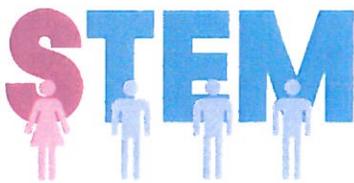
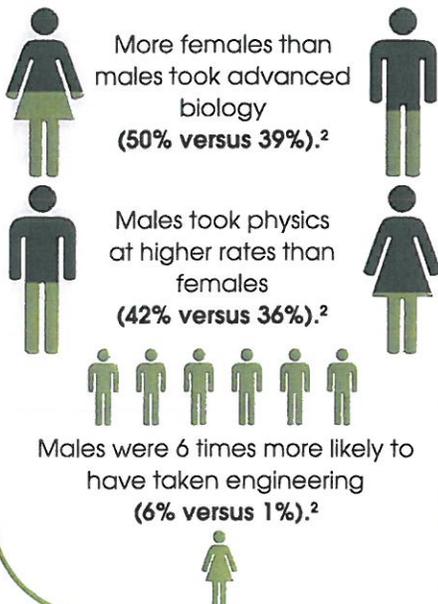


## K-12 Education

Girls and boys do not significantly differ in their abilities in mathematics and science, but do differ in their interest and confidence in STEM subjects. Male students are over three times more likely to be interested in STEM majors and careers, compared to female students.<sup>1</sup>



In 2009, girls and boys earned credits in advanced **mathematics and science** at similar rates. However, gender differences in advanced coursetaking varied by subject:



<sup>1</sup> STEMconnector & My College Options. (2013). *Where are the STEM Students? What are their Career Interests? Where are the STEM Jobs?*

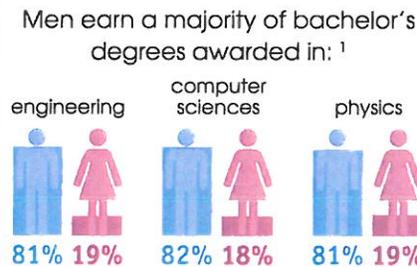
<sup>2</sup> National Science Board. (2012). *Science and Engineering Indicators 2012*. Arlington VA: National Science Foundation (NSB 12-01).

## Higher Education

The rates of science and engineering (S&E) **coursetaking for women shift at the undergraduate level** and gender disparities begin to emerge.



Within S&E, men and women tend to study different fields.



Women earn a majority of bachelor's degrees in psychology, biological sciences, and social sciences.<sup>1</sup>

Underrepresented minority women make up 16% of the population, but only earn:

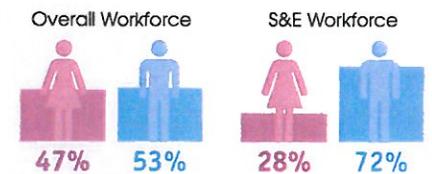
- 3% of bachelor's degrees in engineering
- 5% of bachelor's degrees in computer sciences
- 7% of bachelor's degrees in physical sciences<sup>2</sup>

<sup>1</sup> National Science Board. (2014). *Science and Engineering Indicators 2014*. Arlington VA: National Science Foundation (NSB 14-01).

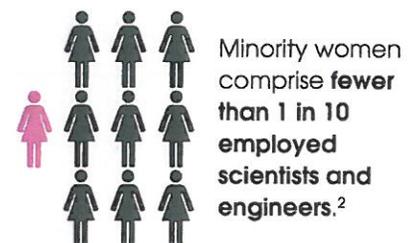
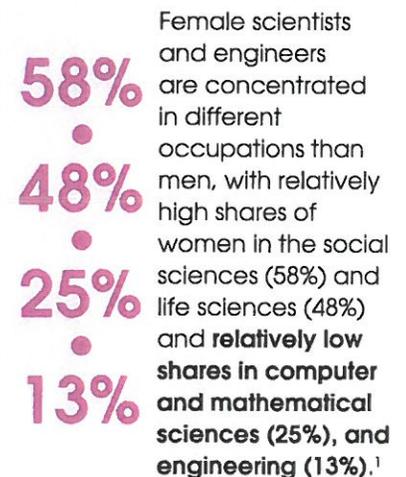
<sup>2</sup> National Science Foundation, National Center for Science and Engineering Statistics. (2015). *Women, Minorities, and Persons with Disabilities in Science and Engineering: 2015*. Special Report NSF 15-311. Arlington, VA.

