



# FLORIDA TALENT DEVELOPMENT COUNCIL

**Wednesday, August 25, 2021  
3:00pm – 5:00pm EDT**

**Physical Address and Logistics Information:**

Florida Department of Education  
Turlington Building  
325 W. Gaines Street, Tallahassee  
Room: 1703/07 (17<sup>th</sup> Floor)

There is a parking garage directly across from the Turlington Building with a limited number of spaces, on the top level, available on a first-come, first-serve basis. Attendees may also utilize metered parking around the building.

Please note that the Turlington Building is a secure building. All participants will need to ensure they have proper photo identification and must check in at the security desk before being escorted to the conference room.

Attendees are advised to **arrive 30 minutes prior** to the meeting to account for parking and checking in with security.

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United States (Toll Free): 1-877-309-2073  
Or (not toll free) United States: 1-646-749-3129  
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# FLORIDA TALENT DEVELOPMENT COUNCIL

## **Agenda** **August 25, 2021** **3:00 pm**

- I. Welcome and Introductions**
  - Invocation- Jamal Sowell
  - Pledge of Allegiance- Jamal Sowell
  - Roll Call- DEO Staff
  - Approval of the Minutes – Michelle Dennard
- II. Meeting Objectives – Vice Chair, Michelle Dennard**
- III. REACH Act Updates**
  - Michelle Dennard, CareerSource Florida, Inc.
  - Chancellor Henry Mack, Florida Department of Education
- IV. Strategic Plan Update and Worksheet Review- Vice Chair, Michelle Dennard**
- V. Healthcare/Nursing Study- Chancellor Criser**
- VI. Public Comment**
- VII. Next Steps**
- VIII. Next Council Meeting**  
September 27, 2021  
10:00 am – 12:00 pm
- IX. Adjourn**



# FLORIDA TALENT DEVELOPMENT COUNCIL

## Meeting Minutes

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June 21, 2021  
3:00 pm

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### Members Present:

Joel Schleicher, Chair  
Michelle Dennard, Vice Chair  
Katherine Babcock for Senator Hutson  
Justin Berkowitz  
Bob Boyd  
Chancellor Marshall Criser  
Adrienne Johnston for Dane Eagle  
Chancellor Kathy Hebda  
Chancellor Henry Mack  
Jamal Sowell  
Roger Strickland for Tim Cerio  
Bob Ward  
Mark Wilson

**Members Excused:** Representative Rene Plasencia, Chancellor Eric Hall for Commissioner Richard Corcoran, Marva Johnson

### Others Present:

- Nicole Duque, Department of Economic Opportunity
- Emilie Oglesby, Department of Economic Opportunity

### I. Welcome, Roll Call and Approval of Minutes

- Nicole Duque called roll.
- Joel Schleicher welcomed members.
- Justin Berkowitz led the invocation and the pledge of allegiance.
- Council members approved the April 26, 2021 meeting minutes as presented.

### II. Meeting Objectives

Joel Schleicher reviewed the meeting objectives.

### III. Presentation- House Bill 1507- Overview, Data, and Healthcare Workforce Component

- Chancellor Henry Mack, Florida Department of Education
- Adrienne Johnston, Florida Department of Economic Opportunity
- Chancellor Kathy Hebda, Florida Department of Education

## **IV. Council Discussion on Presentation**

Discussion regarding House Bill 1507 included:

- The Department of Education's new workforce education data tool project, "Education Meets Opportunity Platform" (EMOP), which will be a dashboard that provides real time supply and demand and performance analytics, relying on a unified methodology for state-agency level workforce stakeholders. The Department will be working with PAIRIN on data analytics and workforce data integration.
- Addressing gaps in income-based aid for credential attainment, including how to increase access to credential attainment.
- How the bill addresses the Career and Professional Education (CAPE) Act, an industry certification program.
- How the bill builds on previous efforts like the Workforce Estimating Conference, high-demand occupations lists, and wage thresholds.
- The nursing study will evaluate the perceived shortage in the field, which will be crucial to understanding priorities in the healthcare industry. The Independent Colleges and University of Florida (ICUF) also offered their assistance in collecting data for the Board of Governors (BOG) for the nursing study.

## **V. Update on Strategic Plan**

Michelle Dennard provided an update on the Council's strategic plan. CareerSource Florida is currently finalizing the revision of the plan based on feedback. A draft update was provided to the Council. The Council agreed to provide any final feedback to the plan by June 28, 2021. The Department of Economic Opportunity staff will continue coordinating any additional feedback from members.

The Council voted to adopt the final revised plan once it is complete, pending any final edits from Council members.

## **VI. Data and Accountability Worksheet Discussion**

Feedback submitted by Council members is currently being reviewed by the CareerSource Florida team, under direction of Michelle Dennard.

The remaining priority areas from the strategic plan will go through a similar process for feedback where members will be provided a worksheet to complete.

## **VII. Gap Analysis**

Chancellor Henry Mack made the point that moving forward the Council and the state of Florida should not be limited by the metrics used to show improvement in the state's attainment rate under the Sail to 60 initiative. Florida should ensure that all populations and credentials, regardless of an attainment rate connection, are advancing. Discussion also included:

- The need to provide a more refined analysis of supply and demand in the state.
- Minimal legislation in different states; only a few states, including Florida, have legislation aiming to address the workforce gaps.
- Dissemination of data and information throughout the state.
- K-12 component.



# FLORIDA TALENT DEVELOPMENT COUNCIL

- Business community involvement.

## **VIII. Public Comment**

No public comment.

## **IX. Next Steps**

Council members will provide any additional feedback on the strategic plan by June 28, 2021. CareerSource Florida will continue revisions on the strategic plan.

## **X. Next Council Meeting**

Monday, July 26, 2021

3:00 pm – 5:00 pm

Virtual\*

## **XI. Adjourn**

Joel Schleicher adjourned the meeting.

*\*Note: This meeting was cancelled.*

# Florida Talent Development Council 2020-2023

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## STRATEGIC PLAN

March 2021 Update



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# CHAIRMAN'S LETTER

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Florida is uniquely positioned for continued recovery and growth in today's global economic climate. With strong leadership from Florida's Governor and Legislature, a top-rated higher education system and engaged business and industry leaders, the collaborative effort to broaden our employment base and ensure Florida's workforce is prepared for current and future opportunities was well underway prior to the COVID-19 downturn of 2020/2021.

In this current environment and with the added context of continually changing business needs, the development, evolution, and implementation of a strategic plan to build Florida's talent pipeline by **increasing educational attainment and expanding access to career pathways** is more important than ever. House Bill 7071, which passed during the 2019 legislative session, amended section 1004.015, Florida Statutes, to better prepare the workforce for the evolving workplace of the future. The new law empowers the Florida Talent Development Council to create, update and recommend a strategic plan to raise the percentage of working-age adults with a high-value postsecondary credential to at least 60% by 2030. We commend Governor Ron DeSantis and the Florida Legislature for the creation of this Council to support and accelerate this vital work.

Given our increasingly complex world, it is critical to continue learning and improving one's skills even after beginning a career. This Council's recommendations and initiatives will involve employers and employees as well as students and educators. Increasingly, employers recognize that continuing education and retraining are now an integral part of their human resource cost. Today's businesses must adapt to change and invest in their workforce or risk loss. Florida's leaders have a great opportunity to support and advance this forward progress through even stronger education and training partnerships with business and industry leaders as well as workforce and economic development partners.

Access to quality education and training opportunities is essential for all Floridians to reach their potential and achieve economic stability. We believe all students, whether from rural communities, inner cities, or suburbs, should have access to better educational outcomes and will continue to champion the Governor's initiatives supporting school choice and workforce education.

We are honored to contribute to the State of Florida's work to align education and training opportunities with tomorrow's workforce needs through the attached and updated Strategic Plan, originally published in December 2019, and updated in March 2021.

