

Florida STEM Strategic Plan

With Year 1 Action Plan

A Plan for Systemic Reform of STEM Education and Workforce Readiness

“If the United States had in recent years closed the gap between its educational achievement levels and those of better-performing nations such as Finland and Korea, GDP in 2008 could have been \$1.3 trillion to \$2.3 trillion higher. This represents 9 to 16 percent of GDP.”

McKinsey & Company. (2009).
The Economic Impact of the Achievement Gap in America's Schools, p. 5,6.

Updated release

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Florida Center for Research in Science, Technology, Engineering, and Mathematics

Development of Florida's STEM Strategic Plan and Year 1 Action Plan

The STEM Strategic Plan, originally released in April 2011, was developed by a Task Force consisting of more than 70 leaders from the business, industry, education, policy, and philanthropic communities. Working together the Task Force researched, created and revised Florida's STEM Strategic Plan over an 18 month period.

Following the release of the STEM Strategic Plan, pertinent outcomes of the 2011 legislative session, including the expansion of career academies to middle schools, performance pay for educators and expanded virtual learning opportunities, coupled with opportunities for additional policy advances in the 2012 legislative session provided the basis for reviewing and updating the Strategic Plan. A smaller working group that included representatives from the original Task Force and supplemented by additional STEM stakeholders was created. The second iteration of the Florida STEM Strategic Plan was released in December 2011 and reflected the additional insights and continued work undertaken during the review and update process.

In August 2012, the recommended Year 1 Action Plan was created and added to the document.

On behalf of the Florida Center for Research in Science, Technology, Engineering and Mathematics, FCR-STEM, our sincere appreciation is extended to these dedicated professionals who shared their time and knowledge in STEM issues and their impacts on industry and Florida's economic future. Appendix A contains a complete list of the Task Force members that crafted the original STEM Strategic Plan as well as those that served on the working group that updated it.

A Chinese proverb states *the best time to plant a tree is 20 years ago; the next best time is now*. The same holds true for addressing STEM outcomes in Florida.

The following STEM Strategic Plan, created by leaders from business, education, philanthropy, workforce, economic development communities as well as policy makers, outlines the needed measurable outcomes Florida must achieve in order to develop the science, technology, engineering and mathematics (STEM) skills required in its current and future workforce. It also contains research-based strategies to arrive at those outcomes.

We know that Florida will need to fill 411,000 STEM-related jobs by 2018 (Alliance for Science & Technology Research in America), and while the number of degrees awarded annually by Florida's University System in STEM fields is increasing, today's current pace will not generate the graduates with the STEM skills needed to fill those jobs. With 267,500 employees in high tech fields, Florida ranks 4th in the nation (TechAmerica Foundation) yet over the past ten years, the number of students graduating in Florida with job-ready technology skills has fallen by 50% (Florida Board of Governors University data). The demand for a skilled workforce proficient in STEM disciplines is necessarily increasing as Florida transitions to an innovation economy yet only 35% of Florida's 8th graders scored at or above proficient in Math and 23% did so in Science (NAEP).

The good news is that there are pockets of excellence that Florida can capitalize on; activities are currently underway throughout the State that are positively affecting STEM outcomes. Further, research has identified successful programs being executed elsewhere that can be replicated in Florida to help us achieve our goals.

Florida has great challenges ahead – it also has tremendous opportunity to lead the nation in addressing those challenges. Florida benefits from many STEM stakeholders that are ready and willing to collaborate and that are capable of meeting this challenge. The work will be significant and change will not come easily, but it must nonetheless be realized.

We cannot afford any delay in implementing Florida's STEM Strategic Plan. Delays will stifle Floridian's opportunities to maximize their knowledge, their opportunity to maximize their earnings potential, their opportunity to be of value to Florida. Delays will limit Florida's economic future. Delays will jeopardize our national security and global competitiveness. The best time to implement Florida's STEM Strategic Plan was 20 years ago. The next best time is now.



Pamela A. Tedesco, CCE, IOM
President, The Arland Affiliation
Chairman, 2011 STEM Strategic Plan Update Process

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Executive Summary

STEM is an acronym for the fields of study of Science, Technology, Engineering, and Mathematics. STEM refers to both the subjects themselves and, importantly, to their integration. To be competitive in the global economy, we are challenged to develop and implement effective standards, curricula, and assessments that include and integrate all four fields of STEM.

The STEM Strategic Task Force, composed of over 70 members of the business, industry, education, policy, and philanthropic communities, relied on state of the state reports, literature reviews, roundtable discussions, and earlier initiatives to gain a clear picture of both the current and the desired STEM performance in Florida, and business-recommended and evidence-based strategies for overcoming that gap. With this information, the Task Force held face-to-face and virtual meetings to synthesize the statewide input and draft this strategic STEM plan for the state. The three goals below, with associated measurable objectives and action items included in this report, are the culmination of 18 months of effort by the Task Force.

In Fall 2011, a smaller working group comprised of a combination of original Task Force members and additional STEM representatives that were new to this Strategic Plan reviewed and updated the STEM Strategic Plan based on 2011 legislative outcomes, new science standards and updated data.

Implementation of the Florida STEM Strategic Plan must move quickly that we may remain nationally and internationally competitive.

The Students

Goal 1: Increase the percentage of students successful at each level (PK-12 and postsecondary, including career and technical, undergraduate and graduate) to ensure our diverse population is:

- Capable of conducting real-world STEM projects and inquiry;
- Capable of authentic and collaborative problem solving;
- Proficient in applying multidisciplinary knowledge and skills through STEM;
- Proficient in English and other languages in order to succeed on a global scale; and
- Knowledgeable about and interested in STEM careers.

Goal 1 measurable objectives have two main areas of focus:

- Increasing the performance of all students and their interest in STEM, and
- Decreasing the gaps in interest and achievement between groups of students.

Key action items, listed below, should be implemented by 2013 if the measureable objectives are to be met.

- Sequence the curriculum to promote maximum student learning. Concepts should build on one another as students progress and students must be expected to apply learning.

- Improve assessments to encourage proficiency in applying STEM skills and content knowledge, particularly in technology and engineering.
- Provide teachers with effective STEM curricula and resources that exemplify the integration of STEM.
- Integrate technology and engineering content standards into the state standards at all grade levels.
- Create technology and engineering course requirements for the middle grades.
- Increase the number of career academies in Florida that are STEM focused.
- Disseminate information and resources to parents about how to support their children’s STEM education and choice of STEM careers.
- Incorporate strategies shown by programs in Florida and other states to be successful in attracting all students, including underrepresented minorities, to STEM or STEM-related majors.
- Increase awareness of and access to financial aid for postsecondary degrees and certifications, particularly in STEM majors.
- Utilize workforce development systems (e.g., Regional Workforce boards, Employ Florida Banner Centers and career academies) and industry representatives to familiarize students with careers.

Supporting action items, included within the goal sections, may take place over a longer time frame.

The Educators

Goal 2: Increase the quality and quantity of STEM educators.

All educators who teach STEM at any level are STEM educators. This includes, but is not limited to, grades PK-5 teachers, grades 6-12 STEM teachers, principals, guidance counselors, and postsecondary STEM educators, including instructors at universities, colleges, technical programs, and in industry settings. We suggest that all STEM educators should be knowledgeable about STEM, should be able to effectively guide learning, and should recognize and collaboratively teach to the integrated nature of STEM.

In order to meet student achievement objectives within Goal 1, key action items for Goal 2 focus on professional development and support for educators currently impacting student performance.

- Identify or create scalable programs that show evidence of positively impacting educator learning, practice, and student achievement for both incoming and practicing educators.
- Increase the number of high-quality STEM research experiences for educators.
- Engage educators in job-embedded professional learning communities.
- Require teachers, principals, guidance counselors, and post-secondary STEM educators to participate in high-quality professional development.
- Secure funding for the dissemination of high-quality educator professional development programs.
- Streamline the process to remove ineffective educators.
- Continue to research the effectiveness of performance pay for educators.

- Create incentives for the hiring and retention of experienced, effective mathematics and science teachers in low-performing schools that often serve a high proportion of minority and low-income students.
- Provide cultural competency training to PK-20 educators.
- Work with teacher preparation programs in Florida's colleges and universities to implement the supporting action items related to undergraduate programs.

Supporting action items, to be enacted over a longer time period, are related to recruitment of knowledgeable incoming STEM educators/practitioners and the equitable placement of STEM educators to ensure that all students have access to high-quality teaching.

Sustainable Infrastructure

Goal 3: Create a statewide sustainable STEM leadership organization to align existing and emerging STEM initiatives and represent Florida as one voice in meeting STEM demands.

Leadership and organization are required to ensure that the recommendations of this plan are acted upon quickly and are updated as necessary to meet local, state, national, and international STEM demands. For this purpose, we recommend as the most immediate priority of this plan the creation and maintenance of an industry-driven Florida STEM leadership board to align the voices, needs, and resources of industry, educators, philanthropists, policymakers, parents, and students. Once this board is created, additional objectives, described within Goal Section 3, must be addressed in order to support long-term sustainability.

Suggestions as to the roles and responsibilities of the Florida STEM leadership board are described below.

- Develop and maintain collaborative relationships with regional STEM councils.
- Communicate with regional councils to identify short and long-term local industry workforce training/certification needs.
- Oversee, track, and report progress on implementing the Florida STEM Strategic Plan.
- Identify and disseminate best practices and resources from successful STEM initiatives.
- Identify funding sources to support STEM initiatives within the state.
- Organize, secure funding for, and implement a statewide, STEM outreach campaign.
- Inform and influence state policy about STEM-related matters.
- Create a sub-panel to review approaches for integrating technology and engineering content standards into the Next Generation Sunshine State Standards (NGSSS) and/or the Common Core State Standards (CCSS) and make recommendations to the Florida STEM leadership board.

It is also recommended that a respected, existing entity with paid, professional staff be involved in the oversight of the creation of the STEM leadership organization. FCR-STEM, created by the Florida legislature in 2007 has a mission of helping the State of Florida improve teaching and learning in K-12 science, technology, engineering and math and preparing students for higher education in STEM careers in the 21st century. It is an asset and resource to Florida in this effort and is well suited to take the leadership role in the implementation of this STEM Strategic Plan.

What is STEM and why does it matter?

Science, technology, engineering, and mathematics are closely interlinked areas—so closely interlinked that it is often difficult to know exactly where one starts and the other ends.¹

STEM, originally coined SMET in the 1990's by the NSF, is an acronym for the fields of study of Science, Technology, Engineering, and Mathematics. STEM refers to both the subjects themselves and, importantly, to their integration. Science is the study of the natural world and mathematics is the study of patterns and relationships. Both have been part of the core academic curriculum in the United States for many years. Technology and engineering have typically not been integrated into the core academic curriculum, and are not as widely understood by the general public. Technology is the study of our “human-made” world. Engineering is the systematic process used to develop solutions to human needs and wants utilizing math and science to create technology.

Many examples of STEM can be found in our everyday world. Inventions such as automobiles, laptop computers, and new medicines, as well as pencils, light bulbs, and plastic, are a part of everyday life in the 21st century. Although most people's lives involve working with objects made by humans, technology and engineering have not found their way into our mainstream education system. This has become a national concern. Near the end of the 19th century, the quest to identify what to teach in public education centered on subjects not typically learned at home: math, language arts, reading, and writing. Because the US was predominantly an agrarian society, the skills related to technology and engineering were taught by parents to their children to support the work done on the farm. The US of today is very different, and as we have moved into the 21st century, the school curriculum has not kept pace with technological advancements. Without the knowledge and skills developed through the study of technology and engineering, our students are limited in their ability to solve real-world, authentic problems. To update our curriculum, we must recognize the importance of all four fields of study, their relationship to each other, and the necessity to expose our students to relevant STEM instruction. Educators have been able to quantify and compare data regarding student proficiency in both mathematics and science, but this is not yet the case for technology and engineering. Educational standards, assessments, and curricula are not yet well established and accepted for technology and engineering. This must change.

To be competitive in the global economy, we are challenged to develop and implement effective standards, curricula, and assessments that include and integrate all four fields of STEM as a major component of school reform. Along with the vision and support of educators, business partners, and our community leaders, Florida will be positioned to grow and prosper for years to come.

¹ WestEd. (2010). Technology and Engineering Literacy Framework for the 2014 Nation Assessment of Educational Progress: Pre-Publication Edition. San Francisco, CA: Author. p. 1.10. Retrieved November 10, 2010, from http://www.nagb.org/publications/frameworks/prepub_naep_tel_framework_2014.pdf.

STEM in Florida: Where do we stand?

Many states have adopted effective innovation practices—if not yet a comprehensive innovation agenda—by making investments in K–12 education and raising science, technology, engineering, and math (STEM) standards; using their role as the main funders of higher education to improve these institutions’ production of math and science-related degrees; and linking research and development to key industrial, economic, and labor and skills targets.²

A variety of economic studies over the years reveal that half or more of the growth of the nation’s Gross Domestic Product (GDP) in recent decades has been attributable to progress in technological innovation.³

Currently, students in Florida perform below students in many other states and nations on science and mathematics assessments. As students in Florida progress through our public schools from elementary to high school, their performance declines relative to that of their peers in other states and nations.⁴ Additionally, achievement gaps in Florida between White, Hispanic, and African American students increase from elementary to high school.⁵ Nearly half of the high school graduates entering Florida’s community colleges require remediation in mathematics.⁶ Less than 25 percent of bachelor’s degrees awarded through Florida’s State University System (SUS) in 2010 were in STEM fields,⁷ though 8 of the 10 highest paying careers in Florida are in STEM fields.⁸ Industry leaders consistently report a shortage of qualified professionals to fill STEM positions and note the increasing need for employees in all positions who are STEM literate and capable of engaging in collaborative problem solving.⁹

² National Governors Association. (n.d.). *Innovation America: A final report*. Washington, DC: Author. p. 2. Retrieved October 20, 2010, from <http://www.nga.org/portal/site/nga/menuitem.1f41d49be2d3d33eacdcbbee501010a0/?vgnextoid=b1da18bd4bae0110VgnVCM1000001a01010aRCRD>.

³ National Academy of Sciences, National Academy of Engineering, and Institute of Medicine. (2010). *Rising above the gathering storm, revisited: Rapidly approaching category 5*. Washington, DC: National Academies Press. p. 18. Retrieved October 20, 2010, from http://www.nap.edu/openbook.php?record_id=12999&page=1.

⁴ According to the National Assessment of Educational Progress (NAEP; see <http://nces.ed.gov/nationsreportcard/states/>) and Trends in International Mathematics and Science Study (TIMSS; see <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009001>), each of which are administered in the 4th and 8th grades, and the Programme for International Student Assessment (PISA; see <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008016>) given to students at age 15. Additionally, the performance of Florida’s students is related to that of students of other nations by linking NAEP and TIMSS scores by Phillips, G. W. (2007). *Chance favors the prepared mind: Mathematics and science indicators for comparing states and nations*. Washington, DC: American Institutes for Research. Retrieved March 10, 2011, from www.air.org/files/phillips.chance.favors.the.prepared.mind.pdf.

⁵ Florida Comprehensive Achievement Test (see http://fcats.fldoe.org/mediapacket/2009/pdf/09pressPacketGR3_10_MathGraphs.pdf).

⁶ Florida Department of Education. (2009). *Florida public high school graduates: State summary by type of institution attended*. Tallahassee, FL: Author.

⁷ Board of Governors Interactive University Data website (<http://www.flbog.org/resources/iud/>).

⁸ Florida Research and Economic Database (<http://fred.labormarketinfo.com/>).

⁹ From the *STEMflorida* 2010 Business Roundtables described in a following section.

The picture is not entirely bleak: Florida’s student and teacher data-tracking system is among the best in the nation,¹⁰ its standards for mathematics were rated among the highest in the nation,¹¹ and development of the CPALMS website,¹² providing high-quality STEM resources linked to Florida’s standards, has received national and international attention. Additionally, there are many points of light in the state, from industry-sponsored student mathematics competitions¹³ to teacher research experiences funded by the National Science Foundation (NSF),¹⁴ but these piecemeal initiatives lack the necessary coherence to transform the STEM landscape in our state.

Many other states and nations lead Florida in the initiative to align STEM education and workforce needs, adopt globally competitive standards for all STEM fields, and create a fertile environment for innovation. If we are to remain nationally and internationally competitive, we too must collaborate to provide a world-class education for all of our citizens, rich in inquiry and real-world experiences that will provide them an advantage in the global market.

This STEM Strategic Plan includes measureable outcomes using specific data points. Goals have been established and are included in this Plan; the data points included in this document represent baseline points against which forward progress will be measured.

History of the Florida STEM Strategic Plan

In January 2009, after consulting with business and education leaders, Enterprise Florida, Inc. (EFI) released a [Discussion Paper](#) on K-12 STEM education. EFI’s Action Recommendation was to call for the creation of a Florida STEM Council to “act as a formal conduit for business direction, support, and engagement in STEM education.” Simultaneously, the Florida Center for Research in Science, Technology, Engineering and Mathematics (FCR-STEM), working with the Florida Chamber, began the process of establishing a task force of business, education, and government representatives to develop a STEM Plan for the State of Florida. In late summer of 2009, prior to the first meeting of the task force, Workforce Florida, Inc. (WFI) announced a request for proposal (RFP) to provide \$580,000 in support of efforts to improve STEM outcomes in Florida. In order to avoid duplication of efforts and increase the likelihood of developing a STEM Plan that would have a state-wide impact, leaders of the FCR-STEM task force made a decision to collaborate with the Consortium of Florida’s Education Foundations (CFEF) and others in responding to the RFP. In October 2009 our joint proposal, **STEMflorida**, was selected.

