

FLORIDA CREDENTIALS REVIEW COMMITTEE

Framework of Quality Workshop

Oct. 26, 2021



Chair's Welcome and Remarks



Katie Crofoot

Director

REACH Office

Labor Market Estimating Conference

Implications for Actions and Decisions of the Credentials Review Committee



Amy Baker

Coordinator

**State Office of Economic and Demographic
Research**

October 6, 2021 Conference

Occupational Code and Title

- Source: US Department of Labor, Bureau of Labor Statistics (BLS), Standard Occupational Classification (SOC), 2018 and BLS Occupational Employment and Wages Statistics (OEWS) program
- Target Group: only occupations that require a High School Degree or Equivalent through an Associate's Degree are included table

Annual Average Wage by Occupation

- Source: BLS OEWS for the State and Department of Economic Opportunity (DEO), OEWS program for the Workforce Regions, as of May 2020

Employment or Jobs

- Source: Same as average annual wage
- Represents filled jobs

% of Employment

- Percent that the occupations represents of the total employment in the area, regardless of educational level

Educational Requirement

- Source: BLS educational requirement levels
- Represents the typical formal educational level most workers need to enter an occupation
- One educational requirement is assigned to each occupation
- The eight categories are shown below (the first row are the educational requirements focused on in this analysis):

Associate's degree	Postsecondary nondegree award	Some college, no degree	High school diploma or equivalent
Doctoral or professional degree	Master's degree	Bachelor's degree	No formal educational credential

Sources and Methodology

Wage Brackets

- Natural Breaks is a statistically-based, data clustering method designed to reduce variance within classes and maximize the variance between classes
- Based on four scenarios to group occupational average annual wages using five natural breaks in the data:
 - I. Across all occupations for all education levels combined (including those beyond the target group)
 - II. By major occupational group for all education levels combined (including those beyond the target group)
 - III. Across all occupations for the combined HS-AD education level
 - IV. By major occupational group for the combined HS-AD education level
- The five natural breaks are:
 - A = High
 - B = Medium High
 - C = Medium
 - D = Medium Low
 - E = Low
- Real-time Openings
 - Source: Labor Insight Labor Tool, queried by DOE, Bureau of Workforce Statistics and Economic Research (WSER), under license from Burning Glass Technologies
 - Represents the average of 12 months of activity through August 2021

Sources and Methodology

Projections of Filled Jobs

- Source: Florida Legislative Office of Economic and Demographic Research (EDR), controlled to employment from the Florida Economic Estimating Conference (FEEC)
- Displayed in the tables are forecast years (3rd , 5th , and 10th), labeled as 2024, 2026, and 2031
- Prepared for the state

Limitations of the Data

Missing SOC Counts at the Total All Industries Level
Workforce Region and Statewide

		Total	Published	Number of Occupations Suppressed			IMPLAN	
WFR Name	WFR	SOC Counts		SOC Counts	% of SOCs	% of WFR Employment	SOC Counts	Overage
CareerSource Escarosa	1	673	440	233	35%	4%	774	101
CareerSource Okaloosa Walton	2	607	387	220	36%	6%	759	152
CareerSource Chipola	3	468	225	243	52%	22%	635	167
CareerSource Gulf Coast	4	612	351	261	43%	6%	757	145
CareerSource Capital Region	5	671	438	233	35%	4%	771	100
CareerSource North Florida	6	451	210	241	53%	19%	587	136
CareerSource Florida Crown	7	517	231	286	55%	15%	695	178
CareerSource Northeast Florida	8	750	603	147	20%	1%	783	33
CareerSource North Central Florida	9	662	427	235	35%	9%	770	108
CareerSource Citrus Levy Marion	10	649	440	209	32%	3%	767	118
CareerSource Flagler Volusia	11	669	445	224	33%	4%	770	101
CareerSource Central Florida	12	761	656	105	14%	0%	784	23
CareerSource Brevard	13	672	479	193	29%	2%	776	104
CareerSource Pinellas	14	704	511	193	27%	3%	779	75
CareerSource Tampa Bay	15	735	551	184	25%	2%	785	50
CareerSource Pasco Hernando	16	588	360	228	39%	6%	766	178
CareerSource Polk	17	688	470	218	32%	3%	778	90
CareerSource Suncoast	18	709	501	208	29%	2%	773	64
CareerSource Heartland	19	551	287	264	48%	8%	676	125
CareerSource Research Coast	20	658	482	176	27%	2%	733	75
CareerSource Palm Beach County	21	733	564	169	23%	1%	782	49
CareerSource Broward	22	735	580	155	21%	1%	782	47
CareerSource South Florida	23	762	639	123	16%	1%	784	22
CareerSource Southwest Florida	24	741	588	153	21%	1%	778	37
		Total	Published	Number of Occupations Suppressed				
		SOC Counts		SOC Counts	% of SOCs	% of Total Employment		
Statewide		789	772	17	2%	0.02%		

