

# Florida Credentials Review Committee

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June 27, 2022



# Chair's Welcome and Remarks



**Katie Crofoot**

**Director, REACH Office**

**Executive Office of the Governor**

# **For Public Comment:**

Please see Lisa Cramer for a Public Comment card.

# Consent Item



**Katie Crofoot**

**Director, REACH Office**

**Executive Office of the Governor**



# Consent Item

Approval of April 28, 2022, Meeting Minutes, to include any modifications or changes noted by the board.

# Florida Chamber Foundation

## Workforce Needs 2.0 Survey



**Dave Sobush, CEcD**

**Director of Research**

**Florida Chamber Foundation**

# The Florida 2030 Blueprint: Uniting Businesses For Good

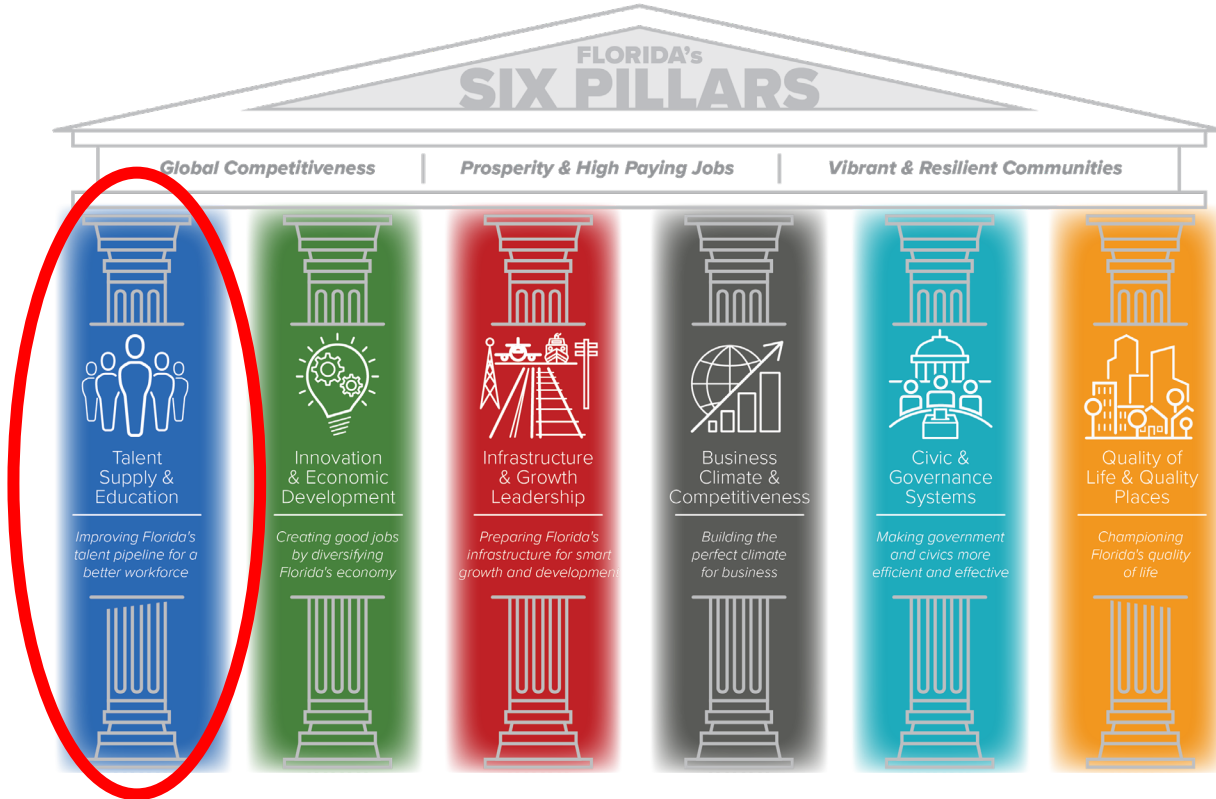
~~17<sup>th</sup>~~  
~~15<sup>th</sup>~~ to 10<sup>th</sup>  
39 Goals

- ~~+4~~ +3.5 Million Net New Residents.
- ~~+2~~ +1.62 Million Net New Jobs.
- +50 Million More Visitors.
- +3 Million More Drivers.



[www.Florida2030.org](http://www.Florida2030.org)

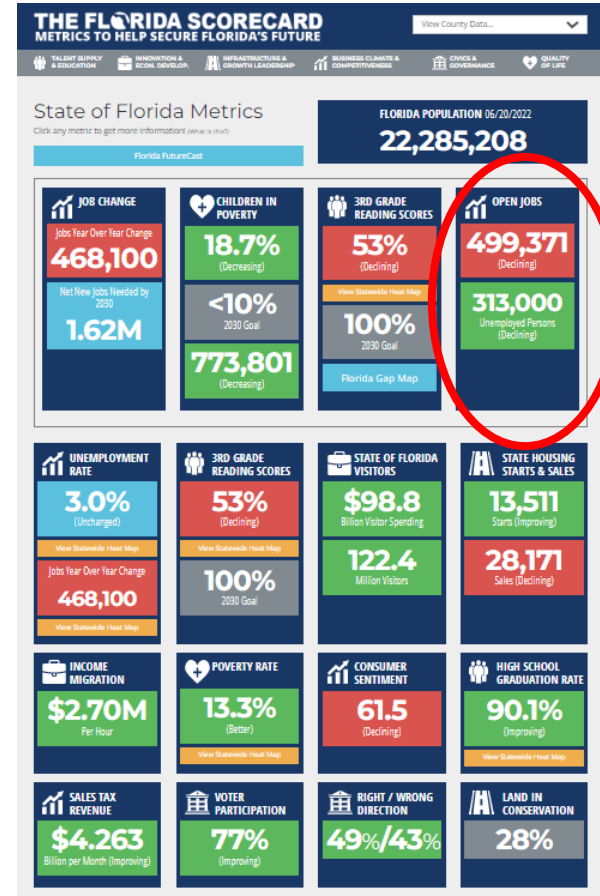
# Six Pillars Are Aligning the Effort



# The Florida Scorecard Continues to Track Florida's Growth

## Most Recent Metrics

- Open jobs: **499,371**.
- Florida “surpasses” pre-pandemic employment levels (**+223,600**).
- Number of unemployed persons declined by 8,000 to **313,000** – down from 321,000.
- Non-farm employment jobs increased by **11,200** in May.
- Unemployment rate remains at **3.0%** (down 1.9 % from May 2021).



