Today, the Computer Science Teachers Association (CSTA) has members in 144 countries. A full 40 percent of our members are outside of the US. Yet, many of our activities are very US-centric. As CSTA continues to evolve, we want to include all of our membership in the process.

With new board appointments this summer, five of our 11 board members were born outside of the US, and two of the 11 currently reside in other countries. We are reformulating most of our committees, and will be looking for volunteers from around the world to participate, and in some cases, chair those important working groups.

In the past year, I have had the pleasure of hearing from individuals in many different countries, telling their computer science (CS) stories. These included organizations such as: Apps for Good in the UK, NewTechKids in Holland, and KOFAC in South Korea. They remind me that we are all trying to address many of the same challenges when it comes to CS education today. At the same time, they provide even better reminders that great ideas come from everywhere, and that we can all benefit from more open exchanges of ideas.
We want to hear from all of our members—regardless of geographic location—how we can do better. This fall, we will be conducting a survey of our members outside of the US to better understand how CSTA can provide better value. What are the greatest needs? What are the limitations? How can we better grow as a community?

For the past year, as Executive Director for CSTA, I focused primarily on some of the internal and structural challenges within CSTA. Several of those initiatives are starting to bear fruit and a few more significant changes will occur over the next six months. With those changes in place, we will begin to focus more on member communication and member engagement. I am not promising changes overnight—we are not yet resourced to make that happen effectively. And yet, we are making progress and I promise that we will continue to do so.

Thank you for your continued support and interest in CSTA – the largest global association focused on CS teachers in primary and secondary education. Together we will introduce the next generation of students to the cool stuff that is CS.

CSTA MEMBERS ADD UP

<table>
<thead>
<tr>
<th>Number of countries represented</th>
<th>146</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSTA members, as of July 2016</td>
<td>23,454</td>
</tr>
<tr>
<td>United States</td>
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<td>California</td>
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<td>India</td>
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<tr>
<td>Egypt</td>
<td>318</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>291</td>
</tr>
</tbody>
</table>
It has been two years since England introduced computer science (CS) into its national curriculum. Now seems a good time to reflect on some of the challenges we’ve experienced in implementing the vision of an entitlement for all students to learn the principles of CS and get some practical experience of writing code.

The move from our old information and communication technology (ICT) curriculum to the new computing curriculum has happened in an era of small government. Whilst statutory regulation entitles all pupils to be taught computing, central and local governments have stepped back from the details of implementation in schools. There’s been a challenge to persuade school leaders to give computing the time and resources it needs, and rationales around understanding the foundations of digital technology, long term employability, or wider economic benefit only go so far. What does help is being able to make a cross-curricular case for computing’s importance, as well as access to high value qualifications that count in schools’ league tables.

The English computing curriculum was developed quickly and implemented overnight, without any phasing into the existing environment. The standards we’d written for students 11–14 years of age built upon the standards for those age 5–11 years, but come September 1, 2014, all students 11–14 years of age were to be taught according to the new, age-appropriate standards, despite few having learned any CS when at primary school. Secondary teachers have worked hard to establish the necessary foundations, but it was hard for students to meet the ambitions for CS at this level without the assumed prior experience.

Two years on, the situation has changed, and secondary schools are having to rethink introductory courses to take into account the programming experience that their new pupils already have. It’s a similar story at the other end of secondary education—university CS courses now need to build upon prior experience rather than assume none.

I think we’ve been effective in communicating the message that CS is a new subject on our curriculum. We’ve perhaps been less effective in getting across the message that the other strands of computing—information technology and digital literacy (understood as the applications and implications of computing)—remain as important as ever. Even within CS, it’s been a challenge to strike the right balance between thinking and doing. Many have been eager to embrace coding, but sometimes at a superficial level, which seems to do little to develop any deep understanding of CS principles. Others have emphasized the importance of computational thinking and unplugged approaches, but sometimes at the expense of actually writing code.

Almost uniquely, the entitlement to CS meant that many teachers now had to teach a subject they themselves had never been taught. Early on, Computing At School (CAS) decided that the immediate focus for professional development had to be on teachers’ subject knowledge. National projects like Barefoot Computing, QuickStart Computing, Tenderfoot Computing, CAS TV, and the British Computer Society (BCS) certificate in CS teaching, as well as CAS’s network of university-based regional centers, local hubs, and “master” teachers have done much to support teachers in filling this gap. And many CS teachers have gone on to deepen their CS knowledge through independent study or events such as Raspberry Pi’s Picademy.

