



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

To: Honorable Eric J. Holcomb, Governor of Indiana, Dr. Katie Jenner, Secretary of Education

From: Lynn Schemel, Chief Academic Officer

Date: January 15, 2024

Subject: Indiana Code 20-20-45 Next Level Computer Science Program Biannual Report

Background

Indiana Code (IC) 20-20-45 established the Next Level Computer Science (CS) Grant Program and Computer Science Fund to award grants to eligible entities to implement high-quality teacher professional development programs in CS. The Indiana Department of Education (IDOE) is charged to administer the program and fund, as well as develop grant guidelines in collaboration with the Governor's office.

IC 20-20-45-12 requires IDOE to biannually submit a progress report to the Governor regarding the:

1. Development and administration of the program and fund; and
2. Status of public schools in meeting CS curriculum requirements.

Development and Administration of the Program and Fund Timeline*

January 2023 IDOE delivers the IC 20-20-45 biannual report to the Governor's Office, Indiana General Assembly, Indiana Commission for Higher Education, and the Indiana State Board of Education.

IDOE makes a commitment to join the Expanding Computing Education Pathways (ECEP) Common Metrics Project to develop and share tools to evaluate data systems and accurately analyze and disseminate data that drives Indiana's efforts to broaden participation in CS learning opportunities.

February 2023 IDOE awards \$1.56M in grants from the Next Level CS Fund to institutes of higher education and nationally recognized organizations providing high-quality CS professional development through the Designing for Impact Next Level CS Grant program.

- March 2023** IDOE collaborates with Nextech to evaluate ongoing needs and develop strategies to deliver targeted resources to K-8 CS educators.
- April 2023** IDOE extends the current professional development contract with Nextech to provide additional professional development in summer 2023 and expand CS learning opportunities into the 2023-2024 school year.
- IDOE convenes final educator and stakeholder meetings to address public comment on the proposed, future-focused Indiana Academic Standards for K-8 Computer Science.
- May 2023** IDOE attends the Expanding Computing Education Pathways Alliance meeting to develop strategies to increase access to CS for Indiana’s K-12 students.
- June 2023** The Indiana State Board of Education approves future-focused 2023 Indiana Academic Standards for K-8 CS.
- IDOE collaborates with Nextech and the National Computer Science Teachers Association to host the second annual Indiana CSPDWeek for Indiana K-12 educators.
- IDOE awards \$327,000 from the Next Level CS Fund in the inaugural Computer Science Catalyst Grant to schools. Funds were awarded for proposals designed to implement strategies to expand CS learning opportunities and strengthen regional partnerships to support sustainability.
- July 2023** IDOE amends Designing for Impact Grant recipient budgets adding \$694,000 to extend computer science professional development opportunities for Indiana’s pre-service and K-12 teachers through June 30, 2024.
- August 2023** IDOE presents Indiana’s K-8 standards implementation strategies and supporting professional development opportunities to state officials at Code.org’s national Computer Science Supervisor Summit.

September 2023 IDOE releases updated K-8 Computer Science Frameworks and collaborates with professional development providers supported through the Next Level Computer Science fund to deploy this resource to Indiana’s computer science teachers.

IDOE partners with Indiana University to host the Building CS Capacity Fall Summit to support Educator Pre-service Program providers in the inclusion of computer science teaching pedagogy for pre-service teachers.

October 2023 IDOE partners with Nextech to develop an AI Literacy series to include in the menu of professional development opportunities for computer science educators to access in the Indiana Learning Lab.

November 2023 IDOE is awarded recognition for 91% of high schools offering a foundational computer science course making Indiana sixth in the nation and first in the Midwest for high school students having access to computer science.

December 2023 IDOE begins the process to amend Nextech’s contract adding \$185,000 to support expanding opportunities for 100 additional K-12 computer science teachers at Indiana CSPDWeek 2024.

*For timeline information prior to January 1, 2024, see Appendix F.

Training Snapshot by Provider

Since June 1, 2018, over 3,400 Indiana K-12 educators received CS training through partnerships between IDOE and eligible entities pursuant to IC 20-20-45. The following information reflects current partnerships with IDOE**:

**See Appendices A-E for training partner contracts.

BloomBoard, Inc. is committed to designing and delivering professional learning pathways for educators to access and be successful in acquiring transferable credentialing and licensing opportunities to elevate instructional design. BloomBoard, Inc. currently supports 39 Indiana educators in completing coursework to earn micro-credentials that will help them expand computer science learning experiences for pre-k-12 students through authentic problem-solving by leveraging CS content and practices. These educators have the opportunity to accumulate micro-credentials in CS courses toward earning a master’s degree in Technology and Computer Science Education from a higher education institution partnering with BloomBoard, Inc..

Indiana University (IU) conducted an extensive needs assessment of regional educators and stakeholders to determine quality CS professional development opportunities for pre-service teachers. In September 2023, IU hosted the Building CS Capacity Fall Summit during which they presented results of the needs assessment and shared resources, curriculum ideas, and activated strategies to continue providing high-quality CS instructional learning opportunities as pre-service teachers transition to roles within Indiana schools. The needs assessment informed the development of unique professional learning opportunities tailored to each participating educator pre-service program. IU extended their grant agreement to provide the highly requested follow-up professional development and reach even more pre-service educator programs in spring 2024.

The **PRISM Project at Rose-Hulman Institute of Technology** provides a model program in which K-12 teachers increase their pedagogical knowledge in CS and assimilate instructional strategies that enable students to achieve at higher levels of educational success and attain proficiency in core academic courses. This project develops an enhancement to all subjects by providing an opportunity to integrate computing principles within any subject, discipline, or grade level. In this approach, the introductory programming sequence is not disturbed, but computing courses are introduced and integrated within any subject or discipline to reinforce fundamental concepts. Intensive Summer Residential boot camps began in July 2023.

