



**Talent Development Council
Data and Accountability - Workgroup #4
Wednesday, November 13th, 2019
1:30 p.m. – 3:00 p.m.**

- I. **Welcome and Announcements; Chair Mark Wilson, President & CEO, The Florida Chamber of Commerce**
- II. **Roll Call; Talent Development Council Staff**
- III. **Approval of Minutes; Chair Mark Wilson, President & CEO, The Florida Chamber of Commerce**
- IV. **Review Strategic Priority for Statutory Requirement F: Chair Mark Wilson, President & CEO, The Florida Chamber of Commerce**
- V. **Discussion of the Goals and Strategies for statutory requirement G; Chair Mark Wilson, President & CEO, The Florida Chamber of Commerce**

Recommend improvements to the consistency of workforce education data collected and reported by Florida College System institutions and school districts, including the establishment of common elements and definitions for any data that is used for state and federal funding and program accountability.
- VI. **Open Discussion; Workgroup 4 Members**
- VII. **Public Comment; Talent Development Council Staff**
- VIII. **Next Steps and Adjourn; Chair Mark Wilson, President & CEO, The Florida Chamber of Commerce**



FLORIDA TALENT DEVELOPMENT COUNCIL

Group 4: Data and Accountability

Wednesday, November 6, 2019

1:30 pm – 3:00 pm

Roll Call

Members Present:

Mark Wilson, Workgroup Chair
Heather Reingold
Chancellor Marshall Criser

Jamal Sowell
Andra Cornelius
Emily Sikes

Elizabeth Winslow
Adrienne Johnston
Peter Ring

Others Present:

- Carrie Henderson
- Bob O'Leary
- Steve Collins

Department of Economic Opportunity Support Staff Present:

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

Introduction: Welcome, Roll Call and Approval of Minutes

- Mark Wilson welcomed members and discussed the purpose of the meeting.
- Katherine Morrison called roll.
- Workgroup members approved the October 30, 2019 meeting minutes with amendments.

Discussion

- Mark Wilson asked members for feedback on the strategies for statutory requirement (a) provided in the meeting materials.
 - Discussion included:
 - Creating a list of common term definitions for different stakeholders to utilize.
 - Amending language for strategy 2.2.
 - The Statewide/Regional Demand Occupations Lists and the related process through which local workforce boards and local communities participate.
 - Engaging the business community on implementation of the strategies.
- Mark Wilson asked members for feedback on the strategies for statutory requirement (f) provided in the meeting materials.

The logo features a cluster of 3D cubes in blue, red, yellow, and white, arranged in a geometric pattern.

FLORIDA TALENT DEVELOPMENT COUNCIL

- Discussion included:
 - Utilizing metrics that are not traditional (as in not college only).
 - Including larger data surrounding the inputs and outputs of attainment rates and equity. For example, number of high school students continuing into post-secondary education, in-migration rates, residents leaving Florida, percentage of the adult population with some post-secondary education but with no degree and leveraging an initiative like Complete Florida, etc.
 - Providing high-quality credentials.
 - Centralizing the data and methodology in order to produce comparable data and information across all stakeholders.
- Next Steps
 - Staff will send workgroup members the strategies for (a) and (f) so members may provide feedback and edits.
 - Staff will facilitate information gathering of terminology related to the different workgroups' statutory charges.
 - Workgroup members are to prepare to address the final strategic priority (g) for the next meeting, specifically federal funding and accountability.

Public Comment

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

Closing

Mark Wilson gave closing remarks and adjourned the meeting. The next meeting of this workgroup will take place on Wednesday, November 13, 2019 at 1:30 pm.

Strategic Priority 4: Data and Accountability

Statutory Requirement: (f) Identify common metrics and benchmarks to demonstrate progress toward the 60 percent goal and how the SAIL to 60 Initiative under s. 1004.013 can provide coordinated cross-sector support for the strategic plan.

