental culturally responsive materials for the approved evidence-based structured

34.12 literacy curriculum under Minnesota Statutes, section 120B.124, subdivision 1, clause (1).

34.13 Upon completion, the commissioner must make the supplemental culturally responsive

34.14 materials available at no cost to districts.

52.12 (d) Of this amount, \$375,000 is for the regional literacy networks to develop training
52.13 for paraprofessionals and volunteers that regularly provide Tier 2 literacy interventions to
52.14 students in accordance with Minnesota Statutes, section 120B.124, subdivision 4.

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

52.18 (f) Of this amount, \$100,000 is for the Read Act Deaf, Deafblind, and Hard of hearing
52.19 working group.

52.20 (g) This is a onetime appropriation.

34.15 (c) This is a onetime appropriation. This appropriation is available until June 30, 2026.

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

34.18 \$ 500,000 2025

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

34.23 (c) This is a onetime appropriation.

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

34.4 \$ 100,000 2025

34.5 (b) This is a onetime appropriation.

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

34.26 \$ 1,500,000 2025

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

35.3 (c) An eligible evidence-based reading instruction training is an approved professional
35.4 development program identified under Minnesota Statutes, section 120B.124, subdivision
35.5 1, paragraph (a), clause (2), that was completed by the applicant between January 1, 2020,
35.6 and June 30, 2023.

35.7

(d) This is a onetime appropriation.

52.21

Sec. 28. **REVISOR INSTRUCTION.**

52.22

The revisor of statutes shall renumber each section of Minnesota Statutes listed in column

52.23

A with the number listed in column B. The revisor shall also make necessary cross-reference

52.24

changes consistent with the renumbering. The revisor shall also make any technical and

52.25

other changes necessitated by the renumbering and cross-reference changes in this act.

52.26

Column A

Column B

52.27

120B.1117

120B.118

52.28

120B.1118

120B.119

52.29

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