Sincerely submitted by,

**Joel A. Schleicher**  
*Chairman, The Florida Talent Development Council*

# PURPOSE AND SCOPE OF THE FLORIDA TALENT DEVELOPMENT COUNCIL

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To meet the changing and evolving employment and employer demands of the future, Florida is refocusing to create a modern alignment of postsecondary attainment, workforce development and economic development efforts. In 2019, the Florida Legislature established the Strengthening Alignment between Industry and Learning (SAIL) initiative as a proactive response to the need to develop a more evolved and highly skilled workforce. The SAIL to 60 initiative strives to have at least 60% of working-age adults (ages 25-64) in Florida with a high-value postsecondary certificate degree, credential, or training experience by 2030.

To achieve this goal, the Florida Legislature replaced the former Higher Education Coordinating Council with the Florida Talent Development Council and updated its membership, duties, and responsibilities. The enabling legislation, s.1004.015 F.S., charged the Council with developing a coordinated, data-driven, statewide approach to guide Florida's talent supply system in meeting the state's needs for a 21st century workforce.

The Florida Talent Development Council Strategic Plan, initially submitted in December 2019 and **updated in March 2021**, provides recommendations to raise to at least 60% the number of working-age Floridians with stated credentialing by 2030 as well as improve the alignment of programs and credentials with needs of employers. The 16-member Council includes legislative, business, workforce development and postsecondary education leaders. The Council committed to a cooperative and transparent strategic planning process and incorporated the following legislative requirements:

- Identify Florida's fastest-growing industry sectors and the postsecondary credentials required for employment in those industries **(Aligns with Goal 1, Policy and System Alignment)**
- Assess whether postsecondary degrees, certificates and other credentials awarded by Florida's institutions align with high-demand employment needs and job placement rates **(Goal 1)**
- Identify strategies to deepen and expand cross-sector collaboration to align education programs with targeted industry needs **(Goal 3)**
- Establish targeted strategies to increase certification programs for all populations with attention to closing equity gaps for underserved populations and incumbent workers requiring an upgrade of skills **(Goal 4)**
- Assess the role of apprenticeship programs in meeting targeted workforce needs and identify any barriers to program expansion **(Goal 5)**
- Identify common metrics and benchmarks to demonstrate progress toward the 60% attainment goal and how the Sail to 60 Initiative under s. 1004.013 F.S. can provide coordinated cross-sector support for the strategic plan **(Goal 1)**
- Recommend for improvement 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 **(Goal 2)**
- Establish a timeline for regularly updating the strategic plan and the established goals **(Recommend an annual review and biannual update, with additional updates if economic circumstances warrant)**

# STRATEGIC PLAN EXECUTIVE SUMMARY

The need for Florida to remain competitive and responsive to workplace innovations, including technological advances, automation, and general shifts within the workforce, emphasizes talent as a critical component in economic growth and success. It is essential that Florida focus on ensuring we have the workforce needed for the future by developing a strong talent pipeline fueled by data-driven educational attainment.

## **ATTAINMENT: WHY DOES IT MATTER?**

Higher attainment levels positively impact the individual, the local community and the state of Florida.



### **FLORIDA'S WORKERS:**

Increased job opportunity, higher earnings, decreased likelihood of unemployment over a lifetime, enhanced skills



### **LOCAL BUSINESS LEADERS:**

Increased ability to meet current and future talent needs, enhanced worker productivity, business development and growth, economic development



### **TAXPAYERS:**

Increased civic engagement, improved economic impact, decrease in population needing public assistance



### **PROSPERITY:**

Increased pathways to prosperity through innovation, a globally competitive workforce and job growth in a knowledge economy

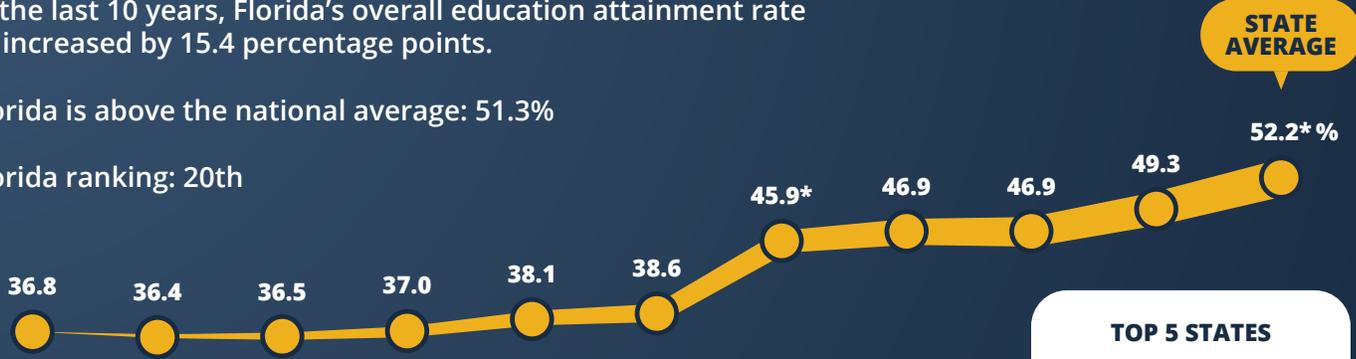
Over the past 12 years, Florida has made significant progress in increasing the overall education attainment rate of its workforce. Florida's attainment rate has increased by 15.4% from 36.8% in 2008 to 52.2% in 2018. This is in part due to the inclusion of workforce-relevant certificates in the total of postsecondary credentials since 2014. Since 2018, the total also has included certifications. Florida's attainment rate is higher than the national average of 51.3% and currently ranks 20th nationally.

## CURRENT RANKINGS

In the last 10 years, Florida's overall education attainment rate as increased by 15.4 percentage points.

Florida is above the national average: 51.3%

Florida ranking: 20th



\*Since 2014, workforce-relevant certificates have been included in the total of postsecondary credentials. Since 2018, the total also has included certifications.

TOP 5 STATES	
Massachusetts	61.1%
Colorado	59.8%
Washington	59.4%
Minnesota	58.6%
Connecticut	57.3%

As in previous recessions, the COVID-19 recession reflects unemployment rates that have been higher among individuals with lower education attainment levels. The seasonally adjusted national **unemployment rate** for workers 25 years old and over with less than a high school diploma was 12.6% in August 2020. Conversely, the national unemployment rate for those with a bachelor's degree or higher was less than half that, or 5.3%, in August 2020.

Educational attainment is the key metric that businesses use to measure the talent level in a community, region or state. Although Florida is currently ranked 20th in the nation, without a collaborative effort to address the current trajectory, the state will fall short of its goal to exceed 60% of adults with a degree or high-quality credential by 2030. **To meet the state's workforce needs, Florida must enhance current rates of educational attainment** as well as significantly increase the number of people who enroll in programs and earn all types of credentials beyond high school.

The Florida Chamber Foundation's Florida Jobs 2030 report provides an in-depth analysis of the state's 21st century jobs with the goal of ensuring Florida leverages opportunities to prepare for

current and future shifts in the workforce by producing the talent needed to meet industry demand. The report identifies five key industry sectors that represent more than 30% of Florida jobs and 40% of the gross state product, which include:

- **Advanced Manufacturing**
- **Aviation & Aerospace**
- **Finance & Financial Technology**
- **Healthcare & Life Sciences**
- **Logistics & Distribution**

Enterprise Florida, the state's economic development entity, also recognizes defense and homeland security, information technology, CleanTech and headquarters as important industry sectors for economic diversification and growth.

Projections from the Florida Department of Economic Opportunity's Bureau of Workforce Statistics and Economic Research identify the following as among the fastest growing occupations requiring postsecondary degrees or credentials.

