

GLOBAL TALENT COMPETITIVENESS COUNCIL

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February 23, 2012 GTC Council Meeting Summary

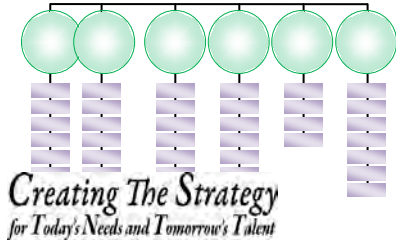
2011-2012 Council Project Funding Matrix with Member Liaison / WFI Lead Staff

ACTION ITEMS

1. Career and Professional Education Industry Certification List -- Approval with Lists

INFORMATION/DISCUSSION ITEMS

- Banner Center Update (Project E)
- Banner Center Business Planning & Sustainability Summary Reports
 - December 6, 2012 (Eight Senior Centers)
 - December 8, 2012 (Three newest Centers)
- Supply / Demand Analyses (Project A)
- Customer Satisfaction Indices (Project B)
- Occupational Training Program Governance Study – RFP Update
- Global Trade & Logistics (Project E)
- The Florida Eight (Project E)
- Talent Supply Chain (Project H)
- STEM / Career Academies (Project I)
- Target Industry Cluster Task Forces (Project J)
- WFI / RWB Business Liaisons Workshop – Agenda and List of Liaisons



Global Talent Competitiveness Council

Meeting Agenda

Thursday, February 23, 2012
8:30 a.m. – 11:00 a.m. EST
FSU Conference Center – Room 205

- Welcome & Chair's Remarks**..... Al Stimac
- Self-Introductions**.....Council Members
- Review of Today's Agenda**..... Al Stimac
- Action Items**..... Al Stimac

- Career & Professional Education (CAPE) Industry Certifications-Approvals

Discussion Items

- Presentation on Banner Center Governance Review – Scope of Project & Workshop Findings USF/Florida Institute for Government
 - Next Steps -- Jennifer Grove
- Council Project Updates – *See Updated Projects Matrix / Council Liaisons*
 - Project A Supply/Demand Analyses – Mary Lou Brunell
 - Project B – Customer Satisfaction Indices – Ric Shriver
 - Year One Communications Plan
 - Occupational Training Program Governance Study – Mary Lou Brunell
 - Project E Trade/Global Logistics – Linda Sparks
 - Project E The Florida Eight – John Wannamaker
 - USDOL SGA Submission
 - Project I STEM / Career Academies – Jennifer Grove
 - Project J Target Industry Cluster Task Forces – Al Stimac
- RWB Business Liaisons Workshop – April 11 & 12 Tampa (Draft agenda review)

Open Discussion

Chair's Closing Remarks / Adjourn

Global Talent Competitiveness Council Meeting

November 28, 2011

Meeting Summary

Welcome and Self-Introductions

Council Chairman Al Stimac called the meeting to order at 1:00 p.m. EST, welcomed all and asked Andra Cornelius to call roll. In addition to Chair Stimac, Council members in attendance included: David Armstrong, Mary Lou Brunell, Brittany Birken, Robert Gidel, Jennifer Grove, Linda Sparks, Robert Woody and John Wanamaker. A quorum was present.

Chair's Opening Remarks

Chairman Stimac began by thanking everyone for attending the Global Talent Competitiveness Council teleconference. He noted that at the Council's recent meeting in Miami, a quorum was not present. For that reason, action could not be taken on projects for funding consideration. This teleconference was set up as quickly as possible so that we can take that action, given we are already in the midpoint of our funding year. He noted that staff has prepared briefing papers for each of the funding initiatives under consideration. An action item has also been prepared with a spreadsheet. A meeting recap from the Council's December 10th meeting in Miami has also been prepared. Chairman Stimac confirmed that everyone had received the materials that were sent out. Given the Council has new Board members, Chairman Stimac directed staff to reach out to all the newest members to respond to any questions they might have. Chairman Stimac thanked the staff for the additional time which was well received. For an overview of the key strategic initiative projects Chairman Stimac turned it over to Mary Lou Brunell.

Review and Discussion of Key Strategic Initiatives

WFI Board Vice Chair Mary Lou Brunell then reviewed the briefing documents that everyone received. She noted that the majority of the initiatives that the Council proposes to fund are entering into the second year of the work. Additionally, there are three new projects to consider. The amount of funding for the strategic initiatives is quite limited. Last year this Council alone had an allocation of \$4 million dollars. This year, that same amount is spread across three councils. So, the Board and Councils have less than one percent of Florida's system wide funding to fund those strategic initiatives of the board. For that reason, it is important that we focus on key initiatives tied to our strategic plan in keeping with direction from our Board Chair, Dwayne Ingram. With the Chair's concurrence, Vice Chair Brunell then opened up discussion on all the initiatives to include questions from any member.

Jennifer Grove commented on one of the three new projects that she asked staff to bring forward for the Council's consideration. She has been involved in two of the communities that have been implementing the FORD Next Generation Learning initiative. It is a sustainability model for the

entire community to embrace the partnerships between workforce development, education and business and industry to drive career academies toward occupations that are in demand. She expressed great interest in maintaining momentum for these community projects, leveraging the investment already made. She noted that the funding recommendation is for up to \$20,000 for each of the eight communities to fund part-time community coordinators. These funds would be matched by other partners. This ensures sustainability and increases the likelihood that these projects stay in place. Jennifer expressed her appreciation for the Council's consideration of this project.

Vice Chair Mary Lou Brunell requested everyone's attention to page seven of the Council packet to bring into focus those projects that will need decisions for funding. Jennifer offered support for all projects in general. She noted that all projects focus on key clusters and components of the state's talent supply chain in which we need to invest. We need to continue our focus on being demand-driven. Chairman Stimac opened up for any other comments or questions.

Action Item

Vice Chair Mary Lou Brunell then made a motion as follows: to approve staff recommendations on projects as outlined in the action item and projects spreadsheet; and if approved to direct staff to proceed with contract renewals or develop competitive Request for Proposals of Invitations to Negotiate related to the projects; and if approved to direct staff to take action to implement the initiatives as soon as possible and provide regular updates at future Council meetings. Finally, should a balance of funds remain after all projects have been implemented, the Council will schedule a meeting to determine how best to invest the funds prior to the end of June 2012. Jennifer Grove seconded the motion. The motion was unanimously approved.

Following the motion, Vice Chair Brunell recommended that the Council review the projects for which funding had just been approved and identify a project for which they can serve as a liaison. She indicated that having Council members serve in this capacity will enable us to have a greater understanding of each project's relevance and enables the Council member to provide routinely input/updates to the Council as a whole. Chairman Stimac strongly supported the great suggestion and opened up discussion for members to claim projects. Jennifer volunteered to continue with the Talent Supply Chain, the Ford Next Generation Learning Community as well as the Technical Assistance for New Career Academies (with an eye toward making sure the two initiatives are aligned). As a board member of *STEMflorida*, she will also stay engaged on activities related to that initiative. Brittany Birken volunteered to serve as a liaison for Talent Supply Chain/Education as well. Vice Chair Brunell expressed interest in Project A: Supply Demand Analysis / Workforce Analytics and Project H: Workforce Estimating Conference /Target Occupations List Research project. John Wanamaker expressed interest in Project E: Global Trade & Logistics and the Florida Eight initiative. Linda Sparks expressed interest in Global Trade & Logistics, as well. Robert Woody cited interest in both of the Project I's and the Youth Academy project.

Chairman Stimac indicated that he would work with staff to assign projects to anyone that does not have one, unless there is an objection. Andra thanked those who committed to aligning to a specific project. She noted that staff with lead responsibility for each project will reach out accordingly to each of our Council members.

Open Discussion

Chairman Stimac then opened up the meeting to topics of interest to the members. There were no concerns.

Chairman's Closing Remarks

Chairman Stimac thanked the staff again for putting together the documents for the meeting. He offered special thanks to Vice Chair Brunell for her leadership in guiding the Council's action item.

There being no further discussion, the meeting adjourned at 1:23 pm.

2011-2012 GLOBAL TALENT COMPETITIVENESS COUNCIL BUDGET

	A	B	C	D	E	F	G	H
1	PROJECT INITIATIVE TITLE	DESCRIPTION	ALIGNMENT TO OPS PLAN PROJECT (A-N)	Multi-Year Initiatives from 2010-2011-- APPROVED FUNDING	Unexpended Funds From 2010-2011	NEW (2011-2012) FUNDING	AMOUNT (\$)	COUNCIL MEMBER ASSIGNED/ WFI Staff
2	<i>NOTE: Shaded projects below are continuation/renewal initiatives previously approved by WFI Board and Council in 2010-11</i>							
3	GLOBAL TALENT COMPETITIVENESS							
4	PROJECT A: Supply/Demand Analysis or Workforce Analytics	Year 2 -- Homeland Security & Defense and Life Sciences (2 @ \$300,000)	A-- Achievements 1 & 8	\$300,000	\$0	\$600,000	\$600,000	Brunnell, Shriver (Jayne)
5	PROJECT B: Customer Satisfaction Index	Year 2 -- 4 clusters (Homeland Security & Defense, Life Sciences, Energy and Water Resources) @ \$166,667 = \$667,000 each <i>plus</i> unexpended funds for deliverables from 2010-11: A/A & Clean Tech Summer Institutes (2 @ \$15,000) = \$30,000 [Note: 3 clusters--A/A, Clean Tech and Healthcare @ \$166,667 = \$500,000 were done in 2010-11]	B-- Achievements 2, 3, 5, 6, 9, 10, 12 & 13	\$500,000	\$30,000	\$667,000	\$697,000	Shriver (Jayne)
6	PROJECT E: Global Trade & Logistics	Technical Assistance for creating at least 15 new career academies statewide. Aligned with Florida Chamber Trade Study December 2010.	E-- Achievement 16	\$600,000	\$0	\$0	\$0	Sparks, Wannamaker (Debbie)
7	PROJECT J: Launch & Sustain the Best Informed Target Industry Cluster Specific Task Forces	Year 2 -- Homeland Security & Defense and Life Sciences Task Forces (2 @ \$250,000) <i>plus</i> unexpended funds for deliverables from 2010-11: Summer Institutes for Clean Tech and A/A (\$84,000) and final joint meeting for Clean Tech & A/A (\$22,000) = \$106,000	J-- Achievements 29 & 30	\$500,000	\$106,000	\$500,000	\$606,000	Stimac (Andra)
8	PROJECT E: Florida Eight	Regional Capacity-Building Initiative (Two-Year Project)	E-- Achievement 16	\$750,000	\$0	\$0	\$0	Wannamaker (Debbie)

2011-2012 GLOBAL TALENT COMPETITIVENESS COUNCIL BUDGET

	A	B	C	D	E	F	G	H
1	PROJECT INITIATIVE TITLE	DESCRIPTION	ALIGNMENT TO OPS PLAN PROJECT (A-N)	Multi-Year Initiatives from 2010-2011-- APPROVED FUNDING	Unexpended Funds From 2010-2011	NEW (2011-2012) FUNDING	AMOUNT (\$)	COUNCIL MEMBER ASSIGNED/ WFI Staff
9	TALENT SUPPLY CHAIN Initiatives -- of Joint Interest to Global Talent Competitiveness and Performance/Accountability							
10	PROJECT H: Talent Supply Chain - Project Management Services	Year 2 -- Joint Agency/Organization initiative	H -- Achievements 21 & 26	\$175,000	\$0	\$175,000	\$175,000	Birken, Grove, Armstrong (Dehryl)
11	PROJECT I: STEM Leadership for Florida	Extension of two-year contract from June 2011 to December 2011 to clearly define the methodology for determining STEM jobs and STEM industries. Currently these decisions are made arbitrarily.	I-- Achievement 27	\$0	\$0	\$49,500	\$49,500	Grove, Birken (Debbie)
12	PROJECT I: FORD / Next Generation Learning Communities	Continued funding for the eight communities initiated in Year One. Shared funding model with communities matching WFI funding (up to \$20,000 per community) for a part-time coordinator as well as an annual summit event.	I-- Achievement 27	\$0	\$0	\$220,000	\$220,000	Grove, Birken (Dehryl)
13	THREE NEW INITIATIVES -- proposed for 2011-2012							
14	PROJECT H: Workforce Estimating Conference / Target Occupations List Research	RFP for review of history, usage, analysis and legislative/policy recommendations	H-- Achievement 21 & 26	\$0	\$0	\$350,000	\$350,000	Brunnell (Jayne)
15	PROJECT H: Technical Assistance for New Career Academies per Chp. 2011-175, L.O.F.	ITN for middle-school academy assistance in cooperation with DOE	H-- Achievement 25	\$0	\$0	\$300,000	\$300,000	Grove, Costin, Woody (Dehryl)
16	PROJECT I: Youth STEM Training Initiative	RFP for career awareness and hands-on, project based learning in regional STEM occupations	I-- Achievement 27	\$0	\$0	\$500,000	\$500,000	Grove, Woody (Dehryl)
17	TOTAL			\$2,825,000	\$136,000	\$3,361,500	\$3,497,500	
18								
19	Uncommitted balance available to Performance & Accountability Council or other project needs as determined						\$502,500	
20	GRAND TOTAL FOR WFI POLICY COUNCILS						\$4,000,000	

Action Item

Career and Professional Education (CAPE) Act Industry Certification List

Background:

The Florida Career and Professional Education (CAPE) Act was enacted by the 2007 Legislature to provide a statewide planning partnership between business and education communities to attract, expand, and retain targeted, high-value industry and to sustain a strong knowledge-based economy. One of the key aims of this bill is to improve middle and high school academic performance by providing rigorous and relevant career-themed curriculum that articulates to postsecondary level coursework and leads to industry certifications.

The implementation of this Act requires cross-agency coordination involving Workforce Florida (WFI), the Department of Economic Opportunity (DEO) and the Florida Department of Education (FLDOE). The law requires DEO to define industry certification based upon the highest available national standards for specific industry certifications. By contract agreement between DEO and WFI, DEO is required to define and propose to WFI additional industry certifications based on national standards. WFI then reviews, approves and publishes by March 1 an annual update to the Comprehensive Industry Certification List. The final 2011-2012 *Comprehensive Industry Certification List* included 453 approved certifications. FLDOE uses WFI's approved *Comprehensive Industry Certification List* to identify program-to-certification linkages and to identify certifications deemed sufficiently rigorous academically and, thus, eligible for bonus FTE funding.

Last fall, various business and industry groups, regional workforce boards, school districts and career and professional academies used a formalized process through WFI's website to submit certifications for consideration as additions to the 2012-2013 *Comprehensive Industry Certification List*. At the close of the submission period (October 31st), 51 unduplicated responses were received. These requests were compiled and forwarded to DEO for research.

An initial internal review process by DEO was used to determine if the proposed certification was 1) linked to occupations on Florida's Statewide Demand Occupations List or Enterprise Florida's Emerging Industries List; 2) nationally recognized; 3) a product of a third independent party; and 4) had a proctored exam. A working group comprised of representatives from WFI, FLDOE, and DEO initially reviewed the compiled list of certifications that met the initial requirements. From September to January, the CAPE working group met and thoroughly reviewed all submitted

certifications and formulated their final recommendation for presentation to the Global Talent Competitiveness Council.

Twenty-nine certifications are being recommended for addition to WFI's current 2011-2012 Comprehensive Industry Certification List. Additionally, the current 2011-2012 Comprehensive List was thoroughly reviewed and revisions/deletions were made resulting from changes by the certifying entities. The revised 2011-2012 Comprehensive Industry Certification List now includes 421 certifications. Additionally, certifications that have been on the list but do not align with occupations on the Statewide Demand Occupations List or Enterprise Florida's Emerging Occupation list have been identified and are slated for removal in 2013-2014. To allow the school districts to prepare for the removal of these certifications, the school districts will be advised of these "dagged" certifications and these certifications will remain on the list for one year.

Section 1003.492(2), F.S. and implementing administrative rules approved for the CAPE Comprehensive Industry Certification List requires that the full WFI Board of Directors approve the updated list annually at its February meeting. Since this initiative falls under the direction of the Global Talent Competitiveness Council, it must first be considered by the Council before moving to the full board for action. Pending action taken by the Council, final consideration/approval will be taken up by the Workforce Florida Board of Directors.

NEEDED ACTION

- **Approval of recommended additions to the 2011-2012 Comprehensive Industry Certification List.**
- **Approval of modifications to the current 2011-2012 Comprehensive Industry Certification List. The modified 2011-2012 list with newly approved certifications will constitute the 2012-2013 Industry Certification List.**
- **Authorize WFI staff, in collaboration with DEO and FLDOE staff, to make any necessary revisions to certifications on the approved Comprehensive Industry Certification List that may evolve from changes by the certifying entities relating to the release of newer versions, upgrades or other changes that may occur relating to eligibility issues of certification requirements.**

2012-2013

Workforce Florida, Inc. Comprehensive Industry Certification List for the Career and Professional Education Act