# Florida Continues to Surpass Pre-Pandemic Employment Levels

Industry	Job Change	Percent of Industry
<b>Total – All Industries</b>	+223,600	+2.5%
Leisure & Hospitality	-58,500	-4.6%
Education & Health Services	-12,400	-0.9%
Construction	+11,300	+2.0%
Manufacturing	+21,100	+5.4%
Information	+8,300	+6.0%
Trade, Transportation & Utilities	+116,700	+6.4%
Financial Activities	+47,800	+7.9%
Professional & Business Services	+127,300	+9.0%

**Over 1.5 million  
jobs created since  
April 2020.**

# The Perfect Storm

October 2018



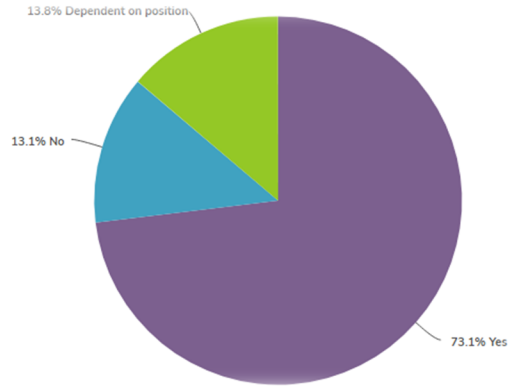
May 2022



- \$15 minimum wage mandate.
- The Great Resignation.
- Early retirement.
- Remote/hybrid work model.

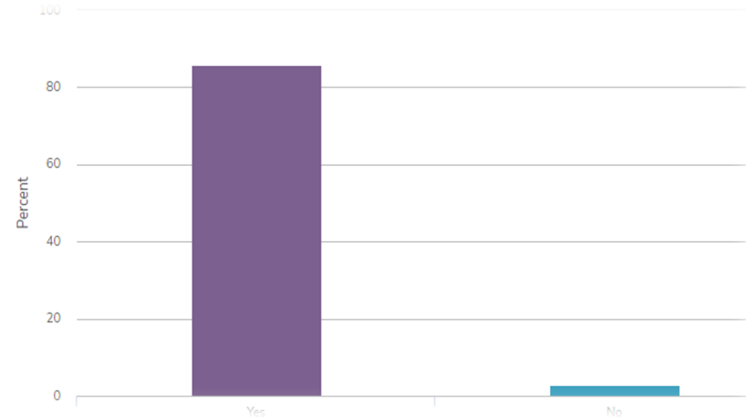
# Survey Round One Results: Businesses are Struggling to Recruit

Over the past year, has your company had trouble recruiting qualified applicants for open positions?



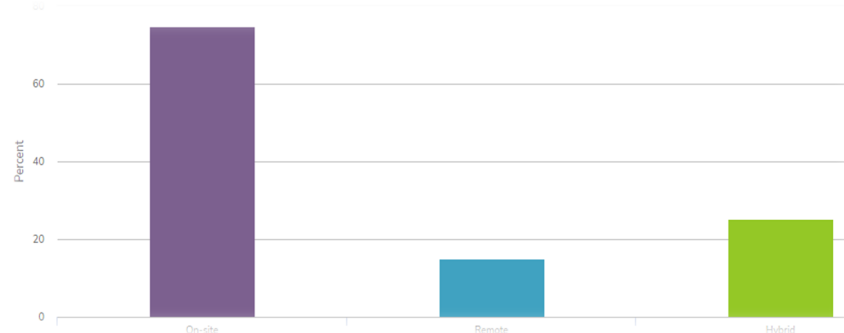
Yes:  
86.9%\*  
No: 13.1%

Is your company planning to hire new employees over the next year?



Yes: 85.7%  
No: 2.7%

For new staff, is your company hiring positions that will be housed “on-site,” remote, or hybrid?

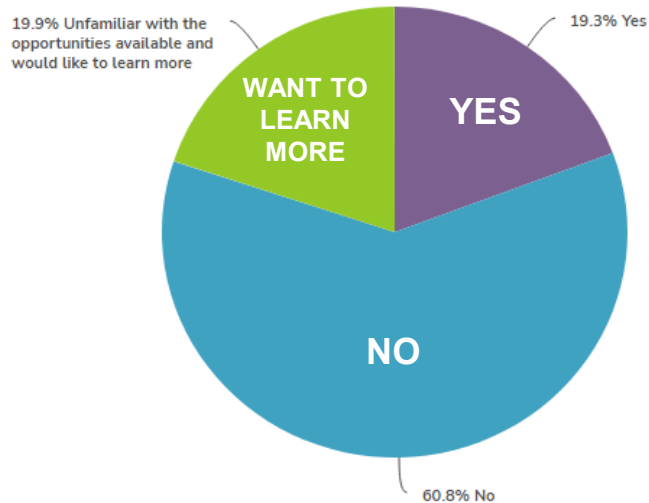


On-site: 74.7%  
Remote: 15.0%  
Hybrid: 25.2%

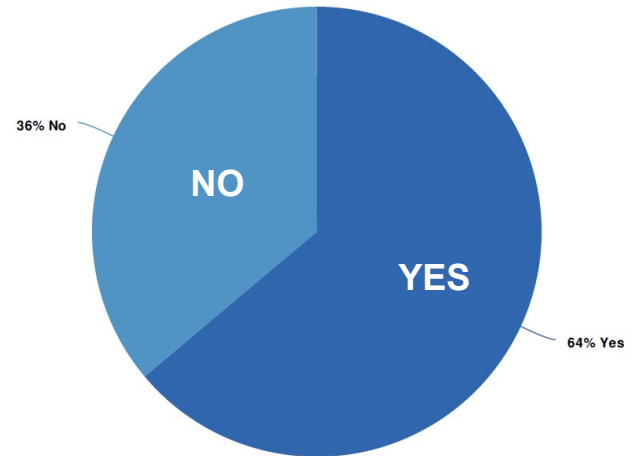


# Survey Round One Results: Businesses are Struggling to Find Talent

Does your company participate in any **local, state, or federally supported** workforce programs?



If you selected no, are you interested in learning more?



