
The Honorable Barbara A. Favola
Chair, Senate Education and Health Committee
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Arlington, VA 22216

The Honorable Sam Rasoul
Chair, House Education Committee
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The Honorable Jeffery O. Smith, Ed.D.
Secretary of Education
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September 30, 2026

Senator Favola, Delegate Rasoul, Secretary Smith, and Superintendent Conway:

Pursuant to the budget of the Commonwealth of Virginia, "CodeVA shall report, no later than October 1 each year, to the Chairmen of the House Education and Senate Education & Health Committees, Secretary of Education, and the Superintendent of Public Instruction on its activities in the previous year to support computer science teacher training and curriculum development, including collaboration with other stakeholders to avoid duplication of efforts."

Please see our enclosed annual report.

Thank you.

Respectfully,



Tina Manglicmot, Ed.D.
Chief Executive Officer, CodeVA

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2025-2026 Annual Legislative Report

Introduction

CodeVA, a 501(c)(3) nonprofit incorporated in Virginia, advances access to high-quality computer science education across the Commonwealth. In partnership with the Virginia Department of Education (VDOE), CodeVA provides professional development for educators, develops and disseminates curriculum resources, and supports schools and divisions in planning and implementing computer science instruction. Together, these efforts support Virginia's requirement to teach computer science and computational thinking in every school.

The 2025-2026 school year carried particular weight. Virginia's school divisions were required to fully implement the 2024 Computer Science *Standards of Learning*. The FY26 Scope of Work was designed around that moment, organizing CodeVA's appropriated work into three categories: Statewide CS Education Support, Educator Resources and Professional Development, and CS Ready Implementation Support.

This report describes how CodeVA delivered on those commitments, where plans changed and why, and how this year's results shape the two-year Scope of Work that begins in FY27. As in prior years, the appropriation funded part, but not all, of this work. Sections that describe activity supported by other funding sources are labeled accordingly.

FY26 Scope of Work Highlights

PD registrations over 11 course offerings	CS Summit Registrants	CS Ready Schools	Conference attendees across 8 presentations
403	685	63	149

Summary of Deliverables and Impact

The FY26 Scope of Work defined eleven deliverables across three categories, plus CodeVA's partnership on VDOE's Computer Science Educator of the Year initiative. CodeVA delivered all Category 1 and Category 3 deliverables. In Category 2, professional development was delivered as planned, while the two largest curriculum development projects, the K-8 CS Integrated Pacing Guide and CS Foundations

with Python, made substantial progress and remain in development. Consistent with the terms of the agreement, work funded under the FY26 Scope of Work will continue through the fall of 2026.

Category 1: Statewide CS Education Support

Category 1 focuses on broad outreach: building statewide awareness of computer science priorities and connecting educators to resources and professional learning aligned with state goals.

Deliverable 1.1: Statewide Educator Conferences

CodeVA presented at the statewide conferences identified in the Scope of Work, centering its sessions on computational storytelling, an approach that integrates computer science concepts into literacy and writing instruction across grade levels. Sessions reached school librarians and classroom teachers at VAASL, administrators and instructional leaders at VATLL, and classroom teachers and administrators at the Virtual Virginia VITAL conference. CodeVA also presented at ODU's Innovation Summit.

Deliverable 1.2: CS Summit During CS Education Week

CodeVA hosted its second annual CS Summit, a free, weeklong virtual event held December 8-12, 2025, during Computer Science Education Week. Registration grew 22 percent, from 563 in the inaugural year to 685, with educators registering from all eight superintendent regions as well as private schools, higher education, and state agencies. Each day of the Summit followed a consistent format of lessons, printables, short-form videos, career resources, and challenges that educators could use immediately.

A post-Summit survey indicates how educators used the content. Because the response rate was modest, these results are indicative rather than representative:

- 75 percent discovered tools and resources for integrating computer science into their teaching.
- 71 percent gained new strategies and tools for teaching computer science.
- 79 percent reported that the Summit's content was worth at least \$50 per participant.

Deliverable 1.3: National CS Education Week at VSTE

At the Virginia Society for Technology in Education conference in Virginia Beach (December 7-9, 2025) CodeVA's footprint was intentionally smaller than in previous years, but we continued to serve as an official partner, operated the CodeVA station, and hosted a VIP table. CodeVA delivered four sessions to

69 participants, primarily instructional technology resource teachers, classroom teachers, and administrators: Student Agency in the AI-Driven Classroom (19), Hands-On Learning with Environmentalism and Computer Science (15), Sparking Insight: Deeper Learning with Teachable Machine (15), and Computational Storytelling (20).

