



# FLORIDA TALENT DEVELOPMENT COUNCIL

## Agenda July 21, 2020 2:00 pm

### Time (Minutes)

10

**I. Welcome and Introductions**

- a. Invocation
- b. Roll Call
- c. Approval of the minutes – Bob Ward
- d. Approval of attendance report

5

**II. Meeting Objectives – Chair, Joel Schleicher**

10

**III. Discussion: Data Group**

15

**IV. Presentation**

- a. “Developing a Framework for Florida's Credentials of Value,” Chancellor Henry Mack, Florida Department of Education

30

**V. Discussion: Strategic Plan**

10

**VI. Public Comment**

5

**VII. Next Steps**

**VIII. Next Council Meeting**

Tuesday, August 25, 2020 at 3:00 PM

**IX. Adjourn**



# FLORIDA TALENT DEVELOPMENT COUNCIL

## Meeting Minutes

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**June 22, 2020**

10:00 am – 12:00 pm

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### **Members Present:**

Joel Schleicher, Chair  
Ken Lawson, Vice Chair  
Bob Boyd  
Chancellor Marshall Criser  
Michelle Dennard  
Chancellor Eric Hall for Commissioner Richard Corcoran  
Chancellor Kathy Hebda  
Marva Johnson  
Chancellor Henry Mack  
Allen Mortham for Brandon Biederman  
Representative Rene Plasencia  
Jamal Sowell  
Bob Ward  
Mark Wilson

**Members Excused:** Senator Travis Hutson and Tim Cerio

### **Others Present:**

- Katie Crofoot
- Nicole Duque
- Katherine Morrison
- Megan Moran
- Monica Rutkowski

### **I. Welcome, Roll Call and Approval of Minutes**

- Joel Schleicher welcomed members.
- Bob Ward led invocation.
- Katie Crofoot called roll.
- Council members approved the February 20, 2020 meeting minutes as presented.

### **II. Discussion**

- The Chair led with an opening statement regarding COVID-19 and the continued work of the Council. The opening statement culminated with a discussion of a list of questions the Chair posed to Council members:
  - What has changed or been learned since December or the council's last meeting in February?



# FLORIDA TALENT DEVELOPMENT COUNCIL

- What are some suggestions on how to get back on track?
- Discussion included topics such as:
  - Restoring consumer confidence and ensuring consumer safety
  - Shifts in the economy
    - Teleworking
    - The role of technology in education, telehealth, etc.
    - Displacement of employees due to acceleration of technology
    - Business responses to economic disruptions
  - Education
    - Challenges in reopening
    - Educational institutions shifting to online or hybrid models
  - Equity and access, social justice
    - Creating better economic and social mobility for populations
  - Accelerating and intensifying Council goals in response to the shifts in the economy and workforce
    - Prioritizing a resilient workforce
    - Introducing some new or different strategies
    - Data focus
    - Cross-sector collaboration
  - Evaluating needs of the community/economy post-COVID-19

### **III. Presentations**

- Mark Wilson, Florida Chamber of Commerce, gave a presentation on relaunching Florida during/post-COVID-19.
- The Florida Department of Education provided an overview and update on their activities regarding reopening Florida's schools and the CARES Act.

### **IV. Public Comment**

- Maria Clapp, a local school counselor director, inquired on how the Florida Department of Education will disseminate the presented information to students. Chancellor Hall stated that the department is working with local directors, CTE educators and local school districts to disseminate this information.
- Grace Moseley from Florida College Access Network requested copy of the recording and meeting materials.

### **V. Next Steps**

- The Florida Department of Education staff will coordinate with the Florida Department of Economic Opportunity staff to convene a group focused on data.
- The Florida Department of Education will request feedback from the Council on defining credentials.
- The next Council meeting is scheduled as a conference call on July 21, 2020.

### **VI. Adjourn**

Chair Schleicher adjourned the meeting.

