

Summer of CS 2025 Survey and Focus Group Findings



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In summer 2025, the Educator Workforce Investment Grant in Computer Science (EWIG: CS) supported a series of workshops known collectively as “Summer of CS.” Offered through 17 different opportunities across the state of California, these learning events sought to build the capacity of K–12 educators to deliver high-quality instruction in computer science. Registration data, surveys administered before and after each workshop, and focus groups with workshop participants offer key findings that are consistent with results from the 2024 Summer of CS experience.

Findings About Workshop Participation

Key Finding #1: A total of 330 educators participated in a Summer of CS workshop in summer 2025, a third of whom had no prior experience with teaching computer science. The gender representation of these participants closely matched the overall California K–12 workforce. Workshops included a mix of educators serving elementary, middle, and high school grades.

Findings About Overall Workshop Quality

One key measure of success for Summer of CS is participants’ perspectives about the quality of their workshop experiences.

Key Finding #2: Survey respondents and focus group participants reported positive impressions about Summer of CS workshop content, format, and usefulness. Focus group participants highlighted effective pedagogical strategies and opportunities to receive ongoing support as key features of their workshops.

Findings About Changes in Participant Perspectives

Although it is instructive to learn about workshop attendees’ perceptions of quality, a positive experience alone is insufficient for gauging success. An effective professional development effort

EWIG: CS External Evaluation

The American Institutes for Research® (AIR®) serves as the evaluation partner for California’s EWIG: CS investment. This overview is the third in the series of summaries of findings about the EWIG: CS grant.



supported by EWIG: CS should help participants grow in their knowledge, understanding, and skills to effectively meet students' computer science learning needs.

Key Finding #3: Survey responses reveal a positive and statistically significant change in confidence in teaching computer science between the beginning and the end of Summer of CS workshops. Focus group participants reported that even when their growing skillset in computer science was incomplete, they felt more comfortable guiding students through their learning experience.

Key Finding #4: Educators with less prior experience teaching computer science reported a greater increase in their confidence to teach computer science compared with educators with more experience, even after accounting for other background characteristics. In addition, women reported greater increases in confidence in articulating to students why computer science is important and answering student questions.

Key Finding #5: Survey responses reveal a positive and statistically significant change in confidence to recruit and retain students in computer science, for all students and for historically underrepresented students. We did not find statistically significant differences for these items based on respondent characteristics.

Key Finding #6: Survey responses reveal a positive and statistically significant change in beliefs about who can and should do well in computer science. These changes were smaller in magnitude than changes for educator confidence, but the preworkshop values were also higher, suggesting that educators who chose to participate in Summer of CS workshops already had strong beliefs about the importance of computer science and the ability of all students to succeed.

Key Finding #7: Focus group participants felt well prepared to apply their learning in classrooms and schools but also identified key obstacles to doing so. Common challenges included inadequate administrator leadership, insufficient funding, and lack of state support for computer science.

For More Information

Taken together, these findings reinforce encouraging evidence from 2024 about the quality of the Summer of CS experience and its potential for improving computer science opportunities in California. We emphasize that this evidence is correlational; our study design does not enable us to make statements of causality with our conclusions. A follow-up survey being administered in fall 2025 will explore the degree to which self-reported data about participant confidence and beliefs translates to actual changes in educator behavior. To access Summer of CS findings from 2024 and the full set of publications produced through AIR's EWIG: CS evaluation, please visit <https://www.air.org/project/evaluation-educator-workforce-investment-grant-computer-science>.