PRISM Project at Rose-Hulman CS Training Numbers		
Workshop Name	Description	Total Trained February – December 31, 2023
Computer Science Boot Camp	Participating K-12 teachers undergo a rigorous introductory computer science course in this residential bootcamp that progresses in stages to reach a capstone-level project that is a multifaceted body of work. This flexible bootcamp design allows K-12 teachers with little or no programming experience to leave with actionable ideas and the basic knowledge required to continue developing their skills.	12
Integrating Computer Science Principles in Any Classroom I	Participating K-12 educators develop interesting and engaging computer science lesson examples that fit within their subject areas. Focused on computer science integration, participants develop actionable lessons to engage students across the curriculum.	9

Integrating Computer Science Principles in Any Classroom II	Participating K-12 educators develop interesting and engaging lessons that fit within their subject areas with instructor support for implementation.	14
Python I	A two-day computer programming workshop in Python, a high-level, general-purpose programming language. Participants explore basic computer programming via brief interactive lectures and by following along with live programming exercises and brainstorm possible applications of key programming concepts to their respective disciplines.	8
Python II	A two-day computer programming workshop in Python, a high-level, general-purpose programming language. Participants explore basic computer programming via brief interactive lectures and by following along with live programming exercises and brainstorm possible applications of key programming concepts to their respective disciplines.	7
Robotics Programming I (Beginners)	During this two-day workshop, K-12 teachers learn how to program robots and how to teach robotics programming to their K-12 students. Participants are provided with a physical robot to continue their learning and to teach robotics programming to their students.	7
Robotics Programming II (Beginners)	During this two-day workshop, K-12 teachers learn how to program robots and how to teach robotics programming to their K-12 students as an extension beyond the basics in Robotics Programming I. Participants are provided with a physical robot to continue their learning and to teach robotics programming to their students.	8
Robotics Programming III (Intermediate)	During this two-day workshop, K-12 teachers learn how to program robots and how to teach robotics programming to their K-12 students as an extension beyond the basics in Robotics programming I and II. Participants are provided with a physical robot to continue their learning and to teach robotics programming to their students.	9

<p>Robotics Programming IV (Intermediate)</p>	<p>During this two-day workshop, K-12 teachers learn how to program robots and how to teach robotics programming to their K-12 students as an extension beyond Robotics Programming III. Participants are provided with a physical robot to continue their learning and to teach robotics programming to their students.</p>	<p>11</p>
<p>Robotics Programming V (Advanced)</p>	<p>During this two-day workshop, K-12 teachers learn how to program robots and how to teach robotics programming to their K-12 students as an extension beyond Robotics Programming IV. Participants are provided with a physical robot to continue their learning and to teach robotics programming to their students.</p>	<p>13</p>
<p>Robotics Programming (Elementary-Level Only)</p>	<p>During this two-day workshop, K-12 teachers learn how to program robots and how to teach robotics programming to their elementary level students. Participants are provided with a physical robot to continue their learning and to teach robotics programming to their students.</p>	<p>20</p>
<p>Cybersecurity I</p>	<p>This one-day crash course is open to all K-12 teachers. During the session, participants are exposed to a variety of threats involved in using the information technology infrastructure. They are presented with a set of tools and principles that they can build upon to develop the skills required for safe use of interconnected devices, and then transfer those skills to the learning environment.</p>	<p>21</p>
<p>Cybersecurity II</p>	<p>This one-day crash course is open to all K-12 teachers. During the session, participants are exposed to a variety of threats involved in using the information technology infrastructure. They are presented with a set of tools and principles that they can build upon to develop the skills required for safe use of interconnected devices, and then transfer those skills to the learning environment.</p>	<p>17</p>

Computer Science Fall Series	The month-long Fall sessions serve as an iteration or follow-up advanced course to the basic introductory course that was administered previously in the summer Computer Science Boot Camp. This flexible workshop design allows for K-12 teachers with little or no programming experience to leave with actionable ideas and the basic knowledge required to continue developing their skills.	53
Total Educators Impacted		209

Since 2020, **CodeHS** has partnered with IDOE to consistently deliver high-quality and engaging professional learning experiences. In 2022, over 170 Indiana teachers solidified best practices in CS instruction through a wide variety of professional development options ranging from developing computational thinking skills to learning new programming languages to preparing for teacher licensure exams in CS. Through the Designing for Impact Next Level Computer Science Grant, K-12 educators have access to CodeHS, Inc’s one-day workshops, bootcamps, and Train-the-Trainer workshops.

CodeHS CS Training Numbers		
Workshop	Description	Total Trained February - December 31, 2023
JavaScript Bootcamp	Educators participate in a 4 week hybrid learning experience including asynchronous skill building with JavaScript and an option to participate in a weekly live session with CodeHS facilitators. Educators learn effective instructional strategies, specific content knowledge, assessment and differentiation strategies.	31*
Java Bootcamp	Educators participate in a four-week hybrid learning experience including asynchronous skill building with Java and an option to participate in a weekly live session with CodeHS facilitators. Educators learn effective instructional strategies, specific content knowledge, assessment and differentiation strategies.	23*

