2024-25 99b Legislative Report
Office of Systems, Evaluation, & Technology

July 31, 2025

Pursuant to MCL 388.1699b, subsection 5 of the State School Aid Act, the Michigan Department of Education (MDE), Educational Technology unit, awarded funds through a competitive grant only for districts to develop and implement teacher professional development programs for computer science courses and content that will reach new and existing teachers with little to no computer science background.

The 2024–25 grant application opened in January 2025 via the NexSys platform, with 19 districts awarded funds in May and June 2025. This year, a total of $500,000 was available for awards—a significant reduction from the $4,000,000 allocated in 2023–24, when 59 districts received funding. This report reflects progress made between both funding years, beginning in May 2024 and ending in June 2025, based on data submitted by 47 districts. Statutory provisions allowed 2023–24 grantees to carry over unspent funds through September 30, 2025, enabling them to continue educator training, implementation efforts, and curriculum development strategies into the next school year. The 19 districts awarded in 2024–25 will have the 2025–26 school year for implementation.

Although the grant is structured as a two-year opportunity, the pace of sustainable implementation at the district level often extends beyond this timeline. According to implementation science, as defined by the National Implementation Research Network (NIRN), adopting and scaling evidence-based practices—such as computer science education for teachers with limited experience—requires intentional support structures, time, and iterative learning. Developing local capacity, delivering high-quality professional learning, and embedding computer science content into existing systems are complex and adaptive efforts. As such, the majority of this year's reported outcomes are reflective of districts funded in 2023–24 that are further along in their implementation efforts.

As stated in law:

a. **The number of TEACHERS prepared by June 30, 2025, and the number of teachers implementing Computer Science/Computational Thinking (CS/CT) by June 30, 2025:**

May-June 2024	May 2024-June 2025	
82	**1,680**	**Total number of teachers prepared**
0	**994**	**Total number of teachers implementing**

b. **The number of STUDENTS reached, including the number and percentage of students disaggregated by race/ethnicity:**

Group	Total Students	White	Two or More Races	Hispanic	Black	Asian	Native American
# of total students	63,871	38,421	2,677	5,074	13,332	3,687	681
% of total students	100%	60%	4%	8%	21%	6%	1%

c. **The number of STUDENTS reached, including the number and percentage of students reached, disaggregated by gender and socioeconomic status:**

Group	Total students	Male	Female	Socio economic status
# of total students	63,871	32,406	31,465	27,276
% of total students	100%	51%	49%	43%

d. **The number and percentage of students with passing Advanced Placement (AP) exam scores for high school AP courses, by gender, race, and ethnicity, once that data is available:**

AP exam score data was not available at the time of initial collection for the 2024-25 school year, as reported by districts.

e. **The number of teachers who started implementing CS compared to the number of prepared teachers who attended professional learning:**

994 teachers started implementing computer science compared to the 1,680 prepared teachers who attended professional learning, which equates to 59%.

f. **The number of elementary students who were provided integrated CS opportunities:**

Between September 2024 and June 2025, **51,903** elementary students were provided integrated computer science opportunities. This timeframe reflects teachers who received summer training with 2023-24 funding that was then implemented with students, as well as any 2024-25 funding that was able to be implemented before June 30, 2025.

g. **Progress in building a systematic grades K-12 CS plan using the SCRIPT* rubric:**

2023-24 awardees	2024-25 awardees	*SCRIPT (Strategic CSforALL Resource and Implementation Planning Tool) follows implementation science and has a district team work with the MDE CS consultant to create goals and a CS implementation plan for the district.
59	12	Districts have completed the SCRIPT workshop
0	2	Districts have scheduled a SCRIPT workshop
0	5	Districts have not yet scheduled a SCRIPT workshop

h. **Any agreements to provide pre- and post-assessments of teacher readiness for teaching computational thinking and computer science, and any data related to those assessments:**

