

Summer of CS Follow-Up Survey Findings



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California's Educator Workforce Investment Grant in Computer Science (EWIG: CS) supported a series of workshops in 2023, 2024, and 2025, known collectively as "Summer of CS." These multiday learning opportunities sought to build the capacity of K–12 educators to deliver high-quality instruction in computer science. Responses from a follow-up survey administered in fall 2025 to participants from Summer of CS workshops in 2023 and 2024 highlight key findings about the Summer of CS experience and educators' behaviors when they returned to their classrooms.

Findings About the CS Champion Experience

Key Finding #1: Survey respondents reported positive impressions of the knowledge and skills they had developed through their Summer of CS experience. Positive features of the workshops identified through the survey included opportunities for collaborating with other teachers, engaging in hands-on learning, and working with high-quality instructors.

Findings About Changes in Participant Perspectives

Key Finding #2: Survey responses revealed a positive and statistically significant change in participants' confidence in teaching computer science between the beginning of Summer of CS workshops and their return to the classroom 1–2 years later. This growth in confidence persisted despite a small drop between the end of the workshop experience and the time of the follow-up survey.

Key Finding #3: Survey responses revealed a positive and statistically significant change in beliefs about who can and should do well in computer science between the beginning of Summer of CS workshops and participants' return to the classroom 1–2 years later. These changes were smaller in magnitude than those 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

EWIG: CS External Evaluation

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ability of all students to succeed. This growth in beliefs persisted despite a small drop between the end of the workshop experience and the time of the follow-up survey.

Findings About Participant Behaviors

Key Finding #4: Workshop participants delivered computer science instruction when they returned to their classrooms. Eighty-six percent of Summer of CS participants had taught computer science during the 2024–25 school year, and nearly two-thirds reported that they had taught computer science at least weekly. The average number of hours of instructional time for these participants ranged from 87 at the elementary level to 241 at the high school level.

Key Finding #5: The primary format of computer science instruction was the integration of content into another subject area; this was especially true in the elementary grades. Nearly two-thirds of survey responses reported teaching in this way, including 72% of respondents teaching students in Grades Prekindergarten–5. Roughly one-third of respondents reported teaching a standalone computer science class during the school day.

Findings About Resources and Supports Needed

Key Finding #6: Important needs remain for resources and support to enable computer science instruction to capitalize on positive changes in educator capacity. Survey respondents reported gaps in the availability of valuable tools like time, funding, and ongoing professional learning.

For More Information

Together, these results add to encouraging evidence about the quality of the Summer of CS experience and its potential for improving the state of computer science education in California. We emphasize that this evidence is correlational; our study design does not enable us to make statements of causality with our conclusions. Moreover, self-reported data about participant confidence, beliefs, and behaviors may or may not translate into actual changes in student experiences. For the full set of publications produced by AIR’s EWIG: CS evaluation, please visit <https://www.air.org/project/evaluation-educator-workforce-investment-grant-computer-science>.



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