

EQUITY AND ACCESS WORKGROUP

FLORIDA TALENT DEVELOPMENT COUNCIL

OCT. 24, 2019

- Introductions and Roll Call
- Approval of Minutes
- Recap of Workgroup Charge & 10/21 Meeting Discussion
- Presentations
 - Dr. Carrie Henderson, Florida Department of Education
 - Nicole Washington, Washington Education Strategies
 - Laurie Meggesin, Florida College Access Network
- Discussion
- Work Plan
- Next Steps
- Public Comment

SAIL to 60

Section 1004.013(1), Florida Statutes

The Strengthening Alignment between Industry and Learning (SAIL) to 60 Initiative is created to increase to **60 percent** the percentage of **working-age adults** in this state with a **high-value postsecondary certificate, degree or training experience** by 2030.

Statutory charge assigned to this group:

(d) **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.

Presentations

- Dr. Carrie Henderson, Florida Department of Education
- Nicole Washington, Washington Education Strategies
- Laurie Meggesin, Florida College Access Network



Equity and Access in the Florida College System

Carrie E. Henderson, Ph.D., Executive Vice Chancellor

Carrie.Henderson@fldoe.org

October 24, 2019



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

www.FLDOE.org

“The relatively low graduation rates at many community colleges are **perpetuated by structural barriers**, including disconnected courses, unclear program requirements, advising services that are difficult to access, and lengthy developmental education sequences... Compounding these challenges is the fact that community college students typically have **fewer outside resources** available to help them navigate college.”

- *Community College Research Center*

Equity and Access

Equality



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

Equity



Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

Justice



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.

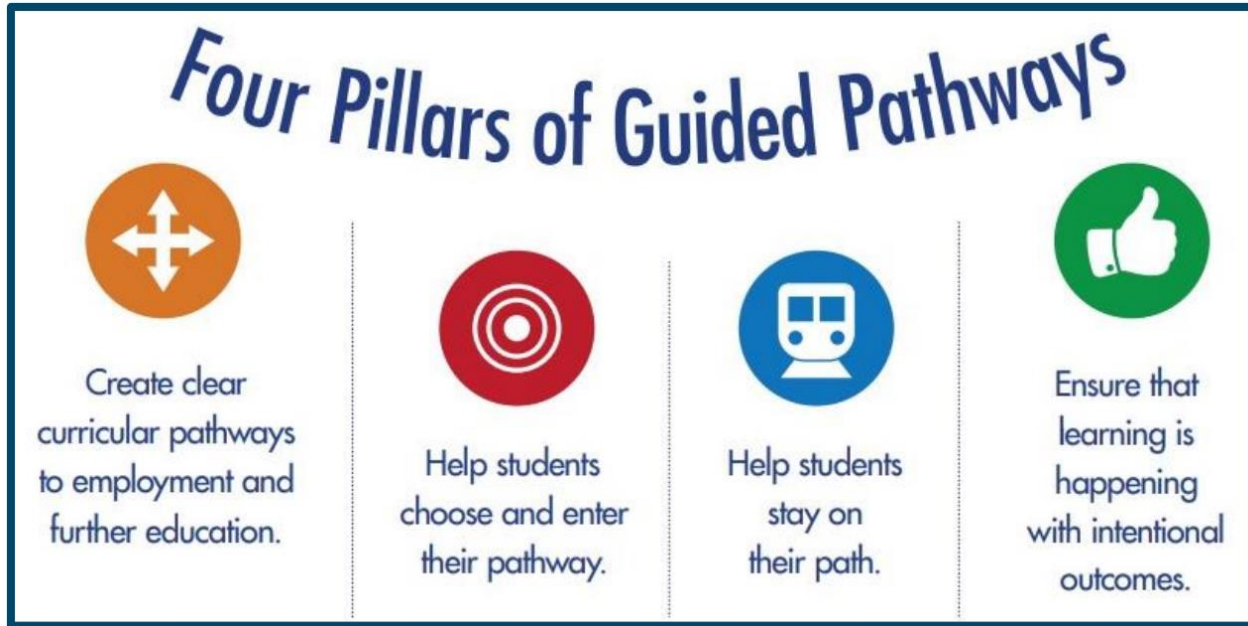
Tracking Equity Gaps

- Section 1008.31, F.S., establishes Florida’s K-20 education system’s goal of seamless articulation and maximum access, as measured by evidence of **progression**, **readiness** and **access** by targeted groups of students
- Section 1000.05, F.S., and Rule 6A-19.010, F.A.C., require colleges to develop and implement equity plans to address the **underrepresentation** of minorities, students with disabilities, and students with limited English proficiency

Data to Inform Group 5's Goals and Strategies

- Environmental
 - Attainment rates
 - Penetration rates
 - Population growth
- Inputs
 - High school graduates & postsecondary continuation rates
 - In-migration
 - Adults and adults with some college, no degree
- Outputs
 - Degree production

College Strategies to Address Gaps



Equity Considerations

- How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students?
- Does the college assess whether historically underserved are disproportionately enrolled in programs that lead to lower remuneration careers?
- How does the college ensure that underserved students are not disproportionately directed away from competitive, limited access programs?
- How is the college ensuring that underserved students participate in program-relevant active and experiential learning opportunities?