# Florida's Workforce is Changing but Recruiting is Still Business as Usual

## What Job Creators Want



On-site positions



Qualified talent



Specific skillsets



Recruiting strategy:

- Website job boards
- Word of mouth
- Company website
- Social media

## Workforce Expectations



More life/work balance



Flexibility/hybrid workplace



Higher pay



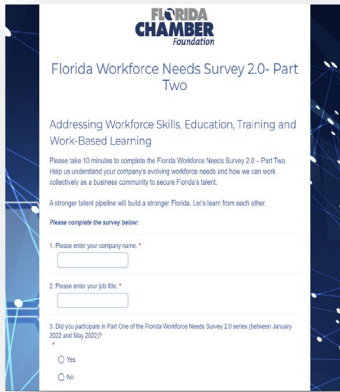
Better benefits



Government assistance/benefits

# Building on the Next Phase of Florida's Workforce Research

*Help Us Win Florida's Talent War by Taking Our Survey*



**FLORIDA CHAMBER**  
Foundation

Florida Workforce Needs Survey 2.0- Part Two

Addressing Workforce Skills, Education, Training and Work-Based Learning

Please take 10 minutes to complete the Florida Workforce Needs Survey 2.0 - Part Two. Help us understand your company's existing workforce needs and how we can work collectively as a business community to secure Florida's talent.

A stronger talent pipeline will build a stronger Florida. Let's learn from each other.

Please complete the survey below:

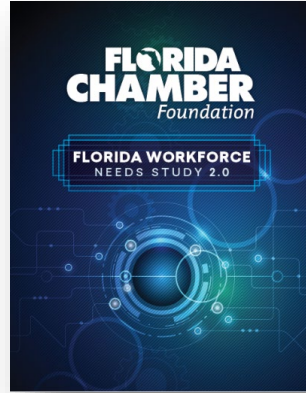
1. Please enter your company name. \*

2. Please enter your job title. \*

3. Did you participate in Part One of the Florida Workforce Needs Survey 2.0 series between January 2022 and May 2022?

☐ Yes

☐ No



## Survey Part-Two Goals:



Exploring pain points: sources of difficulty in the recruitment process.



Assessing workforce needs for training.



Gauging awareness of available employee training programs.

## Survey Part-Two Addresses:

- Desired skills and education level for applicants.
- Internship and apprenticeship opportunities.
- Availability of employer-led training and work-based learning.

# Where We're Going

- Engage employers on credentials of value.
- Engage employers to enhance education and skills training partnerships with tech centers, colleges, and universities to upskill incumbent workers (or those to be laid off).
- Increased awareness of current state and federal support initiatives available to upskill incumbent workers.

# Credentials Review Committee Deliverable

## Develop a Returned-Value Funding Formula



**Dan McGrew**

**Vice President**

**Strategic Policy &  
Performance**

**CareerSource Florida**



**Kathy Hebda**

**Chancellor**

**Florida College System**



**Kevin O'Farrell, Ph.D.**

**Chancellor**

**Division of Career & Adult  
Education**

**Department of Education**



**Tara Goodman**

**Vice Chancellor**

**Division of Career & Adult  
Education**

**Department of Education**

# Reimagining Education and Career Help Act

“Addresses the evolving needs of Florida’s economy by increasing the level of collaboration and cooperation among state businesses and education communities while improving training within and equity and access to a more integrated workforce and education system for all Floridians.” Florida Statute (F.S.) 14.36

# Discussion of the Returned-Value Formula for Industry Certification Attainment

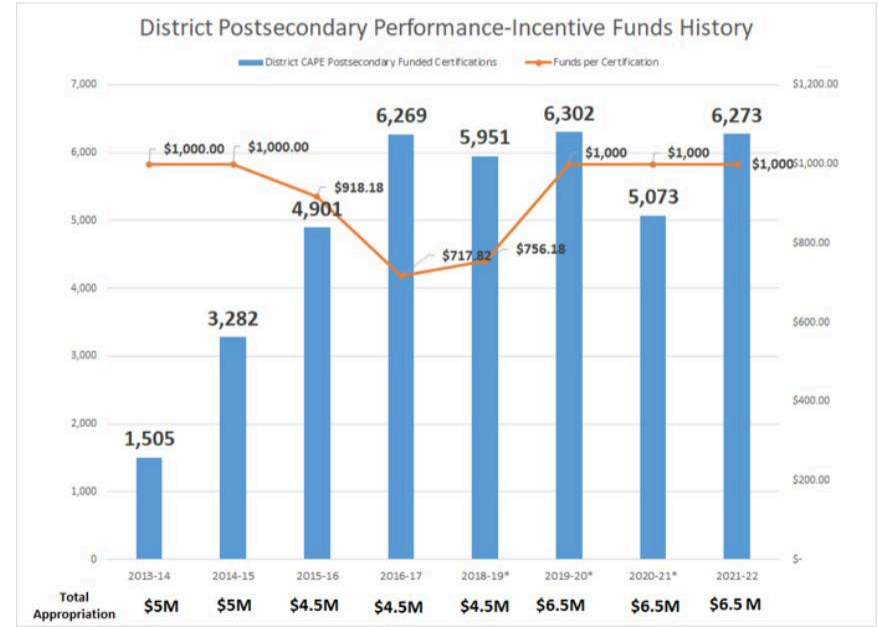
# Current Performance-Based Funding Incentives for Postsecondary Industry Certifications

- Postsecondary industry certification funding has been provided to district (i.e., technical colleges) and Florida College System institutions since the 2013-14 fiscal year.
- Elements of Current Performance Funding Model:
  - Based on student attainment of industry certifications on the Career and Professional Education (CAPE) Postsecondary Industry Certification Funding List.
  - Maximum of \$1,000 per industry certification.
  - All certifications funded at the same value.



