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State of Minnesota

HOUSE OF REPRESENTATIVES

NINETY-THIRD SESSION

H. F. No. 192

01/09/2023 Authored by Feist, Norris and Her The bill was read for the first time and referred to the Committee on Education Finance

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 is a detriment to children and young people due to their
 2.3 developing brains and is an additional detriment to underserved populations on social
 2.4 mobility comparisons, academic achievement, distraction by devices in the learning
 2.5 environment, compromised use of technology as a learning tool, reduced social and emotional
 2.6 learning skills, and lower levels of learning motivation and self-confidence.

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

2.11 (d) The commissioner of education must award a grant to LiveMore ScreenLess, a
 2.12 Minnesota-based organization that collaborates with communities to promote digital
 2.13 well-being. LiveMore ScreenLess must use the grant funds for the purposes in subdivisions
 2.14 2 to 5.

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

2.19 Subd. 3. **Communication campaign.** LiveMore ScreenLess must work with their local
 2.20 and national partner organizations focused on particular aspects of healthy screen use and
 2.21 healthy youth development to build upon a robust communication campaign addressing
 2.22 digital well-being. LiveMore ScreenLess must continue to collaborate and coordinate with
 2.23 local and national organizations to provide critical resources to address the effects of screen
 2.24 misuse and overuse on young people.

2.25 Subd. 4. **Trainings and workshops.** LiveMore ScreenLess must continue to implement
 2.26 the digital well-being in-person and online trainings and professional development workshops
 2.27 for educators, community-based organizations, and those serving and advocating for young
 2.28 people in Minnesota.

2.29 Subd. 5. **Peer education and leadership training.** LiveMore ScreenLess must continue
 2.30 to deliver peer education and leadership training to develop young people as mentors and
 2.31 leaders, to advocate and promote digital well-being among peers and younger students, and
 2.32 to provide resources to educators and adults who support young people through trainings
 2.33 and workshops under subdivision 4.

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 \$ 1,250,000 2024

3.8 \$ 1,750,000 2025

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