FLORIDA TALENT DEVELOPMENT COUNCIL

Progress Agenda
Meeting of January 28, 2020

Time (Minutes)		
10	I.	**Welcome and Introductions** a. Invocation b. Roll Call c. Approval of the December 18, 2019 meeting minutes – Bob Ward
5	II.	**Meeting Objectives – Chair, Joel Schleicher**
15	III.	**MyCareerShines Presentation**
40	IV.	**Discussion of Workgroup Member Input**
10	V.	**Public Comment**
20	VI.	**Next Steps as directed by the Council**
	VII.	**Next Council Meeting** a. Thursday, February 20, 2020 – 3:00pm-5:00pm i. Conference Call
	VIII.	**Adjourn**

Florida Department of Economic Opportunity
107 E. Madison Street, Tallahassee

Entering the Caldwell Building: There are two visitor entrances to the Caldwell Building (see attached map). The first is located at the corner of S. Monroe Street and Madison Street; the second is behind the building in the loading dock area, accessed via the employee parking lot. (**Please do not park behind the building as these are reserved spaces.**) DEO staff will be stationed at each entrance to escort meeting participants to the room.

Parking: There is paid visitor parking in the Kleman Plaza Parking Garage, 206 S. Duval Street. **Please do not park behind the Caldwell Building as these are reserved spaces.**

Directions to Kleman Plaza Parking Garage:

From I-10 West: Head west on I-10 W; Use the right 2 lanes to take exit 199 for US-27 toward Havana/Tallahassee/State Capitol; Use the left 3 lanes to turn left onto US-27 S/N Monroe Street; Turn right onto N. Martin Luther King Jr. Blvd.; Continue straight to stay on N. Martin Luther King Jr. Blvd; Continue onto N. Bronough Street; Kleman Plaza Parking Garage will be on your left.

From I-10 East: Head east on I-10 E; Use the right 2 lanes to take exit 199 for US-27 toward Havana/Tallahassee/State Capitol; Use the left 3 lanes to turn left onto US-27 S/N Monroe Street; Turn right onto N. Martin Luther King Jr. Blvd.; Continue straight to stay on N. Martin Luther King Jr. Blvd; Continue onto N. Bronough Street; Kleman Plaza Parking Garage will be on your left.

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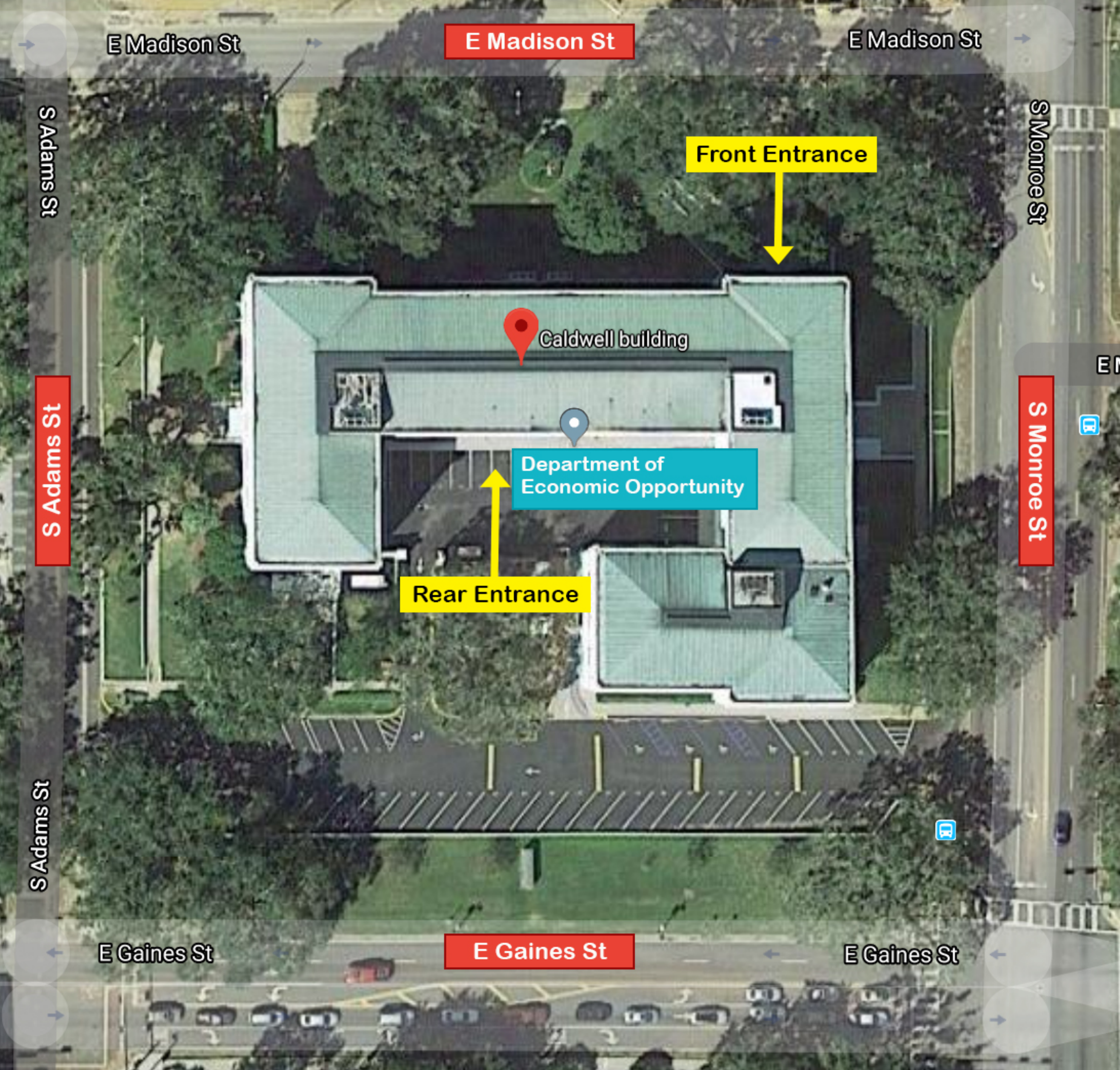
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Front Entrance
Caldwell building
Department of
Economic Opportunity
Rear Entrance
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FLORIDA TALENT DEVELOPMENT COUNCIL

Meeting Minutes

December 18, 2019
10:00 am – 12:00 pm

Members Present:

Joel Schleicher, Chair	Michelle Dennard	Chancellor Marshall Criser
Bob Boyd	Bob Ward	Tim Cerio
Mark Wilson	Jamal Sowell	Chancellor Henry Mack
Ken Lawson, Executive Director	Marva Johnson	
Representative Rene Plascencia	Dr. Carrie Henderson for Chancellor Kathy Hebda	
Chancellor Eric Hall for Commissioner Richard Corcoran		
Allen Mortham for Brandon Biederman		

Members Excused: Senator Travis Hutson, Commissioner Richard Corcoran, Chancellor Kathy Hebda, Brandon Biederman

Others Present:

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

I. Welcome, Roll Call and Approval of Minutes

- Joel Schleicher welcomed members.
- Katie Crofoot Liebert called roll.
- Council members approved the December 11, 2019 meeting minutes as presented.
- Chair Schleicher provided introductory remarks.

II. Approval of Vision Statement and Strategic Plan

- There was discussion about editing the letter in the plan, which was approved.
- The Council members approved the Strategic Plan and allowed staff to make technical edits, as appropriate.

III. Benchmarks Discussion

- November 21, 2019 memo and questions for the January 28, 2020 meeting.
- Workgroups to meet and present to Council at next meeting.
- DEO to present to Legislature on Council's work.
- There was a general discussion about what the form of legislative feedback would be regarding the strategic plan.

IV. Public Comment

Chair Schleicher opened the meeting for public comment. There was no public comment.

V. Next Steps

- Next meeting will take place on January 28, 2019, 1:00 to 3:00 pm in Tallahassee.

VI. Adjourn.

Chair Schleicher adjourned the meeting.