While there’s much that can be learned from the early days of Logo programming in schools and from undergraduate CS education, England implemented a CS curriculum without much clarity over how to teach CS to children. It’s been fascinating to see how teachers have evolved models of effective practice for themselves, with a broad consensus building over shared pedagogic principles, such as the need for planning to come before coding, the importance of reading and editing code, the
impact of making, the power of pair programming (and peer instruction), the links between debugging and resilience, and the need to promote a genuinely inclusive approach to computing education.

England hit the ground running with implementing CS education for all, but we’ve not yet overcome some of the early challenges—this remains a work in progress. It’s been an exciting journey so far, but it is crucial that now we step back and evaluate what has worked and what hasn’t.

LEARN MORE:
CAS: computingatschool.org.uk
Barefoot Computing: barefootcas.org.uk

CSTA CONFERENCE IS A HIT!

Philip East and Stephanie Hoeppner

The CSTA 2016 Annual Conference, Making Waves, has concluded with a splash! The feedback and interactions with attendees indicate that the conference was a HUGE success! The conference was the largest in the 16 years of our existence (the first CS&IT Symposium was held in Atlanta in 2000). The numbers tell the story:
• Most attendees (585)
• Most workshops (one and a half days with 19 three-hour workshops)
• Most sessions (30 one-hour sessions, three sessions with three mini-sessions each, plus administrator sessions)
• Most vendors displaying their support of K–12 computer science (28).

Sessions included general and specialized sessions for the whole range of K–12 levels in every time slot. The conference was balanced across four strands focusing on administrators, Advance Placement Computer Science (AP CS), K–8, and a mixed strand. Issues related to equity and access were threaded throughout.

The “keynote” presentations were somewhat different than in the past. There were three plenary sessions this year. Monday at noon we were treated to a viewing of the film, The Computers: The remarkable Story of the ENIAC Programmers, produced by Kathy Kleiman. Unfortunately, Kathy was not able to attend.

In the Tuesday morning plenary, Gary Beach moderated a panel of CIO-like business executives who shared their thoughts and responded to questions about “Computer Science for All: How Business Must Be Engaged.”

In the closing general session, Vandana Sikka, Chairperson for InfoSys USA, interwove a number of videos to communicate her message about the importance of CS education in K–12 and how teachers are the key to that support.

The planning for the 2017 CSTA Annual Conference, to be held July 9–11 in Baltimore, has already begun. Be on the lookout for the call for session proposals in late August or early September. Expect a relatively fast turnaround time (due date in early October).

As with all CSTA events, we’re assessing our successes and noting areas for improvement. According to attendee feedback on the conference evaluations, it appears that attendees were very happy with the professional development opportunities they chose. Please feel free to contact Philip East (east@cs.uni.edu), Program Chair, and Stephanie Hoeppner (smhoeppner@gmail.com), Workshop Chair, with your suggestions for next year’s conference.

See you next summer in Baltimore!
THE IMPORTANCE OF CSTA TO ACM AND THE WORLD

Bobby Schnabel

In early July, I had the great pleasure of being a guest at the meeting of the CSTA Board of Directors, one of the first in-person meetings of the board since I joined ACM as CEO last November. While I have been well aware of CSTA and have interacted extensively with its leadership nearly since its inception, this was my first opportunity to attend a CSTA board meeting. I was very impressed by the talent of the board members and their enthusiasm about the great opportunities facing CSTA.

When ACM founded CSTA in 2004, I doubt even those people pushing passionately and hard for the importance of secondary and elementary school computer science (CS) education could have foreseen where we would have reached by 2016. In the US, 9 in 10 parents say that they want their children to study CS, thousands of teachers are participating in CS professional development programs annually, participation in the Advanced Placement CS exam is growing dramatically, and President Obama has started the CS for All initiative. Across the world, CS has become a required pre-university subject in nations such as the UK, and over 100 million students have tried the Hour of Code in over 180 nations around the globe. All of these developments make the importance of CSTA greater than ever.

