



# FLORIDA TALENT DEVELOPMENT COUNCIL

## Progress Agenda Meeting of February 20, 2020

<b>Time (Minutes)</b>	
<b>10</b>	<b>I. Welcome and Introductions</b> <ul style="list-style-type: none"><li>a. Invocation</li><li>b. Roll Call</li><li>c. Approval of the January 28, 2020 meeting minutes – Bob Ward</li></ul>
<b>5</b>	<b>II. Meeting Objectives – Vice Chair, Director, Ken Lawson</b>
<b>60</b>	<b>III. Department of Education: Overview and Update</b>
<b>10</b>	<b>IV. Florida Chamber of Commerce: Florida Workforce 2030 Report Overview</b>
<b>10</b>	<b>V. Public Comment</b>
<b>20</b>	<b>VI. Next Steps</b>
	<b>VII. Next Council Meeting</b> <ul style="list-style-type: none"><li>a. Thursday, March 26, 2020 – 3:00pm-5:00pm<ul style="list-style-type: none"><li>i. Conference Call</li></ul></li></ul>
	<b>VIII. Adjourn</b>



# FLORIDA TALENT DEVELOPMENT COUNCIL

## Meeting Minutes

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January 28, 2020

1:00 pm – 3:00 pm

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### Members Present:

Joel Schleicher, Chair	Michelle Dennard	Chancellor Marshall Criser
Bob Ward	Mark Wilson	Jamal Sowell
Chancellor Henry Mack	Chancellor Kathy Hebda	Marva Johnson
Ken Lawson, Executive Director	Representative Rene Plascencia	
Chancellor Eric Hall for Commissioner Richard Corcoran		
Bob O’Leary for Bob Boyd		

**Members Excused:** Senator Travis Hutson, Commissioner Richard Corcoran, Brandon Biederman, Tim Cerio

### Others Present:

- Katie Crofoot Liebert
- Emily Sykes
- Adrienne Johnston
- Mike Deckman
- Tiffany Barfield
- Phil Harrington
- John Milroy
- John Oyr
- Richard Reeves
- Adrienne Johnston
- Peter Ring
- Ashley Thimmy
- 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.



# FLORIDA TALENT DEVELOPMENT COUNCIL

- Council members approved the December 18, 2019 meeting minutes as presented.
- Chair Schleicher requested and council members approved the attendance report being included as part of minutes.

## II. Presentation

- Phil Harrington, President and CEO of Kuder gave a presentation regarding the state's My Career Shines career planning tool for K-20 students and adults exploring workforce options.

## III. Discussion of Workgroup Member Input

- Workgroup One: Policy and System Alignment. Chancellor Henry Mack gave overview for discussion and input. Council member discussion included:
  - Preventing duplication among the workgroups.
  - Data analytics.
  - Education alignment to market demands.
  - DOE's Career and Technical Education (CTE) Audit.
  - Streamlining processes.
  - Individualized communication to educators.
  - Perkins 5.
  - Implementation of the strategic plan.
  - Targeted action.
- Workgroup Two: Workforce Readiness. Katie Crofoot Liebert provided an overview for discussion and input. Council member discussion included:
  - Partnerships.
  - More transparent process for apprenticeship expansion.
  - Apprenticeship Taskforce from 2017.
- Workgroup Three: Cross-Sector Collaboration and Engagement. Ken Lawson gave an overview for discussion and input. Council member discussion included:
  - Partnerships.
  - Identifying best practices.
  - Team conversations.
- Workgroup Four: Data and Accountability. Jamal Sowel presented an overview for discussion and input. Council member discussion included:
  - Providing information to businesses industries and school boards.
  - Data Advisory Panel.
  - Effective communication.
- Workgroup Five: Equity and Access. Michelle Dennard provided an overview for discussion and input. Council member discussion included:
  - Promising practices.
  - Recognizing where the gaps exist.
  - Understanding the data.
  - How to proceed with these actions/tactics and being strategic in making adjustments.

The logo features a cluster of 3D cubes in blue, red, yellow, and white, arranged in a geometric pattern. 

# FLORIDA TALENT DEVELOPMENT COUNCIL

Katie Crofoot Liebert asked council members to think about a reasonable timeline for updating the strategic plan.

#### **IV. Public Comment**

Chair Schleicher opened the meeting for public comment. Tiffany Barnfield, NAF, provided information on the NAF program and how it allows students to work with businesses and receive credit. They are supportive of what the council is doing and applaud their efforts.

#### **V. Next Steps**

- Discuss a timeline for updating the strategic plan.
- The Department of Education (DOE) will present data and coordinate/facilitate the next meeting on February 20, 2019, 3:00 pm to 5:00 pm in Tallahassee at DOE and via webinar.

#### **VI. Adjourn**

Chair Schleicher adjourned the meeting.



## Florida Talent Development Council Attendance

Council Members	10/7	11/4	11/20	12/11	12/18	1/28
Chair Joel Schleicher	Y	Y	Y	Y	Y	Y
Senator Travis Hutson	Y	N	N	N	N	N
Representative Rene Plasencia	Y	Y	Y	N	Y	Y
Michelle Dennard, CareerSource	Y	Y	Y	Y	Y	Y
Jamal Sowell, Enterprise Florida	Y	Y	N	Y	Y	Y
Ken Lawson, DEO	Y	Y	Y	Y	Y	Y
Richard Corcoran, Commissioner of DOE	Y*	Y*	Y*	Y*	Y*	Y*
Bob Ward, Council of 100	Y	Y	Y	Y	Y	Y
Mark Wilson, Florida Chamber of Commerce	Y	Y	Y*	N	Y	Y
Tim Cerio, BOG	Y	Y	Y	Y	N	N
Marva Johnson, State Board of Education	Y	Y	Y	Y	Y	Y
Marshall Criser, BOG	Y	Y	Y	Y	Y	Y
Kathy Hebda, Florida College System	Y	Y	Y*	N	Y*	Y
Bob Boyd, ICUF	Y	Y	Y	Y	Y	Y*
Brandon Biederman, FAPSC	Y	Y	Y*	N	Y*	N
Henry Mack, DOE <sup>1</sup>	Y	Y	Y*	Y	Y	Y

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

<sup>1</sup> Eric Hall attended in the place of Henry Mack prior to Mr. Mack joining the Department of Education as Chancellor.



# Talent Development Council

Dr. Eric Hall, Chancellor for Innovation

February 20, 2020



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# Guiding Principles: Victory Looks Like

## Always Selecting the Moral High Ground

- Student Centered and Family Focused
- All Students Can Learn
- Elevate & Celebrate Teachers
- Accountability is Key
- Closing Achievement Gaps
- Act with Urgency
- Competition Inspires Growth

# A.A.C.C.T.S.S.

## Policy Priorities

- A Accountability in K-12
- A Accountability in Early Learning
- C College & Career
- C Choice Options
- T Teacher Compensation & Rewards
- S School Safety
- S Standards & Assessments

# Accountability in K-12

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## Bills

**HB 7079** Education by PreK-12 Innovation Subcommittee & Representative Aloupis

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**SB 1498** School Turnaround by Senator Baxley

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## Highlights

Creates tools for SBOE and districts to sustain the momentum and urgency of schools that are improving upon D & F status.

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Improves SBOE authority to enforce compliance for schools which fail to meet their improvement plans.

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# Accountability in Early Learning

## Bills

**HB 1013** Early Learning and Early Grade Success by Representative Grall & Representative Aloupis

**SB 1688** Early Learning and Early Grade Success by Senator Harrell

## Highlights

Provides SBOE and FDOE with oversight/authority for early learning programs, including local coalitions.

Revises the accountability system to focus on students' progress during the VPK program and includes program assessments.

Creates the statewide system to focus on VPK-3rd grade early literacy.

Thoughtful policies that promote accountability and transparency to all stakeholders while prioritizing the best interests of ALL students.

# Choice Options

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## Bills

**HB 7067** School Choice by Education Committee & Representative Sullivan

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**SB 1220** Education by Senator Diaz

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## Highlights

Strengthening Florida's status as the national leader in educational freedom.

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Ensuring all Florida families have access to high-quality education.

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Allowing parents to place students in schools that meet their individual needs.

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# College & Career

## Bills

**CTE: HB 1203** Pathways to Career Opportunities by Representative Mariano

**CTE: SB 1568** Education by Senator Hutson

**FCS: HB 187** Postsecondary Education for Secondary Students by Representative Zika

**FCS: SB 62** K-12 Education & **SB 1246** Dual Enrollment by Senator Stargel

## Highlights

**CTE:** Removing the stigma, recognizing the importance of career and technical (CTE) education options, and speeds up state approval for career pathways.

**FCS:** Increasing access to high quality dual enrollment.

**FCS:** Establishing a funding model that supports student, community and labor market needs.



# Teacher Compensation

## Bills

**HB 5001** GAA & **HB 5003** Implementing GAA by Appropriations Committee & Representative Cummings

**SB 1088** Teacher Salary Enhancement & **SB 1400** Education by Senator Diaz

**SB 62** K-12 Education by Senator Stargel

**SB2500** Appropriations & **SB 2502** Implementing GAA by Appropriations

**SB 486** Florida Best and Brightest Program by Senator Bradley

## Highlights

Raising minimum teacher salary for every full-time teacher.

Potentially reaching the #2 highest starting salary in the nation.

Rewarding teachers and principals, with a focus on those serving in Title 1 schools.

# School Safety

## Bills

**HB 7065** School Safety by Education Committee & Representative Massullo, Jr.

**SB 7040** Implementation of the Recommendations of the Marjory Stoneman Douglas High School Public Safety Commission by Education Committee & Infrastructure and Security

## Highlights

House and Senate budgeted a total of \$100M for mental health (\$25M increase).

Strengthens school safety oversight, accountability and mental health efforts.

Improves safe school officer requirements to allow communities to select the best option that meets the needs of the school.

# B.E.S.T. Standards & Assessments

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## Bills

**HB 7079** Education by PreK-12 Innovation Subcommittee & Representative Aloupis

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**SB 1498** School Turnaround by Senator Baxley

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## Highlights

Reducing the time students and teachers spend on state tests and getting results, increasing time for actual learning.

