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State of Minnesota

HOUSE OF REPRESENTATIVES

NINETY-FOURTH SESSION

H. F. No. 2905

03/27/2025 Authored by Lee, K., and Rehm
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; establishing computer science grants; encouraging local
1.3 computer science standards; requiring rulemaking; appropriating money; amending
1.4 Minnesota Statutes 2024, sections 120B.021, subdivisions 2, 3, by adding a
1.5 subdivision; 120B.241, subdivision 2, by adding subdivisions; 122A.187, by adding
1.6 a subdivision; proposing coding for new law in Minnesota Statutes, chapters 120B;
1.7 122A.

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

1.9 Section 1. Minnesota Statutes 2024, section 120B.021, is amended by adding a subdivision
1.10 to read:

1.11 Subd. 1b. Computer science. A district is encouraged to adopt local computer science
1.12 standards aligned with the computer science framework developed by the Department of
1.13 Education. A district may adopt the computer science standards developed by the Department
1.14 of Education when they are available.

1.15 Sec. 2. Minnesota Statutes 2024, section 120B.021, subdivision 2, is amended to read:

1.16 Subd. 2. Standards development. (a) The commissioner must consider advice from at
1.17 least the following stakeholders in developing statewide rigorous core academic standards
1.18 in language arts, mathematics, science, social studies, including history, geography,
1.19 economics, government and citizenship, health, computer science, and the arts:

1.20 (1) parents of school-age children and members of the public throughout the state;

1.21 (2) teachers throughout the state currently licensed and providing instruction in language
1.22 arts, mathematics, science, social studies, health, or the arts and licensed elementary and
1.23 secondary school principals throughout the state currently administering a school site;

2.1 (3) currently serving members of local school boards and charter school boards throughout
2.2 the state;

2.3 (4) faculty teaching core subjects at postsecondary institutions in Minnesota;

2.4 (5) representatives of the Minnesota business community;

2.5 (6) representatives from the Tribal Nations Education Committee and Tribal Nations
2.6 and communities in Minnesota, including both Anishinaabe and Dakota; and

2.7 (7) current students, with input from the Minnesota Youth Council.

2.8 (b) Academic standards must:

2.9 (1) be clear, concise, objective, measurable, and grade-level appropriate;

2.10 (2) not require a specific teaching methodology or curriculum; and

2.11 (3) be consistent with the Constitutions of the United States and the state of Minnesota.

2.12 Sec. 3. Minnesota Statutes 2024, section 120B.021, subdivision 3, is amended to read:

2.13 Subd. 3. **Rulemaking.** (a) The commissioner, consistent with the requirements of this
2.14 section and section 120B.022, must adopt statewide rules under section 14.389 for
2.15 implementing statewide rigorous core academic standards in language arts, mathematics,
2.16 science, social studies, physical education, and the arts.

2.17 (b) The commissioner must adopt statewide rules for implementing statewide rigorous
2.18 core academic standards in health.

2.19 (c) The commissioner is not required to adopt statewide rules for computer science
2.20 standards.

2.21 Sec. 4. Minnesota Statutes 2024, section 120B.241, subdivision 2, is amended to read:

2.22 Subd. 2. **Computer science education supervisor.** The Department of Education must
2.23 employ a computer science supervisor dedicated to:

2.24 (1) the implementation of this section and the implementation of the computer science
2.25 education strategic plan developed by the working group under subdivision 3;

2.26 (2) outreach to districts that need additional supports to create or advance their computer
2.27 science programs, including guidance on adopting and using the computer science framework
2.28 under subdivision 8; and

3.1 (3) supporting districts in using existing and available resources for districts to create
3.2 and advance their computer science programs.

3.3 Sec. 5. Minnesota Statutes 2024, section 120B.241, is amended by adding a subdivision
3.4 to read:

3.5 Subd. 8. **Framework.** By July 1, 2026, the Department of Education must adopt a
3.6 computer science framework to guide districts' development and implementation of computer
3.7 science education in kindergarten through grade 12. The framework must:

3.8 (1) define computer science and identify skills computer science instruction should
3.9 include at different grade levels;

3.10 (2) provide guidance to districts on how to implement the framework; and

3.11 (3) recommend equitable teaching practices on how to reduce barriers to access,
3.12 participation, and experience in computer science classes for historically excluded student
3.13 groups, including:

3.14 (i) using data to identify strategies to recruit underrepresented populations into computer
3.15 science programs;

3.16 (ii) ensuring curriculum and course content is accessible to individuals with disabilities;
3.17 and

3.18 (iii) developing plans to increase the number of female and racial and ethnic minority
3.19 students participating in computer science.

