



Report to the Legislature on the Computer Science Supplementary Authorization Incentive Grant Program

Commission on Teacher Credentialing

February 2026

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This list reflects the composition of the Commission at the time of adoption of the 2026 Annual Report on the Computer Science Supplementary Authorization Incentive Grant Program in February 2026. Current membership of the Commission is available on the [Members of the Commission](#) webpage.

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Executive Summary

This report provides an update on the 2021 Computer Science Supplementary Authorization Incentive Grant Program (Computer Science Grant) and presents the 2026 Annual Report to the Legislature as required by AB130 (Chap. 44, Stats. 2021). The report details the progress of the grant program, including updated participant data, grant fund utilization, and key findings from data collected date for the 2024-25 fiscal year.

For the 2021-22 fiscal year, the Legislature allocated \$15 million to the Computer Science Grant to support credentialed teachers in obtaining a supplementary authorization in computer science. As of July 2025, 17 local education agencies (LEAs) have been awarded grants across six rounds of funding, totaling \$2,563,700. With \$12,436,300 remaining, the Commission released an eighth Request for Applications (RFA), with awards announced on November 14, 2025, and released a ninth round of funding on November 21, 2025, with grant award announcements scheduled for February 13, 2026. LEA grantees utilize grant funds to cover tuition, fees, books, and/or release time for participating teachers. A 100 percent match of grant funds is required, and funds cannot be used for administrative purposes.

The full report is structured as follows:

- 2024-25 Annual Data Report on the Computer Science Grant Program
- Institutions of Higher Education Grant Program Collaborator(s)
- Summary of All Computer Science Program Participants
- Ethnic/Racial Composition and Gender Identification of Participants
- Program Narratives
- Summary and Conclusion

Key findings and updates for the 2024-25 fiscal year are summarized below:

- As of December 2025, \$2,885,450 has been awarded to 20 LEAs across eight rounds of funding, supporting 1,183 participants. Just over \$12 million remains available.
- Grantees have increased enrollment and completion rates in 2024-25. Grantees enrolled 266 participants of the 306 projected participants, representing an 86.9 percent enrollment rate.
- The grant program had its second set of completers in 2024-25, with 153 participants successfully earning a Computer Science Supplementary Authorization. These completers averaged nine years of teaching experience, with nearly 89 percent teaching at schools with high unduplicated pupil counts.
- Thirty-three participants (12.4% of total enrollment) exited the program early, with personal reasons cited as the most common cause.
- Strong partnerships with institutions of higher education (IHEs) have been critical to program success, with many grantees highlighting collaboration with IHEs as a key factor in effective implementation.

- The majority of program funds were used for tuition and fees, reinforcing the importance of financial support for teachers pursuing supplementary authorization.
- Some LEAs reported recruitment difficulties, time constraints for participants, administrative capacity challenges and financial sustainability issues as primary barriers to program implementation.
- The most common instructional model reported by grantees for newly authorized teachers was a standalone computer science course, followed by integrated classroom instruction and after-school programs.

The 2026 annual report highlights the continued growth and impact of the Computer Science Grant. Looking ahead, Round Nine applications are due January 23, 2026, with awards to be announced in February 2026. A two-year liquidation period begins effective July 1, 2026

Report to the Legislature on the 2021 Computer Science Supplementary Authorization Incentive Grant Program February 2026

Introduction

Introduction

Assembly Bill 130 requires the Commission on Teacher Credentialing (Commission) to submit an annual report by April 1 to the Legislature regarding the 2021 Computer Science Supplementary Authorization Incentive (Computer Science) Grant Program. The requirements of the report are specified in statute and must include, but not limited to, the following:

- The number of participating local educational agencies.
- The number of grants issued.
- The number of computer science supplementary authorizations issued.
- The number of new computer science courses reported by grant recipients.

