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I. Welcome and Introductions  
   a. Roll Call/Introductions  
   b. Approval of the October 7, 2019 meeting minutes  
   c. Introduction – Chair Joel Schleicher  
   Knowing is not enough, we must apply. Willing is not enough, we must do. – Bruce Lee 
   ▪ Our challenge going forward is not knowledge but having the intestinal fortitude to move forward with action plans for what is right.

II. Workgroup Presentations and Discussion  
   a. Workgroup One: Policy and System Alignment - Chair, Chancellor Eric Hall  
      i. Overview and Presentation of Goals and Strategies  
      ii. Council discussion and recommendations  
   b. Workgroup Two: Workforce Readiness - Chair, Representative Rene Plasencia  
      i. Overview and Presentation of Goals and Strategies  
      ii. Council discussion and recommendations  
   c. Workgroup Three: Cross-Sector Collaboration and Engagement - Chair, Ken Lawson  
      i. Overview and Presentation of Goals and Strategies  
      ii. Council discussion and recommendations  
   d. Workgroup Four: Data and Accountability - Chair, Mark Wilson  
      i. Overview and Presentation of Goals and Strategies  
      ii. Council discussion and recommendations  
   e. Workgroup Five: Equity and Access – Chair, Michelle Dennard  
      i. Overview and Presentation of Goals and Strategies  
      ii. Council discussion and recommendations

III. Public Comment

IV. Timeline  
   a. Workgroup Meetings: November 5-7; November 12-14  
   b. Recommendations of Goal and Strategies submitted Friday, November 15

V. Next Council Meetings  
   a. Wednesday, November 20, 2019; 1:00pm – 5:00pm  
      Sumner Hall, 404 House Office Building, Tallahassee, FL  
   b. Wednesday, December 11, 2019; 10:00am – noon  
      Tallahassee, FL

VI. Adjourn
Meeting Minutes

Monday, October 7, 2019
10:00 a.m. – 4:30 p.m.

Members Present:

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

Members Excused: Richard Corcoran

Others Present:

- Katie Crofoot Liebert, Staff to Florida Talent Development Council, Director of Partnership Engagement, Florida Department of Economic Opportunity
- Adrienne Johnston, Chief, Bureau of Workforce Statistics & Economic Research, Florida Department of Economic Opportunity
- Dr. Carrie Henderson, Executive Vice Chancellor, Florida College System
- Richard “Ted” Norman, III, Program Director of Apprenticeship, Division of Career and Adult Education, Florida Department of Education
- Laurie Meggesin, Executive Director, Florida College Access Network
- Nicole Washington, Washington Education Strategies, Lumina Foundation

I. Welcome and Introductions

Joel A. Schleicher, Chair, called the meeting to order at 10:00 a.m. Chair Schleicher introduced himself as the Chair for the Florida Talent Development Council and thanked everyone for being part of the council. Benediction was given by Representative Rene Plasencia. Senator Travis Hutson led the Pledge of Allegiance. Chair Schleicher requested everyone to silence their cell phones; advised that the Florida Channel would be live streaming the meeting; noted the meeting would break from 12:00 to 1:00 per the agenda and possibly other breaks as well; and, that the meeting packet would be available at: www.floridajobs.org/talentdevelopmentcouncil. Chair Schleicher asked Katie Crofoot
Liebert to call the roll. A quorum was present. Chair Schleicher thanked the legislature and the Governor for signing the council to law and requested all the members introduce themselves. Each member introduced themselves.

II. Election of Vice Chair & Secretary
Chair Schleicher requested nominations for a vice chair of the Council. Mr. Ward nominated Ken Lawson. There were no additional nominations. By unanimous consent, Ken Lawson was elected vice chair of the Florida Talent Development Council.

Chair Schleicher opened the floor for nominations for a secretary of the Council. Representative Plasencia nominated Bob Ward. There were no other nominations and Bob Ward was elected Secretary for the Florida Talent Development Council. Vice Chair Lawson advised Mr. Ward that the Florida Talent Development Staff would assist with the minutes.

III. Chair’s Introduction
Chair Schleicher gave a brief introduction of himself as an Entrepreneur and discussed his motto “Always Challenge the Status Quo.” He also referenced the SAIL to 60 Initiative and suggested Florida should strive to achieve more than 60 percent.

IV. Strategic Priorities and Workgroups Outline
Chair Schleicher asked Ms. Crofoot Liebert to read the Draft Strategic Priorities and Workgroups Outline and advised members they could change any of the working strategic priorities. Chair Schleicher advised he would participate on all of the workgroups and encouraged everyone to volunteer for the committees.

The Council discussed upskilling Florida’s current workforce and the importance of improving Florida’s talent pipeline to create a stronger more focused talent pool.

V. Purpose and Preliminary Deliverables
Katie Crofoot Liebert read a presentation provided by the Florida House of Representatives. The presentation outlined the Florida Talent Development Council statute.

VI. Presentation by Adrienne Johnston, DEO
Adrienne Johnston, Chief of the Bureau of Workforce Statistics and Economic Research at the Department of Economic Opportunity, provided a presentation on economic and workforce trends in Florida.
At 11:50 am the council broke for lunch.

VII. **Presentation by Department of Education**
Chair Schleicher introduced Eric Hall, Chancellor of Innovation, from Florida Department of Education to assess whether postsecondary degrees, certificates and other credential awarded by Florida's postsecondary Institutions align with high-demand employment needs and job placement rates.

Chancellor Hall introduced Dr. Carrie Henderson, Executive Vice Chancellor, Florida College system to identify strategies to deepen and expand cross-sector collaboration to align higher education programs with targeted industry needs; identify common metrics and benchmarks to demonstrate progress toward the 60 percent goal and how the SAIL to 60 Initiate under s. 1004.013 can provide coordinated cross-sector support for the strategic plan.

Dr. Henderson introduced Richard “Ted” Norman, Program Director of Apprenticeship, Division of Career and Adult Education to assess the role of apprenticeship programs in meeting targeted workforce needs and identify any barriers to program expansion.

Dr. Henderson finished her presentation on credentials and recommend improvements to the consistency of workforce education data collected and reported by Florida College System Institutions and school districts, including the establishment of common elements and definitions for any data that is used for state and federal funding and program accountability in five minutes (Please see remaining presentation.)

