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Foreword

The National Governors Association's *Innovation America* initiative focuses on strengthening our competitive position in the global economy by improving our capacity to innovate. The goal is to give governors the tools they need to encourage entrepreneurship, improve math and science education, better align post-secondary education systems with local economic growth, and develop regional innovation strategies.

To guide the *Innovation America* initiative, we have assembled a bipartisan task force of governors and members of the academic and business communities. Working with the NGA Center for Best Practices, the task force is developing innova

academic and business communities. Working with the NGA Center for Best Practices, the task force is developing innovation-based education and economic strategies. Through a variety of forums and publications we will collect and share best practice information to ensure every state — and the nation — is equipped to excel in the global economy.

Governor Janet Napolitano, Arizona
Co-Chair, Innovation America Task Force

Governor Tim Pawlenty, Minnesota
Co-Chair, Innovation America Task Force

Innovation America Task Force

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Executive Summary

In the new global economy, states need a workforce with the knowledge and skills to compete. A new workforce of problem solvers, innovators, and inventors who are self-reliant and able to think logically is one of the critical foundations that drive innovative capacity in a state. A key to developing these skills is strengthening science, technology, engineering, and math (STEM) competencies in every K–12 student.

Results from the 2003 Third International Mathematics and Science Study¹, which measures how well students acquired the mathematics and science knowledge they have encountered in school, show that U.S. eighth and 12th graders do not do well by international standards. Further, our own National Assessment of Education Progress confirms persistent math and science achievement gaps between students relative to their race/ethnicity, gender, and socioeconomic status.

Three key issues have been identified as obstacles to having a world-class STEM education system:

On a variety of STEM indicators it is clear that too many of our high school graduates are not prepared for postsecondary education and work. A recent study by ACT, Inc. has demonstrated that regardless of a student's postsecondary pathway, high school graduates need to be educated to a comparable level of readiness in reading and math proficiencies. Nearly three out of 10 first-year college students are placed immediately into remedial courses. In the workforce, employers report common applicant deficiencies in math, computer, and problem solving skills. A wide variety of studies and indicators have demonstrated that our education system continues to fail to prepare many students for the knowledge

students in STEM classes experience a lower number of qualified teachers during the course of their studies. Simply increasing the number of STEM teachers through financial incentives and other recruitment strategies will not solve the problem. States must also support high quality preparation and professional development for teachers that lead to improvements in the number of classrooms.

Governors are playing a lead role in restoring the value of the American high school diploma. Specific to STEM, states are increasing high school graduation requirements in math and science, strengthening math and science course rigor through the adoption of Advanced Placement programs and alignment of state assessments and coursework, and building aligned K–12 systems that can track student progress from K through the secondary system.

A state with an effective STEM policy agenda uses it to: align academic content standards; require state assessment and graduation requirements, and content-rich teacher preparation and certification standards; and develop new models to support an effective K–12 STEM classroom.

Governors should lead efforts in their states to:

- 1. Align state K–12 STEM standards and assessments with postsecondary and workforce expectations for high school graduates know and can do.**

- States should focus on aligning standards and assessments with international benchmarks through state participation in international assessments.

tem continues to fail to prepare many students for the knowledge based economy.

The second obstacle is the misalignment of STEM coursework. Currently, there is a lack of alignment between K–12 postsecondary skills and work expectations; between elementary, middle, and high school requirements within the K–12 system; and between state standards and assessments and those of our international competitors. This misalignment has resulted in a system in which students participate in incoherent and irrelevant course work that does not prepare them for higher education or the workforce.

Finally, the STEM teaching workforce is under-qualified in large part because of teacher shortages caused by attrition, migration, and retirement. This shortage has led to what has been called a “revolving door” of STEM educators. Many of those who are teaching STEM classes are unprepared and/or teaching out of their subject area; thus,

- States should align K–12 STEM expectations secondary pathways.
- States should align STEM expectations between middle, and high school levels to create a coherent system.

2. Examine and increase the state improve teaching and learning.

- States should use a process of international benchmarking to evaluate current capacity.
- States should support the continued development of data systems to track the STEM preparation of students.
- States should develop a communication strategy to inform the public in the urgency of improving STEM education.

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- States should develop or charge their P-16 councils to lead the alignment of STEM expectations throughout the education system and the workplace.
- States should support promising new models of recruiting, preparing, certifying, compensating, and evaluating teachers in STEM content areas.
- States should support extra learning opportunities to support STEM teaching and learning in the schools.

3. Identify best practices in STEM education and to scale.

- States should create and expand the availability of specialized STEM schools.
- States should develop standards and assessments in science and engineering as well as math and science.
- States should support the development of high-quality STEM curricula for voluntary use by districts.
- States should develop standards for rigorous and relevant CTE programs that prepare students for STEM occupations.

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1. Introduction

The global economy has “flattened” the world in terms of skills and technology. A new workforce of problem-solvers, innovators, and inventors who are self-reliant and able to think logically is one

perhaps most importantly, find “measured yet creative” problems which are today unimaginable.

Building a Science, Technology, Engineering and Math recommends that governors adopt policy tools in three a

and inventors who are self-reliant and able to think logically is one of the critical foundations that drive innovative capacity in a state. The K–12 (kindergarten through grade 12) education system, with the support of postsecondary education, the business sector, foundations, and government, must ensure that 1) all students graduate from high school with STEM competencies to become this workforce; and 2) a greater number of students graduate from high school as potential professionals in STEM fields.

Nobel Laureate Physicist and founder of the **Illinois** Math and Science Academy, Leon Lederman defines “STEM literacy” in a knowledge-based economy as the ability to adapt to and accept changes driven by new technology work with others (often across borders), to anticipate the multilevel impacts of their actions, communicate complex ideas effectively to a variety of audiences, and

ommends that governors adopt policy tools in three areas to support a comprehensive STEM policy agenda:

- aligning rigorous and relevant K–12 STEM education to the expectations (inputs) of postsecondary education and the workplace
- developing statewide capacity for improved K–12 teaching and learning to implement that aligned education and work system
- supporting new models that focus on rigor AND equity to ensure that every student is STEM literate upon graduation from high school and a greater number of students graduate from postsecondary education and training in STEM fields

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2. Why K–12 STEM Matters

America's economic growth in the 21st century will be driven by our nation's ability to generate ideas and translate them into innovative products and services. A strong consensus is emerging among scientific, business, and education leaders that America's ability to innovate and compete in the global marketplace is directly tied to the ability of our public schools to adequately prepare all of our children in STEM.⁴

The saturation of technology in most fields means that *all* students — not just those who plan to pursue a STEM profession — will require a solid foundation in STEM to be productive members of the workforce. When employers were asked to identify job applicants' common deficiencies, most industries reported a lack of mathematics, computer, and problem-solving skills.⁵ The United States is also rapidly losing its competitive edge within the STEM fields as our students fail to keep up with their international peers.

State education systems must change their approach to STEM education to respond to this new world. Over time, American education reforms in these areas have swung back and forth between two goals.⁶ At times, we have focused more on increasing basic math and science competencies in the general public through more rigorous requirements at the high school level with the hope of increasing general education attainment levels. In other periods, we have focused on creating scientists and engineers as an elite workforce. These shifting approaches were sufficient for much of the 20th century in a less than "flat" world where a high school education or less was sufficient for most good-paying jobs. For decades, the United States has been a beacon for STEM talent from around the globe.

Now, though, other nations are moving forward as the United States stands still. The *Global Competitiveness Report* by the World Economic Forum in its rating of national competitiveness, dropped the United States from first to sixth position, behind Switzerland, Finland, Sweden, Denmark, and Singapore.

The change in the U.S. position was based on the World Economic Forum's assessment of the United States' ability to execute all the diverse steps of the innovative process. Thus, in 2008, the United States was ranked either first or second in the world in market efficiency and technological innovation, but it ranked 27th in the quality of its public institutions (behind China, which is barely ahead of Portugal) and 40th in the areas of education, health (just behind Bosnia and Bulgaria and just ahead of Malaysia, and Estonia). The World Economic Forum notes that Switzerland, Finland, and Sweden have been successful in their notch education systems and because they focus on teaching critical thinking and innovation.

A student graduating from high school in the United States today has many different life options from which to choose: entering the workforce, entering the military, entering a two-year community college or technical college, and entering a four-year university. A student today also may choose among any of several pathways to the workforce. Some pathways include the aforementioned options, but others are shown by increasing numbers of students who are re-enrolling in college at a later point in their life. Understanding that there are many different pathways to the workforce demonstrates that a student's high school diploma must include STEM competencies, as not to close them off from any of these options either at the time of high school or later in life.