Python Bootcamp	Educators participate in a four-week hybrid learning experience including asynchronous skill building with Python and an option to participate in a weekly live session with CodeHS facilitators. Educators learn effective instructional strategies, specific content knowledge, assessment and differentiation strategies.	45*
Cyber Bootcamp	Educators participate in a four-week hybrid learning experience including asynchronous skill building with Cyber and an option to participate in a weekly live session with CodeHS facilitators. Educators learn effective instructional strategies, specific content knowledge, assessment and differentiation strategies.	34*
Building a CS Program Summit	Educators and administrators participate in a one-day in-person workshop to help schools and districts develop a strategic plan for building a CS pathway, exploring CS courses, building student interest, recruiting underrepresented students, building educator capacity, & sustaining your CS program.	18
District Level Workshop	In these half-day or one-day workshops designed to meet the needs of individual districts, educators explore topics ranging from elementary, middle, and high school CS courses to best practices in teaching computer science. <i>The number reported signifies individual teachers trained from two participating districts.</i>	16
Elementary CS Bootcamp	Educators participate in a four-week learning experience including asynchronous CS skill building and optional weekly live classes with CodeHS facilitators.	13
Elementary CS Workshop (Grades K-2)	Educators participate in a one-day workshop for an introduction to computer science and computational thinking. Participants collaborate on strategies to integrate computer science across content areas.	19
Elementary CS Workshop (Grades 3-5)	Educators participate in a one-day workshop for an introduction to computer science and computational thinking.	28

	Participants collaborate on strategies to integrate computer science across content areas.	
Teaching K-2 Computer Science	In this one-day workshop, elementary educators learn best practices for teaching CS in lower elementary, how to use CodeHS elementary interdisciplinary CS lessons, assess student performance, and get started with ScratchJr.	7
Teaching 3-5 Computer Science	In this one-day workshop, elementary educators learn best practices for teaching CS in upper elementary, how to use CodeHS elementary interdisciplinary CS lessons, assess student performance, and get started with ScratchJr.	9
Online Mini PD Course	Teachers can choose from over 15 online five-hour courses including Collaboration in CS, project-based learning, blended learning, CS instructional strategies and more.	139
Praxis CS Exam Preparation	Educators participate in a Praxis Prep cohort including an asynchronous 50-hour Praxis CS Prep course, live classes, and 1:1 support from the CodeHS PD facilitators.	11
Total Educators Impacted		193

**Indicates updated participation numbers from the July 2023 SEA 172(2018) report.*

Nextech Contract #3 - CS Training Numbers*		
Workshop	Description	Total Trained August 1, 2022 - December 31, 2023
Principles of Computing	One-day workshop focusing on professional development for teachers seeking to align curriculum to Next Level Programs of Study (NLPS) 7183 Principles of Computing	27
WeTeach CS Certification Prep Course	Immersive five-day course designed to provide an overview of the educator competencies to become endorsed to teach CS in Indiana	48
CS Principles	Nine-day professional development experience for high school teachers including five-day, intensive training in the	13

	summer followed by quarterly workshops during the school year.	
CS Discoveries	Nine-day professional development experience for middle and high school teachers including five-day, intensive training in the summer followed by quarterly workshops during the school year.	28
CSA	Nine-day professional development experience for high school teachers including five-day, intensive training in the summer followed by eight workshops throughout the school year.	11
Topics in CS	Five-day intensive professional development to provide training for the Next Level Program of Study course 7351 Topics in Computer Science.	18
Pre-K Computer Science Workshop	One day workshop introducing pre-K educators how to engage pre-K students in computer science activities that build as students move on to grades K-8	12
Elementary CS Immersion Program	Five-day intensive hands-on experience where educators could choose from a menu of professional development options based on implementation strategy and grade level, with eight optional follow-up workshops throughout the school year.	168
Unpacking IDOE CS Standards	One day or six contact hour workshop for K-8 teachers who would like to understand the updated Indiana Academic Standards for Computer Science.	268
Integrating in K-8 using AI	One day or six contact hour workshop for educators to help them add AI to their computer science lessons.	21
Integrating CS in K-5 Classroom	One day or six contract hour workshop for elementary school educators to help integrate computer science into existing coursework.	36
Integrating CS in 6-8 Classroom	One day or six contact hour workshop for middle school educators to help integrate computer science into existing coursework.	17

Integrating in K-8 using Digital Citizenship	One day or six contact hour workshop for educators to help them connect the digital citizenship curriculum to the Indiana computer science standards.	21
Computer Science Fundamentals	One day or six contact hour workshop for K-5 teachers to help become familiar with computer science.	106
Computer Science Fundamentals Deep Dive	One day or six contact hour workshop for K-5 teachers to help create a plan to teach computer science fundamentals.	53
K-5 Train-the-Trainer Program for District Leaders	Five-day intensive professional development to prepare them to lead Code.org CS Fundamentals professional development workshops for teachers within their district.	18
Teacher Externship	Four-day experience that deepens educators content knowledge of computer science concepts as well as the connection between the digital economy.	18
Bootstrap	Bootstrap:Data Science is a curricular module for students in grades 6-12, which teaches students to answer real-world questions using data analysis.	19
PLC for NLPS 7185 Website and Database Development	The Next Level Programs of Study (NLPS) Website and Database Development course is designed for students to gain a basic understanding of essential website and database design elements, skills and business practice. Nextech will orchestrate a collaboration of teachers (PLC) that are implementing this course in their pathway and are looking to connect with other teachers across the state to share best practices, lesson ideas, course sequencing, etc.	12
Fall Book Study	The Fall Book Study is focused on continuing education for teachers on effective computer science teaching practices.	17
Coaches	Educators that are new to teaching computer science will be assigned a 1:1 coach that will be their mentor throughout their year in the coaching program.	18
Total Educators Impacted		949

*Information on previous Nextech contracts is located in Appendix F.