VIII. **Presentation by The Florida Chamber of Commerce**
Chair Schleicher introduced Mark Wilson, President and CEO of the Florida Chamber of Commerce. Mark Wilson gave the presentation: Improving Florida’s Talent Pipeline for a Better Workforce.

IX. **Presentation by The Florida Council of 100**
Chair Schleicher introduced Bob Ward President and CEO of The Florida Council of 100. Bob Ward gave a presentation on Project Sunrise and the work of The Florida Council of 100.
X. **Presentation by The Florida Board of Governors**
Chair Schleicher introduced Marshall Criser, Chancellor for the Florida Board of Governors. Chancellor Criser gave an overview of the State University System of Florida.

XI. **Presentation by Florida College Access Network**
Chair Schleicher introduced Laurie Meggesin, Executive Director for Florida College Access Network. Laurie Meggesin gave a presentation on the work of the Florida College Access Network.

XII. **Presentation by Lumina Foundation**

XIII. **Public Comment**
There was no public comment.

XIV. **Key Meeting Outcomes and Next Steps**
Chair Schleicher directed everyone to the five strategic priorities and asked if members would volunteer for one or more of the groups.

Director Lawson advised he would take Cross-Sector Collaboration and Engagement; Representative Plasencia advised he would take Workforce Readiness; Eric Hall advised he would take Policy and System Alignment; Michelle Dennard advised she would take Equity and Access; Mark Wilson advised he would take Data and Accountability; Bob Boyd advised he would take Cross-Sector Collaboration and Engagement; Marva Johnson said she would take Workforce Readiness; Bob Ward advised he would take Workforce Readiness and Data and Accountability; Brandon Biederman advised he would take Workforce Readiness; Marshall Criser advised he would take Data and Accountability; Tim Cerio advised he would take Policy and System Alignment; Jamal Sowell advised he would take Data and Accountability. Kathy Hebda advised she would take Equity and Access.

Chair Schleicher advised there would be two additional council meetings on either October 31, November 20, December 17 or December 18.

XV. **Adjourn.** Chair Schleicher adjourned the meeting at 4:27 p.m.

#  #  #
Follow-Up Materials
Three items requested by the Council members from Bob Ward:

1. A link to the full Project Sunrise Report -- [https://www.fc100.org/docs.ashx?id=482084](https://www.fc100.org/docs.ashx?id=482084). The three distinct sections dealing with improving Talent in the state begin on pages 13, 55 and 73 of the report.

2. How underemployment was calculated as contained in the Project Sunrise report:
   
   - Underemployment ranking – The underemployment ranking in Project Sunrise is based on discouraged and involuntary part-time workers as measured by two categories of alternative measures of labor underutilization: U-5 and U-6. These measures stem from the Current Population Survey data as collected by the U.S. Census Bureau and reported by the U.S. Department of Labor, Bureau of Labor Statistics.

   - U-5 is total unemployed, plus discouraged workers, plus all other marginally attached workers, as a percent of the civilian labor force plus all marginally attached workers. U-6 is total unemployed, plus all marginally attached workers, plus total employed part time for economic reasons (involuntary part-time), as a percent of the civilian labor force plus all marginally attached workers.

     - Marginally attached workers are considered a subset of individuals who are not in the labor force. Although individuals not in the labor force are not currently looking for work, marginally attached individuals have looked for work in the last 12 months but not the previous four weeks. Moreover, these individuals want a job and would be able to accept a job if one were available.

     - Discouraged workers are those marginally attached workers who provide the following reasons why they have not looked for work recently: they do not believe work is available, they could not find work, they believe they lack the necessary school or training, they think employers find them too young or too old, or they have faced other forms of discrimination.

   - Based on the most recent data, Florida is tied for 18th in the nation in terms of U-5 (discouraged) and is tied for 29th in the nation in terms of U-6 (involuntary part-time). The larger the difference between U-5 and U-6, the higher the incidence of underemployment. This means the underemployment ranking for Florida is tied for 41st in the nation. In comparison (based on the peer states on the slide), Texas is tied for 29th; North Carolina is tied for 20th; New York is tied for 18th; Georgia is tied for 29th; and Illinois is tied for 34th.

3. The survey of businesses crosstabs is attached.
### Approximately how many new employees has your business hired in the past 5 years?

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### How difficult is it to find recent graduates who are qualified for jobs at your business?

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### How important is it for recent graduates who are seeking employment with your business to have the following skills? Critical thinking / problem solving

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### Thinking about recent graduates who are seeking employment with your business, which skills do you generally find to be DEFICIENT in applicants? Select any that apply

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<td>26%</td>
</tr>
<tr>
<td>None of these are generally deficient</td>
<td>4%</td>
<td>4%</td>
<td>3%</td>
<td>8%</td>
<td>9%</td>
<td>3%</td>
<td>6%</td>
<td>6%</td>
<td>2%</td>
<td>5%</td>
<td>4%</td>
</tr>
</tbody>
</table>
Which of the following statements apply to your business? Select any that apply

<table>
<thead>
<tr>
<th>Statement</th>
<th>ALL (A)</th>
<th>10-24 (B)</th>
<th>25-49 (C)</th>
<th>50+ (D)</th>
<th>&lt; $1 M (E)</th>
<th>$1 - 2.5 M (F)</th>
<th>$2.5 - 5 M (G)</th>
<th>$5 - 10 M (H)</th>
<th>$10+ M (I)</th>
<th>Female (J)</th>
<th>Male (K)</th>
</tr>
</thead>
<tbody>
<tr>
<td>We spent additional time or money training or re-teaching skills to new</td>
<td>49%</td>
<td>46%</td>
<td>48%</td>
<td>60%</td>
<td>46%</td>
<td>47%</td>
<td>50%</td>
<td>46%</td>
<td>54%</td>
<td>50%</td>
<td>48%</td>
</tr>
<tr>
<td>hires that they should have already learned in school.</td>
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</tr>
<tr>
<td>We recruit graduates from other states or countries because we can’t find</td>
<td>14%</td>
<td>12%</td>
<td>15%</td>
<td>19%</td>
<td>11%</td>
<td>11%</td>
<td>12%</td>
<td>15%</td>
<td>22%</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td>qualified employees here in Florida</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>None of these</td>
<td>45%</td>
<td>48%</td>
<td>40%</td>
<td>33%</td>
<td>52%</td>
<td>46%</td>
<td>45%</td>
<td>46%</td>
<td>37%</td>
<td>46%</td>
<td>44%</td>
</tr>
</tbody>
</table>