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3. Where Do We Stand?

Andreas Schleicher of the Organization for Economic Development (OECD) summarized the importance of educational attainment and achievement to a country's well being:

Individuals and countries that invest heavily in education benefit economically and socially from that choice. Skills are now a major factor driving economic growth and broader social outcomes, both in the world's most advanced economies and in those experiencing rapid development. The long-term effect of one additional year of education on economic output in the OECD area ranges between 3 percent and 6 percent... Together, skills and technology have flattened the world, such that all work that can be digitized, automatized, and outsourced can now be done by the most effective and competitive individuals or enterprises, wherever on the globe they are located. ⁸

America's public schools face challenges and opportunities in this new world given the increased demands on our education system to support a knowledge-based economy.

Lagging Educational Attainment of Younger U.S. Population Internationally

After World War II, the United States gained a “first-mover advantage” in educational attainment by massively increasing educational enrollments at the elementary, secondary, and postsecondary levels. Consequently, for most of the 20th century, the United States had the most educated workforce and populace in the world.

That advantage is now eroding as other nations catch up.

Although the United States still ranks among the top-performing nations in the world in the percentage of older adults (ages 35 to 64) with a postsecondary associate’s degree or higher, it has slipped down the list on that indicator as well as the percentage of adults with a high school diploma or equivalent. The United States now ranks seventh in the educational attainment (associate’s degree or higher) of younger adults (ages 25 to 34). In other countries, the younger generation is attaining a higher level of education than the prior generation, but that is not the case in the United States.

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Lagging K–12 STEM Achievement of U.S. Students Internationally

The Trends International Mathematics and Science Study (TIMSS) measures how well students have acquired the mathematics and science knowledge that they have encountered in school. In TIMSS 2003¹⁰, U.S. eighth and 12th graders did not do well by international standards, ranking below average in both grades.

international standards, ranking below average in both grades. When one includes the fourth grade TIMSS 2003 results, where U.S. students were above average, one finds a pattern of a steady decline in the our international ranking from fourth to 12th grade.

The OECD's Program for International Student Assessment (PISA) is an internationally standardized assessment of mathematics and reading literacy administered to 15-year-olds in schools in participating countries. ¹¹ PISA takes a broader approach than TIMSS by assessing the ability of students to apply their knowledge and skills to real-world problems.

PISA was last taken by 15-year-olds in the United States in 2003. In mathematics literacy and problem-solving, U.S. students had an average score higher than just five countries out of the 30 OECD nations whose students participated in PISA. More than one-quarter of American 15-year-olds failed to demonstrate that they have acquired the most basic mathematical skills (to use direct mathematical inference, use a single representation to help explore and understand a problem; use basic algorithms, formulas, and procedures; make literal interpretations; and apply direct reasoning). Only 2 percent of American 15-year-olds performed at the highest level of mathematics, demonstrating high-level thinking, reasoning, problem-solving, and communication skills. On average, across OECD countries, the share of top performers was twice as large; in Belgium, Japan, and South Korea, the share of top performers was four times as large.

A significant percentage of U.S. students are not doing well on our own assessments. Only a third of American eighth graders can read on grade level on the National Assessment of Educational Progress (NAEP) exam, which is highly predictive of their future math and science performance. ¹²

Persistent STEM Achievement Gaps by Race, Gender, and Socioeconomic Status

On the 2003 PISA math assessment, the quartile of American 15-year-olds with the lowest socioeconomic status was almost three times more likely to be among the bottom quarter of performers than the quarter of most privileged students. These gaps in assessments of student achievement based on U.S. socioeconomic status in mathematics and science, achievement gaps between the bottom students based on race/ethnicity, gender, and socioeconomic status, continued in both subjects and at most grade levels. For example, Hispanic students were significantly more likely than white students to score below basic on math and science at all grade levels.

Projected demographic shifts have the potential to make the U.S. problem if STEM achievement gaps are not rectified. If the U.S. domestic college population stabilizes at about 30 percent of students from 2010 to 2025, population groups currently underrepresented in STEM fields will attend college in growing numbers. If the achievement gap persists, increasing numbers of students will be unprepared to succeed in college and in STEM degree programs.

4. Where Do We Want To Go?

We in the United States now live in a world where individual states, as well as the nation, increasingly must generate their own human capital with the STEM literacies that will allow them to succeed in the knowledge-based work place and community. STEM literacy refers to an individual's ability to apply his or her understanding of how the world works within and across four interrelated domains.

- *Scientific literacy* is the ability to use scientific knowledge (in physics, chemistry, biological sciences, and earth/space sciences) and processes to understand the natural world but to participate in decisions that affect it (in three main areas — science in life and health, science in Earth and environment, and science in technology).¹⁶
- *Technological literacy* in the modern world means the ability to use, manage, understand, and assess technology. Students should know how to use new technologies, understand how new technologies are developed, and have skills to analyze how new technologies affect us, our nation, and the world. Technology is the innovation, change, or modification of the natural environment to satisfy perceived human needs and wants.¹⁷
- *Engineering literacy* is the understanding of how technologies are developed via the engineering design process; lessons are project-based and integrate multiple subjects, making difficult concepts relevant and tangible to students and tapping into students' natural interest in problem-solving. Engineering design is the systematic and creative application of scientific and mathematic principles to practical ends such as the design, manufacture, and operation of efficient and economical structures, machines, processes, and systems.¹⁸

- *Mathematical literacy* means the ability of students to reason, and communicate ideas effectively as they analyze, evaluate, relate, solve, and interpret solutions to mathematical problems in a variety of situations.¹⁹

STEM literacy is an interdisciplinary area of study that encompasses four areas of science, technology, engineering, and mathematics. STEM literacy does not simply mean achieving literacy in each of the four strands or silos. Consequently, a STEM classroom moves students away from learning discrete bits and pieces of information and rote procedures and toward having investigating and understanding the interrelated facets of the world.

One hallmark of a STEM classroom is an emphasis on problem-solving in “intellectually messy” situations. Teachers weave together the disciplines through topics such as nanotechnology, biomedical engineering, and astrobiology. Thus, in a STEM classroom might pose a problem and then require students to do original research inspired by a classwide project, where they must use technology to gather and analyze data, design, test, and improve upon a proposed solution, and communicate their findings to their peers in another context. A STEM student might spend after-school time, mentored by an engineer, building a robot that can walk up stairs.

A state with an effective STEM policy agenda uses its authority over academic content standards, required state assessments, school graduation requirements, and content area teacher certification and certification standards, and to develop new models to support an effective K–12 STEM classroom. Governors can use their bully pulpit, convening authority, and the funding lever to create an aligned and rigorous STEM education system. It is important for governors to use these tools to lead their states to adopt a STEM education agenda that supports their economic future.

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5. Underlying Obstacles

Lack of K–12 STEM Preparation for Postsecondary Pathways

On a variety of STEM indicators, it is clear that too many American high school graduates are inadequately prepared for postsecondary education and work. A recent study of factors in postsecondary degree completion by the U.S. Department of Education found that taking college-level math as early as possible improved a student's chances of graduating from college with a degree.²¹ Yet nearly three out of 10 first-year college students in the United States are placed immediately into a remedial course.²²

Fourteen states still allow students to graduate from high school with two or fewer math units and 20 states allow students to graduate with two or fewer science units. The community college system alone spends an estimated \$1.4 billion annually on remediation in math for inadequately prepared freshmen.²³

ACT, Inc., which administers the American College Test (ACT), has found a connection between a rigorous high school curriculum and students' success on college-entrance exams. One study found that taking upper-level math courses improves the achievement of all students on the math portion of the test, regardless of the student's gender, family income, or racial/ethnic background.²⁴

Although a greater percentage of ACT test-takers met the college-

concluded that higher-order, complex communication thinking skills are now more important and more in demand than routine cognitive/manual and nonroutine manual skills.

Outdated Notions of Core Curriculum Less Than Rigorous Standards

The existing core curriculum, which is divided into science and math, focuses on traditional math and science, is often criticized as irrelevant and boring to today's students. The declining interest levels of American students, especially girls, begin to drop around middle school. As factors in turning away large numbers of students to STEM disciplines and professions, researchers point to the artificial separation in the curriculum of the natural phenomenon into subjects, the focus on natural science and lack of attention to the human-made world of engineering and technology, and the disconnect of coursework from students' lives. Students and teachers hold the misconception that science and engineering do not include assistive and interactive technologies and characteristics that appeal to women and minorities.

