

Offering mentoring to more teachers

Structured mentoring is a proven, cost-effective practice leading to student success. Governor Inslee recommends \$3 million for mentoring first-year teachers. This additional investment will not just attract bright, promising educators to the classroom but help retain exceptional teachers. This, in turn, will lead to better education outcomes as it addresses the opportunity gap.

Preparing our Students Now for the STEM Jobs of Tomorrow

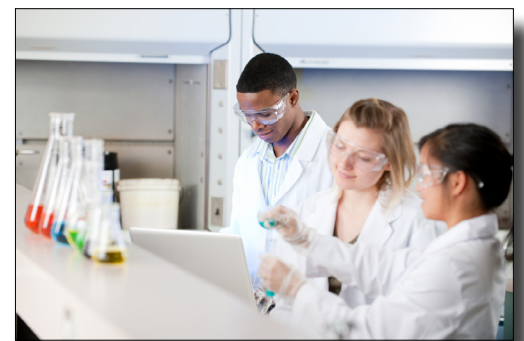
Washington is home to some of the world's most innovative and successful companies, Amazon, Microsoft, Boeing, Starbucks, Costco and the Fred Hutchinson Cancer Research Center among them. Yet despite the highly talented workforces employed by these giants, more than 25,000 jobs requiring STEM (science, technology, engineering and math) skills are unfilled, according to a 2013 survey by the Washington Roundtable. These run the gamut from manufacturing to health care, construction to aerospace engineering. That number is expected to swell to 50,000 by 2017. Of these jobs, two-thirds will require a certificate, apprenticeship training or four-year college degree.

Educators and employers recognize that our young people must be equipped with the skills to qualify for these and other good-paying jobs that represent their future. With several immediate challenges, Governor Jay Inslee has developed a two-pronged strategy to better prepare our students for the future.

Ensuring that the high school diploma better prepares students for a career or college

After several years of careful deliberation and listening to families, educators and employers, Washington is on the verge of adopting more rigorous high school graduation requirements. The requirements are aimed to give students the skills and knowledge to further their education or enter a career in an increasingly competitive economy — and an economy that needs STEM-qualified employees, especially in math and science — more than ever.

Legislation will be introduced in the 2014 session to authorize the State Board of Education to require 24 credits for the Career and College Ready diploma. Legislation will also be introduced to offer students flexible pathways to satisfy STEM requirements for their diploma. For instance, students could meet science or math requirements through classes offered in career and technical education (CTE) or through a skills center.



The Office of Superintendent of Public Instruction, in consultation with technical work groups, will develop curriculum frameworks for a list of CTE courses whose content in STEM is considered equivalent to science and math courses that meet the high school graduation requirements. The CTE course content would also be aligned with both state learning and industry standards.

These graduation policy bills, along with legislation passed in 2013 that requires 1,080 hours of instruction annually be offered in secondary schools, will help ensure a solid education foundation and a meaningful diploma for all students. As a result, the diploma will better prepare students for starting a career or entering training or apprenticeship programs ready to be successful on the first day. The diploma awarded at graduation will also better prepare students to enter college-level programs without the need for costly remedial courses at the two- or four-year level. Together, these policy changes to increase high school graduation requirements and offer equivalent courses will drive the STEM readiness that Washington students need to compete in the global economy at levels ranging from industry certification to graduate education.

Getting more students more real-world experience in STEM fields

Governor Inslee, working with Superintendent of Public Instruction Randy Dorn, became the first governor in the country to adopt the Next Generation science standards for Washington's schools. NextGen science offers rigorous, new curricula and relevant project-based learning to build STEM competency for all students. The NextGen science curricula provides grade-appropriate instruction at every level, from introducing elementary students to science as naturally curious kindergarteners to providing advanced coursework and technical labs to 12th graders.

To encourage more youth to pursue the thousands of exciting STEM job opportunities awaiting them, the Governor believes that we must not just build STEM literacy from the early learning years onward, but give our students real-world learning experiences and relationships. To this end, Governor Inslee will continue building on the passage of House Bill 1872, which called for setting up the STEM Alliance. The alliance will approve a framework of goals and indicators for STEM learning and issue its first report card benchmarking Washington's STEM vision, regional networks and programs spanning P-20 education. Expanding the number of student internships and mentorships is anticipated to be an early recommendation.

The Governor's 2014 supplemental budget includes funding for the Mathematics and Science Achievement, or MESA program, which offers academic support to STEM students from under-represented populations at six community and technical colleges.

With the new graduation requirements and course equivalency requirements in place, every student in Washington will see pathways for his or her future that include STEM literacy. Ultimately, our children will graduate from high school ready to be employed, ready to take additional training or ready to enroll in college in the promising STEM field.