Under the **STEMflorida** initiative, FCR-STEM compiled the baseline STEM data relevant to Florida in, “[A Snapshot: The State of STEM in Florida](#),” comparing the performance of K-12 students in our state and nation to that of students in other states and nations, using findings from:

- the Trends in International Mathematics and Science Study (TIMSS),

¹⁰ See www.fldoe.org/arm/pdf/afs.pdf.

¹¹ Carmichael, S. B., Martino, G., Porter-Magee, K., & Wilson, W. S. (2010). The state of state standards – and the common core – in 2010. Washington, DC: Thomas B. Fordham Institute. Retrieved October 20, 2010, from <http://www.edexcellence.net/publications-issues/publications/the-state-of-state.html>.

¹² See <http://www.floridastandards.org/>.

¹³ See <http://www.fleng.org/mathcounts.cfm>.

¹⁴ See <http://www.magnet.fsu.edu/education/ret/>.

- the Programme for International Student Assessment (PISA),
- the National Assessment of Educational Progress (NAEP),
- the Florida Comprehensive Assessment Test (FCAT),
- student enrollment in upper level courses, and
- student achievement on Advanced Placement (AP) exams.

Within the Florida SUS and Independent Colleges and Universities of Florida (ICUF), metrics including course enrollment, majors chosen, and degrees awarded across a variety of STEM fields were examined. Additionally, all of the above sources were explored for evidence regarding the relative performance of females and minorities, in order to ensure that we focus on improving the STEM proficiency of ALL Floridians. Finally, FCR-STEM examined Florida's STEM progress in the workforce using sources including *Science and Engineering Indicators 2010*, produced biennially by the National Science Board.

In early 2010, a series of five roundtable discussions were hosted around the state to engage business leaders in a dialogue about STEM business needs in Florida. During the roundtables, business leaders identified important outcomes for improved STEM performance in Florida (Participating organizations are listed in Appendix A). FCR-STEM then compiled these outcomes and the business leaders' recommended strategies for realizing them in the [Education Link Report](#). This report also identified key variables related to improvements in STEM teaching and learning and additional information relevant to achieving the desired outcomes. All of the above reports were reviewed and approved by attendees at the 2010 STEM Business and Education Conference. Additional critical information was provided by the [Female and Minority Initiative](#) and resultant [Report](#), and many strategies included herein originated in that Report.

These discussions and reports provided the STEM Strategic Task Force a clear picture of both the current and the desired STEM performance in Florida, and business-recommended and evidence-based strategies for overcoming that gap. With this information, the Task Force held face-to-face and virtual meetings to synthesize the statewide input from both the business and education communities and draft this strategic STEM plan for the state. Originally released in April 2011, Florida's STEM Strategic Plan was reviewed and updated in November 2011 by a smaller working group comprised of members of the original strategic plan development task force supplemented by additional STEM stakeholders new to the process.

What must be preserved in the United States, if the nation is to compete, is an adequate supply of scientists and engineers who can perform creative, imaginative, leading-edge work - that is, who can *innovate*.¹⁵

¹⁵ National Academy of Sciences, National Academy of Engineering, and Institute of Medicine. (2010). *Rising above the gathering storm, revisited: Rapidly approaching category 5*. Washington, DC: National Academies Press. p. 48.

Rationale for STEM plan components

In order to achieve the desired outcomes, it was important to consider the major variables affecting the outcomes, and how those variables interact. Figures 1 and 2 on the following pages show the key variables that influence improvement of STEM teaching and learning, as identified in the Education Link Report. Although it is recognized that family and society play a critical role in student success, these figures focus on the variables that can be strongly influenced by businesses, educators, and policymakers. The Education Link Report explores these variables in more depth, specifically addressing questions and strategies that arose during the business roundtables.

Key Variables Influencing Improvement of STEM Teaching and Learning in K-12

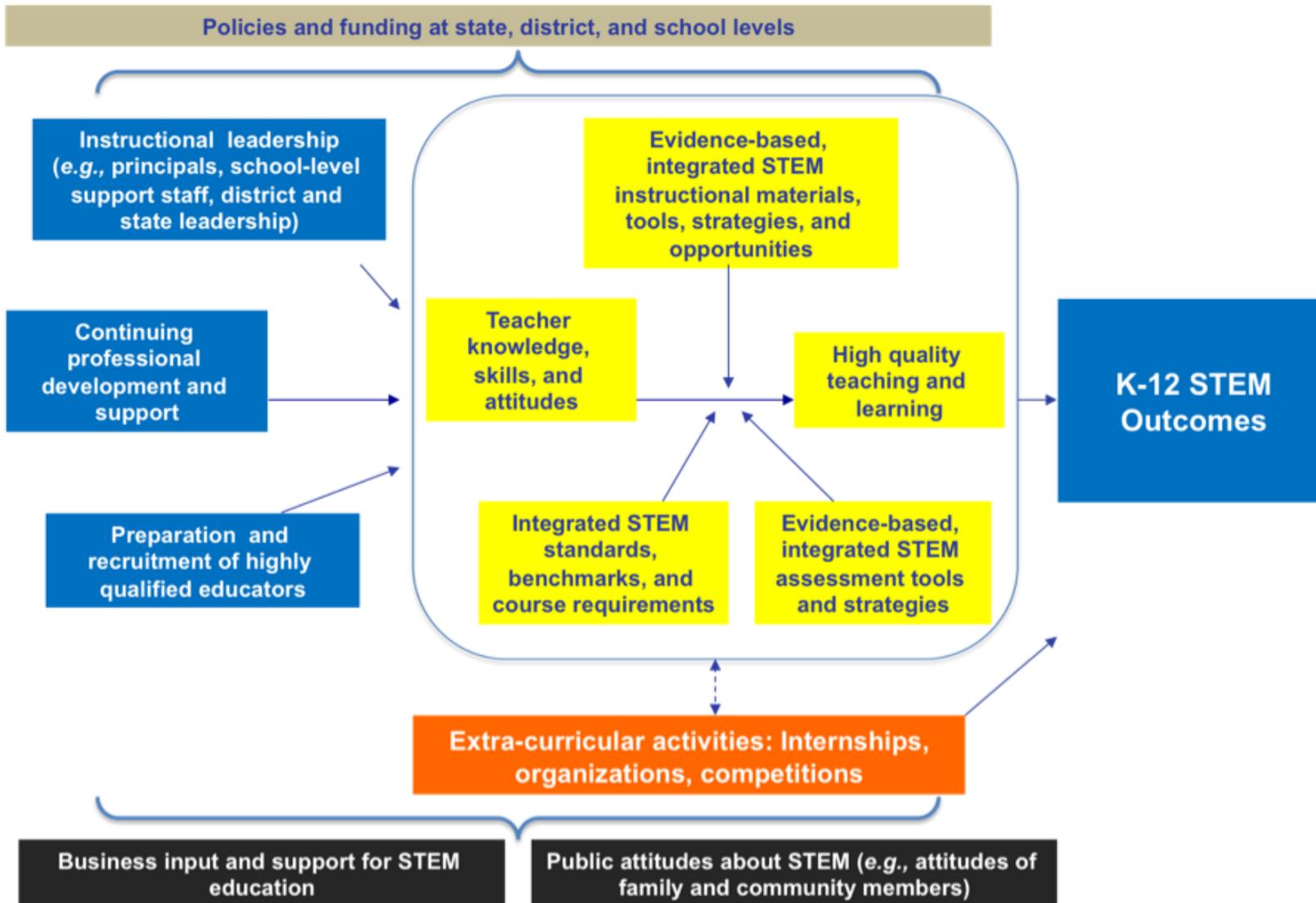


Figure 1. Key variables influencing improvement of STEM teaching and learning in K-12 have been identified by research. By considering all of the variables, and systematically strengthening each component, improved outcomes are more likely to be realized.

Key Variables Influencing Improvement of STEM Teaching and Learning in Postsecondary Settings

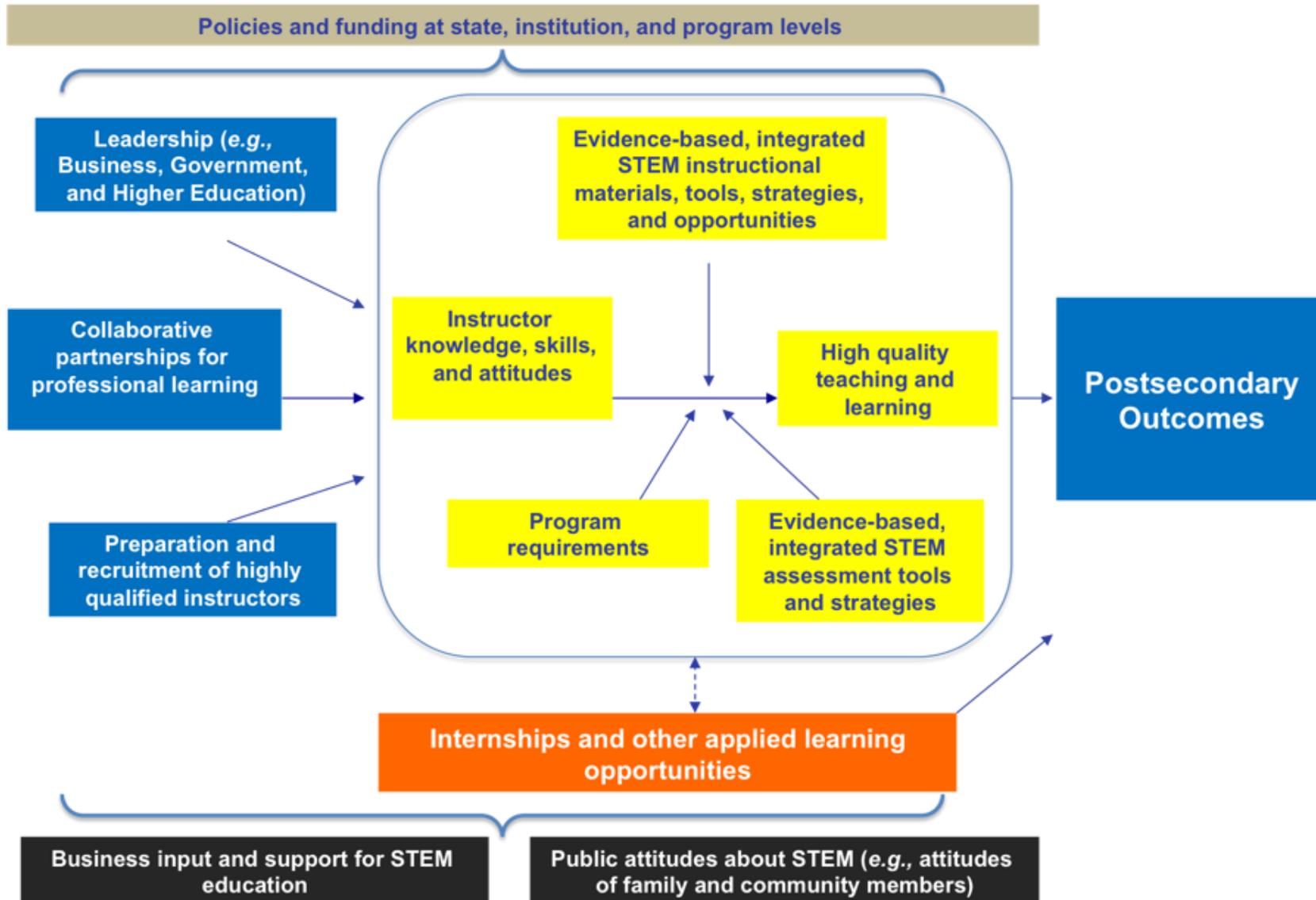


Figure 2. Key variables influencing improvement of STEM teaching and learning in postsecondary settings have been identified by research. By considering all of the variables, and systematically strengthening each component, improved outcomes are more likely to be realized.

Desired Outcomes: The Goals

The following three goals were initially identified during the **STEM**florida Business Roundtables and reviewed during the 2010 STEM Business and Education Conference. They have been adapted by the STEM Strategic Plan development team in light of very recent federal and state STEM initiatives.

The Students

Goal 1: Increase the percentage of students successful at each level (PK-12 and postsecondary, including career and technical, undergraduate and graduate) to ensure our diverse population is:

- Capable of conducting real-world STEM projects and inquiry;
- Capable of authentic and collaborative problem solving;
- Proficient in applying multidisciplinary knowledge and skills through STEM;
- Proficient in English and other languages in order to succeed on a global scale; and
- Knowledgeable about and interested in STEM careers.

The Educators

Goal 2: Increase the quality and quantity of STEM educators.

Sustainable Infrastructure

Goal 3: Create a statewide sustainable STEM leadership organization to align existing and emerging STEM initiatives and represent Florida as one voice in meeting STEM demands.

Towards achieving each goal, the measurable objectives and action items have been identified and are included in the following sections. For each goal section, key action items must be acted on initially, according to the timeline indicated, followed by supporting action items.

THE STUDENTS

Goal 1: Increase the percentage of students successful at each level (PK-12 and postsecondary, including career and technical, undergraduate and graduate) to ensure our diverse population is:

- Capable of conducting real-world STEM projects and inquiry;
- Capable of authentic and collaborative problem solving;
- Proficient in applying multidisciplinary knowledge and skills through STEM;
- Proficient in English and other languages in order to succeed on a global scale; and
- Knowledgeable about and interested in STEM careers.

Introduction

Technology and engineering literacy is the capacity to use, understand, and evaluate technology as well as to understand technological principles and strategies needed to develop solutions and achieve goals.¹⁶

Science and mathematics have long been included in the core academic curriculum of PK-12 schools and have widely accepted standards, curricula, and assessments that technology or engineering do not. The lack of measurable objectives related to technology and engineering in this plan highlights the need for measures in these areas. Strategies for creating and identifying technology and engineering standards, curricula, and assessments, and including them within the core academic curricula are included within the action items, below.

¹⁶WestEd. (2010). Technology and Engineering Literacy Framework for the 2014 National Assessment of Educational Progress: Pre-Publication Edition. San Francisco, CA: Author. p. xi. Retrieved November 10, 2010, from http://www.nagb.org/publications/frameworks/prepub_naep_tel_framework_2014.pdf.

Our **Measurable Objectives** have two main areas of focus:

- Increasing the performance of all students and their interest in STEM, and
- Decreasing the gaps in interest and achievement between groups of students.

To measure our progress within PK-12, we look to:

- The NAEP;
- The FCAT;
- End-of-Course Exams;
- Advanced STEM course-taking and success in AP and Career Technical Education (CTE) courses;
- Intent to pursue a STEM major as reported on the SAT Reasoning Test (SAT) and Pre-SAT (PSAT); and
- The Voluntary Prekindergarten (VPK) Assessment¹⁷, the PISA, the TIMSS, or other potential future measures of progress.

As indicators of postsecondary success, we report the number and percent of postsecondary students earning bachelor's degrees, master's degrees, and doctorates in STEM fields. Additional important indicators of success at the high school and postsecondary levels include:

- The number of STEM-related associate's degrees earned within Florida's colleges¹⁸
- The number of approved industry certifications earned in STEM fields at the high school level, and
- The number of career and technical industry certifications earned at the postsecondary level.

As these degrees and certifications are currently not tracked and reported for all STEM fields,¹⁹ they are not included in our measurable objectives. Because they are essential for Florida's STEM success, we note within our action items that we must increase the number of certifications earned at all levels. Meaningful tracking systems for STEM-related associate's degrees and for all STEM certifications would be useful.

Key Action Items must be implemented by 2013 if the measurable objectives are to be met. **Supporting Action Items** may take place over a longer timeframe.

At all levels, we must implement research-based instructional strategies. "In order for deep learning to occur, learners should: be motivated; be intellectually engaged; use evidence to critique claims, strategies, and designs; actively examine their own thinking; and attempt to make sense of their new knowledge in the context of the larger framework (Banilower, et al., 2008; Carpenter et al., 1999; NCTM, 2000)."²⁰ Strategies to help facilitate deep learning at all levels are included in Appendix C and in the Education Link Report.²⁰

¹⁷ See Appendix B. This assessment is currently available for teachers to track students' progress. Data could be compiled and reported at the state level.

¹⁸ Data that are collected on student enrollment and degrees earned in the Florida Colleges are reported in the following: Florida Department of Education. (2011). The Fact Book: Report for the Florida College System. Retrieved February 28, 2011, from <http://www.fldoehub.org/CCTCMIS/c/Documents/Fact%20Books/fb2011.pdf>.

¹⁹ The Florida Department of Education reports only the number of industry certifications earned by students in career academies: Florida Department of Education. (2010). *Career and Professional Academy Enrollment and Performance Report 2009-2010*. Retrieved February 23, 2011, from <https://www.fldoe.org/workforce/pdf/capepr0910.pdf>.

²⁰ Lang, L., Gaboardi, M., & Johnson, C. (2010). *Education Link Report*. Tallahassee, FL: Florida State University, Florida Center for Research in Science, Technology, Engineering and Mathematics. Retrieved February 23, 2010, from http://www.lsi.fsu.edu/centers/fcrstem/resources/documents/education_link.pdf. p. 12-30.

Measurable Objectives

NAEP Performance

Data Source: NAEP: <http://nces.ed.gov/nationsreportcard/states/>. Science and mathematics will be tested in 2015. Mathematics will also be tested in 2011, 2013, and 2017. Technology and Engineering Literacy will be assessed for the first time in 2014.

1.A. Increase performance on all NAEP Science and Mathematics exams by 20 percentage points by the year 2017, as indicated by the percentage of students at the “proficient” level or above. For Technology and Engineering Literacy, to be first tested in 2014, we expect Florida students to rank nationally in the upper 30 percent at 4th, 8th, and 12th grades. Data are included in Appendix D.

