

## **2022 State of Computer Science Education**

The tremendous growth of computer science (CS) education has significantly slowed during the COVID-19 pandemic, with few schools able to add new classes to the curriculum. Now, in 2022, it is time for policymakers to reassess the knowledge, skills, and curricula that will engage students, support learning objectives, and prepare students for their post-school lives.

Just over half (53%) of high schools in the U.S. offer a single computer science course. Although this represents significant growth (from 35% in 2018), the number of schools offering CS—a foundational subject that is critical to the nation's economy and security—has grown by just two percent in the past year. State and federal policy can accelerate growth in computer science education by reexamining the foundational needs for all our K-12 students. Policymakers and school decision-makers must answer this call to ensure all students have equitable access to computer science education.

#### Maine by the Numbers

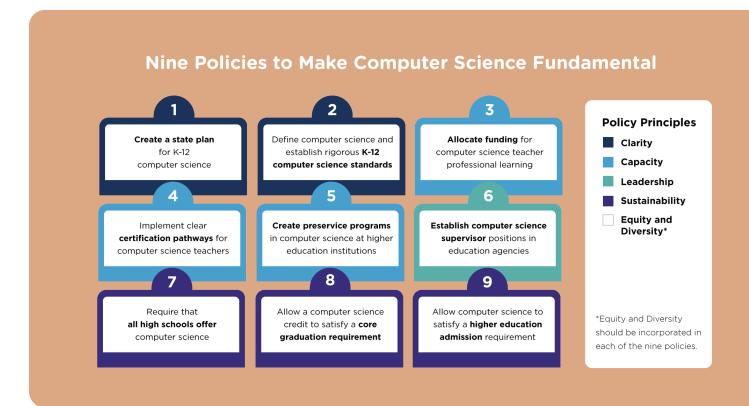
1,052

In 2022, ME averaged 1,052 open computing jobs each month

\$81,965

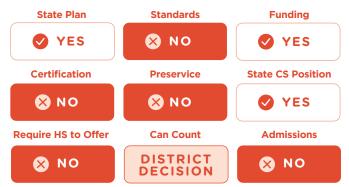
These jobs have an average salary of \$81,965

Yet there were only 177 graduates in computer science in 2019



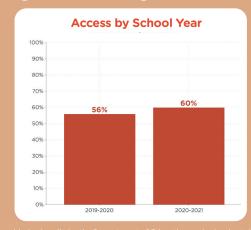
# Maine

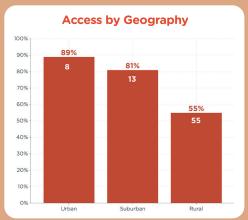
### **Policies to Make CS Fundamental**



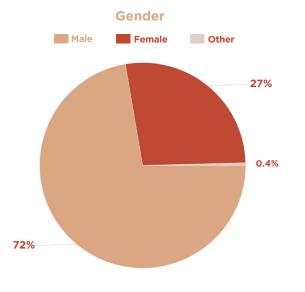
85.2% of ME high school students attend a school that offers foundational computer science. Of the 242 AP CS exams taken in Maine in school year 2020-21, 27% were female. Course enrollment data for all foundational computer science courses is not available from Maine. Nationally, we know that participation in all foundational computer science courses is broader than AP participation.

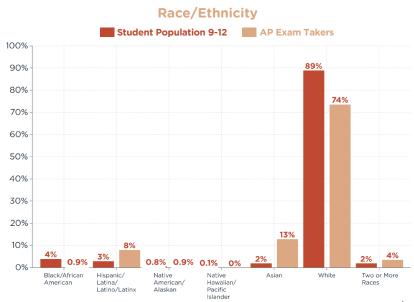
### Percentage of Public High Schools Offering Foundational Computer Science





#### Participation in AP Computer Science Exams by Demographic





# Percentage of High Schools Offering **Computer Science, by State\***

