




# Talent Supply & Education

Pillar Advisory Committee Web Conference  
August 29, 2017

# Housekeeping

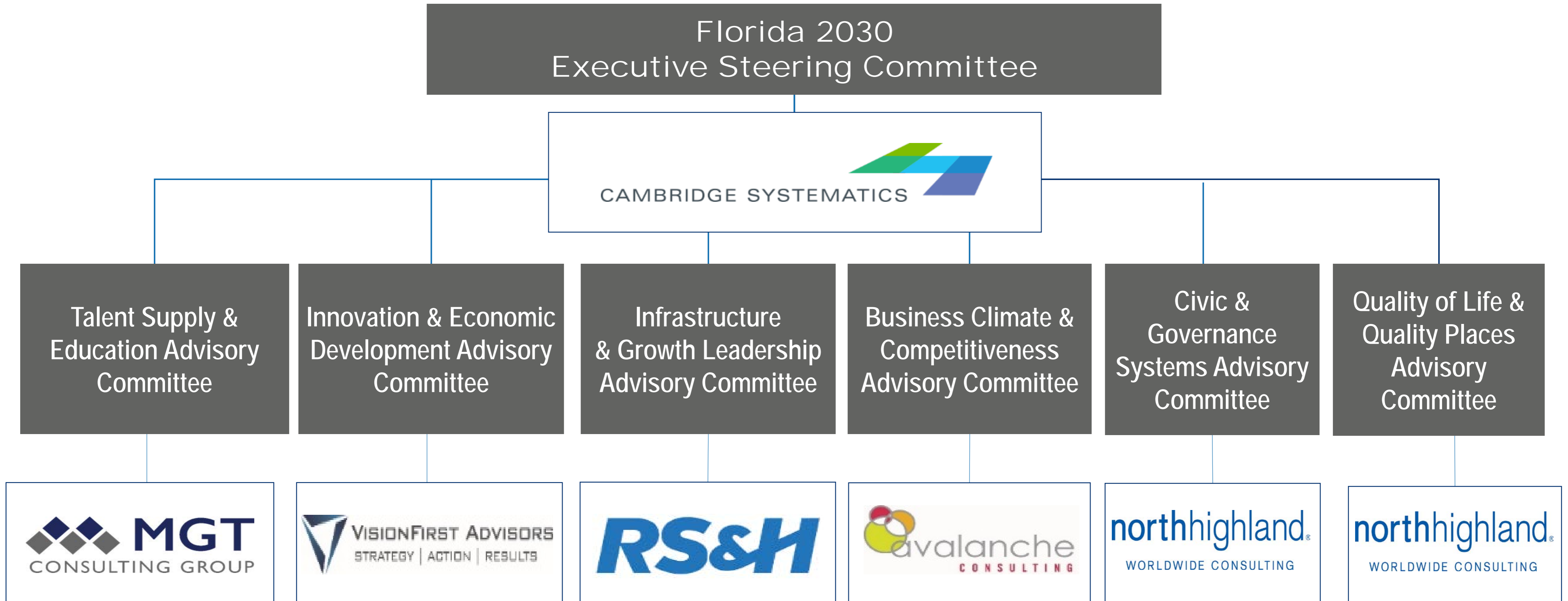
- Please do not place your line on hold
- Moderated conference lines
- To raise questions and participate
  - Through the conference call:
    - Listen for operator cues
    - Press \* 1 on your phone when prompted
    - All lines will be open during the Q&A/Discussion sections (slides marked with a )
  - Through the webinar:
    - You can type in a question directly through the webinar under the questions section.

# Today's Agenda

- Introductions
- Project update
- Draft findings and recommendations
- Discussion
- Next steps



“We must plan better for the next 6 million Floridians than we did for the last 6 million”