Category 2: Educator Resources and Professional Development

Category 2 represents the largest share of new resource development in the Scope of Work. It pairs two major curriculum projects with the professional development that prepares educators to use them.

Deliverable 2.1: K-8 CS Integrated Pacing Guide

The K-8 CS Integrated Pacing Guide is designed as a "starter" pacing guide aligned to the CIP pacing guide that many Virginia divisions already use, so that divisions can build on tools they have rather than adopt a competing framework. The development plan includes 58 lessons across kindergarten through grade 8, 36 newly written and 22 revised from CodeVA's existing library. Each lesson is aligned to as many CS Standards of Learning as possible and integrated with standards in mathematics, science, English, history and social science, fine arts, and digital literacy.

The finished resource will include the Pacing Guide Creator, which allows any educator to build a curriculum that addresses all of the CS Standards of Learning through integrated activities, along with example pacing guides showing how divisions with different curricular constraints might structure K-8 computer science. As of this report, 37 of 58 lessons are complete, and the full guide is expected to be finished by December 1, 2026. Development continues under FY26 funding.

Deliverable 2.2: CS Foundations with Python

CS Foundations with Python is a year-long introductory course aligned to the VDOE Computer Science Foundations Standards of Learning and the Programming (6640) CTE competencies. During development, the course was expanded to 140 instructional hours to meet the requirements for awarding high school credit. It is organized into five units and approximately 37 lessons that move students from basic Python programming through abstraction, data analysis, and data structures to a final unit on artificial intelligence and machine learning, in which students train simple models and deploy them in their own Python applications. Each lesson includes direct instruction, practice, formative

assessment, and, in most cases, a project-based summative assessment. As of this report, Units 1 and 2 are complete, with full completion expected by December 1, 2026.

Deliverable 2.3: Professional Development to Support Implementation

CodeVA delivered the professional development series planned with VDOE to build the content knowledge educators need to support classroom instruction. Figures below reflect registrations.

Offering	Dates	Registrations	PD Hours
Learning Bytes: AI Basics, Data Science Everyday, Backward Design, and Coaching with Feedback (each offered twice)	Nov 5-Dec 3, 2025 and Feb 5-26, 2026	224	1 each, 8 total
Python and micro:bit Programming Institute (in person)	June 22-24, 2026	11	18
Python and micro:bit Programming Institute (virtual)	July 6-8, 2026	43	18
Introduction to CS Education (asynchronous)	Yearlong entry	125	2

Learning Bytes were delivered as live virtual sessions, a format that makes them accessible statewide but vulnerable to scheduling conflicts. Survey data from the CS Summit reinforce this: most respondents preferred pre-recorded content or a mix of recorded and live formats. This finding informed the FY27 shift toward asynchronous professional development.

Deliverable 2.4: Ongoing Resource Updates

CodeVA continued updating its curriculum library, lesson plans, and classroom integration toolkit, including vocabulary cards and pocket guides, to support implementation of the 2024 CS Standards of Learning. The curriculum library site comprises about 93% of CodeVA's total web traffic. Over a 30 day period, there are roughly 1,200 verified users engaging with curriculum resources. The most popular created resources are the 7th grade CS and math integrated lessons.

Category 3: CS Ready Implementation Support

Category 3 supports schools and divisions in planning for and implementing computer science instruction through the CS Ready Partnership Program, and includes training for educators in participating schools.

Deliverable 3.1: CS Ready Program Operations

FY26 was the first year of the CS Ready Partnership model, redesigned from earlier short-term cohorts into a year-long partnership focused on strategic planning, professional learning, and classroom resources. CodeVA maintained program materials, the program website, and a partner database that tracks each school's milestones, including the CS Snapshot Tool, quarterly check-ins, implementation plans, and year-end school evaluations.

Deliverable 3.2: VDOE Regional Workshops

CodeVA partnered with VDOE to deliver the Summer Implementation Workshop, a collaborative professional learning experience that helps division teams build sustainable computer science opportunities across the K-12 continuum. The workshop was held five times: in person in Roanoke, Spotsylvania, and Richmond, and twice virtually. CodeVA joined VDOE Coordinator of Computer Science and VDOE Director of STEM in leading the sessions. CodeVA's session, "Planning Standards-Aligned Pacing and Support for CS Integration," guided division CS leaders through a repeatable process for embedding the K-8 CS Standards of Learning into existing instruction, moving from conceptual understanding to hands-on lesson planning. The workshops reached 97 division leaders, with 58 attending in-person sessions and 39 attending virtually.