Florida Talent Development Council Attendance

Council Members	10/7	11/4	11/20	12/11	12/18
Chair Joel Schleicher	Y	Y	Y	Y	Y
Senator Travis Hutson	Y	N	N	N	N
Representative Rene Plasencia	Y	Y	Y	N	Y
Michelle Dennard, CareerSource	Y	Y	Y	Y	Y
Jamal Sowell, Enterprise Florida	Y	Y	N	Y	Y
Ken Lawson, DEO	Y	Y	Y	Y	Y
Richard Corcoran, Commissioner of DOE	N*	N*	N*	N*	N*
Bob Ward, Council of 100	Y	Y	Y	Y	Y
Mark Wilson, Florida Chamber of Commerce	Y	Y	N*	N	Y
Tim Cerio, BOG	Y	Y	Y	Y	N
Marva Johnson, State Board of Education	Y	Y	Y	Y	Y
Marshall Criser, BOG	Y	Y	Y	Y	Y
Kathy Hebda, Florida College System	Y	Y	N*	N	N*
Bob Boyd, ICUF	Y	Y	Y	Y	Y
Brandon Biederman, FAPSC	Y	Y	N*	N	N*
Henry Mack, DOE[1]	Y	Y	N*	Y	Y

*Denotes that the Council member was not present, but a designee was present in their place.

[1] Eric Hall attended in the place of Henry Mack prior to Mr. Mack joining the Department of Education as Chancellor.

MyCareerShines

powered by Kuder®

A comprehensive approach to evidence-based career guidance and economic development for all Floridians.

MYCAREERSHINES

A vision for Florida today, tomorrow, and in the future.

MYCAREERSHINES TODAY

- Helps Floridians succeed in the competitive global economy and meets state legislation for **a robust online education and career planning system** (Complete Florida Plus 1006.735 F.S.).
- Supports the HB 7071 workforce education requirements (career planning course, financial literacy, apprenticeship information, etc.).
- Powered by Kuder for reliable and valid career guidance and ongoing on-site training throughout Florida.

→ **916,761**
Registered Users

→ **1,316,951**
Completed Assessments

→ **3,379**
Sites Signed Up

*Numbers through 1/20/20

MyCareerShines powered by Kuder

A COMPREHENSIVE K-GREY SOLUTION

- **Available to all: Students. Parents. Educators. Adults.**
  - **Kuder Galaxy** – Fun career awareness for ***elementary students***.
  - **Kuder Navigator** – Reliable college and career planning for ***secondary students and their parents***.
  - **Direct Your Future** – Comprehensive classroom curriculum for secondary schools that supports a **complete career planning course**.
  - **Kuder Journey** – Career planning, management, and advancement for **postsecondary students and adults**.
  - **Kuder Administrative Database Management System** – Data driven decision making for **educators, administrators, and state leaders**.

Maria Larson
9th Grade

Home
Things to Do
Take an Assessment
Explore Occupations
Explore Majors
Plan for Education
Plan for Work
Find a Job
My Portfolio Items
My Assessments
My Job Search Tools
My Favorites

Welcome to MyCareerShines

MyCareerShines is an online education and career planning system that gives you the tools you need to build a foundation for lifelong career success. You'll learn what your interests, skills confidence and work values are and how to apply them to a career plan for your future.

This website also helps you with real-world skills such as how to write resumes and cover letters, how to research employers, and how to prepare for job interviews. You can even create an electronic profile that you may choose to share online with prospective colleges or employers.

Begin by Taking Assessments

Your assessment results will help us tailor your experience throughout the site. To take or re-take a Kuder online assessment, visit the Take an Assessment page.

Kuder Career Interests Assessment®

1. Marketing Management
2. Travel and Tourism
3. Marketing Communications
4. Administration and Administrative Support
5. Human Resources Management

Completed 12/4/2017

Kuder Skills Confidence Assessment®

1. Travel and Tourism
2. Human Resources Management
3. Administration and Administrative Support
4. Marketing Management
5. Governance

Completed 5/22/2019

Super's Work Values Inventory-revised

1. Supervision
2. Co-Workers
3. Achievement
4. Prestige
5. Income

Completed 5/22/2019

Recommended Links

Links	Recommended By
Bright Futures	*FL Training Use Only
CTE Website	*FL Training Use Only

Completed Tasks
67%

My Next Steps

- [x] ~~Take, re-take, or review results of the Kuder Career Interests Assessment®~~ 4/9/2019
- [x] ~~Explore occupations in the top 5 pathways from your Kuder Career Interests Assessment®~~ 4/9/2019
- [x] ~~Make a tentative selection of the pathway(s) of your highest interests~~ 4/9/2019
- [x] ~~Review your options after high school~~ 4/9/2019
- [x] ~~Review sample plans of study~~ 4/9/2019
- [x] ~~Review or update your education plan~~ 4/9/2019
- [ ] Update your e-profile
- [ ] Update your grade level at the end of school year
- [ ] Invite your parents or guardians to create a parent account.

Direct Your Future

Direct Your Future™ (DYF) is an 11-module, comprehensive career development curriculum for middle school and high school students. Curriculum materials are available online for download and feature lesson plans, resource files, classroom activities and homework assignments, and instructional handouts to help students with their education and career planning. A parent's guide, a tool to encourage parents to take an active role in their child's career journey, is also included for your use.

Each module contains a lesson plan - including resource materials, handouts, and activity sheets to be used in conjunction - and a PowerPoint presentation that you may download from the links below. You may print these materials directly from the PDF as needed.

If you should have any questions about *DYF*, please contact our Client Engagement staff at 877.999.6227 or email us at clientengagement@kuder.com.

Instructor Resources

Download Introduction

Download Parent Guide

Module 1:
Scanning the World of Possibilities

Download Lesson Plan

Download PowerPoint

Occupational Profile Cards

Module 2:

Module 6:
Finding Your Personal Compass Points

Download Lesson Plan

Download PowerPoint

Module 7:
Using Guideposts to Direct Your Journey

Download Lesson Plan

Download PowerPoint

Module 8:
Refining the Destinations

Download Lesson Plan

Chat with Kuder Client Engagement

Questions? Chat with the Kuder Client Engagement Team now! Call us at 877.999.6227 or Email clientengagement@kuder.com

Live Help
Powered by WebEx

My Profile

Welcome: **Sally Hansen**
E-mail: **ahrendsenb@kuder.com**

Edit

Navigator Activation Codes
Used: **(10)**
Remaining: **(999990)**

Journey Activation Codes
Used: **(13)**
Remaining: **(999987)**

Communications

Messages
You have no messages from other administrators.

Check Messages

Kuder Alerts
You have no alerts

View

USAGE & GROWTH

- Notable growth is in secondary market, just shy of 300,000 overall unique active users. Here are the top 10 performing districts in the state.

DISTRICT	TOTAL USERS	TOTAL ENROLLMENT	PARTICIPATION %
BAKER	*2,366*	*2,578*	*92%*
HENDRY	*2,881*	*3,759*	*77%*
HERNANDO	*8,882*	*12,232*	*73%*
HAMILTON	*557*	*777*	*72%*
MARION	*15,338*	*22,411*	*68%*
SUMTER	*3,034*	*4,522*	*67%*
UF LAB SCH	*530*	*808*	*66%*
LAFAYETTE	*343*	*626*	*55%*
GULF	*534*	*998*	*54%*
PUTNAM	*2,610*	*4,919*	*53%*
ALL DISTRICTS	***295,269***	***1,484,595***	***20%***