## EMPLOYMENT PROJECTIONS 2019-2027

Occupational Group	Postsecondary Non-Degree Award (PSAV)	Associate Degree	Bachelor's Degree	Advanced Degree	Total Annual Openings
Business Operations Specialists	148	-	35,241	-	35,389
Health Diagnosing and Treating Practitioners	-	856	14,605	8,694	24,154
Preschool, Primary, Secondary, and Special Education School Teachers	-	2,780	16,386	-	19,166
Financial Specialists	-	-	17,881	-	17,881
Health Technologists and Technicians	9,216	5,156	1,179	42	15,592
Computer Occupations	-	1,990	13,338	44	15,372
Other Healthcare Support Occupations	15,146	-	-	-	15,146
Nursing, Psychiatric, and Home Health Aides	12,797	-	-	-	12,797
Motor Vehicle Operators	11,157	-	-	-	11,157
Top Executives	-	-	10,321	-	10,321
Other Management Occupations	-	63	9,142	558	9,762
Counselors, Social Workers, and Other Community and Social Service Specialists	-	-	4,768	4,796	9,564
Postsecondary Teachers	-	-	565	7,047	7,612
Personal Appearance Workers	7,505	-	0	-	7,505
Vehicle and Mobile Equipment Mechanics, Installers, and Repairers	7,389	-	0	-	7,389
Operations Specialties Managers	-	-	6,245	-	6,245
Other Teachers and Instructors	-	-	5,713	-	5,713
Engineers	-	-	5,650	-	5,650
Other Installation, Maintenance, and Repair Occupations	4,412	437	-	-	4,848
Legal Support Workers	96	3,779	-	-	3,875
All Other Occupational Groups	7,242	7,220	28,593	6,976	50,030
<b>TOTAL</b>	<b>75,108</b>	<b>22,281</b>	<b>169,627</b>	<b>28,157</b>	<b>295,168</b>

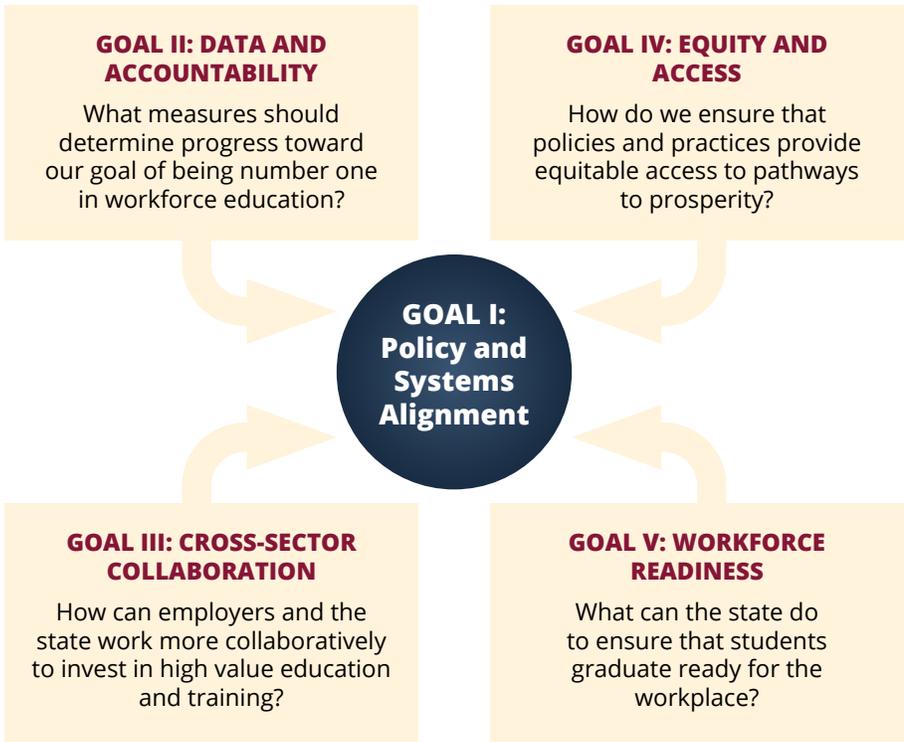
The Florida Chamber's latest report, Florida Workforce 2030, notes robots, automation, artificial intelligence, new innovations and technology are significantly changing the landscape of what will be required of Florida's workforce, and the skills that Florida students will need as they plan their future. While industry leaders are poised for continued growth, they are increasingly concerned about the lack of employability skills. Of those surveyed, 81% said they considered the lack of key skills (**employability, "soft" skills such as communication and leadership, digital skills**) are a threat to their business. With the world of work becoming increasingly complex, Florida must lead by developing, attracting, and retaining a strong talent pool to remain globally competitive.

The COVID-19 pandemic's impact on talent may also affect skills gaps, creating challenges for employers seeking to expand or replace an aging or reduced workforce. A recent landmark survey of nearly 54,000 employers commissioned by CareerSource Florida found skills gaps reported across all occupations and education levels in Florida's labor market. **This report also recommends upgrading employee skills to ensure Florida's workers are more competitive**, which leads to enhanced job retention rates, career advancement and broader career pathways.



The Florida Talent Development Council began meeting in October 2019 to develop a framework for its Strategic Plan that aligns education and training programs and credentials with the needs of employers and increases education and training attainment. The framework outlined five areas of focus: Policy and Systems Alignment, Data and Accountability, Cross-Sector Collaboration and Engagement, Equity and Access, and Workforce Readiness. Workgroups consisting of Council members, stakeholders and partner organizations were assigned to develop goals, strategies and tactics around each area of focus to answer specific questions and create a strategic plan for achieving the goals within each area of focus.

The workgroups drafted recommended goals, strategies and tactics to catalyze stronger overall system outcomes and equip the state's education providers, employers, communities and students with strategies to thrive and succeed leading up to 2030 and beyond. After reviewing the recommendations, the Council adopted the following goals for the five areas of focus, establishing Policy and Systems Alignment as the foundational goal for the overall Strategic Plan:



Strategies and tactics brought forward as recommendations to achieve the Council's goals are outlined in the following pages of the Strategic Plan. Some recommendations have been achieved; others are in progress. While a few recommendations may require legislative action, others involve process updates, systems change or enhanced collaboration to achieve Florida's overarching goal of at least 60% attainment by 2030 and ensure Florida's global competitiveness, now and into the future.

# FLORIDA'S TALENT DEVELOPMENT SYSTEM

## **Talent is a key component of Florida's economic growth.**

This system consists of an interconnected network of state, private and nonprofit education, workforce development, community development and business partners who work toward shared goals of ensuring Florida's workforce has the education and skills needed for resilient, self-sustaining and rewarding employment in a rapidly changing global economy.

Florida's K-12 education system has a strong tradition of success and accountability. **Recently, Florida was ranked 4th in the nation for K-12 student achievement.** The state was recognized for improving significantly in both 4th grade and 8th grade math, according to the Nation's Report Card. An emphasis on both choice and higher standards continues to yield significant results as the state focuses on talent. Florida's high school graduation rate is at 86% and needs to continue this upward trend. The innovative Florida Career and Professional Education Act (CAPE) created a statewide partnership between business and education communities to expand and retain high-value industry certifications while increasing career and technical education programs. These programs have yielded more than 165,000 industry certifications, many of which articulate into postsecondary programs.

## **Florida higher education has been ranked No. 1 for the past**

**three years** by U.S. News & World Report for its overall performance, including its two-year and four-year graduation rates. Individually, many colleges and universities have excellent rankings and earned awards for student success as well as innovative partnerships with industry. Recently, the Florida Council of 100 reported that universities in the state are producing \$2.4 billion of research and development annually that benefit industry as well as the universities.

Florida's focus on access, affordability and higher education has provided many paths to pursue a credential beyond high school that leads to a career. These programs include certifications and associate, bachelor's and graduate-level degrees. Florida's colleges remain the primary point of access to higher education, with 63% of the state's high school graduates who pursue postsecondary education beginning at a Florida college. Florida's nationally recognized articulation agreement allows students who begin at one of Florida's colleges to articulate to one of the state's universities.