1.B. Reduce by half the achievement gaps on all NAEP Science and Mathematics exams, as indicated by the percentage of students at the “proficient” level or above, by 2017. For Technology and Engineering Literacy, we expect gaps to be less than the 2017 target gaps for science and mathematics. Data are included in Appendix D.

FCAT Performance

Data Source: FCAT 2.0 scores as reported by the Florida Department of Education (FL DOE): <https://app1.fldoe.org/FCATDemographics/>. See Appendix D for reference data from the current FCAT. The FCAT 2.0 will be aligned with the Next Generation Sunshine State Standards (NGSSS).

1.C. Increase the percentage of students scoring at or above grade level (Level 3) on the FCAT 2.0 by 5 percentage points per year in Science²¹ and by 3 percentage points per year in Mathematics²² until 2017.

1.D. Reduce by half all achievement gaps on FCAT 2.0 by 2017 in both Science²¹ and Mathematics,²² as indicated by the percentage of students scoring at or above grade level (Level 3).

End-of-Course Exam Performance

Data Source: End-of-Course Exam scores as reported by the FL DOE: <http://www.fldoe.org/arm/>.

1.E. Increase the percentage of students scoring at or above Level 3 on the End-of-Course Exam by 3 percent per year until 2017 on Algebra 1,²³ Geometry,²⁴ and Biology 1.²⁴

1.F. Reduce by half all achievement gaps on the End-of-Course Exams, as indicated by the percentage of students scoring at or above Level 3, from the baseline scores by 2017 on each Algebra 1,²³ Geometry,²⁴ and Biology 1.²⁴

²¹ Grades 5 and 8; baseline for achievement levels reported in 2012-2013.

²² Grades 3-8; baseline for achievement levels reported in 2011-2012.

²³ Baseline for achievement levels in 2011-2012.

²⁴ Baseline for achievement levels in 2012-2013.

Advanced STEM Course-Taking and Success

Data Sources: AP information reported by the College Board: <http://apreport.collegeboard.org/report-downloads>; STEM Career and Technical Education (CTE) data provided by the FL DOE. Data and a listing of state approved STEM CTE courses are included in Appendix D.

1.G. Increase by 10 percentage points both enrollment and success in high school STEM courses by 2017 as indicated by the:

- a. Percentage of students enrolled in one or more AP Mathematics courses,
- b. Percentage of students scoring 3 or above on one or more AP Mathematics exams,
- c. Percentage of students enrolled in one or more AP Science courses,
- d. Percentage of students scoring 3 or above on one or more AP Science exams,
- e. Percentage of students enrolled in one or more state approved STEM CTE courses,
- f. Percentage of students earning credit in one or more STEM CTE courses.

Student Interest in STEM

Data Source: College Board: <http://apreport.collegeboard.org/report-downloads>. Data are included in Appendix D.

1.H. Increase the number of high school students taking the PSAT and SAT who report an interest in majoring in a STEM area²⁵ to meet workforce needs.²⁶

Potential Future Measures

Data from the VPK Assessment, currently available for classroom use, could be compiled and tracked at the state level. Additionally, through the US Department of Education's Race to the Top (RTTT) competition, Florida has committed to participate in the PISA and the TIMSS at high enough levels to provide data with which to compare Florida's students to students in other nations in future years.

Postsecondary Success in STEM

Data Source: Florida Board of Governors Interactive University Database http://www.flbog.org/resources/iud/degrees_search.php. See Appendix D for the number and percentage of degrees in each field.

1.I. Increase the number of students earning postsecondary degrees in each STEM area²⁵ to meet workforce needs²⁶ by 2017.

1. J. Reduce by half the gaps between and the percentage of STEM degrees earned by a subgroup and the percentage of that subgroup in the general 20-34 age population in Florida.

²⁵ The following areas were included as STEM: Agriculture/Agricultural Operations/Related Sciences, Natural Resources/Conservation, Architecture/Related Services, Computer/Information Sciences/Support Services, Engineering, Engineering Technologies/Technicians, Biological/Biomedical Sciences, Mathematics and Statistics, Physical Sciences, Health Professions/Related Clinical Sciences.

²⁶ See <https://www.employflorida.com/> for real-time, region-specific job availability.

Key Action Items

PreK-12

- 1.1. **Sequence the curriculum to promote maximum student learning. Concepts should build on one another as students progress and students must be expected to apply learning.**
 - a. Review the order in which courses are taken by students to evaluate whether they build on one another appropriately or are simply a result of tradition. For example, students take Earth/Space Science and Biology before Chemistry, and Chemistry before Physics. Conceptually, however, Physics is the basis for Chemistry, and both are foundational for Earth/Space Science and Biology. If the order is not ideal, reorder the curriculum to support better aligned learning experiences for students.
 - b. Structure relevant courses and individual lessons such that students must demonstrate that they can apply their learning. Project/problem-based learning and extended final projects are excellent opportunities for the application of learning that prepare students for real work experiences.
 - c. Provide educators with free technology to easily map resources and benchmarks onto their course calendars (e.g., iCPALMS; <http://www.icpalms.org/>).
- 1.2. **Improve assessments to encourage proficiency in applying STEM skills and content knowledge, particularly in technology and engineering.**
 - a. Increase the use of formative assessment to support differentiated instruction. Determine what each student knows to establish how best to help each student demonstrate the knowledge and skills associated with the learning objectives.
 - b. Integrate performance-based assessment, during which students demonstrate proficiency in project/problem-based learning, into classrooms on a daily basis. For assessments to increase student learning, educators should provide useful, educative feedback to the students.
 - c. Continue to improve the FCAT 2.0 to test higher order thinking skills.
 - d. Create or adopt a statewide, authentic assessment to measure technology and engineering proficiency.
- 1.3. **Provide teachers with effective STEM curricula and resources that exemplify the integration of STEM.**
 - a. Increase the number of high-quality, vetted resources aligned to the standards freely available online via CPALMS (<http://www.floridastandards.org/>) to promote individualized/differentiated instruction.
 - b. Identify or create scalable resources and programs that evidence positive impacts on student achievement. Pilot studies and large-scale studies to evaluate program effectiveness are necessary.²⁷ Emphasis should be placed on curricula that integrate problems and projects relevant to students in Florida.

²⁷ Pages 18-20 of the Education Link Report provide information about programs currently evaluated for effectiveness. Few curricula have been adequately assessed and even fewer show sufficient evidence of effectiveness. Lang, L., Gaboardi, M., & Johnson, C. (2010). *Education Link Report*. Tallahassee, FL: Florida State University, Florida Center for Research in Science, Technology, Engineering and Mathematics. Retrieved February 23, 2010 from http://www.lsi.fsu.edu/centers/fcrstem/resources/documents/education_link.pdf.

- c. Amend Science and Engineering Fair guidelines to incorporate a wide range of STEM projects.
- d. Review adopted mathematics and science textbooks for appropriate integration of technology and engineering content and skills in core subject areas.

Note: The FL DOE will be implementing new instructional materials for the science NGSSS in the 2011-2012 academic year.

- 1.4. **Integrate technology and engineering content standards into the state standards at all grade levels.**²⁸ The ‘Technology and Engineering Literacy Framework for the 2014 National Assessment of Educational Progress’²⁹ provides an excellent guide for this work. Additionally the National Research Council is facilitating the creation of the “Conceptual Framework to Guide the Development of Next Generation Standards for K-12 Science Education” for release in spring of 2011. This framework “describes the major ideas and practices in the natural sciences and engineering that all students should be familiar with by the end of high school.”³⁰ From this framework, “Achieve, Inc., an independent, bipartisan, non-profit education reform organization that works closely with states will develop a full set of internationally-benchmarked standards based on the Framework.”³⁰ The framework, which is expected to include engineering ideas and practices, should be reviewed once it is released to determine the extent to which the standards created from the framework are likely to provide sufficient integration.
- 1.5. **Create technology and engineering course requirements for early and middle grades, particularly in areas associated with career academies.**²⁸
- 1.6. **Increase the number of career academies in Florida, at both the middle and high school levels, that are STEM focused.** As part of the RTTT, every school district must implement a rigorous STEM career academy that is approved by the state. For a listing of state approved STEM career academies, see Appendix E. It should be noted that career academies in other career clusters (such as manufacturing and logistics) are STEM focused, though they are not reported as STEM academies because their curricula are not directly tied to the Algebra I, Biology, or Geometry end-of-course exams. This makes it difficult to report on the total number of career academies related to STEM.
- 1.7. **Disseminate information and resources to parents about how to support their children’s STEM education and choice of STEM careers.** Encourage parents, particularly those of minority students, to have greater involvement in the STEM education of their children. “Correlational findings suggest that minority students with parental involvement, despite coming from lower income

²⁸ See Florida STEM Council Suggested Roles and Responsibilities, Item H on p. 32 of this document.

²⁹ WestEd. (2010). Technology and Engineering Literacy Framework for the 2014 National Assessment of Educational Progress: Pre-Publication Edition. San Francisco, CA: Author. Retrieved November 10, 2010, from http://www.nagb.org/publications/frameworks/prepub_naep_tel_framework_2014.pdf.

³⁰ http://www7.nationalacademies.org/bose/Standards_Framework_Homepage.html Accessed on February 15, 2011.

households, have STEM achievement as high as White students with similar levels of parental involvement (Yan, 1999; Jeynes, 2003).”³¹

- a. Promote Family Science and Family Engineering activities.³²
- b. Provide information about STEM through established organizations such as Boy Scouts, Girl Scouts, and other youth programs, including religious-based organizations.

1.8. **Provide students and parents a comprehensive guide to alternative education options, such as Florida Virtual School, charter and magnet schools, etc., that support STEM curriculum.**

Postsecondary

- 1.9. **Incorporate strategies shown by programs in Florida and other states to be successful in attracting all students, including underrepresented minorities, to STEM or STEM-related majors.** The following is excerpted from the Education Link Report. “In their independent evaluation of the Meyerhoff Scholars Program, Gordan and Bridglall (2004) report that the program “systematically and deliberately” combines research-based strategies to encourage success, monitors and evaluates program effectiveness, and modifies strategies accordingly. Program strategies include the following:
- a. Recruit a population of underrepresented students of color who strive to achieve. By creating a culture of academically and socially supportive peers, the program seeks to avoid the isolation in which many students of color find themselves on college campuses.
 - b. Require incoming freshmen to participate in a Summer Bridge Program.
 - c. Designate the most effective faculty and expect them to teach freshman courses.
 - d. Help incoming students identify gaps in their knowledge and provide instructional support for addressing those gaps. Faculty are expected to “reinforce fundamental concepts while simultaneously exposing students to rigorous material that is challenging” (p. 41).
 - e. Construct multiple support groups to address many areas of student academic and social life.
 - f. Supply sufficient financial support, contingent on maintaining high achievement.
 - g. Provide students with culturally relevant experiences.
 - h. Monitor, mentor, and advise students before they arrive and throughout their undergraduate years.”³³

Additional information is included in Appendix F.

³¹ Jones, F., Rew, W. J., & Lang, L. (2009). *Female-Minority Initiative final report*. Tallahassee, FL: Florida State University, Learning Systems Institute. Retrieved November 28, 2010, from http://www.lsi.fsu.edu/centers/fcrstem/resources/documents/female-minority_initiative_report_20february2009.pdf. p. 24.

³² See Familyengineering.org.

³³ This information is taken directly from the Education Link Report. Lang, L., Gaboardi, M., & Johnson, C. (2010). *Education Link Report*. Tallahassee, FL: Florida State University, Florida Center for Research in Science, Technology, Engineering and Mathematics. Retrieved February 23, 2010, from http://www.lsi.fsu.edu/centers/fcrstem/resources/documents/education_link.pdf. p. 28-30.

- 1.10. **Increase awareness of and access to financial aid for postsecondary degrees and certifications, particularly in STEM majors.**
- a. Ensure that students and parents are aware of:
 - Bright Futures scholarships,
 - Access to at least one free PSAT exam,
 - Dual enrollment programs at colleges and universities, and
 - Industry certification-based college credit articulation.³⁴
 - b. Ensure that career counselors are aware of STEM-related grants, assistantships, scholarships, and fellowships offered by public and private sources. For example, the National Science and Mathematics Access to Retain Talent Grant, also known as the National SMART Grant,³⁵ provides up to \$4,000 per year to full-time undergraduates who are in their third and fourth years of study, are eligible for federal Pell Grants, and are majoring in physical, life, or computer sciences, mathematics, technology, or engineering.
 - c. Include in the statewide STEM website (see Objective 3.D.) a clearinghouse of financial aid sources.
 - d. Consider state-funded scholarships, within the Bright Futures program or in other programs, for students seeking postsecondary STEM degrees. Scholarships should require a specified period of time of in-state STEM employment after graduation.
- 1.11. **Utilize workforce development systems (e.g., Regional Workforce boards, Employ Florida Banner Centers and career academies) and industry representatives to familiarize students with careers.**
- a. Identify and inform students at each level of education about programs and initiatives that are available. Some examples include Engineering Forums (e.g., University of Central Florida (UCF) program), compilation of best practices, Workforce Board summer youth programs, Suncoast Careers, and internship/externship experiences for students (e.g., STEMflorida.net).
 - b. Link curriculum and instruction to workforce needs, with the strength of the ties increasing as students are closer to entering the workforce. Use workforce development systems like the Banner Centers³⁶ and the Employ Florida Marketplace website³⁷ to gain real-time information about workforce needs and current and projected job availability.

³⁴ For more information, see <http://bannersecondary.com/Default.aspx?tabid=3431>.

³⁵ See <http://studentaid.ed.gov>.

³⁶ See <http://www.workforceflorida.com/PrioritiesInitiatives/BannerCenters/BannerCenters.php>.

³⁷ See <https://www.employflorida.com/>.

Supporting Action Items

- 1.12. **Maximize tracking of students into the most rigorous coursework.** The goal must be to stretch ALL students to excel.
- Eliminate low-track courses such as Informal Geometry and Algebra IA/IB.
 - Identify “weed-out” courses and provide support to students struggling in these courses.
 - End practices that isolate students based on language. STEM courses and activities should be structured to remove barriers and include students with limited English proficiency. Testing accommodations will help these students to some extent, but they also will need help in their native language with technical vocabulary in science and mathematics, which may be unfamiliar or confusing to students and their parents.

Note: Currently the State of Florida requires high school students to complete four mathematics courses and three science courses (two with a laboratory component) as a requirement for graduation. To date, only Algebra I has been specifically required. In view of the increasing academic skills demanded in college and the workforce, Florida enacted legislation in 2010 (CS/CS/SB 4) that, over time, will ramp up the rigor of coursework students take to fulfill these requirements. Beginning with students entering grade 9 in the 2010-2011 school year, students must take both Algebra I and Geometry. Beginning with students entering grade 9 in the 2011-2012 school year, one of the three credits in science must be Biology I, and beginning with students entering grade 9 in the 2013-2014 school year, the three required science courses must include Biology I, Chemistry or Physics, and an equally rigorous third course. Additionally, as part of RTTT, every school district is required to increase the number of accelerated STEM course offerings.

- 1.13. **Staff schools with effective guidance or career counselors at all levels (elementary, middle, and high school) in ratios appropriate to the student population.**
- Ensure that guidance counselors and all STEM educators are well informed about STEM careers and programs of study, and that they encourage students to enroll in upper-level STEM courses and earn industry certifications.³⁸
 - Increase use of career counseling tools and resources, such as the electronic Personal Education Planner (ePEP) and other tools on the FL DOE career planning website, www.facts.org.
 - Guidance counselors should use student input on the ePEP to link students to STEM volunteers and opportunities.

- 1.14. **Coordinate efforts between informal science outreach organizations, leverage existing resources, and create a STEM awareness campaign.**
- Collaboratively develop traveling STEM exhibits and share these with areas/schools that do not have easy access to museums or other informal learning venues.

³⁸ The following may be a useful document:

http://facts23.facts.org/florida/facts/Home_Page/Counselors_and_Educators/Advising_Manuals/Counseling_for_Future_Education_Handbook!/ut/p/c5/04_SB8K8xLLM9MSzPy8xBz9CP00s3iDEEtPfx9TQwN3Sz8DA093C38_M19_A393E_1wkA6gChzA0QAqDzPBIsDFEGiCu4eXgbezoaexmb6fR35uqn5Bdnaao6OilgDDNWST/

- b. Identify or develop a platform to facilitate communication among informal science outreach organizations and between these organizations and businesses, educators, and the community. The website described in Objective 3.D may be appropriate.
- c. Create a STEM Awareness Campaign aimed at students and their families, and collaborate with existing STEM awareness campaigns, such as the Entertainment Industries Council's Science, Engineering, and Technology (SET) Project.³⁹

1.15. **Evaluate the success of existing out-of-school, after school, and summer camp programs focusing on STEM.** The Northwest Regional Educational Laboratory published a literature review on the importance of after school literacy programs for the National Partnership for Quality Afterschool Learning. A similar literature review should be conducted on STEM after school and outreach programs incorporating the examples of programs listed in Appendix G.

