



Computer Science  
for All Minnesota



# 2022-23 POLICY PRIORITIES

## PRIORITIES

1. Develop a state plan for expanding computer science education, with broad stakeholder input
2. Adopt the Computer Science Teachers Association's K-12 Computer Science Standards and definition
3. Fund computer science teacher professional development
4. Require K-8 schools to integrate CS content and all high schools to offer a foundational CS course
5. Update computer science teacher licensure pathways

CSforAll-MN has studied the current status of CS education in Minnesota (see [briefs](#)), hosted listening sessions, listened to CS education leaders in other states, and convened a diversity of stakeholders in Minnesota to understand the landscape, barriers, needs, and opportunities for expanding CS education in Minnesota. A range of interconnected policies and resources must be developed over time in order to address teacher availability, professional development, licensure, standards, curriculum, capacity in K-12 and post-secondary education, as well as metrics to track equitable access and outcomes.

## WHO WE ARE

Computer Science for All Minnesota (CSforAll-MN) is a collaborative effort by leaders in education, industry, nonprofit organizations, and higher education institutions from across Minnesota committed to advancing equitable computer science education policies and opportunities for every K-12 student in the state.

## WHAT WE DO

Founded in 2018, CSforAll-MN believes all Minnesota students deserve to learn computer science in order to be active contributors to our technology-influenced society. We work toward equitable computer science education for all by—

- *Recommending* equitable state-level computing education policies;
- *Gathering* statewide data to share with Minnesota policy makers, leaders, and communities;
- *Convening* interested parties across the state to create connections among organizations and communities;
- *Listening* to, collaborating with, and prioritizing diverse voices;
- *Sharing* resources and making connections between knowledge/research and practice.

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