The CS Catalyst Grant provides opportunities for schools/corporations to:

- Accelerate CS pedagogical knowledge of PreK-12 educators and expand course sequences and/or implement integrated CS learning opportunities;
- Increase the number of PreK-12 students who have access to high-quality CS learning experiences;
- Promote teacher understanding of and ability to implement authentic problem-solving using computing to address or improve systems and circumstances within the school or local community; and
- Expand and maintain systems to sustain development of teacher capacity to teach CS, recruitment of student groups typically underrepresented in CS, and connections to industry and community experts who can inform future expansion of CS opportunities beyond the grant cycle.

2023-2024 Computer Science Catalyst Grant Recipients

- Carmel Clay Schools
- Concord Community Schools
- Gary Community School Corporation
- Hanover Community School Corporation
- Kokomo School Corporation
- Lake Central School Corporation
- Marion Community Schools
- MSD Martinsville Schools
- MSD of New Durham Township
- Orleans Community Schools
- Paoli Community School Corporation
- Rossville Consolidated Schools
- South Montgomery Community School Corporation
- Springville Community Academy
- St Benedict Cathedral School
- Tri-Central Community Schools
- Washington Community Schools

Status of Public Schools Meeting CS Curriculum Requirements

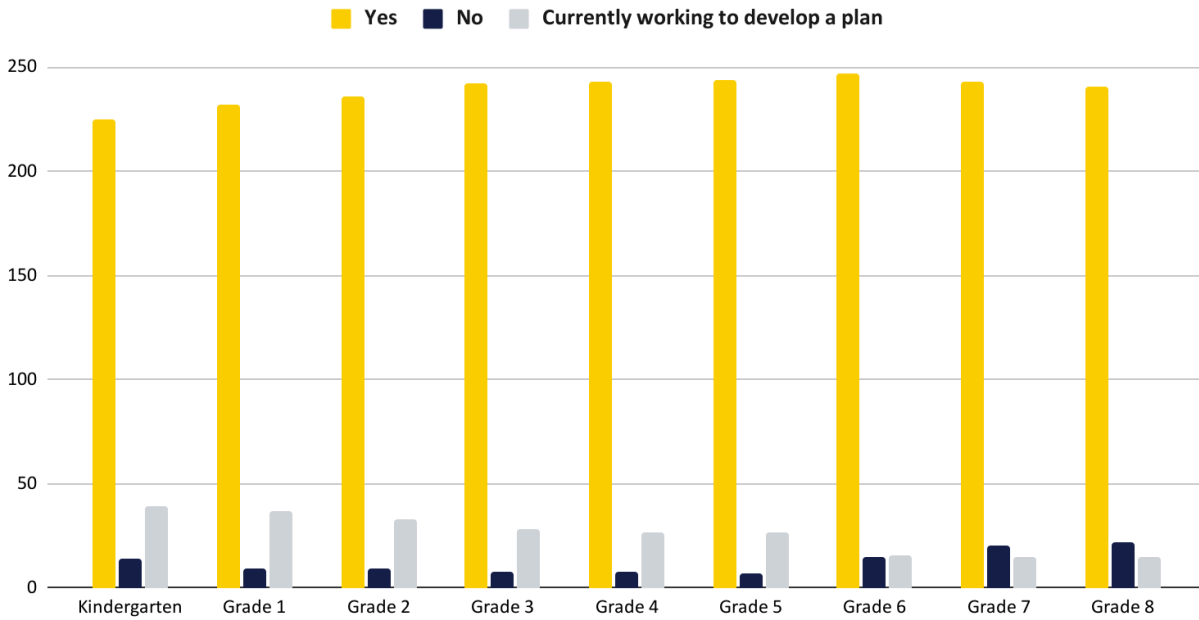
K-8: Prior to the enactment of Senate Enrolled Act (SEA) 172-2018, there was limited availability of CS-specific data for grades K-8. IDOE has identified the following courses as current indicators of progress at these grade levels.

Relevant Elementary and Middle School Student Enrollment Trends *							
Course	Year						
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
0488: Computer Science Middle Level				11,852	8,827	**	**
0488: K-2 Computer Science					31,961	47,945	59,052
0488: 3-5 Computer Science					39,223	54,566	67,151
0488: 6-8 Computer Science					26,556	39,584	42,448
4803: Introduction to Computer Science (Early High School)	46	116	364	1,283	980	1,673	1,455

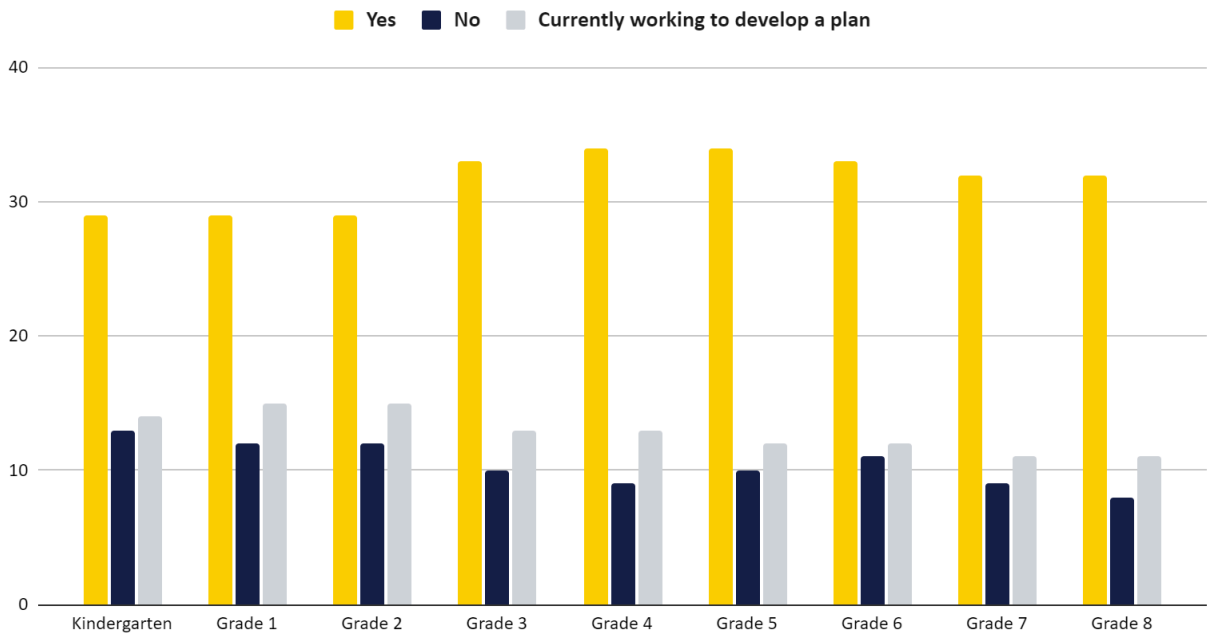
**Computer Science Middle Level was phased out in 2021 to provide aggregated K-8 enrollment data.