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Replacing state tests with SAT or ACT – tests that are valued by parents and students.

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Elevating civics and our nation's Constitution to provide needed foundation of knowledge that better prepares students as responsible citizens.

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# Early Learning

# Foundations of Reading

## The What: Fab 5

**Phonological Awareness** –orally encompasses awareness of individual words in sentences, syllables and awareness of individual sounds in words.

**Phonics** – letter/sound correspondence and teaching students to blend the sounds of letters together to read unknown words.

**Fluency** – read at the appropriate rate with accuracy and expression.

**Vocabulary** – oral (use in speaking or recognize in listening) and reading vocabulary (recognize or use in print).

**Comprehension** – Understanding of text read.

## The How: Explicit & Systematic

### Explicit Instructional Strategies –

- clear teacher statements about the purpose for learning the skill
- clear explanations and demonstrations of the targeted skill
- supported and ample practice with teacher feedback until student mastery.

### Systematic –

carefully planned sequence for instruction. Lessons build on previously taught information, from simple to more complex skills.

### Aligned Student Materials

# Kindergarten Screening Results

## Readiness of Incoming Kindergarten Students Statewide – Fall 2019

Category	Total Children	Percent “Ready”
All Public School Kindergartners	190,805	53%
VPK Completers	126,238	63%
VPK Non-Completers	26,487	47%
Non-VPK Participants	55,184	39%

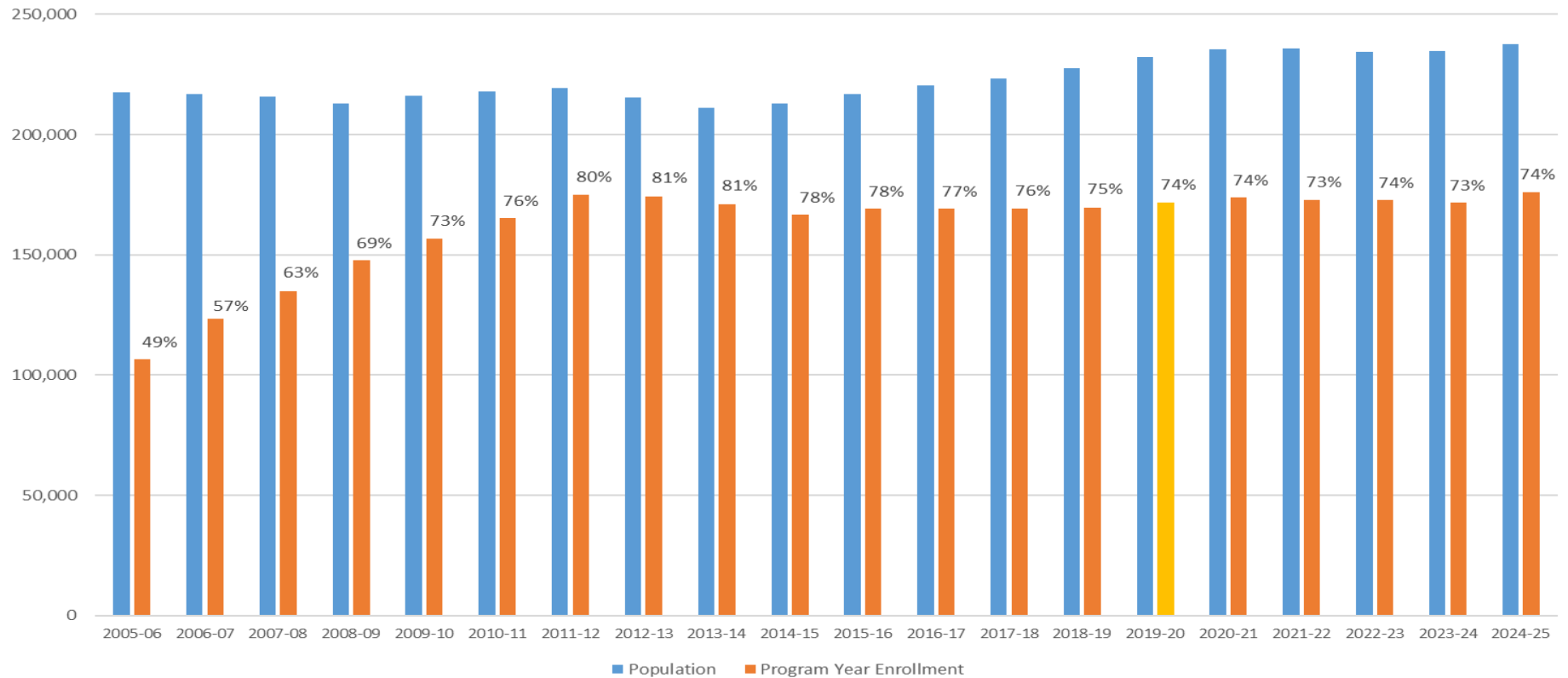






# VPK Program Participation

## VPK Program Participation Rate 2005-2006 to 2024-2025\*



Source: Voluntary Prekindergarten Education Estimating Conference, January 13, 2020. \* 2005-2006 – 2018-2019 are actual enrollments, 2019-2020 are estimated enrollments and 2020-2021 to 2024-2025 are projected enrollments.



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# Florida's B.E.S.T. Standards

## Executive Order 19-32

Governor Ron DeSantis directed that by January 1, 2020, the Commissioner of Education shall comprehensively review Florida's Kindergarten through grade twelve academic standards and provide recommended revisions to the governor.

- ✓ A. Articulate how Florida will **eliminate Common Core** (Florida Standards) and ensure we return to the basics of reading, writing and arithmetic;
- ✓ B. **Provide a roadmap** to make Florida's standards number one in the nation;
- ✓ C. Reflect the Commissioner's consultation with relevant stakeholders to **include parents and teachers**;
- ✓ D. Deem how to **increase the quality of instructional curriculum**;
- ✓ E. Suggest **innovative ways to streamline testing**;
- ✓ F. Identify opportunities to **equip high school graduates with sufficient knowledge of America's civics**, particularly the principles reflected in the United States Constitution, so as to be capable of discharging the responsibilities associated with American citizenship; and
- ✓ G. **Outline a pathway** for Florida to be the most literate state in the nation.

# What are the standards?

The standards are student-centered expectations from which all curriculum, instruction and assessments are based. The standards are what the state has revised.

## curriculum

*How are the standards incorporated into the classroom?*



Sometimes confused with “standards,” curriculum is the means or the instructional material by which the standards are taught.

## instruction

*How is instruction a part of the standards?*



Instruction is the teacher’s delivery and strategies used to implement the curriculum and standards.

## assessment

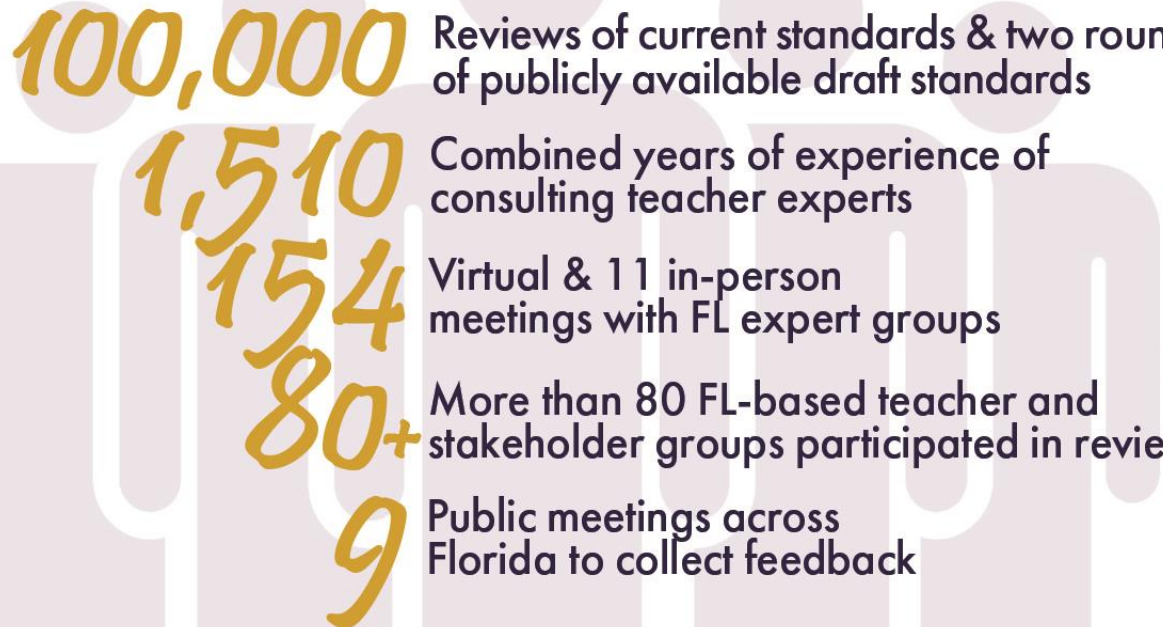
*How are assessments related to the standards?*



Assessments provide feedback to teachers, parents and students on a student’s level of mastery of the standards.

