Florida Credentials Review Committee

Sept. 8, 2021
Welcome and Remarks

Katie Crofoot
Director
REACH Office
Member Introductions
Today's Agenda

- Ethics Considerations and Sunshine Law
- REACH Act Overview
- Committee Responsibilities
- Action Item - Credentials Review Committee Charter
- REACH Act and Related Work
- Timeline
Public Comment

- Request a comment card
- Fill the card out and return it
- You will be recognized at the appropriate time
Ethics Considerations and Sunshine Law Overview

George T. Levesque
GrayRobinson
THE SUNSHINE LAW

• The Sunshine Law is designed to ensure public access to the decision-making process of public boards and commissions, and expressly applies to CareerSource Florida, its councils and committees. See § 445.004(1), Florida Statutes.

• Found in § 286.011, Florida Statutes.
Basic requirements:

- Meetings of public boards or commissions must be open to the public;
- Reasonable notice of such meetings must be given;
- Minutes of the meetings must be taken; and
- The public must be given a reasonable opportunity to be heard on a proposition that comes before the board.
WHAT IS A MEETING?

- Any formal or informal gathering of two or more members of the same board to discuss some matter which will foreseeably come before that board for action.

- A writing reflecting the views of a board member and circulated among board members with each indicating his or her approval or disapproval, and upon completion of the circulation, the writing has the effect of becoming an official action of the board.

- A telephone conversation among two or more board members.

- Communication via computer or any electronic device among two or more board members.
WHAT IS OPEN TO THE PUBLIC?

- CareerSource Florida and its councils and committee should take reasonable steps to ensure the facilities where the meeting will be held will accommodate the anticipated turnout.

- Board members should not discuss issues before the board in a manner not generally audible to the public attending the meeting.

- The public has a right to be present and to be heard at deliberations where decisions affecting the public are being made.
CONSEQUENCES FOR FAILURE TO COMPLY WITH THE SUNSHINE LAW

- Any action taken at a meeting not open to the public, whether intentional or unintentional, is void.
- Criminal penalties.
- Removal from office.
- Fines up to $500.
- Award of reasonable attorney’s fees against the entity found to have violated the Sunshine Law.
PUBLIC RECORDS

Florida provides a broad right of access to public records.
SOURCE OF THE RIGHT OF ACCESS

• Florida Constitution, Article I, Section 24:

  Every person has the right to inspect or copy any public record made or received in connection with the official business of any public body, officer, or employee of the state, or persons acting on their behalf, except with respect to records exempted pursuant to this section or specifically made confidential by this Constitution.

• Florida Statutes Section 119, Public Records:

  It is the policy of this state that all state, county, and municipal records are open for personal inspection and copying by any person. Providing access to public records is a duty of each agency.
"PUBLIC RECORDS" DEFINED

- Florida Statutes Section 119.011(12) states:

- ‘Public records’ means all documents, papers, letters, maps, books, tapes, photographs, films, sound recordings, data processing software, or other material, regardless of the physical form, characteristics, or means of transmission, made or received pursuant to law or ordinance or in connection with the transaction of official business by any agency.

- Florida Supreme Court interpretation from Shevin v. Byron, Harless, Schaffer, Reid and Associates, Inc., 379 So. 2d 633, 640 (Fla. 1980):

  All materials made or received by an agency in connection with official business which are used to perpetuate, communicate, or formalize knowledge.
FORMS OF PUBLIC RECORDS

• All public records must be open for public inspection, regardless of whether they are in final form, unless the Legislature has exempted them for disclosure (exemptions are beyond the scope of this presentation).


• Any agency document or record, however prepared, if circulated for review, comment, or information, is a public record regardless of whether it is an official expression of policy or marked “preliminary” or “working draft” or similar label.
FORMS OF PUBLIC RECORDS

• Includes interoffice memoranda, preliminary drafts of agency rules or proposals which have been submitted for review to anyone within or outside the agency and working drafts of reports which have been furnished to a supervisor for review or approval.

