



Arizona

2020 State of Computer Science Education: Illuminating Disparities

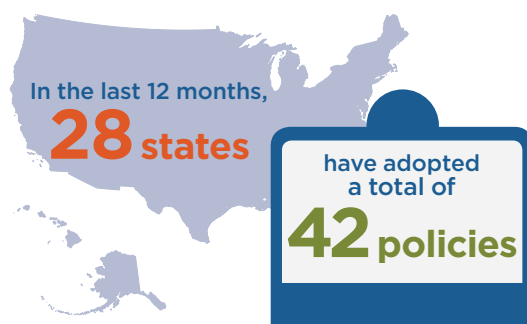
Computer science education is more important than ever. The COVID-19 pandemic has highlighted our society's reliance on computing and its power to help businesses innovate and adapt, yet at the same time has surfaced greater disparities for students studying computer science. Computing is the number one source of all new wages in our economy, and there are currently 400,000 open computing jobs across the United States. Yet the U.S. education system does not provide widespread access to this critical subject.

Although access to computer science is key to addressing the equity issues in society, only 47% of our nation's high schools teach foundational computer science. In addition, students from marginalized racial and ethnic groups, students in Title I schools, and students from rural areas are less likely to attend a school that provides access to this critical subject.

States are working to broaden participation in computer science by passing policies to make computer science a fundamental part of the K-12 education system. In addition to adopting more policies, state education leaders extend and innovate on previously adopted policies: continuing to fund

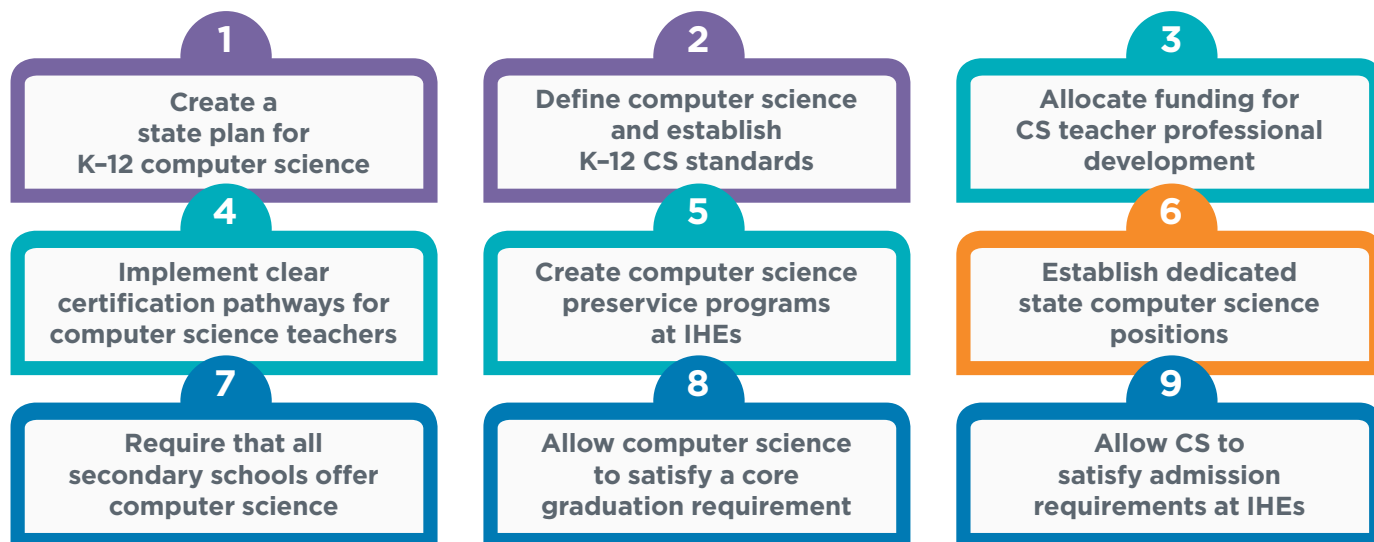
computer science education, supporting teachers and students, and providing leadership and guidance.

States that have adopted more of these nine policies have a larger percentage of high schools teaching computer science. States that have funded K-12 computer science professional learning have higher implementation rates than states that have not provided direct funding.