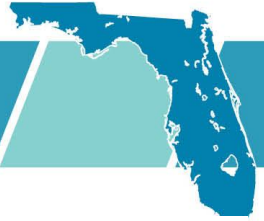


Equity and Access

Talent Development Council – Equity and Access Workgroup

Nicole Washington
Principal, Washington Education Strategies
Florida Policy Consultant, Lumina Foundation

Equity and Florida's Talent



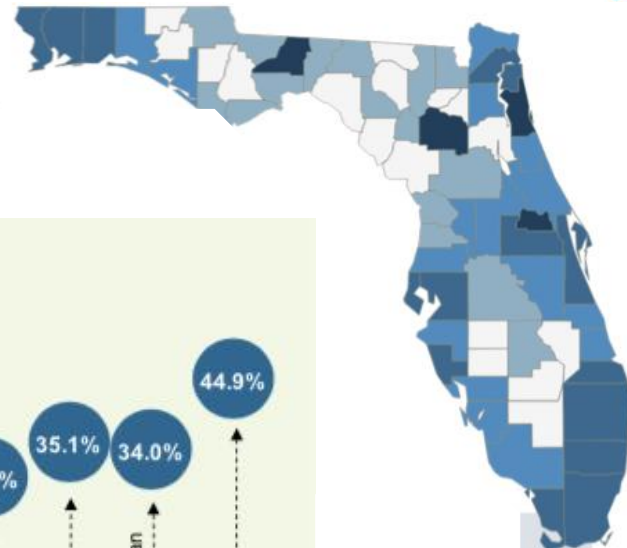
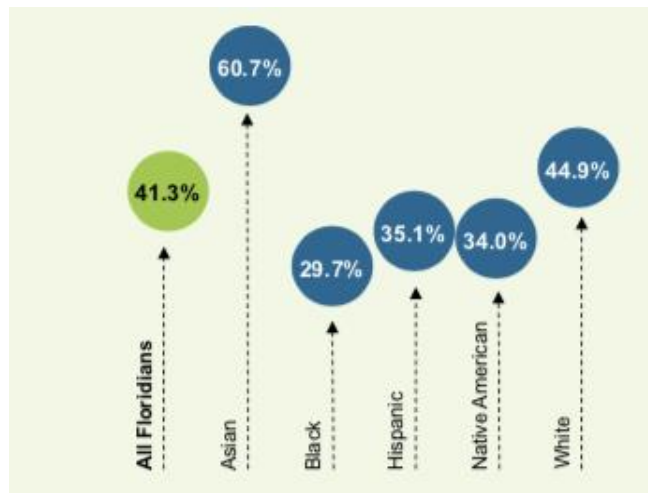
Equity is about ensuring every individual has the tools needed to survive or succeed – access to opportunity, networks, resources and supports – based off of where they are and where they want to go. – Stanford Social Innovation Exchange

- Framework for Equity and Access
 - Intentional
 - Data-driven



Equity in Lumina's Work

- Racial Equity
- Equity of Place
- Additional
Examples: adults,
military, low- and
middle-income
students



Stronger Nation Goal Exploration Tool



A STRONGER NATION

Learning beyond high school builds American talent

America's Progress **Goal-Exploration Tool**

Nation States

How can Florida reach 60% attainment among people ages 25-64 by 2030?

[View business as usual](#) [Viewing path toward equity](#)

Explore by: [Race/ethnicity](#) [Age groups](#)

View by: [Attainment percentage](#) Age Group: [25-64](#) View as: Graph Table



All Populations
For all populations, attainment will need to increase by 10.7 percentage points by 2030.



White
For whites, attainment will need to increase by 10.4 percentage points by 2030.



African American
For African Americans, attainment will need to increase by 12.3 percentage points by 2030.



Hispanic
For Hispanics, attainment will need to increase by 11.2 percentage points by 2030.

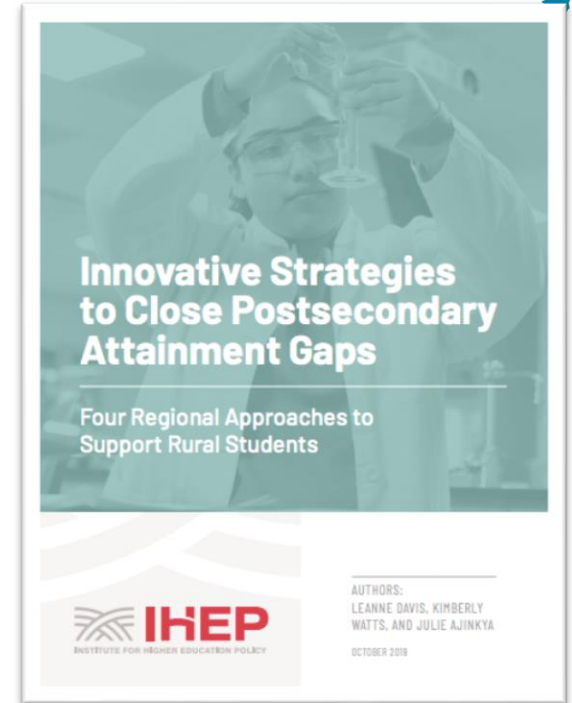
Examples from the Field

Talent, Innovation and Equity (TIE) States – TN, CO, OR

- Building awareness, inclusion and integration
- Disaggregated data is foundational

Talent Hubs

- Regional strategies to increase attainment for targeted populations



Tracking equity and access



**Florida's top
high-demand and
high-wage jobs**

**Production of
degrees and
credentials by
award type**

**Educational
attainment rate
by race, ethnicity,
gender**

**Educational
attainment rates
by county**

**Employment
and labor
participation
rates**

**Florida's
educational
attainment rates**

**Educational
attainment rates by
top 10 states**

**Postsecondary
continuation rates
and enrollment
by age, gender,
race/ethnicity**

**Earnings data
by credential level**

**Median
household
income**

Thank you



Questions?