Deliverable 3.3: CS Ready Implementation in 50 Schools

CodeVA enrolled 63 schools in the first year of the CS Ready Partnership. Fifty-one were funded through the appropriation, and 12 more joined through other funding that entered a higher-tier consultation. Together, these schools represent 29 school divisions across all eight superintendent regions and range from elementary schools to high schools and a technical center. In eight divisions, multiple schools joined together, and in several cases a division lead coordinated CS Ready planning across those schools rather than each school working on its own.

Across all 63 partner schools, 37 (59 percent) completed at least one documented program milestone during the year. Seventeen completed the CS Snapshot Tool, the program's baseline self-assessment, nine completed the year-end school evaluation, and three submitted implementation plans. Nine schools reporting implementation data identified 146 educators and approximately 6,600 students engaged in CS

Ready activities to date. Because some division leads submitted planning tools and check-ins for several schools at once, these school-level counts likely understate actual participation.

Quarterly check-ins show where schools began and what they gained. Most entered at the Launch stage of the CS Ready Growth Pathway, and nearly all named the same top need: a sustainable implementation plan, followed by support for integrating computer science into core instruction. By year end, at least eight schools reported reaching the Developing stage, and one reported reaching Implementing. In one elementary school, every K-5 student now receives weekly computer science lessons. In another, newly trained teachers set weekly integration goals and began mentoring colleagues, reporting that "teacher confidence level has improved leading to more willingness to implement/integrate CS standards." Elsewhere, middle school teachers moved from exploring the standards to regularly teaching integrated lessons, and an elementary school mapped which CS standards each grade level covered during the year. Several teams also asked for ready-made integrated lessons and a pacing guide, which is the need the K-8 CS Integrated Pacing Guide (Deliverable 2.1) is designed to meet.

Engagement was uneven, and CodeVA believes that is important to report plainly. Two schools withdrew, and a significant number engaged only intermittently. The most common barrier was staff turnover: when the one or two educators championing computer science in a building change roles or leave, momentum stalls. CS Ready is designed to address exactly this by building planning structures that do not depend on a single advocate, and the first year showed where that design needs to be strengthened.

"CS Ready is an amazing community that helps your school stay accountable and have an action plan to implement computer science standards. Our school librarian and Instructional Innovation Specialist teamed up to deliver various computer science lessons for all students, K-5. The resources made available from CodeVA made the process much easier and helped teachers understand the CS standards." CS Ready School Team Lead

Lessons from the first year are shaping the next version of the program. Beginning in FY27, schools start with a core partnership and add Coaching and/or Professional Learning based on need. The FY27-28 Scope of Work also adds a minimum number of documented touchpoints for every school, monthly outreach, and a measurable outcome: every participating school should advance at least one stage on the CS Ready Growth Pathway.

Collaboration and Coordination

The budget language directing this report asks CodeVA to describe its collaboration with other stakeholders to avoid duplication of efforts. Coordination is built into how CodeVA plans and delivers appropriated work:

- **Joint planning with VDOE.** CodeVA and VDOE's Computer Science Coordinator meet regularly to plan together, share progress updates, and keep CodeVA's work aligned with state priorities. These planning sessions shape decisions throughout the year, from selecting professional development topics such as the Learning Byte series to adjusting delivery when needs change. Progress on each deliverable is documented in a shared tracker that VDOE reviews, so both organizations work from the same information.
- **Computer Science Educator of the Year.** CodeVA continued its partnership with VDOE on the Computer Science Educator of the Year (CSEYO) initiative, supporting planning, marketing, applicant review, and award packages.
- **Co-delivered professional learning.** The Summer Implementation Workshops were co-led by CodeVA and VDOE staff, so that division leaders received one coordinated message on standards-aligned implementation rather than separate guidance from each organization.
- **Building on tools divisions already use.** The K-8 Pacing Guide is aligned to the CIP pacing guide already used by many Virginia divisions, extending existing division planning rather than introducing a competing framework.
- **Aligning with state grant programs.** CodeVA supported divisions that received the Advancing Computer Science Education (ACSE) grants, including Pittsylvania County, Orange County, and Williamsburg-James City County, and coordinated that work with CS Ready so that grant-funded and appropriation-funded support reinforced each other within the same divisions.

