



FLORIDA TALENT DEVELOPMENT COUNCIL

Progress Agenda Telephonic Meeting of June 22, 2020 – 10:00 a.m. EST

**Time
(Minutes)**

10

- I. Welcome and Introductions**
- a. Invocation
 - b. Roll Call
 - c. Approval of the minutes – Bob Ward

5

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

30

- III. Presentations:**
- a. Florida Chamber of Commerce
 - b. Florida Department of Education

30

- IV. Discussion: What has changed or been learned since December or our last meeting in February?**

- V. Discussion: Suggestions on how to get back on track.**

10

- VI. Public Comment**

5

- VII. Next Steps**

- VIII. Next Council Meeting**
Tuesday, July 21, 2020 @ 2:00 PM
Tampa, Florida

- IX. Adjourn**



FLORIDA TALENT DEVELOPMENT COUNCIL

Meeting Minutes

February 20, 2020
3:00 pm – 5:00 pm

Members Present:

Joel Schleicher, Chair

Bob Ward

Chancellor Henry Mack

Ken Lawson, Executive Director

Chancellor Eric Hall for Commissioner Richard Corcoran

Michelle Dennard

Mark Wilson

Chancellor Kathy Hebda

Tim Cerio

Chancellor Marshall Criser

Jamal Sowell

Bob Boyd

Members Excused: Senator Travis Hutson and Brandon Biederman

Others Present:

- Emily Sykes
- Adrienne Johnston
- Peter Ring
- Adrienne Grant
- Nicole Duque
- Katherine Morrison
- Megan Moran
- Lorena Clark
- Kayla Ward
- Diane McCall
- Rod Duckworth
- Paul Burns
- Taryn Fenske
- Kathleen Taylor

I. Welcome, Roll Call and Approval of Minutes

- Joel Schleicher welcomed members and asked Vice-Chair Ken Lawson to facilitate this meeting.
- Katherine Morrison called roll.
- Council members approved the January 28, 2020 revised meeting minutes as presented.

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

FLORIDA TALENT DEVELOPMENT COUNCIL

II. Presentations

- Chancellor Eric Hall, Dr. Paul Burns and Chancellor Henry Mack provided an overview and update on the Florida Department of Education's activities and programs that align with the Florida Talent Development Council's (FTDC) Strategic Plan.
- Mark Wilson, Florida Chamber of Commerce, gave a presentation on Florida Workforce 2030 Report Overview.

III. Public Comment

Vice-Chair Lawson opened the meeting for public comment. There was no public comment.

IV. Next Steps

- Department of Education (DOE) staff will coordinate with Department of Economic Opportunity (DEO) staff:
 - Review and discuss available data.
 - Establish a data panel comprised of DOE and DEO staff.
 - Review the FTDC strategies to align with best practices.
 - Provide a presentation during the April meeting.
- Vice-Chair Lawson proposed that the FTDC strategic plan be reviewed and updated every six months. The revisions will be discussed during the June meeting.
- The next council meeting is scheduled as conference call on March 26, 2020 from 3:00 pm – 5:00 pm.

V. Adjourn

Vice-Chair Lawson adjourned the meeting.



RELAUNCH FLORIDA



Uniting Business for Good



The Florida Talent Development Council

June 22, 2020

mwilson@flchamber.com

Relaunch Florida Alignment

Aligning national, state and local guidelines for reopening Florida in a strategic way that ensures the safety of all Floridians.

**White House
guidelines to
reopening America
(3 phases)**

**Gov. DeSantis /
State Level**

**Local
Framework**

Florida's Economy Pre-COVID-19

The Florida Scorecard January 2020



<https://thefloridascorecard.org/>



Continuing to Unite Florida's Business Community for Good

Where is Florida's Economy Today?



2030 Goals Remain Unchanged

17th to 10th



WHERE DO WE WANT TO GO? 2030 Targets

GOALS

Global Competitiveness
Grow Florida into a top 10
global economy

Prosperity & High Paying Jobs
Create a path to prosperity for
all zip codes in Florida

Vibrant & Resilient Communities
Position Florida among the top states for attracting
and retaining talent and visitors of all ages

“If we do not stop the virus, many people will die. If our attempts to stop the pandemic severely damage our economies, it is hard to envision how there will not be even more suffering ahead.”

McKinsey
& Company

Improving Florida's talent pipeline for a better workforce

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

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

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

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

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

100% of children are
ready for kindergarten

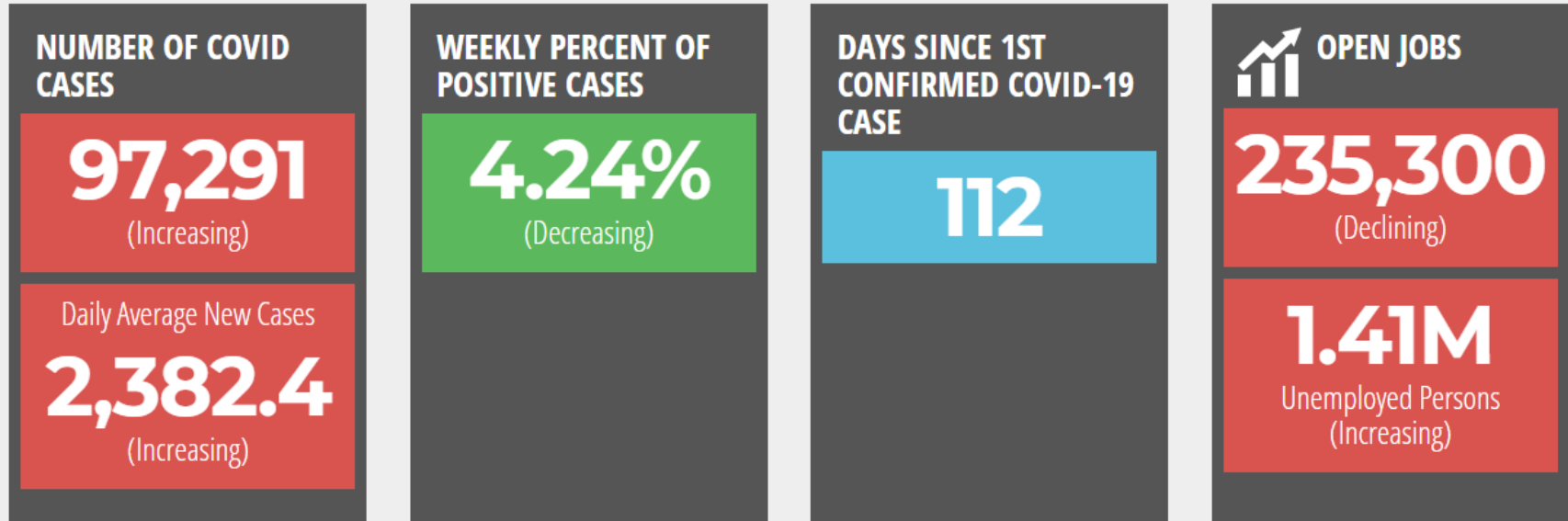
State of Florida Metrics

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

[Florida FutureCast](#)

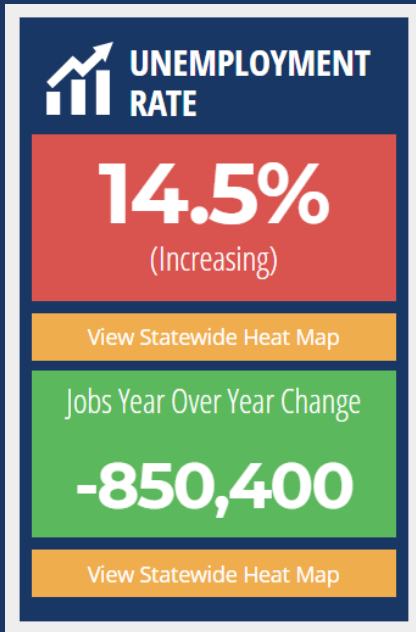
FLORIDA POPULATION 06/22/2020
21,997,215