The relationship between ACM and CSTA always has been close, not only organizationally (CSTA is a sub-organization within ACM) but also programmatically. For example, ACM’s Education Policy Committee has played an important role in raising the awareness of pre-university CS education in the US and around the world, and CSTA executive directors, Chris Stephenson and Mark Nelson, have been key members of this committee.

The 2010 Running on Empty report, which was pivotal in raising awareness of the failure to teach CS in US secondary and elementary schools, was co-produced by ACM and CSTA, with the CSTA executive director at that time, Chris Stephenson, as one of the report’s authors. ACM and the Education Policy Committee also played a key role in starting CS Education Week with CSTA as a crucial contributor. As the ACM Education Policy Committee now turns its attention to global issues in pre-university education policy, the wealth of CSTA’s global connections are a particularly important asset.

ACM and CSTA have partnered in numerous events over the past ten years that have educated government leaders and computing professionals about the importance and state of pre-university CS education. All these activities have been an excellent complement to ACM’s long-standing leadership in university-level computing education, led by its Education Council and including the undergraduate curricula in CS, computer engineering, information systems, information technology, and software engineering that are standards throughout the world. CSTA leadership has long participated in the ACM Education Council, providing a strong bridge between pre-university and university activities.

We are now entering a time of tremendous need and opportunity for CSTA. As the demand for pre-university CS education grows dramatically, so does the need to provide community and resources for CS
teachers, and to partner with, and support organizations, engaged in CS teacher professional development. In the US alone, providing CS education in each of the nation’s over 30,000 public secondary schools will require well over 50,000 trained CS teachers, and across the world these numbers run into the hundreds of thousands. These teachers will look to CSTA as their professional home. Under the leadership of CSTA Executive Director Mark Nelson and the CSTA staff and board, CSTA is stepping up to this challenge in excellent fashion.

It has been my great pleasure to work closely with Mark, as well as with the CSTA staff and board, to help assure that ACM is providing CSTA with the partnership and organizational attributes that help it step up to this exciting challenge. I’m always open to your suggestions of how ACM and CSTA can best partner together.

Most importantly, thanks to every member of CSTA for your dedication to CS education, one of the most important ways that we can prepare today’s children for tomorrow’s world.

LEARN MORE:
ACM: www.acm.org
Running on Empty: runningonempty.acm.org/fullreport2.pdf
Rebooting the Pathway to Success: pathways.acm.org/ACM_pathways_report.pdf

THANK YOU! THANK YOU!

CSTA Annual Conference organizers and CSTA membership thank...

- The 2016 CSTA Annual Conference sponsors: ACM, Google, Microsoft, Oracle Academy
- Cyber Innovation Center and Qualcomm Thinkabit Lab for “just in time” help to equip the Raspberry Pi workshop
- iBoss for hosting the evening event at iBoss headquarters
- Conference program committee and the dozens of volunteers
- Conference workshop leaders
- Conference presenters
- Conference keynote speakers: Gary Beach, CIO Magazine, CIO Panel (Alison Derbenwick Miller, Oracle; James Nanton, UST Global; and Marina Lubinsky, Oakwood); and Vandana Sikka, Infosys Foundation USA

The 2016 CSTA Annual Conference was a success because of your generosity and dedication to computer science education. Thank you.

CONGRATULATIONS

Congratulations to the random drawing winners from among the CSTA Conference attendees who completed the evaluation.

They each won a Verizon LG G Pad X8.3.

Joon Kim, Margot Phillipps, Justin Smith, Dawn Sorenson, and Joyce Yoko Sullivan

Thank you, Verizon, for providing the tablet prizes.

Thank you to everyone who provided feedback on the conference. Your comments will help shape future events.
Beyond fantastic professional development, the CSTA Annual Conference provides a platform for sharing exciting announcements and new member benefits with the CSTA K–12 computer science (CS) education community.

- Codio and CSTA partnered up to bring CSTA members a new member benefit; a web-based CS teaching platform is now available to CSTA members at no cost. Codio includes a unique combination of technologies that you’ll find hard to match. It provides a professional grade IDE, learning management and course authoring tools, project templates, and curriculum all in one. CSTA members can sign-up at: codio.com/blog/codio-provides-free-access-to-csta-community-for-teacher-professional-development.

