# FLORIDA TALENT DEVELOPMENT COUNCIL

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## Meeting of November 20, 2019

# FLORIDA TALENT DEVELOPMENT COUNCIL

## Progress Agenda
## Meeting of November 20, 2019

I. **Welcome and Introductions (10 minutes)**
   a. Benediction
   b. Roll Call
   c. Approval of the Minutes - November 4, 2019
   d. Introductions

II. **Meeting Objectives – Chair, Joel Schleicher (5 minutes)**

III. **Discussion of the Vision (10 minutes)**

IV. **Online Education (10 minutes)**
   a. Marshall Criser, Chancellor: The Florida Board of Governors

V. **Workgroup Presentations and Discussion**

   a. **Workgroup One: Policy and System Alignment - Chair, Chancellor Eric Hall (20 minutes)**
      i. Overview and Presentation of Goals and Strategies
      ii. Council Discussion and Recommendations

   b. **Workgroup Two: Workforce Readiness - Chair, Representative Rene Plasencia (20 minutes)**
      i. Overview and Presentation of Goals and Strategies
      ii. Council Discussion and Recommendations

   c. **Workgroup Three: Cross-Sector Collaboration and Engagement - Chair, Ken Lawson (20 minutes)**
      i. Overview and Presentation of Goals and Strategies
      ii. Council Discussion and Recommendations

   d. **Workgroup Four: Data and Accountability - Chair, Mark Wilson (20 minutes)**
      i. Overview and Presentation of Goals and Strategies
      ii. Council Discussion and Recommendations

   e. **Workgroup Five: Equity and Access – Chair, Michelle Dennard (20 minutes)**
      i. Overview and Presentation of Goals and Strategies
      ii. Council Discussion and Recommendations

VI. **Strategic Plan Overview (35 minutes)**
   a. Discussion of Workgroups
   b. Discussion Topics
      1. Shortcomings that currently exist precluding us from achieving our collective goal.
      2. Prioritization of primary recommendations, either from the workgroup or overall, that can help us achieve the goals established.

        3. Impediments to your recommendations or the collective data precluding us from exceeding our goal.

    c.   Strategic Plan Layout

**VII.    Public Comment (10 minutes)**

**VIII.    Timeline and Next Steps (15 minutes)**

**IX.    Upcoming Council Meeting**
    a.   Thursday, December 5, 2019
        Conference Call
    b.   Wednesday, December 11, 2019; 10:00am – noon
        Tallahassee, FL

**X.    Adjourn**

# November 4, 2019
# Meeting Minutes

# FLORIDA TALENT DEVELOPMENT COUNCIL

**Meeting Minutes**

**November 4, 2019**
10:00 am – 12:00 pm

**Members Present:**

| | | |
|---|---|---|
| Joel Schleicher, Chair | Michelle Dennard | Bob Ward |
| Jamal Sowell | Marva Johnson | Brandon Biderman |
| Representative Rene Plasencia | Mark Wilson | Tim Cerio |
| Marshall Criser | Kathy Hebda | Eric Hall |
| Bob Boyd | Ken Lawson, Executive Director | |

**Members Excused:** Senator Travis Hutson, Commissioner Richard Corcoran

**Others Present:**
- Katie Crofoot Liebert
- Adrienne Johnston
- Dr. Carrie Henderson
- Emily Sykes
- Dr. Henry Mack
- Nicole Duque
- Katherine Morrison
- Monica Rutkowski
- Lorena Clark

## I. Welcome, Roll Call and Approval of Minutes
- Joel Schleicher welcomed members and Katie Crofoot Liebert called roll.
- Council members approved the October 7, 2019 meeting minutes as presented.
- Chair Schleicher provided introductory remarks.

## II. Workgroup Presentations and Discussion
- Workgroup One: Policy and System Alignment. Eric Hall gave overview and presentation of Goals and Strategies. Discussion topics included:
  - Real time data.
  - Process of evaluating industries that experience disruption in occupations.
  - Alignment across different sectors.
  - Online learning.
  - Inventory of WIFI and broadband availability.

- o Student readiness for postsecondary education.
- o Mental health of students.
- Workgroup Two: Workforce Readiness. Representative Rene Plasencia gave overview and presentation of goals and strategies. Discussion topics included:
  - o Apprentice Florida program.
  - o Perkins 5 plan.
  - o DOE to present on listening tour.
  - o Collaboration efforts to best support businesses seeking to upgrade skills.
- Workgroup Three: Cross-Sector Collaboration and Engagement. Ken Lawson gave overview and presentation of goals and strategies. Discussion topics included:
  - o Review statewide and regional resources.
  - o Resources and communication.
  - o Flexibility and creating models for business needs.
- Workgroup Four: Data and Accountability. Mark Wilson gave overview and presentation of goals and strategies. Discussion topics included:
  - o Marketing Florida's education system and workforce programs.
  - o Identifying those industries not represented in Florida.
  - o Diversifying the economy.
  - o Recession proof with tradeable sectors.
  - o Identifying steps to diversify and increase efforts to grow the economies in rural areas.
  - o Address access to post-secondary education opportunities in rural areas.
- Workgroup Five: Equity and Access. Michelle Dennard gave overview and presentation of goals and strategies. There were no questions or discussion.

## III. Public Comment

Katie Crofoot Liebert opened the meeting for public comment. There was no public comment. Public comment can be submitted to Katie Crofoot Liebert via email.

## IV. Next Steps/Timeline

- Final workgroup meetings: November 5-7; November 12-14.
- Final goal and strategies submitted no later than Friday, November 15.

## V. Next Council Meetings

- Wednesday, November 20, 2019, 1:00 pm - 5:00 pm
  Sumner Hall, 404 House Office Building
  Meeting Objective: Review of the draft strategic plan.
- Wednesday, December 11, 2019, 10:00 a.m. – 12:00 pm
  Tallahassee, FL
  Meeting Objective: Final approval of the strategic plan.

## VI. Adjourn.

Chair Schleicher adjourned the meeting.

# Enabling Florida's Workforce of the Future

**Mission:** To develop a coordinated, data-driven, statewide approach to meeting Florida's needs for a 21st century workforce that employers and educators use as part of Florida's talent supply system. (Legislative Direction)

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

## Florida Talent Development Council

| Strategic Priority 1 | Strategic Priority 2 | Strategic Priority 3 | Strategic Priority 4 | Strategic Priority 5 |

## Strategic Priority Workgroups

Individuals & Employers

Goals

Strategies

Educators & Government

## Implementation

**Legend:**

Legislative Requirements:  Phase 1:  Phase 2:

11/18/2019

# VISION

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

# STATE UNIVERSITY SYSTEM *of* FLORIDA
## Board of Governors

# Online Education
## *2025 Strategic Plan*

### November 5, 2015

*Performance Indicators Revised October 30, 2019*

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# INTRODUCTION

Online education allows the State University System (SUS) of Florida to expand its portfolio of offerings to meet the needs of its diverse constituent base. Increased and convenient access to higher education, regardless of where students may live or their family or work obligations, helps to create a strong workforce and to attract businesses that provide high-skill, high-wage jobs that drive today's economy.

The state of Florida is already a national leader in terms of its breadth of online offerings. In 2013-2014, 12% of all the course sections taught in the State University System were offered via distance learning,[1] and 54% of all students took at least one distance learning course. Nine percent of students were enrolled only in distance learning courses. In terms of overall instructional effort as measured by student credit hours, 20% of all instructional activity occurred via distance learning. In comparison with other states, Florida ranked second (behind Texas) in the total number of students who took at least one distance-learning course.

Due in part to this increased interest in online education, the Board of Governors established the Innovation and Online Committee in January 2014, charging the Committee to investigate policies and best practices for transformative and innovative approaches to the delivery of higher education. The Committee was further charged to explore initiatives that will result in system-wide cost efficiencies and effectiveness for university programs and services and that will meet workforce needs through online education. To help guide the future development of online education in the SUS, the Committee directed the creation of a system-wide task force to propose a Strategic Plan for Online Education.

# CONTEXT

The Innovation and Online Committee assembled the Task Force for Strategic Planning for Online Education in December 2014 and charged the Task Force to draft, for the Committee's consideration, the SUS 2025 Strategic Plan for Online Education. The objective of the Strategic Plan for Online Education is to identify additional goals for the State University System and strategies for reaching those goals. While recognizing that technology will continue to change, the Strategic Plan for Online Education will guide the development and implementation of system policies and legislative budget requests related to online education with a focus on three primary elements:

- Quality
- Access
- Affordability

The Task Force established workgroups in alignment with these elements and tasked them to develop strategies for advancing online education in Florida along these dimensions. The reports compiled by the three workgroups served as the foundation for the 2025 Strategic Plan for Online Education proposed by the Task Force. While the Strategic Plan includes goals, strategies, tactics, and performance indicators for each element, there are themes that are woven throughout the plan. These themes

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[1] Online education is one type of distance learning and is the focus of this strategic plan. Because distance learning encompasses other modalities when instructor and student are separated by time and/or distance, such as correspondence courses and courses broadcast over television networks, the term is found in this plan when appropriate.

include: the need for quality in all aspects of online education; cost-efficient and effective support services for students, faculty, and staff; a sound technical infrastructure; a policy environment that encourages innovation and thoughtful growth; and an overall program of online education that is affordable to both students and institutions.

Each university's contribution to the system's plan will be determined by the university's vision and mission and is expected to be reflected in the university's annual work plan.

## QUALITY

One of the barriers to the adoption and growth of online education is concerns about quality. In this area, strategic goals focus on quality practices, encouraging universities to adopt these practices, and the rigorous assessment of online student success and persistence.

Issues have surrounded quality in distance learning since its inception in the 1800s with the delivery of paper-based instruction through the pony express. These first attempts at distance learning were isolating experiences. The paper-based delivery provided delayed interactions with long timespans between the delivery of coursework and feedback. Later, with radio and television, the delivery created passive rather than active learning, with the student listening to or watching the instructor—again with delayed or no feedback.

The advancement of the internet has been key to increasing the availability, popularity, and capabilities of online education. In the online environment, interactions between students and instructors are faster and more effective. Mobile devices facilitate this communication by increasing the ability to connect teachers and students at any time from any place. With improved technology, instructors are better able to incorporate the social dynamics of learning into online courses.

However, the "quality" of online education can be complex and difficult to define. In fact, different organizations define quality in a variety of ways, including the number of students that are successfully completing courses, comparison to face-to-face instruction, the number of support services, or students' assessments. Various organizations are also recognized as curating best practices, distributing those best practices, and developing guidelines for evaluating those practices based upon their organization's viewpoint of quality. Each organization differs slightly in its definition of "quality."

Based on a thorough review of the various definitions of quality, a quality online education framework should focus on the instructor, individual courses, support services, and the program. The framework should be viewed as best practices focused on the three aspects of online education in promoting student success. These are briefly described below:

- Instructor – Best practices emphasize quality in the design, development, and delivery of the courses and the professional development of the instructor
- Program – Best practices foster high student success rates, low withdrawal rates, and high student and faculty satisfaction levels
- Institution – Best practices address the technology infrastructure, resources for course design and delivery, student support services, and ongoing assessment

Together, the three levels lead to a learning environment in which faculty members, leadership, support staff, and academic departments are working together to create high-quality programs. The State's
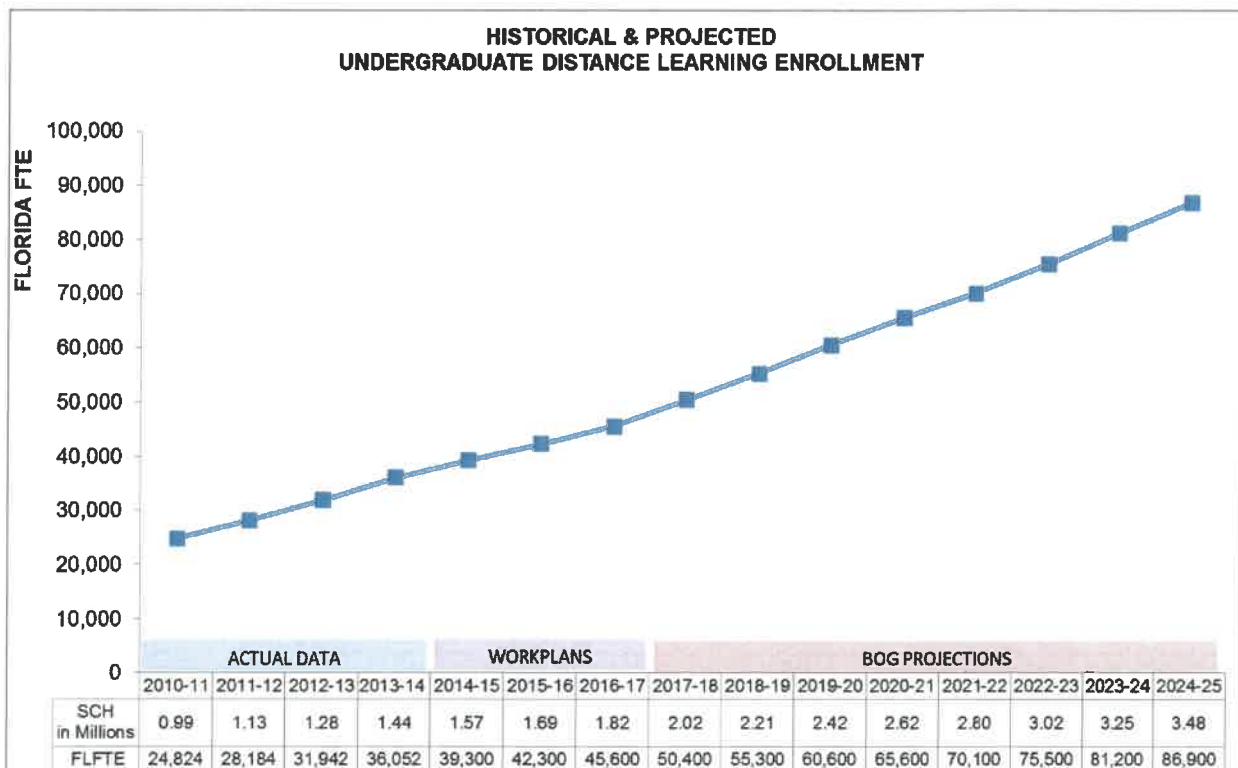
responsibility is to ensure each institution has the necessary tools to create, sustain, and evaluate high-quality online courses and programs.
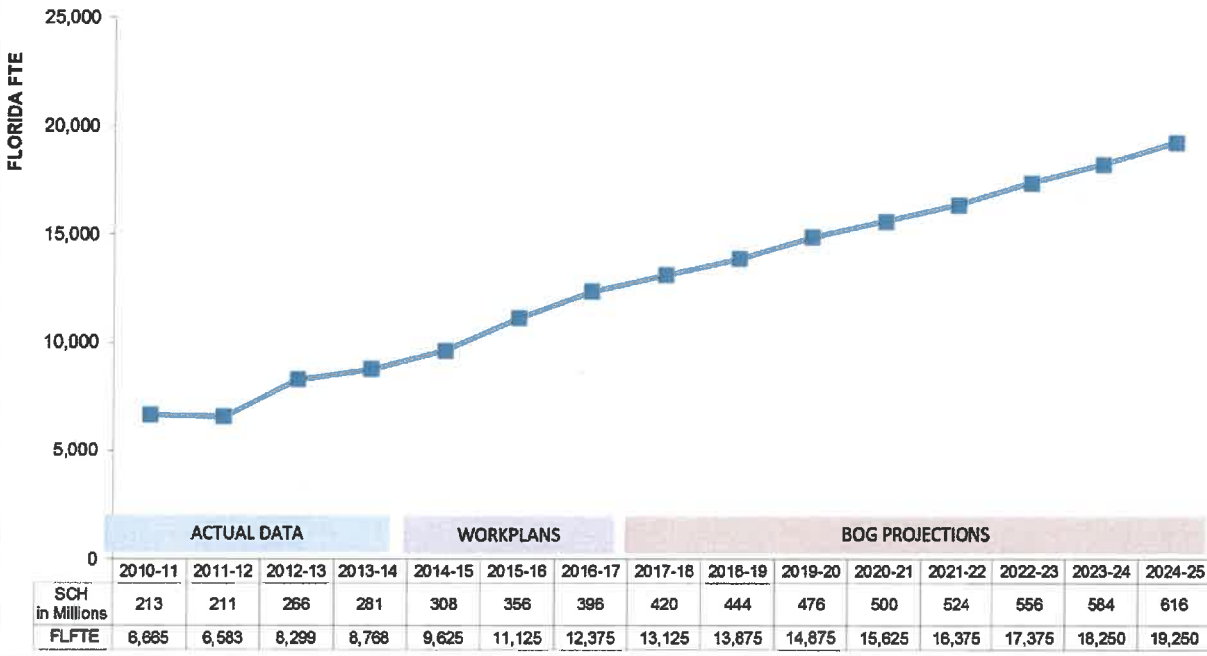
## ACCESS

Through this plan, the Board of Governors has assumed that the system will continue its rapid growth in online education and has established aggressive enrollment targets for 2025, along with strategies for reaching those targets. Separate enrollment targets for the number of student credit hours in distance learning, their corresponding full-time equivalent (FTE), and the percentage of total student credit hours delivered via distance learning have been established at the graduate and undergraduate levels.

The student credit hours funded from state appropriations and their corresponding FTE targets appear in the graphs below:

**HISTORICAL & PROJECTED
UNDERGRADUATE DISTANCE LEARNING ENROLLMENT**



| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SCH in Millions | 0.99 | 1.13 | 1.28 | 1.44 | 1.57 | 1.69 | 1.82 | 2.02 | 2.21 | 2.42 | 2.62 | 2.80 | 3.02 | 3.25 | 3.48 |
| FLFTE | 24,824 | 28,184 | 31,942 | 36,052 | 39,300 | 42,300 | 45,600 | 50,400 | 55,300 | 60,600 | 65,600 | 70,100 | 75,500 | 81,200 | 86,900 |

## HISTORICAL & PROJECTED GRADUATE DISTANCE LEARNING ENROLLMENT



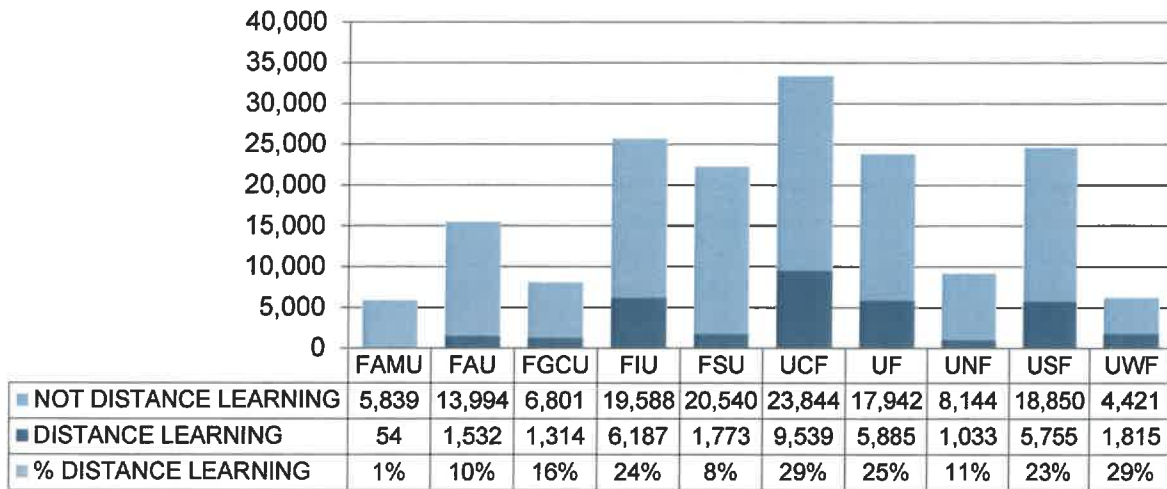| | ACTUAL DATA | | | | WORKPLANS | | | BOG PROJECTIONS | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| SCH in Millions | 213 | 211 | 266 | 281 | 308 | 356 | 396 | 420 | 444 | 476 | 500 | 524 | 556 | 584 | 616 |
| FLFTE | 6,665 | 6,583 | 8,299 | 8,768 | 9,625 | 11,125 | 12,375 | 13,125 | 13,875 | 14,875 | 15,625 | 16,375 | 17,375 | 18,250 | 19,250 |

In order to meet these enrollment targets, enrollment in online courses will need to come from both on- or near-campus students who blend online and on-ground coursework as well as distant students who may enroll exclusively in online courses. It is critical that students have access to a breadth of fully online degree programs across diverse disciplines. It is also important that online degree programs be offered in areas of strategic emphasis, as described in the updated 2012-2025 SUS Strategic Plan.
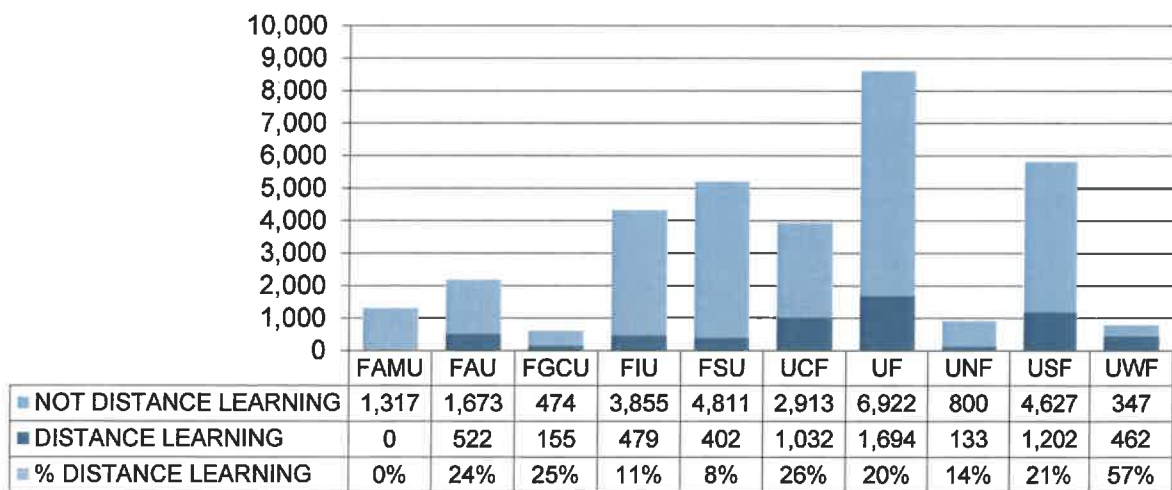
The Board of Governors recognizes individual institutions' contributions toward meeting these enrollment targets will vary. Each university's level of engagement in online education is reflected below for student FTE funded from state appropriations:

## 2013-14 UNDERGRADUATE FTE ENROLLMENT

| | FAMU | FAU | FGCU | FIU | FSU | UCF | UF | UNF | USF | UWF |
|---|---|---|---|---|---|---|---|---|---|---|
| NOT DISTANCE LEARNING | 5,839 | 13,994 | 6,801 | 19,588 | 20,540 | 23,844 | 17,942 | 8,144 | 18,850 | 4,421 |
| DISTANCE LEARNING | 54 | 1,532 | 1,314 | 6,187 | 1,773 | 9,539 | 5,885 | 1,033 | 5,755 | 1,815 |
| % DISTANCE LEARNING | 1% | 10% | 16% | 24% | 8% | 29% | 25% | 11% | 23% | 29% |

## 2013-14 GRADUATE FTE ENROLLMENT

| | FAMU | FAU | FGCU | FIU | FSU | UCF | UF | UNF | USF | UWF |
|---|---|---|---|---|---|---|---|---|---|---|
| NOT DISTANCE LEARNING | 1,317 | 1,673 | 474 | 3,855 | 4,811 | 2,913 | 6,922 | 800 | 4,627 | 347 |
| DISTANCE LEARNING | 0 | 522 | 155 | 479 | 402 | 1,032 | 1,694 | 133 | 1,202 | 462 |
| % DISTANCE LEARNING | 0% | 24% | 25% | 11% | 8% | 26% | 20% | 14% | 21% | 57% |

## AFFORDABILITY

Strategies are outlined for reducing costs to students and for achieving efficiencies that will reduce costs to institutions and the system, but not impair quality. These efficiencies include collaborative ventures among institutions, such as resource sharing and joint development of online programs.

Some institutions have made significant investments and are studying new ways to support students online, through reducing or eliminating fees, making more efficient use of valuable classroom space by blending face-to-face and online formats, using academic and success coaching to go to scale, or

attempting alternative models such as competency-based education or adaptive learning. However, the underlying goal of achieving positive learning outcomes for students while reducing up-front program development and delivery costs has not been achieved. Technological interventions coupled with business process redesign at the system level will be needed to support meaningful impact on overall cost to institutions and price to students. Current empirical research in the area of affordability in online education is limited, but examples are in progress in higher education systems in Florida and around the country.

The Board of Governors has identified four key areas of focus to help reduce the costs of online education. These are briefly described below:

- Shared Services – Through sharing digital technologies, digital content, and measures of quality, individual institutions can leverage existing services while maintaining their own curricula and programs. Academic libraries in Florida have already benefitted from this model through sharing academic electronic resources across the system, having a common integrated library system, and sharing other common tools for search and storage of digital archives. The Georgia Board of Regents led the development effort for "eCore" and "eMajor," which provide a central point of master course development and operations that individual universities can choose to use. While some sharing of infrastructure, programs, and services exists in Florida through efforts such as the Florida Virtual Campus (FLVC) and Complete Florida, there are more opportunities to provide consistent and affordable services to students taking online courses.

- Educational Content – As a system, Florida needs to develop, purchase, and reuse high quality and affordable content available for students across platforms. Some progress has been made in this area, such as the Florida Orange Grove, a federated repository that pulls educational learning content objects from federated repositories all over the world. The University of Florida has tested open educational textbooks. Other large institutions outside of Florida, such as Indiana University and the University of Minnesota, have saved significantly through joint agreements with textbook publishers. In addition to providing written content, Florida should take additional steps to take advantage of these digital environments to offer students full motion video, documentaries, and interactive simulations.

- Instructional Innovations and Efficiencies - In education, radically new ways of thinking about teaching and learning have emerged, but typically outside of the confines of academic institutions. For example, the Khan Academy has changed the tutoring model, Coursera and other Massive Open Online Course (MOOC) providers have changed how we think about open courses, adaptive learning has the potential to personalize instruction that creates guided learning outcomes for the student, and competency-based education is making great strides in areas around the country. It is imperative in Florida that we recognize the need to adopt these innovative instructional models in order to create instructional efficiencies.

- Understanding the True Costs of Online Education - As the number of students participating in online education in Florida continues to grow, a better understanding of the actual cost of online education is needed. Most institutions in the state have implemented a distance learning course fee to support the additional costs of developing and delivering quality online courses and programs, leading to a realization that providing quality online education has a cost structure that differs from the face-to-face environment.

# VISION FOR ONLINE EDUCATION

In 1990, the United States was ranked first in the world in attainment of four-year degrees among the 25 to 34-year-old segment of the population. Today, the U.S. ranks 12th. Florida, the third most productive state in baccalaureate degree production, ranks 38th among states in the percentage of population with at least a bachelor's degree. The Obama administration's College Completion Goal has charged the nation to attain a 60% college completion rate—the highest in the world—by 2020. Reaching this goal will require 10 million more Americans to obtain an associate or baccalaureate degree. The Lumina Foundation, the Bill and Melinda Gates Foundation, and others are pursuing similar attainment goals.

The state of Florida is doing its part. *The State University System 2025 System Strategic Plan* has established a system goal to produce 90,000 baccalaureate degrees per year by 2025, half of which will be in areas of strategic emphasis—goals that are nearly a third higher than current annual degree production. Although the SUS is nearly on pace to meet these goals, obstacles to future success include uneven regional distribution of student growth patterns, shortages of classroom and other instructional spaces at some institutions, and reductions in the availability of Public Education Capital Outlay (PECO) funds to expand instructional plant capacity.