Goals	Strategies
DA 1. Define what is a common metric and what is a common benchmark.	DA 1.1. Do the current metrics outlined in FL. S. 1004.013 appropriately capture the needed requirements to show progress toward the SAIL to 60 Initiative?
DA2: Consider the formation of a metrics advisory committee to recommend high-level state and educational institution performance metrics to guide and monitor progress towards increasing credentials and degrees through 2030.	DA 2.1. Identify the number of individuals by county, especially opportunity populations, who do not have a secondary or postsecondary credential (benchmark) or skills training and set goals for attainment progress annually by target industry sector employment needs, based on the region's needs.
	DA 2.2. Develop a talent pipeline that encourages employers who are in-demand in a region to partner with secondary and postsecondary institutions to provide curriculum and equipment to ensure a trained workforce. Employers will also be encouraged to identify the number of individuals who they employ who do not have a secondary or postsecondary credential needed for advancement in their field and partner with local postsecondary institutions to have courses available that enable productivity gains through the offering of affordable and flexible (weekends, online) work-based training. Talent incentives will be offered to employers who invest in their local community and their employees.
	DA2.3. At the LWDB level, identify secondary career academies aligned to regionally targeted sectors that offer industry credentials or work experience (trades), and benchmark the number of students earning credentials or training who transition on to Florida College System enrollment/completion or other postsecondary or work-based learning methods.
	DA2.4. Consider the creation (or integration) of a web-based performance dashboard to better understand state and regional progress of the in-demand jobs and the number of openings for low, middle, and high-skilled jobs that can be utilized by secondary and postsecondary institutions and other stakeholders.
DA 3. Identify metrics & benchmarks that measure employability skills that are more general in nature, rather than job specific, and are common to all work roles across industry types (soft skills).	DA 3.1. Consider employability skills that are universally valuable to work competencies and that are essential to the changing demands within and between careers.
	DA 3.2. Help ensure working adults possess essential employability skills, which include critical thinking, interpersonal, digital literacy, communication and general interpersonal skills such as working in teams to accomplish a project.

Strategic Priority 4: Data and Accountability

Statutory Requirement: (g) Recommend improvements to the consistency of workforce education data collected and reported by Florida College System institutions and school districts, including the establishment of common elements and definitions for any data that is used for state and federal funding and program accountability.

Goals	Strategies
<p>DA3: Consider the formation of a Florida Workforce Data Advisory Panel to evaluate the current workforce education data collected by Florida College System institutions and school districts, the schedule of collection, funding sources, and state data system infrastructure. Use the Panel to shape data policies that enable workers to access in-demand skills that businesses seek.</p>	DA3.1. 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, jobseekers, businesses and policy-makers.
	DA3.2. 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 the Florida's Talent Network.
	DA3.3. Identify, measure and assess the integration of critical employability skills into academic and training programs and assessments.
	DA3.4. Leverage current and emerging technology (e.g., artificial intelligence) to provide on-demand and on-the-job training to incumbent workers to enhance their skills. Increase the number of students enrolling in online/distance learning courses. Consider solutions for Florida's 29 rural counties where broadband access may be unavailable or limited.
	DA3.5. Measure and assess the use of business-led work-based learning, such as pre-apprenticeships, apprenticeships, customized training and OJT, as well as credit for prior learning.
DA3:	
DA 3. ???	DA 3.1. Insert Strategy
	DA 3.2. Insert Strategy
DA 4. ???	DA 3.1. Insert Strategy
	DA 3.2. Insert Strategy