Relevant career/technical/vocational coursework in high school

<table>
<thead>
<tr>
<th>Probability</th>
<th>ALL (A)</th>
<th>10-24 (B)</th>
<th>25-49 (C)</th>
<th>50+ (D)</th>
<th>&lt; $1 M (E)</th>
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<th>$5 - 10 M (H)</th>
<th>$10+ M (I)</th>
<th>Female (J)</th>
<th>Male (K)</th>
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</thead>
<tbody>
<tr>
<td>Much more likely</td>
<td>59%</td>
<td>59%</td>
<td>67%</td>
<td>56%</td>
<td>53%</td>
<td>61%</td>
<td>59%</td>
<td>59%</td>
<td>76% E</td>
<td>55%</td>
<td>62%</td>
</tr>
<tr>
<td>Somewhat more likely</td>
<td>27%</td>
<td>27%</td>
<td>19%</td>
<td>40% C</td>
<td>26%</td>
<td>30%</td>
<td>24%</td>
<td>27%</td>
<td>19%</td>
<td>31%</td>
<td>25%</td>
</tr>
<tr>
<td>Not more likely</td>
<td>13%</td>
<td>14%</td>
<td>14%</td>
<td>5%</td>
<td>21% F</td>
<td>9%</td>
<td>18%</td>
<td>14%</td>
<td>5%</td>
<td>14%</td>
<td>13%</td>
</tr>
</tbody>
</table>

An unpaid high school internship

<table>
<thead>
<tr>
<th>Probability</th>
<th>ALL (A)</th>
<th>10-24 (B)</th>
<th>25-49 (C)</th>
<th>50+ (D)</th>
<th>&lt; $1 M (E)</th>
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<th>$5 - 10 M (H)</th>
<th>$10+ M (I)</th>
<th>Female (J)</th>
<th>Male (K)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much more likely</td>
<td>33%</td>
<td>32%</td>
<td>40%</td>
<td>23%</td>
<td>31%</td>
<td>29%</td>
<td>36%</td>
<td>39%</td>
<td>32%</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>Somewhat more likely</td>
<td>34%</td>
<td>35%</td>
<td>31%</td>
<td>36%</td>
<td>23%</td>
<td>41% E</td>
<td>30%</td>
<td>32%</td>
<td>35%</td>
<td>31%</td>
<td>35%</td>
</tr>
<tr>
<td>Not more likely</td>
<td>33%</td>
<td>33%</td>
<td>29%</td>
<td>41%</td>
<td>46%</td>
<td>30%</td>
<td>34%</td>
<td>30%</td>
<td>32%</td>
<td>36%</td>
<td>32%</td>
</tr>
</tbody>
</table>
### A paid high school internship

<table>
<thead>
<tr>
<th></th>
<th>ALL (A)</th>
<th>10-24 (B)</th>
<th>25-49 (C)</th>
<th>50+ (D)</th>
<th>&lt; $1 M (E)</th>
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<th>$2.5 - 5 M (G)</th>
<th>$5 - 10 M (H)</th>
<th>$10+ M (I)</th>
<th>Female (J)</th>
<th>Male (K)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much more likely</td>
<td>31%</td>
<td>31%</td>
<td>34%</td>
<td>32%</td>
<td>38%</td>
<td>30%</td>
<td>33%</td>
<td>30%</td>
<td>33%</td>
<td>31%</td>
<td>32%</td>
</tr>
<tr>
<td>Somewhat more likely</td>
<td>36%</td>
<td>35%</td>
<td>39%</td>
<td>32%</td>
<td>21%</td>
<td>40%</td>
<td>E</td>
<td>36%</td>
<td>37%</td>
<td>39%</td>
<td>33%</td>
</tr>
<tr>
<td>Not more likely</td>
<td>33%</td>
<td>34%</td>
<td>27%</td>
<td>35%</td>
<td>41%</td>
<td>30%</td>
<td>31%</td>
<td>33%</td>
<td>27%</td>
<td>36%</td>
<td>31%</td>
</tr>
</tbody>
</table>

### A high school internship with my business

<table>
<thead>
<tr>
<th></th>
<th>ALL (A)</th>
<th>10-24 (B)</th>
<th>25-49 (C)</th>
<th>50+ (D)</th>
<th>&lt; $1 M (E)</th>
<th>$1 - 2.5 M (F)</th>
<th>$2.5 - 5 M (G)</th>
<th>$5 - 10 M (H)</th>
<th>$10+ M (I)</th>
<th>Female (J)</th>
<th>Male (K)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much more likely</td>
<td>59%</td>
<td>58%</td>
<td>64%</td>
<td>63%</td>
<td>50%</td>
<td>58%</td>
<td>61%</td>
<td>69%</td>
<td>61%</td>
<td>61%</td>
<td>59%</td>
</tr>
<tr>
<td>Somewhat more likely</td>
<td>22%</td>
<td>23%</td>
<td>20%</td>
<td>17%</td>
<td>17%</td>
<td>25%</td>
<td>23%</td>
<td>19%</td>
<td>22%</td>
<td>20%</td>
<td>23%</td>
</tr>
<tr>
<td>Not more likely</td>
<td>19%</td>
<td>19%</td>
<td>16%</td>
<td>20%</td>
<td>33% FGH</td>
<td>18%</td>
<td>16%</td>
<td>12%</td>
<td>17%</td>
<td>19%</td>
<td>18%</td>
</tr>
</tbody>
</table>

### Would you pay a newly-hired high school graduate a higher starting salary if they had completed a vocational internship while in high school?

