



FLORIDA TALENT DEVELOPMENT COUNCIL

MEMORANDUM

TO: Florida Talent Development Council Members

FROM: Bob Ward, Chair

RE: Upcoming Meeting Materials

DATE: December 1, 2022

Dear TDC Members—

I hope each of you and your families had a wonderful Thanksgiving. Thank you for being available for our meeting in December during what is usually a busy season as we all try to wrap up our work before the holidays.

This email is intended to provide a recap on where we are on the updates to the TDC Strategic Plan and an overview of what you can anticipate during our December meeting. At the last Council meeting we spent several hours reviewing each goal, strategy, and tactic and took input on needed edits. The result of those discussions was the membership giving direction to the REACH Office staff to make various technical changes that were agreed to. The attached document for your review, reflects those edits and staff has included a tracing table for ease of use. The changes include the following:

- Edits to the strategies and tactics section necessary to implement substantive changes requested by Council members during our last meeting
- A restructuring and streamlining of the Strategic Plan to eliminate duplicative and redundant language that did not otherwise impact substance
- A rewrite of the first 14 pages of the Strategic Plan to update the introductory sections which have not been previously discussed

Our plan for our December meeting will be to quickly discuss what we plan for the introductory pages of the Strategic Plan, and then to take up each goal to be voted on individually. We will not go tactic by tactic as was done at the last meeting, but we will pause to discuss any additional edits that you have within each goal at that time. If you believe a strategy or tactic within a goal requires additional modification, please come prepared with copies of draft language clearly reflecting any ~~stricken~~ language or new language as underlined.

Lastly, we will also receive a briefing by the REACH Office staff on the outcome of the nursing report which is required to be delivered to the Florida Legislature by December 1.

The draft Strategic Plan attached, along with my email, is being simultaneously posted to the TDC website.

I look forward to seeing you soon.

The logo features a cluster of 3D cubes in blue, red, yellow, and white, arranged in a pattern that suggests movement and growth.

FLORIDA TALENT DEVELOPMENT COUNCIL

Agenda Meeting of December 12th, 2022 Virtual

- I. Roll Call/Welcome
- II. Opening comments by the Chair
 - Introductions of New Members
- III. Approval of the Minutes
- IV. Strategic Plan Update
 - Discussion
 - Vote
- V. Nursing Trend Report Overview
- VI. Public Comment
- VII. Timeline and Next Steps
- VIII. Adjourn



FLORIDA TALENT DEVELOPMENT COUNCIL

Meeting Minutes

July 12, 2022

2:00 – 3:00 PM

Members Present:

- Bob Ward, Chair
- Michelle Dennard, CareerSource Florida
- Brian Mims for Mark Adler, EFI
- The Hon. Dane Eagle, Secretary of DEO
- Chancellor Henry Mack for Comm.
Manny Diaz, DOE
- Mark Wilson, Florida Chamber
- Chancellor Marshall Criser, BOG
- Chancellor Kathy Hebda, Florida College
System
- Kevin O'Farrell, Career and Adult Ed
- Robert Boyd, ICUF
- Robert Keiser, FAPSC

Not Present:

- Monesia Brown, SBOE
- The Hon. Travis Hutson, Senator

Others Present:

- Alex Brick, Senate Staff
- Florida House Staff
- Adrienne Johnston, DEO
- REACH-EOG Office Staff
- Keantha Moore, DEO
- Tiffany Vause, WIN Learning
- Victoria Heller, CareerSource Florida
- James Mosteller, CareerSource Florida
- Emily Sikes,
BOG





FLORIDA TALENT DEVELOPMENT COUNCIL

I. Roll Call/Welcome

Bob Ward, Chair of the Council, welcomed the members and called the meeting to order at 2:02PM.

II. Opening comments by the Chair

Chair Ward shared that he was excited for the opportunity to serve the Council and wanted to open the meeting by establishing some initial expectations, roles, and a clarified mission for moving forward.

a. Expectations & Roles

The chair shared his goal as the Chairman of the Florida Talent Development Council was not to rule the Council, but to act more as a coach. He quoted former Florida House Speaker Chief of Staff Stephen MacNamara who said, “Speaker is a poorly named title for the job, and rather it should be ‘Listener.’ A good leader listens.” The chair shared his agreement with MacNamara’s statement and that he believed listening is critical to effective decision making – which is the main task of the Florida Talent Development Council. Chair Ward added that he did not wish to dominate the conversation, but lead the corporate body in the effort of making decisions together. He added further that decisions must be made on knowledge, not gut feelings.

The legislature recognizes that statistics and data should be the clear driving force behind decisions made by this Council. Chair Ward indicated his wish to establish processes and procedures similar to a Board of Governors meeting, a legislative committee meeting, and the like. More specifically, the chair asked the Council members to prepare information, determine what questions should be asked, present relevant information to the Council, then make a collective decision based on the inherent knowledge of the Council members or the data provided to the Council. Our information, data, and statistics will be furnished by the Florida Department of Education (including the state college system, state university system), CareerSource Florida, Independent Colleges and Universities of Florida, and others. The Council will work in step with the Governor’s REACH Office to ensure alignment with the Governor’s priorities.

III. Overview of TDC Mission

Chair Ward continued his remarks by sharing with the Council that he seeks their advice and their leadership. The business of the Council must be a collective effort, and the work can be done if the Council deals with and makes decisions based upon facts. The chair added that Governor DeSantis made it clear in Executive Order 19-31 that he desires Florida to be the number one state in the nation for workforce education and development by 2030. Prior to moving on to the next item on the agenda, chair Ward asked if Secretary Eagle would like to say a few words.





FLORIDA TALENT DEVELOPMENT COUNCIL

Secretary Eagle thanked Bob Ward for his update and that he was a great pick by the Governor. He thanked the chair and the Council for all their work and pledged the support of DEO in their efforts. In order to make Florida number 1 for workforce development and workforce education, Secretary Eagle stressed the importance of the successful implementation of the following programs: REACH Act, FL-WINS, WIOA grants, educational grants, and job growth grant funds. He concluded his remarks by sharing he was pleased with the group on the Council and believes they can steer and guide those priorities to achieve the 2030 mission.

IV. Discussion about direction/work to be done

Chair Ward thanked the Secretary for his comments and shared he was looking forward to the work ahead. The chair recalled the mission of the Council was broken up into two parts. The first part of the mission was conducted during the first year and the second part of the mission is to be conducted during the second year. The direction of the Council is to address the needs of the 21st century workforce. During the first year, the Council made a good effort to develop a strategic plan to address this, however he acknowledged the Council lacked necessary time to develop a plan that included additional elements necessary to create a more advanced strategic plan. Chair Ward continued that the Council has made great strides and has done many things well. Specifically, he mentioned the collaboration of cross sector analyzation. Working with the Council, Chamber of Commerce, DOE, and CSFL, the Council has provided an analysis regarding which degrees are effectively meeting business needs.

Chair Ward added that he did not believe the FTDC needed to meet more than quarterly. He specified that each fall the Council should evaluate the strategic plan from the previous year. The purpose of this evaluation is to ensure the Council is on target for future goals as well as analyze the accuracy and status of the previous report. The fall meeting should be several hours and should be in-person. Each meeting should include a roundtable discussion where each Councilmember provides a high-level update on their work that impacts the work of the FTDC and could impact other sectors represented on the Council. This is the opportunity for the Council to engage, move forward, and evolve.

At 2:17PM, the chair continued by sharing additional information of the Council's objective. Part two of the Council's mission directly relates to the state's mission to facilitate supply and demand information for the state's health care workforce. The Florida Talent Development Council is charged with providing an annual update on December 1, 2022 including the outcomes of students in the LINE program and students who have received loan forgiveness. Chair Ward acknowledged the Council missed this report in the past, and cannot miss it again. He closed this portion of the agenda by sharing that when the legislature asks for something, the Council needs to do it because it shows our value to the state.

The chair opened this portion of the agenda up for discussion based on his remarks thus far. He also opened the floor for comments regarding outstanding strategic issues or projects. Chair Ward asked Chancellor





FLORIDA TALENT DEVELOPMENT COUNCIL

Henry Mack (DOE) if he or Michelle Dennard (CSFL) had any updates to provide. Chancellor Mack deferred to Michelle for comment.

Michelle Dennard (CSFL) agreed with the chair's remarks and reiterated the Council must follow the statutory charge. She looks forward to collaborating with the Council in these efforts. Michelle continued by stating the REACH Act has enhanced and expedited better information sharing and prioritizing of strategies. She looks forward to working with the Council to better address industry and business gaps and is thankful to Bob Ward for his leadership.

Chancellor Henry Mack (DOE) echoed Michelle's comments and that this Council provides a great opportunity for interagency dialogue. Henry remarked his goals were for associating strategic education attainment and workforce supply. He added that have established common benchmarks and metrics is critical to laying the groundwork for the Council's success. Henry closed by sharing his excitement for what lies ahead and thanked the chair for his direction.

Mark Wilson (FL Chamber) echoed Michelle and Henry's comments and reiterated the need for standardized benchmarks and metrics. In the Florida Chamber Foundation's Blueprint 2030 report, he shared that most of the workforce data on accounts for Floridians between the ages of 25-64. Their goal if for 80% of Floridians to receive essential employability skills – those skills are determined by the employers.

Chair Ward thanked Mark for his comments.

Chancellor Henry Mack (DOE) added that he agreed with Mark's statement regarding the workforce data limitations. Furthermore, Chancellor Mack shared that not all certificates or other valuable awards are captured in the Luna measure. He reiterated the necessity for a standardized benchmark or metric to measure success in all entities involved with workforce education and workforce development.

Chancellor Kathy Hebda (DOE) thanked the Chair for his leadership and shared her excitement for the Council. Chancellor Hebda added some limitations she's encountered relates to economic disparities as they breakdown data captures from difference counties and regions throughout Florida.

Chair Ward thanked Chancellor Hebda for her remarks and shared that Visit Orlando partnered with Orlando Economic Prosperity in an out-of-state advertising measure budgeted at \$90M per year. Those advertising efforts are going to drive the need for additional talent as businesses migrate to Florida.

Mark Wilson (FL Chamber) shared he looked forward to hearing from education entities. Florida is the number state in the United States for our state university system and K-12 education. There isn't much to fix with regard to talent development but rather raising awareness of these awesome opportunities available right here in Florida.





FLORIDA TALENT DEVELOPMENT COUNCIL

Chair Ward agreed with Mark's assessment and that it was time to destroy the myth that education is broken in Florida.

V. Staff presentation on status of REACH Act implementation

At 2:32PM Katie Crofoot provided updates. Our team has the slides and should insert additional information here.