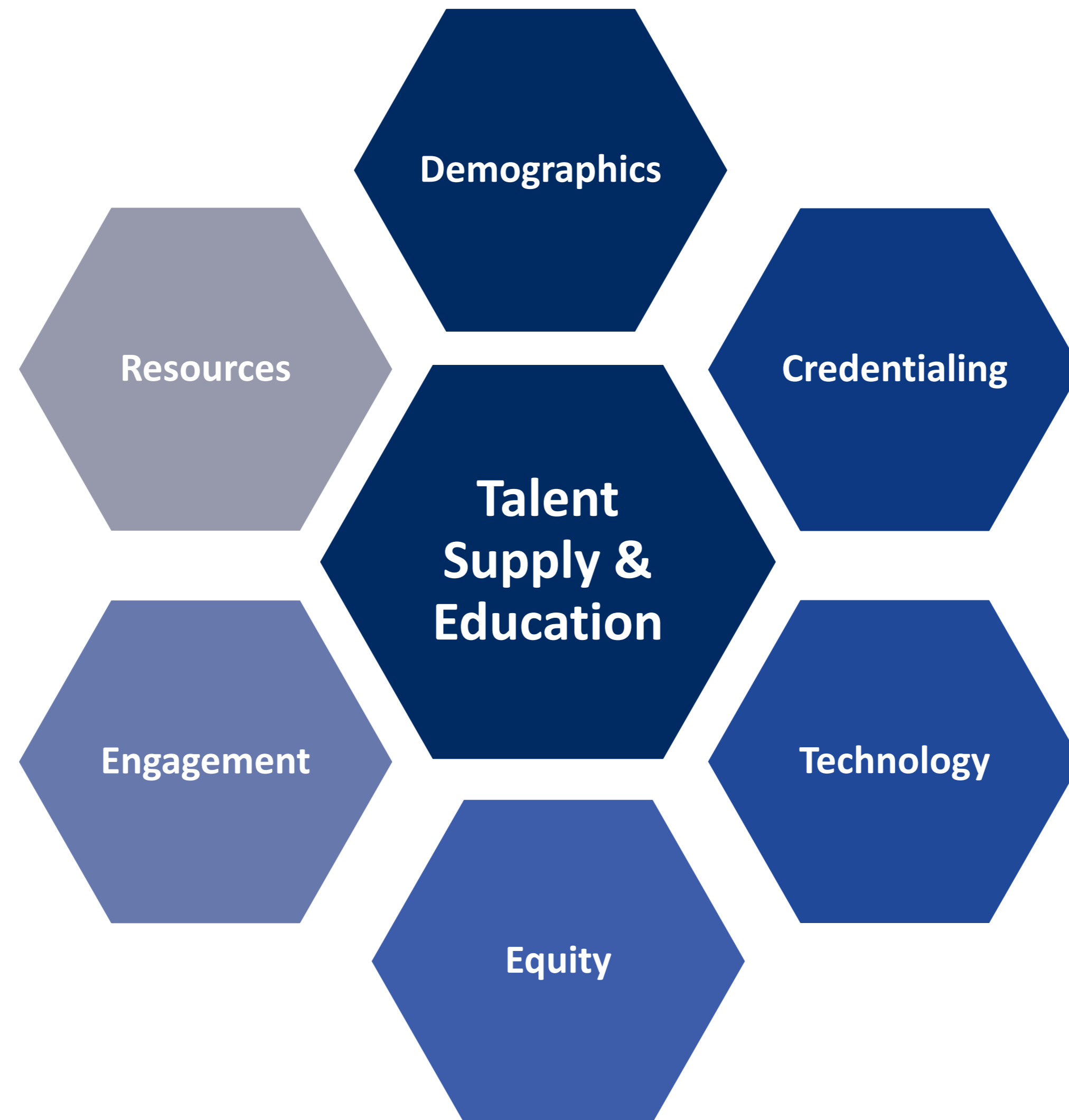
**GETTING INVOLVED IS EASY:**

**Contact Brandi Brown, [BBrown@FLFoundation.org](mailto:BBrown@FLFoundation.org), 850-521-1252**

# Discussion Questions

- Do you have major concerns on the proposed goals and measures of success for Talent Supply and Education for 2030?
- What are other big picture ideas should we consider as goals for 2030?
- What are some potential strategies needed to accomplish these goals?

# Talent Supply & Education Pillar



# Talent Supply & Education Pillar

## ❖ 2030, future look at FLORIDA...

- 6 million new residents
- Need 2 million more jobs to maintain status quo
- 50% of new jobs are unknown at this time
- Millennials will occupy 70% of all jobs
- HS “Class of 2030” entered Kindergarten Fall 2017
- Technology-immersed workforce
- Global competition for talent and industry



# Talent Supply & Education Pillar

## ❖ Future Disruptors...

- Automation & Artificial Intelligence to displace manual and cognitive functions in workplace
- Universal information access anytime/anywhere
- What you need...before you know it
- Global competition for jobs & talent
- Gig Economy
- Economic inequality

# Talent Supply & Education Pillar

- ❖ **Setting & Achieving Goals is Critical...WHY?**
  - **Must position Florida for global competitiveness.**
  - **Talent Supply impacts all other 2030 pillars.**
  - **All Floridians must have access to opportunity and economic prosperity.**
  - **Goals and strategies must consider statewide needs and regional distinctions.**
  - **Must prepare Florida for a rapidly changing work environment.**