<table>
<thead>
<tr>
<th></th>
<th>ALL (A)</th>
<th>10-24 (B)</th>
<th>25-49 (C)</th>
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<th>&lt; $1 M (E)</th>
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<th>$5 - 10 M (H)</th>
<th>$10+ M (I)</th>
<th>Female (J)</th>
<th>Male (K)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely yes or Probably yes (NET)</td>
<td>76%</td>
<td>74%</td>
<td>82%</td>
<td>79%</td>
<td>60%</td>
<td>79%</td>
<td>69%</td>
<td>84%</td>
<td>84%</td>
<td>75%</td>
<td>77%</td>
</tr>
<tr>
<td>Definitely yes</td>
<td>22%</td>
<td>21%</td>
<td>27%</td>
<td>23%</td>
<td>20%</td>
<td>23%</td>
<td>26%</td>
<td>13%</td>
<td>26%</td>
<td>17%</td>
<td>25%</td>
</tr>
<tr>
<td>Probably yes</td>
<td>54%</td>
<td>53%</td>
<td>55%</td>
<td>56%</td>
<td>48%</td>
<td>56%</td>
<td>43%</td>
<td>71% EG</td>
<td>58%</td>
<td>58%</td>
<td>52%</td>
</tr>
<tr>
<td>Probably not</td>
<td>19%</td>
<td>20%</td>
<td>17%</td>
<td>16%</td>
<td>20%</td>
<td>17%</td>
<td>26%</td>
<td>13%</td>
<td>11%</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>Definitely not</td>
<td>5%</td>
<td>6%</td>
<td>1%</td>
<td>5%</td>
<td>13% F</td>
<td>4%</td>
<td>5%</td>
<td>2%</td>
<td>5%</td>
<td>6%</td>
<td>4%</td>
</tr>
</tbody>
</table>
What factor(s) would determine whether you would pay a higher starting salary to an applicant who had completed a vocational internship while in high school? Select any that apply

<table>
<thead>
<tr>
<th>Factor (please specify)</th>
<th>ALL (A)</th>
<th>10-24 (B)</th>
<th>25-49 (C)</th>
<th>50+ (D)</th>
<th>&lt;$1 M (E)</th>
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<th>$5 - 10 M (H)</th>
<th>$10+ M (I)</th>
<th>Female (J)</th>
<th>Male (K)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whether the internship was with my business</td>
<td>52%</td>
<td>54%</td>
<td>53%</td>
<td>49%</td>
<td>30%</td>
<td>56% E</td>
<td>52% E</td>
<td>61% E</td>
<td>61% E</td>
<td>44%</td>
<td>55%</td>
</tr>
<tr>
<td>Whether the internship was paid</td>
<td>4%</td>
<td>5%</td>
<td>4%</td>
<td>0%</td>
<td>3%</td>
<td>6%</td>
<td>6%</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>5%</td>
</tr>
<tr>
<td>The length of the internship</td>
<td>26%</td>
<td>27%</td>
<td>24%</td>
<td>26%</td>
<td>19%</td>
<td>33%</td>
<td>22%</td>
<td>32%</td>
<td>24%</td>
<td>21%</td>
<td>28%</td>
</tr>
<tr>
<td>The extent of the internship's responsibilities</td>
<td>58%</td>
<td>54%</td>
<td>66%</td>
<td>65%</td>
<td>41%</td>
<td>59%</td>
<td>62% E</td>
<td>61%</td>
<td>58%</td>
<td>61%</td>
<td>57%</td>
</tr>
<tr>
<td>A recommendation from the intern’s former employer</td>
<td>43%</td>
<td>41%</td>
<td>47%</td>
<td>49%</td>
<td>32%</td>
<td>45%</td>
<td>49%</td>
<td>39%</td>
<td>37%</td>
<td>43%</td>
<td>43%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>13%</td>
<td>14%</td>
<td>16%</td>
<td>5%</td>
<td>22%</td>
<td>13%</td>
<td>11%</td>
<td>14%</td>
<td>8%</td>
<td>17%</td>
<td>11%</td>
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</table>

**OTHER**

<table>
<thead>
<tr>
<th>Factor</th>
<th>ALL (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General aptitude for learning</td>
<td>3%</td>
</tr>
<tr>
<td>Not applicable / Very specific license</td>
<td>5%</td>
</tr>
<tr>
<td>Relevance of internship experience</td>
<td>4%</td>
</tr>
<tr>
<td>No flexibility or variation in starting pay</td>
<td>1%</td>
</tr>
</tbody>
</table>
Workgroup 1: Policy and System Alignment
### Strategic Priority 1: Policy and System Alignment

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

<table>
<thead>
<tr>
<th>Goals</th>
<th>Strategies – DRAFT 10/29/19</th>
</tr>
</thead>
</table>
| PSA 1. Identify the postsecondary degrees, certificates, and other credentials awarded by Florida's postsecondary institutions | PSA 1.1. Identify postsecondary program offerings across district postsecondary, Florida College System, State University System, Independent Colleges and Universities of Florida, and the Commission for Independent Education  
PSA 1.2. Collect data on program offerings for postsecondary institutions through the Integrated Postsecondary Education Data Set (IPEDS), existing reporting systems or institutions, such as data on enrollment counts, completions counts, location of institution and key student outcome measures, which include job placement rates  
PSA 1.3. Using information collected through PSA 1.1 and 1.2, create an inventory of program offerings across the state’s delivery systems |
| PSA 2. Identify high-demand employment needs                          | PSA 2.1. Identify high-demand employment needs, with an emphasis on Florida’s targeted sectors and fastest-growing industry sectors  
PSA 2.2. Develop mechanisms for capturing real-time data on high-demand employment needs to supplement data provided by DEO and other current methods  
PSA 2.3. Identify emerging employment needs that may not be captured elsewhere  
PSA 2.4. Using information collected through PSA 2.1 and 2.3, create an inventory of employment needs |
| PSA 3. Determine the postsecondary programs needed to fill current and emerging demand for jobs | PSA 3.1. Analyze data on other variables related to the population, including variables on in- and out-migration and current attainment levels  
PSA 3.2. Match occupation data with postsecondary program data to examine the difference between employment needs and potential supply, adjusting for any population data collected through PSA 3.1 |
| PSA 4. Connect business/industry with postsecondary delivery systems to discuss strategies to fill the gaps and build a talent pipeline | PSA 4.1. Publish data on the areas (occupations and regions) where there is an unmet need for a particular program  
PSA 4.2. Encourage the continued building and improvement of sector strategies and sector partnerships that have been and are being built regionally (by workforce region)—bring together multiple employers within an industry to collaborate with colleges, schools, workforce boards, community and economic development organizations and other stakeholders to align training and outcomes with the skills needed to help industries grow and compete  
PSA 4.3. Publish best practices on partnerships, leveraging the career and technical education audit as a resource and vehicle for annually sharing information |
Meeting Minutes

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

Roll Call

Members Present:
- Chancellor Eric Hall, Workgroup Chair
- Emily Sikes
- Adriane Grant
- Arthur “Art” Hoelke
- Executive Vice Chancellor Carrie Henderson
- Peter Ring
- Tara Goodman
- Robert “Bob” Ward

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

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

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

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

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

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

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

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

Roll Call

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

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

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

Introduction: Welcome, Roll Call and Approval of Minutes
  • Eric Hall gave opening remarks and called roll.
  • Workgroup members approved the October 18, 2019 meeting minutes as presented.
  • Eric Hall provided an overview of the agenda, statutory requirements, a recap of the first meeting on October 18, 2019 and discussed potential first steps. Eric Hall requested that everyone keep these items in mind and the role of the workgroup as they listened to the subsequent presentations.
Presentations:
- Kathleen Taylor, Bureau Chief, Division of Career and Adult Education, Florida Department of Education presented on Career and Technical Education in K-12.
- Zoraida Velasco, Vice President, External Affairs, FloridaMakes presented on Building the Talent Pipeline: Connecting Manufacturers with Workforce Partners.