Background

For the 2021-22 fiscal year, the legislature approved the sum of \$15 million for the Computer Science Supplementary Authorization Incentive Grant Program. This grant program provides one-time grant awards up to \$2,500 per participant, with a required 100 percent match of grant funding, to support credentialed teachers to obtain a supplementary authorization in computer science and provide instruction in computer science coursework in settings authorized by the underlying credential. Any local education agency (LEA) that successfully applies to the competitive grant may use these funds to support tuition, fees, books, and/or release time. Priority is given to eligible grant applicants for teachers that provide instruction at either of the following: (a) a school operating within a rural district and/or (b) a school with a higher share than other applicants of unduplicated pupils, as defined in Section 42238.02 of the Education Code. This funding is available for encumbrance until June 30, 2026.

Annual participant data is collected by fiscal year and submitted in July. Per legislation, annual reports are due the first of April.

2024-25 Annual Data Report on the 2021 Computer Science Grant Program

The Commission continues to award grant funds through a competitive Request for Application (RFA) process. As of December 2025, 20 local education agencies (LEAs) have been awarded grants across eight rounds of funding, totaling \$2,885,450. Following the initial award of \$955,000 to four LEAs in Round One (June 2022), \$152,500 to three LEAs in Round Two (December 2022), and \$787,500 to three LEAs in Round Three (May 2023), the Commission has awarded four additional rounds. Round Four, awarded in December 2023, provided \$337,500 to one LEA. Round Five, awarded in April 2023, allocated \$102,900 to two LEAs, Round Six, awarded in December 2024, provided \$187,500 to three LEAs, and Round 7, awarded in March 2025 provided \$40,800 to one LEA. Round 8, awarded in November 2025, allocated \$321,750 to three LEAs. With \$12,114,550 in grant funds remaining, the Commission published the RFA for Round Nine in November 2025, with awards to be announced February 2026. Table 1 below shows the summary of grant awards and remaining grant funds, per Round.

Table 1: Award Summary of Computer Science Grants, per Round

| Rounds | Date | Total Grantees | Total Funding | Remaining Funds |
|---------------|-------------------|-----------------------|----------------------|------------------------|
| Round 1 | June 20, 2022 | 4 | \$955,000 | \$14,050,000 |
| Round 2 | December 6, 2022 | 3 | \$152,500 | \$13,892,500 |
| Round 3 | May 12, 2023 | 3 | \$787,500 | \$13,105,000 |
| Round 4 | December 15, 2023 | 1 | \$337,500 | \$12,767,500 |
| Round 5 | April 5, 2024 | 2 | \$102,900 | \$12,664,600 |
| Round 6 | December 6, 2024 | 3 | \$187,500 | \$12,447,100 |
| Round 7 | March 21, 2025 | 1 | \$40,800 | \$12,436,300 |
| Round 8 | November 3, 2025 | 3 | \$321,750 | \$12,114,550 |
| | Totals | 20 | \$2,885,450 | \$12,114,550 |

Table 2 below provides a summary, per RFA round, of each LEA grantee, of the total number of projected participants awarded across the life of the grant through June 2026. Legislation allocates grant funds for at least 6,000 participants, assuming all participants are funded at the maximum \$2,500 in one-time grant funds. A total of 1,183 participants from the available 6,000 potential participants have been awarded (19.7%).

Table 2: Computer Science Grant Recipients, Number of Total Projected Participant Awarded, and Total Grant Award, By Round

| Local Education Agency (LEA) | Round | # of Total Projected Participants Awarded | Total Grant Award |
|---------------------------------------|--------------|--|--------------------------|
| Fontana Unified School District | 1 | 120 | \$300,000 |
| Kern County Superintendent of Schools | 1 | 140 | \$350,000 |
| Los Angeles Unified School District | 1 | 120 | \$300,000 |