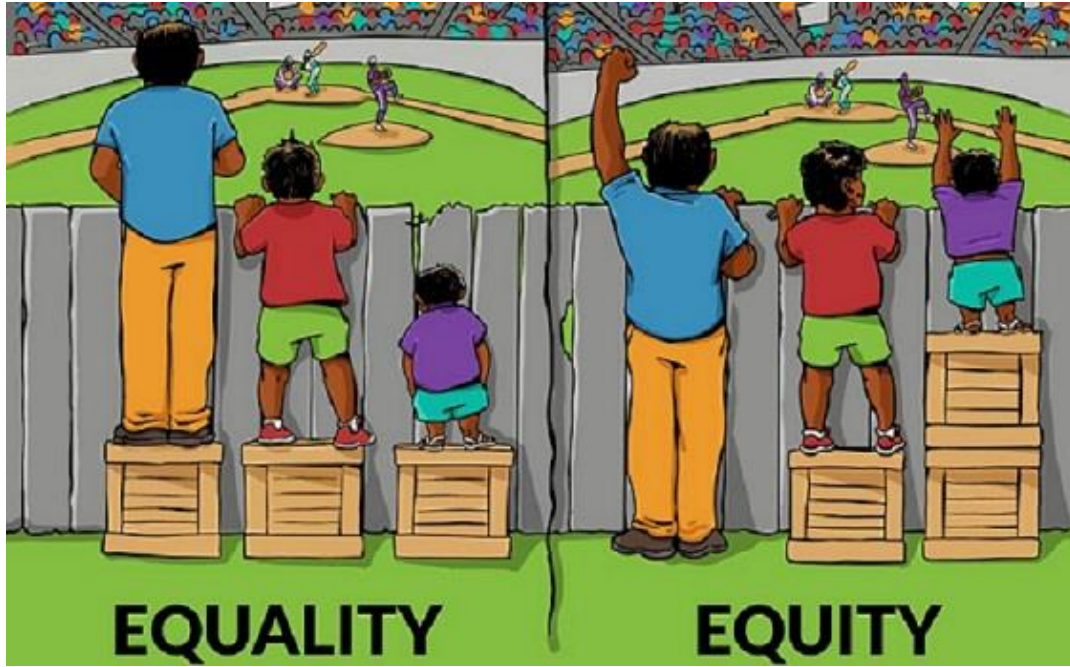
Nicole Washington
nicole@wesgroup.co

The logo features the word "FLORIDA" in a bold, blue, sans-serif font. The letter "O" is replaced by a stylized graphic consisting of three overlapping, curved lines in red, blue, and green, resembling a sun or a globe. Below "FLORIDA" is the text "COLLEGE ACCESS NETWORK" in a smaller, grey, sans-serif font. At the bottom of the slide, there are three large, curved, overlapping bands in green, red, and blue, mirroring the colors in the logo's "O" graphic.

FLORIDA
COLLEGE ACCESS NETWORK

Reaching Sail to 60 through Equity and Access

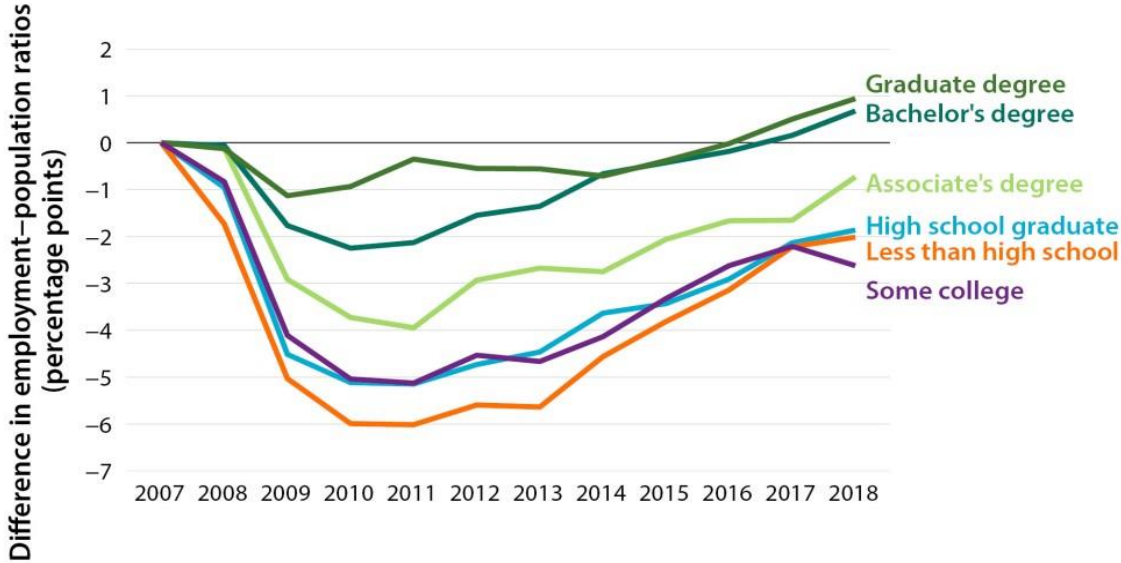
Presentation to Florida Talent Development Council
Equity and Access Workgroup,
October 24, 2019



Dimension/Core Metrics	Indicator	How Measured?	Source
College & Career Readiness <i>(Are they ready?)</i>	<i>Students' aspiration for college</i>	Postsecondary plans of high school completers	Florida Department of Education
	<i>Complete standard high school diploma</i>	Federal high school graduation rate	Florida Department of Education
	<i>Performance in Accelerated Curricula</i>	Percent of graduates who completed at least one AP, IB, AICE, Dual Enrollment course or industry certification	Florida Department of Education
Access & Affordability <i>(Can they pay for it?)</i>	<i>Eligibility for state scholarships</i>	Percent of high school graduates eligible for Bright Futures	Florida Department of Education
	<i>College-going rates of high school graduates</i>	Percent of graduates enrolled in a Florida public postsecondary institution the following fall	Florida Department of Education
	<i>Financial preparedness for postsecondary opportunities</i>	Percent of 12 th graders with completed FAFSA from January 1 to June 30	Florida College Access Network
College Performance <i>(How are they doing?)</i>	<i>Early credit accumulation</i>	Percent of high school graduates attending college completing at least 30 credits in first two years	Florida Department of Education
	<i>College graduation rates</i>	Students graduating within 150% time to degree (FTIC, AA Trans, Other Trans)	Integrated Postsecondary Education Data System (IPEDS)
	<i>Number of degrees awarded</i>	Number of degrees and postsecondary credentials awarded annually by type	Integrated Postsecondary Education Data System (IPEDS)
Adult Access & Completion <i>(What about working adults?)</i>	<i>Adult college enrollment</i>	College enrollment among Florida residents ages 25 and over	U.S. Census Bureau, American Community Survey
	<i>Adults with some credit but no degree</i>	% adults 25-64 with some college credit but no degree	U.S. Census Bureau, American Community Survey
	<i>Adult college graduation rate</i>	Six-year graduation rate for students 25 years of age and older	National Student Clearinghouse
Workforce & Economic Outcomes <i>(Does it pay off?)</i>	<i>Median first-year earnings</i>	Median first-year earnings	Economic Security Report
	<i>Graduate placement</i>	Percent of graduates employed and/or continuing their education	Economic Security Report
College Attainment <i>(Are we making progress toward Goal 2025?)</i>	<i>Young adults with a postsecondary credential</i>	% young adults 25-34 with a 2-year degree or higher	U.S. Census Bureau, American Community Survey
	<i>Adults with a postsecondary credential</i>	% adults 25-64 with a 2-year degree or higher	U.S. Census Bureau, American Community Survey

