

DRAFT Strategic Plan Update

Goal	Identified Work In Progress	Council Member Identified Work in Progress
1 STRATEGIC GOALS		
I. POLICY AND SYSTEMS ALIGNMENT – Deliver postsecondary education and training for students that results in talent pipeline alignment with high-demand employment needs		
1. Identify the postsecondary degrees, certificates and other credentials awarded by Florida's postsecondary institutions.		
a) Identify postsecondary program offerings across district postsecondary institutions, Florida College System institutions, State University System, Independent Colleges and Universities of Florida and the Commission for Independent Education.		
b) Collect data on program offerings and credential production for postsecondary institutions through the Integrated Postsecondary Education Data Set (IPEDS) and existing reporting systems or institutions, such as data on enrollment counts, completion counts, location of institution and key student outcome measures, including job placement rates.	EMOP	
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.	Waiting on the LMEC	
a) Identify high-demand employment needs, with an emphasis on Florida's targeted sectors and fastest-growing industry sectors.	LMI Dashboard	
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.	EMOP	
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.	EMOP	
3. Determine the postsecondary programs and credentials needed to fill current and emerging demand for jobs.	Waiting on the LMEC	
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.	Waiting on the LMEC	
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.	Waiting on the LMEC	
4. Connect employers with postsecondary delivery systems to help identify the gaps in curriculum to build a talent pipeline.		
a) Provide access to information by publishing a data visualization tool on the areas (occupations and regions) where there is an unmet need for a particular program as well as data on outcomes of postsecondary completers.		
b) Encourage the continued building and improvement of sector strategies and sector partnerships that have been and are being built regionally (by workforce region)—bring together multiple employers within an industry to collaborate with postsecondary institutions, schools, workforce boards, community and economic development organizations and other stakeholders to align training and outcomes with the skills needed to help industries grow and compete.	Aerospace Initiatives	
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.		
1. Identify the fastest-growing industry sectors in Florida.	LMEC	
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.	LMEC	
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.	LMEC	
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.	FL-WINS	
2. Ensure postsecondary credentials needed for the fastest-growing jobs are available.		
a) Develop a consistent validation process to ensure industry credentials and job skills offered across secondary and postsecondary institutions are in demand for the fastest-growing jobs in the region.	CTE Audit; Master Credentials List	
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.	Credentials Review Committee	
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.	CIP/SOC Governance Workgroup	
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.	EMOP	
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.		

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32 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.		
33 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.		
34 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.		
35 1. Engage targeted industry sectors, employers and businesses in the design and delivery of training and education programs.	Credentials Review Committee	
36 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.	Aerospace Initiative	
37 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.		
38 c) Incentivize the business community to provide more work and learn opportunities to Florida students and adults.		
39 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.	The REACH Act	
40 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.		
41 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.		
42 c) Support service and education alignment across workforce, education and nonprofit support service organizations and social service agencies.		
43 3. Expand and accelerate the development, approval and implementation of employer-driven training models, including non-traditional work and learn models.		
44 a) Fast-track expansion and implementation of employer-driven training models that are supported by industry/employer stakeholders.		
45 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.		
46 c) Establish a system-wide business services design incorporating a single point of contact who can offer collective solutions.		
47 4. Leverage postsecondary institutions to deepen the state's talent pool to support expansion in targeted sectors.		
48 a) Further universities' and colleges' efforts targeting specific industry sectors, businesses and employers by proactively identifying their priorities and needs.		
49 b) Encourage universities and colleges to expand and strengthen programs related to targeted sectors.		
50 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.		
51 d) Provide value-added tools and activities for students and job seekers to more efficiently connect with employers who are recruiting talent.		
52 5. Directly link public investments for postsecondary education, training and career development to the targeted industry needs within Florida's economy.	Grants, MCL, LMEC	
53 a) Evaluate current resource allocation and funding streams for system partners to identify and address duplicative services.		
54 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.		
55 c) Adopt a data-driven, sector-based approach that directly aligns education and training with the needs of Florida's regional and state economies.		
56 d) Leverage opportunities to adopt technology solutions for data coordination to share information more systematically among job seekers, employers and partners.		
57 e) Engage businesses, employers, employer organizations, trade associations and job seekers through outreach and recruitment.		
58 IV. EQUITY AND ACCESS – Increase access to postsecondary education and successful completion for underserved populations and incumbent workers requiring an upgrade of skills.		
59 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.		
60 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.		
61 b) Use data to identify benchmarks and targets for postsecondary attainment by the underserved and underrepresented opportunity groups for whom equity gaps exist.		
62 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.		

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63 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.		
64 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.		
65 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.		
66 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.		
67 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)	BOG Dashboard; EMOP	
68 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.		
69 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.		
70 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.		
71 V. WORKFORCE READINESS – Increase postsecondary attainment, training transition, skills and gainful employment in targeted industry sectors.		
72 1. Expand apprenticeships in meeting targeted workforce needs.	Pathways to Career Opportunities Grant	
73 a) Increase enrollment and reduce barriers to participation.		
74 b) Expand education and awareness of apprenticeships and work-based learning as a critical workforce strategy.		
75 c) Expand apprenticeships, including traditional apprenticeships, high-quality and degree/college-connected apprenticeships.		
76 d) Determine integration of existing apprenticeships' related technical instruction in credit and non-credit and paid and nonpaid credit instruction.		
77 2. Increase early career-related education and exposure.		
78 a) Leverage and build upon existing early career-related education programs and best practices.		
79 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.		
80 c) Influence policy shifts to allow students in K-12 to have more hands-on training, internships and work-based learning opportunities.		
81 d) Expose K-12, postsecondary education, adult education and other populations to in-demand career opportunities in employer-defined career pathways.		
82 3. Address essential and occupational skills gaps.	Digital Credentials	
83 a) Embed essential employability framework (soft skills) across curricula and into instruction, ideally through work-based components that complement classroom-based academic work.		
84 b) Develop and implement portable and soft skills programs and instruction for incumbent workers that are recognized by businesses and industries.		
85 c) Increase the use of employer-driven applied/work-based learning in both credit and non-credit programs.		
86 d) Build awareness of, and support for, the value of earlier career exposure and among key audience/stakeholder groups.		
87 4. Establish career pathways as the framework for Florida's talent development system.		
88 a) Develop lifelong career pathway systems that provide opportunities to attain stackable credentials.		
89 b) Embed career advancement in existing career pathways and connect non-credit training and adult education to postsecondary credit training.		
90 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).		
91 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.		
92 5. Increase postsecondary transitions and credential attainment.		
93 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.		
94 b) Make career-related services, tools and enabling technologies readily accessible to all students.	FL-WINS	
95 c) Establish the concept of lifelong learning and standardized stackable credentials across educational institutions statewide as a norm.		
96 CALL TO ACTION		

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