Definitions for Florida Talent Development Council

CTE Related Credentials of Value

Type	Description	Level
Industry Certification	A time-limited credential issued by an independent, 3rd party certifying entity and linked to an occupation in demand, emerging, or with critical local or statewide need	6-postsecondary
Apprenticeship Certificate of Completion	Signifies a registered apprentice has successfully completed the technical and academic standards of a registered apprenticeship program	Postsecondary
Applied Technology Diploma (ATD)	Signifies a student has successfully completed technical instruction that is part of an A.S. degree leading to employment in a specific occupation (Similar to a CCC, but more technical)	Postsecondary
Career Certificate	Signifies a student has successfully completed a (clock hour) postsecondary career education program and is ready for employment in a field that requires non-college credit postsecondary training	Postsecondary
College Credit Certificate (CCC)	Embedded within AS/AAS programs, are short-term programs that provide highly specialized core knowledge and skills within a particular profession. Signifies a student has successfully completed part of an A.S. degree	Postsecondary
Associate in Science Degree (AS); Associate in Applied Science (AAS)	Prepares students for occupations that require a two-year technical degree. Can only be conferred/awarded by an FCS institution	Postsecondary
Bachelor's Degree	Prepares students for occupations that require a four-	Postsecondary

	<p>year degree. 27 of the 28 FCS institutions are authorized to offer Bachelor of Science and Bachelor of Applied Science degrees (BS/BAS) in select fields with workforce demand.</p>	
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- [CTE audit](#)- FDOE was directed by the Governor in Executive-Order 19-31 to do an audit of the course offerings in the state CTE system. The audit should include:
 - An analysis of alignment with certificate or degree programs offered at the K-12 and postsecondary levels;
 - An analysis of alignment with professional-level industry certifications;
 - An analysis of alignment with high-growth, high-demand and high-wage employment opportunities; and
 - A review of student outcomes such as academic achievement, college readiness, postsecondary enrollment, credential attainment and attainment of industry certifications.
- The Department of Education works with and utilizes the expertise of the following stakeholders: CareerSource Florida, the DEO, the Board of Governors, the State College System, school districts and business and industry leaders to ensure CTE course offerings are aligned with market demands;
- The Department of Education develops CTE best practices for partnerships between high schools, postsecondary institutions and businesses; and
- The Department of Education makes recommendations to the Governor on an annual basis to eliminate course offerings that are not aligned to market demands, to create new offerings that are aligned to market demands and to strengthen existing program as needed.
- **Career and Technical Education (CTE) Curriculum Frameworks:** With partners from education, business and industry, and trade associations, the Department has developed curriculum frameworks, which include program standards that are both academically integrated and responsive to business and industry. These common frameworks ensure consistency in student learning outcomes across postsecondary CTE programs across the state. Moreover, the curriculum frameworks are designed with stackable credentials in mind—students are able to see how the accumulation of certificates can support them in transfer or entry to the workforce.
- **Career and Professional Education (CAPE) Act:** In 2007, the Florida Legislature passed the Career and Professional Education Act. The purpose of the Act was to provide a statewide planning partnership between the business and education communities to attract, expand and retain targeted, high-value industry and to sustain a strong knowledge-based economy. The objectives of the act are as follows:

- To improve middle and high school academic performance by providing rigorous and relevant curriculum opportunities;
- To provide rigorous and relevant career-themed courses that articulate to postsecondary level coursework and lead to industry certification;
- To support local and regional economic development;
- To respond to Florida's critical workforce needs; and
- To provide state residents with access to high-wage and high-demand careers.

To implement the Act, the Florida Department of Education (FDOE), the Department of Economic Opportunity (DEO), and CareerSource Florida are partnered together. At the local level, the Act mandates the development of a local strategic plan prepared by school districts with the participation of regional workforce boards and postsecondary institutions. A key component of this Act is a list of state-approved industry certifications that are critical to Florida's employers.