• Examples of public records subject to the public records law absent an exception:
  o Computer records
  o Email messages
  o Text messages
  o Facebook messages
  o Financial records (including bids, budgets, personal financial records)
  o Litigation records
  o Personnel records
CONSEQUENCES FOR VIOLATION OF PUBLIC RECORDS LAW

- Non-criminal infraction punishable by fine of up to $500
- Suspension and removal or impeachment from office
- A willful and knowing violation is a first degree misdemeanor (Imprisonment up to one year and a fine up to $1,000)
- Award of reasonable attorney’s fees if found to unlawfully refuse inspection and copying of a public record.
ETHICS LAWS

Generally consists of two types of provisions:

1) Prohibiting certain actions or conduct

2) Requiring certain disclosures

Chapter 112, Part III, Florida Statutes
• APPLICABLE TO “PUBLIC OFFICERS”
  o Defined as “… any person elected or appointed to hold office in an agency, including any person serving on an advisory body.”
  o § 112.313(1), Florida Statutes

• INCLUDES:
  o Standards of Conduct - § 112.313, Florida Statutes
  o Financial Reporting - §§ 445.004(4)(i) and 112.3145, Florida Statutes
  o Gift Law and Lobbying Expenditure Ban - § 112.3148, Florida Statutes
• PROHIBITED ACTIONS OR CONDUCT
  o Solicitation or Acceptance of Gifts
    ▪ Cannot solicit or accept anything of value in exchange for the understanding of influence over a vote - § 112.313(2), Florida Statutes
    ▪ Cannot solicit and cannot accept anything over $100 from a lobbyist or a principal - § 112.3148(3) and (4), Florida Statutes
    ▪ Must report anything of value over $100 from anyone who is not family or someone who you intend to marry - § 112.3148(8), Florida Statutes
• PROHIBITED EMPLOYMENT - § 112.313(3), Florida Statutes
• UNAUTHORIZED COMPENSATION
  o For self, spouse or minor children - § 112.313(4), Florida Statutes
• MISUSE OF PUBLIC POSITION - § 112.313(6), Florida Statutes
• DISCLOSURE OR USE OF INFORMATION - § 112.313(8), Florida Statutes
VOTING CONFLICTS OF INTEREST

If you are present at a meeting, you must vote on the official actions being taken. § 286.012, Florida Statutes

EXCEPTION:
If there is a possible conflict of interest, you must abstain and comply with disclosure requirements of § 112.3143, Florida Statutes

- Conflict = inure to your own special private gain or loss or the special private gain or loss of any principal (including parent or subsidiary of a principal), business associate, or relative
- Relative – father, mother, son, daughter, husband, wife, brother, sister, father-in-law, mother-in-law, son-in-law, or daughter-in-law
CONSEQUENCES FOR FAILURE TO COMPLY WITH THE ETHICS LAW

• Reputational damage
• Civil penalties
• Criminal penalties
• Removal from office
REACH Act Overview

Michelle Dennard
President and CEO
CareerSource Florida
Overview of Committee Responsibilities

Andra Cornelius, CEcD
Senior Vice President, Business & Workforce Development
CareerSource Florida

Dan McGrew
Vice President, Strategic Policy and Performance
CareerSource Florida
Overview of Committee Responsibilities

- Framework of Quality and Credentials of Value
- Master Credentials List
- CIP to SOC Linkage
- FETPIP Data Elements
- Returned-Value Funding Formula
Framework of Quality and Credentials of Value

Key Elements Include

- Labor market demand
- Employer validation
- Middle to high wage
- Career pathways and stacking of credentials
Framework of Quality Examples: Alabama
Five Star Rubric Test for Identifying In-Demand Occupations

<table>
<thead>
<tr>
<th>Criteria 1</th>
<th>Criteria 2</th>
<th>Criteria 3</th>
<th>Criteria 4</th>
<th>Criteria 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupation must be at least 70% of mean regional wage</td>
<td>The occupation belongs within a career cluster that is ranked in the top 8 for the annual regional Success Plus attainment goal</td>
<td>Positive annual growth and positive projected growth over a decade</td>
<td>Occupation is on the regional Top 40 In-Demand Jobs list, or occupation is at least in the 75th percentile of the average regional wage</td>
<td>The occupation requires a post-secondary degree, certificate, or credential for initial employment</td>
</tr>
</tbody>
</table>

Earning a star for three of the criteria is mandatory. For the first two required criteria, earning a star for Criteria 1 and Criteria 3 is mandatory, and an occupation must possess one or both of Criteria 4 or 5 to be included on a regional or statewide compendium of valuable credentials.
## Framework of Quality Examples: ESG

### Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>High Wage Credentials</th>
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<th>Stackable Credentials</th>
</tr>
</thead>
<tbody>
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<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet Middle Wage Threshold (5$/hour)</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Meet Demand Thresholds</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Evaluated for Stackability</td>
<td>×</td>
<td>×</td>
<td>✓</td>
</tr>
<tr>
<td>Meet entry wage (5$/hour) and stack directly to middle or high wage job</td>
<td>×</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Florida Credentials of Value Sample Framework
Framework of Quality and Credentials of Value – Baccalaureate and Graduate

Key criteria:

- Labor market demand - state or local
- Programs of Strategic Emphasis
- Guide development of program standards and benchmarks
- Discussions to begin in 2022
Master Credentials List

- 2021-2022 Master Credentials List is the CAPE Secondary and Post-Secondary Industry Certification Lists (approved 8/18/2021 by State Board of Education)

- 2022-2023 Master Credentials List must be ready by Jan. 31, 2022

- Convene a cross-agency workgroup to develop processes for:
  - Quarterly review and approval of credential applications
  - Annual review of list and phase out of credentials
  - Designate performance funding eligibility
# Master Credentials List

CAPE Secondary and Post-Secondary Lists approved by State Board of Education on 8/18 and will serve as MCL for 2021-2022

<table>
<thead>
<tr>
<th>DOE Code</th>
<th>Certification/Credential Title</th>
<th>K-8 Digital Tool</th>
<th>21-22 PS CAPE</th>
<th>21-22 K-12 CAPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NREMT003</td>
<td>Emergency Medical Responder (EMR)</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>ABAYC003</td>
<td>Marine Electrical Certification</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>ACSMD002</td>
<td>Certified Personal Trainer</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>ADESK021</td>
<td>Autodesk Certified Professional - AutoCAD</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>ADESK023</td>
<td>Autodesk Certified Professional - AutoCAD Civil 3D</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>ADESK024</td>
<td>Autodesk Certified Professional - Inventor</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>ADESK025</td>
<td>Autodesk Certified Professional - Revit Architecture</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>ADESK033</td>
<td>Autodesk Certified Associate in CAD for Mechanical Design</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>ADESK034</td>
<td>Autodesk Certified Associate in CAM 2.5 Axis Milling for Machinists</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>AMAMA001</td>
<td>Certified Medical Assistant (CMA)</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>AMDDA003</td>
<td>Certified Drafter - Architectural</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>AMDDA004</td>
<td>Certified Drafter - Mechanical</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>AMEDT004</td>
<td>Registered Medical Assistant (RMA)</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>AWELD005</td>
<td>AWS Certified Welder - FCAW Plate</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>AWELD004</td>
<td>AWS Certified Welder - GMAW Plate</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>AWELD011</td>
<td>AWS Certified Welder - SMAW Pipe</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>AWELD012</td>
<td>AWS Certified Welder - SMAW Plate</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>CISCO026</td>
<td>Cisco Certified Network Associate (CCNA)</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Master Credentials List

For 2022-2023, the law calls for specific information to be included on the Master Credentials List.

**MASTER CREDENTIALS LIST - SAMPLE**

<table>
<thead>
<tr>
<th>Credential Name</th>
<th>Credential Type</th>
<th>Demand Type Met</th>
<th>Demand Priority</th>
<th>SOC Linkage</th>
<th>Framework of Quality Criteria</th>
<th>Performance Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample 1</td>
<td>Certificate</td>
<td>Statewide</td>
<td>3</td>
<td>29-1071</td>
<td>2.80%</td>
<td>$23.60</td>
</tr>
<tr>
<td>Sample 2</td>
<td>Credential</td>
<td>Regional</td>
<td>1</td>
<td>15-1210</td>
<td>3.23%</td>
<td>$22.28</td>
</tr>
<tr>
<td>Sample 3</td>
<td>A.S.</td>
<td>Local</td>
<td>2</td>
<td>49-3020</td>
<td>4.65%</td>
<td>$27.14</td>
</tr>
</tbody>
</table>

Florida Credentials Review Committee
CIP to SOC Linkage

Why is a CIP-to-SOC crosswalk important?