- CSTA’s Cyber Teacher Certification will soon be available to countries outside the US. Among the first countries it will be offered to are Australia, Canada, and the UK. Watch for further information via CSTA Announcements. Sign up to receive all of CSTA’s announcements at: visitor.r20.constantcontact.com/manage/optin?v=001-LUVny3yzxWvmrqvipeuG3ARDVtRef2z.

- CSTA is pleased to share that the Cyber Teacher Professional Development Certificate is now corporately-funded and that there is a limited number of scholarships available. This professional development program is designed to better equip educators for teaching cybersecurity in the classroom. To find out more and start earning eight CEU clock hours, follow the Scholarship link at the top of the page: bit.ly/cyberteacher.

- Infosys will be endowing ACM/CSTA with funding for Teacher of the Year awards. Vandana Sikka, Chair of Infosys Foundation USA (www.infosys.com/infosys-foundation), made the announcement in the closing keynote at the conference. More information and the call for nominees will be shared in early September.

- A CSTA Volunteer of the Year award has been initiated. The inaugural recipient of the award was Deborah Seehorn for her dedicated and ongoing service to the association. Seehorn’s volunteer work includes serving as the previous Chair for the CSTA Board of Directors, Chair of the Curriculum Committee, and Co-chair of the Standards Revision Task Force, to name just a few.

- A new Game Design Certification is under development. Zulama (zulama.com) and CSTA are partnering to create the certification program. CSTA members can expect to hear more about it when the certification becomes available.

- The 2017 CSTA Annual Conference will be held at the Renaissance Baltimore Harborplace Hotel in Baltimore, Maryland, July 9–11, 2017. CSTA has promised that next year’s conference will have even more professional development opportunities and a larger exhibit hall. The call for submissions will be open in late August or early September. We look forward to seeing you there!

**IMPORTANT: To receive CSTA announcements via email, you must opt in. If you’re not receiving announcements from CSTA and don’t want to miss out on news about member benefits, visit: visitor.r20.constantcontact.com/manage/optin?v=001-LUVny3yzxWvmrqvipeuG3ARDVtRef2z.**
Phillip Snalune, Amy Box, and I were very excited to be at the 2016 CSTA Annual Conference in San Diego. We were able to bask in the glorious California sunshine and more importantly, announce our partnership with CSTA.

In addition to our partnership, we also decided to offer the Codio platform at no cost to every member of CSTA for professional development purposes. As computer science (CS) education becomes a required subject across school districts, we see the challenges teachers have to overcome. Many teachers have little or no experience with the subject matter. In some cases, teachers are simply “assigned” to teach the subject.

In almost all other subjects, curriculum and teaching methods have been long established. There are teacher training programs and most teachers have the opportunity to attain a degree of mastery before facing the classroom. This is not typically the case with K–12 CS classes. As a result, teachers need as much help as they can get to build their skills and confidence.

Codio can help teachers, regardless of their experience, with both platform and curriculum. Codio’s platform is a cloud-based infrastructure. Imagine having a computer lab set up and ready to go when the class begins. Teachers establish the lesson instructions in the cloud and can be 100% confident that it will be ready for their students when they arrive.

- Codio removes the pain associated with configuring computers for coding.
- Codio requires only a browser so it doesn’t matter whether students are on a school computer or at home.
- Students can immediately begin coding using templates in Python, Java, other language, database, or tool.
- The web-based coding environment is perfect for beginners and progresses with the students’ skills.
- The curriculum includes more than 80 courses in Python, Java, and Javascript, as well as Linux, MySQL, and web development.
- All of the course materials are open source and can be copied, modified, or collaborated on.
- Tutorials provide support and documentation.
- Codio has a rich authoring tool called Guides that enables teachers to create their own teaching materials that can control the Codio IDE and deliver engaging “learn by doing” experiences.

We would love to see teachers use the Guides to produce their own teaching content and collaborate with other teachers to create a body of professional development content that is owned and curated by the teaching community. Codio plans to provide the technical backup and resources to make this a reality. Please contact us if you would like to build and collaborate on PD content.