Sources: Florida Department of Economic Opportunity, Occupational Employment and Wages Program and EDR tabulation of IMPLAN data.

Wages Across Industries

	Florida Average Annual Wage as a Percent of the U.S.				Florida Average Annual Wage				Florida Average Annual Employment			
	2017	2018	2019	2020	2017	2018	2019	2020	2017	2018	2019	2020
Total All Industries	87.5%	87.5%	87.4%	87.3%	48,455	50,094	51,741	55,868	8,494,623	8,700,654	8,884,066	8,447,957
Total Private	86.3%	86.5%	86.5%	86.3%	47,778	49,475	51,182	55,444	7,437,388	7,635,037	7,808,474	7,389,890
Agriculture, Forestry, Fishing and Hunting	88.9%	90.5%	90.0%	89.6%	30,643	32,432	33,488	35,634	71,402	68,369	67,271	67,361
Mining, Quarrying, and Oil and Gas Extraction	68.7%	68.9%	66.1%	68.2%	70,143	71,840	71,387	75,169	4,069	4,138	4,058	3,746
Utilities	93.6%	92.4%	86.7%	90.6%	100,367	101,572	98,259	106,116	23,007	23,262	22,569	22,813
Construction	81.1%	81.8%	81.6%	83.0%	49,256	51,286	52,893	55,910	503,704	541,083	563,526	561,991
Manufacturing	88.9%	90.1%	91.4%	91.0%	59,389	61,740	63,877	66,758	363,137	371,590	383,956	376,070
Wholesale Trade	97.0%	98.8%	99.4%	99.1%	73,638	76,970	79,731	83,495	343,465	345,731	352,563	343,637
Retail Trade	97.7%	97.3%	96.9%	97.1%	30,500	31,487	32,553	35,684	1,114,341	1,128,645	1,109,611	1,054,864
Transportation and Warehousing	101.7%	101.5%	97.8%	97.5%	52,596	53,973	53,189	53,939	259,053	274,968	315,186	317,797
Information	76.0%	71.3%	72.0%	68.5%	80,305	81,168	86,153	93,350	138,039	138,995	138,845	130,298
Finance and Insurance	79.2%	79.8%	79.5%	80.4%	84,086	87,199	89,576	97,709	373,278	382,442	390,079	399,623
Real Estate and Rental and Leasing	86.9%	86.6%	84.8%	85.4%	49,530	51,235	52,032	55,678	183,232	188,203	195,880	187,083
Professional and Technical Services	80.7%	80.7%	80.6%	80.2%	75,628	78,410	81,141	85,901	546,229	571,112	594,765	602,398
Management of Companies and Enterprises	92.8%	91.0%	90.9%	90.2%	111,262	111,816	114,801	119,416	103,527	107,837	115,214	111,549
Administrative and Waste Services	92.8%	93.6%	92.7%	92.2%	36,776	38,354	39,906	42,835	672,806	686,187	681,071	644,370
Educational Services	81.7%	81.0%	81.1%	79.8%	40,901	41,521	42,680	45,630	157,010	161,967	166,897	158,970
Health Care and Social Assistance	103.2%	103.6%	103.1%	102.5%	50,668	52,114	53,388	56,442	1,101,700	1,125,846	1,157,384	1,134,612
Arts, Entertainment, and Recreation	100.5%	100.7%	99.8%	98.8%	37,958	39,152	39,984	45,136	227,462	232,677	240,621	186,250
Accommodation and Food Services	105.7%	105.6%	104.6%	104.3%	21,906	22,774	23,525	23,757	971,016	994,109	1,016,580	821,325
Other Services, except Public Administration	94.6%	94.6%	95.1%	93.4%	35,319	36,402	37,969	41,154	273,903	279,269	281,975	254,577
Total Government	95.6%	94.6%	94.2%	93.7%	53,214	54,533	55,795	58,825	1,057,235	1,065,617	1,075,592	1,058,667
Federal Government	94.9%	93.5%	92.8%	92.3%	76,365	78,240	78,265	78,852	138,939	139,626	142,901	149,774
State Government	79.8%	80.5%	79.0%	79.5%	46,895	48,879	49,640	52,306	221,294	222,736	221,943	215,462
Local Government	101.8%	100.2%	100.2%	99.4%	50,606	51,618	53,199	56,523	697,002	703,255	710,748	692,831