Online education, taken to scale across the SUS, affords the system a means to address future capacity requirements while also stimulating innovative teaching and learning practices and greater convenience and flexibility for students. From a social perspective, attainment of an academic credential translates into increased lifetime earnings potential, lower unemployment rates, healthier lifestyles and reduced health care costs, increased tax revenues to support governmental programs, and increased civic participation.

To receive an education, students have traditionally been required to be in a specific place at a specific time. The affordances of online education bring educational opportunities to the student, at any time or at any location. The convenience and flexibility of anytime, anywhere education permits individuals with family or work obligations with many options for extending or completing their education. For campus-based students, online education allows them to arrange their schedules to more deeply engage co-curricular activities or accelerate the completion of their degree.

A blend of talented, well-prepared faculty members, modern learning technologies, and well-designed online courses and programs creates opportunities to improve pedagogies, engage faculty in the scholarship of teaching and learning, increase student academic success, and accelerate time-to degree. At scale, online education provides colleges and universities the means to significantly expand access to education far beyond the capacity and geographic limits of their brick-and-mortar infrastructure. These all combine to reduce barriers of opportunity and capacity, lowering the overall cost of delivering a quality education to all who may wish to receive it.

This *2025 SUS Strategic Plan for Online Education* outlines goals and strategies that, when successfully pursued, will result in improved instruction and increased educational opportunities, leading to a greater number of Florida citizens holding valuable academic credentials and more efficient use of existing campuses while expanding access far beyond their borders. Increased online education will also help make our institutions more sustainable by limiting energy consumption, and the time and fuel students would expend driving to and from class.

This Plan provides a framework around which to unite the collective talents and resources of our institutions toward a common purpose: more Florida citizens with educational credentials that will improve their lives, lead to new discoveries, and advance Florida's economy.

# 2025 STRATEGIC GOALS FOR ONLINE EDUCATION

Included below are the formal elements of the strategic plan, presented as a series of goals, strategies, tactics, and performance indicators organized around the primary elements of Quality, Access, and Affordability. The Board of Governors will work with universities and other stakeholders to ensure they are implemented.

## QUALITY

### Goal 1. The State University System will create a culture of quality for online education.

| Strategy 1.1 | | Recognize the development of high quality online education statewide. |
|---|---|---|
| **Tactics** | 1.1.1 | In conjunction with the Florida College System (FCS), create a statewide award system for exceptional online courses. |
| | | System-level awards for online courses may be based on jointly developed or selected rubrics, such as the Quality Scorecard (QS), an expanded Quality Matters (QM) rubric, and/or similar rubrics. The first level will be a President's Award given at the university level. The second level, the Florida Quality Award, will be a state-level award given by a statewide evaluation committee on quality. The third level will be a Chancellor's Quality Award that represents the best of breed throughout the state. |
| | 1.1.2 | Create a coding system in the Florida Virtual Campus course catalog that allows the identification of QM- or QS-certified, President's Award, Florida's Quality Award, and Chancellor's Quality Award courses. |
| | 1.1.3 | Ensure implementation of Quality Scorecard, Quality Matters Course Rubric, and/or course certification processes for all universities offering online education. |
| | 1.1.4 | Annually compare the success of students enrolled in online courses with the success of students in primarily classroom courses. |
| Strategy 1.2 | | Expand support for professional development. |
| **Tactics** | 1.2.1 | Create a statewide professional development network for instructional designers in order to share best practices and provide guidance in designing and developing online education. |
| | 1.2.2 | Enhance professional development opportunities offered by FLVC for institutional leaders in online education. |
| | 1.2.3 | Provide an online toolkit and annual workshops for institutional staff who are responsible for professional development activities for faculty who teach online courses. The content will include, but not be limited to, designing courses that will comply with the American Disabilities Act. |
| | 1.2.4 | Integrate the Quality Matters Course Rubric, the Online Learning Consortium Quality Scorecard, and/or similar rubrics into the professional development processes for instructional designers, professional development staff, and faculty who teach online courses. |
| | 1.2.5 | Encourage faculty participation in professional development before teaching online. Consider certifying faculty to teach online. |

## Goal 2. The State University System will provide a foundation for quality online education.

| | | |
|---|---|---|
| **Strategy 2.1** | | *Conduct and share research about online education to improve quality.* |
| **Tactics** | **2.1.1** | Create a statewide online education research consortium with members from Florida institutions interested in sharing and presenting research, determining research needs in online education, and identifying collaborative research projects. |
| | **2.1.2** | Develop a process to share research-based best practices that are occurring across the different institutions. |
| **Strategy 2.2** | | *Provide the infrastructure needed to support the development and delivery of online education.* |
| **Tactics** | **2.2.1** | Using Quality Scorecard or a similar process, ensure that each institution has the technology needed to provide quality online education. |
| | **2.2.2** | Develop a structure to facilitate collaboration system-wide in evaluating, recommending, and purchasing software to ensure cost efficiencies and effectiveness. |
| | **2.2.3** | Using Quality Scorecard or a similar process, ensure universities review their infrastructure to confirm that students, including students with disabilities, can easily access their online instruction. |
| **Strategy 2.3** | | *Ensure support services that promote student success are available for online students.* |
| **Tactics** | **2.3.1** | Ensure that universities use Quality Scorecard or a similar process to confirm that online students, including online students with disabilities, have access to services equivalent to those used by campus-based students. |

# ACCESS

## Goal 1. The State University System will increase access to and participation in online education.

| | | |
|---|---|---|
| **Strategy 1.1** | | *Increase enrollments in online education.* |
| | **1.1.1** | Establish and maintain an inventory of SUS fully online and primarily online programs, as well as online courses.<br>Ensure consistency of the FLVC distance learning catalog with the Board of Governors Inventory of Online Programs. |

| | | |
|---|---|---|
| **Tactics** | **1.1.2** | Offer a broad range of fully online degree programs in most Classification of Instructional Programs (CIP) codes reflected in the Board of Governors Approved Academic Program Inventory.<br><br>Appoint a workgroup to review current offerings of fully online degree programs by CIP codes and make recommendations to the Council of Academic Vice Presidents to address gaps in providing a broad range of degree programs online. |
| | **1.1.3** | Increase 2 + 2 collaborations between SUS institutions and institutions in the Florida College System.<br><br>Increase strategic collaborations between SUS institutions, as well as between SUS institutions and other universities, to meet the statewide goals for providing access to online instruction. |
| | **1.1.4** | Support the development and delivery of affordable, high quality, fully online baccalaureate degree programs by UF Online in accordance with section 1001.7065, Florida Statutes. |
| | **1.1.5** | Provide a statewide marketing campaign to build awareness for fully online degree programs and courses offered throughout the state by the SUS and the Florida College System. |
| | **1.1.6** | Retain fully online students by implementing best practice strategies such as academic coaches, success coaches, analytics, and early alert interventions. |
| | **1.1.7** | Provide multiple, accelerated terms to allow students to begin and finish their online programs in a more timely manner. Address technology, workflow, and financial aid processes to allow implementation of these models. |
| | **1.1.8** | Provide a robust set of student support services to support the delivery of multiple, accelerated models. |

## Goal 2. The State University System will create an environment favorable to the growth of online education.

### Strategy 2.1 Secure the funding necessary to continue expansion of online education.

| | | |
|---|---|---|
| **Tactics** | **2.1.1** | Determine means to optimize use of the distance learning course fee to enhance the design, development, and delivery of online education. |
| | **2.1.2** | Obtain funding for statewide marketing and recruiting to expand online enrollments. |
| | **2.1.3** | Seek incentive funding to encourage institutions to implement innovations in online education. |
| | **2.1.4** | Secure student support resources to ensure students have access to technology required for online education. |

### Strategy 2.2 Pursue changes to the regulatory environment to enable continued growth in online education.

| | | |
|---|---|---|
| **Tactics** | **2.2.1** | Clarify that the requirement in the Board of Governors Regulation 6.016 for taking nine credit hours during the summer may be fulfilled by taking such courses online. |
| | **2.2.2** | Amend Board of Governors Regulation 7.006 to exclude enrollments in online degree programs from the limitation on the percentage of non-resident students in the system. |

| | 2.2.3 | Provide flexibility for universities to eliminate the non-resident fee for online students who live out of state. |
|---|---|---|
| | 2.2.4 | Review and modify as necessary regulations related to instructional materials fees that limit the ability to adopt new approaches to providing digital educational materials to students. |

## Goal 3. The State University System will harness the power of online education to help meet the economic development needs of the state.

| Strategy 3.1 | | In collaboration with the Florida College System, meet the educational needs of employers in the state. |
|---|---|---|
| Tactics | 3.1.1 | Encourage universities to work with employers in their respective regions to identify unmet continuing education needs that could be addressed through online opportunities and collaborate with colleges to develop those opportunities in an efficient and effective manner. |
| | 3.1.2 | Ensure universities are using need and demand data when considering programs for online delivery. |

## AFFORDABILITY

## Goal 1. The State University System will enhance shared services to support online program development and delivery costs.

| Strategy 1.1 | | Enhance shared support services for online students. |
|---|---|---|
| Tactics | 1.1.1 | Expand the online marketplace to enhance current shared services using statewide buying power and building economy-of-scale drivers. Develop Florida SHINEs as a point of contact for students at all levels, including students with disabilities, to gain access to vital services, including financial aid, scholarships, and library resources. |
| | 1.1.2 | Explore additional items for potential sharing to expand the quality of the student online learning experience while reducing costs through efficiency, such as a Proctoring Network, Tutoring Network, and expansion of Florida Orange Grove shared resources. |
| Strategy 1.2 | | Develop a common toolset for online course design and delivery to minimize the cost of online education without reducing quality of the instructional experience. |
| Tactics | 1.2.1 | Either co-develop a rubric to measure course quality or invest in state-level licensing agreements for Quality Matters, Quality Scorecard, or a similar quality rubric to measure course quality for the system. Using the same quality rubric(s) will enable identification of best-in-class courses, programs, faculty, etc. for incentives and recognitions. Based on the quality metric selected, identifying the model to measure, including the selection of a statewide review team, will reduce costs of quality measures such as Quality Matters, the Quality Scorecard, or similar rubrics. |

| | | |
|---|---|---|
| | **1.2.2** | Develop or co-develop shared master courses that would be available, but not required, for use in specific high-demand areas. |
| | | The Florida Orange Grove could be refined for master course availability throughout the state. With additional standards around the best-case use of a master course, the Florida Orange Grove could be a shared resource for all Florida institutions to exchange content. |
| | **1.2.3** | Review and recommend data analytic tools and methods to predict student success in online education. |
| | **1.2.4** | Develop means to collect data from learning management systems, student information systems, and other appropriate sources to create predictive analytics tools and interventions to increase student persistence and completion. |
| | **1.2.5** | Encourage institutions to opt into the selected common Learning Management System. |

## Goal 2. The State University System will reduce the costs of educational materials for students.

| **Strategy 2.1** | | *Develop a statewide model for the use of eTextbooks and other open educational resources to reduce costs for students in Florida.* |
|---|---|---|
| *Tactics* | **2.1.1** | Determine and promote methods to increase the use of open-access textbooks and educational resources to reduce costs to students. |
| | **2.1.2** | Reduce the costs of eTextbooks for students through mechanisms that could include negotiating lower pricing with vendors and providing an enhanced repository for educational materials. |
| | | Contracts negotiated with vendors should ensure that such materials are accessible to students with disabilities. |

## Goal 3. The State University System will adopt innovative instructional models to create instructional efficiencies.

| **Strategy 3.1** | | *Implement innovative instructional models.* |
|---|---|---|
| *Tactics* | **3.1.1** | Develop or co-develop shared programs that would be available, but not required, for use in areas of high demand while maintaining quality and increasing efficiencies through an innovative, shared model. |
| | **3.1.2** | Develop or co-develop competency-based and adaptive learning programs that would be available, but not required, for use in appropriate areas of high demand, primarily around adults and workforce needs, while maintaining quality and increasing efficiencies through an innovative, shared model. |
| | **3.1.3** | Implement a model to assess prior learning for the award of academic credit. |
| | **3.1.4** | Develop a series of experimental incubation pilot projects to support new and emerging online education innovations through institutional partnerships, lead institution, or other methods to support collaboration with the purpose of building affordable, innovative approaches and models that work. |

## Goal 4. The State University System will determine the costs of online education campus-by-campus.

| Strategy 4.1 | | Update system-wide definitions of online education terms, including, but not limited to, fully online programs and primarily online programs. |
|---|---|---|
| *Tactics* | **4.1.1** | Review and recommend revisions to current system-wide terms and definitions related to online education to ensure consistency and relevancy of data collection. |

| Strategy 4.2 | | Develop a model that captures each institution's online education revenues and expenditures directly related to both the distance learning fee, specifically, and online education in general. |
|---|---|---|
| *Tactics* | **4.2.1** | Determine and define the elements that should be captured for the model. Obtain and analyze data from institutions. |
| | **4.2.2** | Develop models to achieve cost savings and cost avoidances in the development and delivery of online education. |

# PERFORMANCE INDICATORS (REVISED OCTOBER 30, 2019)

The performance indicators below will assist the Board of Governors in monitoring the System's progress toward achieving the Board's goals for online education. Each university's contribution toward these goals will depend on its mission, its strategic plan, and its vision for online education. The Board will periodically evaluate these performance indicators and their corresponding 2025 goals.

## Quality

| Performance Indicators | 2025 Goals |
|---|---|
| Continuing assessment of online courses to provide quality assurance and improvement using the Florida Online Course Design Quality review or an approved institutional process. | 100% of new and substantively revised online courses must meet Florida standards following an approved review process. Existing and continuing courses will be considered for review on no less than a 5-year cycle. |
| Number of annual SUS Chancellor Awards for high-quality courses | One Chancellor's Award presented annually at the state level |
| Percentage of faculty teaching online courses participating in professional development | 90% of faculty teaching online courses complete professional development related to online education |
| Number of institutions sharing research in online education | 100% of SUS institutions share relevant research (proposed, underway or completed) by participating in the annual Florida Online Innovation Summit. |
| Online student success (receiving a course grade of A, B, or C) | Online student success rate is comparable to the rate for classroom courses. |
| Online student withdrawal rate | Online student course withdrawal rate is comparable to the withdrawal rate from classroom courses. |
| Student satisfaction with online education | Student satisfaction levels for online courses are comparable to satisfaction levels for classroom courses. |

## Access

| Performance Indicators | 2025 Goals |
|---|---|
| Percent of undergraduate FTE in online courses | 40% |
| Percent of graduate FTE in online courses | 34% |
| Percentage of SUS undergraduate students enrolling in one or more online courses each year | 75% |
| Percentage of SUS graduate students enrolling in one or more online courses each year | 50% |

| (Online Programs/ Majors) TBD | TBD |
| --- | --- |

## Affordability

| Performance Indicators | 2025 Goals |
| --- | --- |
| (Textbook Affordability) TBD | TBD |
| SUS institutions collaborate on course design and development | All universities offering online education work collaboratively to share online course development tasks and resources. |
| Innovative strategies, which may include but are not limited to competency credit and adaptive learning, will reduce time-to-degree and enhance student success. | SUS institutions will utilize online education or innovative strategies to enhance student success. |

# APPENDIX A - DEFINITIONS

For the purposes of this strategic plan, the following definitions are used.

| Metric | Courses - definition | Metric | Programs - definition |
|---|---|---|---|
| **Fully Distance Learning Course** | 100% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space, or both. All special course components (exams, internships, practica, clinicals, labs, etc.) that cannot be completed online can be completed off-campus. | **Fully Online Program** | 100% of the direct instruction of the program is available using some form of technology when the student and instructor are separated by time, space, or both. All program requirements that cannot be completed online can be completed off-campus. |
| **Primarily Distance Learning Course** | 80-99% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space, or both. There is a requirement for the student to attend campus or another explicit geographic location for a portion of the course. | **Primarily Online Program** | 80-99% of the direct instruction of the program is available using some form of technology when the student and instructor are separated by time, space, or both. There is a requirement for the student to attend campus or another explicit geographic location for a portion of the program. |
| **Hybrid Course** | 50-79% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space, or both. There is a requirement for the student to attend campus or another explicit geographic location for a portion of the course. | **Hybrid Program** | 50-79% of the direct instruction of the program is available using some form of technology when the student and instructor are separated by time, space, or both. There is a requirement for the student to attend campus or another explicit geographic location for a portion of the program. |
| **Primarily Classroom Course** | Less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space, or both. This designation can include activities that do not occur in a classroom (i.e., labs, internships, practica, clinicals, labs, etc.). | **Primarily Classroom Program** | Less than 50% of the direct instruction of the program is available using some form of technology when the student and instructor are separated by time, space, or both. There is a requirement for the student to attend campus or another explicit geographic location for a portion of the program. |

# APPENDIX B - TASK FORCE MEMBERSHIP

Following is a list of the members of the Task Force for Strategic Planning for Online Education.

| Name | Title |
|------|-------|
| Dr. John Hitt, Chair | President, University of Central Florida |
| Dr. Judith Bense | President, University of West Florida |
| Marcella David, J.D. | Provost, Florida A & M University |
| Harrison DuBosar | Student, Florida State University |
| Dr. Shawn Felton | Assistant Professor, Florida Gulf Coast University<br>President, FGCU Faculty Senate<br>Trustee, FGCU Board of Trustees |
| Dr. Kent Fuchs | President, University of Florida |
| Dr. Judy Genshaft | President, University of South Florida |
| Dr. Jim Henningsen | President, College of Central Florida |
| Dr. Sally McRorie | Interim Provost, Florida State University |
| Dr. Pam Northrup | Associate Provost, Academic Innovation<br>Exec. Dir, Florida Virtual Campus and Complete Florida<br>University of West Florida |
| Dr. Gary Perry | Provost, Florida Atlantic University |
| Dr. Mark Rosenberg | President, Florida International University |
| Dr. Earle Traynham | Interim Provost, University of North Florida |

The Task Force wishes to thank all institutional staff who provided assistance during the drafting of the Strategic Plan, giving special acknowledgement to Dr. Victoria Brown, Florida Atlantic University; Dr. Joyce Elam, Florida International University; Dr. Susan Clemmons, Florida International University; Dr. Joel Hartman, University of Central Florida; and Dr. Cynthia DeLuca, University of South Florida.

# APPENDIX C – DISTANCE LEARNING ENROLLMENT TARGETS

| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|
| **Undergraduate (percentage)** | 26% | 28% | 30% | 32% | 34% | 36% | 38% | 40% |
| **Graduate (percentage)** | 25% | 27% | 28% | 29% | 31% | 32% | 33% | 34% |
| **Undergraduate (in millions of Student Credit Hours)** | 2.02 | 2.21 | 2.42 | 2.62 | 2.80 | 3.02 | 3.25 | 3.48 |
| **Graduate (in thousands of Student Credit Hours)** | 420 | 444 | 476 | 500 | 524 | 556 | 584 | 616 |
| **Undergraduate FTE** | 50,400 | 55,300 | 60,600 | 65,600 | 70,100 | 75,500 | 81,200 | 86,900 |
| **Graduate FTE** | 13,125 | 13,875 | 14,875 | 15,625 | 16,375 | 17,375 | 18,250 | 19,250 |

The annual increase in enrollment is based on the 2010-14 trend [Undergraduate = 2%; Graduate = 1.3%].

# APPENDIX D – STUDENT CHARACTERISTICS

## 2013-2014 DISTANCE LEARNING
## UNDERGRADUATE HEADCOUNT ENROLLMENT

| | UNDERGRADUATES THAT TOOK AT LEAST ONE DL COURSE | | UNDERGRADUATES THAT ONLY TOOK DL COURSES | | ALL UNDERGRADUATES | |
|---|---|---|---|---|---|---|
| **FAMILY INCOME** | N | PCT | N | PCT | N | PCT |
| Below $40,000 | 54,052 | 35% | 5,616 | 27% | 60,073 | 34% |
| $40,000 TO $59,999 | 14,391 | 9% | 1,334 | 6% | 15,798 | 9% |
| $60,000 TO $79,999 | 10,600 | 7% | 741 | 4% | 11,386 | 6% |
| $80,000 TO $99,999 | 13,192 | 8% | 459 | 2% | 13,696 | 8% |
| $100,000 Above | 25,445 | 16% | 591 | 3% | 26,158 | 15% |
| Not Reported | 38,802 | 25% | 11,874 | 58% | 51,411 | 29% |
| TOTAL | 156,482 | 100% | 20,615 | 100% | 178,522 | 100% |
| | | | | | | |
| **RACE/ETHNICITY** | N | PCT | N | PCT | N | PCT |
| White | 80,855 | 52% | 10,773 | 52% | 92,476 | 52% |
| Hispanic/Latino | 40,547 | 26% | 5,154 | 25% | 45,980 | 26% |
| Black or African American | 17,375 | 11% | 2,891 | 14% | 20,410 | 11% |
| Asian | 7,270 | 5% | 656 | 3% | 8,005 | 4% |
| Two or more races | 4,392 | 3% | 422 | 2% | 4,841 | 3% |
| Nonresident alien | 3,069 | 2% | 205 | 1% | 3,308 | 2% |
| Race and ethnicity unknown | 2,157 | 1% | 382 | 2% | 2,548 | 1% |
| Native Hawaiian/Other Pacific Islander | 456 | 0% | 67 | 0% | 527 | 0% |
| American Indian or Alaska Native | 361 | 0% | 65 | 0% | 427 | 0% |
| | | | | | | |
| **GENDER** | N | PCT | N | PCT | N | PCT |
| Female | 91,167 | 58% | 13,512 | 66% | 105,249 | 59% |
| Male | 65,290 | 42% | 7,097 | 34% | 73,242 | 41% |
| MISSING | 25 | 0% | 6 | 0% | 31 | 0% |
| | | | | | | |
| **AGE GROUP** | N | PCT | N | PCT | N | PCT |
| Less than 25 years of age | 128,680 | 82% | 8,844 | 43% | 138,628 | 78% |
| 25 or older | 27,802 | 18% | 11,771 | 57% | 39,894 | 22% |

| RESIDENCY | UNDERGRADUATES THAT TOOK AT LEAST ONE DL COURSE | | UNDERGRADUATES THAT ONLY TOOK DL COURSES | | ALL UNDERGRADUATES | |
|---|---|---|---|---|---|---|
| | N | PCT | N | PCT | N | PCT |
| Florida | 148,543 | 95% | 19,386 | 94% | 169,296 | 95% |
| Non-Florida | 7,939 | 5% | 1,229 | 6% | 9,226 | 5% |

Source: Board of Governors staff analysis of the State University Database System (SUDS) from Courses Taken, Enrollment, and Financial Aid datamarts; extracted 2015-07-06. Undergraduate is defined as Student Class Level = Lower or Upper Division (unclassified students are not included).

# FLORIDA TALENT DEVELOPMENT COUNCIL

## Additional Resources

**2018 Annual Report for SUS Online Education**:

https://www.flbog.edu/wp-content/uploads/FINAL-2018-Annual-Report.pdf

**FLVC 2018 Annual Report**:

https://drive.google.com/file/d/1iTpi5FgaB-4qqJNCM4uJpYzF-2p-ZykG/view

# Workgroup 1:
# Policy and System Alignment

| Strategic Priority 1: Policy and System Alignment |
|---|

**Statutory Requirement:**
(a) Identify Florida's fastest-growing industry sectors and the postsecondary credentials required for employment in those industries
(b) Assess whether postsecondary degrees, certificates, and other credentials awarded by Florida's postsecondary institutions align with high-demand employment needs and job placement rates.

| Goals | Strategies – DRAFT FOR FDTC MEETING ON 11/04/19 |
|---|---|
| PSA 1. Identify the postsecondary degrees, certificates, and other credentials awarded by Florida's postsecondary institutions | PSA 1.1. 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 |
| | PSA 1.2. Collect data on program offerings for postsecondary institutions through the Integrated Postsecondary Education Data Set (IPEDS), existing reporting systems or institutions, such as data on enrollment counts, completion counts, location of institution and key student outcome measures, including job placement rates |
| | PSA 1.3. Using information collected through PSA 1.1 and 1.2, create an inventory of program offerings across the state's delivery systems |
| | |
| PSA 2. Identify high-demand employment needs | PSA 2.1. Identify high-demand employment needs, with an emphasis on Florida's targeted sectors and fastest-growing industry sectors |
| | PSA 2.2. Develop mechanisms for capturing real-time data on high-demand employment needs to supplement data provided by DEO and other current methods |
| | PSA 2.3. Identify emerging employment needs that may not be captured elsewhere |
| | PSA 2.4. Using information collected through PSA 2.1 and 2.3, create an inventory of employment needs |
| | |
| PSA 3. Determine the postsecondary programs needed to fill current and emerging demand for jobs | PSA 3.1. Analyze data on other variables related to the population, where available, including variables on in- and out-migration, current attainment levels, and prospective students in the pipeline (e.g., recent high school graduates, adult education students, incumbent workers, etc.) |
| | PSA 3.2. Match occupation data with postsecondary program data to examine the difference between employment needs and potential supply, adjusting for any population data collected through PSA 3.1 |
| | |
| PSA 4. Connect employers with postsecondary delivery systems to fill the gaps and build a talent pipeline | PSA 4.1. 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 |
| | PSA 4.2. Encourage the continued building and improvement of sector strategies and sector partnerships that have been and are being built regionally (by workforce region)—bring together multiple employers within an industry to collaborate with colleges, schools, workforce boards, community and economic development organizations and other stakeholders to align training and outcomes with the skills needed to help industries grow and compete |
| | PSA 4.3. Publish best practices on partnerships, leveraging the career and technical education audit as a resource and vehicle for annually sharing information |

# Meeting Minutes

**Meeting Minutes**

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**Group 1: Policy and System Alignment**
Friday, October 18
10:00 am – 11:00 am

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**Roll Call**

**Members Present:**

| | |
|---|---|
| Chancellor Eric Hall, Workgroup Chair | Executive Vice Chancellor Carrie Henderson |
| Emily Sikes | Peter Ring |
| Adriane Grant | Tara Goodman |
| Arthur "Art" Hoelke | Robert "Bob" Ward |

**Others Present:**
- Joel Schleicher, Council Chair
- Ken Lawson
- Robin King
- Thomas Skinner
- Sharon Smoley
- Warren Davis
- Jessica Kummerle
- Elisia Norton
- Steve Collins
- Pam Johnson
- Angela Shave
- Richard Reeves
- Robert O'Leary

**Department of Economic Opportunity Support Staff Present:**
- Katie Crofoot Liebert
- Nicole Duque
- Katherine Morrison
- Emilie Oglesby
- Monica Rutkowski

**Introduction: Welcome and Opening Remarks**
- Joel Schleicher welcomed members and shared his vision and direction for the workgroup.
- Carrie Henderson from the Department of Education gave opening remarks to the group.

- Eric Hall gave additional opening remarks after joining the call.

**Discussion**
- Katie Crofoot Liebert reviewed a PowerPoint presentation outlining the purpose and expectations of the workgroups.
- Carrie Henderson provided several slides outlining how the workgroup approach developing the goals and strategies for the group's strategic priority, including some potential first steps. The presentation also provided background on data and previous initiatives.
- Workgroup members engaged in discussion throughout the Department of Education's presentation. Discussion topics included:
  - Collaborative efforts with CareerSource Florida and FloridaMakes
  - CareerSource Florida efforts to transition to a sector strategy focus driven by data. CareerSource Florida will send related documents
  - Datasets and availability
  - Apprenticeships – value, related costs, expansion of the program
  - Cross-sector collaboration to produce higher quality education for students, e.g. industry experts assisting in teaching in schools
  - Student preparation for postsecondary education
  - Brevard County as a case study for using data to address employment/industry sector shortages and needs in different areas of the county; the county is also partnering with local educational institutions and industry sectors to fill those needs. How can we create a similar collaboration statewide?
  - Department of Education will be releasing its new report; established programs that reduce redundancy and move them into postsecondary programs
- Carrie Henderson reviewed upcoming meeting dates and reviewed potential topics for the next meeting on October 22, 2019 which are available in the PowerPoint presentation.