Pursuing an access agenda to K-12 computer science provides policymakers a rare opportunity to address equity, workforce, and education issues on a bipartisan basis. All nine policies can promote access to and equity within rigorous and engaging computer science courses when stakeholders make equity an explicit focus on policy development and implementation monitoring.

Nine Policies to Make Computer Science Fundamental





Arizona Computer Science Policy

State Plan

No

Arizona 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.

Standards

Yes

Arizona adopted K-12 computer science standards with a focus on equity in 2018. The state intends to close the access gap for underserved populations including students with disabilities, women, and students in underrepresented racial and ethnic groups. Standards within each grade band address concepts of equity, such as bias, accessible technology, and inclusivity.

Funding

Yes

SB 1692 (FY 2021), HB 2302 (FY 2020), and HB 2663 (FY 2019) included \$1M annually for the computer science professional development program, prioritizing schools that currently do not provide computer science instruction. The program requires a 50% match of state funding with private monies or in-kind donations. In addition, HB 2303 (FY 2019) prioritized rural schools and schools with at least 60% of the students eligible for free and reduced-price lunches. HB 2537 (FY 2018) allocated \$200K to support standards and professional development. SB 1568 (FY 2017) allocated \$500K, with a focus on Native American students.

Certification

Yes

In Arizona, teachers with existing licensure can obtain the PreK-8 or 6-12 endorsement by completing a district-approved program or academic coursework in computer science content and teaching methods. The PreK-12 special subject endorsement requires completing academic coursework in computer science content and methods.

Preservice

No

Arizona has not yet established programs at institutions of higher education to offer computer science to preservice teachers. The computer science teacher shortage can be addressed by exposing more preservice teachers to computer science during their required coursework or by creating specific pathways for computer science teachers.

CS Supervisor

No

Arizona does not yet have dedicated computer science positions in state or local education agencies. Creating a statewide computer science leadership position within the state education agency can help expand state-level implementation of computer science education initiatives. Similar positions at the local level could support districts' expansion of course offerings and professional development.

All HS Offer

No

Arizona does not yet require that all secondary schools offer computer science. The state can support the expansion of computer science courses by adopting policies that require schools to offer a computer science course based on rigorous standards, with appropriate implementation timelines and allowing for remote and/or in-person courses.

Grad Credit

District Decision

Arizona passed a permissive and encouraging policy to allow computer science to count as a mathematics credit for graduation, but it is a district decision.

IHE Admission

No

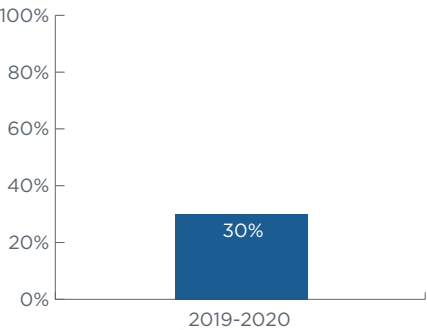
Arizona does not yet allow computer science to count as a core admission requirement at institutions of higher education. Admission policies that do not include rigorous computer science courses as meeting a core entrance requirement, such as in mathematics or science, discourage students from taking 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.

Arizona has a CSTA chapter and Governor Doug Ducey is a member of the Governors' Partnership for K-12 Computer Science.

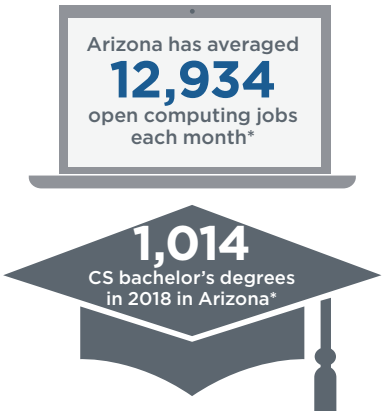
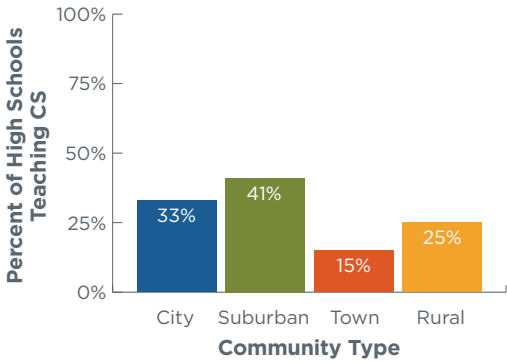