Workers with **low levels of education still haven't recovered** from the Great Recession.

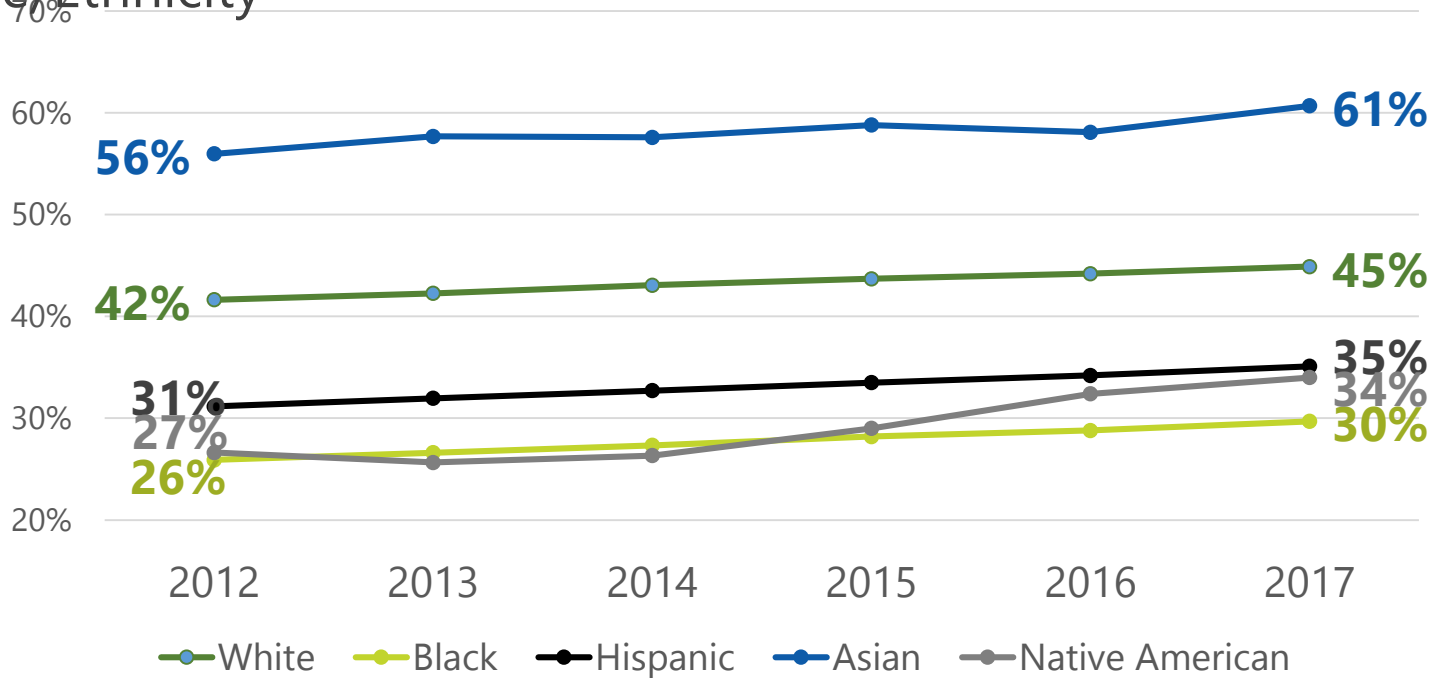
FIGURE 2.
Demographically Adjusted Employment Rate Gap, by Level of Education



Source: Current Population Survey, Bureau of Labor Statistics, January 2007-May 2018 and authors' calculations.
 Note: Education levels are mutually exclusive and are demographically adjusted for population aging and growth. Values plotted for 2018 are the average of January-May of that year.



Working-Age Adults with an Associate's Degree or Higher by Race/Ethnicity



Sources: U.S. Census Bureau, American Community Survey 1-year estimates, 2017

County	25 to 64
Alachua	53.6%
Baker	21.8%
Bay	34.0%
Bradford	19.8%
Brevard	43.2%
Broward	43.9%
Calhoun	15.1%
Charlotte	30.8%
Citrus	26.0%
Clay	36.3%
Collier	38.8%
Columbia	27.7%
DeSoto	13.3%
Dixie	14.3%
Duval	40.2%
Escambia	41.8%
Flagler	32.1%
Franklin	22.4%
Gadsden	22.8%
Gilchrist	25.3%
Glades	17.3%
Gulf	24.8%
Hamilton	14.9%

