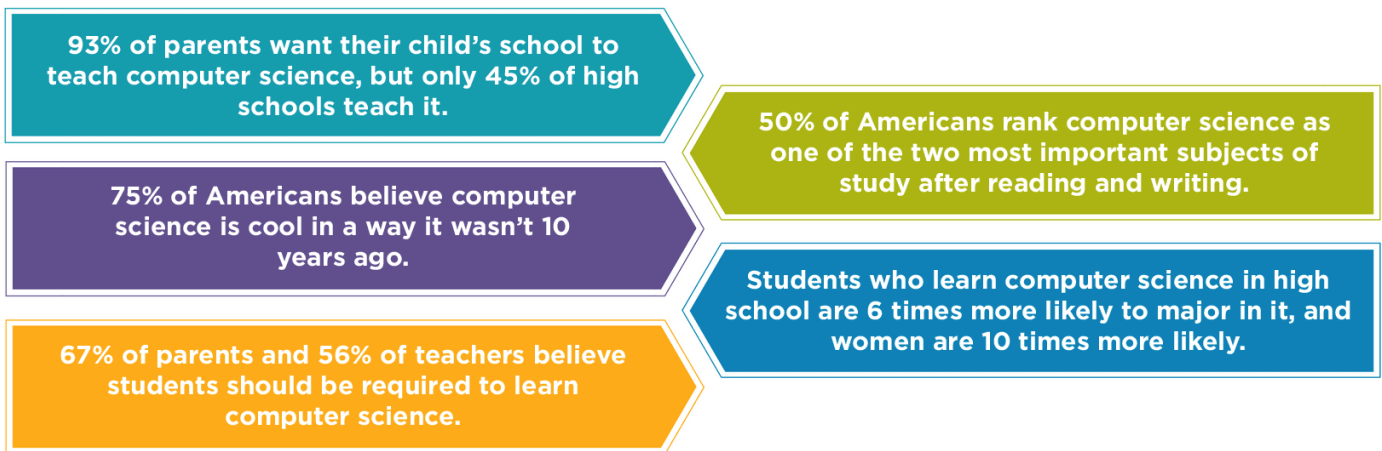
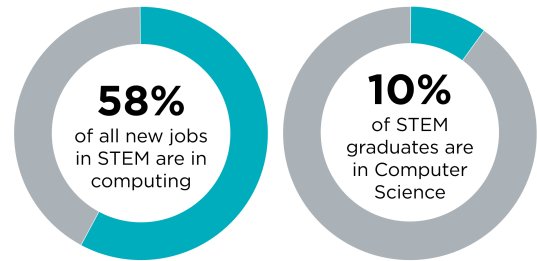


Support K-12 Computer Science Education in Connecticut

Computer science drives job growth and innovation throughout our economy and society. Computing occupations are the **number 1 source of all new wages in the U.S.** and make up over half of all projected new jobs in STEM fields, making Computer Science one of the most in-demand college degrees. And computing is used all around us and in virtually every field. It's foundational knowledge that all students need. But computer science is marginalized throughout education. Only 45% of U.S. high schools teach any computer science courses and only 10% of STEM graduates study it. We need to improve access for all students, including groups who have traditionally been underrepresented.



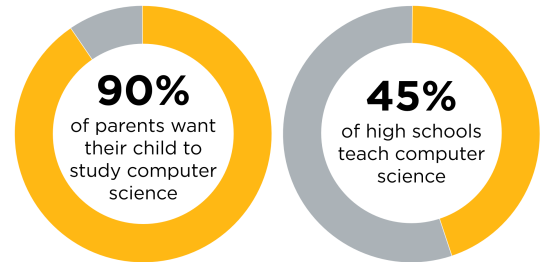
Computer science in Connecticut

- Connecticut currently has **5,461 open computing jobs** (3.1 times the average demand rate in Connecticut).
- The average salary for a computing occupation in CT is **\$97,020**, which is significantly higher than the average salary in the state (\$59,410). The existing open jobs alone represent a **\$529,826,548 opportunity** in terms of annual salaries.
- Connecticut had only **533 computer science graduates** in 2017; only **18%** were female.
- Only **2,370 exams were taken in AP Computer Science by high school students** in Connecticut in 2018 (1,075 took AP CS A and 1,295 took AP CSP).
- Only 28% were female (24% for AP CS A and 32% for AP CSP); only 251 exams were taken by Hispanic or Latino students (87 took AP CS A and 164 took AP CSP); only 108 exams were taken by Black students (29 took AP CS A and 79 took AP CSP); only 1 exam was taken by American Indian or Alaska Native students (0 took AP CS A and 1 took AP CSP); only 1 exam was taken by Native Hawaiian or Pacific Islander students (0 took AP CS A and 1 took AP CSP).
- Only **116 schools** in CT (43% of CT schools with AP programs) offered an AP Computer Science course in 2017-2018 (29% offered AP CS A and 30% offered AP CSP), which is 20 more than the previous year. There are fewer AP exams taken in computer science than in any other STEM subject area.
- Universities in Connecticut did not graduate a single new teacher prepared to teach computer science in

2016.