| Local Education Agency (LEA) | Round | # of Total Projected Participants Awarded | Total Grant Award |
|---|-------|---|--------------------|
| Potter Valley Community Unified | 1 | 2 | \$5,000 |
| Hawthorne School District | 2 | 30 | \$75,000 |
| Pajaro Valley Unified School District | 2 | 11 | \$27,500 |
| Redondo Beach Unified School District | 2 | 20 | \$50,000 |
| Alvord Unified School District | 3 | 180 | \$450,000 |
| Los Angeles Unified School District | 3 | 60 | \$150,000 |
| Ventura County Office of Education | 3 | 75 | \$187,500 |
| Marysville Joint Unified School District | 4* | 135 | \$337,500 |
| Los Angeles County Office of Education | 5 | 33 | \$46,200** |
| San Francisco Unified School District | 5 | 28 | \$56,700** |
| Placentia-Yorba Linda Unified School District | 6 | 20 | \$50,000 |
| San Diego County Office of Education | 6 | 35 | \$87,500 |
| Santa Clara County Office of Education | 6 | 20 | \$50,000 |
| Riverside County Office of Education | 7 | 24 | \$40,800 |
| Monterey County Office of Education | 8 | 30 | \$75,000 |
| Pajaro Valley Unified School District | 8 | 50 | \$125,000 |
| Ventura County Office of Education | 8 | 50 | \$121,750 |
| Totals | | 1183 | \$2,885,450 |

* Note that one grantee from Round 4 withdrew from the grant program after being awarded, resulting in a final total of one grantee for this round.

**Note that Los Angeles County Office of Education and San Francisco Unified School District requested funding below the \$2500 maximum per participant, \$1400 and \$2025 respectively.

Institutions of Higher Education Grant Program Collaborator(s)

To earn a Computer Science Supplementary Authorization, participants must complete twenty semester units or ten upper division semester units, or the equivalent quarter units, of non-remedial coursework within a specific subject category (introductory subjects or specific

subjects). Participants do not have to complete a specific Commission-approved program or complete all coursework at one specific institution. LEAs are encouraged to collaborate with institutions of higher education (IHEs) to support participants in the grant program. To support applicants and grantees, a list of [IHEs](#) that offer the required computer science coursework is published on the Computer Science Grant webpage. Note that this list only includes IHEs that submitted program information to the Commission.

Table 3 lists the institution of higher education (IHE) collaborators that offer the coursework needed to earn the Computer Science Supplementary Authorization.

Table 3: Computer Science Grantees and IHE Collaborator(s)

| Local Education Agency (LEA) | IHE Collaborator(s) |
|---|---|
| Alvord Unified School District | University of California, Davis University of California, Riverside |
| Fontana Unified School District | University of California, Davis |
| Hawthorne School District | California State University, Dominguez Hills |
| Kern County Superintendent of Schools | California State University, Bakersfield |
| Los Angeles County Office of Education | California State Polytechnic University, Pomona |
| Los Angeles Unified School District | University of California, Los Angeles |
| Los Angeles Unified School District | California State University, Los Angeles |
| Marysville Joint Unified School District | University of California, Davis University of California, Riverside |
| Monterey County Office of Education | University of California, Davis University of California, Riverside |
| Pajaro Valley Unified School District | University of California, Irvine University of California, Riverside |
| Placentia-Yorba Linda Unified School District | University of California, Riverside |
| Potter Valley Community Unified | University of California, San Diego |
| Redondo Beach Unified School District | California State University, Dominguez Hills |
| Riverside County Office of Education | University of California, San Diego |
| San Diego County Office of Education | University of California, San Diego |
| San Francisco Unified School District | San Francisco State University |
| Santa Clara County Office of Education | San Jose State University |
| Ventura County Office of Education | California State University, Channel Islands |

Summary of All Computer Science Program Participants

The following summarizes participant enrollment, completion progress, and program early exits for the 2024-25 fiscal year. The data in the state report reflects the annual data submitted from grantees in Rounds One (June 2022) through Seven (March 2025) regarding enrolled participants.

In 2024-25, grantees are maintaining strong enrollment rates. Round One and Round Two grantees maintained or decreased their enrollment rates in the third year, suggesting that recruitment is posing a challenge in subsequent years. Round Three and Four grantees continue to demonstrate strong enrollment rates, ranging from 40 percent to 100 percent in their second year of implementation.