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

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

Closing
Eric Hall provided closing remarks, and the meeting was adjourned.
The next meeting of this workgroup will take place on Tuesday, October 29, 2019 at 10:00 am.
Workgroup 2: Workforce Readiness
### Strategic Priority 2: Workforce Readiness

**Statutory Requirements:**

(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.

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

<table>
<thead>
<tr>
<th>Goals</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 1. Expand Apprenticeships in Florida</td>
<td>WR 1.1. Survey private partners to develop and inventory of offered and/or available apprenticeships. WR 1.2. Survey (might be an update of a survey previously administered) of businesses to assess their workforce needs related to work-based learning and apprenticeships. WR 1.3. Determine integration of existing apprenticeships’ related technical instruction in paid and nonpaid credit instruction. WR 1.4. Survey local nonprofits and community associations to determine awareness of and participation in apprenticeship programs.</td>
</tr>
<tr>
<td>WR 2. Identify Current Barriers to Participation</td>
<td>WR 2.1. Identify needs and challenges of populations targeted to be served through apprenticeships. WR 2.2. Increase enrollment and reduce barriers to participation. WR 2.3. Formalize efforts to gather employers input on current and future workforce (training) needs.</td>
</tr>
<tr>
<td>WR 3. Increase Education and Awareness</td>
<td>WR 3.1. Build and promote awareness of apprenticeships as a critical workforce strategy. WR 3.2. Select and implement policies and programs that increase participation and access to apprenticeships. WR 3.3. Develop statewide educational campaign to increase visibility and understanding of benefits of apprenticeships.</td>
</tr>
<tr>
<td>WR 4. Increase Early Career-Related Education and Exposure</td>
<td>WR 4.1. Build partnerships among K-12, Postsecondary Ed, Adult Education, industry, and other partners to facilitate earlier engagement in career exploration and work-based learning opportunities for all student populations. WR 4.2. Influence policy shifts to allow more time for students in K-12 to have more hands-on training, internship, and co-op education. WR 4.3. Expose K-12, postsecondary education, adult education, and other populations to in-demand career opportunities in employer-defined career pathways.</td>
</tr>
<tr>
<td>WR 5. Address Essential and Occupational Skill Gaps</td>
<td>Embed essential employability framework (sometimes referred to as “soft skills”) across the curriculum, specifically in “hard”/technical programs and courses, ideally through work-based components that complement classroom-based academic work.</td>
</tr>
<tr>
<td>WR 5.1.</td>
<td>WR 5.2. Increase the use of employer-driven applied/work-based learning in both credit and non-credit programming.</td>
</tr>
</tbody>
</table>

| WR 6.1. | Embed career advancement in existing career pathways programs. |
| WR 6.2. | Expand the scope of the learning environment to include workplaces and communities, positioning work-based learning as integral to career preparation and student success. |

| WR 7. Increase Postsecondary Transitions and Credential Attainment | Establish a system to enable multiple entry points into postsecondary education for various student and adult learners that are aligned to clearly identified student readiness levels and credentials, certifications, and/or degrees to employment in high-growth, family-supporting jobs. |
| WR 7.1. | Make career-related services and tools readily accessible to all students. |
| WR 7.2. | Establish the concept of stackable credentials as a norm. |
| WR 7.3. |
Meeting Minutes

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

Roll Call

Members Present:
- Representative Rene Plasencia, Workgroup Chair
- Bob Ward
- Warren Davis
- Emily Sikes
- Art Hoelke
- Keantha Moore
- Adriane Grant

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

Department of Economic Opportunity Support Staff Present:
- Katie Crofoot Liebert
- Nicole Duque
- Katherine Morrison
- Emilie Oglesby
- Monica Rutkowski
- Megan Moran
Introduction: Welcome and Opening Remarks

- Council Chair Joel Schleicher welcomed members and shared his vision and direction for the workgroup.
- Representative Plasencia welcomed members and gave additional opening remarks.

Discussion

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

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

Closing

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

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

Roll Call

Members Present:
Representative Rene Plasencia, Workgroup Chair
Bob Ward            Warren Davis            Tiffany Barfield
Art Hoelke            Keantha Moore            Ted Norman

Others Present:
• Joel Schleicher, Council Chair

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

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

Presentations
Ted Norman presented on apprenticeships.

Discussion
• Representative Plasencia opened for discussion to the group. Discussion topics among workgroup members included:
  o Difference between internship and apprenticeship
  o Preapprenticeships
  o Financial availability
  o Awareness of apprenticeships
  o Perception/misconceptions of apprenticeships
  o European apprentice model
  o Criteria and constraints within federal system
• Goals and strategies discussed:
o Survey on apprenticeships
o Identification of barriers
o Education and awareness
o Expanding apprenticeships
o Identifying needs

**Next steps:***
- Suggestion to have subject matter expert for the Florida Education and Training Placement Information Program (FETPIP) on the next call.