No.	Certification/ Credential Title	DOE CODE	Issuing Organization/Provider
1	Accredited Business Accountant	ACFAT001	Accreditation Council for Accountancy & Taxation
2	Accredited Rural Appraiser (ARA)*	ASFMA001	Am. Society of Farm Managers and Rural Appraisers
3	Adobe Certified Associate (ACA) Rich Media Communication Using Adobe Flash	ADOBE011	Adobe Systems
4	Adobe Certified Associate (ACA) Visual Communication With Adobe Photoshop	ADOBE012	Adobe Systems
5	Adobe Certified Associate (ACA) Visual Communication With Adobe Premiere Pro	ADOBE018	Adobe Systems
6	Adobe Certified Associate (ACA) Web Communication using Adobe Dreamweaver	ADOBE010	Adobe Systems
7	Adobe Certified Expert - Adobe Acrobat	ADOBE013	Adobe Systems
8	Adobe Certified Expert - Adobe In Design	ADOBE004	Adobe Systems
9	Adobe Certified Expert - Illustrator	ADOBE003	Adobe Systems
10	Adobe Certified Expert - Photoshop	ADOBE005	Adobe Systems
11	Adobe Certified Expert - Premiere	ADOBE007	Adobe Systems
12	Adobe Certified Expert - Adobe After Effects	ADOBE002	Adobe Systems
13	Aerospace Technician	SPACE001	National Aerospace Technical Education Center (SpaceTEC)
14	Agricultural Biotechnology Certification	FLBR002	Florida Farm Bureau
15	Agricultural Technician Certification	FLBR001	Florida Farm Bureau
16	Air Conditioning Installation Specialization	NATEX002	North American Technician Excellence
17	Air Conditioning Service Technician	NATEX001	North American Technician Excellence
18	Aircraft Electronics Technician (AET)	NCATT001	National Center for Aircraft Technician Training (NCATT)
19	Alarm Certified Technician (Fire Alarm/ Advanced)	NBFAA001	National Burglar & Fire Alarm Association
20	Anesthesia Technician	ASATT001	American Society of Anesthesia Technologists & Technicians
21	Apple Certified Macintosh Technician (ACMT)	APPLE004	Apple Computer ,Inc
22	Apple Certified Pro (ACP) Aperture	APPLE007	Apple Computer ,Inc
23	Apple Certified Pro (ACP) Logic Pro	APPLE010	Apple Computer ,Inc
24	Apple Certified Pro (ACP) Motion	APPLE011	Apple Computer ,Inc
25	Apple Certified System Administrator (ACSA)	APPLE013	Apple Computer ,Inc
26	Apple Certified Technical Coordinator (ACTC)	APPLE002	Apple Computer ,Inc
27	Apple iLife	APPLE015	Apple Computer ,Inc
28	ASE Advanced Engine Performance Specialist Test - L1	NIASE001	National Institute for Automotive Service Excellence
29	ASE Alternate Fuels Series - F1	NIASE061	National Institute for Automotive Service Excellence
30	ASE Automobile & Light Truck Certification - A1 - Engine Repair	NIASE010	National Institute for Automotive Service Excellence
31	ASE Automobile & Light Truck Certification - A2 - Automatic Transmission/Transaxle	NIASE005	National Institute for Automotive Service Excellence
32	ASE Automobile & Light Truck Certification - A3 - Manual Drive Train and Axles	NIASE012	National Institute for Automotive Service Excellence
33	ASE Automobile & Light Truck Certification - A4 - Suspension and Steering	NIASE014	National Institute for Automotive Service Excellence
34	ASE Automobile & Light Truck Certification - A5 - Brakes	NIASE007	National Institute for Automotive Service Excellence
35	ASE Automobile & Light Truck Certification - A6 - Electrical/Electronic Systems	NIASE008	National Institute for Automotive Service Excellence
36	ASE Automobile & Light Truck Certification - A7 - Heating and Air Conditioning	NIASE011	National Institute for Automotive Service Excellence
37	ASE Automobile & Light Truck Certification - A8 - Engine Performance	NIASE009	National Institute for Automotive Service Excellence
38	ASE Automobile Service Consultant - C1	NIASE013	National Institute for Automotive Service Excellence
39	ASE Collision Repair and Refinishing Technician - B2 - Painting and Refinishing	NIASE029	National Institute for Automotive Service Excellence
40	ASE Collision Repair and Refinishing Technician - B3 - Non-Structural Analysis and Damage Repair	NIASE018	National Institute for Automotive Service Excellence
41	ASE Collision Repair and Refinishing Technician - B4 - Structural Analysis and Damage Repair	NIASE032	National Institute for Automotive Service Excellence
42	ASE Collision Repair and Refinishing Technician - B5 - Electrical/ Mechanical Components	NIASE017	National Institute for Automotive Service Excellence
43	ASE Damage Analysis and Estimating Certification - B6	NIASE019	National Institute for Automotive Service Excellence
44	ASE Electronic Diesel Engine Diagnosis Specialist Test - L2	NIASE052	National Institute for Automotive Service Excellence
45	ASE Master Automobile Technician (A Series)	NIASE002	National Institute for Automotive Service Excellence
46	ASE Master Collision Repair & Refinishing (B Series)	NIASE035	National Institute for Automotive Service Excellence
47	ASE Master Medium/Heavy Truck (T Series)	NIASE003	National Institute for Automotive Service Excellence
48	ASE Master School Bus Technician (S Series)	NIASE004	National Institute for Automotive Service Excellence
49	ASE Medium/Heavy Truck Technician - T1 - Gasoline Engines	NIASE025	National Institute for Automotive Service Excellence
50	ASE Medium/Heavy Truck Technician - T2 - Diesel Engines	NIASE020	National Institute for Automotive Service Excellence
51	ASE Medium/Heavy Truck Technician - T3 - Drive Train	NIASE021	National Institute for Automotive Service Excellence
52	ASE Medium/Heavy Truck Technician - T4 - Brakes	NIASE016	National Institute for Automotive Service Excellence
53	ASE Medium/Heavy Truck Technician - T5 - Suspension and Steering	NIASE033	National Institute for Automotive Service Excellence
54	ASE Medium/Heavy Truck Technician - T6 - Electrical/ Electronic Systems	NIASE023	National Institute for Automotive Service Excellence
55	ASE Medium/Heavy Truck Technician - T7 - Heating, Ventilation, and A/C (HVAC)	NIASE026	National Institute for Automotive Service Excellence
56	ASE Medium/Heavy Truck Technician - T8 - Preventive Maintenance Inspection (PMI)	NIASE031	National Institute for Automotive Service Excellence
57	ASE School Bus Technician - S1 - Body Systems and Special Equipment	NIASE045	National Institute for Automotive Service Excellence
58	ASE School Bus Technician - S2 - Diesel Engines	NIASE046	National Institute for Automotive Service Excellence
59	ASE School Bus Technician - S3 - Drive Train	NIASE047	National Institute for Automotive Service Excellence
60	ASE School Bus Technician - S4 - Brakes	NIASE048	National Institute for Automotive Service Excellence
61	ASE School Bus Technician - S5 - Suspension and Steering	NIASE049	National Institute for Automotive Service Excellence
62	ASE School Bus Technician - S6 - Electrical/Electronic Systems	NIASE050	National Institute for Automotive Service Excellence
63	ASE School Bus Technician - S7 - Air Conditioning Systems and Controls	NIASE051	National Institute for Automotive Service Excellence
64	ASE Transit Bus Technician - H1 - Compressed Natural Gas (CNG) Engines	NIASE053	National Institute for Automotive Service Excellence
65	ASE Transit Bus Technician - H2 - Diesel Engines	NIASE054	National Institute for Automotive Service Excellence
66	ASE Transit Bus Technician - H3 - Drive Train	NIASE055	National Institute for Automotive Service Excellence
67	ASE Transit Bus Technician - H4 - Brakes	NIASE056	National Institute for Automotive Service Excellence
68	ASE Transit Bus Technician - H5 - Suspension and Steering	NIASE057	National Institute for Automotive Service Excellence
69	ASE Transit Bus Technician - H6 - Electrical/Electronic Systems	NIASE058	National Institute for Automotive Service Excellence
70	ASE Transit Bus Technician - H7 - Heating Ventilation and Air Conditioning (HVAC)	NIASE059	National Institute for Automotive Service Excellence
71	ASE Transit Bus Technician - H8 - Preventive Maintenance And Inspection (PMI)	NIASE060	National Institute for Automotive Service Excellence
72	ASE Truck Equipment Technician - E1 - Truck Equipment Installation and Repair	NIASE062	National Institute for Automotive Service Excellence
73	ASE Truck Equipment Technician - E2 - Electrical/Electronic Systems Installation and Repair	NIASE063	National Institute for Automotive Service Excellence
74	ASE Truck Equipment Technician - E3 - Auxiliary Power Systems Installation and Repair	NIASE064	National Institute for Automotive Service Excellence
75	Associate in Claims (AIC)	INSIA001	Insurance Institute of America
76	Associate in Commercial Underwriting (AU)	INSIA002	Insurance Institute of America
77	Associate in Insurance Accounting and Finance (AIAF)	INSIA003	Insurance Institute of America
78	Associate in Regulation and Compliance (ARC)	INSIA004	Insurance Institute of America
79	Associate, Insurance Regulatory Compliance (AIRC)	LOMAS001	Life Office Management Association (LOMA)
80	Associate, Life and Health Claims (ALHC)	INTCA001	International Claim Association
81	Autodesk Certified Associate - 3dsMax Design	ADESK026	Autodesk
82	Autodesk Certified Associate - AutoCAD	ADESK016	Autodesk
83	Autodesk Certified Associate - AutoCAD Civil 3D	ADESK018	Autodesk
84	Autodesk Certified Associate - Inventor	ADESK019	Autodesk
85	Autodesk Certified Associate - Revit Architecture	ADESK020	Autodesk
86	Autodesk Certified Professional - AutoCAD	ADESK021	Autodesk
87	Autodesk Certified Professional - AutoCAD Civil 3D	ADESK023	Autodesk
88	Autodesk Certified Professional - Inventor	ADESK024	Autodesk
89	Autodesk Certified Professional - Revit Architecture	ADESK025	Autodesk
90	Autodesk Certified User - AutoCAD	ADESK002	Autodesk
91	Autodesk Certified User - Autodesk Inventor	ADESK011	Autodesk

* Certification does not meet all requirements. Certifications Slated for removal from the Career and Professional Education Act Comprehensive List for program year 2013-2014.

2012-2013

Workforce Florida, Inc. Comprehensive Industry Certification List for the Career and Professional Education Act

No.	Certification/ Credential Title	DOE CODE	Issuing Organization/Provider
92	Avid Media Composer Certified User	AVIDT001	AVID
93	Avionics Electronics Technician	ETAIND06	Electronics Technician Association
94	Basic X-ray Machine Operator	FDMAQ001	Fl Dept. of Health/Division of Medical Quality Assurance
95	Biomedical Auditor Certification/ Certified Biomedical Auditor (CBA)	AMSFQ002	American Society for Quality (ASQ)
96	Biotechnician Assistant	CERHB001	University of Florida, Center of Excellence for Regenerative Health Biotechnology (UF CERHB), Industry recognition through BioFlorida
97	Broadband Premises Installer (BPI)	SOCTE004	Society of Cable Telecommunications Engineers
98	Calibration Technician - CCT	AMSFQ003	American Society for Quality (ASQ)
99	Certification for Legal Professionals [Accredited Legal Secretary (ALS)]	TALFP001	The Association for Legal Professionals (ALS)
100	Certified Administrative Professional (CAP)	IAOAP001	International Association of Administrative Professionals (IAAP)
101	Certified Alcohol and Drug Counselor (ADC)*	ICARC001	International Certification & Reciprocity Consortium (IC&RC) Alcohol & Other Drug Abuse, Inc.
102	Certified Auditor	IROCA001	International Register of Certified Auditors (IRCA)
103	Certified Bank Teller (CBT)	ICBNK001	Institute of Certified Bankers
104	Certified Bookkeeper	AIOPB001	American Institute of Professional Bookkeepers
105	Certified Business Manager (CBM)	APIBM001	Association of Professionals in Business Management
106	Certified Cardiographic Technician (CCT)	CCINT001	Cardiovascular Credentialing International
107	Certified Clinical Hemodialysis Technician	NNCCO001	Nephrology Nursing Certification Commission
108	Certified Coding Associate (CCA)	AHIMA001	American Health Information Management Association
109	Certified Coding Specialist (CCS)	AHIMA002	American Health Information Management Association
110	Certified Coding Specialist-Physician-based (CCS-P)	AHIMA003	American Health Information Management Association
111	Certified Computing Professional (CCP)	ICOCPO01	Institute for Certification of Computing Professionals (ICCP)
112	Certified Construction Manager (CCM)	CMAOA001	Construction Management Association of America
113	Certified Corrections Officer (CCO)	AMCOA001	American Correctional Association
114	Certified Corrections Officer/Provisional (CCO/P)	AMCOA002	American Correctional Association
115	Certified Dental Assistant (CDA)	DANBD001	Dental Assisting National Board, Inc. (DANB)
116	Certified Dental Technician	NCDLT001	National Board for Certification in Dental Laboratory Technology
117	Certified EKG Technician (CET)	NATHA002	National Healthcare Association
118	Certified Employee Benefits Specialist	IFEBP001	International Foundation Employee Benefits
119	Certified Engineering Technologist (CT)	NICET002	National Institute for Certification in Engineering Technologies (NICET)
120	Certified Executive Pastry Chef (CEPC)*	ACFED003	American Culinary Federation
121	Certified Financial Planner (CFP)	CFPBS001	Certified Financial Planner Board of Standards, Inc.
122	Certified Fire Fighter	FLSFM002	Florida Department of Financial Services, State Fire Marshall, Bureau of Fire Standards & Training
123	Certified Food Manager (CFM)	IFSEA001	International Food Service Executive Association
124	Certified Fraud Examiner (CFE)	ACFEX001	Association of Certified Fraud Examiners
125	Certified Grounds Manager (CGM)	PROGM001	Professional Grounds Management Society
126	Certified Health Unit Coordinator (CHUC)	NAHUC001	National Association of Health Unit Coordinators, Inc.
127	Certified Home Care Aide	NAHCH001	National Association for Home Care & Hospice
128	Certified Horticulture Professional (FCHP)	FNGLA001	Florida Nursery, Growers & Landscape Association
129	Certified in Production and Inventory Management (CPIM)	TAFOM001	The Association for Operations Management
130	Certified Insurance Fraud Investigator	IASIU001	The International Association of Special Investigative Units
131	Certified Internal Auditor (CIA)	TIOIA001	The Institute of Internal Auditors
132	Certified Internet Web (CIW) - Database Design Specialist	PROSO006	Certification Partners
133	Certified Internet Web (CIW) - E-Commerce Specialist	PROSO003	Certification Partners
134	Certified Internet Web (CIW) - Internet Business Associate	PROSO016	Certification Partners
135	Certified Internet Web (CIW) - JavaScript Specialist	PROSO017	Certification Partners
136	Certified Internet Web (CIW) - Network Technology Associate	PROSO018	Certification Partners
137	Certified Internet Web (CIW) - Perl Specialist	PROSO019	Certification Partners
138	Certified Internet Web (CIW) - Site Development Associate	PROSO020	Certification Partners
139	Certified Internet Web (CIW) - Web Design Professional	PROSO021	Certification Partners
140	Certified Internet Web (CIW) - Web Design Specialist	PROSO022	Certification Partners
141	Certified Internet Web (CIW) - Web Development Professional	PROSO023	Certification Partners
142	Certified Internet Web (CIW) - Web Foundations Associate	PROSO024	Certification Partners
143	Certified Internet Web (CIW) - Web Security Associate	PROSO025	Certification Partners
144	Certified Internet Web (CIW) - Web Security Professional	PROSO010	Certification Partners
145	Certified Internet Web (CIW) - Web Security Specialist	PROSO026	Certification Partners
146	Certified Legal Assistant (CLA)	NAOLA002	National Association of Legal Assistants, Inc.
147	Certified Management Accountant (CMA)	INSMAM02	Institute of Management Accountants
148	Certified Manager of Community Associations (CMCA)	NCCAM001	National Board of Certification for Community Association Managers
149	Certified Manufacturing Technologist (CMfgT)	MESMEM001	Society of Manufacturing Engineers (SME)
150	Certified Medical Administrative Assistant	NATHA003	National Healthcare Association
151	Certified Medical Administrative Specialist	AMEDT001	American Medical Technologists (AMT)
152	Certified Medical Assistant (CMA)	AMAMA001	American Association of Medical Assistants (AAMA)
153	Certified Medical Transcriptionist	AFHID001	The Association for Healthcare Documentation Integrity (AHD)
154	Certified Nurse in the Operating Room (CNOR) Certification	CCINS001	Competency and Credentialing Institute (CCI)
155	Certified Nursing Assistant	FDMQA002	Florida Department of Health, Division of Medical Quality Assurance
156	Certified Operations Manager	CCIA001	Call Center Industry Advisory Council (CIAC)
157	Certified Personal Trainer *	ACSMDO02	American College of Sports Medicine
158	Certified Phlebotomy Technician	AMSPT002	American Society of Phlebotomy Technicians (ASPT)
159	Certified Plant Supervisor (CPS)	AFENG001	Associates for Facilities Engineering
160	Manufacturing Skill Standards Council (MSSC) Certified Production Technician (CPT)	MSSCN001	The Manufacturing Skill Standards Council (MSSC)
161	Certified Professional Coder-Hospital Outpatient (CPC-H*)	ACOPC003	American Academy of Professional Coders (AAPC)
162	Certified Professional Estimator (CPE)	AMSPPE001	American Society of Professional Estimators
163	Certified Food Protection Manager (ServSafe)	NRAEF003	National Restaurant Association Educational Foundation
164	Certified Professional Public Buyer (CPPB) *	UPPCC001	Universal Public Purchasing Certification Council
165	Certified Professional Secretary (CPS)	IAOAP002	International Association of Administrative Professionals (IAAP)
166	Certified Purchasing Professional (CPP)	APSOC001	American Purchasing Society
167	Certified Registered Nurse First Assistant (CRNFA)	CCINS002	Competency and Credentialing Institute (CCI)
168	Certified Respiratory Therapist (CRT)	NBFR001	National Board for Respiratory Care
169	Certified Securities Processing Specialist (CSPS)	SECOF001	Securities Operations Forum
170	Certified Software Development Professional (CSDP)	IOEEE001	Institute of Electrical and Electronics Engineers (IEEE) Computer Society
171	Certified Solidworks Associate (CSWA)	SOLID001	Dassault Systems Solidworks Corporation
172	Certified Solidworks Professional (CSWP)	SOLID002	Dassault Systems Solidworks Corporation
173	Certified Surgical Technologist (CST)	NBOST001	The National Board of Surgical Technology and Surgical Assisting (NBSTSA)
174	Certified Survey Technician (CST)	ACOSM001	American Congress on Surveying and Mapping - National Society of Professional Surveyors
175	Certified Temporary-Staffing Specialist (CTS)	NAOPS001	National Association of Personnel Services
176	Certified Transportation Professional *	PFMIN001	Private Fleet Management Institute - National Private Truck Council
177	Certified Veterinary Assistant (CVA)	ANICT001	Animal Care Technologies
178	Certified Welder	AWELD001	American Welding Society
179	Certified Wireless Network Administrator (CWNA)	CWNPT001	CWNP (Wireless Network Training)
180	Chief Architect Certified Apprentice	CARCH002	Chief Architect, Inc
181	Chief Architect User Certification	CARCH001	Chief Architect, Inc
182	Child Development Associate (CDA) *	CPREC001	Council for Professional Recognition

* Certification does not meet all requirements. Certifications Slated for removal from the Career and Professional Education Act Comprehensive List for program year 2013-2014.

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Workforce Florida, Inc. Comprehensive Industry Certification List for the Career and Professional Education Act

No.	Certification/ Credential Title	DOE CODE	Issuing Organization/Provider
183	Cisco Certified Architect	CISCO009	Cisco Systems, Inc.
184	Cisco Certified Design Associate (CCDA®)	CISCO001	Cisco Systems, Inc.
185	Cisco Certified Design Expert (CCDE)	CISCO010	Cisco Systems, Inc.
186	Cisco Certified Design Professional (CCDP)	CISCO002	Cisco Systems, Inc.
187	Cisco Certified Entry Network Technician (CCENT)	CISCO003	Cisco Systems, Inc.
188	Cisco Certified Internetwork Expert Routing and Switching (CCIE® Routing & Switching)	CISCO018	Cisco Systems, Inc.
189	Cisco Certified Internetwork Expert Security (CCIE Security)	CISCO019	Cisco Systems, Inc.
190	Cisco Certified Internetwork Expert Service Provider (CCIE Service Provider)	CISCO020	Cisco Systems, Inc.
191	Cisco Certified Internetwork Expert Storage Networking (CCIE Storage Networking)	CISCO021	Cisco Systems, Inc.
192	Cisco Certified Internetwork Expert Voice (CCIE Voice)	CISCO022	Cisco Systems, Inc.
193	Cisco Certified Internetwork Expert Wireless (CCIE Wireless)	CISCO023	Cisco Systems, Inc.
194	Cisco Certified Internetwork Professional (CCIP®)	CISCO014	Cisco Systems, Inc.
195	Cisco Certified Network Associate (CCNA)	CISCO004	Cisco Systems, Inc.
196	Cisco Certified Network Associate Security (CCNA® Security)	CISCO011	Cisco Systems, Inc.
197	Cisco Certified Network Associate Voice (CCNA® Voice)	CISCO012	Cisco Systems, Inc.
198	Cisco Certified Network Associate Wireless (CCNA® Wireless)	CISCO013	Cisco Systems, Inc.
199	Cisco Certified Network Professional (CCNP)	CISCO005	Cisco Systems, Inc.
200	Cisco Certified Network Professional (CCNP) Voice	CISCO007	Cisco Systems, Inc.
201	Cisco Certified Network Professional Wireless (CCNP® Wireless)	CISCO017	Cisco Systems, Inc.
202	CompTIA A+ Certification	COMPT001	Computing Technology Industry Association (CompTIA)
203	CompTIA CDIA+ Certification	COMPT002	Computing Technology Industry Association (CompTIA)
204	CompTIA CTP+	COMPT003	Computing Technology Industry Association (CompTIA)
205	CompTIA CTT+ *	COMPT011	Computing Technology Industry Association (CompTIA)
206	CompTIA Linux+ (Powered by LPI)	COMPT005	Computing Technology Industry Association (CompTIA)
207	CompTIA Network+ Certification	COMPT006	Computing Technology Industry Association (CompTIA)
208	CompTIA PDI+	COMPT012	Computing Technology Industry Association (CompTIA)
209	CompTIA Project+	COMPT007	Computing Technology Industry Association (CompTIA)
210	CompTIA Security +	COMPT008	Computing Technology Industry Association (CompTIA)
211	CompTIA Server+ Certification	COMPT009	Computing Technology Industry Association (CompTIA)
212	Concrete Flatwork Finisher/Technician (ACI Craftsman Certification Program)	AMCII001	American Concrete Institute International (ACI)
213	Concrete Strength Testing Technician (CSITT)	AMCII002	American Concrete Institute International (ACI)
214	Dental Hygienist	FLSBD001	Florida State Board of Dentistry
215	Electrical Principles: Residential Construction Academy Examination *	HBINS001	Home Builders Institute
216	Electronics Systems Associate (ESA)	ISCET002	International Society of Certified Electronics Technicians
217	Engineering Core Certification	FLENG001	Florida Engineering Society
218	FAA Advanced Ground Instructor	FEDAA014	Federal Aviation Administration
219	FAA Aircraft Dispatcher	FEDAA019	Federal Aviation Administration
220	FAA Airframe Mechanic	FEDAA004	Federal Aviation Administration
221	FAA Airline Transport Pilot (ATP)	FEDAA012	Federal Aviation Administration
222	FAA Aviation Mechanic General	FEDAA002	Federal Aviation Administration
223	FAA Basic Ground Instructor	FEDAA015	Federal Aviation Administration
224	FAA Certified Flight Instructor	FEDAA005	Federal Aviation Administration
225	FAA Certified Flight Instructor - Instrument	FEDAA016	Federal Aviation Administration
226	FAA Certified Multi-Engine Instructor	FEDAA017	Federal Aviation Administration
227	FAA Commercial Pilot	FEDAA006	Federal Aviation Administration
228	FAA Control Tower Operator	FEDAA018	Federal Aviation Administration
229	FAA Ground School	FEDAA013	Federal Aviation Administration
230	FAA Instrument Ground Instructor	FEDAA020	Federal Aviation Administration
231	FAA Instrument Pilot	FEDAA007	Federal Aviation Administration
232	FAA Multi-Engine Pilot	FEDAA008	Federal Aviation Administration
233	FAA Powerplant Mechanic	FEDAA010	Federal Aviation Administration
234	FAA Private Pilot	FEDAA011	Federal Aviation Administration
235	Facilities Management Certificate (FMC)	BOAMI001	BOMI International (Building Owners and Managers Institute)
236	FCC Commercial Radio Operator License -Element 3 General Radiotelephone Operator License (PG) *	FEDCC001	Federal Communications Commission
237	FCC Commercial Radio Operator License -Element 8 Ship Radar Endorsement *	FEDCC002	Federal Communications Commission
238	Fire Alarm Systems	NICET003	National Institute for Certification in Engineering Technologies (NICET)
239	Fire Fighter I	FLSFM005	Florida Department of Financial Services, State Fire Marshall, Bureau of Fire Standards & Training
240	Fire Fighter II	FLSFM006	Florida Department of Financial Services, State Fire Marshall, Bureau of Fire Standards & Training
241	Florida Automobile Dealers Association (FADA) Certified Technician	FLADA001	Florida Automobile Dealers Association (FADA)
242	Foodservice Management Professional (FMP)	NRAEF001	National Restaurant Association Educational Foundation
243	Foreign Object Elimination (FOE)	NCATT002	National Center for Aircraft Technician Training (NCATT)
244	GIS Technician (Entry)	DIGIT001	DigitalQuest Inc.
245	Global Logistics Associate	AMSTL003	American Society of Transportation & Logistics
246	GPHR® (Global Professional in Human Resources)*	HRCIS003	Human Resource Cert. Institute - Soc. For Human Res. Mgt.
247	HEAT Certification*	HVACE007	HVAC (Heating, Ventilation and Air Conditioning) Excellence
248	HEAT+ Certification*	HVACE008	HVAC (Heating, Ventilation and Air Conditioning) Excellence
249	Highway Surveys Certification	NICET004	National Institute for Certification in Engineering Technologies (NICET)
250	IBM Certified Application Developer - Programming with IBM Enterprise PL/I	IBMCO001	IBM Corporation
251	ICC Professional Certification - Building Inspector	INTCC001	International Code Council
252	ICE - Residential Air Conditioning and Heating Certification (ARI)	ACARIO01	Air Conditioning and Refrigeration Institute
253	Information Systems Security Management Professional (ISSMP)	IISCC001	International Information Systems Security Certification Consortium, Inc.
254	IPC J-STD-001 Certification	IPCEI001	IPC- Association Connecting Electronics Industries
255	LabView Certification- The Associate Developer	NINSC001	National Instruments Corporation
256	Lean Certification (Lean Bronze Certification-LBC)	SMFEN001	Society of Manufacturing Engineers (SME)
257	License - Real Estate Sales Associate	FLDRE002	FL Dept of Business and Professional Regulation, Div. of Real Estate
258	Licensed Practical Nurse	FDMQA017	Florida Department of Health, Division of Medical Quality Assurance
259	Manager of Quality/Organizational Excellence	AMSFQ001	American Society for Quality (ASQ)
260	Manufacturing Skill Standards Council (MSSC) Instructor Certification *	MSSCN006	The Manufacturing Skill Standards Council (MSSC)
261	Master Certified Coach (MCC) *	INTCF001	International Coach Federation
262	Mastercam Certified Programmer Mill Level 1 (CPgM1)	CNCSIO01	Mastercam
263	Medical Laboratory Technician (MLT(ASCP))	AMSCP002	American Society of Clinical Pathologists
264	Medical Laboratory Technician (MLT)	AMA0001	American Association of Bioanalysts (AAB)
265	Medical Technologist (MT(AAB))	AMA0002	American Association of Bioanalysts (AAB)
266	Microsoft Certified Business Management Solutions Professional	MICRO058	Microsoft Corporation
267	Microsoft Certified Business Management Solutions Specialist	MICRO040	Microsoft Corporation
268	Microsoft Certified Database Administrator (MCDBA)	MICRO005	Microsoft Corporation
269	Microsoft Certified IT Professional (MCITP): Business Intelligence Developer	MICRO026	Microsoft Corporation
270	Microsoft Certified IT Professional (MCITP): Consumer Support Technician	MICRO027	Microsoft Corporation
271	Microsoft Certified IT Professional (MCITP): Database Administrator	MICRO028	Microsoft Corporation
272	Microsoft Certified IT Professional (MCITP): Database Developer	MICRO029	Microsoft Corporation
273	Microsoft Certified IT Professional (MCITP): Enterprise Administrator on Windows Server 2008	MICRO030	Microsoft Corporation