**GOAL:**

**FLORIDA**

**#1**



**IN TALENT**

**CURRENTLY:**

**FLORIDA RANKED**

**#20**

**IN THE NATION  
POSTSECONDARY  
ATTAINMENT**

*(Lumina Stronger Nation Report)*

## FLORIDA'S HIGH IMPACT POLICIES / PRACTICES

### PATHWAYS TO CAREER OPPORTUNITY GRANTS

\$10 million to expand and build new registered apprenticeship and pre-apprenticeship programs.

### WORKFORCE PERFORMANCE INCENTIVE FUNDING

\$21 million to Florida Colleges and district technical centers for the awarding of approved industry certifications.

### WORKFORCE PERFORMANCE AND STUDENT SUCCESS INCENTIVE FUNDING

\$10 million to support efforts to align workforce programs by Florida Colleges to workforce demand.

### STATE UNIVERSITY SYSTEM PERFORMANCE FUNDING

Under the Pillars of Excellence, \$560 million is awarded to universities for their performance on metrics including percentage of graduates in areas of strategic emphasis, as well as post-graduate employment and earnings.

### CAREER AND TECHNICAL EDUCATION AUDIT

Executive Order 19-31 directed the Department of Education to audit career and technical education (CTE) offerings in the state to ensure alignment with high-growth, high-demand and high wage employment opportunities other credentials awarded by K-12 and postsecondary institutions.

Florida provides many opportunities to gain valuable employment and training credentials that complement the traditional education pipeline. Industry-recognized credentials are one tool Florida incentivizes to ensure high school graduates are prepared for college and career. Industry certifications validate the knowledge and skills required for success in a given industry or occupation. A report by the Department of Education shows more than 80% of workers holding non-degree credentials reported them as important for getting a job, keeping a job and staying marketable to prospective employers.

In the U.S., postsecondary certificates have become a cost-effective tool for increasing gainful employment and upward mobility by providing training in specific fields. There has been substantial growth in the awarding of these credentials, which are not only efficient – usually taking fewer than one to two years – but also provide a significant return on investment. Research from the Lumina Foundation estimates that about 5% of U.S. residents, and 8% of Floridians, hold a workforce-relevant certificate.

A recent report by ExcelinEd and Burning Glass Technologies entitled “Where Credentials Meet the Market,” found that Florida industry certifications provided a positive wage premium for completers. Furthermore, they also increased the likelihood of graduating high school, enrolling in college, completing community or state college, and enrolling in university. To ensure industry credentials are aligned to workforce demand, the report recommends that the state:

- Collaborate across sectors to develop clear definitions for industry credentials of value that are appropriate to CTE programs and pathways.
- Collect and report data on industry credential attainment throughout secondary and postsecondary.
- Connect industry credential attainment data to longitudinal datasets that include secondary, postsecondary and labor market outcomes. Publish periodic, user-friendly reports to all relevant stakeholders, including parents and students.
- Assess the return on investment of industry credentials over time to guide decision making related to policy and CTE program offerings, alignment, and quality. States can assess the value of individual credentials internally by adapting the methodology used in this report.
- Once these credentials are identified, provide financial incentives and accountability metrics for the attainment of industry.

## Where Credentials Meet the Market

*State Case Studies on the Effect of High School Industry Credentials on Educational and Labor Market Outcomes*

June 2019



**Florida’s public and private institutions produce more than 340,000 postsecondary credentials annually**, including industry certifications, academic certificates, associates, bachelor’s and graduate degrees. The Florida College System is the workforce engine of the state; 51% of the degrees and certificates awarded prepare students to enter directly into workforce. The additional degrees produced, associates of arts, are designed as a transfer pathway to university. According to the Board of Governors, degree production in STEM (science, technology, engineering, and mathematics) and Health disciplines continues to increase.

In the last five years, STEM/Health degrees at the baccalaureate level have grown 32%, compared to a 1% decline for non-STEM/ Health disciplines. Graduate STEM/Health degrees grew 24%, compared to a 5% decline for non-STEM/ Health disciplines.

Florida’s colleges and universities have remained focused on affordability and alignment between degrees and credentials and the jobs of today and tomorrow. For the last several years, Florida has tracked employment and earnings outcomes for graduates of public postsecondary institutions - from certificates to degrees and apprenticeships - in the annual Economic Security Report, which reinforces the value of education and training beyond high school. The average earnings for postsecondary graduates/completers, one year after finishing, ranged from \$26,800 for a technical diploma at a school district technical center to \$42,000-44,000 for apprenticeships, bachelor’s or advanced associate of science degrees. According to Florida Education and Training Placement Information Program (FETPIP), the average earnings for a 2017 high school graduate with no additional education or training was about \$11,000.

Florida's workforce system includes CareerSource Florida, the Governor's principal workforce policy organization, the Florida Department of Economic Opportunity, administrative entity for state workforce programs; 24 locally managed workforce development boards; and 100 career centers. In the 2019-2020 fiscal year, the network assisted more than 130,061 job seekers, including more than 7,712 veterans who found jobs, and provided services to more than 59,355 businesses.

CareerSource Florida is led by a board of directors appointed by the Governor, Florida Senate President and Florida House Speaker. The board is made up of leaders in business, government, education, labor, economic development and community development who provide policy direction for about \$250 million in annual workforce investments to address the employment and training needs of job seekers, workers and businesses. The local workforce development boards work closely with Florida employers and with the state's 28 state colleges to connect students and workers with credential and degree programs aligned with in-demand occupations in local areas.

In 2018, CareerSource Florida commissioned a landmark statewide survey of job vacancies and skills gaps. Skills gaps are generally considered to be a difference in the skills required or desired for a job by an employer and the actual skills and capabilities of the available workforce. Out of a total of 247,399 estimated vacancies reported by the nearly 54,000 Florida private-sector employers surveyed, 62,941 vacancies were reported to have skills gaps. This represented about one-third of the total employers that experienced skills gaps with job seekers, current and former employees. When gaps were noted by employers, foundational skills gaps such as communication, reliability and time management, leadership and problem solving were reported twice as often as technical skills gaps. The most commonly reported technical skills were information technology or research, workplace skills such as tool use and selection and safety skills, and math, including logic and job-specific mathematics.



Economic shifts in Florida will result in **SKILLS GAPS** between jobs and the workers needs to fill these **EMPLOYMENT OPPORTUNITIES**. The state faces an **URGENT** and **GROWING** need for **TALENT**.

**TO MAKE FLORIDA #1 IN TALENT**, increasing the number of credentials that align to workforce needs will close the educational and skills gap.

In Florida, more than 1.3 million people between the ages of 25 and 64 have some college experience, but no degree, according to the U.S. Census Bureau's American Community Survey. To stay competitive, the state must incentivize these individuals to return and complete their degree or other types of high quality training or certification. Better-paying jobs will continue to demand more sophisticated skills in manufacturing, financial services or the trades.



The survey showed skills gaps are found across all occupations and education levels in Florida's labor market. The COVID-19 emergency further exacerbated the divide between the skills and opportunities for reemployment or advancement in employment in several industries. Skills are a key to growing an economy and a viable labor market for employees, students, and job seekers.

Apprenticeships have become an increasingly important talent development strategy to address skills gaps in Florida, with registered apprenticeship and pre-apprenticeship training programs a key component of Florida's workforce education ecosystem. Registered apprenticeship and pre-apprenticeship nearly guarantee the most qualified workforce for Florida's industries; they also nearly guarantee students the ability to acquire advanced skills and knowledge so they can find meaningful work and accelerate in productive careers.

**Florida has increased the number of registered apprentices by 4,100 since last year**, as noted in Florida's [Annual Apprenticeship and Preapprenticeship Report](#) by the Florida Department of Education, with strong collaboration between the Florida Department of Education and its Office of Apprenticeship within the Division of Career and Adult Education, the state college system, CareerSource Florida and the Department of Economic Opportunity as well as Florida's business community.

