



FLORIDA TALENT DEVELOPMENT COUNCIL

Progress Agenda Meeting of December 11, 2019

Time (Minutes)	
15	I. Welcome and Introductions <ul style="list-style-type: none">a. Invocationb. Roll Callc. Approval of the November 20, 2019 meeting minutes – Bob Ward
5	II. Meeting Objectives – Chair, Joel Schleicher
10	III. Approval of final Vision Statement
15	IV. Review of Florida Statute 1004.015 – Vice Chair, Ken Lawson
45	V. Discussion of Strategic Plan <ul style="list-style-type: none">a. Discussion, Input to Strategic Planb. Discussion of Adding Teacher Representatives to Councilc. Discussion of Adding Business Leaders to Councild. Discussion of Term Limits to Council
10	VI. Public Comment
10	VII. Timeline and Next Steps
10	VIII. Approve 2020 Meeting Dates and Venues
	IX. Next Council Meeting <ul style="list-style-type: none">a. Wednesday, December 18, 2019; 10:00 am – noon<ul style="list-style-type: none">i. Conference Call or Tallahassee, FL
	X. Adjourn



FLORIDA TALENT DEVELOPMENT COUNCIL

Meeting Minutes

November 20, 2019

1:00 pm – 4:00 pm

Members Present:

Joel Schleicher, Chair

Bob Boyd

Representative Rene Plascencia

Ken Lawson, Executive Director

Allen Northam for Brandon Biederman

Dr. Jerry Parrish for Mark Wilson

Dr. Carrie Henderson for Commissioner Richard Corcoran, Kathy Hebda and Henry Mack

Michelle Dennard

Bob Ward

Marva Johnson (via telephone)

Chancellor Marshall Criser

Tim Cerio (via telephone)

Members Excused: Senator Travis Hutson, Commissioner Richard Corcoran, Jamal Sowell, Kathy Hebda, Chancellor Henry Mack, Mark Wilson, Brandon Biederman

Others Present:

- Katie Crofoot Liebert
- Emily Sykes
- Adrienne Grant
- Bob O'Leary
- Nicole Duque
- Katherine Morrison
- Monica Rutkowski
- Lorena Clark

I. Welcome, Roll Call and Approval of Minutes

- Joel Schleicher welcomed members and Katie Crofoot Liebert called roll.
- Council members approved the November 4, 2019 meeting minutes as presented.
- Chair Schleicher provided introductory remarks.

II. Meeting Objectives

- Chair Schleicher discussed meeting objectives and timeline.

III. Discussion of the Vision

- Discussion included:
 - First sentence could be limiting.



FLORIDA TALENT DEVELOPMENT COUNCIL

- Adding K-12 system role and career readiness.
- Clarifying intent.
- Including certification-based element.

IV. Presentation

- Chancellor Marshall Criser gave a presentation regarding online education.

V. Workgroup Presentations and Discussion

- Workgroup One: Policy and System Alignment. Dr. Carrie Henderson gave overview of goals and strategies. Discussion included:
 - Cost of degree versus earnings/student return on investment.
 - Correlating data on emerging trends.
 - Timing of implementation.
 - Updating data.
 - Job placement rates.
- Workgroup Two: Workforce Readiness. Representative Rene Plascencia gave presentation overview of goals and strategies. Discussion included:
 - Rising minimum wage levels.
 - Using an on-the-job training model.
 - Essential/soft skills.
 - Reviewing and incorporating programs or processes that have already been recommended in the past.
 - Expanding apprenticeships.
- Workgroup Three: Cross-Sector Collaboration and Engagement. Ken Lawson gave overview of goals and strategies. Discussion included:
 - How do we encourage cross-sector collaboration?
 - What role do state colleges play in helping mid-level and smaller companies?
 - Adding K-12 language to one of the strategies.
 - Receiving credit for job-related technical experience.
- Workgroup Four: Data and Accountability. Dr. Jerry Parrish gave presentation and overview of goals and strategies. Discussion included:
 - Awareness and alignment.
 - Expanding regional forecasts.
 - Concentrated effort to help rural areas.
 - Targeted industries.
- Workgroup Five: Equity and Access. Michelle Dennard gave overview of goals and strategies. Discussion included:
 - Adults with disabilities.
 - Develop/identify framework to understanding equity gaps.
 - How to inform students of educational opportunities.

VI. Strategic Plan Discussion



FLORIDA TALENT DEVELOPMENT COUNCIL

- Potential Obstacles/Shortcomings:
 - Unity/agreement in data.
 - Disconnect of workforce demand and certificates/degree production.
 - Myths that exist about various entities.
 - Our message.
- Prioritized recommendations:
 - Workforce estimating to include regional workforce needs.
 - Educated approach but make it simple.
 - Must have agreement of direction.
 - How we implement.
 - Improve outcomes in rapid advancement.
- Impediments:
 - Lack of knowledge.
 - Rush to get things done.
 - Risk in maintaining the status quo.
 - Lack of follow through.
- Strategic Plan
 - Condense recommendations.
 - Revising the plan throughout the implementation process.
 - Measuring results in a meaningful way.
 - Continue to focus on the end result.
 - Layout of strategic plan.
 - Creating a more robust plan during implementation.
 - Leadership expectation.

VII. Public Comment

Katie Crofoot Liebert opened the meeting for public comment. There was no public comment.

VIII. Next Steps/Timeline

- December 3rd: Review strategic plan for final content.
- December 10th: Final review of strategic plan
- January 28, 2020: In-person meeting.
- Monthly meeting dates via telephone/in-person in 2020.

IX. Next Council Meetings

- December 5, 2019: Conference call
- December 11, 2019: 10:00 am – 12:00 pm, Tallahassee

X. Adjourn.

Chair Schleicher adjourned the meeting.