### Florida Talent Development Council Attendance

Council Members	10/7	11/4	11/20	12/11	12/18	1/28	2/20	6/22
Chair Joel Schleicher	Y	Y	Y	Y	Y	Y	Y	Y
Senator Travis Hutson	Y	N	N	N	N	N	N	N
Representative Rene Plasencia	Y	Y	Y	N	Y	Y	N	Y
Michelle Dennard, CareerSource	Y	Y	Y	Y	Y	Y	Y	Y
Jamal Sowell, Enterprise Florida	Y	Y	N	Y	Y	Y	Y	Y
Ken Lawson, DEO	Y	Y	Y	Y	Y	Y	Y	Y
Richard Corcoran, Commissioner of DOE	Y*	Y*	Y*	Y*	Y*	Y*	Y*	Y*
Bob Ward, Council of 100	Y	Y	Y	Y	Y	Y	Y	Y
Mark Wilson, Florida Chamber of Commerce	Y	Y	Y*	N	Y	Y	Y	Y
Tim Cerio, BOG	Y	Y	Y	Y	N	N	Y	N
Marva Johnson, State Board of Education	Y	Y	Y	Y	Y	Y	N	Y
Marshall Criser, BOG	Y	Y	Y	Y	Y	Y	Y	Y
Kathy Hebda, Florida College System	Y	Y	Y*	N	Y*	Y	Y	Y
Bob Boyd, ICUF	Y	Y	Y	Y	Y	Y*	Y	Y
Brandon Biederman, FAPSC	Y	Y	Y*	N	Y*	N	N	Y*
Henry Mack, DOE <sup>1</sup>	Y	Y	Y*	Y	Y	Y	Y	Y

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

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

## Overview | Department of Education Credentials of Value Framework Project

In late January, the Florida Department of Education (DOE) completed the first phase of the statewide career and technical education (CTE) audit, as required by Executive Order 19-31 and HB7071. DOE is currently engaged in the second phase of the statewide CTE audit and receiving feedback from institutions regarding several secondary and postsecondary programs that require a more detailed, local review. **In 2018-2019, over 700,000 middle and high school students (or about 1/3 of the entire K12 population) participated in workforce education-related coursework, with over 400,000 postsecondary students enrolled in a CTE program across Florida's 48 technical colleges and 28 state colleges.**

The audit work, together with establishing a strategic plan for ensuring for the ability of the state's workforce education system to meet the demands of the Florida economy and the future of work, is now being led by the department's the Division of Career and Adult Education (DCAE). The DCAE exists to serve the Division of Public Schools (DPS) and the Division of the Florida Colleges (DFC) in the recruitment and expansion of their workforce programs, and to ensure for their maximum alignment to Florida's economy. The annual audit will be integrated into the DCAE's body of work which includes all workforce and adult education curriculum development and review (at the sub-baccalaureate level), the administration of the Perkins V federal grant, the Workforce Opportunity and Innovation Act (WIOA Title II) grant, and the State Apprenticeship Expansion (SAE) grant. DCAE also administers Florida's Career and Professional Education (CAPE) Act, all registered apprenticeship and pre-apprenticeship programs.

There is a recognition, however, that all these efforts should be aligned to a broader, statewide framework for defining a credential of value – a framework that captures regional demand and appreciates the ability of both non-degree and degree-connected workforce programs to change lives. The development of a framework will require members from the department to work with workforce and economic leaders, along with national thought leaders, to analyze information on Florida's current and emerging workforce needs, and review funding and resources from various sources to seek alignment where possible. From this workgroup of institutional, state and national leaders, Florida would emerge with a framework for how to effectively scale high quality credential development and competency-based learning – aligning workforce learning to meet state and local needs – and help lay the foundation for a new, digital competency and skill infrastructure and interoperable visualization tool. Moreover, the framework will help inform future policy and targeted funding incentives for quality, non-degree credentials and help the state focus on measures of equitable access and outcomes for minority, special population, and underserved communities.