In response to poor U.S. scores on international assessments, the National Science Board has recommended that stakeholders work together to develop nationwide core competencies in science.³⁰ Established competencies could help to sta-

Although a greater percentage of ACT test-takers met the college-readiness benchmark on the math and science assessments in 2006 than in 2005, a majority of the test-takers still lacked college-ready skills and are likely to struggle in first-year college math and science courses.

Recent ACT data also suggest that far too few students in the United States are taking sufficiently challenging courses.²⁵ The ACT-recommended core curriculum in high school consists of four years of English and three years each of math (algebra and higher), science, and social studies. Students who reported taking this core curriculum earned an average composite ACT score of 22.0; students who took less than this core curriculum, on the other hand, earned an average ACT score more than two points lower — just 19.7. Of all 2006 ACT-tested high school graduates, 54 percent reported taking the ACT-recommended core curriculum; 34 percent reported taking less than the recommended core; and 12 percent did not provide information about the courses they took.²⁶

ACT, Inc., has found that high school graduates need to be educated to a comparable level of readiness in reading and math proficiencies whether they plan to enter postsecondary education or workforce training programs. A recent study by Richard Murnane

instruction across the nation and align states and local standards with international best practices of standardizing competencies and courses.

In contrast to their school lives, STEM plays an increasingly important role in the lives of American students outside of school through the use of everyday technologies such as cell phones, computers and an the explosion of STEM programs and Web sites.

Since the 1930s, U.S. educators, policymakers, and researchers have worked to better align the study of STEM with the interests of students; however, the gap between interest and the actual experience continues to widen.³¹ This gap has serious implications not only for maintaining a STEM-literate population but also for keeping students interested in STEM professions.

Under the No Child Left Behind Act of 2002, a state's academic standards have greater weight than ever before, but in recent reviews of state standards in math and science show a lack of urgency for improvement. A 2005 report for the National Academy of Sciences by the Institute by a panel of scientists gave grades of D or lower to only half the states for their statewide academic standards in science.³² The Fordham report came as states face the

Left Behind mandate to have science standards in place by 2006 and to test in this critical subject beginning in 2007. A similar 2005 Fordham study on math standards gave states an average grade of “high D” — and just six states earn “honors” grades of A or B, three of each.

Studies of results from TIMSS 2003 suggest that the top-achieving countries have coherent, focused, and demanding mathematics curricula, whereas the U.S. curriculum is often characterized as “a mile wide and an inch deep”.³³ In the top-performing countries, the number of topics that children are expected to learn at a given grade level is relatively small, permitting a thorough and deep cov-

STEM teachers through high-quality preparation, support, and professional development for teachers in a way that is not possible in large numbers of classrooms.

Although there are no concrete numbers on teacher retention in STEM fields, there is consensus that it is lower than in other subjects.³⁸ Teachers with STEM content knowledge and skills are often drawn to high salaries and careers in the private sector. Differences in the retention of teachers by high schools vs. suburban schools further exacerbate the problem.

According to the 2003 National Center for Education Statistics (NCES), 40 percent of U.S. middle-school physical science

erage of each topic. In the United States, math topics often appear somewhat haphazardly throughout the grades — for example, relatively advanced mathematics are sometimes introduced in the earliest grades before students have had an opportunity to master basic concepts and computational skills. ³⁴

Underqualified STEM Teaching Force

A shortage of STEM teachers in the United States has been directly linked to the low quality of STEM education in this country. ³⁵

The United States faces a critical shortage of highly qualified math and science teachers — projected to reach 283,000 by 2015. ³⁶ The

shortage of technology educators is even more severe, and quality requirements for such educators are minimal. The shortages of STEM teachers is particularly pronounced in low-income, urban school districts in the United States.

The STEM teaching workforce in the United States is changing. The attrition, migration, and retirement of STEM teachers is leading to what has been called a “revolving door” of educators. ³⁷

Simply increasing the number of STEM teachers through financial incentives and other recruitment strategies will not solve the problem. States must address the systemic reasons for the attrition of

(NCES), 40 percent of U.S. middle-school physical science teachers teach subjects out of their field, 30 percent of middle school biology teachers teach out of their field, and 20 percent of middle school math teachers teach out of their field.

U.S. high school teachers who teach out of their field range between 8 percent and 15 percent. TIMSS 1999 found that 80 percent of eighth grade American math and science teachers were less specialized (i.e., have either an undergraduate major or master's degree) in their STEM subject areas than their counterparts in other countries. ⁴⁰ A recent study found that only one in five eighth grade out-of-field math teachers felt, by their own assessment, well prepared to teach a basic set of arithmetic.

A recent study by the Illinois Education Research Council examined the lack of effect between the establishment of high standards and student achievement.

The study found that the increase in student enrollment in more advanced mathematics courses was undermined by under qualified teachers. High standards coupled with capacity-building policies to increase student achievement.

6.Strategies for Improvement

Redesigning a state's STEM education system may require increased centralization of authority to the state while allowing appropriate local control by school districts. This approach has been used by nine of the states in the NGA High School Honor States program, which have revised and raised statewide academic standards, and the eight states that now require all students to complete a rigorous college preparatory curriculum for graduation, including in STEM areas. Centralized high school reform efforts in such states focus on aligning standards, curricula, and college expectations; creating longitudinal data systems; raising high school graduation requirements; and expanding students' access to postsecondary opportunities.

Recently, governors have taken impressive steps to improve the K–12 education systems in their states, with initiatives ranging from early childhood education to high school reform. Governors are playing a leading role in increasing high school graduation requirements in math and science, strengthening course rigor by expanding AP courses and exams and aligning ACT Assessments and coursework, building aligned K–16 (kindergarten through grade 16) data systems, and defining and beginning to implement comparable measures of high school graduation rates.

It is important for governors to use their bully pulpit, convening authority, and funding levers to lead their states to adopt a STEM education agenda that supports their state's economic future. Governors should lead efforts in their states to align STEM education outputs and expectations within different levels of their state's education system, develop statewide capacity in quality STEM teaching, data systems, and curricular supports; and look for best practice models around the country and around the world.

Three specific recommendations to governors for building a STEM education agenda are presented below.

RECOMMENDATION #1:Align state K–12 STEM standards and assessments with postsecondary and workforce expectations

The United States is falling behind other countries in graduating all students from high school with STEM competencies that ensure that the students are prepared for postsecondary education

misalignment challenges, it is recommended that states address the three policy strategies discussed below.

STRATEGY #1: Align state STEM standards and assessments with international benchmarks through state participation in the Program for International Student Assessment (PISA) and/or The Trends in International Mathematics and Science Study (TIMSS)

TIMSS and PISA are two international assessments of students' achievement on assessing students' math and science achievement. TIMSS assesses a number of countries, as well as states and individual school districts, have chosen to participate in such assessments. States that have used the assessments to improve elements of their education systems through evaluation, sharing of best practices, and professional learning building. Correlations have been made between a nation's performance on the international assessments and its ability to compete in the global innovation economy. ⁴³

All U.S. states and districts were invited to participate in the TIMSS 1995 International Benchmarks of Mathematics and Science Achievements: Profiles of World Class Performance in the Fourth and Eighth Grades. Five states and one consortium of schools participated. The participating consortium included the World Consortium (FiW) — a collection of schools from the state of Illinois located north of Chicago plus the **Illinois Mathematics and Science Academy**, a residential school and professional development center. ⁴⁴ These schools formed FiW to pursue the goal of being first in the world in math and science. After their scores on TIMSS showed that they were indeed near the top of the world, the FiW used the data from the study to analyze their own strengths and weaknesses, then used the results to develop policies and programs to address the identified weaknesses.

PISA evaluates 15-year-old students in a number of countries to assess the math and science literacy of the education system — or what skills and competencies students have acquired and can apply to real-world contexts at that age. States should consider benchmarking the elements of their education systems to those of PISA and top-performing states to align the “yield” of their system with the needs of a global economy for a STEM literate citizenry.

ensure that the students are prepared for postsecondary education and the workforce. A key reason is misalignment in STEM areas in many states; between K–12 outputs and postsecondary and work expectations; between elementary, middle, and high school levels within the K–12 system; and between states' standards and assessments and those of our international competitors. To address these

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economy for a STEM literate citizenry.