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

**Closing**
Representative Plasencia and Katie Crofoot Liebert gave closing remarks. Meeting was adjourned.
Workgroup 3: Cross-Sector Collaboration and Engagement
### Strategic Priority 3: Cross-Sector Collaboration and Engagement

**Statutory Requirement:** (c) Identify strategies to deepen and expand cross-sector collaboration to align higher education programs with targeted industry needs.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Strategies</th>
</tr>
</thead>
</table>
| CSCE 1. Engage employers and businesses in the design and delivery of training and education program. | CSCE 1.1. Survey and collect employers’ input on current and future workforce training needs and utilize the results to drive program design, adjustment, and delivery.  
CSCE 1.2. Leverage input from employers to understand and address how industry trends will impact training and other workforce needs.  
CSCE 1.3. Work with employers in targeted sectors to identify, from their perspective, high-value, industry-validated training models (e.g., apprenticeship and other work-based training models).  
CSCE 1.4. Develop and implement a life skills program for incumbent workers that is recognized by business and industry.  
CSCE 1.5. At the regional level, work across partner lines to implement a coordinated, unified approach to integrated business engagement, business needs assessment, and business service/solutions delivery.  
CSCE 1.6. Incentivize the business community to provide more work-and-learn opportunities to Florida students and adults. |
| CSCE 2. Ensure all partners in the Florida’s education, job skills training, and career development system share the common goal and mission of increasing the skills levels of Floridians and providing pathways to self-sufficient careers, and measure success utilizing the same performance metrics. | CSCE 2.1. Reduce duplication among training and education providers by incentivizing collaboration among universities, community colleges, adult education, and other entities in the development of industry/employer partnerships and the design and delivery of apprenticeship, internship, and other training programs.  
CSCE 2.2. Leverage existing work being done around the WIOA workgroups/teams.  
CSCE 2.3. Connect all talent pools to career pathway and credential opportunities in target industries (e.g., elementary and secondary students, disconnected youth, returning military members, adult education participants, and other populations).  
CSCE 2.4. Support service and education alignment across workforce, education, and nonprofit support service organizations and social service agencies.  
CSCE 2.5. Build rich community-based culture, supportive of postsecondary student access and success for future outreach efforts to disadvantaged and adult student populations.  
CSCE 2.6. Promote a community awareness of area in-demand occupations and the associated skill sets required, as well as an appreciation for the workforce and talent development system itself.  
CSCE 2.7. Utilize employers and public-private partnerships to identify and anticipate collective industry needs and implement customized solutions.  
CSCE 2.8. Utilize technology to increase and streamline collaboration. |
<table>
<thead>
<tr>
<th>CSCE 3. Expand and accelerate the development, approval, and implementation of employer-driven training models, including non-traditional models.</th>
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</thead>
<tbody>
<tr>
<td>CSCE 3.1. Catalogue and share documented best-practice examples of employer-driven training models, including impact data as available and guidance for replication.</td>
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<tr>
<td>CSCE 3.2. Increase implementation of specific models that are supported by industry/employer stakeholders.</td>
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<tr>
<td>CSCE 3.3. Expand community college and partner capacity to design/replicate employer-driven training models by linking the sharing of models to professional development and continuing education requirements.</td>
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<td>CSCE 3.4. Fast-track expansion of employer-driven training models by:</td>
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<tr>
<td>a) encouraging local approval of programs that have already been approved elsewhere;</td>
</tr>
<tr>
<td>b) starting new programs as non-credit and migrating to credit over time; and</td>
</tr>
<tr>
<td>c) encouraging and supporting the expansion of existing curriculum-sharing and adaptation efforts where feasible.</td>
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<tr>
<td>CSCE 3.5. Review best practices from other states and/or regions in tracking work-and-learn experiences.</td>
</tr>
<tr>
<td>CSCE 3.6. Connect data on work-and-learn experiences to longitudinal outcomes.</td>
</tr>
<tr>
<td>CSCE 3.7. Establish a system-wide business services design incorporating a single point of contact who can offer collective solutions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CSCE 4. Leverage universities and area colleges to deepen the region’s talent pool to support expansion in targeted sectors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 4.1. Review universities’ efforts targeting business and employer by identifying their priorities and needs.</td>
</tr>
<tr>
<td>CSCE 4.2. Encourage area universities to expand and strengthen programs related to targeted sectors.</td>
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<tr>
<td>CSCE 4.3. Establish workforce development as one of the institutional (student learning) outcomes for instruction, student services, and administrative services.</td>
</tr>
<tr>
<td>CSCE 4.4. Leverage job placement programs at area colleges and universities to assist current students and recent graduates in finding local career options among businesses within the targeted sectors.</td>
</tr>
<tr>
<td>CSCE 4.5. Provide value-added tools and activities for students and jobseekers to more efficiently connect with employers who are recruiting talent.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CSCE 5. Directly link public investments for postsecondary education, training, and career development to the targeted industry needs within Florida’s economy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 5.1. Evaluate current resource allocation and funding streams for system partners to identify and address duplicative services.</td>
</tr>
<tr>
<td>CSCE 5.2. Identify and recommend creative, cross-agency, and cross-sector funding models that support similar workforce programs and include agency programs that potentially benefit from public-private partnerships.</td>
</tr>
<tr>
<td>CSCE 5.3. Adopt a data-driven, sector-based approach that directly aligns education and training with the needs of Florida’s regional economies.</td>
</tr>
<tr>
<td>CSCE 5.4. Leverage opportunities to adopt technology solutions for data coordination to share information more systematically among jobseekers, employers, and partners,</td>
</tr>
<tr>
<td>CSCE 5.5. Engage businesses and jobseekers through outreach and recruitment.</td>
</tr>
</tbody>
</table>

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

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

Roll Call

Members Present:
Ken Lawson, Workgroup Chair  Bob Boyd  Emily Sikes
Bob Ward  Adriane Grant  Dehryl McCall

Others Present:
- Steven Birnholz
- Brandon Brown
- Robin Colson
- Warren Davis
- Eired Eddy
- Robin King
- Jessica Kummerle
- Tara McLarnon
- Mike Sfiropoulos
- Angela Shave
- Elizabeth Winslow
- Steve Collins
- Michelle Dennard
- Kathryn Hebda
- Carrie Henderson
- Art Hoelke
- Pam Johnson
- Carmen Mims
- Keantha Moore
- Allen Mortham
- Bill Mullowney
- Elisia Norton
- Robert O'Leary
- Representative Rene Plasencia
- Zachary Reddick
- Richard Reeves
Department of Economic Opportunity Support Staff Present:
- Katie Crofoot Liebert
- Nicole Duque
- Katherine Morrison
- Emilie Oglesby
- Monica Rutkowski
- Megan Moran

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

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

What industry trends are you seeing?

- Next Steps
  - Invite someone from Embry-Riddle to speak on the next call.
  - Invite FloridaMakes to present to the workgroup about their current collaborative efforts and partnerships.
  - Consider Ken Lawson’s questions for the next call.

Public Comment

Katie Crofoot Liebert opened for comment.