Computer Science Access and Participation in Arizona

High Schools Teaching CS

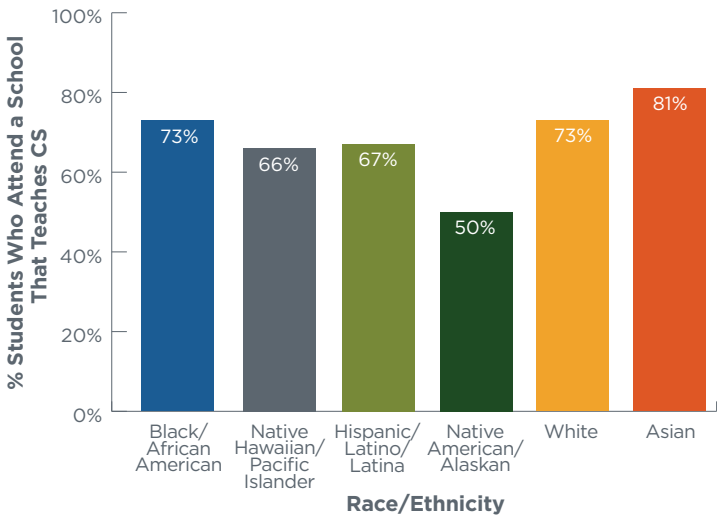


Percent of High Schools Teaching CS by Community Type

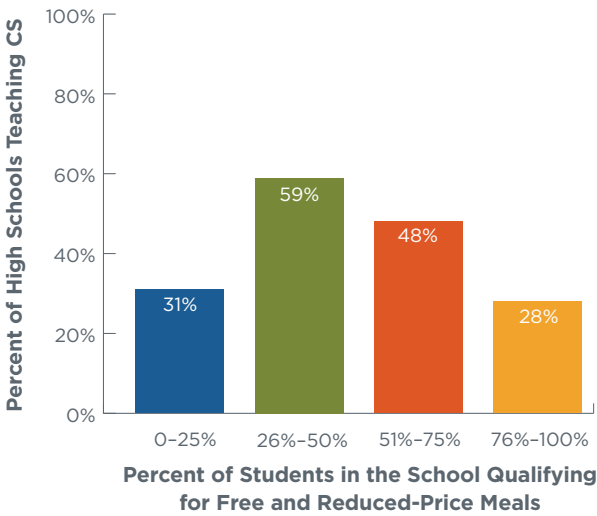


* Sources: The Conference Board and the National Center for Education Statistics

Race/Ethnicity and Access to Computer Science

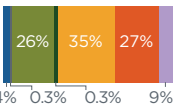


Income Level and Access to CS

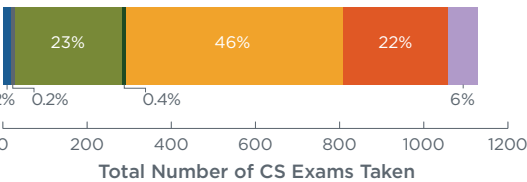


AP CS Participation by Race/Ethnicity and Gender

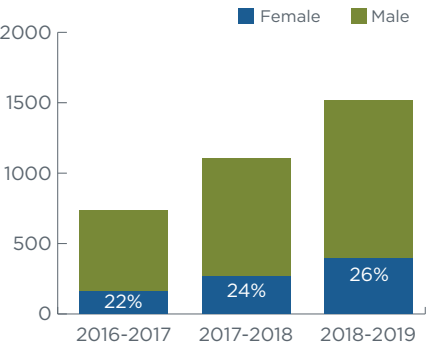
Female Students



Male Students



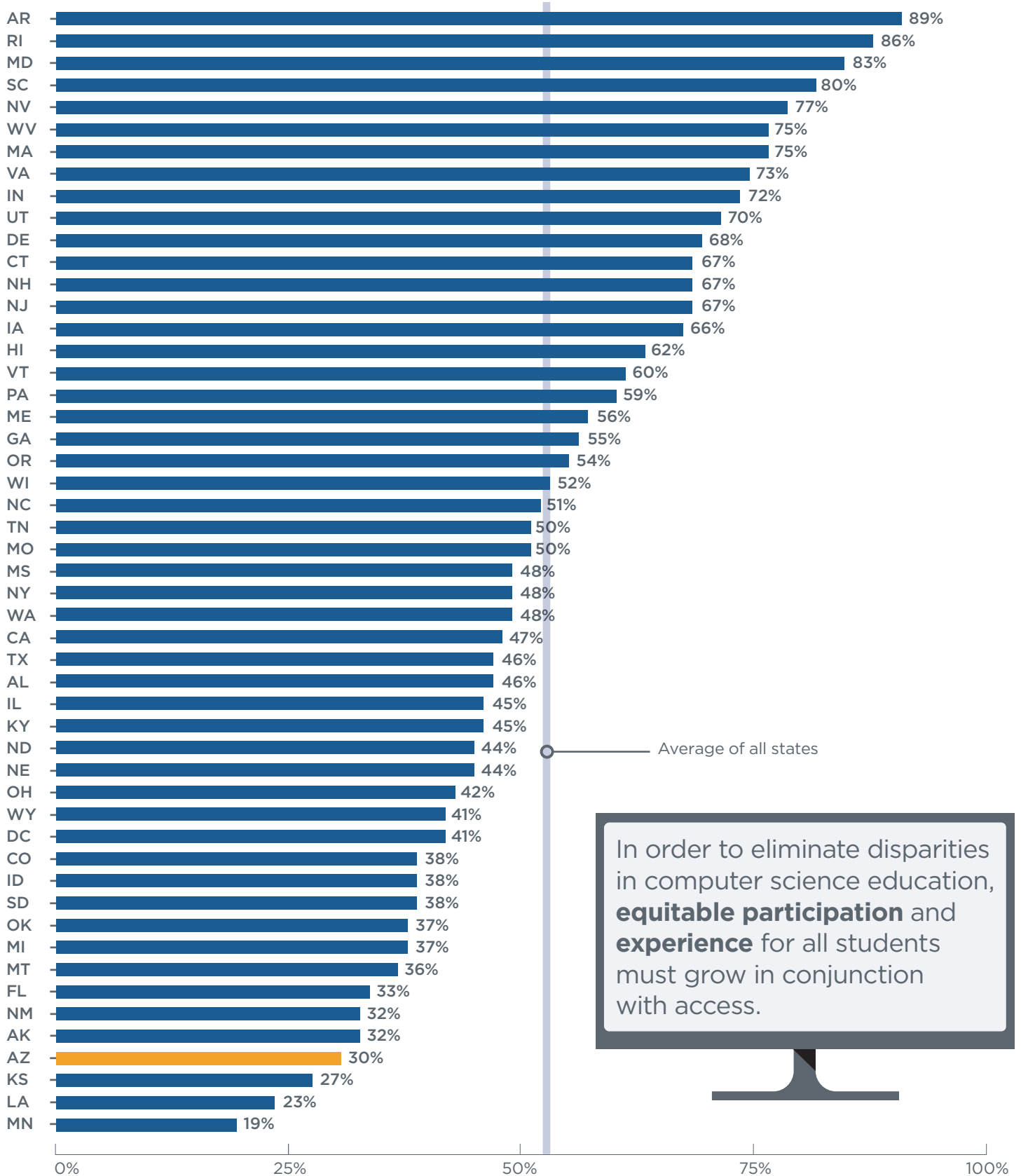
AP CS Student Participation



Native American/Alaskan students are 2.5 times less likely than their white and Asian peers to attend a school that offers AP CS, and 7 times less likely to take an AP CS exam when they attend a school that offers it. Black/African American students are 3 times less likely than their white and Asian peers to take an AP CS exam when they attend a school that offers it.



Percent of High Schools Teaching Computer Science by State



For more details on policy, access, and participation, see the full 2020 State of Computer Science Education report at advocacy.code.org/stateofcs

