

115TH CONGRESS  
1ST SESSION

# H. R. 2303

To establish a task force to share best practices on computer programming and coding for elementary schools and secondary schools, and for other purposes.

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## IN THE HOUSE OF REPRESENTATIVES

MAY 3, 2017

Mr. CÁRDENAS (for himself, Mr. FARENTHOLD, Mr. CARTWRIGHT, Mr. GALLEGRO, Mr. GUTIÉRREZ, Mr. COHEN, Mr. FOSTER, Ms. JUDY CHU of California, Ms. LEE, and Mr. KILMER) introduced the following bill; which was referred to the Committee on Education and the Workforce

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## A BILL

To establish a task force to share best practices on computer programming and coding for elementary schools and secondary schools, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*  
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the  
5 “416d65726963612043616e20436f6465 Act of 2017” or  
6 the “America Can Code Act of 2017”.

7 **SEC. 2. FINDINGS.**

8 Congress finds the following:

1           (1) According to the National Science Founda-  
2           tion, 2 percent of students studying science, tech-  
3           nology, engineering, or math (STEM) are computer  
4           science majors, while 60 percent of STEM jobs are  
5           in the computing field.

6           (2) The Bureau of Labor Statistics estimates  
7           that computer programming jobs are growing at  
8           twice the national job growth average, and these  
9           jobs are high paying middle class jobs that can se-  
10          cure the financial future of many American families  
11          and also help grow the United States economy.

12 **SEC. 3. SENSE OF CONGRESS.**

13          It is the sense of Congress that—

14               (1) secondary schools should focus on preparing  
15               career and technical students, including underrep-  
16               resented groups such as minorities and women, for  
17               academic and technical opportunities in postsec-  
18               ondary education or entry into a high paying, skilled  
19               job in the computer programming field;

20               (2) elementary schools and secondary schools  
21               should place emphasis on coding and computer pro-  
22               gramming as a vocational and technical education  
23               track;

1           (3) educators should rethink the way coding as  
2           a skill is conceptualized within the education system  
3           and in our society; and

4           (4) learning to write and read code is critical to  
5           creating and innovating in cyberspace, and learning  
6           this language is also a skill critical to the national  
7           security and economic competitiveness of the United  
8           States.

9   **SEC. 4. CODING AS A CRITICAL FOREIGN LANGUAGE.**

10          Section 6001(b)(1) of the America COMPETES Act  
11          (20 U.S.C. 9802(b)(1)) is amended by inserting “, includ-  
12          ing a computer programming language,” after “a foreign  
13          language”.

14   **SEC. 5. AMENDMENTS TO THE CARL D. PERKINS CAREER**  
15                                   **AND TECHNICAL EDUCATION ACT OF 2006.**

16          The Carl D. Perkins Career and Technical Education  
17          Act of 2006 (20 U.S.C. 2301 et seq.) is amended—

18                           (1) in section 122(c) (20 U.S.C. 2342(c))—

19   (A) in paragraph (1)—

20   (i) in subparagraph (A)—

21   (I) in the first sentence, by in-  
22   serting “, including coding and com-  
23   puter programming,” after “the ca-  
24   reer and technical programs of  
25   study”; and

1 (II) in clause (iv), by inserting “,  
2 particularly in the technology field”  
3 after “or an associate or bacca-  
4 laureate degree”;

5 (ii) in subparagraph (H), by inserting  
6 “, especially in computer programming”  
7 after “in current or emerging occupa-  
8 tions”; and

9 (iii) in subparagraph (I)(iii), by in-  
10 sserting “, especially in computer program-  
11 ming” after “or high demand occupa-  
12 tions”;

13 (B) in paragraph (7)—

14 (i) in subparagraph (A)(ii), by insert-  
15 ing “, particularly coding and computer  
16 programming” after “career and technical  
17 education subjects”; and

18 (ii) in subparagraph (B), by inserting  
19 “, such as the technology industry” after  
20 “all aspects of an industry”;

