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State of Minnesota

HOUSE OF REPRESENTATIVES

NINETY-THIRD SESSION

H. F. No. 3492

02/12/2024 Authored by Lee, K.; Pursell; Norris; Clardy; Zeleznikar and others
The bill was read for the first time and referred to the Committee on Education Policy
02/26/2024 Adoption of Report: Amended and re-referred to the Committee on Education Finance

1.1 A bill for an act
1.2 relating to education; modifying the computer science education advancement
1.3 program; establishing grants to expand computer science education programs;
1.4 requiring reports; appropriating money; amending Minnesota Statutes 2023
1.5 Supplement, section 120B.241, subdivisions 1, 4, by adding a subdivision;
1.6 proposing coding for new law in Minnesota Statutes, chapter 120B.

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

1.8 Section 1. Minnesota Statutes 2023 Supplement, section 120B.241, subdivision 1, is
1.9 amended to read:

1.10 Subdivision 1. Definitions. (a) "Computer science" means the study of computers and
1.11 algorithmic processes, including their principles, their hardware and software designs, their
1.12 implementation, and their impact on society.

1.13 (b) "Computer science courses and content" means courses at:

1.14 (1) elementary and middle schools that teach computer science as standalone
1.15 implementations or embedded in other subjects; and

1.16 (2) high schools that teach computer science as standalone courses and focus on teaching
1.17 students how to create new technologies.

1.18 (c) "High-quality computer science educator training" means activities that:

1.19 (1) clarify the conceptual foundations of computer science;

1.20 (2) teach research-based practices, including hands-on and inquiry-based learning;

1.21 (3) are primarily intended for existing teachers with or without prior exposure to computer
1.22 science with options for advanced training for teachers; and

2.1 (4) align to existing integrated computer science standards in Minnesota or nationally
2.2 recognized standards, including the Computer Science Teachers' Association's kindergarten
2.3 through grade 12 computer science education standards.

2.4 (d) "High-quality computer science professional learning providers" means institutions
2.5 of higher education, nonprofits, other state-funded entities, or private entities that have
2.6 successfully designed, implemented, and scaled high-quality computer science professional
2.7 learning for teachers as defined in paragraph (c).

2.8 (e) "STEAM" means science, technology, engineering, arts, and mathematics.

2.9 (f) "Subgroups underrepresented in computer science" means racial and ethnic minorities,
2.10 girls, youth from families living at or below the poverty line as defined in the Elementary
2.11 and Secondary Education Act of 1965, United States Code, title 20, section 8101, students
2.12 with disabilities, or English language learners.

2.13 (g) "Teacher" means a teacher holding a license issued by the Professional Educator
2.14 Licensing and Standards Board, including a licensed media specialist.

2.15 Sec. 2. Minnesota Statutes 2023 Supplement, section 120B.241, subdivision 4, is amended
2.16 to read:

2.17 Subd. 4. **Computer science educator training and capacity building.** (a) The
2.18 Department of Education shall develop and implement, or award grants or subcontract with
2.19 eligible entities, for the development and implementation of high-quality, coordinated
2.20 teacher recruitment and educator training programs for computer science courses and content
2.21 as defined in subdivision 1 and aligned to the state strategic plan as developed under
2.22 subdivision 3.

2.23 (b) For the purposes of this subdivision, eligible entities include:

2.24 (1) a consortium of local educational agencies in the state; and

2.25 (2) high-quality computer science professional learning providers, including institutions
2.26 of higher education in the state that are reasonably accessible geographically to all Minnesota
2.27 educators, nonprofits, other state-funded entities, or private entities working in partnership
2.28 with a consortium of local educational agencies.

2.29 (c) For purposes of this subdivision, eligible uses of funding include:

2.30 (1) high-quality professional learning opportunities for kindergarten through grade 12
2.31 computer science content that:

2.32 (i) are created and delivered in a consistent manner across the state;

3.1 (ii) are made available with no out-of-pocket expenses to educators, including teachers,
3.2 counselors, administrators, and other district employees as approved by the Department of
3.3 Education, schools, and school districts;

3.4 (iii) are made available asynchronously online, in person, and online or hybrid as
3.5 determined appropriate by the Department of Education; and

3.6 (iv) include introductory, intermediate, and advanced trainings aligned to the kindergarten
3.7 through grade 12 academic standards or, as necessary, other standards approved by the
3.8 Department of Education, specified for each of the grade bands kindergarten through grade
3.9 2, grades 3 to 5, grades 6 to 8, and grades 9 to 12;

3.10 (2) professional learning opportunities for educators of students in grades 9 to 12 that
3.11 may include trainings for advanced placement, international baccalaureate, and concurrent
3.12 enrollment credit computer science courses;

