WASHINGTON STATE

THE CHALLENGE

Fostering Synergy between Washington's Education System and Its Technology-Driven Economy.

Aligning the education system with employers' needs in Washington requires a direct focus on STEM education.

Washington's growing high-tech economy creates high-skilled, high-wage jobs, putting pressure on the state's postsecondary education and training system to keep pace with employer demand.

Washington's employers are experiencing a growing number of unfilled vacancies due to a lack of qualified candidates.

The Governor's STEM Education Innovation Alliance:

- Proposed by Governor Jay Inslee and approved by the Washington State Legislature in 2013 in House Bill 1872.
- Includes members from business, labor, nonprofit, and education organizations.
- Advises the Governor on policies designed to advance STEM education for a diverse population and prepares graduates for employment opportunities in Washington's technology-driven economy.
- Endorsed to ensure that graduates are STEM literate, which is defined as having the ability to identify, apply, and integrate concepts from science, technology, engineering, and mathematics to understand complex problems and innovate to solve them.
- Ensures that creativity, the arts, and other essential elements of a liberal education are integrated with STEM curricula.
- Collaborates with the NGA Policy Academy, which will play a key role in advancing the STEM Alliance agenda, catalyzing efforts to bring disparate resources together and promoting best practice strategies.

FORGING KEY PARTNERSHIPS

The STEM Education Innovation Alliance will work with key partners.

- Regional STEM networks: In South King County (Puget Sound), Spokane, Tri-Cities, Vancouver, Yakima Valley, and Snohomish County will help build education and training systems aligned with the needs of local and state economies.
- Washington STEM: Will help forge strong relationships with crucial partners in this endeavor and coordinate annual statewide summits, convening a broad range of interested education, business, and community leaders, as well as policymakers and philanthropists.
- Established organizations focused on STEM issues like Washington Mathematics Engineering Science Achievement (MESA) and Leadership & Assistance for Science Education Reform (LASER) will form a solid foundation on which policy actively can build.

TRACKING PROGRESS

- A talent supply and demand dashboard will provide a valuable mechanism for tracking progress, sharing data, and focusing strategic attention on areas of the education pipeline that could be most productively improved.
- Jim Schmidt, Director of the Education Research Data Center, will lead the effort to create this essential strategic tool.

CONTACT INFORMATION

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THE GOVERNOR’S STEM EDUCATION INNOVATION ALLIANCE:

- Leverages resources of the NGA Policy Academy to identify best practices.
- Collaborates with key partners from the education, business, labor, and nonprofit sectors.
- Advises the Governor in the development and implementation of policies to advance STEM education.
- Tracks progress through the creation of a dashboard.
- Refines policies based on the results in an iterative process.

ABOUT THE ALLIANCE

- Narrowing or closing of STEM employment skill gaps.
- Increase number of graduates from postsecondary institutions with degrees in STEM fields.
- Increase the number and diversity of STEM supply.
- Increase number of graduates from high employer demand professional technical programs in public and community colleges.
- Increase number of graduates from high employer demand professional technical programs in public community colleges and technical institutes.
- Increase the number and diversity of STEM-enriching learning opportunities both inside and outside the classroom.
- Increase number of STEM graduates from high employer demand professional technical programs in public community colleges and technical institutes.
- Increase number of graduates from high employer demand professional technical programs in public community colleges and technical institutes.
- Increase the number and diversity of STEM-related degrees.

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STATE ACTION PLAN

Vision

- Washington faces the challenge of aligning its education and career training system with a rapidly growing and dynamic technology-driven economy.
- The Governor is committed to a focus on STEM education to promote the health of the economy and to boost student prospects for seizing the high-skill, high-wage opportunities our thriving innovation economy offers.

Data

- Washington has a number of ongoing data projects it can leverage to integrate and track education and workforce data to inform policy, monitor progress, and measure success.
- In addition, a new dashboard will be created that is dedicated to tracking progress on a range of specific metrics closely related to the objectives in Washington’s Action Plan.

Partnerships

- Partnerships with Washington STEM and Regional STEM networks will help build education and training systems aligned with the needs of local and state economies and strong relationships with crucial partners. Annual statewide summits will be convened with a broad range of education, business, and community leaders, as well as policymakers and philanthropists.
- Established organizations focused on STEM, like Washington Mathematics Engineering Science Achievement (MESA) and Leadership & Assistance for Science Education Reform (LASER), will form a solid foundation on which policy activity can build.