## STEM Workforce

Women remain underrepresented in the science and engineering workforce, with the **greatest disparities occurring in engineering and computer sciences**.



Women constitute 47% of the overall workforce and 28% of the S&E workforce.<sup>1</sup>



<sup>1</sup> National Science Board. (2014). *Science and Engineering Indicators 2014*. Arlington VA: National Science Foundation (NSB 14-01).

<sup>2</sup> National Science Foundation, National Center for Science and Engineering Statistics. (2015). *Women, Minorities, and Persons with Disabilities in Science and Engineering: 2015*. Special Report NSF 15-311. Arlington, VA.

# THE DIVIDED STATES OF STEM EDUCATION

Technology touches nearly every aspect of our lives, but STEM education in America is all over the map. Learn which states are leading the charge to give our future innovators the tools they need to succeed, and which states need to invest the most in their STEM students.

## IT'S TIME TO INVEST IN STEM EDUCATION

93% of parents of K-12 students believe STEM education should be a priority

Yet less than 1/2 (49%) believe the U.S. actually prioritizes STEM education



Only 1 in 5 STEM college students believe K-12 education prepared them extremely well for relevant college coursework

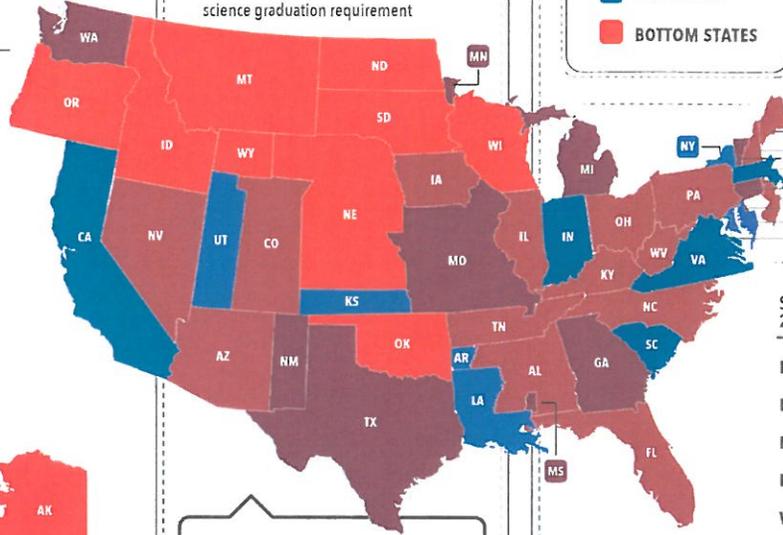
# 10%

STEM students are 10% more likely to have "A" GPAs than non-STEM students

## WE CAN DO BETTER



Just 23 states and the District of Columbia count computer science as a math or science graduation requirement



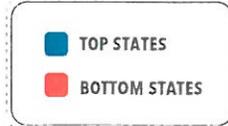
State size distorted according to each state's CSTA Computer Science Standards school adoption rate for K-8 (3 - 100%)

## STATE SCIENCE STANDARDS GRADES, 2012



## K-8 COMPUTER SCIENCE REQUIREMENT SCHOOL ADOPTION RATES

The U.S. has a 69% school adoption rate for K-8 Computer Science Teachers Association (CSTA) standards



### K-8 ADOPTION RATE

FL	100%	DC	3%
LA	100%	MS	3%
MA	100%	MN	6%
ID	100%	CO	11%
VA	100%	HI	11%

### SPEND PER STUDENT INCREASE 2006-2011

FL	18.20%	DC	54%
LA	28.10%	MS	7.53%
MA	15.61%	MN	19.95%
ID	4.46%	CO	10.21%
VA	8.58%	HI	18.44%

We have a responsibility to teach and inspire tomorrow's inventors and innovators - today.