On average, participants in 2024-25 have been teaching for nine years, slightly lower than both the 11.03-year average reported in 2023-24 and the 9.65-year average reported in 2022-23. Approximately six percent of participants in the grant program teach at a rural school, and 89 percent are teaching at a LEA with a high unduplicated pupil count (above 50%). The majority of participants continue to hold Multiple Subject credentials (61%), followed by Single Subject Mathematics (13%) and English (6%) credentials.

The Computer Science grant program saw more completers in 2024-25 with 153 participants successfully earning their Computer Science Supplementary Authorizations. These completers averaged nine years of teaching experience, with nearly 89 percent teaching at schools with high unduplicated pupil counts. The majority of completers held Multiple Subject credentials (69%), followed by Single Subject Mathematics (17%).

Table 4: Participant Awarded Slots and Enrollment, by Round

| Local Education Agency (LEA) | Round | # of Annual Projected Participants Awarded in 2024-25 | # of Participants Enrolled, 2022-23 | # of Participants Enrolled, 2023-24 | # of Participants Enrolled, 2024-25 |
|---------------------------------------|-------|---|-------------------------------------|-------------------------------------|-------------------------------------|
| Fontana Unified School District | 1 | 30 | 21 (70.00%) | 22 (73.33%) | 0 (0%) |
| Kern County Superintendent of Schools | 1 | 35 | 30 (85.71%) | 32 (91.43%) | 21 (70%) |
| Los Angeles Unified School District | 1 | 30 | 10 (33.33%) | 29 (96.67%) | 22 (73.33%) |
| Potter Valley Community Unified | 1 | 0* | 1 (100%) | 1 (100%) | 0 (0%) |
| Hawthorne School District | 2 | 10 | 0 (0%) | 10 (100%) | 6 (60%) |
| Pajaro Valley Unified School District | 2 | 4 | 0 (0%) | 0 (0%) | 5 (125%) |
| Redondo Beach Unified School District | 2 | 2 | 0 (0%) | 8 (80.00%) | 0 (0%) |
| Alvord Unified School District | 3 | 60 | N/A | 51 (85.00%) | 80 (133.33%) |
| Los Angeles Unified School District | 3 | 20 | N/A | 13 (65.00%) | 19 (95%) |

| Local Education Agency (LEA) | Round | # of Annual Projected Participants Awarded in 2024-25 | # of Participants Enrolled, 2022-23 | # of Participants Enrolled, 2023-24 | # of Participants Enrolled, 2024-25 |
|---|-------|---|-------------------------------------|-------------------------------------|-------------------------------------|
| Ventura County Office of Education | 3 | 25 | N/A | 19 (76.00%) | 10 (40%) |
| Marysville Joint Unified School District | 4 | 45 | N/A | 37 (82.22%) | 42 (93.33%) |
| Los Angeles County Office of Education | 5 | 33 | N/A | N/A | 27 (81.82%) |
| San Francisco Unified School District | 5 | 14 | N/A | N/A | 15 (107%) |
| Placentia Yorba Linda Unified School District | 6 | 0** | N/A | N/A | N/A |
| San Diego County Office of Education | 6 | 10 | N/A | N/A | 4 (40%) |
| Santa Clara County Office of Education | 6 | 20 | N/A | N/A | 15 (75%) |
| Riverside County Office of Education | 7 | 24 | N/A | N/A | 0 (0%) |
| Totals | | 362 | 62 (52.99%) | 222 (83.15%) | 266 (73.48%) |

Note: enrollment numbers between fiscal years may not represent unique participants, as participants remain enrolled until they earn their supplementary authorization.