The Strategic Plan that follows aims to address findings and built upon the successes already being demonstrated among Florida's talent development partners under the leadership of Governor DeSantis and the Florida Legislature.

# FLORIDA TALENT DEVELOPMENT COUNCIL STRATEGIC GOALS

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

The foundational goal of the Florida Talent Development Council's Strategic Plan is policy and systems alignment, necessary to deliver postsecondary education and training for students that results in talent pipeline alignment with high-demand employment needs and integral to achieving a workforce that meets the needs of 21st century employers.

### **Strategies**

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

##### ***Tactics***

- 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.

#### **2. Identify high-demand employment needs.**

##### ***Tactics***

- 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.



### **3. Determine the postsecondary programs and credentials needed to fill current and emerging demand for jobs.**

#### ***Tactics***

- 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.

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

#### ***Tactics***

- 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.**

Florida has a strong history of data collection that informs policy and practice. Through the Department of Education, the state tracks measures that are critical to education attainment. The metrics include kindergarten readiness, 3rd grade reading proficiency, 8th grade math skills, high school completion rates, postsecondary enrollment rates and completions. The Department of Economic Opportunity tracks important measures connected to employment and earnings. The metrics include total employment, employment rate, per capita income and average annual wage. These metrics are directly connected to talent and economic mobility in Florida. The Florida Economic Security Report details data on graduate outcomes for public educational systems including numbers of completers, wages after graduation and wages by credential type. The Florida College Access Network collects data on educational attainment rates at the state and county level.

Concurrence among talent development system partners on common metrics and benchmarking is necessary to accurately assess progress and identify areas for continuous improvement. This concurrence and collaboration are expected by the system's shared customers – Florida's students, parents, workforce and employers – and is integral to achieving the goals of this Strategic Plan.

### **Strategies**

#### **1. Identify the fastest-growing industry sectors in Florida.**

##### ***Tactics***

- a) Use calibrated job forecasting analysis from the Florida Department of Economic Opportunity, Enterprise Florida, CareerSource Florida and other real-time data sources to see which occupations 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) Develop a matrix that aligns fastest-growing industries and occupations to Enterprise Florida's Targeted Industry Clusters and includes occupations ranging from low- to high-skill jobs.
- c) Develop an awareness campaign and a dashboard to help educate and inform students, parents, counselors, recruiters and other stakeholders to the in-demand jobs and job openings in their region that range from low-, middle- and high-skill occupations.

#### **2. Ensure postsecondary credentials needed for the fastest-growing jobs are available.**

##### ***Tactics***

- 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.

## **PATHWAY TO JOB MARKET DASHBOARD** **\$2.5 MILLION** (from Governor's Fund)



- Further meets the goals of Executive Order 19-31 by positioning Florida to become #1 in workforce education by 2030, developing a technology platform to provide accurate quantitative data on all of Florida's CTE courses/ programs.
- For economic recovery, postsecondary technical/vocational certifications are an increasingly viable route to well-paying middle-skill jobs and careers in critical needs areas. In Florida, these areas include healthcare technicians, first responders, trades, manufacturing, supply chain and logistics, and general business administration.
- Currently, CTE data is captured and collected locally and available to FDOE upon request. FDOE would source a technology platform that would provide quantitative data on all of its CTE courses and programs at the state and regional level. The tool would provide internal and external CTE stakeholders a "cockpit view" of the performance (e.g., established performance quality indicators and extent of the program's market alignment) of Florida's credentials of value.
- The platform would integrate all existing labor market information resources and data, analyzing and aggregating them in a way that paints the most comprehensive and accurate picture possible of the labor market. The platform would be housed within and maintained by FDOE, and integrate data from all secondary CTE programs and all CTE programs within the state's postsecondary system (i.e., all Florida College System institutions and state technical colleges).
- In the end, the dashboard would permit all of the state's workforce and economic development agencies to access and capture key workforce intelligence and analytics.

*Florida Department of Education Presentation, Talent Development Council, June 2020*

### **3. Form a Florida Workforce Data Advisory Panel to 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.**

#### ***Tactics***

- 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. 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.
- e) Measure and assess the use of business-led, work-based learning, such as pre-apprenticeships, 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.**

Under the federal Workforce Innovation and Opportunity Act, Florida’s talent development system partners have established a strong record of cross-sector collaboration and engagement that well-positions the state for success in achieving this important goal. Also critical to the achievement of all goals within this plan, cross-sector collaboration provides all system partners the ability to leverage each other’s strengths and expertise to advance individual and collective efforts to strengthen Florida’s talent pipeline.

#### **Strategies**

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

#### **Tactics**

- 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.
- 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.

## **CAREER & TECHNICAL EDUCATION PROGRAM AUDIT & DEFINING STATEWIDE CREDENTIALS OF VALUE**

- All CTE Audit related information for year one can be found at [fldoe.org/careerpathways](http://fldoe.org/careerpathways).
- Recently onboarded the Statewide Director of Career and Technical Education Quality, Dr. Keith Richard, to conclude year one of the audit and re-envision the future of the CTE Audit.
- Institutions are currently conducting their local review of programs and will be submitting their reviews to the FDOE to meet upcoming deadlines. Reviews of institutional performance are due June 30th and reviews of market demand are due August 31st (to coincide with Perkins V deadlines).
- Year two of the CTE Audit will be re-envisioned through broader work conducted by the FDOE through collaboration with external partners.

*Florida Department of Education Presentation, Talent Development Council, June 2020*

**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.**

***Tactics***

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

***Tactics***

- 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.





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

##### ***Tactics***

- 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.

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

##### ***Tactics***

- 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 that potentially benefit from public- private partnerships.
- 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.

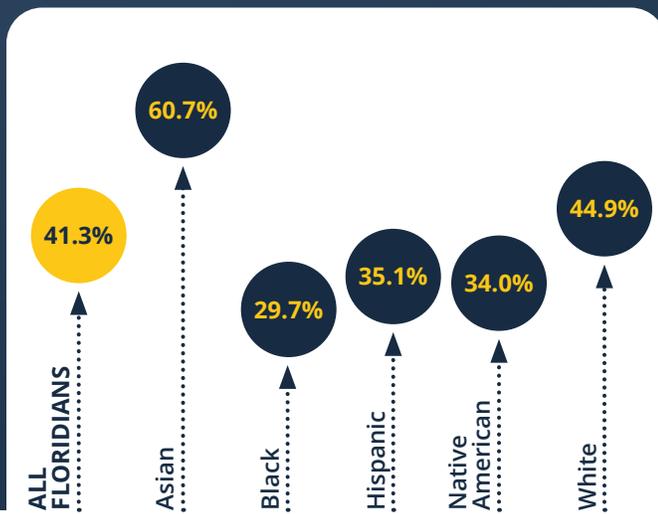
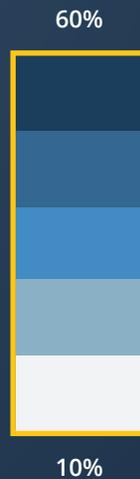
**IV. EQUITY AND ACCESS – Increase access to postsecondary education and successful completion for underserved populations and incumbent workers requiring an upgrade of skills.**

Florida is a diverse state with differences in capacity and talent needs from northern, central, southern, urban and rural areas. Disparities in equity and access are evidenced by wide variation in attainment levels by race, income level and from county to county.

A coordinated talent development strategy should fully engage stakeholders who reflect the business community, education partners, nonprofit organizations, chambers, workforce boards, and economic and community development organizations of each region. This will ensure the strategy is responsive to the local needs of the community and aligns to the workforce demand for the area.

