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State of Minnesota

HOUSE OF REPRESENTATIVES

NINETY-THIRD SESSION

H. F. No. 3034

03/22/2023 Authored by Kresha, Bennett, Mueller, Bakeberg, Demuth and others
The bill was read for the first time and referred to the Committee on Education Policy

1.1 A bill for an act
1.2 relating to education; requiring reading instruction to be based on the science of
1.3 reading; establishing a reading reset account in the special revenue fund;
1.4 appropriating money; proposing coding for new law in Minnesota Statutes, chapter
1.5 120B.

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

1.7 Section 1. 120B.116] SCIENCE OF READING.

1.8 Subdivision 1. Policy. It is the intent of the legislature that public schools promote
1.9 foundational literacy and grade-level reading proficiency through the use of curriculum,
1.10 textbooks, instructional materials, instructional practices, interventions, and teacher
1.11 development and training based solely on the science of reading.

1.12 Subd. 2. Science of reading defined. (a) "Science of reading" means explicit, systematic,
1.13 evidence-based reading instruction using reliable, trustworthy, and valid evidence consistent
1.14 with science-based reading research. This includes developing foundational reading skills
1.15 relying on phonemic or phonological awareness, phonics and decoding, fluency, vocabulary,
1.16 and comprehension that can be differentiated to meet the needs of individual students.

1.17 (b) The science of reading does not include using visual memory as the primary basis
1.18 for teaching word recognition and does not include the use of the three-cueing system model,
1.19 based on meaning, structure or syntax, and visual cues, also known as MSV, as a method
1.20 to teach students to read.

1.21 Subd. 3. Other definitions. (a) For the purposes of this section, the terms defined in
1.22 this subdivision have the meanings given.

2.1 (b) "Comprehension" is the purpose of reading, including the ability to understand,  
 2.2 remember, and make meaning of what has been read.

2.3 (c) "Fluency" is the ability to read text with speed, accuracy, and proper expression,  
 2.4 either to oneself or aloud.

2.5 (d) "Phonemic or phonological awareness" is the ability of students to hear, identify,  
 2.6 manipulate, and substitute individual sounds, word parts, and syllables in spoken words.

2.7 (e) "Phonics" is the understanding that there are systematic and predictable relationships  
 2.8 between phonemes and graphemes and the ability to apply that knowledge to decode  
 2.9 unfamiliar printed words. "Phonemes" means sounds and "graphemes" means the letters  
 2.10 that represent those sounds in written language, commonly known as "sounding out" words.

2.11 (f) "Science-based reading research" means research that:

2.12 (1) applies rigorous, systematic, and objective observational or experimental procedures  
 2.13 to obtain knowledge relevant to reading development, reading instruction, and reading and  
 2.14 writing difficulties; and

2.15 (2) explains how proficient reading and writing develop, why some children have  
 2.16 difficulties developing key literacy skills, and how schools can best assess and instruct early  
 2.17 literacy, including the use of evidence-based literacy instruction practices to promote reading  
 2.18 and writing achievement.

2.19 (g) "Vocabulary" is the process of acquiring new words that students understand and  
 2.20 use in their conversation (oral vocabulary) and recognize in print (reading vocabulary)  
 2.21 through direct and indirect instruction.

2.22 **Sec. 2. READING RESET FUNDING.**

2.23 Subdivision 1. **Reading reset account.** An account is established in the special revenue  
 2.24 fund known as the reading reset account. Funds appropriated under this section must be  
 2.25 transferred to the reset account in the special revenue fund.

2.26 Subd. 2. **Curriculum and materials.** A school district, charter school, or cooperative  
 2.27 may request reimbursement from the commissioner of education for curriculum, instructional  
 2.28 materials, and books aligned with the science of reading, as defined in section 120B.116,  
 2.29 that were purchased on or after July 1, 2020. The application for reimbursement must require  
 2.30 an applicant to agree that it will stop using instructional practices, curriculum, or materials  
 2.31 that are based on or otherwise use whole-language, balanced literacy, or the three-cueing  
 2.32 system model, including discontinuing use or agreeing not to use in the future any literacy

3.1 curriculum or other materials published by Heinemann Publishing, or written in whole or  
 3.2 in part by Irene Fountas and Gay Su Pinnell.

3.3 Subd. 3. **Teacher training.** The commissioner of education must provide funding to  
 3.4 school districts, charter schools, and cooperatives to provide teachers with training in the  
 3.5 science of reading through intensive workshops, academies, and other professional  
 3.6 development opportunities. In addition, the commissioner must provide school districts,  
 3.7 charter schools, and cooperatives funding to provide teachers paid time to attend training  
 3.8 on the science of reading.

3.9 Subd. 4. **Tutoring.** The commissioner must establish a process for parents to receive  
 3.10 reimbursement for literacy tutoring for students enrolled in school districts, charter schools,  
 3.11 or cooperatives who are not reading at grade level.

3.12 **EFFECTIVE DATE.** This section is effective July 1, 2023.

3.13 Sec. 3. **TEACHER PREPARATION IN READING INSTRUCTION.**

3.14 A teacher preparation program approved by the Professional Educator Licensing and  
 3.15 Standards Board for teachers of elementary education must require instruction in  
 3.16 understanding and applying the science of reading. The board must complete audits of all  
 3.17 approved teacher preparation programs by September 1, 2023, and must place a program  
 3.18 not in compliance on immediate probation. A program placed on probation must develop  
 3.19 and implement an action plan to comply with this section.

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

3.21 Sec. 4. **APPROPRIATION; READING RESET.**

3.22 Subdivision 1. **Department of Education.** The sums indicated in this section are  
 3.23 appropriated from the general fund to the Department of Education in the fiscal year  
 3.24 designated.

3.25 Subd. 2. **Reading reset.** (a) For the reading reset account under section 2:

3.26     \$    250,000,000    .....    2024

3.27 (b) Of these amounts, \$125,000,000 is for curriculum and materials in accordance with  
 3.28 section 2, subdivision 2; \$100,000,000 is for teacher training in accordance with section 2,  
 3.29 subdivision 3; and \$25,000 is to reimburse parents for tutoring in accordance with section  
 3.30 2, subdivision 4.

- 4.1 (c) The commissioner may retain up to \$250,000 of the appropriation to administer the
- 4.2 funds under this subdivision.