* Certification does not meet all requirements. Certifications Slated for removal from the Career and Professional Education Act Comprehensive List for program year 2013-2014.

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Workforce Florida, Inc. Comprehensive Industry Certification List for the Career and Professional Education Act

No.	Certification/ Credential Title	DOE CODE	Issuing Organization/Provider
274	Microsoft Certified IT Professional (MCITP): Enterprise Messaging Administrator	MICRO031	Microsoft Corporation
275	Microsoft Certified IT Professional (MCITP): Enterprise Project Management with Microsoft Office Project Server 2007	MICRO032	Microsoft Corporation
276	Microsoft Certified IT Professional (MCITP): Enterprise Support Technician on Windows Vista	MICRO033	Microsoft Corporation
277	Microsoft Certified IT Professional (MCITP): Server Administrator	MICRO034	Microsoft Corporation
278	Microsoft Certified Learning Consultant (MCLC)	MICRO041	Microsoft Corporation
279	Microsoft Certified Professional Developer (MCPD) - ASP.NET Developer	MICRO062	Microsoft Corporation
280	Microsoft Certified Professional Developer (MCPD) - Enterprise Applications Developer	MICRO042	Microsoft Corporation
281	Microsoft Certified Professional Developer (MCPD) - Web Developer	MICRO043	Microsoft Corporation
282	Microsoft Certified Professional Developer (MCPD) - Windows Developer	MICRO044	Microsoft Corporation
283	Microsoft Certified Systems Administrator (MCSA) - Windows Server 2003	MICRO046	Microsoft Corporation
284	Microsoft Certified Systems Engineer 2003 (MCSE)	MICRO013	Microsoft Corporation
285	Microsoft Certified Technology Specialist (MCTS): .NET Framework 3.5, ADO.NET Applications	MICRO063	Microsoft Corporation
286	Microsoft Certified Technology Specialist (MCTS): .NET Framework 3.5, ASP.NET Applications	MICRO064	Microsoft Corporation
287	Microsoft Certified Technology Specialist (MCTS): .NET Framework 3.5, Presentation Foundation Applications	MICRO066	Microsoft Corporation
288	Microsoft Certified Technology Specialist (MCTS): .NET Framework 3.5, Windows Forms Applications	MICRO065	Microsoft Corporation
289	Microsoft Certified Trainer (MCT)	MICRO052	Microsoft Corporation
290	Microsoft Dynamics AX	MICRO053	Microsoft Corporation
291	Microsoft Dynamics CRM	MICRO054	Microsoft Corporation
292	Microsoft Dynamics GP	MICRO055	Microsoft Corporation
293	Microsoft Dynamics NAV	MICRO056	Microsoft Corporation
294	Microsoft Dynamics SL	MICRO057	Microsoft Corporation
295	Microsoft MCA: Exchange Server	MICRO038	Microsoft Corporation
296	Microsoft MCA: SQL Server	MICRO037	Microsoft Corporation
297	Microsoft Office Master	MICRO017	Microsoft Corporation
298	Microsoft Office Specialist (MOS) Bundle Certification (3 out of 5 - Word, Excel, PowerPoint, Access, Outlook)	MICRO069	Microsoft Corporation
299	National Council for Interior Design Certification (NCIDC)	NCIDQ001	National Council for Interior Design Qualification
300	National Pharmacy Technician Certification	ICOPT001	Institute for the Certification of Pharmacy Technicians
301	National ProStart Certificate of Achievement	NRAEF002	National Restaurant Association Educational Foundation
302	NCCER Carpentry - Level 3	NCCER033	National Center for Construction Education & Research (NCCER)
303	NCCER Carpentry - Level 2	NCCER032	National Center for Construction Education & Research (NCCER)
304	NCCER Carpentry - Level 4	NCCER034	National Center for Construction Education & Research (NCCER)
305	NCCER Carpentry Fundamentals - Level 1	NCCER005	National Center for Construction Education & Research (NCCER)
306	NCCER Concrete Finishing- Level 1	NCCER036	National Center for Construction Education & Research (NCCER)
307	NCCER Concrete Finishing- Level 2	NCCER037	National Center for Construction Education & Research (NCCER)
308	NCCER Construction Technology *	NCCER008	National Center for Construction Education & Research (NCCER)
309	NCCER Electrical - Level 1 *	NCCER010	National Center for Construction Education & Research (NCCER)
310	NCCER Electrical- Level 2	NCCER038	National Center for Construction Education & Research (NCCER)
311	NCCER Electrical- Level 3	NCCER039	National Center for Construction Education & Research (NCCER)
312	NCCER Electrical- Level 4	NCCER040	National Center for Construction Education & Research (NCCER)
313	NCCER Electronic Systems Technician- Level 1	NCCER013	National Center for Construction Education & Research (NCCER)
314	NCCER Electronic Systems Technician- Level 2	NCCER041	National Center for Construction Education & Research (NCCER)
315	NCCER Electronic Systems Technician- Level 3	NCCER042	National Center for Construction Education & Research (NCCER)
316	NCCER Electronic Systems Technician- Level 4	NCCER043	National Center for Construction Education & Research (NCCER)
317	NCCER Glazier - Level 1	NCCER092	National Center for Construction Education & Research (NCCER)
318	NCCER Glazier - Level 2	NCCER093	National Center for Construction Education & Research (NCCER)
319	NCCER Glazier - Level 3	NCCER094	National Center for Construction Education & Research (NCCER)
320	NCCER Heating, Ventilation and Air Conditioning (HVAC) - Level 1	NCCER018	National Center for Construction Education & Research (NCCER)
321	NCCER Heating, Ventilation and Air Conditioning (HVAC) - Level 2	NCCER081	National Center for Construction Education & Research (NCCER)
322	NCCER Heating, Ventilation and Air Conditioning (HVAC) - Level 3	NCCER082	National Center for Construction Education & Research (NCCER)
323	NCCER Heating, Ventilation and Air Conditioning (HVAC) - Level 4	NCCER083	National Center for Construction Education & Research (NCCER)
324	NCCER Heavy Equipment Operations - Level 1	NCCER017	National Center for Construction Education & Research (NCCER)
325	NCCER Heavy Equipment Operations - Level 2	NCCER067	National Center for Construction Education & Research (NCCER)
326	NCCER Heavy Equipment Operations - Level 3	NCCER068	National Center for Construction Education & Research (NCCER)
327	NCCER Industrial Maintenance-Mechanic	NCCER084	National Center for Construction Education & Research (NCCER)
328	NCCER Masonry - Level 1	NCCER025	National Center for Construction Education & Research (NCCER)
329	NCCER Masonry - Level 2	NCCER044	National Center for Construction Education & Research (NCCER)
330	NCCER Masonry - Level 3	NCCER045	National Center for Construction Education & Research (NCCER)
331	NCCER Painting- Level 1 *	NCCER046	National Center for Construction Education & Research (NCCER)
332	NCCER Painting- Level 2 *	NCCER047	National Center for Construction Education & Research (NCCER)
333	NCCER Painting- Level 3 *	NCCER048	National Center for Construction Education & Research (NCCER)
334	NCCER Pipefitting - Level 1	NCCER049	National Center for Construction Education & Research (NCCER)
335	NCCER Pipefitting - Level 2	NCCER050	National Center for Construction Education & Research (NCCER)
336	NCCER Pipefitting - Level 3	NCCER051	National Center for Construction Education & Research (NCCER)
337	NCCER Pipefitting - Level 4	NCCER052	National Center for Construction Education & Research (NCCER)
338	NCCER Plumbing - Level 1	NCCER026	National Center for Construction Education & Research (NCCER)
339	NCCER Plumbing - Level 2	NCCER069	National Center for Construction Education & Research (NCCER)
340	NCCER Plumbing - Level 3	NCCER070	National Center for Construction Education & Research (NCCER)
341	NCCER Plumbing - Level 4	NCCER071	National Center for Construction Education & Research (NCCER)
342	NCCER Project Management	NCCER027	National Center for Construction Education & Research (NCCER)
343	NCCER Roofer- Level 1	NCCER053	National Center for Construction Education & Research (NCCER)
344	NCCER Roofer- Level 2	NCCER054	National Center for Construction Education & Research (NCCER)
345	NCCER Roofer- Level 3	NCCER055	National Center for Construction Education & Research (NCCER)
346	NCCER Roofer- Level 4	NCCER056	National Center for Construction Education & Research (NCCER)
347	NCCER Sheet Metal - Level 1	NCCER057	National Center for Construction Education & Research (NCCER)
348	NCCER Sheet Metal - Level 2	NCCER058	National Center for Construction Education & Research (NCCER)
349	NCCER Sheet Metal - Level 3	NCCER059	National Center for Construction Education & Research (NCCER)
350	NCCER Sheet Metal - Level 4	NCCER060	National Center for Construction Education & Research (NCCER)
351	NCCER Welder - Level 1	NCCER061	National Center for Construction Education & Research (NCCER)
352	NCCER Welder - Level 2	NCCER062	National Center for Construction Education & Research (NCCER)
353	NCCER Welder - Level 3	NCCER063	National Center for Construction Education & Research (NCCER)
354	NDT Certificate Electro-magnetic Testing (ET) - Level III	ASNDT002	The American Society for Non-Destructive Testing (ASNT)
355	NDT Certificate Liquid Penetrant (PT) - Level II	ASNDT003	The American Society for Non-Destructive Testing (ASNT)
356	NDT Certificate Liquid Penetrant (PT) - Level III	ASNDT004	The American Society for Non-Destructive Testing (ASNT)
357	NDT Certificate Magnetic Particle Testing (MT) - Level II	ASNDT005	The American Society for Non-Destructive Testing (ASNT)
358	NDT Certificate Magnetic Particle Testing (MT) - Level III	ASNDT006	The American Society for Non-Destructive Testing (ASNT)
359	NDT Certificate Radiographic Testing (RT) - Level II	ASNDT007	The American Society for Non-Destructive Testing (ASNT)
360	NDT Certificate Radiographic Testing (RT) - Level III	ASNDT008	The American Society for Non-Destructive Testing (ASNT)
361	NDT Certificate Ultrasonic Testing (UT) - Level II	ASNDT009	The American Society for Non-Destructive Testing (ASNT)
362	NDT Certificate Ultrasonic Testing (UT) - Level III	ASNDT010	The American Society for Non-Destructive Testing (ASNT)
363	NDT Certificate Visual Testing (VT) - Level II	ASNDT011	The American Society for Non-Destructive Testing (ASNT)
364	NDT Certificate Visual Testing (VT) - Level III	ASNDT012	The American Society for Non-Destructive Testing (ASNT)

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Workforce Florida, Inc. Comprehensive Industry Certification List for the Career and Professional Education Act

No.	Certification/ Credential Title	DOE CODE	Issuing Organization/Provider
365	NIMS EDM - Plunge	NIFMS003	National Institute for Metalworking Skills (NIMS)
366	NIMS EDM - Wire	NIFMS004	National Institute for Metalworking Skills (NIMS)
367	NIMS Machining Level I - CNC Milling: Programming Setup & Operations	NIFMS001	National Institute for Metalworking Skills (NIMS)
368	NIMS Machining Level I - CNC Turning: Programming Setup & Operations	NIFMS002	National Institute for Metalworking Skills (NIMS)
369	NIMS Machining Level I - Turning Operations: Turning Chucking Skills	NIFMS010	National Institute for Metalworking Skills (NIMS)
370	NIMS Machining Level I- Turning Operations: Turning Between Centers	NIFMS008	National Institute for Metalworking Skills (NIMS)
371	NIMS Machining Level II - Grinding Skills II	NIFMS012	National Institute for Metalworking Skills (NIMS)
372	NIMS Machining Level II - Manual Milling	NIFMS007	National Institute for Metalworking Skills (NIMS)
373	NIMS Manual Turning - Between Centers	NIFMS009	National Institute for Metalworking Skills (NIMS)
374	Occupational Health and Safety Technologist (OHST)	CCHES001	Board of Certified Safety Professionals (BCSP)
375	Operator Certification	CSADA001	Concrete Sawing and Drilling Association
376	Oracle Certified Associate (OCA): Database	ORACL001	Oracle Corporation
377	Oracle Certified Master (OCM): Database	ORACL003	Oracle Corporation
378	Oracle Certified Professional (OCP): Database	ORACL002	Oracle Corporation
379	Patient Care Technician	NATHA006	National Healthcareer Association
380	Pharmacy Technician	PTCBD001	Pharmacy Technician Certification Board
381	Photovoltaic (PV) Entry Level Certificate of Knowledge *	NBCEP001	North American Board of Certified Energy Practitioners (NABCEP)
382	PHR® (Professional in Human Resources) *	HRCIS001	Human Resource Cert. Institute - Soc. For Human Res. Mgt.
383	Physical Therapists Assistant (PTA)	AMPTA001	American Physical Therapists Association (APTA)
384	Precision Sheetmetal Operator - Level I (PSMO)	FMAIN001	Fabricators & Manufacturers Association, International (FMA)
385	Professional Certified Investigator	ASINS001	American Society for Industrial Security
386	Professional Designation in Supply Chain Management	AMSTL004	American Society of Transportation & Logistics
387	Professional Legal Secretary (PLS)	NALSC001	National Association of Legal Secretaries Resource Center
388	Protective Coatings Certification	SOCP001	Society for Protective Coatings
389	Quality Engineer -CQE	AMSFQ005	American Society for Quality (ASQ)
390	Quality Improvement Associate - CQIA	AMSFQ006	American Society for Quality (ASQ)
391	Quality Inspector - CQI	AMSFQ007	American Society for Quality (ASQ)
392	Quality Process Analyst - CQPA	AMSFQ008	American Society for Quality (ASQ)
393	Quality Technician - CQT	AMSFQ009	American Society for Quality (ASQ)
394	QuickBooks Certified User	INTUTO01	Intuit
395	Radar Electronics Technician (RAD)	ETAIN007	Electronics Technician Association
396	Registered Cardiac Sonographer (RCS)	CCINT002	Cardiovascular Credentialing International
397	Registered Diagnostic Cardiac Sonographer (RDCS)	ARDMS001	American Registry of Diagnostic Medical Sonographers (ARDMS)
398	Registered Diagnostic Medical Sonographer (RDMS)	ARDMS002	American Registry of Diagnostic Medical Sonographers (ARDMS)
399	Registered Diplomat Reporter*	NCRAS005	National Court Reporters Association
400	Registered Health Information Technician (RHIT)	AHIMA009	American Health Information Management Association
401	Registered Medical Assistant (RMA)	AMEDT004	American Medical Technologists (AMT)
402	Registered Merit Reporter *	NCRAS004	National Court Reporters Association
403	Registered Phlebotomy Technician (RPT)	AMEDT005	American Medical Technologists (AMT)
404	Registered Professional Reporter *	NCRAS003	National Court Reporters Association
405	Registered Technologist - Quality Management (RT)	AMRRT005	American Registry of Radiologic Technologists
406	Reliability Engineer - CRE	AMSFQ010	American Society for Quality (ASQ)
407	Residential Accredited Appraiser (RAA)*	NATAR001	National Association of Realtors
408	Safety Trained Supervisor in Construction (STS Construction)	CCHES002	Board of Certified Safety Professionals (BCSP)
409	Siemens (Level I) Mechatronic Systems Assistant	SIEME001	SIEMENS AG
410	Six Sigma Black Belt - CSSBB	AMSFQ011	American Society for Quality (ASQ)
411	Six Sigma Green Belt - CSSGB	AMSFQ012	American Society for Quality (ASQ)
412	SMEI Certified Professional Salesperson (SCPS)	SAMEI001	Sales & Marketing Executives International, Inc.
413	Software Quality Engineer - CSQE	AMSFQ013	American Society for Quality (ASQ)
414	SPHR® (Senior Professional in Human Resources)*	HRCIS002	Human Resource Cert. Institute - Soc. For Human Res. Mgt.
415	Support Center Manager	HLDPID06	Help Desk Institute (HDI)
416	Teaching English to Speakers of Other Languages (TESOL) Certificate *	WLSGI001	World Learning SIT Graduate Institute
417	Truss Technician Training Levels 1, 2, 3 (bundled)	STBCA001	Structural Building Components Association
418	Water Treatment Plant Operator Level A	FLDEP004	FL Dept. of Environmental Protection
419	Water Treatment Plant Operator Level B	FLDEP005	FL Dept. of Environmental Protection
420	Water Treatment Plant Operator Level C	FLDEP006	FL Dept. of Environmental Protection
421	Water Treatment Plant Operator Level D	FLDEP007	FL Dept. of Environmental Protection

* Certification does not meet all requirements. Certifications Slated for removal from the Career and Professional Education Act Comprehensive List for program year 2013-2014.