COVID-19



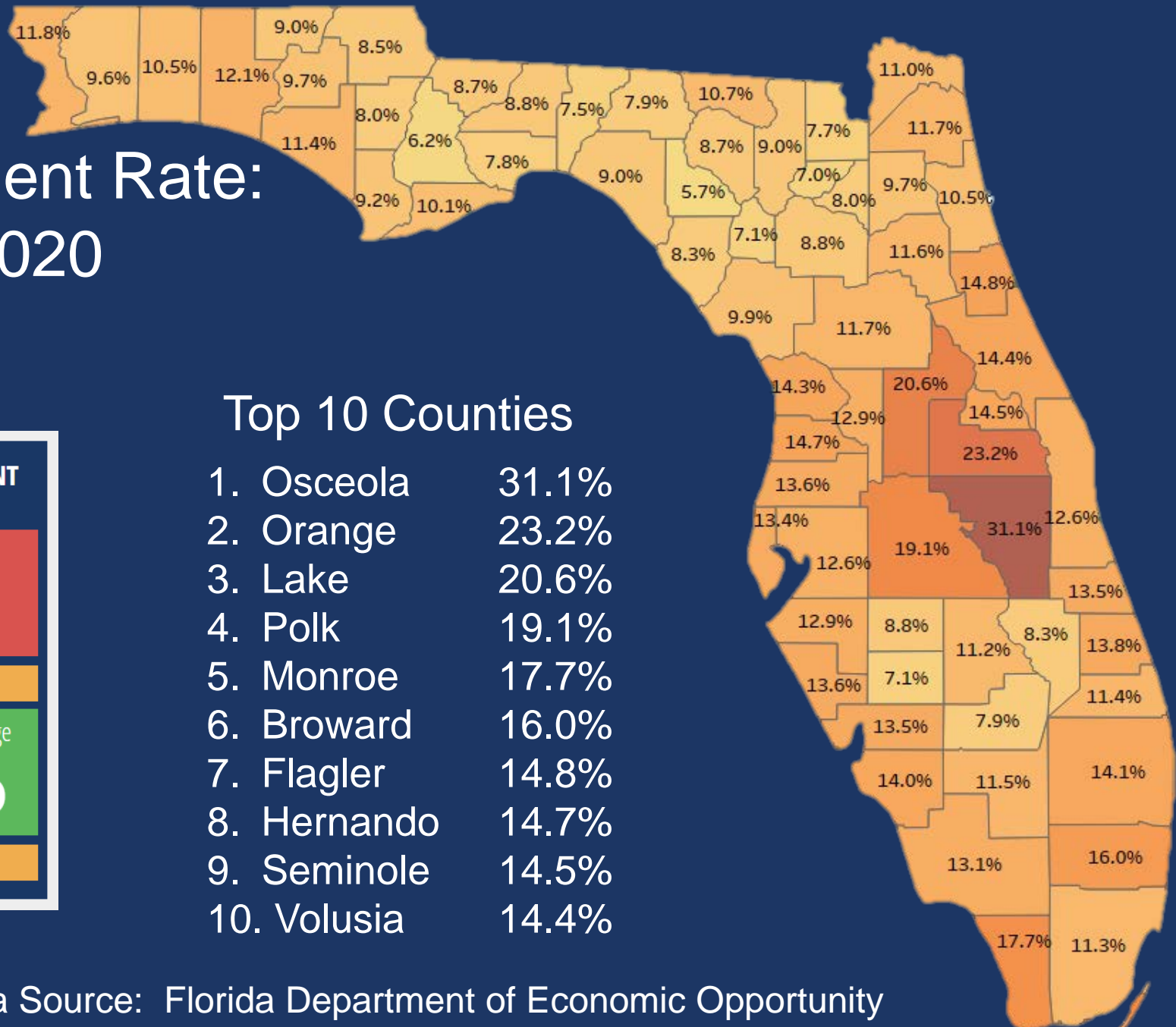
Unemployment Rate: May 2020

Florida



Top 10 Counties

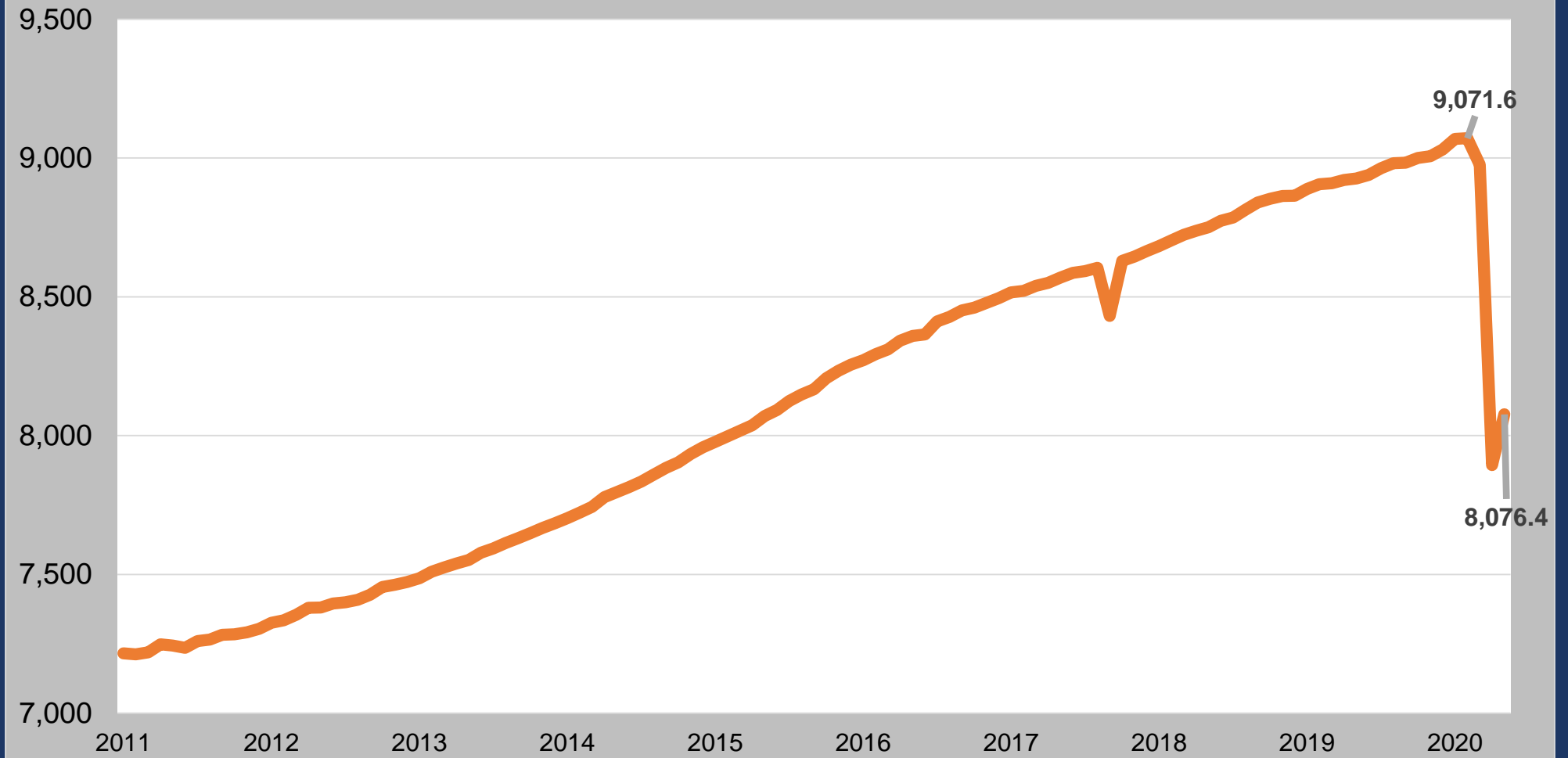
1. Osceola 31.1%
2. Orange 23.2%
3. Lake 20.6%
4. Polk 19.1%
5. Monroe 17.7%
6. Broward 16.0%
7. Flagler 14.8%
8. Hernando 14.7%
9. Seminole 14.5%
10. Volusia 14.4%



Job Loss by Category: May 2019 to May 2020

Industry	Job Loss	Percent
Total – All Industries	-850,400	-9.5%
Leisure & Hospitality	-460,500	-36.8%
Trade, Transportation & Utilities	-123,800	-6.9%
Professional & Business Services	-104,500	-7.5%
Education & Health Services	-73,300	-5.5%
Other Services	-34,100	-9.6%
Financial Activities	-16,100	-2.7%
Manufacturing	-15,200	-4.0%
Construction	+4,900	+0.9%

Florida Non-Farm Jobs (thousands)



Safeguarding Our Lives and Our Livelihoods

“Technology that would have taken 10-years to be widely adopted by the public will now be completed in 3-5 years”
 Mark Wilson, President & CEO, Florida Chamber of Commerce

CLOSING ACHIEVEMENT GAPS AND HEALTHY SCHOOLS	PAGE	GOVERNOR'S FUND	FDOE'S 10% OF K-12 FUND	CHILD CARE FUND
First Responders and Health Care Workers	95			\$ 44,000,000
Emergency Child Care Relief Grants	96			\$ 55,047,450
High-Quality Reopening Support Grants	97			\$ 16,905,385
Successful Transition to Kindergarten	98			\$ 20,900,825
Pre-K-3 Progress Monitoring and Data Information Reports	102		\$ 20,000,000	
Upskill Highly Effective Reading Coaches	---			
Capacity Building for Reading Coaches				
Ensuring High Quality Regional Reading Coaches				
Ensuring the B.E.S.T. Curriculum for High School Graduates				
Summer Recovery				
Additional Strategies to Support Summer Learning				
Rapid Credentials				
Pathway to Job Market Dashboard	112	\$ 2,500,000		
CTE Equipment	113	\$ 10,900,000		
Free SAT/ACT	114		\$ 8,000,000	
Civic Literacy	115	\$ 1,000,000		
Supplemental Health and Safety Protective Measures	120	Reimbursement		
Telehealth	121	\$ 2,000,000		
Instructional Continuity Plans	122		\$ 8,000,000	
Virtual Safety Net	123		\$ 5,000,000	
Teacher Training on Virtual Learning Management Systems	124		\$ 250,000	
TOTAL		\$ 120,400,000	\$ 76,250,000	\$ 136,853,660
ORIGINAL ALLOCATION		\$ 173,585,880	\$ 77,024,785	\$ 223,605,188
TO SAFETY NET RESERVE FUNDS		\$ 53,185,880	\$ 774,785	\$ 86,751,528

SAFETY NET RESERVE FUNDS	PAGE	GOVERNOR'S FUND	FDOE'S 10% OF K-12 FUND	CHILD CARE FUND
Ensure Scholarships for Low-Income Students	128	\$ 30,000,000		
Private School Stabilization Grant Funds	129	\$ 15,000,000		
TOTAL		\$ 45,000,000	\$ -	\$ -
TOTAL SAFETY NET RESERVES		\$ 53,185,880	\$ 774,785	\$ 86,751,528
RESERVE BALANCE		\$ 8,185,880	\$ 774,785	\$ 86,751,528



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May 1st, 2019

The Honorable Ron DeSantis
 Governor of the State of Florida
 The Capitol, PL 05
 Tallahassee, Florida 32399

RE: Please sign HB 23, relating to Telehealth

Dear Governor DeSantis:

Florida is expected to welcome almost 5 million new residents by 2030, growing the population of individuals that will need access to high-quality, affordable health care. HB 23 defines telehealth and authorizes its use in Florida to provide health care to those underserved Floridians who live in rural areas of the state and help others with reduced patient expenses.

