| Time (Minutes) | I. Welcome and Introductions  
| | a. Invocation  
| | b. Roll Call  
| | c. Approval of the minutes – Bob Ward  
| 5 | II. Meeting Objectives – Chair, Joel Schleicher  
| 30 | III. Presentations:  
| | a. Florida Chamber of Commerce  
| | b. Florida Department of Education  
| 30 | IV. Discussion: What has changed or been learned since December or our last meeting in February?  
| 5 | V. Discussion: Suggestions on how to get back on track.  
| 10 | VI. Public Comment  
| 5 | VII. Next Steps  
|  | VIII. Next Council Meeting  
| | Tuesday, July 21, 2020 @ 2:00 PM  
| | Tampa, Florida  
|  | IX. Adjourn  

Progress Agenda  
Telephonic Meeting of June 22, 2020 – 10:00 a.m. EST
Meeting Minutes

February 20, 2020
3:00 pm – 5:00 pm

Members Present:
Joel Schleicher, Chair         Michelle Dennard         Chancellor Marshall Criser
Bob Ward                Mark Wilson            Jamal Sowell
Chancellor Henry Mack        Chancellor Kathy Hebdia          Bob Boyd
Ken Lawson, Executive Director  Tim Cerio
Chancellor Eric Hall for Commissioner Richard Corcoran

Members Excused: Senator Travis Hutson and Brandon Biederman

Others Present:
• Emily Sykes
• Adrienne Johnston
• Peter Ring
• Adrianne Grant
• Nicole Duque
• Katherine Morrison
• Megan Moran
• Lorena Clark
• Kayla Ward
• Diane McCall
• Rod Duckworth
• Paul Burns
• Taryn Fenske
• Kathleen Taylor

I. Welcome, Roll Call and Approval of Minutes
• Joel Schleicher welcomed members and asked Vice-Chair Ken Lawson to facilitate this meeting.
• Katherine Morrison called roll.
• Council members approved the January 28, 2020 revised meeting minutes as presented.
II. Presentations
- Chancellor Eric Hall, Dr. Paul Burns and Chancellor Henry Mack provided an overview and update on the Florida Department of Education’s activities and programs that align with the Florida Talent Development Council’s (FTDC) Strategic Plan.
- Mark Wilson, Florida Chamber of Commerce, gave a presentation on Florida Workforce 2030 Report Overview.

III. Public Comment
Vice-Chair Lawson opened the meeting for public comment. There was no public comment.

IV. Next Steps
- Department of Education (DOE) staff will coordinate with Department of Economic Opportunity (DEO) staff:
  - Review and discuss available data.
  - Establish a data panel comprised of DOE and DEO staff.
  - Review the FTDC strategies to align with best practices.
  - Provide a presentation during the April meeting.
- Vice-Chair Lawson proposed that the FTDC strategic plan be reviewed and updated every six months. The revisions will be discussed during the June meeting.
- The next council meeting is scheduled as conference call on March 26, 2020 from 3:00 pm – 5:00 pm.

V. Adjourn
Vice-Chair Lawson adjourned the meeting.
Aligning national, state and local guidelines for reopening Florida in a strategic way that ensures the safety of all Floridians.
Florida’s Economy Pre-COVID-19

The Florida Scorecard January 2020

https://thefloridascorecard.org/
Continuing to Unite Florida’s Business Community for Good

Where is Florida’s Economy Today?

- **Probability of FL Recession:** 100.0% (Unchanged)
- **Unemployment Rate:** 12.9% (Increasing)
  - Jobs Year Over Year Change: -1,010,500
- **Consumer Sentiment:** 76.4 (Improving)
"If we do not stop the virus, many people will die. If our attempts to stop the pandemic severely damage our economies, it is hard to envision how there will not be even more suffering ahead."