Select Year:

The 2019 Florida Statutes

[Title XLVIII](#)

[K-20 EDUCATION CODE](#)

[Chapter 1004](#)

[PUBLIC POSTSECONDARY EDUCATION](#)

[View Entire Chapter](#)

1004.015 Florida Talent Development Council.—

(1) The Florida Talent Development Council is created for the purpose of developing a coordinated, data-driven, statewide approach to meeting Florida's needs for a 21st century workforce that employers and educators use as part of Florida's talent supply system.

(2) Members of the council shall include:

- (a) One member, appointed by the Governor, to serve as chair.
- (b) One member of the Florida Senate, appointed by the President of the Senate.
- (c) One member of the Florida House of Representatives, appointed by the Speaker of the House.
- (d) The president of CareerSource Florida, Inc.
- (e) The president of Enterprise Florida, Inc.
- (f) The executive director of the Department of Economic Opportunity.
- (g) The Commissioner of Education.
- (h) The president of the Florida Council of 100.
- (i) The president of the Florida Chamber of Commerce.
- (j) One member of the Board of Governors, appointed by the chair of the Board of Governors.
- (k) One member of the State Board of Education, appointed by the chair of the State Board of Education.
- (l) The following members, who shall serve as ex officio nonvoting members:
 1. The Chancellor of the State University System.
 2. The Chancellor of the Florida College System.
 3. The Chancellor of Career and Adult Education.
 4. The president of the Independent Colleges and Universities of Florida.
 5. The president of the Florida Association of Postsecondary Schools and Colleges.

(3) Appointed members shall serve 2-year terms.

(4) By December 31, 2019, the council shall submit to the Governor, the President of the Senate, the Speaker of the House of Representatives, the Board of Governors, and the State Board of Education a strategic plan for talent development to accomplish the goal established in s. [1004.013](#) to have 60 percent of working-age Floridians hold a high-value postsecondary credential by 2030. The strategic plan must, at a minimum:

- (a) Identify Florida's fastest-growing industry sectors and the postsecondary credentials required for employment in those industries.
- (b) Assess whether postsecondary degrees, certificates, and other credentials awarded by Florida's postsecondary institutions align with high-demand employment needs and job placement rates.
- (c) Identify strategies to deepen and expand cross-sector collaboration to align higher education programs with targeted industry needs.
- (d) Establish targeted strategies to increase certifications and degrees for all populations with attention to closing equity gaps for underserved populations and incumbent workers requiring an upgrade of skills.
- (e) Assess the role of apprenticeship programs in meeting targeted workforce needs and identify any barriers to program expansion.

(f) Identify common metrics and benchmarks to demonstrate progress toward the 60 percent goal and how the SAIL to 60 Initiative under s. [1004.013](#) can provide coordinated cross-sector support for the strategic plan.

(g) Recommend improvements to the consistency of workforce education data collected and reported by Florida College System institutions and school districts, including the establishment of common elements and definitions for any data that is used for state and federal funding and program accountability.

(h) Establish a timeline for regularly updating the strategic plan and the established goals.

(5) The Department of Economic Opportunity shall provide administrative support for the council.

History.—s. 13, ch. 2010-78; s. 5, ch. 2011-177; s. 7, ch. 2012-195; s. 8, ch. 2013-51; s. 57, ch. 2015-98; s. 18, ch. 2019-119.

FLORIDA TALENT DEVELOPMENT COUNCIL
STRATEGIC PLAN



2020-2030

LETTER FROM THE CHAIR

Insert Cover Letter





Insert Cover Letter

INTRODUCTION

Florida is in a strong economic position. Boasting one of the top rated public university systems in the country, one of the lowest unemployment rates and a private sector job growth rate outpacing the national job growth rate, nearly all signs point toward continued economic growth and prosperity. The result of such growth, is a steady increase in the demand for postsecondary education and training in high demand industries. In order to meet the employment demands of the future, Florida must refocus and create a modern alignment of postsecondary attainment, workforce, and economic development efforts.

In response to the growing pressure to develop a large highly-skilled workforce, the Florida Legislature established the Strengthening Alignment between Industry and Learning (SAIL). SAIL to 60 strives to have to 60 percent of working-age adults (ages 25-64) in Florida with a high-value postsecondary certificate, degree or training experience by 2030.

To advance this goal, the Legislature created the Florida Talent Development Council. The Council was tasked with the development of a strategic plan to improve education and training attainment and the alignment of programs and credentials with needs of employers. The 16-member council is composed of legislators, business, workforce development, and post-secondary education representatives.

The Council committed to a cooperative and transparent strategic planning process and considered state legislative mandates (s.1004.015 F.S.) as outlined below:

- Identify Florida's fastest-growing industry sectors and the postsecondary credentials required for employment in those industries;
- Assess whether awarded postsecondary degrees, certificates and other credentials with high-demand employment needs and job placement rates;
- Identify strategies to deepen and expand cross-sector collaboration to align higher education programs with targeted industry needs;
- Establish targeted strategies to increase certification and degrees for all populations with attention to closing equity gaps for underserved populations and incumbent workers requiring an upgrade of skills;
- Assess the role of apprenticeship programs in meeting targeted workforce needs and identify any barriers to program expansion;
- Identify common metrics and benchmarks to demonstrate progress toward the 60 percent goal and how the Sail to 60 Initiative can provide coordinated cross-sector support for the strategic plan; and
- Recommend for improvement to the consistency of workforce education data collected and reported by Florida College System institutions and school districts including the establishment of common elements and definitions for any data that is used for state and federal funding and program accountability.



The Council set a framework for the strategic plan by outlining five strategic priorities. Around each strategic priority, a workgroup was built that consisted of Council members, stakeholders and partner organizations. Over a series of calls, the workgroups drafted goals, intended to catalyze stronger overall system outcomes, and strategies, intended to equip the state’s education providers, employers, communities and students with strategies to thrive and succeed leading up to 2030 and beyond. Once the workgroups completed their recommendations, the Council held several meetings to review and vote on the goals and strategies related to the five strategic priorities. The Florida Talent Development Council’s Strategic Plan is the culmination of the hard work of the Florida’s education, workforce and industry sectors.