HB 23 by Representative Clay Yarborough, which was companion legislation to SB 1526 by Senator Gayle Harrell, was passed with bipartisan support in the House and Senate. The Florida Chamber considers this legislation one of its top priorities and the issue has been included in the 2019 Florida Business Agenda. With your support, HB 23 will:

- Allow Florida-licensed health care practitioners or registered out-of-state-health care providers to provide health care-related services using telehealth; and
- Outlines a standard of care to provide safe, high-quality and affordable medical care across Florida

By signing this important piece of legislation, you have an opportunity to increase access to high-quality, affordable healthcare for our state's growing population. The Florida Chamber, our partners in this effort and our 139,000 grassroots members urge you to sign HB 23. Thank you for your consideration and your efforts to promote a pro-jobs agenda that makes Florida a more competitive state.

Regards,

Frank C. Walker, III
 Vice President of Government Affairs

CC: Bob Grammig, Chair, Florida Chamber of Commerce
 Mark Wilson, President & CEO, Florida Chamber of Commerce
 David Hart, Executive Vice President, Florida Chamber of Commerce

Securing Florida's Future



Florida is Open for Business

FLORIDA PHASE 2

Executive Order 20-139

Effective Friday, June 5, 2020



RESTAURANTS

- May continue operating at 50% indoor seating capacity and full capacity outdoors with appropriate social distancing. Restaurants may allow bar-top seating.

PERSONAL SERVICES BUSINESSES

- Personal Services Business including but not limited to tattoo parlors, acupuncture establishments, tanning salons and massage establishments may operate while adhering to guidance from the Florida Department of Health. Additional guidance regarding personal care services is available on the Florida Department of Health website.

BARS, PUBS & TAVERNS

- May operate at 50 percent seating capacity inside and full capacity outside with appropriate social distancing. Patrons may only receive service if seated.

HOSPITALS

- May continue to conduct elective surgeries provided they have adequate Personal Protective Equipment (PPE) and abide by safety protocols.
- Are required to test all individuals for COVID-19 before being discharged to long-term care facilities.

GYMS

- May operate at full capacity with appropriate social distancing and frequent sanitization.

HOSPITALS

- May continue to conduct elective surgeries provided they have adequate Personal Protective Equipment (PPE) and abide by safety protocols.
- Are required to test all individuals for COVID-19 before being discharged to long-term care facilities.

RETAIL ESTABLISHMENTS

- May operate at full capacity with appropriate social distancing and sanitization protocols.

LONG-TERM CARE FACILITIES

- Are required to transfer residents that have tested positive for COVID-19 if the facility is not equipped for appropriate care. When Department of Health testing takes place at a facility, all facility staff members are required to submit to COVID testing as well.

MUSEUMS & LIBRARIES

- May operate at full capacity if permitted by local governments.

VACATION RENTALS

- Counties may seek approval to operate vacation rentals by submitting a written request and a county vacation rental safety plan to the Florida Department of Business and Professional Regulation.

PROFESSIONAL SPORTS VENUES

- May remain open and continue operating for games, events, competitions and training.

PARI-MUTUEL FACILITIES

- May seek to operate with a written request from the County Mayor, or if no mayor, the county administrator. The request should be submitted to DBPR for approval.

AMUSEMENT PARKS

- May re-open if they submit a re-opening plan to the State. The plan must have already received approval from the county.

INDIVIDUALS OVER 65

- Individuals over 65 or with underlying medical conditions are strongly encouraged to avoid crowds and take measures to limit their risk of exposure to COVID-19.

ORGANIZED YOUTH ACTIVITIES

- Organized youth activities including youth sports teams and leagues, youth clubs and programs and childcare, may operate. Summer camps and youth recreation camps may also operate. (See Executive Order 20-131 for additional information).

ENTERTAINMENT BUSINESSES

- Entertainment businesses including but not limited to movie theaters, concert houses, auditoriums, playhouses, bowling alleys and arcades may operate at 50 percent capacity with appropriate social distancing and sanitization protocols.

BARBER SHOPS & COSMETOLOGY SALONS (Hair and Nails)

- May continue operating while adhering to safety protocols. Additional guidance for barber shops and cosmetology salons is available on the Department of Professional Regulation website.

For all counties except Miami-Dade, Broward & Palm Beach.



Revised 6/5/2020

HOME
ABOUT
FOUNDATION
ADVOCACY
POLITICAL
INTERNATIONAL
EVENTS
SAFETY COUNCIL
COVID-19

LOGIN

Cybersecurity and Infrastructure Security Agency Guidance on Essential Critical Infrastructure Workforce

Frequently Asked Questions

Florida Business Alert: Please be aware that Florida has more billboard personal injury trial lawyers and billboards encouraging you to sue someone than any other state in America. While we're doing our best to pass along information we're getting from government sources, please consult with your trusted advisor and legal counsel before making decisions that are specific to your business and geography. Special thanks to all of our Florida Chamber members, Local Chambers of Commerce, Executive Office of the Governor, and several agencies for submitting and/or helping us answer these important questions.

Phase 2: Safe. Smart. Step-by-Step Executive Order (20-139):

GENERAL	Q: What phase of re-opening is Florida in? A: Pursuant to Governor DeSantis' Executive Order 20-139, all counties in Florida except Miami-Dade, Broward and Palm Beach may enter Phase 2 of the Governor's Safe. Smart. Step-by-Step. Plan for Florida's Recovery effective June 5, 2020. Miami-Dade, Broward and Palm Beach Counties may seek approval to enter Phase 2 with a written request from the County Mayor, or if no mayor, the County Administrator.
SCHOOLS	Q: When does the Governor's Phase 2 Executive Order take effect? How long does it last? A: The Governor's Executive Order (20-139) to enter Phase 2 takes effect Friday, June 5, 2020 at 12:01 a.m. and lasts until the Governor issues a subsequent order.
MEDICAL	Q: Is the "Safer at Home" Order over? A: Individuals are still encouraged to follow appropriate social distancing and safety protocols and are encouraged to avoid congregating in groups larger than 50. However, Executive Order 20-139 supersedes Executive Order 20-91 and 20-92, related to essential services and activities.
TRAVEL	Q: Does this order (20-139) apply to all Florida counties? A: No. Executive Order 20-139 is in effect for 64 of the 67 counties and allows Palm Beach, Broward and Miami-Dade counties to request approval to move into a Phase 2 Reopening by written request of the County Mayor or if no mayor, the County Administrator.
BUSINESSES	Q: Is the Governor's Executive Order consistent with the President's Opening Up America Again Plan? A: Governor DeSantis met with President Trump on April 28 th to discuss this plan and the President was very supportive of Florida's efforts to take a safe, smart, step-by-step approach to re-open Florida. See President Trump's guidance here: https://www.whitehouse.gov/openingamerica/ .
BARBERSHOPS/COSMETOLOGY SALONS	
PERSONAL CARE SERVICES	
RESTAURANTS	
ACTIVITIES	
LOCAL GOV/ENFORCEMENT	

<https://www.flchamber.com/phase2-florida-recovery/>

FLORIDA CHAMBER SAFETY COUNCIL

Making Florida Safer, Healthier and More Sustainable

CONTACT

Liz Underwood

Moore, Inc.

Lizu@themooreagency.com

FLORIDA CHAMBER LAUNCHES INITIATIVE TO MAKE FLORIDA SAFEST STATE IN AMERICA

Florida Chamber Safety Council unifies state's job creators for safety, health and sustainability

TALLAHASSEE, Fla., June 15, 2020 — The Florida Chamber of Commerce announced today the creation of a new statewide Safety Council that will unify businesses in making Florida the safest state in the country.

An incubator for research, leadership and education, the Florida Chamber Safety Council is the first organization of its kind to serve as the statewide resource for fostering safety, health and sustainability among Florida businesses.

The council's Leadership Advisory Board brings together top safety professionals from companies and institutions such as ABC Fine Wine & Spirits, AdventHealth, Coca-Cola Beverages Florida, Fisher Phillips, Florida Blue, NextEra Energy Inc., University of Central Florida and Walt Disney Parks and Resorts to create a statewide culture where on-the-job-safety is the top priority.

www.flchambersafety.com



RELAUNCH FLORIDA



Uniting Business for Good



The Florida Talent Development Council

June 22, 2020

mwilson@flchamber.com



Reopening Florida's Schools and the CARES Act

Closing Achievement Gaps and
Creating Safe Spaces for Learning



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Theory of Action

1. Presume the reopening of school campuses, safely.
2. Open schools with a moral purpose – closing achievement gaps.
3. Florida can only hit its economic stride if schools are open.
4. To ensure safety, take a “dimmer switch” (step-by-step) approach rather than flip the light switch approach.

Guiding Principles Since Inception of COVID-19

Initial Response

1. Urgently transition Florida's schools to distance learning to give Florida's students the greatest access to the best education possible.
2. When confronting any difficult decision, always show compassion and grace.

