

A-Engrossed
Senate Bill 1590

Ordered by the Senate February 14
Including Senate Amendments dated February 14

Sponsored by Senators SOLLMAN, WAGNER; Senator FREDERICK

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure.

Directs Department of Education, in consultation with STEM Investment Council, to develop statewide, long-term strategic plan to provide computer science education.

Requires department to coordinate with council to submit annual report to interim committee of Legislative Assembly related to education. Sunsets January 2, 2028.

Establishes computer science as subject for which department must provide academic content standards. Encourages school districts and public charter schools to offer students courses or other instructional opportunities in computer science.

Declares emergency, effective on passage.

A BILL FOR AN ACT

1
2 Relating to computer science education; creating new provisions; amending ORS 329.025 and 329.045;
3 and declaring an emergency.

4 **Be It Enacted by the People of the State of Oregon:**

5 **SECTION 1. (1) No later than March 15, 2023, the Department of Education, in consul-**
6 **tation with the STEM Investment Council, shall develop a statewide, long-term strategic plan**
7 **to provide computer science education opportunities to every public school student in this**
8 **state by the 2027-2028 school year.**

9 **(2) The statewide plan required under this section must:**

10 **(a) Be completed in coordination with the statewide digital learning plan.**

11 **(b) Include a statement of purpose that describes the goals of the statewide plan, in-**
12 **cluding the goals that computer science education:**

13 **(A) Be made available to public school students in this state on an equitable basis.**

14 **(B) Be based on a framework that guides students from computer users to computer-**
15 **literate creators who are proficient in the concepts and practices of computer science, as**
16 **defined by national frameworks and standards.**

17 **(c) Identify immediate, practical changes and systemic changes that can be implemented**
18 **in the public schools of this state to increase students' access to computer science, with a**
19 **focus on equity and inclusion.**

20 **(d) Identify strategies for ensuring that computer science education is made available to**
21 **students who may experience academic disparities, including students identified in ORS**
22 **327.180 (2)(b), and that those students' needs are met so that they may be successful in**
23 **computer science.**

24 **(e) Identify strategies for aligning computer literacy standards and curricula with com-**
25 **puter science courses at community colleges and public universities listed in ORS 352.002.**

NOTE: Matter in **boldfaced** type in an amended section is new; matter *[italic and bracketed]* is existing law to be omitted.
New sections are in **boldfaced** type.

1 (f) Identify standards for high-quality professional learning for teachers that focuses on
2 inclusive and effective computer science instructional methods, and ensure that professional
3 learning is made available to the teachers of this state.

4 (g) Identify strategies for including computer science and digital literacy courses in the
5 curricula for educator preparation programs, with an emphasis on programs that prepare
6 educators for elementary or middle school.

7 (h) Identify actions that must be taken to allow computer science courses to be consid-
8 ered a core admission requirement at the public universities listed in ORS 352.002.

9 (i) Propose an ongoing evaluation process of computer science education that is overseen
10 by the State Board of Education and the council to ensure the statewide plan is sustainable
11 in the long term.

12 (3) The statewide plan required under this section must establish:

13 (a) Strategic goals for achieving the objectives of the plan;

14 (b) Strategies by which the goals established under paragraph (a) of this subsection will
15 be achieved; and

16 (c) A timeline for achieving the goals established under paragraph (a) of this subsection.

17 (4)(a) For the purpose of developing the statewide plan required under this section, the
18 department shall coordinate with the council to convene a work group.

19 (b) The work group convened under this subsection must include representatives from:

20 (A) The State Board of Education;

21 (B) The STEM Investment Council;

22 (C) The Department of Education;

23 (D) The Teacher Standards and Practices Commission;

24 (E) The Educator Advancement Council;

25 (F) The Governor's office;

26 (G) The Higher Education Coordinating Commission;

27 (H) Industry with involvement in computer science;

28 (I) Regional networks that support science, technology, engineering and mathematics;

29 (J) Regional networks that support career and technical education;

30 (K) Nonprofit organizations related to computer science education;

31 (L) School administrators;

32 (M) Post-secondary institutions of education;

33 (N) Teachers who provide computer science education; and

34 (O) Tribal governments.

35 (c) When selecting members of the work group, the department and the STEM Invest-
36 ment Council shall take into consideration geographic and demographic diversity.

37 **SECTION 2.** (1) No later than November 15 of each year, the Department of Education
38 shall coordinate with the STEM Investment Council to submit a report to an interim com-
39 mittee of the Legislative Assembly related to education.

