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 11% of bachelor’s degrees are in Computer Science. We need to improve access for all students, including groups who have traditionally been underrepresented.

Support K-12 Computer Science Education in Washington

Computer science in Washington

- Washington currently has 21,196 open computing jobs (2.4 times the average demand rate in Washington).
- The average salary for a computing occupation in WA is $112,623, which is significantly higher than the average salary in the state ($59,410). The existing open jobs alone represent a $2,387,158,113 opportunity in terms of annual salaries.
- Washington had only 2,100 bachelor’s degrees in Computer Science in 2018; only 25% were female.
- Only 3,524 exams were taken in AP Computer Science by high school students in Washington in 2019 (2,113 took AP CS A and 1,411 took AP CSP).
- Only 29% were female (29% for AP CS A and 28% for AP CSP); only 252 exams were taken by Hispanic or Latino students (125 took AP CS A and 127 took AP CSP); only 57 exams were taken by Black students (18 took AP CS A and 39 took AP CSP); only 9 exams were taken by American Indian or Alaska Native students (5 took AP CS A and 4 took AP CSP); only 11 exams were taken by Native Hawaiian or Pacific Islander students (4 took AP CS A and 7 took AP CSP).
- Only 155 schools in WA (36% of WA schools with AP programs) offered an AP Computer Science course in 2017-2018 (25% offered AP CS A and 20% 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 Washington did not graduate a single new teacher prepared to teach computer science in 2017.
- According to a representative survey from Google/Gallup, school administrators in WA support expanding computer science education opportunities: 65% of principals surveyed think CS is just as or more important than required core classes.

93% of parents want their child’s school to teach computer science, but only 45% of high schools teach it.

75% of Americans believe computer science is cool in a way it wasn't 10 years ago.

67% of parents and 56% of teachers believe students should be required to learn computer science.

50% of Americans rank computer science as one of the two most important subjects of study after reading and writing.

Students who learn computer science in high school are 6 times more likely to major in it, and women are 10 times more likely.
What can you do to support K-12 CS education in Washington?

- Send a letter:
  - To your school/district asking them to expand computer science offerings at every grade level: [www.code.org/promote/letter](http://www.code.org/promote/letter)
  - To your elected officials asking them to support computer science education policy in Washington:
    [www.votervoice.net/Code/campaigns/58463/respond](http://www.votervoice.net/Code/campaigns/58463/respond)
- Find out if your school teaches computer science or submit information about your school’s offerings at [www.code.org/yourschool](http://www.code.org/yourschool).
- Visit [www.code.org/educate/3rdparty](http://www.code.org/educate/3rdparty) to find out about courses and curriculum from a variety of providers, including Code.org.

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, Maggie Glennon, at maggie@code.org.
- The Expanding Computing Education Pathways (ECEP) Alliance ([www.ecepalliance.org](http://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 Amy J Ko at ajko@uw.edu or Shannon Thissen at Shannon.Thissen@k12.wa.us and see your state ECEP project at [https://sites.google.com/uw.edu/csforallwa/](https://sites.google.com/uw.edu/csforallwa/).

Code.org’s impact in Washington

- In Washington, Code.org’s curriculum is used in
  - 32% of elementary schools
  - 24% of middle schools
  - 18% of high schools
- There are 37,090 teacher accounts and 1,156,884 student accounts on Code.org in Washington.
- Of students in Washington using Code.org curriculum last school year,
  - 45% attend high needs schools
  - 17% are in rural schools
  - 44% are female students
  - 39% are underrepresented minority students (Black/African American, Hispanic/Latino, American Indian, or Hawaiian)
- Code.org, its regional partner(s) AVID, and 28 facilitators have provided professional learning in Washington for
  - 2,904 teachers in CS Fundamentals (K-5)
  - 255 teachers in Exploring Computer Science or Computer Science Discoveries
  - 153 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.

Washington has not yet created a state plan for K-12 computer science. A plan that articulates the goals for computer science, strategies for accomplishing the goals, and timelines for carrying out the strategies is important for making computer science a fundamental part of a state’s education system.

Washington has established K-12 computer science standards.

Washington has allocated funding for rigorous computer science professional development and course support.

Washington has clear certification pathways for computer science teachers.

Washington has established programs at institutions of higher education to offer computer science to preservice teachers.

Washington has a dedicated computer science position in the state education agency.

Washington requires that all secondary schools offer computer science.


Washington allows computer science to count as a core admission requirement at institutions of higher education.

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.