**2012-2013 CAREER AND PROFESSIONAL EDUCATION ACT CERTIFICATIONS RECOMMENDED FOR ADDITION
to Workforce Florida's Comprehensive Certification List (2011-2012)**

CERTIFICATION		CERTIFICATION	
1	Certified Front Desk Supervisor	16	S.P.A.C.E. Certified - Transportation & Logistics
2	Certified Apprentice Drafter- Architectural	17	HP (Hewlett-Packard) Applied Technology Associate (HP-ATA)-Connected Devices
3	Certified Drafter- Architectural	18	HP (Hewlett-Packard) Applied Technology Associate (HP-ATA)-Cloud
4	Certified Drafter- Mechanical	19	HP (Hewlett-Packard) Applied Technology Associate (HP-ATA)-Networks
5	Certified Apprentice Drafter- Mechanical	20	HP (Hewlett-Packard) Applied Technology Associate (HP-ATA)-Servers & Storage
6	Apple Certified Pro (ACP) - Final Cut Pro X (Replacement for an existing certification)	21	Associate of (ISC) ² - SSCP
7	Mastercam Associate Certification - Mill Design and Toolpaths	22	Microsoft Technology Associate (MTA) - Database Administration (Bundle)
8	Broadband Professional Certification	23	Microsoft Technology Associate (MTA) – Developer (Bundle)
9	S.P.A.C.E. Certified - Agriculture, Food, & Natural Resources Focus	24	Microsoft Technology Associate (MTA)- IT Pro (Bundle)
10	S.P.A.C.E. Certified - Green & Sustainability	25	Manufacturing Skill Standards Council (MSSC)- Certified Logistics Technician (CLT)
11	S.P.A.C.E. Certified - Health Science	26	Oracle Certified Associate (OCA): Java Programmer (Replacement for an existing certification)
12	S.P.A.C.E. Certified - Homeland Security	27	Oracle Certified Professional (OCP): Java Programmer (Replacement for an existing certification)
13	S.P.A.C.E. Certified - Law & Public Safety	28	Oracle Certified Master (OCM): Java Programmer (Replacement for an existing certification)
14	S.P.A.C.E. Certified - Marketing	29	Certified Maintenance and Reliability Technician Program (Replacement for an existing certification)
15	S.P.A.C.E. Certified - STEM		

**2012-2013 CAREER AND PROFESSIONAL EDUCATION ACT CERTIFICATIONS NOT RECOMMENDED FOR ADDITION
to Workforce Florida's Comprehensive Certification List (2011-2012)**

CERTIFICATION		REASON NOT RECOMMENDED
1	Autodesk Certified User – 3ds Max	Autodesk only has Autodesk Certified User - AutoCAD and Autodesk Inventor certifications.
2	Autodesk Certified User - Revit	Autodesk only has Autodesk Certified User - AutoCAD and Autodesk Inventor certifications.
3	Certification In Personal Finance	Short term course that does not demonstrate a minimum of 150 hours
4	Graduate Certified Appliance Professional (G-Cap)	Certification does not directly align with an occupation on the Statewide Demand Occupations List or Enterprise Florida's Emerging Occupations List.
5	Certified Window Treatment Consultant	Certification does not directly align with an occupation on the Statewide Demand Occupations List or Enterprise Florida's Emerging Occupations List.
6	Certified Workroom Professional	Certification does not directly align with an occupation on the Statewide Demand Occupations List or Enterprise Florida's Emerging Occupations List.
7	Comptia Health Care IT Technician	Certifying organization does not describe the requirements for completion and specify what knowledge and skills must be demonstrated in order to achieve a certification. Workgroup determined this submission is a certificate not certification.

**2012-2013 CAREER AND PROFESSIONAL EDUCATION ACT CERTIFICATIONS NOT RECOMMENDED FOR ADDITION (CONTINUED)
to Workforce Florida's Comprehensive Certification List (2011-2012)**

CERTIFICATION		REASON NOT RECOMMENDED
8	Comptia Strata IT Fundamentals	Certifying organization does not describe the requirements for completion and specify what knowledge and skills must be demonstrated in order to achieve a certification. Workgroup determined this submission is a certificate not certification.
9	Energy Industry Fundamentals	This is an assessment with a certificate, not a certification.
10	Florida Security Class D License	Certification does not directly align with an occupation on the Statewide Demand Occupations List or Enterprise Florida's Emerging Occupations List.
11	Help Desk Customer Service Representative	Certification does not directly align with an occupation on the Statewide Demand Occupations List or Enterprise Florida's Emerging Occupations List.
12	Inner- Industry Collision Auto Repair (I-CAR)	Research revealed the agency certifies programs, but does not issue certifications.
13	Medical Safety Assistant	Certification does not directly align with an occupation on the Statewide Demand Occupations List or Enterprise Florida's Emerging Occupations List.
14	Microsoft Excel 2010 And 2007 Expert Certification	Certification already on WFI Comprehensive list 2011-2012.
15	Microsoft Technology Associate (MTA)	Certification does not qualify as a stand alone certification.
16	Marine Technician Fundamentals	Certification does not directly align with an occupation on the Statewide Demand Occupations List or Enterprise Florida's Emerging Occupations List.
17	Manufacturing Skill Standards Council (MSSC) - Certified Logistics Associate (CLA)	This submission is a certificate not a certification.
18	National Professional Certification In Customer Service And Sales	This is an assessment not an occupation/skill certification.
19	National Professional Customer Service Certification	Certification does not directly align with an occupation on the Statewide Demand Occupations List or Enterprise Florida's Emerging Occupations List.
20	ParaPro Assessment	Certification does not directly align with an occupation on the Statewide Demand Occupations List or Enterprise Florida's Emerging Occupations List.
21	(IEMSR) Emergency Medical Responder	Certification does not directly align with an occupation on the Statewide Demand Occupations List or Enterprise Florida's Emerging Occupations List.
22	Staff Credential	Certification does not directly align with an occupation on the Statewide Demand Occupations List or Enterprise Florida's Emerging Occupations List.

**2011-2012 Comprehensive Industry Certification List Removals
(Due to Changes by the Certifying Entities)**

	Certification Title	Cert Code	Certifying Agency	Reason for Removal
1	ADDA Apprentice Drafter Certification	AMDDA001	American Design Drafting Association	Original certification has been broken into four new certifications
2	Apple Certified Help Desk Specialist (ACHDS)	APPLE005	Apple Computer , Inc	Certification is no longer available
3	Apple Certified Portable Technician (ACPT)	APPLE006	Apple Computer , Inc	Certification is no longer available
4	Apple Certified Pro (ACP) Color	APPLE014	Apple Computer , Inc	Certification is no longer available
5	Apple Certified Pro (ACP) DVD Studio Pro	APPLE008	Apple Computer , Inc	Certification is no longer available
6	Apple Certified Pro (ACP) Final Cut Pro	APPLE009	Apple Computer , Inc	Certification is no longer available
7	Apple Certified Pro (ACP) Soundtrack Pro	APPLE012	Apple Computer , Inc	Certification is no longer available
8	ASE Engine Machinist : Assembly Specialist (M3)	NIASE067	National Institute for Automotive Service Excellence	Certification is no longer available
9	ASE Engine Machinist : Cylinder Block Specialist (M2)	NIASE066	National Institute for Automotive Service Excellence	Certification is no longer available
10	ASE Engine Machinist: Cylinder Head Specialist (M1)	NIASE065	National Institute for Automotive Service Excellence	Certification is no longer available
11	Autodesk Certified Associate - AutoCAD Architecture	ADESK017	Autodesk	Certification is no longer available
12	Autodesk Certified Professional - AutoCAD Architecture	ADESK022	Autodesk	Certification is no longer available
13	Certified Industrial Maintenance Mechanic	INSOC001	Instrument Society of America	Replaced with certifications that reflect the new Certifying Agency
14	Certified Internet Web (CIW) Associate Design Specialist	PROSO001	Certification Partners	Certification is no longer available
15	Certified Internet Web (CIW) Master Designer	PROSO004	Certification Partners	Certification is no longer available
16	Certified Internet Web (CIW) Security Analyst	PROSO009	Certification Partners	Certification is no longer available
17	Certified Internet Web (CIW) Web Design Professional	PROSO002	Certification Partners	Certification is no longer available
18	Certified Lending Specialist (CLS)	CUNAT002	Credit Union National Association	Certification is no longer available
19	Cisco Certified Security Professional (CCSP®)	CISCO006	Cisco Systems, Inc.	Certification is no longer available
20	Emergency Medical Technician - Basic (EMT)	NREMT001	National Registry of Emergency Medical Technicians	Certification is no longer available
21	First Responder Certification	NREMT003	National Registry of Emergency Medical Technicians	Certification is no longer available
22	HACCP Auditor - CHA	AMSFQ004	American Society for Quality (ASQ)	Certification is no longer available
23	Microsoft Certified Desktop Support Technician (MCDST)	MICRO006	Microsoft Corporation	Certification is no longer available
24	Microsoft Certified Technology Specialist (MCTS): .NET Framework 2.0 Distributed Applications	MICRO047	Microsoft Corporation	Certification is no longer available
25	Microsoft Certified Technology Specialist (MCTS): .NET Framework 2.0 Web Applications	MICRO048	Microsoft Corporation	Certification is no longer available
26	Microsoft Certified Technology Specialist (MCTS): .NET Framework 2.0 Windows Applications	MICRO049	Microsoft Corporation	Certification is no longer available
27	Microsoft Certified Technology Specialist (MCTS): BizTalk Server 2006	MICRO050	Microsoft Corporation	Certification is no longer available
28	Microsoft Certified Technology Specialist (MCTS): SQL Server 2005	MICRO051	Microsoft Corporation	Certification is no longer available
29	Sun Certified Java Associate	SUNMI002	Sun Microsystems	Replaced with certifications that reflect the new Certifying Agency
30	Sun Certified Java Developer	SUNMI003	Sun Microsystems	Replaced with certifications that reflect the new Certifying Agency
31	Sun Certified Java Programmer	SUNMI001	Sun Microsystems	Replaced with certifications that reflect the new Certifying Agency
32	Sun Certified System Administrator	SUNMI004	Sun Microsystems	Certification is no longer available

**2012-2013 Career and Professional Education (CAPE) Comprehensive Certification List -
Slated for Removal 2013-2014 (Daggered*)**

	Certification	DOE Code	Issuing Organizaton/Provider
1	Accredited Rural Appraiser (ARA)*	ASFMA001	Am. Society of Farm Managers and Rural Appraisers
2	Certified Alcohol and Drug Counselor (ADC)*	ICARC001	International Certification & Reciprocity Consortium (IC&RC) Alcohol & Other Drug Abuse, Inc.
3	Certified Executive Pastry Chef (CEPC)*	ACFED003	American Culinary Federation
4	Certified Personal Trainer *	ACSMD002	American College of Sports Medicine
5	Certified Professional Public Buyer (CPPB) *	UPPCC001	Universal Public Purchasing Certification Council
6	Certified Transportation Professional *	PFMIN001	Private Fleet Management Institute - National Private Truck Council
7	Child Development Associate (CDA) *	CPREC001	Council for Professional Recognition
8	CompTIA CTT+ *	COMPT011	Computing Technology Industry Association (CompTIA)
9	Electrical Principles: Residential Construction Academy Examination *	HBINS001	Home Builders Institute
10	FCC Commercial Radio Operator License -Element 3 General Radiotelephone Operator License (PG) *	FEDCC001	Federal Communications Commission
11	FCC Commercial Radio Operator License -Element 8 Ship Radar Endorsement *	FEDCC002	Federal Communications Commission
12	GPHR® (Global Professional in Human Resources)*	HRCIS003	Human Resource Cert. Institute - Soc. For Human Res. Mgt.
13	HEAT Certification*	HVACE007	HVAC (Heating, Ventilation and Air Conditioning) Excellence
14	HEAT+ Certification*	HVACE008	HVAC (Heating, Ventilation and Air Conditioning) Excellence
15	Manufacturing Skill Standards Council (MSSC) Instructor Certification *	MSSCN006	The Manufacturing Skill Standards Council (MSSC)
16	Master Certified Coach (MCC) *	INTCF001	International Coach Federation
17	NCCER Construction Technology *	NCCER008	National Center for Construction Education & Research (NCCER)
18	NCCER Electrical - Level 1 *	NCCER010	National Center for Construction Education & Research (NCCER)
19	NCCER Painting- Level 1 *	NCCER046	National Center for Construction Education & Research (NCCER)
20	NCCER Painting- Level 2 *	NCCER047	National Center for Construction Education & Research (NCCER)
21	NCCER Painting- Level 2 *	NCCER048	National Center for Construction Education & Research (NCCER)
22	Photovoltaic (PV) Entry Level Certificate of Knowledge *	NBCEP001	North American Board of Certified Energy Practitioners (NABCEP)
23	PHR® (Professional in Human Resources) *	HRCIS001	Human Resource Cert. Institute - Soc. For Human Res. Mgt.
24	Registered Diplomate Reporter*	NCRAS005	National Court Reporters Association
25	Registered Merit Reporter *	NCRAS004	National Court Reporters Association
26	Registered Professional Reporter *	NCRAS003	National Court Reporters Association
27	Residential Accredited Appraiser (RAA)*	NATAR001	National Association of Realtors
28	SPHR® (Senior Professional in Human Resources)*	HRCIS002	Human Resource Cert. Institute - Soc. For Human Res. Mgt.
29	Teaching English to Speakers of Other Languages (TESOL) Certificate *	WLSGI001	World Learning SIT Graduate Institute

Employ Florida Banner Centers

Project E – WFI Strategic Plan

Bottom Line

- The Banner Center (BC) concept first originated in the state’s strategic plan for economic development “*2004-2009 Roadmap to Florida’s Future.*” Originally referred to as Workforce Education Clusters, these Centers were created to develop workforce talent in Florida.
- The principles guiding the development of the BC’s are listed below. They are also part of each center’s contract and outlined in the terms and conditions:
 - Give Florida’s businesses in the target industry clusters an opportunity to directly guide the workforce system and education to address their current and future needs for talent.
 - Become a **statewide nexus** for industry knowledge related to creating a globally competitive workforce for the target industry cluster and talent development to support job placement, retention and creation.
 - Use industry leadership and guidance to deploy and refine workforce development products and services, such as cutting-edge curriculum, and ease of access to the products and services statewide to meet the needs of business today and in the future.
 - Support pipeline development needs by working to align seamless educational pathways and marketing of career pathways for entry-level to advanced workers.
 - Create collaborative delivery partnerships with industry, education and training providers; secondary and postsecondary, public and private; designed to impact all regions of the state.
 - Provide support to delivery partners through curriculum support, faculty support, customized curriculum development, alignment with industry certification, and access to industry expertise.
 - Promote economic development by serving as the leading resource and focal point to address the state’s economic priority of increasing talent in high-skill, high-wage targeted sectors and demonstrating ease of access to BC products and services.
 - Use the value of products and services developed to create sustainable revenue streams to enable the long-term viability of the centers.
 - The BCs are focused on developing and coordinating educational and training resources to boost the competitiveness of targeted industries that diversify Florida’s economy.
- WFI Board member Jennifer Grove chaired a special working committee (under the previous Business Competitiveness Council) that reviewed and managed the competitive proposal process for designating new BC’s and other issues critical to their original guiding principles.
- All BC’s must operate under the oversight and guidance of an **Industry Advisory Council**, made up of employers in the specified industry, and integrates continuous and emerging technology improvements on an ongoing basis to ensure courses offered are market-relevant.

- All curricula developed by BC's under contract to WFI are exclusively owned by WFI as intellectual property.
- **Funding and sustainability** for each BC is an important component, and all designated centers are expected to clearly articulate a marketing/business plan with defined outcomes and pricing models that can support the Center following the end of the three-year funding period. Recognizing that ramp-up toward a fully self-sustaining center will take a period of time, WFI intends to fund each center over a three-year period (contingent on performance and private/industry funding support) following a tiered funding shared method.
- WFI developed the tiered funding approach for several reasons:
 - WFI State-level funds are used for demonstration projects. These funds are not intended to fund projects long term.
 - To encourage institutions to obtain guidance from their IACs on a business model that can result in self-sustainability.
 - It is expected that businesses statewide will value the products and services produced by the BCs and thus continue to pay for these outcomes over time, leading to a revenue stream.
 - To move educational institutions from viewing the initiative as an episodic "grant" to more of a "systemic training change" responsive to the ever-changing needs of employers in specific clusters.
- Currently, there are 11 centers, eight of which are in the final year of funding from WFI (ending June 30, 2012) and the remaining three in their second (of a maximum of three years) of funding. The original year of award for each center is denoted in parentheses:
 - Eight in final year of funding -- Advanced Manufacturing (2006); Agriscience (2009); Aviation & Aerospace (2006); Clean Energy (2008); Construction (2007); Energy (2007); Global Logistics (2007); and Homeland Security & Defense (2007).
 - Three in the second year of funding -- Creative Industries (2010); Financial and Professional Services (2010); and Life Sciences (2010).
- WFI has designated BC's in other industry clusters but none of these centers is currently active (e.g., Health Services, Water Resources, Secondary Academies).
- Total funding (since 2006) – \$18,152,803
- Total training completions (since 2006) – 9,176
- Technical assistance provided by WFI to the Banner Centers (directly or through contract):
 - USF Florida Institute of Government (FIOG) BC Building Blocks to Success (2008)
 - USF FIOG BC Entity Role Definition and On-Boarding Meeting (2009)
 - Industry Advisory Council Tool Kit (2009)
 - Moore Consulting Group BC Marketing Outreach and Communications Plan (2009)
 - Florida Trend NEXT campaigns – showcase of BC and outcomes
 - WFI / AWI EFM Data Input and Project Management Technical Assistance (2009 and 2011)
 - USF FIOG Intellectual Property Inventory Report (2009)
 - BC and RWB Collaboration / Operations Joint Meeting – Gainesville (2010)

- Monthly Calls with BC Directors – 2010 and 2011 – and on demand

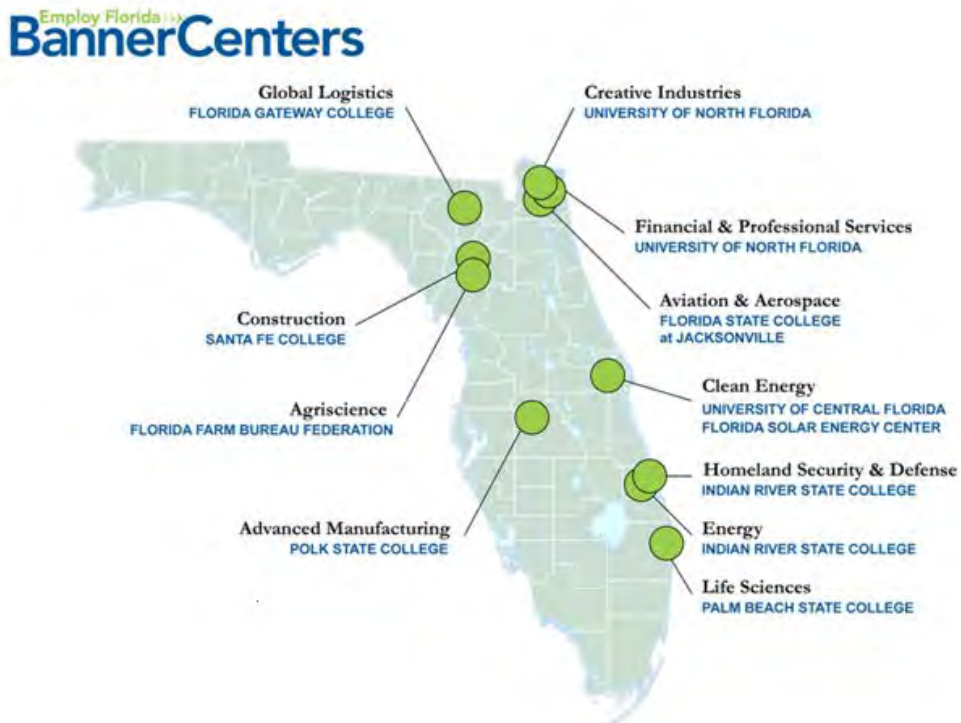
Decision Points

- A contract with the University of South Florida – Florida Institute of Government (FIOG) to provide research, analysis and recommendations to assist WFI to smoothly transition the BC initiative, including valued products and services, for statewide access to businesses in key industry clusters. This effort was funded through last year’s Council funds.
- With eight of the current 11 BC’s sun setting in June 2012, this final stage enables WFI to consider options on how best to build on the significant investments and lessons learned from the past five years of efforts to creatively promote alignment between industry, education, workforce and economic development to address the current and future workforce needs of a target cluster, while focusing on providing the tools to enable each Center an opportunity for sustainability.
- WFI sees other avenues in which we can promote a tighter workforce /education/industry/economic development alignment that we did not see in earlier years of the initiative:
 - Talent Supply Chain – instead of individually designating cluster Centers at a specific institution (with MOU’s with other institutions to deploy products and services—in many cases, a tough sell) an enhanced talent supply chain with all institutions—public and private—focused on the state’s target industry clusters would enable strong marketplace focus.
 - We are encouraging Community/State colleges to work beyond their traditional geographic boundaries to become a state resource/expert.
 - Industry expects the Florida education and workforce delivery systems to deliver the right skills, at the right time, for the right industries.
 - WFI needs to be armed with clear information about how many have moved into jobs (not just trained/credentialed) through the lens of today’s tough economy.
 - Target Industry Cluster Task Forces – although WFI just completed its first two of six task forces, already this candid business intelligence from Florida executives regarding talent and business climate is causing WFI to rethink how best to enhance current workforce policies to be responsive.
 - Current tools, programs, efforts underway (EFM, Supply/Demand, finite occupations) may likely be repurposed to more closely align with today’s marketplace needs.