## Consultation with Relevant Stakeholders

February through November 2019

- 
- 100,000** Reviews of current standards & two rounds of publicly available draft standards
  - 1,510** Combined years of experience of consulting teacher experts
  - 154** Virtual & 11 in-person meetings with FL expert groups
  - 80+** More than 80 FL-based teacher and stakeholder groups participated in reviews
  - 9** Public meetings across Florida to collect feedback



# Key differences

Between current *Florida Standards* and Proposed *B.E.S.T. Standards*

- Eliminated Common Core
- Content-Rich
- Back-to-basics building a foundation at early grades
- Understandable for teachers, parents and students
- Created by Florida experts including 80+ FL-based teacher & stakeholder groups
- Flexibility for teachers with a focus on great content
- Improves rigor across all grades
- Developmentally appropriate course content
- Actionable solutions for the reduction of testing
- Concise standards to set clear expectations for students, teachers and parents
- Clear expectations for progression year to year through great course alignment
- First in nation with civics booklist in ELA standards

## Most Aggressive Transition Timeline in Florida's History

	2020-2021	2021-2022	2022-2023
PROFESSIONAL DEVELOPMENT	Begins for <b>ELA and Math</b>	Continues for ELA and Math	Continues for ELA and Math
STANDARDS	Current ELA and Math	<b>New K-2 ELA</b> Current 3-12 ELA Current K-12 Math	<b>New ELA and Math</b>
INSTRUCTIONAL MATERIALS	Current ELA and Math	<b>New K-2 ELA</b> Current 3-12 ELA Current K-12 Math	<b>New ELA and Math</b>
STATEWIDE ASSESSMENTS	Current ELA and Math	Current ELA and Math	<b>New ELA and Math</b>

## **5** Big Assessment Wins for Students, Parents and Teachers

Reducing the actual time students and teachers spend on state tests and getting results

Reducing unnecessary, duplicative testing

Replacing state tests with SAT or ACT - tests that are valued by parents and students

Better aligning state tests, via SAT or ACT, to college readiness

Requiring that all high school students take the Florida Civic Literacy Test





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# Perkins V

## Perkins V Context

- Perkins is the preeminent federal investment in career and technical education (CTE)
- This draft Perkins V State Plan is a once-in-a-decade opportunity to set the agenda for CTE and improve student career outcomes
- Florida will receive approximately \$73 million in federal funds annually to expand and improve CTE opportunities in our school districts and state colleges
- The State Plan covers July 1, 2020 through June 30, 2024.

## Driving Questions

- **Meeting the Needs of Employers**

- How do we better align our state's workforce education programs to in-demand market opportunities?
- How do we prepare students for the future of work: technological change, automation, machine and deep learning, and increased demand for "human skills"?

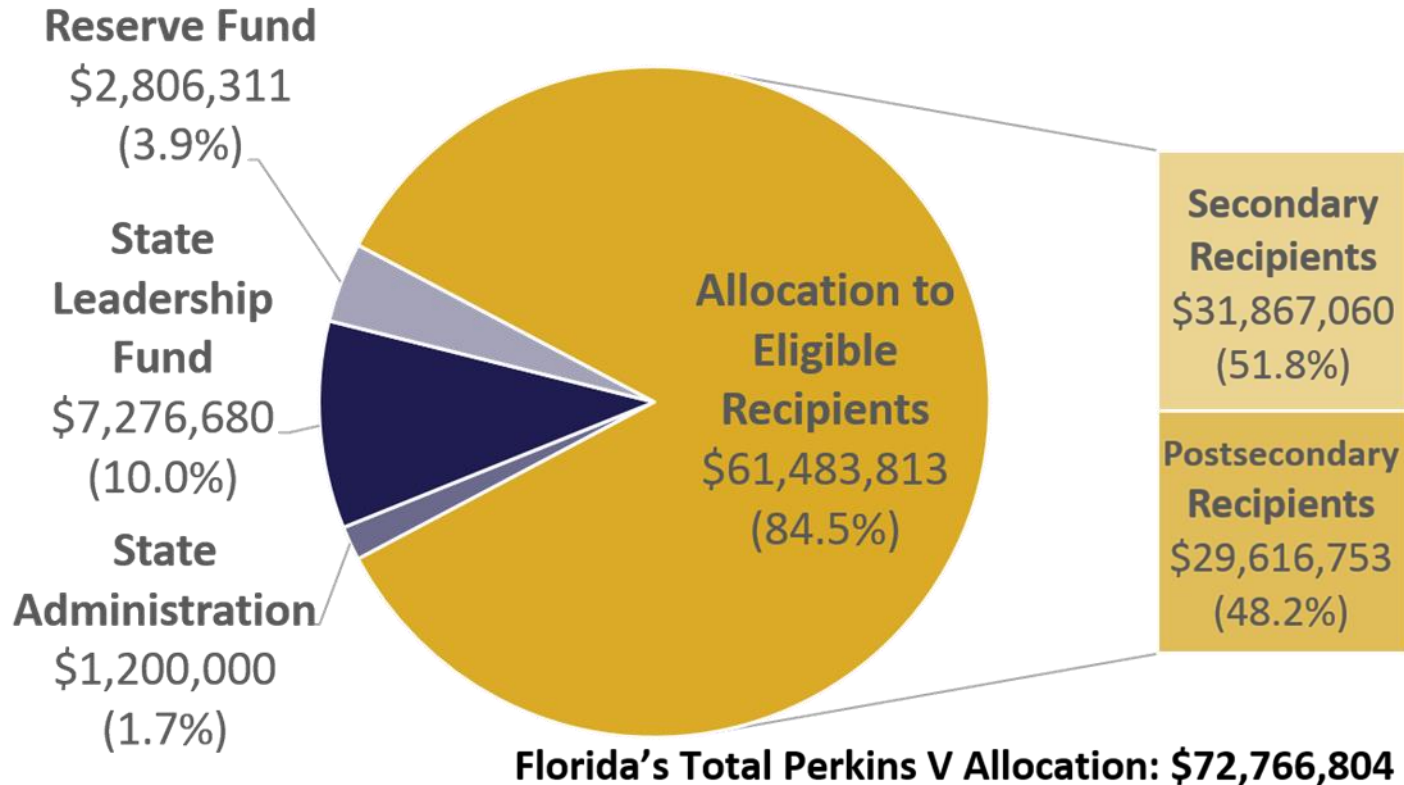
- **Meeting the Needs of All Students**

- To what extent are our CTE programs oriented toward our socio-economically challenged populations?
- How do they uplift the nearly 900,000 children currently living in poverty in the state of Florida?
- In short, how well does our state's CTE programs educate for economic and social mobility?

## Perkins V State Plan Goals

<b>Goal 1</b>	Ensure equal access for all individuals to educational opportunities that meet the workforce development needs of local communities and the state.
<b>Goal 2</b>	Ensure all programs align with the technical and employability requirements of Florida's employers.
<b>Goal 3</b>	Recruit, support, and retain qualified teachers, counselors, and administrators to foster the highest level of student achievement.
<b>Goal 4</b>	Provide students with seamless career pathways by offering Programs of Study which result in credentials of value.
<b>Goal 5</b>	Engage industry partners to drive program innovation, entrepreneurship education, and work-based learning opportunities.
<b>Goal 6</b>	Provide comprehensive, career-focused counseling that allows students to make informed choices about their future.

# Estimated\* Perkins V Budget



*\*Based on Florida's 2019-2020 allocation*

# Measuring Success in Perkins V

Changes in Perkins V student performance indicators:

- **Increased alignment with ESSA and WIOA**
  - Changes to the graduation definition
  - Inclusion of science proficiency indicator
  - Increased monitoring of placement post-CTE exit
- **Focus on measuring ‘concentrators’** (those that have completed multiple CTE courses), rather than those recently entering or having completed a CTE program
- **Florida chose ‘Attained Recognized Postsecondary Credential’** as our secondary program quality indicator
- **State Determined Performance Levels have been set** through stakeholder engagement process



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# CTE Audit

## Executive Order (19-31)

- Students need advanced knowledge and skills to find meaningful work/productive careers.
- A knowledgeable and skilled workforce is essential for future economic growth and opportunity.
- There is a need for workers in health services, education, transportation, trade, utilities and computing as well as workers in fields requiring industry certifications and licenses.



## Executive Order (19-31)

- Charges commissioner with developing a methodology for an annual audit of CTE programs to include a review of student outcomes and alignment of:
  - Programs offered at K-12 and postsecondary levels;
  - Professional-level industry certifications; and
  - High-growth, high-demand and high-wage employment opportunities.
- Requires the commissioner to annually recommend to the governor CTE programs that should be eliminated and programs that should be added based on audit results.

## Audit Phases

### ***Phase 1: Statewide review of programs***

The department conducted an analysis of quality, using statewide data, for active CTE secondary and postsecondary programs.

### ***Phase 2: Local program review***

In this phase, the department will look deeper into each program at each institution for programs not meeting the statewide benchmarks.

### ***Phase 3: Share information and best practice***

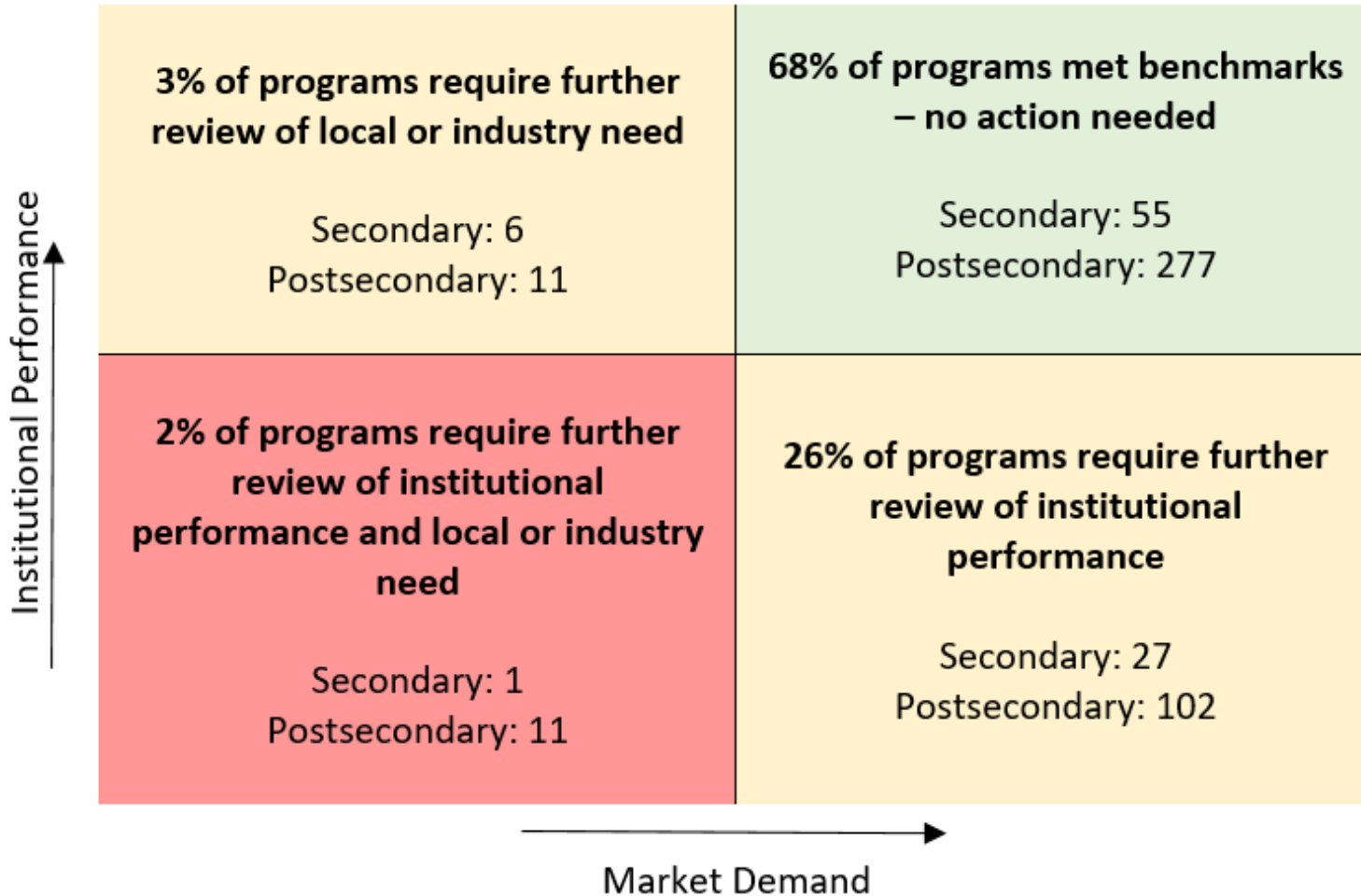
Using the data and information collected, the department will publish and recognize best practices around business and industry partnerships.