**Potter Valley Community Unified only requested two total participant slots over the four-year grant period.*

***Placentia Yorba Linda Unified did not request a cohort for 2024-25. Their first cohort will be in 2025-26.*

Table 5: Participant Program Teaching Information and Credential Area

| Participant Teaching Information | Participants* 2024-25 (n=266) | All Participants* (n=550) | Completers* 2024-25 (n=153) | All Completers (n=242) |
|--|-------------------------------------|------------------------------|-----------------------------------|---------------------------|
| Average Teacher Tenure | 10 Years | 10.4 Years | 12.33 Years | 10.70 Years |
| Teaches at a Rural School | 15 (10.46%) | 39 (17.57%) | 16 (10.46%) | 23 (9.50%) |
| Teaches at a School with a High Unduplicated Pupil Count | 238 (89.47%) | 490 (89.09%) | 136 (88.89%) | 214 (88.43%) |
| Multiple Subject | 163 (61.28%) | 344 (62.55%) | 105 (68.63%) | 168 (69.42%) |
| Single Subject, Science** | 23 | 47 | 7 | 21 |

| Participant Teaching Information | Participants* 2024-25 (n=266) | All Participants* (n=550) | Completers* 2024-25 (n=153) | All Completers (n=242) |
|--|--|--------------------------------------|--|---------------------------------------|
| | (8.65%) | (8.55%) | (4.58%) | (8.68%) |
| Single Subject, English | 17 (6.39%) | 28 (5.09%) | 5 (3.27%) | 10 (4.13%) |
| Single Subject, Mathematics | 35 (13.16%) | 81 (14.73%) | 26 (16.99%) | 39 (16.12%) |
| Single Subject, Other | 20 (7.52%) | 30 (5.45%) | 7 (4.58%) | 7 (2.89%) |
| Single Subject, Social Science | 7 (2.63%) | 19 (3.45%) | 3 (1.96%) | 7 (2.89%) |
| Education Specialist, Mild to Moderate Support Needs | 1 (0.00%) | 1 (0.00%) | 0 (0.00%) | 0 (0.00%) |

**Note: The table reflects multiple data points from different categories, therefore the percentages will not add up to a hundred percent.*

***Note: The category Single Subject Science includes Biological Sciences, Chemistry, Geosciences, and Physics.*

Table 6 provides a summary of the early exit reasons reported by participants. Thirty-three participants exited the program early during the 2024-25 fiscal year, representing approximately twelve percent of total enrollment. The majority of early exits (55%) were due to personal reasons, while 15 percent changed plans to add the authorization. Other reasons for early exits included not passing coursework, financial constraints, and relocation, with the percentage represented shown in the table below.

Table 6: Early Exit Reason

| Early Exit Reason | Participants, 2024-25 (n=33) |
|------------------------------------|---|
| Changed plans to add authorization | 5 (15.15%) |
| Did not pass coursework | 4 (12.12%) |
| Moved | 1 (3.03%) |
| No Longer Employed by LEA | 2 (6.06%) |
| Personal | 15 (45.45%) |
| Other | 6 (18.18%) |

Ethnic/Racial Composition and Gender Identification of the Participants

Programs reported the participants' self-identified ethnic/racial composition and gender identity. The data in Tables 7 and 8 break down the demographics of program participants. Note that the Asian ethnic/racial category includes Chinese, Japanese, Korean, Vietnamese, Asian Indian, Laotian, Cambodian, Filipino, and Hmong. The Native Hawaiian or Pacific Islander ethnic/racial category also includes Guamanian, Samoan, and Tahitian.

For the 2024-25 data reports, approximately 91.4 percent of participants reported their race/ethnicity. In 2024-25, Hispanic/Latinx participants were the largest report racial/ethnic group (34.6%), followed by White participants (33.5%). Among completers, approximately 37 percent identify as Hispanic/Latinx, followed by 32 percent who identify as White. Ninety-seven percent of participants reported their gender identity; reporting this information to the Commission is voluntary for participants in the program. In 2024-25, reported gender identify remained fairly consistent compared to prior years with female participants being the largest group (72.6%), followed by male participants (24.8%). The gender identity of completers and participants who exited the program early closely mirrors that of the general participants.