Source: U.S. Department of Labor, Bureau of Labor Statistics, Quarterly Census of Employment and Wages, www.bls.gov as of October 25, 2021.

What's Next?

For a likely January 2022 conference:

- Use of IMPLAN data to fill in suppressed occupations
- Inclusive of all education attainment levels
- Development of separate supply and demand forecasts
 - Annual state, regional and county projections for 10 years
 - Inclusive of self-employed status
 - Simple supply based on adopted metric by the FEEC for Labor Force and ACS data
 - Simple demand based on age-adjusted population ratios and growth rates
- Performance of a preliminary gap analysis to identify occupations of extreme over- or under-supply

Creating a Model Credentials of Value System in Florida



Kathleen Mathers

Principal of Career Readiness
Education Strategy Group



Emily Passias, Ph.D.

Director
Education Strategy Group



Keith Richard, Ph. D.

Statewide Director, Career & Technical
Education Quality
Florida Department of Education

Agenda

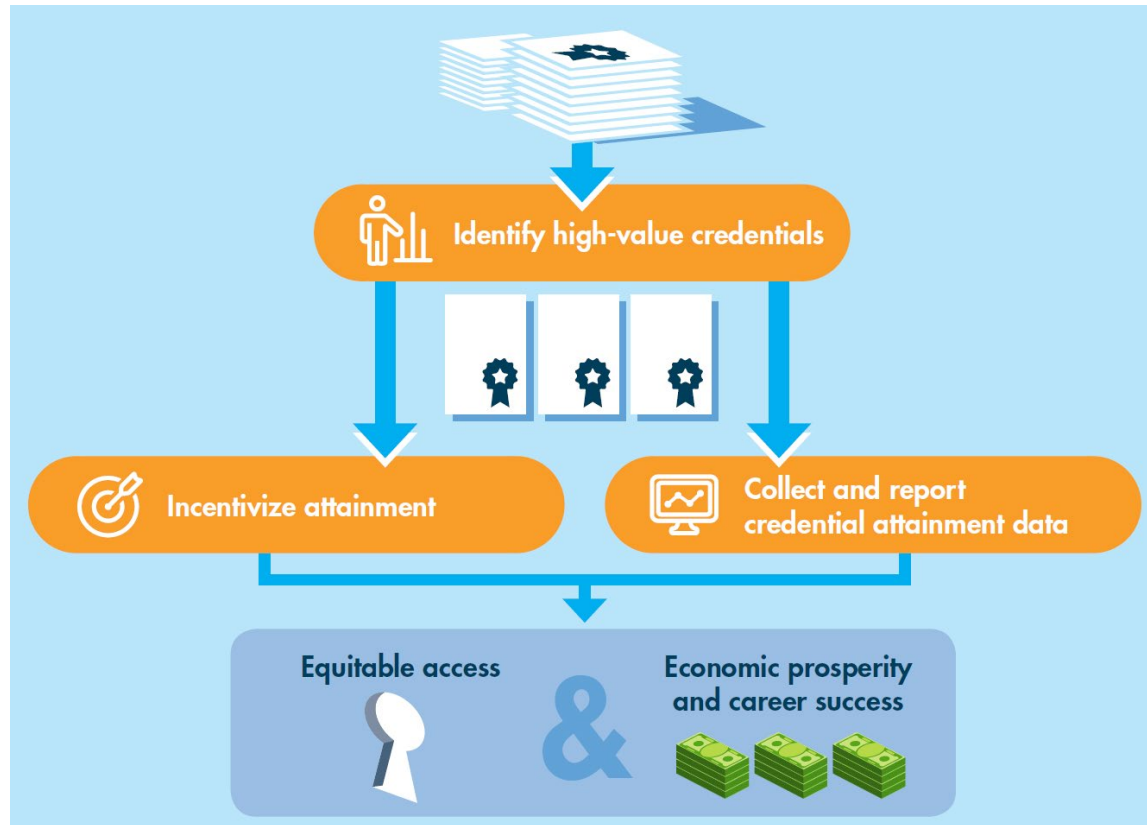
1. Quality Framework Update

2. CoV Lessons Learned from Other States

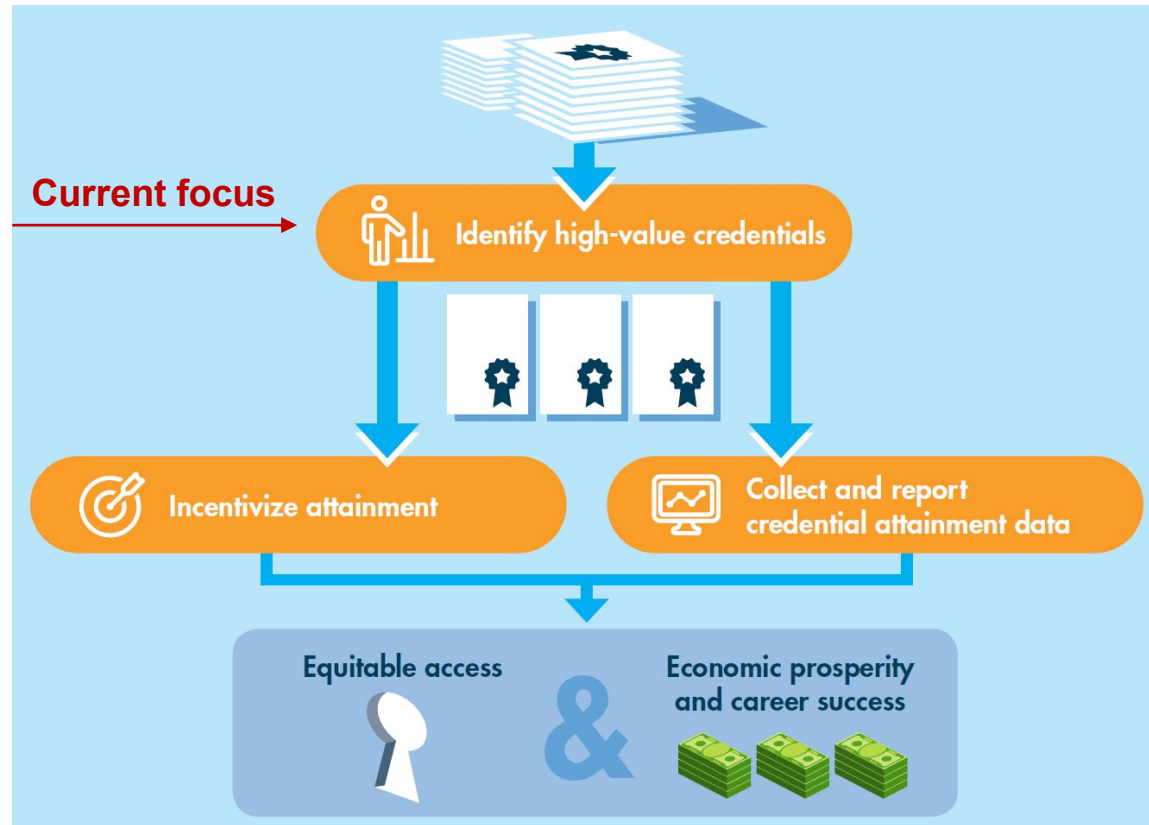
3. Status Update on Employer Engagement

4. CRC Input on Stackability Criteria

