

Senate Bill 550

Sponsored by Senator SOLLMAN; Senator WEBER (Pre-session filed.)

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 **as introduced**.

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 on computer science education to interim committee of Legislative Assembly related to education.

Establishes computer science as subject for which department must provide academic content standards. Requires school districts and public charter schools to offer students courses 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, 2024, 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, long-term**
12 **strategic plan, including 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 kindergarten through grade 12 framework that guides students from**
15 **computer users to computer-literate creators who are proficient in the concepts and prac-**
16 **tices of computer science, as defined by national frameworks and standards.**

17 (c) **Identify and recommend kindergarten through grade 12 standards for statewide**
18 **adoption.**

19 (d) **Identify immediate, practical changes and systemic changes that can be implemented**
20 **in the public schools of this state to increase students' access to computer science, with a**
21 **focus on equity and inclusion, including courses that provide for college credit.**

22 (e) **Identify strategies for:**

23 (A) **Recruiting existing educators to participate in professional learning to teach com-**
24 **puter science in middle and high schools.**

25 (B) **Providing a statewide professional learning model for computer science.**

26 (C) **Making available to middle and high school educators professional learning for com-**
27 **puter science.**

28 (f) **Identify and recommend computer science courses that provide college credit to in-**

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 corporate into career and technical education programs.

2 (g) Identify annual costs to support professional learning for middle and high school ed-
3 ucators and expand the availability and accessibility of, on an equitable basis, computer sci-
4 ence courses that provide college credit.

5 (h) Identify actions that must be taken to allow computer science courses to be consid-
6 ered a core admission requirement at the public universities listed in ORS 352.002, including
7 requiring students complete a computer science course as a high school graduation require-
8 ment.

9 (i) Identify strategies for ensuring that computer science education is made available to
10 students who may experience academic disparities, including students identified in ORS
11 327.180 (2)(b), and that those students' needs are met so that they may be successful in
12 computer science.

13 (j) Identify strategies for aligning kindergarten through grade 12 standards and computer
14 literacy standards and curricula with computer science courses at community colleges and
15 public universities listed in ORS 352.002.

16 (k) Identify standards for high-quality professional learning for teachers that focuses on
17 inclusive and effective computer science instructional methods.

18 (L) Identify strategies for including computer science and digital literacy courses in the
19 curricula for educator preparation programs, with an emphasis on programs that prepare
20 educators for elementary or middle school.

21 (m) Identify personnel needs for the Department of Education to support computer sci-
22 ence education, including a position dedicated to computer science.

23 (n) Propose an ongoing evaluation process of computer science education that is overseen
24 by the State Board of Education and the council to ensure the statewide plan is sustainable
25 in the long term.

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

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

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

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

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

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

34 (A) The State Board of Education;

35 (B) The STEM Investment Council;

36 (C) The Department of Education;

37 (D) The Teacher Standards and Practices Commission;

38 (E) The Educator Advancement Council;

39 (F) The Governor's office;

40 (G) The Higher Education Coordinating Commission;

41 (H) Industry with involvement in computer science;

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

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

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

45 (L) School administrators;

- 1 (M) Post-secondary institutions of education;
- 2 (N) Teachers who provide computer science education; and
- 3 (O) Tribal governments.

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

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

9 (2) The report required under this section:

10 (a) Must include an overview of the provision of computer science education in this state
 11 on the effective date of this 2023 Act, and any changes that have occurred since the effective
 12 date of this 2023 Act. The overview must include data on the participation in computer sci-
 13 ence by students who may experience academic disparities, including students identified in
 14 ORS 327.180 (2)(b).

15 (b) Must provide an overview on the progress of developing and implementing the state-
 16 wide plan required by section 1 of this 2023 Act.

17 (c) Shall include recommendations for legislation to ensure the implementation and
 18 sustainability of the statewide plan developed under section 1 of this 2023 Act.

19 (d) May include recommendations addressing whether the Teacher Standards and Prac-
 20 tices Commission should establish an endorsement related to computer science education
 21 and, if so, recommendations for requirements of that endorsement. Any recommendations
 22 included for establishing an endorsement shall include:

23 (A) A professional learning option for obtaining the endorsement; and

24 (B) Exemption to endorsement requirements for existing educators who are teaching
 25 computer science courses aligned with computer science content standards.

26 **SECTION 3.** ORS 329.025 is amended to read:

27 329.025. It is the intent of the Legislative Assembly to maintain a system of public elementary
 28 and secondary schools that allows students, parents, teachers, administrators, school district boards
 29 and the State Board of Education to be accountable for the development and improvement of the
 30 public school system. The public school system shall have the following characteristics:

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

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

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

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

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

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

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

45 (8) Provides for rigorous academic content standards and instruction in mathematics, science,

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

3 (9) Provides increased learning time;

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

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

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

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

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

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

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

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

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

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

19 **SECTION 4.** ORS 329.045 is amended to read:

20 329.045. (1)(a) In order to achieve the goals contained in ORS 329.025, the State Board of Edu-
21 cation shall regularly and periodically review and revise its Common Curriculum Goals, performance
22 indicators and diploma requirements.

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

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

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

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

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

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

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

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

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

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

45 (3)(a) School districts and public charter schools must offer students instruction in mathematics,

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

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

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

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

7 (4) School districts and public charter schools are encouraged to offer students courses or other
8 educational opportunities in civics and financial literacy to allow every student who wants to re-
9 ceive instruction in civics and financial literacy to be able to receive the instruction.

10 **SECTION 5.** ORS 329.045, as amended by section 1, chapter 202, Oregon Laws 2019, and section
11 6, chapter 178, Oregon Laws 2021, is amended to read:

12 329.045. (1)(a) In order to achieve the goals contained in ORS 329.025, the State Board of Edu-
13 cation shall regularly and periodically review and revise its Common Curriculum Goals, performance
14 indicators and diploma requirements.

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

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

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

21 (i) Are Native American;

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

23 (iii) Are women;

24 (iv) Have disabilities;

25 (v) Are immigrants or refugees; or

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

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

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

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

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35 (i) of this subparagraph, including health and physical education;

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37 well-rounded education, including learning opportunities that may be based on service, experience
38 or work and that may be provided through partnerships with other organizations; and

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40 within and across grades and subjects.

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42 taining control over course content, format, materials and teaching methods.

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44 tent standards necessary for students to successfully transition to the next phase of their education.

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7 (4) School districts and public charter schools are encouraged to offer students courses or other
8 educational opportunities in civics and financial literacy to allow every student who wants to re-
9 ceive instruction in civics and financial literacy to be able to receive the instruction.

10 **SECTION 6. The amendments to ORS 329.025 and 329.045 by sections 3 to 5 of this 2023**
11 **Act become operative on September 1, 2027.**

12 **SECTION 7. This 2023 Act being necessary for the immediate preservation of the public**
13 **peace, health and safety, an emergency is declared to exist, and this 2023 Act takes effect**
14 **on its passage.**

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