McKinsey & Company
Unemployment Rate:
May 2020

Top 10 Counties
1. Osceola 31.1%
2. Orange 23.2%
3. Lake 20.6%
4. Polk 19.1%
5. Monroe 17.7%
6. Broward 16.0%
7. Flagler 14.8%
8. Hernando 14.7%
9. Seminole 14.5%
10. Volusia 14.4%

Data Source: Florida Department of Economic Opportunity
### Job Loss by Category: May 2019 to May 2020

<table>
<thead>
<tr>
<th>Industry</th>
<th>Job Loss</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total – All Industries</td>
<td>-850,400</td>
<td>-9.5%</td>
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<tr>
<td>Leisure &amp; Hospitality</td>
<td>-460,500</td>
<td>-36.8%</td>
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<tr>
<td>Trade, Transportation &amp; Utilities</td>
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<td>Professional &amp; Business Services</td>
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<tr>
<td>Education &amp; Health Services</td>
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<td>-5.5%</td>
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<tr>
<td>Other Services</td>
<td>-34,100</td>
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<tr>
<td>Financial Activities</td>
<td>-16,100</td>
<td>-2.7%</td>
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<tr>
<td>Manufacturing</td>
<td>-15,200</td>
<td>-4.0%</td>
</tr>
<tr>
<td>Construction</td>
<td>+4,900</td>
<td>+0.9%</td>
</tr>
</tbody>
</table>
Safeguarding Our Lives and Our Livelihoods

“Technology that would have taken 10-years to be widely adopted by the public will now be completed in 3-5 years”
Mark Wilson, President & CEO, Florida Chamber of Commerce
Florida is Open for Business

https://www.flchamber.com/phase2-florida-recovery/
FLORIDA CHAMBER LAUNCHES INITIATIVE TO MAKE FLORIDA SAFEST STATE IN AMERICA
Florida Chamber Safety Council unifies state’s job creators for safety, health and sustainability

TALLAHASSEE, Fla., June 15, 2020 — The Florida Chamber of Commerce announced today the creation of a new statewide Safety Council that will unify businesses in making Florida the safest state in the country.

An incubator for research, leadership and education, the Florida Chamber Safety Council is the first organization of its kind to serve as the statewide resource for fostering safety, health and sustainability among Florida businesses.

The council’s Leadership Advisory Board brings together top safety professionals from companies and institutions such as ABC Fine Wine & Spirits, AdventHealth, Coca-Cola Beverages Florida, Fisher Phillips, Florida Blue, NextEra Energy Inc., University of Central Florida and Walt Disney Parks and Resorts to create a statewide culture where on-the-job-safety is the top priority.
The Florida Talent Development Council
June 22, 2020
mwilson@flchamber.com

RELaunch Florida
Uniting Business for Good

The Florida Talent Development Council
June 22, 2020
mwilson@flchamber.com
Reopening Florida’s Schools and the CARES Act

Closing Achievement Gaps and Creating Safe Spaces for Learning
Theory of Action

1. Presume the reopening of school campuses, safely.
2. Open schools with a moral purpose – closing achievement gaps.
3. Florida can only hit its economic stride if schools are open.
4. To ensure safety, take a “dimmer switch” (step-by-step) approach rather than flip the light switch approach.
Guiding Principles Since Inception of COVID-19

Initial Response

1. Urgently transition Florida’s schools to distance learning to give Florida’s students the greatest access to the best education possible.

2. When confronting any difficult decision, always show compassion and grace.

Recovery

1. Prepare our schools and programs to reopen safely and ready for success.

2. Eliminate achievement gaps, which have likely been exacerbated by this crisis.
Indicators of Success

1. Keep Florida’s entire education family safe and healthy.
2. Instill confidence in Floridians to return to school campuses safely and ready to succeed.
3. Focus on student-centered outcomes.
4. Elevate educators and equip them for success.
5. Enable parents of school-aged children to return to the workforce.
6. Increase Floridians’ economic mobility and agility.
7. In all situations, show compassion and grace in decision-making.
Prolonged School Closures Have Disproportionate Impacts

This is particularly challenging for Florida’s public school students:

- 62.6% minority: 33.9% Hispanic; 21.9% Black.
- 62.7% live in low-income households.
- 14.1% have special needs (disabilities).
- 10.2% are English Language Learners (ELLs).