- **Statewide Common Course Numbering:** Florida has a long-standing system of common course numbering, which distinguishes us from other states in the nation. In addition to guaranteeing transfer of student credit, common course numbering ensures consistency in statewide learning outcomes, so a student taking MAC 1105 College Algebra at Tallahassee Community College is being exposed to the same learning outcomes as students taking MAC 1105 at Florida Atlantic University.
- **Performance Incentives:** The Florida Legislature passed the Career and Professional Education Act (CAPE) to provide a statewide planning partnership between business and education communities; to expand and retain high-value industry; and to sustain a vibrant state economy. Per the General Appropriations Act, Florida College System (FCS) institutions can earn bonus funding for select industry certifications. Approximately 14,704 fundable industry certifications were earned in 2017-18. The majority of these certifications were earned in health sciences and law, public safety and security.
- **Articulation Mechanisms:** Articulation agreements are formal agreements between institutions that define transfer policies for a specific course or program. Most importantly, these agreements specify what credits will be validated and awarded by the receiving institution. In addition to Florida's seminal Statewide 2+2 Articulation Agreement that guarantees Associate in Arts graduates admission to a state university, the State Board of Education approves the Statewide Career and Technical Education Articulation Agreements, with the goal of expanding opportunities for postsecondary degrees and certificates. These statewide agreements include minimum guarantee of articulated college credit for: clock hour to Associate in Science/Associate in Applied Science (AS/AAS) degrees, industry certification to AS/AAS degrees, applied technology diplomas to AS/AAS degrees, and AS to baccalaureate degrees.
- **Statewide Longitudinal Data Systems:** Florida is unmatched in its infrastructure and capacity to collect and report timely, high-quality data on students across Florida's K-20 education system. Through the PK-20 Education Data Warehouse, the Florida Department of Education (department) provides stakeholders in public education with the capability of receiving timely, efficient, consistent responses to inquiries into Florida's kindergarten through university education. PK-20 Education Reporting and Accessibility, an office within the department, is

responsible for producing education reports, longitudinal education reports, federal and legislative reporting and reporting for external research requests.

- **Data Sharing Partnerships:** The Florida Education and Training Placement Information Program (FETPIP) is used to track employment, earnings and continuing education outcomes. The Department of Education and FETPIP have a longstanding positive relationship working closely with the state workforce agency. Florida was among the first states in the nation to use unemployment insurance (UI) wage records to track employment outcomes through data sharing agreements and arrangements with Florida's Department of Economic Opportunity (DEO). DEO is the state agency that serves as Florida's dual Performance Accountability and Customer Information Agency (PACIA) and State Unemployment Insurance Agency (SUIA). Through the interagency data agreements, FETPIP has direct access to unit record student, graduate and leavers UI wage data to promote program improvement.
- **Stackable Credentials:** The U.S. Department of Labor defines stackable credentials as part of a sequence of credentials that can be accumulated over time to build up an individual's qualifications and help them move along a career pathway or up a career ladder to different and potentially higher-paying jobs. The goal and intent behind stackable credentials are to provide a learner with multiple on and off ramps. Intentionally designing educational and career pathways so they can be built upon, or stacked, better equips students with the ability to enter into high-skill, high-wage employment, as well as helping to ensure previously earned credentials do not become obsolete. Stackable credentials are also exemplified in the 2+2 articulation agreements. All Bachelor of Science (BS), Bachelor of Applied Science (BAS) and AS/AAS are built on stackable credentials.
- **Attainment** – successful completion of a program resulting in an award/certificate/degree
- **AA** - Associate in Arts - two year degree in a non-technical field
- **ACC** - Articulation Coordinating Committee - Section 1007.27(2), Florida Statutes, requires the Articulation Coordinating Committee (ACC) to establish passing scores and course and credit equivalents for Advanced Placement (AP), Advanced International Certificate of Education Program (AICE), International Baccalaureate (IB), DSST (DANTES), Defense Language Proficiency Test (DLPT), UExcel (Excelsior College Exams), and College-Level Examination Program (CLEP) exams. Public community colleges and universities in Florida are required to award the minimum recommended credit for AP, AICE, IB, DSST, DLPT, UExcel (Excelsior), and CLEP exams as designated.
- [ACE - Adult and Community Education](#)
- [ACTEONLINE - Association for Career and Technical Education \(formerly American Vocational Association\)](#) - #1 National, Private Promoter of CTE & CTE Resources
- **AGE** - Adult General Education -used to refer to adult secondary level English & math
- **AHS** - Adult High School
- **AICE** – Advanced International Certificate of Education
- **AP** – Advanced Placement- a type of college coursework taken in high school. College credit is only awarded if students get a certain score on the end-of-course test
- [ATP - Adult Training Programs](#)
- **ATR** - Apprenticeship Training Representative – Located throughout Florida, they help locals develop and maintain registered apprenticeship and preapprenticeship programs on behalf of the FDOE