USAGE & GROWTH

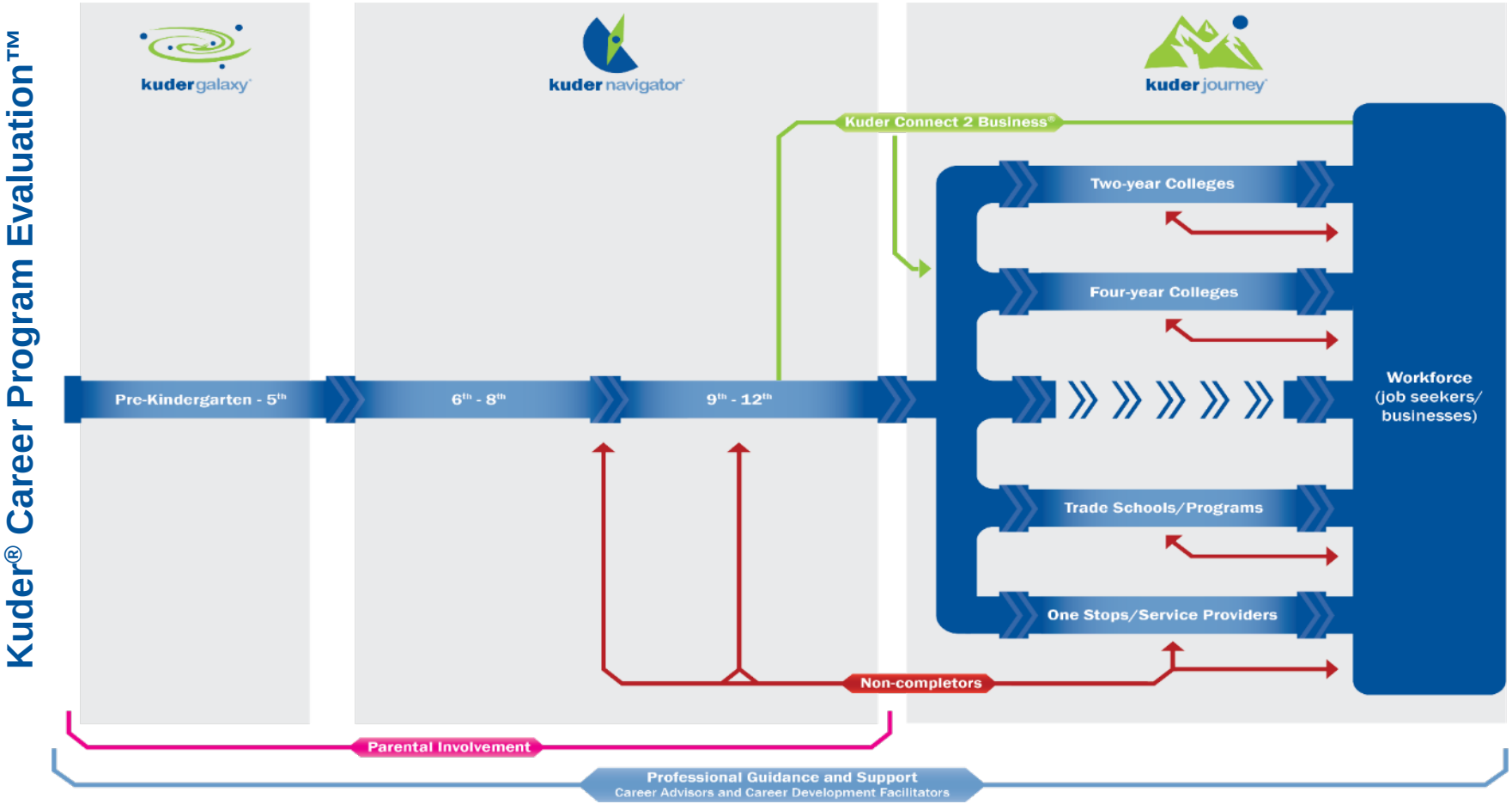
- **Miami-Dade** and **Palm Beach** County Public Schools also continue to engage in MyCareerShines with growth occurring on a consistent basis.

New unique users last six months:

Miami-Dade added **22,123** users.

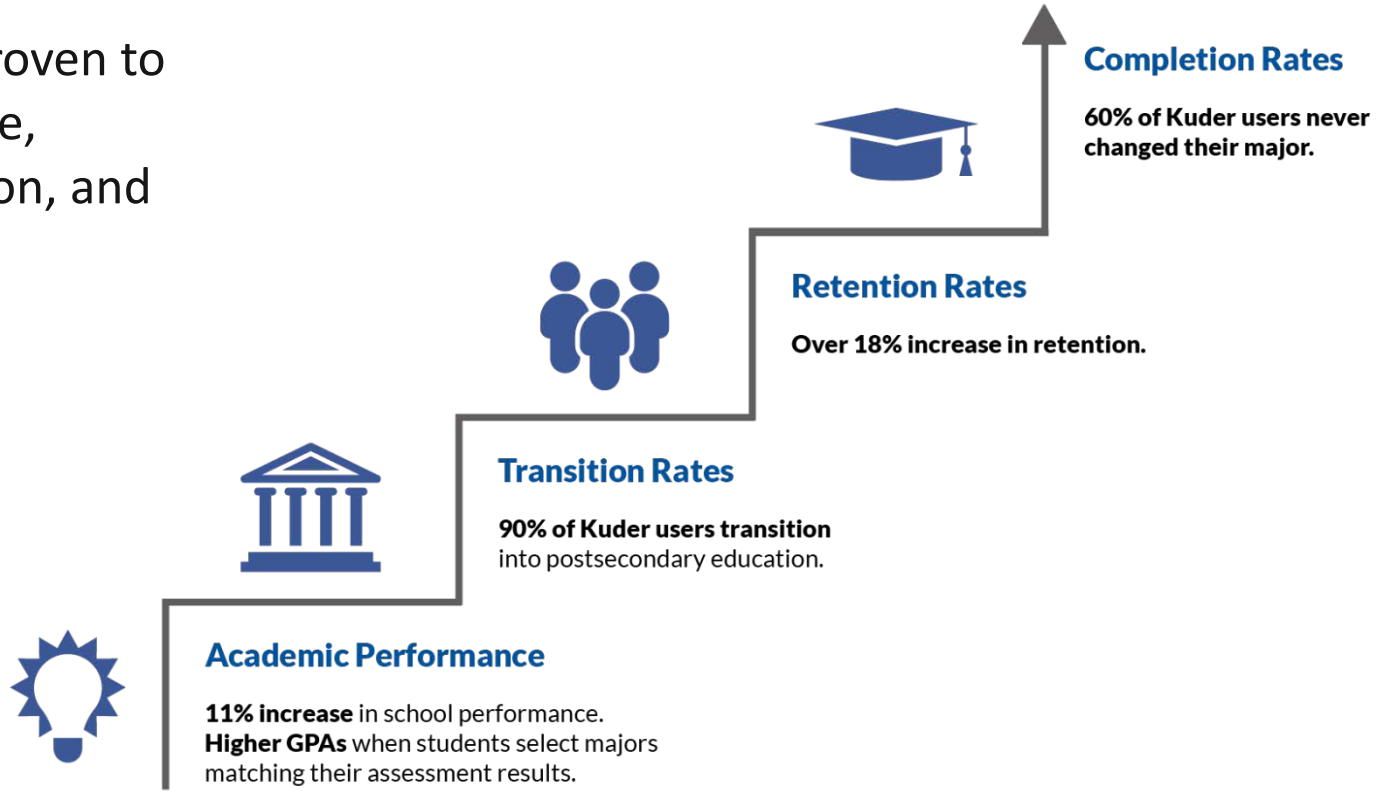
Palm Beach added **7,604** users.

A Talent Pipeline



OUR RESEARCH, OUR IMPACT

Kuder has been proven to boost performance, transition, retention, and completion rates.



QUESTIONS?

MyCareerShines
powered by Kuder®

Helping nearly 1 million Floridians make better, more informed decisions on education and career pathways.

Strategic Priority (SP)	Goal (G)	Goal (G) Summary	Strategy (S)	Strategy (S) Summary	Q1- Ongoing activities or programs working to achieve the goal or strategy	If Q1=yes, Q2- are there suggestions for how the FTDC can support the work of the activity or program?	Q3 - recommendations for next steps to implement the specific goal or strategy	Q4- additional questions that the Council or workgroups should explore as they move forward with implementation?	Duplication	Recommendations for Consolidation
Policy and System Alignment										
Policy & System Alignment (SP1)	1	Identify the postsecondary degrees, certificates and other credentials awarded by Florida's postsecondary institutions.	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	FDOE: The Florida Virtual Campus (FLVC), A Complete Florida Plus program, is made up of several units which provide statewide innovative educational services for Florida's K-adult students. Working collaboratively with Florida's 12 public universities, 28 public colleges, K-12 school districts, and other partners, FLVC provides free services to help students go to college, succeed in school, prepare for career success, and in life after graduation. FLDOE is conducting an annual audit of CTE programs in secondary and postsecondary institutions across Florida. Part of this audit includes the identification of program offerings. Additionally, FLDOE has developed curriculum frameworks, which include program standards that are both academically integrated and responsive to business and industry. These common frameworks ensure consistency in student learning outcomes across postsecondary CTE programs across the state. FLDOE is developing processes to identify non-degreed credentials (industry recognized credentials) for the federal Perkins V implementation. FLDOE, DEO, CareerSource Florida, and a representative of the Florida Chamber attended a Credentials of Value institute, coordinated by the Education Strategy Group. This cross-sector group will be working the framework for classification of non-degreed credentials to meet the educational attainment goals of the state.	FDOE: The FLDOE's inventory that has been collected for the CTE audit could be used to populate a statewide inventory, if combined with offerings from universities. IPEDS may also be a good resource to identify student outcome data by program. For identification of industry recognized credentials, cross sector collaboration to identify those credentials that are valued by employers is a critical component. The TDC could provide advisory feedback on the methodology and criteria for identifying these credentials.	FDOE: Reports from the CTE audit and subsequent years' CTE programs reviews could be provided to the Council upon publication.			
			2	Collect data on program offerings and credential production 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.	FDOE: Through the PK-20 Education Data Warehouse, the department provides stakeholders in public education with the capability of receiving timely, efficient, consistent responses to inquiries into Florida's kindergarten through university education. PK-20 Education Reporting and Accessibility, an office within the department, is responsible for producing education reports, longitudinal education reports, federal and legislative reporting and reporting for external research requests.					
			3	Using information collected through strategies one and two, create an inventory of program offerings across the state's delivery systems.	FDOE: FLDOE is conducting an annual audit of CTE programs in secondary and postsecondary institutions across Florida. Part of this audit includes the identification of program offerings for district postsecondary and the Florida College System.					