At 2:40PM Katie concluded her REACH Act implementation update and Bob asked the Council if they had any questions. Hearing none, Bob moved forward to the next item on the agenda.

VI. Roundtable Updates on latest Talent Work

Chair Ward opened the next item on the agenda for Council members to provide general updates or share ongoing issues relating to their work affecting the Council.

Mark Wilson provided a brief update, but due to technical issues, I could not determine what was shared.

Michelle Dennard (CSFL) shared that her team, in coordination with the Federal Reserve Bank of Atlanta conducted a 4-month pilot program with the Zucker Center at the University of Florida. She shared a link with the Councilmembers to the report and asked for any feedback. Michelle continued by sharing the Board allocated \$9M for sector strategy development prioritizing aviation, aerospace, advanced manufacturing industries in the Space Coast. Michelle closed by sharing that her team will be publishing the first phase of the EY report on board alignment by the end of this week or early next week.

Bob thanked Michelle for her update and asked if Chancellor Marshall Criser had any updates he'd like to share with the Council.

Chancellor Criser (DOE) shared his priority of late has been internships at the state university level. While there is a unanimous conclusion that internships create value for Florida students, their team has been analyzing the effects of not-for-credit internships.

Emily Sikes (DOE) added that her team is working on the issue Marshall discussed above and also added that they are working with the Florida College System with regard to LINE and PIPELINE funds, more specifically, how to collect data to report to the Council.

Bob thanked Marshall and Emily for their updates and asked Henry if he had any updates to convey to th Council.

Chancellor Mack (DOE) shared that he had five items to highlight. The first being \$20-\$24M to help foster regional workforce development efforts in





FLORIDA TALENT DEVELOPMENT COUNCIL

the 6 counties surrounding the Space Coast. These funds are targeted to aviation, aerospace, engineering, IT, and advanced manufacturing. The next item he highlighted was his team's focus on targeted pathway programs – specifically the AA to state university system. His team is actively analyzing transfer and enrollment rates as well as how seamless the transition is. He also highlighted the \$10M to apprenticeship programs, embodying the “Earn While You Learn” battle rhythm efforts of this Administration. He also added the additional \$15M for pre-apprenticeship and apprenticeship programs. Florida International University, Florida State University, and the University of South Florida have shown significant interest in these opportunities. He added that FIU has been of particular interest due to their cybersecurity apprenticeship program. He is prioritizing efforts to ensure these opportunities are widely known throughout the state university system. Henry continued his update by sharing \$80M has been deployed for workforce education and talent development from Relief funds from the pandemic. Additionally, the previous presidential administration's December 2021 Act funds have been dispersed with \$10M designated to apprenticeship programs for critical workforce demands. Henry added that a lot of attention has been directed toward the \$5-\$10M for CTE charter schools. These charter schools connect to a college where students graduate with their high school diploma and receive a CTE certificate like an associate in science in information science or an LPN. Finally, Henry updated the Council on his team's priority in addressing dual-generation approach to education for adult learners. The goal is to meet adult learners where they are at, and to reduce the number (3 million adult Floridians) who are barely literate, do not have a high school diploma, and are the head of their respective household. He closed his remarks by sharing a brief update on the LINE and PIPELINE funds with the Board of Governors slated to address again in August 2022.

Chair Ward thanked Chancellor Mack for the update and asked if Chancellor Hebda had any additional comments.

Chancellor Hebda (DOE) shared that her team alongside the Office of Articulation would be implementing a credit for military service and instruction. She added it was important to add that uniformed experience. Kathy closed by saying this will be expanded to include law enforcement through the passage of HB 3.

Chair Ward thanked Chancellor Hebda for her update and asked Bob Boyd to provide his update.

Bob Boyd (ICUF) shared that ICUF hosts 160,000 students and 30 institutions within the state of Florida. He added that 25% of Florida teachers and 25% of Florida nurses are graduates from an ICUF school. With regard to the CRC, Bob shared that al 30 entities have provided information including 5,111 unique entries and 5,033 CIP codes. ICUF hosts 725 online programs and has 717 locations throughout the state of Florida. At the December 11th state university system and state college system board meeting, ICUF presented their information as it relates to nursing programs. ICUF has 17 nursing programs and 6,000 nursing students. ICUF provided a report to the Board of Governors including graduation rates and NCLEX passage rates. Bob added that Florida faces a doctor shortage as well and believes that graduate medical completions be included in the LINE funds. Bob shared that the largest medical school is NOVA Southeastern followed by the





FLORIDA TALENT DEVELOPMENT COUNCIL

University of Miami – both of which are ICUF institutions. Bob shared that ICUF is launching a dashboard on September 1, 2022 which will include information for all of their degree programs including 1, 3, and 5-year earnings and a net price calculator for tuition. Bob realizes that, while this dashboard is not mandated, he believes this dashboard will help consumer transparency and fits in with the Board of Governors vision. Bob closed by sharing his challenge to calculate placement rates for students. He hopes to receive guidance to better develop and meet goals. Finally, he asked the Council to remember Embry Riddle with the Space Coast funding. He shared that Embry Riddle deploys the most workforce talent to the Space Coast. While the LINE fund includes private university funding, the PIPELINE fund does not.

Chair Ward thanked Bob Boyd for his updates and asked if Brian Mimbs from Enterprise Florida had any updates to share with the Council.

Brian shared that he and his team have had more engagement in the past six months than quite a while. He added that crafting short and long term needs for businesses and recruitment was key. He gave credit to the REACH team, DEO, and DOE to find ways to address these opportunities.

a. **Business**

c. **SUS**

f. **Legislative**

Partners

d. **State Colleges**

Partners

b. **Career Source**

e. **ICUF**

Chair Ward thanked Brian Mimbs for his update and asked Jeanne Boggs with the REACH Office to call the roll, having skipped that order of business earlier in the day.

Jeanne Boggs called the following Council members by name. **Present:** Chair Bob Ward, Michelle Dennard, Brian Mimbs, Chancellor Henry Mack, Mark Wilson, Chancellor Marshall Criser, Chancellor Kathy Hebda, Chancellor Kevin O’Farrell, and Bob Boyd. Secretary Dane Eagle and Dr. Robert Keiser were both previously in attendance but had to depart the meeting at the time the roll was called.

Absent: Monesia Brown, and Senator Travis Hutson.

VII. **Public Comment**

Chair Ward thanked Jeanne for calling the roll and turned the meeting over for public comment. Hearing no comments, he asked if there was a motion to adjourn the meeting. Bob Boyd made the motion to adjourn and Chancellor Marshall Criser seconded, the meeting adjourned at 3:07PM.





FLORIDA TALENT DEVELOPMENT COUNCIL

Meeting Minutes

October 5, 2022 | 2:00 – 5:00 PM

412 Knott Building

[Meeting Archive](#)

Members Present:

- Bob Ward, Chair
- Michelle Dennard
- Chancellor Marshall Criser
- Mark Wilson
- Chancellor Kevin O'Farrell
- Chancellor Henry Mack for Commissioner Manny Diaz
- Representative Alex Andrade
- Chancellor Kathy Hebda
- Dr. Elizabeth Winslow for Bob Boyd
- Keantha Moore for Sec. Dane Eagle
- Allen Mortham, Jr. for Sue Edwards

Members Excused:

Monesia Brown and Laura DiBella

Others Present:

- Katie Crofoot
- Molly Weller
- Jeanne Boggs
- Mark Baird
- Jackie Schaffer
- Kim Bane
- Lauren Crisci
- Dr. Keith Richard

I. Roll Call/Welcome

Chair Bob Ward called the meeting of the Florida Talent Development Council to order at 2:00pm EDT. Chair Ward stated for attendance purposes, that Bob Boyd had a conflict and that recognize Elizabeth Winslow as a welcome designee. Sue Edwards unable to be here. Allen Mortham is here in her place. Adrienne Johnston unable to attend on behalf of Sec. Eagle, welcome Keantha Moore. Several members calling in and with that Molly (Weller) please call our roll.

Molly Weller called the roll, and a quorum was not present.

II. Opening comments by the Chair

Chair Ward welcomed everyone to the meeting and offered a moment of silence for Floridians who lost their lives during Hurricane Ian and our communities that are currently suffering.

a. Introductions of New Members

Chair Ward welcomed new member Representative Alex Andrade, appointed by Speaker Sprowls. Rep. Alex Andrade stated he was excited to be here to play a small participatory role REACH Act implementation.

III. Approval of the Minutes

Chair Ward: Stated that without a quorum present there would be no vote today, an instead a workshop through items on the agenda, specifically the Strategic Plan. A vote at a later point in December for items on this agenda as well as considering the minutes from the July 12th meeting.

IV. Overview of TDC Mission

Chair Ward stated that the mission is clear to develop and coordinate data-driven statewide approach to meet Florida's needs for the 21st century workforce that employers and educators use to support Florida talent supply system. Key to development is the maintenance of our strategic plan. Updated, by Statute, on an annual basis. Goal is to have this plan approved by body and provided to the House and Senate prior to the legislative session.



V. Education Meets Opportunity Platform (EMOP) Presentation - Dr. Keith Richard

Dr. Richard gave a demonstration and overview of the Education Meets Opportunity Platform which will enable timely and accurate real time reporting of workforce education and training programs and their alignment to local labor force needs. Provide data and analysis on how our education programs are performing with new methodology for establishing a program level return on investment analysis which will in turn improve our program investment decisions and policy recommendations.

After his presentation Dr. Richard answered questions for council members and provided additional context.

VI. Workshop: Strategic Plan Update

Chair Ward stated that the staff would be updating the first 14 pages of the plan and that the council would go through each strategy and tactic to discuss further updates to what state had identified. He underscored the fact that this meeting council members would be reviewing the plan and that the vote would occur at the next meeting.

Chair Ward led the members through the individual strategies and tactics considering each of them. After thoroughly reviewing the plan staff was directed to simplify and consolidate the report overall to reduce duplication in addition to the changes discussed at the meeting.

VII. Roundtable Updates on latest Talent Work

Chancellor Kevin O'Farrell provided an update on the annual Apprenticeship report stating that in the last year 27 new apprenticeship programs have been registered creating a total of 275 active programs, 16 new pre apprenticeships, 53 active pre apprenticeship programs. This is a 9% increase from this year to last year.

VIII. Public Comment

Chair Ward opened the meeting to public comment. There was no public comment.

IX. Adjourn

Chancellor Marshall Criser made a motion to adjourn the meeting. Allen Mortham seconded. At 4:10 PM Chair Ward adjourned the meeting.