**Public Comment**

Katie Crofoot Liebert opened for public comment. No members of the public commented on the call.

**Closing**

Carrie Henderson asked for additional comments from the workgroup members and gave closing remarks.

Katie Crofoot Liebert thanked Carrie Henderson and Eric Hall for their participation and gave closing remarks. The next meeting of this workgroup will be Tuesday, October 22, 2019 at 10:00 am.

**Meeting Minutes**

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**Group 1: Policy and System Alignment**
Tuesday, October 22
10:00 am – 11:30 am

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**Roll Call**

**Members Present:**

| | |
|---|---|
| Chancellor Eric Hall, Workgroup Chair | Executive Vice Chancellor Carrie Henderson |
| Emily Sikes | Peter Ring |
| Adriane Grant | Tara Goodman |
| Art Hoelke | Bob Ward |
| Heather Reingold | Adrienne Johnston |
| Bob O'Leary | Donna Wright |
| Tim Cerio | |

**Others Present:**
- Kathleen Taylor
- Warren Davis
- Steve Collins for Mary Lazor
- Elisia Norton
- Zoraida Velasco
- Roy Sweatman

**Department of Economic Opportunity Support Staff Present:**
- Katie Crofoot Liebert
- Nicole Duque
- Emilie Oglesby
- Monica Rutkowski
- Megan Moran
- Lorena Clark

**Introduction: Welcome, Roll Call and Approval of Minutes**
- Eric Hall gave opening remarks and called roll.
- Workgroup members approved the October 18, 2019 meeting minutes as presented.
- Eric Hall provided an overview of the agenda, statutory requirements, a recap of the first meeting on October 18, 2019 and discussed potential first steps. Eric Hall requested that everyone keep these items in mind and the role of the workgroup as they listened to the subsequent presentations.

**Presentations:**
- Kathleen Taylor, Bureau Chief, Division of Career and Adult Education, Florida Department of Education presented on Career and Technical Education in K-12.
- Adrienne Johnston, Chief, Bureau of Workforce Statistics & Economic Research, Florida Department of Economic Opportunity presented on Florida Measures of Labor Demand.
- Elisia Norton, Project Director, ApprenticeshipUSA, CareerSource Florida presented on Providing Business Talent Solutions Through Sector Strategy Partnerships.
- Zoraida Velasco, Vice President, External Affairs, FloridaMakes presented on Building the Talent Pipeline: Connecting Manufacturers with Workforce Partners.

**Discussion**
- Review of the draft work plan.
- For Goal 1: Creating an inventory of program offerings across the state's delivery systems.
  - Consider reviewing and including national data, universities' data and regional data.
  - After the inventory is created, make it publicly available.
- For Goal 1: Establishing a strategy to examine the importing and exporting of talent (in-state vs. out-of-state talent).
- For Goal 2: Creating an inventory of employment needs, including high-demand jobs.
- For Goal 3: A comprehensive crosswalk/matrix to examine program offerings and employment needs.
  - While a lot of data and information needed for this crosswalk/matrix are available, data and information for emerging and new trends will not be available. How these items and more real-time feedback can be incorporated might be something the workgroup considers going forward.
  - Consider including CareerSource Florida's sector strategies framework which presents an opportunity to enhance the work of Goal 3.
- For Goal 4: Connecting business/industry with postsecondary delivery systems.
  - Analyze job placement rates of current programs.
  - Consider creating a dashboard to publish data.
  - Encourage employers and postsecondary institutions to participate in regional conversations about aligning program offerings with employer needs.
  - Consider publishing best practices on educational partnerships.

**Public Comment**:
Opened for public comment. No members of the public commented on the call.

**Closing**
Eric Hall provided closing remarks, and the meeting was adjourned.
The next meeting of this workgroup will take place on Tuesday, October 29, 2019 at 10:00 am.

# FLORIDA TALENT DEVELOPMENT COUNCIL

**Workgroup Meeting Minutes**

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**Group 1: Policy and System Alignment**
Tuesday, October 30, 2019
10:00 am – 11:30 am

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**Roll Call**

**Members Present:**
Executive Vice Chancellor Carrie Henderson
Emily Sikes                             Peter Ring
Art Hoelke                              Adrienne Johnson
Bob O'Leary                            Tim Cerio

**Others Present:**
- Joel Schleicher, Council Chair
- Elisia Norton
- Briana Garcia

**Department of Economic Opportunity Support Staff Present:**
- Katherine Morrison
- Nicole Duque
- Monica Rutkowski
- Megan Moran
- Lorena Clark

**Introduction: Welcome, Roll Call and Approval of Minutes**
- Carrie Henderson gave opening remarks and called roll.
- Workgroup members approved the October 22, 2019 meeting minutes as presented.
- Carrie Henderson provided an overview of the agenda, statutory requirements and discussed next steps, draft work plan primarily the goals and strategies.

**Discussion**
- Review of the most recent draft work plan that was sent out prior to the meeting, included four goals and several strategies for each goal.
- Discussion- Goal 1: Identify the postsecondary degrees, certificates, and other credential awarded by Florida's postsecondary institutions.
    - Inventory of postsecondary credentials awarded.
    - Identifying range of offerings from all educational systems.
    - Using data from IPEDS and postsecondary institutions.
    - Using adult education data; retraining adults and incumbent adults.
    - Consider using EFI's eight targeted industry sectors.

- o Enrollment/completion rates.
- o Regional/location information.
- o Key student outcome measures.
- Discussion- Goal 2: Identify high-demand employment needs.
  - o List of all fastest growing industry sectors.
  - o Florida's targeted sectors/industries.
  - o Expanding data available to include all industries.
  - o Looking to measure more real-time data.
  - o Identify fastest growing industry and emerging employment needs.
  - o Workforce regions could customize their highest priorities.
- Discussion- Goal 3: Identify unmet need.
  - o Assessing what data is available with what data is needed.
  - o Consider regional/local high demand job needs.
- Discussion- Goal 4: Connect business/industry with postsecondary delivery systems to discuss strategies to fill the gaps and build a talent pipeline.
  - o Creating a framework with all data.
  - o Publishing data.
  - o Leveraging existing resources and existing partnerships.
  - o Connecting business industry with data produced and with educational systems.
  - o Recommendation that public has access to this information.
  - o Transparency with students about job availability.
  - o Expansion of FloridaShines.
- Next steps:
  - o Make edits to the goals and strategies as discussed. Chancellor Hall will present to the full Talent Development Council on Monday, November 4, 2019.
  - o Art Hoelke to provide Ready to Work Surveys from 1999 and 2000.

**Public Comment**:
Opened for public comment. No members of the public commented on the call.

**Closing**
Carrie Henderson provided closing remarks, and the meeting was adjourned.
The next meeting of this workgroup will take place on Tuesday, November 5, 2019 at 10:00 am.

FLORIDA TALENT
DEVELOPMENT COUNCIL

**Workgroup Meeting Minutes**

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**Group 1: Policy and System Alignment**
Tuesday, November 5, 2019
10:00 am – 10:30 am

---

**Roll Call**

**Members Present:**

| | | |
|---|---|---|
| Chancellor Eric Hall, Workgroup Chair | Emily Sikes | Peter Ring |
| Art Hoelke | Bob O'Leary | Tara Goodman |

**Department of Economic Opportunity Support Staff Present:**
- Katherine Morrison
- Nicole Duque
- Monica Rutkowski
- Emilie Oglesby
- Lorena Clark

**Introduction: Welcome, Roll Call and Approval of Minutes**
- Eric Hall gave opening remarks, and Katherine Morrison called roll.
- Workgroup members approved the October 29, 2019 meeting minutes as presented.
- Eric Hall provided an overview of the agenda and discussed completing the final work plan draft.

**Discussion**
- Eric Hall review of the draft work plan that was presented at the Florida Talent Development Council meeting November 4, 2019 and provided an overview of the meeting. Discussion included:
    o Leveraging the FloridaShine program and CareerSource Florida.
    o Allow for flexibility in the system with the ability to fast track implementation as technology and workforce needs change.
    o Any plan should have the ability evolve over time to meet emerging demands.
    o Multiple sectors will need to work together regarding the data collection to navigate barriers.
    o Determine a central location to house data and availability.
    o Working across sectors with stakeholders and partners such as DEO, CareerSource Florida, EFI and employers to align educational system with workforce needs.
- Work plan was approved by members to be presented to the Florida Talent Development Council for feedback and edits.

**Public Comment**:
Katherine Morrison opened for public comment. No members of the public commented on the call.

**Closing**
Eric Hall provided closing remarks and the meeting was adjourned. The next meeting of this workgroup will take place on Tuesday, November 12, 2019 at 10:00 am.

# Workgroup 2:
# Workforce Readiness

# Final Work Plan Approved by Workgroup

| Strategic Priority 2: Workforce Readiness |
|---|

**Statutory Requirements:**

(d) Establish <u>targeted strategies to increase certifications and degrees for all populations</u> with attention to closing equity gaps for underserved populations <u>and incumbent workers requiring an upgrade of skills</u>.

(e) Assess the role of apprenticeship programs in meeting targeted workforce needs and identify any barriers to program expansion.

| Goals | Strategies |
|---|---|
| | WR 1.1 Set criteria for high quality apprenticeships. |
| WR 1. Expand Apprenticeships in Florida | WR 1.2. Survey private partners to develop and inventory of offered and/or available apprenticeships, apprenticeships needed or any barriers identified to expanding or improving apprenticeships in the state. |
| | WR 1.3. Survey (might be an update of a survey previously administered) of businesses to assess their workforce needs related to work-based learning and apprenticeships, and apprenticeships needed or any barriers identified to expanding or improving apprenticeships in the state. |
| | WR. 1.4. Determine integration of existing apprenticeships' related technical instruction in paid and nonpaid credit instruction. |
| | WR 1.5. Survey local nonprofits and community associations to determine awareness of and participation in apprenticeship programs, and apprenticeships needed or any barriers identified to expanding or improving apprenticeships in the state. |
| | |
| WR 2. Identify Current Barriers to Participation | WR 2.1. Identify needs and challenges of populations targeted to be served through apprenticeships. |
| | WR 2.2. Increase enrollment and reduce barriers to participation. |
| | WR 2.3. Formalize efforts to gather employers input on current and future workforce (training) needs. |
| | |
| WR 3. Increase Education and Awareness | WR 3.1. Expand and promote awareness of apprenticeships as a critical workforce strategy. |
| | WR 3.2. Select and implement policies and programs that increase participation and access to apprenticeships. |
| | WR 3.3. Expand statewide educational campaign to increase visibility and understanding of benefits of apprenticeships. |
| | |
| WR 4. Increase Early Career-Related Education and Exposure | WR 4.1. Build partnerships among K-12, Postsecondary Ed, Adult Education, industry, and other partners to facilitate earlier engagement in career exploration and work-based learning opportunities for all student populations. |
| | WR 4.2. Influence policy shifts to allow more time for students in K-12 to have more hands-on training, internship, and co-op education. |
| | WR 4.3. Expose K-12, postsecondary education, adult education, and other populations to in-demand career opportunities in employer-defined career pathways. |
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|---|---|
| WR 5. Address Essential and Occupational Skill Gaps | WR 5.1. Embed essential employability framework (sometimes referred to as "soft skills") across the curriculum, specifically in "hard"/technical programs and courses, ideally through work-based components that complement classroom-based academic work. |
| | WR 5.2. Increase the use of employer-driven applied/work-based learning in both credit and non-credit programming. |
| | |
| WR 6. Establish Career Pathways as the Framework for Florida's Talent Development System | WR 6.1. Develop career pathways systems that provide opportunities to attain stackable credentials. |
| | WR 6.2. Embed career advancement in existing career pathways programs. |
| | WR 6.3. Expand the scope of the learning environment to include workplaces and communities, positioning work-based learning as integral to career preparation and student success. |
| | |
| WR 7. Increase Postsecondary Transitions and Credential Attainment | WR 7.1. Establish a system to enable multiple entry points into postsecondary education for various student and adult learners that are aligned to clearly identified student readiness levels and credentials, certifications, and/or degrees to employment in high-growth, family-supporting jobs. |
| | WR 7.2. Make career-related services and tools readily accessible to all students. |
| | WR 7.3. Establish the concept of stackable credentials as a norm. |
| | |

# Consolidated Work Plan

| Strategic Priority 2: Workforce Readiness |
|---|

**Statutory Requirements:**

(d) Establish <u>targeted strategies to increase certifications and degrees for all populations</u> with attention to closing equity gaps for underserved populations <u>and</u> <u>incumbent workers requiring an upgrade of skills</u>.

(e) Assess the role of apprenticeship programs in meeting targeted workforce needs and identify any barriers to program expansion.

| Goals | Strategies |
|---|---|
| WR 1. Expand apprenticeships in meeting targeted workforce needs. (Slightly reworded)<br><br>Goal 2 changed to an implementation activity under strategy WR 1.1.<br><br>Goal 3 changed to strategy WR 1.2. | WR 1.1. Increase enrollment and reduce barriers to participation. (Formerly strategy 2.2.)<br><br> Implementation Activities*:*<br>➤ Identify current barriers to participation, expansion and improvement of work-based learning and apprenticeship programs in meeting targeted workforce needs. (Formerly Goal 2- slightly reworded)<br><br>   ✓ Survey (might be an update of a survey previously administered) of businesses to assess their workforce needs related to work-based learning, internships and apprenticeships. (Formerly strategy 1.3.; slightly reworded)<br>   ✓ Survey private partners to develop and inventory of offered and/or available apprenticeships and seek recommendations on future needs, and barriers to expansion. (Formerly strategy 1.2.; slightly reworded)<br>   ✓ Survey local nonprofits and community associations to determine their awareness of apprenticeship programs and recommendations. (Formerly strategy 1.5.- slightly reworded)<br>➤ Identify needs and challenges of populations targeted to be served through apprenticeships. (Formerly strategy 2.2.)<br>➤ Formalize efforts to gather employers' input on current and future workforce (training) needs. (Formerly strategy 2.3.) |
| | WR 1.2. Expand education and awareness of apprenticeships and work-based learning as a critical workforce strategy. (Formerly Goal 3- slightly reworded and combined with former strategy 3.1.)<br><br>Implementation Activities:<br>➤ Select and implement policies and programs that increase participation and access to apprenticeships. (Formerly strategy 3.2.)<br>➤ Expand statewide educational campaign to increase visibility and understanding of benefits of apprenticeships. (Formerly strategy 3.3.) |
| | WR.1.3 Expand high-quality apprenticeships (New strategy)<br><br>Implementation Activity:<br>➤ Set criteria for high quality apprenticeships. (Formerly strategy 1.1.) |
| | W.R 1.4. Determine integration of existing apprenticeships' related technical instruction in paid & nonpaid credit instruction. |

Note: Technical edits made by DEO support staff
November 14, 2019

# Consolidated Work Plan

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| WR 2. Increase Early Career-Related Education and Exposure<br>(Formerly Goal 4) | WR 2.1. Identify existing early career related education programs in the state to catalogue what is available and any best practices that can be identified. (Formerly strategy 4.1)<br><br>Implementation Activity:<br>➤ Work with the Florida Department of Education, Florida School Board's Association, and the Florida Association of District School Superintendents Association, and the Florida Association of School Administrators. (Formerly part of strategy 4.1) |
| | WR 2.2. Build partnerships among K-12, Postsecondary Ed, Adult Education, industry, and other partners to facilitate earlier engagement in career exploration and work-based learning opportunities for all student populations. |
| | WR 2.3. Influence policy shifts to allow more time for students in K-12 to have more hands-on training, internship, and co-op education. |
| | WR 2.4. Expose K-12, postsecondary education, adult education, and other populations to in-demand career opportunities in employer-defined career pathways.<br>(strategies were renumbered to match new Goal 2) |
| | |
| WR 3. Address Essential and Occupational Skill Gaps<br>(Formerly Goal 5) | WR 3.1. Embed essential employability framework [workforce-ready] (sometimes referred to as "soft skills") across the curriculum, specifically in "hard"/technical programs and courses, ideally through work-based components that complement classroom-based academic work. |
| | WR 3.2. Develop and implement a life skills program for incumbent workers that is recognized by business and industry. (New strategy; moved from Cross-Sector Collaboration and Engagement Workgroup CSCE 1.4.) |
| | WR 3.3. Increase the use of employer-driven and employer-assessed applied/work-based learning in both credit and non-credit programming. (Formerly strategy 5.2.)<br>(strategies were renumbered to match new Goal 3) |
| | |
| WR 4. Establish Career Pathways as the Framework for Florida's Talent Development System<br>(Formerly Goal 6) | WR 4.1. Develop career pathways systems that provide opportunities to attain stackable credentials. |
| | WR 4.2. Embed career advancement in existing career pathways programs. |
| | WR 4.3. Expand the scope of the learning environment to include workplaces and communities, positioning work-based and internship learning as integral to career preparation and student success.<br>(strategies were renumbered to match new Goal 4) |
| | |
| WR 5. Increase Postsecondary Transitions and Credential Attainment<br>(Formerly Goal 7) | WR 5.1. Establish a system to enable multiple entry points into postsecondary education for various student and adult learners that are aligned to clearly identified student readiness levels and credentials, certifications, and/or degrees to employment in high-growth, family-supporting jobs. |
| | WR 5.2. Make career-related services and tools readily accessible to all students. |
| | WR 5.3. Establish the concept of stackable credentials as a norm.<br>(strategies were renumbered to match new Goal 5) |
| | |

# Meeting Minutes

# FLORIDA TALENT DEVELOPMENT COUNCIL

**Meeting Minutes**

**Group 2: Workforce Readiness**
Friday, October 18
2:00 pm – 3:00 pm

**Roll Call**

**Members Present:**

Representative Rene Plasencia, Workgroup Chair

| | | |
|---|---|---|
| Bob Ward | Warren Davis | Emily Sikes |
| Art Hoelke | Keantha Moore | Adriane Grant |

**Others Present:**
- Joel Schleicher, Council Chair
- Steven Birnholz
- Steve Collins
- Michelle Dennard
- Dr. Carrie Henderson
- Pam Johnson
- Jessica Kummerle
- Carmen Mims
- Allen Mortham
- Richard Reeves
- Angela Shave
- Bob Boyd
- Rob King
- Ken Lawson
- Elisia Norton
- Robert O'Leary
- Peter Ring
- Thomas Skinner
- Sharon Smoley
- Tara Goodman

**Department of Economic Opportunity Support Staff Present:**
- Katie Crofoot Liebert
- Nicole Duque
- Katherine Morrison
- Emilie Oglesby
- Monica Rutkowski
- Megan Moran

**Introduction: Welcome and Opening Remarks**
- Council Chair Joel Schleicher welcomed members and shared his vision and direction for the workgroup.
- Representative Plasencia welcomed members and gave additional opening remarks.

**Discussion**
- Katie Crofoot Liebert reviewed a PowerPoint presentation outlining the purpose and expectations of the workgroups.
- Representative Plasencia opened for discussion to the group.
- Discussion topics among workgroup members included:
  - Internships
    - Inventory of paid or unpaid internships to determine what is available across the state.
    - Expanding internship opportunities for high school students.
  - Data Availability
    - Inventory of who is doing what in the state.
    - Inventory of certification programs in the state.
    - Department of Education has related internship data for college students.
  - Apprenticeships and Preapprenticeships
    - Expansion of programs and including internships.
    - Related costs can be obstacles to businesses. How to alleviate the costs for local businesses to encourage the creation of apprenticeship programs.
    - How to remove other barriers for businesses in Florida.
    - Ensuring Ted Norman, the State Director of Apprenticeships, is on future calls.
  - Job Placement and Forecasting
    - After students complete their certifications, is follow-up done to assist them with job placement?
    - Is the forecasting methodology for jobs robust? Does the methodology need to be enhanced and updated?
  - Soft Skills
    - How to address the soft skills gap for students and help students be ready for the workforce. Is the correct approach district by district or another venue?
  - Collaboration among different stakeholders.
    - Collaborating with local colleges, businesses, workforce boards.
  - Next Steps
    - Building out agendas for subsequent calls.
    - Creating a list of other stakeholders and subject matter experts to have on future calls.

**Public Comment**

Katie Crofoot Liebert opened for public comment. No members of the public commented on the call.

**Closing**

Representative Plasencia and Katie Crofoot Leibert gave closing remarks. The next meeting of this workgroup will be Tuesday, October 22, 2019 at 1:30 pm.

**Meeting Minutes**

## Group 2: Workforce Readiness
Tuesday, October 22, 2019
1:30 pm – 3:00 pm

**Roll Call**

**Members Present:**

Representative Rene Plasencia, Workgroup Chair

| | | |
|---|---|---|
| Bob Ward | Warren Davis | Tiffany Barfield |
| Art Hoelke | Keantha Moore | Ted Norman |

**Others Present:**
- Joel Schleicher, Council Chair

**Department of Economic Opportunity Support Staff Present:**
- Katie Crofoot Liebert
- Nicole Duque
- Katherine Morrison
- Emilie Oglesby
- Monica Rutkowski
- Lorena Clark

**Introduction: Welcome, Roll Call and Approval of Minutes**
- Representative Rene Plasencia welcomed members and Katie Crofoot Liebert called roll.
- Workgroup members approved the October 18, 2019 meeting minutes as presented.

**Presentations**

Ted Norman presented on apprenticeships.

**Discussion**
- Representative Plasencia opened for discussion to the group. Discussion topics among workgroup members included:
  - Difference between internship and apprenticeship.
  - Preapprenticeships.
  - Financial availability.
  - Awareness of apprenticeships.
  - Perception/misconceptions of apprenticeships.
  - European apprentice model.
  - Criteria and constraints within federal system.
- Goals and strategies discussed:

- o  Survey on apprenticeships.
- o  Identification of barriers.
- o  Education and awareness.
- o  Expanding apprenticeships.
- o  Identifying needs.
- Next steps:
  - Suggestion to have subject matter expert for the Florida Education and Training Placement Information Program (FETPIP) on the next call.

**Public Comment**

Katie Crofoot Liebert opened for public comment. No members of the public commented on the call.

**Closing**

Representative Plasencia and Katie Crofoot Liebert gave closing remarks. Meeting was adjourned.

# FLORIDA TALENT DEVELOPMENT COUNCIL

**Workgroup Meeting Minutes**

**Group 2: Workforce Readiness**
Tuesday, October 29, 2019
1:30 pm – 3:00 pm

**Roll Call**

**Members Present:**

| | | |
|---|---|---|
| Carrie Henderson | Warren Davis | Tiffany Barfield |
| Art Hoelke | Keantha Moore | Ted Norman |
| Patricia Levesque | Dale Winkler | Bob O'Leary |
| Steven Birnholz | Carmen Mims | Peg Walton |
| Chris Cazayoux | | |

**Others Present:**
- Joel Schleicher, Council Chair

**Department of Economic Opportunity Support Staff Present:**
- Katie Crofoot Liebert
- Megan Moran
- Nicole Duque
- Katherine Morrison
- Monica Rutkowski
- Lorena Clark

**Introduction: Welcome, Roll Call and Approval of Minutes**
- Joel Schleicher welcomed members and Katie Crofoot Liebert called roll.
- Workgroup members approved the October 22, 2019 meeting minutes as presented.

**Presentations**
- Dale Winkler, Vice President, Southern Regional Education Board presented on Region's Economic Outlook and Credentials for All.

**Discussion**
- Discussion topics among workgroup members included:
    - Stackability of certifications and degrees.
    - Articulation agreements with educational institutions.
    - Pathway, courses and certifications.
    - Identifying the deficiencies statewide and in specific areas or regions.
    - Qualified workforce.
    - Attainment of industry certifications.

- - Incentivize credentials with specific criteria through secondary and post-secondary institutions.
    - Pre-apprenticeship and apprenticeship programs.
    - Dual enrollment.
- Katie Crofoot Liebert reviewed the statutory requirement and requested goals and strategies.
    - Goals and strategies discussed:
        - Incumbent worker and veteran grants.
        - Identify the various demographic groups represented in certifications and degrees.
        - State level dashboard of current regional and local data.
        - Guiding principles to frame pathways and programs.
        - Stackable credentials focused on a direct path to a particular job or career goal.
        - Technology shifts and how it impacts the workforce.
        - Foundational skills serve as a basis to allow for movement to other jobs in or out of the state.
        - Expanding apprenticeships.
- Katie Crofoot Liebert reviewed the most recent draft work plan that was supplied prior to the meeting and requested input.
    - Topics discussed included:
        - Previous surveys.
        - Value apprenticeships.
        - Impact of dual enrollment, pre-apprenticeships and apprenticeships on manufacturing.
        - Targeted industry focus and identifying fastest growing industries.

**Next Steps**
- Representative Plasencia will give report on the progress of the work plan to the full Talent Development Council on Monday. The Representative will share any comments or recommendations from the Council on the goals and strategies during next week's meeting.

**Public Comment**
Katie Crofoot Liebert opened the meeting for public comment. No members of the public commented on the call.

**Closing**
Katie Crofoot Liebert gave closing remarks. Meeting was adjourned.
The next meeting of this workgroup will take place on Tuesday, November 5, 2019 at 1:30 pm.

**Workgroup Meeting Minutes**

**Group 2: Workforce Readiness**
Tuesday, November 5, 2019
1:30 pm – 2:00 pm

**Roll Call**

**Members Present:**
    Representative Rene Plasencia, Workgroup Chair

| | | |
|---|---|---|
| Warren Davis | Keantha Moore | Ted Norman |
| Patricia Levesque | Bob O'Leary | Carmen Mims |
| Peg Walton | Bob Ward | Greg Holden |

**Department of Economic Opportunity Support Staff Present:**
- Katie Crofoot Liebert
- Emilie Oglesby
- Nicole Duque
- Katherine Morrison
- Monica Rutkowski
- Lorena Clark

**Introduction: Roll Call, Approval of Minutes and Welcome**
- Katherine Morrison called roll.
- Workgroup members approved the October 29, 2019 meeting minutes as presented.
- Representative Rene Plasencia discussed completing the final draft work plan.

**Discussion**
- Review of the draft work plan that was presented at the full council meeting on November 4, 2019.  Discussion included:
  - Clarity of surveys or survey instruments.
  - What does formalization look like?
  - Suggestions for wording of goals and strategies.
  - Qualifying language for apprenticeships.
  - Current apprenticeship program information; high-quality apprenticeships and definitions.
  - Different surveys.
  - Veterans/military/adult workers with workplace experience receiving credits toward a degree.
  - Articulation of career pathways.
  - CareerSource Florida strategies and outcomes.
  - Current career development programs/lists and best practices.

**Next Steps**
- Workgroup members may send suggested language for goals and strategies to Katie Crofoot Liebert.
- Finalize draft work plan to be presented at the full council meeting on November 20, 2019.

**Public Comment**
Katie Crofoot Liebert opened the meeting for public comment. No members of the public commented on the call.

**Closing**
Representative Rene Plasencia gave closing remarks. Meeting was adjourned. The next meeting of this workgroup will take place on Tuesday, November 12, 2019 at 1:30 pm.

**Workgroup Meeting Minutes**

**Group 2: Workforce Readiness**
Tuesday, November 12, 2019
1:30 pm – 2:30 pm

**Roll Call**

**Members Present:**

Representative Rene Plasencia, Workgroup Chair

| | | |
|---|---|---|
| Warren Davis | Ted Norman | Bob O'Leary |
| Carmen Mims | Bob Ward | Greg Holden |
| Marva Johnson | Tiffany Barfield | Steven Birnholz |
| Patricia Levesque | | |

**Others Present:**
- Allen Mortham

**Department of Economic Opportunity Support Staff Present:**
- Katie Crofoot Liebert
- Nicole Duque
- Katherine Morrison
- Megan Moran
- Lorena Clark

**Introduction: Roll Call, Approval of Minutes and Welcome**
- Katie Crofoot Liebert called roll.
- Workgroup members approved the November 5, 2019 meeting minutes as presented.