Recovery

1. Prepare our schools and programs to reopen safely and ready for success.
2. Eliminate achievement gaps, which have likely been exacerbated by this crisis.

Indicators of Success

1. Keep Florida's entire education family safe and healthy.
2. Instill confidence in Floridians to return to school campuses safely and ready to succeed.
3. Focus on student-centered outcomes.
4. Elevate educators and equip them for success.
5. Enable parents of school-aged children to return to the workforce.
6. Increase Floridians' economic mobility and agility.
7. In all situations, show compassion and grace in decision-making.

Prolonged School Closures Have Disproportionate Impacts

This is particularly challenging for Florida's public school students:

- ❑ 62.6% minority: 33.9% Hispanic; 21.9% Black.
- ❑ 62.7% live in low-income households.
- ❑ 14.1% have special needs (disabilities).
- ❑ 10.2% are English Language Learners (ELLs).

- ❑ **Poor and Marginalized** – The impacts of school closures are [disproportionately felt by the poor and marginalized](#).
- ❑ **Summer-Slide** – [According to the Collaborative for Student Growth, student “achievement typically slows or declines over the summer months,” and the disruption of COVID-19 has in effect lengthened their summer slide.](#)
- ❑ **Increases Stress on Health Care and First Responders** – [Obligating these professionals to address “increased child care obligations.” “The scale of prolonged school closures also directly contributes to behavioral fatigue for all of society.”](#)
- ❑ **Abuse in the Home** – [A recipe for domestic violence](#) and [increased risk of child abuse](#).
- ❑ **Mental Health and Substance Abuse Crises** – [Self-isolation has deep psychological impacts](#), including [increased alcohol abuse](#).
- ❑ **Disruption for Families** – [Puts stress on the regular routines of families and children](#).
- ❑ **Food Supply Chain Broken** – [Schools are also part of the food supply chain that has been bent and in some ways broken](#).

Schools are Inherently Connected to Florida's Economy and Social Service Sectors

The Florida Council of 100's recent report on [The Impacts Of Prek-12 School Campus Closures](#) delves into the complex array of impacts that prolonged school closures can create.

- ❑ “Four weeks of school closure may have a ‘significant impact on academic outcomes’ and that **‘losing one month of learning may prevent students from meeting grade level knowledge** and skill expectations.”
- ❑ “According to Miami-Dade School District Superintendent Alberto Carvalho, it is possible that the most **at-risk students (e.g., living in poverty, having disabilities, learning English)** could see **‘historic academic regression.’**”
- ❑ While Florida has been recognized nationally by Vice President Pence and U.S. Secretary of Education Betsy DeVos as a national model for its successful and urgently executed pivot to distance learning, **there are still gaps for many students and even teachers.**
- ❑ “Nearly two-thirds of employed parents of minor children in Florida say that **school closures and/or lack of childcare have either somewhat (41%) or greatly (23%) hurt their ability to fully perform their job** responsibilities during the pandemic.”
- ❑ The impacts of prolonged closures are also disproportionately felt by working mothers. **“Mothers express greater levels of difficulty performing job responsibilities while juggling childcare:** 71% say that this has either somewhat (44%) or greatly (27%) hurt their job performance, compared with 44% of employed fathers who say so.”

Lower Wage Workers are Caught in-between the Forces of Business Closures and School Campus Closures

According to Brookings and the University of Chicago, only [“37 percent of U.S. jobs can be performed at home.”](#)

[Jobs in transportation, warehousing, construction, retail, agriculture, forestry, fishing and hunting and accommodation and food services are not friendly to teleworking.](#)

- ❑ For many, the impacts may force them to seek training and employment in an entirely different business sector. Florida’s educational institutions should be prepared to both help mitigate the economic impact and facilitate training in new career pathways for those seeking them.
- ❑ The [Strada Education Network’s survey of 8,000 adults](#) finds that (as of 5/20/20):
 - ❑ 62% of Americans worry about losing their job.
 - ❑ 55% of Americans have lost a job, income or hours.
 - ❑ 39% of those who lost their job believe they need more education to replace it.
 - ❑ 37% of those who lost their job would look to change careers.

COVID-19 Will Likely Widen Achievement Gaps Without Significant Intervention

The new “subgroup” in education are those students without reliable access to a computer or internet, and those students will heavily overlap with other educational disadvantages experienced by students.

- ❑ [“Too many students in low-income and rural communities don’t have internet access:](#) 35% of low-income households with school-aged children don’t have high-speed internet; for moderate-income families it is 17%, and only 6% for middle-class and affluent families. When measured by race and ethnicity, **the gap is greater for African American and Hispanic families.”**
- ❑ April 17-19, 2020 survey data from the Bill & Melinda Gates Foundation found that **10.2% of Florida children do NOT have access to Internet during the day to support learning.**
- ❑ Postsecondary attendance will also be greatly impacted. [“Families who already feel an economic squeeze from the COVID-19 outbreak may not be able to budget the hundreds of dollars necessary for college acceptance deposits.”](#)
- ❑ [“Those who work with homeless students worry that the pandemic will have an outsized impact on many of them,](#) now and into the future.”
- ❑ [English Language Learners will often find themselves in a desert of access](#) to digital learning devices and the Internet.

A Plan to Reopen and Close Achievement Gaps Must Prioritize Florida's Most Vulnerable Students

When FDOE implemented teleworking in response to COVID-19, it was a plan built around protecting FDOE's most vulnerable employees first, and the path to recovery for Florida's students should be the same.

- ❑ “Lessons from seasonal learning research present us with a moral imperative: to help students succeed academically, [we must provide resources and support to families during and after this disruption.](#)”
- ❑ “[Educators will need data to guide curriculum and instruction in support of students, especially to target resources and attention for communities most impacted](#) by COVID-19 school closures.”
- ❑ Brookshire Elementary School's Melissa Pappas, 2020 Orange County Teacher of the Year, noted:
 - ❑ “As we open the discussion for determining the best possible means of assessing the gap and planning for remediation, it may also be prudent for us to consider the potential regression across multiple areas of development that will collectively impact academic success across grade levels. These areas may include social skills, behavior, and functional skills (including levels of independence).
 - ❑ Additionally, students who typically receive services such as tutoring, speech and language therapy, behavior therapy, occupational and physical therapies, and [mental health or counseling services](#), may not have had access to these services during this time.”

Closing Gaps in Credential Attainment to Accelerate Economic Recovery

The recovery will create jobs that can be filled by unemployed Floridians, but only if they have the essential skills to compete – skills that must be developed in months or weeks. Florida must prepare, pivot and partner with industries outside education to assess and identify the impact of the pandemic on the labor market, identifying new jobs and job functions needed and rapid training programs to meet new work demands and functions.

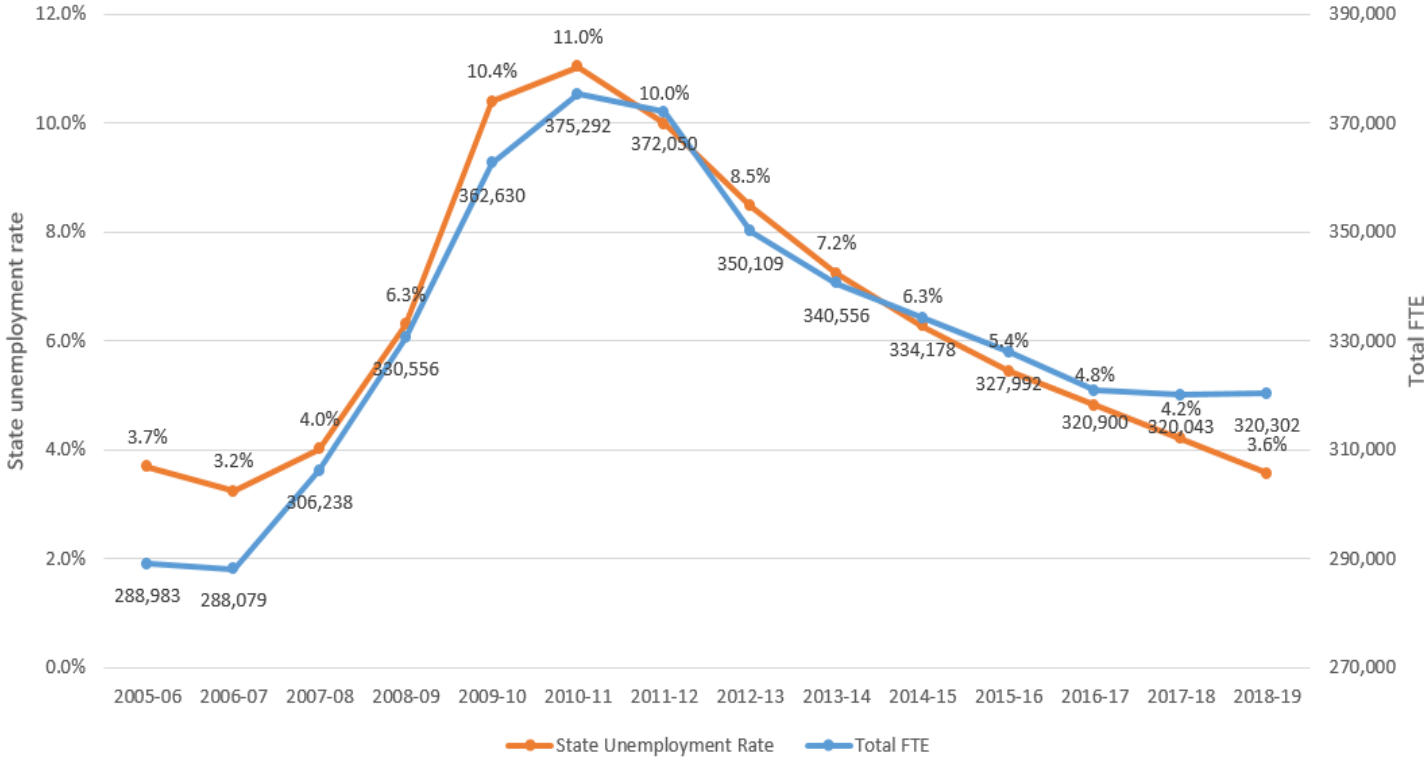
Displaced workers will want to upskill themselves to be more competitive for jobs in the recovery.