GOAL

I. POLICY AND SYSTEMS ALIGNMENT – Deliver postsecondary education and training for students that results in talent pipeline alignment with high-demand employment needs

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

a) Identify postsecondary program offerings across district postsecondary institutions, Florida College System institutions, State University System, Independent Colleges and Universities of Florida and the Commission for Independent Education.

b) Collect data on program offerings and credential production for postsecondary institutions through the Integrated Postsecondary Education Data Set (IPEDS) and existing reporting systems or institutions, such as data on enrollment counts, completion counts, location of institution and key student outcome measures, including job placement rates.

c) Using information collected through tactics a. and b., create an inventory of program offerings across the state's delivery systems.

1.2 Identify high-demand employment needs.

a) Identify high-demand employment needs, with an emphasis on Florida's targeted sectors and fastest-growing industry sectors.

b) Develop mechanisms for capturing real-time data on high-demand employment needs to supplement data provided by the Florida department of Economic Opportunity and other current methods.

c) Identify emerging employment needs that may not be captured elsewhere.

d) Using information collected through strategies one and three, create an inventory of employment needs.

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

a) Analyze available data on other variables related to the population, including variables on in- and out-migration, current attainment levels and prospective students in the pipeline (e.g., recent high school graduates, adult education students, incumbent workers, etc.

b) Match occupation data with postsecondary program data to examine the difference between employment needs and potential supply, adjusting for any population data collected through strategy one above.

1.4 Connect employers with postsecondary delivery systems to help identify the gaps in curriculum to build a talent pipeline.

a) Provide access to information by publishing a data visualization tool on the areas (occupations and regions) where there is an unmet need for a particular program as well as data on outcomes of postsecondary completers.

b) Encourage the continued building and improvement of sector strategies and sector partnerships that have been and are being built regionally (by workforce region)—bring together multiple employers within an industry to collaborate with postsecondary institutions, schools, workforce boards, community and economic development organizations and other stakeholders to align training and outcomes with the skills needed to help industries grow and compete.

c) Publish best practices on partnerships, leveraging the career and technical education audit as a resource and vehicle for annually sharing information.

II. DATA AND ACCOUNTABILITY – Identify common metrics and benchmarking to demonstrate progress on the SAIL to 60 by 2030 initiative.

2.1 Identify the fastest-growing industry sectors in Florida.

a) Identify occupations that are forecasted to grow the most, ranging from low- to high-skilled jobs with an emphasis on Florida's target sectors as well as emerging employment needs.

b) Align in demand occupations and fastest-growing industries to Enterprise Florida's Targeted Industry Clusters.

c) Develop online resources to help residents of the state explore and identify career pathways and opportunities,

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

a) Develop a consistent validation process to ensure industry credentials and job skills offered across secondary and postsecondary institutions are in demand for the fastest-growing jobs in the region.

b) Develop a sustainable process for the business community to identify the secondary and postsecondary credentials and occupation skills needed to fill talent gaps in Florida.

c) Modify the national Classification of Instructional Programs (CIP) x Standard Occupational Classification (SOC) crosswalk to align with Florida secondary and postsecondary credentials and implement as statewide standards.

2.3 Evaluate the current workforce education data collected by the Florida College System institutions and school districts, the schedule of collection, funding sources and state data system infrastructure.

a) Leverage current standardized data elements and reporting mechanisms to improve information available to the entire workforce performance network to make key strategic, programmatic and funding decisions as well as communicate performance to all stakeholders, including students/parents, job seekers, businesses and policymakers.

b) Identify and leverage existing program accountability measures required by law and how these measures may be improved by the addition of business satisfaction, entry into or advancement in employment and retention in Florida's talent network.

c) Identify, measure and assess the integration of critical employability skills into academic and training programs and assessments.

d) Leverage current and emerging technology (e.g., artificial intelligence) to provide in-demand and on-the-job training to incumbent workers to enhance their skills.

e) Measure and assess the use of business-led, work-based learning, such as preapprenticeships, apprenticeships, customized training and on-the-job training as well as credit for prior learning.

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

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

a) Leverage input from employers to identify, understand and anticipate collective industry needs, address how industry trends will impact training and other workforce needs, and implement customized solutions at both the state and local levels.

b) At the regional level, work across partner lines to implement a coordinated and unified sector strategy approach to integrate business engagement, business needs assessment and business service/solutions delivery.

c) Incentivize the business community to provide more work and learn opportunities to Florida students and adults.

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

a) Reduce duplication among training and education providers by incentivizing collaboration among postsecondary institutions and other entities in the development of industry/employer partnerships and the design and delivery of apprenticeship, internship and other training programs.

b) Build upon and align with the Workforce Innovation and Opportunity Act (WIOA) State Plan's core partners/programs' strategies aimed to enhance coordination and partnerships.

c) Support service and education alignment across workforce, education and nonprofit support service organizations and social service agencies.

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

a) Fast-track expansion and implementation of employer-driven training models that are supported by industry/employer stakeholders.

b) Expand state and community college and partner capacity to design/replicate employer-driven training models by linking the sharing of models to professional development and continuing education requirements.

c) Establish a system-wide business services design incorporating a single point of contact who can offer collective solutions.

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

a) Further universities' and colleges' efforts targeting specific industry sectors, businesses and employers by proactively identifying their priorities and needs.

b) Encourage universities and colleges to expand and strengthen programs related to targeted sectors.

c) Leverage job placement programs to assist current students and recent graduates in finding state and local career options among businesses within the targeted sectors.

d) Provide value-added tools and activities for students and job seekers to more efficiently connect with employers who are recruiting talent.

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

a) Evaluate current resource allocation and funding streams for system partners to identify and address duplicative services.

b) Identify and recommend creative, cross-agency and cross-sector funding models that support similar workforce programs and include agency programs.

c) Adopt a data-driven, sector-based approach that directly aligns education and training with the needs of Florida's regional and state economies.

d) Leverage opportunities to adopt technology solutions for data coordination to share information more systematically among job seekers, employers and partners.

e) Engage businesses, employers, employer organizations, trade associations and job seekers through outreach and recruitment.

IV. EQUITY AND ACCESS – Increase access to postsecondary education and successful completion for underserved populations and incumbent workers requiring an upgrade of skills.

4.1. 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.

a) 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.

b) Use data to identify benchmarks and targets for postsecondary attainment by the underserved and underrepresented opportunity groups for whom equity gaps exist.

c) 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% 3rd graders reading at or above grade level, 8th graders reading and performing math at or above grade level and accelerated coursework.

4.2. 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.

a) Reduce duplication among training and education providers by incentivizing a) Conduct an inventory of current practices in secondary and postsecondary education (public and private) to close equity gaps by gathering stakeholder input on programs and practices that are assets in addressing equity issues with proven results to increase certification and degree completion.

b) 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.

c) Using the framework outcomes, benchmarks and targets, identify statewide priorities for closing critical equity gaps in education and training.

4.3 Provide Florida students access to quality, comprehensive and coordinated information and guidance on postsecondary education and career opportunities to support their decisions about postsecondary attainment, employment and careers. (DOE)

a) Identify and assess existing tools and resources in Florida that offer college and career information, guidance and support through state-level investments to ensure the state investment is focused on evidence-based, results-driven information and guidance in collaboration with employers, education, workforce and community partners.

b) Gather information about existing methods for making college and career information available to students at each tier of the education system and evaluate opportunities for audience-focused continuous improvement and collaboration.

c) 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 help increase their postsecondary attainment outcomes.

V. WORKFORCE READINESS – Increase postsecondary attainment, training transition, skills and gainful employment in targeted industry sectors.

5.1. Expand apprenticeships in meeting targeted workforce needs.

a) Increase enrollment and reduce barriers to participation.

b) Expand education and awareness of apprenticeships and work-based learning as a critical workforce strategy.

c) Expand apprenticeships, including traditional apprenticeships, high-quality and degree/college-connected apprenticeships.

d) Determine integration of existing apprenticeships' related technical instruction in credit and non-credit and paid and nonpaid credit instruction.

5.2 Increase early career-related education and exposure.

a) Leverage and build upon existing early career-related education programs and best practices.

b) Build partnerships among K-12, postsecondary education, technical education, adult education, industry, apprenticeships, specialty training and other partners to facilitate earlier engagement in career exploration and work-based learning opportunities for all student populations.

c) Influence policy shifts to allow students in K-12 to have more hands-on training, internships and work-based learning opportunities.

d) Expose K-12, postsecondary education, adult education and other populations to in-demand career opportunities in employer-defined career pathways.

5.3 Address essential and occupational skills gaps.

a) Embed essential employability framework (soft skills) across curricula and into instruction, ideally through work-based components that complement classroom-based academic work.

b) Develop and implement portable and soft skills programs and instruction for incumbent workers that are recognized by businesses and industries.

c) Increase the use of employer-driven applied/work-based learning in both credit and non-credit programs.

d) Build awareness of, and support for, the value of earlier career exposure and among key audience/stakeholder groups.

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

a) Develop lifelong career pathway systems that provide opportunities to attain stackable credentials.

b) Embed career advancement in existing career pathways and connect non-credit training and adult education to postsecondary credit training.

c) 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).

d) Expand the scope of the learning environment to include workplaces and communities, positioning work-based learning as integral to career preparation and student success.

5.5. Update: Streamline postsecondary transitions and credential attainment.

a) Establish a system to enable multiple entry points into postsecondary education for various student and adult learners that are aligned from first entry through transfer and employment, to clearly identified student readiness levels and credentials, certifications, and/or degrees.

b) Make career-related services, tools and enabling technologies readily accessible to all students.

c) Establish the concept of lifelong learning and standardized stackable credentials across educational institutions statewide as a norm.