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Policy & System Alignment (SP1)	2	Identify high-demand employment needs.	1	Identify high-demand employment needs, with an emphasis on Florida's targeted sectors and fastest-growing industry sectors.	FDOE: Executive Order 19-31 charged FLDOE with determining if current CTE program offerings align to occupations that are in high demand. FLDOE partnered with DEO to collect and analyze data on market demand, specifically: statewide and regional demand occupation lists, middle-to-high wages and occupation expected growth. Additionally, secondary programs were examined using alignment with Florida targeted industries.					
			2	Develop mechanisms for capturing real-time data on high demand employment needs to supplement data provided by the Florida Department of Economic Opportunity and other current methods.					FDOE: SP1, G2, S1	FDOE: Duplicated. Consolidate: "Utilize calibrated job forecasting analysis from DEO, Enterprise Fla, CS, etc. & implement/standardize"
			3	Identify emerging employment needs that may not be captured elsewhere.	FDOE: Executive Order 19-31 charged FLDOE with identifying CTE programs that should be added to the state inventory in response to needs of industry. To date, FLDOE has focused on the retrospective view on program performance. Moving forward, FLDOE plans to engage in a conversation about how to identify the need for future employment needs.	FDOE: Leverage the TDC to identify a methodology for identifying employment needs outside of current mechanisms.			FDOE: SP1, G2, S1	FDOE: Delete & revise into "develop a sustainable process for business community to identity sec/postsec credentials needed for talent gaps"
			4	Using information collected through strategies one and three, create an inventory of employment needs.						
Policy & System Alignment (SP1)	3	Determine the postsecondary programs and credentials needed to fill current and emerging demand for jobs.	1	Analyze available data on other variables related to the population, 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.)				FDOE: Who should be responsible for conducting and regularly updating this analysis?		
			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 one above.			UF College of Engineering: UF and the Herbert Wertheim College of Engineering can specifically assist with the strategy matching occupation data with postsecondary program data to identify gaps between employer needs and potential supply. It's critical to understand how postsecondary program data is being mapped to occupational data so that solutions and offerings developed in response to those stated needs accurately reflect talent capabilities being developed. The Herbert Wertheim College of Engineering is willing to help in this process specifically when mapping engineering and technology related paths.			

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Policy & System Alignment (SP1)	4	Connect employers with postsecondary delivery systems to fill the gaps and build a talent pipeline.	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 postsecondary institutions, 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.	FDOE: Executive Order 19-31 charged FLDOE with an annual audit of CTE programs, and the development and publication of best practices related to postsecondary institution partnerships with business and industry. Additionally, the Florida College System Chancellor annually recognizes FCS institutions through the Chancellor's Best Practices Award, which identifies workforce as an important component of the state college system.					
					UF College of Engineering: The UF Herbert Wertheim College of Engineering Innovation Stations can assist in connecting local employers to talent coming from the university. Innovation Stations currently work with industry associations and local economic development boards to help 4 make connects to talent, hosting industry sector events and workshops on campus and in local communities to highlight opportunities.					
Workforce Readiness										
Workforce Readiness (SP2)	1	Expand apprenticeships in meeting targeted workforce needs.	1	Increase enrollment and reduce barriers to participation.	FDOE: FLDOE Office of Apprenticeship is finalizing a strategic plan, building on the work of CS. Plan to include recommendations for expansion, alignment to industry, and moving state apprenticeship programs to a postsecondary-connected model.	FDOE: FTDC may want to consider recommending funding models for the expansion of apprenticeship. Currently no state funds are appropriated for apprenticeship, other than PCOG grant.			FDOE: SP2, G1. This strategy merely restates goal	FDOE: Revise G1, S1 to be more action oriented. Include college-connected apprenticeships.
								ExcelIn Ed: Are there real or perceived policy barriers that have limited apprenticeship creation/participation to date? If so, recommend addressing those barriers through policy changes or communications (if the barriers are perceived).		
			2	Expand education and awareness of apprenticeships and work-based learning as a critical workforce strategy.	FDOE: FLDOE, DEO and CareerSource Florida has been partnering under the federal State Apprenticeship Expansion grant to develop promotional campaigns to promote registered apprenticeship as a viable workforce training strategy.					
								ExcelIn Ed: Does this refer to existing apprenticeships? Does expansion refer to students or employers?		
			3	Expand apprenticeships, including traditional apprenticeships, high-quality and degree/college-connected apprenticeships.	FDOE: $10 million Pathways to Career Opportunity grant program aims to expand existing and build new registered apprenticeship and preapprenticeship programs.				FDOE: SP2, G1. This strategy merely restates goal	FDOE: Strike, duplicative.
			4	Determine integration of existing apprenticeships' related technical instruction in credit and non-credit and paid and nonpaid credit instruction.						

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Workforce Readiness (SP2)	2	Increase early career-related education and exposure	1	Leverage and build upon existing early career-related education programs and best practices.	FDOE: Current middle grades promotion requirements require students complete one course in career and education planning in 6th, 7th or 8th grade.					
			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.	FDOE: There are programs currently underway in school districts and postsecondary institutions that do this.	FDOE: FLDOE could encourage or facilitate the sharing of these programs and practices among the school districts and colleges.			FDOE: SP2, G2. This strategy merely restates the goal	FDOE: Strike and make part of SP2, G2. New goal to read "Increase early career-related education and exposure by building partnerships among K-12, postsecondary education, technical colleges, adult education, industry, apprenticeships, and other partners."
					UF College of Engineering: Leveraging the UF student population, UF can assist in the North Central Florida region's preparation and exposure of students to various career pathways. UF students can mentor and coach K 12 design teams, volunteer at career and college fairs to encourage K 12 students to pursue opportunities. UF students can also engage with industry across the state through internships, work study, hands on training opportunities. This can be further facilitated at a local level by Innovation Stations.					
					NAF: The NAF Future Ready Lab is structured as a group-based internship program. The Future Ready Lab enables employers to seamlessly include this program in their planning in a meaningful way and provides more employees with the opportunity to participate and make an impact on students' lives. The Future Ready Labs are an innovative solution to closing the internship gap and providing more opportunities for more students. Providing a strategic structure to successfully scale paid internship experiences, NAF Future Ready Labs make it easy for companies and non-profits to play an active and flexible role in building the talent pipeline. The Orlando lab in summer 2019 was a collaboration between the Florida Prosperity Partnership, Orange Technical College, Career Source, and Center State. Over seven weeks, 20 students worked to generate innovative solutions to address the financial stability of low-to-moderate income Floridians based on Florida Prosperity Partnership client cases (minimum total of 120 hours per student).					
			3	Influence policy shifts to allow students in K-12 to have more hands-on training, internships and work-based learning opportunities.	FDOE: FLDOE has emphasized work-based learning as a component of quality secondary and postsecondary CTE programs. Efforts are underway to better identify the current activities available to students through identifying the quality activities and initiating new data collection. The CTE audit of secondary programs will be evaluating the current use and effectiveness of current course-based WBL activities. Recommendations will be made the Governor as a result of the audit findings.					
			4	Expose K-12, postsecondary education, adult education and other populations to in-demand career opportunities in employer-defined career pathways.	FDOE: MyCareerShines is Florida's comprehensive education and career planning system. The system is powered by a suite of age-appropriate free online tools that allow students and job seekers to develop a personalized plan that connects interests, skills and education to careers and jobs. MyCareerShines is fully funded by the Florida Legislature, and Floridians can access the comprehensive system and online tools for free.					
					UF College of Engineering: The Innovation Station/Engineering Extension and Outreach model dovetails with the stated strategies under this goal. Partnering with regional EDC groups, and leveraging the UF Innovation Stations, UF can assist in developing outreach efforts for the K 12 system that highlight professions and careers in high tech sectors. More specifically we can partner with regional and national trade group and sector industry associations and others to align these efforts with their specific occupational demands. Leveraging the UF student population, UF can assist in the North Central Florida region's preparation and exposure of students to various career pathways. UF students can mentor and coach K 12 design teams, volunteer at career and college fairs to encourage K 12 students to pursue opportunities. UF students can also engage with industry across the state through internships, work study, hands on training opportunities. This can be further facilitated at a local level by Innovation Stations.					