Review: ESG's Theory of Action to Build Credential Currency



Review: ESG's Theory of Action to Build Credential Currency



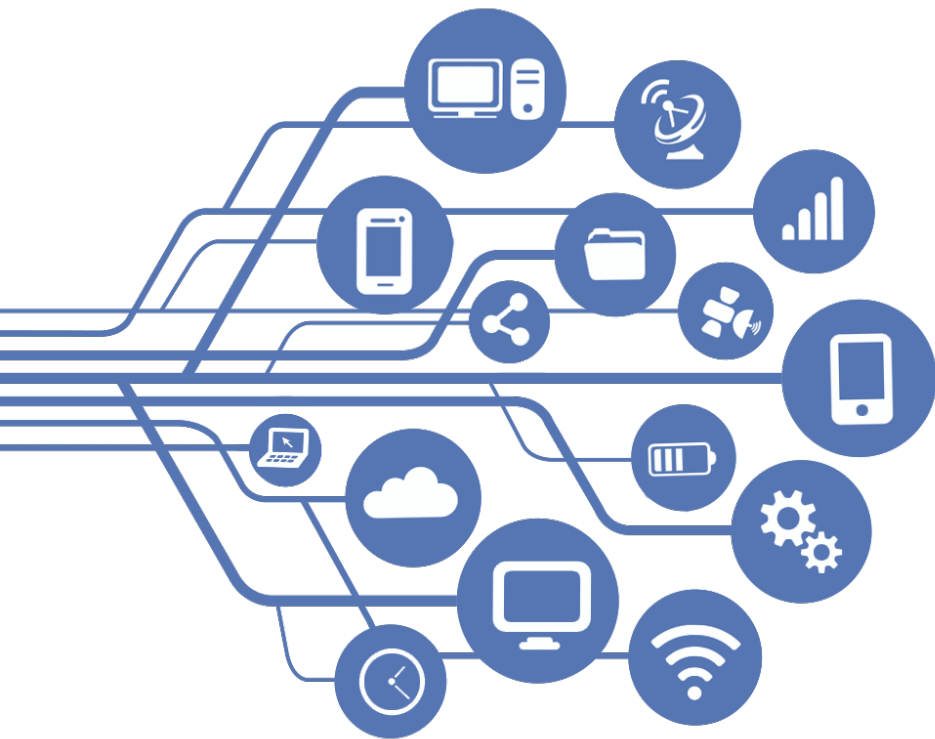


Which credentials are a focus of this work?

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



Identifying CoV: Lessons learned from other states that have informed Florida's approach

Lessons Learned from Other States' Work



1

K-12, postsecondary and workforce development need a shared definition of high-value credentials to signal to all learners



2

Multi-method assessment of value is essential to identifying credentials that lead to good jobs.

Lesson #1: Alignment is essential

Credentials
Employers
Want



Credentials
Students
Earn

Lesson #2: Multi-method assessment of value



Determining the credentials that employers seek and learners will see a return on their investment for is complex and requires the analysis of labor market data as well as deep engagement with employers.



Florida's Credentials of Value Process

Credentials of Value Process

Overview



Step 1 Identify thresholds for demand



The REACH Act calls on the Labor Market Estimating Conference to determine Florida's high-demand jobs.

Step 2 Identify thresholds for middle & high-wage jobs



It also requires that credentials on the Master Credential list have evidence of middle to high wages.

Step 3 Identify occupations that meet those thresholds



Once thresholds are set, we narrow that list of jobs to those that meet indicators of demand as well as Florida's middle-wage and high-wage thresholds, as required in law.

Florida's Credentials of Value Process

Step 4 Use data to determine credentials for those jobs



Multiple methods are used to determine how credentials are connected to Florida's good jobs, including actual wage data from FL credential earners and real-time labor market data.

Step 5 Validate with employers



Identified credentials are then validated with employers to ensure the list is aligned to their needs.

Step 6 Design and implement a strategy for stackability



The REACH Act allows for non-degree credentials that do not meet value indicators to be included in the list if they stack directly to a credential that does meet demand and value thresholds.

Step 7 Finalize list of credentials of value



Complete

Finalize the list of credentials of value using data from FL credential earners, real-time LMI, employer feedback, and stackability information.

The REACH Act sets forth specific requirements for the review of non-degree credentials.