# Programs

- From the original 1,191 programs...

- |  |   |   |
|--|---|---|
| <p>Career prep, tech<br/>ed, postsecondary</p>         | } | <ul style="list-style-type: none"> <li>• <b>490</b> programs underwent statewide benchmarking.</li> <li>• <b>169</b> programs were removed from analysis because these programs have been daggered for deletion, meaning they can no longer enroll new students within a certain period of time.</li> <li>• <b>139</b> new programs that began enrolling students in 2016-17 or later will not undergo a review of institutional measures in this audit. Because these programs are new, institutional data on progress and outcomes are not yet available. Once data are available, these programs will be phased in the audit cycle.</li> <li>• <b>234</b> active programs that did not have sufficient data (data unavailable on one or more institutional measures and/or counts of less than 10 students in the denominator of one or more institutional measures) to undergo benchmarking, even after combining three years of data for each indicator where sufficient data were not available. These programs will automatically go to a local review.</li> </ul> |
| <p>Middle grades,<br/>WBL/ Capstone,<br/>Other CTE</p> | } | <ul style="list-style-type: none"> <li>• <b>159</b> programs (middle grades, WBL/Capstone and other CTE) are being evaluated using a separate process. This figure includes 133 active and new courses/programs as well as 26 daggered courses/programs.</li> </ul>   |

# CTE Programs – Results (Career Prep, Tech Ed & Postsecondary)



Note: percentages may not add up to 100% due to rounding

## Action Required

- On February 3, districts/institutions received notification of findings from [CTEaudit@fldoe.org](mailto:CTEaudit@fldoe.org). This email communication included:
  - Memo that contained:
    - Summary table of action required
    - Appendices with action required
      - Secondary (districts)
      - Postsecondary (districts and colleges)
  - Excel spreadsheet with full list of CTE program offerings by district and by college
  - A [resource guide](#) that summarizes action required and includes other resources such as frequently asked questions and methodology background

## Next Steps

- There are a few different deadlines depending on the preliminary findings:
  - Requires further review of institutional performance due to not meeting institutional benchmarks or lacking sufficient data: April 15, 2020
  - All other programs, including baccalaureates, that did not meet workforce benchmarks; for these, institutions are required to complete the Market Demand Template (Track B): April 15, 2020
  - Programs being offered in 2020-21 that did not meet workforce benchmarks; each district and institution is required to complete a labor market alignment review as part of the comprehensive local needs assessment (CLNA) for Perkins V (Track A): June 2020

## Quick Links

- [CTE Audit Website](#)
- [CTE Audit – Resource Guide](#) (including FAQs)
- [Institutional Performance \(Program Status\) Submission Link](#)
- [Word Version of Templates](#) (for drafting purposes only)



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# Questions and Feedback





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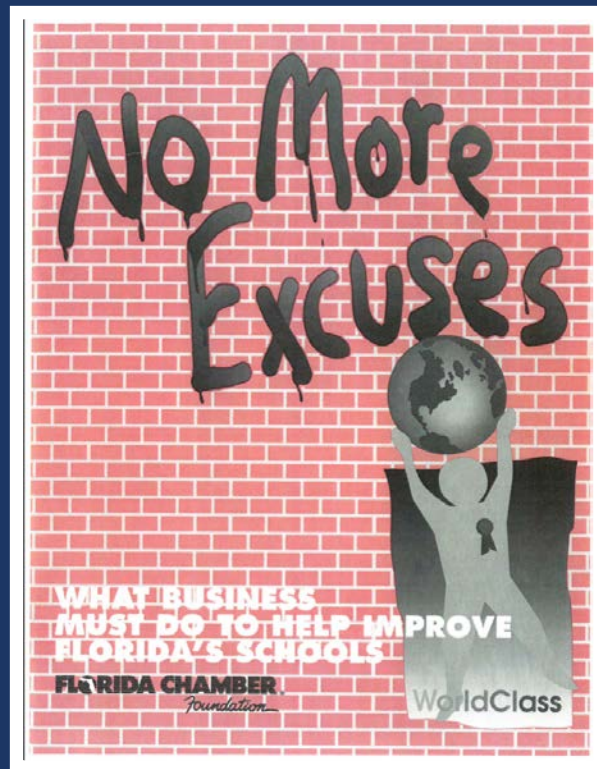
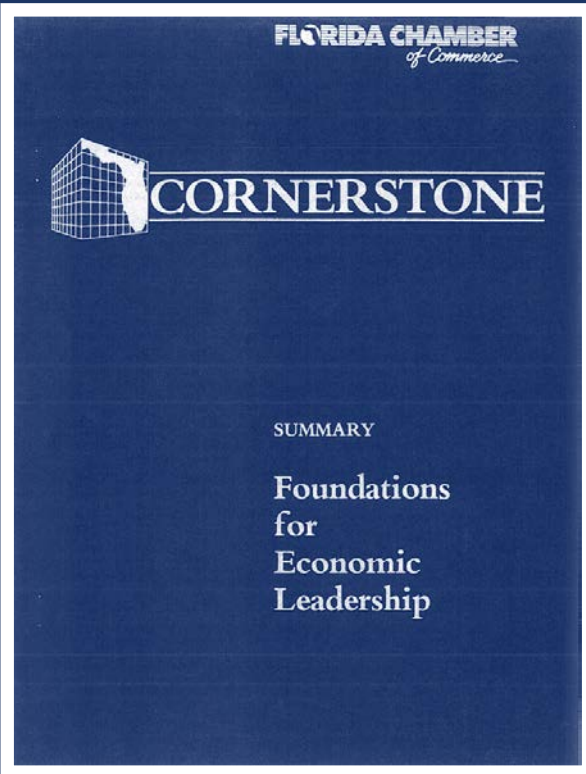


# FLORIDA WORKFORCE **2030**

*AN UPDATED LOOK AT BUILDING  
AMERICA'S BEST WORKFORCE*



# Talent Matters – Always Has, Always Will



# The Florida 2030 Blueprint (Cornerstone)

17th  10th

- Utilizes Six Pillar Framework
  - Talent is First Pillar
- Jobs Looking for People: **284,600**  
People Looking for Jobs: **311,000**
- Employed F/T Floridians: **10.2 M**  
By 2030: **+1.5 M**



**FLORIDA 2030**  
THE BLUEPRINT TO SECURE FLORIDA'S FUTURE

**KEY TARGETS & STRATEGIES**

**FLORIDA CHAMBER** Foundation  
1968 - 2018 **50 YEARS**



# Building America's Best Workforce

## 8TH GRADE READING SCORES

56%

Reading (Declining)

100%

2030 Goal

## EDUCATIONAL ATTAINMENT

49.3%

Current

60%

2030 Goal

## Improving Florida's talent pipeline for a better workforce

>80% of Florida's workforce has essential **employability skills**

>60% of Floridians 25-64 have a high-value **postsecondary certificate, degree, or training experience**

95% of entering **high school students graduate within 4 years**

100% of Florida **8th graders read & perform math at or above grade level**

100% of Florida **3rd graders read at or above grade level**

100% of children are **ready for kindergarten**

## 3RD GRADE READING SCORES

58%

(Improving)

100%

2030 Goal

## KINDERGARTEN READINESS

53%

(Unchanged)

