

SENATE
STATE OF MINNESOTA
NINETY-SECOND SESSION

S.F. No. 1012

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DATE	D-PG	OFFICIAL STATUS
02/15/2021	392	Introduction and first reading Referred to Education Finance and Policy
02/17/2021	439	Author added Duckworth See First Special Session 2021, HF2

1.1 A bill for an act

1.2 relating to education finance; promoting digital well-being education and training

1.3 for the health, mental well-being, and learning of all Minnesota students as it relates

1.4 to the use of digital media; appropriating money for a Minnesota-based organization

1.5 that collaborates with communities to promote digital well-being.

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

1.7 Section 1. **DIGITAL WELL-BEING GRANT.**

1.8 Subdivision 1. Findings; grant. (a) The legislature finds that the negative effects of

1.9 screen overuse and misuse impacts the healthy development of young people. Research

1.10 supports a growing amount of evidence on the effects of screen overuse and misuse on the

1.11 following dimensions of well-being:

1.12 (1) physically, including sleep disturbances, eye strain, headaches, obesity, back and

1.13 neck pain, and physiological changes in the brain;

1.14 (2) mentally, including depression, anxiety, suicidal ideation, and addictive tendencies;

1.15 (3) socially, including loneliness, social upward mobility comparison, nomophobia,

1.16 sexting, cyberbullying, unfiltered access to pornography, and diminished social and

1.17 interpersonal skills;

1.18 (4) emotionally, including emotional dysregulation, decreased ability to express empathy,

1.19 and lowered self-esteem; and

1.20 (5) cognitive distraction, including diminished academic performance, decreased working

1.21 memory, decrease in cognitive capacity and functioning, and increase in ADHD.

2.1 (b) The effects of screen overuse and misuse impacts every generation, gender, race,
2.2 and social class. Technology poses a greater detriment to underserved populations on social
2.3 mobility comparisons, academic achievement, distraction by devices in the learning
2.4 environment, compromised use of technology as a learning tool, reduced social and emotional
2.5 learning skills, and lower levels of learning motivation and self-confidence.

2.6 (c) The negative effects of social media on young people include sleep disruption,
2.7 increased cyberbullying and rumor spreading, increased depression and anxiety, declines
2.8 in life satisfaction, loss of interest in daily activities with peers, increased tendency to send
2.9 sexualized images, suicidal ideation, self-harming, and obesity.

2.10 (d) The commissioner of education must award a grant to LiveMore ScreenLess, a
2.11 Minnesota-based organization that collaborates with communities to promote digital
2.12 well-being. LiveMore ScreenLess must use the grant funds as described in subdivisions 2
2.13 to 5.

2.14 Subd. 2. **Digital well-being resource hub.** The grant to LiveMore ScreenLess must be
2.15 used to support the development of a library of resources for young people, parents, schools,
2.16 after-school programs, and community-based organizations to serve Minnesota as the
2.17 premiere resource for promoting digital well-being.

2.18 Subd. 3. **Network of organizations.** LiveMore ScreenLess must identify key local and
2.19 national organizations focused on particular aspects of healthy screen use and healthy youth
2.20 development, including the issues of cyberbullying, suicide prevention, mental health,
2.21 antipornography, mindfulness, and social and emotional learning, in order to create a robust
2.22 network for addressing digital well-being. LiveMore ScreenLess must collaborate, coordinate,
2.23 and build upon Minnesota organizations and resources to address the effects of screen
2.24 overuse and misuse with other advocates of young people.

2.25 Subd. 4. **Train-the-trainer series.** LiveMore ScreenLess must implement the digital
2.26 well-being train-the-trainer series for all Minnesotans serving and advocating for young
2.27 people in Minnesota, including youth development and leadership organizations, schools,
2.28 community-based organizations, government sectors, and other related agencies.

2.29 Subd. 5. **Peer-to-peer training development.** LiveMore ScreenLess must deliver
2.30 peer-to-peer training to develop young people as mentors and leaders to advocate and
2.31 promote digital well-being among their peers and younger students.

3.1 Sec. 2. APPROPRIATION.

3.2 Subdivision 1. Department of Education. The sums indicated in this section are
3.3 appropriated in the fiscal years designated from the general fund to the Department of
3.4 Education.

3.5 Subd. 2. Digital well-being. (a) For a grant to LiveMore ScreenLess to promote digital
3.6 well-being:

3.7 \$ 2022

3.8 \$ 2023

3.9 (b) The base for fiscal year 2024 and later is