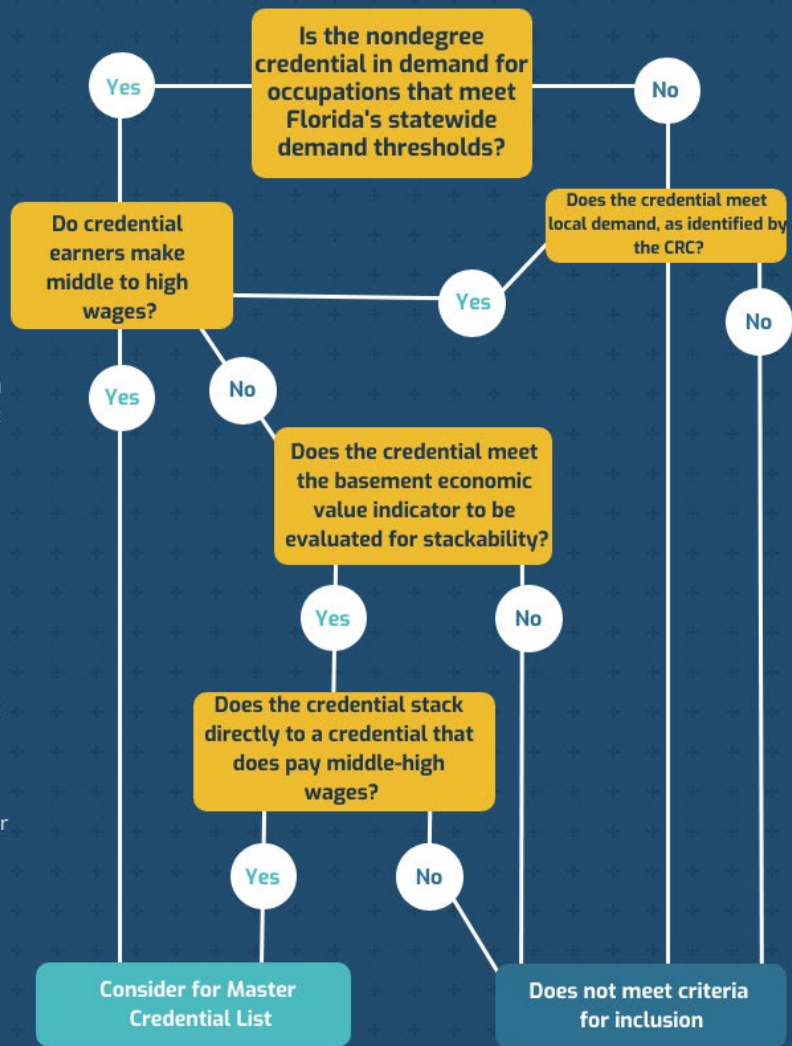
Florida Non-Degree Credentials of Value Decision Tree

The REACH Act created requirements that nondegree credentials must meet in order to be included on the Master Credential List. Per state law, at a minimum, nondegree credentials included on the list must:

- Have evidence that the credential meets labor market demand as identified by the Labor Market Estimating Conference, **or** meets local demand as identified in the criteria adopted by the Credentials Review Committee. Evidence must include employer information on present credential use or emerging opportunities.
- Have evidence that the competencies mastered upon completion of the credential are aligned with labor market demand.
- Have evidence of the employment and earnings outcomes for individuals after obtaining the credential. Earnings outcomes must provide middle-level to high-level wages with preference given to credentials generating high-level wages.

Credentials that do not meet the earnings outcomes criteria must be part of a sequence of credentials that are required for the next level occupation that does meet the earnings outcomes criteria in order to be identified as a credential of value.

For new credentials, this criteria may be met with conditional eligibility until measurable labor market outcomes are obtained.





Education Strategy Group

ACHIEVING GREATER IMPACT

What are Stackable Credentials?

USDOL defines stackable credentials as part of a sequence of credentials that can be accumulated over time and move an individual along a career pathway or up a career ladder to different and potentially higher paying jobs.

Stackability Criteria Under Consideration

Determining how credentials connect to one another in a vertical “stack” is complex and often varies across institutions.