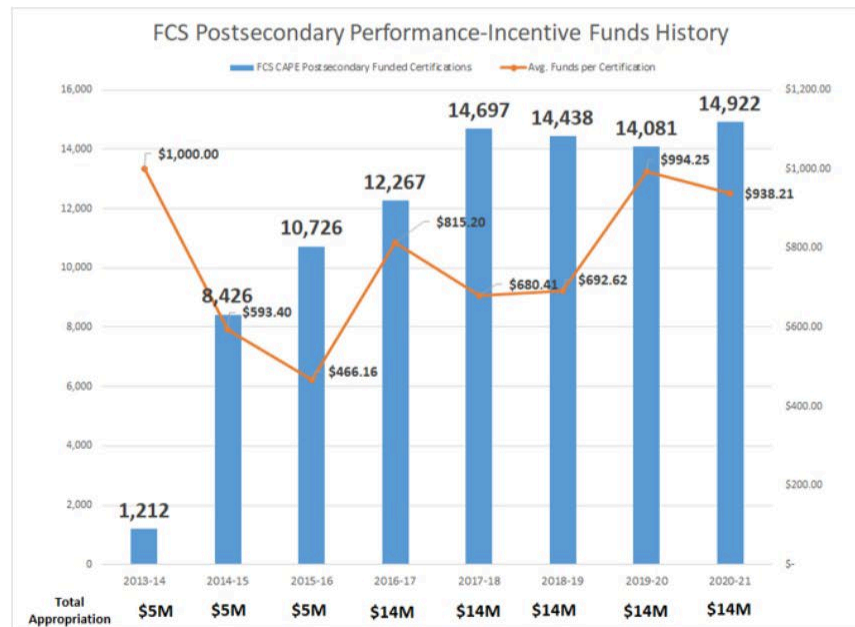
# Background on Current Funding for Industry Certification Attainment

- School district postsecondary industry certification funding is lagged one year (e.g. 2020-21 outcomes funded in 2021-22 fiscal year).
- The 2022-23 appropriation level remained at \$6.5 million.



# Background on Current Funding for Industry Certification Attainment

- Florida College System postsecondary industry certification funding is provided based on current year activity (e.g., 2020-21 outcomes funded in 2020-21 fiscal year).
- The 2022-23 appropriation level remained at \$14 million.



# Florida College System and School District Performance Funding

- **Panelists:**

- Kathryn Hebda, Chancellor, Division of Florida Colleges.
- Kevin O'Farrell, Chancellor, Division of Career and Adult Education.

- **Discussion Question:**

- What are the advantages and disadvantages of the current funding model?

# Top Funded Industry Certifications, 2020-21 Fiscal Year, Florida College System

Code	Certification Title	# Funded	% of Total
<b>TOTAL Funded</b>		<b>14,922</b>	
NCSBN001	National Licensed Registered Nurse (NCLEX-RN)	4,258	28.5%
FLDLE004	Law Enforcement Officer	2,089	14.0%
NREMT001	Emergency Medical Technician (EMT)	1,503	10.1%
FLDLE002	Correctional Officer	871	5.8%
FLSFM006	Fire Fighter II	868	5.8%
FDMQA014	Paramedic (EMT-P)	592	4.0%
FDMQA002	Certified Nursing Assistant (CNA)	330	2.2%
FDMQA010	Licensed Dental Hygienist	330	2.2%
NCSBN002	National Licensed Practical Nurse (NCLEX-PN)	318	2.1%
AMRRT002	Registered Technologist (Radiography)	313	2.1%

# Top Funded Industry Certifications, 2021-22 Fiscal Year, District Postsecondary

Code	Certification Title	# Funded	% of Total
<b>TOTAL Funded</b>		<b>6,273</b>	
NCSBN002	National Licensed Practical Nurse (NCLEX-PN)	752	12.0%
FDMQA002	Certified Nursing Assistant (CNA)	486	7.7%
AWELD012	AWS Certified Welder - SMAW Plate	383	6.1%
FLDLE004	Law Enforcement Officer	365	5.8%
FLSFM006	Fire Fighter II	313	5.0%
NREMT001	Emergency Medical Technician (EMT)	269	4.3%
HVACE011	HVAC Excellence Employment Ready - Electrical	263	4.2%
FLDLE002	Correctional Officer	255	4.1%
AWELD003	AWS Certified Welder - FCAW Plate	221	3.5%
HVACE002	HVAC Excellence EmploymentReady - Air Conditioning	204	3.3%

# Credentials Review Committee

## Statutory Requirements

- Adoption of Fundable Certifications for Postsecondary is part of the Credential Review Committee's mission.
- s. 445.004 (4)(h)7., F.S.

The Credentials Review Committee shall establish a process for:

d. Designating performance funding eligibility under ss. 1011.80 and 1011.81, based upon the highest available certification for postsecondary students.

# Credentials Review Committee

## Statutory Requirements

- Development of Returned-Value Funding Formula.
- s. 445.004 (4)(h)10., F.S.

The Credentials Review Committee shall develop a returned-value funding formula as provided under ss. 1011.80(7)(b) and 1011.81(2)(b). When developing the formula, the committee may not penalize Florida College System institutions or school districts if students postpone employment to continue their education.



# District Postsecondary and Florida College System Performance Based Incentive Funding Language

## **s. 1011.80, F.S., Funds for operation of workforce education programs**

(7) (b) Performance funding for industry certifications for school district workforce education programs is contingent upon specific appropriation in the General Appropriations Act and shall be determined as follows:

1. Industry certifications identified on the CAPE Industry Certification Funding List approved by the State Board of Education under s. 1008.44 are eligible for performance funding.
2. Each school district shall be provided \$1,000 for each industry certification earned by a workforce education student. If funds are insufficient to fully fund the calculated total award, such funds shall be prorated.

Beginning with the 2022-2023 fiscal year, the Credentials Review Committee established in s. 445.004 shall develop a returned-value funding formula to allocate school district performance funds that rewards student job placements and wages for students earning industry certifications, with a focus on increasing the economic mobility of underserved populations. One-third of the performance funds shall be allocated based on student job placements. The remaining two-thirds shall be allocated using a tiered weighted system based on aggregate student wages that exceed minimum wage, with the highest weight applied to the highest wage tier, with additional weight for underserved populations. Student wages above minimum wage are considered to be the value added by the institution's training. At a minimum, the formula must take into account variables such as differences in population and wages across school districts.



# District Postsecondary and Florida College System Performance Based Incentive Funding Language

## **s. 1011.81, F.S., Florida College System Program Fund**

(2) Performance funding for industry certifications for Florida College System institutions is contingent upon specific appropriation in the General Appropriations Act and shall be determined as follows:

(a) Postsecondary industry certifications identified on the CAPE Industry Certification Funding List approved by the State Board of Education under s. 1008.44 are eligible for performance funding

(b) Each Florida College System institution shall be provided \$1,000 for each industry certification earned by a student under paragraph (a). If funds are insufficient to fully fund the calculated total award, such funds shall be prorated.