40 (2) The report required under this section:

41 (a) Must include an overview of the provision of computer science education in this state
42 on the effective date of this 2022 Act, and any changes that have occurred since the effective
43 date of this 2022 Act. The overview must include data on the participation in computer sci-
44 ence by students who may experience academic disparities, including students identified in
45 ORS 327.180 (2)(b).

1 **(b) Must provide an overview on the progress of developing and implementing the state-**
2 **wide plan required by section 1 of this 2022 Act.**

3 **(c) May include recommendations for legislation to ensure the implementation and**
4 **sustainability of the statewide plan developed under section 1 of this 2022 Act.**

5 **(d) May include recommendations addressing whether the Teacher Standards and Prac-**
6 **tices Commission should establish an endorsement related to computer science education**
7 **and, if so, recommendations for requirements of that endorsement.**

8 **SECTION 3. Section 2 of this 2022 Act is repealed on January 2, 2028.**

9 **SECTION 4.** ORS 329.025 is amended to read:

10 329.025. It is the intent of the Legislative Assembly to maintain a system of public elementary
11 and secondary schools that allows students, parents, teachers, administrators, school district boards
12 and the State Board of Education to be accountable for the development and improvement of the
13 public school system. The public school system shall have the following characteristics:

14 (1) Provides equal and open access and educational opportunities for all students in the state
15 regardless of their linguistic background, culture, race, gender, capability or geographic location;

16 (2) Assumes that all students can learn and establishes high, specific skill and knowledge ex-
17 pectations and recognizes individual differences at all instructional levels;

18 (3) Provides each student an education experience that supports academic growth beyond profi-
19 ciency in established academic content standards and encourages students to attain aspirational
20 goals that are individually challenging;

21 (4) Provides special education, compensatory education, linguistically and culturally appropriate
22 education and other specialized programs to all students who need those services;

23 (5) Supports the physical and cognitive growth and development of students;

24 (6) Provides students with a solid foundation in the skills of reading, writing, problem solving
25 and communication;

26 (7) Provides opportunities for students to learn, think, reason, retrieve information, use tech-
27 nology and work effectively alone and in groups;

28 (8) Provides for rigorous academic content standards and instruction in mathematics, science,
29 language arts, history, geography, economics, civics, physical education, health, the arts, [and] world
30 languages **and computer science**;

31 (9) Provides increased learning time;

32 (10) Provides students an educational background to the end that they will function successfully
33 in a constitutional republic, a participatory democracy and a multicultural nation and world;

34 (11) Provides students with the knowledge and skills that will provide the opportunities to suc-
35 ceed in the world of work, as members of families and as citizens;

36 (12) Provides students with the knowledge and skills that lead to an active, healthy lifestyle;

37 (13) Provides students with the knowledge and skills to take responsibility for their decisions
38 and choices;

39 (14) Provides opportunities for students to learn through a variety of teaching strategies;

40 (15) Emphasizes involvement of parents and the community in the total education of students;

41 (16) Transports children safely to and from school;

42 (17) Ensures that the funds allocated to schools reflect the uncontrollable differences in costs
43 facing each district;

44 (18) Ensures that local schools have adequate control of how funds are spent to best meet the
45 needs of students in their communities; and

1 (19) Provides for a safe, educational environment.

2 **SECTION 5.** ORS 329.045 is amended to read:

3 329.045. (1)(a) In order to achieve the goals contained in ORS 329.025, the State Board of Edu-
4 cation shall regularly and periodically review and revise its Common Curriculum Goals, performance
5 indicators and diploma requirements.

6 (b) The review and revision conducted under this section shall:

7 (A) Include Essential Learning Skills and rigorous academic content standards in mathematics,
8 science, language arts, history, geography, economics, civics, physical education, health, the arts,
9 [and] world languages **and computer science**.

10 (B) Involve teachers and other educators, parents of students and other citizens and shall pro-
11 vide ample opportunity for public comment.

12 (C) Encourage increased learning time. As used in this subparagraph, “increased learning
13 time” means a schedule that encompasses a longer school day, week or year for the purpose of in-
14 creasing the total number of school hours available to provide:

15 (i) Students with instruction in core academic subjects, including mathematics, science, language
16 arts, history, geography, economics, civics, the arts, [and] world languages **and computer science**;

17 (ii) Students with instruction in subjects other than the subjects identified in sub-subparagraph
18 (i) of this subparagraph, including health and physical education;

19 (iii) Students with the opportunity to participate in enrichment activities that contribute to a
20 well-rounded education, including learning opportunities that may be based on service, experience
21 or work and that may be provided through partnerships with other organizations; and

22 (iv) Teachers with the opportunity to collaborate, plan and engage in professional development
23 within and across grades and subjects.