County	25 to 64
Hardee	12.3%
Hendry	14.3%
Hernando	29.4%
Highlands	25.7%
Hillsborough	43.8%
Holmes	17.2%
Indian River	36.9%
Jackson	20.8%
Jefferson	29.4%
Lafayette	20.3%
Lake	34.2%
Lee	35.5%
Leon	56.4%
Levy	19.6%
Liberty	16.3%
Madison	22.6%
Manatee	37.1%
Marion	27.9%
Martin	43.4%
Miami-Dade	40.2%
Monroe	40.2%
Nassau	35.0%
Okaloosa	41.6%

County	25 to 64
Okeechobee	18.6%
Orange	45.8%
Osceola	31.2%
Palm Beach	44.4%
Pasco	37.4%
Pinellas	42.6%
Polk	29.3%
Putnam	18.6%
Santa Rosa	42.1%
Sarasota	40.8%
Seminole	55.0%
St. Johns	54.1%
St. Lucie	30.7%
Sumter	31.6%
Suwannee	19.5%
Taylor	19.0%
Union	16.3%
Volusia	34.4%
Wakulla	26.0%
Walton	34.5%
Washington	17.9%
Florida	41.3%
United States	42.4%

Rural Counties:

22.3%

Urban Counties:

40.7%

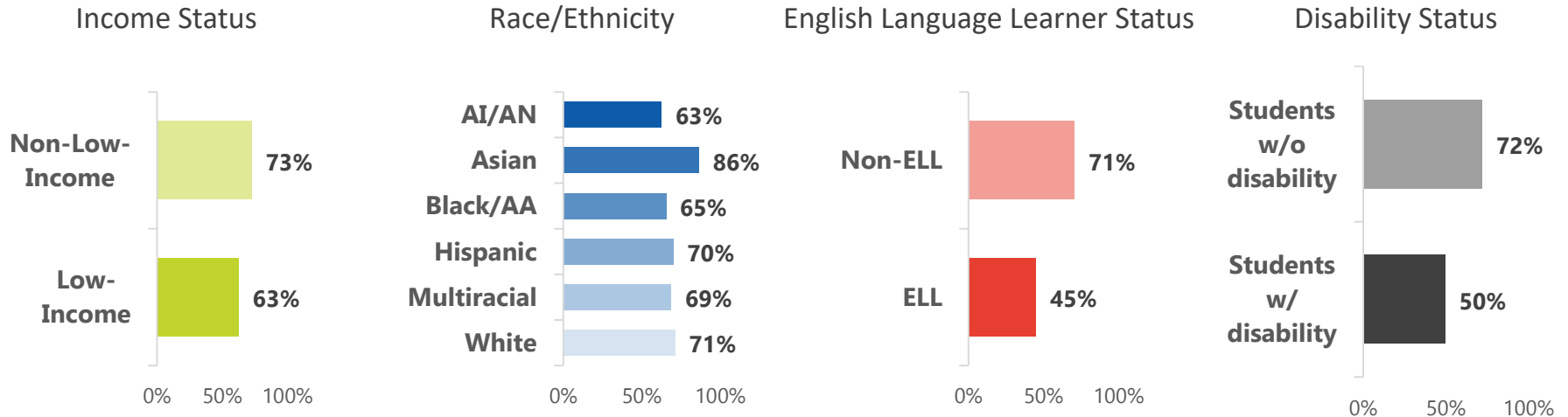
Rural and urban classification from FL Office of Economic & Demographic Research using US Census data

Sources: Florida and United States: U.S. Census Bureau, American Community Survey 1-year estimates, 2017

Counties: U.S. Census Bureau, American Community Survey 1-year estimates, 2017

College-Going Rates: High School Graduates Who Enroll in Higher Ed within 16 Months of Graduation

Class of 2016-17: **70%**



Source: Florida Department of Education, EduData Portal

Example: Got College?



School District of Osceola County ranked among the lowest in college-going rates in the state—**41.3% of high school graduates attended a public postsecondary institution in Florida.**

As a collaborative, the School District of Osceola County, the Education Foundation of Osceola County, and Valencia College created **Got College?**—an initiative to **increase college-going rates and ensure every 12th grader has a plan for life after high school.**

In 4 years, the district raised college-going rates by **7.3 percentage-points to 49.6%.**

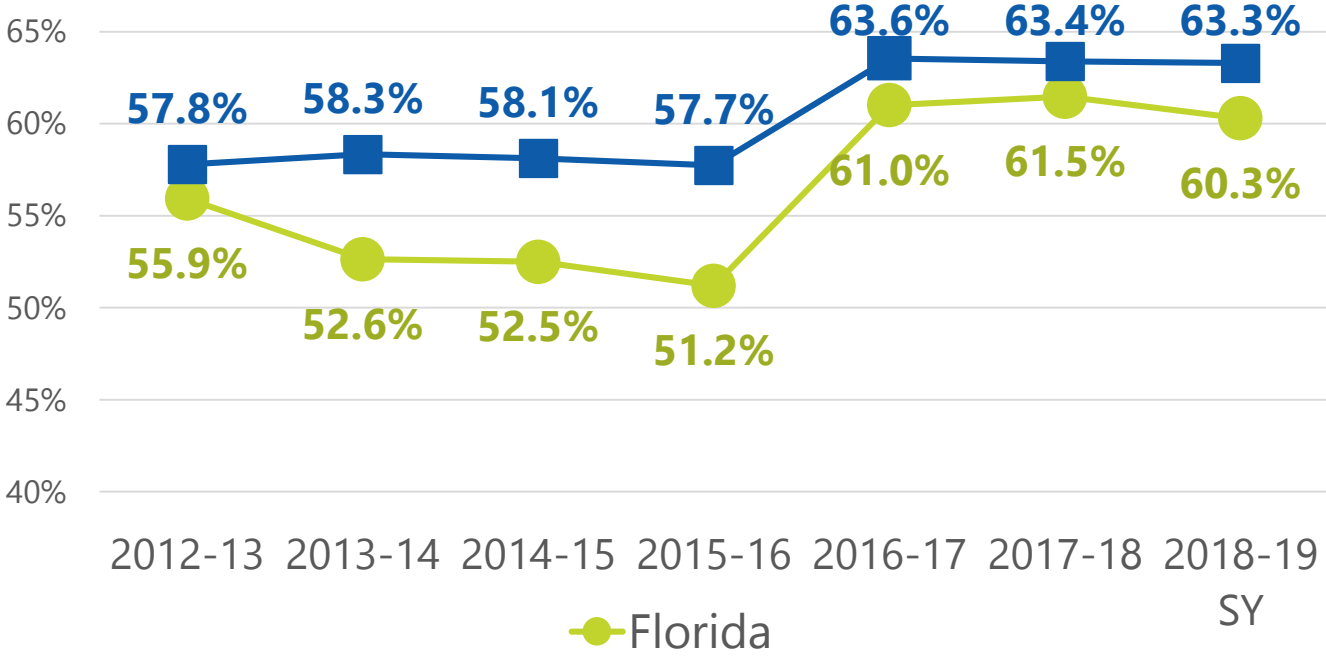
The success of Got College? inspired and was the blueprint for **Plan It Florida.**