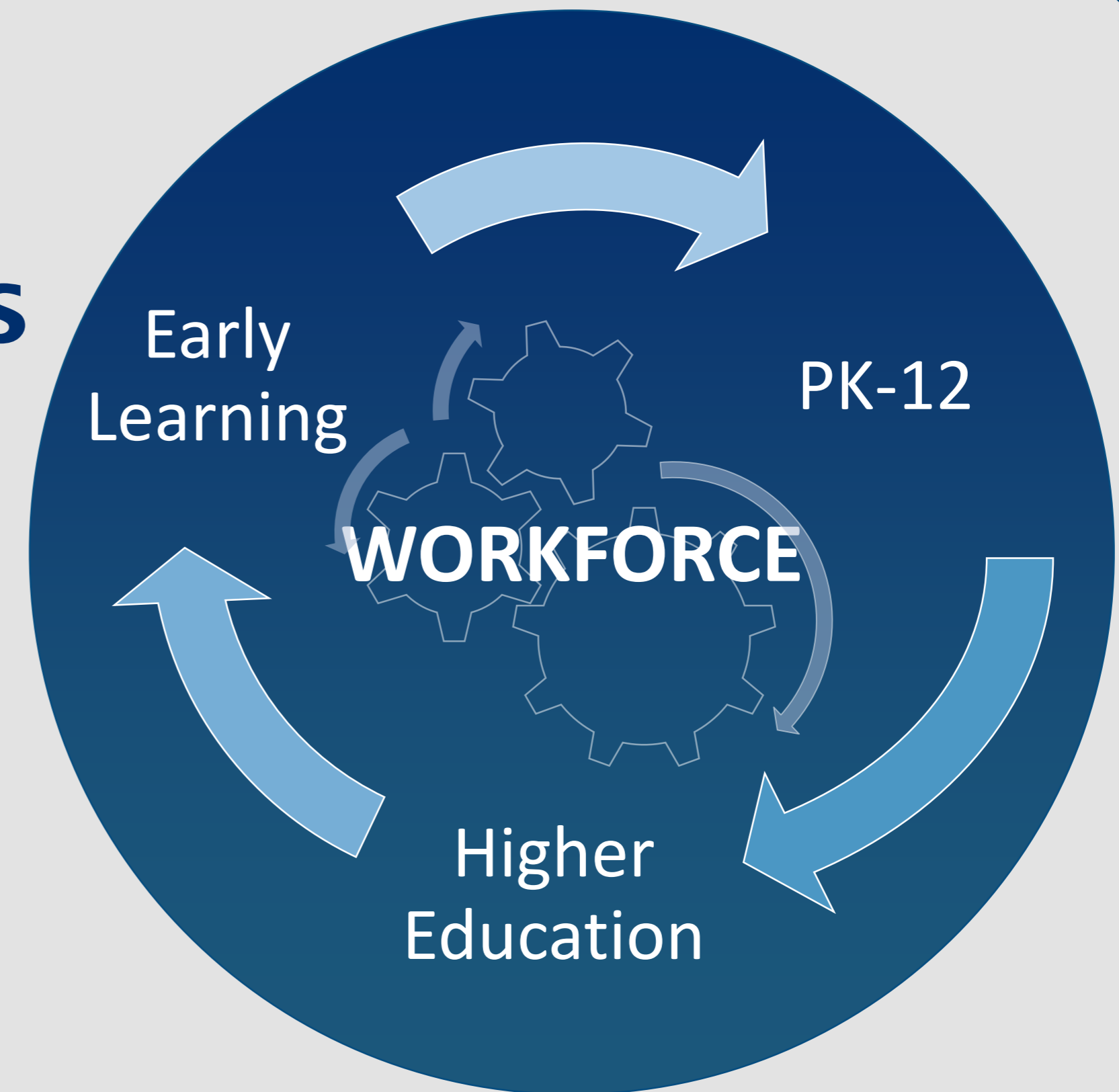
# Talent Supply & Education Pillar

## ❖ Overarching Goal Statement:

*“Florida will create an integrated talent ecosystem to provide a sustainable, skilled workforce that ensures the current and future prosperity of Florida employers, employees and residents.”*












# Talent Supply & Education Pillar

❖ **Pillar Zones = critical components of Florida's integrated talent ecosystem... all must function *symbiotically* to reach goals**



# Talent Supply & Education Pillar

## What changes must FL embrace to meet 2030 Talent needs?

- ❖ Early reading  and math  skills critical for student success
- ❖ Learn at own pace  /competency-based learning 
- ❖ Lifelong pathway  to education and training / on  & off  ramps
- ❖ Critical thinking  / employability /soft skills 
- ❖ Entrepreneurial mindset 
- ❖ Dissolve limiting barriers  and inequities 

# Talent Supply & Education Pillar

## ❖ 2030 Workforce Goal:

*Provide universal access to positive-ROI education and training opportunities that enable current or potential new workers to acquire skills required to compete for high quality jobs through private and public investments, to ensure a prosperous future for all Floridians.*

# Talent Supply & Education Pillar

## ❖ Workforce Measures of Success:

- *Target skills and credentials aligned with known or projected high- quality job opportunities in FL business and industry sectors.*
- *Expanded numbers of FL program completers with post-secondary credentials (degree & certificate).*
- *Reduced gaps between FL supply (credentialed workforce) and demand (job openings) by industry sector, required entry credential level, and region of the state.*
- *Incentivized pathways for hard-to-fill jobs to attract interest in pursuing applicable training and credentials.*
- *Increased per capita and median household income for all ZIP codes.*



# Talent Supply & Education Pillar

## ❖ 2030 Higher Education Goal:

*Over 60% of residents age 25-64 will have earned, at minimum, a high quality certificate or credential with a demonstrated positive earnings-to-program cost ROI.*



# Talent Supply & Education Pillar

## ❖ Higher Education Measures of Success:

- *Increased Florida postsecondary program completers prepared to enter the workforce with marketable skills and competencies.*
- *Postsecondary programs aligned with “targeted” industry sectors in Florida.*
- *Reduction in the average student debt loads and ratio of debt-to-earnings for Florida certificate and degree program completers.*
- *Increased utilization of alternative delivery options/platforms providing expanded and accelerated access to postsecondary training.*
- *Increased competency-based student progress and skills attainment in targeted career programs.*