Finland, the top achiever in PISA 2000, creates national curriculum, provides support, and monitors schools but leaves it up to the states to determine how they will meet the targets. In addition, Finland has placed teacher professionalism at the center of its education efforts, with a focus on highly competitive entry into

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high standards for all teachers, and an emphasis on innovation in teachers' professional practice. To date, the reactions to PISA results by participating OECD countries have varied considerably.⁴⁷ Germany, a relatively poor performer, has commissioned a multilateral study group to study its results; Denmark initiated a review of its education policies in relation to the educational policies of Finland. Mexico has established a new external educational evaluation institute that reviews its Department of Public Education, and Canada uses PISA to monitor both individual schools and its national system as a whole.

STRATEGY #2: Align K–12 STEM expectations with readiness for all postsecondary pathways to the knowledge-based economy

To implement this strategy, states should do several things. First, they should develop statewide rigorous standards for STEM disciplines that signal for K–12 and postsecondary education systems what it means for students to be ready for success in postsecondary pathways into the knowledge economy. Twenty nine states have joined Achieve's America Diploma Project (ADP) which is dedicated to making sure every high school graduate is prepared for college or work. In 2003, 13 of those states participated in Achieve's Alignment Institutes that provided tools, training, and technical assistance to help states align high school standards with the demands of college and work. This year, Achieve plans another round of alignment institutes with 4–6 additional ADP states focused around the same core set of activities.

achievement across states. Over time, the goal is for higher education to use the end-of-course Algebra II placement instrument, streamlining the connection between secondary and postsecondary education and reducing the number of assessments students take overall. These nine states will be working on aligned instructional systems to support this effort. **Maine** recently made national headlines when Governor Baldacci enacted a moratorium on all localized assessments and adopted the College Board's Scholastic Achievement Test (SAT) as both Maine's 11th grade No Child Left Behind assessment tool and college-readiness measure. To prepare for the SAT, all 10th graders were administered the Preliminary SAT/National Achievement Test (PSAT) at state expense, and additional SAT preparation courses were offered virtually.

Third, states need to require a college preparatory curriculum with a strong STEM component, as the default for all students. At this time only 12 states (Arkansas, Delaware, Florida, Kentucky, Michigan, Minnesota, Mississippi, New York, North Carolina, Oklahoma, South Dakota, and Texas) have aligned their school graduation requirements with college and workforce expectations, according to a 2006 study by Achieve, Inc. Florida requires all of its students to complete a rigorous, college-level preparatory curriculum called Smart Core. This curriculum includes three years of math (including algebra I, geometry, and algebra II) and three years of science. Arkansas uses the bulk of the Smart Core School Honor States grant to build upon this foundation by aligning its standards to college and workplace expectations and implementing end-of-course assessments to ensure course rigor. The

Maine's Secondary Education Task Force recommended that the state legislature establish a core curriculum, increase high school graduation requirements, and revise the assessment system. The core curriculum is aligned to the University of Maine's statement on college readiness, which requires each graduate to have successfully completed four years of math (including Algebra II) and three years of laboratory science.

Second, states need to support the STEM-readiness standards for postsecondary success by including those readiness standards in state-required tests for graduation and public school accountability. A number of states are moving toward state-developed end-of-course tests in 11th grade Algebra II through which those standards can be more easily measured. For example, nine states (Arkansas, Indiana, Kentucky, Maryland, Massachusetts, New Jersey, Ohio, Pennsylvania, and Rhode Island) are collaborating with Achieve to develop a common end-of-course Algebra II test that can be used to track progress on shared goals and compare

ticularly eager to reduce the 10 percent of students that do not meet the Smart Core curriculum. **Delaware** has a Smart Core curriculum from which districts can opt out only by demonstrating that the curriculum they offer is equally rigorous. **Illinois** has a requirement that students have four years of science (including biology, chemistry, physics, and one elective, including laboratory) for high school graduation.

Fourth, governors should consider supporting efforts that are underway to align the basic elements of all college entrance exams (e.g., AP, ACT, SAT). Governors should carefully evaluate the advantages and disadvantages of choosing different readiness requirements for their particular state to ensure that the knowledge and skills being assessed are in alignment with expectations of the state's postsecondary system and private sector. **Michigan** recently created the Michigan Merit Exam, which combines the ACT college-readiness exams, WorkKeys, and a series of tests developed by the state in collaboration with the state

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STRATEGY #3: Align STEM expectations between elementary, middle, and high school levels to help create a coherent K–12 STEM system

Experts agree that we must start in elementary school to capture and maintain student interest in STEM fields throughout middle and high school. ⁴⁸ The Engineering Is Elementary: Engineering and Technology Lessons for Children curriculum, developed by the National Center for Technological Literacy (NCTL) at the Museum of Science in Boston, **Massachusetts**, has shown significant improvement in understanding of technology and engineering and has tremendous appeal among girls, English language learners, and minority students. ⁴⁹

First, states should expand access for K–12 students to high-quality preparation programs like the International Baccalaureate

those needs to focus the STEM education system on the most important areas of demand.

RECOMMENDATION #2:

the state's capacity to implement a rigorous STEM education system statewide to improve teaching and learning

While improving the rigor, relevance, and alignment of STEM education, states should also examine and increase the capacity of their education systems to graduate all students from high school with STEM competencies. Key challenges in capacity include lack of statewide data systems to show strengths and weaknesses; lack of public and political consensus on the urgency of reforming the system; the capability of the teaching force to effectively

ty preparation programs like the International Baccalaureate Diploma Program and the College Board’s AP Programs that view alignment as a key factor in preparing students for success at the higher levels of their programs. The College Board produces a series of guides for pre-AP coursework that focus on vertical alignment and will release their newly revised AP science courses and tests over the next five years. A state could benchmark its pre-AP coursework to the content and skill expectations laid out in the guides. Several states are working with ACT, Inc., on aligning their curricula to prepare students for those college-readiness assessments in math, science, and other areas.

Second, states should examine how their state and local standards work in concert to achieve excellence. **New York** State’s high school standards and graduation requirements are governed by the New York State Regents exams. The state sets the content and skill standards, and achievement is measured by subject-area exams. Some state-created regional entities have combined their management and resources to create region-wide pre-Regents STEM curricula so that all students within the collaboration receive the same aligned instruction.

Third, states should establish public-private partnerships to support K–12 alignment of STEM expectations. **Delaware** has been a leader in aligning the state’s K–12 science standards, curricula, and assessments. In the early 1990s, then-Governor Mike Castle helped create the Delaware Science Coalition. This coalition, made up of the state, school districts, and the Delaware Foundation for Math and Science (a group of local businesses who fund the work), maintains a focus on long-term science education reform, intense professional development, and innovative curriculum development with rigorous pilot studies. In 1997, **Maryland** created an interagency task force that examined the human capital needs of high growth regional industries. The task force then backward mapped

the system; the capability of the teaching force to effectively deliver a high-quality STEM education; a disconnect between in-school and out-of-school STEM education; and a lack of high-quality state-level support entities to support the local work in key STEM areas. To address these capacity challenges, governors should consider the seven policy strategies discussed below.

STRATEGY #1: Evaluate the current capacity for effective STEM teaching and learning at the K–12 level that is preparing all students for postsecondary pathways.

To implement this strategy, governors should first support their state’s participation in international STEM assessments to evaluate the state’s capacity and to spur change.

Illinois was among five states to participate in the TIMSS 1999 International Benchmarks of Mathematics and Science Study. The TIMSS 1999 Achievements: Profiles of World Class Performance in Mathematics in Eighth Grades, as well as in the TIMSS 1999 study. One of the results of the TIMSS 1999 study, Illinois commissioned a report on its math and science education system that compared Illinois to the other participating states and nations. The report detailed specific strengths and weaknesses of the system and was then used to create specific state policies.

Second, governors should develop comprehensive coordination plans to evaluate the state’s capacity for improved STEM education, the visibility of STEM education within the community, and support for new approaches to STEM education. State P–20 Councils, with K–12, postsecondary, and business involvement, can be a key vehicle for this effort.

In July of 2005, a P-20 Council was established in **Maine** under the leadership of Governor Janet Napolitano. In February

TIMSS 1999 results for **Illinois** demonstrated that, in general, math teachers in the state were expected to cover more topics in

The **Maine** Readiness Campaign continues to move forward actively with its three-pronged approach of media advocacy, community engagement, and policy support. Its central message

less breadth than their international counterparts. The report recommended that a new curriculum add depth during the early grades by devoting more time to whole numbers, measurement, and estimating.

