



Every Student Succeeds With **STEM!**

Every Student Succeeds with STEM Mobilization Challenge #2: Q&A

Q&As with Richard Laine, formerly with National Governors Association, and Evy Valencia, Policy Advisor for the Office of Colorado Governor John W. Hickenlooper

Question: How might a governor think about STEM and STEM education a little differently than people in the education community? How much would educators have to change how they talk to mention the workforce development angle and how does that play into a governor's ear or governor's advisor's ear?

Richard Laine:

I don't think it's a hard shift, I think about it as "finishing the sentence" about why it's important. For example, if I want to take some additional math courses or I want to have access to computer science, it's not for the sake of taking that course, but what skills those courses will develop to help them in post-secondary education and in the workforce.

I'm really arguing for more computer science in my state because it will help with the skills to do X
So if I need

I'm really arguing for more X in my state because it will provide more students with the skills to do X
Add some statistics behind it (e.g. employers can't find certain skill sets) allows you to draw in the economic argument.

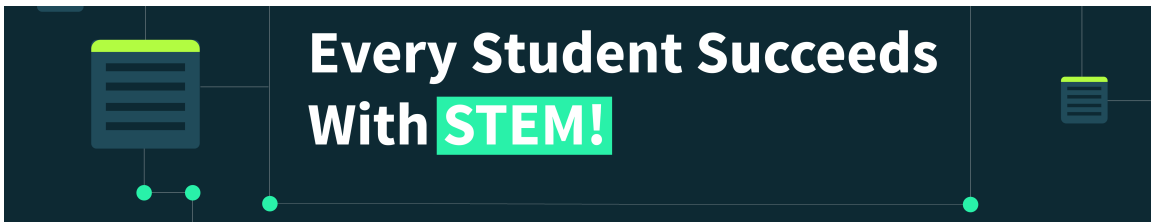
Talk STEM broadly. It's not that some kids STEM kids and others are not. It's important to think about STEM as a way of thinking and learning, as a way to problem solve. When you think about it in a broader term, access to more science, it becomes more of an opportunity for all kids, and becomes an equity issue that far more kids have the skills the need to be successful in post-secondary and career.

Evy Valencia:

Do a little research. Think about whose going to move your governor (were they previously educator, were they previous small business owner) to figure out what angle to work for them. Workforce is important, but is it the innovation aspect about the workforce that interests your governor.

Richard Laine:

Bring it to life. Help people understand whatever job they have uses STEM skills.



Question: This one is mostly for Richard. Curious about what NGA and organizations such as CCSSO is thinking about STEM and are thinking about growing the capacity of future leaders or how to improve STEM in their states?

Richard Laine:

It's very much from the perspective of viewing governors as leader in economic development and education and so that's why both CCSSO and NGA are articulate to their members that STEM is important of labor and education. The more you can help communicate why this matters.

Question: Does anyone have any resources or language around specifics for accountability measurements and Title II and Title IV funding?

Answer:

<http://www.successwithstem.org/>

http://www.ccsso.org/what_we_do/standards_assessment_and_accountability.html

Question: How can you see the status of states?

Answer:

Go to the what's new section of www.successwithstem.org

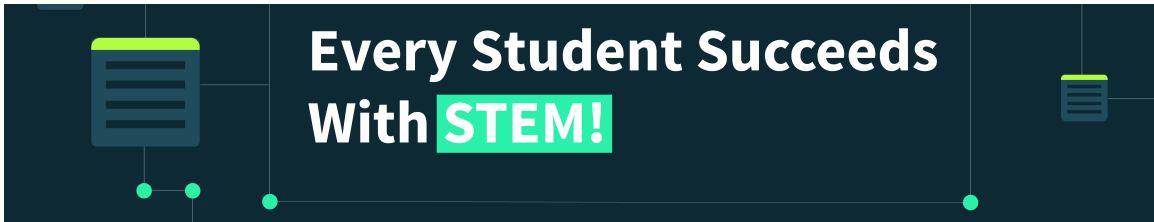
Question: About to send a letter to the MA governor, whom else (in the education structure) should we send the letter to?

Evy Valencia:

Lientuant Governor, State Commissioner or Educations, the State Board of Education and the Senate and House Education Committees because they are all elected officials making decisions about education in the state. I'd also recommend you send the letter to your local and state newspapers that might cover education closely.

Richard Laine:

In addition to thinking about whom to send the letter to, I would also suggest you think about who's signing the letter. Getting a letter from a science organization arguing for more STEM isn't surprising, but it would be unusual to get a letter signed from a science leaders, labor union leaders, business leaders, and parents. More unusual partnerships help policymakers understand why STEM is much more important to people beyond the science community.



Question: In conversations with state education agency, they have indicated they have very little money coming to them in Title II for anything, let alone Title II for STEM.

Richard Laine:

It's known that some of the Title II isn't well spent, so you should help districts and the state education agency to better use that money. States have the ability to put parameters and guidance about the money being given out.