1.16. **Establish and nurture role model relationships.**

- a. Promote Mentornet (<http://www.mentornet.net/>) to students, educators and the business community as a possible social media mentoring model. Under this model, a student can form a relationship with the mentor perceived to have the most to offer that student, without geographical barriers. This approach is particularly useful for underrepresented students in rural areas. Other programs to explore and promote are the Architecture, Construction, and Engineering (ACE) Mentor Program (<http://www.acementor.org/>) and Virtual-Mentor.net, available through Pinellas County.
- b. Engage more advanced students in mentoring younger learners. For example, the National Science Foundation Graduate Teaching Fellows in K-12 Education (NSF GK-12) Program⁴⁰ provides fellowships and training to graduate students in STEM fields who work in K-12 schools in a mentoring or supportive role. The purpose is to improve their communication and teaching skills while enriching STEM content and instruction for their K-12 partners.
- c. Seek and recruit role models to whom underrepresented minority students can relate, including PK-20 educators, members of the business and industry communities, and upper-level students. The Southeastern Consortium for Minorities in Engineering (SECME), an exemplary program of this nature, is described in Appendix G.
- d. Identify or develop a website dedicated to underrepresented minority students in STEM. Two such websites, dedicated to females in STEM, that can serve as models include engineeryourlife.org and engineergirl.org.

1.17. **Increase STEM faculty awareness of diversity by requiring faculty to report the number and percentage of female and traditionally underrepresented minority students engaged in their research and design projects.** Data should be reported to that university's office of undergraduate research initially and, in the future, to the Board of Governors.

³⁹ See <http://eiconline.org/readyontheset/default.html>.

⁴⁰ See <http://www.nsfgk12.org/>.

THE EDUCATORS

Goal 2: Increase the quality and quantity of STEM educators/practitioners.

Introduction

All educators that teach STEM⁴¹ at any level are STEM educators. This includes, but is not limited to, grades PK-5 teachers, grades 6-12 STEM teachers, principals, guidance counselors, and postsecondary STEM educators, including instructors at universities, colleges, technical programs, and in industry settings. **We suggest that all STEM educators should be knowledgeable about STEM, should be able to effectively guide learning, and should recognize and collaboratively teach to the integrated nature of STEM.** In order to achieve our goal, we must focus on four overarching, interrelated priorities, listed in order of time-dependence:

- Ongoing professional development of STEM educators/practitioners,
- Retention of high-performing STEM educators/practitioners,
- Recruitment of knowledgeable STEM educators/practitioners, and
- Equitable placement of STEM educators to ensure that all students have access to high-quality teaching.

In order to meet Goal 1 Measurable Objectives, we must first focus on the educators currently impacting student achievement by identifying, funding, implementing, and requiring participation in high-quality, **ongoing professional development for STEM educators/practitioners** that shows evidence of positively impacting educator learning and practice, and student achievement.

Retention of high-performing STEM educators/practitioners involves developing measures to accurately assess educator performance, rewarding high performance, providing professional development for struggling educators, selectively retaining the most effective educators, and removing ineffective ones.

According to research summarized in the Education Link Report, both increased STEM coursework and increased amounts of supervised teaching are aspects of educator preparation associated with increased effectiveness. Our measurable objectives and action items related to **recruitment of knowledgeable STEM educators/practitioners**, then, involve producing and recruiting educators with strong STEM content knowledge and effective teaching skills, demonstrated during ample amounts of supervised teaching.

To address the second area of focus within Goal 1, “decreasing the gaps in interest and achievement between groups of students,” we must address the placement of educators. If all students are to succeed, all students need capable educators. This must be a priority for Florida, and we include the **equitable placement of STEM educators** as a strong priority within Goal 2.

⁴¹ Defined on p. 5-6 of this report to be the integration of the fields of Science, Technology, Engineering, and Mathematics.

Measurable Objectives

Data Sources: All practicing PK-12 teacher, principal, and guidance counselor data are tracked by school districts and reported to the FL DOE, including certification data. Postsecondary educator participation in professional development can be tracked and reported by colleges, universities, and industry. Coursework requirements for elementary educator preparation programs are reported at the college or university level.

2.A. Ensure that by 2014 every:

a. **STEM teacher** (PK-12) participates in long-term (80 hours minimum), job-embedded and STEM content- and pedagogy-focused professional development;

“...experts in the field typically suggest that professional development be of sufficient duration, content-focused, aligned with teachers’ real work experiences (curriculum and standards; school, district, and state policy), focused on student thinking, and involve active learning and peer collaboration (e.g., Desimone, 2009; Scher and O’Reilly, 2009).... Additionally, they (Scher and O’Reilly, 2009) report that programs focused both on content and pedagogy had a larger positive impact on student achievement than did programs that focused only on one component.”⁴²

b. **Principal** participates in long-term (80 hours minimum), job-embedded and content- and pedagogy-focused professional development that guides him/her to strengthen and support STEM teaching and learning in his/her school, including improvement strategies for the entire school population;

c. **Guidance counselor** participates in professional development about STEM careers, pathways, financial opportunities, and potential barriers (80 hours minimum). Florida should create a STEM certification for guidance counselors allowing guidance counselors to be designated as STEM specialists. Professional development for guidance counselors should be geared toward the requirements of this certification.

d. **Postsecondary STEM educator** participates in professional development about evidence-based, STEM-specific pedagogy to prepare and inspire a diverse population of students; and

e. **Teacher and postsecondary educator** have earned the appropriate industry certification(s) for their STEM discipline.

Additionally, in order to meet business needs, **content for professional development should align with the appropriate industry certification** for the STEM discipline taught, where appropriate.

2.B. Ensure dissemination of high-quality educator professional development programs.

⁴² Lang, L., Gaboardi, M., & Johnson, C. (2010). *Education Link Report*. Tallahassee, FL: Florida State University, Florida Center for Research in Science, Technology, Engineering and Mathematics. Retrieved February 23, 2010, from http://www.lsi.fsu.edu/centers/fcrstem/resources/documents/education_link.pdf. p. 36.

2.C. Track and report at the state level by 2015 the percentage of effective practicing STEM educators of grades 6-12 continuing to teach the following year.

2.D. Increase the number of appropriately certified incoming middle (6-8) and middle/upper (6-12) grades educators so that all STEM positions for grades 6-12 are filled by knowledgeable educators by the 2013-2014 school year. See Appendix D for data.

Note: Although most practicing 6th through 12th grade STEM educators are appropriately certified,⁴³ there is a critical shortage of incoming middle and high school level mathematics, science, and technology instructors. For this objective to be met, additional educators must be recruited, and these incoming educators must pass certification exams. Educators may enter the profession through a variety of pathways.⁴⁴ Each pathway requires the appropriate certification, and research⁴⁵ suggests that students of traditionally and alternatively certified teachers do not show consistent, significant differences in performance. In Florida there is wide variation in the coursework and supervised teaching requirements among university- and college-based (“traditional”) teacher preparation programs. Suggestions to improve teacher preparation programs are included as action items.

2.E. Remove the certification for Middle Grades Integrated Curriculum for incoming teaching candidates by 2013.

2.F. Replace the current K-6 elementary certification for incoming teaching candidates with certifications for grades PK-2 and 3-5 by 2013.

2.G. Increase the STEM requirements for elementary teacher preparation programs⁴⁶ by 2013 to include rigorous STEM courses, including two math courses, two science courses, and a STEM integration course, with specific emphasis on technology.⁴⁷ See Appendix D for data.

⁴³ In 2008, 97% of mathematics educators and 94% of science educators met the certification requirements for Florida according to the following document: Florida Department of Education. (2009). *Critical teacher shortage areas, 2010-2011*. Retrieved August 10, 2010 from: <http://www.fldoe.org/evaluation/teachdata.asp>. Data reported in Appendix D related to this objective are from this publication.

⁴⁴ See the following for a summary of certification pathways in Florida: <http://certificationmap.com/states/florida-teacher-certification/#prerequisite>.

⁴⁵ Summarized in the Education Link Report: Lang, L., Gaboardi, M., Johnson, C. (2010). *Education Link Report*. Tallahassee, FL: Florida State University, Florida Center for Research in Science, Technology, Engineering and Mathematics. Retrieved February 23, 2010 from http://www.lsi.fsu.edu/centers/fcrstem/resources/documents/education_link.pdf. p. 31-35.

⁴⁶ Current requirements for certifications are included in Appendix D and were retrieved November 12, 2010 from: <http://www.fldoe.org/edcert/subjlist.asp>.

⁴⁷ See <http://www.tecchome.org/index.html> for information about incorporating technological education at the elementary level.

Key Action Items

- 2.1. **Identify or create scalable programs that show evidence of positively impacting educator learning, practice, and student achievement for both incoming and practicing educators.** Pilot and larger-scale studies to evaluate program effectiveness would be necessary. Professional development for principals is essential. Specific research to support this recommendation is compiled in the Education Link Report and a summary of research to support the importance of including principals is available in Appendix H.
- 2.2. **Increase the number of high-quality STEM research experiences for educators.** By directly participating in scientific research, educators may increase their understanding of STEM fields, which may translate into improved instruction and increased student achievement and interest in STEM careers.
 - a. Increase the number of government sponsored Research Experiences for Teachers (RET). For a state-by-state listing of current RET opportunities, please see http://www.retnetwork.org/ret_programs.php. This list contains programs within and outside Florida available to Florida educators.⁴⁸
 - b. Increase the number of high-quality, industry-sponsored educator externships for STEM fields, such as TeacherQuest through the Technological Research and Development Authority (TRDA) for the FL DOE (<http://www.theendeavouracademy.com/teacherquest/>).
- 2.3. **Engage educators in job-embedded professional learning communities.** Educators engaging in professional learning communities, to discuss and improve their instruction, shows promise of positive effects on student achievement. However, to be productive, these meetings must focus on instruction – a condition more likely to occur when administrators provide guidance on how to use the time productively and sit in on the meetings. The learning communities should focus on data-driven teaching and assessment practices. In order to reach all schools, online training in these practices may be useful.
- 2.4. **Require teachers, principals, guidance counselors, and postsecondary STEM educators to participate in high-quality professional development, particularly development that leads to advanced degrees.** In order to retain certification, teachers in Florida are expected to complete a minimum of 120 hours of professional development, 6 semester hours of college credit, or the equivalent⁴⁹ within a five-year period. For K-12 STEM teachers, at least 80 of those hours should be STEM content- and pedagogy-focused.
- 2.5. **Identify and secure funding to implement Objective 2.B**

⁴⁸ As of 6/28/2010, 11 such programs were listed for Florida teachers, including programs through Embry-Riddle Aeronautical University (http://www.retnetwork.org/ret_programs_detail.php?p=392), the Office of Science Teaching Activities at Florida State University (<http://bio.fsu.edu/osta/RET/>), the National High Magnetic Field Laboratory (<http://www.magnet.fsu.edu/education/ret/>), and Scripps Research Institute Florida (<http://www.scripps.edu/florida/education/k12/teacher-interns.html>).

⁴⁹ See <http://www.fldoe.org/edcert/renew.asp>.

2.6. **Streamline the process to remove ineffective educators.**

Kane et al. (2006) found “large, observable differences in teacher effectiveness” within the first two years that were strong indicators of future teacher success. With improvement of teacher effectiveness measures, school leaders could assess teacher performance and suggest methods for remediation, as is done in formative assessment elsewhere in education. As the “average value-added among the top quartile of elementary school math teachers is...almost 10 times the magnitude of any difference associated with initial certification status....selectively retaining the most effective teachers appears to be a...promising strategy” (Kane et al., 2006, p.2).⁵⁰

2.7. **Continue to research the effectiveness of performance pay for educators.** Florida approved performance pay for teachers during the 2011 legislative session (SB736). Given the lack of conclusive results on the effectiveness of performance pay for educators, it is important for Florida to attach rigorous evaluation components to the state’s ongoing performance pay programs (e.g., the Merit Award Program and the Florida School Recognition Program) and any programs that may be introduced in the future. Additionally, the effectiveness of Florida’s performance pay program must be monitored to ensure it yields the desired result of better student outcomes.

2.8. **Create incentives for the hiring and retention of experienced, effective mathematics and science teachers in low-performing schools that often serve a high proportion of minority and low-income students.** Examine location pay as a means to incentivize working in low-performing schools.

Correlational findings indicate that minority, low socioeconomic status (SES), or low-achieving students are more likely to have inexperienced and ineffective mathematics and science teachers (Sanders & Horn, 1998; Clotfelter et al., 2005).⁵¹

2.9. **Provide cultural competency training to PK-20 educators.** It is important for teachers to be aware of actions that may unfairly track minority/female students or discourage them from enrolling into upper-level classes. Also, leaders must be able to foster cultural competency among teachers and create a comfort zone that will enable people to have open conversations about race. Both teachers and administrators must understand the unique cultural aspects of minority populations that may dissuade students from pursuing STEM careers. For example, in the Hispanic culture, females may have deeply rooted roles that differ from those of males. Parents may be reluctant to encourage their children to enter unfamiliar fields or to live far away from home. The Anchin Center at the University of South Florida (USF) has incorporated cultural competency training into professional development for science educators. The National School Reform Faculty Protocols provide guidance on how to have difficult conversations with faculty about

⁵⁰ Lang, L., Gaboardi, M., & Johnson, C. (2010). *Education Link Report*. Tallahassee, FL: Florida State University, Florida Center for Research in Science, Technology, Engineering and Mathematics. Retrieved February 23, 2010 from http://www.lsi.fsu.edu/centers/fcrstem/resources/documents/education_link.pdf. p. 37.

⁵¹ Jones, F., Rew, W. J., & Lang, L. (2009). *Female-Minority Initiative final report*. Tallahassee, FL: Florida State University, Learning Systems Institute. Retrieved November 28, 2010, from http://www.lsi.fsu.edu/centers/fcrstem/resources/documents/female-minority_initiative_report_20february2009.pdf. p. 23.

race and other issues. Some school districts, such as Hillsborough and Pinellas, have provided cultural competency training on a broad scale. At the university level, cultural competency training (like sexual harassment training) could be required for faculty.

- 2.10. **Work with teacher preparation programs in Florida’s colleges and universities to implement the Supporting Action Items related to undergraduate programs.** Deans from the colleges of education and representatives from the FL DOE must be included in the Florida STEM Leadership Board described in Goal 3 in order to oversee the realistic, collaborative implementation of the suggestions within this goal.

Supporting Action Items

- 2.11. **Modify undergraduate programs to produce graduates who excel at both STEM and teaching.**
- a. Increase the enrollment in programs such as FSU-Teach and UTeach. Recently developed programs in Florida that emphasize both increased STEM coursework and focus on the practice of teaching include FSU-Teach at Florida State University and UTeach at the University of Florida. Modeled after the successful UTeach program,⁵² both programs require that students take advanced STEM coursework, become competent in content-specific pedagogy, and complete rigorous internships. Important aspects of the UTeach program include:
 - Two free introductory UTeach courses offered to interested math and science majors,
 - Degree plans that allow most UTeach participants to graduate with their math or science degree and teacher certification in four years,
 - Professional development courses based on research in math and science teaching and learning,
 - Paid internships,
 - Familiarity with and application of technology in the classroom through integrated technology benchmarks, and
 - Continued, intensive field experiences.⁵³
 - b. Expect education majors at all levels to complete and excel in STEM coursework. STEM faculty members should not expect less of their education majors than they do of their STEM majors.
 - c. Include rigorous instruction on and application of data-driven teaching and assessment practices.
 - d. Increase the amount of in-classroom experience of incoming teachers:
 - Create apprenticeships in which incoming teachers would “shadow” classroom teachers beginning their freshman or sophomore year, rather than later in their program.

⁵² UTeach was developed in 1997 at the University of Texas at Austin through a grant from the National Science Foundation and has been replicated at universities around the nation, including Florida State University and the University of Florida, with funding from the National Math and Science Initiative and the Helios Foundation.

⁵³ Participants complete approximately 40 hours of field experiences during coursework and an additional 240 hours of field teaching.

- Create a “practice based residency model built on partnerships with school districts and higher education institutions that places licensure candidates in classrooms full-time with high quality mentor teachers and includes authentic performance evaluation”⁵⁴ during teacher preparation and induction.

2.12. Track, report, and improve the average STEM subject areas certification scores of incoming educators and use those scores to help determine teaching placements

- a. The average STEM subject area scores for districts and the state should be tracked and reported.
- b. **Identify K-8 teachers with strong STEM content knowledge and encourage principals to preferentially employ these individuals in STEM subject area teaching assignments.** The subject area test for general certification at the elementary and middle school level should have embedded STEM items to be used to identify teachers who have enhanced content knowledge in mathematics and/or science. Teachers who meet identified criteria should have STEM (math, science, or math/science) endorsements noted on their certificate to enable appropriate placement in STEM teaching assignments. It should be noted that while we currently have mathematics and science subject areas on the certification exams, we still need technology, engineering, and integrated STEM assessments.
- c. Require a minimum score for each subject area on the elementary level certification exams, except for special cases such as teachers specializing in Exceptional Student Education (ESE) and English as a Second Language (ESL) programs. At the elementary level, multiple areas are tested, but only an overall minimum score is required for certification. It is possible for a prospective teacher to miss all of the questions pertaining to math, but still gain certification by achieving the minimum overall score.

2.13. Create a structure that recognizes teachers as professionals in their field.⁵⁵

- a. Designate exemplary teachers as model teachers, showcasing their classrooms for other teachers, community members and representatives from other districts to visit.
- b. Develop mechanisms for recognizing teachers as important professionals within the community.
- c. Use effective teachers as resources for teaching professional development seminars for other teachers. Develop a statewide system of recognition through a career ladder for STEM teachers.

2.14. Explore formal/informal alternative methods for members of the STEM workforce to be involved in career and technical programs.

- a. Incentivize industry creation of innovative training centers for use of real-world equipment for career academies and workforce education and training.

⁵⁴ Governor’s STEM Advisory Council. (2010). *A Foundation for the Future: Massachusetts’ Plan for Excellence in STEM Education*. Boston, MA: Author. p. 27.

⁵⁵ This strategy and selected associated text are adapted from the Massachusetts STEM plan: Governor’s STEM Advisory Council. (2010). *A Foundation for the Future: Massachusetts’ Plan for Excellence in STEM Education*. Boston, MA: Author. p. 27.