In response, the Illinois Business Roundtable funded the P–20 Commission at Northern Illinois University to produce a report on the status of STEM Education in Illinois. The *Illinois STEM Education Report* was issued in June of 2006 and became a major part of the Keeping Illinois Competitive initiative’s linking STEM education and the state’s ability to compete in the global innovative economy. The initiative lays out five major elements of increasing economic competitiveness and provides specific economic development, K–12 STEM education, and postsecondary objectives.

Governor Napolitano and the Council were presented with the report “*From Education to Work: Is Arizona Prepared?*” The report examines the expectations for high school graduates that have been defined through analysis of workforce and postsecondary demands nationally and specific to Arizona. The council, under Governor Napolitano’s guidance, has worked closely with high growth and emerging industry sectors to define the educational and training requirements for key occupations within those sectors and create recommendations to align the K-12 and postsecondary education system to the needs of industry. The report then laid out specific recommendations for action to address the gaps identified in the report.

Delaware’s P–16 Council, as part of the state’s communication strategy around increased high school graduation requirements in math and science, held focus groups with parents and business leaders to determine their level of awareness about and support for the increased expectations for high school graduates. Focus group participants questioned whether the state and its districts and schools have the necessary capacity — in the form of highly qualified teachers, facilities, district and state support, public support, and funding — to meet the demands. In response to the concerns raised by these focus groups, Delaware has developed recommended math and English language arts curricula; it has also charged subcommittees with the task of making recommendations for providing supports to teachers and students that would help students meet higher expectations.

nity engagement, and policy support. Its central message is that Maine’s students need to be better prepared for college. The goal is to build public support for redesigning high schools. Significant state funds are being used for the following:

- using television, radio, the Internet, and community organizations to extol the importance of graduating ready for college
- helping 50 communities take concrete actions that demonstrate that their high schools are graduating students ready for college, career, and citizenship
- informing and coordinating opinion leaders to act as champions for high school reform

Minnesota is taking a top-down and bottom-up approach to support their STEM education reform. The state solicited guidance from teachers and community organizations through 12 regional forums to develop the state’s plan. Minnesota has also developed resources for students and teachers, such as STEM tool kits distributed to every high school and a student-oriented website.⁵² The state also hopes to leverage grant awards allowing 20 high schools to develop models in digital content, technology and engineering, and math remediation. Thus far, the governor has convened two summits and 10 regional forums to advance the state’s educational and economic agenda with key business leaders.

STRATEGY #2: Support the continued development of statewide K–16 data systems to track the STEM performance of K–12 students for postsecondary pathways and to improve teachers data tools to improve instruction

The Data Quality Campaign has identified 10 essential elements and fundamentals of a longitudinal data system. Although specific to STEM education, collection of K–12 individual student data in science, math, engineering, and technology for all students and allow the tracking of students from P–12 (preschool to grade 12) and higher education systems. Currently, **Florida** is the only state that has a longitudinal data system with all 10 of the essential elements identified by the Data Quality Campaign.⁵³

Recognizing the importance of data, **Arkansas** has implemented an electronic transcript to facilitate the exchange of information between students between the K–12 education system, the postsecondary

meet higher expectations.

students between the K–12 education system, the postsecondary education system, and employers. Pilot schools in the

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using the electronic transcript this fall, and more than 200 educators have been trained on the system. Using an electronic transcript system has the potential to yield answers to important policy questions. For example, linking the K–12 and postsecondary data systems helps state officials analyze correlations between taking high school courses and success in postsecondary education.

Since taking office in January 2006, **Virginia**'s Governor Tim Kaine has embraced high school redesign. He has pushed the state's P–16 Council to define college readiness and lead the creation of a P–16 longitudinal data system. Virginia's P–16 longitudinal data system is now in its third year of implementation and will be able to provide data on the first complete high school cohort next year. The state department of education has awarded a contract for two studies now underway: 1) a study to identify high-performing high schools and the qualities that make them successful; and 2) a study to examine academic weaknesses of recent high school graduates, focusing on graduates who are required to take remedial courses upon college entrance — an analysis in which the state's longitudinal data system will be critical.

Delaware plans to track student performance throughout the education system. The P–16 Council's post-secondary success subcommittee is building a data cube to integrate K–12 and higher education student-progress data. A new state policy allows for unique student identifiers to facilitate information exchange across the systems.

STRATEGY #3: Support promising new models of recruiting and preparing STEM teachers.

Addressing the shortage of STEM teachers in the United States is critical. As noted earlier, the United States faces a critical shortage of highly qualified math and science teachers — projected to hit

The number of nontraditional and alternative programs is increasing over the years. According to the National Council on Alternate Certification, 48 states plus the District of Columbia now report having at least one alternate certification pathway at the state level.⁵⁴ It is estimated that one in four teachers nationwide received their initial certification through an avenue other than a four-year degree. In addition to recruiting additional STEM teachers, states need to be able to retain them. Without the “revolving door” of STEM educators and maintaining control of all certification pathways, states will have difficulty addressing this vital capacity issue.

Florida has several initiatives underway to recruit, prepare, and retain STEM teachers. The state has developed an intensive campaign to recruit and retain an increased number of middle and high school science teachers. Its program, funded by the U.S. Department of Education, focuses on recruitment, alternate certification, and retention of career-changing STEM professionals. Between 2004 and 2005, Florida's program recruited 176 new teachers, of whom 10 percent resigned before their second year. This is slightly below the national average of 20 percent for middle school teachers. Community colleges around the state are training graduates for careers in education in new Education Preparation Institutes. The training courses, some as short as eight weeks, are meant to plug one of the nation's most urgent teacher shortages. Florida's program has drawn praise for its convenience and ability to attract nontraditional teaching candidates. Together, combined with others, has the potential to double the size of the teacher stock in 2007–2008, infusing the state with a significant number of career changers.

The **New Jersey** Alternate Route Program, a collaboration between the state, local districts, and local colleges, attracts both career changers but also recent college graduates at the

of highly qualified math and science teachers — projected to hit 283,000 by 2015.

In 2002, the National Commission on Mathematics and Science Teaching recommended that greater visibility be given to outstanding examples of innovation, initiative, and leadership in recruiting and preparing teachers. A 2006 report of the National Academy of Sciences, *Rising Above the Gathering Storm Report: Energizing and Employing America for a Brighter Economic Future* recommended that the country increase America's talent pool by vastly improving science and mathematics teaching, and for annually recruiting 10,000 science and mathematics teachers.

One approach to addressing the shortage of STEM teachers is to rely more heavily on nontraditional and alternate teacher certification programs, which made their initial appearance in the 1980s.

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career changers but also recent college graduates at the classes. Teaching candidates participate in a year-long program while in their first year of teaching; they also receive mentoring provided by the school district. The Alternate Route Program now provides the state with 42 percent of its new teachers. It has been especially successful in placing graduates in districts that have been traditionally difficult to staff. The Alternate Route Program is paired with an intensive retention program aimed at teacher retention.

The Teach For America (TFA) program for new college graduates has been successful in attracting top STEM graduates to the field. Nearly 20 percent of TFA's 19,000 applicants majored in STEM fields.⁵⁵ TFA also has a specially designed program to support and training for STEM teachers. This success demonstrates that top STEM graduates are interested in teaching. T

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Board for Certification of Teacher Excellence's (ABCTE) Passports to Teaching graduates may apply for teaching licenses in six states. ABCTE has set a goal to recruit 5,000 new math and science teachers by 2009.

Governors can encourage traditional, postsecondary-based teacher preparation programs to think differently about the way they prepare math and science teachers. A recent report highlighted several examples of postsecondary institutions and/or systems that are successfully pushing reform, often with gubernatorial support.⁵⁶

UTeach, a partnership within the University of Texas at Austin's College of Natural Sciences and College of Education and the Austin Independent School District, is engaging arts and sciences faculty as leaders of reform. UTeach is working to increase the number and diversity of math, science, and computer science students entering the teaching profession in the state and assuming positions of educational leadership in their fields. UTeach has options for undergraduates to receive a bachelor's degree with a major in these fields and a teaching license in four years, college graduates who want to return for certification, and for experienced

STRATEGY #4: Support accountability measures and funding for all providers of STEM teacher preparation training

States should support accountability measures tied to all providers of STEM teacher preparation and consider financial incentives to improve results based on the number of STEM teachers and schools on students in STEM disciplines. Such financial incentives, combined with state- and district-level accountability systems, should document a causal link between specific professional development measures and students' learning outcomes using quantitative measures.