21 (C) in paragraph (9)(C), by inserting “,  
22 especially in computer programming” after “or  
23 high demand occupations”;

1 (D) in paragraph (16), by inserting “, es-  
2 pecially in computer programming” after “re-  
3 gional occupational opportunities”; and

4 (E) in paragraph (18), by inserting “, es-  
5 pecially in computer programming” after “or  
6 high demand occupations and non-traditional  
7 fields”; and

8 (2) in section 203 (20 U.S.C. 2373)—

9 (A) in subsection (c)—

10 (i) in paragraph (2)—

11 (I) in subparagraph (B), by in-  
12 serting “, especially in coding and  
13 computer programming,” after “inte-  
14 grates academic and career and tech-  
15 nical education instruction”;

16 (II) in subparagraph (C), by in-  
17 serting “, especially in computer pro-  
18 gramming” after “or high demand oc-  
19 cupations”;

20 (III) in subparagraph (E), by in-  
21 serting “, particularly in the tech-  
22 nology field” after “in a specific ca-  
23 reer field”; and

24 (IV) in subparagraph (F), by in-  
25 serting “, particularly in computer

1 programming,” after “or high wage  
2 employment”; and

3 (ii) in paragraph (6), by inserting “,  
4 particularly in the technology industry,”  
5 after “(including preapprenticeship pro-  
6 grams)”;

7 (B) in subsection (d)(1), by inserting “, in-  
8 cluding hardware and software” after “provide  
9 for the acquisition of tech prep program equip-  
10 ment”; and

11 (C) in subsection (e)(1)—

12 (i) in subparagraph (B)—

13 (I) by redesignating clauses (iv)  
14 and (v) as (v) and (vi), respectively;  
15 and

16 (II) by inserting after clause (iii)  
17 the following:

18 “(iv) complete a State or industry-rec-  
19 ognized certification or licensure in com-  
20 puter programming;”; and

21 (ii) in subparagraph (C)—

22 (I) by redesignating clauses (iii)  
23 and (iv) as (iv) and (v), respectively;  
24 and

1 (II) by inserting after clause (ii)  
2 the following:

3 “(iii) complete a State or industry-  
4 recognized certification or licensure in  
5 computer programming;”.

6 **SEC. 6. TASK FORCE ON COMPUTER PROGRAMMING AND**  
7 **CODING.**

8 (a) ESTABLISHMENT OF TASK FORCE ON COMPUTER  
9 PROGRAMMING AND CODING.—Not later than 180 days  
10 after the date of enactment of this Act, the Secretary of  
11 Education shall convene a task force to explore—

12 (1) mechanisms for the development of draft  
13 curricula for elementary and secondary education  
14 with respect to computer programming and coding;

15 (2) a mechanism to collect and share best prac-  
16 tices among educators with respect to computer pro-  
17 gramming and coding at the elementary school and  
18 secondary school levels; and

19 (3) a national strategy to ensure competitive-  
20 ness in emerging STEM fields, such as computer  
21 programming and coding.

22 (b) FUNCTIONS.—The task force shall—

23 (1) develop options for a collaborative model  
24 and an organizational structure for such task force  
25 under which the joint research and development ac-

1       activities may be planned, managed, and conducted ef-  
2       fectively, including mechanisms for the allocation of  
3       resources among the participants of such task force  
4       for support of such activities;

5           (2) identify and prioritize at least 3 challenges  
6       of educating and training a workforce equipped to  
7       fill computer science and engineering jobs, particu-  
8       larly focused on nationally significant problems re-  
9       quiring collaborative and interdisciplinary solutions;

10          (3) propose a process for developing a research  
11       and development agenda for such task force to ad-  
12       dress the challenges identified under paragraph (2);

13          (4) define the roles and responsibilities for the  
14       members from each of the groups described in para-  
15       graphs (1) through (4) of subsection (e);

16          (5) establish the information portal described in  
17       subsection (e); and

18          (6) make recommendations for how the task  
19       force may be funded from Federal, State, and non-  
20       governmental sources.