- **Poor and Marginalized** – The impacts of school closures are disproportionately felt by the poor and marginalized.
- **Summer-Slide** – According to the Collaborative for Student Growth, student “achievement typically slows or declines over the summer months,” and the disruption of COVID-19 has in effect lengthened their summer slide.
- **Increases Stress on Health Care and First Responders** – Obliging these professionals to address “increased child care obligations.” “The scale of prolonged school closures also directly contributes to behavioral fatigue for all of society.”
- **Abuse in the Home** – A recipe for domestic violence and increased risk of child abuse.
- **Mental Health and Substance Abuse Crises** – Self-isolation has deep psychological impacts, including increased alcohol abuse.
- **Disruption for Families** – Puts stress on the regular routines of families and children.
- **Food Supply Chain Broken** – Schools are also part of the food supply chain that has been bent and in some ways broken.
“Four weeks of school closure may have a ‘significant impact on academic outcomes’ and that ‘losing one month of learning may prevent students from meeting grade level knowledge and skill expectations.’”

“According to Miami-Dade School District Superintendent Alberto Carvalho, it is possible that the most at-risk students (e.g., living in poverty, having disabilities, learning English) could see ‘historic academic regression.’”

While Florida has been recognized nationally by Vice President Pence and U.S. Secretary of Education Betsy DeVos as a national model for its successful and urgently executed pivot to distance learning, there are still gaps for many students and even teachers.

“Nearly two-thirds of employed parents of minor children in Florida say that school closures and/or lack of childcare have either somewhat (41%) or greatly (23%) hurt their ability to fully perform their job responsibilities during the pandemic.”

The impacts of prolonged closures are also disproportionally felt by working mothers. “Mothers express greater levels of difficulty performing job responsibilities while juggling childcare: 71% say that this has either somewhat (44%) or greatly (27%) hurt their job performance, compared with 44% of employed fathers who say so.”

The Florida Council of 100’s recent report on The Impacts Of Prek-12 School Campus Closures delves into the complex array of impacts that prolonged school closures can create.
Lower Wage Workers are Caught in-between the Forces of Business Closures and School Campus Closures

According to Brookings and the University of Chicago, only “37 percent of U.S. jobs can be performed at home.”

Jobs in transportation, warehousing, construction, retail, agriculture, forestry, fishing and hunting and accommodation and food services are not friendly to teleworking.

- For many, the impacts may force them to seek training and employment in an entirely different business sector. Florida’s educational institutions should be prepared to both help mitigate the economic impact and facilitate training in new career pathways for those seeking them.

- The Strada Education Network’s survey of 8,000 adults finds that (as of 5/20/20):
  - 62% of Americans worry about losing their job.
  - 55% of Americans have lost a job, income or hours.
  - 39% of those who lost their job believe they need more education to replace it.
  - 37% of those who lost their job would look to change careers.
COVID-19 Will Likely Widen Achievement Gaps Without Significant Intervention

The new “subgroup” in education are those students without reliable access to a computer or internet, and those students will heavily overlap with other educational disadvantages experienced by students.

- “Too many students in low-income and rural communities don’t have internet access: 35% of low-income households with school-aged children don’t have high-speed internet; for moderate-income families it is 17%, and only 6% for middle-class and affluent families. When measured by race and ethnicity, the gap is greater for African American and Hispanic families.”

- April 17-19, 2020 survey data from the Bill & Melinda Gates Foundation found that 10.2% of Florida children do NOT have access to Internet during the day to support learning.

- Postsecondary attendance will also be greatly impacted. “Families who already feel an economic squeeze from the COVID-19 outbreak may not be able to budget the hundreds of dollars necessary for college acceptance deposits.”

- “Those who work with homeless students worry that the pandemic will have an outsized impact on many of them, now and into the future.”

