

Talent Supply and Education Pillar



Strategy Statements from Existing Plans

Developing Florida's Strategic 5-Year Direction, 29 November 2011

Key Themes
Demand driven workforce solutions; align workforce programs with targeted industry clusters/infrastructure industries
Focus on Science, Technology, Engineering, Math (STEM) skills
Improve career and technical education and training
Improve K-12 programs (curriculum, teacher quality, standards, etc.)
Improve higher education (curriculum, standards, etc.)
Enhance data, metrics, tools (e.g., workforce supply/demand analyses and customer satisfaction)
Expand/target/align financial resources for effective programs
Create 'talent supply chain'
Expand school choice and innovative partnerships
Improve financial access to higher education
Facilitate re-employment opportunities for unemployed; reform unemployment system to create a reemployment system
Improve remedial training programs
Expand innovative employer based training programs
Focus on global workforce skills (international business and language)
Improve voluntary pre-k programs
Other topics mentioned: <ul style="list-style-type: none"> • Incorporate workforce development in family support programs • Adjust implementation of class size amendment • Create a children's trust, bringing together public/private resources <ul style="list-style-type: none"> • Incorporate virtual education/technology • Provide systemic governance of post secondary institutions

Detailed Strategy Statements

State Entities

<i>Strategies</i>
Florida Department of Economic Opportunity: State of Florida Job Creation Plan
<ul style="list-style-type: none">• Strengthen and implement programs that support and up-skill Florida's workforce
Enterprise Florida, Inc.: 2015 Roadmap to Florida's Future
<ul style="list-style-type: none">• Raise the bar at K-12 level for global excellence• Meet 'middle skill' demand• Ensure higher education excellence and alignment• Demand-driven workforce system aligned with needs of today and tomorrow• Place priority on science, technology, engineering, and math (STEM) across the talent supply chain
Enterprise Florida, Inc: Statewide Strategic Plan for Economic Development-Rural Priority Strategic Plan of Work
<ul style="list-style-type: none">• Alignment with K-20 system to bridge gap between business and the educational system in rural Florida
Workforce Florida, Inc.: Creating the Strategy for Today's Needs and Tomorrow's Talent
<ul style="list-style-type: none">• Pursue expansion in foundational and high-impact industry clusters identified by Enterprise Florida Inc. in the state's economic development plan, the Roadmap to Florida's Future, while anticipating the emergence of new clusters• Use real-time data tools to measure the talent and workforce needs of business• Grow Florida's green economy• Increase industry participation and satisfaction with the workforce system through enhanced business access services and feedback tools• Leadership in federal reauthorization of the Workforce Investment Act (WIA), ensuring that the benefits and results of Florida's workforce system - a nationally recognized model for accountability and responsiveness - are central to efforts aimed at developing talent to drive America's innovation economy• Florida's priority for providing workforce readiness training and other employment assistance to low-income individuals, displaced and underskilled adults, disconnected youth and recipients of Temporary Assistance for Needy Families (TANF) as well as its focus on re-employment• Solutions, including broadband, that allow talent in rural and distressed urban markets to access job-seeker programs and career paths

Strategies

- Develop a strong Talent Supply Chain of collaborative partners that begins with Pre K-20 and continues with lifelong learning and training to map all aspects of Florida's talent delivery system and prioritize projects and reforms while maximizing resources
- Grow Florida's Science, Technology, Engineering, and Math (STEM) leadership and skilled talent pool
- Empower the Workforce Florida Board of Directors to effectively communicate with and respond to the needs of businesses
- Create and deploy Target Industry Cluster Task Forces to leverage business intelligence for improved workforce and education alignment in support of key economic priorities
- Integrate the strategic plan with Workforce Florida Board agendas and operations to drive toward strategic goals: Workforce Florida will pursue operational excellence and its commitment to accountability to realize the goals and achievements of the plan

Florida Center for Research in Science, Technology, Engineering, and Mathematics: Florida STEM Strategic Plan

