

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

1.2 **120B.1117 TITLE; THE READ ACT.**

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

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

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

1.8 **Subd. 2a. Certified trained facilitator.** "Certified trained facilitator" means a person
1.9 employed by a district or regional literacy network, who has completed professional
1.10 development approved by the Department of Education in structured literacy, completed
1.11 the vendor's certification prerequisites and facilitator training requirements, completed the
1.12 vendor's annual recertification requirements, remains in good standing with the sponsoring
1.13 agency and vendor, uses the vendor's training materials with fidelity, and participates in
1.14 mentoring or coaching provided by CAREI and the Department of Education on facilitating
1.15 literacy training. A literacy lead who meets the requirements under this subdivision may be
1.16 a certified trained facilitator.

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

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

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

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

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

1.29 **Subd. 10. Oral language.** "Oral language," also called "spoken language," includes
1.30 speaking and listening, and consists of five components: phonology, morphology, syntax,
1.31 semantics, and pragmatics. Oral language also includes sign language, in which speaking

2.1 and listening skills are defined as expressive and receptive skills, and consists of phonology,
 2.2 including sign language phonological awareness, morphology, syntax, semantics, and
 2.3 pragmatics.

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

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

2.7 Subdivision 1. **Literacy goal.** (a) The legislature seeks to have every child reading at
 2.8 or above grade level every year, beginning in kindergarten, and to support multilingual
 2.9 learners and students receiving special education services in achieving their individualized
 2.10 reading goals in order to meet grade-level proficiency. By the 2026-2027 school year,
 2.11 districts must provide evidence-based reading instruction through a focus on student mastery
 2.12 of the foundational reading skills of phonemic awareness, phonics, and fluency, as well as
 2.13 the development of oral language, vocabulary, and reading comprehension skills. Students
 2.14 must receive evidence-based instruction that is proven to effectively teach children to read,
 2.15 consistent with sections ~~120B.1117~~ 120B.118 to 120B.124.

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

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

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

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

2.26 ~~(4) curriculum directors;~~

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

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

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

2.31 ~~(d)~~ (c) Districts are strongly encouraged to adopt a MTSS framework. The framework
 2.32 should include a process for monitoring student progress, evaluating program fidelity, and

3.1 analyzing student outcomes and needs in order to design and implement ongoing
3.2 evidenced-based instruction and interventions.

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

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

3.6 Subd. 2. **Identification; report.** (a) ~~Twice per year,~~ Each school district must screen
3.7 every student enrolled in kindergarten, grade 1, grade 2, and grade 3 using a screening tool
3.8 approved by the Department of Education three times each school year: (1) within the first
3.9 six weeks of the school year; (2) by February 15 each year; and (3) within the last six weeks
3.10 of the school year. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including
3.11 multilingual learners and students receiving special education services, must be universally
3.12 screened for mastery of foundational reading skills, including phonemic awareness, phonics,
3.13 decoding, fluency, oral language, and for characteristics of dyslexia as measured by a
3.14 screening tool approved by the Department of Education. The screening for characteristics
3.15 of dyslexia may be integrated with universal screening for mastery of foundational skills
3.16 and oral language. A district must submit data on student performance in kindergarten,
3.17 grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness,
3.18 phonics, decoding, fluency, and oral language to the Department of Education in the annual
3.19 local literacy plan submission due on June 15.

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

3.30 (c) Reading screeners in English, and in the predominant languages of district students
3.31 where practicable, must identify and evaluate students' areas of academic need related to
3.32 literacy. The district also must monitor the progress and provide reading instruction
3.33 appropriate to the specific needs of multilingual learners. The district must use an approved,
3.34 developmentally appropriate, and culturally responsive screener and annually report summary

4.1 screener results to the commissioner by June 15 in the form and manner determined by the
4.2 commissioner.

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

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

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

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

4.11 (4) an explanation of how students identified under this subdivision are provided with
4.12 alternate instruction and interventions under section 125A.56, subdivision 1.

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

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

4.16 Subd. 2a. **Parent notification and involvement.** A district must administer ~~a~~ an approved
4.17 reading screener to students in kindergarten through grade 3 within the first six weeks of
4.18 the school year, by February 15 each year, and again within the last six weeks of the school
4.19 year. Schools, at least biannually after administering each screener, must give the parent of
4.20 each student who is not reading at or above grade level timely information about:

4.21 (1) the student's reading proficiency as measured by a screener approved by the
4.22 Department of Education;

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

4.25 (3) strategies for parents to use at home in helping their student succeed in becoming
4.26 grade-level proficient in reading in English and in their native language.

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

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

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

5.3 Subd. 3. **Intervention.** (a) For each student identified under subdivision 2, the district
5.4 shall provide reading intervention to accelerate student growth and reach the goal of reading
5.5 at or above grade level by the end of the current grade and school year. A district is
5.6 encouraged to provide reading intervention through a MTSS framework. If a student does
5.7 not read at or above grade level by the end of the current school year, the district must
5.8 continue to provide reading intervention until the student reads at grade level. District
5.9 intervention methods shall encourage family engagement and, where possible, collaboration
5.10 with appropriate school and community programs that specialize in evidence-based
5.11 instructional practices and measure mastery of foundational reading skills, including
5.12 phonemic awareness, phonics, decoding, fluency, and oral language. By the 2025-2026
5.13 school year, intervention programs must be taught by an intervention teacher or special
5.14 education teacher who has successfully completed training in evidence-based reading
5.15 instruction approved by the Department of Education. Intervention may include but is not
5.16 limited to requiring student attendance in summer school, intensified reading instruction
5.17 that may require that the student be removed from the regular classroom for part of the
5.18 school day, extended-day programs, or programs that strengthen students' cultural
5.19 connections.

