



State Legislative Update

May 2013

California

- [Senate Bill 517](#) - Invigorating Science, Technology, Engineering, and Mathematics (iSTEM) Teacher Preparation Grant Program.
 - Establishes the Invigorating Science, Technology, Engineering, and Mathematics (iSTEM) Teacher Preparation Grant Program, to be administered by the Student Aid Commission, to award grants to eligible applicants for tuition and student fees for programs of professional preparation to the extent that funds are appropriated for this purpose in the annual Budget Act.
 - Requires an applicant to meet eligibility requirements, including, among others, obtaining a baccalaureate degree in a STEM field, as defined by the commission, and agreeing to teach in a high-priority school, as defined, for 2 years after the person obtains a teaching credential.
 - **Status:** Referred to Committee on Education

- [Senate Bill 594](#) – California Career Pathways Investment
 - Authorizes several types of financial mechanisms to promote corporate investment in career pathway programs, including STEM.
 - The measure states intent (1) to appropriate \$250 million from the General Fund to the Career Pathways State Revolving Fund, and (2) to redirect \$100 million from a current tax credit program to the Career Pathways Investment Credit.
 - **Status:** Hearing in Appropriations on May 23.

- [Senate Bill 413](#) – Personal Income Tax Credit for STEM Teachers
 - Enacts a credit against the Personal Income Tax equal to an eligible full-time STEM teacher that teaches one or more STEM course in grades 1 to 12. The credit is equal to \$1,500 per year for teachers in high-needs schools; \$1,000 if not. The taxpayer may carry forward the credit until exhausted. The bill sunsets the credit in 2019.
 - **Status:** Failed in Senate Governance and Finance Committee by a vote of 2-3. Reconsideration granted.

- [Senate Joint Resolution 9](#)
 - Calls on the United States Congress to pass and the President to sign the Startup Act 3.0, introduced as S. 310 in the 113th Congress of the United States,

that would, among other things, create an Entrepreneur's Visa for legal immigrants, provides authorization to adjust the status of not more than 50,000 aliens who have earned a master's degree or a doctorate degree at an institution of higher education in a STEM field to that of aliens conditionally admitted for permanent residence to remain in this country where their talents and ideas can fuel growth and create jobs.

- Gov. Brown Revised [State Budget](#)
 - Sends an extra \$2.9 billion to California schools this year, including \$1 billion in one-time funding to help districts implement more rigorous academic standards.
 - Includes \$1 billion, or about \$170 per student, to implement the "common core" standards that California and 43 other states have adopted. They include more rigorous instruction in English and mathematics, literacy standards for history and social studies and higher-order thinking.

Delaware

- [Senate Bill 27](#) & [House Bill 46](#) – Two year start-up grants to public schools
 - Authorizes two year start-up grants to public schools for the purpose of developing new programs for students capable of performing accelerated academic work.
 - "Academic work" for purposes of this statute shall consist of work in the areas of Writing, Reading, Science, Math, or Engineering, or work in other areas (including history and social studies) that specifically incorporates one of those academic fields.
 - **Status:** Referred to Senate/House Education Committee.
- [Senate Bill 51](#) – Teaching standards
 - Strengthens teacher preparation by raising the standards for entry into the teaching profession.
 - More specifically, the bill requires all Delaware teacher preparation programs to set high admission and completion requirements, to provide high-quality student teaching experiences and ongoing evaluation of program participants, and to prepare prospective elementary school teachers in age-appropriate literacy and mathematics instruction.
 - Further, the bill requires preparation programs to track and report data on the effectiveness of their programs.
 - Finally, the bill requires new educators to pass both an approved content-readiness exam and performance assessment before receiving an initial license, and requires special education teachers to demonstrate content knowledge if they plan to teach in a secondary subject.
 - **Status:** Passed House & Senate
- [Senate Resolution 7](#) – Delaware Engineering and Technology Day
 - Establishes April 25, 2013 as Engineering and Technology Education Day in the State of Delaware to emphasize the importance of technological literacy.