- Increase performance on all NAEP Science and Mathematics exams by 20 percentage points by the year 2017, as indicated by the percentage of students at the “proficient” level or above. For Technology and Engineering Literacy, to be first tested in 2014, we expect Florida students to rank nationally in the upper 30 percent at 4th, 8th, and 12th grades.
- Reduce by half the achievement gaps on all NAEP Science and Mathematics exams, as indicated by the percentage of students at the “proficient” level or above, by 2017. For Technology and Engineering Literacy, we expect gaps to be less than the 2017 target gaps for science and mathematics.
- Increase the percentage of students scoring at or above grade level (Level 3) on the FCAT 2.0 by 5 percentage points per year in Science and by 3 percentage points per year in Mathematics until 2017.
- Reduce by half all achievement gaps on FCAT 2.0 by 2017 in both Science and Mathematics, as indicated by the percentage of students scoring at or above grade level (Level 3).
- Increase the percentage of students scoring at or above Level 3 on the End-of-Course Exam by 3 percent per year until 2017 on Algebra 1, Geometry, and Biology 1.
- Reduce by half all achievement gaps on the End-of-Course Exams, as indicated by the percentage of students scoring at or above Level 3, from the baseline scores by 2017 on each Algebra 1, Geometry, and Biology 1.
- Increase by 10 percentage points both enrollment and success in high school STEM courses by 2017 as indicated by the:
 - a. Percentage of students enrolled in one or more AP Mathematics courses;
 - b. Percentage of students scoring 3 or above on one or more AP Mathematics exams;
 - c. Percentage of students enrolled in one or more AP Science courses;
 - d. Percentage of students scoring 3 or above on one or more AP Science exams;
 - e. Percentage of students enrolled in one or more state approved STEM CTE courses; and
 - f. Percentage of students earning credit in one or more STEM CTE courses.
- Increase the number of high school students taking the PSAT and SAT who report an interest in majoring in a STEM area to meet workforce needs.
- Increase the number of students earning postsecondary degrees in each STEM area to meet workforce needs by 2017.

Strategies

- Reduce by half the gaps between and the percentage of STEM degrees earned by a subgroup and the percentage of that subgroup in the general 20-34 age population in Florida.
- Ensure that by 2014 every:
 - a. STEM teacher (PK-12) participates in long-term (80 hours minimum), job-embedded and STEM content- and pedagogy-focused professional development; “...experts in the field typically suggest that professional development be of sufficient duration, content-focused, aligned with teachers’ real work experiences (curriculum and standards; school, district, and state policy), focused on student thinking, and involve active learning and peer collaboration (e.g., Desimone, 2009; Scher and O’Reilly, 2009)... Additionally, they (Scher and O’Reilly, 2009) report that programs focused both on content and pedagogy had a larger positive impact on student achievement than did programs that focused only on one component.”
 - b. Principal participates in long-term (80 hours minimum), job-embedded and content- and pedagogy-focused professional development that guides him/her to strengthen and support STEM teaching and learning in his/her school, including improvement strategies for the entire school population;
 - c. Guidance counselor participates in professional development about STEM careers, pathways, financial opportunities, and potential barriers;
 - d. Postsecondary STEM educator participates in professional development about evidence-based, STEM-specific pedagogy to prepare and inspire a diverse population of students; and
 - e. Teacher and postsecondary educator has earned the appropriate industry certification(s) for their STEM discipline.
- Track and report at the state level by 2015 the percentage of effective practicing STEM educators of grades 6-12 continuing to teach the following year.
- Increase the number of appropriately certified incoming middle (6-8) and middle/upper (6-12) grades educators so that all STEM positions for grades 6-12 are filled by knowledgeable educators by the 2013-2014 school year.
- Remove the certification for Middle Grades Integrated Curriculum for incoming teaching candidates by 2013.
- Replace the current K-6 elementary certification for incoming teaching candidates with certifications for grades PK-2 and 3-5 by 2013.
- Increase the STEM requirements for elementary teacher preparation programs by 2013 to include rigorous STEM courses, including two math courses, two science courses, and a STEM integration course, with specific emphasis on technology.
- Create and maintain an industry-driven Florida STEM leadership board by Fall 2011.
- Identify or create an online platform to facilitate communication among the Florida STEM leadership board, regional STEM councils, and the general public.
- Convene a temporary work group of the Florida STEM leadership board to identify or create a statewide STEM website to link research, industry, and philanthropy to schools, educators, parents, and students to facilitate mentorships, internships, partnerships, and volunteer opportunities and to inform students about possible STEM careers.