# Talent Supply & Education Pillar

## ❖ Higher Education Measures of Success (contd.):

- *Increased proportions of Florida students placed in experiential instructional settings or apprenticeships.*
- *Increased proportions of Florida completers working in high quality jobs earning a robust wage at specified time period(s) after completion.*
- *Increased proportions of Florida employers who indicate postsecondary completers are deemed “work ready” and prepared for the job.*



# Talent Supply & Education Pillar

## ❖ 2030 PK-12 Goal:

*Florida will rank in the top five and outperform other states in reading, math, science and technical skills, preparing students who are college and career ready.*

# Talent Supply & Education Pillar

## ❖ PK-12 Measures of Success:

- *All Florida's children will have access to high quality pre-K programs*
- *99 percent of 3<sup>rd</sup> and 4<sup>th</sup> graders will score proficient or higher on applicable reading, math, and science assessments.*
- *99 percent of 8<sup>th</sup> graders will score proficient or higher on applicable reading, math, and science assessments.*
- *At least 95 percent of Florida high school students will graduate ready for college or entering the workforce.*
- *ALL Florida high school students will engage in "real world" workforce and technological experiences prior to graduation*



# Talent Supply & Education Pillar

## ❖ 2030 Early Learning Goal:

*Ensure that every child in Florida, from birth to age three, has access to safe, high quality early learning experiences as a foundation for lifelong intellectual, emotional, and social growth and development.*

# Talent Supply & Education Pillar

## ❖ Early Learning Measures of Success:

- *Excellence: Florida's ranking for the quality of early learning will improve to move the state to the top 10 in the United States.*
- *Access: Florida's ranking for participation in high quality early learning through home- or institution-based programs will rank in the top 10 in the United States.*
- *Diversity: Florida will eliminate the disparities in Excellence and Access for the socioeconomically disadvantaged.*
- *Accountability: Support for Florida's early learning system will be governed by rigorous but flexible and transparent standards to ensure realization of goals in excellence, access, and diversity.*



# Discussion Questions

- Do you have major concerns on the proposed goals and measures of success for Talent Supply and Education for 2030?
- What are other big picture ideas should we consider as goals for 2030?
- What are some potential strategies needed to accomplish these goals?

# Questions or Comments?

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# Special Thanks to Our Florida 2030 Partners

## PILLAR LEADERSHIP PARTNERS



## SUSTAINING PILLAR PARTNERS



## ANNUAL PILLAR PARTNERS





# Future of Florida Forum

## September 27-29, 2017

# FLORIDA 2030

FLORIDA CHAMBER FOUNDATION

**6 Pillars**

**3 Years**

**10,000+ Floridians**

**1 Plan**

**Florida2030.org**

## Florida 2030 Strategy Matrix

<b>Primary Pillar</b>	<b>Talent Supply &amp; Education</b>
<b>Applicable Zone(s)</b>	ALL ZONES: Early Learning, K-12, Higher Education, & Workforce
<b>2030 Goal</b> <i>(List a specific goal statement)</i>	<p style="text-align: center;"><b><u>TS &amp; E Overarching Goal Statement:</u></b></p> <p><b><i>Florida will create an integrated talent ecosystem to provide a sustainable, skilled workforce that ensures the current and future prosperity of Florida employers, employees and residents.</i></b></p> <p><b><u>Selected Zone Goals by 2030:</u></b></p> <p><b><u>Early Learning:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Ensure that every child in Florida, from birth to age three, has access to safe, high quality early learning experiences as a foundation for lifelong intellectual, emotional, and social growth and development.</i></li> </ul> <p><b><u>K-12 Zone:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Florida will rank in the top five and outperform other states in reading, math, science and technical skills, preparing students who are college and career ready.</i></li> </ul> <p><b><u>Higher Education Zone:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Over 60% of residents age 25-64 will have earned, at minimum, a high-quality certificate or credential with a demonstrated positive earnings-to-program cost ROI.</i></li> </ul> <p><b><u>Workforce Zone:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Provide universal access to positive-ROI education and training opportunities that enable current or potential new workers to acquire skills required to compete for high quality jobs through private and public investments, to ensure a prosperous future for all Floridians.</i></li> </ul>

