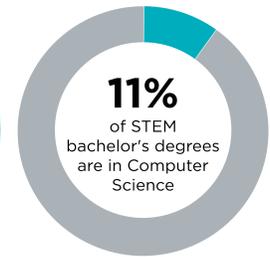
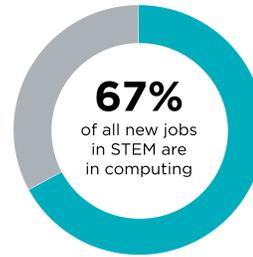


Support K-12 Computer Science Education in Indiana

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.



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.

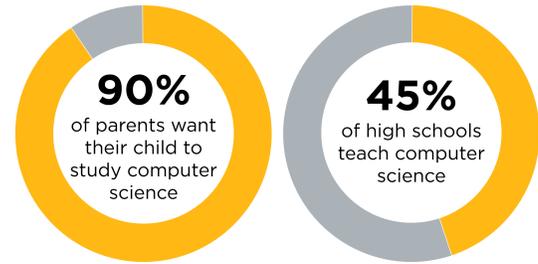
50% of Americans rank computer science as one of the two most important subjects of study after reading and writing.

Students who learn computer science in high school are 6 times more likely to major in it, and women are 10 times more likely.

Computer science in Indiana

- Indiana currently has **3,742 open computing jobs** (2.3 times the average demand rate in Indiana).
- The average salary for a computing occupation in IN is **\$77,758**, which is significantly higher than the average salary in the state (\$45,290). The existing open jobs alone represent a **\$290,970,334 opportunity** in terms of annual salaries.
- Indiana had only **2,347 bachelor's degrees in Computer Science** in 2018; only **19%** were female.
- In Indiana, only **62% of all public high schools teach a foundational computer science course.**
- Only **2,386 exams were taken in AP Computer Science by high school students in Indiana** in 2019 (824 took AP CS A and 1,562 took AP CSP).
- Only 21% were female (21% for AP CS A and 21% for AP CSP); only 178 exams were taken by Hispanic/Latino/Latina students (73 took AP CS A and 105 took AP CSP); only 98 exams were taken by Black/African American students (30 took AP CS A and 68 took AP CSP); only 1 exam was taken by Native American/Alaskan students (0 took AP CS A and 1 took AP CSP); only 2 exams were taken by Native Hawaiian/Pacific Islander students (1 took AP CS A and 1 took AP CSP).
- Only **103 schools** in IN (24% of IN schools with AP programs) offered an AP Computer Science course in 2018-2019 (15% offered AP CS A and 18% offered AP CSP), which is 10 more than the previous year. There are fewer AP exams taken in computer science than in any other STEM subject area.
- Teacher preparation programs in Indiana only graduated 2 new teachers prepared to teach computer science in 2018.
- According to a representative survey from Google/Gallup, school administrators in IN support expanding computer science education opportunities: 60% of principals surveyed think CS is just as or more important than required core classes. And one of their biggest barriers 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 Indiana?



- 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 Indiana: 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.
- Visit 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, 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 Anne T. Ottenbreit-Leftwich at aleftwic@indiana.edu or Maureen Biggers at biggersm@indiana.edu.

Code.org's impact in Indiana

- In Indiana, Code.org's curriculum is used in
 - 30% of elementary schools
 - 26% of middle schools
 - 25% of high schools
- There are 14,424 teacher accounts and 605,067 student accounts on Code.org in Indiana.
- Of students in Indiana using Code.org curriculum last school year,
 - 44% attend high needs schools
 - 40% are in rural schools
 - 45% are female students
 - 32% are students from marginalized racial and ethnic groups underrepresented in computer science (Black/African American, Hispanic/Latino/Latina, Native American/Alaskan, or Native Hawaiian/Pacific Islander)
- Code.org, its regional partner(s) Nextech, and 17 facilitators have provided professional learning in Indiana for
 - 2,918 teachers in CS Fundamentals (K-5)
 - 188 teachers in Exploring Computer Science or Computer Science Discoveries
 - 118 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>.

State Plan - The Indiana Department of Education created a state plan for computer science education implementation in 2019. The plan includes a section focused on goals and strategies to increase participation for female students, students with disabilities, rural students, and students from marginalized racial and ethnic groups underrepresented in computer science.

K-12 Standards - Indiana published a comprehensive set of K–12 computer science standards in 2018.

Funding - HEA 1001 (FY 2020 and 2021) allocated \$3M annually for teacher professional development. SEA 172 (FY 2019) required the Department of Education to contract with a provider to offer professional development.

Certification - Teachers with existing licensure can obtain a 5–12 or preK–12 academic endorsement by passing the state-adopted content exam. An initial license in computer science requires completing a state-approved program and passing the exam. The state has a CTE Workplace Specialist license for individuals with occupational experience.

Pre-Service Programs - The Department of Education has approved computer science teacher preparation programs leading to certification in computer science and lists these programs publicly. In 2020, Indiana began requiring all preservice K–8 teachers to learn computer science.

Dedicated State Position - The Department of Education has a Computer Science Specialist.

Require High Schools to Offer - SEA 172 (2018) required all elementary, middle, and high schools to offer computer science by the 2021–2022 school year. SEA 295 (2020) required the Department of Education to post an annual report on computer science course enrollment disaggregated by race, gender, grade, ethnicity, limited English proficiency, free and reduced lunch status, and eligibility for special education.

Count Towards Graduation - AP Computer Science, IB Computer Science, Cambridge International CS, Industrial Automation and Robotics, or CTE CS I or II can count as a mathematics or quantitative reasoning credit required for graduation. Computer science can also count as the third science requirement.

IHE Admission - Computer science can count as a mathematics credit required for admission at institutions of higher education, which aligns with the high school graduation policy.

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 youth. 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.