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Workforce Readiness (SP2)	3	Address essential and occupational skill gaps.	1	Embed essential employability framework (soft skills) across curricula and into instruction, ideally through work-based components that complement classroom-based academic work.	FDOE: Some employability skills are embedded in K-12 standards and CTE curriculum frameworks.					
								ExcelIn Ed: Could this implemented as a statewide employability skills framework, which could then be embedded into instruction and used to measure student growth in WBL experiences? As written, this could result in purchasing expensive soft-skills programs that may not be relevant or valued by Florida's employers		
			2	Develop and implement portable and soft skills programs and instruction for incumbent workers that are recognized by businesses and industries.	FDOE: Many FCS institutions have developed soft skills programs for incumbent workers.	FDOE: FCS institutions could share their models with the FTDC for discussion.				
					UF College of Engineering: Goal Three discusses strategies to address skills gaps. This aligns closely with curricula that the Engineering Innovation Institute and the Engineering Leadership Institute have developed over the years. Expanded use of those tools in various communities could be facilitated through Innovation Stations and through state wide efforts detailed in the strategic plan. The EDGE program and short courses offered through that electronic platform can support the execution of the second strategy and integrate feedback and input from business and industry to refine offerings and develop relevant new content.					
								ExcelIn Ed: Recommend that this aligns with the final version of the previous strategy, if any changes are made.		
			3	Increase the use of employer-driven applied/work-based learning in both credit and non-credit programs.	FDOE: FLDOE has emphasized work-based learning as a component of quality secondary and postsecondary CTE programs. Efforts are underway to better identify the current activities available to students through identifying the quality activities and initiating new data collection.					
										ExcelIn Ed: This seems duplicative of strategies under the previous two goals.
									FDOE: SP1, G4	FDOE: Strike, duplicative.
			4	Build awareness of, and support for, the value of earlier career exposure and among key audience/stakeholder groups.				ExcelIn Ed: If stakeholders become more aware and supportive of early career exposure, what actions/changes would the council want to see? Recommend the answer to that question being the strategy listed here.		
									FDOE: SP1, G4	FDOE: Strike, duplicative.

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Workforce Readiness (SP2)	4	Establish career pathways as the framework for Florida's talent development system.	1	Develop life-long career pathway systems that provide opportunities to attain stackable credentials.	FDOE: The U.S. Department of Labor defines stackable credentials as part of a sequence of credentials that can be accumulated over time to build up an individual's qualifications and help them move along a career pathway or up a career ladder to different and potentially higher-paying jobs. The goal and intent behind stackable credentials are to provide a learner with multiple on and off ramps. Intentionally designing educational and career pathways so they can be built upon, or stacked, better equips students with the ability to enter into high-skill, high-wage employment, as well as helping to ensure previously earned credentials do not become obsolete. Stackable credentials are also exemplified in the 2+2 articulation agreements. All Bachelor of Science (BS), Bachelor of Applied Science (BAS) and AS/AAS degrees are built on stackable credentials.					
					UF College of Engineering: While not developed yet, there may be an opportunity here to partner with the UF Alumni Association to develop and promote lifelong access to stackable credentials. - Similarly, the digital literacy efforts may establish some mechanism for issuing/granting non credit/professional certifications of value to industry to undergraduate students.					
			2	Embed career advancement in existing career pathways and connect non-credit training and adult education to postsecondary credit training.	UF College of Engineering: Similarly, the digital literacy efforts may establish some mechanism for issuing/granting non credit/professional certifications of value to industry to undergraduate students.					
			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.	FDOE: Perkins V draft plan includes the expansion of Work based Learning throughout our CTE system.					
								ExceIIn Ed: Does this mean increase WBL participation? Change policies to reduce barriers to WBL?		
Workforce Readiness (SP2)	5	Increase postsecondary transitions and credential attainment.	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.	FDOE: Florida College System institutions are open-access, meaning anyone can access educational opportunities regardless of test scores or high school grade point average (GPA). The colleges offer college credit certificates (CCC), applied technology diplomas (ATD), advanced technical certificates (ATC), certificate of professional preparation (CPP), associate in arts (AA), associate in science (AS), and associate in applied science (AAS). Twenty-seven Florida College System institutions offer bachelor degrees in areas that meet local workforce needs such as nursing, teaching, management, and technology. The colleges also offer high school general equivalency diploma (GED®) preparation and adult basic education. Meta-major pathways are outlined in Rule 6A-14.065, F.A.C., and help students select a program of study that aligns with their career goals and identify courses that relate to the chosen academic area.				FDOE: SP1, G1-4	FDOE: Strike, duplicative.
					UF College of Engineering: The Gator Engineering at State Colleges program could potentially be a mechanism for the first strategy. Partnering with Admissions we could revisit how FSC transfers are evaluated within Engineering.					
			2	Make career-related services, tools and enabling technologies readily accessible to all students.	FDOE: MyCareerShines is Florida's comprehensive education and career planning system. The system is powered by a suite of age-appropriate free online tools that allow students and job seekers to develop a personalized plan that connects interests, skills and education to careers and jobs. MyCareerShines is fully funded by the Florida Legislature, and Floridians can access the comprehensive system and online tools for free.				FDOE: SP1, G1-4	FDOE: Strike, duplicative.
					UF College of Engineering: The EDGE program's online platform is designed specifically to broaden access to students and citizens. Similarly, the Career Connections Center offers an array of career readiness programming through online platforms that have the capacity to be disseminated broadly.					
			3	Establish the concept of life-long learning and standardized stackable credentials across educational institutions statewide as a norm.					FDOE: SP1, G1-4	FDOE: Strike, duplicative.
					UF College of Engineering: The final strategy of stackable and life long credential building resources could be promoted through the UF Alumni Association and drive further value for the UF degree.					

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Cross-Sector Collaboration and Engagement										
Cross-Sector Collaboration & Engagement (SP3)	1	Engage targeted industry sectors, employers and businesses in the design and delivery of training and education programs.	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.	FDOE: MyCareerShines is fully funded by the Florida Legislature, which has made it a priority to prepare students with the knowledge, skills and tools to succeed in school and the increasingly competitive global economy.					
					UF College of Engineering: The Herbert Wertheim College of Engineering would be willing to engage in the process of identifying, understanding and anticipating collective industry needs so that solutions developed accurately meet and respond to those needs. Our short course program has intentionally sought such feedback from industry and has been designed with those needs in mind. This process can be extended to more comprehensively respond to industry.					
					FloridaMakes: FloridaMakes (FM) has formed an Advanced Manufacturing Workforce Leadership Council (AMWLC)consisting of employers from each of the 12 regions. We work closely with regional education partners, manufacturers and workforce boards to address regional talent and skill gap challenges through sector strategy initiatives and principles. Each RMA conducts skill gap surveys and shares that information with their partners.					
			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.	FloridaMakes: FloridaMakes (FM) has formed an Advanced Manufacturing Workforce Leadership Council (AMWLC)consisting of employers from each of the 12 regions. We work closely with regional education partners, manufacturers and workforce boards to address regional talent and skill gap challenges through sector strategy initiatives and principles. Each RMA conducts skill gap surveys and shares that information with their partners.					
			3	Incentivize the business community to provide more work and-learn opportunities to Florida students and adults.	NAF: The NAF Future Ready Lab is structured as a group-based internship program. The Future Ready Lab enables employers to seamlessly include this program in their planning in a meaningful way and provides more employees with the opportunity to participate and make an impact on students' lives. The Future Ready Labs are an innovative solution to closing the internship gap and providing more opportunities for more students. Providing a strategic structure to successfully scale paid internship experiences, NAF Future Ready Labs make it easy for companies and non-profits to play an active and flexible role in building the talent pipeline. The Orlando lab in summer 2019 was a collaboration between the Florida Prosperity Partnership, Orange Technical College, Career Source, and Center State. Over seven weeks, 20 students worked to generate innovative solutions to address the financial stability of low-to-moderate income Floridians based on Florida Prosperity Partnership client cases (minimum total of 120 hours per student).					