Codio also has support for regional training hubs at the city, district, or state level. If you would like to run a regional PD hub, let us know and we can set it up for you.

Sign up for a free Codio account: codio.com/blog/codio-provides-free-access-to-csta-community-for-teacher-professional-development. Contact us by email at: help@codio.com.
STUDENT OPPORTUNITIES
NCWIT "ASPIRATIONS IN COMPUTING" OPENS SOON

Ammi Ludwick

We all know that we need more young women in computing. According to By the Numbers (www.ncwit.org/bythenumbers), in 2015 only 22% of Advanced Placement Computer Science (AP CS) test-takers were female. The NCWIT Aspirations in Computing (AiC) program was designed to reverse this trend by providing encouragement and visibility, and recognizing technically-inclined young women.

AiC is a talent development initiative of the National Center for Women & Information Technology and the NCWIT AiC program honors young women in grades 9 through 12 for their computing-related achievements and interests.

The AiC Award offers both a national and local competition to generate support and visibility for women’s participation in computing nationwide. Last spring, over 2,300 women were recognized representing all 50 states, the District of Columbia, Puerto Rico, and overseas US Military bases.

We want to honor even more students this year and that means we need you! More than two-thirds of applicants say they applied because they were encouraged to do so by an educator. You inspire these young women every day and are the people who employ new ways to engage them. It is through your teaching that they see the value of CS education.

Past award winners report becoming more “proud, inspired, determined, confident, excited, and encouraged” about futures in computing from winning the Award.

In addition to identifying a pool of talented young women, NCWIT also recognizes outstanding educators like you who play a pivotal role in helping to encourage young women to continue exploring their interest in computing and technology. Through the NCWIT AiC Educator Award, each recipient is given up to $1000 in cash and professional development funds, and is honored at the regional award ceremony alongside the students.

“This has opened up my mind to finding new ways to help these ladies achieve goals they once thought were impossible,” one Educator Award winner reported.

Applications for the 2016 AiC High School and Educator Awards open September 1, 2016. For applications or for information about NCWIT or the AiC program visit www.aspirations.org or contact aspirations@ncwit.org.

CLASSROOM TOOLS
SUPPORTING TEACHERS AROUND THE GLOBE

Ed Price

This is an exciting time as more and more options spring up to help teachers and educators all around the world teach their students computer science (CS). There are many great organizations that provide free tools and training programs. Alice and Scratch were some earlier efforts that led the way in showing the value of teaching kids to program.

Microsoft has been involved in providing free tools and education programs for many years. Microsoft’s Imagine Cup (www.imaginecup.com) started in 2003 and now countries all around the world offer national competitions and send teams to the international Imagine Cup finals.

DigiGirlz (www.digigirlz.com) has been leading coding camps for girls since 2004 and it is running 18 camps outside the US in 2016.

Free versions of Visual Studio (VS) have been available since 2005. The VS Community and VS Code support more open-source programming languages than any other IDE. Support resources have been translated and localized into 10 display languages (locales) in Visual Studio Code and 14 localized languages in VS Community. Localized resources have been adapted to meet the needs of each particular language and culture. See the list at: aka.ms/VSCodeLocales.

Microsoft Small Basic (aka.ms/SmallBasic) first came on the scene in 2008 as a programming language + IDE to teach kids syntax/text-based programming. It has
been translated and localized into 20 languages in the IDE, API reference docs, and teaching curriculum, with more language translations in progress.

Kodu Game Labs, symbol-based programming that features 3D/Xbox-like graphics, was introduced in 2009, and the team has recently added Korean, Japanese, Chinese, and Norwegian translations.

Microsoft’s TEALS (Technology Education and Literacy in Schools) program, which brings professional developers into CS teachers’ classes, also started in 2009. Touch Develop was introduced in 2011 and has been localized into 13 languages.

Whether you need help learning how to do something, are looking for tips and tricks, want to collaborate on related curriculum, give direct feedback to the Microsoft team members, or learn about a specific topic, such as Windows, Office, robotics, or advanced game development, we’re here to provide support designed especially for CS educators.

There are now 30+ different teams, tools, and programs designed to help CS educators. The first stop for accessing these resources is Microsoft.com/education. You will find an abundance of resources and training programs, including opportunities to connect with other educators in specific countries and innovative ways to connect with educators on Skype.

