

Higher Education Coordinating Council

December 13, 2017

1:00 p.m. – 4:00 p.m.

Florida State University Turnbull Center

Tallahassee, Florida

Meeting Minutes

Approved February 22, 2018

Members Present:

Alan Levine, Chair (by phone)

Andy Tuck

Al Stimac (by phone)

Ken Burke, Vice Chair

Curtis Austin

Madeline Pumariega

Michelle Dennard

Ed Moore

Members Absent and Excused: Marshall Criser, Elizabeth Porter, and Peter Antonacci

Others Present:

- Diane McCain, Staff to Higher Education Coordinating Council, Florida Board of Governors, State University System
- Todd Clark, Office of Articulation, Florida Department of Education
- Rod Duckworth, Chancellor, Career and Adult Education, Florida Department of Education

I. Welcome and Introductions

A quorum was present. In the absence of Chair Levine, Vice Chair Ken Burke led the meeting.

II. Approval of the Minutes from October 30, 2017

Curtis Austin provided a recommended technical change to the minutes from the last meeting.

Curtis Austin moved that the meeting minutes from the October 30 meeting be approved as amended, seconded by Ed Moore. The meeting minutes were unanimously approved as amended.

III. Florida's Secondary Industry Certification Programs

Chair Levine requested this presentation from Chancellor Duckworth to get an overview of what Florida is offering our high school students in terms of industry certification, so that students can graduate from high school job-ready.

Chancellor Duckworth focused his presentation on industry certifications. He shared the seventeen career clusters used in Florida, which include a career cluster related to energy careers in addition to the sixteen other career clusters used nationally. He discussed the importance of pathways to careers for high school students and the change from a focus on a single skill to preparation for several different careers requiring different postsecondary educational opportunities. In addition, there are pathways for adult learners who complete a GED to also complete additional postsecondary education to become career ready.

Florida offers digital tool certificates for elementary and middle school students to demonstrate foundational word processing and data entry skills.

Industry certifications are defined to include the criteria that they are linked to an industry occupation that addresses a critical local or statewide economic need. This ensures that these credentials are ones that are recognized by business and industry groups. The process to place industry certifications on the statewide list for funding is in-depth and rigorous. First, CareerSource Florida, the Florida Department of Agriculture and Consumer Services, and the Florida Department of Education identify those certifications that are needed by business and industry groups in the state. School districts may also make recommendations to these groups for certifications that may be needed in their area.

Mr. Austin: How can other industry and business groups provide recommendations for industry certifications?

Chancellor Duckworth: A business can contact the local school district or the FDOE to work with the appropriate school district to recommend a new industry certification be added to the funding list.

Ms. Dennard: CareerSource Florida could also help a business get their industry certification added to the list. The first step is the partnership with the school district as mentioned by Chancellor Duckworth. The CareerSource Florida Network partners are measured on their business engagement and their market penetration and they form business relationships easily. They know from data and from being in the area what industries are most important for that region's economy.

Mr. Stimac: The current process is still cumbersome, but CAPE funding has done a lot to promote industry certification throughout the state, but Representative Porter mentioned, at the last meeting, potential legislation that may eliminate technical schools from the CAPE funding list, but this should not affect comprehensive high schools at the same time. We are starting to work with high schools to get credit for pre-apprenticeship programs so that as a graduate they can reduce the time to enter a full, registered apprenticeship program. Finally, articulation with college credit is also helping students achieve high quality education credentials.

Chancellor Duckworth: One of the challenges with many of the career and technical education programs is that many people do not know what opportunities are available to students in schools – essentially a marketing problem. Students will not enroll in these programs if they do not know about them.

Mr. Burke: Do you publish what the expected salaries will be for students who attain an industry certification in a given area?

Chancellor Duckworth: There is information on salaries shared as part of our professional development programs, but not on our website. That is an excellent suggestion. The real marketing for these programs occurs at the school district level.

Mr. Tuck: At our last meeting, Dr. Kimberly Krupa from Escambia County mentioned that for kindergarten students, 65% of the jobs that will be available to them at high school graduation do not currently exist. Many of our current jobs will not exist in twelve years. How is the industry certification program accounting for this?

Chancellor Duckworth: The skills being taught in career and technical education have to be considered foundational. Some of the technical skills being taught in our programs are foundational in the same way that reading, writing, and mathematics are foundational. The digital tool certificates are an example of this foundational technical skill building that will allow students to build on these foundations to meet future job skill requirements. Thinking about courses that teach these foundational skills needed in future jobs is part of the planning and evaluation that we go through as new programs are developed and existing programs are revised.

Ms. Dennard: Even if a job that a person trains for today does not exist in 15 or 20 years, these career and technical programs can make a student employable with foundational skills including communication skills, reliability, and understanding hierarchies of leadership. The soft skills they learn are just as important as the technical skills.