### Outcomes

- A framework that can be applied by Florida to identify high-quality workforce education-related degrees, certificates, industry certifications, and non-degree (skills training) opportunities that are credentials of value.
- Framework to be integrated into two ongoing, multi-year statewide initiatives. First, the results of this framework and methodology will **inform Florida's annual CTE audit** that is mandated by Florida Statute. Second, the results of this framework and methodology will be sustained by **integrating the results into Florida's Workforce Education Data Dashboard – an interoperable visualization tool** – that will be funded by \$2.5M through Florida's Reopening Schools and CARES Act Plan.
- Develop a **revised methodology for tracking CTE program quality and student achievement**, particularly with an eye toward social and economic mobility, access & equity.
- Develop appropriate policy recommendations for a **value-based funding and incentive structure**.

Critical questions to answer include: **What does the state of Florida mean by the term value, as it relates to all formal workforce credentials and experiences?** Appreciating the fact that regional needs vary, how can the framework adopt a methodology that accounts for local labor market demand, understanding the need for specific skills? Moreover, **how can we understand which non-degree credentials or competency-based programs (e.g., work based learning) provide reliable pathways to prosperity, especially for traditionally underserved or economically disadvantaged populations?** How do the state's current funding and incentives align to middle- and high-wage jobs in current and emerging industries (statewide and regionally)? How can the state clearly articulate career pathways to prosperity for non-degree credentials? How can the framework help reimagine the state's CTE audit methodology to account for non-degree credentials, particularly those heavily focused on short-term skills training?

FLORIDA TALENT DEVELOPMENT COUNCIL  
**STRATEGIC PLAN**



**2020-2030**

We are blessed by Florida’s strong economic position – boasting one of the nation’s lowest unemployment rates, a private sector growth rate outpacing national trends, a top rated higher education system and strong resultant bond ratings. Yet, we cannot rest on the laurels of today. We need to broaden our employment base and prepare Florida for the future.

Looking toward that future for all Floridians, the Florida Talent Development Council would like to thank Governor DeSantis and the Legislature for their foresight in creating the Florida Talent Development Council and entrusting us with the enormous opportunity to impact the future lives of all students and working Floridians – a role we do not take lightly! House Bill 7071, which passed during the 2019 legislative session, amended section 1004.015, Florida Statutes, to better prepare the workforce for the evolving workplace of the future. One important direction in the bill is for the Florida Talent Development Council to create a strategic plan to raise the percentage of working-age adults with a high-value postsecondary credential to over 60 percent by 2030. Collectively, the Florida Talent Development Council strives to raise this bar even further.


To that end, our recommendations and initiatives reflect the “lifelong learning mode”; that is, the constantly evolving world in which we live, where it is more important than ever to continue learning and improving one’s skills even after beginning a career. Moreover, our recommendations and initiatives will not just be aimed at students, but also employers and employees. We seek to bring together students, employers, employees and K-12 educational institutions, and encourage government to efficiently accumulate and coordinate resources, communicate information and facilitate success.

Individuals must be informed that going forward they will need to be involved in continuing their education and retraining. It will require help from government, educational institutions and employers; but, in the end it will, of course, be the responsibility of the individual. Individuals ultimately must devote time and effort: these are two sacrifices no institution can provide.

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

Relative to education, we need to be graduating and educating students with degrees and skills that employers need and want. Students must be informed – openly and upfront – on the cost of education and the expected return on their investment. Once a student is adequately informed, they are empowered to take ownership of their path.





As good as many of our postsecondary and credential programs are, we encourage them to streamline their processes by breaking down bureaucratic walls to work at the pace of industry. When an employer comes forth with a request for a directed curriculum and requisite jobs, we need to respond quickly and in kind.

Furthermore, Florida must rapidly advance the development of online learning! Businesses have essentially moved to online learning so employees can learn at their own pace and around family and work obligations. We understand and applaud that our postsecondary educators have made significant progress with online courses. However, we need to increase the number of online courses and have a central repository of available courses, so the public has adequate access.

This is about access, convenience and affordable education – online learning is the wave of the future. Once again, we need to break with past tradition and rapidly evolve for future success. However, this room to improve does not start at the postsecondary education level. We as citizens and government must ask what needs to be done to get a better return on investment for the billions of dollars spent on education.