- English Language Learners will often find themselves in a desert of access to digital learning devices and the Internet.
A Plan to Reopen and Close Achievement Gaps Must Prioritize Florida’s Most Vulnerable Students

When FDOE implemented teleworking in response to COVID-19, it was a plan built around protecting FDOE’s most vulnerable employees first, and the path to recovery for Florida’s students should be the same.

- “Lessons from seasonal learning research present us with a moral imperative: to help students succeed academically, we must provide resources and support to families during and after this disruption.”

- “Educators will need data to guide curriculum and instruction in support of students, especially to target resources and attention for communities most impacted by COVID-19 school closures.”

- Brookshire Elementary School’s Melissa Pappas, 2020 Orange County Teacher of the Year, noted:
  - “As we open the discussion for determining the best possible means of assessing the gap and planning for remediation, it may also be prudent for us to consider the potential regression across multiple areas of development that will collectively impact academic success across grade levels. These areas may include social skills, behavior, and functional skills (including levels of independence).
  - Additionally, students who typically receive services such as tutoring, speech and language therapy, behavior therapy, occupational and physical therapies, and mental health or counseling services, may not have had access to these services during this time.”
Closing Gaps in Credential Attainment to Accelerate Economic Recovery

The recovery will create jobs that can be filled by unemployed Floridians, but only if they have the essential skills to compete—skills that must be developed in months or weeks. Florida must prepare, pivot and partner with industries outside education to assess and identify the impact of the pandemic on the labor market, identifying new jobs and job functions needed and rapid training programs to meet new work demands and functions.

Displaced workers will want to upskill themselves to be more competitive for jobs in the recovery.

Increase in demand for postsecondary institutions that can urgently redesign credential programs to provide immediate relief for essential jobs.

The unique flexibility and programs of state colleges and technical colleges, which can quickly prop up credential programs, will be an asset.
Counter-Cyclical Enrollment in Florida’s 28 State Colleges

This table shows Florida state unemployment rates and Florida College System (FCS) total FTE, 2005-06 through 2018-19. **Historical trends, including the Great Recession, show that college enrollments are counter-cyclical to the health of the economy, such that unemployment actually correlates to enrollment increases in Florida’s state colleges.**
Historical Impact of Increased Unemployment on Florida College System Enrollment

In analyzing the trends in state unemployment rates and FCS total FTE, on average, as the state unemployment rate increases by 1%, the FCS total FTE increases by 9,596.3, thus the impact continues after the economy recovers (technical colleges increase similarly, on average, by 2,100).

- Florida’s state colleges expect a short-term dip in enrollment demand in Summer 2020, followed by rapid increases in demand in the fall and spring terms, especially in metropolitan areas of north, south and central Florida, where enrollment could grow at three to five times the normal rate, just as it did in 2010.

- Anticipated increases in FCS student enrollment will be amplified by the various proposals for further federal stimulus, mostly through a combination of direct spending and credit easing, creating a boom in construction and other essential infrastructure jobs and a larger and quicker demand for skilled workers.
Rapid Credential Programs to Accelerate Recovery

New rapid credential programs – from 1 to 18 weeks for completion – will be necessary to accelerate recovery both for individual households and the state overall.

For individuals, these jobs will pay better and carry higher benefits than those from which they were suddenly furloughed.

Postsecondary should align with CareerSource Florida, credentialing and certification entities to align with high demand and recovery critical jobs.

Continued flexibility in enrollment, credentialing and certifications will enable postsecondary to respond to job market demands for the full period of recovery.
Supporting the Capacity of Credential Programs Also Supports First Responders

Florida’s state colleges and technical colleges are a major supplier of the talent pipeline for law enforcement and other first responder professions.

- 24 of Florida’s 28 state colleges and 7 of Florida’s 48 technical colleges host law enforcement academies.
- In 2018-19, the FCS had 14,984 enrollments and 7,361 completions in first responder programs (law enforcement, firefighters, fire officers, paramedics, and emergency medical technicians).
- During the 2019-2020 school year, the state’s technical colleges enrolled nearly 5,000 students, and on average graduate 3,000 annually, who chose to dedicate their careers to public service and first-responder-related programs (emergency medical responder/technician, paramedic, fire fighter, nursing, and law enforcement officer).
Relief Will be Needed by High School Seniors Transitioning to Postsecondary

Programs and pathways should be developed to ensure students transitioning to institutions of higher education (IHE or postsecondary) can be set up for success now and in the future.