100%

2030 Goal

## 8TH GRADE MATH SCORES

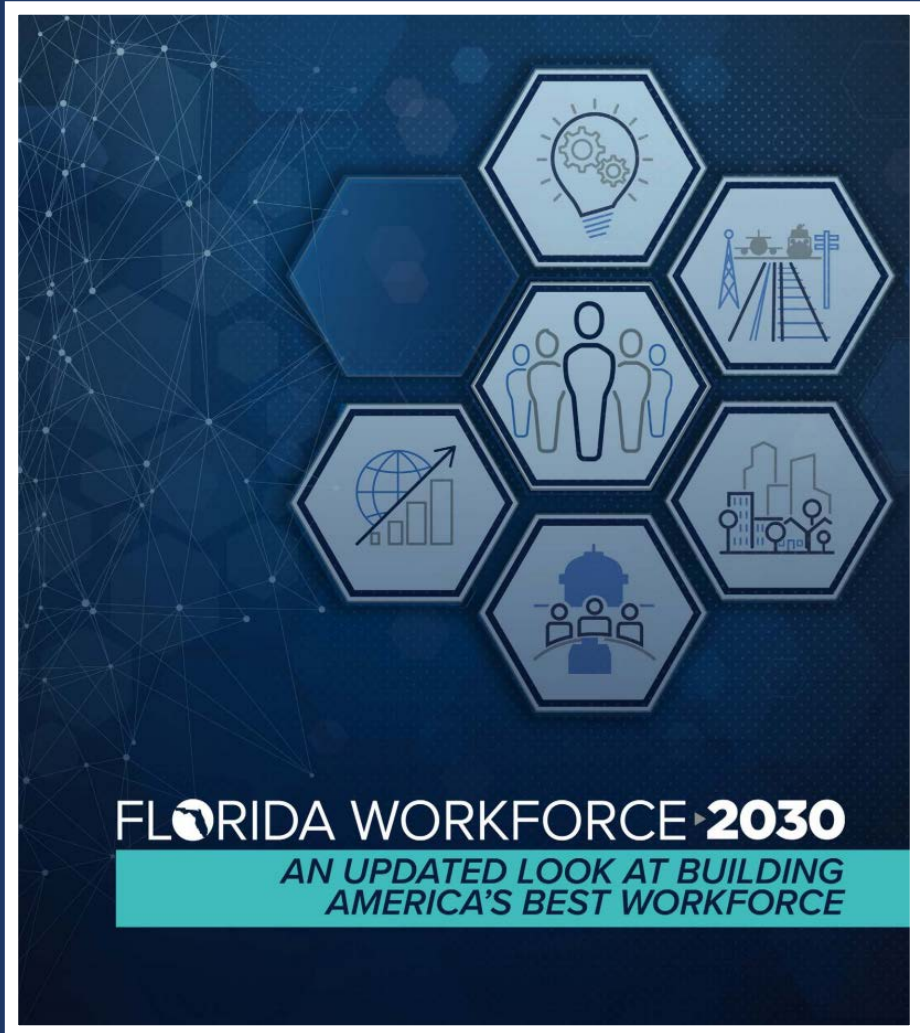
46%

Math (Improving)

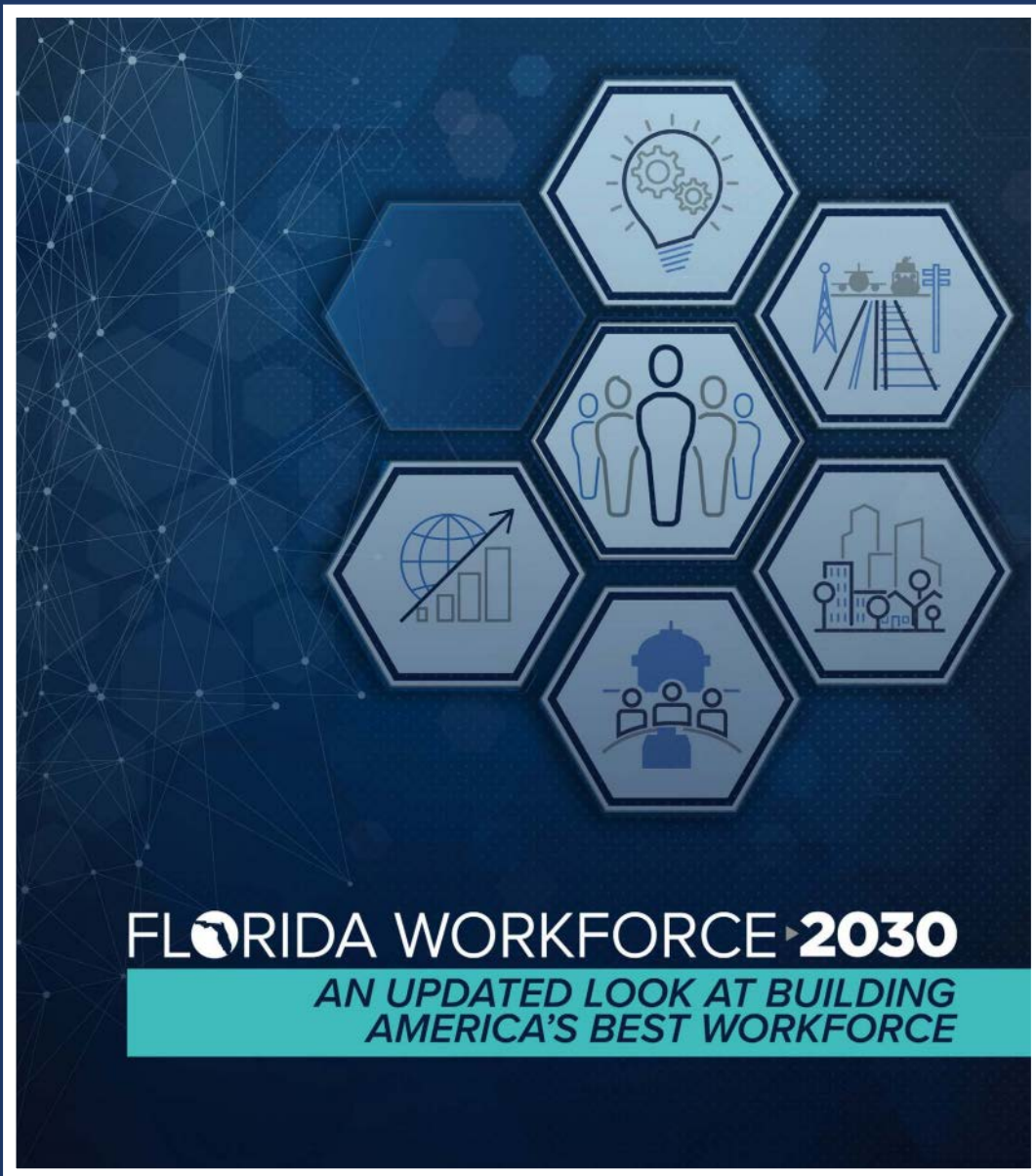
100%

2030 Goal

# Building America's Best Workforce



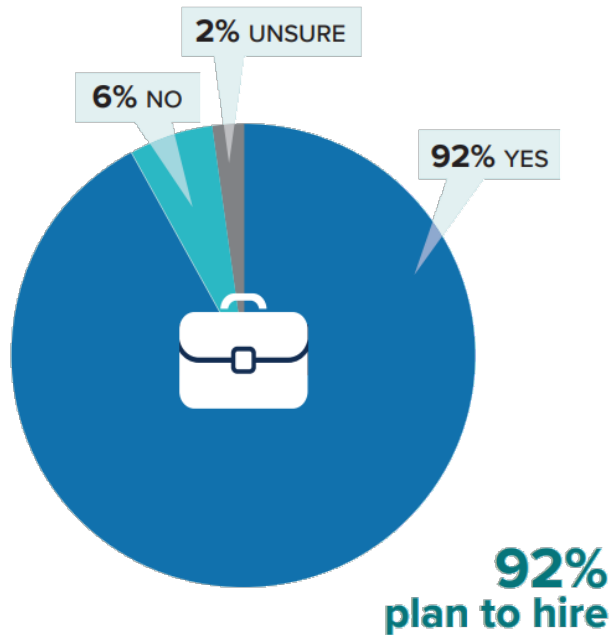
- Industry Roundtables
- Electronic Surveys
- Qualitative Data Analysis
- Prior Research



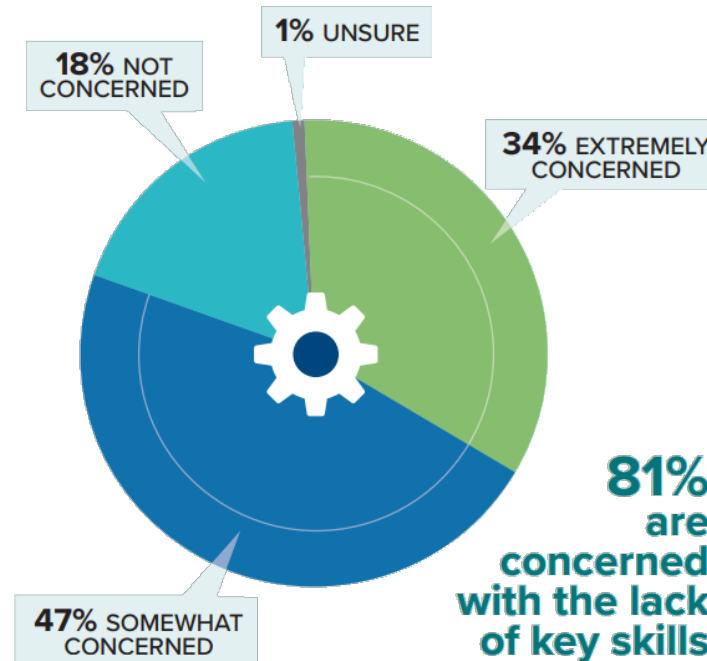
# Florida 2030 Workforce Research Says...

# Job Creators Identified Workforce Priorities

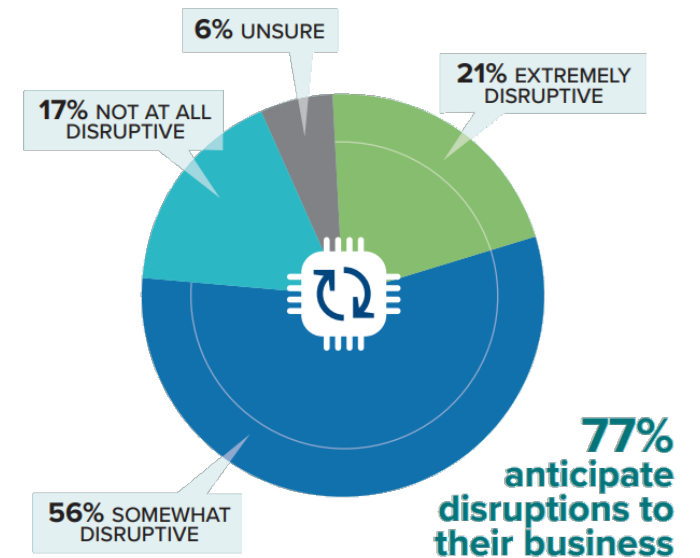
Over the next year, do you expect to hire new employees in Florida?