## Florida 2030 Strategy Matrix

<b>Primary Pillar</b>	<b>Talent Supply &amp; Education</b>
<b>Applicable Zone(s)</b>	<b>Early Learning</b>
<b>Related Pillars</b>	Quality of Life and Quality Places
<b>2030 Goal</b> <i>(List a specific goal statement)</i>	<b><i>Ensure that every child in Florida, from birth to age three, has access to safe, high quality early learning experiences as a foundation for lifelong intellectual, emotional, and social growth and development.</i></b>
<b>Measure of Success</b> <i>(Define a specific measure of success that could be integrated into the Florida Scorecard. This could be expressed in units, % of a US or OECD total/average, rank among 50 states/10 largest states/OEDC countries, etc.).</i>	<ul style="list-style-type: none"> <li>• The National Association for the Education of Young Children identified five principles of assessing early learning: <b>Excellence, Access, Equity, Diversity, and Accountability</b><sup>1</sup>. The following measures of success have been identified for each Excellence and Access in Florida<sup>2</sup>:             <ul style="list-style-type: none"> <li>○ <i>Excellence: Florida’s ranking for the <u>quality</u> of early learning will improve to move the state to the top 10 in the United States.</i></li> <li>○ <i>Access: Florida’s ranking for <u>participation</u> in high quality early learning through home- or institution-based programs will rank in the top 10 in the United States.</i></li> <li>○ <i>Diversity: Florida will eliminate the disparities in Excellence and Access for the socioeconomically disadvantaged.</i></li> <li>○ <i>Accountability: Support for Florida’s early learning system will be governed by rigorous but flexible and transparent standards to ensure realization of goals in excellence, access, and diversity.</i></li> </ul> </li> </ul>

<sup>1</sup> The National Association for the Education of Young Children has identified five standards of quality for early learning. Retrieved from: <https://www.naeyc.org/policy/excellence>

<sup>2</sup> State Rankings for Pre-K to 12. Florida currently ranks 33<sup>rd</sup> for the quality of pre-k programs, and 12<sup>th</sup> for pre-k enrollment. Retrieved from: <https://www.usnews.com/news/best-states/rankings/education/prek-12>

Target for Measure of	2030	2025	2020	Today/Most Recent
<p><b>Success</b> <i>(Generally use 2025 and 2020 as interim targets but adapt as needed for specific goal areas- e.g., to link to major updates of statewide plans)</i> <i>(Note: more specific measures needed to align with age zero to three segment)</i></p>	<p>Florida will rank in the top 10 among states for quality of early learning programs Florida will rank 1<sup>st</sup> in the number of children (birth to age 3) enrolled in an early learning program</p>	<p>Florida will rank in the top 15 among states for quality of early learning programs Florida will rank in the top 5 in the number of children (birth to age 3) enrolled in an early learning program</p>	<p>Florida will rank in the top 20 among states for quality of early learning programs Florida will rank in the top 10 in the number of children (birth to age 3) enrolled in an early learning program</p>	<p>Florida ranks 33<sup>rd</sup> in the nation on the quality of early learning programs Florida ranks 12<sup>th</sup> in pre-k enrollment</p>
<p><b>Strategies/Actions</b> <i>(Identify key strategies/actions to accomplish the goal and the identified targets. Strategies may include: education/awareness, additional research, collaboration, incentives, investments, policy/regulatory changes, etc.)</i></p>	<p><b>Long-Term (by 2030)</b></p> <p>Establish an online one-stop clearinghouse for parents and early learning providers on the who, what, where, and how of enrolling children in early learning programs, providing early learning services, and community supports for early learning across the state</p>	<p><b>Mid-Term (by 2025)</b></p> <p>Implement a system of incentives to current and potential early learning service providers to improve and/or expand their services Establish an accountability system for Florida’s early learning providers that is governed by rigorous but flexible and transparent standards to ensure realization of goals in excellence, access, and diversity</p>	<p><b>Short-Term (by 2020)</b></p> <p>Improve the quality and quantity of training programs for persons working in early learning settings Improve the quality and quantity of outreach services to families with children from birth to age 3</p>	

	Long-Term (by 2030)	Mid-Term (by 2025)	Short-Term (by 2020)	
<p><b>Partners*</b></p> <p><i>(Identify partners who should be involved in the strategies – may include elected officials; state/regional/local agencies; Florida Chamber/Foundation; other business organizations; civic/nonprofit organizations; Florida residents)</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">FLDOE Office of Early Learning</a></li> <li>• <a href="#">Foundation for Florida’s Future</a></li> <li>• <a href="#">United Way of Florida</a></li> <li>• <a href="#">Florida Head Start Association</a></li> <li>• <a href="#">Children’s Forum</a></li> <li>• <a href="#">Florida Association for the Education of Young Children (FAEYC)</a></li> <li>• <a href="#">Florida Department of Children and Families</a></li> <li>• <a href="#">Kaplan Early Learning Company</a></li> <li>• <a href="#">Lakeshore Learning Company</a></li> <li>• Local Early Learning Coalitions</li> <li>• Licensed Child Care Providers</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">FLDOE Office of Early Learning</a></li> <li>• <a href="#">Foundation for Florida’s Future</a></li> <li>• <a href="#">United Way of Florida</a></li> <li>• <a href="#">Florida Head Start Association</a></li> <li>• <a href="#">Children’s Forum</a></li> <li>• <a href="#">Florida Association for the Education of Young Children (FAEYC)</a></li> <li>• <a href="#">Florida Department of Children and Families</a></li> <li>• <a href="#">Kaplan Early Learning Company</a></li> <li>• <a href="#">Lakeshore Learning Company</a></li> <li>• Local Early Learning Coalitions</li> <li>• Licensed Child Care Providers</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">FLDOE Office of Early Learning</a></li> <li>• <a href="#">Foundation for Florida’s Future</a></li> <li>• <a href="#">United Way of Florida</a></li> <li>• <a href="#">Florida Head Start Association</a></li> <li>• <a href="#">Children’s Forum</a></li> <li>• <a href="#">Florida Association for the Education of Young Children (FAEYC)</a></li> <li>• <a href="#">Florida Department of Children and Families</a></li> <li>• <a href="#">Kaplan Early Learning Company</a></li> <li>• <a href="#">Lakeshore Learning Company</a></li> <li>• Local Early Learning Coalitions</li> <li>• Licensed Child Care Providers</li> </ul>	

\*The change from short-, mid-, and long-term years will be increasing the level of involvement of each of the organizations listed, not necessarily adding more organizations.