1	A GOAL/STRATEGY/TACTICS	G Connection to Original Language
2	I. POLICY AND SYSTEMS ALIGNMENT – Deliver postsecondary education and training for students that results in talent pipeline alignment with high-demand employment needs.	
3	1.1 Determine the postsecondary programs , credentials, and skills needed to fill current and emerging demand for jobs.	Former 1.3, 1.1, 1.1.d, 1.2.a, 1.2.c, 1.2.d.
4	a) Match occupation data with postsecondary program data to examine the difference between employment needs and potential supply.	1.1 Goals and tactics, 1.2a, 1.3.b, 2.2. 3.4
5	b) Develop a consistent validation process to ensure industry credentials and job skills offered across secondary and postsecondary institutions are in demand for the fastest-growing jobs statewide and in their respective regions.	1.1.b, 1.1a, 1.2a, 2.1.b, 2.2.b
6	c) Identify emerging employment needs that might not be captured elsewhere.	Brought over from original plan
7	d) Modify the national Classification of Instructional Programs (CIP) x Standard Occupational Classification (SOC) crosswalk to align with Florida secondary and postsecondary credentials.	1.4, 2.1.b, 2.2.c,
8	e) Develop a methodology for determining credentials of value for state universities, which included employment demand and outcomes.	Modification of original 1.3
9	1.2 Build a talent pipeline by connecting employers to postsecondary delivery systems.	1.4, 2.1.b, 3.4.a, 3.4.b, 3.4.d, 4.3.a, 5.1.c, 5.3.d
10	a) Leverage input from employers to identify, understand, and anticipate collective industry needs, address how industry trends will impact training and other workforce needs, and implement customized solutions at both the state and local levels.	Former 3.1.a, 1.4.c, 2.1.b, 5.3.d
11	b) Optimize and incentivize existing and new systems for developing partnerships between educational institutions and specific employers, including, but not limited to, the development of best practices.	Modification of original 1.4.b. and c. and 3.2.a
12	c) At the regional level, work across partner lines to implement a coordinated and unified sector strategy approach to integrate business recruitment marketing, business engagement, needs assessment, and service/solutions delivery.	Former 3.1.b, 1.4.c, 5.3.d
13	d) Incentivize the business community to provide more work and learn opportunities to Florida students and adults.	Former 3.1.c, 1.4.c, 2.3.e, 5.3.d.
14	e) Provide value-added tools and activities for students and job seekers to more efficiently connect with employers who are recruiting talent.	1.4.c, 3.4.c, 3.4.d.
15	f) Establish a systemwide business services design by creating a single entry point in government for businesses looking to partner with state entities.	3.3.c.

	A	G
1	GOAL/STRATEGY/TACTICS	Connection to Original Language
16	II. DATA AND ACCOUNTABILITY – Identify common metrics and benchmarking to demonstrate progress on the SAIL to 60 by 2030 initiative.	
17	2.1 Enhance data collected by workforce partners. (Data Stewardship?) - TBD	
18	a) Identify and leverage existing program accountability measures required by law and how these measures may be improved.	1.2
19	b) Identify, measure, and assess the integration of critical employability skills into training programs and assessments.	Former 2.3.c, 1.2
20	c) Measure the use of business-led, work-based learning, such as preapprenticeships, apprenticeships, customized training, and on-the-job training as well as credit for prior learning.	1.2.
21	2.2 Provide data-driven tools to support and inform decision-making for both consumers and policymakers.	
22	a) Improve information available to the workforce development system to make key strategic, programmatic, and funding decisions as well as communicate performance to all stakeholders, including students/parents, job seekers, businesses, and policymakers.	2.1.a, 2.3.a, 2.3.b, 4.3
23	b) Develop online resources to help residents of the state explore and identify career pathways and opportunities.	2.1.a, 2.3.b
24	c) Develop tools to capture real time data on high demand employment.	1.2.b, 2.1.a, 2.3.b
25	d) Publish a data visualization tool to show where there are unmet needs.	1.4.a, 2.1.a, 2.1.c, 2.3.b

1	A GOAL/STRATEGY/TACTICS	G Connection to Original Language
26	III. CROSS-SECTOR COLLABORATION AND ENGAGEMENT – Engage all stakeholders in talent development and workforce education and training and leverage community partnerships to better align efforts to meet the needs of employers, particularly those in high-demand industry sectors.	
27	3.1 Ensure all workforce partners share the common mission to increase the skills of Floridians, provide pathways to self-sufficient careers, and measure success using common metrics.	Former 3.2,
28	a) Build upon and align with the Workforce Innovation and Opportunity Act (WIOA) State Plan’s core partners/programs’ strategies aimed to enhance coordination and partnerships.	3.2.b,
29	b) Support service and education alignment across workforce, education, and nonprofit support service organizations and social service agencies.	3.2.c
30	3.2 Expand and accelerate the development, approval, and implementation of employer-driven models.	3.3
31	a) Fast-track expansion and implementation of employer-driven training models that are supported by industry/employer stakeholders.	3.2.a
32	b) Expand state and community college and partner capacity to design/replicate employer-driven training models by linking the sharing of models to professional development and continuing education requirements.	3.2.b
33	3.3 Optimize public investment in Florida’s workforce system.	3.5, 3.5.c, 3.5.e, 4.3.a
34	a) Evaluate current resource allocation and funding streams for system partners to identify and address duplicative services.	3.5.a, 3.5.c, 3.5.e
35	b) Identify and recommend creative, cross-agency and cross-sector funding models that support similar workforce programs.	3.5.b, 3.5.c, 3.5.e
36	c) Leverage opportunities to adopt technology solutions for data coordination to share information more systematically among job seekers, employers, and partners.	Former 3.5.d, 3.5.c, 3.5.e,

1	A GOAL/STRATEGY/TACTICS	G Connection to Original Language
37	IV. EQUITY AND ACCESS – “Remove barriers and expand access to education and workforce services for underserved and underrepresented populations.” – PENDING APPROVAL	
38	4.1 Increase access to postsecondary education and successful completion for underserved populations and incumbent workers requiring a skills upgrade.	Former Goal 4, 5.5.c
39	a) Identify gaps in educational attainment and labor market outcomes among underserved populations.	4.1.a,
40	b) Use data to identify benchmarks and targets for postsecondary attainment by the underserved and underrepresented opportunity groups for whom equity gaps exist.	4.1.a,
41	c) 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.	Former 4.2,
42	d) Close equity gaps by gathering stakeholder input on programs and practices that address equity issues with proven results to increase certification and degree completion.	4.2.a
43	e) Identify statewide priorities for closing critical equity gaps in education and training.	4.2.c,
44	4.2 Enhance awareness of the value of postsecondary attainment, focusing on underserved and underrepresented Floridians to help increase their postsecondary attainment outcomes.	4.3.c, 5.5.c
45	a) 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.	4.2.b, 4.3.c,
46	b) Gather information about existing methods for making college and career information available to students, especially students with identified barriers, at each tier of the education system.	4.3.c

1	A GOAL/STRATEGY/TACTICS	G Connection to Original Language
47	V. WORKFORCE READINESS – Increase postsecondary attainment, training transition, skills, and gainful employment in targeted industry sectors.	
48	5.1 Expand opportunities for employer-driven training models.	5.1, 5.1.c, 5.1.b, 5.2.d, 5.3.c, 5.4.d, 5.5.c
49	a) Reduce barriers to participation in rural communities and underserved populations.	5.1.a
50	b) Incentivize and expand education and awareness of apprenticeships as a viable career path.	5.1.b,
51	c) Facilitate student access to, and incentivize employers to provide, hands-on training and work-based learning opportunities.	New tactic to differentiate between apprenticeships in 5.1.b. and more general work-based learning activities. They are typically treated separately from a policy perspective with apprenticeships being more intensive.
52	5.2 Increase career-related education and exposure.	5.2, 5.1.c, 5.1.b, 5.2.d, 5.3.c, 5.4.d, 5.5.c
53	a) Identify, leverage, and build upon best practices relating to existing early career-related education programs-	5.2.a
54	b) Build partnerships among employers and all levels of educational institutions to facilitate earlier engagement in career exploration.	5.2.b
55	c) Make career-related services readily accessible to all students.	3.4.d
56	d) Incentivize the expansion of career and technical education.	
57	5.3 Address essential and occupational skills gaps.	5.1.c, 5.1.b, 5.2.d, 5.3, 5.3.b, 5.3.c, 5.4.d, 5.5.c
58	a) Embed transferrable and employability skill instruction into curricula and programs.	5.3.a, 5.3.b "Employability skills" is the most recent iteration of what were formerly called "soft skills."
59	c) Make skill-building tools and enabling technologies readily accessible to all students.	2.3.d, 5.3.b, 5.5.b
60	5.4 Establish career pathways as the framework for Florida’s talent development system.	5.1.c, 5.1.d, 5.2.d, 5.3.c, 5.4.d, 5.3.c, 5.5.c

	A	G
1	GOAL/STRATEGY/TACTICS	Connection to Original Language
61	a) Provide opportunities to attain stackable credentials, with multiple on-ramps and off-ramps, to ensure a lifelong career pathway.	5.4.a Modification of original 5.5.a.
62	b) Educate all students about, and connect them with career pathway and credential opportunities.	4.3, 5.4.c
63	5.5 Increase postsecondary transitions and credential attainment.	5.3.c, 5.5.c
64	a) Establish a flexible system that enables students to efficiently move across sectors, institutions, and programs to attain a credential of value.	5.5.a
65	b) Embed career advancement in existing career pathways and connect non-credit training and adult education to postsecondary credit training.	5.4.b

Nursing Education Trends Report

DECEMBER 2022

Table of Contents

Executive Summary.....	2
Nursing Programs Offered in Florida	2
About the Data.....	2
Registered Nurse Programs	3
Enrollment	4
RN Student Slots	5
RN Applications and Admission	6
RN Graduates	8
RN Program Retention/Graduation Rates	9
National Council of State Boards of Nursing Licensing Examination (NCLEX) Pass Rates	10
Licensed Practical Nurse Programs.....	11
LPN Student Slots.....	12
LPN Applications and Admission.....	13
LPN Graduates	15
LPN Program Retention/Graduation Rates.....	15
LPN National Council of State Boards of Nursing Licensing Examination Pass Rates.....	16
Loan Forgiveness Program.....	17
Next Steps	17

Executive Summary

Section 1004.015, *Florida Statutes*, requires that the Talent Development Council provides information on 10-year trends in pre-licensure nursing education. The Board of Governors of the State University System of Florida (SUS), the Florida Department of Education (DOE), the Commission for Independent Education (CIE), and the Independent Colleges and Universities of Florida (ICUF) collaborated to produce the following information with facilitation from the Reimagining Education and Career Help (REACH) Office.

Most of the data shown in this report is self-reported by institutions through surveys administered by their state-level governing and coordinating bodies. Data for CIE institutions are incomplete principally on account of a low response rate, particularly amongst nonaccredited institutions. Newly installed CIE leadership is developing solutions, including policy recommendations.

Newly required enrollment data is provided in a 2020-21 snapshot, and the 10-year trend will be built out in coming reports. As the LINE and PIPELINE programs are fully implemented, information on awards and outcomes will be included in future iterations of the report.

The report presents separate data for Licensed Practical Nurse (LPN) and Registered Nurse (RN) programs including numbers of slots, applications, accepted students, enrollment, graduates, retention/graduation rates, and National Council of State Boards of Nursing Licensing Examination (NCLEX) pass rates. The report also presents four-year data trends for the nursing student loan forgiveness program instituted in section 1009.66, *Florida Statutes*.

