Introductory Statement from CT Department of Education Deputy Commissioner:
CT needs to create a workforce that can fill high-skill, high-wage positions. 96% of high schools offer CS but only 13% of students and even fewer females. How do we bridge the barrier of access and ensure an equitable experience? Work in computer science skills at the elementary levels. It has been five years since the last meeting of this cohort of stakeholders.

Thank you to ECEP: Expanding Computing Education Pathway and Code,org for offering a National Perspective

Goals of this Task Force
- May-September 2025: Develop action steps and metrics for the CT Computer Science State Plan
- Fall 2025: Likely November Large summit to solicit feedback on the plan.
- 2026: Aim for State CT Department of Education approval for the plan

Norms based on ECEP Protocols:
- Respect privacy: what we learn leaves here but what we say stays here
- Put ideas on the table
- Expect and Accept Non-closure
- Speak your truth
- Promote equity of voice

Level Setting
One computer to promote team thought and conversation without distraction

CS For All: scripting activity; we are the first state applying the scripting process
What do we want the vision to be?
Standouts include:
- Equity and social justice
- Competencies and Literacy

"We should teach computer science because it is essential to provide all students with the opportunity to develop computational literacy and creative problem-solving skills. These tools empower learners with the confidence and agency to tackle complex challenges and actively contribute to a fair and just society."
This was our group's attempt at a vision statement.

Curriculum and Courses Task Force:
- Using a rubric to see where we are

- Our group feels like CT is Emerging (2) for CS Standard implementation, curriculum, and state public school graduation requirement

CT CS Standards are coming out in 2026 (likely summer), the next logical focus area would be curriculum.

I served on the Curriculum and Courses group and our priority was to generate curricular materials and evaluate the state of CS curriculum implementation in CT. A highly developed curriculum would be:
- "High-quality, vertically aligned, standards-aligned curricula are implemented in most or all districts at all grade levels."

Strategic Goal
Develop a Pre K–12 Computer Science scope and sequence across Connecticut with ongoing teacher support and professional development.
Considerations and Rationale
A consistent, student-centered K–12 computer science curriculum is essential for universal access and workforce readiness across Connecticut. Supporting teacher readiness through shared professional development, accessible resources, and a centralized hub ensures effective instruction. When educators are equipped and aligned, student engagement and success follow, advancing both equity and opportunity statewide.