- Labor supply and demand analysis
- Evaluate institutional market alignment
- Upskilling and career progressions
- Career guidance
- Job Search
Identify FETPIP Data Elements

Florida Education and Training Placement Program (FETPIP) Sample Data:

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>TOTAL FREQUENCY</th>
<th>FOUND EMPLOYED</th>
<th>EMPLOYED FULL QTR</th>
<th>FULL QTR AVG ANNUALIZED EARNINGS</th>
<th>TRAINING RELATED</th>
<th>CONTINUING EDUCATION</th>
<th>TOTAL &quot;POOL&quot; COUNT</th>
<th>POSITIVE PLACEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDICAL CLINICAL LABORATORY TECHNICIAN - ATD</td>
<td>23</td>
<td>20</td>
<td>87%</td>
<td>18</td>
<td>17</td>
<td>85%</td>
<td>19</td>
<td>18</td>
</tr>
<tr>
<td>H170600</td>
<td>116</td>
<td>92</td>
<td>79%</td>
<td>73</td>
<td>43</td>
<td>47%</td>
<td>90</td>
<td>63</td>
</tr>
<tr>
<td>MEDICAL CODER/BILLER - ATD</td>
<td>103</td>
<td>74</td>
<td>72%</td>
<td>60</td>
<td>32</td>
<td>43%</td>
<td>71</td>
<td>43</td>
</tr>
<tr>
<td>MEDICAL LABORATORY ASSISTING</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Returned-Value Funding Formula

Workforce Education Performance Funding

- $14M for Florida College System and $6.5M for Career and Adult Education
  - Post-secondary colleges can earn up to $1,000 per certificate earned in specific occupation areas
  - K-12 institutions earn performance funding in the form of FTE additions per type of certificate earned

- New requirements in REACH Act
  - One-third based on student job placements
  - Two-thirds based on aggregate student wages that exceed minimum wage
  - Weight higher wages and underserved populations
Action Item

For Consideration:

- Approve the Credentials Review Committee Charter and all elements of the charter including the authorizes and powers designated under Florida Statutes.
- Approve the Director of the Reimagining Education and Career Help Office to Act as Chair of the Credentials Review committee for a period of one (1) year from the approval of this action.
Overview of Work Currently Underway

- **DOE Credentials of Value Workgroup**
  - Definition of Credentials of Value and a Framework of Quality (ESG)

- **DOE Workforce Education Data Platform**
  - Creates a dashboard providing future visibility into program performance (PAIRIN)
  - CIP-SOC Linkages (SkillsEngine)

- **Labor Market Estimating Conference**
  - Statewide and regional labor supply and demand analysis
  - Inaugural meeting Sept. 28
REACH Act and Related Work Underway

Keith Richard, Ph. D.
Statewide Director, Career & Technical Education Quality
Florida Department of Education

Emily Passias, Ph.D.
Director
Education Strategy Group

Alli Phillips
Chief Operating Officer
PAIRIN

Adrienne Johnston
Deputy Secretary
Florida Department of Economic Opportunity
Credentials of Value in Florida and in National Context

Emily Passias, Ph.D.
Director, Education Strategy Group
The credentials we signal matter.

The credentials that we...

- count toward the Sail to 60 attainment goal
- embed in career pathways and guided pathways
- and make available through education and training providers for adult leaners
- consider in the CTE audit
- build into state accountability systems

signal to educators and learners what has value.
Alignment is essential

Credentials
Earn

Employers
Want

Credentials
Students
Earn
Building Credential Currency: ESG’s Theory of Action
Building Credential Currency: ESG’s Theory of Action

Workgroup focus
The Alabama Committee on Credentialing and Career Pathways (ACCCP) is responsible for annual identification of regional and statewide in-demand occupations, career pathways, and credentials of value. They target occupations that:

I. Meet or exceed 70% of median regional wage
II. Show annual positive growth for the next ten years
III. Projected to have a minimum of 15 openings a year
IV. Median wage exceeds the Lower Living Standard Income Level by 70%
V. Requires a post-secondary degree, certificate, or credential for initial employment
North Carolina has leveraged strong employer engagement and direct connections to MyFutureNC to identify credentials aligned to the state’s good jobs.
Promising Credentials in Hawaii

- Considers credentials for high volume occupations (250+ positions and 50+ annual openings) and those with positive growth (Positive growth and 25+ annual openings) that meet or exceed the ALICE individual wage threshold for the state
- Prioritizes credentials in demand across multiple priority occupations (career pathways approach)
- Tiers credentials by combining educational and credential requirements for priority occupations
Identification of High Value Occupations and Credentials

Washington’s approach:

- Focus on sub-baccalaureate opportunities
- Robust review of pre- and post-COVID labor market trends
- Consider regional wages when designing thresholds
Ohio has strong employer engagement and incentives in place to support learners and drive increased attainment of approved credentials.
Goals of the Credentials of Value Workgroup

1. Help form a consensus (cross-sector) definition of Credentials of Value
2. Inform a corresponding methodology to identify credentials that meet value indicators
3. Validate the cross-sector credential of value list and determine related areas of impact
Which credentials are a focus of this work?