**PLAN IT
FLORIDA**

While Florida tuition rates are among the lowest in the nation, **44% of Floridians** believe an education beyond high school is **unaffordable for their families.**

FASFA Completion Rates for 12th Graders through June 30



Pell Eligibility Rank: **5th**

FAFSA Completion Rank in 2014: **41st**

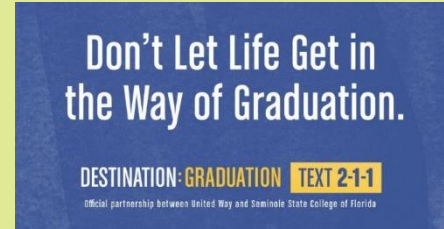
FAFSA Completion Rank in 2019: **31st**

Sources: US Department of Education; Florida Department of Education; All calculation completed by FCAN

Tuition and fees are not the **only costs to attend school**; other expenses include rent, food, utilities, and transportation.

Example: Destination Graduation

UpliftED partnered with Heart of Florida United Way's 2-1-1 social services network to meet the needs of Seminole State College students with life emergencies.



Assisted over 900 students and provided emergency funds to over 100 students with an **average award of \$775**.

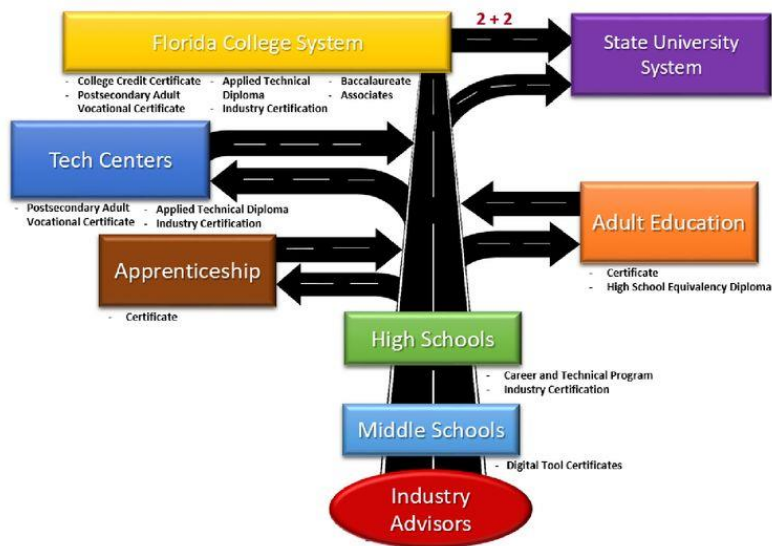
76% of recipients enrolled in classes the following semester after receiving support—**25% higher** than low-income students in crisis who did not receive assistance

Of Florida's 2017 high school graduates, **60% completed at least one accelerated curricula course** (AP, IB, AICE, Dual Enrollment, or Earned an Industry Certification).

- Provide students access to high-quality college and career preparation and save students money
- "Acceleration Success": one of six components in school grade calculation
- Publicly available data group all accelerated curricula into one metric
- How are students using each of these resources?

Source: Florida Department of Education, High School Feedback Report

Workforce Education System – Pathway to a Career





STRATEGIES

What's Ahead: Inclusive Development Network

EVERYONE ACHIEVES CAREER READINESS

Achieve Escambia Cradle to Career

What does 'inclusive workforce development' really mean?

Opportunity for all. Inclusive prosperity. More resilient people and places.

What does inclusive economic development look like? For our community, it means creating equitable opportunities for employment and mobility within Pensacola and the northwest Florida region.

In spring 2019, Pensacola was selected for the inaugural cohort of the Inclusive Development Network led by FloridaWest Economic Development Alliance in partnership with a cross-sector group of community leaders such as CareerSource Escarosa and Community Action Program Committee, Inc.

Achieve Escambia partners are at the table because our Bold Goal of 60% degree attainment by 2025 means matching solutions with surgical precision to equity issues happening in our communities on the ground. These issues of access and opportunity must be addressed to truly move the needle on postsecondary attainment. We anticipate launching targeted projects in summer 2020.

Who is excluded and why?

What steps can we take toward an inclusive metro Pensacola economy?

Matching the right candidate to the right job at the right time.

Employer growth often depends on finding a skilled and able workforce, but how can we start the conversation even earlier? How can we truly align workforce preparation with employer demand?

Aligning supply and demand: It's all about getting these twin forces to work together.

And it starts with engaging current members of the workforce, new workers just entering, workforce support organizations, and education institutions to understand (1) what skills and credentials are required by industries in the area and (2) how those goals can be achieved.

“Through this network, we’re taking an in-depth look at how to address underserved and underemployed individuals in the community. Over the next year, we’ll be looking at which portions of the community are failing to thrive, and then we’ll try to find tailored, business-focused approaches to helping those communities do better.”