Additionally, IDOE included K-8 CS-related questions in the annual Tech Plan Survey for public school corporations and charter schools in spring 2023. The following figures provide visual representations of the survey results.

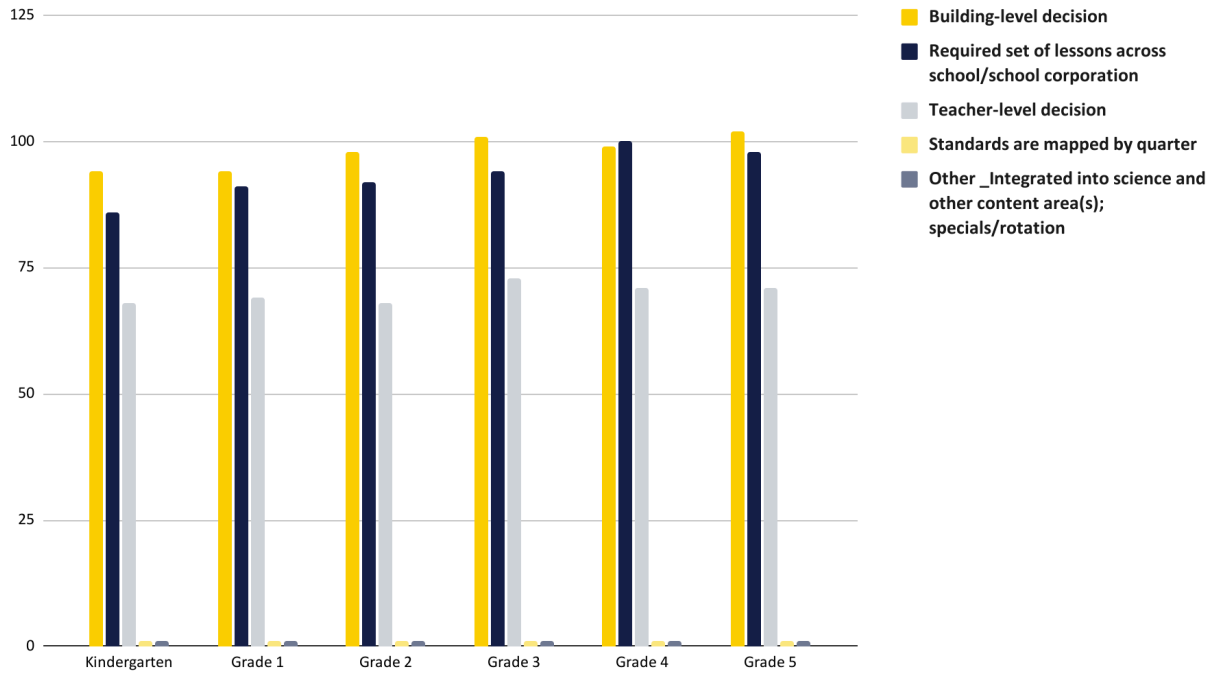
Do all students in your school/school corporations receive standards-based computer science (CS) instruction? (Traditional Public Schools)