Mr. Austin: Are the digital tool certifications the same as an educational credential? Is it standardized so that employers understand what skills the person has obtained?

Chancellor Duckworth: These are recognized by business and industry. For example, a digital tool certification may be for using Power Point to make a presentation. We want these certifications from the educational system to be recognized across the state and across the country. There is a list of the digital tool certifications on our website and I can provide a copy of these to the Council.

Mr. Stimac: Marketing of these programs is important. Florida now leads in the number of students going into manufacturing. Advanced manufacturing is changing and the industry is working to increase the foundational skills learned in high school, including CAD/CAM.

Chancellor Duckworth: The number of students completing an industry certification has increased from 900 to more than 100,000 today. Much of that work was done by our local school districts and the legislature has included student attainment of industry certifications as part of school grades. We expect the number to continue to grow in the future. We also have evidence that student performance has improved for students who are working to obtain an industry certification, relative to students who do not participate in these programs. Grade point averages, school attendance, graduation rates, and discipline records are all better for students who are engaged in school by working toward an industry certification. These students also are more likely to participate in other acceleration mechanisms, such as Advanced Placement courses.

Mr. Austin: Is there evidence to show that this is affecting a group of students who would not otherwise be engaged, or is this more a case of self-selection?

Chancellor Duckworth: We look at students who are concentrating in career and technical programs, usually by participating in a program that requires three or more CTE courses. Much of the evidence is anecdotal, but because the courses are elective courses, the data does represent a broad spectrum of students who are motivated to participate in CTE programs.

Mr. Burke: How does a student make it known that they are working toward an industry certification? What is the completion rate?

Chancellor Duckworth: The strongest promoters are the classroom teachers, both for recruiting to the program and encouraging students to stick with it. We have some form of CTE for all 67 school districts, but specific offerings vary based on capacities relative to hiring, facilities, and start-up costs. The completion rate is fairly high and students can start early and explore what is a good fit

and what is not a good fit for the student. We are careful not to lock a student into a specific program. Students just register for a class to get started. For example, a student may take an introductory agriculture class in grade 8 and develop a program interest and take additional classes, but not sign up for the agriculture program. At the state level, we review the student's courses to see if they represent a program of study.

About 95% of students who participate in three or more CTE courses graduate from high school. This is higher than the state's overall high school graduation rate. Because of the unique system in Florida, we have district postsecondary programs that offer industry certifications to adult learners. The career areas for these postsecondary adult certification programs are in high-demand areas identified by the state legislature as part of a list which is reviewed annually. As with the high school industry certifications, these postsecondary programs continue to grow. Most of these students go directly into the workforce upon program completion.

Mr. Burke: Chancellor Pumariega, are these adult postsecondary certifications counted as part of our attainment goal?

Chancellor Pumariega: Not all of them are counted. About 7 to 8% of our overall attainment group is made up of people who have completed certificate programs such as licensed practical nurse. There are three parts for certificates that count as part of our attainment goal: 1) it is an academic program (not just Power Point skills, for example); 2) it leads to a meaningful wage; and 3) it is part of a lifelong learning or career path. Many of these certification programs are used by individuals who already have a degree but are returning to school for retraining /retooling or by students who were completing the certifications as part of a larger degree program.

Mr. Stimac: There is a big push towards apprenticeship programs. Would someone who completes a four-year licensed apprenticeship program count as part of the state's attainment goal?

Chancellor Pumariega: I will have to get back to you on that. In many cases, apprenticeship programs are much longer than two-year certificate programs. I can get back to you with a breakdown of those non-traditional certificate programs which are counted as part of our attainment goal.

Chancellor Duckworth: One common component between district postsecondary adult vocational programs and Florida College System programs is that they share common curriculum frameworks, which makes a smoother transition for students who are moving through the systems in the state or decide to go on to obtain an Associate of Science (AS) degree. Looking at return on investment (ROI) for CTE programs, we need to also include student organizations such as Future Farmers of America and Future Business Leaders of America. These organizations are not clubs; they include activities integrated into CTE programs and reinforce skills such as team work and public speaking. It is important to manufacturers that they know that we have a pipeline of students with current manufacturing skills. In addition, employers can save on training costs by being able to recruit students who have already been trained on the skills that the employer needs.

Ms. Dennard: It is good timing for this report on Industry Certifications. It is something that our board talks about considerably. It is a good partnership between the workforce system and the Career and Technical Education programs.

IV. Florida's Attainment Goal Initiative "Rise to 55" Update and Budget Report

Since it has been almost a year since the Council announced a statewide attainment goal and applied for grant funding to support the important initiative, Chancellor Pumariega was asked to provide an update. The second convening was held on November 13, at the FSU-Panama City campus in partnership with Gulf Coast State College. Breakout sessions allowed input from area business leaders about their priorities for pipeline needs. The output was a work plan for that area and potential development of a new local college access network in that part of northwest Florida.