Resources & Incentives

- An asset map of state and federal funding and programs intended for improving education, workforce training, or economic development will be developed.
- We will explore options to expand existing performance funding mechanisms to increase the effectiveness and efficiency of the state’s postsecondary, workforce and career tech systems.

LEADING CHALLENGES AND SUCCESSES

Top policy or action item that we hope to learn more about from other states?

- How other states with technology-based economies are addressing the challenges of aligning their education systems with employment opportunities.
- Best practice insights in the development and uses of a talent demand and supply dashboard.

Critical work we are completing now that we can share with other states?

- Results Washington, a web-based, data-driven performance management and continuous improvement system (http://www.results.wa.gov/).
- Governor’s STEM Education Innovation Alliance, a committee appointed by Governor Inslee with members from business, labor, nonprofit, and education organizations to advise and guide statewide STEM education initiatives (http://www.governor.wa.gov/news/releases/article.aspx?id=323).
- Washington STEM Framework for Action and Accountability, an outline of measurable goals and indicators to track progress in improving STEM education and workforce outcomes (http://www.washingtonstem.org/).
- Early implementation of Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS).
- Washington Education Research Data Center (ERDC) data tracking efforts: (1) longitudinal P20-through-workforce data tracking and (2) annual STEM Benchmark Report Cards, using key metrics associated with the Washington STEM Framework for Action and Accountability (http://www.erdc.wa.gov/).
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### Washington NGA-STEM Project 2014 -16

**Dashboard Framework**

<table>
<thead>
<tr>
<th>K-12 STEM Readiness</th>
<th>Postsecondary STEM Achievement</th>
<th>Workforce STEM Careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL 1: Increase the number of K-12 students who graduate prepared for postsecondary STEM studies</td>
<td>GOAL 2: Increase the number of students who graduate prepared for STEM careers</td>
<td>GOAL 3: Improve alignment of STEM education programs with STEM &amp; STEM-related workforce needs and employment opportunities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. Student achievement in STEM courses in the K-12 system</th>
<th>3. Enrollment in postsecondary STEM programs</th>
<th>5. Narrowing or closing of STEM skill gaps in high employer demand fields</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Number of Math courses completed</td>
<td>3a. Enrollment in Computer Science and Information Technology programs</td>
<td>5a. Skills gap in Computer Science and Information Technology</td>
</tr>
<tr>
<td>1b. Number of Science courses completed</td>
<td>3b. Enrollment in Science and Mathematics programs</td>
<td>5b. Skills gap in Science and Mathematics</td>
</tr>
<tr>
<td>1c. K-12 STEM classes taught by educators trained in the discipline</td>
<td>3c. Enrollment in Engineering and Related Technology programs</td>
<td>5c. Skills gap in Engineering and Related Technology fields</td>
</tr>
<tr>
<td>1d. Teachers/School leaders with STEM-related degrees</td>
<td>3d. Enrollment in Health programs</td>
<td>5d. Skills gap in Health fields</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Student preparedness for college-level study in STEM fields</th>
<th>4. Number of graduates in postsecondary STEM degree or certificate programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. Percentage of students completing 3 or more Math courses</td>
<td>4a. Number of graduates from post-secondary institutions with degrees in STEM fields</td>
</tr>
<tr>
<td>2b. Percentage of students completing 2 or more Science courses</td>
<td>4b. Number of graduates in STEM academic transfer programs in public community and technical colleges</td>
</tr>
<tr>
<td>2c. Percentage of students passing tests in STEM subjects</td>
<td>4c. Number of students earning credentials in high employer demand professional technical programs in public community and technical colleges</td>
</tr>
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<td><strong>Postsecondary STEM Achievement</strong></td>
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<tr>
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<tr>
<td>2d. Number of dual-credit STEM courses completed</td>
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<tr>
<td>2e. Student interest in STEM fields</td>
<td></td>
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<tr>
<td>2f. Supplemental STEM-enriching learning opportunities both inside and outside the classroom</td>
<td></td>
</tr>
<tr>
<td>2g. Project-based, career, workplace, and community learning opportunities that provide STEM and 21st century skills</td>
<td></td>
</tr>
<tr>
<td>Broad Goals</td>
<td>Metrics</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
| **Goal 1:** Increase the number and diversity of STEM literate students in the education to career pipeline. | **Indicator 1:** Student interest in STEM fields  
**Indicator 2:** Student STEM achievement in PreK-12 system  
**Indicator 3:** Student readiness for college-level study in STEM fields  
**Indicator 4:** Enrollment in postsecondary STEM programs  
**Indicator 5:** Increase project-based, career, workplace, and community learning opportunities that provide STEM and 21st century skills  
**Indicator 6:** Increase supplemental STEM-enriching learning opportunities both inside and outside the classroom |
| **Goal 2:** Increase the diversity and capacity of K-12 teachers and schools to deliver high-quality, effective STEM education to diverse populations | **Indicator 7:** K-12 STEM classes taught by educators trained in the discipline  
**Indicator 8:** Teachers/School leaders with STEM-related degrees |
| **Goal 3:** Expand capacity and pathway options for postsecondary and adult training programs to increase the number and diversity of STEM literate adults | **Indicator 9:** Graduates from post-secondary institutions with degrees in STEM fields  
**Indicator 10:** Increase number of graduates in academic transfer STEM programs in public community and technical colleges  
**Indicator 11:** Increase the number of students earning credentials in high employer demand professional technical programs in public community and technical colleges  
**Indicator 12:** Alignment of STEM education programs with workforce needs in key economic sectors  
**Indicator 13:** Narrowing or closing of STEM employment skill gaps |
| **Goal 4:** Increase both public and private support to advance STEM education and workforce alignment goals | **Indicator 14:** Funding/resource allocation for STEM education and career training programs in Washington State |
Washington State