Educator Voice and Experience

Educators describe the impact of this work most clearly. Across professional development, CS Ready, and the CS Summit, three themes emerged: confidence, immediate classroom use, and the realization that computer science is accessible to every teacher.

"CodeVA did such an amazing job of building my confidence... understanding that part of what coding is at the elementary level is actually working with the kids. They might know more than you do, and that's okay. You can learn together." Educator PD Participant

"I loved the ease of the layout of this summit. It was super helpful to download amazing resources that were ready to use!" CS Summit participant

"All the resources were fantastic. I am so glad I signed up to be a part of this and plan to get my fellow librarians to join me next year." CS Summit participant

The effects of professional learning also extend well beyond the original training. Reflecting on an earlier CodeVA partnership, Allison Kappler, Central Virginia Computer Science Integration team lead in Bedford County, reported that participating teachers still use the materials and that they have spread to colleagues who were never part of the original training.

"I appreciated that the experience was customizable, and reached beyond our county schools throughout the region and state. It was a great overall experience." Allison Kappler, Bedford County Public Schools

Beyond the Appropriation

Across all funding sources, CodeVA facilitators led 23 courses in FY26, delivering 174 hours of professional development to 1,417 educator registrations. CodeVA also presented or spoke at 26 conferences and events, contributing 275 hours of professional development and reaching 1,289 participants, and attended 9 additional conferences and events to table and network with educators and partners. Beyond educator learning, CodeVA led 7 student events directly serving 524 student participants. Educators engaged in this work represented 106 Virginia school divisions across all eight superintendent regions, with 1,068 unique educators registering for courses and 559 returning for more than one.

Unique educators	Total Registrations	PD Hours delivered	VA Public School Divisions
1,068	2,706	449	106

The state appropriation supports a defined portion of CodeVA's work. The following activities were funded through federal grants, corporate and foundation support, earned revenue, and individual donors. They are included here because they extend the reach of appropriation-funded resources and reflect the full scope of CodeVA's service to Virginia educators and students.

- **micro:bit LIVE Virginia Conference (October 24-25, 2025).** CodeVA hosted its first conference, in partnership with the Micro:bit Educational Foundation and James Madison University's Department of Computer Science, with support from Amazon. The two-day event offered 25 sessions to over 100 educators, with 12 hours of professional development.
- **ACSE division partnerships.** Customized professional learning in Pittsylvania County (more than 60 teachers, including a curriculum writing workshop where 69 educators built standards-aligned lessons), Orange County (a train-the-trainer model preparing teachers alongside technology coaches), and Williamsburg-James City County (a multi-year K-8 build).
- **Virginia Tribal Education Consortium (VTEC).** In the fifth year of this federally funded partnership, CodeVA launched the first CompTIA A+ certification cohort for Indigenous students and trained out-of-school-time providers from four member tribes to deliver student programming.
- **National webinar with Pitsco Education.** CodeVA co-produced "Scaling K-12 Computer Science: High-Quality, Equitable Instruction in the Age of AI," a panel webinar hosted in partnership with Pitsco that drew 376 participants nationally. The session featured moderated practitioner discussion on how schools can expand computer science instruction and AI literacy while maintaining quality and access for all students.
- **Digital literacy for tribal elders.** With support from Comcast, CodeVA delivered digital literacy training to Chickahominy tribal elders and prepared a Pamunkey community member to lead sessions for her own tribe.
- **CS for CTE research.** CodeVA's National Science Foundation-funded research on professional learning for CTE educators produced a peer-reviewed publication and seven presentations at five conferences during the year.
- **Additional professional learning.** Praxis Prep for computer science endorsement, Twine for Educators, and summer courses in data science and AI, supported by other funding sources.

CodeVA also began providing fee-for-service professional learning and curriculum support to education partners outside Virginia. This work is funded entirely through non-state sources and is designed to strengthen the organization's financial sustainability, which in turn supports its capacity to serve Virginia's schools.

Budget Overview

The total budget for FY26 was \$1,742,295. Of this, \$550,000 came from state appropriations, \$182,309 from federal grants, and \$1,009,986 from other sources. State appropriations represented 31.5% percent of total costs.