Nursing Programs Offered in Florida

As required in section 1004.015, *Florida Statutes*, this report sponsored by the Talent Development Council presents 10-year data trends in nursing education in Florida. There are three levels of nursing programs offered by postsecondary institutions in Florida: Licensed Practical Nurse (LPN), Associate in Science in Nursing (ASN), and Bachelor of Science in Nursing (BSN). Degrees for RN's may be earned at the associate or baccalaureate level. Nursing education may be provided by local school districts, Florida College System (FCS) institutions, CIE institutions, state universities, and ICUF institutions.

In 2020-21, 28 of Florida's 67 school districts, 13 of the 28 FCS institutions, and 82 CIE institutions offered LPN programs. RN programs were offered by all 28 FCS institutions, 103 CIE institutions, 10 SUS institutions, and 14 ICUF institutions. Note that bachelor's level nursing programs offered by FCS institutions are not considered pre-licensure programs because they are intended and designed to bridge working ASNs to the bachelor's level.

About the Data

Most of the data shown in this report is derived from surveys of institutions and school districts, not state-level administrative databases. Surveys from each sector were administered in 2021 to collect data for academic years 2010-11 to 2019-20 and follow-up surveys were administered in 2022 to collect data for 2020-21. The REACH Office provided standardized reporting templates to each sector in August 2022, which were populated with survey data and returned so the REACH Office could compile this iteration of the report.

In the 2022 Legislative Session, the law governing this report was amended to require outcome information on the PIPELINE nursing program performance incentives and the LINE fund for nursing

educator recruitment. At the time that this report was being prepared, the programs were in the early phases of implementation. Future iterations of this report will include information on awards and outcomes.

Addressing another legislative change in 2022, the REACH Office requested data from DOE's Office of Student Financial Aid regarding the nursing student loan forgiveness program instituted in Section 1009.66, *Florida Statutes*. The office was able to provide all the required data except for the length of time recipients were employed at sponsoring institutions. That data is being collected and will be included in future reports.

The 2022 legislation also added enrollment (headcount) to the required data. This report begins that process by providing a snapshot of 2020-21 enrollments. Rather than re-surveying all the institutions to build out a 10-year time series, the REACH Office is exploring other options including the use of data from the federal Integrated Postsecondary Education Data System. If no other options are available, supplemental surveys will be administered.

The Talent Development Council recognizes the importance of the legislative charge behind this report and is committed to developing quality data for decision makers. There are, however, some caveats to the interpretation of the trend data in this report revolving around CIE institutional reporting issues. The most important issue is that data from CIE institutions is based on relatively low survey response rates¹, especially among nonaccredited institutions², thus CIE trends should be viewed with caution. Newly installed CIE leadership is developing solutions, but it is reasonable to conclude that—because previously publicly available nursing program metrics from nonaccredited institutions frequently showed lower performance than accredited public and private institutions—many of the nonaccredited CIE institutions have no incentive or requirement to report meaningful data, here.

In addition to low survey response rates, historical data was self-reported only by institutions in operation at the time of the survey. In other words, CIE institutions that closed at any time before administration of a survey would not be represented in the figures, and recently established institutions would not have a full 10 years of data to report.

Registered Nurse Programs

This section of the report analyzes the 10-year trend data in RN (both ASN and BSN levels) education programs for the academic years of 2011-12 through 2020-21. The data include the number of student slots, application and acceptance data, number of graduates, retention/graduation rates, and licensure exam pass rates.

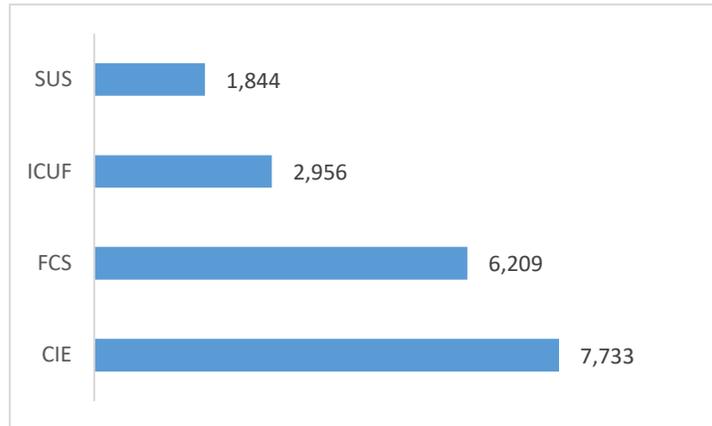
¹ For 2020-21 academic year data, CIE surveyed 38 institutions with accredited LPN programs, and 17 (45%) provided complete responses to the survey. CIE surveyed 44 institutions with non-accredited LPN programs, and 3 (7%) responded. CIE surveyed 67 institutions with accredited RN programs, and 39 (58%) provided complete responses to the survey. CIE surveyed 36 institutions with non-accredited RN programs, and 4 (11%) responded.

² Some CIE institutions are not yet fully accredited. Private, for-profit institutions may be licensed by CIE and approved by the Florida Board of Nursing pending accreditation to train nursing students, who, upon graduation, are eligible to take the NCLEX licensure exam.

Enrollment

CIE institutions enrolled 7,733 RN students in 2020-21, which was the largest number among the sectors. Exhibit 1 shows the share of statewide enrollment in pre-licensure RN programs represented by each sector in 2020-21.

Exhibit 1: Pre-Licensure Student RN Enrollment, 2020-21

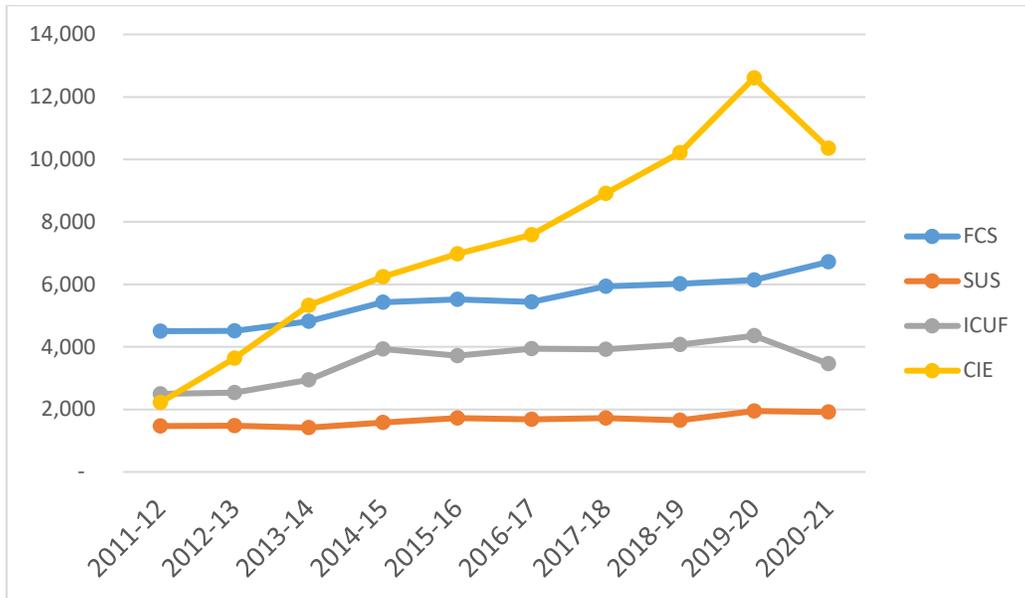


Source: Board of Governors, Florida Department of Education, and Independent Colleges and Universities of Florida.

RN Student Slots

During the review period, the number of student nursing slots increased from 10,680 slots to 24,811, an increase of 135%.³ Exhibit 2 displays the trend for each sector. Except for CIE and ICUF, there has been modest or relatively flat growth. For academic year 2020-21, which was the first full academic year affected by the pandemic, there was a slight increase in student slots among FCS institutions. However, both CIE and ICUF institutions saw a large decrease of 800 plus slots.

Exhibit 2: Pre-Licensure Student RN Slots



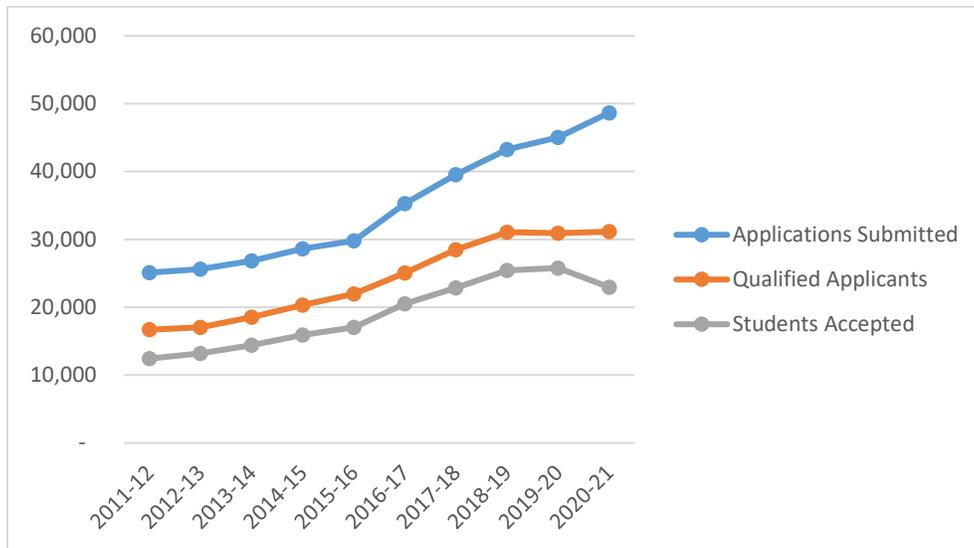
Source: Board of Governors, Florida Department of Education, and Independent Colleges and Universities of Florida.

³ For the 2020-21 academic year, there were 12 CIE and 2 ICUF institutions that did not report slot numbers. For those cases, we used the number enrolled as a proxy for slots.