**Workforce-Related Credentials**  
(i.e. those that prepare learners for specific occupations):

- Registered Apprenticeships
- Industry Certifications
- Licenses
- College Credit Certificates

- Career Certificates
- Applied Technology Diplomas
- Associate in Applied Science Degree
- Associate in Science Degrees
We convened educational and economic development partners for our workgroup.
Considerations for Florida’s Work

- How do we measure and balance workforce demand and wage considerations?
- What are the implications of statewide and regional demand for occupations and credentials?
- What are the essential elements of quality and value within the Florida credentialing ecosystem?
- How do we ensure the voices of employers are reflected in this work?
Evidence of Significant Demand and Earnings

Credentials of value are in significant demand by state and regional labor markets.

Non-degree credentials of value must also have evidence of employment and middle-high earnings outcomes.

Evidence of Middle-High Wage Thresholds

The draft Middle wage may be set by the ALICE sustainability threshold for a single adult at $23.62/hour (state level). The draft High wage will likely be calculated as a percentage bandwidth (e.g. 25%) of the middle-wage threshold.

Evidence of On-Ramp to High-Value Employment

Non-degree credentials that don’t meet a middle or high wage threshold can still be considered a credential of value if they “stack” to a credential that’s required for the next-level occupation that does meet the wage threshold.
<table>
<thead>
<tr>
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<td>Meet High Wage Threshold ($/hour)</td>
<td>✓</td>
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</tbody>
</table>

**Category**

- **High Wage Credentials**
- **Middle Wage Credentials**
- **Stackable Credentials**
Next Steps

**Feedback Survey**
- Another opportunity for workgroup members to provide feedback on stackability criteria

**Initial Analyses**
- ESG will complete analyses to identify credentials that meet the economic criteria outlined in HB 1507 and refined through this group

**Employer Engagement**
- In collaboration with CareerSource, we will engage employers to validate and refine initial list of credentials of value

**Stackability Review**
- Leveraging stackability discussion, identify those credentials that meet HB1507 stackability criteria

**Meeting #4 & #5**
- September & October
- Topics: Results of Analyses, Employer Engagement, Connecting this work to other initiatives
Workforce Education Data Platform
Credential Review Committee
Sept. 8, 2021
To address parts of HB1507, the DOE, along with a multi-agency coalition, is creating the Workforce Education Data Platform.

The platform will provide FL agencies consistent data on all Florida credentialing programs (e.g., school districts, technical colleges, FCS institutions) and WIOA providers, as well as the degree to which they are serving Florida’s labor market, so they can make wise policy and resourcing decisions.
The Workforce Data Education Data Platform will support decision-making with data-driven, up-to-date information across three main topics...

<table>
<thead>
<tr>
<th>Labor supply &amp; demand</th>
<th>Program ROI</th>
<th>Program quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enables stakeholders to identify gaps in supply of in-demand credentials at the local level. Tracks production of quality credentials below an associate's degree and aligns production with real time, localized quantitative labor market information.</td>
<td>Enables stakeholders to search for programs that match in-demand jobs, occupations of interest or any other search criteria (e.g., salary level, education type); identify cost of certificate or degree; and calculate income and ROI over 10 years.</td>
<td>Enables stakeholders to understand outcomes (e.g., wage and employment) for various programs by comparing program enrollees to similar unenrolled workers.</td>
</tr>
</tbody>
</table>

... helping the state direct investment to programs that are the most aligned with labor market needs.
Three main project components

**Data integration**
- Build data-layer components, typically APIs, of currently existing state-agency sources of data (e.g., DOE, DEO)
- Standardize data collection activities (e.g., Perkins V local needs assessment, CTE program audit)

**Data rationalization and analytics**
- Define data to be combined
- Store data in a single place
- Standardize data into an agreed upon format (e.g., rationalizing LinkUp job posting data with Florida’s ETPL into CTDL)

**Data utilization (decision-making)**
- Visualize data in dashboards for use by state agency team members
- Create ad hoc reporting capability
Data security and privacy is our top priority

● Application providers do not see personally identifiable information (PII)
  ○ All PII is stored and integrated in a separate SOC II compliant data warehouse
  ○ Aggregate, de-identified data is delivered to the application
● The Workforce Education Data Platform is FERPA and COPPA compliant
● PAIRIN has signed the 2020 Student Data Privacy Pledge and has published on its website a Student Data Bill of Rights that our company and partners are bound to comply with
We chose a vendor coalition with expertise in data management and analytics, research, credentials, and change leadership.

