



Agenda

Roll Call

Introduction

Workgroup Overview: Purpose & Expectations

Discussion

Public Comment



FLORIDA TALENT DEVELOPMENT COUNCIL

Workgroup Overview

Purpose & Expectations



Purpose & Timeline

- The Florida Talent Development Council (FTDC) is charged with providing a strategic plan by December 31, 2019.
- The strategic plan must address specific deliverables outlined in statute.
 - Section 1004.015(4)(a)-(h), Florida Statutes
- The FTDC has tasked five workgroups to provide recommendations by November 20, 2019.
- The workgroups will focus on developing goals and strategies that address their assigned deliverables.



Goals and Strategies

Goal

Each workgroup will develop goals for their Strategic Priority. Goals are a driving force in the realization of the strategic plan.

Definition:

A broad statement describing a desired future condition or achievement. The goal responds to identified needs or problems and states the ultimate mission or purpose of the program or collaborative.

Strategies

Each workgroup will identify a set of strategies that will collectively contribute towards the progress of the goals.

Definition: Strategies describe how objectives will be accomplished. Strategies can be used to develop programs and activities that enable the organization to pursue the objectives.

Types of Strategies:

- **Short Term/Quick Win:** Expect implementation and outcomes in next 6 months to 1 year.
- **Long Term:** Expect implementation and outcomes over 1+ years.
- **Policy:** Pursued and implemented over any time period, at local, regional or state, legislative or executive levels.
- **Learning Strategy/Prototype:** Expect implementation and outcomes over next 12 months. Opportunities to test a strategy in a targeted manner to learn and inform future strategies.



Tools

Assessment Tool

This tool provides a starting point for assessing data and information, so that the current status of Florida's workforce and education systems can be determined and needs/gaps identified. The tool is designed to be flexible and customizable to meet the scope of evaluations and analyses of needs.

The tool consists of three parts:

- 1) Guiding Questions and Summarize Findings,
- 2) Identifying and Using Data and
- 3) Identifying Needs and Priorities.

Workgroup Work Plan

The assessment tool will assist workgroups with formatting and organizing goals and strategies for each Strategic Priority. A checklist and timeline are also included so workgroups can keep track of meeting dates, list action items and due dates, assign workgroup members to action items, and monitor the overall progress of workgroup activities.



Expectations

- Each workgroup operates according to Florida's Sunshine Laws. All meetings will be noticed a week prior to the meeting date.
- Minutes from the workgroup's prior meeting will be approved at the beginning of each meeting.
- The opportunity for public comment will be given at the end of each meeting of the workgroup.
- Workgroup members will have access to a Sharepoint page where documents can be accessed and progress can be tracked.



Florida Talent Development Council: Workgroup 1 – Policy and System Alignment

October 18, 2019



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Our Deliverables

- Primary
 - Assess whether postsecondary degrees, certificates, and other credentials awarded by Florida's postsecondary institutions align with high-demand employment needs and job placement rates
- Secondary*
 - Identify Florida's fastest-growing industry sectors and the postsecondary credentials required for employment in those industries

*Data & accountability workgroup will also examine this strategic priority

Breaking it Down

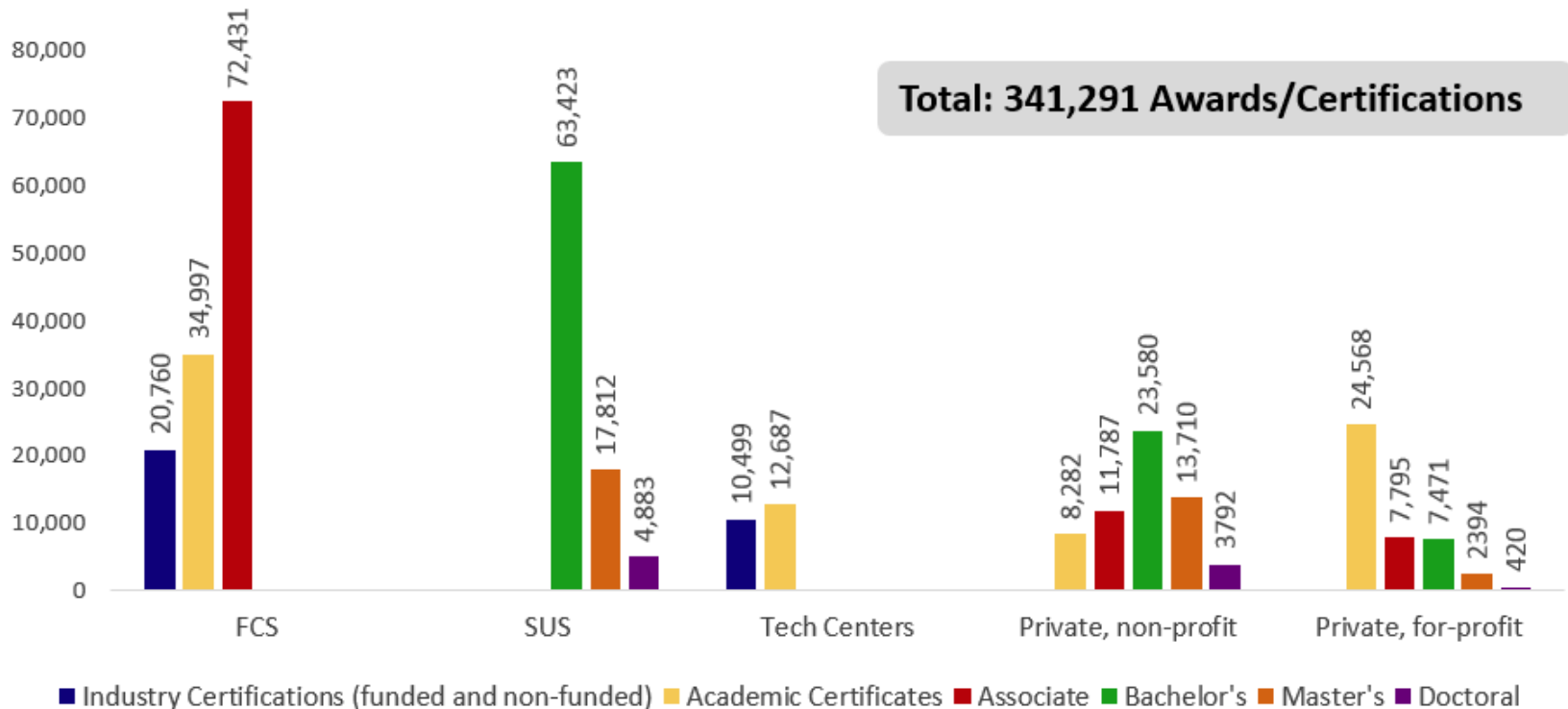
Assess whether **postsecondary degrees, certificates, and other credentials awarded** by Florida's postsecondary institutions align with high-demand employment needs and job placement rates