RN Applications and Admission

Between 2011-12 and 2020-21 across all postsecondary sectors, the number of RN program applications, qualified applicants, and accepted students has increased. While all three of these measures have increased, the gap between all applications submitted and the number of students accepted to these programs has grown from 12,660 in 2011-12 to 25,704 in 2020-21, representing a 103% increase. Additionally, the gap between qualified applicants and the number of students accepted has grown by 92% from 4,251 to 8,177.⁴

Exhibit 3: RN Program Applications, Qualified Applicants, Accepted Students across All Sectors

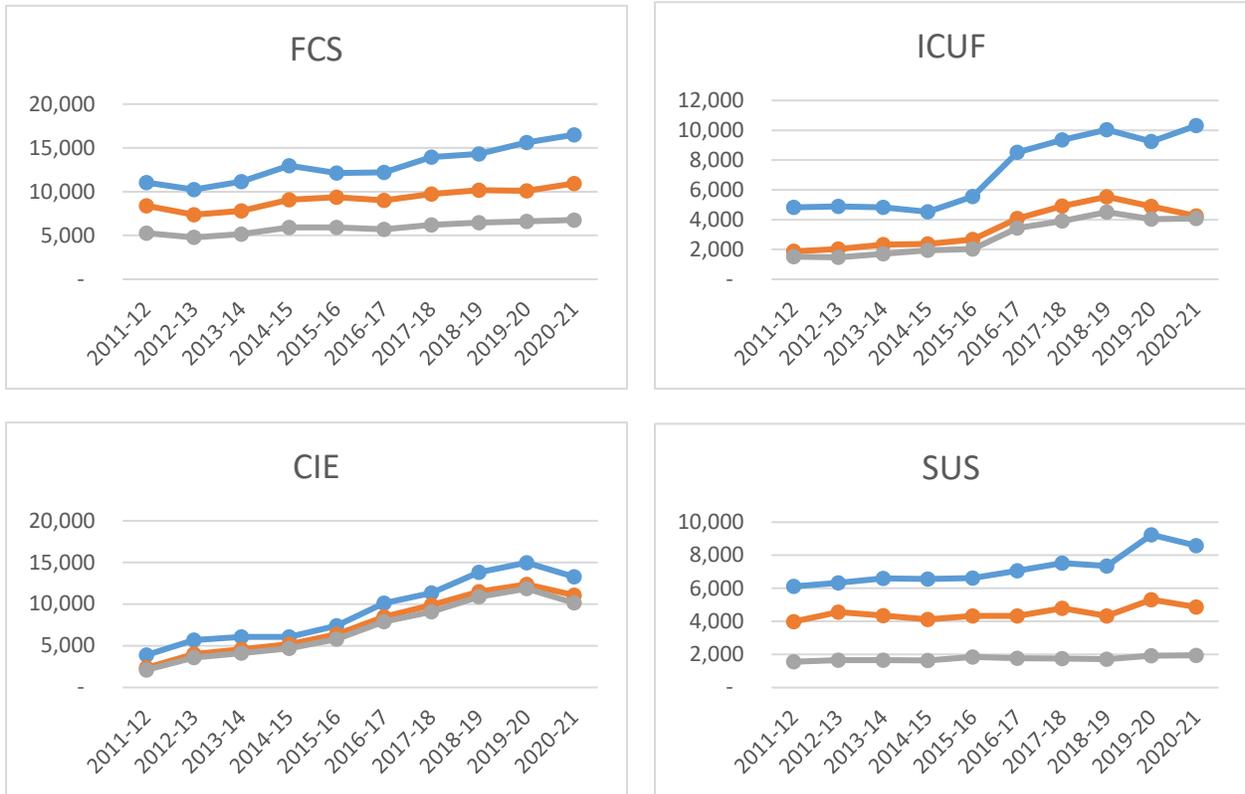


Source: Analysis of data from the Board of Governors, Florida Department of Education, and Independent Colleges and Universities of Florida.

⁴ Students can be accepted by multiple programs but may not enroll in all of them. Therefore, there could be a gap between the number of students admitted and the number who ultimately fill open slots.

While the 2020-21 academic year saw an acceleration of application growth there was a decline in accepted students, widening the gap. Exhibit 4 shows these trends by postsecondary education sector.

Exhibit 4: RN Program Applications (blue), Qualified Applicants (orange), Accepted Students (gray) by Education Sector

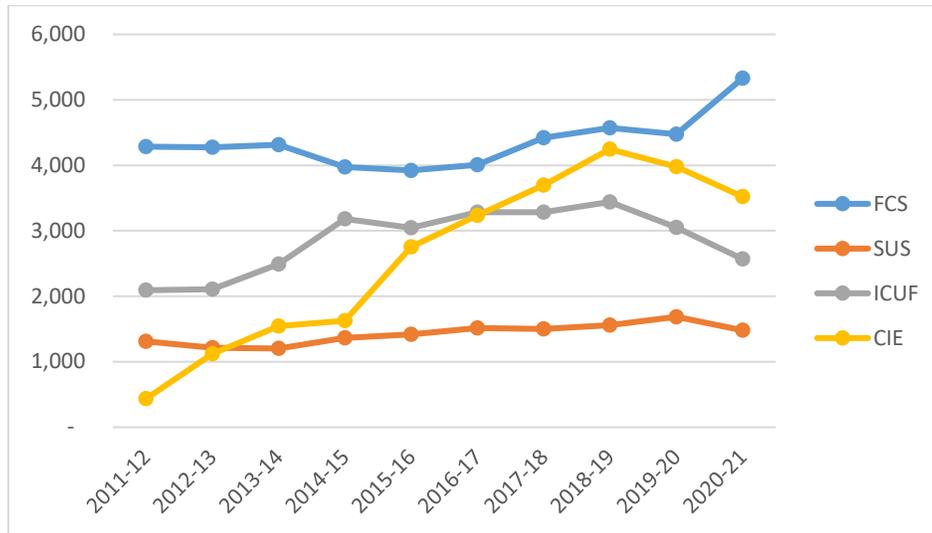


Source: Board of Governors, Florida Department of Education, and Independent Colleges and Universities of Florida.

RN Graduates

Across all education sectors the total number of pre-licensure nursing program graduates increased from 8,122 to 12,900 between 2011-12 and 2020-21. Exhibit 5 below shows the trends for each postsecondary education sector. Despite having a decrease in the number of graduates beginning in 2018-19, CIE institutions showed the most growth over the 10-year period. ICUF graduates have also declined from 2018-19 through 2020-21. The number of SUS and FCS graduates has been relatively flat.

Exhibit 5: Pre-licensure RN Program Graduates

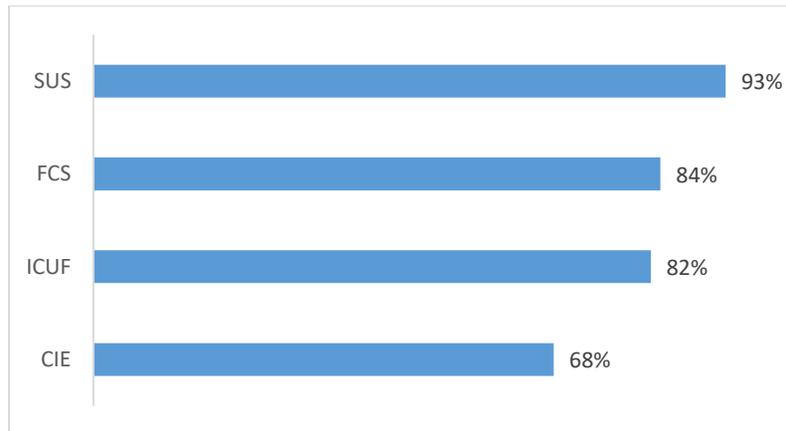


Source: Analysis of data from Board of Governors, Florida Department of Education, and Independent Colleges and Universities of Florida.

RN Program Retention/Graduation Rates

Section 1004.015, *Florida Statutes*, requires reporting on program retention rates of students tracked from program entry to graduation. Because of variation in program lengths and when students start programs during their postsecondary career, calculation of this data is challenging. As a solution, the REACH Office, along with staff from each sector, formulated a standardized proxy measure beginning with the 2020-21 program year. The measure calculates the rate of retention or graduation among all enrolled students from the previous year, what percentage either graduated or were continuously enrolled by the summer of the following academic year. Results ranged from 93% (SUS) to 68% (CIE). Exhibit 6 shows the 2020-21 retention or graduation rate for each sector.

Exhibit 6: Retention/Graduation Rates of RN Students, 2020-21

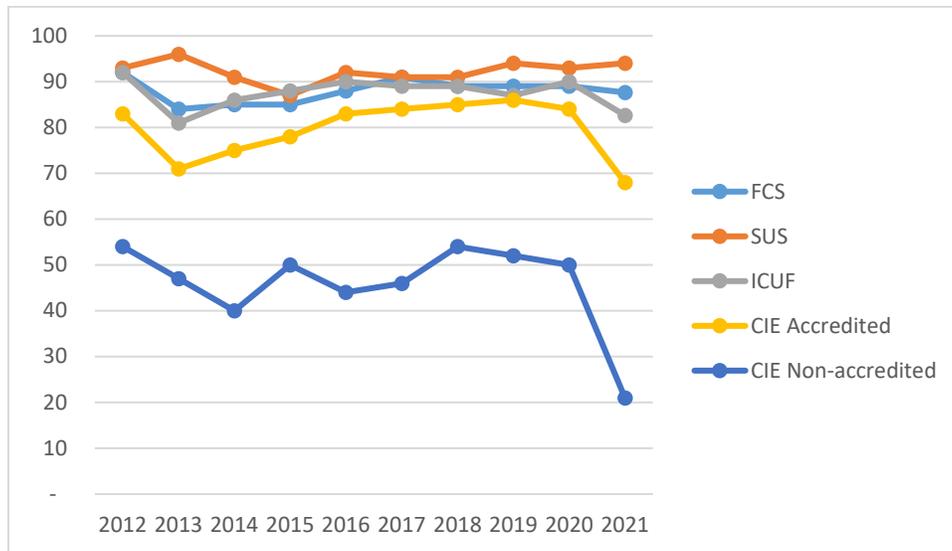


Source: Board of Governors, Florida Department of Education, and Independent Colleges and Universities of Florida.

National Council of State Boards of Nursing Licensing Examination (NCLEX) Pass Rates

The NCLEX pass rate among education sectors varied over the 10-year period with SUS institutions having the highest pass rates overall. CIE non-accredited institutions lagged far behind the other sectors, including accredited CIE institutions, across the time series. CIE institution pass rates dropped sharply in 2021. For the 2020-21 academic year, NCLEX pass rates ranged from 21% for CIE non-accredited institutions to 94% for SUS institutions. Exhibit 7 shows the trend in NCLEX pass rates for each education sector.

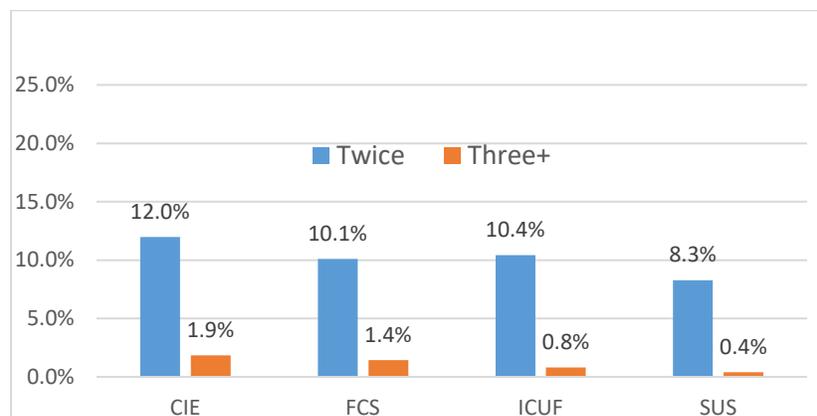
Exhibit 7: RN Program NCLEX Pass Rates



Source: Board of Governors, Florida Department of Education, and Independent Colleges and Universities of Florida.