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Cross-Sector Collaboration & Engagement (SP3)	2	Ensure all partners in Florida's education, job skills training and career development systems share the common goal and mission to increase the skills of Floridians, provide pathways to self-sufficient careers and measure success utilizing common metrics.	1	Reduce duplication among training and education providers by incentivizing collaboration among postsecondary institutions and other entities in the development of industry/employer partnerships and the design and delivery of apprenticeship, internship and other training programs.	FDOE: In 2001, the Florida Legislature passed legislation outlining the process by which Florida College System (FCS) institutions may seek approval by the State Board of Education (SBOE) to grant baccalaureate degrees in limited, high-demand areas with unmet need. This legislation was in response to (1) baccalaureate degree production in Florida lagging behind the majority of the nation, and (2) the state facing a shortage of professionals in specific high-demand occupations, such as teaching and nursing. Expanding access to the baccalaureate degrees through the FCS is a way to address these economic concerns and increase baccalaureate production in the state without duplicating efforts by other educational institutions in the state offering the same degrees.					
					FloridaMakes: FM Workforce Council has focused on Apprenticeship Expansion as a priority in 2019-20. We have supported the launch of the AeroFlex Pre-Apprenticeship Pilot program financially and through RMA member sponsorship support in Brevard and Palm Beach. Additionally, FM is taking the lead to launch the Industrial Manufacturing Technician Apprenticeship program throughout the state via our RMA network, CareerSource and state college partners. Both of these programs are competency based short term programs to address entry level skills in manufacturing regardless of the occupation. The apprenticeship programs are blended online classroom or online delivery with standardized curriculum form national training and credentialing organizations(MSSC, SME Tooling U) minimizing the need for faculty and delivers consistent program and training.					
			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.	FDOE: FLDOE WIOA plan will need to be finalized shortly, and is worth considering a plan that is coordinated through/with CS and other state core partners. FTDC could be a mechanism for facilitating conversations, here, and developing WIOA aims.					
			3	Support service and education alignment across workforce, education and nonprofit support service organizations and social service agencies.				FDOE: Would FTDC consider something around the scaling of entrepreneurship education and student idea incubation/acceleration, here?		
					FloirdaMakes: FloridaMakes partnered with FL-ATE to conduct 12 regional Community of Practice workshops to start or encourage continued engagement between manufacturers and education partners on regional talent issues.					
			4	Build a rich community-based culture, supportive of postsecondary student access and success for future outreach efforts.						
			5	Promote 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.					FDOE: SP1, G4	FDOE: Strike, duplicative.
					FloiridaMakes: FloiridaMakes is creating a microsite on the FloiridaMakes website to provide resources and asset maps for manufacturing workforce related matters. FL-ATE.org provides volumes of manufacturing related employment and training information. FloiridaMakes hopes to bring FL-ATE under the FloiridaMakes umbrella as the NSF grant supporting the standardization of manufacturing related curriculum in the state college system ends this year FloiridaMakes is currently seeking permanent funding to give FLATE a permanent home so as not to be threatened by grant funding cycles.					
			6	Utilize technology to increase and streamline collaboration.						FDOE: Strike. Ambiguous
					FloridaMakes: FloridaMakes offers all manufacturers in the state discounted (30%) fees for over 900 manufacturing courses as part to of a national NIST-MEP partner agreement. This is particularly useful for upskilling existing employees. We will increase our marketing messaging to manufacturers of this benefit in 2020.					

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Cross-Sector Collaboration & Engagement (SP3)	3	Expand and accelerate the development, approval and implementation of employer-driven training models, including non-traditional work and learn models.	1	Fast-track expansion and implementation of employer-driven training models that are supported by industry/employer stakeholders.	FloirdaMakes: In Brevard we have registered a pre-apprentice program that was created and is supported by 5 trade organizations using this model as a talent driver into their registered apprentice programs.(Plumbers, Electricians, HVAC, Construction and Linemen). We are graduating and placing the first class of cohort in January. The tuition is funded by Adult ED CTE funding for continuing education. All sector partners have actively supported this program which is easily scalable throughout the state.					
			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.				ExcelIn Ed: Recommend adding an evaluation component here - or as a stand-alone strategy. While these models should be as responsive as possible, they should also be regularly evaluated to ensure ongoing alignment and quality.		

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Cross-Sector Collaboration & Engagement (SP3)	4	Leverage postsecondary institutions to deepen the state's talent pool to support expansion in targeted sectors.	1	Further universities' and colleges' efforts targeting specific industry sectors, businesses and employers by proactively identifying their priorities and needs.					FDOE: SP1	FDOE: Strike, duplicative.
					UF College of Engineering: UF's College of Engineering developed our engineering extension Innovation Station model to participate in these activities at scale and to be responsive to local needs of engineering technology industry. The Innovation Station at the REEF facility just outside the gates to Eglin Air Force Base currently offers graduate level degrees in programs of specific interest to the Eglin community and the affiliated industry in the region. Similarly, the Innovation Station Sarasota County has been responsive to talent needs by increasing the number of engineering interns and full time hires in the region. Innovation Stations are uniquely positioned to understand local needs and match those needs to available resources from the College. From local job fairs, to tailored on campus recruiting strategies, the Innovation Stations can help drive talent development regionally by leveraging nationally recognized resources from UF.					
			2	Encourage universities and colleges to expand and strengthen programs related to targeted sectors.					FDOE: SP1	FDOE: Strike, duplicative.
					UF College of Engineering: UF's College of Engineering developed our engineering extension Innovation Station model to participate in these activities at scale and to be responsive to local needs of engineering technology industry. The Innovation Station at the REEF facility just outside the gates to Eglin Air Force Base currently offers graduate level degrees in programs of specific interest to the Eglin community and the affiliated industry in the region. Similarly, the Innovation Station Sarasota County has been responsive to talent needs by increasing the number of engineering interns and full time hires in the region. Innovation Stations are uniquely positioned to understand local needs and match those needs to available resources from the College. From local job fairs, to tailored on campus recruiting strategies, the Innovation Stations can help drive talent development regionally by leveraging nationally recognized resources from UF.					
			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.					FDOE: SP1	FDOE: Strike, duplicative.
					UF College of Engineering: UF's College of Engineering developed our engineering extension Innovation Station model to participate in these activities at scale and to be responsive to local needs of engineering technology industry. The Innovation Station at the REEF facility just outside the gates to Eglin Air Force Base currently offers graduate level degrees in programs of specific interest to the Eglin community and the affiliated industry in the region. Similarly, the Innovation Station Sarasota County has been responsive to talent needs by increasing the number of engineering interns and full time hires in the region. Innovation Stations are uniquely positioned to understand local needs and match those needs to available resources from the College. From local job fairs, to tailored on campus recruiting strategies, the Innovation Stations can help drive talent development regionally by leveraging nationally recognized resources from UF.					
					FloridaMakes: Regional Career Source and sector organizations often hold career fairs for students – this needs to be encouraged.					
			4	Provide value-added tools and activities for students and jobseekers to more efficiently connect with employers who are recruiting talent.					FDOE: SP1	FDOE: Strike, duplicative. If Goal 4 is to remain, here, consider specifying what job tools beyond the data visualization tool above.
					UF College of Engineering: UF's College of Engineering developed our engineering extension Innovation Station model to participate in these activities at scale and to be responsive to local needs of engineering technology industry. The Innovation Station at the REEF facility just outside the gates to Eglin Air Force Base currently offers graduate level degrees in programs of specific interest to the Eglin community and the affiliated industry in the region. Similarly, the Innovation Station Sarasota County has been responsive to talent needs by increasing the number of engineering interns and full time hires in the region. Innovation Stations are uniquely positioned to understand local needs and match those needs to available resources from the College. From local job fairs, to tailored on campus recruiting strategies, the Innovation Stations can help drive talent development regionally by leveraging nationally recognized resources from UF.					
								ExcelIn Ed: How will value-added be measured?		
					FloridaMakes: FloridaMakes actively supports and promotes Manufacturing Month activities through the RMA network encouraging facility tours, classroom speakers and parent-counselors engagement as well.					