Using Data to Guide Education and Workforce Policy

Gene Sharratt
Executive Director, Washington Student Achievement Council
Reliable data is essential for informed policymaking

Washington has embraced this need for data

- The Governor’s Results Washington Initiative
- The Roadmap (Washington Student Achievement Council)
- Education Research Data Center / State Longitudinal Data System
- Skilled and Educated Workforce Reports
Results Washington

Governor Jay Inslee
A New Strategic Framework

Vision
A Working Washington built on education and innovation... where all Washingtonians thrive.

Mission
- Foster the spirit of continuous improvement
- Enhance the conditions for job creation
- Prepare students for the future
- Value our environment, our health, and our people

Foundation
- Create a responsive, innovative, and data-driven culture of continuous improvement.
- Recognize Washington’s rich natural resources, diverse people, and entrepreneurial spirit, and build upon our legacy.
- Operate our government with the expectation that success is dependent on the success of all.
- Lead with effective communication and transparency on goals, measures, and progress in meeting expectations.
- Deepen our focus, understanding, and commitment to our citizens. Know our customers.

Goals
World Class Education
Prosperous Economy
Sustainable Energy and Healthy and Safe Communities
Efficient and Accountable Government

Measure & Improve
Building a more responsive, data-driven state government to get results:

www.results.wa.gov
Annual assessment of progress using the following metrics:

• Number and percentage of adults completing a high school diploma or equivalent.
• Percentage of adults enrolled in a postsecondary certificate, apprenticeship, or degree program.
• Number of postsecondary certificates, apprenticeships, and degrees awarded annually.

The Roadmap calls for the creation of a website to provide ongoing, real-time data updates.

• Progress measures will be identified and refined to reflect specific Roadmap goals.
• May be integrated with broader dashboard development projects in the state.
SLDS PROJECT

- A collaborative effort by the Office of Superintendent of Public Instruction, the Education Research and Data Center, and other partner agencies.
- Washington was awarded 17.3 million dollars in grant funding by the Institute of Education Sciences (2009).
- Built upon Washington’s statewide K-12 longitudinal data system which tracks individual student enrollment, assessments, and course-taking information, as well as information about teachers.
- Extended those K-12 capabilities by incorporating longitudinal early learning, post-secondary, and workforce information, toward the formation of a comprehensive P-20 data system.

A Skilled and Educated Workforce Reports

- Biannual reports assessing the number and type of higher education and training credentials required to match employer demand for a skilled and educated workforce.

- Prepared by the Washington Student Achievement Council, in collaboration with the Workforce Training & Education Coordinating Board and the State Board for Community and Technical Colleges.

- Workforce education analysis:
  - Compares current supply (rate of degree production) with projected annual demand by education level, based on long-term employment projections from Employment Security Department.
  - Identifies skill gaps and high employer demand fields
Carefully selected progress indicators:
• Indicators must be capable of measuring what they are intended to
• They should not be redundant, leading to wasted time and effort (this can burden and strain relationships with partner agencies)
• Indicators should be considered carefully to ensure that there are available and reliable data sources for them.