Florida

- [Senate Bill 192](#) & [House Bill 299](#) – STEM Targeted Economic Development Zones
 - Requires the Department of Economic Opportunity to create economic development zones for science, technology, engineering, and mathematics; authorizing a STEM zone in counties with a state university classified as having very high research activity located in its jurisdiction; provides that the incentives and benefits provided for enterprise zones are available to the STEM zones; requires the department to work with the STEM zone development agency, the Department of Education, and Workforce Florida, Inc., to develop accountability requirements and measurable objectives, etc.
 - **Status:** Died in Commerce and Tourism Committee
- [House Bill 1029](#) – Space Exploration
 - Requires the Florida Institute of Technology to submit plan to Department of Economic Opportunity in order to qualify for grant funding of space exploration research laboratory. The plan must include the number of students enrolled and the number of students who have graduated with baccalaureate, masters, and doctorate degrees related to space exploration and STEM disciplines over the previous year and the number of students who have graduated with such degrees since the inception of the research laboratory.
 - **Status:** Died in Economic Development & Tourism Subcommittee
- [House Bill 1373](#) – Immigrant Entrepreneur & STEM Student Recruitment & Retention Act
 - Provides for issuance of temporary driver license to specified immigrant entrepreneurs & certain foreign students in specified fields within STEM; provides eligibility requirements for issuance of temporary driver licenses to immigrant entrepreneurs & STEM students.
 - **Status:** Died in Economic Affairs Committee

Illinois

- [House Bill 3449](#) & [Senate Bill 2446](#) – Education Appropriations
 - Makes appropriations for the ordinary and contingent expenses of the Board of Higher Education and the Illinois Math and Science Academy for the fiscal year beginning July 1, 2013, as follows: General Funds \$25,918,400; Other State Funds \$4,080,000; Federal Funds \$5,500,000; Total \$35,498,400.
 - **Status:** Assigned to Appropriations-Higher Education Committee
- [House Bill 2576](#) – School Code Amendments
 - Annually, each school district shall complete a report developed by the State Board of Education, to accompany the annual financial report and to be published on the State Board of Education's website, that summarizes district attempts to improve fiscal efficiency through shared services or outsourcing in the prior fiscal year. The report shall include, but not be limited to, STEM program offerings.
 - **Status:** Referred to Rules Committee

Indiana

- [OrthoWorx enhances STEM program support](#)
- [IndyCar to kick off major STEM initiative](#)
- [TechPoint Foundation awards STEM grants](#)
- [Interactive History Park launches STEM efforts](#)
- [IUPUI touts STEM success](#)
- [College to host STEM event for young women](#)
- [Goshen College lands large STEM grant \(\\$600,000 from the National Science Foundation\)](#)

Massachusetts

- [House No. 2994](#) - Resolve establishing a commission to study the inclusion of arts in STEM related programs
 - Calls for an investigation by a special commission to consider adding the arts to STEM (science, technology, engineering and mathematics) related programs.
 - **Status:** Hearing scheduled for Oct. 31, 2013.
- [House No. 329](#) - An Act relative to inquiry-based science, technology, engineering and mathematics education
 - Establishes the STEM inquiry course of instruction, during or outside of school hours, and authorizes school districts to obtain and utilize funds from outside sources.
 - **Status:** Hearing scheduled for Oct. 31, 2013.

Michigan

- [Senate Bill 222](#) – Appropriations
 - Allocates each fiscal year an amount not to exceed \$100,000.00 in a form and manner determined by the department to a single mathematics and science center that is a participant in the Michigan STEM partnership. Funding under this subsection is in addition to funding allocated under subsection (5) and shall be used for connecting mathematics and science centers for science, technology, engineering, and mathematics purposes.
 - **Status:** Did not pass committee.

New Jersey

- [Assembly Bill 2015](#) & [Senate Bill 2562](#) – New Jersey Innovation Inspiration School Grant Pilot Program
 - Establishes the four-year “New Jersey Innovation Inspiration School Grant Pilot Program” in the Department of Education. The pilot program will award grants to school districts to support non-traditional STEM teaching methods for students in grades 9 through 12, support the participation of students in nonprofit STEM competitions, foster innovation and broaden interest in careers in STEM fields, and encourage collaboration among students, engineers, and professional mentors.

- Under the pilot program the commissioner will award a total of six one-time, up-front grants of up to \$150,000 each. Two grants will be awarded to districts located in the northern region of the State, two to districts in the central region, and two to districts in the southern region. In awarding the grants, the commissioner will give priority to applications from districts that intend to target activities in a rural or urban school, a low-performing school, or a school or school district that serves low-income students. The districts will be permitted to use the grant funds for a period of up to four years.
- A school district that receives a grant is to use the funds to: promote STEM education and career activities; purchase supplies needed for participation in non-traditional STEM teaching programs; finance the expenses of student participation in regional and national nonprofit STEM competitions; and provide incentives and stipends for teachers involved in non-traditional STEM teaching methods outside of their regular teaching duties.
- **Status:** A 2015 referred to Senate Budget and Appropriations Committee.