2023-24 awardees	2024-25 awardees	
57	18	Districts have agreements in place for pre- and post-assessments of teacher readiness
0	0	Districts do not yet have an agreement in place for pre- and post-assessment of teacher readiness
2	1	Districts will not have an agreement, as they have chosen a tool that does not require an agreement for pre- and post-assessment of teacher readiness

i. **The number of in-person CS offerings** that were provided, expanded, or added using funding received under this section:**

Number of offerings	**The term "offerings" was confusing for districts. Some viewed it as course offerings for students, while others viewed it as professional learning offerings for teachers.
14	Districts with 0 offerings before June 30, 2025
13	Districts with 1-2 offerings before June 30, 2025
10	Districts with 3-5 offerings before June 30, 2025
10	Districts with 6 or more offerings before June 30, 2025
2	Districts with planned offerings **after** June 30, 2025

Appendix A: Pre-assessment vs. post-assessment teacher readiness data collected, as of June 30, 2025, from the TRAACT assessment by Project Tomorrow:

The TRAACT™ (Teacher Readiness to Adopt and Adapt Computational Thinking) survey, developed by Project Tomorrow, evaluates teachers' preparedness for integrating computational thinking or computer science into their classrooms. It offers a snapshot score that can be tailored to personalize professional development and track progress over time when utilized alongside the TRAACT Spectrum. This research-based tool, stemming from a Project Tomorrow National Science Foundation grant, evaluates not just teachers' competencies but also their attitudes toward computational thinking/computer science and digital learning. It offers valuable insights to coaches and leaders regarding teachers' confidence levels and their potential for sustained changes in instructional methods. This was the tool most used by districts awarded the 99b grant.

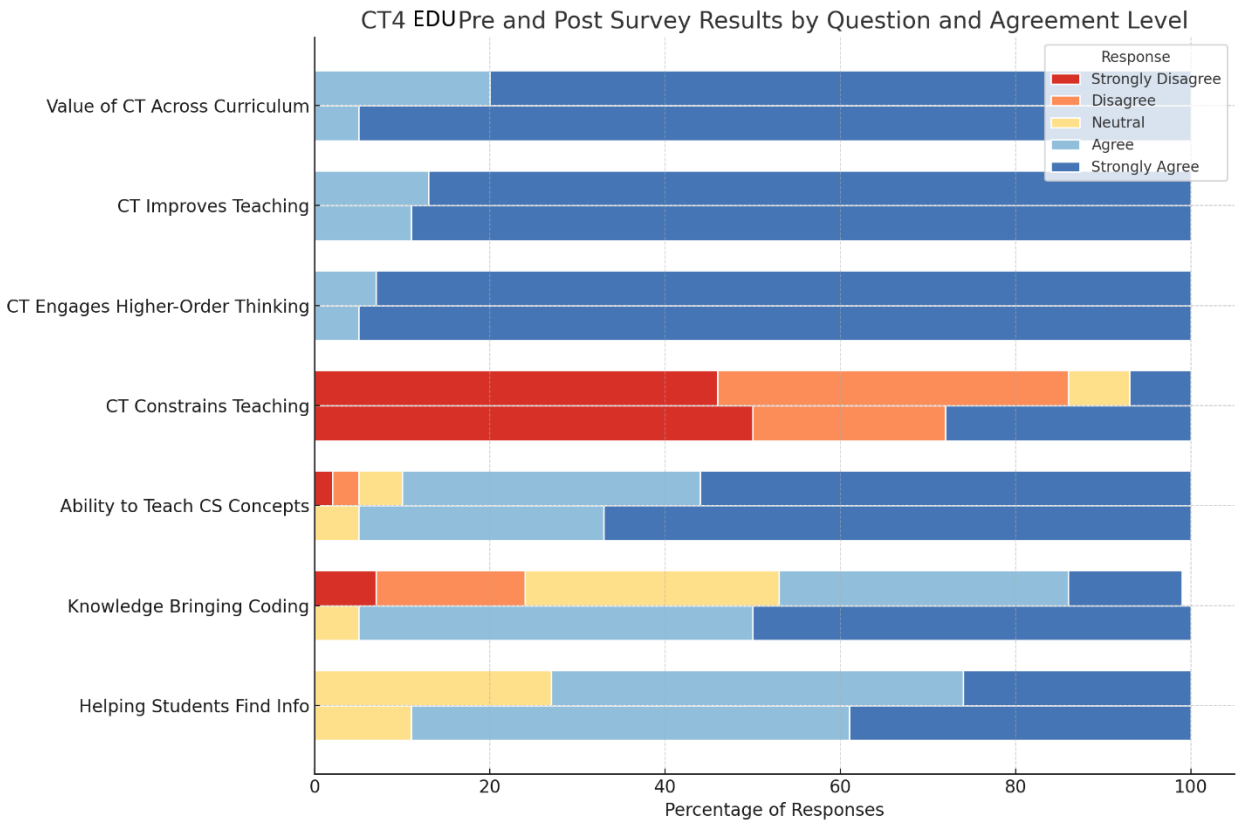
TRAACT: Teachers' Readiness to Adopt and Adapt Computational Thinking