Table 7: Ethnic/Racial Composition of Participants

| Race/Ethnicity | Participants, 2022-23 (n=62) | Participants, 2023-24 (n=222) | Participants, 2024-25 (n=266) | Completers, 2024-25 (n=153) | Early Exit, 2024-25 (n=33) |
|--|------------------------------------|-------------------------------------|-------------------------------------|-----------------------------------|-------------------------------------|
| American Indian or Alaska Native | 1 (1.61%) | 1 (0.45%) | 1 (.38%) | 1 (.65%) | 0 (0.00%) |
| Asian | 6 (9.68%) | 18 (8.11%) | 38 (14.3%) | 21 (13.73%) | 3 (9.09%) |
| Black or African American | 1 (1.61%) | 7 (3.15%) | 14 (5.26%) | 5 (3.27%) | 2 (6.06%) |
| Hispanic/Latinx (of any race) | 15 (24.19%) | 75 (33.78%) | 92 (34.59%) | 57 (37.25%) | 15 (45.45%) |
| Native Hawaiian or Pacific Islander | 0 (0.00%) | 2 (0.90%) | 2 (.75%) | 2 (1.31%) | 0 (0.00%) |
| White | 12 (19.35%) | 78 (35.14%) | 89 (33.46%) | 49 (32.03%) | 9 (27.27%) |
| Two or more races | 4 (6.45%) | 5 (2.25%) | 7 (2.63%) | 6 (3.92%) | 0 (0.00%) |
| Decline to state Race/Ethnicity | 23 (37.10%) | 36 (16.22%) | 23 (8.65%) | 12 (7.84%) | 4 (12.12%) |

Table 8: Gender Identity of Participants

| Gender Identity* | Participants, 2022-23 (n=62) | Participants, 2023-24 (n=222) | Participants, 2024-25 (n=266) | Completers, 2024-25 (n=153) | Early Exit, 2023-24 (n=33) |
|------------------|------------------------------|-------------------------------|-------------------------------|-----------------------------|----------------------------|
| Female | 42 (67.74%) | 159 (71.62%) | 193 (72.56%) | 113 (73.86%) | 23 (69.7%) |
| Male | 20 (32.26%) | 63 (28.38%) | 66 (24.81%) | 39 (25.5%) | 9 (27.27%) |
| Decline to State | 0 (0%) | 0 (0%) | 7 (2.63%) | 1 (.654%) | 1 (3.03%) |

*Note: No participant selected Nonbinary and as such it has been excluded from these tables

Program Funding

Round One, in its third year of implementation, expended 38 percent of the awarded grant funds, showing decreased utilization compared to its second year’s implementation which was an 87 percent expenditure rate. Round Two achieved nearly 58 percent utilization of their grant award funds in 2024-25. Round Three expended 58 percent of awarded funds. Round Four utilized 53 percent of their annual grant allocation. Round Five, in its first year of implementation, used nearly 82% of the funds awarded. Round Six which was awarded to grantees in the Spring of 2025 utilized 8.4% of awarded funds and Round 7 started at the end of the fiscal year and will start to utilize funds at the beginning of the 2025-26 fiscal year. In total, grantees expended \$393,026 (47%) of the \$842,850 in awarded funds for the 2024-25 fiscal year.

Programs may request grant funds from any of the following budget categories:

- Teacher preparation costs (tuition and/or IHE fees)
- Teacher preparation costs (books and/or supplies)
- Release time and/or substitute teacher costs
- Supplemental authorization filing fee

All grantees requested funds from the teacher preparation costs (tuition and/or IHE fees) budget category, which remained the primary expenditure category. While six grantees requested funds from additional budget categories, actual spending outside of tuition was minimal, with approximately \$1,900 used for supplemental authorization filing fees. The consistent focus on tuition support suggests this remains the most critical funding need for participating teachers.