Florida Department of Education: Next Generation Strategic Plan

- To increase rigor of standards to improve student achievement in VPK–12

Strategies

- Utilize assessment to direct instruction and effect student outcome
- Develop strategies to assist schools in need of improvement
- Establish the state’s expectations for quality instructional practice
- Improve the quality of preparation programs, professional development, and certification exams
- Align requirements for district performance appraisal to the state’s expectations
- Provide statewide recognition and award programs that reward outstanding performance based on the state’s expectations (includes student achievement)
- Increase number and percentage of students scoring “college ready” in math and language arts on approved postsecondary readiness assessment
- Increase number and percentage of high school students graduating with industry certification or Ready to Work Credential
- Increase student participation and performance in accelerated options of AP, IB, DE, and AICE
- Define College and Career Readiness
- Increase postsecondary enrollment rate
- Increase diversity and number of high school graduates who enroll in postsecondary education
- Increase diversity and number and percentage of high school graduates who earn a certificate or a degree at a Florida college or career center
- Increase diversity and number and percentage of Florida college system or state university system students who enroll in and complete upper division program of study
- Improve educational options for K-12 parents and improve student performance
- Ensure funding and other resources are available to effectively and efficiently implement agency priorities

Higher Education Coordinating Council: Draft Report

- Determine specific degree and institutional capacity demands by projecting and tracking traditional and non-traditional student demand both statewide and regionally.
- In order to work toward greater economic development and a New Florida, knowledge-based economy, and for the state’s careful investment with limited resources, the institutions of the State University System need to identify with greater specificity their primary areas of research expertise.
- Each of the various educational sectors should be charged by the Higher Education Coordinating Council with setting goals for increased degree completion, with a particular emphasis on STEM degree production.
- The Board of Governors and the State Board of Education, working with the Florida Legislature, need to examine a new State University System and Florida College System funding formula based in part on greater emphasis on performance-based accountability to enhance areas such as graduation and retention rates, STEM degree production and commercialization of research that leads to job creation.
- State appropriated funds allocated to support Workforce Education programs should have a higher percent of the total appropriation based on program performance for school district Workforce Education programs.

Strategies

Space Florida: Vision 2020

- Increase university and community college research and training related to satellite markets

STEM Florida: 5-year Strategic Plan/STEM Leadership for Florida

- Identify and engage collaborative partners
- Develop dynamic scorecard with upstream linkage to Florida’s scorecard
- Incorporate and leverage STEM-relevant customer satisfaction data
- Develop evergreen situation assessment for STEMflorida board
- Develop and manage primary general and STEM media scorecard
- Promote new business protocol, priority projects, and team expansion
- Encourage regional hubs modeled based on regional priorities, linked to STEMflorida
- Ensure pathways for regional linkage to data, resources, and tools
- Ensure pathways for STEM-enabled target industry cluster linkage to data, resources, and tools
- Promote clarity and the language of business; translate academic and agency-speak
- Share STEMflorida priorities with Florida’s emerging talent supply chain team
- Provide recommendations for improving Florida’s global standing in STEM talent development
- Recommend at least three actions in policy or program improvement for adoption by talent supply chain team
- Direct STEMrelevant customer satisfaction and editorial matter into briefings, communications, white papers
- Promote tenacious, educated advocacy from STEMflorida board, regional hubs, and collaborative partners
- Connect successes of talent supply chain team efforts to customer satisfaction data
- Direct STEM successes relative to strategic priorities of collaborative partners into policy communications

Non-governmental Entities

<i>Strategies</i>
Florida Chamber Foundation: Six Pillars of FL Future Economy
<ul style="list-style-type: none"> • Implement best-in-class Pre K program in Florida • Create opportunities for creative financing leveraging public and private resources (focus on post-secondary) • Develop and implement effective accountability and incentives for teachers and administrators • Enhance STEM Education • Engage business in Pre K-12 in career academies, project-based learning and integration of academics and Career and Technical Education (CTE) • Implement innovative workforce training solutions and resources to meet Florida’s changing economy
Florida Chamber Foundation and FDOT: Florida Trade and Logistics Study
<ul style="list-style-type: none"> • Expand the capacity of the Florida global logistics workforce and manufacturing workforce through targeted training and educational programs. • Identify global trade and logistics as a qualified targeted industry for the state’s Quick Response Training and Incumbent Worker Training programs. • Expand vocational and associate degree programs to support skill requirements for trade, logistics, and manufacturing industries. • Expand targeted programs for global trade, logistics, and manufacturing in the state’s four year colleges and universities. • Build international business and foreign language skills among Florida workforce.
Florida Council of 100: Closing the Talent Gap: A Business Perspective
<ul style="list-style-type: none"> • The state should consider replicating the approach piloted in which workforce and early education services co-locate. • The state should consider enhancing the quality of the VPK program as quickly as possible based on demonstrated best practices. • The Department of Education should use its upcoming, initial third-grade FCAT assessment of VPK and non-VPK attendees to target areas of need and develop estimates of cost. • Take steps to collect demographics and socioeconomics of the households of VPK program participants versus non- participants in order to facilitate program targeting (breadth) and effectiveness (depth). • Benchmark best practices of other states, especially methods for improving coordination and cooperation among Florida’s multiple early education programs in order to better leverage programmatic and funding synergies. • The Florida Department of Education should move quickly to adopt the highest academic standards in the country or, even, the world. • High school graduation standards must be aligned with college and career readiness standards.

