



**Proviso language crafted by OSPI and ESD:**

*Increase appropriation of HB 1816/SB 5693, Sec. 510 for **Educational Service Districts** by \$1,958,825  
Funding within this section is provided for regional professional development and technical assistance related to computer science courses, curriculum, and instructional strategies aligned with Washington state computer science learning standards. Each educational service district shall use this funding solely for salary and benefits for 1.0 FTE certificated instructional staff with expertise in the appropriate subject matter and in professional development delivery, and for travel, materials, and other expenditures related necessary to provide regional computer science coordination and professional development support.*

**Language crafted by stakeholder groups:**

The duties and responsibilities of the 1.0 FTE computer science implementation leads in each Education Service District shall include but not be limited to the following:

- (a) Provide awareness and opportunities to expand knowledge of the computer science standards for teachers, administrators, and district computer science leaders;
- (b) Help districts identify current course pathways and availability of k-12 curricula and resources that are culturally relevant, accessible, and inclusive;
- (c) Help districts prioritize diversity, equity, and inclusion in the expansion of their CS programs and provide metrics to the Office of Equity in furtherance of measuring progress in CS access statewide;
- (d) Build a k-12 pathway for computer science learning through increasing strategic planning opportunities to support districts such as SCRIPT;
- (e) Support districts to implement their strategic plan and engage their teams at the district-level, as well as align this implementation with the statewide CS Strategic Plan goals;
- (f) Support teachers with integrating computer science standards into current practices;
- (g) Increase awareness of and expand professional learning and development opportunities for teachers, including workgroups, leadership networks, administrative support, and districts' shared learning;
- (h) Support districts with finding and applying for grants to expand equitable access to computer science and develop inclusive computer science instructional practices in K-12 classrooms;
- (i) Support districts with measurement of outcomes for their grants and support OSPI with measuring and reporting statewide metrics;
- (j) Identify and build relationships with community members, trusted messengers, and community based organizations and nonprofits to increase CS access and inclusion;
- (k) Serve as a liaison between community members, partner organizations, business, industry, school districts, and the state.
- (l) Coordinate between CTE, secondary/elementary, and basic education (programs) to ensure vertical alignment and maximize impact of CS efforts and funding.