**Discussion**
- Review of the draft work plans that were sent in for review.
- Goal 1 and Strategies:
  - Goal was revised to add "high quality."
  - Defining term "high quality."
  - Apprenticeship programs.
  - Targeted industries.
  - Add Strategy 1.1 only and not the examples.
  - Expand strategies 1.2, 1.3, 1.4 and 1.5 to include "apprenticeships needed and any barriers" language.
- There were no changes to Goal 2 or its strategies.
- Goal 3 and Strategies:
  - Revise strategies language in 3.1 and 3.3. to utilize the word "expand" instead of "build" and "expand" instead of "develop."

- Goal 4 and Strategies:
    - Add new strategy 4.4.
    - Move strategy 4.4 to 4.1.
    - Add additional organization: Florida School Counselors Association.
- There were no changes to Goal 5 or its strategies.
- Goal 6 and Strategies:
    - Revise goal to replace "Workforce" with "Talent Development."
    - Revise language on strategy 6.1.
- There were no changes to Goal 7 or its strategies.
- The work plan was approved by members to be recommended to the Florida Talent Development Council meeting on November 20, 2019.

**Public Comment**

Katie Crofoot Liebert opened the meeting for public comment. No members of the public commented on the call.

**Closing**

Meeting was adjourned.

# Workgroup 3:
# Cross-Sector Collaboration and Engagement

| Strategic Priority 3: Cross-Sector Collaboration and Engagement |
| --- |
| **Statutory Requirement:** (c) Identify strategies to deepen and expand cross-sector collaboration to align higher education programs with targeted industry needs. |

| Goals | Strategies |
| --- | --- |
| CSCE 1. Engage targeted industry sectors employers and businesses in the design and delivery of training and education program. | CSCE 1.1. Survey and collect employers' input on current and future workforce training needs and utilize the results to drive program design, adjustment, and delivery. |
| | CSCE 1.2. Leverage input from employers to understand and address how industry trends will impact training and other workforce needs. |
| | CSCE 1.3. Work with employers in targeted sectors to identify, from their perspective, high-value, industry-validated training models (e.g., apprenticeship and other work-based training models). |
| | CSCE 1.4. 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. |
| | CSCE 1.5. Incentivize the business community to provide more work-and-learn opportunities to Florida students and adults. |
| | |
| | |
| CSCE 2. Ensure all partners in the Florida's education, job skills training, and career development system share the common goal and mission of increasing the skills levels of Floridians and providing pathways to self-sufficient careers, and measure success utilizing the same performance metrics. | CSCE 2.1.  Reduce duplication among training and education providers by incentivizing collaboration among universities, community colleges, adult education, and other entities in the development of industry/employer partnerships and the design and delivery of apprenticeship, internship, and other training programs. |
| | CSCE 2.2. Build upon and align with work being done around the WIOA State Plan's core partners/programs strategies aimed to enhance coordination and partnerships. |
| | CSCE 2.3. 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). |
| | CSCE 2.4. Support service and education alignment across workforce, education, and nonprofit support service organizations and social service agencies. |
| | CSCE 2.5. Build rich community-based culture, supportive of postsecondary student access and success for future outreach efforts to disadvantaged and adult student populations. |
| | CSCE 2.6. Promote a community awareness of area in-demand occupations and the associated skill sets required, as well as an appreciation for the workforce and talent development system itself. |
| | CSCE 2.7. Utilize employers and public-private partnerships to identify and anticipate collective industry needs and implement customized solutions. |
| | CSCE 2.8. Utilize technology to increase and streamline collaboration. |

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|---|---|
| | CSCE 3.1. Catalogue and share documented best-practice examples of employer-driven training models, including impact data as available and guidance for replication. |
| | CSCE 3.2. Increase implementation of specific models that are supported by industry/employer stakeholders. |
| | CSCE 3.3. 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. |
| CSCE 3. Expand and accelerate the development, approval, and implementation of employer-driven training models, including non-traditional models. | CSCE 3.4. Fast-track expansion of employer-driven training models by:<br>a) encouraging local approval of programs that have already been approved elsewhere;<br>b) starting new programs as non-credit and migrating to credit over time; and<br>c) encouraging and supporting the expansion of existing curriculum-sharing and adaptation efforts where feasible. |
| | CSCE 3.5. Review best practices from other states and/or regions in tracking work-and-learn experiences. |
| | CSCE 3.6. Connect data on work-and-learn experiences to longitudinal outcomes. |
| | CSCE. 3.7. Establish a system-wide business services design incorporating a single point of contact who can offer collective solutions. |
| | |
| | CSCE 4.1. Review universities' efforts targeting business and employer by identifying their priorities and needs. |
| | CSCE 4.2. Encourage area universities to expand and strengthen programs related to targeted sectors. |
| CSCE 4. Leverage universities and area colleges to deepen the region's talent pool to support expansion in targeted sectors. | CSCE 4.3. Establish workforce development as one of the institutional (student learning) outcomes for instruction, student services, and administrative services. |
| | CSCE 4.4. Leverage job placement programs to assist current students and recent graduates in finding state and local career options among businesses within the targeted sectors. |
| | CSCE 4.5. Provide value-added tools and activities for students and jobseekers to more efficiently connect with employers who are recruiting talent. |
| | |
| | CSCE 5.1. Evaluate current resource allocation and funding streams for system partners to identify and address duplicative services. |
| CSCE 5. Directly link public investments for postsecondary education, training, and career development to the targeted industry needs within Florida's economy. | CSCE 5.2. 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. |
| | CSCE 5.3. Adopt a data-driven, sector-based approach that directly aligns education and training with the needs of Florida's regional and state economies. |
| | CSCE 5.4. Leverage opportunities to adopt technology solutions for data coordination to share information more systematically among jobseekers, employers, and partners, |
| | CSCE 5.5. Engage businesses, trade associations and jobseekers through outreach and recruitment. |
| | |

*Note:* *Please add more rows as needed.*

# Consolidated Work Plan

| Strategic Priority 3: Cross-Sector Collaboration and Engagement | |
|---|---|
| **Statutory Requirement:** (c) Identify strategies to deepen and expand cross-sector collaboration to align higher education programs with targeted industry needs. | |
| **Goals** | **Strategies** |
| CSCE 1. Increase training and educational programs. (New) | CSCE 1.1. Engage targeted industry sectors, employers and businesses in the design and delivery of training and education programs. (Moved from Goal 1 language to new strategy)<br>Implementation Activities:<br>➤ Survey and collect employers' input on current and future workforce training needs and utilize the results to drive program design, adjustment and delivery. (Formerly strategy 1.1.)<br>➤ Leverage input from employers to understand and address how industry trends will impact training and other workforce needs. (Formerly strategy 1.2.)<br>➤ Work with employers in targeted sectors to identify, from their perspective, high-value, industry-validated training models (e.g. apprenticeship and other work-based training models). (Formerly strategy 1.3.) |
| | CSCE 1.2. 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. (Formerly strategy 1.4.) |
| | CSCE 1.3. Incentivize the business community to provide more work-and-learn opportunities to Florida students and adults. (Formerly strategy 1.5.) |
| | |
| CSCE 2. Improve alignment and performance of all partners in Florida's talent development system. (New) | CSCE 2.1. Develop common goals and metrics among all partners in Florida's education, job skills training and career development system. (Moved from Goal 2 language to new strategy) |
| | CSCE 2.2. Reduce duplication among training and education providers by incentivizing collaboration among universities, community colleges, adult education and other entities in the development of industry/employer partnerships and the design and delivery of apprenticeship, internship and other training programs. (Formerly strategy 2.1.) |
| | CSCE 2.3. Build upon and align with work being done around the WIOA State Plan's core partners/programs strategies aimed to enhance coordination and partnerships. (Formerly strategy 2.2.) |
| | CSCE 2.4. 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). (Formerly strategy 2.3.) |
| | CSCE 2.5. Support service and education alignment across workforce, education and nonprofit support service organizations and social service agencies. (Formerly strategy 2.4.) |

Note: Technical edits made by DEO support staff
November 14, 2019

| | |
|---|---|
| | CSCE 2.6. Build a rich community-based culture, supportive of postsecondary student access and success for future outreach efforts to disadvantaged and adult student populations. (Formerly strategy 2.5.) |
| | CSCE 2.7. Promote a community awareness of area in-demand occupations and the associated skill sets required, as well as an appreciation for the workforce and talent development system itself. |
| | CSCE 2.8. Utilize employers and public-private partnerships to identify and anticipate collective industry needs and implement customized solutions. |
| | CSCE 2.9. Utilize technology to increase and streamline collaboration. |
| | |
| CSCE 3. Research and promote employer-driven training opportunities and models. (New) | CSCE 3.1. Expand and accelerate the development, approval and implementation of employer-driven training models, including non-traditional models. (Moved from Goal 3 language to new strategy)<br>Implementation Activities:<br>➢ Catalogue and share documented best-practice examples of employer-driven training models, including impact data as available and guidance for replication. (Formerly strategy 3.1.)<br>➢ Increase implementation of specific models that are supported by industry/employer stakeholders. (Formerly strategy 3.2.)<br>➢ 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. (Formerly strategy 3.3.)<br>➢ Fast-track expansion of employer-driven training models by: (Formerly strategy 3.4.)<br>　o encouraging local approval of programs that have already been approved elsewhere;<br>　o starting new programs as non-credit and migrating to credit over time; and<br>　o encouraging and supporting the expansion of existing curriculum-sharing and adaptation efforts where feasible. |
| | CSCE 3.2. Increase opportunities for work-and-learn experiences. (New strategy)<br>Implementation Activities:<br>➢ Review best practices from other states and/or regions in tracking work-and-learn experiences. (Formerly strategy 3.5.)<br>➢ Connect data on work-and-learn experiences to longitudinal outcomes. (Formerly strategy 3.6.) |
| | CSCE. 3.3. Establish a system-wide business services design incorporating a single point of contact who can offer collective solutions. (Formerly strategy 3.7.) |
| | |
| CSCE 4. Increase the regional talent pools to support | CSCE 4.1. Leverage postsecondary institutions to deepen the region's talent pool to support expansion in targeted sectors. (Moved from Goal 4 language to new strategy) |

Note: Technical edits made by DEO support staff
November 14, 2019

| | |
|---|---|
| expansion in targeted sectors. (New) | Implementation Activities:<br>➢ Review universities' efforts targeting business and employer by identifying their priorities and needs. (Formerly strategy 4.1.)<br>➢ Encourage area universities to expand and strengthen programs related to targeted sectors. (Formerly strategy 4.2.)<br>➢ Establish workforce development as one of the institutional (student learning) outcomes for instruction, student services and administrative services. (Formerly strategy 4.3.) |
| | CSCE 4.2. Leverage job placement programs to assist current students and recent graduates in finding state and local career options among businesses within the targeted sectors. (Formerly strategy 4.4.) |
| | CSCE 4.3. Provide value-added tools and activities for students and jobseekers to more efficiently connect with employers who are recruiting talent. (Formerly strategy 4.5.) |
| | |
| CSCE 5. Directly link public investments for postsecondary education, training, and career development to the targeted industry needs within Florida's economy. | CSCE 5.1. Evaluate current resource allocation and funding streams for system partners to identify and address duplicative services. |
| | CSCE 5.2. 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. |
| | CSCE 5.3. Adopt a data-driven, sector-based approach that directly aligns education and training with the needs of Florida's regional and state economies. |
| | CSCE 5.4. Leverage opportunities to adopt technology solutions for data coordination to share information more systematically among jobseekers, employers and partners, |
| | CSCE 5.5. Engage businesses, trade associations and jobseekers through outreach and recruitment. |

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Note: Technical edits made by DEO support staff
November 14, 2019

# Meeting Minutes

**Meeting Minutes**

**Group 3: Cross-Sector Collaboration and Engagement**
Monday, October 21
10:00 am – 11:00 am

**Roll Call**

**Members Present:**

| | | |
|---|---|---|
| Ken Lawson, Workgroup Chair | Bob Boyd | Emily Sikes |
| Bob Ward | Adriane Grant | Dehryl McCall |

**Others Present:**
- Steven Birnholz
- Brandon Brown
- Robin Colson
- Warren Davis
- Eired Eddy
- Robin King
- Jessica Kummerle
- Tara McLarnon
- Mike Sfiropoulos
- Angela Shave
- Elizabeth Winslow
- Steve Collins
- Michelle Dennard
- Kathryn Hebda
- Carrie Henderson
- Art Hoelke
- Pam Johnson
- Carmen Mims
- Keantha Moore
- Allen Mortham
- Bill Mullowney
- Elisia Norton
- Robert O'Leary
- Representative Rene Plasencia
- Zachary Reddick
- Richard Reeves

**Department of Economic Opportunity Support Staff Present:**
- Katie Crofoot Liebert
- Nicole Duque
- Katherine Morrison
- Emilie Oglesby
- Monica Rutkowski
- Megan Moran

**Introduction: Welcome and Opening Remarks**
- Ken Lawson welcomed workgroup members and gave opening remarks.
- Joel Schleicher gave additional opening remarks.

**Discussion**
- Katie Crofoot Liebert reviewed a PowerPoint presentation outlining the purpose and expectations of the workgroups.
- Ken Lawson opened for discussion on cross-sector collaboration.
- Discussion topics among workgroup members included:
  - Data
    - Taking inventory of what each industry sector produces.
    - Available data from Independent Colleges and Universities of Florida (ICUF).
  - 'Sector strategy' (clarified as being industry sectors)
    - Dehryl McCall from CareerSource Florida discussed Florida's Sector Strategy Toolkit as a valuable resource for states and workforce areas to focus on. The strategies align partners with select targeted industries. Dehryl McCall sent these documents to Katie Crofoot Liebert; Katie Crofoot Liebert will send these documents to workgroup members.
  - Examples of Cross Sector Collaboration
    - Embry-Riddle collaboration with Florida Technical College with the aim to lead the way in aerospace
    - CareerSource Florida collaborates with several statewide stakeholders such as FloridaMakes. CareerSource Florida worked with FloridaMakes to help create the FloridaMakes Advanced Manufacturing Workforce Leadership Council which discusses gaining talent and expanding apprenticeships and trainings.
    - CareerSource Florida has also invested in Industry Task Force Meetings to gather business intelligence/data on those industries.
- Ken Lawson posed three questions to the members to reflect on and come back to the group with:
  - Internally, how are you bringing government, academia and business together?

- o  Is Florida's Education system flexible and responsive in providing stackable credentials for students in order for them to be successful in the workforce?
  - o  What industry trends are you seeing?
- Next Steps
  - o  Invite someone from Embry-Riddle to speak on the next call.
  - o  Invite FloridaMakes to present to the workgroup about their current collaborative efforts and partnerships.
  - o  Consider Ken Lawson's questions for the next call.

**Public Comment**

Katie Crofoot Liebert opened for comment.

**Closing**

Ken Lawson gave closing remarks.

**Meeting Minutes**

**Group 3: Cross-Sector Collaboration and Engagement**
Wednesday, October 23, 2019
10:00 am – 11:30 am

**Roll Call**

**Members Present:**

Ken Lawson, Workgroup Chair             Bob Boyd                    Adriane Grant
Dehryl McCall

**Others Present:**
- Joel Schleicher, Council Chair
- Michael Sfiropoulos
- Warren Davis
- Dr. Carrie Henderson
- President Gregory Haile
- Dr. Mildred Coyne
- Tina Berger

**Department of Economic Opportunity Support Staff Present:**
- Katie Crofoot Liebert
- Nicole Duque
- Katherine Morrison
- Emilie Oglesby
- Monica Rutkowski
- Megan Moran
- Lorena Clark

**Introduction: Welcome, Roll Call and Approval of Minutes**
- Ken Lawson welcomed members.
- Katherine Morrison called roll.
- Ken Lawson reviewed the meeting agenda and discussed some of the key points from the last meeting.
- Workgroup members approved the October 21, 2019 meeting minutes as presented**.**
- Ken Lawson shared the workgroup's work plan template that will be used for developing goals and strategies.

**Presentations**
- Broward College President Gregory Haile and Dr. Mildred Coyne, Senior Vice President of Workforce Education and Innovation, presented on the Broward Up program.
- Tina Berger, FloridaMakes Director of Talent Development and Executive Director of the Advanced Manufacturing Workforce Leadership Council, presented on Building the Talent Pipeline: Connecting Manufacturers with Workforce Partners.

**Discussion**
Topics included:
- What percentage of students get jobs within 90 days of completing a degree/certificate?
- Movement to online education.
- Utilizing continuing education courses and real-life experience to open more opportunities for students.
- Developing partnerships with companies such as Apple and with libraries to increase technology availability to more students.
- Ken Lawson reviewed the three questions presented to members during the initial workgroup meeting:
  - Internally, how are you bringing government, academia and business together?
    - From the private college prospective, partnerships have been developed between businesses, nonprofits and government employers to address education and workforce needs.
    - CareerSource Florida recommended members consider the Florida Chamber of Commerce's targeted industries, strategically focusing on efforts that have the potential to yield greater impacts.
    - Encourage employers to consider potential candidates for available positions regardless of their credentials, taking a more holistic view on potential candidates when it comes to job performance ability. This includes looking at non-traditional places for employees and fostering partnerships with postsecondary institutions to identify prospective employees.
    - Changing public misperception of certain occupations such as manufacturing being a dangerous and dirty occupation. Consider rebranding and promoting these career pathways that can lead to high wage jobs.
  - Is Florida's Education system flexible and responsive in providing stackable credentials for students in order for them to be successful in the workforce?
    - The Florida College System's high-quality credentials are stackable toward a degree. The system is intentionally structured to be flexible for students; for example, students with a nationally recognized industry certification can be awarded credit toward a degree.

- Discussed developing a goal based on two challenges: interstate mobility and retaining students in Florida.
    o Katie Crofoot Liebert provided an example work plan from another workgroup to guide members' development of goals and strategies for next week.
- Next Steps
    o A representative from Embry-Riddle will be invited to speak during the next meeting.
    o Ken Lawson requested each member think about high-level goals and strategies in reference to the statutory requirements. He referenced the work plan provided in the meeting materials.
    o Ken Lawson requested that the Florida Chamber's 2030 report be provided to all workgroup members.

**Public Comment**
Opened for public comment. No members of the public commented on the call.

**Closing**
Ken Lawson gave closing remarks, and the meeting was adjourned. The next meeting for this workgroup will take place on Wednesday, October 30, 2019 at 10:00 am.

**Group 3: Cross-Sector Collaboration and Engagement**
Wednesday, October 30, 2019
10:00 am – 11:30 am

**Roll Call**

**Members Present:**

Ken Lawson, Workgroup Chair      Bob Boyd      Carrie Henderson

Dehryl McCall      Bob O'Leary      Craig Thompson

**Others Present:**
- Joel Schleicher, Council Chair
- Michael Sfiropoulos
- Warren Davis
- Briana Garcia
- Matthew Choy
- Barry Butler

**Department of Economic Opportunity Support Staff Present:**
- Katie Crofoot Liebert
- Nicole Duque
- Katherine Morrison
- Monica Rutkowski
- Megan Moran
- Lorena Clark

**Introduction: Welcome, Roll Call and Approval of Minutes**
- Katie Crofoot Liebert called roll.
- Workgroup members approved the October 23, 2019 meeting minutes as presented.

**Presentations**
- P. Barry Butler, Ph.D., President of Embry-Riddle Aeronautical University, presented on the university and its programs.

**Discussion**
Topics included:
- University/faculty culture.
- Developing partnerships, listening to what businesses need/want.
- Strategy to be involved in business and community events.
- Master agreements with companies.
- Katie Crofoot Liebert reviewed the statutory requirement, requested goals and strategies.

- o Discussion included:
  - Engaging businesses to help design degrees.
  - Have education institutions identify what their priority targets.
  - Core partner initiatives.
  - Focusing on industry needs.
  - Customizing targeting of employers we work with.
  - Coordination/communication with industry.
  - Soft skills training programs.
  - Branding of soft skills.
  - List of internships and summer jobs.
- Next Steps
  - o Ken Lawson will give progress report to the full Talent Development Council meeting on Monday, November 4, 2019 on the workgroup's goals and strategies.

**Public Comment**
Opened for public comment. No members of the public commented on the call.

**Closing**
Ken Lawson gave closing remarks, and the meeting was adjourned. The next meeting for this workgroup will take place on Wednesday, November 6, 2019 at 10:00 am.

**Workgroup Meeting Minutes**

**Group 3: Cross-Sector Collaboration and Engagement**
Wednesday, November 6, 2019
10:00 am – 11:30 am

**Roll Call**

**Members Present:**

| | | |
|---|---|---|
| Ken Lawson, Workgroup Chair | Bob Boyd | Carrie Henderson |
| Dehryl McCall | Bob O'Leary | Craig Thompson |
| Emily Sikes | Tina Berger | |

**Others Present:**
- Warren Davis
- Michael Sfiropoulos
- Amber Batchelor
- Brian Bauer
- Casey Lunceford
- Pamela Wellman
- Kevin Cooper
- Cathy Chambers

**Department of Economic Opportunity Support Staff Present:**
- Katie Crofoot Liebert
- Nicole Duque
- Katherine Morrison
- Monica Rutkowski
- Emilie Oglesby
- Lorena Clark

**Introduction: Welcome, Roll Call and Approval of Minutes**
- Ken Lawson welcomed members.
- Katie Crofoot Liebert called roll.
- Workgroup members approved the October 30, 2019 meeting minutes as presented**.**

**Presentations**
- Bryan Bauer, CareerSource Research Coast, presented on the initiatives and special programs they are working on.
- Casey Lunsford, Indian River State College, presented on Apprenticeship Programs.

- Pamela Wellman, Indian River State College, presented on the Youth Build Initiative and the Lincoln Park Initiative.

**Discussion**
- Ken Lawson reviewed the draft work plan that was presented at the Florida Talent Development Council meeting November 4, 2019 and provided an overview of the meeting.
- Goal 1 and strategies
  - Focus on targeted industry sectors.
  - Recommend moving CSCE 1.4 Strategy to workgroup two's work plan.
  - Insert sector strategy approach and administrative policies.
- Goal 2 and strategies
  - Articulation Agreements.
  - WIOA Core Partners.
- Goal 3 and strategies
  - State and Community Colleges.
- Goal 4 and strategies
  - Finding state and local career options.
  - Job placement programs.
  - Connecting all educational institutions and career centers.
  - Incorporate Employ Florida system with entire educational system.
  - Change to postsecondary as opposed to Universities.
  - Include leverage and collaborate language.
- Goal 5 and strategies
  - Include regional and state economy.
  - Education funding streams/resources.
  - Business associations and trade associations.
- Next Steps
  - Workgroup members may send suggested language for goals and strategies to Katie Crofoot Liebert.

**Public Comment**
Opened for public comment. Amber Bachelor with the Sebastian River Area Chamber of Commerce discussed the issues they have with identifying how to ensure that are younger generation has the desire to want to pursue certificate level programs.

**Closing**
Ken Lawson gave closing remarks, and the meeting was adjourned. The next meeting for this workgroup will take place on Wednesday, November 12, 2019 at 10:00 am.

**Group 3: Cross-Sector Collaboration and Engagement**
Wednesday, November 13, 2019
10:00 am – 11:30 am

**Roll Call**

**Members Present:**

| | | |
|---|---|---|
| Bob Boyd | Kevin Carr | Dehryl McCall |
| Bob O'Leary | Emily Sikes | Tina Berger |
| Craig Thompson | | |

**Others Present:**
- Warren Davis
- Michael Sfiropoulos
- Jessica Garcia

**Department of Economic Opportunity Support Staff Present:**
- Katie Crofoot Liebert
- Nicole Duque
- Katherine Morrison
- Monica Rutkowski
- Megan Moran
- Lorena Clark

**Introduction: Welcome, Roll Call and Approval of Minutes**
- Katie Crofoot Liebert called roll.
- Workgroup members approved the November 6, 2019 meeting minutes as presented.

**Discussion**
- Review of the edited work plans.  Discussion included:
- Goal 1 and strategies:
    - Strategy 1.4 was moved to be considered by Workgroup 2.
    - Goal was modified to include "targeted industry sectors."
- Goal 2 and strategies:
    - Strategy 2.2 was modified.
- Goal 3 and strategies:
    - Strategy 3.3 was modified to include "state and" community college.
- Goal 4 and strategies:
    - Strategy 4.4 language was modified to include "state and" local career.

- Goal 5 and strategies:
    - Strategy 5.3 was revised to include "and state" economies.
    - Strategy 5.5 was modified to include "trade associations."
- The work plan was approved by the members to be recommended to the Florida Talent Development Council (FTDC).
- The next FTDC meeting is November 20, 2019.
- Next Steps
    - Staff will review, consolidate and reformat goals and strategy language.
    - The revised version will be sent to the workgroup for edits and/or comments within 24-36 hours.

**Public Comment**

Katie Crofoot Liebert opened the meeting for public comment. No members of the public commented on the call.

**Closing**

Meeting was adjourned.