Education Week's *Quality Counts 2007: From Cradle to Career* Connecting American Education From Birth to Adulthood recommends accountability for teacher education programs using two indicators: 1) publishing pass rates and rankings of teacher education institutions; 2) evaluating the performance of graduate teacher education programs in a classroom setting; and

graduates who want to return for certification, and for experienced teachers who want an advanced degree. Since UTeach began 1997, it has increased more than fivefold the number of STEM teachers being certified, and most graduates are still teaching.

The Boston (**Massachusetts**) Teacher Residency Program is a 13-month teacher preparation and certification program aimed at recent college graduates, mid-life career changers, and community leaders with experience working with children. The program, a collaboration between the Boston Public Schools, the Boston Partnership for Excellence in Public Schools, U-Mass Boston, and a coalition of local foundations, has found just over half of its middle-school and high-school teaching residents are of color and about half are math and science candidates.

In **California**, Governor Arnold Schwarzenegger has marshaled significant state and private resources (including several million dollars in corporate contributions) to support the joint efforts of the state’s two university systems — California State University and the University of California — to significantly increase their production of math and science teachers over the next five years. The Cal-State system, which trains 60 percent of the state’s elementary and secondary teachers, pledges to double the number of credentialed math and science teachers it annually produces from 750 to 1,500 by 2010. The U-Cal system will adapt the UTeach model in creating CalTeach and pledges to quadruple its math and science teacher output from 250 to 1,000 annually by 2010.

teacher education programs in a classroom setting; and improving low-performing teacher education programs. The Regional Education Board ⁵⁶ advocates for high standards, certifying at-risk or low-performing teacher preparation programs, as well as for assistance programs to improve the quality of teacher education programs. This organization emphasizes the importance of accountability systems to maintain quality as states create an increasing number of alternate teacher certification programs.

Alabama has made good progress in improving its teacher education system, in part because it holds teacher preparation programs accountable for the performance of their graduates. In 2004, Alabama was one of eight states that held teacher preparation programs accountable using all three standards identified in Education Week’s *Quality Counts 2004*: program accountability, accountability of the university or institution providing training programs and the university or institution accreditation. Alabama produces report cards for each of its teacher preparation institutions, which detail the quality of the programs and a set of measures, ranging from the comprehensiveness of the curriculum to clinical experiences to evaluations of their performance on the profession.

Louisiana also holds its teacher preparation program accountable using the three measures identified by Education Week’s *Quality Counts 2004*. The state has adopted a performance score system that applies to both traditional and alternative programs. Teacher preparation programs gain points by improving aspirational scores on content area tests, the number of racial minority graduates who complete the programs, and numbers of graduates

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prepared to teach in shortage areas such as math and science. Louisiana also has a four-part corrective action plan that provides financial assistance, as well as external assistance, to address the problems within the program. The strict accountability system has been important in holding accountable the state’s alternate certification programs, which account for many of the new incoming

STRATEGY #6: Create STEM centers to improve teaching and learning across the state and states through work on alignment, policy, and implementation

States can establish state-level STEM education centers to build statewide capacity for improved STEM teaching

STEM teachers.

STRATEGY #5: Support market- and performance-based, differentiated compensation for STEM teachers, particularly in underserved schools

Given the shortage of K–12 teachers in STEM fields (as well as in English as a second language/bilingual areas), states should consider adopting differentiated compensation schedules for STEM teachers, particularly in underserved schools. A majority of states offer financial incentives to address subject-area shortages, including math and science. A number of diverse approaches to teacher compensation have begun to emerge, among them plans to tie compensation to teaching performance and evaluation in all content areas, including math and science.⁵⁷ All 50 states and more than 500 districts currently have policies and regulations in place to recruit, reward, and retain teachers in all content areas that are certified by the National Board for Professional Teaching Standards.⁵⁸ **Texas** and **Florida** have recently required school districts to establish performance based compensation systems for teachers in all content areas. Florida's system links raises and bonuses for teachers to students' standardized-test scores. Several school districts, including Houston, Texas, and Denver, **Colorado**, have established their own performance-based, differentiated compensation plans. Some states and districts are adopting the Teacher Advancement Program that includes a pay-for-performance element. The federal Teacher Incentive Fund provides funding for school districts and states to create financial incentives for teachers and principals who raise student achievement and close the achievement gap in high-need schools.

New York City offers teachers in high-need content areas, including math and science, and in underserved schools a \$14,600 housing subsidy. Under the terms negotiated with the city's teacher's union, the city will pay as much as \$5,000 up front plus a \$400 monthly housing stipend. An aggressive marketing campaign is being used to try to lure STEM teachers from other parts of the country. Although the cost to the city is relatively minor, education officials believe the program value will far outstrip its costs. Teachers can bundle the housing stipend with a state-funded tuition reimbursement program that was developed by former Governor George Pataki. The city of Chicago, **Illinois**, and the state of **California** offer housing subsidies to teachers as well.

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build statewide capacity for improved STEM teaching. State-initiated STEM centers can act as a nexus for partnership development and to increase local capacity for STEM education. Individual STEM centers may focus on different aspects of STEM education, such as redefining teacher preparation and supporting alternative models of education delivery. STEM centers are an important way to develop, implement, and test professional development programs for teachers. A group of STEM centers may choose to work on common aspects such as developing new STEM curriculum, marking state standards, and aligning assessments.

STEM centers should have a number of common elements. First, they should focus on exploring, testing, and propagating best practices in STEM education. Second, they should focus on addressing all aspects of STEM education, including increasing the number of "T and E". STEM centers also should focus on drawing attention and guidance from across a wide array of sources, including partnerships with businesses, organizations that provide learning opportunities, and especially strengthening collaboration between the different levels of education.

Texas Governor Rick Perry was instrumental in building the Science, Technology, Engineering, and Math Initiative as a public-private partnership that is central to the Texas High School Project. The T-STEM initiative was launched with \$100 million in state funds and \$55 million in private funds. It created six STEM centers to support 35 specialized STEM academies. The STEM centers are located at universities, research centers, and other nonprofit organizations and support STEM academies with professional development, teacher recruitment and retention, curriculum development all in STEM education. The STEM centers are a foundation of the state's efforts to improve practices Texas High School Project Network to share with the academies and the centers with all Texas middle and high schools as well as the nation.

The Charles A. Dana Center at the University of Texas at Austin demonstrates the expertise that university mathematics and science departments can provide to improve STEM education through policy assistance, research, and professional development for teachers. The Dana Center helped formulate state standards for mathematics and science and now conducts research, develops research- and standards-based curriculum materials, and provides classroom teachers and higher education faculty involved

teacher preparation (e.g., UTeach at UT-Austin). The Dana Center's professional development support includes online lesson plans aligned to the state standards and assessments, ongoing assessments, and institutes for schools and districts. The Dana Center is a T-STEM partner center as well.

North Carolina Governor Mike Easley launched the North Carolina New Schools Project in 2004 through a public-private partnership to create small high schools with an economic development theme and a focus on STEM fields. Ten schools opened in 2005, with a concentration on fields and occupations experiencing economic growth, such as health and life sciences, engineering, biotechnology, and information technology. The New Schools Project focuses on assisting district- and school-level staff in the process of opening the school and the first years of implementation. The New Schools Project will help open 75 small new high schools and 100 Learn and Earn early-college high schools (one in each county) by 2008.

The Merck Institute for Science Education (MISE) in **New Jersey** was founded in 1993 with a mandate to improve student performance and participation in science. Focusing on students in kindergarten through eighth grade, the Institute focuses on forming partnerships between educators, parents, Merck employees, and policy makers through policy work at the state level and intensive school reform at the district level. MISE is an example of an industry sponsored STEM center that has achieved the goals of uniting all education stakeholders including industry, improving STEM education at multiple levels, and sustaining long term progress. MISE has also faced the challenge of scaling up its initial efforts from four to seven school districts and offering itself as a model for other organization while not diluting itself from its initial success and quality.