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Cross-Sector Collaboration & Engagement (SP3)	5	Directly link public investments for postsecondary education, training and career development to the targeted industry needs within Florida's economy.	1	Evaluate current resource allocation and funding streams for system partners to identify and address duplicative services.	FDOE: Eleven years ago, the Florida Legislature passed the Career and Professional Education Act (CAPE) to provide a statewide planning partnership between business and education communities, to expand and retain high-value industry, and to sustain a vibrant state economy. Within the General Appropriations Act, Florida College System (FCS) institutions and school district career centers can earn bonus funding for select industry certifications.					
			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.					FDOE: SP1	FDOE: Strike, duplicative.
								ExcelIn Ed: What is the intended outcome here? An approach to do what?		
			4	Leverage opportunities to adopt technology solutions for data coordination to share information more systematically among jobseekers, employers and partners.				ExcelIn Ed: What are the opportunities? Who is responsible for identifying them an taking action?		
			5	Engage businesses, employers, employer organizations, trade associations and jobseekers through outreach and recruitment.	UF College of Engineering: The UF Herbert Wertheim College of Engineering Innovation Station engineering extension model can directly support strategy five and currently has an internship placement program in place in Sarasota. The Innovation Station at the REEF facility in the Panhandle also currently holds job fairs and routinely works with trade associations to make talent connections. In addition to these contributions, the EDGE program's short courses and professional development materials are open to cross collaboration and are designed with flexibility in mind and an openness to exploring partnerships.					
								ExcelIn Ed: Engage them to do what?		
					FloridaMakes: Please use the FM RMA manufacturing partner reach to and our Workforce Council for employer related outreach and/or industry advisory matters.					
Data and Accountability										
Data & Accountability (SP4)	1	Identify the fastest-growing industry sectors in Florida.	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.	FDOE: DEO annually publishes 8-year employment projections by Industry and Occupations, statewide and by CareerSource region. Publicly available in Excel table and interactive Tableau dashboard (http://floridajobs.org/workforce-statistics/data-center/statistical-programs/employment-projections).	FDOE: Establish criteria that classifies an occupation as low-, middle-, and high-skilled jobs in a way that DEO can measure. Provide these criteria to DEO. Work with DEO to modify their occupation employment projections to include a flag of whether the occupation is low-, middle-, and high-skill.	FDOE: Ensure that the criteria to identify low-, middle-, and high-skill can be operationalized in a way that DEO can capture these data. Ensure that there is precedent on how these are operationalized. Ensure that there is input from various stakeholders on how these are operationalized.	FDOE: Is low-skill synonymous with low-wage? Is middle-skill synonymous with middle-wage? What would attract someone to seek a low-skill job?	FDOE: SP1	FDOE: Description of goal, here, does not align with SP; consolidate goal with SP1
					EFI: All of the items mentioned in Goal One and Two are in the works, so no input for those two Goals. The Chamber, EFI and the Council of 100 are all focused on keeping the most updated data on growing industries.					
			2	Develop a matrix that aligns fastest-growing industries and occupations to Enterprise Florida, Inc.'s Targeted Industry Clusters and includes occupations ranging from low-, middle and high-skilled jobs.					FDOE: SP1	FDOE: Strike, duplicative.
					EFI: All of the items mentioned in Goal One and Two are in the works, so no input for those two Goals. The Chamber, EFI and the Council of 100 are all focused on keeping the most updated data on growing industries.					
			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.	FDOE: DEO annually publishes 8-year employment projections by Industry and Occupations, statewide and by CareerSource region. Publicly available in Excel table and interactive Tableau dashboard (http://floridajobs.org/workforce-statistics/data-center/statistical-programs/employment-projections).	FDOE: (1) The dashboard identifies projected in-demand jobs, but it is not clear what the number of current openings are available today. (2) Dashboard does not link someone to a job openings or job postings. Need to fill the gap between identifying projected job openings and finding a job application for an opening with a specific company/organization.	FDOE: (1) Work with DEO to modify reports (or create new reports) to make clear the number of job openings that are currently available (or at the very least, the number of jobs projected to be available within 1-year instead of 8-years). (2) Work with other agencies to link openings to job postings.	FDOE: Currently, occupations are identified to the consumer by job titles. Should we also link general job descriptions to job titles so the consumer knows what a given job title entails? Are low-skill jobs marketed to the consumer as desirable for some or undesirable for all?	FDOE: SP1	FDOE: Strike, duplicative.
					EFI: All of the items mentioned in Goal One and Two are in the works, so no input for those two Goals. The Chamber, EFI and the Council of 100 are all focused on keeping the most updated data on growing industries.					

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Data & Accountability (SP4)	2	Ensure that postsecondary credentials needed for the fastest growing jobs are available.	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.	FDOE: The annual DOE CTE audit of secondary and postsecondary programs evaluates market demand for all career/technical education programs.		FDOE: Develop consistency between how market demand is defined in the CTE Audit to how market demand is defined by the FTDC.		FDOE: SP1	FDOE: Description of goal, here, does not align with SP; consolidate goal with SP1
					EFI: All of the items mentioned in Goal One and Two are in the works, so no input for those two Goals. The Chamber, EFI and the Council of 100 are all focused on keeping the most updated data on growing industries.					
			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.	FDOE: In accordance with the Florida Career and Professional Education Act, professional staff from FLDOE, DEO and CareerSource Florida have an established process to evaluate industry certifications on an annual basis aligned to occupations in demand. Submissions are made by local CareerSource Boards and school districts. FLDOE publishes the CAPE secondary industry certification list based on the evaluation of annual submissions.		FDOE: Investigate the usefulness of the Emsi Skill Library. This is a new tool developed by Emsi to identify specific skills associated with specific occupations. Determine if this tool fits this need. Or, if other agencies/ services offer a similar service that the state already has access to. This tool might be used as a starting point (an initial inventory) that the FL business community then reviews to determine which skill/occupation linkages they agree with.		FDOE: SP1	FDOE: Strike, duplicative.
					EFI: All of the items mentioned in Goal One and Two are in the works, so no input for those two Goals. The Chamber, EFI and the Council of 100 are all focused on keeping the most updated data on growing industries.					
			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.	FDOE is engaging in discussions with our constituents about modifying the CIP to SOC crosswalk. Many of these conversations have emerged as a result of the CTE audit. We are seeking to develop a methodology for recognizing the occupational alignment to CTE programs.	FDOE: The CIP to SOC discussion is one that directly impacts the CTE audit and other programmatic decisions across the system. FLDOE would appreciate guidance from the FTDC.	FDOE: Charge staff members across appropriate agencies and organizations with developing about CIP to SOC modification processes, timeline and deliverables.		FDOE: SP1	FDOE: Strike, duplicative.
					UF College of Engineering: The Herbert Wertheim College of Engineering has previously participated in the mapping of CIP to SOC codes processes and would welcome the opportunity to engage in the discussion to ensure that crosswalks are accurate and comprehensive in nature.					
					EFI: All of the items mentioned in Goal One and Two are in the works, so no input for those two Goals. The Chamber, EFI and the Council of 100 are all focused on keeping the most updated data on growing industries.					
								ExcelIn Ed: This could be an opportunity to explicitly list the CAPE list here (instead of in Priority 1).		

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Data & Accountability (SP4)	3	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.	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 policymakers.	FDOE: Working with its college and district career educational partners, the Bureau of Community College and Technical Center Management Information Systems (CCTCMIS) maintains data collection systems for the Florida College System, serving 28 college campuses and over 813,000 students. The college data dictionaries provide technical information to the colleges for the formatting and submission of college data to CCTCMIS. They include data definitions, explanations of the edits that ensure data quality, data submission procedures, and the annual submission calendar. The Florida Education and Training Placement Information Program (FETPIP) is used to track employment, earnings and continuing education outcomes. The Department of Education and FETPIP have a longstanding positive relationship working closely with the state workforce agency.				
						EFI: The FTDC could support the formation of a Florida Workforce Data Advisory Board by having everyone involved in this group recommend those who would be beneficial to serve on the Advisory Board. Then the FTDC could announce this and those involved as well as assign the Advisory Board to be housed within a state entity.	EFI: Goal three discusses the formation of a Florida Workforce Data Advisory Board. The thing to explore would be who would "house" the Board? I assume it would be the Florida College System. I think that would be ideal as we make sure the Colleges are engaged rather than a natural inclination to focus on the SUS, which has been discussed in the meetings. For implementation, everyone involved in this group could recommend those who would be beneficial to serve on the Advisory Board.			
			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 Florida's talent network.	FDOE: Through the CTE audit, postsecondary education programs are assessed on market demand and institutional performance measures; specifically: •the program trains for an occupation on the Statewide Demand Occupation List (DOL); •the program trains for an occupation on at least one regional DOL; •the program trains for an occupation that is projected to have high annual growth over the next eight years; •the program trains for an occupation with middle to high wages; •retention rate; •student success rate; •job placement or continuing education rate; and •wages.				
								ExcelIn Ed: If wages are not currently included here, they should be listed in the strategy explicitly.		
			3	Identify, measure and assess the integration of critical employability skills into academic and training programs and assessments.	UF College of Engineering: The Herbert Wertheim College of Engineering has established Institutes in both Engineering Leadership and Engineering Innovation. The curricula for both are driven by industry and routinely updated. This capability may be helpful in developing processes for strategy 3.				
								ExcelIn Ed: Are these assessments of the employability skills integration into curriculum (input), or assessments of student employability skills (output)? This is an important distinction.		
			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.	UF College of Engineering: The EDGE platform provides fully online access to both graduate degrees as well as credential building short courses and professional development training and certification. The online nature is intended to help reach a broad cross section of individuals, specifically to include under represented populations and those who live in rural communities.				
								ExcelIn Ed: The key here is using technology to expand access to high-quality programs - this could mean expanding online learning or other alternatives (it's not clear why online is the only strategy included here).		
			5	Measure and assess the use of business-led, work-based learning, such as pre-apprenticeships, apprenticeships, customized training and on-the-job training as well as credit for prior learning.					FDOE: SP1 & SP2	FDOE: Strike and replace with expanding on credit for prior learning