- b. Encourage existing STEM education programs to invite STEM experts as guest speakers/instructors and provide appropriate training, where needed, to ensure their efficacy in the classroom.
- c. Create a tax credit or incentive program that encourages private companies to loan employees to STEM programs and/or for underwriting scholarship programs for students pursuing STEM degrees.

2.15. Explore formal/informal alternative methods for professionals to become credentialed to teach in career and technical programs.

- a. Provide state tax credits, reimburse tuition costs or create a student loan forgiveness program to individuals who become credentialed to teach in career and technical programs.
- b. Provide, through private industry, incentives or reimburse tuition costs to employees who become credentialed to teach in career and technical programs.
- c. Examine apprenticeship and credentialing programs in other states for additional possibilities.

2.16. Develop and implement an awareness campaign to recruit STEM teachers at the undergraduate level, graduate level, and from STEM professions, and to publicly recognize the importance of teaching. Coordinate efforts with the STEM awareness campaign described in Action Item 1.13.c.

2.17. Increase awareness of, and access to, financial incentives for incoming STEM educators.

- a. Ensure that students and guidance counselors are aware of currently available financial incentives for incoming STEM educators. For example, under the Federal Perkins Loan Teacher Cancellation,⁵⁶ teachers in fields in which there is a statewide shortage (e.g., science, technology, and mathematics in Florida) qualify for forgiveness of up to 100 percent of a Federal Perkins Loan if they serve in a public or nonprofit elementary or secondary school system as a full-time teacher. The Federal Stafford Loan Forgiveness⁵⁷ Program provides up to \$17,500 in loan forgiveness for highly qualified full-time secondary mathematics or science teachers who teach for five or more years.
- b. Include in the statewide STEM website (see Objective 3.D.) a clearinghouse of financial aid sources.

2.18. Prepare K-12 educators to teach the Common Core State Standards in STEM.⁵⁸

- a. Require teacher and principal preparation programs in the SUS to prepare incoming educators to teach the CCSS in STEM.
- b. Provide high-quality professional development about the new standards to all elementary educators, and to STEM middle and high school educators.

⁵⁶ See <http://studentaid.ed.gov/PORTALSWebApp/students/english/cancelperk.jsp?tab=repaying>.

⁵⁷ See <http://studentaid.ed.gov/PORTALSWebApp/students/english/cancelstaff.jsp?tab=repaying>.

⁵⁸ Common Core mathematics standards were developed by the Council of Chief State School Officers and The National Governors Association Center for Best Practices and were adopted by Florida in 2010. Currently national science and technology/engineering standards are being drafted.

- c. Provide high-quality professional development for childcare providers, including those in after-school and out-of-school programs.

2.19. Increase incentives and opportunities for tenured and tenure-track faculty to take a proactive role in recruiting and engaging students in STEM courses and majors, through teaching, research and service.

SUSTAINABLE INFRASTRUCTURE

Goal 3: Create a statewide sustainable STEM leadership organization to align existing and emerging STEM initiatives and represent Florida as one voice in meeting STEM demands.

Most states have STEM leadership advisory councils that frequently report to their governors. These councils include representatives from K-12 education, higher education, government laboratories, informal science education institutions, and local industry. These advisory groups are another important resource for understanding states' challenges and resources and for focusing state resources on STEM education initiatives. Connecting with these councils and sharing data, information, and strategies will increase the overall leadership and coherence of (national) STEM education efforts.⁵⁹

Introduction

Leadership and organization are required to ensure that the recommendations of this plan are acted upon quickly and are updated as necessary to meet local, state, national, and international STEM demands. For this purpose, we recommend as the most immediate priority of this plan, the creation and maintenance of an industry-driven Florida STEM leadership board (Objective 3.A.) to align the voices, needs, and resources of industry, educators, philanthropists, policymakers, parents, and students. Once this board is created, the secondary objectives (3.B.-3.D.) must be addressed in order to support long-term sustainability. Finally, we provide suggestions as to the roles and responsibilities of this Florida STEM leadership board. FCR-STEM is well suited to provide leadership and oversight to the process of seating the inaugural Florida STEM leadership board and is also a key resource to be used in the overall implementation of Florida's STEM Strategic Plan.

Measurable Objectives and Associated Action Items

3.A. FCR-STEM shall take a leadership role in creating an industry-driven Florida STEM leadership board by Spring 2012 and supporting the leadership board's development until it is self-sufficient.

⁵⁹ President's Council of Advisors on Science and Technology. (2010). *Prepare and inspire: K-12 education in science, technology, engineering, and math (STEM) for America's future*. Washington, D.C.: White House Office of Science and Technology Policy. Retrieved October 20, 2010, from <http://www.whitehouse.gov/sites/default/files/microsites/ostp/pcast-stemed-report.pdf>. p. 36.

Action Items:

- 3.1. Include well-respected leaders of the STEM business, professional, education, workforce development system, policy, and philanthropic communities. At least 60 percent of the board membership should be STEM business members. (Note: STEM business members might include leaders of small, medium, and large companies, and researchers/designers in government laboratories or industry settings. Educators might include representatives from the FL DOE, school boards, Board of Governors, or practicing educators and researchers. Deans of the colleges of education in the SUS must be represented within this group to oversee the implementation of strategies suggested under Goal 2. Workforce development representatives should be from WFI or regional workforce boards. Representatives from the policy community might include members of organizations such as the Florida Chamber, the Florida Council of 100, etc., and policy makers such as legislators and other elected officials.)
- 3.2. Establish eight regional, business-led STEM councils following the eight economic development regions defined by EFI. Initial focus should be on leveraging existing regional STEM councils. For areas in which regional, business-led STEM councils do not exist, new ones should be created. Regional councils should have ratios of sector representation similar to that of the overall Florida STEM leadership board, defined in Action Item 3.1.
- 3.3. Identify roles and responsibilities of the Florida STEM leadership board. (Note: Suggestions are included on p. 34.)
- 3.4. Identify an appropriate corporate/tax structure for the Florida STEM leadership board (e.g., 501(c)3).

3.B. Identify and secure sustainable funding sources for infrastructure needs by the end of 2012.**Action Items:**

- 3.5. The Florida Legislature should create a recurring line item funding allocation to support FCR-STEM so that it can appropriately staff and continue to support the Florida STEM Council and provide the State with STEM research.
- 3.6. Create a white paper outlining the need for and role of the Florida STEM leadership board to be distributed to potential funders.
- 3.7. Search for funding from the following sources: business/industry, government (federal/state), philanthropic organizations, and membership.
- 3.8. Decide on funding sources to pursue.
- 3.9. Secure funding.

3.C. Identify or create an online platform to facilitate communication among the Florida STEM leadership board, regional STEM councils, and the general public.

Action Items:

- 3.10. Survey the potential users (Florida STEM leadership board, regional councils, educators, parents) to identify desired components.
- 3.11. Identify the specifications desired for the platform.
- 3.12. Evaluate iCPALMS and/or other existing platforms for expansion viability.
- 3.13. Submit desired specifications to and receive (an) estimate(s) for creating the platform from qualified provider(s).
- 3.14. Secure funding for the platform development, revision, and sustainability.
- 3.15. Create platform.
- 3.16. Test platform.
- 3.17. Work with programmers to revise platform as needed.
- 3.18. Disseminate information about the website.
- 3.19. Encourage organizations to submit relevant information to the website.
- 3.20. Monitor and vet information as it is submitted to ensure quality and legitimacy of postings.
- 3.21. Request feedback from organizations and individuals using the website.
- 3.22. Maintain, revise, and update the website as needed.

3.D. Convene a temporary work group of the Florida STEM leadership board to identify or create a statewide STEM website to link research, industry, and philanthropy to schools, educators, parents, and students to facilitate mentorships, internships, partnerships, and volunteer opportunities and to inform students about possible STEM careers. This website might contain:

- A STEM volunteer database searchable by organizations, educators, parents, and students;
- A career database with associated pathways and STEM career profiles highlighting STEM professionals of diverse backgrounds;
- An option for STEM experts to submit and review resources for use in classrooms around the state through iCPALMS;
- A link to a safe and secure social network platform for student interactions focused on STEM learning and careers;
- An online postsecondary scholarship clearinghouse/database for students and parents; and
- Access to the Banner Centers to provide STEM expertise.

Action Items: See Items 3.10.-3.22., above.

Florida STEM Leadership Board: Suggested Roles and Responsibilities

- A. Develop and maintain collaborative relationships with regional STEM councils.
- B. Communicate with regional councils to identify short- and long-term local industry workforce training/certification needs.
- C. Oversee, track, and report progress on implementing the Florida STEM Strategic Plan.

(Note: The platform described in Measurable Objectives 3.C. or 3.D. may be used to measure, track, and report progress.)

- D. Identify and disseminate best practices and resources from successful STEM initiatives.
- E. Identify funding sources to support STEM initiatives within the state.
- F. Organize, secure funding for, and implement a statewide, STEM outreach campaign.
- G. Inform and influence state policy about STEM-related matters.
- H. Create a sub-panel to review approaches for integrating technology and engineering content standards into the Next Generation Sunshine State Standards (NGSSS) and/or the Common Core State Standards (CCSS) and make recommendations to the Florida STEM Leadership Board.

The panel should be chaired by a member of the Florida STEM leadership board, should include members and experts representing all sectors, and should:

- Compile information about the current level of integration of technology and engineering content standards in the NGSSS/CCSS;
- Determine the desired level of integration of technology and engineering content standards into the NGSSS/CCSS;
- Provide research about strategies for attaining the desired level;
- Create recommendations based on the above information; and
- Present the recommendations to the Florida STEM leadership board by December 2011.

YEAR 1 ACTION PLAN

Implementation of the Florida STEM Strategic Plan must begin with the creation of the inaugural Florida STEM Council, as described in Goal 3 of the Plan. This Council will ultimately have oversight responsibility for implementation of the plan, including and authority for turning into action the items indicated in the Strategic Plan. As a means of assisting the Florida STEM Council, the following recommended Year 1 Action Plan is presented. Enacting this Action Plan will expedite the achievement of most pressing outcomes for advancing Florida's economy by ensuring operational mechanisms exist for identifying and guiding the development and maintenance of a highly qualified STEM workforce aligned with Florida's economic and workforce development goals. Such unified mechanisms are intended to be the result of close collaboration among STEM stakeholders, specifically industry, the Florida Department of Education, the Board of Governors, and the Department of Economic Opportunity and its partnering agencies and philanthropy. Only through collaboration among these key stakeholders will Florida be able to build and sustain a talent pool of STEM workers capable of supporting increasingly technical and diverse occupations critical to current growth industry sectors, and essential for attracting new and emerging industries to Florida. Collaboration among these key stakeholders is the only way Florida will be able to build and sustain a talent pool of qualified STEM workers capable of supporting increasingly technical and diverse occupations critical to growth in industry sectors and attracting new and emerging industries to Florida. Given the expansive nature of this evolutionary undertaking, it is prudent to progress in phases occurring at a pace designed to ensure adoption, while maintaining fiduciary viability and responsibility.

Action Item 1 (Strategic Plan Objective 3.A.; Action Items 3.1 – 3.4)

FCR-STEM shall take a leadership role in creating an industry-driven Florida STEM leadership board, the Florida STEM Council, and support the leadership board's development until it is self-sufficient.

- The initial leadership board should include well-respected leaders of the STEM business, professional, education, workforce development system, policy, and philanthropic communities. At least 60 percent of the board membership should be STEM business members. (Note: STEM business members might include leaders of small, medium, and large companies, and researchers/designers in government laboratories or industry settings. Educators might include representatives from the FL DOE, school boards, Board of Governors, or practicing educators and researchers. Deans of the colleges of education in the SUS must be represented within this group to oversee the implementation of strategies suggested under Goal 2. Workforce development representatives should be from WFI or regional workforce boards. Representatives from the policy community might include members of organizations such as the Florida Chamber, the Florida Council of 100, etc., and policy makers such as legislators and other elected officials.)
- Identify roles and responsibilities of the Florida STEM leadership board. (Note: Suggestions are included on p. 34 of the Florida STEM Strategic Plan)
- Identify an appropriate corporate/tax structure for the Florida STEM leadership board (e.g., 501(c)3).
- The initial leadership board should work to establish eight regional, business-led STEM councils following the eight economic development regions defined by EFI. Initial focus should be on leveraging existing regional STEM councils. For areas in which regional, business-led STEM councils do not exist, new ones should be created. Regional councils should have ratios of sector representation similar to that of the overall Florida STEM leadership board, defined above.

Florida's Department of Economic Opportunity tracks workforce supply and short- and long-term demand data for 804 occupations in Florida. Based on August 2012 data, STEM-related occupations comprise 13 of the top 25 occupations with highest workforce shortages. Of those 13, eight are in the healthcare industry, three are IT related and three are other STEM occupations; the short-term combined demand for these 13 occupations calls for 52,973 workers for which there are current job openings posted online. Currently, 17,708 people are enrolled in post-secondary education and training programs corresponding to these in-demand occupations, leaving a shortage of 35,265 skilled workers. The average entry hourly wage for these STEM occupations is \$24.28, compared to the average starting wage of \$15.60 for all occupations in Florida. If each of these job openings were filled at only the average starting wage rate, an additional \$2.5 billion in annual Florida payroll would be created. Ensuring these 13 high-demand, low supply STEM occupations are filled creates a hugely positive increase in Florida's economy while providing quality employment to those Floridians who become employed in them.

Table 1 – Workforce Supply/Demand Report, Top 25 Occupations Based on Workforce Shortages vs. Demand

Occupation	Supply	Short Term Demand	Long Term Demand	Supply Gap or Overage	ENTRY WAGE	MEDIAN WAGE	EXP WAGE
Registered Nurses	9,519	16,909	6,294	-7390	\$22.99	\$29.56	\$34.74
Computer Specialists, All Other	1,569	8,298	172	-6729	\$17.45	\$31.48	\$38.12
First-Line Supervisors/Managers of Retail Sales Workers**	2,282	7,385	3,277	-5103	\$12.98	\$18.54	\$24.81
Retail Salespersons	4,731	8,666	11,461	-3935	\$8.27	\$10.68	\$14.98
Physical Therapists	323	4,150	517	-3827	\$28.58	\$38.95	\$45.46
Occupational Therapists	202	3,786	281	-3584	\$26.56	\$38.13	\$43.62
Computer Systems Analysts	706	4,268	945	-3562	\$23.24	\$34.00	\$40.73
First-Line Supervisors/Managers of Food Preparation and Serving Workers**	2,333	5,788	900	-3455	\$11.16	\$15.51	\$19.13
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	1,047	4,156	3,260	-3109	\$14.52	\$23.77	\$35.26
Securities, Commodities, and Financial Services Sales Agents	463	3,234	739	-2771	\$18.84	\$32.60	\$54.94
Telemarketers	949	3,352	713	-2403	\$8.29	\$10.34	\$13.08

Insurance Sales Agents	870	2,888	1,828	-2018	\$14.96	\$22.21	\$37.48
First-Line Supervisors/Managers of Non-Retail Sales Workers**	310	2,223	988	-1913	\$24.69	\$37.26	\$54.85
Medical and Health Services Managers	1,828	3,551	344	-1723	\$31.04	\$42.31	\$57.59
Occupational Therapist Assistants	118	1,763	50	-1645	\$21.94	\$28.73	\$31.52
Speech-Language Pathologists	334	1,908	219	-1574	\$23.23	\$34.44	\$40.35
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	1,195	2,401	1,246	-1206	\$22.70	\$35.89	\$51.31
Industrial Engineers	176	1,366	467	-1190	\$20.64	\$32.41	\$39.58
Computer Software Engineers, Applications	1,200	2,347	737	-1147	\$25.54	\$38.81	\$48.42
Loan Officers	426	1,499	610	-1073	\$16.52	\$24.43	\$34.07
Demonstrators and Product Promoters	145	1,203	199	-1058	\$10.00	\$12.81	\$16.22
Physician Assistants	134	991	237	-857	\$31.55	\$42.57	\$48.77
Physical Therapist Assistants	404	1,235	167	-831	\$20.22	\$27.47	\$30.29
Merchandise Displayers and Window Trimmers	250	1,014	116	-764	\$9.09	\$12.53	\$15.82
Sales Representatives, Services, All Other	2,317	3,017	3,447	-700	\$13.15	\$21.54	\$33.42

Topping the list of occupations with the highest number of worker shortages compared to demand for that occupation is Registered Nurses. There is good news in that according to the 2011 Florida Nursing Education and Faculty Supply/Demand Report published by the Florida Center for Nursing, the five year trend, 2007 – 2011, indicates that the number of new nursing program graduates is increasing.⁶⁰ However, of particular concern, during the 2010 – 2011 academic year, almost 1 of 2 qualified applications are rejected due to training program capacity limitations that cannot accommodate all potential interested and qualified students.⁶¹ According to the survey issued by the Florida Center for Nursing, “About 60 percent of BSN (Bachelor of Science in Nursing), AND (Associate Degree in Nursing), and LPN (Licensed Practical Nurse) program Deans and Directors reported that “limited clinical sites” was a barrier to admitting more students.”⁶²

⁶⁰ Yore, M. and Brunell, M. (2012) 2011 Florida Nursing Education and Nurse Faculty Supply/Demand Report. Orlando, FL. Florida Center for Nursing. p. 6-7

⁶¹ Yore, M. and Brunell, M. (2012) 2011 Florida Nursing Education and Nurse Faculty Supply/Demand Report. Orlando, FL. Florida Center for Nursing. p. 5

⁶² Yore, M. and Brunell, M. (2012) 2011 Florida Nursing Education and Nurse Faculty Supply/Demand Report. Orlando, FL. Florida Center for Nursing. p. 7

Action Item 2

New methods of education, clinical and didactic, should be developed to accommodate the style of younger generations, address the critical shortage of clinical capacity, and prepare newly licensed RNs to work in non-traditional settings. Adoption of evolving technology and learning methods will attract youth into the field and the use of simulation technology can enhance clinical training while providing a completely safe environment for learning.