Increase in demand for postsecondary institutions that can urgently redesign credential programs to provide immediate relief for essential jobs.

The unique flexibility and programs of state colleges and technical colleges, which can quickly prop up credential programs, will be an asset.

Counter-Cyclical Enrollment in Florida's 28 State Colleges

This table shows Florida state unemployment rates and Florida College System (FCS) total FTE, 2005-06 through 2018-19. **Historical trends, including the Great Recession, show that college enrollments are counter-cyclical to the health of the economy, such that unemployment actually correlates to enrollment increases in Florida's state colleges.**



Historical Impact of Increased Unemployment on Florida College System Enrollment

In analyzing the trends in state unemployment rates and FCS total FTE, on average, as the state unemployment rate increases by 1%, the FCS total FTE increases by 9,596.3, thus the impact continues after the economy recovers (technical colleges increase similarly, on average, by 2,100).

- ❑ Florida's state colleges expect a short-term dip in enrollment demand in Summer 2020, followed by rapid increases in demand in the fall and spring terms, especially in metropolitan areas of north, south and central Florida, where enrollment could grow at three to five times the normal rate, just as it did in 2010.
- ❑ Anticipated increases in FCS student enrollment will be amplified by the various proposals for further federal stimulus, mostly through a combination of direct spending and credit easing, creating a boom in construction and other essential infrastructure jobs and a larger and quicker demand for skilled workers.

Rapid Credential Programs to Accelerate Recovery

New rapid credential programs – from 1 to 18 weeks for completion – will be necessary to accelerate recovery both for individual households and the state overall.

For individuals, these jobs will pay better and carry higher benefits than those from which they were suddenly furloughed.

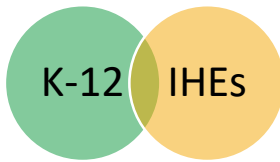
Postsecondary should align with CareerSource Florida, credentialing and certification entities to align with high demand and recovery critical jobs.

Continued flexibility in enrollment, credentialing and certifications will enable postsecondary to respond to job market demands for the full period of recovery.

Supporting the Capacity of Credential Programs Also Supports First Responders

Florida's state colleges and technical colleges are a major supplier of the talent pipeline for law enforcement and other first responder professions.

- ❑ 24 of Florida's 28 state colleges and 7 of Florida's 48 technical colleges host law enforcement academies.
- ❑ In 2018-19, the FCS had 14,984 enrollments and 7,361 completions in first responder programs (law enforcement, fire fighters, fire officers, paramedics, and emergency medical technicians).
- ❑ During the 2019-2020 school year, the state's technical colleges enrolled nearly 5,000 students, and on average graduate 3,000 annually, who chose to dedicate their careers to public service and first-responder-related programs (emergency medical responder/technician, paramedic, fire fighter, nursing, and law enforcement officer).



Relief Will be Needed by High School Seniors Transitioning to Postsecondary

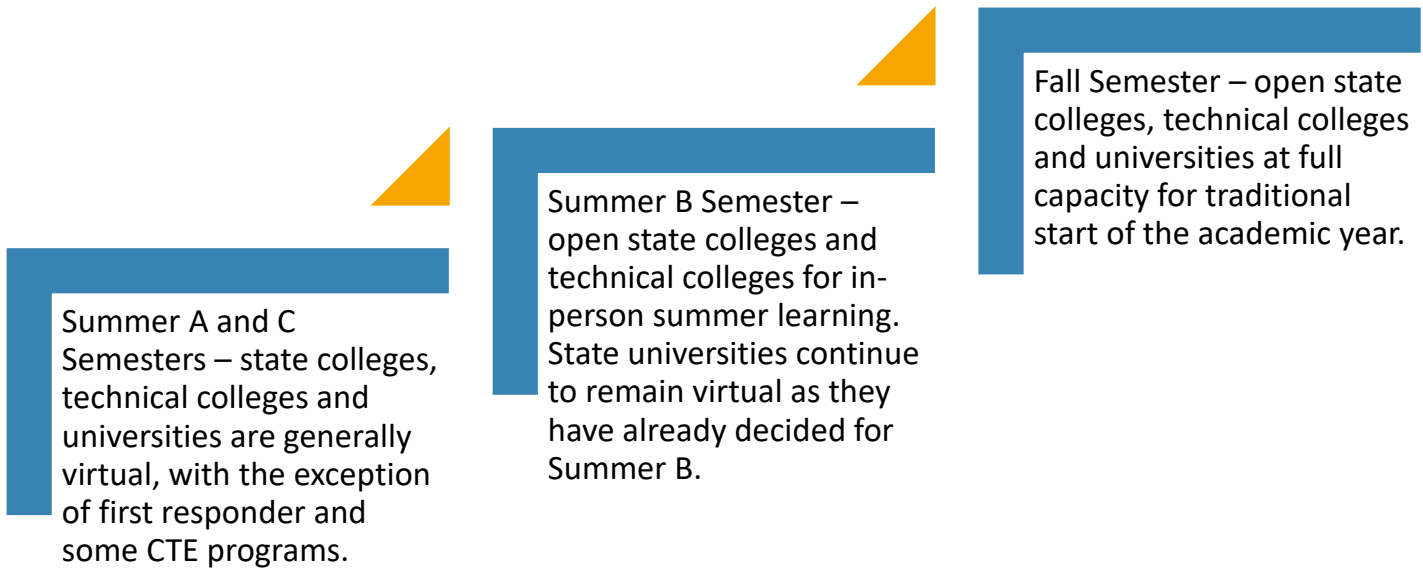
Programs and pathways should be developed to ensure students transitioning to institutions of higher education (IHE or postsecondary) can be set up for success now and in the future.

- ❑ The sudden changes to education brought on by efforts to mitigate the spread of the COVID-19 virus has caused significant changes in the future outlook of seniors who are transitioning to college, career and life.
- ❑ For example, high value educational experiences, such as the ACT and SAT test administrations and life-shaping course content (e.g., civic literacy) have been interrupted by the crisis.

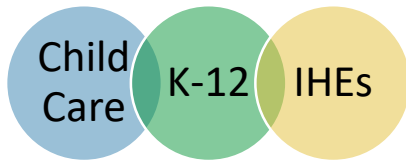
Dimmer Switch Approach: Postsecondary Campus Reopening

Some postsecondary campuses have been allowing limited and safely conducted CTE course-related work to occur, and some state colleges began campus reopening in late May. All state college and technical college campuses should open for Summer B and for full enrollment by August.

- ❑ Summer A refers to the first half of the summer semester.
- ❑ Summer B refers to the second half of the summer semester.
- ❑ Summer C refers to the full length of summer semester.
- ❑ When applicable, state colleges or technical centers can substitute their terminology here for Summer A, B and C.



% of Unduplicated Students who Enrolled in 2019 Summer Courses	53% @ State Universities
	41% @ State Colleges
	35% @ State Technical Colleges

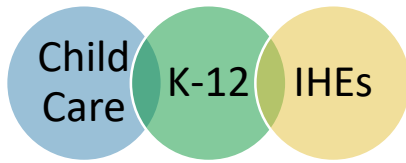


The Four Education Related Categories of CARES Act Funding

The Governor's and Commissioner's recommendations herein pertain to three flexible funding streams:

- Governor's Fund
- FDOE's portion (10%) of the K-12 Fund
- Child Care Fund

Governor's Fund	<ul style="list-style-type: none"> • \$173,585,880
K-12 Fund	<ul style="list-style-type: none"> • \$770,247,851 • Local Education Agencies receive at least 90% (\$693,223,066) • FDOE can utilize up to 10% (\$77,024,785)
Higher Education Fund	<ul style="list-style-type: none"> • \$873,880,451 • 28 State Colleges (\$285,971,411) • 12 State Universities (\$286,360,179) • Private Colleges and Universities (\$274,667,876) • 48 State Technical Colleges (\$26,880,985)
Child Care Fund	<ul style="list-style-type: none"> • \$223,605,188



**Governor’s Emergency
Education Relief Fund
(Governor’s Fund)**

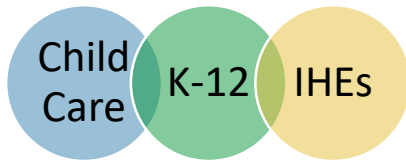
\$173,585,880

- The Governor applied and U.S. DOE awarded the grant on 5/28/20.
- The purpose of this fund is to provide emergency support to local educational agencies (LEAs), institutions of higher education (IHEs), and other education-related entities most impacted by the coronavirus or that the Governor deems essential for carrying out emergency educational services to students.
- The Governor must return funds not awarded within one year of receiving.
- Under the CARES Act, the FDOE is required to recommend to the Governor which LEAs have been most significantly impacted by the coronavirus.