Table 9: Grant Award Expenditure, per Round

| Round | Annual Amount Awarded 2022-23 | Total Expended, 2022-23 | Annual Amount Awarded 2023-24 | Total Expended, 2023-24 | Annual Amount Awarded 2024-25 | Total Expended, 2024-25 |
|-------|-------------------------------|-------------------------|-------------------------------|-------------------------|-------------------------------|-------------------------|
| One | \$240,000 | \$152,500 | \$240,000 | \$207,500 | \$237,500 | \$90,000 |

| Round | Annual Amount Awarded 2022-23 | Total Expended, 2022-23 | Annual Amount Awarded 2023-24 | Total Expended, 2023-24 | Annual Amount Awarded 2024-25 | Total Expended, 2024-25 |
|--------------|-------------------------------|--------------------------------|-------------------------------|--------------------------------|-------------------------------|--------------------------------|
| | | (63.54%) | | (86.46%) | | (37.90%) |
| Two | \$52,000 | \$0 (0.00%) | \$47,500 | \$45,000 (94.74%) | \$40,000 | \$23,125 (57.81%) |
| Three | N/A | N/A | \$262,500 | \$126,631 (48.24%) | \$262,500 | \$152,862 (58.23%) |
| Four | N/A | N/A | \$112,500 | \$26,000 (23.11%) | \$112,500 | \$59,635 (53.01%) |
| Five | N/A | N/A | N/A | N/A | \$74,550 | \$61,105 (81.97%) |
| Six | N/A | N/A | N/A | N/A | \$75,000 | \$6,300 (8.40%) |
| Seven | N/A | N/A | N/A | N/A | \$40,800 | \$0 (0.00%) |
| Total | \$292,500 | \$155,000 (52.99%*) | \$662,500 | \$405,131 (61.15%*) | \$842,850 | \$393,027 (46.63%*) |

Note: "N/A" indicates that a grant round was awarded after the specified year and, as a result, did not have expenditure data available for reporting.

*Note: Percent expended is calculated based on the total grant funds awarded each fiscal year; annual totals vary.

Program Narratives

In addition to reporting participant data, grantees submit annual narratives reflecting on the following:

- the matching funds source(s),
- the number of new computer science courses taught by teachers that have earned the supplementary authorization and how these courses are offered (e.g., standalone course, integrated in an elementary classroom, after school program, etc.),
- the extent to which the newly authorized computer science teachers have helped address the unmet needs for computer science instruction within the LEA, especially among rural schools or schools with a high share of unduplicated pupils,
- the best practices found to be effective in implementing the grant program,
- factors hindering program implementation, and
- any lessons learned to inform potential future investments in this type of grant program.

Grantees continued to use a wide range of sources to meet the 1:1 matching requirement. Consistent with prior years, state-funded programs such as the Educator Effectiveness Block Grant, Career Technical Education Incentive Grant, and ESSER funds were frequently cited. Several university partners provided direct support through the Math and Science Teacher

Initiative (MSTI) grants, covering tuition, books, and materials. In some cases, corporate and philanthropic partners such as Salesforce and Schools Federal Credit Union also contributed to the match.

However, concerns over the sustainability of these funds emerged more prominently in this reporting cycle. Multiple grantees noted that matching funds are other grant-based or one-time allocations, raising long-term viability concerns. One grantee summarized the issue succinctly *“We are relying on unguaranteed money to support this CTC CSSA grant.”*

With respect to new computer science course offerings, there was notable progress in the number and variety of computer science (CS) learning opportunities offered by participating teachers, though most grantees noted that implementation was still underway or only recently completed.

While adding stand-alone computer science (CS) courses remain the most visible outcome, particularly at the middle and high school level, many grantees emphasized integrated models at the elementary level and a strong presence in after-school settings. For instance:

- One district implemented six new sections of computer programming at the middle school level.
- Another reported 13 afterschool CS clubs and seven elementary classrooms offering integrated CS instruction.
- Several grantees indicated that teachers had started by infusing computational thinking into existing curriculum, even before formal CS courses were added to master schedules.

While some grantees had no new courses to report yet, many highlighted that their first cohorts had only recently completed coursework and were now poised to impact classrooms in the 2025–26 school year.

Grantees largely affirmed that the CS Supplementary Authorization program has begun addressing long-standing gaps in access to computer science, especially in rural areas and schools serving high numbers of unduplicated pupils.