**DEGREE ATTAINMENT FOR WORKING-AGE ADULTS BY COUNTY**

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



**LOCAL AND STATE LEADERS CAN USE LOCAL ATTAINMENT RATES TO WORK TOWARD IMPROVING TALENT DEVELOPMENT**

## Strategies

- 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.**

### *Tactics*

- 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. The framework must include information regarding critical gaps for underserved and underrepresented groups in focus areas including but not limited to socioeconomic, geographic, race/ ethnicity, veterans and other indicators deemed essential to achieve the state's postsecondary attainment goal.
  - 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.
- 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.**

### *Tactics*

- 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, which may include but not be limited to dual enrollment, increasing work-based learning opportunities for Florida students and incumbent workers and expanding access to online education.

**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)**

***Tactics***

- 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.**

Florida is a diverse state with differences in capacity and talent needs from northern, central, southern, urban and rural areas. Disparities in equity and access are evidenced by wide variation in attainment levels by race, income level and from county to county.

A coordinated talent development strategy should fully engage stakeholders who reflect the business community, education partners, nonprofit organizations, chambers, workforce boards, and economic and community development organizations of each region. This will ensure the strategy is responsive to the local needs of the community and aligns to the workforce demand for the area.

### **Strategies**

#### **1. Expand apprenticeships in meeting targeted workforce needs.**

##### ***Tactics***

- 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.

#### **2. Increase early career-related education and exposure.**

##### ***Tactics***

- 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.

#### **3. Address essential and occupational skills gaps.**

##### ***Tactics***

- 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.

#### **4. Establish career pathways as the framework for Florida's talent development system.**

##### ***Tactics***

- 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. Increase postsecondary transitions and credential attainment.**

##### ***Tactics***

- 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.

# CALL TO ACTION

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After taking the opportunity to evaluate plan elements and to consider Florida's economic climate, the Florida Talent Development Council will enter an implementation and execution phase of the strategic plan. These implementation steps will include:

- Implementing the 2021 Reimagining Education and Career Help (REACH) Act;
- Prioritizing the strategies developed by the council for action;
- Sharing best practices and ongoing work at both the state and regional level;
- Identifying the organizations and agencies who have a role in the strategies and tactics identified as top priorities;
- Developing benchmarks for measuring progress, including anticipated timeframes for action; and
- Reevaluating the strategic priorities for periodic plan updates.

While the strategic plan provides a blueprint for action in realizing Florida's attainment goal, it is the responsibility of the council to evaluate progress and make modifications and improvements as necessary. The council will phase implementation during the 2021 calendar for progress and continuous improvement.

# COUNCIL MEMBERS

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**JOEL SCHLEICHER, CHAIR**

**SENATOR TRAVIS HUTSON**

*Governor's Appointee, Senate Appointee*

**DANE EAGLE**

*Florida Department of Economic Opportunity*

**BOB WARD, SECRETARY**

*Florida Council of 100*

**TIMOTHY M. CERIO**

*Florida Board of Governors*

**RICHARD CORCORAN**

*Florida Department of Education*

**MICHELLE DENNARD, VICE CHAIR**

*CareerSource Florida*

**MARVA JOHNSON**

*State Board of Education*

**REPRESENTATIVE RENE PLASENCIA**

*House Appointee*

**JAMAL SOWELL**

*Enterprise Florida, Inc.*

**MARK WILSON**

*Florida Chamber of Commerce*

**EX-OFFICIO MEMBERS:**

**BRANDON BIEDERMAN**

*Florida Association of Postsecondary  
Schools and Colleges*

**ROBERT BOYD**

*Independent Colleges and Universities of Florida*

**CHANCELLOR MARSHALL CRISER**

*State University System of Florida*

**CHANCELLOR KATHY HEBDA**

*Florida Department of Education  
Florida College System*

**CHANCELLOR HENRY MACK**

*Florida Department of Education Division  
of Career and Adult Education*

# Florida Talent Development Council 2020-2023

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## STRATEGIC PLAN

March 2021 Update

[floridajobs.org/TalentDevelopmentCouncil](https://floridajobs.org/TalentDevelopmentCouncil)





# FLORIDA TALENT DEVELOPMENT COUNCIL

## Completed Worksheet: Data and Accountability

*\*This worksheet consists of the combined responses received from Council members.*



# Florida Talent Development Council Strategic Plan

II. **Priority: Data and Accountability** – Identify common metrics and benchmarking to demonstrate progress on the SAIL to 60 by 2030 initiative.

*Strategy 1: Identify the fastest-growing industry sectors in Florida.*

Tactics	Contributors	Actions	Supporting Information
<p>a. Use calibrated job forecasting analysis from the Florida Department of Economic Opportunity, Enterprise Florida, CareerSource Florida and other real-time data sources to see which occupations 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.</p>	<p>(BW) Chancellor Henry Mack, Adrienne Johnston, Michelle Dennard, Jamal Sowell, Dr. Jerry Parrish</p> <p>(JB) Currently working with CareerSource Florida to identify high demand occupations and high-skilled employment opportunities for our students.</p>	<p>(BOG-SUS-CE) Utilizing DEO and BLS employment forecasts to analyze workforce demand and perform ongoing gap analyses matching Florida’s employment needs with relevant academic programs. Institutions proposing new academic programs must document evidence of local and statewide workforce demand in Florida.</p> <p>(FDOE) Work is currently underway with vendor (PAIRIN) contracted by FDOE and DEO to develop an interagency workforce dashboard.</p> <p>(JB) New programs are being created to tailor the needs of our local communities.</p>	<p>(BOG-SUS-CE)  <a href="https://www.flbog.edu/resources/academic/programs-of-strategic-emphasis/">https://www.flbog.edu/resources/academic/programs-of-strategic-emphasis/</a></p> <p>(BW) Need to plan for the implementation of the new forecasting tool/Labor Market Estimating Conference adopted in REACH Act</p>
<p>b. Develop a matrix that aligns fastest-growing industries and occupations to Enterprise Florida’s Targeted Industry Clusters and includes occupations ranging from low- to high-skill jobs.</p>	<p>(BW) Adrienne Johnston, Dr. Jerry Parrish</p> <p>(JB) CareerSource Florida</p>	<p>(BOG-SUS-CE) The Board of Governors has a Task Force on Academic and Workforce Alignment, that has been receiving input from business leaders from key industries of Florida. These industries closely align with Enterprise Florida’s list.</p> <p>(BW) DEO Demand Occupation Lists Impact analysis used for the</p>	<p>(BOG-SUS-CE)  <a href="https://www.flbog.edu/committee/task-force-on-academic-and-workforce-alignment/">https://www.flbog.edu/committee/task-force-on-academic-and-workforce-alignment/</a></p> <p>(BW) Dr. Parrish has often been asked to forecast/futurecast these types of trends for conferences such as the annual Florida Makes Conference.</p>