Action Items

- At February 23rd GTC Council meeting, review the Business Planning and Sustainability Summary Reports prepared by USF FIOG and review lessons learned by the consultant team.
- Identify next steps important to the initiative such as:

- Under what conditions and parameters would WFI grant a license to a Center (or another entity) to use the IP developed to date?
- How does WFI expand the reach of IP product and services developed/funded through the BC initiative?
- How can WFI move this initiative and all lessons learned to a national model, with talent pipeline connections from CAPE academies through to University-level connections?
- Does WFI need to copyright the BC name and brand? What IP licensure issues / legal issues must be addressed as we move forward?
- How do we leverage lessons learned through the BC initiative as well as the past University Centers of Excellence into the next iteration of market-relevant training and education. In other words, how can WFI now apply this knowledge to the Talent Supply Chain's work?
- Provide guidance to USF's FIOG on next steps in preparation for May GTC Council meeting and WFI Board recommendations.
- Draft key communications to interested stakeholders regarding the status of the BC initiative and next steps.
 - Draft letter from WFI President/CEO Chris Hart IV to College Presidents whose BC's are in their final few months of funding from WFI to highlight next steps being considered by this Council and the WFI Board.



Employ Florida >>>
BannerCenters

EMPLOY FLORIDA BANNER CENTERS

**Business Planning and Sustainability
Summary Report**

December 6, 2011



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 - Pre-work Business Planning and Sustainability Workshop
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Pre-Work for Meeting Preparation

To assist with the preparation of the Workforce Florida, Inc. *Business Planning and Sustainability Workshop*, USF FIOG provided a questionnaire to the eight (8) veteran Banner Centers (Advanced Manufacturing, Aviation and Aerospace, Agriscience, Clean Energy, Construction, Energy, Global Logistics and Homeland Security and Defense) to gather their valuable insights, experience and lessons learned as the Workforce Florida, Inc. funding for their Banner Centers comes to a conclusion. The pre-work had two components - the first, a questionnaire that included the following topic areas:

- Developing and Creating Quality Banner Center Product
- Banner Center Product Distribution
- Performance Metrics
- Financial Assistance for Sustainability
- Future Banner Center Sustainability

The second component of the pre-work was a product spreadsheet asking for information about product relevance, product readiness for use, Workforce Florida, Inc. grant dollars used in development and total revenue generated through sales and/or product distribution. No spreadsheet was received from the Construction Banner Center.

Meeting Kick-Off

Following Andra Cornelius, Vice President, Business & Economic Development Opportunities, Workforce Florida, Inc.'s opening remarks, attendees introduced themselves. University of South Florida's Florida Institute of Government (USF FIOG) set the context for the meeting which was to gather information and perspective about each Banner's Centers experience during the five (5) year period they were funded and capture the information in a focus group setting. Additionally, each of the Banner Centers were asked whether they were going to continue to operate as a Banner Center, what were their plans for sustainability, and what support would they need from Workforce Florida, Inc.

The information gathered during the session was to be used in assisting Workforce Florida, Inc. in determining a future business model(s) for the Banner Centers.

Developing and Creating Quality Products

The first series of questions were intended to gather information regarding the process the Banner Centers used to develop product from a market, industry and/or end-user perspective to ensure product relevance to the industry, and understand the current product (i.e., curriculum) shelf-life estimates. As a part of the product development process it was important to understand how the products would be used to create credit or noncredit programs for industry accreditation, college credit toward diplomas, and/or continuing education certificate programs.

Primary Customers

1. Who was your primary customer for your products?

TABLE 1: Primary Customer for Product Development

Primary Customer	Incumbent Worker	College Student	Graduate/ Career Academy	Job Change/ Retraining	Other
Advanced Manufacturing	Primary				Career academies and voc-techs have to be mined for future business - non revenue generating, time consuming activity
Aviation & Aerospace	Primary next big thing is commercial space flight	X			X will shift from incumbent workers to career academies in the future, manpower heavy and time consuming
Clean Energy	X				Primary Community college faculty and high school teachers – Train-the-trainer (T3) model
Construction	Primary Work Force Boards were big buyers – will be moving toward assessments to be prepared when economy comes back			Was original primary customer but shifted to incumbent workers	
Energy	Primary One main customer FPL and IP is given away to other institutions				
Global Logistics	Primary Focused on education partnerships	X	X	X	
Homeland Security and Defense	Primary Agencies and Law Enforcement			X	

Delivery Modality

1. How well did the chosen modality fit the needs of the target customer?

- The group indicated Industry based on focus groups provided them with the necessary modality. See specific answers by Banner Center outlined below.

Advanced Manufacturing

- Face-to-face train-the-trainer model (T3)
- Live synchronous product in the process of being implemented

Aviation & Aerospace

- Just in time face-to face delivery modality
- Instructors must come from Banner Center institution
- Beginning a train-the-trainer (T3) process
- Highly capital intensive and challenge to export

Clean Energy

- Provide a list of lab equipment needed for course
- Solely classroom training with 25% lab training
- Online pre-work to prepare students for the class

Construction

- Face-to-face with some lab
- Written and online assessments

Energy

- Face-to-face classroom delivery
- Instructor led courses, 90% classroom training
- Working on developing online programs
- Offer multiple timeframes for college credit

Global Logistics

- Face-to-face classroom delivery through partners
- Offer online with a mobile component (simulator)

Homeland Security & Defense

- Face-to-face mobile training center with 50% hands on training
- 15 instructors from Banner Center Institution
- Bring training to the location to eliminate travel costs

Delivery Modality (*continued*)

2. *How did you measure this?*

- The group indicated they used customer satisfaction surveys and end of course evaluations to measure results.

3. *How did modality fit with nontraditional semester time frames?*

- The answers were varied depending on credit and noncredit offerings. For example CEU courses were a shorter timeframe 1-5 days, certificate programs six (6) weeks to a semester depending on the industry and type of offering (certificate, CEU, diploma, industry accreditation).

4. *Was the decision about the modality a good return on investment, industry expectations, and sustainability?*

- The group felt they were meeting industry expectations although there was no discussion regarding return on investment and sustainability.

Customer Credit and Noncredit Program Offerings

Outlined in the table below are the percentage of programs offerings Banner Centers developed with the use of Workforce Florida, Inc. funding.

TABLE 2: Percentage of Credit and Noncredit Offerings

Percent of Offerings	Certificate Program	College Diploma	Industry Accreditation	CEU	Other
Advanced Manufacturing		X	X		X High schools and career academies
Non-credit and credit courses, primary metric is passing the course and course criteria align with national industry accreditation.					
Aviation & Aerospace	70% Other 30% spread across other categories				
Programs are non credit specific, primary metric is industry test determined via an assessment.					
Agriscience					
Clean Energy	X	courses can contribute toward diploma	X	X	
NCEP certification required, using certification as metric					
Construction			90% Mostly industry certifications		
Non credit and metric based on assessment completions					
Energy		85%			15% College certificate/1yr degree
Based on industry need, highly regulated to receive certification					
Global Logistics	20%		80%		
Both credit and non-credit courses, metric American Society for Transportation Logistics					
Homeland Security & Defense				100 %	
Non credit, course numbering system similar to college courses, metric pre & post test					

Sustainability

1. *How did your pricing model contribute to income generation for sustainability?*
2. *For those who offer a college credit and the pricing model is tuition, does the Banner Center receive a percentage of the tuition for Banner Center sustainability?*
3. *When “sharing” curriculum or training product with other institutions, is there a license fee associated to promote Banner Center sustainability?*
4. *How was your pricing model received by your customers?*

Comments by Banner Center

Advanced Manufacturing

- Market assessment was conducted to determine pricing model
- Curriculum is provided to other institutions at no charge because it was the right thing to do for industry for future talent development
- A train-the-trainer (T3) model is used to deliver training
- Payment/revenue received based on print on demand process for student books

Aviation & Aerospace

- Created a market rate/pricing using a market study based on corporate training model

Clean Energy

- Revenue is generated through training providers (T3) and funds are collected from students, as well as from the sale of manuals
- Goal is to train any community college who wanted the curriculum to drive tuition
- In the future they will upgrade instructors qualifications and Train-the-trainer (T3) for revenue
- Current business model is not sustainable

Construction

- Work through corporate college, part of expenses are paid out of corporate college
- Charge fee to administer certificate on a per head basis
- In the future as the market comes back for construction revenue will come from assessments

Energy

- Tuition based and charge standard state rate
- Banner Center receives no split from tuition to assist in sustainability
- Provide curriculum to other institutions at no charge

Global Logistics

- Banner Center partners develop own pricing model
- Tuition based and charge standard state rate
- Revenue is collected by training providers; model is inherently unsustainable

Homeland Security

- Offer three courses price based on the cost of delivery with built in profit margin
- Make between 9-13K a day, with up to 30 students per class
- Established Enterprise Fund with college foundation which is setup to sustain the Banner Center
- All revenue and expenses go through Enterprise fund with funding available through 2013

Marketing the Banner Center Products

Understanding what value the name “BANNER CENTER” has in the market will provide Workforce Florida, Inc. with information (see below) on how to leverage and support the value of the brand going forward.

1. ***Does the Banner Center brand have value and name recognition in the market place?***
 - ***If yes, how does it bring that brand value to your Banner Center?***

Table Group Findings:

- Yes, see both brand value and recognition, but more with educational institutions, not with industry
- Yes, but the value has more to do with the individuals who represent the brand in collaboration with other Banner Centers’. The group believes some institutions that host the Banner Centers could walk away from the Banner Center brand and still be successful.
- Yes, the brand has value but has limited name recognition with industry. The question is often asked “What is a Banner Center?” Most don’t know what BANNER stands for as there is no tagline to drive brand recognition and understanding regardless of industry sector. The suggestion is to re-evaluate the “Banner” Center name and/or make it obvious that it is an acronym B.A.N.N.E.R. (*Business Assistance Now for New Economy Results*) as the tagline.
- Yes and yes, the Banner Center brand allows for mission neutrality, as it is not representing another regional educational institution which could be perceived as competitive in nature. The Banner Center represents an industry which provides credibility, increases receptivity and co-branding partnership opportunities, and can promote the message Banner Centers are meeting demand for industry.
 - If not, what would you recommend to improve increasing the value of the Banner Center brand?
 - Groups agreed to some brand value, however they did offer suggestions for improving recognition of the Banner Center brand as indicated in the next question.

2. *If you are going to continue as a Banner Center, what else can Workforce Florida, Inc. do to continue to drive the brand to help you create sustainability for your Banner Center?*

- Suggestion for Workforce Florida, Inc. to host with Banner Center industry groups, a quarterly and/or statewide meeting per year to partner/share information with both industry and regional workforce board offices to create awareness and value for the Banner Centers mission.
- Greater outreach to the private sector and industry. Have Workforce Florida, Inc. actively promote the overall Banner Center brand with social media, advertising, etc. to increase brand recognition.
- Have Workforce Florida, Inc. work with all 24 Regional Workforce Boards to create an understanding of the value of the Banner Centers and the importance of creating a partnership with them.
- Through increased brand awareness drive industry to websites, so Banner Centers are seen as an industry resource center.
- Leverage the Regional Workforce Boards so they can market Banner Centers to industry partners in their regions.
- Have Workforce Florida, Inc. conduct a survey of key industries to determine Banner Center brand recognition and value.

Banner Center Product Distribution

The group communicated they were waiting for Workforce Florida, Inc. to tell them what the sales distribution model was going to be for the future. It was apparent that very few, if any, had established a sustainable model to support them now that Workforce Florida, Inc. funding was ending.

Performance Metrics

The following questions were asked to better understand how the Banner Centers determined their success based on the investment and return to their industry in meeting current and future talent supply needs.

1. *What recommendations would you have for collecting leading and lagging indicator data to track the progress of creating skilled workers?*

Table Group Findings:

- Banner Centers view leading indicators as equipment purchases, IAC and focus groups input on products, instructor and attendee evaluations
- Banner Centers view lagging indicators as enrollments, completers, placements, performance based certificates, customer satisfaction surveys

2. *How did you use the information you provided in EFM to modify your approach to curriculum/training development, marketing, product distribution and getting people enrolled in the Banner Center offerings?*

There was a great deal of discussion regarding data reporting and use of EFM. Questions were raised about, “why they enter data?” and “what is the data used for?” and with the time spent on entering data they questioned the benefit and ROI for industry.

- Data is simply there for reporting purposes for Workforce Florida, Inc. contract deliverables and payment
- Banner Centers can’t pull their own reports from EFM and there is a great deal of lead time necessary when requesting reports from DEO
- Banner Centers do not have all the information from attendees to complete a form and all necessary information for EFM
- Getting attendees (especially CEU and certificate candidates) to provide social security numbers due to concern with identity theft means they don’t have complete information to allow them to enter data in to EFM and therefore they get no credit and/or can’t track all individuals benefiting from Banner Center training/curriculum
- Banner Centers aren’t fully familiar with the types of reports available from EFM that could assist them in sharing performance with industry

- Most Banner Centers indicated they keep parallel data spreadsheets because EFM is too cumbersome and doesn't provide them with some information they want to use with their IAC's (example: Career tracking capability – A.S. degrees, B.S. degrees, M.S. degrees, pool of employee's (geographical indication) and need to collect industry placements). Banner Centers felt this information would be of value to the IAC's in promoting their industry and bringing new industry to the state
- Multiple completion points (certificates, degrees, etc.) and lack of how to enter this information into EFM make tracking difficult resulting in incomplete data entered and lack of credit for completions to the Banner Center, as well as incomplete information available for industry
- EFM data entry is viewed primarily as time consuming
- Clean Energy Banner Center partners with their Regional Workforce Board (RWB) and contracts with them (\$5,000) for all EFM data entry and reporting
- Homeland Security and Defense Banner Center partners with their Regional Workforce Board (RWB) and contracts with them on a per head basis for all EFM data entry and reporting
- There was discussion regarding how career academies may be using Banner Center curriculum, however some Banner Centers are not collecting data for entry into EFM so there is no information on the "real" impact of the Banner Centers on the talent supply chain

3. *If you did make modifications why, what were they and what were the results?*

- There were no modifications to performance metrics. However there was discussion about the need to align the Banner Center metrics with the Workforce Florida, Inc. system and the balanced scorecard

Future Financial Sustainability

Determining which Banner Centers intended to continue operating as a Banner Center required a better understanding of their continuation business plan for sustainability.

1. *Are you continuing as a Banner Center?*

- If yes, have you/or how will you secure (d) funding to ensure Banner Center continuance for your industry sector?

2. *If you are not continuing as a Banner Center, why?*

- If you are not continuing as a Banner Center, what recommendations do you have for WORKFORCE FLORIDA, INC. to ensure the products you have created are available to provide industry with skilled talent?

Comments by Banner Center

All Banner Centers present indicated they intended to renew as a Banner Center depending on a variety factors.

Advanced Manufacturing

- Yes, intend to renew, but they need to know the following information:
 - Do the Banner Centers exist after June 30?
 - Ongoing questions around intellectual property ownership?
 - Is the business model going to be a franchise model?
 - Will there be licensing costs?
 - Will new contracts have micromanagement constraints (example: number of industry advisory council meetings per year and how they are to be conducted versus the IAC's and director's determining what their needs are with regard to communication)
- Started a fundraising campaign with the college's foundation
- With the Manufactures Association of Florida created a 501 (c) 3 to assist in fundraising and sustainability
- Other comments:
 - The challenge is between the gap of what they have produced and other funds
 - Institutionalization of the Banner Center is tricky
 - Regional institutions don't support statewide institutions
- Requested Workforce Florida, Inc. support:
 - More public relations communications from Workforce Florida, Inc. to industry, public, etc

- Clear brand management plan and expectations from Workforce Florida, Inc. Integrate the Regional Workforce Boards and the Banner Centers crosswalk policy
- Need Workforce Florida, Inc. at a policy level to start connecting with RWB's, with the Banner Centers

Aviation & Aerospace

- Yes, intend to renew
 - Echoed Advanced Manufacturing's questions regarding the future business model
 - What will they have to do regarding branding and marketing
 - Will Workforce Florida, Inc. move away from Attachment A in the new contract, specifically:
 - Quarterly IAC meetings and allow virtual meetings
 - Minimize all requirements, i.e., report writing, data reporting, training agreements and MOU's
 - Will they be able to work/sell product outside the state of Florida
- College will institutionalize staff positions
 - The staff will work for both the college and the Banner Center
- Will pursue additional grant funding and other fundraising/revenue opportunities (summer camps) which are currently limited by federal grant

Clean Energy

- Yes intend to renew
- Applying for several grant opportunities, Department of Energy funds grants for clean energy
 - Intend to partner with Space Coast and Energy Consortium
 - They need industry support, however industry is currently laying off personnel making it difficult to support Banner Center training
 - Current business model is not sustainable
- Agree with comments regarding Workforce Florida, Inc. restrictions and requirements of contracts
 - Need Workforce Florida, Inc. help with legislative policy regarding clean energy

Construction

- Yes intend to renew
 - Must be approved by the Board of Trustees as long as they continue to bring in additional revenue over expenses
- Without state funding
 - Secondary education may not continue; will have to focus much more on retail training

- Industry will not support them on cash basis, in kind only
- There is no 501 (c) 3 foundation established
- Banner Center serves as neutral playing ground for industry
- Will lease staff to other entities to sustain programs
- Start regional association and BC will provide association management services

Energy

- Yes intend to renew
- Need MOU's from Workforce Florida, Inc. allowing the Banner Center to use brand & intellectual property
- Wants to continue with vision but doesn't know how he will continue with only college resources
- Wants unlimited use of intellectual property from Workforce Florida, Inc. for future use

Global Logistics

- Yes intend to renew
- Industry is not going to financially support the Banner Center until they see graduates from the program
 - No Cash but provide a significant amount of in-kind contributions
- College may put some resources into the BC but will not fund the entire thing
- Need financial help from Workforce Florida, Inc. to continue as a Banner Center, at least another 2-3 years and then feel they could be sustainable
- Do not see the college stepping up to pay for staff costs but possibly would contribute facilities
- What is the timeframe for knowing if a contract will be reviewed? Would like some indication by early April to assist with Board of Trustees decision to move forward.

Homeland Security

- Yes intend to renew
- Will continue in some form either as a Banner Center or other name, however would prefer BC brand
- Will be institutionalizing staff positions
- Currently has funding in the Enterprise Fund college 501 (c) 3 thru June 2013
- Will conduct cost-benefit analysis on MOU/agreement to determine if they will continue as a Banner Center

Observations and Considerations

The observations and considerations outlined below represent the feedback and suggestions from attendees. These observations and considerations are a result of the group discussions and table activities. The recommendations do not appear in any order of priority. Workforce Florida, Inc. may want to send a follow-up communication regarding the steps that will be taken to address the observations and considerations.

- It was suggested that Workforce Florida, Inc. provide a marketing awareness campaign to raise awareness across the state and with industry because the Banner Centers indicated they felt there was very little brand recognition with industry.
- Develop a public relations campaign that addresses how the Banner Centers working with industry will strengthen the Florida economy.
- Developing products with both a clearly defined customer and multiple credit and non credit paths allows the Banner Centers to leverage their products to achieve career academy certification, industry accreditation, A.S. B.S. M.S. degrees, and CEU's.
- Banner Centers need to be viewed and operate seamlessly across the state. Educational institutions tend to be regional in nature and see their role as operating statewide. Based on the regional nature of educational institutions it begs the question whether or not educational institutions are the best location for Banner Centers to reside.
- Workforce Florida, Inc. should create a clear plan for engagement and alignment between all of the Banner Centers and the 24 Regional Workforce Boards to ensure the overall goal of the talent supply chain is realized.
- Currently there is not much interaction between the Regional Workforce Boards (RWBs) and Banner Centers. When the Banner Centers process was developed the RWBs were not included and aligned with the overall mission. Part of the Banner Center funding provided should be the requirement that Banner Centers contract with the Regional Workforce Board to provide data entry and reporting in EFM.
- Banner Centers use the EFM system predominantly to meet there contractual obligations rather than using reporting to provide a strategic view of the effectiveness they are having on meeting the mission of the Banner Centers.
- Create an easy tracking mechanism for institutional partner agreements to understand the impact the Banner Centers are having statewide for a particular industry.
- Workforce Florida, Inc. should consider developing an Industry Education Foundation to support the Banner Centers by providing marketing and driving business to the state of Florida. The Banner Centers are a catalyst for bringing economic development, private partners and other governmental entities together.