Higher Education Emergency Relief Fund (Higher Education Fund)

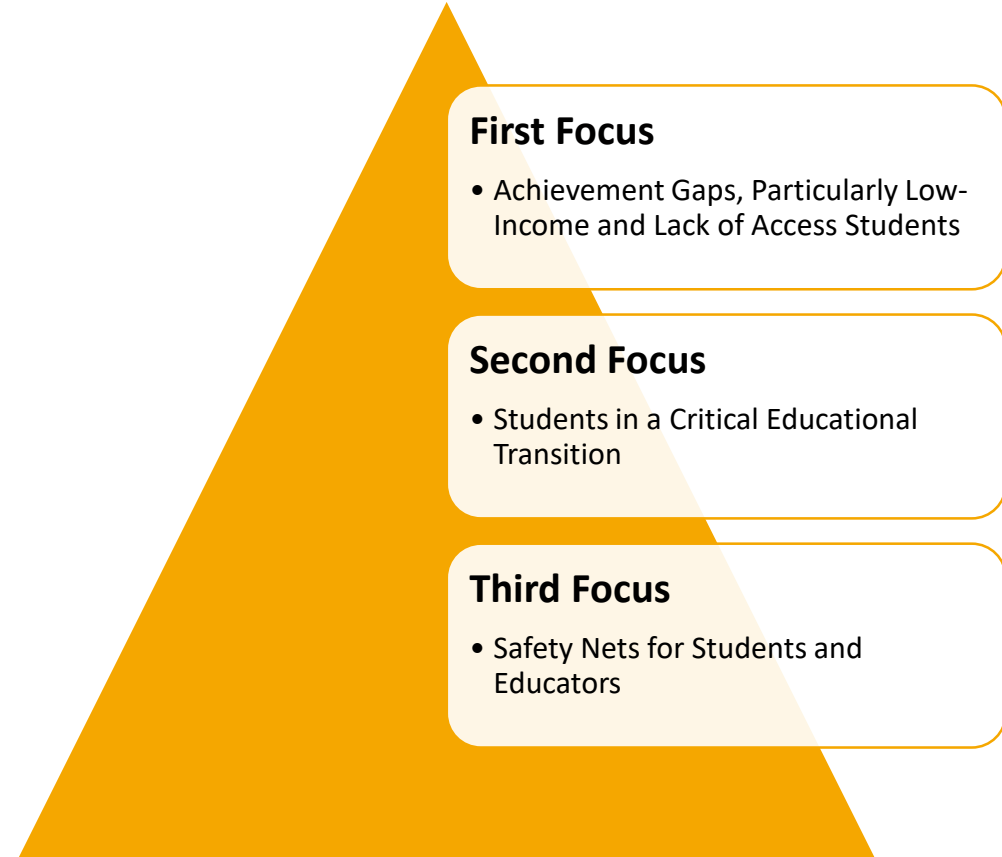
\$873,880,451

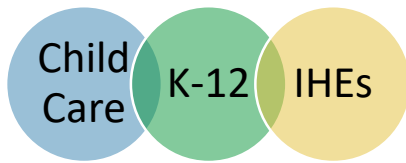
- These funds are directly distributed from the USDOE to institutions of higher education (IHEs).
- 75% of each IHE's allocation of "institutional funds" (\$791,549,000) are based upon their number of Pell grant recipients, and 25% will be based upon their number of non-Pell grant recipients.
- The first half of institutional funds must go directly to students and IHE's may not use those funds to reimburse the institution for other expenses.
- Additionally, some institutions are also eligible for funds as minority serving institutions (\$68,093,543) or improvement of postsecondary institution funding for smaller colleges (\$14,237,908).



Findings: Focus Flexible Funding on Students Represented in Achievement Gaps

By the very nature of achievement gaps and the impacts of poverty, the priority spending will focus on earlier grades, where the educational risk for students and the return on early supports are both at their greatest.

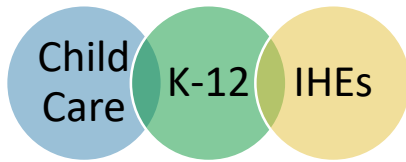




Findings: Focus Flexible Funding Where Guaranteed CARES Act Funding is Less Per Student

The greatest guaranteed CARES Act funding levels, per student, are already dedicated directly to Florida’s public universities and private postsecondary institutions.

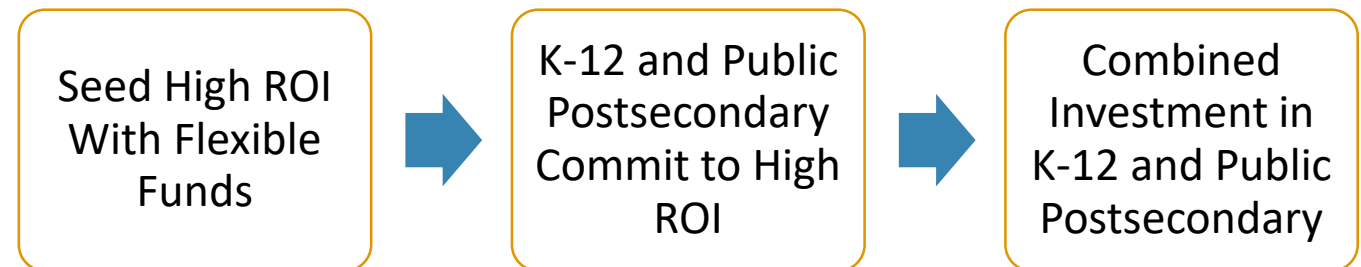
Educational Systems	Annual Student Head Count	Guaranteed CARES Allocation	Guaranteed CARES Allocation Per Head Count
Voluntary PreK + School Readiness + Child Care	649,730	\$223,605,188	\$344
Public K-12 + Private K-12	3,270,472	\$693,223,066	\$212
Technical Colleges/Centers + Apprenticeships	202,543	\$26,880,985	\$133
Florida College System	729,140	\$285,971,411	\$392
Total Private Postsecondary (CIE + ICUF)	359,656	\$274,667,876	\$764
State University System (Undergrad and Graduate)	424,283	\$286,360,179	\$675



Findings: Focus Flexible Funding Where Funding Can Incentivize Great Collaborations

While the Governor's Fund (8.5%) and FDOE's portion of the K-12 Fund (3.8%) only represent 12.3% of CARES Act education-related funding, combined they represent a \$250+ million opportunity to encourage high quality investments for recovery by LEAs and postsecondary institutions.

- ❑ To maximize the value of CARES Act education-related funding, Governor DeSantis recommends to use the Governor's Fund and FDOE's 10% of the K-12 Fund to seed and incentivize great decisions by LEAs, state colleges and state technical colleges to close achievement gaps and reopen safe and healthy schools that are set up for success.




Rapid Credentials

\$35 Million (from Governor's Fund)

- ❑ In partnership with the state's 28 Florida College System (FCS) institutions and the state's 48 technical colleges, FDOE is proposing to increase capacity around short-term, in-demand 1) *technical certificate programs* (i.e., short, *credit* options offered by all our FCS institutions); 2) market-driven and in-demand *clock hour career certificate* programs (i.e., short, vocational training programs offered by our technical colleges); and 3) in-demand *industry certification* preparation courses (i.e., courses that culminate in an industry-recognized certification that can articulare into college credit).
- ❑ FDOE has identified over 100 of these programs statewide and has cross-walked them to CareerSource Florida's in-demand sector strategies.
- ❑ All three (i.e., technical certificates, clock hour career certificates and industry certifications) of these workforce education-related options are accessible, affordable and articulate into "higher-level" credentials (i.e., AS degrees or BAS degrees) that will make Florida a national exemplar in COVID-19 economic stabilization and recovery efforts.
- ❑ Looking *forward*, FDOE intends to bring all of its resources to bear in helping faculty, administrators and staff provide the necessary resources to **reimagine its postsecondary CTE offerings as a mechanism for economic and social mobility**.
- ❑ This proposal marries perfectly with the following Dashboard concept, the state's new Perkins V Plan and partnership with CareerSource Florida and regional workforce boards and the state's WIOA funding support of online CTE instruction.

Miami Dade College | About MDC | Academics | Admissions | Paying for College | Life at MDC | Portals | [Apply](#) | [Register](#) |

Kick-Start Your Career



High Skill, High Wage and High Demand Positions

Kick-Start Your Career is aimed at helping individuals who are unemployed to retool and retrain in a high-demand field

FAQs

- Is the program free?
- Can I apply for more than one program?
- When do I need to finish?
- Are the programs in Spanish?
- Do I get a certificate?
- Where are the classes offered?
- Will I need access to a computer?
- How many scholarships are available?
- Do I need to qualify for Financial Aid?
- Who is eligible for the scholarship?
- How do I sign up?
- When will I know if I received the scholarship?
- If I am accepted, can I select the courses I want to take?

Eligible College Credit Certificate Programs

Accounting Clerk



The Business Specialist College Credit Certificate program is the first in a series of three College Credit Certificate programs designed to prepare students for employment in entry-level positions in the following areas: accounting/budgeting, business management, finance, human resources, international business, marketing, small business. There is only one College Credit Certificate in Business Specialist. Students may select one of the 7 options, but the certificate is awarded only once.

[View Course Schedule for Summer Term](#)

Program Details

Audio Technology



The Audio Technology Program is an intensive practical and theoretical training program that focuses on the foundation of sound engineering, designed to prepare students to become successful in today's commercial sound recording industry. This program offers students the opportunity to learn both the technical and creative components of audio recording to prepare them for the job market.