- **BAT** - Bureau of Apprenticeship and Training within the US Department of Labor – Oversees the National Apprenticeship System. All apprenticeships that are registered the FDOE are registered on behalf of the US DOL
- [BLS - Bureau of Labor Statistics - US Department of Labor](#)
- **CBT** - Computer-Based Training
- **CCD** - Course Code Directory – Florida’s list of registered, credit-bearing courses housed by FDOE
- **CCPF** - Community College Program Fund
- **CEPRI** - Council for Education Policy, Research & Improvement (formerly PEPC)
- **CESER** - Center for Employment Security Education & Research
- **CIP** - Classification of Instructional Programs - CIP codes identify programs that train for certain occupations, and those occupations are identified by SOC codes. CIP and SOC codes are used to match training programs with possible career paths/occupations
- **CLNA** – Comprehensive Local Needs Assessment – Assessment of local workforce demand used determine if a program is eligible for federal funding by Perkins V, also used to justify creation of a CTE program at the state level.
- **COE** - Council on Occupational Education
- **CTE** – Career and Technical Education (formerly known as vocational education)
- **CTSO** – Career and Technical Student Organization - highly organized groups that enhance student learning through contextual instruction, leadership and personal development, applied learning and real-world application. CTOSs build upon employability and career skills and concepts through the application and engagement of students in hands-on, real work experiences through a Career and Technical Education (CTE) program.
- **District Postsecondary**- term used to refer to career and technical centers which are funded by the school district. Ex) Orange Technical College, Lively Tech, South Dade Technical College.
- **DJJ** – Florida Department of Juvenile Justice
- **DEO** – Florida Department of Economic Opportunity
- **US DOE** – US Department Of Education
- [DOL - US Department Of Labor](#)
- **EFI** - Enterprise Florida, Inc. – agency in charge of recruiting business to Florida
- **ELL**- English Language Learner
- **EOC** Assessment- Tests that are required to be taken to earn a standard high school diploma. This includes English, Algebra, and Science.
- **ESE** - Exceptional Student Education- formerly known as special education
- **ESOL** - English for Speakers of Other Languages
- **ETPL** – eligible training provider lists
- **ETS** – Educational Testing Service
- **Executive Order 19-31** – State of Florida Office of the Governor Executive Order #2019-31 Executive Order directs the Commissioner of Education re: [Charting a Course for Florida to Become Number 1 in the Nation in Workforce Education](#)
- **FAC** - [Florida Administrative Code](#) (List of all State Board Rules)
- **FACTE** - Florida Association for Career & Technical Education
- **FASA** - Florida Association of School Administrators