Several grantees noted that:

- New courses were added at schools with high percentages of English learners and students in poverty.
- Teachers became advocates and leaders for CS education on campus, even before formally launching new courses.
- The authorization process itself increased teacher efficacy, confidence, and enthusiasm, particularly among multiple-subject teachers in elementary and rural settings.

As one grantee reflected *“This program is directly contributing to the expansion of computer science education in high-need, under-resourced communities by building a sustainable and regionally responsive pipeline of qualified CS teachers.”*

Grantees identified a number of best practices that supported successful program implementation:

- **Strong IHE Partnerships**
Echoing findings from the previous year, the most commonly cited best practice was deep collaboration with university partners. Grantees highlighted IHE support in recruitment, tuition coverage, instructional alignment, and data reporting. Notably, the Mathematics and Science Teacher Initiative (MSTI) partnership at CSU campuses was a recurring enabler.
- **Cohort-Based Models**
Many grantees found success in building cohort communities, which fostered peer learning, accountability, and ongoing engagement. These cohorts were often cross-school or cross-grade level, building broader districtwide networks of CS educators.
- **Flexible and Equitable Course Design**
Several grantees praised asynchronous or hybrid course models, which allowed rural teachers to participate despite geographic or time constraints. Teachers appreciated hands-on kits and the opportunity to try tools they could later implement in their classrooms.
- **Targeted Supports and Mentoring**
Ongoing mentoring, sometimes funded externally, proved especially valuable for teachers with little prior experience in computer science. Multiple grantees noted that this support was crucial for retention and success, especially for educators new to the subject matter.

Despite progress, grantees reported a number of persistent and emerging barriers:

- **Time Constraints**
Balancing full-time teaching responsibilities with coursework remained the most widely reported challenge. Teachers, especially in smaller schools, often lacked release time or compensation to engage meaningfully with the program.
- **Recruitment Difficulties**
Some grantees struggled to fill available slots, even with low-cost or subsidized programs. This was attributed to post-COVID burnout, professional development fatigue, or misalignment with credentialing needs (e.g., CTE vs. CSSA requirements).
- **Administrative Complexity**
Many LEAs faced challenges in coordinating with IHEs on billing, tuition splits, and reporting deadlines. Small districts cited a lack of dedicated staff to manage grant activities.
- **Matching Funds Requirement**
As in previous years, the 1:1 match continued to be a barrier to participation. Some LEAs withdrew or declined to apply due to uncertainty about their ability to secure matching contributions, particularly during times of fiscal constraint.

Grantees surfaced several key takeaways to inform the design of future CS educator preparation efforts:

- **Sustain Multi-Year Cohort Models**
Multi-year funding allows LEAs and IHEs to build momentum and scale impact. With each cohort, systems become more efficient and teacher communities deepen.
- **Prioritize Flexibility and Support**
Courses that are asynchronous, online, and teacher-friendly (with on-demand office hours and mentoring) saw higher engagement, particularly among rural and veteran educators.
- **Expand to Specific Supplementary Authorization**
Several grantees requested the ability to fund an additional course, enabling teachers to earn the specific (rather than introductory) CS authorization, critical for expanding offerings at the secondary level.
- **Remove or Adjust the Matching Funds Requirement**
Many LEAs recommended removing or significantly reducing the matching funds mandate, or allowing COEs to coordinate regional applications, alleviating the administrative burden from individual districts.
- **Fund Central Coordination Roles**
Larger districts emphasized the value of having a dedicated CS coordinator or administrator to provide systems-level support. This position was seen as crucial for growing programs, building partnerships, and aligning CS with broader district initiatives.

Summary and Conclusion

The 2024–25 program year revealed strong momentum and emerging impact from the Computer Science Supplementary Authorization Grant Program, with many LEAs now implementing or preparing to launch new computer science learning opportunities. The continued success of this initiative will rely on sustained support, reduced barriers to participation, and flexible models that reflect the realities of educators' lives and district capacities. Grantees remain enthusiastic about the potential of the program and are eager to build upon early successes to ensure that all students, especially those in underserved communities, have access to high-quality computer science education.