STRATEGY #7: Support STEM education outside the classroom via expanded learning opportunities that develop and maintain student interest

The Smith Summer Science and Engineering Program **Massachusetts** is a precollege summer program for youth of high school age. It brings together girls from all over the state to participate in intensive, integrated STEM courses during the summer. The Smith program, which was started in 1996, seeks out girls who are traditionally underrepresented in STEM professions and has been successful in maintaining the STEM pipeline. More than 75 percent of the Smith program graduates say the program increased their interest and participation in STEM. States can support programs like SSSEP as a comprehensive approach to engaging youth in the STEM pipeline.

Arizona State University's Women in Science and Engineering (WISE) program attracts junior and senior high school students to explore STEM careers and college majors during the summer at the campus of ASU. WISE is a multi-tiered program that brings together diverse populations of students, their teachers, and parents to gain first-hand experience with the latest imaging technology. Besides presenting opportunities for scientific study, design, and independent research, WISE also deals with gender bias issues in the classroom. WISE participants learn strategies and practices for neutralizing the classroom culture that discourages the pursuit of advanced classes in mathematics and consequently participation in well paying and exciting careers in science and technology. University of Arizona's College of Medicine MEDCAMP program brings high school students together to learn about careers and college majors in medicine, nursing, pharmacy, and biomedical research during the summer.

States have also focused on increasing students' hands-on experiences in STEM through support for design and engineering competitions such as the Intel International Science and Engineering Fair, Science Olympiad, and the FIRST Robotics Competition series. These competitions provide students with real-world challenges and allow students to build, tinker, design, and solve while learning deep content understanding of the subject. Other competitions, such as the Young Naturalists

maintain student interest

Providing governors the policy tools to help their STEM education systems create early student interest in STEM and then maintain that interest is critical. Education officials and funding organizations have looked to the success of expanded learning opportunities, such as afterschool and summer learning programs to see what is possible in STEM education. These programs can complement what students learn during the school day by giving them experiences with enrichment projects and access to community resources and sparking interest in STEM-related activities.

hand. Other competitions, such as the Young Naturalists Competition, offer students a more inquiry and narrative style competition that reflects upon the scientific processes that allow students to understand the natural world. Governors can look to these rigorous competitions and experiences to gain knowledge into alternate evaluation methods and guidance in creating relevant, interesting STEM programs. Financial incentives to encourage districts to participate in these

Building a Science, Technology, Engineering and Math Agenda**RECOMMENDATION #3: Support innovative models to find best practices in STEM education and bring them to scale**

Looking to find examples of best practices in STEM education, it does not take long to identify promising and emerging practices from outside the traditional education world. Although there are some emerging best practices, there are few models with a research base for governors to look to. The existing models provide potential inspiration but there is a need for innovation that is tied to assessments that help inform what works and why. This is partially due to the cross disciplinary nature of STEM that brings together education and economic development. It is also due, in part, to the plethora of successful nontraditional educational models that have begun to flourish. From charter schools to business models, all 50 States are at a time in which they can no longer afford to only look inward to existing educational structures for models of effective STEM education. Governors should look internally to find the success stories from within their state, converse with other states to identify and localize their best practices, and look internationally to see how other countries continue to show progress.

STRATEGY #1: Establish and/or expand specialty STEM

California has received national attention. The National Consortium of Specialized Secondary Schools of Mathematics, Science, and Technology maintains a network of specialized schools around the country that shares successful curricula and professional development programs. The National Academies Foundation is supporting a number of new STEM-focused schools.

Texas Governor Rick Perry has supported the design and implementation of whole-school changes in STEM. He helped launch the T-STEM initiative, which is creating 35 specialized STEM academies that are a mix of charter schools, traditional public schools, and early-college high schools. The academies will offer a rigorous STEM curriculum to 25,000 mostly low-income and minority students, beginning in the sixth grade, and will serve 3,500 students each year with the preparation to pursue advanced careers in STEM-related fields. The T-STEM initiative is part of the Texas High School Project, which is designed to increase high school graduation and college enrollment rates in every community.

States can use similar policies to expand access to early STEM school models focused on STEM disciplines and career pathways that directly connect the high school experience to postsecondary education and training, with the goal of supporting student

STRATEGY #1: Establish and/or expand specialty STEM middle and high schools, including “early colleges,” charter schools, district charter schools, and other models

Although this initiative maintains an important focus on improving STEM education for all students, the innovation economy also requires an increase in the number of STEM professionals. Specialty programs and schools provide students with the opportunity to specialize in STEM-focused studies. Such programs (e.g., day or residential, charter schools, magnet schools, in-district public schools, and precollege programs) have been shown to lead to much higher rates of postsecondary attendance and graduation in STEM fields. These STEM-focused schools have been shown to be effective in increasing and maintaining student interest in STEM. For example, **Arizona** is home to a recently created Bioscience High School that will educate students in a small school environment. The school is located just minutes from Arizona’s bioscience hub and will connect students with tools, resources, and experts from across the country.

Many states and districts have created specialty STEM schools. Thomas Jefferson High School for Science and Technology in Northern **Virginia** is one of the first and one of the most successful. Other top schools include the **Illinois** Math and Science Academy in Aurora and the Eleanor Roosevelt High School in Greenbelt, **Maryland**. Hi-Tech High, a wired school in San Diego,

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from one level of the system to the next. states that have created an early-college model. The **Learn and Earn** High School Initiative is a collaborative effort between states of school systems, including in **Georgia** an early-college model of high school that includes college courses. The state legislature passed regulations and policies to grow an early-college program. Nine new programs were opened in January, bringing the total number of programs to 23 in the state. Through the NGA Honor States grant funding, the **Maine Schools Project** has created a network to support program expansion with substantial ongoing technical assistance.

North Carolina Governor Mike Easley launched the **Learn and Earn** early-college high schools initiative in 2004 as part of the **New Schools Project**. **Learn and Earn** high schools allow students to graduate in five years, with a high school diploma and a college degree or two years of college credit. The **Learn and Earn** schools are expected to recruit first generation college students and students who perform poorly in the traditional high school. For example, the **Learn and Earn** site at **North Carolina State University** in Durham focuses on both curriculum and industry experiences in partnership with biotech companies in Research Triangle Park. The governor plans to have **Learn and Earn** sites in all 100 counties by 2008.

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STRATEGY #2: Support emerging work on standards, assessments, and curriculum on the “T” and “E” (technology and engineering) of STEM

A key strategy to increase the relevancy of STEM to students’ lives is to increase student exposure to the “T” and “E” of STEM — technology and engineering. Both subjects focus on describing the human-made world in which students increasingly live in and include hands-on manipulation, design activities, and real-world problem solving experiences as core components of learning. Few

PTC, a global software company, has partnered with Governor Tim Pawlenty, the University of Minnesota, and the Minnesota High-Tech Association, to design and establish the world’s first statewide Global Engineering Education Program. The program is designed to prepare teachers across the state with computer aided design tools, and connect schools with industry and manufacturing companies, and develop business plans through Minnesota’s High-Tech Association. Governor Pawlenty provided support for teacher professional development so that teachers could be trained before the school year began.

problem solving experiences as core components of learning. Few states or school districts include engineering — the study of how new technologies are developed — as part of the core curriculum.

Standards for Technological Literacy, developed by the International Technology Education Association, have been adopted by a majority of states who continue to work on implementation and assessments. A collaborative effort is currently underway to develop model K–12 engineering standards that will soon be available for state adoption. States should adopt or develop technology and engineering standards, assessments, and curriculum. Teaching young students about engineering can help attract women, English language learners, and underrepresented minorities into the field as well.

The College Board is working with Strategies for Engineering Education K–16 to develop a pre-AP engineering pathway course of study that will be piloted in several districts in 2008. The course, designed to attract students from all levels, will be inclusive and provide the kind of education needed for high school students to enter an AP program in engineering. This work will create a gold standard by which states can align their engineering education coursework and continue to increase the “E” in K-12 schooling.

Massachusetts has led the way among states in developing the “T” and the “E” in STEM. It recently required that, by 2010, all students must pass a Massachusetts Comprehensive Assessment System (MCAS) in Science and Technology/Engineering to graduate. This is a result of seven years of design work in Massachusetts’ Framework that functions as the state’s standards in STEM disciplines in K–12. Massachusetts has supported efforts on “T” and “E” by the Museum of Science in Boston that include the creation of the National Center for Technological Literacy (NCTL). The NCTL is designed to build K–12 curricula, standards, and professional development for technology and engineering education. The NCTL has reached out to state departments of education throughout the nation to support their work in designing standards in technology and engineering disciplines. **New Hampshire**, 36 other states, and a number of countries, are at various stages of work with the Museum of Science in Boston to develop “T and E” standards.

teachers could be trained before the school year began in September. The Minnesota Department of Education is a member of the PTC-MIT Consortium, a coalition of 100 members across the United States, focused on addressing educational technology and engineering workforce needs.