- The Advisory Council should be making a determination about Banner Center performance or nonperformance and should act like a private sector board with regard to oversight and sustainability.
- Banner Centers would like Workforce Florida, Inc. to hold more Banner Center forum meetings to discuss issues, opportunities and ways to resolve challenges. The group indicated had these forums been held 2 years ago they would be in a better position to implement sustainability efforts.
- Workforce Florida, Inc. working with the Banner Centers should look at opportunities to crosswalk Banner Centers where they can leverage and support each other efforts. Example: Advanced manufacturing and Global Logistics supply chain, product co-development and delivery, etc.
- Workforce Florida, Inc. should establish a five-year business plan (organizational taxonomy) for future Banner Centers to ensure a business infrastructure is in place to achieve long-term sustainability in meeting both industry and Florida's talent supply needs.
- Workforce Florida, Inc. should address the mission of the Banner Centers and roadmap for the future with regard to education and training in light of the economy, lack of jobs and industry's inability to financially support the Banner Centers at the present time.
- There was an expectation by veteran Banner Centers that Workforce Florida, Inc. would come up with the business model for continuation as well as potential additional funding for the Banner Centers.
- Sustainability planning and action by the Banner Centers was not uniformly addressed during the term as a Banner Center.
- Banner Centers relied on in kind contributions versus cash from industry partners as a percentage of the funding match contract expectations.
- Advanced manufacturing and construction have established 501(c) 3 nonprofits with either an Industry association or institutional foundation.
- Workforce Florida, Inc. program manager should become the repository for best practices regarding all contract deliverables and to provide access to and communicate best practices to Banner Centers.

Appendix

Employ Florida >>>
BannerCenters

EMPLOY FLORIDA BANNER CENTERS

**Business Planning and Sustainability
Summary Report**

December 8, 2011



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- Lessons Learned and Recommendations 7
- Appendix: 8
 - Employ Florida Banner Centers Business Planning and Sustainability
Roles and Responsibilities Matrix
 - Pre-Work Business Planning and Sustainability Workshop

Summary Report

Workshop attendees were welcomed by Andra Cornelius, Vice President, Business & Economic Development Opportunities, for Workforce Florida, Inc.'s and attendees introduced themselves.

Mission and Vision

Andra Cornelius provided context for the purpose of the Banner Centers in supporting the greater goals of the state of Florida. She shared Workforce Florida, Inc.'s mission and vision for *...Florida will develop a globally competitive workforce and develop the state's business climate by designing and implementing strategies that help Floridians enter, remain and advance in the workforce, becoming more highly skilled and successful, benefiting Florida business and the entire state* respectively.

Highlights from the five-year strategic plan blueprint outlined provided an understanding of the process that Workforce Florida's Strategy Council used to ensure inclusiveness and transparency. Progress would be tracked against the blueprint annually. The plan was written to leverage resources to highest potential, ensure a more competitive Florida, spur demand-driven decision-making, and put Floridians in an ever-improving position to participate in the job market.

The six strategic goals were outlined as follows:

- World-Class Service to Florida's Target Industry Clusters
- World-Class Service to Florida's Infrastructure Innovators
- Top National and State Leadership for the Demand-Driven Solution
- Align, Responsive, Jointly Engaged Talent Supply Team Chain
- Outstanding Business Communications and Intelligence for Performance and Accountability
- Dedicated Commitment to Change Management and Transformation

Governor Scott's vision and goals for Florida to have the nation's top performing economy and be recognized as the world's leading business destination were outlined. The Governor's goals included:

- Goal 1: Increase Florida's global competitiveness as a destination for business, capital, talent, innovation and entrepreneurship
- Goal 2: Promote Florida as the world destination of choice for business and industry
- Goal 3: Facilitate business development through delivery of world-class customer service

Governor Scott’s call to action and accountability of the Workforce System include:

- Review of daily job placements
- Monthly meetings with the Regional Workforce Board Executive Directors to discuss placements
- The goal is to achieve 20,000 placements each month

Organizational Business Taxonomy

The organizational business taxonomy was first introduced to the Banner Centers at the October 2008 Retreat. The purpose of the taxonomy was to establish a business perspective so the Banner Centers can make a determination of where they are now and what they will need to do to move up the taxonomy toward sustainability. USF Florida Institute of Government (FIOG) designed the Roles and Responsibilities Matrix to continue to reinforce a business focus that will facilitate movement up the taxonomy. This taxonomy needs to continue to be integral part of how Workforce Florida, Inc. and the Banner Centers assess their growth and performance.

During the overview and discussion of the taxonomy with the new Banner Centers, USF FIOG described each level and their insights and observations of how the veteran Banner Centers progressed through the taxonomy over the course of their funding.

Continuous Improvement

- Working in and on the business

Strategic

- Optimizing
- Consistent alignment

Defined Control

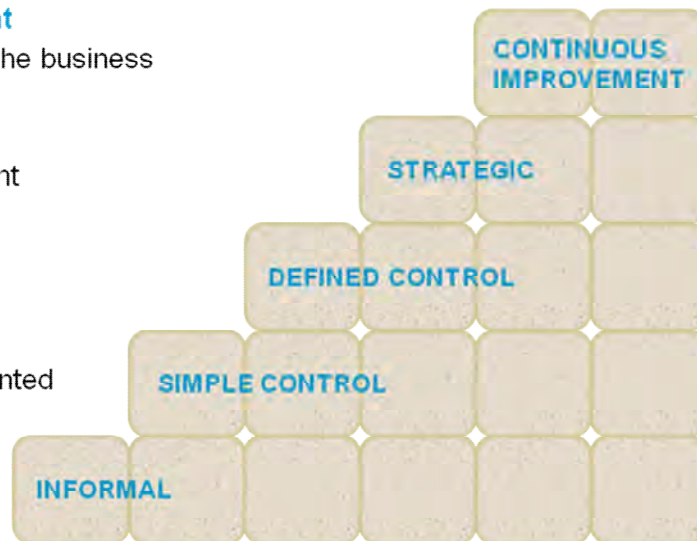
- Integrated
- Consistent

Simple Control

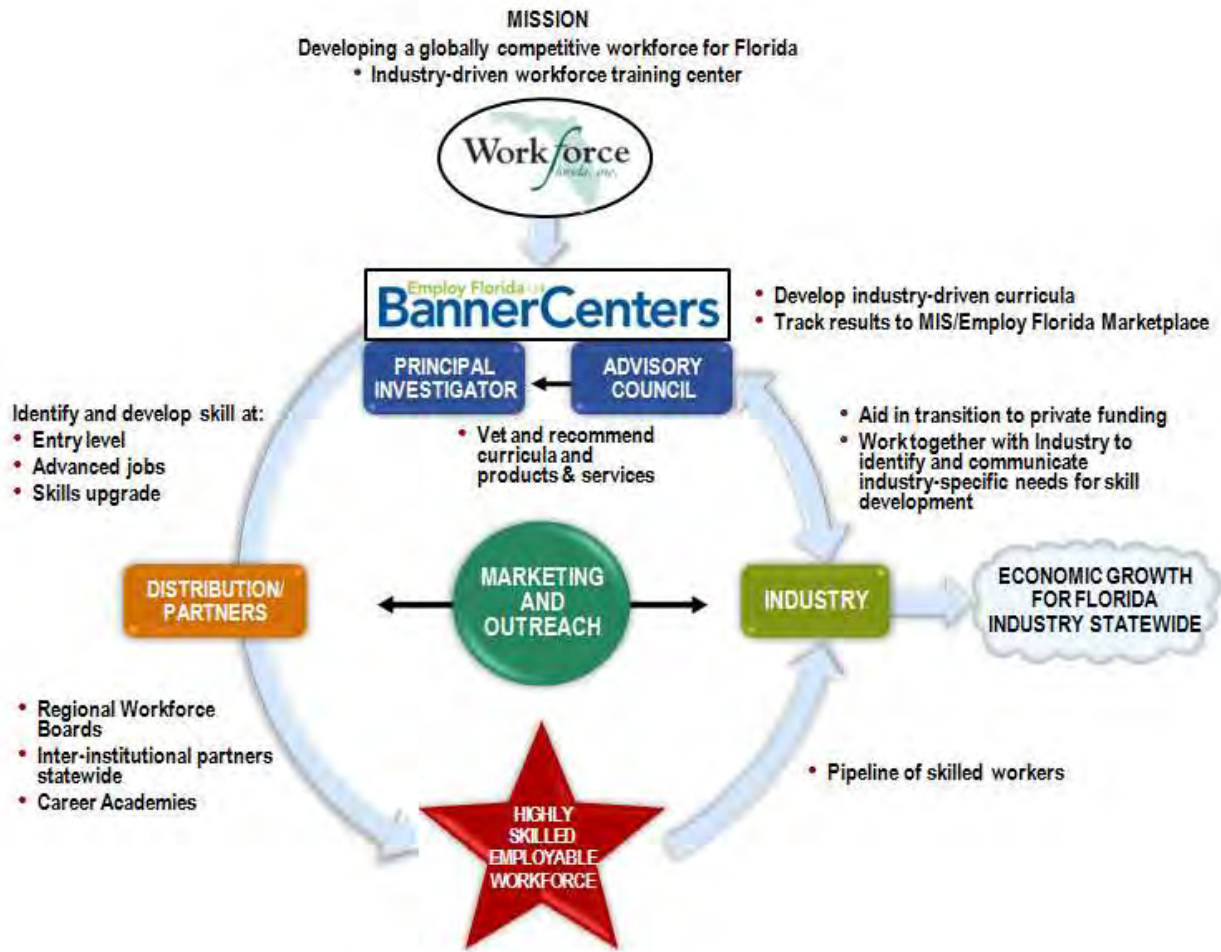
- Somewhat documented
- Emerging

Informal

- Start-up
- Inconsistent



The Banner Centers Relationship Model



Purpose of Roles and Responsibilities Matrix

The document is designed to orient and provide a functional business framework outlined in the documents table of contents (see Appendix). The primary purpose of the document is to create clarity around roles and responsibilities between the Workforce Florida, Inc., Banner Centers Advisory Council and Directors. The document is focused on contract success factors and specific performance deliverables at the Banner Centers level. The document serves as a work in progress and is intended to be updated annually as roles and responsibilities evolve. Lastly, the document provides a quick reference to all parties regarding contract responsibilities and deliverables.

Contract Success Points Discussion Notes

During the contract success point's discussion the focus was around timeliness of contract deliverables, marketing and outreach deliverables, and performance objectives, (i.e., people employed, measurement and tracking) and included the specific requirements to achieve sustainability. Additionally, participants communicated that had they received the Industry Advisory Council Toolkit in the first year it would have resulted in a faster more effective establishment of the Industry Advisory Council.

Performance Metrics Tracking

Linda Knowles from Performance Reporting & Analysis with the Department of Economic Opportunity overviewed the requirements of Employ Florida Marketplace (EFM). The presentation was focused in five (5) areas:

- Access, Security, Eligibility
- Case File Management
- Quality Assurance Review
- EFM Data Entry
- Deliverables from EFM

The group indicated they didn't feel adequately trained to use the EFM system easily and efficiently and to retrieve the data through reporting in a way to assist them in tracking the performance and sharing information with the Industry Advisory Council. The problematic issue of obtaining social security numbers for those attendees in certificate or CEU programs was echoed by the new Banner Center Directors as well. They expressed frustration about the amount of effort it takes to market and fill a class and then not receive credit because attendees are concerned about identity theft if they provide their social security number.

Lessons Learned and Recommendations

The lessons learned and recommendations outlined below represent key areas of focus for the new Banner Centers based on the lessons obtained from the veteran Banner Centers.

- Banner Centers need to focus on sustainability now, by engaging industry for monetary financial support, not just in-kind support.
- Consider establishing a 501(c) 3 with an industry association and/or educational institution foundation to conduct fundraising efforts and provide charitable tax incentives.
- Partner with the Regional Workforce Board (RWB) early and contract with them for EFM data entry and reporting, allowing the Banner Centers to focus on statewide distribution and sustainability.
 - Ensure capture of all credentials by individual, not just the first credential.
- Workforce Florida, Inc. provide Banner Center Directors with the type of reports available from EFM that will assist them in running the Banner Center business.
- Develop products with both a clearly defined customer and multiple credit and non-credit paths to leverage Banner Center products to attain career academy certification, industry accreditation, A.S. B.S. M.S. degrees, and CEU's.
- Create a tracking mechanism for institutional partner agreements to track:
 - Number of courses, credit and non-credit achievements
 - Benefit in tracking partner agreements is that the Banner Centers will be able to communicate to industry a known pool of skilled workers and provide the state with information to entice new business to Florida.

Supply & Demand Analysis for Target Industry Clusters and Infrastructure Innovators

Project A – Achievements 1 and 8

To remain competitive in a dynamic economy, Florida relies on a workforce system that is not only responsive to the changing needs of employers and workers, but also anticipatory of the future skills and demands needed to compete in a global economy. It must be capable of bridging the gap between stagnating and emerging industries, addressing both workforce preparedness and workforce readiness, and based on a strong understanding of future workforce needs gained through data analysis and qualitative business partnership insights. In addition to globalization, the retirement of the Baby Boom generation and the move of business toward more innovative, knowledge-based markets have combined to make the skills of the workforce paramount to successful economic development. Analyzing occupations and critical skill sets within Florida's targeted industry clusters can help identify which occupations provide the best opportunities for investment to building different types of skills, identify gaps and build career ladders—entry-level through advanced—in high growth areas. This supply/demand modeling focused on occupational skills can help guide both new entrants to the workforce as well as incumbent workers, Florida's workforce system and education providers by comparing workforce needs to the numbers and types of training, certificates and degrees awarded. WFI and DEO team members have agreed to a six-tier methodology. Additionally, that methodology has been shared with and accepted by Enterprise Florida. The first industry clusters addressed in Year One--2010-2011 were aviation/aerospace and clean energy. In Year Two, the second two industry clusters are being addressed—Homeland Security & Defense and Life Sciences.

Status:

A contract renewal in the amount of \$600,000 (\$300,000 for each cluster) was awarded to University of West Florida, Haas Center to implement Year Two of this project.

Work is under way and the contractor attended the required alignment meeting held January 12th in Tallahassee. Their Plan of Engagement/Organizational Strategy has been submitted and is currently under review along with their Communications Strategy.

The contractor will develop a comprehensive supply/demand analysis for the Homeland Security and Defense and Life Sciences clusters following the outlined six tier process with a final written summarative report. A quarterly status report is due at the end of February.

The Haas Center team presented the first draft of the HS&D state-wide data report to the inaugural meeting of the HS&D task force on February 1 which highlighted potential workforce supply/demand shortages across the Florida economy. Task force members felt that the data painted a fairly accurate picture of the overall Florida situation in terms of the state's ability to meet their workforce demands. However, they requested several additional details from the Haas Center (which might alter final workforce programming decisions) including:

- The distribution of the grade point averages for Florida graduates which highlights their actual ability to obtain and retain high-skill jobs in the cluster.
- The percentage of graduates in selected fields who are non-US citizens which precludes them from working in HS&D.
- The separation of Homeland Security jobs from Defense jobs in the overall analysis.

The Haas Center team is working with the Education Data Warehouse to obtain the necessary data to amend the report and is also well advanced with planning for the regional focus groups to be conducted in the Northwest Florida Region and the East Central Region.

Customer Satisfaction Index for Target Industry Clusters *and* Infrastructure Industries Market Research and Management Services

Project B – WFI Strategic Plan; Achievement 12

This project (related to Projects A & J) is focused on ensuring that Florida demonstrates global, benchmark talent leadership in its three-year staged focus on the six industry clusters (two industry clusters per year) and infrastructure industries that underpin the success of all industry clusters—namely energy, water resources, telecommunications infrastructure (broadband), and transportation. Through this project, WFI hopes to provide collaborative partners, policy leaders, and industry decision-makers with clear evidence of world-class service and to aspire toward global competitors' use of Florida's standards of customer service, industry assessment and benchmarking—in other words, that our system is indeed demand-driven. Being demand-driven requires strength in business intelligence, communications and occupational and skills data. It customarily requires performance and customer satisfaction indexing to align programs with employer needs. The approach is used because alignment of programs and talent to business needs improves Florida's talent pipeline and Floridians' opportunities to find employment, build careers, establish wealth and prepare for changing markets. In effect, this project will enable the WFI Board to “prove” that through strategic focus and direction on making staged improvements in talent development that Florida is moving the needle and these improvements are acknowledged through external customer satisfaction and validation. This project is reliant on work produced under Project A and the task forces envisioned under Project J. Once task forces are operational (i.e., properly resourced, comprised of business leaders who understand the complexities of the clusters and where their ventures reside) the task forces can be missioned to support and inform the customer satisfaction, media and marketing, and research requirements in the WFI Strategic Plan and challenged to improve the forward-looking, market intelligence requirements of the Workforce Florida Board of Directors.

Status:

The contractor has successfully completed Year One of the project and WFI's External Affairs Unit is developing a communications plan for the outcomes. For Year Two, a contract renewal in the amount of \$667,000 was awarded to SRA Research Group and Cambridge Systematics to build expandable, credible assessments for the Year Two target industry clusters (Homeland Security & Defense, Life Sciences as well as

infrastructure industries Energy and Water Resources), form and manage an annual assessment institute that involves all collaborative partners so that workforce services are noted and marketed, processes are improved and problems resolved.

Work is under way and the contractors have successfully completed their first deliverable. This entailed: 1) participation in a January 12th alignment meeting with other WFI contractors; 2) submission of an implementation plan and 3) a communications strategy. A payment has been processed for a total of \$47,000.

For deliverable 2, the contractors are preparing a technical memorandum documenting the overall methodology proposed for developing the customer satisfaction index, including specific work steps and data sources. Secondly, the contractors will execute a nationwide review of best practices (and where applicable, international) of workforce development programs, policies and partnerships to support the specific industry clusters being examined in Year Two. Additionally, the contractors are in the process of identifying and forming industry technical resource groups for each of the two targeted industry clusters and infrastructure industries for a total of four such groups.

At the Homeland Security and Defense Task Force Meeting (Project A) on February 1st in Tallahassee, Mark Sandler, on behalf of the SRA Team, provided a briefing on the Demand Side Customer Satisfaction project. The following are some of the key findings from the task force meeting:

- Task Force members consider Homeland Security and Defense as two different markets with different customers, supply chains, and talent needs.
- They indicate Homeland Security is in a growth phase, while Defense is in decline.
- Both are looking to expand global commerce as a means to grow their businesses and increase their workforce.
- They suggest a lack of manufacturing capacity in Florida leads to a lack of skilled technicians, machinists, and multi-disciplined engineers.
- Depending on their specific subset of the industry and location, they are having difficulty finding the talent they need.
- Several members mentioned they need to retrain their workforce every five years due to changing technology.
- To the members, business climate means cooperation from local government on things like building permits, incentives, etc.
- They have difficulty growing the next generation of leadership and are concerned about an aging workforce.

- Another complicating factor to attracting workers is the requirement for security clearances and citizenship.

Targeted Occupations List Research/Analysis

Occupational Training Program Governance Study RFP

Project H – WFI Strategic Plan

Bottom Line

The Florida Workforce Estimating Conference provides a significant contribution to Workforce Florida Inc.'s annual process, in conjunction with the Florida Department of Economic Opportunity, to develop and publish statewide and regional Targeted Occupations Lists. These lists govern which training programs are available to Florida job seekers to enhance their skills through Individual Training Accounts and improve their opportunities for employment consistent with Workforce Florida policy as well as federal and state laws.

The process currently used to determine which occupations are included in the Targeted Occupations Lists has been in place since 1998 and was developed under economic circumstances very different from those of today. Consistent with Workforce Florida's strategic priority to ensure Florida's workforce system is delivering the skilled talent businesses need today as well as tomorrow, and in light of current economic challenges, Global Talent Competiveness Council allocated funding up to \$350,000 for a thorough analysis of the current process to ensure WFI is responding to 21st century marketplace needs.

Actions to Date

An Invitation to Negotiate (ITN) - "Occupational Training Program Governance Study" was issued on January 19th to seek responses from professional organizations interested in providing consulting services for this critical undertaking. The ITN is intended to obtain professional advisory and technical assistance services to review and analyze the history, processes and use of Florida's Targeted Occupations Lists and to provide the Workforce Florida Board of Directors with legislative and workforce policy recommendations for improvement. Proposals are due February 20th and will be reviewed by outside parties. A contract for these services will be negotiated for the winning proposal. It is anticipated a contract will be awarded during the week of March 19th. The attached letter was sent notifying the Workforce Estimating Conferees of the ITN.