# Workgroup 4:
# Data and Accountability

## Strategic Priority 4: Data and Accountability

**Statutory Requirement:**(a) Identify Florida's fastest-growing industry sectors and the postsecondary credentials required for employment in those industries.

| Goals | Strategies |
|---|---|
| DA 1. Identify the fastest-growing industry sectors in Florida | DA 1.1. Utilize calibrated job forecasting analysis from Florida DEO, Enterprise Florida, 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. |
| | DA 1.2. Develop a matrix that aligns fastest growing industries and occupations to Enterprise Florida Targeted Industry clusters and includes occupations ranging from low, middle, and high-skilled jobs. |
| | DA 1.3. Annually, the calibrated receipt from DA 1.1. will include a 30- to 90- day statewide and regional leadership awareness campaign to include FEDC, all 24 local workforce development boards, cabinet meetings, legislative delegation, local chambers of commerce and dozens of statewide and regional groups who will help educate students, parents and other stakeholders to the in-demand jobs in their region that range from low, middle, and high-skilled occupations by posting results on the Department of Education CTE site and providing CTE Directors, career counselors, and other stakeholders the report or through a dashboard. |
| | |
| | |
| DA 2. Ensure that postsecondary credentials needed for fastest-growing jobs are available | DA 2.1. Certify that industry credentials and job skills offered across secondary and postsecondary institutions are in-demand for the fastest growing jobs in the region to ensure an alignment with industry and qualified and credentialed employees. |
| | DA 2.2. 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. |
| | DA 2.3. Modify the national Classification of Instructional Programs (CIP) x Standard Occupational Classification (SOC) crosswalk to align with Florida secondary and post-secondary credentials and implement as statewide standard. |
| | |
| | |

## Strategic Priority 4: Data and Accountability

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

| Goals | Strategies |
|---|---|
| DA 1. Define what is a common metric and what is a common benchmark. | DA 1.1. Do the current metrics outlined in FL. S. 1004.013 appropriately capture the needed requirements to show progress toward the SAIL to 60 Initiative? |
| | |
| | |
| | |
| | |
| | |
| | |
| DA2: Consider the formation of a metrics advisory committee to recommend high-level state and educational institution performance metrics to guide and monitor progress towards increasing credentials and degrees through 2030. | DA 2.1. Identify the number of individuals by county, especially opportunity populations, who do not have a secondary or postsecondary credential (benchmark) or skills training and set goals for attainment progress annually by target industry sector employment needs, based on the region's needs. |
| | DA 2.2. Develop a talent pipeline that encourages employers who are in-demand in a region to partner with secondary and postsecondary institutions to provide curriculum and equipment to ensure a trained workforce. Employers will also be encouraged to identify the number of individuals who they employ who do not have a secondary or postsecondary credential needed for advancement in their field and partner with local postsecondary institutions to have courses available that enable productivity gains through the offering of affordable and flexible (weekends, online) work-based training. Talent incentives will be offered to employers who invest in their local community and their employees. |
| | DA2.3. At the LWDB level, identify secondary career academies aligned to regionally targeted sectors that offer industry credentials or work experience (trades), and benchmark the number of students earning credentials or training who transition on to Florida College System enrollment/completion or other postsecondary or work-based learning methods. |
| | DA2.4. Consider the creation (or integration) of a web-based performance dashboard to better understand state and regional progress of the in-demand jobs and the number of openings for low, middle, and high-skilled jobs that can be utilized by secondary and postsecondary institutions and other stakeholders. |
| | |
| DA 3. Identify metrics & benchmarks that measure employability skills that are more general in nature, rather than job specific, and are common to all work roles across industry types (soft skills). | DA 3.1. Consider employability skills that are universally valuable to work competencies and that are essential to the changing demands within and between careers. |
| | DA 3.2. Help ensure working adults posses essential employability skills, which include critical thinking, interpersonal, digital literacy, communication and general interpersonal skills such as working in teams to accomplish a project. |
| | |
| | |
| | |

## Strategic Priority 4: Data and Accountability

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

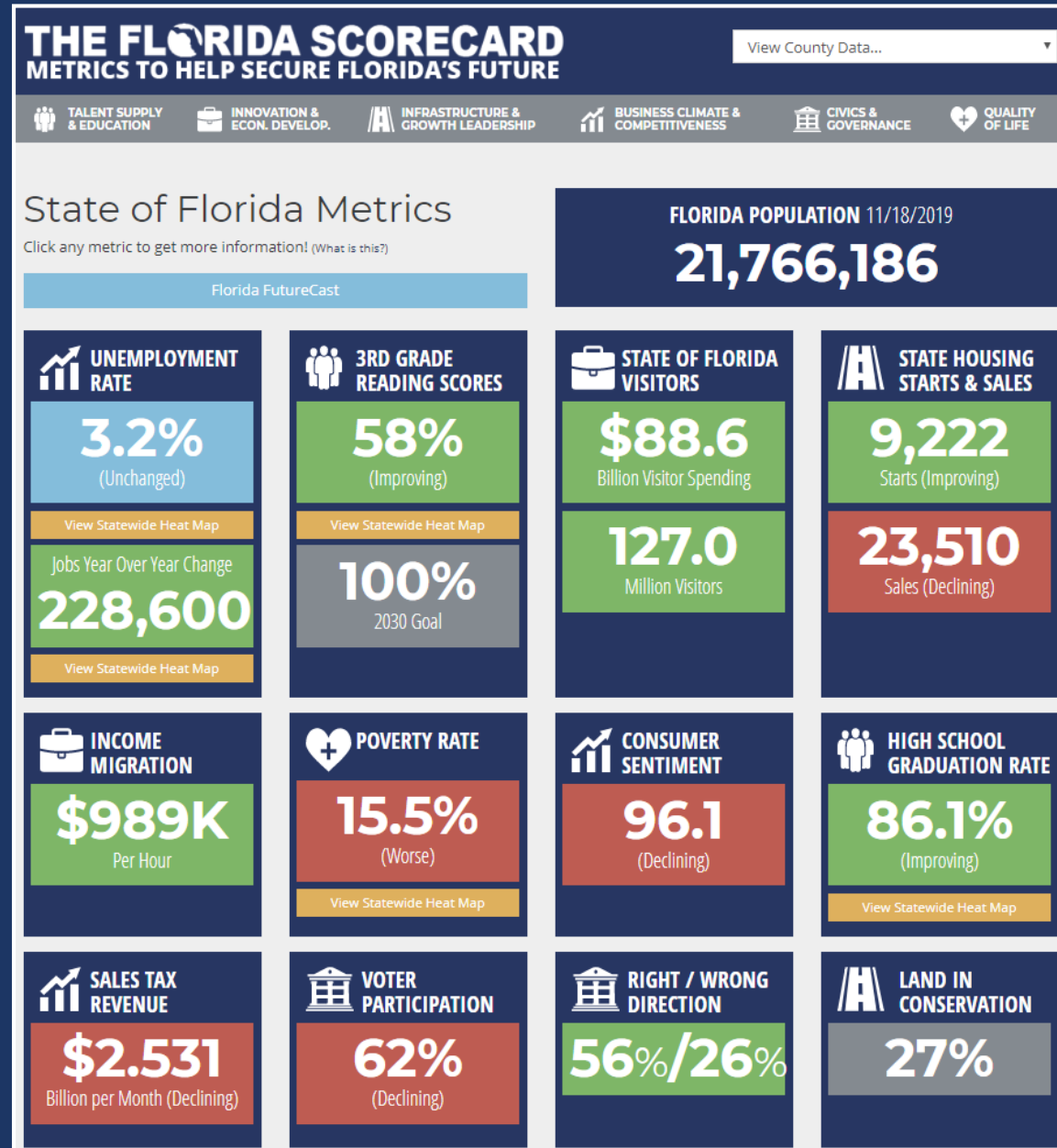| Goals | Strategies |
|---|---|
| DA3: Consider the formation of a Florida Workforce Data Advisory Panel to evaluate the current workforce education data collected by Florida College System institutions and school districts, the schedule of collection, funding sources, and state data system infrastructure. Use the Panel to shape data policies that enable workers to access in-demand skills that businesses seek. | DA3.1. Leverage current standardized data elements and reporting mechanisms to improve information available to the entire workforce performance network to make key strategic, programmatic, and funding decisions as well as communicate performance to all stakeholders, including students/parents, jobseekers, businesses and policy-makers. |
| | DA3.2. Identify and leverage existing program accountability measures required by law and how these measures may be improved by the addition of business satisfaction, entry into or advancement in employment, and retention in the Florida's Talent Network. |
| | DA3.3. Identify, measure and assess the integration of critical employability skills into academic and training programs and assessments. |
| | DA3.4. Leverage current and emerging technology (e.g., artificial intelligence) to provide on-demand and on-the-job training to incumbent workers to enhance their skills. Increase the number of students enrolling in online/distance learning courses. Consider solutions for Florida's 29 rural counties where broadband access may be unavailable or limited. |
| | DA3.5. Measure and assess the use of business-led work-based learning, such as pre-apprenticeships, apprenticeships, customized training and OJT, as well as credit for prior learning. |

# Talent Development Council

Workgroup 4
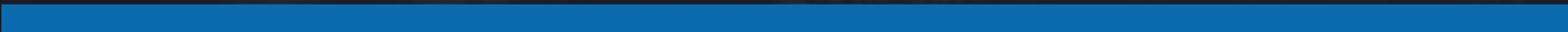
# Florida At A Glance



**www.TheFloridaScorecard.org**

- Florida's Economy $1.087 Trillion GDP (17th)

- 21.7 Million Residents
  - 3rd / 26M By 2030 / Around 900 per Day

- 127.0 Million Visitors In 2018 paid more than $12 billion in state and local taxes
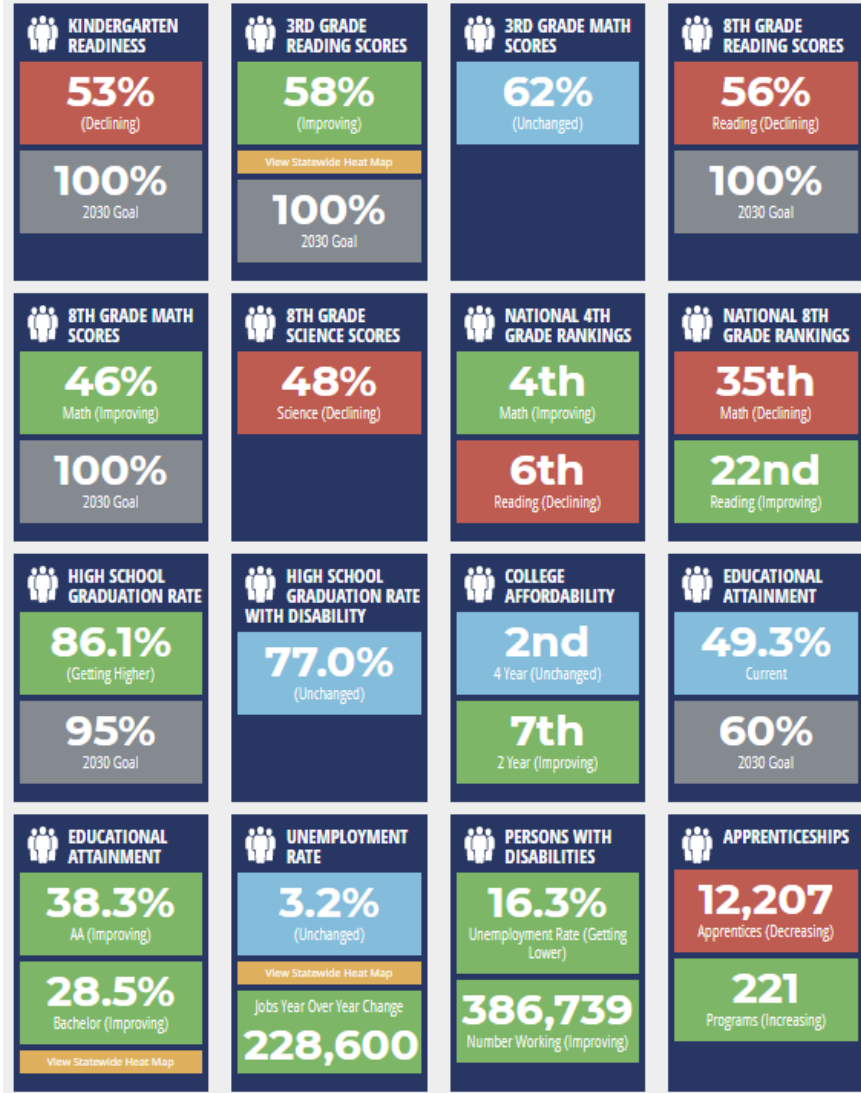
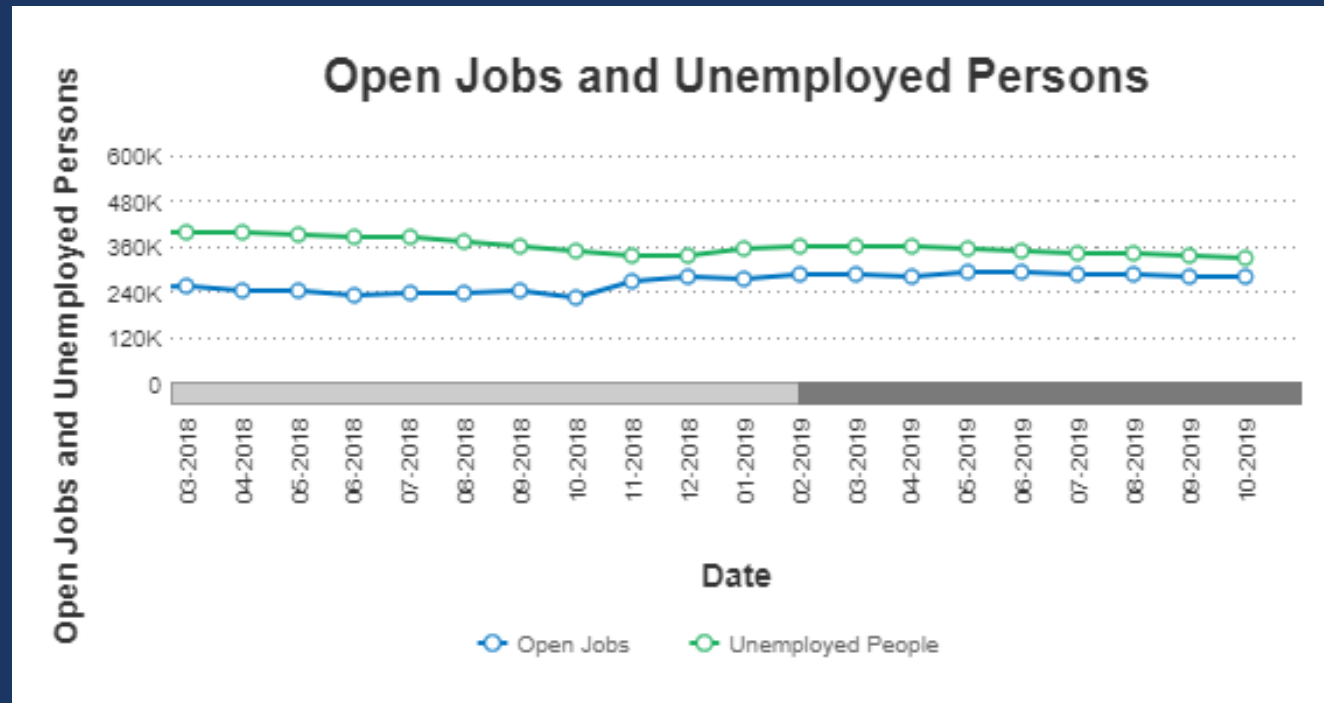- Florida's Income Migration $989k/hour

THE FLORIDA SCORECARD
METRICS TO HELP SECURE FLORIDA'S FUTURE

View County Data...

TALENT SUPPLY & EDUCATION | INNOVATION & ECON. DEVELOP. | INFRASTRUCTURE & GROWTH LEADERSHIP | BUSINESS CLIMATE & COMPETITIVENESS | CIVICS & GOVERNANCE | QUALITY OF LIFE

## State of Florida Metrics

Click any metric to get more information! (What is this?)

Florida FutureCast

**FLORIDA POPULATION** 11/18/2019
**21,766,186**

**UNEMPLOYMENT RATE**
**3.2%**
(Unchanged)
View Statewide Heat Map
Jobs Year Over Year Change
**228,600**
View Statewide Heat Map

**3RD GRADE READING SCORES**
**58%**
(Improving)
View Statewide Heat Map
**100%**
2030 Goal

**STATE OF FLORIDA VISITORS**
**$88.6**
Billion Visitor Spending
**127.0**
Million Visitors

**STATE HOUSING STARTS & SALES**
**9,222**
Starts (Improving)
**23,510**
Sales (Declining)

**INCOME MIGRATION**
**$989K**
Per Hour

**POVERTY RATE**
**15.5%**
(Worse)
View Statewide Heat Map

**CONSUMER SENTIMENT**
**96.1**
(Declining)

**HIGH SCHOOL GRADUATION RATE**
**86.1%**
(Improving)
View Statewide Heat Map

**SALES TAX REVENUE**
**$2.531**
Billion per Month (Declining)

**VOTER PARTICIPATION**
**62%**
(Declining)

**RIGHT / WRONG DIRECTION**
**56%/26%**

**LAND IN CONSERVATION**
**27%**

FLORIDA CHAMBER of Commerce

# Florida's Skills Gap
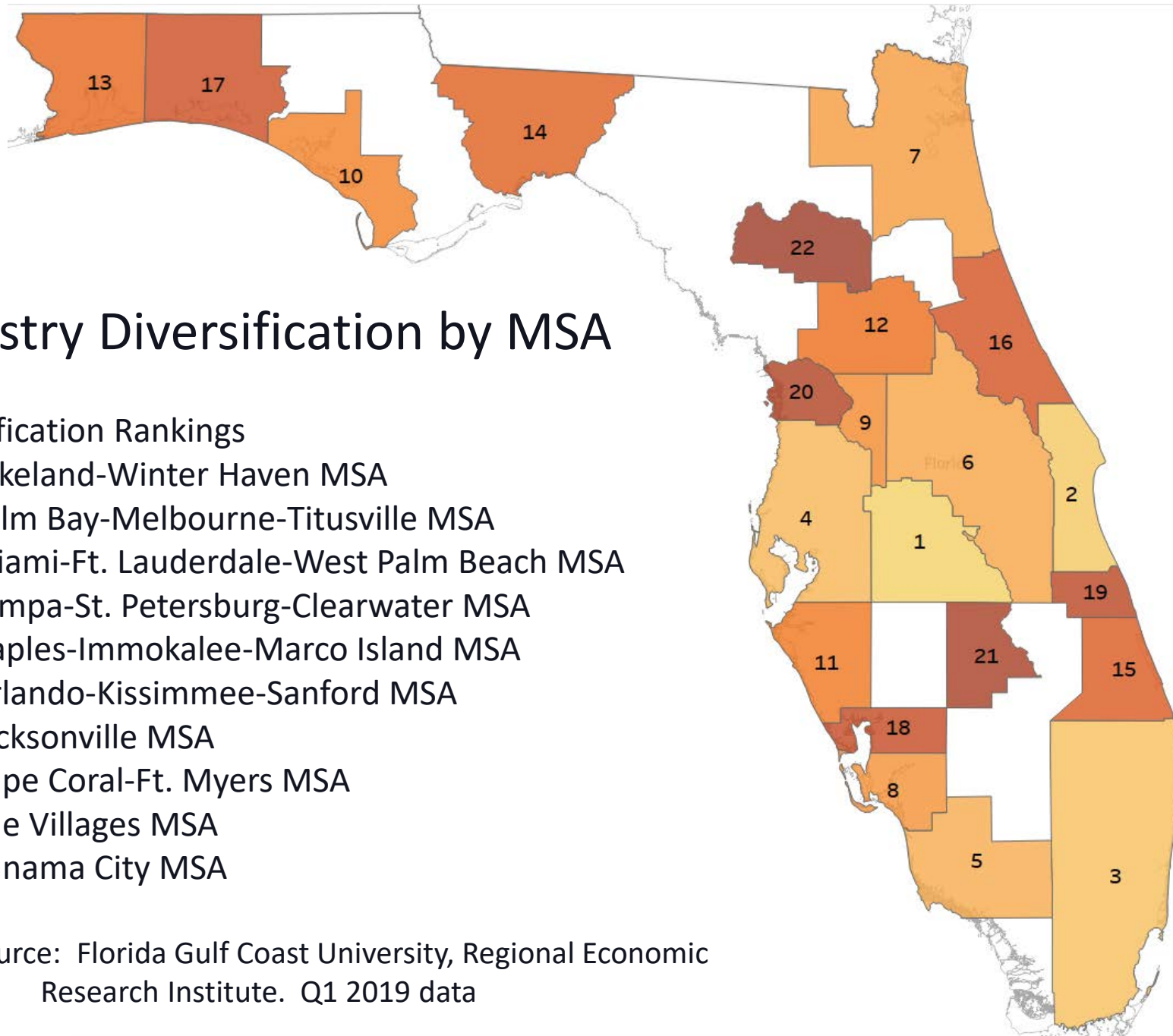
Florida



**INDUSTRY DIVERSIFICATION**

**16th**
(Improving)

**Top 12**
2030 Goal

# Industry Diversification by MSA

Diversification Rankings
#1   Lakeland-Winter Haven MSA
#2   Palm Bay-Melbourne-Titusville MSA
#3   Miami-Ft. Lauderdale-West Palm Beach MSA
#4   Tampa-St. Petersburg-Clearwater MSA
#5   Naples-Immokalee-Marco Island MSA
#6   Orlando-Kissimmee-Sanford MSA
#7   Jacksonville MSA
#8   Cape Coral-Ft. Myers MSA
#9   The Villages MSA
#10  Panama City MSA

Data Source:  Florida Gulf Coast University, Regional Economic
                      Research Institute.  Q1 2019 data
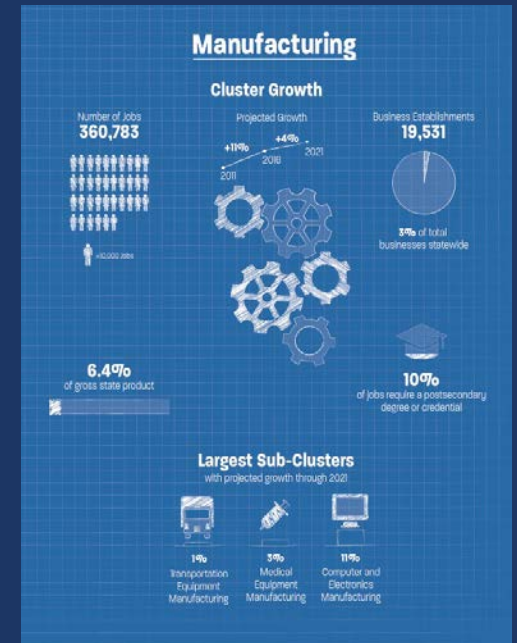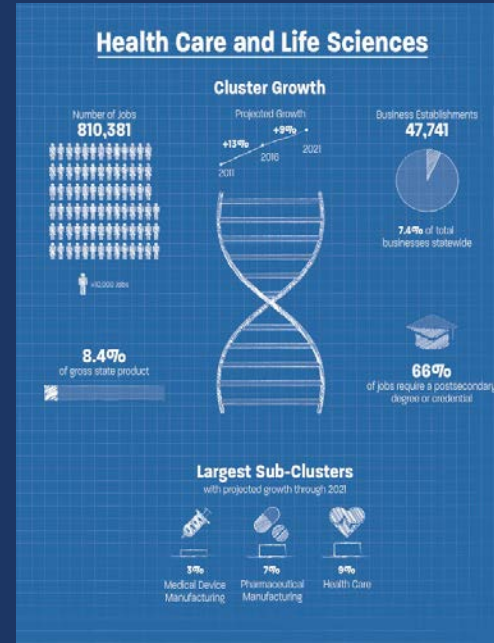
FLORIDA CHAMBER Foundation

# Recent Florida Chamber Foundation Reports
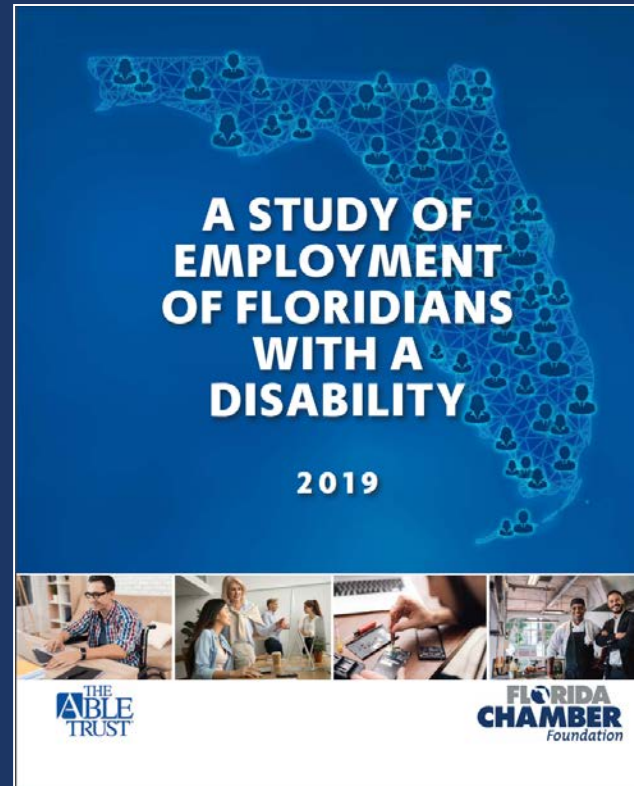


**www.FloridaChamber.com/FoundationResearch**
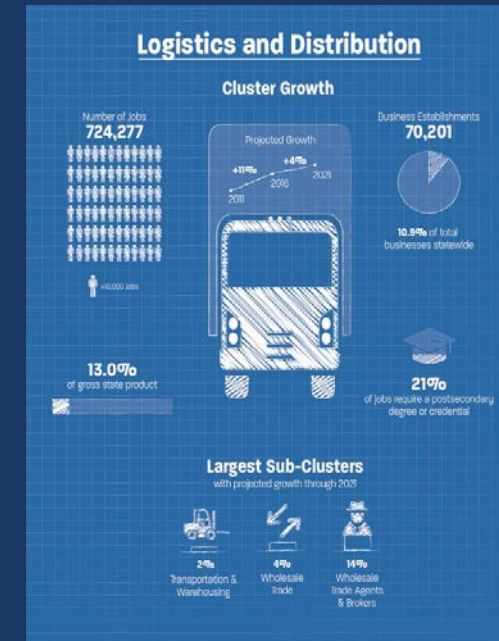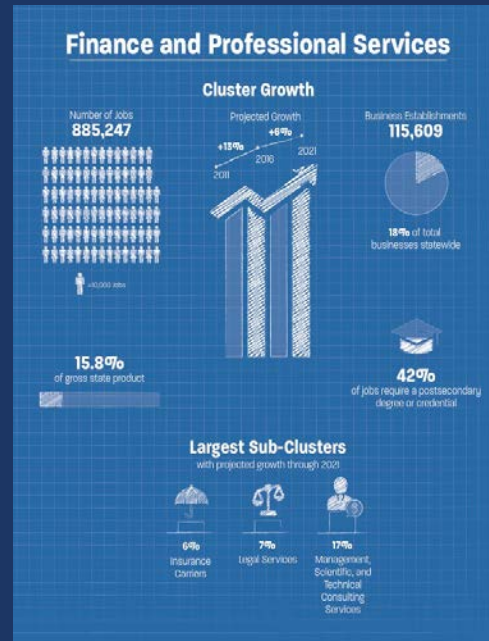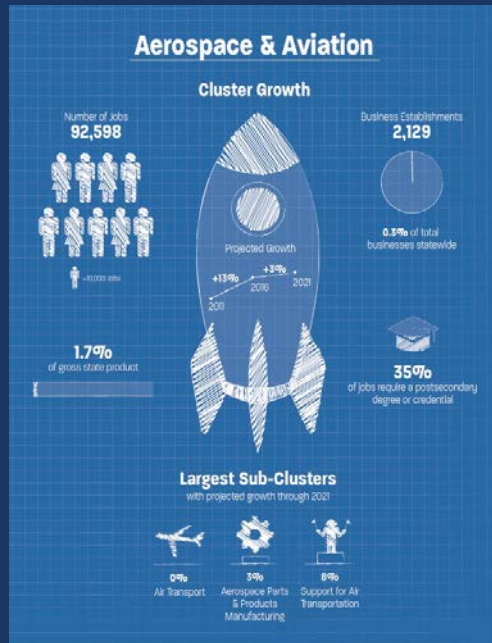
# Statutory Requirement A

Identify Florida's fastest-growing industry sectors and the postsecondary credentials required for employment in those industries

Goals:

DA 1. Identify the fastest-growing industry sectors in Florida

DA 2. Ensure that postsecondary credentials needed for fastest-growing jobs are available

**FLORIDA CHAMBER** *of Commerce*

# Statutory Requirement F

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

Goals:

DA 1. Define what is a common metric and what is a common benchmark.

DA2: Consider the formation of a metrics advisory committee to recommend high-level state and educational institution performance metrics to guide and monitor progress towards increasing credentials and degrees through 2030.

DA 3. Identify metrics & benchmarks that measure employability skills that are more general in nature, rather than job specific, and are common to all work roles across industry types (soft skills).

# Statutory Requirement G

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

Goals:

DA3: 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.

# Meeting Minutes

# FLORIDA TALENT DEVELOPMENT COUNCIL

**Meeting Minutes**

**Group 4: Data and Accountability**
Monday, October 21
1:30 pm – 2:30pm

**Roll Call**

**Members Present:**

| | | |
|---|---|---|
| Mark Wilson, Workgroup Chair | Bob Boyd | Bob Ward |
| Emily Sikes | Adriane Grant | |

**Others Present:**

- Steven Birnholz
- Steve Collins
- Robin Colson
- Adrienne Johnston
- Jessica Kummerle
- Kimberly Lent
- Tara McLarnon
- Heather Reingold
- Joel Schleicher
- Paul Stonecipher
- Elizabeth Winslow
- Shanna Autry
- Brandon Brown
- Andra Cornelius
- Warren Davis
- Michelle Dennard
- Eired Eddy
- Brianna Garcia
- Candice Grause
- Kathryn Hebda
- Carrie Henderson
- Art Hoelke
- Pam Johnson
- Robin King
- Ken Lawson
- Laurie Meggesin
- Carmen Mims
- Keantha Moore
- Allen Mortham

- Bill Mullowney
- Elisia Norton
- Robert O'Leary
- Representative Rene Plasencia
- Zachary Reddick
- Richard Reeves
- Peter Ring
- Mike Sfiropoulos
- Angela Shave
- Thomas Skinner
- Sharon Smoley
- Tara Goodman

**Department of Economic Opportunity Support Staff Present:**
- Katie Crofoot Liebert
- Nicole Duque
- Katherine Morrison
- Emilie Oglesby
- Monica Rutkowski
- Megan Moran

**Introduction: Welcome and Opening Remarks**
- Mark Wilson welcomed workgroup members and gave opening remarks.
- Joel Schleicher gave additional opening remarks.