3.13 (3) travel expenses for kindergarten through grade 12 computer science teachers:

3.14 (i) for attending training opportunities under clauses (1) and (2); and

3.15 (ii) deemed appropriate and approved by the commissioner of education, or the
3.16 commissioner of education's designee;

3.17 (4) any future credentialing for kindergarten through grade 12 computer science teachers,
3.18 including Career and Technical Education and academic endorsements;

3.19 (5) supports for kindergarten through grade 12 computer science professional learning,
3.20 including mentoring and coaching;

3.21 (6) creation and deployment of resources to promote training opportunities and
3.22 recruitment of kindergarten through grade 12 computer science teachers;

3.23 (7) creation or purchase of resources to support implementation approved by the
3.24 commissioner of education, or the commissioner of education's designee;

3.25 (8) creation and deployment of resources to promote learning opportunities or recruit
3.26 students to engage in the learning opportunities;

3.27 (9) development of teacher credentialing programs;

3.28 (10) planning for districts to implement or expand computer science education
3.29 opportunities; and

4.1 (11) employment, or grant for employment, of personnel or contractors to oversee the
4.2 statewide initiative, develop programs and trainings, and deliver training opportunities under
4.3 clause (1).

4.4 (d) As a condition of receiving any funding through grants or subcontracts, eligible
4.5 entities must submit an application to the Department of Education. The application must,
4.6 at a minimum, address how the entity will:

4.7 (1) reach new and existing teachers with little to no computer science background;

4.8 (2) attract and support educators from schools that currently do not have established
4.9 computer science education programs or schools that do not have sufficient computer science
4.10 teacher capacity;

4.11 (3) use research- or evidence-based practices for high-quality professional development;

4.12 (4) focus the professional learning on the conceptual foundations of computer science;

4.13 (5) reach and support subgroups underrepresented in computer science;

4.14 (6) provide teachers with concrete experience through hands-on, inquiry-based practices;

4.15 (7) accommodate the particular teacher and student needs in each district and school;

4.16 and

4.17 (8) ensure that participating districts begin offering courses or content within the same
4.18 or subsequent school year after the teacher receives the professional learning.

4.19 (e) The Department of Education shall prioritize the following applications:

4.20 (1) consortiums of local educational agencies that are working in partnership with
4.21 providers of high-quality professional learning for kindergarten through grade 12 computer
4.22 science;

4.23 (2) proposals that describe strategies to increase enrollment overall, including but not
4.24 limited to enrollment among subgroups of students that are traditionally underrepresented
4.25 in computer science; and

4.26 (3) proposals from entities serving rural or urban areas with ~~a low penetration of~~ little
4.27 to no kindergarten through grade 12 computer science offerings, ~~including local education~~
4.28 ~~consortiums within these areas.~~

4.29 (f) The award recipient shall report, for all funding received under this section annually,
4.30 at a minimum:

4.31 (1) the number of teachers:

- 5.1 (i) trained within each elementary, middle, and high school; and
- 5.2 (ii) trained within trainings offered as outlined in paragraph (c), clause (1), item (iv);
- 5.3 (2) the number of trainings offered in advanced placement, international baccalaureate,
- 5.4 and concurrent enrollment credit computer science courses; and
- 5.5 (3) the number of teachers, and percentage of teachers trained, that started implementing
- 5.6 computer science courses ~~limited to~~ in middle and or high school implementation schools
- 5.7 by the subsequent school year.
- 5.8 (g) The Department of Education shall make these reports public. The publicly released
- 5.9 data shall not include student-level personally identifiable information.

5.10 Sec. 3. Minnesota Statutes 2023 Supplement, section 120B.241, is amended by adding a

5.11 subdivision to read:

5.12 Subd. 8. **State report.** The Department of Education must submit an annual report to

5.13 the legislative committees with jurisdiction over kindergarten through grade 12 education

5.14 describing progress on the adopted state strategic plan developed under subdivision 3. The

5.15 plan must be submitted by February 1 of each year.

5.16 Sec. 4. [120B.2412] GRANTS TO EXPAND EXISTING COMPUTER SCIENCE

5.17 EDUCATION PROGRAMS.

5.18 Subdivision 1. **Computer science education program expansion.** A grant program is

5.19 established to expand existing high-quality computer science education programs. For

5.20 purposes of this section, an "existing high-quality computer science education program"

5.21 means either of the following:

5.22 (1) a school-adjacent program currently serving students in kindergarten through grade

5.23 12 that provides hands-on, inquiry-based learning or activities that cover foundational

5.24 concepts of computer science and are offered by a nonprofit organization, higher education

5.25 institution, state-funded entity, or private entity working in partnership with a school district

5.26 or charter school, that has successfully designed, implemented, and scaled such a program;

5.27 or

5.28 (2) current in-school offerings that align with computer science standards or school-based

5.29 extracurricular programs currently serving students in kindergarten through grade 12 that

5.30 provide hands-on, inquiry-based learning or activities that cover foundational concepts of

5.31 computer science.