Strategies

- The state should permit Algebra I to fulfill the current No Child Left Behind 10th grade comprehensive math requirement.
- The state should improve its assessment of the Florida Comprehensive Assessment Test (FCAT)
- The state should improve its assessment of end-of-course exams
- The state should improve its assessment of national and international benchmarking
- The state should raise the bar on elementary and middle school grades.
- The state should modify the school grading formula to reward schools for exceptional performance.
- The state should consider weighting performance in STEM-related accelerated courses more heavily.
- The Legislature should endorse, and implement unilaterally when possible, the Florida Department of Education’s federal “Race to the Top” proposal.
- Reduce high school drop-outs
- Expand Opportunity Scholarships
- Strengthen standards, assessments, school accountability, and intervention policies regarding at-risk students.
- Continue efforts to fully implement the remediation-related provisions of Senate Bill 1908 (2008), which mandates early identification of student remediation needs in high school.
- Florida should enact legislation or rules, as necessary, regarding the education and certification of teachers.
- Florida should enact legislation or rules, as necessary, regarding the professional development of teachers.
- Florida should enact legislation or rules, as necessary, regarding the evaluation of teachers.
- Florida should enact legislation or rules, as necessary, regarding the compensation of teachers.
- Florida should enact legislation or rules, as necessary, regarding the tenure of teachers.
- The Legislature should pass a joint resolution amending the Constitution to require that class size be calculated at the school level, with safeguards to prevent any one class from growing too big.
- The state should continue to explore ways of faithfully implementing the class size requirement without costly new facility construction.
- The state should continue to pursue the best means to incorporate technology and its use in our children’s education, both inside and outside of the physical classroom, including with regard to conducting academic performance assessments.
- The use of virtual instruction, both inside and outside of the classroom, should be formally recognized by the state as a primary education delivery vehicle and funded accordingly.
- All Florida high school students should be permitted and enabled to apply at least one virtual education course toward graduation requirements.
- The state should assess the costs and benefits of using technology to create, use, and monitor individualized education plans.
- Sufficient funding be appropriated to provide high-quality programs and personnel to implement the transformational policies described above.
- Any current or future education funding approach must be both targeted and performance-driven.

Strategies

- A new analytical framework under which all the relevant issues that need to be dealt with can be looked at as three continuums: Funding versus Accountability; Tuition versus Financial Aid; and Institutional Independence versus Need for Systemic Governance.
- Enact a “New Florida Initiative” such, as a new pillar to augment the state’s high-wage job structure.
- Fund State Matching Grant Programs.
- Change the appropriations process to properly align funding with cost drivers.
- The state needs a balanced approach to financial aid with significantly more need-based assistance.
- Quickly settle or push for expedited resolution by the Florida Supreme Court the lawsuit filed against legislative leaders by the Board of Governors for the claim of where the "operation, regulation, control and management of the state university system" rest.
- A “compact” should be created between Florida’s university system and its executive and legislative branches of government.
- The Legislature should ensure that governance, funding, and accountability structures and methodologies are developed and implemented, and immediately identify incremental revenue beyond what is necessary to support colleges’ core missions, before funding new Florida College baccalaureate degree programs.
- The state must more precisely estimate the state’s future postsecondary capacity needs.
- Enterprise Florida and/or Workforce Florida should annually survey Florida businesses (representative sampling) to more accurately determine the total cost of their provision of remedial education and training and the nature of that education and training.
- Enterprise Florida and/or Workforce Florida, as well as state policymakers, should continue to regularly and actively engage the business community and other experts in a discussion regarding current and future business education, training, and retraining needs and assist program coordinators and providers in Zones 1-4 in designing programs to meet those needs.
- The state needs to ensure that appropriate funding is available to enhance and solidify Florida’s Talent Supply Chain.
- The Legislature should consider greatly increasing the pool of flexible dollars available to the economic/workforce development system for targeted business and industry training programs.