## Florida 2030 Strategy Matrix

<b>Primary Pillar</b>	<b>Talent Supply &amp; Education</b>
<b>Applicable Zone(s)</b>	<b>PK-12</b>
<b>Related Pillars</b>	Business Climate & Competitiveness
<b>2030 Goal</b> <i>(List a specific goal statement)</i>	<b><i>Florida will rank in the top five and outperform other states in reading, math, science and technical skills, preparing students who are college and career ready.</i></b>
<b>Measure of Success</b> <i>(Define a specific measure of success that could be integrated into the Florida Scorecard. This could be expressed in units, % of a US or OECD total/average, rank among 50 states/10 largest states/OECD countries, etc.).</i>	<ul style="list-style-type: none"> <li>• <i>All Florida’s children will have access to high quality pre-K programs</i></li> <li>• <i>99 percent of 3<sup>rd</sup> and 4<sup>th</sup> graders will score proficient or higher on applicable reading, math, and science assessments.</i></li> <li>• <i>99 percent of 8<sup>th</sup> graders will score proficient or higher on applicable reading, math, and science assessments.</i></li> <li>• <i>At least 95 percent of Florida high school students will graduate ready for college or entering the workforce.</i></li> <li>• <i>ALL Florida high school students will engage in “real world” workforce and technological experiences prior to graduation.</i></li> </ul>



<b>Target for Measure of Success</b> <i>(Generally use 2025 and 2020 as interim targets but adapt as needed for specific goal areas- e.g., to link to major updates of statewide plans)</i> <i>(Note: other appropriate benchmarks, incl. 7<sup>th</sup> grade math, to be investigated.)</i>	<b>2030</b> The percent of 4 <sup>th</sup> graders scoring <i>Proficient</i> or higher on the NAEP test: Math: 99% Reading: 99% The percent of 8 <sup>th</sup> graders scoring <i>Proficient</i> or higher on the NAEP test: Math: 99% Reading: 99% Percent of students graduating high school college or career ready: 95%	<b>2025</b> The percent of 4 <sup>th</sup> graders scoring <i>Proficient</i> or higher on the NAEP test: Math: 80% Reading: 80% The percent of 8 <sup>th</sup> graders scoring <i>Proficient</i> or higher on the NAEP test: Math: 80% Reading: 80% Percent of students graduating high school college or career ready: 85%	<b>2020</b> The percent of 4 <sup>th</sup> graders scoring <i>Proficient</i> or higher on the NAEP test: Math: 55% Reading: 50% The percent of 8 <sup>th</sup> graders scoring <i>Proficient</i> or higher on the NAEP test: Math: 50% Reading: 60% Percent of students graduating high school college or career ready: 80%	<b>Today/Most Recent</b> NAEP scores for Florida have either held steady (in reading) or declined (in math). The percentage of students scoring <i>Proficient</i> or higher in math and reading in 4 <sup>th</sup> and 8 <sup>th</sup> grade in 2015 are as follows: <sup>3</sup> Gr. 4: Math (42%) Reading (39%) Gr. 8: Math (26%) Reading (30%) Florida’s graduation rate for 2015 was 77.8%. <sup>4</sup>
<b>Strategies/Actions</b> <i>(Identify key strategies/actions to accomplish the goal and the identified targets. Strategies may include: education/awareness, additional research, collaboration, incentives, investments, policy/regulatory changes, etc.)</i>	<b>Long-Term (by 2030)</b> Establish reading and math academies in elementary and middle schools to provide students with intensive, immersive literacy and numeracy experiences that go beyond traditional remediation and enrichment models of instruction “Re-invent” high schools by restructuring courses to provide all students with opportunities to engage in “real world” workforce and technological experiences prior to graduation, through partnerships with higher education and industry	<b>Mid-Term (by 2025)</b> Use metrics to measure impact of job-embedded professional development on student assessments in reading and math in 4 <sup>th</sup> and 8 <sup>th</sup> grade and prioritize investments per effectiveness of programs and ensure continuous improvement Expand efforts to increase under-represented students’ participation in dual enrollment courses Expand efforts to provide immersive experiences in STEM courses for all middle school students Utilize aptitude and interest assessments to connect and channel students to greatest opportunities for ongoing education and/or entry into workforce	<b>Short-Term (by 2020)</b> Increase job-embedded professional development for Pk-12 teachers in effective instructional strategies for math and reading Develop metrics to measure impact of job-embedded professional development on student assessments in reading and math in 4 <sup>th</sup> and 8 <sup>th</sup> grade Expand efforts to increase the number and percentage of students enrolling in Advanced Placement (AP) classes. Expand efforts to increase the number and percentage of students who successfully complete requirements for earning industry certifications in high school Deploy aptitude and interest assessments by the 8 <sup>th</sup> grade to promote awareness of career paths and opportunities	

<sup>3</sup> Retrieved from: [https://www.nationsreportcard.gov/reading\\_math\\_2015/#reading/state?grade=4](https://www.nationsreportcard.gov/reading_math_2015/#reading/state?grade=4)

<sup>4</sup> Source: The Florida Department of Education, 2015.