3.20 Sec. 6. Minnesota Statutes 2024, section 120B.241, is amended by adding a subdivision
3.21 to read:

3.22 Subd. 9. **Plan implementation.** By July 1, 2027, the Department of Education must
3.23 develop a plan to increase awareness of the computer science state strategic plan throughout
3.24 implementation of the plan, and take the following steps toward implementation of the
3.25 strategic plan:

3.26 (1) implement a data collection plan for school districts to retrieve an accurate count of
3.27 access, participation, and success in computer science education across kindergarten through
3.28 grade 12;

3.29 (2) define key performance indicators and success measures of computer science
3.30 education in Minnesota, such as participation in computer science by key student

4.1 demographics, the number of qualified teachers to teach computer science, and the number
4.2 of schools teaching computer science;

4.3 (3) develop a strategy for professional learning that includes learning for teachers, school
4.4 administrators, school counselors, paraprofessionals, special education specialists, and other
4.5 education support personnel around computer science. The strategy must include the
4.6 following:

4.7 (i) criteria for what constitutes a high-quality, culturally responsive program of
4.8 professional learning;

4.9 (ii) an evaluative tool or series of rubrics school districts can use to vet and recommend
4.10 computer science professional learning programs; and

4.11 (iii) recommendations on how to align professional learning with both integrated and
4.12 standalone computer science instruction separately;

4.13 (4) provide recommendations for how to expand computer science access to schools
4.14 that serve rural populations and low-income populations;

4.15 (5) provide recommendations for how to ensure access to computer science for the Tribal
4.16 Nations and Indigenous communities of Minnesota;

4.17 (6) align career and technical education frameworks developed by the department with
4.18 the framework under subdivision 8, and with secondary education and career pathways in
4.19 the computer science field;

4.20 (7) plan and support the creation of region-based communities of learning to provide
4.21 support to school districts and educators in learning about the needs and cultural assets of
4.22 their communities. The region-based communities of learning must inform diverse approaches
4.23 to computer science and support districts in developing and implementing computer science
4.24 education plans and applying for funding and grants; and

4.25 (8) research the viability and effectiveness of creating an online computer science resource
4.26 hub that includes but is not limited to resources for teaching, curriculum, and learning
4.27 communities.

4.28 Sec. 7. Minnesota Statutes 2024, section 120B.241, is amended by adding a subdivision
4.29 to read:

4.30 Subd. 10. **Standards.** Following development of the framework under subdivision 8,
4.31 the department must use the standards development process under section 120B.021 to

5.1 develop academic standards in computer science. A school district is not required to
5.2 implement the state standards.

5.3 **Sec. 8. [120B.2413] COMPUTER SCIENCE PLAN GRANTS.**

5.4 Subdivision 1. **Plan development.** (a) The Department of Education must award
5.5 competitive grants to school districts or charter schools that do not offer instruction in
5.6 computer science to develop comprehensive computer science plans. A district or charter
5.7 school must use grant funds to develop a plan that:

5.8 (1) describes how the district intends to integrate computer science into curriculum or
5.9 course offerings in kindergarten through grade 12;

5.10 (2) identifies strategies to encourage students from groups historically underrepresented
5.11 in computer science to enroll in computer science courses;

5.12 (3) identifies supports needed to enhance computer science teacher capacity, skills, and
5.13 learning; and

5.14 (4) identifies funding sources to sustain computer science offerings in future school
5.15 years.

5.16 (b) A plan may include strategies to provide leadership training, curriculum enhancement,
5.17 partnership engagement, or industry involvement to enhance computer science programs.

5.18 (c) A grant applicant must submit an application in the form and manner determined by
5.19 the commissioner. A grant recipient must submit a plan to the department by June 30, 2027.

5.20 Subd. 2. **Plan implementation.** (a) The Department of Education must award competitive
5.21 grants to school districts or charter schools to implement computer science plans that meet
5.22 the requirements for plans under subdivision 1.

5.23 (b) A grant applicant must submit an application in the form and manner determined by
5.24 the commissioner, and must include a copy of the plan to be implemented. The department
5.25 must prioritize grant awards for applicants that:

5.26 (1) have a plan that describes how the applicant will ensure every student in kindergarten
5.27 through grade 8 receives instruction in computer science;

5.28 (2) have a plan that describes how the applicant will ensure computer science is offered
5.29 to all high school students;

5.30 (3) have a plan with strategies to reduce disparities in participation in and experience of
5.31 computer science among students historically underrepresented in computer science; or

6.1 (4) intend to use grant money to serve school sites that serve fewer than 500 students.