### SOURCES

[http://nces.ed.gov/ipeds/data/ipedsreports/2012/state-of-state-science-standards-11/14\\_2.pdf](http://nces.ed.gov/ipeds/data/ipedsreports/2012/state-of-state-science-standards-11/14_2.pdf)  
[http://www.stemconnect.org/sites/default/files/2012/08/STEM\\_Standards\\_Summary.pdf](http://www.stemconnect.org/sites/default/files/2012/08/STEM_Standards_Summary.pdf)  
<http://www.bloomberg.com/visual-data/best-and-worst-bigger-increases-in-school-spending-states>  
<http://www.enr.com/energy-environment/2011/07/11/07-environment-weather>  
[http://nces.ed.gov/ipeds/data/ipedsreports/2012/state-of-state-science-standards-11/14\\_2.pdf](http://nces.ed.gov/ipeds/data/ipedsreports/2012/state-of-state-science-standards-11/14_2.pdf)

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 schools + parents + robots + kids  
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*Featured Exhibit Opening Reception*

# **Library Tulip-Time Tea**

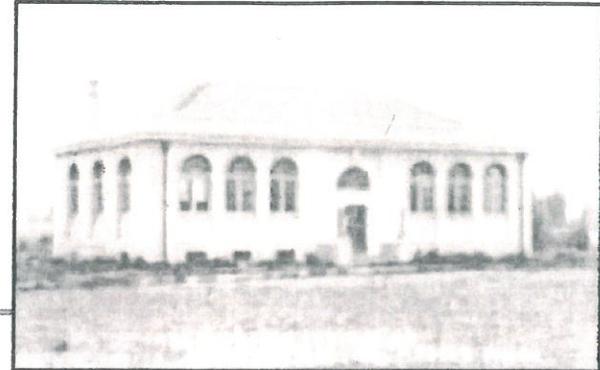
Saturday, April 16

1 to 4 p.m.

*Program*

**Carnegie: Library Past**

2 p.m., Museum Theater





100 W State Street Suite C  
Sedro-Woolley, WA 98284  
360.755.3985  
[www.centralskagitlibrary.org](http://www.centralskagitlibrary.org)

Mayor Keith Wagoner  
City of Sedro-Woolley  
325 Metcalf Street  
Sedro-Woolley, WA 98284

April 5, 2016

Dear Mayor Wagoner,

Thank you for sharing your proposed "Library Partnership Concept" dated January 21, 2016 (the "Proposal") with the Board of Trustees (the "Board") of the Central Skagit Library District (the "Library District"). As you know, the Board has reviewed the proposal and, through counsel, made preliminary inquiries as to some of its provisions. Following consideration of those responses, the Board authorized a team consisting of Board member Lynn Torset, Dan Gottlieb, counsel, and myself to meet with the appropriate City representatives to discuss a library services agreement between the Library District and the City using the Proposal as a starting point for those discussions. To further that process, the Board would like to present to you the following summary of its views pertaining to the core tenets of the Proposal:

- The Library District will operate the library pursuant to a multi-year agreement. The Board would prefer an initial term of no more than 5 years or less, with an automatic renewals unless terminated by either party with at least a year's advance notice.
- The City will issue councilmanic bonds to acquire and renovate or purpose-build a new facility for the library.
- The size of the new library facility will be dependent upon needs of the community served and cost, to be agreed upon by both parties.
- Parity in annual economic commitment: each year, the City will pay the Library District an amount equal to the Library District's actual millage rate multiplied by the City's assessed valuation, subject to a credit for the City's annual debt service payment on the library facility bonds. The Board will have full authority to use such funds for any Library District purposes.
- The Library District will maintain the major repair reserve fund of approximately \$200,000.
- The City will provide routine maintenance on the facility above and beyond the economic commitment.
- Existing City staff will be retained by the Library District with the understanding that all Library District staff will be subject to periodic performance reviews.
- Viable furniture, fixtures, equipment and collection materials will be transferred to the Library District for use in the new facility.

- The new library facility will be branded as the Sedro-Woolley Central Skagit Library.
- The Board has amended its bylaws to include trustees who live anywhere in the Sedro-Woolley School District, including the municipalities therein. This paves the way for City citizen representation on the Board.
- The Board will meet with the City Council at least annually to report on the activities of the library, to discuss plans for the following year, and review the contract terms if necessary. The Director of the Library District will be expected to keep open communication with City officials on an ongoing basis.
- The contract shall include detailed provisions to address events such as: annexation, termination of contract (mutual or breach) and dissolution of the Library District.

The Library District team looks forward to discussing these matters with the City. Please contact me at your earliest convenience to set up a meeting.

Thank you,



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Jeanne Williams  
Director  
Central Skagit Library  
jeanne@centralskagitlibrary.org  
360.755.3985