<p><b>Partners</b> <i>(Identify partners who should be involved in the strategies – may include elected officials; state/regional/local agencies; Florida Chamber/Foundation; other business organizations; civic/nonprofit organizations; Florida residents)</i></p>	<p><a href="#">Florida Department of Education</a> <a href="#">Florida Council of Teachers of English</a> <a href="#">The Florida Center for Reading Research</a> <a href="#">Florida Council of Teachers of Mathematics</a> <a href="#">Florida Association for Supervision and Curriculum</a> <a href="#">Florida Association of Career and Technical Education</a> <a href="#">Florida Chamber of Commerce</a> <a href="#">STEM Florida</a> State colleges and universities Local private industry councils</p>	<p><a href="#">Florida Department of Education</a> <a href="#">Florida Council of Teachers of English</a> <a href="#">The Florida Center for Reading Research</a> <a href="#">Florida Council of Teachers of Mathematics</a> <a href="#">Florida Association for Supervision and Curriculum</a> <a href="#">Florida Association of Career and Technical Education</a> <a href="#">Florida Chamber of Commerce</a> <a href="#">STEM Florida</a> State colleges and universities Local private industry councils</p>	<p><a href="#">Florida Department of Education</a> <a href="#">Florida Council of Teachers of English</a> <a href="#">The Florida Center for Reading Research</a> <a href="#">Florida Council of Teachers of Mathematics</a> <a href="#">Florida Association for Supervision and Curriculum</a> <a href="#">Florida Association of Career and Technical Education</a> <a href="#">Florida Chamber of Commerce</a> <a href="#">STEM Florida</a> State colleges and universities Local private industry councils</p>	
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\*The change from short-, mid-, and long-term years will be increasing the level of involvement of each of the organizations listed, not necessarily adding more organizations.

### Florida 2030 Strategy Matrix

<b>Primary Pillar</b>	<b>TALENT SUPPLY &amp; EDUCATION</b>
<b>Applicable Zone(s)</b>	<b>Higher Education</b>
<b>Related Pillars</b>	All Other Pillars
<b>2030 Goal</b> <i>(List a specific goal statement)</i>	<b><i>Over 60% of residents age 25-64 will have earned, at minimum, a high-quality certificate or credential with a demonstrated positive earnings-to-program cost ROI.</i></b>
<b>Measure of Success</b> <i>(Define a specific measure of success that could be integrated into the Florida Scorecard. This could be expressed in units, % of a US or OECD total/average, rank among 50 states/10 largest states/OECD countries, etc.).</i>	<ul style="list-style-type: none"> <li>• <i>Increased Florida postsecondary program completers prepared to enter the workforce with marketable skills and competencies.</i></li> <li>• <i>Postsecondary programs aligned with “targeted” industry sectors in Florida.</i></li> <li>• <i>Reduction in the average student debt loads and ratio of debt-to-earnings for Florida certificate and degree program completers.</i></li> <li>• <i>Increased utilization of alternative delivery options/platforms providing expanded and accelerated access to postsecondary training.</i></li> <li>• <i>Increased competency-based student progress and skills attainment in targeted career programs.</i></li> <li>• <i>Increased proportions of Florida students placed in experiential instructional settings or apprenticeships.</i></li> <li>• <i>Increased proportions of Florida completers working in high quality jobs earning a robust wage at specified time period(s) after completion.</i></li> <li>• <i>Increased proportions of Florida employers who indicate postsecondary completers are deemed “work ready” and prepared for the job.</i></li> </ul>