Beginning with the 2022-2023 fiscal year, the Credentials Review Committee established in s. 445.004 shall develop a returned-value funding formula to allocate institution performance funds that rewards student job placements and wages for students earning industry certifications, with a focus on increasing the economic mobility of underserved populations. One-third of the performance funds shall be allocated based on student job placements. The remaining two-thirds shall be allocated using a tiered, weighted system based on aggregate student wages that exceed minimum wage, with the highest weight applied to the highest wage tier, with additional weight for underserved populations. Student wages above minimum wage are considered to be the value added by the institution's training. At a minimum, the formula must take into account variables such as differences in population and wages across the state.

# Returned-Value Funding Model Components

Statutory intent in ss. 1011.80 and 1011.81, F.S., is to “*allocate school district performance funds that rewards student job placements and wages for students earning industry certifications, with a focus on increasing the economic mobility of underserved populations.*”

Requirement	Section
When developing the formula, the committee may not penalize Florida College System institutions or school districts if students postpone employment to continue their education.	445.004(4)(h)10.
One-third of the performance funds shall be allocated based on student job placements	1011.80(7)(b)2. 1011.81(2)(b)
The remaining two-thirds shall be allocated using a tiered weighted system based on aggregate student wages that exceed minimum wage, with the highest weight applied to the highest wage tier, with additional weight for underserved populations.	1011.80(7)(b)2. 1011.81(2)(b)
Student wages above minimum wage are considered to be the value added by the institution's training.	1011.80(7)(b)2. 1011.81(2)(b)
At a minimum, the formula must take into account variables such as differences in population and wages across the state.	1011.80(7)(b)2. 1011.81(2)(b)

# Elements of the Returned-Value Funding Model

- All funds provided based upon employment placement of students earning industry certifications (one-third based on student job placements; two-thirds based on wage tiers).
- Challenges:
  - Employment tracking requires a valid social security number.
  - Lack of access to out-of-state placement and wage information for state incentive fund calculations. Expected to impact institutions located close to Florida's borders.
  - Proxy method must be used to determine wages above the minimum wage; no specific data on hourly wage is available. Current method to establish the quarterly wage threshold for minimum wage is the following formula: Minimum wage 40 hours, 13 weeks. Individuals with partial wages for the quarter may look like they have not met the minimum wage threshold even if the earnings were above that.
  - Lag between behavior (earning a certification) and employment activity.

# Elements of the Returned-Value Funding Model

- Requires a tiered weighted system based on aggregate student wages that exceed minimum wage, with the highest weight applied to the highest wage tier, with additional weight for underserved populations.
- Policy decisions:
  - Creation of tiers for wage placement.
  - Identification of underserved populations.
  - Weight for underserved populations.

more would be required. The longer the lag, the more time available to track for employment.

- s. 445.004 (4)(h)10, F.S., indicates the following: When developing the formula, the committee may not penalize Florida College System institutions or school districts if students postpone employment to continue their education. What are the methods by which this may be accomplished given that the one-third and the two-thirds must be based on students found employed?

# Discussion

# Framework of Quality Workgroups

## Demand Thresholds



**Jennifer Grove**

**Vice President, External Relations**

**Baptist Health Care**



**Dehryl McCall**

**Senior Director**

**Business & Workforce Development**

**CareerSource Florida**



# Determining Local Demand

To align processes to the goals and objectives outlined in the REACH Act themes: Access, Alignment and Accountability, the Demand Thresholds workgroup agreed on the following four guiding principles to determine local demand:

1. **Sector-based:** Supports talent needs of industry sectors of focus, including target industries and infrastructure industries, as defined by the local workforce development board; **or**
2. **Emerging opportunities:** Real-time talent needs presented by a new or expanding business, industry, or economic development agency. "Evidence must include employer information on present credential use or emerging opportunities;" **and**
3. **Market-driven:** Flexibility to pivot based on and plan for business talent needs driven by the local economy and emerging credentials discovery; **and**
4. **Aligned and accountable:** Focused on the economic and talent ecosystem including secondary and post-secondary education, local workforce development boards, economic development and industry with shared alignment of resources.



# Determining Local Demand

- **Recent workgroup presentations and discussions:**
  - The Department of Economic Opportunity's Credentials Review Committee Workgroup Test Sites (Occupational Demand & Credential Demand).
  - CareerSource Palm Beach County's recently developed Career/Workforce Programs Stakeholder Engagement & Collaboration process.
- **With the end in mind:**
  - Overview of the current CAPE application and approval process through the lens of demand.
  - How can the key elements of the REACH Act and the four guiding principles of local demand best be incorporated in this process?

# Determining Local Demand

- **Takeaways:**

- All key partners should be aligned through a sector strategy approach.
- Recommend that the local workforce development board should be the convener and submitter on behalf of the partners.
- Technology should be used by developing a portal to manage applications.

- **Next Steps:**

- Develop local demand criteria, to be presented to the Credential Review Committee for their consideration, suggested edits, and/or approval.
- Once Labor Market Estimating Conference (LMEC) data is provided, analyze and fine tune demand threshold recommendations for the Credential Review Committee's consideration.

# Framework of Quality Workgroups

## Wage Thresholds



**Adrienne Johnston**

**Deputy Secretary**

**Division of Workforce Services**

**Department of Economic Opportunity**



**Adam Briggs, Ph.D.**

**Senior Director**

**Strategic Policy & Performance**

**CareerSource Florida**

# Guiding Questions

- What data will we use?
- What time horizon will we use?
- What method should we use to determine the wage threshold?

# What Data Will We Use?

- **Options:**

- Wage outcomes from Florida Education and Training Placement Information Program (FETPIP).
- Survey wage data by occupation.

- **Recommendation:**

- Where data is available for a program: use aggregate statewide FETPIP outcomes for the program's Classification of Instructional Program (CIP) code and credential type.
- Where there are no aggregate FETPIP outcomes available: use Occupational Employment and Wage Statistics (OEWS) wages for corresponding Standard Occupational Classification (SOC) codes.

- **Considerations:**

- When using OEWS, how should we deal with credential levels that do not match the corresponding occupation's requirements?
- When using OEWS, how should we deal with CIP codes that correspond to multiple SOC's?