VISION (AS DRAFTED BY CHAIR)

Utilize strategic planning, data accumulation and enhanced Government communication to achieve alignment between employer needs and valued and accountable education programs -- beginning at Elementary School thru High School -- and continuing on to postsecondary and a certification-based education system. Create and foster cross-sector collaborations between educational institutions, economic development and workforce needs; thereby, creating an accountable talent pipeline toward workforce readiness that fuels economic growth and evolving career pathways for all Floridians

MISSION

To develop a coordinated, data-driven, statewide approach to meeting Florida’s needs for a 21st century workforce that employers and educators use as part of Florida’s talent supply system.

GOAL

By 2030, increase the percentage of working-age adults (ages 25-64) in Florida with a high-value postsecondary certificate, degree or training experience to 60%.

STRATEGIC PRIORITIES

1. POLICY AND SYSTEM ALIGNMENT

2. WORKFORCE READINESS

3. CROSS-SECTOR COLLABORATION AND ENGAGEMENT

4. DATA AND ACCOUNTABILITY

5. EQUITY AND ACCESS

STRATEGIC PRIORITY ONE

POLICY AND SYSTEM ALIGNMENT

POLICY AND SYSTEM ALIGNMENT

Deliver postsecondary education and training for students that result in talent pipeline in alignment with high-demand employment needs.

GOAL ONE

Identify the postsecondary degrees, certificates, and other credentials awarded by Florida's postsecondary institutions.

STRATEGIES

1. Identify postsecondary program offerings across district postsecondary, Florida College System, State University System, Independent Colleges and Universities of Florida, and the Commission for Independent Education.
2. Collect data on program offerings for postsecondary institutions through the Integrated Postsecondary Education Data Set (IPEDS), existing reporting systems or institutions, such as data on enrollment counts, completion counts, location of institution and key student outcome measures, including job placement rates.
3. Using information collected through strategies 1 and 2, create an inventory of program offerings across the state's delivery systems.

GOAL TWO

Identify high-demand employment needs.

STRATEGIES

1. Identify high-demand employment needs, with an emphasis on Florida's targeted sectors and fastest-growing industry sectors.
2. Develop mechanisms for capturing real-time data on high-demand employment needs to supplement data provided by DEO and other current methods
3. Identify emerging employment needs that may not be captured elsewhere
4. Using information collected through strategies 1 and 3, create an inventory of employment needs.



STRATEGIC PRIORITY ONE

POLICY AND SYSTEM ALIGNMENT

POLICY AND SYSTEM ALIGNMENT

Deliver postsecondary education and training for students that result in talent pipeline in alignment with high-demand employment needs.

GOAL THREE

Determine the postsecondary programs needed to fill current and emerging demand for jobs.

STRATEGIES

1. Analyze data on other variables related to the population, where available, including variables on in- and out-migration, current attainment levels and prospective students in the pipeline (e.g., recent high school graduates, adult education students, incumbent workers, etc.).
2. Match occupation data with postsecondary program data to examine the difference between employment needs and potential supply, adjusting for any population data collected through strategy 1 above.

GOAL FOUR

Connect employers with postsecondary delivery systems to fill the gaps and build a talent pipeline.

STRATEGIES

1. Provide access to information by publishing a data dashboard on the areas (occupations and regions) where there is an unmet need for a particular program as well as data on outcomes of postsecondary completers.
2. Encourage the continued building and improvement of sector strategies and sector partnerships that have been and are being built regionally (by workforce region)—bring together multiple employers within an industry to collaborate with colleges, schools, workforce boards, community and economic development organizations and other stakeholders to align training and outcomes with the skills needed to help industries grow and compete.
3. Publish best practices on partnerships, leveraging the career and technical education audit as a resource and vehicle for annually sharing information.

STRATEGIC PRIORITY TWO

WORKFORCE READINESS

WORKFORCE READINESS

Increase post-secondary credential attainment, training transition, skill gains, secondary completion and gainful employment in targeted industry sectors.

GOAL ONE

Expand apprenticeships in meeting targeted workforce needs.

STRATEGIES

1. Increase enrollment and reduce barriers to participation.
2. Expand education and awareness of apprenticeships and work-based learning as a critical workforce strategy
3. Expand apprenticeships, including traditional apprenticeships, high-quality and degree/college-connected apprenticeships.
4. Determine integration of existing apprenticeships' related technical instruction in credit and non-credit and paid and nonpaid credit instruction.

GOAL TWO

Increase early career-related education and exposure.

STRATEGIES

1. Leverage and build upon existing early career-related education programs and best practices.
2. Build partnerships among K-12, postsecondary education, technical education, adult education, industry, apprenticeships, specialty training and other partners to facilitate earlier engagement in career exploration and work-based learning opportunities for all student populations.
3. Influence policy shifts to allow students in K-12 to have more hands-on training, internship and co-op education.
4. Expose K-12, postsecondary education, adult education and other populations to in-demand career opportunities in employer-defined career pathways.



STRATEGIC PRIORITY TWO

WORKFORCE READINESS

WORKFORCE READINESS

Increase post-secondary credential attainment, training transition, skill gains, secondary completion and gainful employment in targeted industry sectors.

GOAL THREE

Address essential and occupational skill gaps.

STRATEGIES

1. Embed essential employability framework (soft skills) across the curriculum and into instruction, ideally through work-based components that complement classroom-based academic work.
2. Develop and implement portable and soft skills programs and instruction for incumbent workers that are recognized by businesses and industries.
3. Increase the use of employer-driven applied/work-based learning in both credit and non-credit programs.
4. Build awareness of, and support for, the value of earlier career exposure and among key audience/stakeholder groups.