Scott Luth

CEO, FloridaWest Economic Development Alliance



For information and resources,
contact:

Laurie Meggesin, Executive Director
lmeggesin@floridacollegeaccess.org
831-974-3897

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DISCUSSION

WORK PLAN

- Upcoming Equity and Access Workgroup Meetings
 - Oct. 24
 - Oct. 31
 - Nov. 7
 - Nov. 14
- Update Florida Talent Development Council on progress
 - Nov. 4
- Recommended goals and strategies due by Nov. 20

PUBLIC COMMENT

Strategic Priority 5: Equity and Access

Statutory Requirement: (d) 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.

Goals	Strategies
EA 1. <i>Insert Goal</i>	EA 1.1. <i>Insert Strategy</i>
	EA 1.2. <i>Insert Strategy</i>
EA 2. <i>Insert Goal</i>	EA 2.1. <i>Insert Strategy</i>
	EA 2.2. <i>Insert Strategy</i>
	EA 2.3. <i>Insert Strategy</i>
EA 3.	
EA 4.	
EA 5.	

Note: Please add more rows as needed.

Checklist and Timeline

Item	Due Date	Status	Actual Start Date	Actual End Date	Responsible Staff
EA Workgroup Meeting 1.	10/21/19	On Schedule Not on Schedule Complete Decision Required			Michelle Dennard, Workgroup Chair DEO staff, technical support
Meeting 1 Action Items:					
<i>Action Item 1:</i> Request presentations at upcoming meetings from subject matter experts including Florida leaders in education and workforce training	10/24/19	On Schedule			Adriane Grant, Workgroup Chair's designee
<i>Action Item 2:</i>					
<i>Action Item 3:</i>					
<i>Action Item 4:</i>					
EA Workgroup Meeting 2.	10/24/19	On Schedule			Michelle Dennard, Workgroup Chair DEO staff, technical support
Meeting 2 Action Items:					
<i>Action Item 1:</i>					
<i>Action Item 2:</i>					
<i>Action Item 3:</i>					
<i>Action Item 4:</i>					
EA Workgroup Meeting 3.	10/31/19	On Schedule			Michelle Dennard, Workgroup Chair DEO staff, technical support
Meeting 3 Action Items:	11/7/19				
<i>Action Item 1:</i>					
<i>Action Item 2:</i>					
<i>Action Item 3:</i>					
<i>Action Item 4:</i>					
Finalize goals and strategies, including incorporating any feedback from full FTDC.	11/18/19				Michelle Dennard, Workgroup Chair DEO staff, technical support

FTDC Strategic Plan (including goals and strategies) approved by full FTDC.	12/20/19				Michelle Dennard, Workgroup Chair DEO staff, technical support
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Note: Please add more rows as needed.

Strategic Priority 1: Policy and System Alignment

Statutory Requirement:

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

Goals	Strategies – DRAFT 10/22/19
PSA 1. Identify the postsecondary degrees, certificates, and other credentials awarded by Florida's postsecondary institutions	PSA 1.1. Work with staff for the postsecondary education systems to identify the range of postsecondary program offerings
	PSA 1.2. Collect data on program offerings for postsecondary institutions through IPEDS (national database), existing reporting systems or institutions—minimally, data on enrollments, completions and location of institution
	PSA 1.3. Create an Excel inventory of program offerings across the state's delivery systems, organized by workforce region
PSA 2. Identify high-demand employment needs	PSA 2.1. Identify high-demand employment needs by workforce region using DEO data
	PSA 2.2. Identify additional employment needs through other mechanisms including sector strategies and FloridaMakes
	PSA 2.3. Create an Excel inventory of employment needs, organized by workforce region
PSA 3. Identify unmet need	PSA 3.1. Identify unmet need by occupation by examining the difference between employment needs (identified under goal 2) and postsecondary production (identified under goal 1), organized by workforce region
PSA 4. Connect business/industry with postsecondary delivery systems to discuss strategies to fill the gaps and build a talent pipeline	PSA 4.1. Analyze data on job placement rates of current programs to assess student outcomes
	PSA 4.2. Publish data on unmet need and identify the areas (occupations and regions) where there is a need for a particular program
	PSA 4.3. Encourage employers and postsecondary institutions to hold regional convenings/conversations about aligning program offerings with employers' needs, leveraging existing resources including sector strategies
	PSA 4.4. Publish best practices on partnerships, leveraging the career and technical education audit

Checklist and Timeline

Item	Due Date	Status	Actual Start Date	Actual End Date	Responsible Staff
PSA Workgroup Meeting 1.	10/18/19	Complete	10/18/19	10/18/19	Eric Hall, Workgroup Chair DEO staff, technical support
Meeting 1 Action Items: Request additional information from subject matter experts to inform group 1's action steps	10/22/19	On Schedule			Carrie Henderson, Chair's designee
<i>Action Item 1: Request presentation from CareerSource on Sector Strategies</i>	10/22/19	On Schedule			
<i>Action Item 2: Request presentation from FloridaMakes</i>	10/22/19	On Schedule			
<i>Action Item 3: Request presentation from DEO on data collection</i>	10/22/19	On Schedule			
<i>Action Item 4: Request presentation from DOE on K-12 CTE</i>	10/22/19	On Schedule			
PSA Workgroup Meeting 2.	10/22/19	On Schedule			Eric Hall, Workgroup Chair DEO staff, technical support
Meeting 2 Action Items:					
<i>Action Item 1:</i>					
<i>Action Item 2:</i>					
<i>Action Item 3:</i>					
<i>Action Item 4:</i>					
PSA Workgroup Meeting 3.	10/29/19	On Schedule			Eric Hall, Workgroup Chair DEO staff, technical support
Meeting 3 Action Items:	11/5/19				
<i>Action Item 1:</i>					
<i>Action Item 2:</i>					
<i>Action Item 3:</i>					
<i>Action Item 4:</i>					
Finalize goals and strategies, including incorporating any feedback from full FTDC.	11/18/19				Eric Hall, Workgroup Chair DEO staff, technical support