Potential first step – take inventory of current program offerings across Florida's delivery systems

- Look at production at award level (e.g., certificate, associate, baccalaureate)
 - Look at production at a program level (e.g., accounting, engineering, nursing)
- Understand state/institutional processes for adding new programs—are employment needs a consideration?

Example from RISE to 55 Campaign

Degree Production in Florida, 2015-16



Note: These data represent the count of awards conferred in 2015-16. It is possible for a student to have earned more than one degree. Students, particularly those in upper-division programs, may already hold a lower-division credential.

Current Program Approval Process: Districts and Florida College System Institutions

Certificate & Associate

- FDOE develops and maintains career & technical education (CTE) programs that align with 17 career clusters
- Programs are detailed in curriculum frameworks developed with education, business and industry, and trade associations
- Once SBOE* approves a program, it may be offered by any institution in Florida

**State Board of Education*

Baccalaureate

- State colleges may seek approval from SBOE to offer baccalaureate degrees in limited, high-demand workforce areas
- The process established in section 1007.33, Florida Statutes, requires colleges to partner with business/industry to show demand and demonstrate unmet need through data

Breaking it Down

Assess whether postsecondary degrees, certificates, and other credentials awarded by Florida's postsecondary institutions align with **high-demand employment needs** and job placement rates

Potential second step – identify high-demand employment needs

- Using DEO data, identify high-demand employment needs by workforce region
- Other methods for identifying employment needs?

Postsecondary Statewide Review: Workforce Program Quality Indicators

- Indicator of whether the program trains for an occupation on the Statewide Demand Occupation List
- Indicator of whether the program trains for an occupation on the Regional Statewide Demand Occupation Lists
- Indicator of whether the final program SOC in the framework is linked to an occupation that is expected to grow over the next eight years
- Indicator of whether the program trains for an occupation with middle to high wages

Breaking it Down

Assess whether postsecondary degrees, certificates, and other credentials awarded by Florida's postsecondary institutions **align** with high-demand employment needs and job placement rates

Potential third step – identify unmet need

- Using DEO data, identify employment needs by workforce region
- Using IPEDS data and institutional data, identify current degree production of all postsecondary institutions in workforce region
- Determine unmet need—the difference between employment needs and degree production

Unmet Need

ESTIMATES OF UNMET NEED

A.1.3

	DEMAND	SUPPLY		RANGE OF ESTIMATED UNMET NEED	
	(A)	(B)	(C)	(A-B)	(A-C)
	Total Job Openings (divided by 8)	Most Recent Year	5-year average or average of <u>years</u> available if less than 5 years	Difference	Difference
DEO					
Other: (List here)					

Breaking it Down

Assess whether postsecondary degrees, certificates, and other credentials awarded by Florida's postsecondary institutions align with high-demand employment needs and **job placement rates**

Potential forth step – identify placement rates for programs

- Using FETPIP data, match completers in jobs
 - Use additional data sources (Burning Glass, EMSI, etc) to supplement the data that are collected at the state

Considerations

- Ensuring ICUF and CIE are represented on committee
- Data availability
- Others?



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Discussion

Upcoming Meetings

- Tuesday, October 22: 10:00am – 11:30am
- Tuesday, October 29: 10:00am – 11:30am
- Tuesday, November 5: 10:00am – 11:30am
- Tuesday, November 12: 10:00am – 11:30am

Next meeting (10/22) topics

- Pre-K-12 preparation for postsecondary
- Overview of sector strategies
 - CareerSource Florida
 - Florida Makes
- Overview of DEO data collection
- Business perspective



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