GOAL FOUR

Establish career pathways as the framework for Florida's talent development system.

STRATEGIES

1. Develop life-long career pathway systems that provide opportunities to attain stackable credentials.
2. Embed career advancement in existing career pathways and connect non-credit training and adult education to post-secondary credit training.
3. Connect all talent pools to career pathway and credential opportunities in target industries (e.g., elementary and secondary students, disconnected youth, returning military members, adult education participants and other populations).
4. Expand the scope of the learning environment to include workplaces and communities, positioning work-based learning as integral to career preparation and student success.

STRATEGIC PRIORITY TWO

WORKFORCE READINESS

WORKFORCE READINESS

Increase post-secondary credential attainment, training transition, skill gains, secondary completion and gainful employment in targeted industry sectors.

GOAL FIVE

Increase postsecondary transitions and credential attainment.

STRATEGIES

1. Establish a system to enable multiple entry points into postsecondary education for various student and adult learners that are aligned from first entry through transfer and employment, to clearly identified student readiness levels and credentials, certifications, and/or degrees, and ensure successful transition and employment placement in high-growth, family-supporting jobs.
2. Make career-related services, tools and enabling technologies readily accessible to all students.
3. Establish the concept of life-long learning and standardized stackable credentials across educational institutions statewide as a norm.



STRATEGIC PRIORITY THREE

CROSS-SECTOR COLLABORATION AND ENGAGEMENT

CROSS-SECTOR COLLABORATION AND ENGAGEMENT

Engage all stakeholders in talent development and workforce education and training and leverage community partnerships to better align their efforts to meet the needs of employers, particularly those in high demand industry sectors.

GOAL ONE

Engage targeted industry sectors, employers and businesses in the design and delivery of training and education programs.

STRATEGIES

1. Leverage input from employers to identify, understand and anticipate collective industry needs, address how industry trends will impact training and other workforce needs, and implement customized solutions.
2. At the regional level, work across partner lines to implement a coordinated and unified sector strategy approach to integrate business engagement, business needs assessment and business service/solutions delivery.
3. Incentivize the business community to provide more work-and-learn opportunities to Florida students and adults

GOAL TWO

Ensure all partners in the Florida's education, job skills training and career development systems share the common goal and mission of increasing the skills levels of Floridians, providing pathways to self-sufficient careers and measuring success utilizing the same performance metrics.

STRATEGIES

1. Reduce duplication among training and education providers by incentivizing collaboration among universities, community colleges, adult education and other entities in the development of industry/employer partnerships and the design and delivery of apprenticeship, internship and other training programs.
2. Build upon and align with the Workforce Innovation and Opportunity Act (WIOA) State Plan's core partners/programs strategies aimed to enhance coordination and partnerships.
3. Support service and education alignment across workforce, education and nonprofit support service organizations and social service agencies, education and nonprofit support service organizations and social service agencies.

STRATEGIC PRIORITY THREE

CROSS-SECTOR COLLABORATION AND ENGAGEMENT

CROSS-SECTOR COLLABORATION AND ENGAGEMENT

Engage all stakeholders in talent development and workforce education and training and leverage community partnerships to better align their efforts to meet the needs of employers, particularly those in high demand industry sectors.

4. Build a rich community-based culture, supportive of postsecondary student access and success for future outreach efforts.
5. Promote a community awareness of area in-demand occupations and the associated skill sets required as well as an appreciation for the workforce and talent development system itself.
6. Utilize technology to increase and streamline collaboration.

GOAL THREE

Expand and accelerate the development, approval and implementation of employer-driven training models, including non-traditional work and learn models.

STRATEGIES

1. Fast-track expansion and implementation of employer-driven training models that are supported by industry/employer stakeholders.
2. Expand state and community college and partner capacity to design/replicate employer-driven training models by linking the sharing of models to professional development and continuing education requirements.
3. Establish a system-wide business services design incorporating a single point of contact who can offer collective solutions.



STRATEGIC PRIORITY THREE

CROSS-SECTOR COLLABORATION AND ENGAGEMENT

CROSS-SECTOR COLLABORATION AND ENGAGEMENT

Engage all stakeholders in talent development and workforce education and training and leverage community partnerships to better align their efforts to meet the needs of employers, particularly those in high demand industry sectors.

GOAL FOUR

Leverage postsecondary institutions to deepen the region's talent pool to support expansion in targeted sectors.

STRATEGIES

1. Further area universities' and colleges' efforts targeting specific industry sectors, businesses and employers by proactively identifying their priorities and needs.
2. Encourage area universities and colleges to expand and strengthen programs related to targeted sectors.
3. Leverage job placement programs to assist current students and recent graduates in finding state and local career options among businesses within the targeted sectors.
4. Provide value-added tools and activities for students and jobseekers to more efficiently connect with employers who are recruiting talent.

GOAL FIVE

Directly link public investments for postsecondary education, training, and career development to the targeted industry needs within Florida's economy.

STRATEGIES

1. Evaluate current resource allocation and funding streams for system partners to identify and address duplicative services.
2. Identify and recommend creative, cross-agency and cross-sector funding models that support similar workforce programs and include agency programs that potentially benefit from public-private partnerships.
3. Adopt a data-driven, sector-based approach that directly aligns education and training with the needs of Florida's regional and state economies.
4. Leverage opportunities to adopt technology solutions for data coordination to share information more systematically among jobseekers, employers and partners.
5. Engage businesses, employers, employer organizations, trade associations and jobseekers through outreach and recruitment.

STRATEGIC PRIORITY FOUR

DATA AND ACCOUNTABILITY

DATA AND ACCOUNTABILITY

Program integrity, effectiveness and accountability. Common metrics and benchmarking to demonstrate progress on the SAIL to 60 by 2030 initiative.

GOAL ONE

Identify the fastest-growing industry sectors in Florida.