Well-managed data governance:
• Agreements outlining when, how, and what data can be shared are a crucial component to making data available and facilitating the sharing of linked individual-level data while also protecting individuals’ privacy.
The Washington Imperative

What’s Next for Washington?

A focus on STEM to align the education and career training system with a technology-driven economy.
• Washington currently ranks #1 nationally in the concentration of STEM jobs.

• Washington’s growing high-tech economy creates high-skilled, high wage jobs putting pressure on the state’s postsecondary education and training system to keep pace with employer demand.

• Washington ranks fourth in the country for technology-based corporations but only 46th for participation in STEM education programs.

• In 2013, there were 25,000 unfilled jobs in Washington due to a lack of qualified candidates.

• Eighty percent were in high-demand healthcare and STEM fields, such as computer science and engineering.

• By 2017, approximately 50,000 vacancies are expected.
• Ninety percent are projected from STEM and healthcare fields.
In 2013, key legislation was passed establishing a multi-sector STEM Education Innovation Alliance (E2SHB 1872) by Governor Inslee—to bring government, business and education sectors together to match the education system with the state’s workforce needs. Leverages NGA Policy Academy resources to promote the use of best practices

NGA Policy Academy Grant program will leverage the Governor’s STEM Education Innovation Alliance initiative to:

- Bring disparate resources together.
- Promote best practice strategies through the cross-state partnerships.

Builds upon the Governor’s Results Washington Initiative and other workforce education resources.

Create a talent supply and demand dashboard.

- Led by Jim Schmidt, Director, Education Research Data Center (ERDC)
- In collaboration with agency partners

Leverage the ERDC’s ongoing project to track and connect longitudinal data on individuals and cohorts as they move through P-20 education and subsequent training programs into jobs.
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<td>Brian Bonlender</td>
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<td>Washington State Department of Commerce</td>
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<tr>
<td>Violet &quot;V&quot;1 Boyer</td>
<td>President and CEO</td>
<td>Independent Colleges of Washington</td>
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<tr>
<td>Jeff Chalinozski</td>
<td>2013 National Teacher of the Year</td>
<td>Zillman High School and Educational Service Lknds. 2002</td>
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<tr>
<td>Maud Davison</td>
<td>Director &amp; CEO</td>
<td>Seattle Metropolitan Chamber of Commerce</td>
</tr>
<tr>
<td>Susan Enfield</td>
<td>Superintendent</td>
<td>Highline School District</td>
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<tr>
<td>Christine Johnson</td>
<td>Chancellor</td>
<td>Spokane Community Colleges</td>
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<tr>
<td>Scott Keeney</td>
<td>President &amp; CEO</td>
<td>HIGHT Corporation</td>
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<tr>
<td>Caroline King</td>
<td>Chief Policy Officer</td>
<td>Washington D.C.</td>
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<tr>
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<td>Director</td>
<td>Pacific Northwest National Laboratory</td>
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<td>Bill &amp; Melinda Gates Chair</td>
<td>University of Washington Computer Science &amp; Engineering</td>
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<td>Office of Superintendent of Public Instruction</td>
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<tr>
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<td>City of Seattle</td>
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<tr>
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<td>Labor Representative</td>
<td>Society of Professional Engineering Employees in Aerospace</td>
</tr>
<tr>
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<td>Principal, Newport Heights Elementary School</td>
<td>Bellevue School District</td>
</tr>
<tr>
<td>Nancy Irwin Wierse</td>
<td>Untitled, School District</td>
<td>Monroe Public Schools</td>
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<tr>
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<td>President &amp; CEO</td>
<td>College Success Foundation</td>
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<td>Sam Witting</td>
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<td>Thrive By Five Washington</td>
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<tr>
<td>Yoki Wong</td>
<td>Chairman and founder</td>
<td>General Auditor</td>
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Governor Jay Inslee

A New Strategic Framework

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➢ Deepen our focus, understanding and commitment to our citizens: Know our customers. |
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Sustainable Energy and a Clean Environment  
Healthy and Safe Communities  
Efficient, Effective and Accountable Government |
| Measure & Improve | Building a more responsive, data-driven state government to get results: www.results.wa.gov |