Currently, according to the Workforce Supply/Demand data provided by DEO (Table 1, above) of the 13 top ranking high-demand, low supply STEM occupations, 5 are related to information technology or engineering disciplines. To effectively meet the demand for occupations in these disciplines, attention must be given to extending the STEM talent development pipeline to ensure the earliest possible engagement of students. The bilateral integration of applied mathematics, science, and information technology between academic core and Career and Technical Education (CTE) programs of study should be strengthened, with particular attention to application of math, science and information technology to real-world problem solving in an engineering context. Such integration should be grade-specific, aligned with the Common Core, and extend throughout the public education system. Current initiatives to raise digital literacy in both core and non-core courses/programs of study should be strongly supported by the Council. The following Action Items, taken from the Florida STEM Strategic Plan, do this.

Action Item 3 (Strategic Plan Action Item 1.4)

Integrate technology and engineering content standards into the state standards at all grade levels.

Action Item 4 (Strategic Plan Action Item 1.5)

Create technology and engineering course requirements for early and middle grades, particularly in areas associated with career academies.

Action Item 5 (Strategic Plan Action Item 1.6)

Increase the number of career academies in Florida, at both the middle and high school levels, that are STEM focused. Based on current occupational demand, particular focus should be on IT and Engineering academies.

Beginning December 31, 2013, the Department of Economic Opportunity will be required to publish an annual Economic Security Report. This report is intended to communicate to students (and parents as necessary), the employment and earnings outcomes for degrees or certificates earned at public postsecondary educational institutions. The report, the details of which are described in statute, is required to be easily accessible and readable by the public and available online. Beginning in fiscal year 2014, this report is also required to be made available in summary form to students (and parents as necessary) who are enrolled in middle and secondary schools. University students are to be provided access to an additional report that identifies for their university, the top 25 percent of degrees (based on highest full-time job

placement and highest average annualized earnings) and the bottom 10 percent of degrees (based on lowest full-time job placement and lowest average annualized earnings).

Information in these reports is key to fulfilling Florida’s demand for STEM occupations and is intended to increase enrollment in educational pathways that lead to employment in those occupations, thus increasing and sustaining the STEM talent pool to meet that demand.

Action Item 6

Develop a communications strategy to be implemented with the release of the Economic Security Report to assist in the dissemination of information regarding the demand for STEM-related occupations and the educational pathways and earnings data corresponding to those occupations.

STEM is an acronym for Science, Technology, Engineering and Mathematics, however defining STEM is more entailed than being merely the sum of its stated components. Rather, any discussion of STEM must account for the symbiotic relationship among its elements and the complexity of their integrated effect on the knowledge/skill profile of any occupation or discipline. It should be noted that while the US Department of Labor/Employment Training Administration, the US Department of Education’s National Center for Educational Statistics, and the Immigration and Customs Enforcement agency have each designated what they define as STEM occupations, their listings vary widely indicating a lack of dialog and/or agreement among them as to which occupations should be classified as STEM and what corresponding programs of study are needed to prepare for these occupations.⁶³ This lack of cohesion around STEM occupations and programs of study prompts a recommendation to apply the STEM Occupational Attribute Rubric (SOAR) matrix⁶⁴ to every occupation to provide each with a STEM index. That Index “would represent the collective relevance of the four STEM disciplines, each discipline would have their individual index as well, with the STEM S, T, E, and M-index having value on their own.”⁶⁵ By providing a statistically derived, quantified value for differentiating among STEM occupations and their associated programs of study, the STEM Index would assist in unifying the STEM discussion to objectively address both occupational and programmatic aspects essential to the sustained effectiveness of the STEM Strategic Plan.

Action Item 7

A task force with representatives from business/industry and education, supplemented with experts in the individual STEM disciplines, shall be created to develop and apply the SOAR Matrix for each occupation identified by the Department of Economic Opportunity.

⁶³ Hume, D. (2011) The STEM Index – A New Paradigm. Tallahassee, FL Integrated STEM Instructional Systems. p. 1-2.

⁶⁴ Hume, D. (2011) The STEM Index – A New Paradigm. Tallahassee, FL Integrated STEM Instructional Systems. p. 5.

⁶⁵ Hume, D. (2011) The STEM Index – A New Paradigm. Tallahassee, FL Integrated STEM Instructional Systems. p. 3.

Appendix A: Participants in the Development of the STEM Strategic Plan

Representatives from the following organizations participated in one or more Business Roundtable events and developed the Goals in the Florida STEM Strategic Plan.

Aerotek Engineering
Agency for Workforce Innovation
AirTran Airways
American Building Components
ARCS Foundation- Tampa Bay
Atlantic Marine
Atlantic Technical Center, Broward County Public Schools
Banner Center for Construction
Banner Center for Manufacturing
Bay County EDA
Bay Education Foundation
BDB
Bols Construction
Bradford County Schools
Brevard Public Schools
Brevard Workforce
Burkett Engineering Inc
Burnham Institute
Carbon Solutions America
Career Technical Education Foundation, Inc.
Center for Individual Freedom
Central Florida Institute
Central Florida STEM Education Council
Charlotte County Public Schools
Citrus County Education Foundation
City of Kissimmee
City of Largo
City of St. Petersburg
Clay County Chamber of Commerce
Clay County Education Foundation
Clay County School District
Coastal Caisson Corporation
Coco Design
Columbia County Economic Development Office/IDA
Columbia County High School
Comsortia Corporation
Congresswoman Kosmas Office
Cox Marketing Services
Daytona State College
DeVry University
District School Board of Pasco County
DITEK
Duval County Public Schools
Edison State College
Education Foundation of Palm Beach County
EFI
Enterprise Florida
Epoch Software Systems, Inc
Ervin Lovett Miller
Escambia Co. Schools
Express Employment Professionals
First Coast Manufacturers Association (FCMA)
Flagler County Education Foundation
FLATE
Florida A&M University
Florida Campus Compact
Florida Coast Career Tech
Florida Department of Education
Florida Education Foundation
Florida Masonry Apprentice & Educational Foundation
Florida Power & Light
Florida State College at Jacksonville

Florida Virtual School
Florida's Great Northwest
Focus Efforts LLC
Foundation for Orange County Public Schools
GDKN Corporation
Geek Squad
General Dynamics Land Systems
Governor's Office of Tourism, Trade & Economic Development
Gulf Breeze Area Chamber of Commerce
Gulf Coast Workforce Board
Gulf Power Company
Haas Center for Business & Economic Development Research
Haney Technical Center/Bay District Schools
Helios Education Foundation
Hillsborough Community College
Hillsborough County Public Schools
Hillsborough Education Foundation
Holmes & Brakel
IBM
Indian River State College
InDyne, Inc.
Jacksonville Economic Development Commission
Jacksonville Public Education Fund
Jacksonville Regional Chamber of Commerce
Jacksonville University
Jaeger Corporation
JEA
Joni Industries
Junior Achievement
JWB Children's Services Council
Keiser University
Knight/First Monday
Lake City Community College
Lake Wales Chamber of Commerce
Lakeland Electric

Landmark General Contactors, Inc.
Learey Technical Center
Lee County Economic Development Office
Lockheed Martin
Locklin Tech
Manufacturers Association of Florida
Masonry Association of Florida
McKeel Academy of Technology
Miami Dade College
Moss & Associates
Museum of Discovery and Science
National Center for Simulation
National Flight Academy
National Forensic Science Technology Center
Naval Aviation Museum Foundation
New Visions CDC
Northside Healthcare
Northwest Florida State College
Oakland Avenue Charter School
Okaloosa County School District
Okaloosa Public School Foundation
Orange County Public Schools
Orlando Science Center
Palm Beach County Education Commission
Palm Beach County Schools
Panama City Beach Chamber of Commerce
Panhandle Area Educational Consortium
Pasco County Public Schools
Pasco Education Foundation
PBS&J
Pen Air FCU
Pensacola Bay Area Chamber of Commerce
Pensacola Junior College
Per Scholas
Pinellas County Economic Development

Pinellas County Schools
Pinellas Education Foundation
Pinellas Technical Education Center-St. Petersburg
Polk Education Foundation
Professional Mechanical Technologies Inc.
Raytheon Company
Regional Life Science Foundation, Inc.
Regional Medical Center Bayonet Point
Reynolds Smith & Hill
Rollins College
Sacred Heart Health System
Santa Rosa County District Schools
Santa Rosa Education Foundation
Sarasota County Schools
School District of Lee County
School District of Palm Beach Co.
Science Center of Pinellas County
Sea Star Line LLC
Seminole Co. Public Schools
Siemens
SJC Education Foundation
SkillStorm
Sodexo
South Florida Manufacturers Association
Space Florida
St. Johns County School District
St. Lucie County Education Foundation
St. Lucie County School Board
Tampa Bay WorkForce Alliance

Tata Business Support Services
TEAM Santa Rosa
Technological Research and Development Authority
TECO Energy
The Florida Senate
The Haskell Company
The St. Joe Company
Tong Realty Inc.
Torrey Pines Institute for Molecular Studies
UCF Incubator-Seminole County
United Negro College Fund
University of Central Florida
University of North Florida
University of South Florida
University of South Florida - CSL
University of West Florida
Valencia Community College
Vestcor Companies
Walton County School District
West Florida High School
Wilder Business Success, Inc.
Workforce Alliance
Workforce Central Florida
Workforce Development Board of Okaloosa & Walton Counties
Workforce Escarosa
Workforce Florida
Workforce Solutions
WorkSource
WRSScompass

STEM Strategic Plan Task Force Members

The following professionals created the first iteration of the Florida STEM Strategic Plan.

Ben Amaba, PhD, PE, CPIM, LEED® AP BD+C

Global Executive
IBM

Tony Anderson

Administrator/Coordinator, Instructional Services
Academic and Professional Development Programs
PAEC FloridaLearns Academy
Panhandle Area Educational Consortium

John Baker

Engineer
General Dynamics Land System

Heather Belmont, PhD

Director
Biotechnology Program
Miami Dade College

Angelina Boyce, MS

Science Curriculum Specialist
STEM Team Lead
Florida Virtual School

Stacy Carlson

Vice President and Program Director-Florida
Helios Education Foundation

Marsan Carr

Executive Director
Florida Association for Career and Technical Education

Tony Carvajal, CAE, IOM

President
Carvajal Consulting & Management

Mary Chance

Executive Director
Consortium of Florida Education Foundations

Thomas Conner

Executive Director
Heartland Educational Consortium

Anna-Marie Cote, EdD

Deputy Superintendent
Instructional Excellence and Equity
Seminole County Public Schools

Pamella Dana, PhD

Senior Advisor for Strategic Initiatives
Florida Institute for Humans & Machine Cognition

Bill Davies

Strategic Account Manager
Public Sector and Education
Monster.com

Ginger Davis

Resource Teacher in Science
Brevard Public Schools

Jimmie L. Davis, Jr, PhD

Chair, STEM*florida* Business Steering Council and
Lead Signal Processing Engineer
The MITRE Corporation

Patricia J. Dixon, PhD

Director
Center for Integrating Research & Learning
National High Magnetic Field Laboratory

Marcy Driscoll, PhD

Dean of College of Education
Florida State University

Hortense Evans

Principal
Palm Harbor Academy

Latasha Fisher, MS

Science Curriculum Specialist K-12
Florida Department of Education

Frank Fuller, PhD

Director, BANNER Secondary,
Workforce Florida, Inc. and
Research Associate
Learning Systems Institute, Florida State University

Bruce Furino

Chair, Central Florida STEM Education Council and
Director, CECS Outreach
College of Engineering and Computer Science
University of Central Florida

Mabry Gaboardi, PhD

Assistant Director
Learning Systems Institute
The Florida State University

Ricardo Garcia

Doctoral Student
Learning Systems Institute
The Florida State University

Michael E. Gillett

Officer
Lockheed Martin Aerospace Corp.

John R. Hall, PE, FNSPE

President
Ludovici & Orange Consulting Engineers, Inc.

Laura B. Hassler Lang, PhD

Associate Professor and Director
Learning Systems Institute
The Florida State University

Marsha Hill

Director, Instructional Services
North East Florida Educational Consortium

Paula Hollingsworth

Program Development and Training Specialist
North East Florida Educational Consortium

Faye Jones

Doctoral Student
Learning Systems Institute
The Florida State University

Bryan Kamm

Director
Government/Public Relations & Business Development
Coastal Caisson Corp.

Deborah Kelly

Community Investor
The Boeing Company

Sarah Knight, MSEE, JD

Senior Associate, Registered Patent Attorney
Saliwanchik, Lloyd & Eisenschenk

Michael Lannon

Superintendent
St. Lucie Schools

Maryke Lee, EdD

Dean of Mathematics
Valencia Community College, East Campus

Evan B. Lefsky, PhD

Turnaround Leader
School Improvement Grant
Lake County Schools

R.E. LeMon, PhD

Associate Vice Chancellor
State University System of Florida
Board of Governors

Ginger Littleton

Chair, Bay District School Board and
Grants Specialist
Florida State University Panama City

Paul Luna

President and CEO
Helios Education Foundation

Percy Luney

Vice President
Education, Research & Development, and Workforce
Space Florida

Rose Mack

9-12 Math/Science Supervisor
Pinellas County Schools

Gina Maitland

Curriculum Specialist - Science
Florida Virtual School

Rick Maxey

Executive Director of Governmental Relations
Florida Board of Governors

Gerry Meisels, PhD

Professor of Chemistry and Director
Coalition for Science Literacy at USF

Mariel Milano

Instructional Resource Teacher
K-12 STEM Curriculum Services
Orange County Public Schools

Christi Moss

Assistant Principal,
Gulfstream Middle School, Broward
Hallandale Innovation Zone STEM Coordinator

Kellen Nixon

Director of Educational Development
Orlando Science Center

Torrio Osborne

Principal

Washington+Greenard

Eduardo Padrón, PhD

President
Miami Dade College

Chris Pfahler

Director of Community Investment
Gulf Coast Community Foundation of Venice

Fran Pickett, REFP

Vice President
BRPH Architects-Engineers

Mark Pritchett, PhD

Senior Vice President for Community Investment
Gulf Coast Community Foundation of Venice

Rabieh Razzouk

Associate Director
Learning Systems Institute
The Florida State University

Lisa Rhodes

Executive Director
Education Foundation of Martin County

Lenore P. Rodicio, PhD

Dean of Academic Affairs
Miami Dade College, Kendall Campus

Barbara A. Rodrigues

Area Coordinator
South Area Superintendent's Office
Brevard County Public Schools

Eric Roe, PhD

Director, Banner Center for Advanced Manufacturing
Polk State College

Jon Rogers, PhD

Director, Academic & Student Affairs
State University System of Florida
Board of Governors

Jose A Sanchez

Assistant Director
Center for Integrating Research & Learning
National High Magnetic Field Laboratory

Kathie Schmidt

Director
Career and Technical Education
St. Lucie County School Board

Robert C. Schoen, PhD

Associate Director
FCR-STEM
Learning Systems Institute, The Florida State University

Danielle Sherdan, PhD

Assistant in Research
FCR-STEM
Learning Systems Institute, The Florida State University

Marwan A. Simaan, PhD, PE

Dean of College of Engineering and Computer Science
University of Central Florida

Artrease Spann

Chemistry Doctoral Student, The Florida State University
Florida Department of Education

Yvonne M. Spicer, EdD

National Center for Technological Literacy
Museum of Science, Boston

Mary Jane Tappen

Deputy Chancellor
Curriculum, Instruction, and Student Services
Florida Department of Education

Pamela Tedesco, CCE, IOM

President
The Arland Affiliation

Nancy Thompson

Supervisor of Reading, Math & Science
North East Florida Educational Consortium

Joseph Travis, PhD

Dean of the College of Arts & Sciences
The Florida State University

Andy Vaughan

Director
Strategic Programs
Monster PSE

J. Paul Wahnish

President
Career Technical Education Foundation, Inc.

Paula Lovett Waller

President
PLWconsulting group

Robert Weinberg, MEd

CTE Curriculum & STEM Initiatives
Hillsborough County Public Schools

David W. White, PhD

Technology Education Program Coordinator
College of Education
Department of Workforce Education
Florida A&M University

Florida's STEM Strategic Plan Update Task Force Members

Barney Bishop

President
Associated Industries of Florida

Roderic Brame, PhD

Program Director of STEM Education
University of South Florida Polytechnic

Stacy Carlson

Vice President and Program Director - Florida
Helios Education Foundation

James Lincoln Finch, PMP

Statewide Contracts Administrator
Workforce Services
Florida Department of Economic Opportunity

Mabry Gaboardi, PhD

Earth Science Assistant Professor
Tallahassee Community College

Kimberly Gavaletz

Vice President
Lockheed Martin

Don Gugliuzza

Chief Operating Officer
Mileo and Associates

John Hall, PE, FNSPE

President
Ludovici & Orange Consulting Engineers

Bryan Kamm

Director
Government/Public Relations & Business Development
Coastal Caisson Corp.