STRATEGIES

1. Utilize calibrated job forecasting analysis from the Florida Department of Economic Opportunity, Enterprise Florida Inc., CareerSource Florida and other real-time data sources to see which occupations are forecasted to grow the most, ranging from low, middle and high-skilled jobs with an emphasis on Florida's target sectors as well as emerging employment needs.
2. Develop a matrix that aligns fastest growing industries and occupations to Enterprise Florida Targeted Industry clusters and includes occupations ranging from low, middle and high-skilled jobs.
3. Develop an awareness campaign and a dashboard to help educate and inform students, parents, counselors, recruiters and other stakeholders to the in-demand jobs and job openings in their region that range from low, middle and high-skilled occupations.

GOAL TWO

Ensure that postsecondary credentials needed for fastest-growing jobs are available.

STRATEGIES

1. Develop a consistent validation process to ensure that industry credentials and job skills offered across secondary and postsecondary institutions are in demand for the fastest growing jobs in the region and are aligned with industry and qualified and credentialed employees.
2. Develop a sustainable process for the business community to identify the secondary and postsecondary credentials and occupation skills needed to fill talent gaps in Florida.
3. Modify the national Classification of Instructional Programs (CIP) x Standard Occupational Classification (SOC) crosswalk to align with Florida secondary and postsecondary credentials and implement as statewide standard.



STRATEGIC PRIORITY FOUR

DATA AND ACCOUNTABILITY

DATA AND ACCOUNTABILITY

Program integrity, effectiveness and accountability. Common metrics and benchmarking to demonstrate progress on the SAIL to 60 by 2030 initiative.

GOAL THREE

Consider the formation of a Florida Workforce Data Advisory Panel to evaluate the current workforce education data collected by Florida College System institutions and school districts, the schedule of collection, funding sources and state data system infrastructure. Use the Panel to shape data policies that enable workers to access in-demand skills that businesses seek.

STRATEGIES

- 1.** Leverage current standardized data elements and reporting mechanisms to improve information available to the entire workforce performance network to make key strategic, programmatic and funding decisions as well as communicate performance to all stakeholders, including students/parents, jobseekers, businesses and policy-makers.
- 2.** Identify and leverage existing program accountability measures required by law and how these measures may be improved by the addition of business satisfaction, entry into or advancement in employment and retention in the Florida's Talent Network.
- 3.** Identify, measure and assess the integration of critical employability skills into academic and training programs and assessments.
- 4.** Leverage current and emerging technology (e.g., artificial intelligence) to provide in-demand and on-the-job training to incumbent workers to enhance their skills. Increase the number of students enrolling in online/distance learning courses. Consider solutions for Florida's 29 rural counties where broadband access may be unavailable or limited.
- 5.** Measure and assess the use of business-led work-based learning, such as pre-apprenticeships, apprenticeships, customized training and on-the-job training (OJT) as well as credit for prior learning.

STRATEGIC PRIORITY FIVE

EQUITY AND ACCESS

EQUITY AND ACCESS

Increase access to postsecondary education and successful completion for underserved populations and incumbent workers requiring an upgrade of skills.

GOAL ONE

Conduct a rigorous analysis of economic and demographic indicators of key equity gaps that must be addressed to propel Florida toward achieving the state's postsecondary attainment goal.

STRATEGIES

- 1.** Develop a framework to identify the opportunity groups that have the lowest rates of postsecondary attainment historically and examine whether there are groups that may be excluded from competing for high-wage, high-demand jobs and careers due to their lagging educational attainment. The framework must include information regarding critical gaps for underserved and underrepresented groups in focus areas including but not limited to socio-economic, geographic, race/ethnicity, veterans and other indicators deemed essential to achieve the state's postsecondary attainment goal.
- 2.** Utilize data to identify benchmarks and targets for postsecondary attainment by the underserved and underrepresented opportunity groups for whom equity gaps exist to eliminate gaps.
- 3.** Identify opportunities to enhance postsecondary attainment completion for all Floridians by further addressing existing college and career readiness achievement gaps in secondary education including but not limited to increasing to 100 percent 3rd graders reading at or above grade level, 8th graders reading and performing math at or above grade level and accelerated coursework.



STRATEGIC PRIORITY FIVE

EQUITY AND ACCESS

EQUITY AND ACCESS

Increase access to postsecondary education and successful completion for underserved populations and incumbent workers requiring an upgrade of skills.

GOAL TWO

Evaluate current practices to identify, share and, where appropriate, replicate proven practices that expand access to and completion of postsecondary degrees, certificates and other credentials and support closing equity gaps.

STRATEGIES

- 1.** Conduct an inventory of current practices in secondary and postsecondary education (public and private) to close equity gaps by gathering stakeholder input regarding programs and practices that are assets in addressing equity issues with proven results to increase certification and degree completion.
- 2.** Identify and highlight strategies, programs and practices by community partners and other entities that effectively address closing equity gaps in education and training resulting in postsecondary attainment.
- 3.** Using the framework outcomes, benchmarks and targets, identify statewide priorities for closing critical equity gaps in education and training, which may include but not be limited to dual enrollment, increasing work-based learning opportunities for Florida students and incumbent workers as well as expanded access to online education.

STRATEGIC PRIORITY FIVE

EQUITY AND ACCESS

EQUITY AND ACCESS

Increase access to postsecondary education and successful completion for underserved populations and incumbent workers requiring an upgrade of skills.

GOAL THREE

Provide Florida students access to quality, comprehensive and coordinated information and guidance regarding postsecondary education and career opportunities to support their decisions regarding postsecondary attainment, employment and careers.

STRATEGIES

1. Identify and assess existing tools and resources in Florida that offer college and career information, guidance and support through state-level investments to ensure the state investment is focused on evidence-based, results-driven information and guidance in collaboration with employers, education, workforce and community partners.
2. Gather information for each tier of the education system regarding existing methods for making college and career information available to students and evaluate opportunities for audience-focused continuous improvement and collaboration.
3. Develop and support funding for a statewide outreach campaign to enhance awareness of the value of postsecondary attainment including a focused communication strategy to target underserved and underrepresented Floridians to increase their postsecondary attainment outcomes.