# What Time Horizon Will We Use?

- **Options:**

- FETPIP: Wage outcomes measured 1 or 5 years after completion.
- OEWS: entry wage, median wage, other percentiles.

- **Recommendation:**

- A credential must meet either a FETPIP 1-year/OEWS entry threshold, or a higher FETPIP 5-year/OEWS median threshold. A credential must have met the requirement in two of the most recent three years.

# What Method Should We Use to Determine the Threshold?

- **Options:**

- Natural breaks clustering or other statistical models.
- Proportional inclusion (Above X percentile of credentials, occupations, or total employment).
- Simple wage measure (80% of median wage, 150% of minimum wage, etc.).
- Independent measure of financial well-being for an average-sized household (150% of the poverty level, 100% of a living wage, etc.).

- **Recommendation:**

- Proportional inclusion (Above X percentile of credentials, occupations, or total employment).

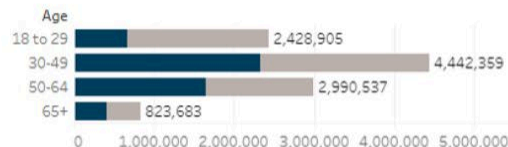
- **Considerations:**

- **For nondegree credentials** the law requires “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.”
- How do we ensure sustainable implementation?

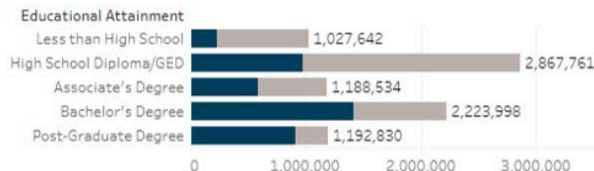
# Florida's Existing Wage Distribution

Earning more than \$17/hour:

Age

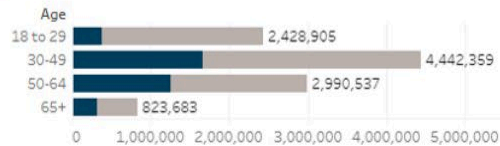


Education

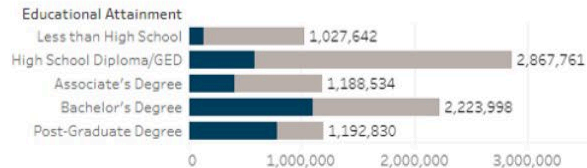


Earning more than \$22/hour:

Age



Education





# 2018-19 Credential Completers

From programs with median wage outcomes over \$17/hour:

## Wage and Completers Dashboard (CIP)

Choose Wage Type: Minimum Median (Wage Records) Wage Maximum Median (Wage Records) Wage

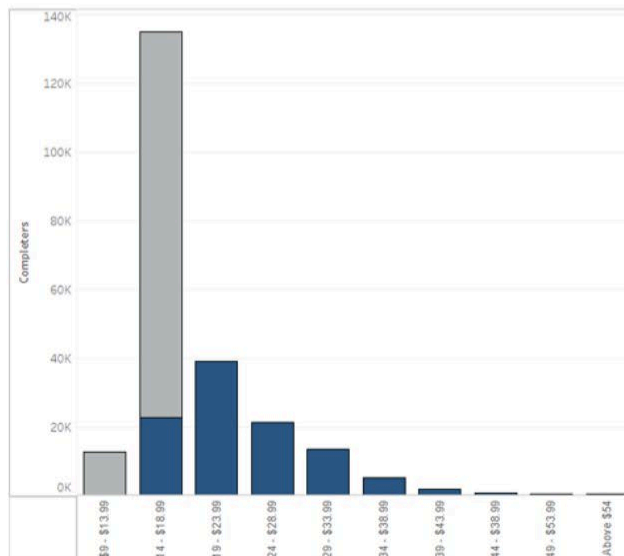
Median (Wage Records)

17

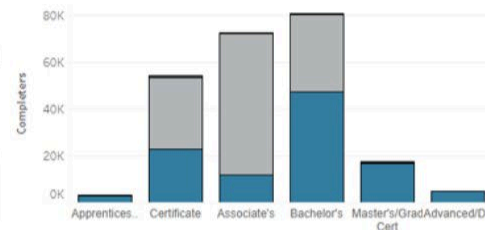
100

### Completer Distribution by Wage Category

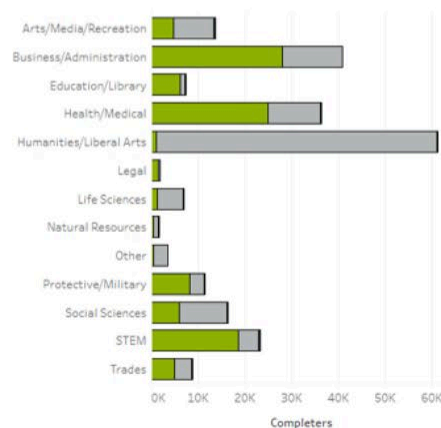
[Go to CIP List](#)



### Completer Distribution by Educational Attainment



### Completer Distribution by CIP Super-Category



# 2018-19 Credential Completers

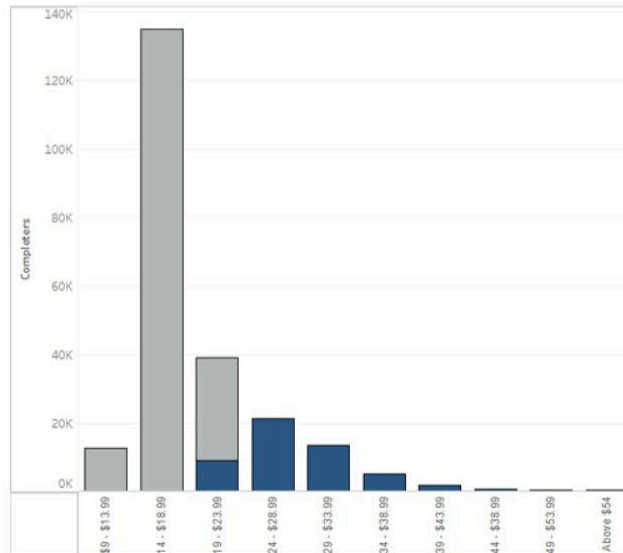
From programs with median wage outcomes over \$22/hour:

## Wage and Completers Dashboard (CIP)

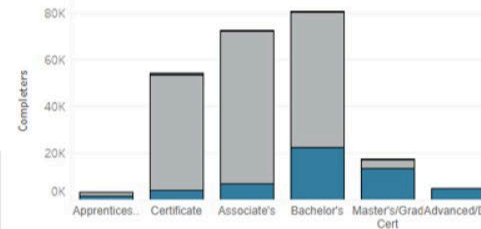
Choose Wage Type: Minimum Median (Wage Records) Wage Maximum Median (Wage Records) Wage  
Median (Wage Records) 22 100

[Go to CIP List](#)

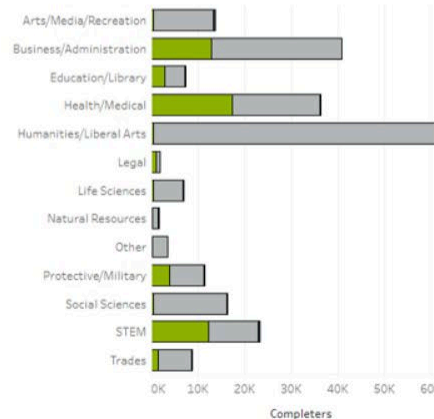
### Completer Distribution by Wage Category



### Completer Distribution by Educational Attainment



### Completer Distribution by CIP Super-Category



# What Programs Are on the Margin?

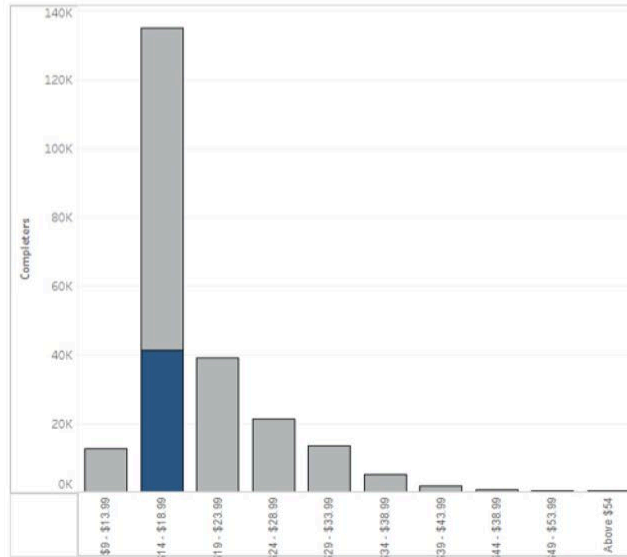
Completers with median wage outcomes between \$16-18/hour:

## Wage and Completers Dashboard (CIP)

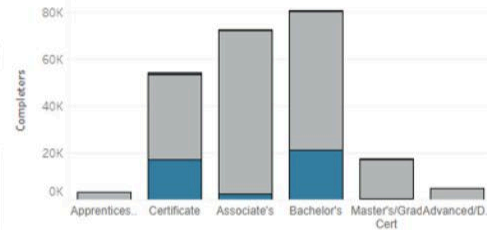
Choose Wage Type: Minimum Median (Wage Records) Wage Maximum Median (Wage Records) Wage  
Median (Wage Records) 16 18

[Go to CIP List](#)

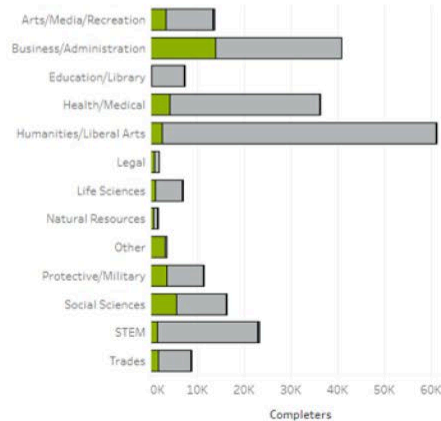
### Completer Distribution by Wage Category



### Completer Distribution by Educational Attainment



### Completer Distribution by CIP Super-Category



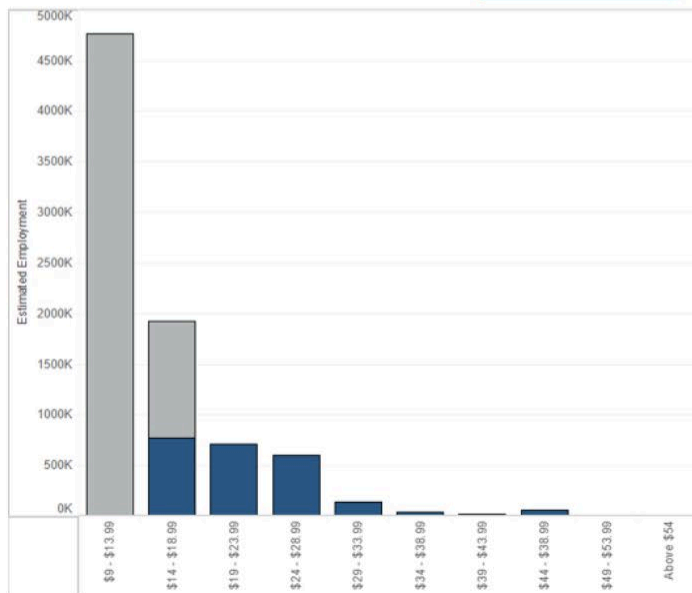
# Occupations With Entry Wages Above \$17/Hour

## Wage and Employment Dashboard (SOC)

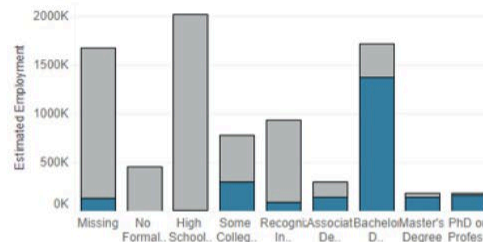
Select Wage Type:  Minimum Entry Wage:  Maximum Entry Wage:

### Employment Distribution by Wage Category

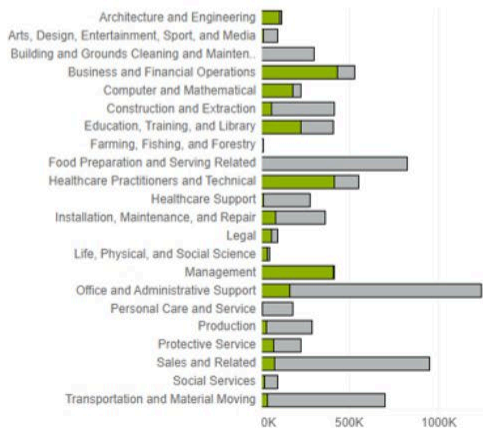
[Go to Occupation List](#)