- **FCS** – Florida College System- network of Florida’s 28 State Colleges, formerly known as community colleges.
- **FDC**– Florida Department of Corrections
- **FDOE** – Florida Department of Education
- **FEFP** - Florida Education Finance Program – main source of state funding for school districts, including district technical centers
- **FETPIP** - Florida Education and Training Placement Information Program (see above)
- **FTE** - Full Time Equivalency- term used to describe the amount of funding a school gets based on a full-time student
- **Joint**- Union
- **Non-Joint** – Non-union
- **HBCU** – historically Black college and university
- **IB** - International Baccalaureate – Rigorous college-level coursework for secondary students. Similar to AP coursework.
- **IDEA** – Individuals with Disabilities Education Act- Federal legislation aimed at protecting students with disabilities and enhancing their education
- **IEP** - Individual Education Plan – Developed at the local level in K-12 for any student needing assistance due any kind of learning disability, or even if a student is just behind in their grade level.
- **IET** – Integrated Education and Training – combined academic and technical training
- **ILE** – Independent Local Education –Private Education
- **Industry Certification**- A voluntary process through which individuals are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills and competencies, resulting in the award of a time-limited credential that is nationally recognized and applicable to an occupation that is included in the workforce system’s targeted occupation list or determined to be an occupation that is critical, emerging or addresses a local need.
- **IT** - Information Technology
- **JAC** - Joint Apprenticeship Committee -(see JATC)
- **JATC** - Joint Apprenticeship Training Committee – Local union committees which oversee their apprenticeship programs.
- **LEA** - Local Educational Agency – general term used to refer to a school or a school district
- [LEP - Limited English Proficiency](#)
- [MSFW - Migrant and Seasonal Farm Workers](#)
- [NASWA - National Association of State Workforce Agencies](#)
- [O*NET - Occupational Information Network](#) resource frequently used by state supervisors of CTE to match training programs with occupations (CIP to SOC crosswak)
- **OCP** - Occupational Completion Point – used to indicate levels of completion toward PSVC
- [OES - Occupational Employment Statistics](#)
- **OIS** - Occupational Information Systems
- **OJT** - On-the-Job Training – Hands-on training in the workplace
- **OPPAGA** - Office of Program Policy Analysis & Government Accountability (Florida)- They research the main topics/issues of concern to Florida.

- **OST** - Occupational Skills Training
- **PAC** – Policy Advisory Committee
- **PBIF** - Performance Based Incentive Funding
- **PD** – professional development
- **PEPC** - Post Secondary Education Planning Commission
- **Perkins V** – The Strengthening Career and Technical Education for the 21st Century Act/Public Law No: 115-224- Federal money appropriated to the states for CTE
- **Postsecondary**- education after high school
- **PSAV** - Post Secondary Adult Vocational
- **PSV** - Post Secondary Vocational
- **PSVC** - Post Secondary Vocational Certificate
- **PY** - Program Year – used to describe an apprenticeship program year (analogous to saying “school year”)
- **RTI** - Related Technical Instruction – term used to describe the academic component of technical training
- **RWDB** - Regional Workforce Development Board
- **SAAC** - [State Apprenticeship Advisory Council](#)- directed to advise the FDOE on matters of apprenticeship. Consists of 10 members appointed by the Governor pursuant to s. 446.045, F.S.
- **SBE** - [State Board of Education](#) – The board that oversees public education in Florida, approves FDOE’s rules, state plans, school turn around decisions, contracts, etc.
- **SCNS** – Statewide Course Numbering System-(see above)
- **Secondary**- High school
- **SOC** - Standard Occupational Classification – codes established by the US DOL to label/identify occupations. These codes are paired with CIP codes to align programs with careers.
- **Next Generation Sunshine State Standards** – Current K-12 standards which are used as a guide of objectives that curriculum aims to achieve. (Also currently under review and revisions as directed by [Executive Order 19-32](#))
- **SSC** – the State Steering Committee (for Perkins V)
- **SUS** - State University System- Florida's 12 public universities
- **TABE** - Test of Adult Basic Education – common test used in part to obtain one’s GED
- **US DOL** - United States Department Of Labor
- **VR** – Florida Division of Vocational Rehabilitation - under FDOE
- **WDB** - Workforce Development Board
- **WDEF** - Workforce Development Education Fund
- **WDIS** - Workforce Development Information Systems
- **WEOIS** - Workforce Education and Outcome Information Services
- [WIA - Workforce Investment Act](#)
- **WIOA** – Workforce Innovation and Opportunity Act – Federal legislation and appropriated monies for state workforce development. WIOA is the major, federal legislation CareerSource implements throughout the state