COUNCIL MEMBERS

JOEL SCHLEICHER

CHAIR

KEN LAWSON, VICE CHAIR

DEPARTMENT OF ECONOMIC OPPORTUNITY

BOB WARD, SECRETARY

FLORIDA COUNCIL OF 100

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FLORIDA ASSOCIATION OF
POSTSECONDARY SCHOOLS
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ROBERT BOYD

INDEPENDENT COLLEGES AND
UNIVERSITIES OF FLORIDA

CHANCELLOR MARSHALL CRISER

STATE UNIVERSITY SYSTEM

CHANCELLOR KATHY HEBDA

FLORIDA COLLEGE SYSTEM

CHANCELLOR HENRY MACK

CAREER AND ADULT EDUCATION

www.FloridaJobs.org/
TalentDevelopmentCouncil





Proposed Content for FTDC Strategic Plan

Page 1:	Cover
Page 2:	Introduction
Page 3:	Listing of FTDC Members
Page 4:	Marketing Documents for the State of Florida
Page 5:	Executive Summary
Page 6:	Various Action Items
Page 7:	Vision Statement
Addendum:	Strategic Plan Education Document

Florida Talent Development Council
Letters for Strategic Plan

Intro Letter from the Florida Talent Development Council:

We are blessed by Florida's strong economic position, boasting one of the nation's lowest unemployment rates; a private sector growth rate outpacing national trends; top rated university systems and strong resultant bond ratings. Though our state continues to be successful, we need to be persistent in broadening our employment base and preparing for Florida's future. **JAS—comment, we need to graphically support each of above.**

With an eye toward that future, the Florida Talent Development Council ("FTDC") thanks Governor DeSantis and the Legislature for their foresight in creating the FTDC and entrusting us with the enormous opportunity to impact the future lives of all students and working Floridians -- a role we do not take lightly! Section 1004.15 of the Florida Statutes was passed to better prepare the workforce for the evolving workplace of the future. One mandate is to raise the percentage of adults with post-secondary degrees and/or qualified certifications from 49.3% today to over 60% by 2030. Collectively, the FTDC would strive to raise this bar even further.

As we enter the era of a "Lifelong Learning Mode" (No longer will one degree serve the purpose), our recommendations and initiatives are to better facilitate such for students, employees and employers. Our recommended goal is to bring together four equal constituencies: individual/s; employers; educational institutions, from elementary thru post-secondary and government. We encourage government to be an accumulator of resources, communicator of information and facilitator of success. Let's briefly outline in advance of our detailed action plans.

Individuals must be enlightened to realize that going forward they will need to be involved in continual education and retraining. It will require the government, schools and employers to help facilitate; but, in the end it will be the responsibility of the individual/s. What's the old expression "you can't help someone that doesn't want to help themselves?" If the FTDC can help facilitate the idea of continuing education, and enable tools for learning and retraining, there will still be individual sacrifice of time, effort and dollars required -- to move forward -- society cannot do it for them.

Likewise, employers must recognize that continuing education and retraining are now an integral part of their human resource cost. Employers must adapt to change and reinvest more in people -- or risk being obsoleted. Making continued investments in education will enable employers to "retain" their valuable people resources. Productivity enhancements will come from a freshened and knowledgeable workforce. Florida will need to instill and facilitate this process to involve all employers not simply a few large ones.

Relative to education, we need to be graduating and educating students with degrees and skills that employers need and want. Students must be informed -- openly and upfront -- on the cost

of education, what the potential returns and variables might be and the ROI's from their educational investments. If student's then proceed down their own path, we go back to our comments on individual responsibility.

As good as many of our post-secondary and certification programs are, we encourage them to streamline their processes by breaking down barriers enabling them to work at the pace of industry. When an employer comes forth with a request for a directed curricula leading to direct jobs, we need to respond quickly.

Furthermore, Florida must rapidly advance the development of online learning! Businesses have essentially moved to online learning so employees can learn at their own pace and around family and work obligations, without traveling. We understand and applaud that our post-secondary educators have made significant progress with _____ courses taken online in the last year. However, we need to continue to increase the number of online courses offered and have a central repository of available courses, so the public has access and knowledge.

This is about access, convenience and affordable education – online learning is the wave of the future. We need to break with past tradition and rapidly evolve for future success.

Yet, this room to improve doesn't start at the post-secondary education level. The National Assessment of Educational Progress scores – just last month – showed no improvement at the 4th or 8th grade levels – nationwide – and in fact a degradation. We as citizens and government have to ask what needs to be done to get a better ROI for the billions of dollars spent on education.

While high school graduation rates may be trending up, we are not certain this is right metric to judge if the students are emotionally or educationally prepared for post-secondary education and for the workforce of tomorrow. Until proven otherwise, we need to re-evaluate the elementary and high school education curricula, methods and measurements of success. We need to go back to teaching the basics -- along with critical and creative thinking -- so students can adapt to a changing workplace. This in no way suggests that teachers are not trying and working hard; but, they are hand cuffed in many ways. Let's let them teach!

We believe all students -- whether from rural communities, inner cities or suburbs -- have a right to better educational outcomes. Several important recent bills proposed by Governor DeSantis will impact education, including raising the potential income of teachers (See Addendum __). These bills are a good start; but, without process change, we fear we might not change outcomes. Truly, we all want Florida to the number #1 State for talent – and we can be if we put forth the framework, effort and sweat equity.

Lastly, government has so many resources that are underutilized by employees, businesses and communities. The FTDC has been amazed at the amount of data available about education, jobs and employment. Our state is doing a great job of accumulating data; however, there is a disconnect with communicating the accumulated data. There are opportunities to improve

communication by marketing information to students, parents, educators, employers and all Florida residents as well as those in other states.