Workforce *florida, inc.*

*Dwayne E. Ingram, Chairman
Chris Hart IV, President*

February 12, 2012

Ms. Amy Baker, Coordinator
Office of Economic and Demographic Research
111 West Madison Street, Suite 574
Tallahassee, FL 32399-6588

Dear Amy:

The Florida Workforce Estimating Conference provides a significant contribution to Workforce Florida Inc.'s annual process, in conjunction with the Florida Department of Economic Opportunity, to develop and publish statewide and regional Targeted Occupations Lists. These lists govern which training programs are available to Florida job seekers to enhance their skills through Individual Training Accounts and improve their opportunities for employment consistent with Workforce Florida policy as well as federal and state laws.

As you know, the process currently used to determine which occupations are included in the Targeted Occupations Lists has been in place since 1998 and was developed under economic circumstances very different from those of today. Consistent with Workforce Florida's strategic priority to ensure Florida's workforce system is delivering the skilled talent businesses need today as well as tomorrow, and in light of current economic challenges, the statewide workforce board's Global Talent Competiveness Council has called for a thorough analysis of the current process to ensure we are best poised to respond to 21st century marketplace needs.

To that end, Workforce Florida has issued an Invitation to Negotiate (ITN) seeking responses from professional organizations interested in providing consulting services for this critical undertaking. The ITN is intended to help us obtain professional advisory and technical assistance services to review and analyze the history, processes and use of Florida's Targeted Occupations Lists and to provide the Workforce Florida Board of Directors with legislative and workforce policy recommendations for improvement. We anticipate awarding a contract during the week of March 19. For more information, please visit <http://www.workforceflorida.com/PrioritiesInitiatives/FundingOpportunities/FundingOpportunities.php>.

Thank you for your leadership and support of Workforce Florida's mission to help Floridians enter, remain and advance in the workforce while strengthening the state's business climate. Should you have any questions or comments regarding this ITN, please do not hesitate to contact me at jburgess@workforceflorida.com or (850) 921-8933.

Sincerely,



Jayne Burgess
Program Director

cc: Mary Lou Brunell
Chris Hart IV

International Trade & Logistics

Project E – WFI Strategic Plan

Bottom Line

Florida's workforce, education, and industry partners must develop an integrated strategy to expand workforce capacity to support the trade, logistics, and manufacturing industries. Cooperative action is needed to develop, attract, and retain qualified workers, building on best practices in Florida and nationally.

Decision Points

Florida faces three major opportunities to take advantage of international trade flow:

- Maximize its ability to serve Florida businesses and consumers, primarily through attracting Asian container imports directly to Florida seaports;
- Grow the value of Florida origin exports, and leverage more efficient logistics patterns to attract advanced manufacturing and other export related industries to Florida; and
- Emerge as a global hub for trade and investment, leveraging its location on north-south and east-west trade lanes to become the Singapore of the Western Hemisphere.

These opportunities would expand markets and reduce costs for Florida businesses and consumers; create high paying jobs in trade, logistics, and manufacturing; and position Florida as a global leader.

- January 2011 – Business Competitiveness Council approved \$600,000 for Sustainability Infrastructure Committee to respond to *Florida Chamber Foundation's Trade and Logistics Study*
- April 2011 – Post Request for Proposal (RFP) to create 12 International Trade and Logistics Career Academies and three Advanced Intergrated Manufacturing Career Academies to address the talent pipeline for future growth in this market
- June 2011 – Develop QRT International Trade and Logistics Seaports consortium to provide training for 1000 existing/new employees to help businesses expand their markets
- August 2011 - Develop QRT International Trade and Logistics Air Cargo consortium to provide training for 600 existing/new employees to help businesses expand their markets
- August 2011 – Recommended American Society of Transportation & Logistics, Jacksonville, to receive grant for Florida's International Trade and Logistics and Integrated Logistics Advanced Manufacturing Career Academies for the creation of 12 International Trade and Logistics Career Academies and three Advanced Intergrated Manufacturing Career Academies to address the talent pipeline for future growth in this market

Action Items for 2012

- Continue engagement with Florida's 14 major seaports and the air cargo industry.
- Direct engagement with Department of Education to monitor International Trade and Logistic and Advanced Manufacturing Career Academies to assure sustainability of the academies.
- Monitor QRT Consortium Projects to assure involvement with industry.

Status Update February, 2012

- International Trade and Logistics QRT grant with University of North Florida is over 50% complete with 598 trainees reported to date and serving 34 companies statewide.
- Air Cargo QRT grant with Broward College began in January, 2012 and has 4 companies scheduled for training and information sessions schedule for the few months.
- American Society of Transportation and Logistics has identified location for 15 career academies and entered into Memorandum of Understanding (MOU) with ten school districts. Letters of Commitment (LOC) from the industries have been formalized from 16 industry leaders.

The Florida Eight: Regional Workforce / Economic Development Capacity Building Initiative

Project E – WFI Strategic Plan

Bottom Line

- Increasingly, Florida must compete and win on a regional basis. The state is still recovering from a significant recession which requires collaborative partners to work better together toward common objectives.
- Governor Scott's 7 – 7 – 7 Plan is focused on regions and regional resources to attract, retain and grow businesses.
- WFI intends to stage launches of up to eight Regional Business Teams (following the eight geographically-defined economic development regions) focused on job and business retention. The teams will be operational over an up to two year basis. The Business Competitiveness Council (predecessor to the Global Talent Competitiveness Council) funded this project entirely from 2010-2011 Council funds.
- The process is intended to be **flexible** with three entry points (April – September 2011, August – January 2012, February – July 2012) to help all eight economic development regions form or improve existing business retention teams, provide team resources and project communications otherwise not available, develop business retention strategic plans, help convene key members, help teams identify mutual and exclusive roles and responsibilities. Six business teams have been formed to date.
- The plans should include consideration of diversification and opportunities in international markets as well as employment opportunities for the workforce.
- Each team will have broad latitude to seek out and secure the right approaches, tools, and resources to get the job accomplished.
- The standards for identity for this initiative include: ensuring regional identity; emphasizing teamwork, collaboration and efficiency; ensuring portability of great ideas, standards of measurement and innovation; and maintaining a clear connection to an indication of a state-led project and the brand of Florida (for example, The Florida Eight: Tampa Bay; The Florida Eight: Northeast).
- Routine updates are posted to the project website at www.floridaeight.com.
- Secretary of Commerce Gray Swoope, WFI President/CEO Chris Hart IV, and DEO Director Doug Darling are scheduled to participate with the Florida Eight business team in Central Florida on December 9th.
- Contractor: Fairfield Index, Inc. – Teresa Barber

Decision Points

- How do we build on the clear indications of a new line of operating expectations and service delivery in economic development and talent (that is, “winning”) which impacts Enterprise Florida, Space Florida, WFI, and DEO?

- How do we encourage collaboration that leads to effective, accountable and efficient deployment of resources all the while being sensitive to and respectful of how these organizations deal with change and the economy?
- How can these teams, through independent and regional problem-solving foster breakthrough solutions for all regions?

Deliverables from YEAR ONE

- Application process finalized with regional leads identified as well as regional target items. Customized MOUs executed.
- Regional Business Teams formed in six of eight economic development regions.
- Regional meetings – agenda formation and management with milestones identified from each meeting.
- Project overview presented at EFI Stakeholders Council meeting in August.
- Statewide web site created and routinely updated with team activities.

Action Items for 2012

- More direct engagement in Task Forces with GTC Council member engagement.
- Regional Team-designed Strategic plans developed that include timelines for keeping the plans evergreen, resultant marketing initiatives and improve business retention and recruitment with employment prospects for the workforce, and international trade expansion for existing businesses in the region.
- Project briefings at Florida Economic Development Conference in June 2012 with lessons learned shared and next steps identified for sustainability.
- Stronger communications strategy with periodic milestones conveyed to board. Resultant items for workforce policy discussion or system wide process implementation.
- Project concludes September 2012.

Status Update February, 2012

- Southwest Region is the seventh region to apply for Florida Eight. A team of leaders and experts from workforce, economic development, research and education has determined that formation of a Florida Eight Regional Business Team (RBT) is needed in order to build a companion strategy to ensure alignment of business needs with the education and training agenda of the Southwest Florida Region. The team will expedite the MOU process to become a Regional Business Team.
- In December, USDOL, Employment and Training Administration announced the availability of Innovation Fund Grants with a deadline application date of March 22, 2012. The grant solicitation is looking for strategies that 1.) Deliver services more efficiently and achieve better outcomes 2.) Support both system reforms and innovations that facilitate cooperation across programs and funding streams 3.) Ensure that education, employment and training services are developed in partnership with specific employers or industry sectors 4.) Emphasize building

knowledge about effective practices through rigorous evaluations. Florida Eight participants have the flexibility to extend or change their regional markets based on the opportunities and solutions at hand. The grant and strategic planning process works well with the entire service area of Southwest Florida Workforce Development Board. The scope of Southwest workforce delivery system exceeds the standard economic model and thus requires extension of additional RBT partners and grant beneficiaries to Glades and Hendry Counties. Fairfield Index, Inc. will be coordinating the response to the grant application,

- The Regional Planning Council Board met in Tallahassee during February. A presentation on Florida Eight was given at the Board meeting and encouragement of all Regional Planning Council involvement with their local region.
- Four Regions have MOUs which expired on January 31, 2012, however will be extended to ensure regional business plans are fully developed.



About The Florida Eight

www.floridaeight.com

WHAT IT IS:

The Florida Eight initiative provides regional teams with a variety of facilitation services and resources to build their regional capacity for economic development, talent development, job retention and international business opportunities—all priorities outlined in Governor Rick Scott's 7-7-7 Jobs Plan. Through Workforce Florida's investment—and consistent with its mission to strengthen the state's business climate through talent development—this initiative provides research, marketing and other resources to up to eight regional teams as they establish and implement business development plans.

WHERE IT IS FOCUSED:

The initiative supports the economic development regional model used by Enterprise Florida and the Florida Economic Development Council and recognizes the local and regional differences in a large state such as Florida. To that end, regions have the flexibility to form custom teams beyond the outlined boundaries. Regions serve as economic catalysts by collaborating to attract, retain and grow businesses. By allowing the eight regions to form teams for coordination and partnership, based on their respective industry and talent needs, The Florida Eight provides a great deal of flexibility to ensure the teams can best identify how to advance their economic and workforce priorities and interests.

THE TEAMS:

Regional Business Teams (RBTs) are flexible, but need to include regional workforce boards and economic development organizations, and extend into necessary partners like higher education, regional partnerships and other enterprises with strong stakes in bolstering regional capacity. Participation in the initiative is voluntary.

THE TIMING:

Planning for The Florida Eight initiative began in 2008 as a recommendation stemming from a Southwest Florida demonstration project, also funded by Workforce Florida. The Florida Eight project officially kicked off in April of this year, when the first of three team application periods began. The program runs through July 2012 to apply and develop regional plans. Also worth noting is that the regional strategic plans that result from this initiative allow for sustainability and a plan of action that will yield benefits to participating regions for years to come.



What is happening:

Map provided by Enterprise Florida

NORTHEAST: The Regional Business Team (RBT) intends to leverage Florida Eight resources to ensure the sustainability and job growth of incumbent business through alignment with the Innovate Northeast Florida project. This will require a process to translate target industry and sub-cluster priorities to existing business and vice versa. Key requirements include the relationship between cluster priorities and attributes of existing business; and identifying critical steps required to sustain, diversify and grow resident businesses as a cluster value. The RBT also intends to utilize the Florida Eight as the right method to ensure alignment with and updates to the Florida Jobs Team and their respective agencies and enterprises; and build state-level leader understanding of the job retention and growth potential of Innovate Northeast Florida. Florida Eight resources will be leveraged through and identified as the Innovate Northeast Florida Implementation Group on Existing Business.

Project Direction – Translating EDA Target Industry project to the benefit of incumbent employers

SOUTHEAST: The RBT made its project decision on October 18. After a review of project scope, the RBT will launch a process to identify the top regional impediments associated with the pre-recession economy, ensure regional consensus and prioritization, and a strategy that includes clear allocation of responsibilities, collaborative networks, and timeframes for action. As the RBT stated to “throw the ballasts out of the hot air balloon” and make our process smoother and faster for businesses to grow.

Project Direction – Identify Old Economy Obstacles to Regional Competitiveness and Build Strategic Action Plan

EAST CENTRAL: After several months of convening the region held a “Open For Business” Regional Business Summit on December 9, 2011 to present its recommendation on Creating Access to

Capital, Reviewing Transactional Fees, and Streamlining Permitting and Licensing to the leaders of the business community elected officials and to the jobs council of the state. Special guests included Dale Brill President Florida Chamber Foundation, Tom Beck Director Division of Community Development for DEO, Chris Hart, President Workforce Florida, and Melissa Medley, Senior Vice President and Chief Marketing & Communications Offices, Enterprise Florida. The region continues to meet to discuss ways to implement these recommendations in order to grow and retain jobs. The complete audio as well as the entire presentation is available on www.floridaeight.com

Project Direction – Business Climate; Business Processes; Best Practices; Customer Service to Resident Employers

SOUTH CENTRAL: This team is especially interested in ensuring their project produces a lasting and sustainable platform to take on complex regional issues, and update and reform the identity of the region. The central elements of the project will focus on an asset inventory for resident businesses, and an assessment of the business climate and gaps for job retention and growth.

Project Direction – Asset Inventory and Business Climate Analysis for Existing Business

SOUTHWEST: A cross-functional, cross-organizational team of leaders and experts from workforce, economic development, research and education has determined that formation of a Florida Eight Regional Business Team (RBT) is needed in order to take on the opportunities associated with a key federal grant process (Workforce Innovation Fund Grant) and build a companion strategy to ensure alignment of business needs with the education and training agenda of the Southwest Florida Region. The team will expedite the MOU process to become an RBT and a staging process to ensure the most competitive grant writing process. It

is the intent of the team to engage all talent suppliers, coalitions, agencies, districts, economic development organizations, and workforce programs in a fast-paced, data-driven grant process with the express purpose of repositioning the talent delivery system in the Southwest Florida Region.

Project Direction – Repositioning the talent delivery system in the Southwest Florida Region

NORTH CENTRAL: The RBT of the North Central region will hold a planning meeting on Tuesday February 14 to discuss the opportunity of the EDA Grant that NFEDP received to do asset mapping and the determination whether this or other efforts should be the focus of our Florida Eight project.

Project Direction – Data-driven, Asset-based Update of Regional Profile, Amenities and Resources

TAMPA BAY: As a part of the Regional Business Planning process for Tampa Bay, a workgroup on talent and workforce has been formed. Our workgroup’s first task is to conduct the research necessary to provide a high confidence inventory of enterprises and infrastructure dedicated to Tampa Bay’s talent and talent supply. This information will provide the workgroup and all interested parties with an unprecedented inventory of assets that not only represent our region’s capacity to grow jobs and serve the needs of employers, but provides updatable framework for new collaboratives and problem solving in the future. Because of shared agendas, the Regional Business Team of The Florida Eight and the Regional Business Plan workgroup have decided to merge its research capacity and leadership with the workgroup. It is our intent to commission, review and deliver this framework during the period of January through April 2012.

Project Direction – Living Database of Training, Education, and Talent Providers

FOR MORE INFORMATION ON THE FLORIDA EIGHT, CONTACT:

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GARY BEAL | gbeal@fairfieldindex.com | *Fairfield Index Inc. Project Administrator*

Talent Supply Chain – Career Academies:

- **Florida Career Academy Community Engagement Model (FORD – Next Generation Learning Communities) and**
- **Technical Assistance for New Career Academies**

Project H – WFI Strategic Plan

Bottom Line –

Florida Career Academy Community Engagement Model (FORD – Next Generation Learning Communities) and

- The Florida Association for Career and Technical Education (FACTE) oversaw the implementation of FORD Next Generation Learning Community (NGLC) collaboration model to substantially enhance four communities (Bay, Clay, Pinellas and Polk) and their respective career academies. The foundational tenet of this NGLC collaborative model is that it brings together critical stakeholders – workforce boards, economic development agencies, education, business/industry, and the larger community (students, parents, non-profits) – to devise a strategic, sustainable plan for growth of secondary career academies that articulate to post-secondary education to create the talent pool necessary to sustain and grow the local economy.
- During the first quarter, coaches were hired for each of the four communities and initial stakeholder meetings were held. The community coaches facilitated the meetings to review all aspects of the grant and plan participation at the Kick-off institute.
- The Kick-Off Institute was held on: March 29-31, 2011, at the Marriot Sawgrass, Ponte Vedra Beach, FL. All Four of the new Ford NGL Communities participated. Outcomes included a deeper understanding of Ford NGL essential practices as they relate to Strands 1, 2 and 3.
 1. Transforming Teaching and Learning: Creating meaningful learning experiences that enable students to apply academic knowledge to real-world challenges;
 2. Redesigning High Schools: Creating and maintaining the career- and interest-based programs and the collaborative culture, structures, and practices necessary to transform teaching and learning and facilitate community engagement; and
 3. Sustaining Change through Business and Civic Leadership: Engaging employers, educators, and community leaders to collaborate in building and sustaining educational programs that promote community growth and prosperity by preparing students for future work and citizenship.
- It also initiated a process to develop a master plan to implement key components of NGL within each respective community and established each Ford NGL Community as a Community of Practice to enhance learning and collaboration.
- During the second quarter each community held Community Stakeholder Meetings where they brought together various members of their community to learn more about the Essential Practices of the Ford NGL framework and assess themselves on the features of each Essential Practice. The Community Stakeholder Meetings were designed and facilitated with the help of the Ford Florida Next Generation Learning Hub at the University of West Florida (UWF).
- During the second and third quarter each community held Mini-Institutes- A series of two mini-institutes per community. The Mini-Institutes were designed and planned through the

assistance of existing mentor communities in Florida for the purposes of sharing their specific best practices. The Mini-Institutes resulted in action assignments, timelines, and the sharing of essential practices for career academy implementation.

- During the fourth and final quarter and all four communities have held their Business & Education Summits and all have submitted their 5 year Master Plans which will project the growth of the career academy network from each community. The process each community has gone through has cemented the partnerships between education, workforce development, economic development, and local business/industry, and has devised strategic plans for development, implementation, and marketing of career academies to build a sustainable talent pool to meet the area's economic needs.
- On November 28th the Global Talent Competitiveness Council approved \$220,000 for the continuation of the Florida Career Academy Community Engagement Model (FORD – Next Generation Learning Communities) initiative.
- This continuation will strengthen the collaboration of the UWF hub, the eight communities and FACTE for the purpose of increasing the potential of the sustainability and expansion of the community involvement model in other districts. It will also further build on the business partnership and engagement and therefore continue to improve the local high school graduation rate, increase local FTE funding based on additional industry recognized credentials and better align with the concept of “growing your own talent” to better meet the needs of local business and industry.
- A first deliverable of the modification includes a Florida Ford NGL Community Gathering in Gainesville on February 7th and 8th. The Florida Ford NGL Community Gathering had representatives from all eight (8) Ford NGL communities and members from their respective community stakeholder teams. This gathering served as both an update of the previous year's success and the starting point to build on the expansion of the first year's pilot. As approved by the WFI Board of Directors and managed by WFI, FACTE and Ford introduced the new opportunity to continue and expand current efforts in the eight (8) respective communities by introducing the offer to fund a part time coordinator in each of the respective eight Ford communities building on the success of the first years efforts. This gathering focused on best practices, lessons learned and Florida's next steps as Florida Ford NGL Communities. While the eight communities will continue a focus on their respective communities, attendees also went through critical team exercises to focus on how this model can be further expanded throughout Florida.

Technical Assistance for New Career Academies

- Chapter 2011 – 175, Laws of Florida, s. 1003.493(6) states that “Workforce Florida, Inc., through the secondary career academies initiatives, shall serve in an advisory role and offer technical assistance in the development and deployment of newly established career and professional academies.” Florida has seen great success with Career Academies since the passage of the Florida Career and Professional Education (CAPE) Act by the 2007 Florida Legislature, which has resulted to-date in approximately 1,509 registered career academies statewide with an estimated 172,713 student enrollments. In recognizing these concerns, the 2011 Florida Legislature, in its passage of Chapter 2011-175, Laws of Florida, now requires each district school board, in collaboration with regional workforce boards, economic development agencies, and state-approved postsecondary institutions, to include plans to implement a career and

professional academy in at least one middle school in the district as part of the strategic 5-year plan pursuant to s. 1003.491(2), F.S.

- With the largest number of high school academies focusing on Information Technology (IT) (currently at 242) and the potential for middle school students to actually earn an IT industry-recognized certification, a logical place to focus is on the creation of middle school IT academies. Additionally, by focusing on (Microsoft Office Specialist, Adobe Certified Associate and Certified Internet Web (CIW) Internet Business Associate certificates, among others) districts will ensure the smooth transition of middle school career and professional academy students into a high school career and professional academy currently operating within the school district while increasing both the input and output of the local talent supply chain.
- On November 28th the Global Talent Competitiveness Council approved \$300,000 for the Technical Assistance for New Career Academies initiative.