Deborah B. Kelly

Community Investor
The Boeing Company

Doug Liles, MS

Director
Good Samaritan Institute

Warren May

Economic Manager Information Delivery and Analysis Labor Market
Statistics
Florida Department of Economic Opportunity

Neal Meadows, EdD

President
Meadows Consulting

Kelly Obarski, EdD

STEM Program Manager
Florida Virtual School

Eric Roe, PhD

Director, Banner Center for Advanced Manufacturing
Polk State College

Lynn Sand, CEcD

President

Collaborative Solution Partners

Mary Jane Tappen

Deputy Chancellor

Curriculum, Instruction, and Student Services

Florida Department of Education

J. Paul Wahnish

President

Career Technical Education Foundation, Inc.

Paula Lovett Waller

President

PLWconsulting group

Robert Weinberg

CTE Curriculum & STEM Initiatives

Hillsborough County Public Schools

Tom Wells

Senior Engineering Manager

Harris Corp.

Year 1 Action Plan Recommendation Task Force Members

Roderic Brame, PhD

Director of STEM Education
Florida Southern College

Stacy Carlson

Vice President and Program Director - Florida
Helios Education Foundation

Duane Hume

Senior Partner
Integrated STEM Instructional Systems

Bryan Kamm

Director
Government/Public Relations & Business Development
Coastal Caisson Corp.

J. Paul Wahnish

President
Career Technical Education Foundation, Inc.

Paula Lovett Waller

President
PLWconsulting group

Appendix B: Voluntary Prekindergarten and School Readiness Programs: Standards, Assessments, and Professional Development

The Department of Education in conjunction with the Agency for Workforce Innovation created one set of Standards for four-year-olds attending Voluntary Prekindergarten (VPK) and/or School Readiness programs. The 2011 Standards were adopted by the State Board of Education on October 18, 2011. Professional development relating to the Standards became available statewide in Summer 2011. There are five domains of the Standards: 1) Physical Development (includes physical health and wellness, and motor development), 2) Approaches to Learning, 3) Social & Emotional Development, 4) Language, Communication, and Emergent Literacy, and 5) Cognitive Development and General Knowledge (includes Mathematical Thinking*, Scientific Inquiry*, Social Studies*, and Creative Expression Through The Arts). The full report can be accessed at <http://www.fldoe.org/earlyLearning/pdf/feldsfyo.pdf>.

The Department of Education also has the VPK Assessment, which covers four areas: Phonological Awareness, Alphabet Knowledge, Oral Language/Vocabulary, and Mathematics*.

In addition to the Standards training mentioned above, the Department of Education has a Mathematical Thinking toolkit folder (<http://www.flvpkonline.org/teachertoolkit/mathThink/index.htm>), and has worked to create a VPK to 3rd grade alignment of Mathematical Standards (Expectations), Teacher Resources (Instruction), and Parent Resources (Parents), which can be found here: <https://www.brightbeginningsfl.org/Default.aspx>.

*Includes STEM-related Standards.

Appendix C: Selected research-based instructional strategies to promote deep learning at all educational levels

The supporting text included below is excerpted from the Female - Minority Initiative Final Report (2009) and the Education Link Report (2010) as indicated.

a. Use instructional activities that arouse greater student interest in STEM.

Causal research indicates that students have greater interest and achievement in STEM when teachers contextualize, personalize, and diversify instruction with multimedia, technology-assisted instruction, hands-on inquiry, project-based learning, and small within-classroom student groupings that facilitate learning (Parker & Lepper, 1992; Cordova & Lepper, 1996; Renninger et al., 2002; Schneider et al., 2002; Turner & Lapan, 2005; Bottge et al., 2007; Randler & Hulde, 2007).⁶⁶

b. Engage students in “minds-on, hands-on” learning.

There is a “clear, positive trend favoring inquiry-based instructional practices, particularly instruction that emphasizes student active thinking and drawing conclusions from data” (Minner, Levy, & Century, 2010, p. 493). **“Teaching strategies that actively engage students in the learning process through scientific investigations are more likely to increase conceptual understanding than are strategies that rely on more passive techniques”** (p. 474).⁶⁷

Research in STEM education suggests that **learners learn more deeply and more effectively when they are expected to creatively “learn by doing”** – to examine real-world, meaningful problems and phenomena; explore conjectures that may or may not be correct on the first try; justify and compare different solution methods and interpretations; and communicate ideas orally, in writing and using representations of concepts, such as graphs or manipulatives. The learner’s underlying reasoning is most critical.⁶⁸

c. Encourage student self-reflection.

Teachers can most appropriately assess learner knowledge.... by encouraging learners’ self-reflection regarding their thinking and reasoning and peer feedback (Bransford et al., 2000).⁶²

⁶⁶ Jones, F., Rew, W. J., & Lang, L. (2009). *Female-Minority Initiative final report*. Tallahassee, FL: Florida State University, Learning Systems Institute. Retrieved November 28, 2010, from http://www.lsi.fsu.edu/centers/fcrstem/resources/documents/female-minority_initiative_report_20february2009.pdf. p. 22-23.

⁶⁷ Lang, L., Gaboardi, M., & Johnson, C. (2010). *Education Link Report*. Tallahassee, FL: Florida State University, Florida Center for Research in Science, Technology, Engineering and Mathematics. Retrieved February 23, 2010, from http://www.lsi.fsu.edu/centers/fcrstem/resources/documents/education_link.pdf. p. 14.

⁶⁸ Lang, L., Gaboardi, M., & Johnson, C. (2010). *Education Link Report*. Tallahassee, FL: Florida State University, Florida Center for Research in Science, Technology, Engineering and Mathematics. Retrieved February 23, 2010, from http://www.lsi.fsu.edu/centers/fcrstem/resources/documents/education_link.pdf. p. 13.

d. **Praise the STEM effort of students.**

Causal research indicates that students have positive beliefs about their STEM abilities when teachers praise their efforts instead of praising their abilities, and when teachers help students understand that intelligence is incremental and malleable based on their efforts and learning. Students with these beliefs maintain stronger learning goals, use effort-based strategies to respond to challenges or failure (e.g., persist on challenging tasks), exhibit higher STEM achievement, take more STEM courses, and are more likely to choose STEM majors in college (Mueller & Dweck, 1998; Blackwell et al., 2007).⁶⁹

e. **Provide motivational support and feedback to students.**

Correlational findings suggest that motivational support and frequent, elaborative, positive, and helpful feedback from teachers has a strong and positive relationship with increases in student motivation in STEM (Turner et al., 2002; Schweinle, Turner, & Meyer, 2006).⁷⁰

⁶⁹ Jones, F., Rew, W. J., & Lang, L. (2009). *Female-Minority Initiative final report*. Tallahassee, FL: Florida State University, Learning Systems Institute. Retrieved November 28, 2010, from http://www.lsi.fsu.edu/centers/fcrstem/resources/documents/female-minority_initiative_report_20february2009.pdf. p. 22.

⁷⁰ Jones, F., Rew, W. J., & Lang, L. (2009). *Female-Minority Initiative final report*. Tallahassee, FL: Florida State University, Learning Systems Institute. Retrieved November 28, 2010, from http://www.lsi.fsu.edu/centers/fcrstem/resources/documents/female-minority_initiative_report_20february2009.pdf. p. 23.

Appendix D: Additional data for use with objectives

NOTE: Data provided serves as baseline data for the Florida STEM Strategic Plan. Updated data demonstrating progress toward achieving the measurable outcomes included in the STEM Strategic Plan can be found at the referenced websites and in progress reports.

Data related to Objective 1.A.

Percentage of students scoring proficient or advanced on NAEP Mathematics and Science in 2009

Grade	Proficient (%)	Advanced (%)	Total Proficient or Advanced (%)	Target (%): 2017
Mathematics				
4	35	5	40	60
8	23	6	29	49
12	18	1	19	39
Science				
4	31	0	31	51
8	23	1	24	44

Florida's rank on NAEP relative to other ranked states
(number of ranked states in parentheses)

Grade	Mathematics 2009	Science 2009	Average of Math & Science	Target Rank: 2014
4	23 (52)	26 (47)	24	15 (50)
8	35 (52)	35 (47)	35	15 (50)
12	9 (11)	N/A	N/A	15 (50)

Note: The number of states ranked includes the District of Columbia and the Department of Defense Education Activity, when applicable.

Data related to Objective 1.B.

Student performance on NAEP Mathematics and Science in 2009

	Total Proficient or Advanced (%)				
	Science		Mathematics		
	4 th Grade	8 th Grade	4 th Grade	8 th Grade	12 th Grade
White Students	46	36	53	39	24
Black Students	10	7	20	13	7
Hispanic Students	23	17	33	22	13
Free and Reduced Lunch (FRL)	20	13	29	18	N/A
Non-FRL	47	35	55	40	N/A
Male	33	28	42	31	21
Female	31	21	39	27	16
Percentage Point Gap (White/Black)	36	29	33	26	17
Target (White/Black) Gap: 2017	18	14	16	13	8
Percentage Point Gap (White/Hispanic)	23	19	20	17	11
Target (White/Hispanic) Gap: 2017	11	9	10	8	5
Percentage Point Gap (FRL/non-FRL)	27	22	26	22	N/A
Target (FRL/non-FRL) Gap: 2017	13	11	13	11	N/A
Percentage Point Gap (Male/Female)	2	7	3	4	5
Target (Male/Female) Gap: 2017	1	3	1	2	2

Data related to Objectives 1.C. and 1.D.: The following table is included for reference only. These data are from the FCAT, as we do not yet have data from the FCAT 2.0.

Percentage of students scoring 3 or above on the FCAT in 2010

	Percentage of students scoring 3 or above on the FCAT in 2010			
	Grade 5		Grade 8	
	Mathematics	Science	Mathematics	Science
Total Students	63	49	68	43
White	74	63	79	57
Black	43	27	48	22
Black - White Gap	31	36	31	35
Not Free or Reduced Lunch	79	68	81	60
Free or Reduced Lunch	52	36	57	30
FRL - Non-FRL Gap	27	32	24	30

Data related to Objective 1.G.:

Enrollment and success in high school STEM courses

	Success determined by...	2010		2017	
		Enrollment	Successful	Enrollment	Successful
AP Mathematics Courses	Score of 3 or above on AP Exam	12.2%	5.4%	22.2%	15.4%
AP Science Courses	Score of 3 or above on AP Exam	14.8%	5.0%	24.8%	15.0%
State-Approved STEM CTE Courses	Credit earned	5.7%	5.4%	15.7%	15.4%

State-approved dual credit STEM CTE courses

Under RTTT the Florida DOE created a listing of dual credit STEM CTE courses. Each of these courses is aligned with either Algebra 1, Biology, or Geometry, so that a student who successfully completes this course and the associated end-of-course exam in either Algebra 1, Biology, or Geometry gets credit for two courses.

8106120 Animal Biotechnology 3	8601780 Aerospace Technologies III
8106510 Plant Biotechnology 3	8708110 Principles of the Biomedical Sciences 8
8106810 Agriscience Foundations 1	8708120 Human Body Systems
8106850 Agricultural Biotechnology 2	8708130 Biomedical Interventions
8106860 Agricultural Biotechnology 3	8708140 Biomedical Science Research
8113010 Environmental Resources 3	8720310 Building Construction Technology 1
8113020 Environmental Resources 4	8720320 Building Construction Technology 2
8600520 Principles of Engineering	8720330 Building Construction Technology 3
8600530 Digital Electronics	8720340 Building Construction Technology 4
8600550 Introduction to Engineering Design	8725010 Drafting 1
8600560 Computer Integrated Manufacturing	8725020 Drafting 2
8600570 Engineering Technology I	8725030 Drafting 3
8600580 Aerospace Technologies I	8725040 Drafting 4
8600590 Civil Engineering and Architecture	8725110 Electronic Drafting 5
8600620 Aerospace Engineering	8725310 Mechanical Drafting 5
8600630 Biotechnical Engineering	8725450 Architectural Drafting5
8600670 Engineering Technology II	8725550 Structural Drafting 5
8600680 Aerospace Technologies II	83027010 Biotechnology 1
8600810 Drafting/Illustrative Design Technology I	83027020 Biotechnology 2
8600820 Drafting/Illustrative Design Technology II	8736030 Biotechnology 3
8600830 Drafting/Illustrative Design Technology III	9200110 Automation and Production Technology 1
8601310 Power & Energy Technology I	9200120 Automation and Production Technology 2
8601320 Power & Energy Technology II	9200130 Automation and Production Technology 3
8601330 Power & Energy Technology III	9200140 Automation and Production Technology 4
8601770 Engineering Technology III	

Data related to Objective 1.H:

Intended college major of 2010 college-bound seniors in Florida's public schools as self-reported on the SAT

Degree Field	Test-takers	
	Number	Percentage
Agriculture/Agricultural Operations/Related Sciences	471	1%
Architecture/Related services	1,272	2%
Biological/Biomedical Sciences	3,725	5%
Computer Information/Support Services	1,573	2%
Engineering	5,476	8%
Engineering Technologies/Technicians	1,216	2%
Health Professions/Related Clinical Sciences	16,315	24%
Mathematics and Statistics	524	1%
Natural Resources/Conservation	316	0%
Physical Sciences	833	1%

Total number of students responding: 68,353

Intended college major of 2010 college-bound sophomores in Florida's public schools as self-reported on the PSAT

Degree Field	Number Total	Percentage, %		
		Total	Male (Percentage of Total Males)	Female (Percentage of Total Females)
Agriculture/Agricultural Operations/Related Sciences	1,827	1.4%	1.1%	1.6%
Architecture/Related services	2,088	1.6%	2.4%	0.9%
Biological/Biomedical Sciences	6,003	4.6%	3.8%	5.3%
Computer Information/Support Services	2,741	2.1%	3.8%	0.4%
Engineering	10,310	7.9%	14.9%	1.5%
Engineering Technologies/Technicians	2,219	1.7%	3.1%	0.3%
Health Professions/Related Clinical Sciences	25,448	19.5%	10.9%	27.4%
Mathematics and Statistics	783	0.6%	0.8%	0.4%
Natural Resources/Conservation	653	0.5%	0.6%	0.3%
Physical Sciences	1,175	0.9%	1.2%	0.6%

Total number of students responding: 130,505

Data related to Objectives 1.I and J:

Number and percentage of students receiving postsecondary STEM degrees from within the Florida SUS

All Students

Degree Field	Number of Degrees in 2009-2010			Percentage of Total Degrees in 2009-2010		
	Bachelor's	Master's	Doctorate	Bachelor's	Master's	Doctorate
Agriculture/Agricultural Operations/Related Sciences	639	111	34	1.1%	0.7%	1.6%
Natural Resources/Conservation	293	90	24	0.5%	0.6%	1.1%
Architecture/Related Services	358	223	12	0.6%	1.4%	0.6%
Computer Information/Support Services	700	197	30	1.3%	1.2%	1.4%
Engineering	2,777	1,547	403	5.0%	9.7%	18.5%
Engineering Technologies/Technicians	523	187	0	0.9%	1.2%	0%
Biological/Biomedical Sciences	2,843	394	213	5.1%	2.5%	9.8%
Mathematics and Statistics	279	170	44	0.5%	1.1%	2.0%
Physical Sciences	537	134	164	1.0%	0.8%	7.5%
Health Professions/Related Clinical Sciences	4,409	2,146	435	7.9%	13.4%	20.0%
Total STEM Degrees	13,358	5,199	1,359	23.9%	32.5%	62.4%
Total Degrees in all Fields	55,830	15,997	2,177			

Number and percentage of females receiving postsecondary STEM degrees from within the Florida SUS

Degree Field	Number of Degrees Received by Females in 2009-2010			Percentage of Total Degrees in 2009-2010		
	Bachelor's	Master's	Doctorate	Bachelor's	Master's	Doctorate
Agriculture/Agricultural Operations/Related Sciences	333	63	20	52%	57%	59%
Natural Resources/Conservation	162	44	10	55%	49%	42%
Architecture/Related Services	142	108	3	40%	48%	25%
Computer Information/Support Services	101	49	6	14%	25%	20%
Engineering	568	355	87	20%	23%	22%
Engineering Technologies/Technicians	73	57	0	14%	30%	0%
Biological/Biomedical Sciences	1,641	216	107	58%	55%	50%
Mathematics and Statistics	110	63	15	39%	37%	34%
Physical Sciences	216	47	65	40%	35%	40%
Health Professions/Related Clinical Sciences	3,715	1,804	353	84%	84%	81%
Total STEM Degrees (Females)	7,061	2,806	666	53%	54%	49%
Total Degrees in all Fields (Females)	32,918	9,589	1,130	59%	60%	52%

Number and percentage of males receiving postsecondary STEM degrees from within the Florida SUS

Degree Field	Number of Degrees Received by Males in 2009-2010			Percentage of Total Degrees Received by Males in 2009-2010		
	Bachelor's	Master's	Doctorate	Bachelor's	Master's	Doctorate
Agriculture/Agricultural Operations/Related Sciences	306	48	14	48%	43%	41%
Natural Resources/Conservation	131	46	14	45%	51%	58%
Architecture/Related Services	216	115	9	60%	52%	75%
Computer Information/Support Services	599	148	24	86%	75%	80%
Engineering	2,209	1,192	316	80%	77%	78%
Engineering Technologies/Technicians	449	130	0	86%	70%	0%
Biological/Biomedical Sciences	1,202	178	105	42%	45%	49%
Mathematics and Statistics	169	107	29	61%	63%	66%
Physical Sciences	321	87	99	60%	65%	60%
Health Professions/Related Clinical Sciences	694	342	82	16%	16%	19%
Total STEM Degrees (Males)	6,296	2,393	692	47%	46%	51%
Total Degrees in all Fields (Males)	22,909	6,408	1,046	41%	40%	48%

Number and percentage of Blacks receiving postsecondary STEM degrees from within the SUS

Degree Field	Number of Degrees Received by Blacks in 2009-2010			Percentage of Total Degrees Received by Blacks in 2009-2010		
	Bachelor's	Master's	Doctorate	Bachelor's	Master's	Doctorate
Agriculture/Agricultural Operations/Related Sciences	72	6	1	11%	5%	3%
Natural Resources/Conservation	15	5	2	5%	6%	8%
Architecture/Related Services	60	23	0	17%	10%	0%
Computer Information/Support Services	78	7	0	11%	4%	0%
Engineering	218	58	16	8%	4%	4%
Engineering Technologies/Technicians	58	16	0	11%	9%	0%
Biological/Biomedical Sciences	308	37	4	11%	9%	2%
Mathematics and Statistics	19	5	1	7%	3%	2%
Physical Sciences	38	10	4	7%	7%	2%
Health Professions/Related Clinical Sciences	900	302	34	20%	14%	8%
Total STEM Degrees (Black)	1,766	469	62	13%	9%	5%
Total Degrees in all Fields (Black)	6,780	1,589	128	12%	10%	6%

According to the 2000 US Census, **Blacks comprise 18%** of the 20-34 year-old population in Florida. The 2010 Florida census data will be released in April 2011 (<http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>).