6.1 Subd. 2. **Eligible recipients.** The following entities are eligible for a grant under this
6.2 section:

6.3 (1) a school district, charter school, intermediate school district, or cooperative under
6.4 section 123A.24, subdivision 2;

6.5 (2) a partnership of one or more entities listed in clause (1); and

6.6 (3) an institution of higher education in Minnesota, nonprofit organization, other
6.7 state-funded entity, or private entity working in partnership with an entity listed in clause
6.8 (1).

6.9 Subd. 3. **Eligible uses.** (a) A grant recipient may use grant funds for the following uses:

6.10 (1) program design of computer science courses with the intention to increase enrollment
6.11 of subgroups underrepresented in computer science;

6.12 (2) recruiting and hiring instructional and support personnel as needed, including
6.13 curriculum specialists;

6.14 (3) program administration for grantees, including transportation for program participants;
6.15 and

6.16 (4) program promotion to subgroups underrepresented in computer science.

6.17 (b) A grant recipient may use no more than 20 percent of the total grant award on program
6.18 administration, and no more than 15 percent of the total grant award on program promotion
6.19 under paragraph (a), clause (4).

6.20 Subd. 4. **Department of Education.** (a) The Department of Education must administer
6.21 the grant program. An applicant must submit an application in the form and manner
6.22 determined by the commissioner. An entity receiving funds through a subcontract with a
6.23 grant recipient must be approved by the department.

6.24 (b) An application for a grant under this section must, at minimum, state how the applicant
6.25 plans to:

6.26 (1) reach new and existing students with little to no computer science background;

6.27 (2) use research-based or evidence-based practices for programming;

6.28 (3) focus curricula on the conceptual foundations of computer science;

6.29 (4) reach and support subgroups underrepresented in computer science; and

6.30 (5) provide students with concrete experience through hands-on, inquiry-based practices.

7.1 (c) The department must prioritize the following applications:

7.2 (1) proposals that describe strategies to increase enrollment overall, including but not
 7.3 limited to subgroups of students who are traditionally underrepresented in computer science;
 7.4 and

7.5 (2) proposals from entities serving rural or urban schools with little to no kindergarten
 7.6 through grade 12 computer science offerings.

7.7 Subd. 5. **Reporting.** (a) A grant recipient must report, for all funding received under
 7.8 this section, at a minimum:

7.9 (1) the number of students served and their grade level;

7.10 (2) the number of students served who later enrolled, or were concurrently enrolled in,
 7.11 computer science courses through advanced placement, international baccalaureate, or
 7.12 concurrent enrollment programs;

7.13 (3) the number of schools and school districts served by grants; and

7.14 (4) the number and percentage of students reached disaggregated by gender, race,
 7.15 ethnicity, eligibility for free and reduced-price meals, Individuals with Disabilities Education
 7.16 Act status, 504 status, and English language learner status.

7.17 (b) The department must make grant recipient reports publicly available. The publicly
 7.18 available reports must not include student-level publicly identifiable information.

7.19 Sec. 5. **APPROPRIATIONS; DEPARTMENT OF EDUCATION.**

7.20 Subdivision 1. **Department of Education.** The sums indicated in this section are
 7.21 appropriated from the general fund to the Department of Education in the fiscal years
 7.22 designated.

7.23 Subd. 2. **Computer science education teacher training and recruitment.** (a) For
 7.24 grants to train and recruit computer science education teachers in accordance with Minnesota
 7.25 Statutes, section 120B.241:

7.26 § 4,000,000 2025

7.27 (b) The base for fiscal year 2026 and later is \$4,000,000.

7.28 Subd. 3. **Computer science program expansion.** (a) For grants to expand computer
 7.29 science education programs in accordance with Minnesota Statutes, section 120B.2412:

7.30 § 4,000,000 2025

8.1 (b) The base for fiscal year 2026 and later is \$4,000,000.

8.2 **Sec. 6. APPROPRIATION; PROFESSIONAL EDUCATOR LICENSING AND**
8.3 **STANDARDS BOARD.**

8.4 Subdivision 1. Professional Educator Licensing and Standards Board. The sum
8.5 indicated in this section is appropriated from the general fund to the Professional Educator
8.6 Licensing and Standards Board in the fiscal year designated.

8.7 Subd. 2. Computer science field license. To establish a field license in computer science:

8.8 \$ 50,000 2025

8.9 (b) This is a one time appropriation.