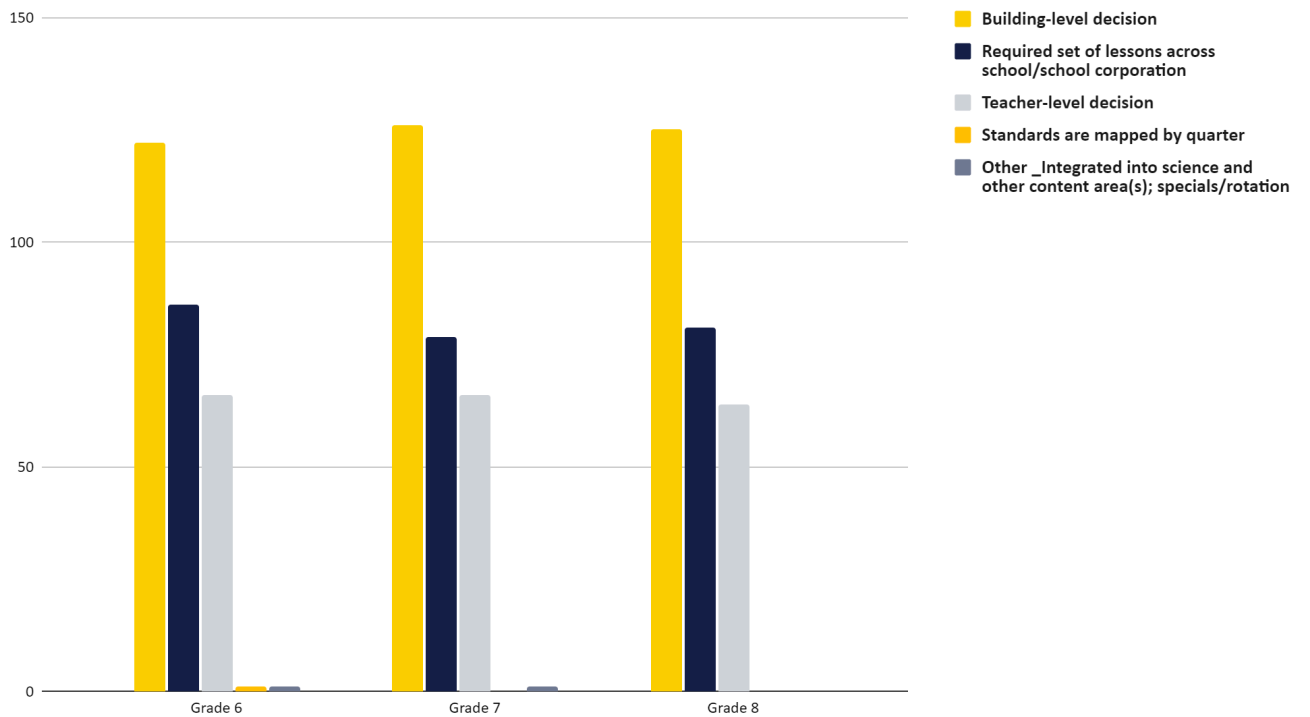
Do all students in your school/school corporations receive standards-based computer science (CS) instruction? (Public Charter schools)



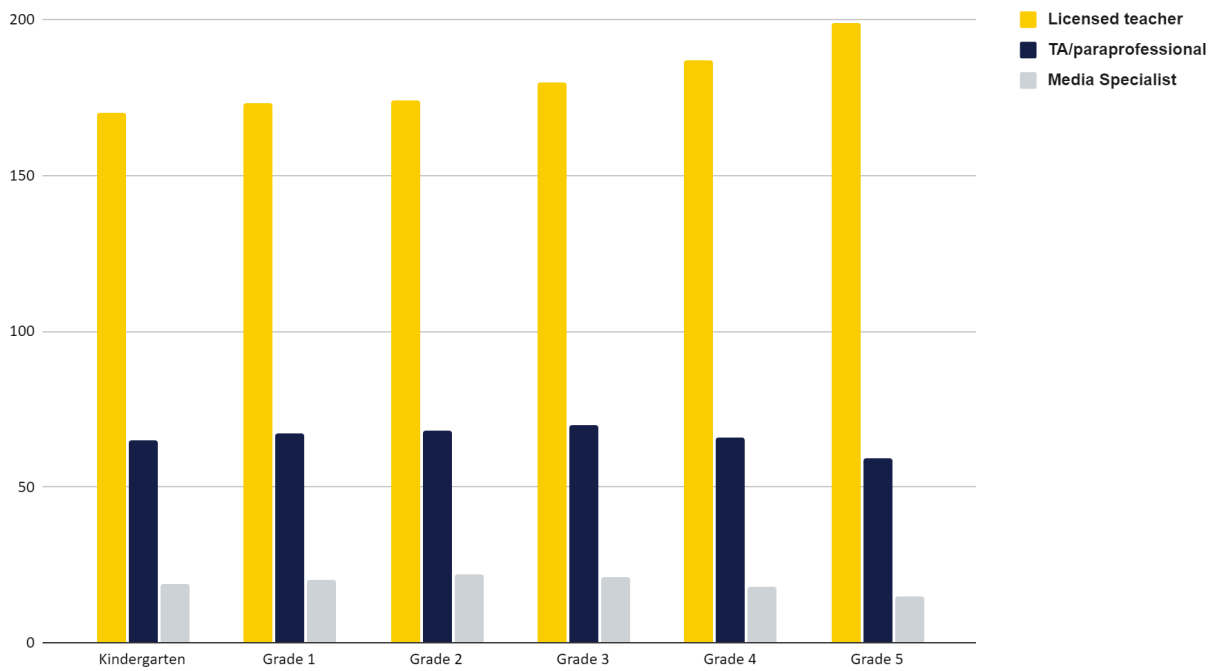
What is your primary CS implementation strategy? (Kindergarten - Grade 5)