New York

- [Assembly Bill 1213](#) & [Senate Bill 1768](#)
 - Establishes the Suffolk School of Math, Science and Engineering Regional Technology Institute to expand learning opportunities, particularly in various high-tech fields; provides governing board, powers and duties.
 - **Status:** Referred to Education Committee.
- [Assembly Bill 3609](#), [Assembly Bill 6808](#), [Senate Bill 3019](#)
 - Provides for the trustees of the state university of New York to establish a four-year college of science and technology in the city of Yonkers within the state university system.
 - **Status:** Referred to Higher Education Committee.
- [Assembly Bill 4030](#)
 - Establishes the New York state for science program and fund to assist private or non-public schools in obtaining scientific equipment, tools and/or resources for the education of students in the study of science; makes appropriations therefor.
 - **Status:** Referred to Education Committee.
- [Assembly Bill 4800](#)
 - Authorizes the New York state foundation for science, technology and innovation to establish a high-tech employment and training program; the office is to provide assistance to those entities deemed eligible for training and re-training of employed and unemployed workers who lack technology skills.
 - **Status:** Referred to Governmental Operations Committee.
- [Assembly Bill 6332](#)
 - Provides loans, grants and incentives to promote studies in math, science and engineering or any other high-tech field the commissioner deems appropriate on a high school and college level; establishes certain state funds and provides tax credits for contributions thereto.

- **Status:** Referred to Education Committee.
- [Assembly Bill 6417](#) & [Senate Bill 5237](#)
 - Provides science, technology, engineering and mathematics grants for the encouragement of women and minorities to pursue careers in technology.
 - **Status:** Passed Economic Development Committee, recommitted to Ways & Means
- [Assembly Bill 6540](#)
 - Requires regulations authorizing computer science courses to count towards core curriculum content for secondary schools; defines computer science.
 - **Status:** Referred to Education Committee.
- [Assembly Bill 6543](#)
 - Requires regulations authorizing computer science courses to count towards liberal arts content at institutions of higher learning; defines computer science.
 - **Status:** Referred to Higher Education Committee.
- [Senate Bill 3225](#)
 - Establishes the high performance computing program within the NYS foundation for science, technology and innovation; provides that such program will fund projects connecting researchers and businesses with NYS high performance computing resources.
 - **Status:** Referred to Commerce, Economic Development and Small Business Committee.

North Carolina

- [House Bill 997](#) – STEM Teacher Scholarship Program
 - Establishment of the North Carolina STEM and Special Education Scholars Program. Establishes the North Carolina STEM and Special Education Scholars Program to be administered by the State Education Assistance Authority. The purpose of the Program is to provide forgivable loans for service to exemplary high school seniors who are committed to working as teachers of science, technology, engineering, mathematics, or special education.
 - The North Carolina STEM and Special Education Scholars Fund. Establishes the North Carolina STEM Scholars Fund to be administered by the Authority. All funds appropriated to or otherwise received by the Authority to provide loans through the Program, all funds received as repayment of loans, and all interest earned on these funds shall be placed in the Fund. The Fund shall be used only for (i) loans made pursuant to this section, (ii) the administrative costs of the Authority, and (iii) costs incurred by the Board of Governors in providing extracurricular activities to loan recipients.
 - **Status:** Referred to Education Committee.

Ohio

- [Senate Bill 15](#)