The largest segment of CodeVA's budget continues to come from sources other than the appropriation, including corporate and foundation grants, individual donations, and programming revenue. In FY26, significant corporate investment provided flexible support across professional learning, curriculum development, student learning, and the internal systems needed to deliver programs consistently. Looking ahead to FY27, two major sources are concluding: corporate investment and CodeVA's National Science Foundation CS for CTE grant, which ends in October 2026. These changes increase the importance of stable state investment as a foundation for sustained progress.

Challenges and Barriers to Computer Science Education in Virginia

Virginia has made meaningful progress, and the 2024 Computer Science Standards of Learning set a clear expectation for every grade level. Several barriers still limit how fully classrooms meet that expectation.

Access and participation are leveling off nationally. According to Code.org's most recent annual report, 60 percent of U.S. public high schools offered foundational computer science in 2024-25, unchanged from the prior year, while the share of students enrolled declined from 6.4 to 6.1 percent.

Computer science competes for time without the accountability of tested subjects. Divisions face intense pressure in reading and mathematics, and computer science does not carry the same assessment requirements. This is one reason integration matters: when computer science strengthens literacy, mathematics, and science instruction, it supports existing priorities rather than competing with them. The K-8 Pacing Guide and computational storytelling sessions are built on this principle.

Implementation depends on a few people. CS Ready's first year showed that when a building's computer science champion changes roles or leaves, progress often stalls. Sustainable implementation requires planning structures, shared ownership, and division-level support that outlast any single educator.

Educator time is the scarcest resource. Educators consistently report that live sessions are hard to attend during the school year, and CS Summit respondents preferred recorded or blended formats. Professional learning must fit into teachers' schedules to reach them.

The pace of artificial intelligence is outrunning curriculum and professional development cycles.

Educators need practical, responsible approaches to AI literacy grounded in computer science fundamentals, so that students understand how AI systems work, where they fail, and how to question what they produce. CodeVA's view is that computer science becomes more important in an AI-driven world, not less: computational thinking, data reasoning, and debugging are the skills students need to use AI thoughtfully.

Scale remains the central challenge. Fifty VDOE-funded CS Ready schools represent roughly 2 percent of Virginia's more than 2,100 public schools. Reaching every division with intentional K-12 planning will require continued and expanded investment.

Recommendations and Next Steps

At VDOE's request, the Scope of Work now follows a two-year format aligned with the state budget cycle. The FY27-28 agreement continues funding at \$550,000 per year and introduces a professional development capability model and measurable outcome targets for every deliverable. The Year 1 (FY27) allocation reflects the priorities below:

First, expand and deepen school-level planning through CS Ready. FY27 enrolls 50 new schools, adds a CS Ready High School track to help divisions design and sustain computer science pathways, and commits to documented touchpoints and measurable stage growth for every school. These changes respond directly to the engagement lessons of FY26.

Second, convene the field around AI literacy. On October 16-17, 2026, CodeVA and VDOE will host the first CS Innovators Conference, a statewide professional learning and leadership conference themed around AI literacy in education and aligned to the CS Standards of Learning.

Third, make professional learning easier to access and easier to measure. FY27 professional development shifts to quarterly asynchronous sessions organized around Introduction to CS, Teaching CS, and CS for Administrators, with pre- and post-assessments to measure growth in educator content knowledge.

Fourth, complete the major FY26 curriculum investments. The K-8 CS Integrated Pacing Guide and CS Foundations with Python will be completed with FY26 funding, with expected completion by December 1, 2026. Together, they give divisions a complete, standards-aligned path from kindergarten integration through a credit-bearing high school course.

Fifth, sustain and increase state investment. The appropriation is a critical foundation, but it does not cover direct student programming, workforce-aligned pathways in emerging fields, or the scale needed to reach every school. As other funding sources conclude, continued and expanded state investment will determine whether this year's progress can be sustained.

Conclusion

The 2025-2026 school year marked the shift from adoption to full implementation of Virginia's 2024 Computer Science Standards of Learning, and CodeVA's work was built to meet that moment. Educators were trained, the CS Summit grew, 63 schools began year-long CS Ready partnerships, and resources were developed to support teachers directly with CS instruction and planning. CodeVA also learned where its model needed to change, and those lessons are built into the two-year Scope of Work that begins now.

With sustained state investment and continued partnership with VDOE, CodeVA and the Commonwealth can ensure that every student has access to high-quality computer science education, preparing them not only to participate in the digital world but to shape it.