Closing

Ken Lawson gave closing remarks.
Meeting Minutes

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

Roll Call

Members Present:
Ken Lawson, Workgroup Chair
Bob Boyd
Adriane Grant
Dehryl McCall

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

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

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

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

Discussion

Topics included:

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

- Katie Crofoot Liebert provided an example work plan from another workgroup to guide members’ development of goals and strategies for next week.

- Next Steps
  - A representative from Embry-Riddle will be invited to speak during the next meeting.
  - Ken Lawson requested each member think about high-level goals and strategies in reference to the statutory requirements. He referenced the work plan provided in the meeting materials.
  - Ken Lawson requested that the Florida Chamber’s 2030 report be provided to all workgroup members.

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

Closing
Ken Lawson gave closing remarks, and the meeting was adjourned. The next meeting for this workgroup will take place on Wednesday, October 30, 2019 at 10:00 am.
Workgroup 4: Data and Accountability
<table>
<thead>
<tr>
<th>Goals</th>
<th>Strategies</th>
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</table>
| DA 1. Identify the fastest-growing industry sectors in Florida | DA 1.1. Utilize calibrated job forecasting analysis from Florida DEO, Enterprise Florida, and CareerSource to see which occupations are forecasted to grow the most.  
DA 1.2. Develop a matrix that aligns fastest growing industries and occupations to Enterprise Florida Targeted Industry clusters.  
DA 1.3. Annually, the calibrated receipt from DA 1.1. will include a 30- to 90- day statewide and regional leadership awareness campaign to include FEDC, all 24 regional workforce boards, cabinet meetings, legislative delegation, local chambers of commerce and dozens of statewide and regional groups who will help educate students, parents and other stakeholders. |
| DA 2. Ensure that postsecondary credentials needed for fastest-growing jobs are available | DA 2.1. Identify postsecondary credentials offered across postsecondary institutions.  
DA 2.2. Develop sustainable process for business community to identify the postsecondary credentials needed to fill talent gaps in Florida.  
DA 2.3. Modify the national CIP x SOC crosswalk to align with Florida post-secondary credentials and implement as statewide standard. |
Meeting Minutes

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

Roll Call

Members Present:
Mark Wilson, Workgroup Chair
Emily Sikes

Bob Boyd
Adriane Grant

Bob Ward

Others Present:
• Steven Birnholz
• Steve Collins
• Robin Colson
• Adrienne Johnston
• Jessica Kummerle
• Kimberly Lent
• Tara McLarnon
• Heather Reingold
• Joel Schleicher
• Paul Stonecipher
• Elizabeth Winslow
• Shanna Autry
• Brandon Brown
• Andra Cornelius
• Warren Davis
• Michelle Dennard
• Eired Eddy
• Brianna Garcia
• Candice Grause
• Kathryn Hebda
• Carrie Henderson
• Art Hoelke
• Pam Johnson
• Robin King
• Ken Lawson
• Laurie Meggesin
• Carmen Mims
• Keantha Moore
• Allen Mortham
Bill Mullowney
Elisia Norton
Robert O’Leary
Representative Rene Plasencia
Zachary Reddick
Richard Reeves
Peter Ring
Mike Sfiropoulos
Angela Shave
Thomas Skinner
Sharon Smoley
Tara Goodman

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

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

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

- Assessing the current data standards across data reports and using those standards. An example of a current data report given was the Unified State Plan.
  - Are businesses training their own talent? If so, what is their reason?
    - Two possible reasons were mentioned: (1) Lack of qualified candidates or (2) Lack of awareness or misconceptions by businesses of available training resources.
  - Katie Crofoot Liebert reminded that workgroup that if there are items that cannot be completed between now and December, they can still become a strategy to be implemented in 2020; this includes items like creating a comprehensive framework for data.

- Next Steps:
  - Mark Wilson will reach out to the Florida Economic Development Council (FEDC).
  - Workgroup members will develop guiding questions to address strategic plan deliverables (a), (f) and (g) from section 1004.015(4), Florida Statutes.
  - Department of Economic Opportunity will organize the assessment tool around (a), (f) and (g).
  - Workgroup members will provide an inventory of the metrics/benchmarks/data that they use that works toward achieving the statewide attainment goal of 60% and can be utilized for a framework.
  - Workgroup members will provide list of other stakeholders that should be on future calls.

Public Comment

Katie Crofoot Liebert opened for comment.

Closing

Mark Wilson gave closing remarks.
Meeting Minutes

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

Roll Call

Members Present:
Mark Wilson, Workgroup Chair          Marshall Criser          Bob Ward
Emily Sikes                    Adrian Grant          Jamal Sowell
Elizabeth Winslow                Heather Reingold        Andra Cornelius
Adrienne Johnston                Peter Ring

Others Present:
• Joel Schleicher, Council Chair
• Reinhold Schmieding
• Kathy Sparrow
• Mike Booise
• David Bumpus
• Dennis O’Keefe
• Bob O’Leary
• Steve Collins

Department of Economic Opportunity Support Staff Present:
• Katherine Morrison
• Nicole Duque
• Katherine Morrison
• Emilie Oglesby
• Megan Moran
• Lorena Clark

Introduction: Welcome, Roll Call and Approval of Minutes
• Mark Wilson, Workgroup Chair, welcomed members and discussed the purpose of the meeting.
• Katherine Morrison called roll.
• Katherine Morrison read through all the organizations represented by the members.
• Workgroup members approved the October 21, 2019 meeting minutes as presented.
Special Guest
- Reinhold Schmieding, Founder & President of Arthrex, Inc., gave a broad overview of the company and its workforce development and answered questions from the workgroup members.

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

4) Is the grading system used in the funding?

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

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

Closing
Katherine Morrison requested the workgroup members to think about goals and strategies for next week’s meeting. Mark Wilson gave closing remarks and adjourned the meeting.
Workgroup 5: Equity and Access
**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.