- General Assembly shall deliberate and enact necessary provisions to provide state funds to each educational service center, community school, STEM school, college-preparatory boarding school, and any other public education service provider so that the service center, school, or other provider has the funds necessary to pay the actual cost of a high quality public education for each student enrolled in the service center's, school's, or provider's programs, as determined by the general assembly.
- **Status:** Referred to Senate Finance.
- [House Bill 32](#)
 - Changes the minimum school year from days to hours and eliminates excused calamity days for school districts, STEM schools, and chartered nonpublic schools. Some schools may incur an increase in operating costs as a result of making up instructional time lost due to public calamities.
 - **Status:** Referred to Senate Education.
- [Senate Bill 123](#) –
 - Changes funding for STEM students enrolled in a STEM school whose resident district is another school district in that the state shall make payments and deductions. Deletes current law that provides such students shall be considered as open enrollment students.
 - **Status:** Referred to Senate Education.
- [House Bill 154](#) –
 - Requires that a portion of lottery profits be distributed annually on a per pupil basis to public and nonpublic chartered schools, including STEM schools.
 - **Status:** Referred to House Finance.
- [House Bill 168](#) –
 - Creates a subprogram of the Post-Secondary Enrollment Options Program that permits students to participate in certified apprenticeship programs.
 - Defines an “eligible student” as an Ohio resident who is enrolled in a school district, chartered nonpublic school, community school, or STEM school and is at least sixteen years of age.
 - Requires the development of a funding formula for students enrolled in a school district, community school, or STEM school, including a maximum amount, to pay businesses for costs associated with employing students under the subprogram.
 - **Status:** Introduced 5/16/13.

Pennsylvania

- [House Resolution 112](#)
 - A Resolution recognizing the week of April 14, 2013, as "STEM Initiative Week" in Pennsylvania.
 - **Status:** Adopted March 18, 2013.
- [Senate Bill 924](#) & [House Bill 110](#) – MESA Initiative

- Not later than 18 months from the effective date of this act, the department shall establish the MESA Initiative as a program within the department. The MESA Initiative shall seek to increase exposure, educational motivation and achievement of students in science, engineering and mathematics and build individual and regional capacity to compete for STEM-based jobs in the global market with a particular emphasis on students, parents, educators and employers from urban and rural groups who have historically had the lowest levels of high school degree attainment and participation in college and graduate education.
- The department shall work with the TEAM PA Foundation and the five established STEM regions in this Commonwealth to create in each STEM region an infrastructure for the MESA Initiative.
- **Status:** Referred to Education Committee.

Rhode Island

- [Senate Bill 750](#) & [House Bill 5623](#) – JASON Project
 - Request for \$500,000 appropriation for the JASON Project to implement the STEM program in various Rhode Island cities and towns.
 - **Status:** Referred to Senate Finance/Held for further study.

Tennessee

- [House Bill 241](#) & [Senate Bill 19](#) – Lottery, scholarships and programs
 - Establishes an additional award, the STEM stipend, from net lottery proceeds for Tennessee HOPE scholarship recipients who are majoring in STEM fields; sets STEM stipend at \$1,000 for the 2013-2014 academic year subject to appropriation and sufficient net lottery proceeds.
 - **Status:** Did not pass Ways & Means or Senate Finance.

Texas

- [House Bill 384](#) – Expanded Learning Opportunities Council
 - Establishes the Expanded Learning Opportunities Council to study and make recommendations concerning expanded learning opportunities for public school students. Provides that expanded learning opportunities may be provided by offering educational enrichment in one or more subjects, including fine arts, civic engagement, science, technology, engineering, and mathematics..
 - **Status:** Died in committee.
- [House Bill 556](#) & [Senate Bill 177](#) – Bonds for Austin State University
 - Authorizes the issuance of revenue bonds for a Science, Technology, Engineering, and Mathematics Education and Research Center at Stephen F. Austin State University.
 - The board of regents of Stephen F. Austin State University may acquire, purchase, construct, improve, renovate, enlarge, or equip property, buildings, structures, facilities, roads, or related infrastructure for a Science, Technology, Engineering, and Mathematics Education and Research Center at Stephen F.

Austin State University, to be financed by the issuance of bonds in accordance with this subchapter in an aggregate principal amount not to exceed \$50 million.