Among RN students who graduated in 2020-21 and took the NCLEX exam within a year of graduation, most took the exam one time, 10.8% took the exam a second time, and 1.4% took the exam a total of three or more times. Exhibit 8 shows the percentages of 2021 graduate test takers who took the exam multiple times by education sector.

Exhibit 8: NCLEX Retakes Among RN Program 2020-21 Graduates

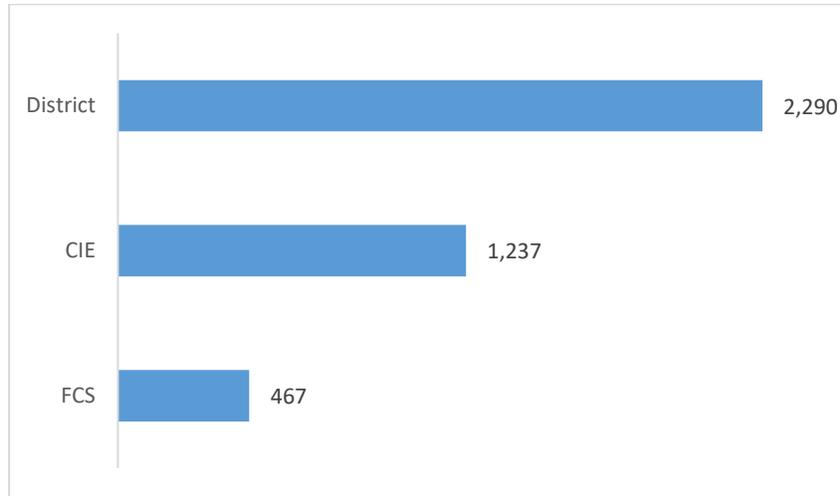


Source: Analysis of data provided by the National Council of State Boards of Nursing.

Licensed Practical Nurse Programs

This section of the report analyses the 10-year trend data in LPN education programs for the academic years of 2011-12 through 2020-21. This data includes the numbers of student slots, application and acceptance data, numbers of graduates, retention/graduation rates, and licensure exam pass rates. School districts, FCS institutions, and CIE institutions offer LPN programs. School districts enrolled 2,195 LPN students in 2020-21, the largest number among the sectors. Exhibit 9 shows the share of statewide enrollment in pre-licensure LPN programs by each education sector in 2020-21.

Exhibit 9: Student LPN Enrollment, 2020-21

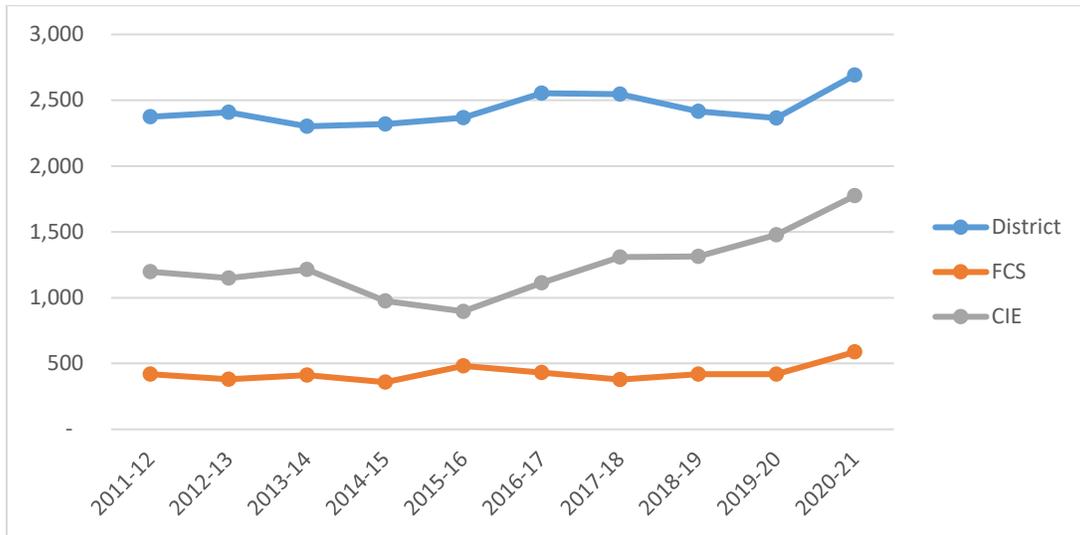


Source: Florida Department of Education.

LPN Student Slots

Between 2011-12 and 2020-21, the number of student LPN slots increased from 3,993 slots to 5,052, an increase of 26.5%. Among school districts and FCS institutions there has been relatively flat growth over the period; however, both experienced a slight uptick between 2019-20 and 2020-21. CIE institutions experienced modest growth with 1,198 slots in 2011-12 to 1,774 slots in 2020-21. Exhibit 10 displays ten-year trend for each education sector.

Exhibit 10: Student LPN Slots

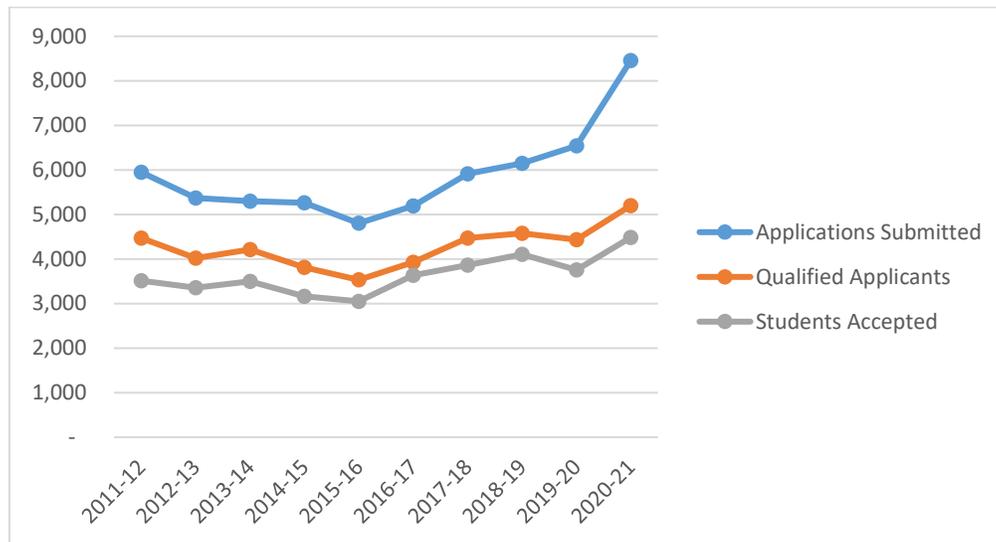


Source: Florida Department of Education.

LPN Applications and Admission

Between 2011-12 and 2020-21 across all postsecondary sectors, the number of LPN program applications increased by 42% while the number of qualified applicants increased by 16%. In that timeframe, the gap between all applications submitted and the number of students accepted has grown from 2,439 in 2011-12 to 3,970 in 2020-21. This represents an increase of 63%. However, the gap between qualified applicants and students accepted has decreased by 26% from 961 to 715. There was a surge in applications between 2019-20 and 2020-21 but the qualified applications grew at a slower pace. Exhibit 12 shows these trends by postsecondary education sector.⁵

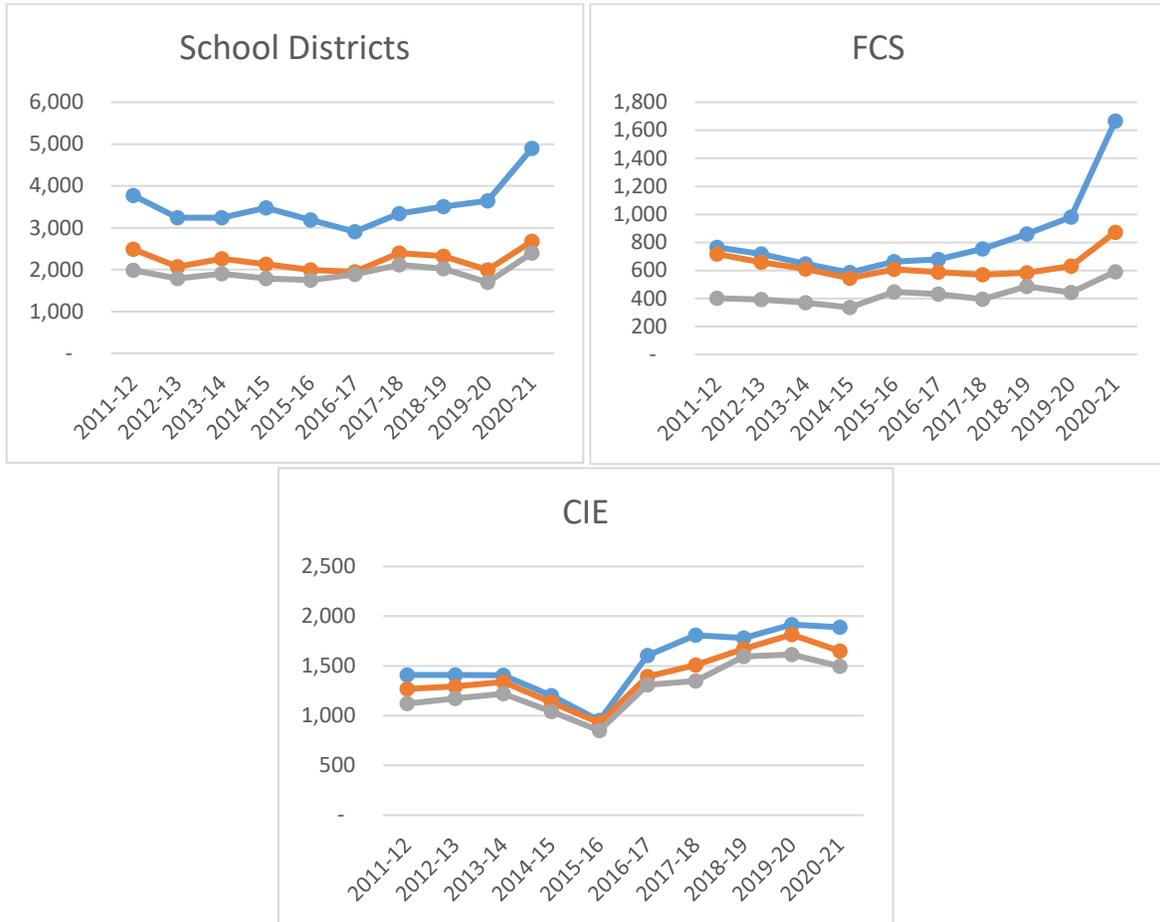
Exhibit 11: LPN Program Applications, Qualified Applicants, Accepted Students across All Sectors



Source: Analysis of data from the Florida Department of Education.