Proposed Stackability Criteria for non-degree credentials that don't meet Florida's middle/high wage thresholds:

1. Meet a “floor” wage threshold
2. Included on Florida's gold standard articulation list
3. Validated and recognized by industry
4. Part of a well-defined sequence of credentials that lead to in-demand, family-sustaining wage opportunities
5. At least 25% of credential holders “stack” that credential to a CoV in that well-defined sequence



Stackability Criteria Discussion Part 1

Second look economic indicator: Non-degree credential meets a “floor” wage threshold to honor the economic mobility intention of REACH Act

A

200% Federal Poverty
Level

B

\$15/hour Minimum
Wage

C

Neither

What are the pros and cons of each? What should be taken into consideration when deciding between them?

Stackability Criteria Discussion Part 2

Required Stackability Criteria: Non-degree credentials that meet the “floor” wage threshold also meet each of the following criteria to provide a path to a family-sustaining wage career.

1. Included on Florida's gold standard articulation list
2. Validated and recognized by industry
3. Part of a well-defined sequence of credentials that lead to in-demand, family-sustaining wage opportunities
4. At least 25% of credential holders "stack" that credential to a CoV in that well-defined sequence



What are the pros and cons of each proposed criterion? What should be taken into consideration when deciding whether to include them?

Timeline Updates



Andra Cornelius, CEcD

**Senior Vice President, Business & Workforce
Development**

CareerSource Florida



Dan McGrew

**Vice President, Strategic Policy and
Performance**

CareerSource Florida

2021-2022 Timeline

	CRC Mtg 1	CRC Mtg 2	CRC Mtg 3	CRC Mtg 4	End of Year	CRC Mtg 1	CRC Mtg 2	CRC Mtg 3
Prior to Meeting	SBE adopts CAPE lists as Master Credentials List (MCL) for 21-22 (8/18)	DOE/ESG completes Framework of Quality (FoQ) for sub-baccalaureate degrees and credentials, Employer Engagement Survey, and Sector-Specific Focus Groups SkillsEngine completes CIP-SOC linkages Draft process for submission and review of credentials for inclusion on MCL and convene review team Draft criteria for local demand LMEC Meeting 1 (10/06/21) - HS to Associates only - Wage brackets - Projections	LMEC Meeting 2 (Jan 2022) - AD and above - Demand analysis Apply approved FoQ to current credentials to develop initial MCL Begin to accept MCL applicants and screen using FoQ Establish FETPIP timeline for needed data elements	Screen MCL applicants using FoQ DACS submits credentials for consideration on MCL Assess criteria for PSE in relation to FoQ Draft Returned-Value Funding Formula	Collect lessons learned; plan work for baccalaureate and graduate degrees on MCL, adopt transition plans, etc. Anticipated LMEC Meeting (Summer 2022)	Plan work for baccalaureate and graduate degrees on MCL in partnership with DOE Screen MCL applicants using FoQ	Conduct work to support annual review of MCL/phase-out credentials that do not meet the FoQ Screen MCL applicants using FoQ	DACS submits credentials for consideration on MCL Establish process to support biennial FoQ review Screen MCL applicants using FoQ
Meeting Date	Sept. 2021	Dec. 2021	Jan. 2022	Apr. 2022	June 2022	Sept. 2022	Nov./Dec. 2022	Jan. 2023
CRC Actions	Approve CRC Charter Convene Framework of Quality Workshop for CRC members (10/26/2021)	Approve Definition for Credentials of Value and Framework of Quality for sub-baccalaureate degrees and credentials Approve process for submitting NEW credentials for review and inclusion on MCL	Consider inaugural MCL for approval and submission to CSF Board of Directors Approved MCL submitted to SBE (02/2022)	Approve eligible MCL applicants Review proposed criteria for PSE Approve Returned-Value Funding Formula	DOE implements Return Value Funding Formula Evaluate Year 1 process/outcomes	Discuss CoV/MCL for baccalaureate and graduate degrees Approve eligible MCL applicants	Define CoV/MCL for baccalaureate+ Review MCL applicants w/FoQ Annual review/phase-out of credentials that do not meet FoQ	Approve eligible MCL applicants and phased out credentials Approved MCL submitted to CSF Board for approval, then to SBE Discuss process for biennial FoQ review

Open Discussion and Public Comment

Chair's Closing Remarks



Katie Crofoot

Director

REACH Office

Upcoming Meetings

- Dec. 1, 2021
- January 2022
- April/May 2022