We also want to connect you directly with the engineers making the products and with the team members running the programs through the Microsoft CS Teachers Network (aka.ms/MCSTN). Note that this network is exclusively for educators; it excludes students or employees/affiliates of other large technology companies.

Thank you all for everything you’ve done to help train the future generations of technology industry leaders, and we look forward to supporting teachers all around the world!

WANTED! YOUR IDEAS FOR CSED WEEK
WHAT ARE YOU AND YOUR STUDENTS DOING TO PROMOTE CS EDUCATION?

In the next issue, we want to feature CSEd Week stories from your classroom and community. What did you do in previous years that was successful? What were the keys to that success? How did you include students? Did you collaborate with others? Was this a CSTA Chapter activity? Do you have advice to offer?

And what are your plans for this year? What are your goals?

Let us know so we can tell the world! Send your story to: publications@csta-hq.org.

2016 CSTA CONFERENCE NUMBERS
The CSTA Annual Conference gets bigger and better every year!
Total Conference attendees: 585
Administrators: 65
Countries represented: 15
Sessions: 57
Workshops: 19
Keynotes: 5

Mark your calendar now for the 2017 CSTA Annual Conference
July 9-11, 2017
Renaissance Baltimore Harborplace Hotel, Baltimore, Maryland
Watch for announcements at: cstaconference.org
COMING IN THE NEXT VOICE...

REFLECTIONS ON THE PAST AND FUTURE OF CS EDUCATION

Editor’s note: In the next issue of the Voice, Judith Gal-Ezer will reflect on the past and offer insights into the future of computer science (CS) education. Judith is a CS professor at the Open University of Israel (OUI). She served as head of the Mathematics and CS department, head of the Development division, and Vice President for Academic Affairs at the OUI for almost ten years. Gal-Ezer was on the Ministry of Education professional committee, which put together the CS curriculum for Israeli high-schools. She later chaired this committee, and is now member of the committee for elementary, middle (junior high), and high-school curriculum. She is the recipient of ACM SIGCSE 2007 “Special Contribution to CS Education” and of the IEEE 2015 Computer Society “Taylor L. Booth Education Award” for outstanding research and its practical application in the field of CS education. Professor Gal-Ezer serves now as a member of ACM-Europe Council, EUACM Steering Committee, and the Advisory Council of CSTA, and on Google's Online Education Advisory Council.

“In recent years, numerous publications in the CS education professional literature began with the sentence: ‘CS is a young discipline and CS education is even younger.’ Well, time passed and CS education grew up. It might not be mature enough, yet knowledge and experience have been accumulated, the community has grown, and time for reflection has come. In light of the past 20 years and looking forward to the future, I’ll try to reflect on important issues that deserve attention.” ~ Judith Gal-Ezer

...more in November.

MARK YOUR CALENDAR

2016 Aspirations High School and Educator Award
Applications open September 1, 2016
www.aspirations.org

Consortium for Computing Sciences in Colleges (CCSC) (Midwestern)
September 30–October 1, 2016, Upland, Indiana
www.ccsc.org/midwest/conference

CCSC (Northwestern)
October 7–8, 2016, Portland, Oregon
www.ccsc.org/northwest/2016

ISSEP 2016 / WIPSCE 2016
October 13–15, 2016, Münster, Germany

CCSC (Rocky Mountain)
October 14–15, 2016, Denver, Colorado
www.ccsc.org/rockymt

CIE (Conference on Informatics in Education)
October 14–16, 2016, Piraeus, Greece
195.130.124.90/cie/

CCSC (Eastern)
October 28–29, 2016, Frostburg, Maryland
www.ccsc-eastern.org

CCSC (Southeastern)
November 4–5, 2016, Asheville, North Carolina
www.ccscse.org

CSEd Week
December 5–11, 2016, in YOUR community
csedweek.org

SIGCSE
March 8–11, 2017, Seattle, Washington
sigcse2017.sigcse.org

2017 CSTA Annual Conference
July 9–11, 2017, Baltimore, Maryland
cstaconference.org

Check the most recent CSTA events on the CSTA website
www.csteachers.org/ProfDev
List your CSTA event by contacting t.nash@csta-hq.org