<table>
<thead>
<tr>
<th>Draft Goals</th>
<th>Draft Strategies</th>
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</thead>
<tbody>
<tr>
<td>EA 1. Conduct a rigorous analysis of economic and demographic indicators of key equity gaps that must be addressed to propel Florida toward achieving the state’s postsecondary attainment goal</td>
<td>EA 1.1. Develop a framework to identify the opportunity groups that have the lowest rates of postsecondary attainment historically and examine whether there are groups that may be excluded from competing for high-wage, high-demand jobs and careers due to their lagging educational attainment. The framework must include information regarding critical gaps for underserved and underrepresented groups in focus areas including but not limited to socio-economic, geographic, race/ethnicity, veterans and other indicators deemed essential to achieve the state postsecondary attainment goal.</td>
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<td></td>
<td>EA 1.2. Utilize data to identify benchmarks and targets for postsecondary attainment by the underserved and underrepresented opportunity groups for whom equity gaps exist to eliminate gaps.</td>
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<td></td>
<td>EA 1.3. Identify opportunities to enhance postsecondary attainment completion for all Floridians by further addressing existing college and career readiness achievement gaps in secondary education including but not limited to increasing to 100 percent 3rd graders reading at or above grade level, 8th graders reading and performing math at or above grade level and accelerated coursework.</td>
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<tr>
<td>EA 2. Identify statewide priorities and develop strategies that address closing critical equity gaps in postsecondary education and training</td>
<td>EA 2.1. Using the framework outcomes, benchmarks and targets, identify key strategies for addressing statewide priorities for closing critical equity gaps in education and training, which may include but not be limited to dual enrollment, increasing work-based learning opportunities for Florida students and incumbent workers as well as distance learning.</td>
</tr>
<tr>
<td>EA 3. Evaluate current practices to identify, share and, where appropriate, replicate proven practices that expand access to and completion of postsecondary degrees, certificates and other credentials and support closing equity gaps</td>
<td>EA 3.1. Conduct an inventory of current practices in secondary and postsecondary education (public and private) to close equity gaps by gathering stakeholder input regarding programs and practices that are assets in addressing equity issues with proven results to increase certification and degree completion.</td>
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<tr>
<td></td>
<td>EA 3.2. Identify and highlight strategies, programs and practices by community partners and other entities that effectively address closing equity gaps in education and training resulting in postsecondary attainment.</td>
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<td>EA 4. Provide Florida students access to quality, comprehensive and coordinated information regarding postsecondary education and career opportunities to support their decisions regarding postsecondary attainment, employment and careers</td>
<td>EA 4.1. Identify and assess existing tools and resources in Florida that offer college and career information, guidance and support through state-level investments to ensure the state investment is focused on evidence-based, results-driven information in collaboration with employers, education, workforce and community partners.</td>
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<td>EA 4.2. Gather information for each tier of the education system regarding existing methods for making college and career information available to students and evaluate opportunities for audience-focused continuous improvement and collaboration.</td>
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<td>EA 4.3. Develop and support funding for a statewide outreach campaign to enhance awareness of the value of postsecondary attainment including a focused communication strategy to target underserved and underrepresented Floridians to increase their postsecondary attainment outcomes.</td>
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Meeting Minutes

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

Roll Call

Members Present:
Michelle Dennard, Workgroup Chair  Bob Ward  Stefanie Steele
Joel Schleicher  Emily Sikes  Chancellor Kathryn Hebda
Adriane Grant

Others Present:
- Steven Birnholz
- Steve Collins
- Robin Colson
- Lisa Cramer
- Bob Boyd
- Nicole Washington
- Jessica Kummerle
- Kimberly Lent
- Tara McLarnon
- Mary lazor
- Bill Mullowney
- Heather Reingold
- Paul Stonecipher
- Elizabeth Winslow
- Shanna Autry
- Brandon Brown
- Andra Cornelius
- Warren Davis
- Eired Eddy
- Brianna Garcia
- Candice Grause
- Carrie Henderson
- Art Hoelke
- Pam Johnson
- Robin King
- Ken Lawson
- Laurie Meggesin
- Carmen Mims
Introduction: Welcome and Opening Remarks
- Michelle Denard welcomed workgroup members and provided opening remarks.
- Joel Schleicher offered additional opening remarks.

Discussion
- Katie Crofoot Liebert reviewed a PowerPoint presentation (attached) outlining the purpose and expectations of the workgroups.
- Michelle Dennard provided the workgroup an overview presentation (attached) and posed some questions to the members.
- Workgroup members engaged in discussion throughout the presentation. Discussion topics included:
  - Foundational reading skills regardless of pathway.
  - Access issues
    - Parents and students need access to information about career and education options.
    - Access to quality, well-trained teachers early in the educational experience.
    - Affordability of post-secondary options.
Access based on geographical location. Broward County was used as an example for this issue; Broward College reviewed their physical locations to assess access to post-secondary education; through partnerships the college has increased presence and access in areas of need throughout the county. Broward College will be presenting to the ‘Cross-Sector Collaboration and Engagement’ workgroup (Group 3) on October 23, 2019.

How Dual Enrollment (DE) classes for high school students can help with access to post-secondary education.
  - Removing the social stigmas or the “confidence gap” for students.
  - Soft skills for students through online venues.
  - Data about equity gaps. Michelle Dennard mentioned to the group that data are available regarding these equity gaps.

Next Steps:
  - Workgroup members may respond to Michelle Dennard’s questions via Department of Economic Opportunity staff who will coordinate the information.

Public Comment

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

Closing

Michelle Dennard provided closing remarks.
Meeting Minutes

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

Roll Call

Members Present:
Michelle Dennard, Workgroup Chair  Bob Ward  Stefanie Steele
Dr. Carrie Henderson  Laurie Meggesin  Nicole Washington
Adriane Grant  Bob O’Leary  Steven Birnholz

Others Present:
• Joel Schleicher, Council Chair

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

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

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

Discussion
The workgroup members engaged in a discussion following the presentations. Topics included:
• What can we learn from the college equity plans that we can build on?
• Review the disaggregated data to best understand the equity gaps.
• How do we equip students for their best chance of success?
• How are schools supporting and integrating the skills related to structure, teamwork, personal interaction and problem solving?
• Collaborative learning in a non-competitive environment. How do you replicate this system on a larger scale?
• Tying students interests early in their educational experience with future employment opportunities. Making a direct connection between classroom learning and careers allows for students to build their aspirations.
• Providing information to parents regarding careers and financial assistance at the elementary and middle school level. How are we providing access to students and parents about opportunities?
• Review of the metrics to identify targeted areas.
• What populations are we identifying to get the most gain? Are we leveraging the correct populations?
• Work toward continuously improving Florida’s attainment rate, considering the starting point.

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

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

Closing
Michelle Dennard provided closing remarks, and the meeting was adjourned. The next meeting for this workgroup will take place on Thursday, October 31, 2019 at 10:00 am with subsequent meetings November 7 and 14.

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