**Discussion**
- Katie Crofoot Liebert reviewed a PowerPoint presentation outlining the purpose and expectations of the workgroups.
- Mark Wilson opened for discussion.
- Discussion topics among workgroup members included:
  - Is there an existing comprehensive framework or schematic of data that links talent supply, targeted industries, occupations, etc.?
    - Adrienne Johnston from the Department of Economic Opportunity gave an overview of some of the data currently available; there is no current comprehensive framework in place. Creating one is not a simple task and will not be quick; however, it is doable as a long-term strategy.
    - Adrienne Johnston suggested beginning work on a matrix to capture macro-level data with the intention of continuing to work on it through 2020. The workgroup can start at the macro-level and then dive further into the details in 2020. Adrienne said to consider how we measure outcomes.

- ▪ Elizabeth Winslow mentioned that there are available data from the talent supply side.
- ▪ Assessing the current data standards across data reports and using those standards. An example of a current data report given was the Unified State Plan.
    - o Are businesses training their own talent? If so, what is their reason?
        - ▪ Two possible reasons were mentioned: (1) Lack of qualified candidates or (2) Lack of awareness or misconceptions by businesses of available training resources.
    - o Katie Crofoot Liebert reminded that workgroup that if there are items that cannot be completed between now and December, they can still become a strategy to be implemented in 2020; this includes items like creating a comprehensive framework for data.
- • Next Steps:
    - o Mark Wilson will reach out to the Florida Economic Development Council (FEDC).
    - o Workgroup members will develop guiding questions to address strategic plan deliverables (a), (f) and (g) from section 1004.015(4), Florida Statutes.
    - o Department of Economic Opportunity will organize the assessment tool around (a), (f) and (g).
    - o Workgroup members will provide an inventory of the metrics/benchmarks/data that they use that works toward achieving the statewide attainment goal of 60% and can be utilized for a framework.
    - o Workgroup members will provide list of other stakeholders that should be on future calls.

**Public Comment**

Katie Crofoot Liebert opened for comment.

**Closing**

Mark Wilson gave closing remarks.

**Meeting Minutes**

**Group 4: Data and Accountability**
Wednesday, October 23, 2019
1:30 pm – 3:00 pm

**Roll Call**

**Members Present:**

| | | |
|---|---|---|
| Mark Wilson, Workgroup Chair | Marshall Criser | Bob Ward |
| Emily Sikes | Adriane Grant | Jamal Sowell |
| Elizabeth Winslow | Heather Reingold | Andra Cornelius |
| Adrienne Johnston | Peter Ring | |

**Others Present:**
- Joel Schleicher, Council Chair
- Reinhold Schmieding
- Kathy Sparrow
- Mike Boose
- David Bumpus
- Dennis O'Keefe
- Bob O'Leary
- Steve Collins

**Department of Economic Opportunity Support Staff Present:**
- Katherine Morrison
- Nicole Duque
- Monica Rutkowski
- Emilie Oglesby
- Megan Moran
- Lorena Clark

**Introduction: Welcome, Roll Call and Approval of Minutes**
- Mark Wilson, Workgroup Chair, welcomed members and discussed the purpose of the meeting.
- Katherine Morrison called roll.
- Katherine Morrison read through all the organizations represented by the members.
- Workgroup members approved the October 21, 2019 meeting minutes as presented.

**Special Guest**

- Reinhold Schmieding, Founder & President of Arthrex, Inc., gave a broad overview of the company and its workforce development and answered questions from the workgroup members.

**Discussion**

Topics included:

- Training the talent supply and the role of the state and education system in this process.
- Developing new curriculums for advanced manufacturing to improve manufacturing skill sets.
- Duplicating Embry-Riddle program in other areas across the state.
- Talent recruitment by businesses.
- Fostering partnerships with educational institutions.
- Florida Job Growth Grant Fund opportunities.
- Marketing jobs to middle and high school students.
- Creating patterns of excellence across the state and communicating Florida's assets to the business community.
- Mark Wilson reviewed the proposed work plan, the three statutory requirements and guiding questions related to those requirements.
    - For Statutory Requirement A:
        - Definition of fastest growing sectors
        - Methodology
        - Other questions:
            1) Are we looking at federal requirements of Carl Perkins?
            2) Is there an opportunity to focus on diversification in high wage jobs in middle school area to help Floridians?
            3) What's causing all the diversification?
    - For Statutory Requirement F:
        - Discussion around Question 1
        - Other questions:
            1) Can we use work-based learning like apprenticeships toward this goal?
    - For Statutory Requirement G:
        - Discussion around Question 1
        - Other questions:
            1) What is current methodology?
            2) What is the data used for state and federal funding?
            3) What are the state and federal requirements that the colleges are measured on? Are our school districts K-12 being measured on the right things that are aligned to what would make a student successful

if they moved on to the college system? Public schools or private schools?

4) Is the grading system used in the funding?

- Next Steps
  - FTDC staff to provide information on legislative intent on percentages or numbers.
  - Adrienne Johnston to provide more detailed data on growth rate and jobs being added.
  - Council 100 and Chamber to provide information on future fastest growing job sectors.
  - Members to come back next week with as many answers to the questions under the Statutory Requirement A.

**Public Comment**

Katherine Morrison opened the meeting for public comment. No members of the public commented on the call.

**Closing**

Katherine Morrison requested the workgroup members to think about goals and strategies for next week's meeting. Mark Wilson gave closing remarks and adjourned the meeting.

# FLORIDA TALENT DEVELOPMENT COUNCIL

**Group 4: Data and Accountability**
Wednesday, October 30, 2019
1:30 pm – 3:00 pm

**Roll Call**

**Members Present:**

| | | |
|---|---|---|
| Mark Wilson, Workgroup Chair | Jamal Sowell | Elizabeth Winslow |
| Heather Reingold | Andra Cornelius | Adrienne Johnston |
| Peter Ring | Bob Ward | Emily Sikes |

**Others Present:**
- Joel Schleicher, Council Chair
- Beth Cicchetti
- Keith Richard
- Carrie Henderson
- Bob O'Leary
- Steve Collins
- Steven Bowen

**Department of Economic Opportunity Support Staff Present:**
- Katherine Morrison
- Nicole Duque
- Monica Rutkowski
- Megan Moran
- Lorena Clark

**Introduction: Welcome, Roll Call and Approval of Minutes**
- Mark Wilson, Workgroup Chair, welcomed members and discussed the purpose of the meeting.
- Katherine Morrison called roll.
- Workgroup members approved the October 23, 2019 meeting minutes as amended.

**Discussion**
- Mark Wilson reviewed statutory requirement (a) and guiding questions that were sent in and provided in the meeting materials.
  - Topics included:
    - Focusing on retraining adults; lifelong learning.
    - Aligning the fastest growing industry occupations with the technical schools.
    - Focusing on key sectors in Florida's economy while also including trends and future job needs, both state wide and regionally.

- Credit for work-based learning and apprenticeships.
- Adrienne Johnston shared the fastest growing industry data by both growth rate and those adding the most jobs.
- Education attainment level.
- Opportunity to include apprenticeships tied to occupations and targeted sectors.
- Statewide list and regional list.
- Requesting EDC's and local workforce boards promote job data.
- Mark Wilson reviewed the proposed work plan of goals and strategies and requested comments or questions on what the strategy should look like.
  - Strategy discussion for Goal 1:
    - Identify which industry sectors are growing the fastest either by percentage or job numbers.
    - Local and regional data.
    - Alignment with eight targeted industries.
    - Defining/setting thresholds.
    - Utilizing sector strategy approach.
    - Marketing the data.
  - Strategy discussion for Goal 2:
    - Create an inventory that would capture all postsecondary credentials for educational institutions.
    - Market date to get out to masses.
    - List of occupations in high demand, Classification of Instructional Programs (CIP) x Standard Occupational Classification (SOC).
    - Connecting of very specific degrees.
    - Include industry growth and industry occupations.
    - Refine information/process.
- Next Steps
  - Review workgroup 1's strategies.
  - Review draft of strategies.
  - Mark will provide progress update to the full Talent Development Council meeting on Monday, November 4, 2019.

**Public Comment**
Katherine Morrison opened the meeting for public comment. No members of the public commented on the call.

**Closing**
Mark Wilson gave closing remarks and adjourned the meeting.
The next meeting of this workgroup will take place on Wednesday, November 6, 2019 at 1:30 pm.

**Group 4: Data and Accountability**
Wednesday, November 6, 2019
1:30 pm – 3:00 pm

**Roll Call**

**Members Present:**

| | | |
|---|---|---|
| Mark Wilson, Workgroup Chair | Jamal Sowell | Elizabeth Winslow |
| Heather Reingold | Andra Cornelius | Adrienne Johnston |
| Chancellor Marshall Criser | Emily Sikes | Peter Ring |

**Others Present:**
- Carrie Henderson
- Bob O'Leary
- Steve Collins

**Department of Economic Opportunity Support Staff Present:**
- Katie Crofoot Liebert
- Katherine Morrison
- Emilie Oglesby
- Nicole Duque
- Monica Rutkowski

**Introduction: Welcome, Roll Call and Approval of Minutes**
- Mark Wilson welcomed members and discussed the purpose of the meeting.
- Katherine Morrison called roll.
- Workgroup members approved the October 30, 2019 meeting minutes with amendments.

**Discussion**
- Mark Wilson asked members for feedback on the strategies for statutory requirement (a) provided in the meeting materials.
  - Discussion included:
    - Creating a list of common term definitions for different stakeholders to utilize.
    - Amending language for strategy 2.2.
    - The Statewide/Regional Demand Occupations Lists and the related process through which local workforce boards and local communities participate.
    - Engaging the business community on implementation of the strategies.
- Mark Wilson asked members for feedback on the strategies for statutory requirement (f) provided in the meeting materials.

- o Discussion included:
    - ▪ Utilizing metrics that are not traditional (as in not college only).
    - ▪ Including larger data surrounding the inputs and outputs of attainment rates and equity. For example, number of high school students continuing into post-secondary education, in-migration rates, residents leaving Florida, percentage of the adult population with some post-secondary education but with no degree and leveraging an initiative like Complete Florida, etc.
    - ▪ Providing high-quality credentials.
    - ▪ Centralizing the data and methodology in order to produce comparable data and information across all stakeholders.
- Next Steps
    - o Staff will send workgroup members the strategies for (a) and (f) so members may provide feedback and edits.
    - o Staff will facilitate information gathering of terminology related to the different workgroups' statutory charges.
    - o Workgroup members are to prepare to address the final strategic priority (g) for the next meeting, specifically federal funding and accountability.

**Public Comment**

Katherine Morrison opened the meeting for public comment. No members of the public commented on the call.

**Closing**

Mark Wilson gave closing remarks and adjourned the meeting. The next meeting of this workgroup will take place on Wednesday, November 13, 2019 at 1:30 pm.

**Workgroup Meeting Minutes**

**Group 4: Data and Accountability**
Wednesday, November 13, 2019
1:30 pm – 3:00 pm

**Roll Call**

**Members Present:**

| | | |
|---|---|---|
| Mark Wilson, Workgroup Chair | Jamal Sowell | Elizabeth Winslow |
| Heather Reingold | Andra Cornelius | Adrienne Johnston |
| Chancellor Marshall Criser | Emily Sikes | Peter Ring |
| Bob Ward | | |

**Others Present:**
- Keith Richards

**Department of Economic Opportunity Support Staff Present:**
- Katie Crofoot Liebert
- Katherine Morrison
- Nicole Duque
- Monica Rutkowski
- Lorena Clark

**Introduction: Welcome, Roll Call and Approval of Minutes**
- Katie Crofoot Liebert called roll.
- Workgroup members approved the November 6, 2019 meeting minutes with amendments.

**Discussion**
- Review of goals and strategies for statutory requirement (f) provided in the meeting materials.
- Review of goals and strategies for statutory requirement (g) provided in the meeting materials.
    - Discussion included:
        - Addressing special needs solutions for Florida's 29 rural counties.
        - Investigate different options for work-based learning.
        - High-level workforce data panel.
        - Include Enterprise Florida, CareerSource Florida and Council of 100 to definitions document
- The work plan was approved by the members to be recommended to the Florida Talent Development Council (FTDC).
- The next FTDC meeting is November 20, 2019.

**Public Comment**

Katie Crofoot Liebert opened the meeting for public comment. No members of the public commented on the call.

**Closing**

Mark Wilson gave closing remarks and adjourned the meeting.

# Workgroup 5:
# Equity and Access

## Strategic Priority 5: Equity and Access

**Statutory Requirement:** (d) Establish <u>targeted strategies to increase certifications and degrees</u> for all populations <u>with attention to closing equity gaps for underserved populations</u> and incumbent workers requiring an upgrade of skills.

| Draft Goals | Draft Strategies |
|---|---|
| EA 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. | EA 1.1. Develop a framework to identify the opportunity groups that have the lowest rates of postsecondary attainment historically and examine whether there are groups that may be excluded from competing for high-wage, high-demand jobs and careers due to their lagging educational attainment. The framework must include information regarding critical gaps for underserved and underrepresented groups in focus areas including but not limited to socio-economic, geographic, race/ethnicity, veterans and other indicators deemed essential to achieve the state's postsecondary attainment goal. |
| | EA 1.2. 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. |
| | EA 1.3. 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. |
| | |
| EA 2. Identify statewide priorities and develop strategies that address closing critical equity gaps in postsecondary education and training. | EA 2.1. Using the framework outcomes, benchmarks and targets, identify key strategies for addressing 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. |
| | |
| EA 3. 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. | EA 3.1. 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. |
| | EA 3.2. 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. |
| | |
| EA 4. Provide Florida students access to quality, comprehensive and coordinated information and | EA 4.1. 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. |

| | |
|---|---|
| guidance regarding postsecondary education and career opportunities to support their decisions regarding postsecondary attainment, employment and careers. | EA 4.2. 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. |
| | EA 4.3. 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. |

# Meeting Minutes

**Meeting Minutes**

**Group 5: Equity and Access**
Monday, October 21
3:00 pm- 4:00 pm

**Roll Call**

**Members Present:**

| | | |
|---|---|---|
| Michelle Dennard, Workgroup Chair | Bob Ward | Stefanie Steele |
| Joel Schleicher | Emily Sikes | Chancellor Kathryn Hebda |
| Adriane Grant | | |

**Others Present:**

- Steven Birnholz
- Steve Collins
- Robin Colson
- Lisa Cramer
- Bob Boyd
- Nicole Washington
- Jessica Kummerle
- Kimberly Lent
- Tara McLarnon
- Mary lazor
- Bill Mullowney
- Heather Reingold
- Paul Stonecipher
- Elizabeth Winslow
- Shanna Autry
- Brandon Brown
- Andra Cornelius
- Warren Davis
- Eired Eddy
- Brianna Garcia
- Candice Grause
- Carrie Henderson
- Art Hoelke
- Pam Johnson
- Robin King
- Ken Lawson
- Laurie Meggesin
- Carmen Mims

- Keantha Moore
- Allen Mortham
- Elisia Norton
- Robert O'Leary
- Representative Rene Plasencia
- Zachary Reddick
- Richard Reeves
- Peter Ring
- Mike Sfiropoulos
- Angela Shave
- Thomas Skinner
- Sharon Smoley
- Tara Goodman
- Mark Wilson

**Department of Economic Opportunity Support Staff Present:**
- Katie Crofoot Liebert
- Nicole Duque
- Katherine Morrison
- Emilie Oglesby
- Monica Rutkowski
- Megan Moran

**Introduction: Welcome and Opening Remarks**
- Michelle Denard welcomed workgroup members and provided opening remarks.
- Joel Schleicher offered additional opening remarks.

**Discussion**
- Katie Crofoot Liebert reviewed a PowerPoint presentation **(attached)** outlining the purpose and expectations of the workgroups.
- Michelle Dennard provided the workgroup an overview presentation **(attached)** and posed some questions to the members.
- Workgroup members engaged in discussion throughout the presentation. Discussion topics included:
  - Foundational reading skills regardless of pathway.
  - Access issues
    - Parents and students need access to information about career and education options.
    - Access to quality, well-trained teachers early in the educational experience.
    - Affordability of post-secondary options.

- Access based on geographical location. Broward County was used as an example for this issue; Broward College reviewed their physical locations to assess access to post-secondary education; through partnerships the college has increased presence and access in areas of need throughout the county. Broward College will be presenting to the 'Cross-Sector Collaboration and Engagement' workgroup (Group 3) on October 23, 2019.
    - How Dual Enrollment (DE) classes for high school students can help with access to post-secondary education.
  - Removing the social stigmas or the "confidence gap" for students.
  - Soft skills for students through online venues.
  - Data about equity gaps. Michelle Dennard mentioned to the group that data are available regarding these equity gaps.
- Next Steps:
  - Workgroup members may respond to Michelle Dennard's questions via Department of Economic Opportunity staff who will coordinate the information.

**Public Comment**
Katie Crofoot Liebert opened for public comment. There was no public comment.

**Closing**
Michelle Dennard provided closing remarks.

**Meeting Minutes**

**Group 5: Equity and Access**
Thursday, October 24, 2019
10:00 am – 11:30 am

**Roll Call**

**Members Present:**

| | | |
|---|---|---|
| Michelle Dennard, Workgroup Chair | Bob Ward | Stefanie Steele |
| Dr. Carrie Henderson | Laurie Meggesin | Nicole Washington |
| Adriane Grant | Bob O'Leary | Steven Birnholz |

**Others Present:**
- Joel Schleicher, Council Chair

**Department of Economic Opportunity Support Staff Present:**
- Nicole Duque
- Katherine Morrison
- Monica Rutkowski
- Megan Moran
- Lorena Clark

**Introduction: Welcome, Roll Call and Approval of Minutes**
- Michelle Dennard provided opening remarks.
- Katherine Morrison called roll.
- Workgroup members approved the October 21, 2019 meeting minutes as presented**.**
- Michelle reviewed the meeting agenda and discussed the education attainment goal and statutory charge for the workgroup.

**Presentations**
- Dr. Carrie Henderson, Executive Vice Chancellor, Florida Department of Education, presented on the Equity and Access in the Florida College System.
- Nicole Washington, Principal, Washington Education Strategies, Florida Policy Consultant, Lumina Foundation, presented on Equity and Access.
- Laurie Meggesin, Florida College Access Network, presented on Reaching Sail to 60 through Equity and Access.

**Discussion**
The workgroup members engaged in a discussion following the presentations.  Topics included:
- What can we learn from the college equity plans that we can build on?
- Review the disaggregated data to best understand the equity gaps.
- How do we equip students for their best chance of success?

- How are schools supporting and integrating the skills related to structure, teamwork, personal interaction and problem solving?
- Collaborative learning in a non-competitive environment. How do you replicate this system on a larger scale?
- Tying students interests early in their educational experience with future employment opportunities. Making a direct connection between classroom learning and careers allows for students to build their aspirations.
- Providing information to parents regarding careers and financial assistance at the elementary and middle school level. How are we providing access to students and parents about opportunities?
- Review of the metrics to identify targeted areas.
- What populations are we identifying to get the most gain? Are we leveraging the correct populations?
- Work toward continuously improving Florida's attainment rate, considering the starting point.

**Next Steps**
- Michelle Dennard discussed the example work plan provided in the meeting materials.
- Michelle Dennard requested the members review and think about high-level goals and strategies in reference to the statutory requirements.

**Public Comment**
Michelle Dennard opened for public comment. No members of the public commented on the call.

**Closing**
Michelle Dennard provided closing remarks, and the meeting was adjourned. The next meeting for this workgroup will take place on Thursday, October 31, 2019 at 10:00 am.

The next Florida Talent Development Council will take place Monday, November 4, 2019 for a progress update with recommended goals and strategies due by November 20.

**Group 5: Equity and Access**
Thursday, October 31, 2019
10:00 am – 11:30 am

**Roll Call**

**Members Present:**

| | | |
|---|---|---|
| Michelle Dennard, Workgroup Chair | Bob Ward | Stefanie Steele |
| Dr. Carrie Henderson | Laurie Meggesin | Nicole Washington |
| Beth Cicchetti | Bob O'Leary | Kathy Hebda |

**Others Present:**
- Joel Schleicher, Council Chair
- Adriane Grant
- Allen Morthan, Jr.

**Department of Economic Opportunity Support Staff Present:**
- Katherine Morrison
- Nicole Duque
- Megan Moran
- Monica Rutkowski
- Lorena Clark

**Introduction: Welcome, Roll Call and Approval of Minutes**
- Michelle Dennard provided opening remarks.
- Katherine Morrison called roll.
- Workgroup members approved the October 24, 2019 meeting minutes as presented.
- Michelle reviewed the meeting agenda and discussed the education attainment goal and statutory charge for the Workgroup.

**Presentations**
- Steve Collins, CareerSource Florida, presented on Breaking Down Barriers to Employment: Improving Equity and Access for Florida's Job Seekers.
- Bob O'Leary, Independent Colleges and Universities of Florida, presented on Equity and Access.
- Allen Morthan, Jr., Florida Association of Postsecondary Schools and Colleges, presented on Florida's Private Career Colleges.

**Discussion**
Topics included:
- Alignment between colleges career centers and CareerSource Florida.
- Veterans' programs.

- Fiscal benefits – high volume groups looking for assistance.
- Pathways to prosperity initiative.
- Distance learning.
- Affordability of independent and private institutions.
- Dual enrollment.
- Apprenticeship programs.
- Review of the most recent draft work plan that was sent out prior to the meeting. Included three goals and several strategies for each goal.
- Discussion for Goal 1:
    o Separating this goal into two goals.
    o Consider including accelerated course work.
    o Capture all opportunity populations.
    o Interventions at different stages; pre-preparation.
    o Focus on hands on work experience, broad high school strategy.
    o Research on distance learning by rural communities.
- Discussion for Goal 2:
    o Include completion of credentials.
    o Include practices at educational institutions and with partners outside of school setting.
- Discussion for Goal 3:
    o Where are students, parents and potential returning students getting information?
    o How can the information be best suited to make decisions on education, opportunities and career pathways?
    o Amend working by adding: "guidance," "support," "and collaboration."
    o Businesses to include nonprofit and government organizations.
    o Where are the equity gaps and how do we target those populations?

**Next Steps**
- Michelle Dennard requested the members to review goals and strategies as discussed and to send in any edits or comments to DEO by noon on November 1, 2019.
- Michelle Dennard will provide progress report to the full Talent Development Council on Monday, November 4, 2019.

**Public Comment**
Michelle Dennard opened for public comment. No members of the public commented on the call.

**Closing**
Michelle Dennard provided closing remarks, and the meeting was adjourned. The next meeting for this workgroup will take place on Thursday, November 7, 2019 at 1:30 p.m.

**Group 5: Equity and Access**
Thursday, November 7, 2019
1:30 pm – 3:00 pm

**Roll Call**

**Members Present:**
Michelle Dennard, Workgroup Chair          Emily Sikes          Dr. Carrie Henderson
Nicole Washington

**Others Present:**
- Julie Kates

**Department of Economic Opportunity Support Staff Present:**
- Katherine Morrison
- Nicole Duque
- Monica Rutkowski

**Introduction: Welcome, Roll Call and Approval of Minutes**
- Katherine Morrison called roll.
- Michelle Dennard provided opening remarks and reviewed the meeting agenda.
- Workgroup members approved the October 31, 2019 meeting minutes as presented.

**Presentations**
- Emily Sikes, Assistant Vice Chancellor, State University System, presented on equity and access in the State University System.
- Julie Kates, Deputy Director, Florida Division of Vocational Rehabilitation, presented on services and goals of the Division of Vocational Rehabilitation and the Division of Blind Services in the Department of Education.
  Additional resources:
  - http://www.rehabworks.org/programs.shtml
  - http://dbs.myflorida.com/Information/index.html

**Discussion**
- Discussion regarding Julie Kates' presentation:
  - Labor participation rates for individuals with disabilities.
  - Tuition assistance to students for post-secondary credentials.
  - How to best serve students with disabilities that want to attend post-secondary institutions, specifically ICUF (Independent Colleges and Universities of Florida).
- Reviewed modifications/updates to the following workplan strategies:
  - EA 1.3
  - EA 2.1
  - EA 3.1

- EA 4.1
- EA 4.2

**Next Steps**
- Bob O'Leary of ICUF is going to reach out to their institutions to see how many of them engage with Division of Vocational Rehabilitation
- The workgroup approved their workplan as complete to submit to the full Talent Development Council for edits and feedback.
- The workgroup's November 14, 2019 meeting will be cancelled due to the completion of the workplan draft.

**Public Comment**

Michelle Dennard opened for public comment. No members of the public commented on the call.

**Closing**

Michelle Dennard provided closing remarks, and the meeting was adjourned.

# Additional Information

- Glossary

- South Carolina Workforce Development Board: Strategies to Build a Competitive Workforce

- SREB Executive Summary

# FLORIDA TALENT DEVELOPMENT COUNCIL

## Glossary for Florida Talent Development Council

CTE Related Credentials of Value

| Type | Description | Level |
|------|-------------|-------|
| Industry Certification | A time-limited credential issued by an independent, 3rd party certifying entity and linked to an occupation in demand, emerging, or with critical local or statewide need | 6-postsecondary |
| Apprenticeship Certificate of Completion | Signifies a registered apprentice has successfully completed the technical and academic standards of a registered apprenticeship program | Postsecondary |
| Applied Technology Diploma (ATD) | Signifies a student has successfully completed technical instruction that is part of an A.S. degree leading to employment in a specific occupation (Similar to a CCC, but more technical) | Postsecondary |
| Career Certificate | Signifies a student has successfully completed a (clock hour) postsecondary career education program and is ready for employment in a field that requires non-college credit postsecondary training | Postsecondary |
| College Credit Certificate (CCC) | Embedded within AS/AAS programs, are short-term programs that provide highly specialized core knowledge and skills within a particular profession. Signifies a student has successfully completed part of an A.S. degree | Postsecondary |
| Associate in Science Degree (AS); Associate in Applied Science (AAS) | Prepares students for occupations that require a two-year technical degree. Can only be conferred/awarded by an FCS institution | Postsecondary |

| Bachelor's Degree | Prepares students for occupations that require a four-year degree. 27 of the 28 FCS institutions are authorized to offer **Bachelor of Science and Bachelor of Applied Science degrees** (BS/BAS) in select fields with workforce demand. | Postsecondary |
|---|---|---|

- CTE audit- FDOE was directed by the Governor in Executive-Order 19-31 to do an audit of the course offerings in the state CTE system. The audit should include:

    - An analysis of alignment with certificate or degree programs offered at the K-12 and postsecondary levels;

    - An analysis of alignment with professional-level industry certifications;

    - An analysis of alignment with high-growth, high-demand and high-wage employment opportunities; and

    - A review of student outcomes such as academic achievement, college readiness, postsecondary enrollment, credential attainment and attainment of industry certifications.

    o The Department of Education works with and utilizes the expertise of the following stakeholders: CareerSource Florida, the DEO, the Board of Governors, the State College System, school districts and business and industry leaders to ensure CTE course offerings are aligned with market demands;

    o The Department of Education develops CTE best practices for partnerships between high schools, postsecondary institutions and businesses; and

    o The Department of Education makes recommendations to the Governor on an annual basis to eliminate course offerings that are not aligned to market demands, to create new offerings that are aligned to market demands and to strengthen existing program as needed.

- **Career and Technical Education (CTE) Curriculum Frameworks:** With partners from education, business and industry, and trade associations, the Department 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. Moreover, the curriculum frameworks are designed with stackable credentials in mind—students are able to see how the accumulation of certificates can support them in transfer or entry to the workforce.

- **Career and Professional Education (CAPE) Act:** In 2007, the Florida Legislature passed the Career and Professional Education Act.  The purpose of the Act was to provide a statewide planning partnership

between the business and education communities to attract, expand and retain targeted, high-value industry and to sustain a strong knowledge-based economy. The objectives of the act are as follows:

- o To improve middle and high school academic performance by providing rigorous and relevant curriculum opportunities;
- o To provide rigorous and relevant career-themed courses that articulate to postsecondarylevel coursework and lead to industry certification;
- o To support local and regional economic development;
- o To respond to Florida's critical workforce needs; and
- o To provide state residents with access to high-wage and high-demand careers.