- **Status:** Died in committee.
- [House Bill 1423](#) – Public school graduation plans
 - The bill would create endorsements on a student’s diploma and transcript if the student completes certain courses. The endorsements would include STEM; career, technical, and vocational skills development; humanities and fine arts; interdisciplinary studies; and foundation studies.
 - **Status:** Died in committee.
- [House Bill 2431](#) & [Senate Bill 1344](#) – Public high school graduation requirements
 - Provides a school district must use funds to implement or administer STEM initiatives and other high school completion and success initiatives in grades six through 12 approved by the commissioner.
 - **Status:** Referred to Public Education Committee.
- [House Bill 2540](#) – Public school accountability
 - A student may earn a STEM endorsement on the student's diploma and transcript if the student successfully completes at least four courses among the courses authorized for that endorsement by the State Board of Education by rule.
 - **Status:** Referred to Public Education Committee.
- [Senate Bill 3](#) – Public high school graduation
 - The bill would create endorsements on a student’s diploma and transcript if the student completes certain courses. The endorsements would include STEM; career, technical, and vocational skills development; humanities and fine arts; interdisciplinary studies; and foundation studies.
 - **Status:** Passed Education Committee.
- [Senate Bill 16](#) – University of Texas funding
 - The University of Texas at Tyler, \$38.8 million for a STEM and business complex and renovation of the business building.
 - **Status:** Passed the House & Senate.
- [Senate Bill 503](#) – Expanded Learning Opportunities Council
 - Establishes the Expanded Learning Opportunities Council to study and make recommendations concerning expanded learning opportunities for public school students. Provides that expanded learning opportunities may be provided by offering educational enrichment in one or more subjects, including fine arts, civic engagement, science, technology, engineering, and mathematics..
 - **Status:** Passed the House & Senate.
- [Senate Bill 1509](#) – College readiness and success
 - Amends the Education Code to redefine "applied STEM course," as it relates to the requirement that the Texas Higher Education Coordinating Board work with

institutions of higher education to ensure that credit for an applied STEM course may be applied to the relevant degree programs offered by Texas institutions of higher education, to include college readiness standards among the recommended high school program's curriculum requirements, the satisfaction of which precipitates the State Board of Education's approval of the applied STEM course. The bill authorizes the term to include a course offered for dual credit.

- **Status:** Passed the House & Senate.
- [Senate Bill 1668](#) – Texas STEM Challenge Scholarship program
 - In 2011, the legislature created the Texas T-STEM Challenge Scholarship Program to provide opportunities for undergraduates to engage in applied learning experiences in STEM fields. Grants awarded under the T-STEM program allow community and technical colleges to provide merit-based scholarships to qualifying, high-achieving students pursuing careers in STEM and other related fields. Participating colleges partner with local businesses and industry to identify local employment needs in STEM occupations and to develop part-time employment opportunities for scholarship recipients.
 - Student eligibility for T-STEM participation is based on grade point average and successful completion of courses that lead to degrees and careers in specified STEM fields while enrolled in a public community or technical institution. Students who have been accepted into the program, however, cannot continue their participation if they transfer to a four-year college or university. Allowing these students to maintain their eligibility after they transfer would enable more students to participate in field-based experience in STEM careers and increase the number of students who graduate with degrees in STEM.
 - SB 1668 modifies the criteria for student eligibility in the T-STEM scholarship program to allow students who previously participated in a STEM program at a public junior college or public technical institute to continue in the program after transferring to a university and after completing at least 45 semester credit hours. Enacting these modifications will allow students who progress to advanced academic environments to continue participation in a program that is directly tied to their degree plan and career interests.
 - C.S.S.B. 1668 amends current law relating to the institutions of higher education eligible to participate in the Texas Science, Technology, Engineering, and Mathematics (T-STEM) Challenge Scholarship Program.
 - T-STEM is funded by the Texas Education Agency (state funds) at \$1,730,000 for the biennium.
 - **Status:** Passed Senate, referred to House Higher Education Committee.

Virginia

- [Senate Bill 749](#) – Tax credits for donations to STEM educational programs at qualified schools.
 - Establishes a tax credit beginning in taxable year 2014 through taxable year 2018 for donations made to STEM organizations. The tax-credit-derived funds must be used by the STEM organization to support STEM education at public schools in the Commonwealth with a high concentration of students eligible for

free or reduced lunch. The credit would equal 65 percent of the donation made by the taxpayer and may be carried forward for five years. The program would have a cap of \$25 million per year. The Department of Education would administer the program.