⁵ Students can be accepted by multiple programs but may not enroll in all of them. Therefore, there could be a gap between the number of students admitted and the number who ultimately fill open slots.

Exhibit 12: LPN Program Applications (blue), Qualified Applicants (orange), Accepted Students (gray) by Education Sector

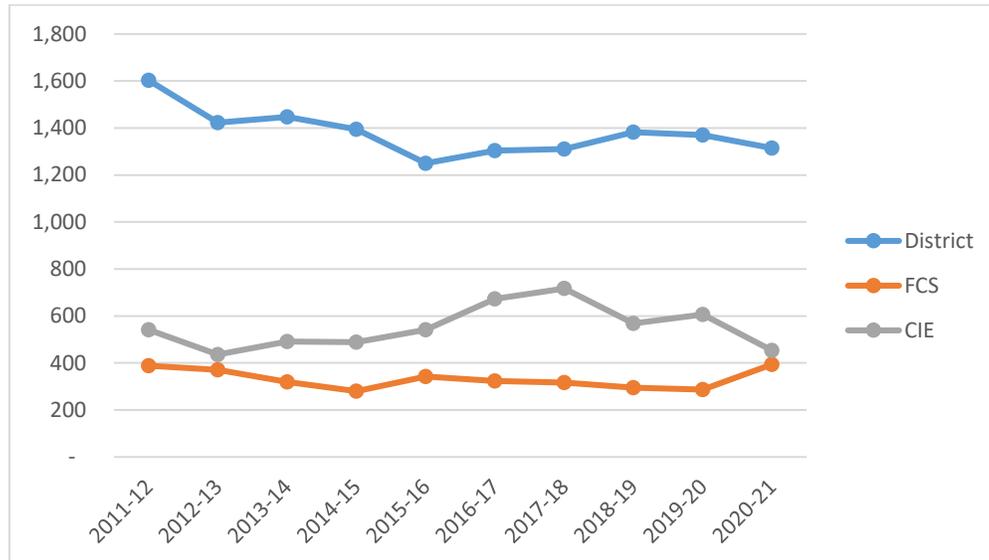


Source: Florida Department of Education.

LPN Graduates

The total number of pre-licensure LPN program graduates decreased from 2,553 to 2,162 (-15%) between 2011-12 and 2020-21. Exhibit 13 below shows the trends for each postsecondary education sector. Over this timeframe both school districts and CIE institutions saw a decrease in the number of LPN graduates at 22% and 16%, respectively. Conversely, the number of graduates from FCS institutions increased by 2%.

Exhibit 13: LPN Program Graduates

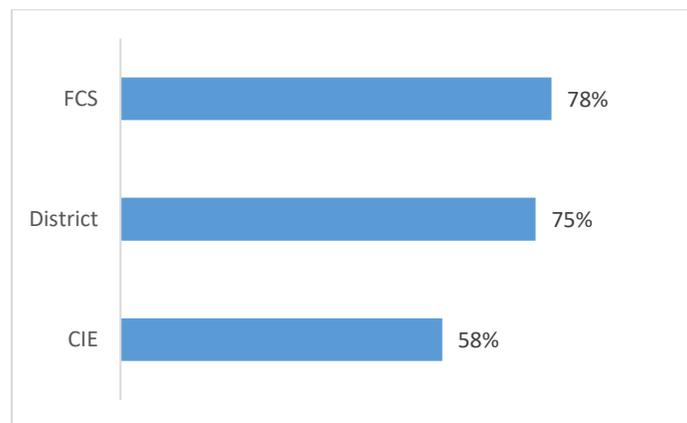


Source: Analysis of data from Florida Department of Education.

LPN Program Retention/Graduation Rates

For 2021 across all school districts and FCS institutions, the average retention/graduation rate was 71% and ranged from 78% for FCS institutions to 58% for CIE institutions. Exhibit 14 shows the rates by education sector.

Exhibit 14: Retention/Graduation Rates of RN Students, 2020-21

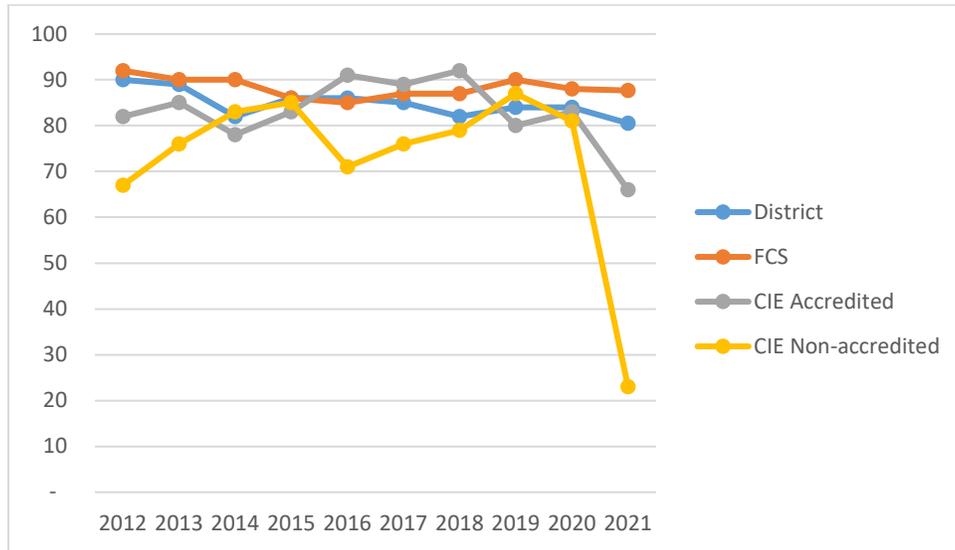


Source: Florida Department of Education.

LPN National Council of State Boards of Nursing Licensing Examination Pass Rates

Across all sectors for the 10-year time series, LPN NCLEX pass rates ranged from the low of 23% to the high of 92%. Pass rates remained steady over the period for FCS institutions. Exhibit 15 shows the NCLEX pass rate trends for each education sector. CIE pass rates dropped sharply in 2021, particularly among non-accredited institutions. The pass rates for the sectors ranged between 23% and 88% in 2021.

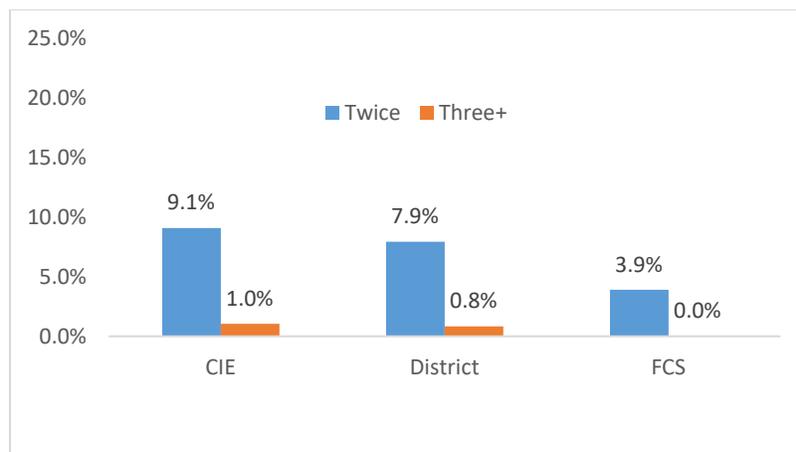
Exhibit 15: LPN Program NCLEX Pass Rates



Source: Florida Department of Education.

Among LPN students who graduated in 2020-21 and took the NCLEX exam within a year of graduation, 10.8% took the exam a second time and 1.4% took the exam a total of three or more times. Exhibit 16 shows the percentages of 2021 graduate test takers who took the exam multiple times by education sector.

Exhibit 16: NCLEX Retakes Among LPN Program 2020-21 Graduates



Source: Analysis of data provided by the National Council of State Boards of Nursing.

Loan Forgiveness Program

The nursing student loan forgiveness program instituted in section 1009.66, *Florida Statutes*, allows the Florida DOE to repay loan principal of up to \$4,000 a year for up to four years for selected graduates of accredited or approved nursing programs. In 2021, a total of 322 graduates received a total of \$1.2 million, which averages to \$3,729 per graduate. Of these graduates across all nursing program, 242 were from bachelor's level RN programs. Exhibit 17 below summarizes repayment details from the last four years.

Exhibit 17: Nursing Loan Forgiveness Repayment Data, 2018-2021

Loan Repayment Detail	2018	2019	2020	2021
Graduates Receiving Payments (All Credential Levels)	418	436	401	322
Bachelor's in Nursing	336	365	319	242
Associate in Nursing	49	53	64	64
Licensed Practical Nurse	13	16	16	15
Not Reported	20	2	2	1
Total Amount Paid	\$1,217,839.28	\$1,220,815.08	\$1,221,588.51	\$1,200,895.54
Average Amount Paid	\$2,913.49	\$2,800.03	\$3,046.36	\$3,729.49

Source: Analysis of data provided by the Florida Department of Education.

As shown in Exhibit 18, most of the graduates receiving loan repayment assistance over the last four years were employed at teaching hospitals.

Exhibit 18: Nursing Loan Forgiveness Program Employers, 2018-2021

Employer Type	2018	2019	2020	2021
Teaching Hospital	331	343	311	250
Public School	5	13	15	19
Community Health Center	6	11	18	16
County Health Department	15	21	25	16
State Medical Facility	11	17	15	15
Hospital for Children	36	24	14	5
Family Practice Teaching Hospital	14	7	3	1
Total	418	436	401	322

Source: Analysis of data provided by the Florida Department of Education.

Next Steps

Postsecondary education partners will continue to work on providing more complete, accurate, valid, and refined data on 10-year nursing education trends. The REACH Office will explore with CIE the issue of low survey response rates and work with partners on a 10-year time series of enrollments for all education sectors. Efforts will also be focused on compiling more complete outcome data for the student loan forgiveness programs including length of time with employers as specified in law. As implementation of the LINE and PIPELINE programs progresses, future reports will include data on their outcomes. For post-graduation follow-up, surveys of newly licensed nurses will generate data on the number of graduates

who become employed as practical or professional nurses, and surveys of mid-career nurses will provide insight on advancement of through nursing career pathways.