We need to continuously re-evaluate the elementary and high school education curricula, methods and measurements of success. We need to go back to teaching the basics – along with critical and creative thinking – so students can adapt to a changing workplace. Let us find a way to let teachers teach and remove unnecessary regulatory impediments.

We believe all students, whether from rural communities, inner cities or suburbs, should have access to better educational outcomes. To ensure this is the case we must continue to champion the Governor’s initiatives supporting school choice and workforce education.

Lastly, the role of government. We have been amazed at the amount of data that is available on education and jobs and believe the state is doing a great job of accumulating data. Yet, they do not do as good a job of communicating the data they have accumulated. The state needs to up its game and do a better job of communicating and marketing information to students, parents, educators, employers and all citizens – within the state and outside.

We are proud that the State of Florida is taking on the initiative of matching training and the workforce of tomorrow. We simply need to find a way to be a facilitator of this process. Our recommendations that follow are intended to do so, over a period of time, with short- and long-term priorities and interim benchmarks.

Sincerely submitted by

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



# INTRODUCTION

In order to meet the changing and evolving employment demands of the future, Florida must refocus and create a modern alignment of postsecondary attainment, workforce and economic development efforts. Proactively responding to the need to develop a more evolved and highly skilled workforce, the Florida Legislature established the Strengthening Alignment between Industry and Learning (SAIL) initiative. SAIL to 60 strives to have 60 percent of working-age adults (ages 25-64) in Florida with a high-value postsecondary certificate degree, credential or training experience by 2030.

To advance this goal, the Legislature created the Florida Talent Development Council (Council). The Council was tasked with the development of a strategic plan to improve education and training attainment and the alignment of programs and credentials with needs of employers.

## EXECUTIVE SUMMARY

The Council has been meeting, since October 2019, on a framework to align programs and credentials with the needs of employers and increase education and training attainment. The 16-member council is composed of legislative, business, workforce development and postsecondary education leaders.

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

- Identify Florida's fastest-growing industry sectors and the postsecondary credentials required for employment in those industries.
- Assess whether postsecondary degrees, certificates and other credentials awarded by Florida's postsecondary institutions align with high-demand employment needs and job placement rates.
- Identify strategies to deepen and expand cross-sector collaboration to align higher education programs with targeted industry needs.
- Establish targeted strategies to increase certifications and degrees for all populations with attention to closing equity gaps for underserved populations and incumbent workers requiring an upgrade of skills.
- Assess the role of apprenticeship programs in meeting targeted workforce needs and identify any barriers to program expansion.
- Identify common metrics and benchmarks to demonstrate progress toward the 60 percent goal and how the Sail to 60 Initiative under s. 1004.013 can provide coordinated cross-sector support for the strategic plan.
- Recommend for improvement to the consistency of workforce education data collected and reported by Florida College System institutions and school districts including the establishment of common elements and definitions for any data that is used for state and federal funding and program accountability.



# INTRODUCTION

The Council set a framework for the strategic plan by outlining five strategic priorities. Workgroups consisting of Council members, stakeholders and partner organizations organized around each strategic priority. The workgroups drafted goals, intended to catalyze stronger overall system outcomes and strategies, equip the state's education providers, employers, communities and students with strategies to thrive and succeed leading up to 2030 and beyond. Once the workgroups completed their recommendations, the Council held several meetings to review and adopt the goals and strategies related to the five strategic priorities. The Florida Talent Development Council Strategic Plan is the culmination of the hard work of Florida's education, workforce and industry sectors.

## VISION:

Create and foster cross-sector collaboration between educational institutions, economic development and workforce needs; thereby, creating an accountable talent pipeline toward workforce readiness that fuels economic growth and evolving career pathways for all Floridians. Utilize strategic planning, data accumulation and enhanced government communication to achieve alignment between employer needs and valued and accountable education programs – beginning at elementary school through high school – and continuing to postsecondary and a credential-based education system.