		Incremental	Intentional	Impact	Innovation
Stages of Concern	Awareness	A1 - Awareness-incremental Teachers have limited awareness of CT and thus do not highly value the importance of CT skills for students. Teachers' use of technology within instruction is incremental (not fully integrated). This may be due to underdeveloped technology skills.	A2 - Awareness-intentional Teachers have a higher awareness of CT concepts, practices and principles but without effective implementation have not developed a value proposition yet. Technology skills are stronger, and the use of digital resources shows greater intentionality.		
	Valuation	V1 - Valuation-incremental Though still limited in awareness of CT, teachers show greater interest in the value of CT skill development. Leveraging that value proposition results in more CT class activities but efforts are sporadic, single content area focused and technology challenges limit effectiveness	V2 - Valuation-intentional Teachers place a higher value on CT skill development combined with a higher valuation on the use of digital tools in the classroom. But despite good intentions supported by strong value propositions, the CT class activities are still less sophisticated and may indicate a need for more advanced skill development. 536→333	V3 - Valuation-impact Propelled by advanced technology skills, teachers demonstrate a strong valuation on CT as important for students' future. Teachers have a higher CT competency also and demonstrate that they know how to impact student learning through the integration of CT concepts, practices and principles within the curriculum.	
	Management	M1 - Management-incremental Teachers have average to high CT awareness and tech skills coupled with a higher than average value proposition for CT. They are experimenting with more CT activities in the class. Teachers' concerns do not reflect CT integration in the classroom.	M2 - Management-intentional Teachers integrate CT regularly and the CT activities in the classroom indicate more sophisticated usage. However, their concerns focus on operational or structural considerations such as time spent organizing, managing, and scheduling CT activities.	M3 - Management-impact Teachers' skills and valuations on technology usage and CT skill development are all high. Correspondingly, CT class activities include a few higher impact activities that support student skill development. Concerns reflect a mix of operational vs. instructive issues.	M4 - Management-innovation Teachers are integrating CT concepts, practices and principles expertly, but are concerned that the "fit" between the resources they are using and their students' needs might be imperfect. Accordingly, they are looking at ways to efficiently adapt materials to best fit the differentiated needs of their students. 167→446
	Collaboration		C1 - Collaboration-intentional Teachers integrate CT regularly and are more often experimenting with new tools, but lack skills and knowledge to create collaborative, student centered learning experiences using CT tools.	C2 - Collaboration-impact Teachers use CT resources to create learner-centered environments that support collaboration, but frequency of those experiences is limited. Teachers' concerns are still focused on primarily operational issues.	C3 - Collaboration-innovation Teachers actively restructure/re-engineer their curriculum to integrate CT with increased emphasis on student collaborations and teacher professional learning collaborations using CT resources.
	Refocusing			R1 - Refocusing-impact Teachers are effectively using CT resources to create learner-centered, collaborative environments that impact student skill development. But teachers lack clarity on how to connect students' learning, CT strategies and the vision or mission of the school.	R2 - Refocusing-innovation Demonstrating high content, high computing integration, teachers adapt curriculum/practices based upon feedback and assessments and create their own CT assets as support. Teachers can accurately articulate the alignment of their CT practices to school objectives. 33→100