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Strategic Priority 5: Equity and Access										
Equity & Access (SP5)	1	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.	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 socioeconomic, geographic, race/ethnicity, veterans and other indicators deemed essential to achieve the state's postsecondary attainment goal.			CareerSource Florida: What is needed to make critical progress toward addressing and achieving Goal One is a comprehensive and data-driven evaluation that results in a framework to facilitate the identification of the most important equity gaps that Florida will need to close to propel the state to meet or exceed the educational attainment goal by 2030. And, in order to identify those gaps, an initial step is identifying the opportunity groups that should be evaluated. A list of some of those are included in Strategy One with the caveat that a deeper dive is required to ensure the most appropriate underserved and underrepresented groups are identified and prioritized. An important next step for the Talent Development Council is identifying what entity or entities are best positioned and could and would lead the charge to address Goal One and its strategies, as a foundational building block, resulting in recommendations back to the council on statewide priorities for the groups/equity gaps to target for action, followed by the establishment of benchmarks and targets.			
			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.	FDOE: Florida Statutes require postsecondary institutions to develop and annually update plans that will positively impact efforts to increase diversity among students and employees. Colleges examine data trends in the representation of students by race, gender, students with disabilities (DIS) (self-reported) and national origin minority students with limited English-language proficiency (LEP) skills for first-time-in-college (FTIC) and for overall enrollment.					
					CareerSource Florida: During the workgroup's deliberations, we heard from several stakeholders that have data and are working to address equity and access issues, as a priority, in their sector, e.g. public technical schools, colleges, universities; private higher education institutions as represented by Independent Colleges and Universities of Florida and the Florida Association of Postsecondary Schools and Colleges; non-profits focused on helping Floridians attain post-secondary education and credentials such as the Florida College Access Network and the Lumina Foundation; and the state workforce system. Within each of these, there are ongoing efforts underway to identify and address equity gaps. For example, the Florida Educational Equity Act requires equity reports from public school districts, colleges and universities that address outcomes such as enrollment, completions and success in support programs for underrepresented groups.		CareerSource Florida: An important next step for the Talent Development Council is identifying what entity or entities are best positioned and could and would lead the charge to address Goal One and its strategies, as a foundational building block, resulting in recommendations back to the council on statewide priorities for the groups/equity gaps to target for action, followed by the establishment of benchmarks and targets.		
			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.	FDOE: Developmental education courses aim to help students build their foundational academic skills in the subject areas of mathematics, reading, and/or writing to help close the equity gap regarding college readiness. Pursuant to (s.) 1008.30(5)(b), Florida Statutes, the DFC prepares an Annual Developmental Education Accountability Report derived from FCS institution reports, which provide an overview of the colleges' success with supporting developmental education and a review of the developmental education student success data pertaining to computation and communication skills in terms of delivery strategy as well as pedagogy and content alignment.					
							CareerSource Florida: An important next step for the Talent Development Council is identifying what entity or entities are best positioned and could and would lead the charge to address Goal One and its strategies, as a foundational building block, resulting in recommendations back to the council on statewide priorities for the groups/equity gaps to target for action, followed by the establishment of benchmarks and targets.			
								ExcelIn Ed: 100% is a very bold goal - is this feasible within the timeline of the strategic plan? While the metrics listed here are incredibly important, another measure such as ACT/SAT score or % of postsecondary students requiring remediation may be more appropriate indicators.		

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Equity & Access (SP5)	2	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.	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.	FDOE: As part of Perkins V, our state plan includes a plan to close equity/access gaps among eligible agencies; it includes identifiable steps to bridge attainment, here.					
					UF College of Engineering: Current inventories are conducted regularly within Engineering that capture program effectiveness in degree completion. These are done annually and submitted to the American Society of Engineering Education. We can share the model for capturing that information that is commonly used in Engineering schools nationwide.					
			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.	FDOE: Florida Statutes require postsecondary institutions to develop and annually update plans that will positively impact efforts to increase diversity among students and employees. Colleges examine data trends in the representation of students by race, gender, students with disabilities (DIS) (self-reported) and national origin minority students with limited English-language proficiency (LEP) skills for first-time-in-college (FTIC) and for overall enrollment.					
					CareerSource Florida: Florida College System Chancellor Kathy Hebda shared great examples of the success of dual enrollment programs that allow high school students to simultaneously earn credits from state colleges.		CareerSource Florida: As it relates to Goals Two and Three and their related strategies, there will need to be evaluative mechanisms put in place to identify and assess proven practices and technology tools that can help expand access to and completion of postsecondary degrees, certificates and other credentials. Anecdotally, we know there are myriad outstanding programs, strategies and outcomes being advanced by educational institutions and partners statewide that would be included in an inventory such as the one called for in Goal Two, Strategy One. One example is Broward College's BrowardUP, which was highlighted in a presentation last fall during a Cross-Sector Collaboration and Engagement Workgroup Meeting. The community-centric program is working to remove barriers and support educational attainment for residents in the most economically challenged zip codes in Broward County.		
			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.						

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Equity & Access (SP5)	3	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.	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.	FDOE: The Florida Virtual Campus (FLVC), A Complete Florida Plus program, is made up of several units which provide statewide innovative educational services for Florida's K-adult students. Working collaboratively with Florida's 12 public universities, 28 public colleges, K-12 school districts, and other partners, FLVC provides free services to help students go to college, succeed in school, prepare for career success, and in life after graduation. MyCareerShines is Florida's comprehensive education and career planning system. The system is powered by a suite of age-appropriate free online tools that allow students and job seekers to develop a personalized plan that connects interests, skills and education to careers and jobs. MyCareerShines is fully funded by the Florida Legislature, and Floridians can access the comprehensive system and online tools for free.				FDOE: SP2, G2 & 4	FDOE: Strike, duplicative & consolidated with SP2.
					CareerSource Florida: Some examples of existing tools include MyCareerShines/FloridaShines, Launch My Career Florida and Employ Florida. There are also proprietary online tools that stakeholders such as public and private colleges and universities and workforce systems are accessing to provide their students and job seekers with career-focused education and training and employer demand data e.g. Emsi's Career Coach, Burning Glass Technologies' Career Insight and Geographic Solution's Virtual Career Center.					
					UF College of Engineering: The Herbert Wertheim College of Engineering is currently developing a professional workshop for guidance counselors and teachers that more clearly outlines the pathways to STEM degrees. There are multiple programs and opportunities for high school students to attain credentials and college credits, but the pathways are not always ideal for students pursuing STEM. Clear guidance is needed to ensure students are STEM ready and that their high school curricula is preparing them properly for the field.					
			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.			CareerSource Florida: As is the case with the other goals, a rigorous analysis is needed to comprehensively understand the current landscape and identify a path forward that positions Florida for success in providing students with the best access to quality, comprehensive and coordinated information. Essential to this evaluation is customer-use levels and satisfaction and the exploration of the most effective way to outreach to students, parents, job seekers and others to connect Floridians to information, tools and resources that will assist in their decision-making regarding education and training pursuits to attain postsecondary credentials.			
			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.	FDOE: The Florida College Access Network (FCAN) sparks fresh thinking, showcases actionable ideas, and partners with communities working to improve educational achievement for all Floridians—especially first-generation college students, low-income students, adult learners, and other students outside the mold of the "traditional" college student. Its multi-layered approach combines research, news and information, statewide initiatives, and support of local college access networks or LCANs.				FDOE: SP1, G4	FDOE: Consolidate with SP1, G4