## MISSION:

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

## GOAL:

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

## STRATEGIC PRIORITIES:

1. POLICY AND SYSTEM ALIGNMENT
2. WORKFORCE READINESS
3. CROSS-SECTOR COLLABORATION AND ENGAGEMENT
4. DATA AND ACCOUNTABILITY
5. EQUITY AND ACCESS

# STRATEGIC PRIORITY ONE:

## POLICY AND SYSTEM ALIGNMENT

### POLICY AND SYSTEM ALIGNMENT

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

### GOAL ONE

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

#### STRATEGIES

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

### GOAL TWO

Identify high-demand employment needs.

#### STRATEGIES

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



# STRATEGIC PRIORITY ONE:

## POLICY AND SYSTEM ALIGNMENT

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### POLICY AND SYSTEM ALIGNMENT

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

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### GOAL THREE

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

#### STRATEGIES

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

### GOAL FOUR

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

#### STRATEGIES

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

# STRATEGIC PRIORITY TWO:

## WORKFORCE READINESS

### WORKFORCE READINESS

Increase postsecondary attainment, training, transition, skills and gainful employment in targeted industry sectors.

### GOAL ONE

Expand apprenticeships in meeting targeted workforce needs.

#### STRATEGIES

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

### GOAL TWO

Increase early career-related education and exposure.

#### STRATEGIES

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



# STRATEGIC PRIORITY TWO:

## WORKFORCE READINESS

### WORKFORCE READINESS

Increase postsecondary attainment, training, transition, skills and gainful employment in targeted industry sectors.

### GOAL THREE

Address essential and occupational skill gaps.

#### STRATEGIES

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

### GOAL FOUR

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

#### STRATEGIES

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

# STRATEGIC PRIORITY TWO:

## WORKFORCE READINESS

### WORKFORCE READINESS

Increase postsecondary attainment, training, transition, skills and gainful employment in targeted industry sectors.

### GOAL FIVE

Increase postsecondary transitions and credential attainment.

### STRATEGIES

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



# STRATEGIC PRIORITY THREE:

## CROSS-SECTOR COLLABORATION AND ENGAGEMENT

### CROSS-SECTOR COLLABORATION AND ENGAGEMENT

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

### GOAL ONE

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

#### STRATEGIES

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

### GOAL TWO

Ensure all partners in Florida's education, job skills training and career development systems share the common goal and mission to increase the skills of Floridians, provide pathways to self-sufficient careers and measure success utilizing common metrics.

#### STRATEGIES

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



# STRATEGIC PRIORITY THREE:

## CROSS-SECTOR COLLABORATION AND ENGAGEMENT

### CROSS-SECTOR COLLABORATION AND ENGAGEMENT

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

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

### GOAL THREE

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

### STRATEGIES

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



# STRATEGIC PRIORITY THREE:

## CROSS-SECTOR COLLABORATION AND ENGAGEMENT

### CROSS-SECTOR COLLABORATION AND ENGAGEMENT

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

### GOAL FOUR

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

#### STRATEGIES

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

### GOAL FIVE

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

#### STRATEGIES

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

# STRATEGIC PRIORITY FOUR:

## DATA AND ACCOUNTABILITY

### DATA AND ACCOUNTABILITY

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

### GOAL ONE

Identify the fastest-growing industry sectors in Florida.

#### STRATEGIES

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

### GOAL TWO

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

#### STRATEGIES

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



# STRATEGIC PRIORITY FOUR:

## DATA AND ACCOUNTABILITY

### DATA AND ACCOUNTABILITY

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

### GOAL THREE

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

### STRATEGIES

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

# STRATEGIC PRIORITY FIVE:

## EQUITY AND ACCESS

### EQUITY AND ACCESS

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

### GOAL ONE

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

### STRATEGIES

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



# STRATEGIC PRIORITY FIVE:

## EQUITY AND ACCESS

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### EQUITY AND ACCESS

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

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### GOAL TWO

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

### STRATEGIES

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

# STRATEGIC PRIORITY FIVE:

## EQUITY AND ACCESS

### EQUITY AND ACCESS

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

### GOAL THREE

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

### STRATEGIES

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



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