How concerned are you about the lack of key skills (employability skills, soft skills, digital skills) as a threat to your business?



How disruptive do you think changes in core technologies, workforce generational shifts, or artificial intelligence will be for your business over the next 10 years?





# Strategies for Building America's Best Workforce

## 1. Career pathways focused on industry needs

- Upskilling
- Middle and High School Programs



# Strategies for Building America's Best Workforce

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## 2. Work-based learning

- Internships
- Apprenticeships
- Industry certification Upon Graduation



# Strategies for Building America's Best Workforce

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## 3. Equity Gaps

- Educational Attainment
- Labor Participation



# Strategies for Building America's Best Workforce

## 4. Scalable Training Programs

- Digital Training
- Tuition  
Reimbursement



# Strategies for Building America's Best Workforce

## 5. Data Informed Policy Decisions

- Florida Department of Education
- Florida Department of Economic Opportunity

**THE FLORIDA SCORECARD**  
METRICS TO HELP SECURE FLORIDA'S FUTURE



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Download this presentation at  
[www.FloridaChamber.com/BestWorkforce](http://www.FloridaChamber.com/BestWorkforce)

# FLORIDA WORKFORCE ► 2030

*AN UPDATED LOOK AT BUILDING  
AMERICA'S BEST WORKFORCE*



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AMERICA'S BEST WORKFORCE*



*“A knowledgeable and skilled workforce is essential for future economic growth...”*

**GOVERNOR RON DESANTIS,**  
Executive Order Number 19-31  
(Charting a Course for Florida to Become Number 1 in the Nation in Workforce Education by 2030 and Ensuring Florida Students are Prepared for the Jobs of the Future)

FLORIDA  
2030 GOAL:  
**60%**  
postsecondary  
attainment



Currently at 49.3%

CURRENTLY:  
Florida ranked  
**#20**  
in the nation in  
postsecondary attainment



(Lumina Stronger Nation Report)

FLORIDA  
2030 GOAL:  
**80%**  
of working  
adults have  
employability  
skills by 2030



# FLORIDA'S FOCUS ON TALENT DEVELOPMENT

***Talent is an important element of our economy.***

Economies grow when they maximize their talent pipeline to meet workforce shifts. These shifts include technological advancements, artificial intelligence, automation and other innovations. These factors should be considered when developing strategies to measure, develop and enhance talent. In order to remain globally competitive, Florida must lead in innovation, competitiveness and prosperity by developing, attracting and retaining a disproportionate share of the talent pool. Talent is the new incentive; employers and site selectors are increasingly ranking talent as the most important asset when considering a move to a state or region.

Educational attainment rate is a key metric used to measure the talent level in a community, region or state. ***Florida is ranked 20th in postsecondary attainment and has set a goal to become first in workforce education.*** The Florida Legislature created the Florida Talent Development Council (FTDC) to set a strategic blueprint—a coordinated, data-driven, statewide approach—to meet Florida's needs for a 21st century workforce. SAIL to 60 (Strengthening Alignment between Industry and Learning) is the initiative that sets the course to ensure that 60 percent of working-age adults have a high-value certificate, degree or training experience by 2030.



*We can continue transforming learners to earners by preparing our students to compete in today's, and tomorrow's, global economy, better aligning programs and standards with future job demands, training and attracting the best and brightest for advancement and new careers, and increasing economic prosperity for all Floridians — starting with our youngest learners.*

— MARK WILSON, President and CEO, Florida Chamber of Commerce





The work of the FTDC builds upon the *Florida Chamber Foundation's Florida 2030 Blueprint* report, which outlines targets and strategies to secure Florida's future. The report outlines a set of education goals that support pathways to higher paying jobs and prosperity for residents in all Florida zip codes. These goals include 80 percent of Florida's workforce acquiring employability skills and 60 percent of Floridians having a high-value certificate, degree, or training experience by 2030.

*The Florida Chamber Foundation's Florida Jobs 2030* report provides an in-depth analysis of the state's 21st-century jobs. Its goal is to ensure that Florida leverages its strategic opportunities to prepare

for the shifts in the workforce by producing the talent needed to meet industry demand. While agriculture, tourism and construction remain foundational sectors for the state, the *Florida Jobs 2030* report focuses

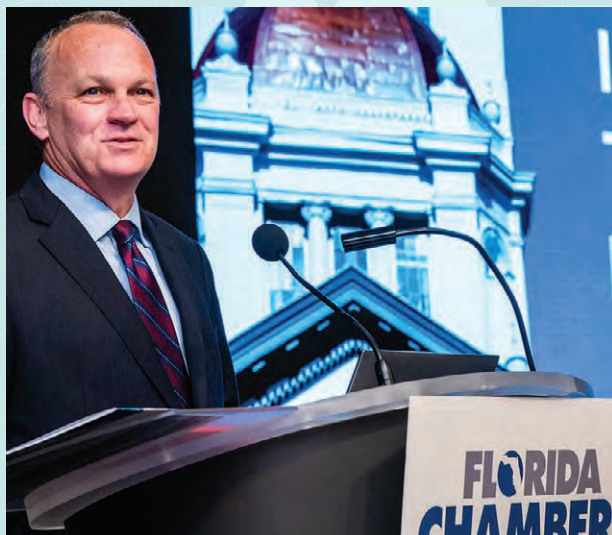
on five additional industry sectors that represent over 30 percent of Florida jobs and 40 percent of the gross state product. The industries identified in the report include Aviation and Aerospace; Healthcare and Life Sciences; Manufacturing; Logistics and Distribution; and Professional and Financial Services with information technology cutting across all sectors. This *Workforce 2030* report provides an updated map to build American's best workforce and position Florida to be the leader in talent.



To prepare for projected shifts in Florida's labor market and the changing landscape of skills required for 21st-century jobs, the *Florida Jobs 2030* report also highlights five core recommendations for policymakers, educators, and Florida's business community:

- ▶ Deepen and expand cross-sector collaboration.
- ▶ Foster opportunities for targeted skills development that is responsive to economic shifts.
- ▶ Improve statewide career awareness and counseling.
- ▶ Streamline transitions between high school, postsecondary, and workforce and create a more seamless pipeline between education and the workforce.
- ▶ Adopt a data-driven approach to meeting Florida's needs for a 21st century workforce.

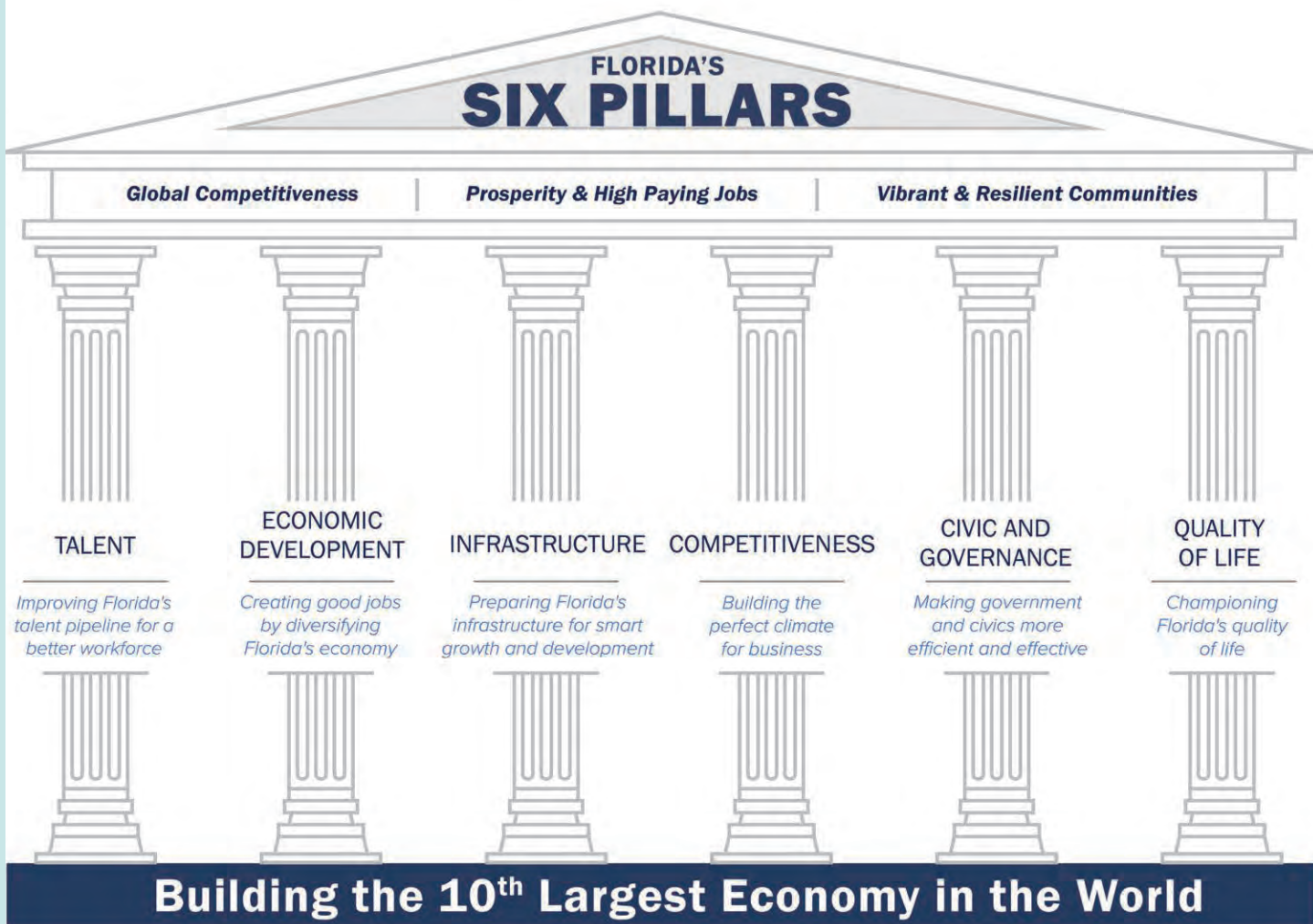
[www.FloridaChamber.com/FloridaJobs2030](http://www.FloridaChamber.com/FloridaJobs2030)



*I applaud the Florida Chamber’s focus on workforce education and supporting Governor DeSantis’ goal of becoming the number one state in the nation for workforce education by 2030. With Florida’s population growing to more than 26 million by 2030, it is imperative that we focus on building a talented and highly skilled workforce to fill the jobs of the future. I look forward to working with the Governor, Legislature and Chamber to ensure that goal.*

— RICHARD CORCORAN, Commissioner of Education

The Florida Chamber Foundation’s Six Pillars Framework is an organizational framework that identifies key factors that drive Florida’s future economy and helps communities, agencies, and organizations speak with one voice.