- According to a representative survey from Google/Gallup, school administrators in CT support expanding computer science education opportunities: 66% of principals surveyed think CS is just as or more important than required core classes. And their biggest barrier to offering computer science is the lack of funds for hiring and training teachers.

What can you do to support K-12 CS education in Connecticut?



1. Nominate a teacher for a professional learning scholarship: www.code.org/nominate
2. Send a letter:
 - To your school/district asking them to expand computer science offerings at every grade level: www.code.org/promote/letter
 - To your elected officials asking them to support computer science education policy in Connecticut: www.votervoice.net/Code/campaigns/58463/respond
3. Find out if your school teaches computer science or submit information about your school's offerings at www.code.org/yourschool.
4. Visit www.code.org/educate/3rdparty to find out about courses and curriculum from a variety of providers, including Code.org.
5. Visit www.code.org/promote/CT to learn more about supporting computer science in your state.

Who can you connect with locally to talk about K-12 CS education policy?

- You can reach Code.org's policy contact for your state, Sean Roberts, at sean@code.org.
- The Expanding Computing Education Pathways (ECEP) Alliance (www.ecepalliance.org), an NSF funded Broadening Participation in Computing Alliance, seeks to increase the number and diversity of students in computing and computing-intensive degrees by promoting state-level computer science education reform. ECEP supports 22 states and the territory of Puerto Rico to develop effective and replicable interventions to broaden participation in computing and to create state-level infrastructure to foster equitable computing education policies. You can reach your ECEP point of contact Chinma Uche at cuche@crec.org or Seth R Freeman at sfreeman@ccc.commnet.edu.

Code.org's impact in Connecticut

- In Connecticut, Code.org's curriculum is used in
 - 25% of elementary schools
 - 23% of middle schools
 - 11% of high schools
- There are 5,144 teacher accounts and 264,556 student accounts on Code.org in Connecticut.

- Of students in Connecticut using Code.org curriculum last school year,
 - 29% attend high needs schools
 - 11% are in rural schools
 - 46% are female students
 - 56% are underrepresented minority students (Black/African American, Hispanic/Latino, American Indian, or Hawaiian)
- Code.org, its regional partner(s) Sacred Heart University, and 9 facilitators have provided professional learning in Connecticut for
 - 891 teachers in CS Fundamentals (K-5)
 - 9 teachers in Exploring Computer Science or Computer Science Discoveries
 - 13 teachers in Computer Science Principles

“Computer Science is a liberal art: it’s something that everybody should be exposed to and everyone should have a mastery of to some extent.”

— Steve Jobs

What can your state do to improve computer science education?

States and local school districts need to adopt a broad policy framework to provide all students with access to computer science. The following nine recommendations are a menu of best practices that states can choose from to support and expand computer science. Not all states will be in a position to adopt all of the policies. Read more about these 9 policy ideas at https://code.org/files/Making_CS_Fundamental.pdf and see our rubric for describing state policies at <http://bit.ly/9policiesrubric>.

- Connecticut is in the process of developing a state plan for K-12 computer science.
- Connecticut has established K-12 computer science standards.
- Connecticut **does not yet** provide dedicated funding for rigorous computer science professional development and course support. Although funds may be available via broader programs, the state can strengthen its computer science programs by creating specific opportunities to bring computer science to school districts, such as matching fund programs.
- Connecticut has clear certification pathways for computer science teachers.
- Connecticut has established programs at institutions of higher education to offer computer science to preservice teachers.
- Connecticut has a dedicated computer science position in the state education agency.
- Connecticut requires that all secondary schools offer computer science.
- Connecticut **does not yet** allow computer science to count for a core graduation requirement. States that count computer science as a core graduation requirement see 50% more enrollment in their AP Computer Science courses and increased participation from underrepresented minorities. Find out how other states allow computer science to count towards graduation at <http://bit.ly/9policies>.
- Connecticut **does not yet** allow computer science to count as a core admission requirement at institutions

of higher education. Admission policies that do not include rigorous computer science courses as meeting a core entrance requirement, such as in mathematics or science, discourage students from taking such courses in secondary education. State leaders can work with institutions of higher education to ensure credit and articulation policies align with secondary school graduation requirements.

Follow us!

Join our efforts to give every student in every school the opportunity to learn computer science. Learn more at code.org, or follow us on [Facebook](#) and [Twitter](#).

Launched in 2013, Code.org® is a nonprofit dedicated to expanding access to computer science, and increasing participation by women and underrepresented students of color. Our vision is that every student in every school should have the opportunity to learn computer science.

Data is from the Conference Board for job demand, the Bureau of Labor Statistics for state salary and national job projections data, the College Board for AP exam data, the National Center for Education Statistics for university graduate data, the Gallup and Google research study Education Trends in the State of Computer Science in U.S. K-12 Schools for parent demand, the 2018 Computer Science Access Report for schools that offer computer science, and Code.org for its own courses, professional learning programs, and participation data.