6.2 Sec. 9. Minnesota Statutes 2024, section 122A.187, is amended by adding a subdivision
6.3 to read:

6.4 Subd. 8. **Computer science.** The Professional Educator Licensing and Standards Board
6.5 must adopt rules requiring all licensed teachers renewing their license under sections
6.6 122A.181 to 122A.184 to include in the renewal requirements professional development in
6.7 foundational computer science concepts.

6.8 Sec. 10. **[122A.632] COMPUTER SCIENCE TEACHERS.**

6.9 Subdivision 1. **Teacher preparation programs.** (a) The Professional Educator Licensing
6.10 and Standards Board must award competitive grants to board-approved teacher preparation
6.11 program providers to establish computer science teacher licensure programs or integrate
6.12 computer science into existing teacher preparation programs that lead to initial or additional
6.13 licensure. An applicant for a grant under this section must submit an application in the form
6.14 and manner determined by the board.

6.15 (b) An application for a grant to add computer science to an existing licensure program
6.16 must include:

6.17 (1) an initial plan for integrating computer science in grade level and subject areas aligned
6.18 to state academic standards in science, mathematics, and other areas; and

6.19 (2) documentation of educator expertise in kindergarten through grade 12 computer
6.20 science aligned to the computer science benchmarks in subject standards, computer science
6.21 license, or a plan for how teacher educators will gain that expertise.

6.22 (c) An application for a grant to establish a teacher preparation program that leads to
6.23 licensure in computer science must include:

6.24 (1) a plan for submitting a request for initial program approval to the board;

6.25 (2) documentation of educator expertise in kindergarten through grade 12 computer
6.26 science aligned to the computer science license or a plan for how teacher educators will
6.27 gain that expertise;

6.28 (3) a plan for sustainability of the program after the grant period; and

6.29 (4) the number and demographics of teacher candidates impacted by the program.

7.1 (d) A teacher preparation provider that receives a grant under this section must report
 7.2 to the board on the computer science content being taught in teacher preparation programs
 7.3 and the number of teachers impacted.

7.4 Subd. 2. **Candidate support.** (a) The Professional Educator Licensing and Standards
 7.5 Board must develop a program to support teachers earning licensure in computer science
 7.6 through a portfolio or exam process. The board must also conduct a needs assessment to
 7.7 understand the feasibility of a microcredential to support licensure in computer science.

7.8 (b) The program of support must include:

7.9 (1) offering a course at no cost to teachers to prepare for a board-adopted assessment in
 7.10 computer science; and

7.11 (2) support for completing a portfolio to earn a license in computer science, including:

7.12 (i) a yearlong mentorship program;

7.13 (ii) quarterly meetings where applicants receive guidance on completing the portfolio
 7.14 process from a portfolio liaison with computer science content expertise, dedicated
 7.15 specifically to facilitating this program;

7.16 (iii) a stipend to cover substitute teachers when meetings take place during the school
 7.17 day; and

7.18 (iv) a waiver for all portfolio and licensure testing fees.

7.19 **Sec. 11. APPROPRIATIONS; COMPUTER SCIENCE IMPLEMENTATION.**

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 plan grants.** (a) For grants to school districts or charter
 7.24 schools to develop or implement comprehensive computer science plans in accordance with
 7.25 Minnesota Statutes, section 120B.2413:

7.26 \$ 2026

7.27 \$ 2027

7.28 (b) Of this amount, \$..... is for grants for plan development under Minnesota Statutes,
 7.29 section 120B.2413, subdivision 1, and \$..... is for grants for plan implementation under
 7.30 Minnesota Statutes, section 120B.2413, subdivision 2. The department may retain up to ...
 7.31 percent to administer the grant.

8.1 (c) This is a onetime appropriation.

8.2 **Sec. 12. APPROPRIATIONS; COMPUTER SCIENCE TEACHER GRANTS.**

8.3 **Subdivision 1. Professional Educator Licensing and Standards Board.** The sums
8.4 indicated in this section are appropriated from the general fund to the Professional Educator
8.5 Licensing and Standards Board in the fiscal years designated.

8.6 **Subd. 2. Computer science teachers preparation programs.** For grants to approved
8.7 teacher preparation program providers in accordance with Minnesota Statutes, section
8.8 122A.632, subdivision 1:

8.9 \$ 2026

8.10 \$ 2027

8.11 **Subd. 3. Computer science teacher support programs.** To support a licensure pathway
8.12 program for computer science teachers under Minnesota Statutes, section 122A.632,
8.13 subdivision 2:

8.14 \$ 20..

8.15 \$ 20..

8.16 **Subd. 4. Computer science teacher licensure incentive.** (a) To provide stipends of
8.17 \$1,000 per teacher to teachers newly earning a teaching license in computer science:

8.18 \$ 20..

8.19 \$ 20..

8.20 (b) This is a onetime appropriation.