The FTDC is proud that the State of Florida is taking on the initiative of matching training and the workforce needs to build a better future for all Floridians! We simply need to find a way to be a facilitator of this process. Our workplans are intended to do so with short and long-term priorities and the establishment interim benchmarks.

Sincerely submitted by

Joel A. Schleicher, Chairman, and The Florida Talent Development Council

Executive Summary

Although unemployment levels are close to historic lows, we still have tens of thousands of jobs nationwide and in Florida that remain unfilled. One of the primary reasons provided by employers is the lack of an educated workforce to handle the high-tech, software, cyber security, advanced manufacturing jobs, health care and nursing needs – and trained teachers for such -- just to name a few. Florida is blessed to have a vibrant workforce; yet, with unfilled jobs and a workforce lacking the industry diversification of the future.

How we solve this education chasm will measure Florida's success in future job growth; average salaries and industry diversification. By raising the educational standards for all high school graduates we can set the standard for students entering post-secondary and certification programs.

We should acknowledge that post-secondary is not the path for every high school graduate. Those that have specific skills around vocational trade schools should have a path through apprenticeships. Anyone living in Florida should recognize the shortage of carpenters, plumbers, electricians, etc. all in demand; entrepreneurship opportunities and the ability to make a meaningful income.

So the conundrum is how to raise the appropriate educational status for all working age Floridians and match them with the workforce demand now and in the future.

Our Action Item 1 –

We need to start with a transformation of educational system at the elementary and high school levels to improve outcomes from high school for all. We should not just expect; but, demand that all students graduate academically ready for post-secondary education. That is why we suggest the following:

- Add a couple of representatives from public and private school teachers to guide the FTDC and Legislature on system changes that need to be made;
- Establish literacy and math readiness standards so students that are learning challenged are identified early, helped at that time and not left behind;
- Help students identify earlier the proper career path that best suits them;
- Where appropriate offer dual enrollment opportunities for students to earn college credits while in high school;
- Utilize the work done by the SREB in 2015 as a guideline to improve this process.

With this improved foundation of learning in place we can then work on optimizing the career path via post-secondary, vocational and other career training paths.

Likewise, as with public and private school teachers, rather than interpreting what employers want we need to add 4 or 5 representatives from employers to hear directly their challenges and ideas.

The FTDC attacked the overall process through 5 separate workgroups that actually ended up with many overlapping priorities and ideas. These priorities will be summarized, via action items, in the

pages ahead and serve as a guideline for measurement and monitoring by the FTDC going forward. Recognize that our target may be a 2030 benchmark; but, our objectives and oversight will be continual and changing for the ages ahead.

Action 2 – Knowledge is Power. Our first workgroup on Policy and System Alignment has identified and will continue to fine tune the process of identifying:

- Industries groups currently leading the state in employment and their future needs;
- Future Industries that Florida needs to be building a workforce to attract them to Florida;
- Communicate and align these needs with Post-Secondary and Vocational institutions;
- Connect Educational Institutions, Students/individuals with Employer Pipeline via a to be created job clearinghouse.

Action 3 – Workforce Readiness.

- Make sure students have soft skills wanted by employers before they finish school;
- Foster creation of Businesses within High Schools and Post-Secondary Institutions – such as banks – that allow students to develop a pathway to career choice and learning;
- Reduce barriers to participation in Apprenticeship programs;
- Partner with employers, via interactive surveys, on needs and communicate results;
- Establish the concept of life-long learning and standardized stackable credentials across educational institutions statewide as a norm.

Action 4 – Our Work Group on Cross Sector Collaboration summarized key action items as:

- Seek out and engage targeted industry employers and businesses in the design and delivery of training and education program;
- Fast-track expansion and implementation of employer-driven training models – in conjunction of post-secondary institutions -- that are supported by industry/employer stakeholders;
- Research and promote employer-driven training opportunities and models.
- Directly link public investments for post-secondary education, training and career development to the targeted industry needs within Florida's economy. Find a way to also directly link results for K-12 education.

Action 5 Our Work Group of Data and Accountability offer That Awareness and Communication to all constituencies was of utmost importance via the following action items:

- Develop an awareness campaign and dashboard to help educate and inform students, parents, counselors, recruiters and other stakeholders to the in-demand jobs and job openings in their region that range from low, middle, and high-skilled occupations;
- Leverage current standardized data elements and reporting mechanisms to improve information available to the entire workforce performance network to make key strategic, programmatic and funding decisions as well as communicate performance to all stakeholders, including students/parents, jobseekers, businesses and policy-makers.
- Leverage current and emerging technology (e.g., artificial intelligence) to provide on-demand and on-the-job training to incumbent workers to enhance their skills. Increase the

number of students enrolling in online/distance learning courses. Consider solutions for Florida's 29 rural counties where broadband access may be unavailable or limited.

Action 6 our Workgroup on Equity and Access has said we need action to:

- Identify groups that historically have the lowest elementary, high school and post-secondary attainment rates and craft and implement strategies to raise performance;
- Statewide – create paths to close critical equity gaps in education and training, which may include but not be limited to dual enrollment, increasing work-based learning opportunities for Florida students and incumbent workers as well as expanded access to online education;
- Implement, create and communicate tools and resources in Florida that offer college and career information, guidance and support through state-level investments to ensure the state investment is focused on evidence-based, results-driven information and guidance in collaboration with employers, education, workforce and community partners.

The above Action plans each have sub sectors; but, will evolve and change – over time -- once the Governor and Legislator have approved our recommendations and we start the implementation, measurement and communication phase.

November 21, 2019

Fellow Florida Talent Development Council Members:

Thank you again, to you and your teams, for the great input to our FTDC strategic recommendation (now being drafted), from the countless hours via the workgroups and related meetings.