To implement the Act, the Florida Department of Education (FDOE), the Department of Economic Opportunity (DEO), and CareerSource Florida are partnered together. At the local level, the Act mandates the development of a local strategic plan prepared by school districts with the participation of regional workforce boards and postsecondary institutions. A key component of this Act is a list of state-approved industry certifications that are critical to Florida's employers.

- **Statewide Common Course Numbering:** Florida has a long-standing system of common course numbering, which distinguishes us from other states in the nation. In addition to guaranteeing transfer of student credit, common course numbering ensures consistency in statewide learning outcomes, so a student taking MAC 1105 College Algebra at Tallahassee Community College is being exposed to the same learning outcomes as students taking MAC 1105 at Florida Atlantic University.
- **Performance Incentives:** The Florida Legislative 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. Per the General Appropriations Act, Florida College System (FCS) institutions can earn bonus funding for select industry certifications. Approximately 14,704 fundable industry certifications were earned in 2017-18. The majority of these certifications were earned in health sciences and law, public safety and security.
- **Articulation Mechanisms:** Articulation agreements are formal agreements between institutions that define transfer policies for a specific course or program. Most importantly, these agreements specify what credits will be validated and awarded by the receiving institution. In addition to Florida's seminal Statewide 2+2 Articulation Agreement that guarantees Associate in Arts graduates admission to a state university, the State Board of Education approves the Statewide Career and Technical Education Articulation Agreements, with the goal of expanding opportunities for postsecondary degrees and certificates. These statewide agreements include minimum guarantee of articulated college credit for: clock hour to Associate in Science/Associate in Applied Science (AS/AAS) degrees, industry certification to AS/AAS degrees, applied technology diplomas to AS/AAS degrees, and AS to baccalaureate degrees.
- **Statewide Longitudinal Data Systems:** Florida is unmatched in its infrastructure and capacity to collect and report timely, high-quality data on students across Florida's K-20 education system. Through the PK-20 Education Data Warehouse, the Florida Department of Education (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.

- **Data Sharing Partnerships:** 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. Florida was among the first states in the nation to use unemployment insurance (UI) wage records to track employment outcomes through data sharing agreements and arrangements with Florida's Department of Economic Opportunity (DEO). DEO is the state agency that serves as Florida's dual Performance Accountability and Customer Information Agency (PACIA) and State Unemployment Insurance Agency (SUIA). Through the interagency data agreements, FETPIP has direct access to unit record student, graduate and leavers UI wage data to promote program improvement.

- **Stackable Credentials:** 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 are built on stackable credentials.

- **Attainment** – successful completion of a program resulting in an award/certificate/degree

- **AA** - Associate in Arts – two-year degree in a non-technical field

- **ACC** - Articulation Coordinating Committee - Section 1007.27(2), Florida Statutes, requires the Articulation Coordinating Committee (ACC) to establish passing scores and course and credit equivalents for Advanced Placement (AP), Advanced International Certificate of Education Program (AICE), International Baccalaureate (IB), DSST (DANTES), Defense Language Proficiency Test (DLPT), UExcel (Excelsior College Exams), and College-Level Examination Program (CLEP) exams. Public community colleges and universities in Florida are required to award the minimum recommended credit for AP, AICE, IB, DSST, DLPT, UExcel (Excelsior), and CLEP exams as designated.

- **ACE** - Adult and Community Education

- **ACTEONLINE** - Association for Career and Technical Education (formerly American Vocational Association) - #1 National, Private Promoter of CTE & CTE Resources

- **AGE** - Adult General Education -used to refer to adult secondary level English & math

- **AHS** - Adult High School

- **AICE** – Advanced International Certificate of Education

- **AP** – Advanced Placement- a type of college coursework taken in high school. College credit is only awarded if students get a certain score on the end-of-course test

- ATP - Adult Training Programs

- **ATR** - Apprenticeship Training Representative – Located throughout Florida, they help locals develop and maintain registered apprenticeship and preapprenticeship programs on behalf of the FDOE

- **BAT** - Bureau of Apprenticeship and Training within the US Department of Labor – Oversees the National Apprenticeship System. All apprenticeships that are registered the FDOE are registered on behalf of the US DOL
- **BLS** - Bureau of Labor Statistics - US Department of Labor
- **BOG** – serves as the governing body for the State University System of Florida
- **CBT** - Computer-Based Training
- **CCD** - Course Code Directory – Florida's list of registered, credit-bearing courses housed by FDOE
- **CCPF** - Community College Program Fund
- **CEPRI** - Council for Education Policy, Research & Improvement (formerly PEPC)
- **CESER** - Center for Employment Security Education & Research
- **CIP** - Classification of Instructional Programs - CIP codes identify programs that train for certain occupations, and those occupations are identified by SOC codes. CIP and SOC codes are used to match training programs with possible career paths/occupations
- **CLNA** – Comprehensive Local Needs Assessment – Assessment of local workforce demand used determine if a program is eligible for federal funding by Perkins V, also used to justify creation of a CTE program at the state level.
- **COE** - Council on Occupational Education
- **CareerSource, Florida, Inc.** – connects businesses with skilled talent and training solutions
- **Council of 100 –** organization of business leaders which promotes the economic growth of the state
- **CTE** – Career and Technical Education (formerly known as vocational education)
- **CTSO** – Career and Technical Student Organization - highly organized groups that enhance student learning through contextual instruction, leadership and personal development, applied learning and real-world application. CTSOs build upon employability and career skills and concepts through the application and engagement of students in hands-on, real work experiences through a Career and Technical Education (CTE) program.
- **District Postsecondary**- term used to refer to career and technical centers which are funded by the school district. Ex) Orange Technical College, Lively Tech, South Dade Technical College.
- **DJJ** – Florida Department of Juvenile Justice
- **DEO** – Florida Department of Economic Opportunity
- **US DOE –** US Department Of Education
- **DOL** - US Department Of Labor
- **EFI** - Enterprise Florida, Inc. – entity in charge of recruiting business to Florida
- **ELL**- English Language Learner
- **EOC** Assessment- Tests that are required to be taken to earn a standard high school diploma. This includes English, Algebra, and Science.
- **ESE** - Exceptional Student Education- formerly known as special education
- **ESOL** - English for Speakers of Other Languages
- **ETPL** – eligible training provider lists
- **ETS** – Educational Testing Service
- **Executive Order 19-31** – State of Florida Office of the Governor Executive Order #2019-31 Executive Order directs the Commissioner of Education re: Charting a Course for Florida to Become Number 1 in the Nation in Workforce Education

- **FAC** - Florida Administrative Code (List of all State Board Rules)
- **FACTE** - Florida Association for Career & Technical Education
- **FAPSC** – Florida Association of Postsecondary Schools and Colleges
- **FASA** - Florida Association of School Administrators
- **FCS** – Florida College System- network of Florida's 28 State Colleges, formerly known as community colleges.
- **FDC**– Florida Department of Corrections
- **FDOE** – Florida Department of Education
- **FEFP** - Florida Education Finance Program – main source of state funding for school districts, including district technical centers
- **FETPIP** - Florida Education and Training Placement Information Program (see above)
- **Florida Chamber of Commerce** – advocates and promotes economic development and job creation in the state.
- **FTE** - Full Time Equivalency- term used to describe the amount of funding a school gets based on a full-time student
- **Joint**- Union
- **Non-Joint** – Non-union
- **HBCU** – historically Black college and university
- **IB -** International Baccalaureate – Rigorous college-level coursework for secondary students. Similar to AP coursework.
- **IDEA** – Individuals with Disabilities Education Act- Federal legislation aimed at protecting students with disabilities and enhancing their education
- **ICUF** – Independent Colleges and Universities
- **IEP** - Individual Education Plan – Developed at the local level in K-12 for any student needing assistance due any kind of learning disability, or even if a student is just behind in their grade level.
- **IET** – Integrated Education and Training – combined academic and technical training
- **ILE** – Independent Local Education –Private Education
- **Industry Certification**-  A voluntary process through which individuals are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills and competencies, resulting in the award of a time-limited credential that is nationally recognized and applicable to an occupation that is included in the workforce system's targeted occupation list or determined to be an occupation that is critical, emerging or addresses a local need.
- **IT** - Information Technology
- **JAC** - Joint Apprenticeship Committee -(see JATC)
- **JATC** - Joint Apprenticeship Training Committee – Local union committees which oversee their apprenticeship programs.
- **LEA** - Local Educational Agency – general term used to refer to a school or a school district
- **LEP** - Limited English Proficiency
- **MSFW** - Migrant and Seasonal Farm Workers
- **NASWA** - National Association of State Workforce Agencies

- **O*NET** - Occupational Information Network  resource frequently used by state supervisors of CTE to match training programs with occupations (CIP to SOC crosswak)
- **OCP** - Occupational Completion Point – used to indicate levels of completion toward PSVC
- **OES** - Occupational Employment Statistics
- **OIS** - Occupational Information Systems
- **OJT** - On-the-Job Training – Hands-on training in the workplace
- **OPPAGA** - Office of Program Policy Analysis & Government Accountability (Florida)- They research the main topics/issues of concern to Florida.
- **OST** - Occupational Skills Training
- **PAC** – Policy Advisory Committee
- **PBIF** - Performance Based Incentive Funding
- **PD** – professional development
- **PEPC** - Post Secondary Education Planning Commission
- **Perkins V** – The Strengthening Career and Technical Education for the 21st Century Act/Public Law No: 115-224- Federal money appropriated to the states for CTE
- **Postsecondary**- education after high school
- **PSAV** - Post Secondary Adult Vocational
- **PSV** - Post Secondary Vocational
- **PSVC** - Post Secondary Vocational Certificate
- **PY** - Program Year – used to describe an apprenticeship program year (analogous to saying "school year")
- **RTI** - Related Technical Instruction – term used to describe the academic component of technical training
- **RWDB** - Regional Workforce Development Board
- **SAAC** - State Apprenticeship Advisory Council- directed to advise the FDOE on matters of apprenticeship. Consists of 10 members appointed by the Governor pursuant to s. 446.045, F.S.
- **SBE** - State Board of Education – The board that oversees public education in Florida, approves FDOE's rules, state plans, school turn around decisions, contracts, etc.
- **SCNS** – Statewide Course Numbering System-(see above)
- **Secondary** - High school
- **SOC** - Standard Occupational Classification – codes established by the US DOL to label/identify occupations. These codes are paired with CIP codes to align programs with careers.
- **Next Generation Sunshine State Standards** – Current K-12 standards which are used as a guide of objectives that curriculum aims to achieve. (Also, currently under review and revisions as directed by Executive Order 19-32)
- **SSC** – the State Steering Committee (for Perkins V)
- **SUS** - State University System- Florida's 12 public universities
- **TABE** - Test of Adult Basic Education – common test used in part to obtain one's GED
- **US DOL** - United States Department Of Labor
- **VR** – Florida Division of Vocational Rehabilitation - under FDOE
- **WDB** - Workforce Development Board

- **WDEF** - Workforce Development Education Fund
- **WDIS** - Workforce Development Information Systems
- **WEOIS** - Workforce Education and Outcome Information Services
- **WIA** - Workforce Investment Act
- **WIOA** – Workforce Innovation and Opportunity Act – Federal legislation and appropriated monies for state workforce development. WIOA is the major, federal legislation CareerSource implements throughout the state

## Florida Talent Development Council Definitions and Data Sources

### Employment Related Definitions

**Industry**: A generic term for a distinct group of economic activities. Industries are described and classified by their primary activity or product.

> Classification System: North American Industry Classification System (NAICS) is the standard used by Federal statistical agencies in classifying business establishments for the purpose of collecting, analyzing, and publishing statistical data related to the U.S. business economy.

**High-Demand Industry:** An industry may be considered high-demand based on growth rate or the number of jobs being added over a period of time. DEO identifies high-demand industries from the growth rate and/or number of jobs added based on eight-year employment growth projections.

**Industry Cluster:** A group of distinct, defined industries that are related based on the nature of their products and/or services. **EFI Targeted Industries** are examples of Industry Clusters.

**Occupation:** the name or title of a job that identifies a person's principle business or work activity.

> Classification System: Standard Occupational Classification (SOC), a standard classification used in social and economic statistical reporting programs, such as the Census or U.S. Bureau of Labor Statistics (BLS) programs.

**High Demand Occupation (or job):** An occupation may be considered high-demand based on growth rate or the number of jobs being added over a period of time. DEO identifies high-demand occupations from the growth rate and/or number of jobs added based on eight-year employment growth projections.

**Target Occupation List (TOL):** The Florida Department of Economic Opportunity (DEO), Bureau of Workforce Statistics and Economic Research (WSER) publishes Florida's statewide demand occupations list and 24 local area demand occupations lists of high growth, high wage occupations annually. These lists are used by the local workforce development boards (LWDBs) to create their local targeted occupations list (LTOL). A LTOL is a list of occupations that are in demand based on high growth and/or high wages in the local area. Each LWDB can use LMS's demand occupations list and other resources to develop their LTOL.

**High Skill, High Wage Job:** A distinction assigned to occupations defined based on statewide and regional wage thresholds adjusted for inflation.

**Real-time Labor Market Information**: Aggregated online job postings often used as a measure of churn in the labor market. Often used as a measure of short-term demand or to identify new and emerging occupations, however not representative of all job openings.

**Job Opening:** All positions that are open and available for hire.

**Federal/State Employment Data Sources:**

**Employment Projections:** The Florida Department of Economic Opportunity (DEO), Bureau of Workforce Statistics and Economic Research (WSER) produces eight-year employment projections for all industries and occupations annually.

**Occupational Employment Statistics (OES)**: This program produces employment and wage estimates for over 800 occupations. These are estimates of the number of people employed in certain occupations and estimates of the wages paid to them. These estimates are available for the nation as a whole, for individual States, and for metropolitan areas.

**Current Employment Statistics (CES):** This program provides the most current estimates of nonfarm employment, hours, and earnings data by industry (place of work) for the nation as a whole, all states, and most major metropolitan areas. Estimates produced by the CES program include both full- and part-time jobs. Excluded are self-employment, as well as agricultural and domestic positions.

**Quarterly Census of Employment and Wages (QCEW):** Produces employment and wages by industry based on all employers covered by reemployment assistance.

**Local Area Unemployment Statistics (LAUS):** Produces labor force, employment, unemployment and unemployment rates for states and local areas based on a survey of households and a statistical model.

2017 - 2020

# Strategies to Build a Competitve Workforce

South Carolina
WORKfORCE
Development Board

# LETTER FROM PAT MICHAELS

On behalf of the State Workforce Development Board, I am pleased to present the 2017-2020 Strategic Plan, **"Strategies to Build a Competitive Workforce."** This plan sets fourth objectives and strategies that will serve as a blueprint for our commitment to continuously develop a skilled talent pipeline that meets the needs of business and industry, promote a sustainable economy, while bringing South Carolinians a livable wage.

**"Strategies to Build a Competitive Workforce"** is the platform to build policies, align programs and invest in workforce development. It reflects extensive stakeholder input, data analysis, and programmatic review and was vetted by business and industry.

South Carolina's workforce development system is built on strategies that require partnerships at regional, state and local levels. To best serve the needs of the workforce system and its customers, we are counting on these partnerships at both the private and the public level to accomplish the goals represented in this strategic plan.

Pat Michaels,
*Board Governance Chair*

# SOUTH CAROLINA BOARD OF WORKFORCE DEVELOPMENT

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**Gregory Tinnell**
Senior Vice President of HR,
Schaeffler

**John Uprichard**
President, FGP Greenville

**Eric Wages**
Site Operations Manager,
Google

# Executive Summary

**T**he value of a strong workforce system is recognized when the economy is weak or when unemployment is up, but the true test of a vigorous workforce is in times of robust employment. It is then, that we perceive if businesses have the resources they need and if our educational system is preparing individuals with skills and credentials to meet the needs of business and industry.

The South Carolina Workforce Development Board has been leading efforts to create a competitive workforce advantage for South Carolina by ensuring that a quality and effective workforce system exists to improve the prosperity of businesses and the lives of South Carolinians. The plan describes four key objectives for the board, which will lead to high impact outcomes across the workforce system.

This plan represents a three-year strategy to build a cohesive, collaborative, and innovative workforce system that is effective in meeting the needs of ALL South Carolinians. The board will continue developing and maintaining strategic alliance with public and private partnerships, identifying in-demand jobs meeting industry needs, supporting policies highlighting priority populations, and creating templates to communicate talent pipeline growth in South Carolina. The board, through the execution of its strategic plan will enhance the existing business services, support a governing body to communicate regulatory awareness concerning workforce development, and develop data driven standards for system performance. Through a series of 11 strategies driven by the four objectives, the board will become a catalyst in building a stronger workforce the state of South Carolina.

**Strategic Objectives:**

- Identify, invest in and support educational and developmental strategies to better prepare a skilled workforce for current and emerging jobs.

- Align resources, policies and strategies between state, local and regional systems to continuously improve outcomes for businesses, individuals and partners.

- Identify current and future workforce needs of South Carolina business and industry to support career pathways in growth sectors.

- Engage job seekers, employers and other workforce partners through marketing and outreach and articulate a value proposition specific to each.

# Introduction

**I**n April of 2017, the State Workforce Development Board (SWDB) came together to develop the board strategic plan. The board's initial planning session was an all-day brainstorming session that included a SWOT analysis, a market and economic data presentation, a vision, a mission, and a guiding principles overview, along with an overview of priority objectives and key performance indicators.

The board, while developing the strategic plan, had several goals including, evaluating the current economic demands, implementing value added processes and assessing strategies and future goals. The major goal of SWDB's plan is to guide the board's focus on growing the capacity and performance of the state's workforce system. To implement the plan, SWDB must provide leadership to continue to develop a skilled workforce for tomorrow's jobs.

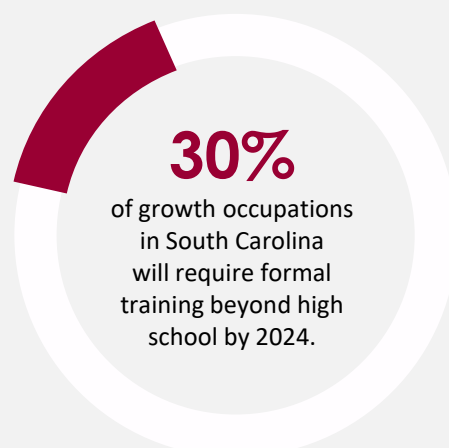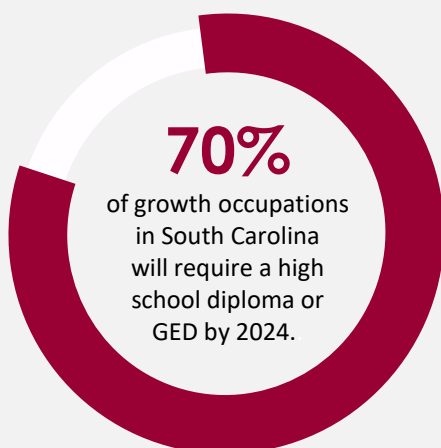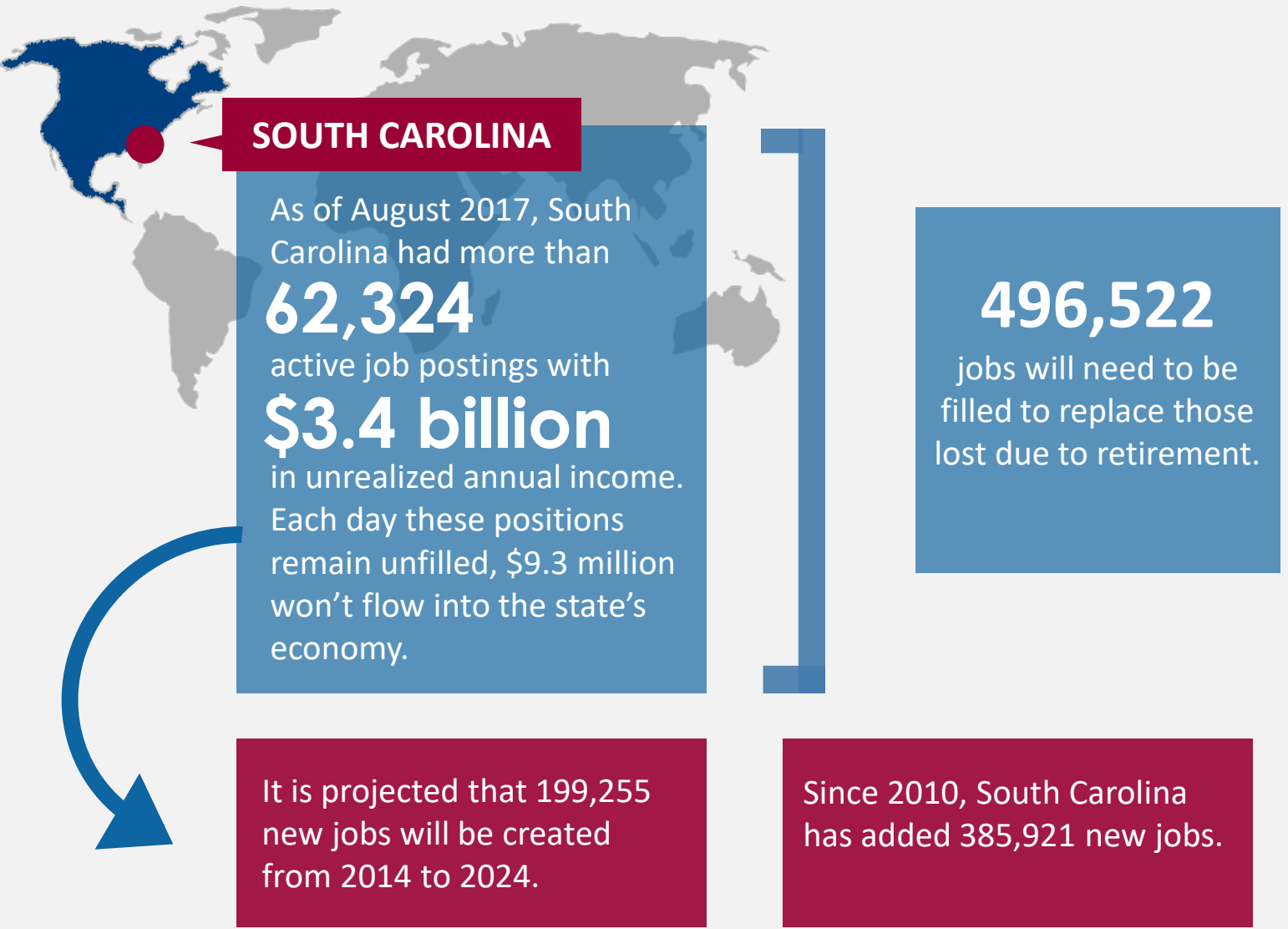Various themes drive the need for workforce system change in South Carolina:

- **South Carolina's Economy is Expanding:**
  Since 2010, South Carolina has added 385,921 new jobs. South Carolina's economy is robust; the unemployment rate is at a 16-year low and employment is at an all-time high with more than 2 million people working today.
- **South Carolina's Economic Development Prospects are Positive:**
  Nearly every day, businesses are announcing intentions to grow or relocate their business in the Palmetto State.
- **Filling Job Openings in South Carolina:**
  In August 2017, South Carolina had 62,324 active job openings across the state. These jobs represent an estimated $3.4 billion in unrealized annual income. Each day these positions remain unfilled, $9.3 million won't flow into the state's economy.
- **South Carolina's Workforce Needs are Great:**
  It is projected that 70 percent of growth in occupations in South Carolina between 2014-2024 will require up to a high school diploma or GED. In addition, 30 percent of will require formal training beyond high school.

> *Looking ahead is essential to successfully navigating future change and lessening the impact. With a calculated look forward, the system (tools, people, funding) can gradually steer outcomes versus waiting too long and addressing it en-mass.*
>
> **Eric Wages**
> Board Member

# South Carolina's Growing Economy

South Carolina's economy is robust; the unemployment rate is at a 16-year low and employment is at an all-time high with more than 2 million people working today.

**SOUTH CAROLINA**

As of August 2017, South Carolina had more than
**62,324**
active job postings with
**$3.4 billion**
in unrealized annual income. Each day these positions remain unfilled, $9.3 million won't flow into the state's economy.

**496,522**
jobs will need to be filled to replace those lost due to retirement.

It is projected that 199,255 new jobs will be created from 2014 to 2024.

Since 2010, South Carolina has added 385,921 new jobs.

**70%**
of growth occupations in South Carolina will require a high school diploma or GED by 2024.

**30%**
of growth occupations in South Carolina will require formal training beyond high school by 2024.

# Vision, Mission, and Guiding Principles

## Vision Statement
To cultivate the development of a skilled workforce and a responsive workforce system that meets the needs of business and industry leading to sustainable growth, economic prosperity and global competitiveness for South Carolina.

## Mission Statement
The Board's mission is to align resources to competitively position South Carolinians to meet business needs and promote our workforce in a global economy.

## Guiding Principles
To achieve the mission envisioned, the Board has endorsed the following guiding principles:

- Focus solely on activities that support the mission.
- Evaluate economic and labor market data, and actively listen to an inclusive group of partners, employers, and job seekers.
- Base strategies and decisions on data and input.
- Be accountable for outcomes that support business growth and economic opportunities for all South Carolinians.

*With larger, more sophisticated industries and multi-national corporations seeking to explore South Carolina as a lucrative option for operations, an ongoing objective is to guarantee that the South Carolina workforce is ready to meet the economic development needs. This includes ensuring that the workforce is equipped with all the elements necessary to fulfill the demands of growing industry in the state.*

**Nick Foong**
*SC Works Management*

## Strategic Objectives

The board is committed to developing a skilled pipeline of workers to meet the needs of business and industry in order to promote sustainable economic growth and global competitiveness. SWDB has articulated four strategic objectives to organize the work of the board, provide a framework for actionable strategies and drive implementation. They are:

- Identify, invest in and support educational and developmental strategies to better prepare a skilled workforce for current and emerging jobs.
- Align resources, policies and strategies between state, local and regional systems to continuously improve outcomes for businesses, individuals and partners.
- Identify current and future workforce needs of South Carolina business and industry to support career pathways in growth sectors.
- Engage job seekers, employers and other workforce partners through marketing and outreach to articulate a value proposition specific to each.

In support of these objectives, a series of action-oriented strategies detail the board's expectations and accountability for SWDB committees. In addition, key performance indicators have also been identified.

*We know the struggle businesses face training employees with the relevant skillset – we are business owners ourselves. Having programs available to upskill current employees or retrain them for a different position solves two problems; it allows companies to keep up with the speed of industry and have a workforce that is competitive in the environment, and it keeps individuals actively employed.*

**Mikee Johnson**
State Workforce Development Board Chair

# OBJECTIVE ONE

IDENTIFY, INVEST IN AND SUPPORT EDUCATIONAL AND DEVELOPMENTAL STRATEGIES TO BETTER PREPARE A SKILLED WORKFORCE FOR CURRENT AND EMERGING JOBS.

## STRATEGY 1.1

Identify pathways to access in-demand jobs through credentials and work-based learning required by industry and align training providers and career pathways to meet those needs.

### Key Performance Indicators

- Number of individuals being trained.
- Placement rate.
- Reduce the number of unfilled skilled positions in high-demand industries.
- Identify and report in-demand occupations and skills gaps.

## STRATEGY 1.2

Identify, develop and support policies that highlight or focus on priority populations in the workforce system.

### Key Performance Indicators

- Track employment gain of priority populations.
- Increase in the baseline engagement rate for priority populations utilizing SC Works services.

## STRATEGY 1.3

Create tools and templates to better understand the growth of South Carolina's talent pipeline and available workforce resources.

### Key Performance Indicators

- Identify South Carolina's workforce strengths and weaknesses.
- Invest in industry-identified, education, and skill development programs.
- Track the extent to which education and training resources align with identified industry needs.