		<p>Florida Chamber Foundation's Dashboard concept.</p> <p>(JB) Work with CareerSources Florida and their employment matrix spreadsheets to review current trending occupations in our area. (Should this be CareerSource Flagler Volusia? VH)</p>	
<p>c. Develop an awareness campaign and a dashboard to help educate and inform students, parents, counselors, recruiters and other stakeholders to the in-demand jobs and job openings in their region that range from low-, middle- and high-skill occupations.</p>	<p>(FDOE) FDOE, Florida Virtual Campus (FLVC), Florida College Access Network (FCAN), Local College Access Networks, Florida Student Success Center - Potential thought partner for this may be the Skill Up team for insights on the Skill Up awareness campaign conducted with Central Florida FCS institutions (Valencia, Seminole State, Daytona State and IRSC).</p> <p>(BW) Chancellor Henry Mack, Dr. Carrie Henderson, Dr. Keith Richard</p> <p>(JB) Bureau of Labor Statistics website</p>	<p>(BOG-SUS-CE) Developing a new online graduate employment outcomes tool per the requirements in HB 1261. The bill also requires that each state university board of trustees adopt procedures to connect undergraduate students to career planning, coaching, and related programs during the first academic year of the student's enrollment.</p> <p>(FDOE) Development of workforce dashboard set to be complete by summer, 2022. How we want to visualize this to the public is yet to be determined.</p> <p>Once developed, leverage existing state career and advising platforms at the K-12 and postsecondary levels to bring awareness to data dashboard for students and parents. Additional communication could be realized through school/institution career centers and advisors and parent networks.</p> <p>Engage partners such as Florida College Access Network, Local College Access Networks and the Florida Student Success Center in sharing the tools and resources.</p> <p>(BW) DOE RFP Deployment of Education Meets Opportunity Platform using PAIRIN for statewide workforce data</p>	<p>(BOG-SUS-CE)  <a href="https://www.flsenate.gov/Session/Bill/2021/1261/BillText/er/PDF">https://www.flsenate.gov/Session/Bill/2021/1261/BillText/er/PDF</a></p> <p>(FDOE) Can we have an update from Enterprise Florida on their visualization of talent and supply? What data sources are being used?</p> <p>Sample resources that could be used:          Florida Shines: <a href="https://www.floridashines.org/">https://www.floridashines.org/</a>          Economic Security Report: <a href="https://www.floridajobs.org/docs/default-source/state-program-reports/2020-state-program-report/2019-esr-(final)143322a4cbbb61cbb02aff01004f56df.pdf?sfvrsn=3a8843b0_0">https://www.floridajobs.org/docs/default-source/state-program-reports/2020-state-program-report/2019-esr-(final)143322a4cbbb61cbb02aff01004f56df.pdf?sfvrsn=3a8843b0_0</a>          Counseling for Future Handbook: <a href="https://dlss.flvc.org/florida-counseling-for-future-education-handbook">https://dlss.flvc.org/florida-counseling-for-future-education-handbook</a></p> <p>Sample partners that could assist with dissemination of information:          Florida Virtual Campus          Florida College Access Network          Florida Student Success Center</p> <p>(JB) bls.gov</p>



		<p>integration and large-scale change management.</p> <p>(JB) Review current employment statistics with future students on the Bureau of Labor Statistics (BLS) website.</p>	
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**II. Priority: Data and Accountability – Identify common metrics and benchmarking to demonstrate progress on the SAIL to 60 by 2030 initiative.**

*Strategy 2: Ensure postsecondary credentials needed for the fastest-growing jobs are available.*

<b>Tactics</b>	<b>Contributors</b>	<b>Actions</b>	<b>Supporting Information</b>
<p>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.</p>	<p>(BW) Chancellor Henry Mack, Dr. Carrie Henderson and Dr. Keth Richard</p> <p>(JB) Program Advisory Board Committee members</p>	<p>(BOG-SUS-CE) Utilizing DEO and BLS employment forecasts to analyze workforce demand and perform ongoing gap analyses matching Florida’s employment needs with relevant academic programs. Board staff will implement provisions of the REACH Act, which makes changes to the process for selecting the Programs of Strategic Emphasis, working with the Labor Marketing Estimating group and Credentials of Value group.</p> <p>(FDOE) On hold until CIP to SOC crosswalk is adopted and methodology for CTE is updated in light of new workforce dashboard vendor (PAIRIN).</p> <p>(BW) DOE Credentials of Value Project; REACH Act – CareerSource Florida and Credentials Review Committee</p> <p>(JB) Program Advisory Board Committee members meet with campus program leaders and instructors to review current job skills.</p>	<p>(BOG-SUS-CE)  <a href="https://www.flbog.edu/resources/academic/programs-of-strategic-emphasis/">https://www.flbog.edu/resources/academic/programs-of-strategic-emphasis/</a></p> <p>(BW) There are also individual efforts ongoing in regions to try to link skills gaps to degree and certificate production—Tampa Bay Partnership, Orlando (OEC), and the work of the Palm Beach County Business Development Board via Kelly Smallridge.</p>



<p>b. Develop a sustainable process for the business community to identify the secondary and postsecondary credentials and occupational skill needed to fill talent gaps in Florida.</p>	<p>(JB) Program Advisory Board Committee members</p>	<p>(JB) Program Advisory Board Committee members meet with campus program leaders and instructors to review current job skills.</p>	<p>(BW) There are individual efforts ongoing in regions to try to link skills gaps to degree and certificate production—Tampa Bay Partnership, Orlando (OEC), and the work of the Palm Beach County Business Development Board via Kelly Smallridge.</p>
<p>c. Modify the national Classification of Instructional Programs (CIP) X Standard Occupational Classification (SOC) crosswalk to align with Florida secondary and posecdary credentials and implement as statewide standards.</p>	<p>(BW) Adrienne Johnston and interagency/educational sector TDC data workgroup; Chancellor Henry Mack, Dr. Carrie Henderson, and Dr. Keith Richard</p>	<p>(BOG-SUS-CE) Participating in the CIP to SOC Working Group Meetings since 09/2020. Six meetings have been held so far, with a seventh planned for 6/18/2021.</p> <p>(FDOE) Underway and taken on as a new deliverable with the new vendor (PAIRIN) for the workforce dashboard.</p> <p>(BW) REACH Act – CareerSource Florida and Credentials Review Committee</p>	

**II. Priority: Data and Accountability** – Identify common metrics and benchmarking to demonstrate progress on the SAIL to 60 by 2030 initiative.

*Strategy 3: Form a Florida Workforce Data Advisory Panel to 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 infrasturcture.*

Tactics	Contributors	Actions	Supporting Information
<p>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</p>	<p>(BW) Chancellor Henry Mack, Dr. Carrie Henderson, and Dr. Keith Richard</p>	<p>(BOG-SUS-CE) Developing a new online graduate employment outcomes tool per the requirements in HB 1261. The bill also requires that each state university board of trustees adopt procedures to connect undergraduate students to career</p>	<p>(BOG-SUS-CE) <a href="https://www.flsenate.gov/Session/Bill/2021/1261/BillText/er/PDF">https://www.flsenate.gov/Session/Bill/2021/1261/BillText/er/PDF</a></p> <p>(FDOE) This is redundant of the Strategy 1 &amp; 2 above. Suggest striking.</p>



<p>decisions as well as communicate performance to all stakeholders, including students/parents, job seekers, businesses and policymakers.</p>		<p>planning, coaching, and related programs during the first academic year of the student's enrollment.</p> <p>(BW) DOE RFP deployment of Education Meets Opportunity Platform utilizing PAIRIN for statewide workforce data integration and large-scale change management.</p>	
<p>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.</p>	<p>(FDOE) FDOE Staff</p>	<p>(BOG-SUS-CE) The State University System institutions receive funding through an allocation through a Performance Based Funding model. The Performance Funding Model includes metrics that measure the percentage of bachelor's degree graduates employed and median wages of graduates.</p> <p>(FDOE) FDOE staff can identify existing accountability measures in statute/rule related to district and college program performance in relation to workforce development.</p>	<p>(FDOE) Sample existing FCS accountability measures:</p> <ul style="list-style-type: none"> <li>• 1001.02(3)(a) - SBOE and BOG coordinate to meet state needs</li> <li>• 1001.03(13) - SBOE cyclic program review</li> <li>• 1001.03(16)(a) - SBOE performance metrics including employment and job placement</li> <li>• 1008.43(1)(a) - DOE performance measures for career education</li> <li>• 1001.66(1) - FCS performance-based incentive metrics</li> <li>• 1007.33(1)(a) - FCS institutions can offer baccalaureate degree programs that meet local demand and needs</li> </ul>
<p>c. Identify, measure and assess the integration of critical employability skills into academic and training programs and assessments.</p>	<p>(JB) Program Advisory Board Committee members</p>	<p>(BOG-SUS-CE) Many academic programs in the State University System have opted to formalize industry and stakeholder input by creating advisory councils.</p> <p>There are nearly 300 advisory councils in the SUS and these councils are comprised of industry professionals, program alumni, and local community professionals. Most advisory councils provide guidance on</p>	