As a follow-up to yesterday's meeting, I have attached a revised Vision Statement – per Council comments – for your review and input. Should you have suggestions, please send to Katie and we will work on a collective revision. Thank you.

Likewise, further to yesterday's meeting I propose a couple of other questions for consideration. We discussed data quality and the right answer. With that in mind I pose two questions. I'd appreciate input as to approach; but, if hearing none ask concurrence to proceed.

First, we have accepted the baseline of 49.3% for a starting point and the 60.0% target. I think we need to get detailed information supporting the calculation of the baseline 49.3% and how that is calculated, so that going forward we are comparing the proverbial apples to apples. Likewise, I believe we need to determine the major contributors to move the needle, going forward – i.e. impact of:

- improved elementary reading scores on high school graduation rates;
- matriculation percentages to colleges or certification programs;
- percentage of high school grads leaving the state for college;
- percentage of college grads staying in state to work;
- education stats of inward state migration;
- total number of votech grads and trending;
- other ideas/suggestions? i.e. let the data guide us

Once we have determined above, I think we need to establish interim benchmarks – based upon the data – so that we can measure, monitor and adjust course. For instance, it would be nice to simply say increase the baseline by 1% a year – but how and how to measure. So let's establish reasonable interim benchmarks. Also, can we determine what the practical maximum percentage is. Can we even achieve 60% or 70% or 80%?

Please provide you thoughts to Katie.

Sincerely

Joel A. Schleicher
Chairman, Florida Talent Development Council

Florida Talent Development Council

Proposed 2020 Meeting Dates

Date	Time	Location
Tuesday, January 28 th	1:00 PM	Tallahassee, FL
Thursday, February 20 th	3:00 PM	Conference Call
Thursday, March 26 ^{th*}	3:00 PM	Conference Call
Tuesday, April 21 st	1:00 PM	Naples, FL - Arthrex
Thursday, May 28 th	3:00 PM	Conference Call
Monday, June 22 ^{th*}	10:00 AM	Conference Call
Tuesday, July 21 st	2:00 PM	Tampa, FL
Tuesday, August 25 th	3:00 PM	Conference Call
Tuesday, September 22 nd	3:00 PM	Conference Call
Tuesday, October 27 th	3:00 PM	TBD – Embry Riddle
Tuesday, November 24 th	3:00 PM	Conference Call
Monday, December 21 st	2:00 PM	Conference Call

*updated based on Board of Governors Meeting

Summary of Budget Items, Executive Orders and/or Proposals put forth by Governor DeSantis to Enhance Educational Outcomes for Students of all Ages and Align with Workforce Needs of Tomorrow.

- 2019/20 budget included unprecedented investments in Florida's education system:
 - Highest ever **per pupil spending** at \$7,672 per student and **K-12 public school funding** with \$21.8 billion in state and local funding.
 - Increased funding, by \$50.0 million, for **Best and Brightest Teachers and Principals Program**
- Secured an historic expansion in school choice options for Florida families:
 - Created the **Family Empowerment Scholarship Program** expanding educational opportunities for children of families with limited financial resources.
 - Secured \$147.0 million in funding for the **Gardiner Scholarship**, which enabling waitlisted students to be served and created a pathway to clear the waiting list for the **Florida Tax Credit Scholarship**.
- Issued Executive Order 19-31, which charts a course to make Florida **number one in workforce education** by 2030 by requiring an annual review of Career and Technical Education courses and the development of best practices to ensure that course offerings are aligned with market demands.
- Issued Executive Order 19-32, outlining a path for Florida to improve its education system by eliminating **Common Core** and by strengthening civics education.
- Signed **civic literacy** legislation to ensure Florida has the best curriculum in the nation for civics education, the best standards and the best assessments, and that programs with a proven track record of tremendous civic value for our students are counted towards the necessary service hours for Bright Futures Scholarships.
- Secured \$10 million in funding for the newly created **Florida Pathways to Career Opportunities Grant Program** to establish or expand pre-apprenticeship and apprenticeship programs for high school and college students.
- Created the **Last Mile College Completion Program**, which helps students who left college with 12 or fewer credit hours remaining, to complete their first associate or baccalaureate degree.
- First Lady Casey DeSantis successfully advocated for the State Board of Education to require every Florida public school to provide students in grades 6-12 at least five hours of **mental health instruction**.
- Florida remains 4th in the nation for **K-12 student achievement**, according to Education Week's Quality Counts 2019 Report.

- The Governor's 2020/21 budget proposes an investment of:
 - \$600.0 million to **increase the minimum salary for teachers** resulting in a pay raise for more than 101,000 teachers;
 - \$300.0 million to replace the Best and Brightest bonus program with the new Florida Classroom Teacher and School Principal Bonus Programs;
 - Bonuses to classroom teachers and school principals whose schools meet certain criteria;
 - Per student funding amount of \$7,979, an increase of \$302 per student;
 - Doubling the number of students eligible to participate in the Family Empowerment Scholarship;
 - A 25% increase in performance funding for state colleges through the 2+2 Student Success Incentive Fund, Work Florida Success Incentive Fund and Dual Enrollment; and
 - \$50.0 million, for a total of \$660.0 million, in performance funding for state universities.
 - \$5 million for the Pathways to a Career Opportunity Grants at District Post-secondary Programs such as technical colleges and centers.

- Florida's public charter schools, which serve 69% minority students and 53% low-income students statewide, have again answered the call to higher achievement. **According to the 2019 NAEP results, if Florida's 658 public charter schools and their 314,000 students were their own state, they would rank #2 in 4th grade reading, tied for #2 in 4th grade math, #1 in 8th grade reading and tied for #5 in 8th grade math.**

- **Emphasized that the early foundational years of a student's educational journey are critical.** Pre-kindergarten preparation should connect into early literacy education that puts students on grade level by fourth grade.

- **Pushing for accountability, Florida must continue urgently improving our D and F graded schools.**