### Employment Distribution by Educational Requirement



### Employment Distribution by Occupational Category



# Occupations on the Margin

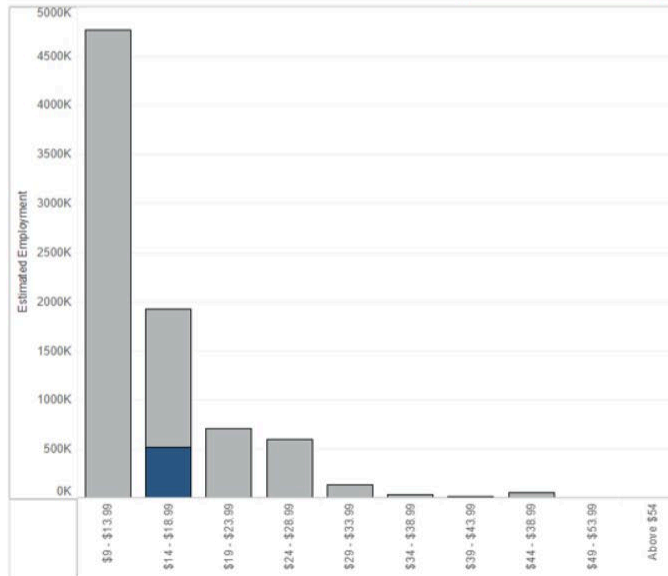
Entry wages between \$16-18/hour:

## Wage and Employment Dashboard (SOC)

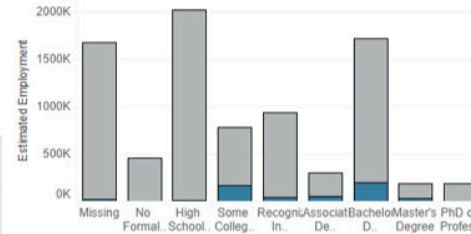
Select Wage Type:  Minimum Entry Wage:  Maximum Entry Wage:

### Employment Distribution by Wage Category

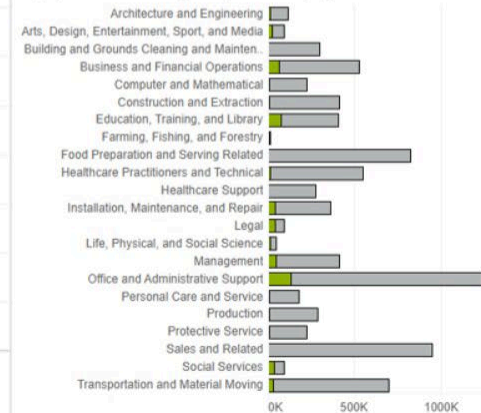
[Go to Occupation List](#)



### Employment Distribution by Educational Requirement



### Employment Distribution by Occupational Category



# Framework of Quality Workgroups

## Credential Sequencing



**Katherine Goletz**

**Deputy Director**

**Commissioner's External Affairs Office  
Florida Department of Agriculture and  
Consumer Services**



**Tara Goodman**

**Vice Chancellor**

**Division of Career, Technical and Adult  
Education  
Department of Education**

# Credential Sequencing

- Committee has been reviewing a draft definition and required components for credential sequencing proposal.
- Scope of Non-Degree Credentials:
  - Career Certificate Programs.
  - Apprenticeship Certificates (at the Department of Education reporting number level).
  - Applied Technology Diploma.
  - College Credit Certificates.
  - Industry Certifications.

# Credential Sequencing

- Recent discussion has focused on the following potential requirements for credential sequencing:
  - The credential is validated and recognized by industry.
  - The credential meets an established wage threshold above the minimum wage or meets a minimum demand based upon evidence of an unmet need for skilled workers.
  - The credential is part of a career pathway leading to a credential that meets the middle to high wage threshold.



# Credential Sequencing

- Future discussion is expected to focus on the following open questions:
  - What are the best options for establishing the presence of a career pathway leading to a credential at the middle to high wage level?
  - Where do digital tool certificates fit into this framework?
- For establishment of an established wage threshold above the minimum wage or meets a minimum demand based upon evidence of an unmet need for skilled workers, this work is contingent upon to work being developed by other groups. These questions are currently tabled pending information on the wage and demand thresholds.

# Framework of Quality Workgroups

## Credential Identification



**James Taylor**

**President and CEO**

**Florida Technology Council**

**Executive Director**

**Florida Technology Foundation**



**Keith Richard, Ph.D.**

**Statewide Director**

**Career & Technical Education Quality**

**Department of Education**

# The Credential-Occupation Correlation and Gap Identification Workgroup

## Focus:

- Identification of postsecondary programs using CIP codes in Florida.
- Identifying the occupations using SOC codes for which these programs train.

# The Credential-Occupation Correlation and Gap Identification Workgroup

## Pathway:

- Collaborating with various Florida postsecondary sectors to successfully identify an active program inventory across:
  - Florida College System
  - State University System
  - Commission of Independent Education
  - Public district technical colleges
  - Independent Colleges and Universities of Florida

# The Credential-Occupation Correlation and Gap Identification Workgroup

## Three main decision points being considered:

- Decision to add additional linkages that were not included on the SkillsEngine crosswalk.
- “Strength of connection” indicator on the SkillsEngine crosswalk.
- “Competitive education requirement” rating for each occupation listed on the SkillsEngine CIP-to-SOC crosswalk.

# Economic & Demographic Research Planning Workgroup



**Katie Crofoot**

**Director**

**REACH Office**

**Executive Office of the Governor**

# Updates from the Labor Market Estimating Conference

- Met with Office of Economic and Demographic Research on June 15.
- Product expected August 2022.
- Identifying requested wage characteristics.
- Refined demand projections.



## **Open Discussion and Public Comment**



# Chair's Closing Remarks



**Katie Crofoot**

**Director, REACH Office**

**Executive Office of the Governor**

# Upcoming Meetings

- September 22, 2022 – 9 a.m. - 4 p.m., Tallahassee
- November 17, 2022 – TBD, Virtual