- **Status:** Passed Finance Committee on 1/22/13, but died.
- [House Bill 720](#) – Worker retraining tax credit
 - Increases the worker retraining tax credit for worker retraining courses taken by employees at private schools from a maximum of \$100 per year per employee to \$250 per year per employee or \$500 per year per employee if the worker retraining includes retraining in a STEM or STEAM (science, technology, engineering, mathematics, or applied mathematics) discipline, including but not limited to a health care-related discipline.
 - **Status:** Did not pass Finance Committee
- [House Bill 1049](#) – STEM internship tax credit
 - Establishes an individual and corporate income tax credit for taxpayers employing persons in STEM internship positions in the Commonwealth. The bill requires the intern to have an associate's or bachelor's degree in a STEM discipline or to be a graduate of a STEM trade school. In addition, the person's STEM internship with the taxpayer must be for a definite period that does not exceed 12 months. Taxpayers hiring STEM interns would be eligible for a tax credit equal to 25 percent of the wages or salary paid to the intern. Taxpayers would apply to the Department of Taxation for the tax credit. The Department would issue tax credits by providing a written certification to the taxpayer that reports the amount of tax credit that may be claimed. The Department would not be allowed to issue more than \$2 million in tax credits during any fiscal year. The Department would be allowed to issue tax credits only for fiscal years 2013 through 2017.
 - **Status:** Did not pass Finance Committee.
- [House Bill 1050](#) – Tax credit for hiring military persons as STEM interns
 - Establishes an individual and corporate income tax credit for taxpayers employing military persons in STEM internship positions in the Commonwealth. The bill requires the military person to be a retiree of or honorably discharged from the Virginia National Guard, the national guard of another state or U.S. territory, the armed forces of the United States, or the armed forces reserves of the United States. In addition, the person's STEM internship with the taxpayer must be for a definite period that does not exceed 12 months. Taxpayers hiring military persons in STEM internships would be eligible for a tax credit equal to 25 percent of the wages or salary paid to the intern. Taxpayers would apply to the Department of Taxation for the tax credit. The Department would issue tax credits by providing a written certification to the taxpayer that reports the amount of tax credit that may be claimed. The Department would not be allowed to issue more than \$2 million in tax credits during any fiscal year. The Department would be allowed to issue tax credits only for fiscal years 2013 through 2017.
 - **Status:** Did not pass Finance Committee.

- [House Bill 1504](#) – Commonwealth Teaching Fellows Program
 - Creates a Commonwealth Teaching Fellows Program in which the Board of Education or a local school division in conjunction with a Virginia college or university with an approved education preparation program may create and serve as Administrator of intensive programs of at least eight weeks in length to prepare career-switchers and recent college graduates who have not completed coursework in education to teach in areas including science, technology, engineering, and math (STEM) and critical teaching shortage areas in public elementary and secondary schools in the Commonwealth. The Administrator would assist Fellows to secure teaching positions. Any Fellow hired as a teacher by a local school division would be awarded a three-year provisional license to teach, would receive such further training as the Board prescribes, and would have the opportunity to obtain a permanent license upon completion of three years of teaching.
 - **Status:** Did not pass Appropriations Committee.

- [House Bill 1971](#) – STEM Summer Learning Center Fund
 - Creates the STEM Summer Learning Center Fund to award competitive grants to local school divisions to train public high school teachers in STEM education and project-based learning and to provide teachers with skills to conduct workshops to engage public high school students in hands-on, project-based learning in science, technology, engineering, and mathematics.
 - **Status:** Did not pass Appropriations Committee.

- [§ 23-38.87:19](#) (Existing statute, but worth noting) Creation of STEM public-private partnership
 - In order to increase the number of students completing degrees in the high-demand, high-impact fields of science, technology, engineering, and mathematics (STEM), and other high-demand, anticipated-shortage fields such as the health care-related professions, and to help develop and guide the implementation of a comprehensive plan for higher degree attainment in these fields, the Secretaries of Education and Finance, in cooperation with the House Committees on Appropriations and Education and the Senate Committees on Finance and on Education and Health, shall cause to be formed a public-private partnership comprised of private-sector leaders, distinguished representatives from the scientific community (including retired military personnel, government scientists, and researchers), educational experts, relevant state and local government officials, and others as they deem appropriate.
 - The partnership shall advise on, and may collaborate with public and private entities to develop and implement strategies to address, such priority issues as (i) determining the need for additional high-demand degree enrollment, capacity, and resources at the Commonwealth's public and private institutions of higher education; (ii) incentivizing greater coordination, innovation, and private collaboration in kindergarten through secondary school STEM and other high-demand degree initiatives; (iii) determining and refining best practices in STEM instruction and leveraging those best practices to promote STEM education in both the Commonwealth's higher education institutions and its elementary and

secondary schools; (iv) enhancing teacher education and professional development in STEM disciplines; (v) strengthening mathematics readiness in secondary schools through earlier diagnosis and remediation of deficiencies; (vi) providing financial incentives to increase STEM enrollment and degree production at the Commonwealth's public and private colleges and universities; (vii) providing assistance to the Commonwealth's public and private colleges and universities in the acquisition and improvement of STEM-related facilities and equipment; (viii) providing STEM incentives in early college and university pathway programs and in the community college transfer grant program; (ix) assessing degree programs using such economic opportunity metrics as marketplace demand, earning potential, employer satisfaction, and other indicators of the historical and projected economic value and impact of degrees to provide useful information on degrees to students as they make career choices and to state policy makers and university decision makers as they decide how to allocate scarce resources; (x) aligning state higher education efforts with marketplace demands; and (xi) determining such other issues as the partnership deems relevant to increasing the number of students completing college and university degrees in STEM and other high-demand fields.