Location
This program is offered at Kendall Campus.
[View Course Schedule for Summer Term](#)

Program Details

Accounting Clerk



The Business Specialist College Credit Certificate program is the first in a series of three College Credit Certificate programs designed to prepare students for employment in entry-level positions in the following areas: accounting/budgeting, business management, finance, human resources, international business, marketing, small business. There is only one College Credit Certificate in Business Specialist. Students may select one of the 7 options, but the certificate is awarded only once.

[View Course Schedule for Summer Term](#)

Program Details

First Semester

Course ID	Course Title	Credits
TAX 2000	Income Tax - TAX2000	3
ACG2021 + Lab	Financial Accounting + Lab	4

Quick Facts

- Provides working knowledge of CRM, salesforce tools and an understanding of customer service and relationship selling
- Students can typically complete certificate in one and a half semesters
- Strong workforce demand for these job skills

Second Semester

Course ID	Course Title	Credits
TAX 2021	Taxation of Business Organization	3
ACG 2071 + Lab	Managerial Accounting + Lab	4
ACG 2450	Accounting Software Technologies	3
ACG 1403	Excel for Business	1

Career Prospects

- Bookkeeper
- Accounting Clerk
- Over 9,000 jobs listed in the last year

Total: 18 credits

NEED A JOB? TRAIN HERE!

SHORT-TERM TRAINING FOR HOT JOBS IN TAMPA BAY

GET JOB READY

REGISTER FOR CLASSES



APPLY NOW

REGISTER FOR CLASSES

SEARCH FOR CLASSES

GET JOB READY AT SPC!

FAST TRAINING FOR YOUR NEXT JOB IN TAMPA BAY

St. Petersburg College offers short-term, online training programs to get you certified and ready for a job in as little as 16 weeks. Find in-demand occupations and training programs that will prepare you for work in fields such as technology, health and business. A leader in online education, we offer low tuition and personalized support.

Using labor market data, Get Job Ready at SPC connects you to job titles, average salaries and projected annual job openings in various industries. **Now is a great time to gain new skills that will quickly qualify you for immediate employment. All you need is the training!**

HIGH-DEMAND JOBS IN TAMPA BAY

HIGH-DEMAND JOBS IN TAMPA BAY

- > BOOKKEEPING, ACCOUNTING, AND AUDITING CLERKS
- > TRANSPORTATION, STORAGE, AND DISTRIBUTION MANAGERS
- > DRAFTERS, ALL OTHER
- > MEDICAL RECORDS AND HEALTH INFORMATION TECHNICIANS
- > COMPUTER PROGRAMMERS
- > POLICE, FIRE, AND AMBULANCE DISPATCHERS
- > AUDIO AND VIDEO EQUIPMENT TECHNICIANS
- > INFORMATION SECURITY ANALYSTS



APPLY NOW

REGISTER FOR CLASSES

SEARCH FOR CLASSES

> TRANSPORTATION, STORAGE, AND DISTRIBUTION MANAGERS

RELATED OCCUPATIONS:

FLORIDA SALARY DATA

High salaries

\$142,140

Medium salaries

\$81,450

Low salaries

\$53,100

FLORIDA PROJECTED EMPLOYMENT

390

Annual job openings

UNITED STATES PROJECTED EMPLOYMENT

11,400

Annual job openings

GET TRAINED

Supply Chain Management

PROGRAM OVERVIEW

DURATION: 1 YEAR

FORMAT: FACE-TO-FACE

COST/CREDIT HOUR: \$111.75 (FLORIDA RESIDENT); \$386.90 (OUT-OF-STATE RESIDENTS)

TOTAL CREDITS REQUIRED: 18

DESCRIPTION:

Continuing Education

Accelerated Skills Training Programs

Prepare for high-demand, higher wage careers in a short amount of time.

Valencia College's Accelerated Skills Training programs focus on intensive, hands-on training designed to help you enter a new career field or advance your current skillset. You'll have the opportunity to earn industry-recognized credentials, train in essential workplace skills and receive job placement support.

What's Unique About Accelerated Skills Training Programs?

- ▶ Intensive hands-on learning based on employers' specific needs
- ▶ Programs offered at multiple locations throughout Orange and Osceola counties
- ▶ Programs start monthly
- ▶ Job placement services are included in each program

[ACCELERATED SKILLS TRAINING APPLICATION](#)

[Download Location Map](#)



Advanced Manufacturing

[LEARN MORE](#)

Gain experience in sought-after manufacturing skills—from creating and innovating to troubleshooting technology to presenting finished pieces of work. Make it as a maker.

PROGRAMS

- Computer Numerical Control (CNC)
- Electronic Board Assembly
- Mechatronics
- Welding Level I
- Welding Level II



Construction and Maintenance

[LEARN MORE](#)

Discover a growing industry and power up on skills to become a jack-of-all-trades. Get hands on with various tools and equipment, and set the foundation for a better future.

PROGRAMS

- Apartment Maintenance Technician
- Carpentry
- Core Construction
- Electrical Powerline Technician
- Heavy Equipment Operator

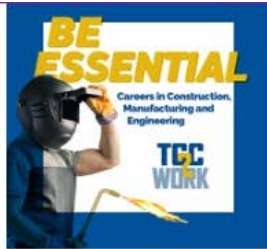
BE ESSENTIAL



Public Service



- Correctional Probation Basic Recruit Career and Technical Certificate
- Correctional Probation Crossover: Corrections to Correctional Probation Career and Technical Certificate
 - Corrections Basic Recruit Career and Technical Certificate
- Corrections Crossover: Correctional Probation to Corrections Career and Technical Certificate
 - Corrections Crossover: Law Enforcement to Corrections Career and Technical Certificate
- Emergency Medical Technician Applied Technology Diploma Firefighter Career and Technical Certificate
 - Law Enforcement Basic Recruit Career and Technical Certificate
- Law Enforcement Crossover: Correctional Probation to Law Enforcement Career and Technical Certificate
 - Law Enforcement Crossover: Corrections to Law Enforcement Career and Technical Certificate



Are you currently unemployed? Was your employment impacted as a result of the coronavirus (COVID-19) and due to working in a non-essential position? Well, TCC is here to assist you with getting your life back on track. We recognize that these are challenging times and that it's difficult to figure out what your next move should be. To get you started we've created Be Essential programs that will help you land a job in an essential position ranging from healthcare, information technology, public safety and a whole lot more! There's only 1 step separating you between where you are now and where you'd like to be in the future..... with a great job that turns into a career! There's no time to waste. Just complete the short survey listed below and we'll do the rest.

[Click here to fill out the survey.](#)





Upskill in six weeks starting June 24.

Gain skills to help land that next job, improve job security with your current employer or take that leap into entrepreneurship.

[Learn More](#)



Upskill in just six weeks. Classes start June 24.

Enroll at IRSC now and be in a better position to succeed later in the new economic landscape. Use this time while you have it to expand your skillset—to help land that next job, improve job security with your current employer or take that leap into entrepreneurship.

[Registration](#) is open for online classes that begin on June 24 (Summer B term). Earn credits and IRSC Upskill certifications in just six weeks. Courses are credit-bearing, and may apply toward corresponding Associate in Science degrees. Students must have a GED or high school diploma to enroll. To learn more about [GED classes click here](#).



Here are best bets for building your workforce credentials at IRSC in just 6 weeks this summer:



Here are best bets for building your workforce credentials at IRSC in just 6 weeks this summer:

[Bookkeeping Basics IRSC Upskill Certificate* \(4 credits\)](#) ▼

[Business Specialist Technical Certificate \(12 credits\)](#) ▲

- GEB 1011-1V-003 - Introduction to Business
- SLS 1261-1V-002 - Contemporary Leadership
- MAR 2011-1V-003 - Principles Marketing
- MAN 2021-1V-002 - Principles of Management

[Computer Science Office Specialist Upskill Certificate* \(9 credits\)](#) ▼

[Effective Manager IRSC Upskill Certificate* \(9 credits\)](#) ▼

[Human Resource Specialist IRSC Upskill Certificate* \(6 credits\)](#) ▼

[Marketing Essentials IRSC Upskill Certificate* \(6 credits\)](#) ▼



BROWARD UP

Broward College now offering select courses, workshops, and services in your neighborhood!

Through Broward UP, Broward College is offering FREE educational opportunities, workforce training, and support services directly in neighborhoods throughout Broward County. Our goal is to help you get the training needed to find a good job, make more money, and get the skills needed to thrive in the workforce.

Get involved!

Enroll in non-credit, certificate-based courses, participate in workshops tailored to learning the skills needed for college and career readiness, and build relationships with caring instructors, staff, and community partners all invested in your success. Interested in working toward a degree but don't know where to start, we can provide the guidance to get you enrolled into a program, either online or in one of our traditional campus locations, and on the way toward achieving your Unlimited Potential (UP)!