The next convening is planned for March 2018 in the Hillsborough/Pinellas County area, including the results of a regional pipeline study conducted by Hillsborough County.

In Orlando, the planned convening will focus on reconnected individuals who have some college work but never completed their credential. In Miami, it is hoped to get a county-wide attainment goal for Miami-Dade County. Pumariega reported that the attainment project is on target with its planned schedule and budget. A completed update has been submitted to the grant funders, the Helios Educational Foundation and the Lumina Foundation. Vice Chair Burke requested a full financial report for the next Council meeting.

Mr. Burke: Can we get a financial report from the project prior to the next Council meeting? Also, we talked at the last meeting about potentially adjusting the statewide attainment goal at this meeting. Maybe we can also put that as an item for the agenda at our next meeting.

Chancellor Pumariega: Yes, we are still in the process of gathering the data to determine the appropriate statewide attainment level goal. The traditional vehicle for looking at a statewide goal is using census reporting data. We are working on a projection based on high school graduation rate goals and postsecondary initiatives in the state instead of just relying on census data.

Mr. Austin: In the projection, we also need to include people moving into the state and the educational credentials they bring with them as they move to Florida.

Chancellor Pumariega: Yes, we have that information and we discussed that as part of the current attainment goal, but we will ensure it is added back in. We also want initiatives in place to address the 2 million people in the state who have started some postsecondary education work but have not completed their education credential.

Dr. Moore: In some cases, people moving into Florida cause the attainment level to drop, but in most cases older adults moving to the state have a higher percentage of educational attainment compared to the younger group and therefore help increase the statewide attainment level.

Chancellor Pumariega: Also, to follow up, apprenticeship program completers are not included in the attainment group as part of the census data.

Mr. Stimac: I can work on getting that changed with census data reporting.

Ms. Dennard: As part of the regional convenings, we are being successful in bringing in local business owners and regional business representatives and we see their excitement about the attainment goal and about the commitment from the educational sector to continue to supply them with talent. As the unemployment rate continues to fall, it is becoming more difficult to find talent.

Chancellor Pumariega: Two things, economic development councils are also providing important input at the convenings and working with the local chambers of commerce to encourage them to have a dashboard around attainment and keep this goal highlighted as part of their local events and establish or partner with local college access networks.

Mr. Burke: For the March convening in the Tampa Bay area, it would be good to invite the publisher of *Florida Trend* magazine.

Mr. Stimac: We can also plan to provide a briefing to the board for the Manufacturers Association of Florida so that they can be more aware of the state's attainment goal as well.

V. 2018 Annual Report - Final Review and Discussion

Vice Chair Burke thanked all of the Council members who provided input to the annual report and to Diane McCain for her work to organize and edit the report. Dr. Moore recommended that the motion allow Council staff to make small editorial corrections without requiring re-approval by the Council. Dr. Moore made a motion to adopt the report with providing the authority for Council staff to make minor edits. Seconded by Mr. Tuck.

Mr. Stimac clarified that implementation strategies for the 67 school districts also includes technical colleges and technical centers in priority 3. The motion passed unanimously.

VI. Constitutional Revision Commission - Update on Education Committee

Vice Chair Burke requested an update from Nicole Washington who is serving as a member of the Education Committee of the Constitutional Revision Commission (CRC). Ms. Washington stated that additional update information is posted on <http://flcrc.gov>. In the spring, the CRC hosted nine public hearings around the state and will hold additional hearings during the first quarter of 2018. October 31, 2017 was the deadline for commissioner proposals, of which there were 103. Each of the commissioner proposals have been referred to committees and the committees are working now and through early February 2018 to vet these proposals. Specific to the education committee, there are 21 proposals in the following three general categories: (1) funding; (2) school choice; and (3) educational governance. Two proposals were passed favorably out of the education committee: Proposal 33 requiring the school district superintendent to be appointed by the local school board and Proposal 43 establishing an eight-year term for local school board members. Eight proposals will be workshopped by the education commission tomorrow (12/14) starting at 8:30 in Tallahassee. Committees have until February 2, 2018 to complete their reviews and the full CRC must complete their work by May 10, 2018.

Mr. Tuck: Are there any safeguards in place to prevent widely disparate class size counts if we amend the constitution to allow schools to use a school-wide average to meet class size requirements?

Ms. Washington: Those questions can best be addressed at the CRC committee meetings or with individual commissioners on the CRC.

Vice Chair Burke: Just to review the procedure, a proposal has to first go through its committee vetting favorably and then two votes by the whole CRC - a majority vote of the CRC to send to drafting and then 22 votes to be placed on the ballot for voters.

With the final approval today of the 2017 Annual Report, Diane McCain will be publishing and distributing the document to the Senate President, House Speaker, and others as outlined in the statute.

There being no additional comments, Vice Chair Burke adjourned the meeting at 2:28 p.m. The next meeting of the HECC will be in early 2018, with the actual date to be determined.

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