Target for Measure of Success	2030	2025	2020	Today/Most Recent
<p><b>Success</b> <i>(Generally use 2025 and 2020 as interim targets but adapt as needed for specific goal areas- e.g., to link to major updates of statewide plans)</i></p>	+60% Attainment Goal	60% Attainment Goal (FL HECC)	45% Attainment	Postsecondary Educational Attainment (age 25-64) = 38% Less than 20% of employers indicate college graduates are “work ready” 2013-14 Fla Cost of attendance 4-yr colleges rank = 29, net price rank = 28. Similarly, 2-yr schools cost of attendance rank = 26, net price rank =31.
<p><b>Strategies/Actions</b> <i>(Identify key strategies/actions to accomplish the goal and the identified targets. Strategies may include: education/awareness, additional research, collaboration, incentives, investments, policy/regulatory changes, etc.)</i></p>	<p><b>Long-Term (by 2030)</b></p> <ul style="list-style-type: none"> <li>• Cultivate essential 21<sup>st</sup> century skills, capabilities and attitudes such as emotional intelligence, creativity, resilience, critical thinking</li> </ul>	<p><b>Mid-Term (by 2025)</b></p> <ul style="list-style-type: none"> <li>• In education and training systems offer more real-time, self-directed learning focused on teaching students and workers to be lifelong learners</li> <li>• Shift learning, education and re-education from books into the real world via more digital learning, simulation, gaming combined with hands-on real world experience and real time learning that job seekers pursue on their own</li> </ul>	<p><b>Short-Term (by 2020)</b></p> <ul style="list-style-type: none"> <li>• Collaborate with the Florida Board of Governors (BOG) to revise the academic program approval process</li> <li>• Develop guidelines for establishing career-focused departments and programs</li> <li>• Redesign the education and training ecosystem to deliver more flexible, adaptable, certifiable and useful lifelong learning</li> </ul>	In Florida’s 4- year institutions, create career-focused academic departments oriented around real-world careers and phase out narrow non-career oriented academic programs. Expand the depth and breadth of statewide industry sector academic advisory committees to align appropriate higher education baccalaureate programs with target industry needs statewide and regionally.
<p><b>Partners</b> <i>(Identify partners who should be involved in the strategies – may include elected officials; state/regional/local agencies; Florida Chamber/Foundation; other business organizations; civic/nonprofit organizations; Florida residents)</i></p>	HECC FL DOE FL State College System BOG ICUF	FCAN Lumina Helios SREB	FL Chamber Career Source FL Regional economic development & workforce agencies	

## Florida 2030 Strategy Matrix

<b>Primary Pillar</b>	<b>Talent Supply &amp; Education</b>			
<b>Applicable Zone(s)</b>	<b>Workforce</b>			
<b>Related Pillars</b>	Infrastructure & Growth Innovation & Economic Development Business Climate & Competitiveness			
<b>2030 Goal</b> <i>(List a specific goal statement)</i>	<b><i>Through private and public investments, provide universal access to positive-ROI education and training opportunities that enable current or potential new workers to acquire skills required to compete for high quality jobs.</i></b>			
<b>Measure of Success</b> <i>(Define a specific measure of success that could be integrated into the Florida Scorecard. This could be expressed in units, % of a US or OECD total/average, rank among 50 states/10 largest states/OEDC countries, etc.).</i>	<ul style="list-style-type: none"> <li>• <i>Target skills and credentials aligned with known or projected high- quality job opportunities in FL business and industry sectors.</i></li> <li>• <i>Expanded numbers of FL program completers with post-secondary credentials (degree &amp; certificate).</i></li> <li>• <i>Reduced gaps between FL supply (credentialed workforce) and demand (job openings) by industry sector, required entry credential level, and region of the state.</i></li> <li>• <i>Incentivized pathways for hard-to-fill jobs to attract interest in pursuing applicable training and credentials.</i></li> <li>• <i>Increased per capita and median household income for all ZIP codes.</i></li> </ul>			
<b>Target for Measure of Success</b> <i>(Generally, use 2025 and 2020 as interim targets but adapt as needed for specific goal areas- e.g., to link to major updates of statewide plans)</i>	<b>2030</b>	<b>2025</b>	<b>2020</b>	<b>Today/Most Recent</b>
	Reduce by half, the annual # of unfilled positions in FL requiring completion of a recognized postsecondary training certificate or degree program. Reduce % gap between FL Occupational Projections openings in high quality jobs and FL annual credentialed output. Reduce percentage of FL businesses reporting current entry workforce lack employability skills to less than 20%.	25% reduction	10% reduction	
	No FL residents without broad band access.	No more than 33%	No more than 50%	US est. = 85%+
		170,000	340,000	680,000 est.

Strategies/Actions	Long-Term (by 2030)	Mid-Term (by 2025)	Short-Term (by 2020)	
<p><i>(Identify key strategies/actions to accomplish the goal and the identified targets. Strategies may include: education/awareness, additional research, collaboration, incentives, investments, policy/regulatory changes, etc.)</i></p>	<p>Provide “anytime/anyplace” education and training that allows workers to continually develop and transition between sectors into high demand jobs</p>	<p>Focus career and job training on international trade, AI, and bio-technology in addition to Florida’s traditional high skills/high wage industries Reduce equity barriers so that race, gender, ethnicity and socio-economic status are not obstacles to achieving education and career potential</p>	<p>Base certification and credentialing on skills mastery and demonstrated competency instead of “seat time” Align workforce training for high skills/high wage workers with Florida’s projected high skills/high skills industries that account for the shift from tourism, construction, and agriculture that have been the foundation of Florida’s economy</p>	
<p><b>Partners</b> <i>(Identify partners who should be involved in the strategies – may include elected officials; state/regional/local agencies; Florida Chamber/Foundation; other business organizations; civic/nonprofit organizations; Florida residents)</i></p>	<p>Career Source FL, FL Chamber, DOE, State College System, Regional Workforce agencies. Private postsecondary education and training providers operating in FL. Industry sector professional &amp; advocacy organizations.</p>			