- The sudden changes to education brought on by efforts to mitigate the spread of the COVID-19 virus has caused significant changes in the future outlook of seniors who are transitioning to college, career and life.
- For example, high value educational experiences, such as the ACT and SAT test administrations and life-shaping course content (e.g., civic literacy) have been interrupted by the crisis.
Dimmer Switch Approach: Postsecondary Campus Reopening

Some postsecondary campuses have been allowing limited and safely conducted CTE course-related work to occur, and some state colleges began campus reopening in late May. All state college and technical college campuses should open for Summer B and for full enrollment by August.

- **Summer A and C Semesters** – state colleges, technical colleges and universities are generally virtual, with the exception of first responder and some CTE programs.
- **Summer B Semester** – open state colleges and technical colleges for in-person summer learning. State universities continue to remain virtual as they have already decided for Summer B.
- **Fall Semester** – open state colleges, technical colleges and universities at full capacity for traditional start of the academic year.

| % of Unduplicated Students who Enrolled in 2019 Summer Courses | 53% @ State Universities |
| | 41% @ State Colleges |
| | 35% @ State Technical Colleges |

- Summer A refers to the first half of the summer semester.
- Summer B refers to the second half of the summer semester.
- Summer C refers to the full length of summer semester.
- When applicable, state colleges or technical centers can substitute their terminology here for Summer A, B and C.
The Four Education Related Categories of CARES Act Funding

The Governor’s and Commissioner’s recommendations herein pertain to three flexible funding streams:
- Governor’s Fund
- FDOE’s portion (10%) of the K-12 Fund
- Child Care Fund
Governor’s Emergency Education Relief Fund (Governor’s Fund)

$173,585,880

- The Governor applied and U.S. DOE awarded the grant on 5/28/20.
- The purpose of this fund is to provide emergency support to local educational agencies (LEAs), institutions of higher education (IHEs), and other education-related entities most impacted by the coronavirus or that the Governor deems essential for carrying out emergency educational services to students.
- The Governor must return funds not awarded within one year of receiving.
- Under the CARES Act, the FDOE is required to recommend to the Governor which LEAs have been most significantly impacted by the coronavirus.
Higher Education
Emergency Relief Fund
(Higher Education Fund)

$873,880,451

- These funds are directly distributed from the USDOE to institutions of higher education (IHEs).
- 75% of each IHE’s allocation of “institutional funds” ($791,549,000) are based upon their number of Pell grant recipients, and 25% will be based upon their number of non-Pell grant recipients.
- The first half of institutional funds must go directly to students and IHE’s may not use those funds to reimburse the institution for other expenses.
- Additionally, some institutions are also eligible for funds as minority serving institutions ($68,093,543) or improvement of postsecondary institution funding for smaller colleges ($14,237,908).
Findings: Focus Flexible Funding on Students Represented in Achievement Gaps

By the very nature of achievement gaps and the impacts of poverty, the priority spending will focus on earlier grades, where the educational risk for students and the return on early supports are both at their greatest.

First Focus
• Achievement Gaps, Particularly Low-Income and Lack of Access Students

Second Focus
• Students in a Critical Educational Transition

Third Focus
• Safety Nets for Students and Educators
Findings: Focus Flexible Funding Where Guaranteed CARES Act Funding is Less Per Student

The greatest guaranteed CARES Act funding levels, per student, are already dedicated directly to Florida’s public universities and private postsecondary institutions.