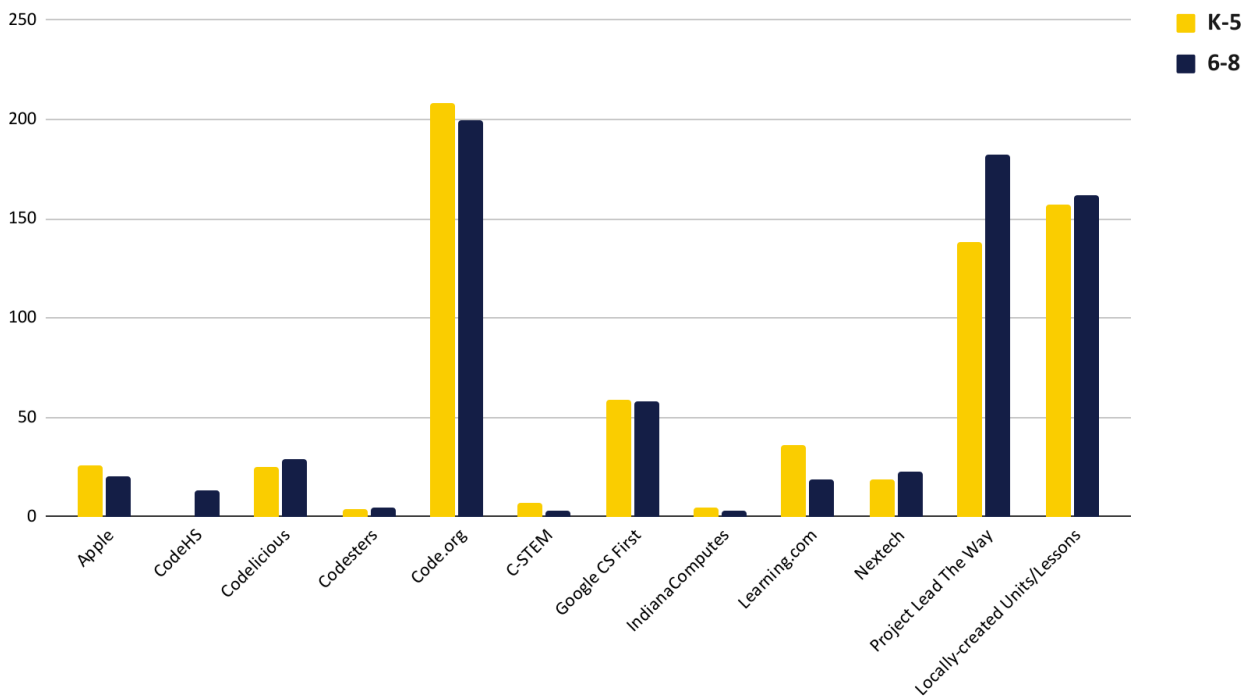
What is your primary CS implementation strategy? (Grades 6-8)



Who delivers the majority of the CS instruction? (Kindergarten - Grade 5)



Which computer science curriculum provider(s) do you utilize?



Grades 9-12

All High Schools			
School Year	Number of Schools	Number of Schools Offering At Least One CS Course	Percentage of All Schools
2016-2017	526	205	39%
2017-2018	537	239	45%
2018-2019	536	277	52%
2019-2020	535	339	63%
2020-2021	540	354	66%
2021-2022	527	396	75%
2022-2023	547	408	75%

Traditional Public Schools			
School Year	Number of Schools	Number of Schools Offering At Least One CS Course	Percentage of Schools
2016-2017	368	163	44%
2017-2018	367	186	51%
2018-2019	365	213	58%
2019-2020	366	264	72%
2020-2021	367	279	76%
2021-2022	370	310	84%
2022-2023	376	306	81%

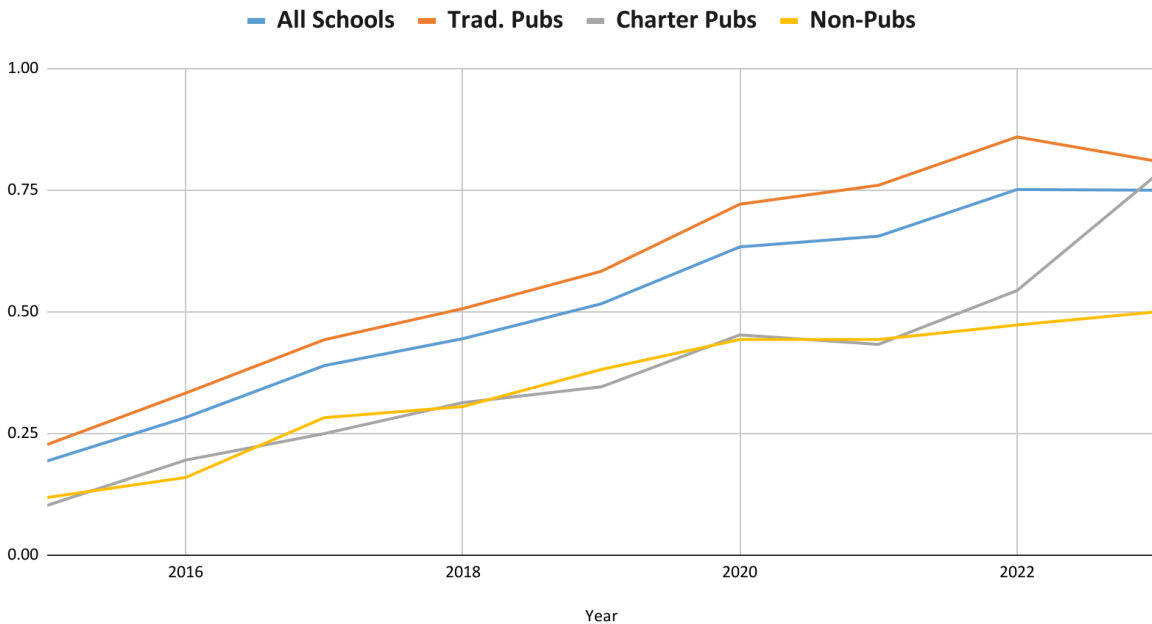
Public Charter Schools			
School Year	Number of Schools	Number of Schools Offering At Least One CS Course	Percentage of Schools
2016-2017	48	12	25%
2017-2018	51	16	31%
2018-2019	52	18	35%
2019-2020	53	24	45%

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2020-2021	60	26	43%
2021-2022	57	30	53%
2022-2023	60	47	78%

Non-Public Schools			
School Year	Number of Schools	Number of Schools Offering At Least One CSCourse	Percentage of Schools
2016-2017	99	28	28%
2017-2018	108	33	31%
2018-2019	110	42	38%
2019-2020	106	47	44%
2020-2021	106	47	44%
2021-2022	93	44	47%
2022-2023	104	52	50%