**PAIRIN**
Prime contractor, central point of contact, project and change management, design, application, and dashboard development, partner coordination.

- **Credential Engine™**
  Common credential description schema (CTDL) and open Registry for all credentials and providers in Florida.

- **Qlarion**
  Data integrator, data warehouse designer/manager, dashboard developer, Managed Analytics Services provider.

- **RIPL**
  ROI measurement science, data lake and analytics consulting/design.

- **SkillsEngine®**
  CIP* to SOC** mapping
  * Classification of Instructional Programs
  ** Standard Occupational Classification
We kicked off in May and will launch in June 2022

2021

- Finalized procurement & contract
- Kickoffs with various stakeholders
- Designing data architecture and user interfaces

2022

- Building and testing
- Prototype iteration
- Final testing and stabilizing
- Final release of dashboards
- Designs complete
- First prototype launch

Key milestone

We are here
Labor Market Estimating Conference

Adrienne Johnston
Deputy Secretary
Florida Department of Economic Opportunity
# 2021-2022 Timeline

<table>
<thead>
<tr>
<th>Prior to Meeting</th>
<th>CRC Mtg 1</th>
<th>CRC Mtg 2</th>
<th>CRC Mtg 3</th>
<th>CRC Mtg 4</th>
<th>End of Year</th>
<th>CRC Mtg 1</th>
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<tr>
<td></td>
<td>SBE adopts CAPE list as Master Credentials List (MCL) for 2022 [878]</td>
<td>DOE/ESC completes Framework of Quality (FoQ) for sub-baccalaureate degrees and credentials, Employer Engagement Survey, and Sector-Specific Focus Groups</td>
<td>SkillEngine completes CIP-SOC linkages</td>
<td>DACS submits credentials for consideration on MCL</td>
<td>Screen MCL applicants using FoQ</td>
<td>Collect lessons learned, plan work for baccalaureate and graduate degrees on MCL, adopt transition plans, etc.</td>
<td>Plan work for baccalaureate and graduate degrees on MCL in partnership with DOE</td>
<td>Conduct work to support annual review of MCL/phase-out credentials that do not meet the FoQ</td>
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<td>Draft process for submission and review of credentials for inclusion on MCL and convene review teams</td>
<td>Draft criteria for local demand</td>
<td>Begin to accept MCL applicants and screen using FoQ</td>
<td>Anticipated MLEC Meeting 1 (TBD)</td>
<td>Asses criteria for PSE in relation to FoQ</td>
<td>Screen MCL applicants using FoQ</td>
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<td>LMEC Meeting 1 (9/28/21)</td>
<td>Establish FETIP timeline for needed data elements</td>
<td>Draft Returned - Value Funding Formula</td>
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<tr>
<td>CRC Actions</td>
<td>Approve CRC Charter</td>
<td>Approve Definition of Credentials of Value and Framework of Quality for sub-baccalaureate degrees and credentials</td>
<td>Consider inaugural MCL for approval</td>
<td>Approve eligible MCL applicants</td>
<td>Define CoV/MCL for baccalaureate and graduate degrees</td>
<td>Approve eligible MCL applicants and phase out credentials</td>
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<td>Review CRC duties, work underway by other entities, timeline and partner roles</td>
<td>Approved MCL submitted to CSF Board (02/2022) for approval, then to SBE (02/2022)</td>
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<td>Review current FETIP data elements and identify any necessary data elements for work of CRC</td>
<td>Review CRC data elements and identify any necessary data elements for work of CRC</td>
<td>Present Programs of Strategic Emphasis (PSE) designation for State University System</td>
<td>Review proposed criteria for PSE</td>
<td>Evaluate Year 1 process outcomes</td>
<td>Approve eligible MCL applicants</td>
<td>Annual review/phase-out of credentials that do not meet FoQ</td>
<td>Discuss process for potential FoQ review</td>
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Open Discussion and Public Comment
Closing Remarks

Katie Crofoot
Director
REACH Office
Upcoming Meetings

- December 2021
- January 2022
- April/May 2022