STRATEGY #3: Support the development of quality STEM curricula, aligned to state standards and available for voluntary use by teachers and schools

States can partner with districts, organizations, and private companies to create high-quality STEM curricula that is aligned to state STEM standards and available for voluntary use by districts. The examples below demonstrate three ways to create and implement curricula that are aligned with state STEM standards.

The state of **Washington** performed a review of mathematics instructional materials in 2006. The resulting report provided information regarding the alignment of mathematics instructional materials to Washington’s K–10 math standards with a focus towards international standards. Although the materials were produced by private companies, the report serves to measure the degree of conformation with core lessons, assessment, and program design.

In 2006, **Georgia** adopted a new series of math standards. The state developed “optimal teaching sequences” and lesson plans that are aligned to the standards and assessment. A new program, entitled Georgia Performance Standards, introduced a series of lesson plans, activities and assessments for K–9 mathematics and will complete grades 10 and 11 prior to the spring of 2008. A comparable science series is under development and its anticipated completion date is spring 2009.

The publication of the **Massachusetts** Technology/Engineering Curriculum Frameworks motivated school districts to implement curricula, assess student learning, and address gaps in teaching. Working with the National Center for Technological Literacy at the Museum of Science, Boston, many districts have implemented curriculum materials in elementary

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and high school to satisfy the new state standards. At the high school level, the courses fulfill the freshman-year Technology/Engineering framework, provide ample opportunity to teach math skills, and prepare students for engineering offerings in subsequent grades. The partnership between the state, local districts, and an outside organization has created a rigorous, innovative curriculum that satisfies state standards.

States can also learn from and support districts supporting professional development for STEM teachers; the Chicago, **Illinois** Public Schools Math and Science Initiative is offering curricula and other support materials in all of the district's high schools and is reaching down to elementary and middle school as well.

STRATEGY #4: Reinvalidate Career Technical Education (CTE) as an option for all students with the same postsecondary pathways readiness expectations as for non-CTE students, particularly in its training for high-wage, high-skill occupations in STEM fields

Aligning instruction to the career cluster knowledge and skills creates a fundamentally different type of instruction where academic and technical instruction is blended and transitions among learner levels are seamless. Within the CTE community there is a two-fold goal to support this strategy to inject rigor and relevance into both existing and emerging programs.

A Career Cluster is a grouping of occupations and broad industries based on commonalities. The 16 career clusters provide an organizing tool for schools, small learning communities, academies, and magnet schools. **Arizona** conducted a comprehensive review of its CTE curriculum during which specific program standards were written and programs were updated to include reinforcement of state academic standards. As a result, in 2004, CTE graduates who

took two or more CTE courses outperformed the general school student population taking all three of Arizona's academic tests (AIMS). The state's next step will be to review the CTE curriculum and identify the STEM standards embedded within current CTE courses and to add STEM standards where gaps exist.

Maine is integrating career and technical education (CTE) into the state's overall academic framework. As a result, Maine's CTE Centers are increasingly emphasizing numeracy and literacy. The state has also launched a P-16 demonstration project in two high schools, the CTE Center, a community college, and a university on the same site. **Kentucky** is developing interdisciplinary CTE courses that meet academic content standards. For example, two courses, computer aided drafting and construction are structured so that they cover all 23 standards for geometry.

Project Lead The Way (PLTW) is a four-year program designed to introduce high school students to engineering. Students participate in core STEM courses build around the STEM standards. More than 80 percent of PLTW graduates are going to college, and 68 percent of the college graduates have decided to major in engineering. PLTW also trains teachers in a two-week summer workshop that models problem-based STEM courses. PLTW has developed an engineering program, including curricula, assessment, and professional development. PLTW is supported by the Department of Education and the National Aeronautics and Space Administration and hopes to eventually reach 5,000 schools of the nation's high schools. The program offers opportunities to earn early college credit and has recently announced a partnership with community college "Pathways to Engineering" program. **Blagojevich of Illinois** has invested more than \$1.2 million in PLTW across the state as a part of his economic development strategy.

7. Putting It Together

A number of states are beginning to implement comprehensive K–12 STEM education reforms. **Rhode Island, Minnesota, Massachusetts, and Indiana** have all adopted these reforms as part of the NGA Honor States Grant work.

Rhode Island is revising the sequence of its high school science instruction; aligning standards and performance-based assessments to postsecondary expectations; expanding dual enrollment options; and creating a K–16 longitudinal data system that is linked to workforce data. Governor Donald Carcieri has taken an active role in establishing the state’s P–16 Council as a focal point for STEM education reform as part of the state’s high school redesign efforts.

As part of its STEM initiative, Rhode Island launched a new and innovative curriculum sequence for its high school science students called Physics First. The course sequence is rearranged to begin with physics and then move to chemistry and finally biology, under the belief that this sequence more accurately builds upon prior knowledge. Six schools (representing 10 percent of the state’s high schools and 15 percent of the high school students) were selected as Physics First pilot sites to undergo summer professional development for teachers. Participating teachers also receive ongoing, job-embedded professional development during the school year.

In addition, Governor Carcieri worked with legislative leaders to secure over \$16 million in additional funding for STEM educa-

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cal education teachers. Other developments in Minnesota are the following:

- The state recently gave grant awards allowing 20 schools to develop model programs in digital content, technology, engineering, and math/science remediation.
- The state solicited guidance from teachers and community leaders through 12 regional forums to develop the state’s STEM initiative.
- Minnesota’s efforts are bolstered by a coordinated, multi-faceted communication campaign. A Web site, press releases, and public service messages generate media attention.

Indiana is focusing its high school redesign work on identifying and seeding promising STEM redesign models; forming STEM networks and creating a K–12 STEM Resource Center; developing statewide curriculum to train math teachers; and enacting legislation to support high school redesign. Governor Mitch Daniels developed a bottom-up, community-driven redesign process to complement the state’s Core 40 curriculum (a college-preparatory sequence that requires every student to pass algebra I, geometry, chemistry or physics). A November 2006 conference focused on STEM and high school redesign. An estimated five new middle schools and four early-college high schools will open in 2007. Supporting this work are the Indiana K–12 STEM networks, new regional and thematic networks. The K–12 STEM network’s first project is to improve the teaching of middle school

secure over \$16 million in additional funding for STEM education, including \$15 million for upgrading teacher training programs and state information systems in the K–12, postsecondary, and adult education systems, and \$200,000 for the creation of a statewide science curriculum.

Minnesota is emphasizing STEM education as it strengthens high school graduation requirements and aligns those with postsecondary expectations; expands dual-enrollment options; funds assessments of early-college readiness in eighth and 10th grade; creates a higher education accountability system; creates new school-level models to strengthen the academic rigor of career technical education; funds new instructional approaches; and increases public emphasis on STEM through professional development for teachers and outreach to the public.

Governor Tim Pawlenty's efforts are focused upon supporting teachers and schools in providing new instructional approaches in STEM. Teachers in Minnesota are learning to infuse digital content into their pedagogy. Twenty Lighthouse Schools received funding to improve student achievement and STEM teaching capacity. In addition, Minnesota has developed a new induction and mentoring program for math, science, and career and techni-

first project is to improve the teaching of middle school science, a key gatekeeper for student success in high school. In addition to the NGA High School Honor States grant, Governor Daniels has raised \$1 million in state dollars to support redesign projects. Through this outreach, Indiana's communities are exploring different models to create effective STEM high schools.

Massachusetts is focusing on STEM education in strengthening its high school standards and aligning those standards with postsecondary expectations; creating a college/work ready curriculum; developing an end of course assessment in algebra II; implementing a dropout prevention strategy; increasing AP and dual enrollment options; and building a K–16 longitudinal data system. The Massachusetts governor's office worked in close partnership with the state board of education and the commissioner of education to implement the following:

- By 2010, all students must score above the proficient level on the math MCAS and a discipline specific science/engineering MCAS.
- The state board of education revised its state standards to further promote technology and engineering standards.

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- There is now a single, comprehensive list of standards, including specific scientific inquiry and math skills.
- The Commonwealth has sought input from all education stakeholders, including business, to define work readiness and align its standards to those expectations as part of the American Diploma Project.

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