Percentage of High Schools with Computer Science Course Completions in at Least One CS Course



Traditional Public Schools Without a CS Course														
Locale	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
City: Large	12	41%	10	37%	6	32%	4	21%	3	16%	3	18%	2	12%
City: Midsize	9	90%	4	40%	4	40%	3	30%	4	36%	3	27%	3	27%
City: Small	13	46%	12	43%	10	38%	10	38%	6	26%	3	14%	6	27%
Rural: Distant	69	68%	60	59%	49	49%	38	38%	36	37%	16	52%	20	20%
Rural: Fringe	34	55%	31	50%	23	37%	14	23%	9	15%	18	19%	6	10%
Rural: Remote	2	50%	2	50%	2	50%	1	25%	1	25%	4	7%	1	25%
Suburb: Large	18	35%	20	38%	19	36%	7	13%	7	14%	1	25%	3	6%
Suburb: Midsize	2	33%	1	17%	1	17%	0	0%	0	0%	4	9%	0	0%
Suburb: Small	6	100%	4	67%	3	50%	3	50%	2	33%	0	0%	1	20%
Town: Distant	29	58%	26	52%	23	48%	12	25%	9	19%	1	20%	8	17%
Town: Fringe	11	55%	11	55%	8	40%	5	25%	3	15%	7	15%	1	5%
Town: Remote	1	100%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%
N/A	2	100%	5	100%	8	57%	10	56%	14	54%	0	0%	0	0%

Public Charter Schools Without a CS Course														
2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		2022-2023		
#	%	#	%	#	%	#	%	#	%	#	%	#	%	
35	70%	38	69%	35	66%	30	56%	34	57%	27	47%	13	12%	

Non-Public Schools Without a CS Course														
2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		2022-2023		
#	%	#	%	#	%	#	%	#	%	#	%	#	%	
61	71%	55	65%	68	63%	64	59%	59	56%	49	53%	52	50%	

Since 2017, Indiana has shown consistent growth in the number of all school types offering CS course opportunities. The number of counties with no CS courses offered in traditional public high

schools has increased from two in 2021-2022 to four in 2022-2023. Lawrence, Owen, Switzerland, and Warren counties offered no CS courses in traditional public high schools in 2022-2023.

Statewide Detailed CS Course Completion by Grade Level

Course	Grade Level							Total
	7	8	9	10	11	12	13	
AP CS Principles			189	503	493	436		1621
AP CS A			34	166	367	419		986
IB CS Standard Level					3			3
CS I	303	5	849	1,100	1,044	789	3	4,093
Introduction to CS	585	870	2,083	1,403	524	415		5,880
CS II			3	140	634	558		1335
CS III: Software Development Capstone					19	90		109
CS III: Databases				13	20	57		90
CS III: Informatics				4	15	15		34
CS III: Special Topics			2	6	22	37		67
CS III: Cybersecurity Capstone				34	161	231		426
Principles of Computing		1	2,346	2,547	1,291	886		7071
Software Development			1	38	91	63		193
Software Development Capstone				3	3	10		16
Topics in CS			58	218	264	172		712
CS			3	73	208	154		438
CS Capstone						4		4
Total	888	876	5,568	6,248	5,159	4,336	3	23078

Plans for Continued Growth

1. Engage regional educational service centers (ESCs) in developing an outreach plan and support strategy to address remaining compliance gaps.
2. Ensure timely and relevant CS professional development opportunities continue to be available for teachers of all backgrounds across all grade levels.
3. Identify additional strategies for supporting and engaging schools that are experiencing barriers to CS implementation.

4. Continue existing partnerships with organizations such as TechPoint Foundation for Youth, Expanding Computing Education Pathways Alliance, CSforIN, and others to continue scaling CS education across Indiana.
5. Maintain a high level of support and technical assistance for schools and corporations.

Conclusion

Indiana is fortunate to have a legislative climate that supports the implementation and growth of CS education for all schools. This support has allowed IDOE to procure professional development partnerships, resulting in tremendous growth of CS implementation in Indiana's K-12 schools in recent years. The data and indicators outlined above demonstrate this growth and highlight areas where continued or expanded support is necessary. Successes of note include:

- The percentage of all high schools (public, public charter, and non-public) offering at least one CS course is sustained at 75% for the second consecutive year.
- The vast majority of K-8 public schools are either currently teaching CS standards or developing a plan to implement instruction of CS standards.
- 88 counties have at least one public high school offering at least one CS course.
- New career and technical education (CTE) programs of study have been aligned with postsecondary and industry credentials.

Areas for improvement:

- While the number of high school students taking a CS course has reached 23,078, this number only represents approximately 7% of high school students.
- Anecdotal evidence and survey results indicate that absence of identified CS teachers may be a barrier to CS implementation in some schools.

With continued support from the Indiana General Assembly, the Governor's Office, Indiana K-12 schools, families, and other public and private stakeholders, IDOE can continue to support the expansion of CS education and opportunities for Indiana students, becoming a recognized leader in progressive CS education across the U.S.

Appendices

Appendix A - BloomBoard, Inc. Contract (Monday, February 13 - Sunday, December 31)

Appendix B - CodeHS Contract (Monday, February 13 - Sunday, December 31)

Appendix C - Indiana University Contract (Monday, February 13 - Monday, December 31)

Appendix D - Nextech Contract (August 1, 2022 - Friday, June 30)

Appendix E - Prism Project at Rose-Hulman (Monday, February 13 - Sunday, December 31)

Appendix F - SEA 172 Gov CS Report (Sunday, January 15)