Washington

- [Senate Bill 5755](#) & [House Bill 1872](#) - Initiative to increase learning opportunities and improve educational outcomes in science, technology, engineering, and mathematics through multiple strategies and statewide partnerships.
 - Adopts the definition of "STEM literacy" as follows: The ability to identify, apply, and integrate concepts from science, technology, engineering, and mathematics to understand complex problems and to innovate to solve them.
 - Establishes the STEM education innovation alliance to: (1) Advise the governor and provide vision, guidance, assistance, and advice to support the initiatives under the act, as well as other current or proposed programs and initiatives across the spectrum of early learning through postsecondary education, that are intended to increase learning opportunities and improve educational outcomes in STEM; and (2) Develop a STEM education report card, based on the STEM framework for action and accountability, to monitor progress in increasing learning opportunities and improving educational outcomes in STEM.
 - Requires the education data center to coordinate data collection and analysis to support the report card.
 - Requires the state education agencies to report on how their policies, activities, and expenditures of public resources align with and support the STEM framework for action and accountability.
 - Requires the office of financial management to contract with a statewide nonprofit organization with expertise in promoting and supporting STEM education from early learning through postsecondary education.
 - Requires the office of the superintendent of public instruction, in consultation with the STEM education innovation alliance, to identify and disseminate resources and materials to elementary, middle, and high schools that are intended to encourage and increase interdisciplinary instruction and project-based learning in STEM.

- Requires the student achievement council to consult with the STEM education innovation alliance to align strategies under the ten-year roadmap with the STEM framework for education and accountability developed by the alliance.
 - **Status:** Died.
- [Senate Bill 5852](#) – Improving student achievement and student outcomes
- Requires the office of the superintendent of public instruction to create the STEM AP master teacher pilot program in five geographically diverse school districts to: (1) Elevate the status of the STEM and AP teaching profession; (2) Provide exemplary STEM teachers with opportunities to serve as master teachers while they remain in their own classrooms working directly with students; (3) Provide an opportunity for experienced and exemplary teachers to help and mentor new teachers and other teachers in the building; and (4) Provide a career advancement structure that provides administrative-level compensation for master teachers.
 - Prohibits the granting of waivers from certain minimum required annual instructional hour offerings.
 - Makes an appropriation.
 - **Status:** Died.
- [Senate Bill 5909](#) – Expanding STEM education to include the arts
- Expands STEM education to include the arts.
 - **Status:** Died.
- [Senate Bill 5034](#) – Appropriations
- \$100,000 of the general fund--state appropriation for fiscal year 2014 and \$100,000 of the general fund--state appropriation for fiscal year 2015 are provided solely for the Mobius science center to expand mobile outreach of STEM education to students in rural, tribal, and low-income communities.
 - \$129,000 of the general fund--state appropriation for fiscal year 2014 and \$124,000 of the general fund--state appropriation for fiscal year 2015 are provided solely to implement Substitute Senate Bill No. 5755 (establishing a comprehensive initiative to increase learning opportunities and improve educational outcomes in science, technology, engineering, and mathematics through multiple strategies and statewide partnerships). If the bill is not enacted by June 30, 2013, the amounts provided in this subsection shall lapse.
 - **Status:** Died.
- [Senate Bill 5624](#) – Aligning high-demand secondary STEM or career technical education programs with applied baccalaureate programs.
- Requires the statewide director of STEM to work with the state board for community and technical colleges to develop high-demand applied baccalaureate programs that align with high quality secondary STEM programs and career and technical education programs.
 - Requires the state board for community and technical colleges to select community or technical colleges to develop and offer two programs that support the continuation of high quality STEM programs or career and technical education programs offered to students in kindergarten through twelfth grade

who are prepared and aspire to continue in these high demand areas in college and the workforce.

- **Status:** Signed by Governor 4/23/13, effective 7/28/13.