		<p>curriculum, industry trends, and department strategic planning.</p> <p>Additionally, some advisory councils create a bridge between academics and practice through providing internships, mentorships, and mock interviewing. Advisory council members may serve as judges and coaches for competition teams or capstone projects.</p> <p>(FDOE) This will be done as a function of HB1507. FCS and BOG will convene faculty discipline committees to identify employability skills in General Education core courses. (FDOE)</p> <p>(JB) Our Program Advisory Board Committee members would advise college officials on current critical employment skills and training programs currently being trained in today's workforce.</p>	<p>(FDOE) The general education core course options were adopted in <a href="#">State Board of Education Rule 6A-14.0303, F.A.C.</a> and <a href="#">Board of Governors Regulation 8.005.</a></p>
<p>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. 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.</p>	<p>(FDOE) Federal Communications Commission</p>	<p>(BOG-SUS-CE) The BOG has strategic goals related to the percentage of students engaged in online courses.</p> <p>(FDOE) This is underway with new vendor (PAIRIN). Suggest striking – this is redundant of the aims above.</p> <p>The Emergency Connectivity Fund Program is a \$7.17 billion program that will help schools and libraries close the Homework Gap by providing funding for the reasonable costs of laptop and tablet computers; Wi-Fi hotspots;</p>	<p>(BOG-SUS-CE)  <a href="https://www.flbog.edu/board/strategic-plan/">https://www.flbog.edu/board/strategic-plan/</a>  <a href="https://www.flbog.edu/resources/online-education/2025-strategic-plan-for-online-education/">https://www.flbog.edu/resources/online-education/2025-strategic-plan-for-online-education/</a>  <a href="https://www.flbog.edu/wp-content/uploads/2021/06/04_a_Draft-2020-Annual-Report.pdf">https://www.flbog.edu/wp-content/uploads/2021/06/04_a_Draft-2020-Annual-Report.pdf</a></p> <p>(FDOE)  <a href="#">FCC to Launch \$7.17 Billion Connectivity Fund Program   News Release</a>  <a href="#">Emergency Connectivity Fund   Federal Communications Commission (fcc.gov)</a></p>



		modems; routers; and broadband connectivity purchases for off-campus use by students, school staff, and library patrons in need.	
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.	<p>(BW) Lee Chipps-Walton (DOE) – Work-Based Learning data workgroup</p> <p>(JB) Family Internal Medicine Practices, speciality clinics, hospitals, and urgent cares</p>	<p>(BOG-SUS-CE) Each SUS institution maintains a career center dedicated to connecting students with educational/work opportunities including internships and full-time employment.</p> <p>(FDOE) Underway. See new reporting requirements found in REACH Act.</p> <p>(BW) Workgroup is exploring the tracking of postsecondary work-based learning program outputs and outcomes</p> <p>(JB) Work with our clinical sites who offer our students externship opportunities and provide feedback to college officials.</p>	<p>(BOG-SUS-CE)</p> <p><a href="https://floridacareercenters.org/">https://floridacareercenters.org/</a></p>



# Worksheets for Strategic Priorities 1., 3., 4., and 5.

*\*These are new worksheets for the remaining strategic priorities. Please provide feedback and submit your responses to staff.*



# Florida Talent Development Council Strategic Plan

- I. **Priority: Policy and Systems Alignment** – Deliver postsecondary education and training for students that results in talent pipeline alignment with high-demand employment needs.

*Strategy 1: Identify the postsecondary degrees, certificates and other credentials awarded by Florida’s postsecondary institutions.*

Tactics	Contributors	Actions	Supporting Information
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.			



**I. Priority: Policy and Systems Alignment** – Deliver postsecondary education and training for students that results in talent pipeline alignment with high-demand employment needs.

*Strategy 2: Identify high-demand employment needs.*

Tactics	Contributors	Actions	Supporting Information
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.			



**I. Priority: Policy and Systems Alignment – Deliver postsecondary education and training for students that results in talent pipeline alignment with high-demand employment needs.**

*Strategy 3: Determine the postsecondary programs and credentials needed to fill current and emerging demand for jobs.*

Tactics	Contributors	Actions	Supporting Information
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.			



**I. Priority: Policy and Systems Alignment** – Deliver postsecondary education and training for students that results in talent pipeline alignment with high-demand employment needs.

*Strategy 4: Connect employers with postsecondary delivery systems to help identify the gaps in curriculum to build a talent pipeline.*

Tactics	Contributors	Actions	Supporting Information
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.			



# Florida Talent Development Council Strategic Plan

**II. Priority: 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.

*Strategy 1: Engage targeted industry sectors, employers and businesses in the design and delivery of training and education programs*

Tactics	Contributors	Actions	Supporting Information
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.			
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.			



**III. Priority: 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.

*Strategy 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.*

Tactics	Contributors	Actions	Supporting Information
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 program.			
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.			



**III. Priority: 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.

*Strategy 3: Expand and accelerate the development, approval and implementation of employer-driven training models, including non-traditional work and learn models.*

Tactics	Contributors	Actions	Supporting Information
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.			



**III. Priority: 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.

*Strategy 4: Leverage postsecondary institutions to deepen the state’s talent pool to support expansion in targeted sectors.*

Tactics	Contributors	Actions	Supporting Information
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.			



**III. Priority: 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.

*Strategy 5: Directly link public investments of postsecondary education, training and career development to the targeted industry needs within Florida’s economy.*

Tactics	Contributors	Actions	Supporting Information
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 that potentially benefit from public- private partnerships.			
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.			
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## Florida Talent Development Council Strategic Plan

**IV. Priority: Equity and Access** – Increase access to postsecondary education and successful completion for underserved and incumbent workers requiring an upgrade of skills.

*Strategy 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.*

Tactics	Contributors	Actions	Supporting Information
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 . The framework must include information regarding critical gaps for underserved and underrepresented groups in focus areas including but not limited to socioeconomic, geographic, race/ethnicity, veterans and other indicators			



deemed essential to achieve the state's postsecondary attainment goal.			
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.			



**IV. Priority: Equity and Access** – Increase access to postsecondary education and successful completion for underserved and incumbent workers requiring an upgrade of skills.

*Strategy 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.*

Tactics	Contributors	Actions	Supporting Information
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, which may include but not be limited to dual enrollment, increasing work-based learning opportunities for Florida students			



and incumbent workers and expanding access to online education.			
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**IV. Priority: Equity and Access** – Increase access to postsecondary education and successful completion for underserved and incumbent workers requiring an upgrade of skills.

*Strategy 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)*

Tactics	Contributors	Actions	Supporting Information
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.			



# Florida Talent Development Council Strategic Plan

**V. Priority: Workforce Readiness** – Increase postsecondary attainment, training transition, skills and gainful employment in targeted industry sectors.

*Strategy 1: Expand apprenticeships in meeting targeted workforce needs.*

Tactics	Contributors	Actions	Supporting Information
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.			



**V. Priority: Workforce Readiness** – Increase postsecondary attainment, training transition, skills and gainful employment in targeted industry sectors.

*Strategy 2: Increase early career-related education and exposure.*

Tactics	Contributors	Actions	Supporting Information
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.			



**V. Priority: Workforce Readiness** – Increase postsecondary attainment, training transition, skills and gainful employment in targeted industry sectors.

*Strategy 3: Address essential and occupational skills gaps.*

Tactics	Contributors	Actions	Supporting Information
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.			



**V. Priority: Workforce Readiness** – Increase postsecondary attainment, training transition, skills and gainful employment in targeted industry sectors.

*Strategy 4: Establish career pathways as the framework for Florida’s talent development system.*

Tactics	Contributors	Actions	Supporting Information
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.			



**V. Priority: Workforce Readiness** – Increase postsecondary attainment, training transition, skills and gainful employment in targeted industry sectors.

*Strategy 5: Increase postsecondary transitions and credential attainment.*

Tactics	Contributors	Actions	Supporting Information
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.			