AN ACT Relating to expanding STEM education to include the arts; amending RCW 28A.400.200, 28A.410.221, and 28A.700.120; and creating a new section.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

NEW SECTION. Sec. 1. The legislature finds that the United States must make additional efforts to retain the creative advantage that enables the country to successfully compete in the increasingly competitive global economy. The legislature further finds that many states, including Washington, have taken steps to strengthen science, technology, engineering, and mathematics (STEM) education in schools in an effort to increase the states' competitive edge and to spur the economy with innovations, new industries, and additional jobs. The legislature further finds that STEM education is a necessary component for economic success, but it is not sufficient to produce the necessary creative innovations.

The legislature finds that an "A for art" must be added to turn STEM into STEAM education. The legislature finds that research and data shows that activities like the arts support and foster creativity, which is essential to innovation. The legislature further finds that
combining exceptional STEM education with the creativity inspired through the arts to provide STEAM education should be encouraged in the schools.

The legislature finds that improving STEAM education from early learning through college is imperative for creating better opportunities for the next generation and keeping our economy strong. The legislature intends to promote STEAM education to increase student engagement as well as unlock creative thinking and innovation.

Sec. 2. RCW 28A.400.200 and 2010 c 235 s 401 are each amended to read as follows:

(1) Every school district board of directors shall fix, alter, allow, and order paid salaries and compensation for all district employees in conformance with this section.

(2)(a) Salaries for certificated instructional staff shall not be less than the salary provided in the appropriations act in the statewide salary allocation schedule for an employee with a baccalaureate degree and zero years of service; and

(b) Salaries for certificated instructional staff with a master's degree shall not be less than the salary provided in the appropriations act in the statewide salary allocation schedule for an employee with a master's degree and zero years of service.

(3)(a) The actual average salary paid to certificated instructional staff shall not exceed the district's average certificated instructional staff salary used for the state basic education allocations for that school year as determined pursuant to RCW 28A.150.410.

(b) Fringe benefit contributions for certificated instructional staff shall be included as salary under (a) of this subsection only to the extent that the district's actual average benefit contribution exceeds the amount of the insurance benefits allocation provided per certificated instructional staff unit in the state operating appropriations act in effect at the time the compensation is payable. For purposes of this section, fringe benefits shall not include payment for unused leave for illness or injury under RCW 28A.400.210; employer contributions for old age survivors insurance, workers' compensation, unemployment compensation, and retirement benefits under the Washington state retirement system; or employer contributions for health benefits
in excess of the insurance benefits allocation provided per certificated instructional staff unit in the state operating appropriations act in effect at the time the compensation is payable. A school district may not use state funds to provide employer contributions for such excess health benefits.

(c) Salary and benefits for certificated instructional staff in programs other than basic education shall be consistent with the salary and benefits paid to certificated instructional staff in the basic education program.

(4) Salaries and benefits for certificated instructional staff may exceed the limitations in subsection (3) of this section only by separate contract for additional time, for additional responsibilities, for incentives, or for implementing specific measurable innovative activities, including professional development, specified by the school district to: (a) Close one or more achievement gaps, (b) focus on development of science, technology, engineering, arts, and mathematics ((STEM)) (STEAM) learning opportunities, or (c) provide arts education. Beginning September 1, 2011, school districts shall annually provide a brief description of the innovative activities included in any supplemental contract to the office of the superintendent of public instruction. The office of the superintendent of public instruction shall summarize the district information and submit an annual report to the education committees of the house of representatives and the senate. Supplemental contracts shall not cause the state to incur any present or future funding obligation. Supplemental contracts shall be subject to the collective bargaining provisions of chapter 41.59 RCW and the provisions of RCW 28A.405.240, shall not exceed one year, and if not renewed shall not constitute adverse change in accordance with RCW 28A.405.300 through 28A.405.380. No district may enter into a supplemental contract under this subsection for the provision of services which are a part of the basic education program required by Article IX, section 3 of the state Constitution.

(5) Employee benefit plans offered by any district shall comply with RCW 28A.400.350 ((and)) 28A.400.275 and 28A.400.280.

Sec. 3. RCW 28A.410.221 and 2011 2nd sp.s. c 2 s 1 are each amended to read as follows:
The professional educator standards board shall, in its regular review and revision of teacher certification standards as required by RCW 28A.410.210, revise standards for the elementary education endorsement and middle level and secondary mathematics and science teacher endorsements as well as other subject area endorsements with STEM-related components. Standards revisions related to mathematics shall be adopted by September 1, 2013. Standards revisions related to science shall be adopted by September 1, 2014. The revised standards shall include the integration of science, technology, engineering, arts, and mathematics (STEM) knowledge and skill and be aligned, as appropriate, with common core mathematics standards, the 2008 revision of state mathematics student learning standards and performance expectations, the biology end-of-course assessment, and the 2012 student science learning standards developed from the conceptual framework for science education and next generation standards and related student performance expectations. In addition to appropriate mathematics and science content, the endorsement standards must also include the concepts and instructional practices of the interdisciplinary connections with engineering and technology.

Sec. 4. RCW 28A.700.120 and 2011 2nd sp.s. c 1 s 4 are each amended to read as follows:

(1) Subject to funds appropriated for this purpose, the office of the superintendent of public instruction shall allocate grants to high schools to implement specialized courses in science, technology, engineering, arts, and mathematics (STEM) careers as provided by a national multidisciplinary science, technology, engineering, and mathematics program. Grant funds must be allocated on a one-time basis and may be used to purchase course curriculum and equipment, initial course student materials, and support professional development for course teachers.

(2) The superintendent of public instruction must select grant recipients based on the criteria in this subsection (2). This is a competitive grant process. Successful high school applicants must:

(a) Demonstrate engaged and committed high school and district leadership and faculty in support of expanding specialized STEM courses;
(b) Demonstrate that faculty are appropriately trained to offer specialized \((\text{STEM})\) STEAM courses or a plan for faculty to obtain the appropriate training;

(c) Demonstrate capacity to offer the specialized \((\text{STEM})\) STEAM courses and maximize the use of grant resources by addressing: Availability of appropriate physical space, meeting program technology requirements, providing projected enrollment at the high school and from area high schools as appropriate, planned hours and days each week the program is to be offered, and other specific program requirements set forth by the superintendent of public instruction;

(d) Provide the plan for course implementation that includes a beginning date for first classes as well as plans for recruiting and retaining students in the course;

(e) Provide a plan to promote opportunities for students to acquire college credit;

(f) Demonstrate a history of successful partnerships within the community and partner support for implementing specialized \((\text{STEM})\) STEAM courses. Partner support may include one or more of the following: Supplying materials, instruction support, internships, mentorships, apprenticeships, and other program components;

(g) Demonstrate connections to community and technical college programs as well as links to four-year higher education institution \((\text{STEM})\) STEAM programs; and

(h) Demonstrate capacity to continue the course in years succeeding the initial grant year.

(3)(a) The education data center in the office of financial management must, with the office of the superintendent of public instruction, collect student course enrollment and course completion information.

(b) The education data center must: (i) Study mathematics and science course-taking patterns of students completing specialized \((\text{STEM})\) STEAM courses; and (ii) follow the students to employment or further training and education in the two years following high school. This study must be designed to inform policymakers about the extent to which specialized science, technology, engineering, arts, and mathematics classes taken by students reduce mathematics remediation of students entering the workplace, apprenticeships, community and technical colleges, and four-year institutions of higher education.
Study findings must be reported annually beginning January 2014 and each January thereafter through January 2018 to the governor, appropriate state agencies, and the appropriate education and fiscal committees of the legislature.