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

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

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

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

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

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

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

6.21 (1) elementary teachers are able to implement explicit, systematic, evidence-based
 6.22 instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary,
 6.23 and comprehension with emphasis on mastery of foundational reading skills as defined in
 6.24 section ~~120B.1118~~ 120B.119 and other literacy-related areas including writing until the
 6.25 student achieves grade-level reading and writing proficiency;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

8.11 (i) students in kindergarten through grade 3;

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

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

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

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

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

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

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

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

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

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

9.5 (2) the number of teachers and other staff required to complete the training under section
9.6 120B.123, subdivision 5, that have not completed the training;

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

9.9 ~~(2)~~ (4) by school site and grade, the screeners ~~used at the beginning and end of the school~~
9.10 ~~year~~ and the reading curriculum used; and

9.11 ~~(3)~~ (5) by school site and grade, using the measurements of foundational literacy skills
9.12 and mastery identified by the department, both aggregated data and disaggregated data on
9.13 student performance on the approved screeners using the student categories under section
9.14 120B.35, subdivision 3, paragraph (a), clause (2).

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

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

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

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

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

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

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

10.3 Subd. 2. **Progress monitoring.** A district must implement progress monitoring, as
10.4 defined in section ~~120B.1118~~ 120B.119, for a student not reading at grade level.

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

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

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

10.11 (1) reading intervention teachers, literacy specialists, and other teachers and staff
10.12 identified in section 120B.12, subdivision 1, paragraph (b), by July 1, 2025; and by July 1,
10.13 2027, to other teachers in the district, prioritizing teachers who work with students with
10.14 disabilities, English learners, and students who qualify for the graduation incentives program
10.15 under section 124D.68. working with students in kindergarten through grade 12;

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

10.18 (3) special education teachers;

10.19 (4) curriculum directors;

10.20 (5) instructional support staff, contractors, and volunteers who assist in providing Tier
10.21 2 interventions;

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

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

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

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

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

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

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

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

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

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

11.16 Subd. 7. **Department of Education.** (a) By July 1, 2023, the department must make
11.17 available to districts a list of approved evidence-based screeners in accordance with section
11.18 120B.12. A district must use an approved screener to assess students' mastery of foundational
11.19 reading skills in accordance with section 120B.12.

11.20 (b) The Department of Education must partner with CAREI as required under section
11.21 120B.124 to approve professional development programs, subject to final determination by
11.22 the department. After the implementation partnership under section 120B.124 ends, the
11.23 department must continue to regularly provide districts with information about professional
11.24 development opportunities available throughout the state on reading instruction that is
11.25 evidence-based.

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

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

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

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

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

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

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

12.15 Subd. 2. **Reconsideration.** (a) The department and CAREI must provide districts an
12.16 opportunity to request that the department and CAREI add to the list of curricula or
12.17 professional development programs a specific curriculum or professional development
12.18 program. The department must publish the request for reconsideration procedure on the
12.19 department website. A request for reconsideration must demonstrate that the curriculum or
12.20 professional development program meets the requirements of the Read Act, is
12.21 evidence-based, and has structured literacy components; ~~or that the screener accurately~~
12.22 ~~measures literacy growth, monitors progress, and accurately assesses effective reading,~~
12.23 ~~including phonemic awareness, phonics, fluency, vocabulary, and comprehension.~~ The
12.24 department and CAREI must review the request for reconsideration and approve or deny
12.25 the request within 60 days.

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

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

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

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

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

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

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

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

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

13.29 Subd. 8. **Minnesota reading corps program.** (a) A Minnesota reading corps program
13.30 is established to provide ServeMinnesota AmeriCorps members with a data-based
13.31 problem-solving model of literacy instruction to use in helping to train local Head Start
13.32 program providers, other prekindergarten program providers, and staff in schools with
13.33 students in kindergarten through grade 3 to evaluate and teach early literacy skills, including

14.1 evidence-based literacy instruction under sections 120B.1117 to 120B.124, to children age
14.2 3 to grade 3 and interventions for children in kindergarten to grade ~~12~~ 3.

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

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

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

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

14.14 Sec. 19. **PELSB READING AUDIT REPORT.**

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

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

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

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

14.21 (b) The board must submit an initial report with its findings to the legislative committees
14.22 with jurisdiction over kindergarten through grade 12 and higher education by January 15,
14.23 2025, and a final report by August 1, 2026. Each report must:

14.24 (1) identify the reading standards for each licensure area, identify how they are aligned
14.25 to the requirements of the Read Act, including requirements on evidence-based instruction,
14.26 phonemic awareness, phonics, vocabulary development, reading fluency, and reading
14.27 comprehension, and to the requirements of Minnesota Statutes, section 122A.092, subdivision
14.28 5;

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

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

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

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

15.5 Sec. 20. **REVISOR INSTRUCTION.**

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

<u>Column A</u>	<u>Column B</u>
15.11 <u>120B.1117</u>	<u>120B.118</u>
15.12 <u>120B.1118</u>	<u>120B.119</u>

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