21       (c) COMPOSITION.—In establishing the task force  
22       under subsection (a), the Secretary shall appoint to serve  
23       on the task force an equal number of representatives from  
24       each of the following 4 groups:



1           (1) The Department of Education and other  
2 relevant Federal Government agencies.

3           (2) Elementary school or secondary school  
4 teachers.

5           (3) Institutions of higher education, including  
6 minority-serving institutions and community col-  
7 leges.

8           (4) Employers of individuals with expertise in  
9 computer science and engineering.

10          (d) COMPENSATION AND EXPENSES.—Members of  
11 the task force shall serve without compensation.

12          (e) INFORMATION PORTAL.—

13           (1) IN GENERAL.—The task force shall estab-  
14 lish and maintain, an information portal which  
15 shall—

16           (A) include the establishment of an online,  
17 publicly available information portal for use by  
18 elementary schools and secondary schools and  
19 stakeholders that directs users to key data and  
20 tools to build or update curricula for elementary  
21 and secondary education on coding and com-  
22 puter programming; and

23           (B) expand and be complementary to exist-  
24 ing Federal efforts promoting coding and com-  
25 puter programming in elementary schools and

1 secondary schools to prepare for high paying  
2 skilled jobs in the computer programming field.

3 (2) CONTENTS.—The information portal estab-  
4 lished under this subsection shall direct users (who  
5 may include elementary schools and secondary  
6 schools, academia, and private sector stakeholders,  
7 and non-profit organizations with expertise in cod-  
8 ing), to coordinated and systematic information on  
9 promoting coding and computer programming in ele-  
10 mentary schools and secondary schools to prepare  
11 students for high paying skilled jobs in the computer  
12 programming field, including—

13 (A) best or model practices;

14 (B) data;

15 (C) case studies;

16 (D) indicators;

17 (E) scientific reports;

18 (F) policy recommendations for Federal,  
19 State, and local government;

20 (G) guidance documents and design stand-  
21 ards for elementary schools and secondary  
22 schools;

23 (H) incentives for teachers;

24 (I) education initiatives;

1           (J) support tools, including draft curricula  
2           and appropriate materials for teachers;

3           (K) public and private sources of assist-  
4           ance to available to support computer science  
5           and engineering in elementary schools and sec-  
6           ondary schools; and

7           (L) such other information as the coordi-  
8           nating as the task force considers appropriate.

9       (f) REPORT.—Not later than 24 months after the  
10      date of enactment of this Act, the Secretary shall transmit  
11      to the Committees on Education and the Workforce and  
12      Oversight and Government Reform of the House of Rep-  
13      resentatives and the Committees on Health, Education,  
14      Labor, and Pensions and Homeland Security and Govern-  
15      mental Affairs of the Senate a report describing the find-  
16      ings and recommendations of the task force.

17      (g) TERMINATION.—The task force shall terminate  
18      upon the completion of information portal report required  
19      under subsection (e) and the transmittal of the report re-  
20      quired under subsection (f).

21      (h) DEFINITIONS.—In this section:

22           (1) ESEA TERMS.—The terms “elementary  
23           school” and “secondary school” have the meanings  
24           given the terms in section 8101 of the Elementary

1 and Secondary Education Act of 1965 (20 U.S.C.  
2 7801).

3 (2) COMMUNITY COLLEGE.—The term “commu-  
4 nity college” has the meaning given the term “junior  
5 or community college” in section 312(f) of the High-  
6 er Education Act of 1965 (20 U.S.C. 1058(f)).

7 (3) INSTITUTION OF HIGHER EDUCATION.—The  
8 term “institution of higher education” has the  
9 meaning given the term in section 101 of the Higher  
10 Education Act of 1965 (20 U.S.C. 1001).

11 (4) MINORITY-SERVING INSTITUTION.—The  
12 term “minority-serving institution” means an insti-  
13 tution described in section 371(a) of the Higher  
14 Education Act of 1965 (20 U.S.C. 1067q(a)).

15 (5) SECRETARY.—The term “Secretary” means  
16 the Secretary of Education.

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