> *Priority Populations make up about 32 percent of South Carolina's entire population. Efforts will be applied to identify the barriers that these individuals face and focus on ways to provide them with many opportunities to be a part of the workforce.*
>
> **Jay Holloway**
> Priority Population Committee Chair

# OBJECTIVE TWO
ALIGN RESOURCES, POLICIES AND STRATEGIES BETWEEN STATE, LOCAL AND REGIONAL SYSTEMS TO CONTINUOUSLY IMPROVE OUTCOMES FOR BUSINESSES, INDIVIDUALS AND PARTNERS.

## STRATEGY 2.1
Develop and maintain a strategic alliance between state and local workforce development board members to support system thinking and establish influence across workforce partners.

### Key Performance Indicators
- Board member engagement and ongoing governance development.
- An improved onboarding process (procedure form) and track the percentage of new board members who have completed this process.
- Recognize superior service of board members at time of completion of term.
- Identify and track important diversity and inclusion metrics beyond compliance with WIOA board requirements.

## STRATEGY 2.2
Enhance existing business services by creating, promoting and further improving the model of business services.

### Key Performance Indicators
- Measure repeat business.
- Market penetration.

## STRATEGY 2.3
Support the structure of a high profile governing body to communicate awareness on regulation and policy concerning workforce development.

### Key Performance Indicators
- Develop board impact report.
- Board member participation in orientation, onboarding and mentorship programs .

## STRATEGY 2.4
Develop data driven standards for system performance and accountability.

### Key Performance Indicators
- Continue the implementation of the S.C. certification standards per state instruction number 16-09.
- Develop and implement professional development training.
- Increase customer satisfaction.

# OBJECTIVE THREE
IDENTIFY CURRENT AND FUTURE WORKFORCE NEEDS OF SOUTH CAROLINA BUSINESS AND INDUSTRY TO SUPPORT CAREER PATHWAYS IN GROWTH SECTORS.

## STRATEGY 3.1
Encourage business and industry driven approaches to strengthen sector partnerships.

### Key Performance Indicators
- Increase business and industry input.
- Reduce the number of unfilled skilled positions in high-demand industries.

## STRATEGY 3.2
Develop and implement Career Pathways initiatives based on employment need to enhance value for jobseekers and businesses.

### Key Performance Indicators
- Track the number of students that are currently enrolled in pipeline programs and the number of completions.
- Identify resources available with pipeline programs.
- Track retention rates of employment.
- Increase youth apprenticeships.
- Develop and utilize career maps.

*The model of a State Workforce Development Board is a relatively unique concept with a list of responsibilities and commitments under the law to align the workforce system to best support employers and jobseekers. By allocating resources to provide businesses with training opportunities to increase the skills of their current workforce, we are supporting a unified vision to attract and maintain quality jobs for South Carolinians.*

**Pat Michaels**
Board Governance Committee Chair

# OBJECTIVE FOUR

ENGAGE JOBSEEKERS, EMPLOYERS AND OTHER WORKFORCE PARTNERS THROUGH MARKETING AND OUTREACH AND ARTICULATE A VALUE PROPOSITION SPECIFIC TO EACH.

## STRATEGY 4.1

Increase engagement and develop awareness with business and industry jobseekers and workforce stakeholders.

### Key Performance Indicators
- Increase the utilization of SC Works.

## STRATEGY 4.2

Identify and implement promising practices to develop and maintain cohesiveness and coordination across the workforce system.

### Key Performance Indicators
- Identify, adopt, and implement best and promising practices .

**A Healthy Workforce Is Good Business**

# PLAN SUMMARY

The following table represents the State Workforce Development Board's plan outlining key objectives and supporting strategies. The board has statutory authority to provide policy and budget recommendations to the governor and will execute that authority to support this plan.

SWDB acknowledges that this strategic plan is a living document and commits to periodic evaluation and reporting of progress and an annual review of board priorities. The board recognizes the South Carolina economy is dynamic and ever changing and will be responsive to these changing conditions.

## State Workforce Development Board

| OBJECTIVE ONE | OBJECTIVE TWO | OBJECTIVE THREE | OBJECTIVE FOUR |
|---|---|---|---|
| Identify, invest in and support educational and developmental strategies to better prepare a skilled workforce for current and emerging jobs. | Align resources, policies and strategies between state, local and regional systems to continuously improve outcomes for businesses, individuals and partners. | Identify current and future workforce needs of South Carolina business and industry to support career pathways in growth sector. | Engage job seekers, employers and other workforce partners through marketing and outreach and articulate a value proposition specific to each. |

### STRATEGIES

| | | | |
|---|---|---|---|
| Identify Pathways to Access In-demand Jobs | Develop Alliances Between Workforce Development Boards | Encourage Business and Industry to Strengthen Sector Partnerships | Increase Engagement with Business and Industry Partners |
| Support Policies Highlighting Priority Populations | Enhance Existing Business Services | Implement Career Pathways Initiatives | Implement Promising Practices to Develop Coordination across Workforce System |
| Create Tools for South Carolina's Talent Pipeline | Support High Performing Governing Body | | |
| | Develop Data Driven Standards | | |

# SREB

# Credentials for All:
# An Imperative for
# SREB States

Southern
Regional
Education
Board

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From the report of the Southern Regional Education Board
Commission on Career and Technical Education

# Credentials for All: An Imperative for SREB States

*The challenge: How do we help more young people earn the postsecondary credentials and degrees that matter in today's economy?*

**SREB states and the nation are gaining ground on high school graduation rates**. Eighty percent of American students now graduate on time from high school — continuing a decade of steady progress.[1]

**However, the future looks bleak for young people with a high school diploma or less and no postsecondary credential of value in the workplace**. The number of jobs available to those with a high school diploma or less has steadily declined for decades, and the Great Recession hit these individuals hard,[4] particularly in SREB states.[5] Workers with a high school diploma or less continue to lose jobs despite the economic recovery.[6]

For young people born into poverty, educational attainment may offer the only means of moving up the economic ladder. Research shows that 42 percent of young people born to families in the lowest fifth of income distribution will remain there[7] — a considerably higher percentage than countries like Great Britain (about 30 percent) or northern European countries like Denmark, Finland and Sweden (about 15 percent).[8] Even youth born to middle-income families are as likely to move down the economic ladder as they are to move up.[9]

**The future looks brighter for young people with the right postsecondary credentials**. Higher education attainment of any kind benefits individuals in the labor market. Post-recession, jobs for those with bachelor's degrees have increased, and jobs for workers with some college or a postsecondary credential have mostly recovered.[10]

## Employment in the New Economy

In the 21st-century U.S. economy, nearly two-thirds of all jobs require education and training beyond high school. One growing sector is jobs that pay between $35,000 and $75,000 a year[2] in fields such as advanced manufacturing, energy, health care, information technology, and science, technology, engineering and mathematics (STEM).[3] To secure these jobs, individuals need to know how to analyze data, apply math, use technology, think critically and solve problems — skills students can develop in high schools, work-based training programs, community and technical colleges, and universities.

**But not enough students are earning postsecondary credentials and degrees**. As Table 1 shows, between 55 percent and 73 percent of adults aged 25 to 64 in SREB states had less than a postsecondary credential in 2012. And although about two-thirds of high school graduates immediately enroll in some form of postsecondary education, too few complete a useful credential.[11] As of 2012, the three-year graduation rate for first-time, full-time certificate or associate degree-seeking students fell shy of 20 percent; the six-year graduation rate for first-time, full-time bachelor's-seeking students was about 57 percent.[12] SREB's analyses of educational attainment data suggest that at least half of all students entering ninth grade will fail to earn a credible industry or postsecondary credential or degree by age 25.

TABLE 1:

**Percentage of Adults Aged 25-64 by Educational Attainment, SREB States — 2012**

| State | No high school credential | High school but no post-sec. credential | Some postsec. but no credential | Total: Less than a postsec. credential | Postsec. credential |
|---|---|---|---|---|---|
| Alabama | 15 | 30 | 23 | 68 | 32 |
| Arkansas | 14 | 34 | 23 | 71 | 29 |
| Delaware | 10 | 31 | 21 | 62 | 38 |
| Florida | 12 | 29 | 22 | 63 | 37 |
| Georgia | 13 | 28 | 22 | 63 | 37 |
| Kentucky | 13 | 34 | 22 | 69 | 31 |
| Louisiana | 15 | 34 | 22 | 71 | 29 |
| Maryland | 9 | 25 | 21 | 55 | 45 |
| Mississippi | 16 | 30 | 24 | 70 | 30 |
| North Carolina | 13 | 26 | 23 | 62 | 38 |
| Oklahoma | 12 | 31 | 24 | 67 | 33 |
| South Carolina | 13 | 30 | 22 | 65 | 35 |
| Tennessee | 13 | 33 | 22 | 68 | 32 |
| Texas | 18 | 25 | 23 | 66 | 34 |
| Virginia | 10 | 24 | 21 | 55 | 45 |
| West Virginia | 13 | 40 | 20 | 73 | 27 |

Source: U.S. Census Bureau.

# Executive Summary

**Low educational attainment harms individuals and the economy**. At current rates of attainment, by 2020 the United States will fall 5 million workers short of industry demand for employees with some postsecondary education.[13] Despite this substantial workforce gap, joblessness is persistently high, especially for minorities. According to U.S. Department of Labor data for adults aged 20 to 24 who were looking for work in 2013, unemployment was more than 11 percent for white young adults, almost 13 percent for Hispanic young adults and nearly 23 percent for black young adults.[14] The economic outlook for young men is also poor. The age at which young men can expect to reach the median wage has shifted dramatically. In 1980, it was age 26; in 2010, it was age 30.[15]

*"The new forgotten half [are] those youth who do not complete college and find themselves shut out of good jobs in the era of college for all… Many youth who took society's advice to attend college, sacrificing time and often incurring debts, have nothing to show for their efforts in terms of credentials, employment, or earnings."*

— William T. Grant Foundation[16]

**Not enough students are earning credentials and degrees in the right fields for today's economy**. Many believe that a bachelor's degree, regardless of major, is the best guarantee of a well-paying job. Yet after taking on debt, some recent college graduates find themselves with no work. As of 2012, the average unemployment rate for recent college graduates ages 22 to 26 with a bachelor's degree was 7.5 percent.[17] And according to one estimate, as many as 23 percent of recent college graduates may be underemployed, working in a job that requires less than a college degree.[18]

**Overall, SREB's analyses of educational and labor market data suggest that for many young adults, the 20s are a lost decade. After years of underemployment or unemployment, many return to school when they are nearly 30**.[19]

**Simply put, the bridge from high school to postsecondary attainment and career opportunities is broken.** To solve this problem, more high school students must get into community and technical colleges — and on pathways to postsecondary attainment and career advancement — much sooner.

*__The challenge:__ How do we provide more young people with an education that connects the classroom with the workplace and prepares them to succeed in postsecondary education and 21st-century careers?*

*The solution:*

- **Transform education with rigorous, relevant career pathways that align secondary, postsecondary and workplace learning and lead to postsecondary credentials that help individuals secure good jobs.**

- **Double the percentage of young adults who earn postsecondary credentials by age 25 over the next decade.** These credentials include advanced industry credentials and postsecondary certificates and degrees at the associate degree level or higher.

*Members of SREB's Commission on Career and Technical Education offer eight actions states can take to build rigorous, relevant career pathways.*

These eight actions — supported by a set of policies and practices summarized below and described at length in the full report — can help states double the percentage of young adults earning valuable industry and postsecondary credentials.

## A Message from Governor Beshear

In the SREB region, each of our states has its own character, our economies as different as our landscapes and our dialects. But we share a common problem: Too few students graduate from high school with the academic, technical and workplace knowledge and skills they need to find employment in the key industries that are critical to our states' economies. One of my goals as chair of SREB and its Commission on Career and Technical Education is to promote policies and practices to support strong career pathways that help more students earn industry and postsecondary credentials and obtain good jobs.

This report makes it clear that preparing for today's workplace requires a transformation of our educational system. Over the next decade, we must double the number of young adults who earn credible advanced credentials or degrees by age 25.

By creating high-quality career pathways in our states, we can ensure that our region's young adults are fully prepared for today's knowledge-based economy.

**Steve Beshear**, Governor,
Commonwealth of Kentucky
Chair, Southern Regional
Education Board
Chair, SREB Commission on
Career and Technical Education

**ACTION 1** — Build bridges from high school to postsecondary education and the workplace by creating rigorous, relevant career pathways driven by labor market demand. Such pathways:

A. Combine a college-ready academic core with challenging technical studies and require students to complete real-world assignments.

*Require all students to complete a college-ready academic core and a concentration — for example, a four-course career pathway or a set of Advanced Placement or International Baccalaureate courses — that provide the foundational learning skills they need to earn credentials and secure good jobs.*

B. Align three stages of learning — secondary, postsecondary and the workplace — through strategies like dual enrollment and work-based learning.

*Leverage state and federal funds to incentivize school districts, community and technical colleges, and employers to develop career pathways that align with identified workforce needs in key state and regional industry sectors.*

*Promote structured dual enrollment programs for career pathways and establish uniform statewide policies so students can earn credits toward high school graduation that are automatically added to students' transcripts at community and technical colleges.*



**Royce West**, Texas State Senator

*Incentivize industry partners to expand ongoing, structured, progressively intensive work-based learning that engages students in authentic applications of academic, technical and workplace skills.*

*Develop policies with insurers, workforce commissions and other agencies to protect students and their employers in work-based learning experiences.*

C. Create guidance systems that include career information, exploration and advisement and engage students in ongoing career and college counseling beginning in the middle grades.

*Mandate career exploration courses and activities in the middle grades and high school and adopt distributed, curriculum-based career guidance systems that make career and college counseling the shared responsibility of every adult in the school.*

D. Allow students to choose accelerated learning options in settings that provide the extended time needed to earn advanced industry credentials.

*Encourage school districts to offer career pathways in diverse settings — comprehensive high schools, shared-time technology centers, full-time technical high schools, early college high schools, career academies, and community and technical colleges — that allow students to earn advanced credentials and college credits while still participating in activities at their home high schools.*

*Incentivize districts, technology centers, and community and technical colleges to partner to create early advanced credential programs modeled after early college high schools. Early advanced credential programs allow students to graduate with a diploma plus an advanced industry certification, postsecondary credential or significant credits toward an associate degree.*

E. Lead to further education and training and high-skill, high-wage jobs in high-demand industries.

*Prioritize the investment of state and federal funds to develop rigorous, relevant career pathways that lead to employment in state and regional industry sectors with a shortage of skilled workers.*

## ACTION 2 — Expect all students to graduate academically ready for both college and careers.

*Establish literacy- and math-readiness standards for non-STEM college majors and set benchmark cut scores on the assessments chosen to measure college readiness.*

*Collaborate with secondary, postsecondary and industry partners to establish foundational literacy and math readiness standards needed for advanced education and training, non-degree programs and the workplace. Establish cut scores for academic career readiness on multiple validated assessments (such as nationally normed assessments) that predict success in advanced training programs.*

*Use state-approved junior-year academic readiness assessments as a measure of students' academic preparedness for college and advanced training programs. Work with community and technical colleges to adopt or develop senior-year transitional readiness courses in literacy and math that count as fourth English or math credits.*

## ACTION 3 — Select assessments of technical and workplace readiness standards that offer long-term value to individual students, employers and the economy; carry college credits; and are directly linked to more advanced certifications and further study.

*Define technical career readiness in state policy, capturing the knowledge and skills students must master to enter postsecondary education and training programs and secure high-skill, high-wage jobs in high-demand fields.*

*Designate a state agency to work with secondary and postsecondary education agencies and employers to identify, evaluate and approve industry certification examinations, technical skills assessments, dual credit courses and end-of-course assessments that are part of a system of stackable credentials.*

## ACTION 4 — Provide all high school career pathway teachers, especially new teachers from industry, with the professional development and fast-track induction programs they need to meet high academic, technical and pedagogical standards and enhance students' academic and technical readiness for college and careers.

*Allocate funds for new teachers from industry to participate in fast-track induction programs that span the first 15 months of teaching and include two weeks to one month of paid employment in the summer before they enter the classroom.*

*Work with postsecondary and industry partners and external providers to deliver research-based professional development that teaches academic and CTE teachers how to design real-world, project-based instruction, assignments and assessments that integrate literacy, math and science with technical content.*

**ACTION 5** — Adopt a framework of strategies to restructure low-performing high schools around rigorous, relevant career pathways that accelerate learning and prepare students for postsecondary credentials and degrees.

*Use federal, state and local funds to help low-performing high schools reorganize around theme-based career academies that feature rigorous, relevant career pathways.*

**ACTION 6** — Offer early advanced credential programs in shared-time technology centers, aligning their curricula, instruction and technology with home high schools and community and technical colleges.

*Create the time needed for technology center students to earn advanced industry credentials by offering full-time study during students' junior and senior years; extending the school year or the school day; creating 13th-year early advanced credential programs; converting some centers into full-time technical high schools or full-time regional magnets; or partnering with community and technical colleges to offer junior- and senior-year career pathway instruction.*

**ACTION 7** — Incentivize community and technical colleges and school districts to double the percentage of students who earn certificates, credentials and degrees by setting statewide readiness standards and aligning assessment and placement measures with those standards. Other strategies: Use the senior year of high school to reduce the number of students who need remediation, retool developmental education, adopt individualized support strategies for struggling students and improve affordability.

*Use a combination of incentives and performance-based funding models to encourage community and technical colleges to work with school districts to increase the percentage of students who complete their programs and earn industry credentials and postsecondary certificates and degrees.*

*Increase the number of ways students can qualify for credit-bearing course work and developmental education. Establish multiple measures of postsecondary readiness, such as the grade point average (GPA), benchmark scores on nationally normed assessments and college placement exams.*

**ACTION 8** — Design accountability systems that recognize and reward districts, high schools, technology centers, and community and technical colleges that double the number of young adults who acquire postsecondary credentials and secure high-skill, high-wage jobs by age 25.

*Allocate extra weight in state accountability systems for each high school student who meets both academic college-readiness standards and technical career-readiness standards. Ensure that the state accountability system values academic college readiness and academic and technical career readiness equally.*

*Allocate extra weight in state accountability systems for each high school student who completes an advanced industry credential in a critical industry sector.*

*Increase each year the percentage of high school students who demonstrate academic, technical and workplace readiness by:*



**Derrick Graham,** State Representative, Kentucky

    a.   completing capstone courses, senior portfolios, career and technical student organization competitions, or work-based learning experiences;

    b.   attaining advanced industry credentials;

    c.   earning dual credits for career pathway courses; and

    d.   passing end-of-course assessments for career pathway courses that generate extra weight toward the GPA or carry college credit.

*Establish a multi-measure, college- and career-ready performance index to assess, track and report progress made by school districts, high schools, community and technical colleges, and employers delivering career pathways. Expect secondary and postsecondary partners to:*

- Raise high school graduation rates to 90 percent or higher in all high schools within a decade or less and help schools with graduation rates of 70 percent or less raise their graduation rates to 80 percent or higher within five years.

- Increase the percentage of students who leave high school academically prepared for college and careers to 80 percent or higher.

- Increase each year the percentage of students who meet academic career-readiness benchmarks for the foundational literacy and math skills appropriate to their career pathways.

- Increase each year the percentage of high school students who complete a career pathway consisting of a college-ready academic core and at least four sequential CTE courses leading to further education and training and workforce opportunities.

- Increase each year the percentage of high school graduates who immediately enter some form of postsecondary education, including employer-sponsored work-based training programs.

- Double over the next decade the percentage of young people who complete advanced industry credentials, postsecondary certificates and degrees by age 25.

- Expand each year the number of secondary and postsecondary students who participate in employer-sponsored work-based experiences and learn-and-earn programs.

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[1] "Table 2: Public high school 4-year adjusted cohort graduation rate (ACGR), by race/ethnicity and selected demographics for the United States, the 50 states, the District of Columbia, and other jurisdictions: School year 2011—12." U.S. Department of Education, National Center for Education Statistics (NCES), 2014. http://nces.ed.gov/pubs2014/2014391/tables/table_02.asp.

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[4] Carnevale, Jayasundera and Hanson, 2012.

[5] Carnevale and Smith, 2012.

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[7] Julia B. Isaacs. *Economic Mobility of Families Across Generations*. Brookings Institution, 2007.

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[12] "Table 46: 150 Percent of Normal Time Graduation Rates in Public Universities and Colleges by Racial/Ethnic Groups." *SREB Fact Book on Education*. SREB, 2014. Figures reported are for the same cohort — Fall 2009 students at public two-year colleges and Fall 2006 students at public four-year colleges and universities. See http://info.sreb.org/DataLibrary/factbook/collegecompletion/FB14_45_46_47.xlsx.

[13] Anthony P. Carnevale, Nicole Smith and Jeff Strohl. *Recovery: Job Growth And Education Requirements Through 2020*. Georgetown University Center on Education and the Workforce, 2013.

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[15] Anthony P. Carnevale, Andrew R. Hanson and Artem Gulish. *Failure to Launch: Structural Shift and the New Lost Generation*. Georgetown University Center on Education and the Workforce, 2013.

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[18] Personal communication, Anthony P. Carnevale, Director, Georgetown University Center on Education and the Workforce, February 18, 2015.

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# SREB Commission on Career and Technical Education

## Commission Members*

**Governor Steve Beshear**, Commonwealth of Kentucky, Chair, Southern Regional Education Board, Chair, Commission on Career and Technical Education

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**Alan Baker**, State Representative, Alabama

**Tommy Bice**, State Superintendent of Education, Alabama State Department of Education

**Hugh Blackwell**, State Representative, North Carolina

**Jay Box**, Chancellor, Kentucky Community & Technical College System

**Harry Ray Brooks**, State Representative, Tennessee

**Terry Burton**, State Senator, Mississippi

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**Barbara Hampton**, Chair, Georgia State Board of Education

**Greg Higdon**, President & CEO, Kentucky Association of Manufacturers

**Terry Holliday**, Commissioner of Education, Kentucky Department of Education

**Lloyd Jackson**, State Board Member, West Virginia Board of Education

**Ronald Jackson**, Commissioner, Technical College System of Georgia

**Johnny Key**, State Senator, Arkansas

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**Royce West**, State Senator, Texas

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**Michael Williams**, Commissioner of Education, Texas Education Agency

**Mike Wilson**, State Senator, Kentucky

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**Gary Hoachlander**, President, ConnectEd: The California Center for College and Career, Berkeley, California

**David Stern**, Professor Emeritus, University of California, Berkeley, Berkeley, California

**James R. Stone III**, Director, National Research Center for Career and Technical Education, Louisville, Kentucky

**Marc Tucker**, President and CEO, National Center on Education and the Economy, Washington, D.C.

## Guests of the Commission

**Wesley Beddard**, Associate Vice President for Student Learning and Success, North Carolina Community College System

**Michael Berry**, Deputy Commissioner for Policy & Programs, Texas Education Agency

**Dale Winkler**, Associate Commissioner, Office of Career and Technical Education, Kentucky Department of Education

**Tom Zawacki**, Secretary, Education and Workforce Development Cabinet, Kentucky

*Titles as of the May 2014 meeting of the Commission.*

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# 2019 NAEP Results Point to the Urgency to Be Bold and Raise Expectations

October 30, 2019

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**2019 NAEP Results Point to the Urgency to Be Bold and Raise Expectations**
*~ Florida's Results Mix of Positives and a Call to Action ~*

**Tallahassee, Fla., October 30, 2019 –** Commissioner of Education Richard Corcoran reacted to Florida's results on the 2019 National Assessment of Educational Progress (NAEP) 4th and 8th grade reading and mathematics assessments. While Florida remains a leader at closing achievement gaps and Florida's public charter school students are notably outpacing the nation's students, the overall results illustrate that Florida has a long way to go before claiming victory for all of Florida's students.

**Commissioner of Education, Richard Corcoran** issued the following statement, "Today's NAEP results make it very clear that unless we start raising expectations for students, we will continue to see stagnant growth. What we've learned after 20 years of reforms is that where expectations are flat, results are flat. This realization is why I want to applaud Governor DeSantis for reinvigorating a bold vision for success for every Florida student.

"I share Governor DeSantis' vision to make Florida the Education State and make Florida number one in all metrics of student achievement. Florida's NAEP results have relatively flat lined. We are #6 in 4th grade reading and #4 in 4th grade math.

"If we are to be measured by how we lift up those with the most need, Florida must use these results to embrace the momentum that has been reasserted by Governor DeSantis. In 2019, Governor DeSantis restored a culture of being big and bold for all Florida students. They are counting on us. For if we are not bold and brave, then we deny our children equitable access to the beautiful lifelong opportunities that they all deserve."

<u>**Highlights of 2019 NAEP Results in Florida:**</u>

- Florida has prioritized closing achievements gaps, and the NAEP results confirm that fact. **Florida students who are Black, Hispanic, have a disability, are English Language Learners or come from low-income families typically outperform their peers in comparison to their peers across the country. They frequently rank in the top 5 nationally.**
- Florida's public charter schools, which serve 69% minority students and 53% low-income students statewide, have again answered the call to higher achievement. **According to the 2019 NAEP results, if Florida's 658 public charter schools and their 314,000 students were their own state, they would rank #2 in 4th grade reading, tied for #2 in 4th grade math, #1 in 8th grade reading and tied for #5 in 8th grade math.**

- Among the 27 large, urban school districts nationally that participated in the 2019 NAEP Trial Urban District Assessment (TUDA), **Miami-Dade County Public Schools ranked #1 in 4$^{th}$ grade reading, Duval County Public Schools ranked #2 in 4$^{th}$ grade math, and Hillsborough County Public Schools ranked #3 in 4$^{th}$ grade reading.**

- On one hand, **70% of Florida students scored at or above NAEP's basic level on 4$^{th}$ grade reading (#7 nationally), 87% on 4$^{th}$ grade math (#1 nationally), 72% on 8$^{th}$ grade reading (#30 nationally) and 66% on 8$^{th}$ grade math (#36 nationally).** However, Florida and the nation are moving backwards in nearly all of these results.
- **The reality is the gap between Florida's top performing students and the bottom 25% of Florida's students is widening**. For example, Florida's 8$^{th}$ grade reading scores dropped 3 points and our ranking remained #22. However, the bottom 25% of Florida's 8$^{th}$ grade reading students actually dropped 6 points, and the bottom 10% dropped 9 points.

In less than one year in office, Governor DeSantis has restored a culture of urgency for a student-centered focus in Florida's education system through:

- **Issuing Executive Order 19-32, calling for Florida to eliminate Common Core and ensure high quality academic standards**. The 2019 NAEP results show that Common Core standards have not helped states make progress. The results speak for themselves, nationwide and in Florida.
- **Issuing a call through Executive Order 19-32 to find innovative ways to streamline assessments so that Florida's education systems are aligned to great opportunities for students' lives beyond the classroom**. Our students, teachers and schools will meet that bar if they know it has value and their successes are celebrated.
- **His historic proposal to raise the minimum salary for teachers to $47,500, #2 in the nation, is a proposal that would impact more than 101,000 teachers**. Nearly 60% of Florida's teachers would immediately benefit. This will also send a signal nationwide that Florida has a long-term vision to elevate the teaching profession, the #1 component to ensure every student in Florida receives a world-class education.
- **Emphasizing that the early foundational years of a student's educational journey are critical.** Prekindergarten preparation should connect into early literacy education that puts students on grade level by fourth grade.
- **Pushing for accountability, Florida must continue urgently improving our D and F graded schools**. While 315 of Florida's Title 1 schools earned an A in 2019 and another 583 earned a B, the harsh reality is that 86% of C, D and F schools are Title 1 schools.

## Background on NAEP

The NAEP assessments give Florida (and every state) a meaningful opportunity to take a step back, examine progress every two years, and self-reflect on how Florida is giving students meaningful and equitable opportunities to discover and flourish in their unique educational journeys. NAEP is the only assessment that provides a common measure of student achievement in various subjects across the nation. NAEP results are released as "The Nation's Report Card." NAEP gives Florida a clear view of how our students are progressing as compared to students across the nation.

For more information about Florida's 2019 NAEP results, visit NAEP Results or The Nation's Report Card.

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