<table>
<thead>
<tr>
<th>Educational Systems</th>
<th>Annual Student Head Count</th>
<th>Guaranteed CARES Allocation</th>
<th>Guaranteed CARES Allocation Per Head Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary PreK + School Readiness + Child Care</td>
<td>649,730</td>
<td>$223,605,188</td>
<td>$344</td>
</tr>
<tr>
<td>Public K-12 + Private K-12</td>
<td>3,270,472</td>
<td>$693,223,066</td>
<td>$212</td>
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<tr>
<td>Technical Colleges/Centers + Apprenticeships</td>
<td>202,543</td>
<td>$26,880,985</td>
<td>$133</td>
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<tr>
<td>Florida College System</td>
<td>729,140</td>
<td>$285,971,411</td>
<td>$392</td>
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<tr>
<td>Total Private Postsecondary (CIE + ICUF)</td>
<td>359,656</td>
<td>$274,667,876</td>
<td>$764</td>
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<tr>
<td>State University System (Undergrad and Graduate)</td>
<td>424,283</td>
<td>$286,360,179</td>
<td>$675</td>
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</table>
Findings: Focus Flexible Funding Where Funding Can Incentivize Great Collaborations

To maximize the value of CARES Act education-related funding, Governor DeSantis recommends to use the Governor’s Fund and FDOE’s 10% of the K-12 Fund to seed and incentivize great decisions by LEAs, state colleges and state technical colleges to close achievement gaps and reopen safe and healthy schools that are set up for success.

- Seed High ROI With Flexible Funds
- K-12 and Public Postsecondary Commit to High ROI
- Combined Investment in K-12 and Public Postsecondary
Rapid Credentials
$35 Million (from Governor’s Fund)

- In partnership with the state’s 28 Florida College System (FCS) institutions and the state’s 48 technical colleges, FDOE is proposing to increase capacity around short-term, in-demand 1) technical certificate programs (i.e., short, credit options offered by all our FCS institutions); 2) market-driven and in-demand clock hour career certificate programs (i.e., short, vocational training programs offered by our technical colleges); and 3) in-demand industry certification preparation courses (i.e., courses that culminate in an industry-recognized certification that can articulate into college credit).

- FDOE has identified over 100 of these programs statewide and has cross-walked them to CareerSource Florida’s in-demand sector strategies.

- All three (i.e., technical certificates, clock hour career certificates and industry certifications) of these workforce education-related options are accessible, affordable and articulate into “higher-level” credentials (i.e., AS degrees or BAS degrees) that will make Florida a national exemplar in COVID-19 economic stabilization and recovery efforts.

- Looking forward, FDOE intends to bring all of its resources to bear in helping faculty, administrators and staff provide the necessary resources to reimagine its postsecondary CTE offerings as a mechanism for economic and social mobility.

- This proposal marries perfectly with the following Dashboard concept, the state’s new Perkins V Plan and partnership with CareerSource Florida and regional workforce boards and the state’s WIOA funding support of online CTE instruction.
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.
CTE Equipment
$10.9 Million (from Governor’s Fund)

- Infrastructure and equipment grants for K-12 schools or technical colleges that could support in-demand CTE programs of study for K-12 students.

- Funding awards based on base allocation of $55K per district and then $10K more per K-12 school or technical college who serves K-12 district CTE students with select CTE programs.

- This dollar amount is needed to make a meaningful impact for LEAs and their corresponding technical colleges.

- CTE programs are costly to run and districts often require additional resources to purchase industry-standard technology and equipment.
Apprenticeship Expansion
(from existing FDOE resources to supplement CARES)

- FDOE is continuing to double down on apprenticeship expansion, registering almost two dozen new programs within the last two months. Registered apprenticeships (especially those connected to college credit offered by our FCS institutions) are a proven solution for businesses to recruit, train and retain highly skilled workers. Registered apprentices earn wages while learning occupational specific skills and avoiding any debt.

- Apprentice Florida is an existing CareerSource Florida and Department of Education outreach strategy providing businesses, including targeted industries of information technology, advanced manufacturing, healthcare, hospitality, trade and logistics and construction, with information and resources to help establish or expand registered apprenticeship programs.