Number and percentage of Hispanics receiving postsecondary STEM from within the Florida SUS

Degree Field	Number of Degrees Received by Hispanics in 2009-2010			Percentage of Total Degrees Received by Hispanics in 2009-2010		
	Bachelor's	Master's	Doctorate	Bachelor's	Master's	Doctorate
Agriculture/Agricultural Operations/Related Sciences	76	8	3	12%	7%	9%
Natural Resources/Conservation	36	4	1	12%	4%	4%
Architecture/Related Services	133	40	0	37%	18%	0%
Computer Information/Support Services	137	21	0	20%	11%	0%
Engineering	540	129	25	19%	8%	6%
Engineering Technologies/Technicians	82	49	0	16%	26%	0%
Biological/Biomedical Sciences	524	45	8	18%	11%	4%
Mathematics and Statistics	37	11	2	13%	6%	5%
Physical Sciences	101	9	6	19%	7%	4%
Health Professions/Related Clinical Sciences	753	283	42	17%	13%	10%
Total STEM Degrees (Hispanic)	2,419	599	87	18%	12%	6%
Total Degrees in all Fields (Hispanic)	10,270	2,127	141	18%	13%	6%

According to the 2000 US Census, **Hispanics comprise 22%** of the 20-34 year-old population in Florida. The 2010 Florida census data will be released in April 2011 (<http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>).

Number and percentage of Whites receiving postsecondary STEM degrees from within the Florida SUS

Degree Field	Number of Degrees Received by Whites in 2009-2010			Percentage of Total Degrees Received by Whites in 2009-2010		
	Bachelor's	Master's	Doctorate	Bachelor's	Master's	Doctorate
Agriculture/Agricultural Operations/Related Sciences	411	55	13	64%	50%	38%
Natural Resources/Conservation	230	62	11	78%	69%	46%
Architecture/Related Services	121	130	4	34%	58%	33%
Computer Information/Support Services	402	92	4	57%	47%	13%
Engineering	1,589	477	93	57%	31%	23%
Engineering Technologies/Technicians	349	75	0	67%	40%	0%
Biological/Biomedical Sciences	1,495	228	129	53%	58%	61%
Mathematics and Statistics	186	65	9	67%	38%	20%
Physical Sciences	307	57	64	57%	43%	39%
Health Professions/Related Clinical Sciences	2,369	1,339	297	54%	62%	68%
Total STEM Degrees (White)	7,459	2,580	624	56%	50%	46%
Total Degrees in all Fields (White)	33,563	9,365	1,143	60%	59%	53%

According to the 2000 US Census, **Whites comprise 56%** of the 20-34 year-old population in Florida. The 2010 Florida census data will be released in April 2011 (<http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>).

Data related to Objective 2.C: STEM educators for incoming middle (5-9) and middle/upper (6-12) grades

	Number of teachers in Florida (Fall 2008)	New hires as a percentage of all teachers (Fall 2008)	Projected number of completers of teacher education programs in Florida 2009-2010	Projected number of positions to be filled 2010-2011
Mathematics	11,188	6.5%	657	1585
Science	9,370	8.2%	462	1399
Industrial Arts/ Technology Education	597	5.4%	12	41

Data related to Objective 2.F.: Current minimum certification requirements in Florida. Each requires a bachelor’s degree or higher, with minimum science, mathematics, or technology requirements described below.

Elementary Education (K-6)	STEM credits are not required for state certification of elementary teachers, although specific teacher preparation programs may require them.	
Middle Grades (6-8)	Middle Grades Integrated Curriculum Certification	12 semester hours in mathematics and 12 semester hours in science.
	Middle Grades Mathematics Certification	18 semester hours in mathematics, including the following disciplines: <ul style="list-style-type: none"> • calculus, precalculus, or trigonometry; • geometry; and • probability or statistics.
	Middle Grades General Science Certification	18 semester hours in science, including the following: <ul style="list-style-type: none"> • biological science; • chemistry or physics; and • earth-space science or earth science.
Middle and Upper Grades (6-12):	Certification in Mathematics	30 semester hours in mathematics, including: <ul style="list-style-type: none"> • 6 semester hours in calculus, • credit in geometry, • credit in probability or statistics, • credit in abstract or linear algebra; OR specialization requirements completed for physics, plus 21 semester hours including the above list.
	Certification in Separate Areas of Science (biology, chemistry, earth-space science, or physics)	30 semester hours in science, including 21 semester hours in the area with associated laboratory experience; OR specialization requirements completed for another science area (biology, chemistry earth-space science, or physics) plus 18 semester hours in area of certification.
	Certification in Technology Education	30 semester hours in industrial arts or industrial technology education to include credit in 4 of the 10 areas: <ul style="list-style-type: none"> • Materials and manufacturing processes technology to include credit in woods, metals, and man-made materials; • Drafting and design technology; • Energy and power technology; • Graphics communications technology; • Electronics technology; • Construction technology; • Transportation technology; • Biomedical technology; • Information technology; and • Industrial systems technology such as robotics, laser technology, fiber optics, or other feedback controlling systems.

Appendix E: State-approved STEM Career Academies as of February 23, 2011

Aerospace Technologies
Animal Biotechnology
Architectural Drafting
Automation and Production Technology
Biomedical Sciences
Building and Construction Technology
Drafting/Illustrative Design Technology
Drafting Technology
Electrical Drafting
Electronic Drafting
Engineering Technology
Environmental Resources
Industrial Biotechnology
Mechanical Drafting
Project Lead the Way – Aerospace Engineering
Project Lead the Way – Biotechnical Engineering
Project Lead the Way – Civil Engineering and Architecture
Project Lead the Way – Computer Integrated Manufacturing
Plant Biotechnology
Power and Energy Technology
Structural Drafting

Appendix F: Examples of undergraduate programs in Florida and other states that have been successful in attracting all students, including underrepresented minorities, to STEM or STEM-related majors⁷¹

- **The Meyerhoff Scholarship Program** was created in 1988 at the University of Maryland-Baltimore County (UMBC) in response to the observation that underrepresented minority students were not performing as well in college as their previous performance would predict, and were generally underrepresented at the graduate levels, particularly in STEM fields. Multiple studies have reported the success of this program in increasing student grade point average, increasing graduation rates in STEM fields, and increasing acceptance into graduate programs of Meyerhoff students relative to comparison samples of students (for a program review see Gordon & Bridglall, 2004). The program is academically demanding, with strong scholastic, financial, and social infrastructure, including peer, family, and faculty commitment and support. The highest achieving students are recruited and supported through challenging programs that include an introduction to college life and studies, and multiple research experiences. The program received the 1996 Presidential Award for Excellence in Science, Math, and Engineering Mentoring and “both internal and external evaluations show that Meyerhoff students are nearly twice as likely to persist and graduate in mathematics, engineering, and the sciences than their peers who declined offers of admission to the program and enrolled at other universities” (Gordon & Bridglall, 2004, p. 38-39). (<http://www.umbc.edu/meyerhoff/>)
- **SCALE-UP (Student-Centered Active Learning Environment for Undergraduate Programs)** is an initiative to transform traditionally large lecture science courses into small-group inquiry and discussion courses. Instructors pose questions and students, working in small groups, explore concepts through research and discourse. Originally designed for introductory physics courses at North Carolina State University (NCSU), the SCALE-UP model is now employed in more than 50 universities around the country for large courses in several STEM disciplines. This type of studio-based inquiry learning allows students to form social relationships with their peers and their teachers in a stimulating environment. Preliminary information, some of which is not yet peer-reviewed, suggests that the program can be highly successful in terms of content retention and concept learning. For program reviews, please see Beichner (n.d.) and Beichner et al. (2007). Compared to traditional lecture courses, SCALE-UP courses show promise for increasing student gains, increasing student retention and motivation, and closing achievement gaps in STEM courses (Beichner et al., 1999; Beichner, n.d.). (<http://www.ncsu.edu/per/scaleup.html>)

Florida State University implemented SCALE-UP in General Physics courses for the first time in Spring 2008 and again in Summer 2008. Implementers reported that students showed normalized gains on the Force Concept Inventory (FCI) assessment of approximately 50% (for a description of the assessment, classroom setup, and equipment, and to view the classroom area, see http://scaleup.ncsu.edu/groups/adopters/wiki/48252/Florida_State.html). This gain is roughly two times higher than the 23% FCI pre-post test gain demonstrated by 6,000 students from around the country in traditional courses (Hake, 1998). Similarly, Florida

⁷¹ This information is taken directly from the Education Link Report. Lang, L., Gaboardi, M., & Johnson, C. (2010). *Education Link Report*. Tallahassee, FL: Florida State University, Florida Center for Research in Science, Technology, Engineering and Mathematics. Retrieved February 23, 2010 from http://www.lsi.fsu.edu/centers/fcrstem/resources/documents/education_link.pdf. p. 28-30.

International University (FIU) and University of Central Florida (UCF) reported that the average performance on the FCI by students in the studio-style physics course was roughly 2.5 times higher than the performance of students in traditional physics courses (taught at FIU and UCF, respectively; Beichner, n.d.; Beichner et al., 2007). While these results are very encouraging, student success may be at least partly attributable to other factors, including student self-selection and instructor attitudes and abilities.

Retention and student motivation was examined using drop, fail, or withdraw (DFW) rates: At FIU, students were 75% less likely to drop, fail, or withdraw from the studio-based physics classes than the traditional physics courses. Additionally, recruitment of physics majors and minors was much higher in studio-based courses: between 10% and 20% of students chose to pursue physics minors or majors after taking the studio-based course. At Clemson, all freshman Calculus I courses were taught using the SCALE-UP model starting in Fall 2006; the DFW rate fell from 44% to 22% in courses that included almost 800 freshman students (Beichner, n.d.). Again, although promising, the influence of other factors explaining these results must be considered.

Female and minority performance improvements: NCSU found that minority and female failure rates in SCALE-UP physics courses were four to five times lower than those for traditional physics courses (Beichner, n.d.).

Appendix G: Examples of existing out-of-school and after school STEM programs⁷²

- **MATHCOUNTS:** “MATHCOUNTS is a national enrichment, club and competition program that promotes middle school mathematics achievement through grassroots involvement in every U.S. state and territory...Currently in its 28th year, MATHCOUNTS is one of the Country's largest and most successful education partnerships involving volunteers, educators, industry sponsors and students... MATHCOUNTS offers two unique programs to middle school teachers and students: The MATHCOUNTS Competition Program and the FREE MATHCOUNTS Club Program.”⁷³
- **SECME:** Established in 1975 as the Southeastern Consortium for Minorities in Engineering by the engineering deans at seven southeastern universities, this organization sponsors programs for students, teachers and parents with the aim of increasing the numbers of underrepresented and underserved students who want to study science, mathematics, engineering and technology in college. SECME's programs start as early as pre-kindergarten and extend through high school (see www.secme.org). The Georgia Institute of Technology would have data on the success of this program. The Miami-Dade school district, University of Miami and Florida International University also have been involved in SECME initiatives.
- **California MESA:** (Mathematics Engineering Science Achievement). Established in 1970 and administered by the State of California, MESA is an academic development program that supports educationally disadvantaged students in math and science studies at the university level and their attainment of math-related degrees in engineering, science and technology. The program is funded by the state legislature, corporate contributions and grants (see <http://www.ucop.edu/mesa/home.html>).
- **Upward Bound Math-Science (UBMS):** In 1990, the U.S. Department of Education established a math and science initiative within Upward Bound, designed to provide disadvantaged high school students with skills and experiences to help them succeed in college. The UBMS initiative awards grants to colleges and universities to provide (1) hands-on experience in laboratories, computer facilities, and at field sites, and (2) opportunities to learn from mathematicians and scientists at host institutions. An evaluation of student transcripts collected between 1998 and 1999 and again from 2001 to 2002 indicated that UBMS improves several student outcomes in high school and college, and increases the odds of majoring in math or science (Olsen et al., 2007).

⁷² Unless indicated, this information is directly from: Jones, F., Rew, W. J., & Lang, L. (2009). *Female-Minority Initiative final report*. Tallahassee, FL: Florida State University, Learning Systems Institute. Retrieved November 28, 2010, from http://www.lsi.fsu.edu/centers/fcrstem/resources/documents/female-minority_initiative_report_20february2009.pdf. p. 24.

⁷³ Retrieved on November 20, 2010, from <http://mathcounts.org/Page.aspx?pid=1854&srcid=296>.

- **Summer STEM programs and academies for students:** These experiences appear to increase students' interest in STEM. A variety of these programs are offered by Florida's universities. Examples include "Expanding Your Horizons" a STEM-related program for middle school girls sponsored by UCF's College of Engineering and Computer Science, "Saturday-at-the-Sea" sponsored by Florida State University's College of Arts & Sciences, and "Science Students Together Reaching Instructional Diversity & Excellence" (SSTRIDE) sponsored by FSU's College of Medicine. At FIU, the College of Engineering conducts outreach programs during the school year and summer months to prepare young students in science, technology, engineering, and mathematics.

Appendix H: Principal leadership

As stated in the Education Link Report:

Research indicates that principal leadership is a key variable in predicting school effectiveness (Hallinger, Bickman, & Davis, 1996; Hallinger & Heck, 1998) and, importantly, that leadership effects on student achievement appear stronger for relatively lower-SES schools (Hallinger & Heck, 1996). Reviews of studies conducted over the past twenty years concluded that principals' influences on student outcomes were primarily indirect, but measurable (Hallinger & Heck, 1996), and that the total direct and indirect effects of leadership on student outcomes account for approximately 25% of the total school effects, after controlling for individual student characteristics (Leithwood, Louis, Anderson, & Wahlstrom, 2004). Studies have shown that school leaders influence the quality of their schools and, more specifically, student performance, through the creation of learning environments that foster achievement and by focusing improvement efforts on the practices most likely to result in improved student outcomes, including the development of teachers' instructional skills (Brenninkmeyer & Spillane, 2004; Crow, Hausman, & Scribner, 2002; Leithwood, & Kington, 2008; Hallinger et al., 1996; Hallinger & Heck, 1996; Marks & Nance, 2007; Mulford, 2005; Nettles & Herrington, 2007).⁷⁴

⁷⁴ Lang, L., Gaboardi, M., & Johnson, C. (2010). *Education Link Report*. Tallahassee, FL: Florida State University, Florida Center for Research in Science, Technology, Engineering and Mathematics. Retrieved February 23, 2010, from http://www.lsi.fsu.edu/centers/fcrstem/resources/documents/education_link.pdf. p. 39.

Appendix I: Acronyms

ACE: Architecture, Construction, Engineering

AP: Advanced Placement

CCSS: Common Core State Standards

CFEF: Consortium of Florida Education Foundations

CPALMS: <http://www.floridastandards.org/>

CTE: Career Technical Education

DFW: Drop, Fail, Withdraw

EFI: Enterprise Florida, Inc.

ePEP: electronic Personal Education Planner

ESE: Exceptional Student Education

ESL: English as a Second Language

FCAT: Florida Comprehensive Achievement Test

FCI: Force Concept Inventory

FCR-STEM: Florida Center for Research in Science, Technology, Engineering, and Mathematics

FIU: Florida International University

FL DOE: Florida Department of Education

FRL: Free and Reduced Lunch

FSU: Florida State University

GDP: Gross Domestic Product

iCPALMS: <http://www.icpalms.org/>

ICUF: Independent Colleges and Universities of Florida

MESA: Mathematics Engineering Science Achievement

NAEP: National Assessment of Educational Programs

NCSU: North Carolina State University

NGSSS: Next Generation Sunshine State Standards

NSF GK-12: National Science Foundation Teaching Fellows in K-12 Education

NSF: National Science Foundation

PISA: Programme for International Student Assessment

PSAT: Pre-SAT Reasoning Test

RET: Research Experiences for Teachers

RFP: Request for proposals

RTTT: Race to the Top

SAT: SAT Reasoning Test

SCALE-UP: Student-Centered Active Learning Environment for Undergraduate Programs

SECME: Southeastern Consortium for Minorities in Engineering

SES: Socioeconomic status

SET: Science, Engineering, and Technology

SMART: Science and Mathematics Access to Retain Talent

SSTRIDE: Science Students Together Reaching Instructional Diversity and Excellence

STEM: the integration of fields of Science, Technology, Engineering, and Mathematics

SUS: State University System

TIMSS: Trends in International Mathematics and Science Study

TRDA: Technological Research and Development Authority

UBMS: Upward Bound Math-Science

UCF: University of Central Florida

UF: University of Florida

UMBC: University of Maryland-Baltimore County

USF: University of South Florida

VPK: Voluntary Prekindergarten

WFI: Workforce Florida, Inc.