Actions To Date

- Through a competitive process, WFI has contracted with the Whetstone Group (TWG) to provide professional advisory and technical assistance services to newly established Career and Professional Academies, with a focus on Florida's middle school academies targeting foundational IT skills certifications (i.e., Microsoft Office Specialist, Adobe Certified Associate and Certified Internet Web (CIW) Internet Business Associate, among others) for a one-year period.
- For the period of one-year, TWG will provide professional advisory and technical assistance services to a minimum of 15 newly established middle school Career and Professional Academies (selected from rural, middle and metro areas across the state of Florida), with a focus on foundational Information Technology (IT) skills certifications (i.e. Microsoft Office Specialist, Adobe Certified Associate, Certified Internet Web (CIW) Internet Business Associate, etc.). These services will reinforce compliance with the CAPE Act of 2007 and the direct connectivity between the career academies and/or career-themed course(s) and the school district's local economic drivers.
- In addition, TWG will be establishing a statewide Middle School IT Career Council made up of key stakeholders from Workforce, Economic Development, IT businesses and Education. This Council will provide ongoing support and assistance to the CAPE middle school IT academies and/or career-themed course(s) established under this demonstration project.
- Dehryl McCall, WFI, led a successful on-board meeting on January 12th at the Department of Education. The meeting included representatives from WFI, Department of Education, Department of Economic Opportunity, the Florida Association for Career and Technical Education, Executive Director and/or Vice President from Regional Workforce Boards 2 and 8, Senate staff and Jennifer Grove, WFI Board member.
- Outcomes of the meeting included the identification and discussion of current technical assistance efforts being offered at the high school level, best practices, potential concerns, and ideas on how partner collaboration and key stakeholders could support this initiative. Additional discussion was held on current and future legislative action supporting this initiative as well as the discussion of hurdles or obstacles in implementing effective technical assistance. There was also an excellent report from the DOE on the CAPE academies with further supporting data pointing in the IT direction.

Next Steps

- TWG will prepare a Stakeholder Project Promotion Package and Participation Form which will serve as an application for the interested schools to participate in the project. This information will be shared with all stakeholders including Education Consortium Executives and FLDOE Executive as a foundation for their personal letters to their constituencies.
- TWG has enlisted some very talented Web V students out of the CHOICE Institutes in Niceville (under the instruction of April Branscomb) to help design and implement a project specific website that will allow for all the functionality needed as the project progresses. More importantly, TWG will be highlighting the capabilities of these very talented students and emphasizing the skills being earned through the CAPE Career Academies.
- Through an approved selection criteria process, TWG will select 15 schools to receive the technical assistance in the various forms of workshops, guest speakers, hands on technical assistance, web based teleconferences etc. This technical assistance content will cover topics such as: The technical requirements of CAPE compliance and how to meet these requirements; linkage to labor market information for Academy Establishment; Postsecondary Articulation Agreements and seamless transition; Academy Products and Outcomes (industry certifications); Student Enrollment and Selections Process; Coordinated and Consistent Communication and Marketing Plan; Financial Sustainability; Program Sustainability; Program Evaluation; Acquisition of Curriculum: Based on Wanted Technologies labor market data above, these would be Microsoft, Adobe, CIW and possibly IC3 (existing relationships with these vendors will allow for optimum pricing to be negotiated by the districts); Instructor Credentials; and Establishing Testing Centers.
- TWG will also establish a Middle School IT Career Council, its scope and mission, and its role in engaging with the middle school IT Career academies and/or career-themed course(s) and seamlessly transitioning into their role with associated high school programs. The makeup of this council should be comprised of education providers, regional/state level education representatives, workforce development, economic development and IT industry partners who will meet at least twice during this contract to review industry trends, identify any anticipated changes in industry standards, etc. resulting in valuable feedback and input into the ongoing development of the IT career academies.
- TWG was recently successful in negotiating a deal with CCI Learning Solutions Inc. to provide almost \$6,000 in products and services (all critical to establishing the Career Academy) to each of the 15 participating schools. This is an additional \$90,000 in value to the project!

Florida's Talent Supply Chain Team (TSCT)

Project H – WFI Strategic Plan

Bottom Line

- Established in 2011, the Florida's Talent Supply Chain Team (TSCT) is comprised of Chancellors of Higher Education, Florida's Commissioner of Education, Public/Private K-20 education and business leaders. Its mission is to assess the existing Florida Talent Delivery System, then make recommendations to strengthen and transform Florida's talent development mechanisms into a demand-driven, globally relevant, and powerful resource for all Floridians.

Updates

- To date the Talent Supply Chain Team has accomplished the following key accomplishments:
 - Agreement to align Florida's education delivery systems with business demands;
 - Development of Demand-Driven Definition—*Florida's demand-driven talent supply chain advances economic prosperity through agile and responsive actions delivering just-in-time knowledge and skills to meet the current and future occupational needs of Florida's businesses in a diverse globally-relevant integrated economy;*
 - Unanimous agreement on adopting SIPOC (Suppliers, Input, Process, Outputs and Customers) as methodology for defining the components of the Florida Supply Chain Team;
 - Consensus that business and industry should be the foremost Customer;
 - Consensus that the Talent Supply Chain is driven by data supplied by member organizations within the Chain (education and business);
 - Presentations by STEM business leaders on priority of STEM-focused talent needs;
 - Statewide "Listening Post" Survey completed for the Florida Department of Education to present business expectations on talent and education needs; and
 - Support by the Florida Higher Education Coordinating Council on critical talent and workforce issues.

Next Steps

- Through a contract renewal the Talent Supply Chain Team will continue its mission through November, 2012 to translate the SIPOC model into a working tool within the Florida talent delivery system and continue to place the Team in a position to make recommendations to meet Florida's workforce and economic development talent needs. 2012 action plans include:
 - Conducting a national and international assessment of supply chain initiatives with a focus on outcomes, tangible benefits and return on investment (ROI) by March, 2012;
 - Align national and international initiatives in the context of Florida's Talent Supply Chain;
 - Hold an additional four (4) TSC meetings from March through August, 2012;

- Ensure that Workforce Florida, Inc. and the Florida Talent Supply Chain Team are engaged with state and national centers for updates on research, process maps and SIPOC entries to support Team decision-making and implementation of the TSCT model;
- Presentations to Florida Higher Education Coordinating Council and other related organizations;
- Continue to enhance the TSCT Communications Plan for Workforce Florida, Inc. Board of Directors, TSCT members and stakeholder engagement;
- Development of a high-level vision/prototype of the proposed Talent Supply Chain Management Tool by August 2012, with elements to include, but not limited to:
 - Sources of data to drive information
 - Integration plan for alignment to the Chamber's Florida Scorecard
 - Design map with system inputs, outputs and end user capabilities/functionality.
- Florida's Talent Supply Chain Team actions will continue to focus on attracting new businesses to Florida and expanding existing enterprises by: balancing talent supply and demand; elevating STEM-aptitude of students at all levels within Florida; developing a series of measures/benchmarks to improve Florida's Talent Supply Chain; and creating a repository of talent development programs and options available to Florida businesses and citizens.

STEM Leadership for Florida

- *STEMflorida*
- STEM Career Awareness/Training Initiative - Update

Project I – WFI Strategic Plan

Bottom Line

Florida's business community has expressed serious concerns about looming shortages of high quality engineers, scientists, information technology workers, and technicians of all types and how such shortages will adversely impact the state's economy. According to the U.S. Bureau of Labor Statistics, 15 of the 20 fastest-growing jobs through 2014 will require substantial math or science preparation. Florida is failing to develop an adequate supply of workers with the STEM skill sets needed across a range of state industries and emerging segments of the innovation economy. *STEMflorida* is created through the Business Competitiveness Council to serve as one business voice for the state's STEM education, building business-education collaboration, creating career awareness among young Floridians about STEM careers and growth opportunities and providing for teacher externships and student internships in STEM disciplines. *STEMflorida* will provide for a clear, direct avenue for Florida business engagement in what is currently a diverse and fragmented system.

- *STEMflorida* has develop a comprehensive database of public and private Florida STEM programs.
- *STEMflorida* has develop comprehensive database of best-practice public and private STEM programs in the nation and world.
- *STEMflorida* has develop a living scorecard of STEM activity/performance in Florida.
- *STEMflorida* has design a STEM internship/externship program in Florida to connect Florida high school students to businesses.
- *STEMflorida* has develop plan to sustain *STEMflorida* once grant funds are exhausted.
- *STEMflorida* has engaged the Talent Supply Chain Team
- *STEMflorida* has developed an organizational structure for *STEMflorida* to become self sustaining, *STEMflorida*, Inc.
- Over the last several years, a number of reports have underscored the need for intense focus on building STEM skills and competencies in the workforce. A common thread among all of these reports is the potential adverse impact that the lack of STEM competencies in our workforce has on our economic competitiveness.
- STEM received special Congressional attention in the 2011 Congressional budget and the reauthorization plan and recent studies show, approximately 80% of jobs in the next decade will require skills in STEM related fields of study.
- Florida has seen great strides in responding to this critical need to introduce more students into the STEM areas of study and create an exceptional STEM talent supply chain as evidenced by the creation of 132 STEM career academies to-date within Florida's high schools. Additionally, Chapter 2011-175, Laws of Florida, places a new focus on the creation and expansion of middle school academies.
- The Florida Department of Education's Division of Career and Adult Education has recently identified two distinct approaches for the identification of STEM career and technical education

programs. The first approach is the identification of Career and Technical Education (CTE) STEM programs for the purposes of meeting Race to the Top (RTTT) assurance areas. The second approach is to designate additional CTE programs as “STEM” if they prepare individuals for employment in STEM occupations or for occupations that are included in the career path that leads to a STEM occupation.

- The STEM Index was published December 2011 and provides a view of STEM beginning with the context of the customers (STEM-enabled employers) who ultimately draw upon this talent. The results of the STEM Index and a summarizing gap analysis will help inform Florida’s Talent Supply Chain Team and provide insights into how greater efficiencies can be targeted at Florida’s educational and talent development pipeline and toolkit in the context of the STEM industries and occupations that promise the greatest value return. The STEM Index includes definitions for a STEM Job and STEM Industry along with a preliminary gap analysis.
- STEMflorida, Inc. launched on June 24, 2011, to continue activities of STEMflorida. STEMflorida, Inc. exists to ensure demand-driven, business-led, market-relevant, and supply-enabled STEM leadership for Florida. This effort includes four focal areas; to Advance STEMflorida so that it is a flexible, dynamic, and responsive enterprise for the next generation; to ensure that there is one STEM movement for the nation’s fourth largest state by collaborating with and adding valuable resources to state-level initiatives; to link our work directly to other Florida initiatives that measure and market our growth role on the global STEM stage; and to provide business with efficient and clear pathways to communicate, engage, and compare.
- The methodology for determination of STEM is heavily weighted to curriculum, cross-walking to standard occupation codes (SOCs) and North America Industry Classification System (NAICS) or other industry classification systems, entails unclear layers of analysis. Without a clear methodology for determining STEM Job and STEM Industry, these decisions for classification are being made arbitrarily.
- The STEM Index is intended to provide the basis for articulation of marketplace demand to education and talent/skills development supply, while also informing *STEMflorida’s* —The Best STEM Scorecard and other measurement tools, with accurate indicators of progress and status. The Index should produce definitions around STEM occupations and STEM industries, allowing not only workforce and talent development stakeholders, but economic development and business retention partners as well as leaders through the gubernatorial level to quickly review and consider how well Florida and the regions are supporting, encouraging expansion of, and recruiting STEM employers.

Updates

- The STEM Index was published December 2011 and provides a view of STEM beginning with the context of the customers (STEM-enabled employers) who ultimately draw upon this talent. The results of the STEM Index and a summarizing gap analysis will help inform Florida’s Talent Supply Chain Team and provide insights into how greater efficiencies can be targeted at Florida’s educational and talent development pipeline and toolkit in the context of the STEM industries and occupations that promise the greatest value return. The STEM Index includes

definitions for a STEM Job and STEM Industry along with a preliminary gap analysis. The full report can be viewed at <http://www.stemflorida.net/>.

- The Workforce Florida STEMflorida contract ended December 31, 2011. As a result of the WFI initiative, STEMflorida, Inc. launched on June 24, 2011, to continue activities of STEMflorida. Lead by Jimmie Davis as President, STEMflorida, Inc. exists to ensure demand-driven, business-led, market-relevant, and supply-enabled STEM leadership for Florida. This effort includes four focal areas; to Advance STEMflorida so that it is a flexible, dynamic, and responsive enterprise for the next generation; to ensure that there is one STEM movement for the nation's fourth largest state by collaborating with and adding valuable resources to state-level initiatives; to link our work directly to other Florida initiatives that measure and market our growth role on the global STEM stage; and to provide business with efficient and clear pathways to communicate, engage, and compare.

YOUTH STEM INITIATIVE

- Workforce Florida, Inc. (WFI) sought out innovative youth programs that will STEM WIA eligible youth aged 14-21. STEMMING will include career awareness exposure, hands-on inquiry based self-efficacy building experiences, mentorship, internships, workforce applicable skill development and employment enhancing opportunities, therefore, providing them with the skills necessary to compete in the 21st Century. Associate, among others) for a one-year period.
- The services provided through this pilot will lead 515 youth to a heightened awareness of the STEM related occupations through career awareness activities including internships, apprenticeships and/or other related activities, attainment of a STEM related industry recognized credential and ultimately securing employment and/or enrollment into a postsecondary education program in one of the STEM related occupational areas of study. The program design must include industry/employer approval.
- The Global Talent Competitiveness Council approved up to \$500,000 allocated at the state level to fund new Youth-STEM projects for 2012, limiting individual regional awards to not exceed \$166,667.
- Subject grant solicitation was issued on November 1, 2011 with a deadline for receipt of applications on November 29, 2011. A total of 11 proposals were received. A Review Team consisting of representatives from the Department of Economic Opportunity, Department of Education and STEMflorida rated the proposals. Based on those results, the following top four ranked proposals were selected to be funded in the following amounts:

South Florida Workforce Investment Board (Region 23)	\$150,000
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WorkNet Pinellas (Region 14)	\$150,000
Tampa Bay WorkForce Alliance, Inc. (Region 15)	\$150,000
Workforce Development Board of Okaloosa and Walton Counties (Region 2)	\$50,000
TOTAL	\$500,000

- Funding awards were provided the Regional Workforce Boards on January 26, 2012 along with participant reporting instructions through the Notice of Funding Availability (NFA) process. The participating regions are underway with project implementation and will provide monthly status updates. Data reports will also be generated monthly to measure outcomes against the proposed program goals identified by each regional workforce board.
- The pilot will target 515 youth affording them STEM related career awareness training, work experience opportunities through job shadowing, internship and apprenticeship or paid work experience as well as STEM related summer camp opportunities. Other project outcomes will include 250 industry recognized credentials being earned and over 130 youth participants placed into either STEM related employment or STEM post-secondary training at the pilot's end.



Target Industry Cluster
FLORIDA TASK FORCE

Target Industry Cluster Task Forces

Project J – WFI Strategic Plan

Bottom Line

- WFI intends to create and stage launches of a total of six Target Industry Cluster Task Forces over the next three years (two each year). Last year, WFI focused on **Aviation/Aerospace** and **Clean Technology**. This year, WFI will focus on **Life Sciences** and **Homeland Security and Defense**.
- The Task Forces are comprised of statewide business leaders (senior “C” level) that will focus on the competitiveness of Florida’s talent and talent development system relative to other markets that advance or intend to advance similar clusters as well as the context of differences in capabilities, resources, and cluster makeup in and among Florida’s substate regions.
- Ensuring that we have the right leaders at the table is critical. Tapping into business intelligence and proving that customer satisfaction is “world-class” requires sound relationship management with leaders in industry clusters. The use of cluster task forces allows WFI to use leaders in fields they know best, open formal and informal channels with industry decision-makers and test assumptions with employers.
- Enabling this type of candid discussion requires that the meetings be closed without attendance from interested onlookers.
- Last years’ Task Forces developed communiqués or dispatches about issue of top concern to their respective industries. These dispatches were used to brief Governor Scott, key members of his staff, and other collaborative partners.
- Among other things, the Task Forces’ initial scope of work (in Year One and Year Two) is on a customer satisfaction index (Project B) that gauges business satisfaction with the Florida market and a rigorous supply/demand analysis (Project A) that speaks to short- and long-term talent supply for the industry cluster.
- The Homeland Security and Defense Task Force is operational and held its first meeting on February 1st. Lieutenant Governor Jennifer Carroll was in attendance as well as Global Talent Competitiveness Council chair Al Stimac. Rocky McPherson, EFI, attended for Gray Swoope, President/CEO of EFI. Mr. McPherson also staffs Florida’s Defense Alliance.
- The first meeting of the Life Sciences Task Force will be held on February 29th. Governor Rick Scott has been invited to attend.
- Contractor lead: Don Upton and Kevin Lloyd, Fairfield Index.

Action Items / Decision Points

- Secure commitment from Gray Swoope (or a high-level representative from his team such as Rocky McPherson for Homeland Security and/or Melissa Medley for Life Sciences) to attend and participate in each of eight meetings throughout the course of the year.
- Secure commitment from Frank DiBello, Space Florida, to attend and participate in each of eight meetings throughout the course of the year.
- Clearly delineate the goals for each Task Force with respect to talent and business climate competitiveness.

- For the purposes of the Supply/Demand analysis, using the members to help identify critical occupations of concern.
- How does Florida's talent supply need to evolve? Where are the talent gaps today?
- What is preventing Florida from moving more aggressively forward?

Action Items for 2012

- Hosted an alignment meeting on January 12 at WFI between key consultant teams (Fairfield Index, UWF Haas Center, SRA, Inc. and Cambridge Systematics) to assess what worked well in Year One and develop planned improvements for Year Two (i.e., where synergies exist and resources are best leveraged, expectations across all teams regarding event attendance, work schedule integration, provision of content, establishment of fixed timeline for meeting dates/other key deliverables). WFI's External Affairs team participated so that communications associated with these strategic projects can be developed that facilitates board member engagement and documentation of results/outcomes.
- Direct engagement of Secretary of Commerce, Gray Swoope, and other public-private organizations such as Space Florida, Visit Florida to receive and react to issues related to Florida's business climate or incentive/investment structure.
- Stronger communications strategy with periodic milestones conveyed to board. Resultant items for workforce policy discussion or system wide process implementation.
- Comprehensive Dynamic Scorecard – differentiation of Florida from other markets, including competitor states.
- Customer Satisfaction Index – score of significant interest to all. Messaging/communication of scores are important as well as how the state plans to stage improvements (if necessitated by index findings).
- Summer Benchmark Institutes with invitation to other industry sector business leaders and collaborative partners to share outcomes and next steps associated with the Task Forces' work.

KEY DATES

February 1	HS&D Task Force Meeting #1 (Tallahassee)
February 29	Life Sciences Task Force Meeting #1 (Tallahassee)
April 3	HS&D Task Force Meeting #2 (Orlando)
May 2	Life Sciences Task Force Meeting #2 (Orlando)
July 11	HS&D Task Force Meeting #3 (Orlando)
August 1	Life Sciences Task Force Meeting #3 (Orlando)
September 5	HS&D Task Force Meeting #4 (Orlando)
September 27	Life Sciences Task Force Meeting #4 (Orlando)
October 24	Summer Institutes (Orlando)

STATEWIDE BUSINESS LIAISONS WORKSHOP

APRIL 11 & 12, 2012

TAMPA (Tampa Bay Workforce Alliance)

[April 11 – Meet & Greet Mixer with Dinner on Your Own—5:30 pm – 7:00 pm] *Sponsors?*

April 12th WORKSHOP (8:30 am – 3:00 pm)

WELCOME – Ed Peachey, FWDA Chair and HOST

OVERVIEW OF PURPOSE – Andra Cornelius

Self-Introductions

SHOWCASE OF RWB BEST PRACTICES

- R21 Business Services Model (recent example: Digital Risk)
- Employer Responsiveness – R23 (recent example: Waste Management)
- Daily Job Placement Reports – interface with Business Liaisons for placement opportunities – frequent RWB in top 5 listing (TBD)
- EWT – Business Friendly Process (RWB?)
- *Others? Different Categories?*

STATE INITIATIVES

- Florida Scorecard – What? Why? Impact on system
- QRT / IWT – interface with RWBs
- Florida Eight
- WFI Strategic Projects of Interest
 - Customer Satisfaction Index
 - Supply/Demand Analyses
 - Target Industry Cluster Task Forces
 - Employ Florida Banner Centers
- DEO -- EFM? Talent repository? Data mining?

SURVEY RESPONSES – Review and Discussion

- Topics of Interest

LOOKING AHEAD

- Next Steps for Engagement

CLOSE AND FINAL REMARKS