TRAACT Level	TRAACT Profiles	Pre-Survey	Post-Survey		
Beginner	A1, A2, V1, V2	536	73%	333	38%
Intermediate	V3, M1, M2, M3, M4	167	23%	446	51%
Advanced	C1, C2, C3, R1, R2	33	4%	100	11%

The TRAACT level data shows positive growth across all participant groups from pre- to post-survey, with notable increases in self-identified TRAACT levels. Beginners showed the most significant upward movement, while both intermediate and advanced groups also demonstrated meaningful progress in their confidence and skills.

Appendix B: Pre-assessment vs. post-assessment teacher readiness data collected as of June 30, 2025, from CT4EDU:



The CT4EDU pre- to post-survey results across all seven questions show clear positive shifts in participants' confidence and perceptions related to computational thinking and computer science integration. In the chart, the **top bar represents pre-survey responses,** and the **lower bar shows post-survey responses**, highlighting increases in "Agree" and "Strongly Agree" selections, particularly in areas like bringing coding into the classroom and helping students engage in higher-order thinking. These results indicate that the professional development experience effectively supported educators' growth in both knowledge and confidence.

Appendix C

Quotes from districts:

"These funds have been a wonderful opportunity for us to build our own internal training network for our staff, allowing us to reach more teachers in an efficient way. Without the funding, we would not have made the progress we have with integrating computer science."

"We appreciate the opportunity to introduce Computational Thinking to our district and would love to see the initiative continue. It would be nice to extend the current grant funds into future years so we can continue to provide PD to staff and provide new opportunities for students."

"As funding for 99b and computer science initiatives is in question in upcoming budgets, I want to strongly advocate for the continuation of funding. These foundational skills that all students will benefit from learning are so valuable to offer to all teachers to learn, and without the collaboration that 99b enabled, I don't know that these beginning connections would be made. As we consider the possibility of the future of 99b and computer science in education, we would benefit from continued funding. We would like to continue beyond the cohort of 7 teachers we started with this year, we would like to partner with Project Tomorrow and learn about computational thinking and its impact on student learning, and we would like to consider what could come next beyond that."

"As we consider the possibility of the future of 99b and computer science in education, we would benefit from continued funding. We would like to continue beyond the cohort of 7 teachers we started with this year, we would like to partner with Project Tomorrow and learn about computational thinking and its impact on student learning, and we would like to consider what could come next beyond that."

"We are very grateful for the funds that we received to help us add an instructional tech coach and receive training both through Project Tomorrow and CS for Michigan. It is our hope that we will be able to receive additional funding to continue our growth in this area so that access to CS and CT is expanded and equitable for all students."

"We also trained Instructional Assistants who are supported by highly qualified teachers to help in Makerspaces at all of our elementary and middle schools. This allowed us to serve all of our elementary and middle school students throughout the day and expose them to Computer Science."

"We are eager to continue this work, and with the change of a curriculum director at the beginning of the year, there was a bit of a challenge in developing more traction in implementation. Nonetheless, we are proud of the results that are found in the surveys shared by Project Tomorrow and look forward to future funding opportunities."

"Thank you for providing this grant opportunity this past school year. We hope that this grant will continue as we have additional courses and staff that we would like trained in best practices of Computer Science. Thank you!"

"This year was truly a learning year for us. I wish we had more money to continue the PD! We did do a TON of planning and feel great about how next year will go!"

"We have included computational thinking practices in all of the written curriculum documents for science, social studies, math, and English in the elementary schools."

"We are still working on training staff and putting together our CS programming. These funds have allowed us to start the process. A lot of the specific data regarding the impact on students and official class offerings is not available at this time. One of our elementary school teachers, who was trained, offers an Innovation Lab/Technology Special for student exposure."

"While the professional development was provided this year, the impact of programming is ongoing and in the pilot phase in many instances."