REQUEST INFORMATION

— BROWARD UP CLASSES

Healthcare Career Online Training	Workforce Skills Training
Assisted Living Technician*	Microsoft Word
Clinical Medical Assistant*	Microsoft Powerpoint
Dental Assistant*	Microsoft Excel (Advanced)
Dialysis Technician	Six Sigma
EKG Technician	Project Management
Medical Administrative Assistant*	Supply chain Management
Medical Billing and Coding*	Supervision and Management
Personal Care Assistant*	Managing Personal Finances
Pharmacy Technician*	Effective Communication
Veterinary Assistant Specialist*	Essential Job Skills Training
*Externship opportunity may be available	Find that Job & Mastering an Interview

Pathway to Job Market Dashboard

\$2.5 Million (from Governor's Fund)

- ❑ Further meets the goals of [Executive Order 19-31](#) by positioning Florida to become #1 in workforce education by 2030, developing a technology platform to provide accurate quantitative data on all of Florida's CTE courses/programs.
- ❑ For economic recovery, postsecondary technical/vocational certifications are an increasingly viable route to well-paying middle-skill jobs and careers in critical needs areas. In Florida, these areas include healthcare technicians, first responders, trades, manufacturing, supply chain and logistics, and general business administration.
- ❑ Currently, CTE data is captured and collected locally and available to FDOE upon request. FDOE would source a technology platform that would provide quantitative data on all of its CTE courses and programs at the state and regional level. The tool would provide internal and external CTE stakeholders a "cockpit view" of the performance (e.g., established performance quality indicators and extent of the program's market alignment) of Florida's credentials of value.
- ❑ The **platform would integrate all existing labor market information resources and data, analyzing and aggregating them in a way that paints the most comprehensive and accurate picture possible of the labor market.** The platform would be housed within and maintained by FDOE, and integrate data from all secondary CTE programs and all CTE programs within the state's postsecondary system (i.e., all Florida College System institutions and state technical colleges).
- ❑ In the end, the dashboard would permit all of the state's workforce and economic development agencies to access and capture key workforce intelligence and analytics.

CTE Equipment

\$10.9 Million (from Governor's Fund)

- Infrastructure and equipment grants for K-12 schools or technical colleges that could support in-demand CTE programs of study for K-12 students.
- Funding awards based on base allocation of \$55K per district and then \$10K more per K-12 school or technical college who serves K-12 district CTE students with select CTE programs.
- This dollar amount is needed to make a meaningful impact for LEAs and their corresponding technical colleges.
- CTE programs are costly to run and districts often require additional resources to purchase industry-standard technology and equipment.

Apprenticeship Expansion

(from existing FDOE resources to supplement CARES)

- ❑ FDOE is continuing to double down on apprenticeship expansion, **registering almost two dozen** new programs within the last two months. Registered apprenticeships (especially those connected to college credit offered by our FCS institutions) are a proven solution for businesses to recruit, train and retain highly skilled workers. Registered apprentices earn wages while learning occupational specific skills and avoiding any debt.
- ❑ *Apprentice Florida* is an **existing CareerSource Florida and Department of Education** outreach strategy providing businesses, including targeted industries of information technology, advanced manufacturing, healthcare, hospitality, trade and logistics and construction, with information and resources to help establish or expand registered apprenticeship programs.
- ❑ FDOE will leverage the growth of registered apprenticeship programs as a means to support the entirety of these efforts to help Floridians upskill and transition to recovery-oriented careers.
- ❑ FDOE has **applied for a new \$6 million Department of Labor Registered Apprenticeship Grant** and, if awarded, will leverage this to support efforts aimed at helping Floridians upskill and transition to recovery-oriented careers.

Elevate Adult Learners

(from existing FDOE resources to supplement CARES)

- Within existing WIOA Adult Education Resources: FDOE will allocate existing funds to competitively source an accredited provider to implement a virtual high school diploma program for adults, incorporating industry recognized credentials and certifications. This is a great idea to support adults who will be seeking to upskill and have realized how economically vulnerable they are with a struggling economy without a diploma and credential or certification.

Reimagining Workforce Preparation Grant

(applying for US DOE grant to supplement CARES)

- ❑ FDOE intends to apply for the newly launched [Reimagining Workforce Preparation Grants](#) that will provide “support to help States leverage the power of entrepreneurship to create new educational opportunities and pathways that help citizens return to work, small businesses recover, and new entrepreneurs thrive.”
- ❑ FDOE would use these grant dollars to supplement the Rapid Credentials work in this plan and augment **existing efforts around work based learning, entrepreneurship and innovation, all efforts already researched and identified with its new Perkins V State Plan.**


What Next?



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Career & Technical Education Program Audit & Defining Statewide Credentials of Value

- All CTE Audit related information for year one can be found at <http://www.fldoe.org/careerpathways/>
- Recently onboarded the Statewide Director of Career and Technical Education Quality, Dr. Keith Richard, to conclude year one of the audit and re-envision the future of the CTE Audit.
- Institutions are currently conducting their local review of programs and will be submitting their reviews to the FDOE to meet upcoming deadlines. Reviews of institutional performance are due June 30th and reviews of market demand are due August 31st (to coincide with Perkins V deadlines).
- Year two of the CTE Audit will be re-envisioned through broader work conducted by the FDOE through collaboration with external partners.



Strengthening Workforce Education Quality



Goal 1: Analyze all of Florida's Existing Credential Funding & Incentive Programs & Structures



Goal 2: Assess and Increase Equity in Florida's CTE Programs



Goal 3: Develop Statewide Framework for the Definition of a Credential of Value Aligned to Annual CTE Audit



Goal 4: Develop Framework for Informing Tracking of CTE Quality and CTE Student Achievement



Goal 5: Develop Specific FDOE Policy and Practice Recommendations

Essential Data Questions & CIP to SOC Alignment

- The department uses Classification of Instructional Programs (CIP) and Standard Occupational Classification (SOC) system codes to align instructional programs with potential occupations.
- Each program only has one CIP code. For alignment, every single program is evaluated for a primary or final SOC code. This indicates the primary occupation for which program graduates are prepared.
- Having the correct CIP code aligned to the correct SOC code matters! From understanding our talent production pipeline (undersupply of students vs. oversupply of students), to informing our credentials of value work, to making state funding decisions resulting in program expansion (or contraction), the criticality of this work cannot be overstated. But . . .

Essential Data Questions & CIP to SOC Alignment

Florida will soon transition to new 2020 CIP codes, mapped to 2018 SOC codes. TDC member engagement is now critical for a successful deployment & alignment of the state's entire education supply system to workforce or industry demand. We will need:

- Subject matter expertise (occupational profiles) from DEO (Bureau of Workforce Statistics and Economic Research) to ensure the appropriate SOC code(s) is identified to describe program graduates.
- React to draft policies under consideration to operationalize the process.
- Discuss integration & alignment of LMI sources. For example, supply chain analysis is only as good as CIP to SOC alignment.
- Discuss articulation implications. For example, should an AS degree in Cybersecurity share the same CIP code as a baccalaureate degree in Cybersecurity, across all educational agencies, in view of facilitating articulation from one level to the next?

Work-Based Learning: Evidenced-Based Practice

“Sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction” (Sec. 3 of Perkins V).

- Research demonstrates that students engaged in WBL have better:
 - Career Outcomes: **Improved** Employment and **Higher** Income
 - College Outcomes: **Higher** Postsecondary GPAs, **Higher** Attendance Rates, Graduation Rates and Math, Science, and Reading Test Scores

References: <https://news.gallup.com/poll/179516/useful-internships-improve-grads-chances-full-time-work.aspx>; <https://www.ericdigests.org/2003-4/work-based.html>); <http://www.educationalpolicy.org/pdf/wbl.pdf>; <https://ccrscenter.org/blog/supporting-career-readiness-work-based-learning>; <http://www.nrccte.org/resources/publications/work-based-learning-opportunities-high-school-students> <https://ccrscenter.org/blog/supporting-career-readiness-work-based-learning>; <https://ccrscenter.org/blog/supporting-career-readiness-work-based-learning>; <https://www.dol.gov/featured/apprenticeship/quick-facts>; <https://www.ericdigests.org/2003-4/work-based.html>); <https://www.ericdigests.org/2003-4/work-based.html>; <https://edpolicy.stanford.edu/sites/default/files/publications/preparing-21st-century-citizens-role-work-based-learning-linked-learning.pdf>; <https://edpolicy.stanford.edu/sites/default/files/publications/preparing-21st-century-citizens-role-work-based-learning-linked-learning.pdf>

Getting There: Our Goals for Work-Based Learning



Work-Based Learning Coordinator System

Ensure each district has *at least one* WBL Coordinator
Online coordination site for student/employer matching and data analysis



Liability Insurance

Statewide solution for secondary students
Educate business on child labor laws and dispel common and pervasive myths



Data Collection

Enhance statewide collection of WBL data and establish PQIs



Work-Based Learning Manual and Website

Provide clear guidance for stakeholders to ensure high-quality work-based learning courses
Designated webpage for work-based learning resources



Teacher Certification and Training

Training and credentialing program to ensure and support WBL coordinator and teacher quality
Summer teacher externships

The Board of Governors recently reviewed information about noncredit programs offered in the State University System to help address workforce needs. The Board's Innovation and Online Committee asked me to share that information with you.

You will note that noncredit programs are grouped in four categories in the attachment, and many of the programs are offered online:

- Preparing enrollees to seek licensure/certification by recognized licensing or certification bodies or for admissions into college or special programs;
- Obtaining and maintaining licensure/certification required by licensing/certification bodies;
- Providing career development opportunities for obtaining skills for entry into an occupation or upskilling to higher levels of work (these programs do not require licensure/certification);
- Providing opportunities for physical and mental well-being and personal growth.

Even without the inclusion of law and medical programs in the survey, SUS institutions had over 1,600 noncredit programs and over 240,000 completers in those programs during the 2018-19 fiscal year.

You will remember that I shared with the Council last year the for-credit certificate programs offered in the SUS – over 5,000 for-credit certificates awarded in over 900 programs. The attached information magnifies the effort of the SUS to meet workforce needs of the State through programs over and above traditional academic degree programs.

If you have any questions, please let me know.

Marshall M. Criser III
Chancellor

Florida Talent Development Council
2020 Meeting Dates

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

*updated based on Board of Governors Meeting