- FDOE will leverage the growth of registered apprenticeship programs as a means to support the entirety of these efforts to help Floridians upskill and transition to recovery-oriented careers.

- FDOE has applied for a new $6 million Department of Labor Registered Apprenticeship Grant and, if awarded, will leverage this to support efforts aimed at helping Floridians upskill and transition to recovery-oriented careers.
Elevate Adult Learners
(from existing FDOE resources to supplement CARES)

- Within existing WIOA Adult Education Resources: FDOE will allocate existing funds to competitively source an accredited provider to implement a virtual high school diploma program for adults, incorporating industry recognized credentials and certifications. This is a great idea to support adults who will be seeking to upskill and have realized how economically vulnerable they are with a struggling economy without a diploma and credential or certification.
Reimagining Workforce Preparation Grant
(applying for US DOE grant to supplement CARES)

FDOE intends to apply for the newly launched Reimagining Workforce Preparation Grants that will provide “support to help States leverage the power of entrepreneurship to create new educational opportunities and pathways that help citizens return to work, small businesses recover, and new entrepreneurs thrive.”

FDOE would use these grant dollars to supplement the Rapid Credentials work in this plan and augment existing efforts around work based learning, entrepreneurship and innovation, all efforts already researched and identified with its new Perkins V State Plan.
The Board of Governors recently reviewed information about noncredit programs offered in the State University System to help address workforce needs. The Board's Innovation and Online Committee asked me to share that information with you.

You will note that noncredit programs are grouped in four categories in the attachment, and many of the programs are offered online:

- Preparing enrollees to seek licensure/certification by recognized licensing or certification bodies or for admissions into college or special programs;
- Obtaining and maintaining licensure/certification required by licensing/certification bodies;
- Providing career development opportunities for obtaining skills for entry into an occupation or upskilling to higher levels of work (these programs do not require licensure/certification);
- Providing opportunities for physical and mental well-being and personal growth.

Even without the inclusion of law and medical programs in the survey, SUS institutions had over 1,600 noncredit programs and over 240,000 completers in those programs during the 2018-19 fiscal year.

You will remember that I shared with the Council last year the for-credit certificate programs offered in the SUS – over 5,000 for-credit certificates awarded in over 900 programs. The attached information magnifies the effort of the SUS to meet workforce needs of the State through programs over and above traditional academic degree programs.

If you have any questions, please let me know.

Marshall M. Criser III
Chancellor
# Florida Talent Development Council

## 2020 Meeting Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, January 28th</td>
<td>1:00 PM</td>
<td>Tallahassee, FL</td>
</tr>
<tr>
<td>Thursday, February 20th</td>
<td>3:00 PM</td>
<td>Conference Call</td>
</tr>
<tr>
<td>Thursday, March 26th*</td>
<td>3:00 PM</td>
<td>Conference Call</td>
</tr>
<tr>
<td>Tuesday, April 21st</td>
<td>1:00 PM</td>
<td>Naples, FL - Arthrex</td>
</tr>
<tr>
<td>Thursday, May 28th</td>
<td>3:00 PM</td>
<td>Conference Call</td>
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<tr>
<td>Monday, June 22th*</td>
<td>10:00 AM</td>
<td>Conference Call</td>
</tr>
<tr>
<td>Tuesday, July 21st</td>
<td>2:00 PM</td>
<td>Tampa, FL</td>
</tr>
<tr>
<td>Tuesday, August 25th</td>
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<td>Conference Call</td>
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<tr>
<td>Tuesday, September 22nd</td>
<td>3:00 PM</td>
<td>Conference Call</td>
</tr>
<tr>
<td>Tuesday, October 27th</td>
<td>3:00 PM</td>
<td>TBD – Embry Riddle</td>
</tr>
<tr>
<td>Tuesday, November 24th</td>
<td>3:00 PM</td>
<td>Conference Call</td>
</tr>
<tr>
<td>Monday, December 21st</td>
<td>2:00 PM</td>
<td>Conference Call</td>
</tr>
</tbody>
</table>

*updated based on Board of Governors Meeting*