FTDC Strategic Plan (including goals and strategies) approved by full FTDC.	12/20/19				Eric Hall, Workgroup Chair DEO staff, technical support
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FLORIDA TALENT DEVELOPMENT COUNCIL

Meeting Minutes

Group 5: Equity and Access

Monday, October 21

3:00 pm- 4:00 pm

Roll Call

Members Present:

Michelle Dennard, Workgroup Chair
Joel Schleicher
Adriane Grant

Bob Ward
Emily Sikes

Stefanie Steele
Chancellor Kathryn Hebda

Others Present:

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



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

Department of Economic Opportunity Support Staff Present:

- Katie Crofoot Liebert
- Nicole Duque
- Katherine Morrison
- Emilie Oglesby
- Monica Rutkowski
- Megan Moran

Introduction: Welcome and Opening Remarks

- Michelle Denard welcomed workgroup members and provided opening remarks.
- Joel Schleicher offered additional opening remarks.

Discussion

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



FLORIDA TALENT DEVELOPMENT COUNCIL

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

Public Comment

Katie Crofoot Liebert opened for public comment. There was no public comment.

Closing

Michelle Dennard provided closing remarks.



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.

Equity and Access Workgroup

Florida Talent Development Council | Oct. 21, 2019



SAIL to 60

Section 1004.013(1), Florida Statutes

The Strengthening Alignment between Industry and Learning (SAIL) to 60 Initiative is created to increase to **60 percent** the percentage of **working-age adults** in this state with a **high-value postsecondary certificate, degree or training experience** by 2030.

Statutory charge assigned to this group:

(d) **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.**

Some foundational questions to consider

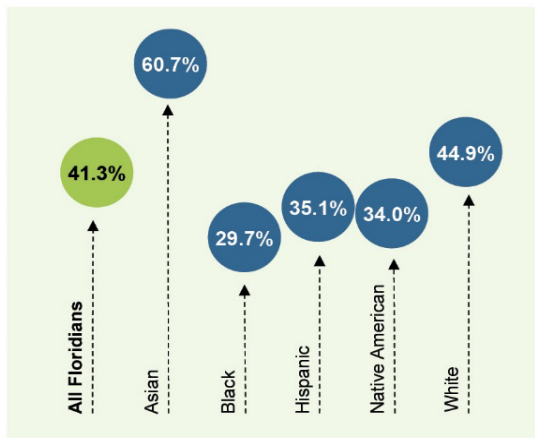
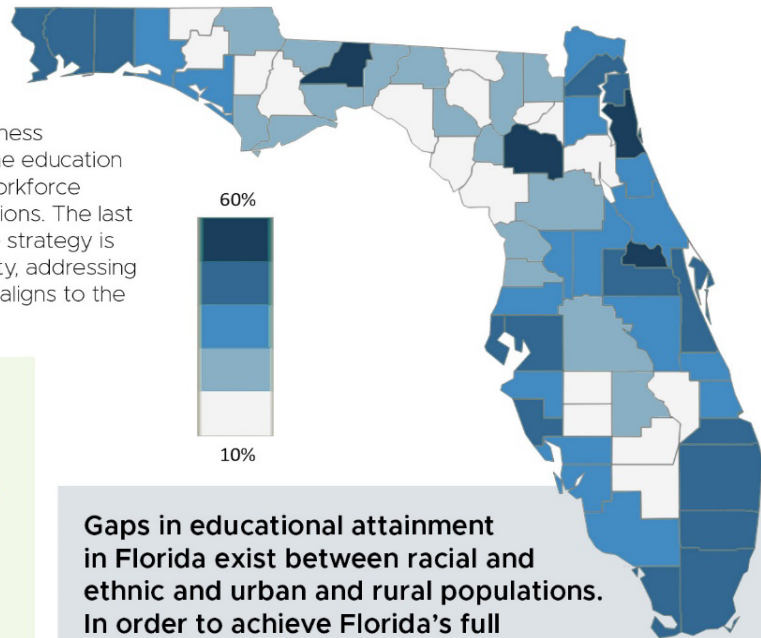
- What is equity?
- Why is it important to address equity in our attainment work?
- What kind of equity gaps must we address?

Some foundational questions to consider

- What is access?
- How do we address access within equity?
- How do these gaps differ statewide?
 - By system or sector (e.g. education — public and private, secondary, postsecondary; workforce development/lifelong learning?)
 - By institution?
 - By geography (e.g. North, Central, South; rural and urban)?

Degree Attainment by County for Working-Age Adults*

Florida is a diverse state and there are differences in capacity and talent needs from northern, central, southern, urban and rural areas. A coordinated talent development strategy should fully engage stakeholders that reflect the business community of the region, leaders from both the education and nonprofit sectors, as well as chambers, workforce boards, and economic development organizations. The last sentence should read: This will ensure that the strategy is responsive to the local needs of the community, addressing key gaps and opportunities for residents, and aligns to the workforce demand for the area.



Gaps in educational attainment in Florida exist between racial and ethnic and urban and rural populations. In order to achieve Florida's full economic potential, state leaders, community leaders, and the business community have to commit to increasing the state's postsecondary attainment rates for all residents.

*Two-year degree or higher

Source: Charting the Course to No. 1: Florida's Talent Goal

Other key questions to consider

- What questions should we seek to address in our work?
 - What *must* we address?
- What data do we need to inform our work and from what sources?
- Who else should be invited to participate in this workgroup?
- Where and in what ways (priorities, programs, initiatives) are we already doing a good job regarding equity and access to achieve attainment?
 - What can we learn from these examples?

- Upcoming Equity and Access Workgroup Meetings
 - Oct. 24
 - Oct. 31
 - Nov. 7
 - Nov. 14
- Update Florida Talent Development Council on progress
 - Nov. 4
- Recommended goals and strategies due by Nov. 20