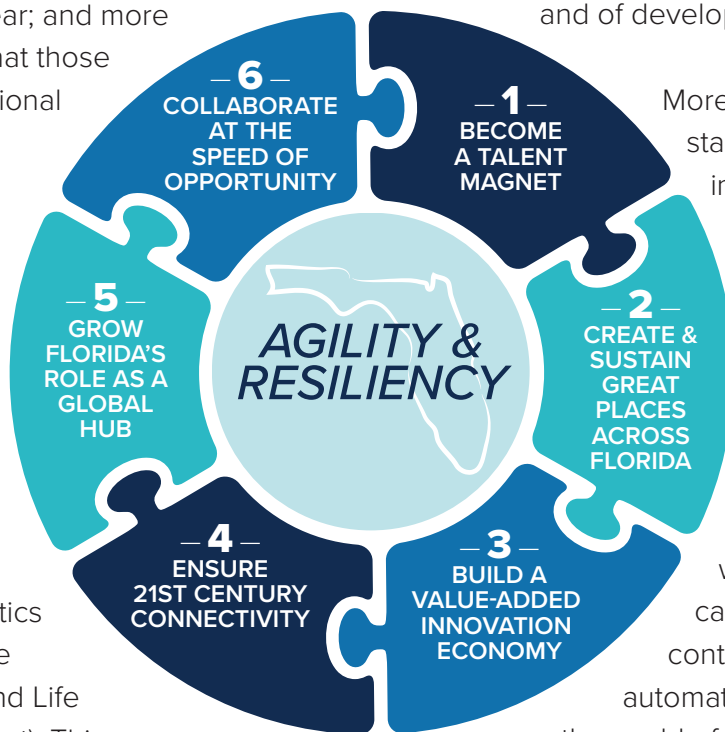


**Building on our research, the Florida Chamber Foundation conducted a series of roundtables and surveys with business leaders in five target sectors to gain insights on talent development and the job outlook for each of the respective sectors.**

In Manufacturing, more than 90 percent of those surveyed indicated they will be hiring new employees in the next year; and more than 80 percent stated that those new hires will need additional training. This was similar in the other sectors. The survey revealed that outside manufacturing, most Florida business leaders surveyed will be hiring in the next year. It is anticipated that about 70 percent of new hires will need additional training to be ready to work (with Logistics and Distribution being the lowest and Healthcare and Life Sciences being the highest). This suggests there is a need for clearer, better aligned, career pathways for traditional and non-traditional students as well as incumbent workers.

Leaders in the five sectors also noted the importance of work-based learning opportunities in developing a talented workforce. Florida business leaders in the Finance and Professional Services sector described internships and apprenticeships as “extremely valuable” and “a core component” when it comes to evaluating and hiring talent. In Aviation and Aerospace, employers recognized that they play a key role in providing opportunities to scale work-based opportunities. Overall, leaders expressed the importance of exposure to real-world learning

experiences. They emphasized that work-based learning should be a central aim of education and of developing employability skills.



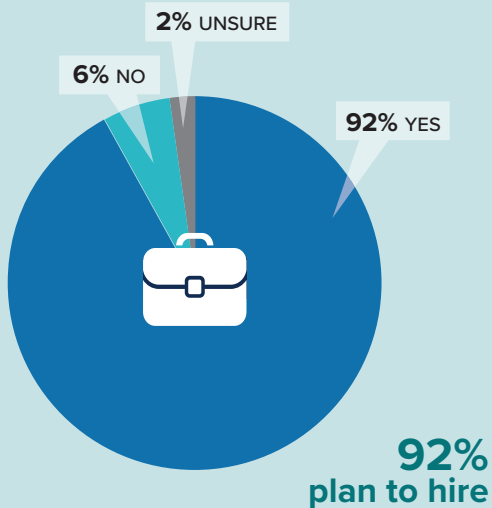
More than 80 percent of stakeholders emphasized the importance of employability skills. These skills which include communication, critical thinking and problem solving are universally valuable work competencies that are essential to adapting to shifting demands within and between careers. As technology continues to advance and automation increasingly changes the world of work, strong employability skills will enable Floridians to interact critically with technology, collaborate effectively, and demonstrate agility as jobs and responsibilities continue to shift.

Employers were also keenly aware of the role that technological disruption will play in their sectors in the coming years. More than three-quarters of business leaders who participated in the roundtable and surveys indicated that disruption will play a factor in their business over the next 10 years. These disruptions include changes in core technologies, workforce generational shifts and impacts from artificial intelligence and automation.

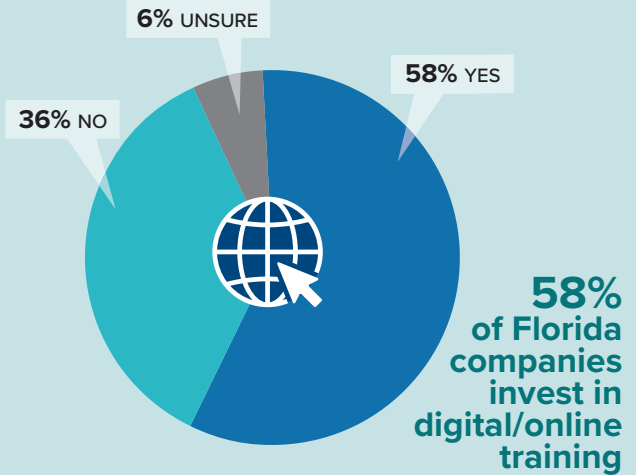


**More than 90 Florida business stakeholders participated in a Florida Chamber Foundation survey to identify workforce priorities for the future.**

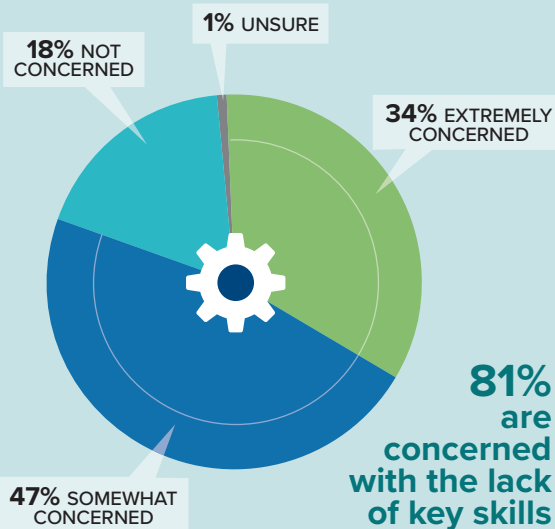
Over the next year, do you expect to hire new employees in Florida?



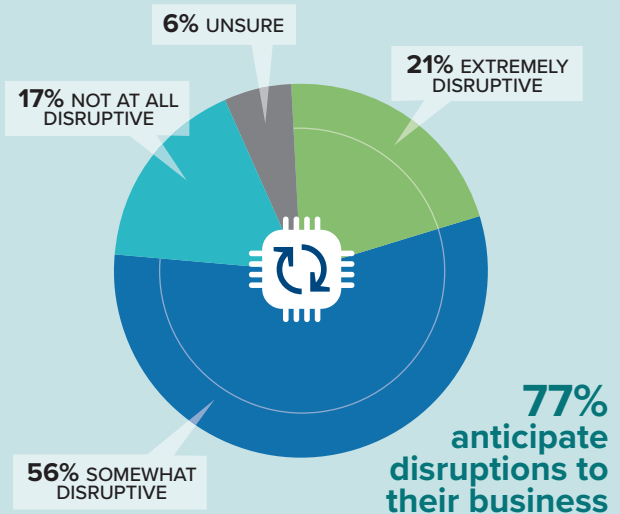
Is your company currently investing in digital (online/virtual) training?



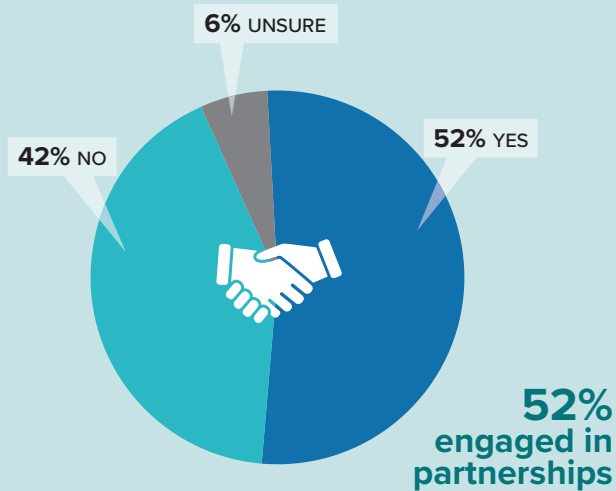
How concerned are you about the lack of key skills (employability skills, soft skills, digital skills) as a threat to your business?



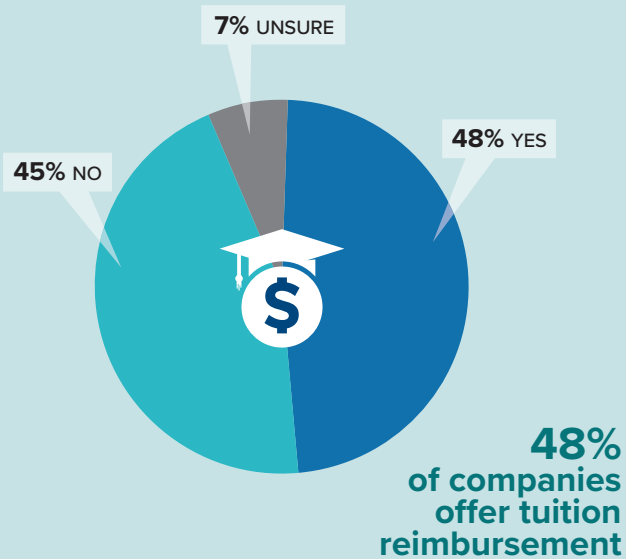
How disruptive do you think changes in core technologies, workforce generational shifts, or artificial intelligence will be for your business over the next 10 years?