24 (c) Nothing in this subsection prevents a school district or public charter school from main-
25 taining control over course content, format, materials and teaching methods.

26 (2) The State Board of Education shall continually review and revise all adopted academic con-
27 tent standards necessary for students to successfully transition to the next phase of their education.

28 (3)(a) School districts and public charter schools must offer students instruction in mathematics,
29 science, language arts, history, geography, economics, civics, physical education, health, the arts and
30 world languages.

31 (b) Instruction required under paragraph (a) of this subsection must:

32 (A) Meet the academic content standards adopted by the State Board of Education; and

33 (B) Meet the requirements adopted by the State Board of Education and the board of the school
34 district or public charter school.

35 (4) School districts and public charter schools are encouraged to offer students courses or other
36 educational opportunities in civics, [and] financial literacy **and computer science** to allow every
37 student who wants to receive instruction in civics, [and] financial literacy **and computer science**
38 to be able to receive the instruction.

39 **SECTION 6.** ORS 329.045, as amended by section 1, chapter 202, Oregon Laws 2019, and section
40 6, chapter 178, Oregon Laws 2021, is amended to read:

41 329.045. (1)(a) In order to achieve the goals contained in ORS 329.025, the State Board of Edu-
42 cation shall regularly and periodically review and revise its Common Curriculum Goals, performance
43 indicators and diploma requirements.

44 (b) The review and revision conducted under this section shall:

45 (A) Include Essential Learning Skills and rigorous academic content standards in mathematics,

1 science, language arts, history, geography, economics, civics, physical education, health, the arts,
2 [and] world languages **and computer science**.

3 (B) Ensure that the academic content standards for history, geography, economics and civics
4 include sufficient instruction on the histories, contributions and perspectives of individuals who:

5 (i) Are Native American;

6 (ii) Are of African, Asian, Pacific Island, Chicano, Latino or Middle Eastern descent;

7 (iii) Are women;

8 (iv) Have disabilities;

9 (v) Are immigrants or refugees; or

10 (vi) Are lesbian, gay, bisexual or transgender.

11 (C) Involve teachers and other educators, parents of students and other citizens and shall pro-
12 vide ample opportunity for public comment.

13 (D) Encourage increased learning time. As used in this subparagraph, “increased learning
14 time” means a schedule that encompasses a longer school day, week or year for the purpose of in-
15 creasing the total number of school hours available to provide:

16 (i) Students with instruction in core academic subjects, including mathematics, science, language
17 arts, history, geography, economics, civics, the arts, [and] world languages **and computer science**;

18 (ii) Students with instruction in subjects other than the subjects identified in sub-subparagraph
19 (i) of this subparagraph, including health and physical education;

20 (iii) Students with the opportunity to participate in enrichment activities that contribute to a
21 well-rounded education, including learning opportunities that may be based on service, experience
22 or work and that may be provided through partnerships with other organizations; and

23 (iv) Teachers with the opportunity to collaborate, plan and engage in professional development
24 within and across grades and subjects.

25 (c) Nothing in this subsection prevents a school district or public charter school from main-
26 taining control over course content, format, materials and teaching methods.

27 (2) The State Board of Education shall continually review and revise all adopted academic con-
28 tent standards necessary for students to successfully transition to the next phase of their education.

29 (3)(a) School districts and public charter schools must offer students instruction in mathematics,
30 science, language arts, history, geography, economics, civics, physical education, health, the arts and
31 world languages.

32 (b) Instruction required under paragraph (a) of this subsection must:

33 (A) Meet the academic content standards adopted by the State Board of Education; and

34 (B) Meet the requirements adopted by the State Board of Education and the board of the school
35 district or public charter school.

36 (4) School districts and public charter schools are encouraged to offer students courses or other
37 educational opportunities in civics, [and] financial literacy **and computer science** to allow every
38 student who wants to receive instruction in civics, [and] financial literacy **and computer science**
39 to be able to receive the instruction.

40 **SECTION 7. The amendments to ORS 329.025 and 329.045 by sections 4 to 6 of this 2022**
41 **Act become operative on September 1, 2028.**

42 **SECTION 8. This 2022 Act being necessary for the immediate preservation of the public**
43 **peace, health and safety, an emergency is declared to exist, and this 2022 Act takes effect**
44 **on its passage.**