Is your organization currently engaged in any public-private partnerships regarding workforce training or skills development including partnerships with local universities, community/state colleges, technical centers/colleges?



Does your company provide tuition reimbursement for re-skilling workers?



*CareerSource Florida applauds the Florida Chamber Foundation for its ongoing work to help Governor DeSantis ensure our state becomes No. 1 in the nation in workforce education. We are grateful for the opportunity to contribute to this important research through state and local perspectives on the evolution of talent development needs for Florida's growing industries.*

— MICHELLE DENNARD,  
President and CEO, CareerSource Florida

***It is clear that talent will continue to be an essential element of Florida's future prosperity. As Florida works to strengthen its talent pipeline, we must consider the following policy recommendations that incorporate data-driven strategies to develop clearer career pathways, opportunities for work-based learning, and incentives for adult training programs to ensure that all Floridians have access to economic mobility.***

1

We must recommit to long-term, continuous strengthening of every stage of our education system by providing career pathways focused on industry needs. Career pathways should be designed to include adults needing to upskill or complete a credential to be competitive in the workplace, and for middle and high school students, in order to increase educational attainment levels for Floridians. **CAREERSOURCE FLORIDA's** Sector Strategies are examples of business-driven workforce solutions that provide strong education to employment pathways for 16 career clusters in Florida.

2

Strategies that emphasize work-based learning opportunities should be an integral part of education in high school and beyond. Internships and apprenticeships provide students with real life work experiences that help them acquire necessary skills. All students should be encouraged to earn at least one high-quality, industry-recognized certification to ensure that they graduate with career and workforce competencies. These credentials are especially important to students who do not have the opportunity to engage directly with employers in work-based settings. Employers play a vital role as partners in creating these opportunities. An example of a successful public-private partnership is Northrop Grumman program with local high schools to provide internship opportunities. In addition, through the Think Florida portal, the **STATE UNIVERSITY SYSTEM** and **ENTERPRISE FLORIDA** are connecting employers with the talent they need.





3

In order to build a strong talent pipeline, it is essential to identify strategies that address equity gaps to ensure upward mobility opportunities for all Floridians. Educational attainment and labor participation rate gaps exist in Florida between racial and ethnic as well as urban and rural populations. Public and private sectors working together can promote equity and inclusion to help individuals access opportunities for meaningful work regardless of zip code. The **FLORIDA COLLEGE ACCESS NETWORK** is an example that connects with community organizations to address regional workforce needs with a focus on equity and attainment gaps.

4

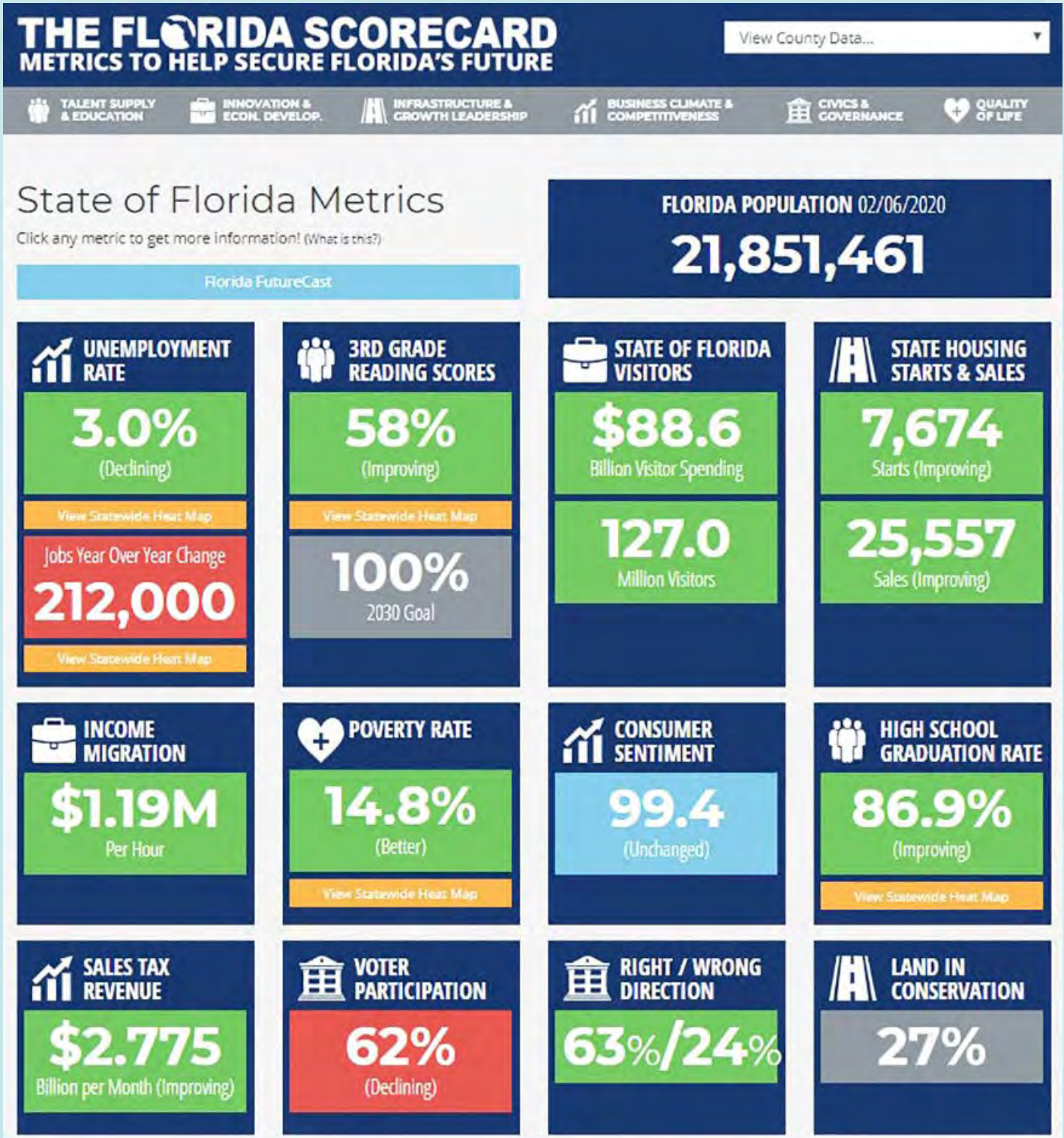
About half of employers surveyed stated that they are currently investing in either digital training or tuition reimbursement for their employees. Florida can leverage this momentum by investing economic development dollars in proven, scalable training programs for adults and incumbent workers. Creating public-private partnerships through targeted incentives, and re-training for high-demand jobs will help build local talent pipelines. This provides an opportunity for the two million Floridians with some college and no credentials. A recent example of an initiative to help adults complete their degree is the Last Mile Program launched through the **FLORIDA COLLEGE SYSTEM**.

5

Florida has a rich history of utilizing data to inform policy and practice. Through the **DEPARTMENT OF EDUCATION**, the state tracks measures that are critical to education attainment. The metrics include, kindergarten readiness, 3rd grade reading proficiency, 8th grade math skills, high school completion rates, postsecondary enrollment rates and completions that can be disaggregated by race, income, and other school and district factors to measure progress of all students. The **DEPARTMENT OF ECONOMIC OPPORTUNITY** tracks measures connected to employment and earnings. Finally, **THEFLORIDASCORECARD.ORG** provides a dashboard with key data points that help secure Florida's future. Data regarding talent supply and talent production, as well as demographics and geography, should inform strategies to develop the talent pipeline.



By 2030, 26 million people will call Florida home. To prepare for 4.5 million new residents, and ensure Florida remains globally competitive, we must lead in talent. There are direct benefits to every Floridian when Florida focuses on developing a talent pipeline. If we lead in talent, we will lead in innovation, competitiveness and prosperity.





# SAVE THE DATE

[www.FloridaChamber.com/Events](http://www.FloridaChamber.com/Events)



## Join us at the Florida Chamber and Florida Chamber Foundation's Annual Business Leaders' Events

### FLORIDA BUSINESS LEADERS SUMMIT ON PROSPERITY AND ECONOMIC OPPORTUNITY

May 19, 2020 • Sarasota

### LEARNERS TO EARNERS WORKFORCE SUMMIT

June 16, 2020 • Orlando

### ENVIRONMENTAL PERMITTING SUMMER SCHOOL

July 21–24, 2020 • Marco Island

### INNOVATION, TECHNOLOGY & ECONOMIC DEVELOPMENT SUMMIT

August 2020

### FUTURE OF FLORIDA FORUM AND FLORIDA CHAMBER ANNUAL MEETING

September 30–October 1, 2020 • Orlando

### FLORIDA CHAMBER INSURANCE SUMMIT

November 2020 • Miami

### TRANSPORTATION, GROWTH AND INFRASTRUCTURE SUMMIT

December 2020

[www.FloridaChamber.com/Events](http://www.FloridaChamber.com/Events)



*Florida's economy will need a skilled labor force for opportunities in health services, education, transportation, trade utilities, computing, as well as for jobs that require an industry certification or license. Enhancing Florida's workforce education will provide more economic opportunities for our graduates and support further diversification of Florida's economy.*

— GOVERNOR RON DESANTIS, Executive Order Number 19-31  
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HELP SECURE FLORIDA'S FUTURE AT  
[Florida2030.org](https://Florida2030.org)

TRACK FLORIDA'S PROGRESS AT  
[TheFloridaScorecard.org](https://TheFloridaScorecard.org)

**Florida Talent Development Council**  
2020 Meeting Dates

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

\* updated based on Board of Governors Meeting