Thank you for joining us for today’s webinar!

**Check Audio:** Click “Mic & Speakers” to use computer audio or Telephone to call conference line

**To Ask Questions:** Use the “Chat” or “Questions” feature in the control panel

**Note:** This webinar is being recorded, all webinar registrants will receive a link to view the webinar and slides used.
Understanding Credentials

FLORIDA COLLEGE ACCESS NETWORK
Florida College Access Network: Who We Are

**Our Mission:** To create and strengthen a statewide network that catalyzes and supports communities to improve college and career readiness, access, and completion for all students.

**Our Vision:** At least 60% of working-age Floridians will hold a high-quality post-secondary degree or credential by the year 2025.
Local College Access Networks in Florida

A. Earn Up!  
   (Duval, St. Johns, Nassau, Baker, Putnam and Clay counties)
B. Alachua County Education Compact
C. Palm Beach Co. Collective Impact for Education Initiative
D. LEAP: Hillsborough College Access Network
D. College is 4 Everyone  
   (Polk, Highlands and Hardee counties)
F. FutureMakers Coalition  
   (Lee, Collier, Charlotte, Glades and Hendry counties)
G. My Brothers Keeper/Miami
H. Talent for Tomorrow Partnership  
   (Sarasota County)
I. Central Florida College Access Network  
   (Orange, Osceola and Seminole counties)
Florida CAN’s Research & Policy Work

- Produce student-centered research & policy analysis
- Driven by statewide mission to increase level of degree attainment in Florida to 60% by 2025
- Develop local, state and national partnerships and policy alignment around degree attainment
- Support development of community-based alliances focused on improved degree attainment
- Clearinghouse for college and career readiness, access and completion data
### Median annual wages in Florida by education/training level

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Median Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>All workers</td>
<td>$31,191</td>
</tr>
<tr>
<td>Master's or higher</td>
<td>$96,314</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>$63,993</td>
</tr>
<tr>
<td>Associate's degree</td>
<td>$58,065</td>
</tr>
<tr>
<td>Voc. certificate</td>
<td>$35,473</td>
</tr>
<tr>
<td>High school diploma</td>
<td>$26,109</td>
</tr>
<tr>
<td>Less than high school</td>
<td>$20,424</td>
</tr>
</tbody>
</table>

Source(s): Florida Department of Economic Opportunity, Bureau of Labor Statistics (2013); Florida Education & Training Placement Information Program (2014)
Where does Florida stand in degree attainment

39.9% (2015)
29th highest in the nation

Florida’s top metros in degree attainment (2014)

#48 Orlando-Kissimmee-Sanford 41.0%
#50 Palm Bay-Melbourne-Titusville: 40.6%
#52 Miami-Ft. Lauderdale-West Palm Beach: 40.4%
#63 Tampa-St. Petersburg-Clearwater: 39.5%
#66 Jacksonville: 38.7%

Source(s): U.S. Census Bureau, American Community Survey; Lumina Foundation Stronger Nation Report
Where does Florida stand in degree attainment

<table>
<thead>
<tr>
<th>By age</th>
<th>25-64 yrs old</th>
<th>38.9%</th>
</tr>
</thead>
<tbody>
<tr>
<td>45-64 yrs old</td>
<td>37.8%</td>
<td></td>
</tr>
<tr>
<td>35-44 yrs old</td>
<td>40.3%</td>
<td></td>
</tr>
<tr>
<td>25-34 yrs old</td>
<td>39.6%</td>
<td></td>
</tr>
</tbody>
</table>

**By race/ethnicity**

<table>
<thead>
<tr>
<th></th>
<th>All Floridians</th>
<th>38.9%</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>27.3%</td>
<td></td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>57.6%</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>32.7%</td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td>26.3%</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>43.1%</td>
<td></td>
</tr>
</tbody>
</table>

*Between 2015 and 2020, Florida population projected to increase by 850 per day*

Source(s): U.S. Census Bureau, American Community Survey, Lumina Foundation Stronger Nation Report, Florida Legislature Office of Economic and Demographic Research. Data by age and race/ethnicity is for 2014.
Florida’s projected degree attainment rate

719,000 credentials* needed to meet projected workforce demands

*includes bachelor’s, associate’s degrees, postsecondary certificates and other credentials

Future workforce needs by 2025

60%

53%

Status quo performance by 2025

Source(s): U.S. Census Bureau, Georgetown Center on Education and the Workforce, Lumina Foundation Stronger Nation Report, Florida CAN calculations
Today’s presenter

Jeff Strohl
Director of Research
Georgetown University Center on Education and the Workforce

Georgetown University
Center on Education and the Workforce
https://cew.georgetown.edu/
https://twitter.com/GeorgetownCEW
https://www.facebook.com/GeorgetownCEW
Polishing the Crystal Ball

Goal implementation and inclusion of certificates and certifications in Florida

Jeff Strohl
October 13, 2016
Take aways

• State ownership – the data has to pass the state smell test

• Balance the art of picking winners with medium term planning

• Goal Setting is a whole new ball game when it moves from politics to implementation.
State Ownership

It is essential that the state partners fully understand the data and agree with the results.

State data systems and state intel are critical to fine tuning the understanding of the issues and thereby are essential to evaluating progress and achieving the goal.
Balance Picking Winners

Projections are guidance they don’t give you the winning numbers to the lottery.

Primary question we get is “which programs are going to provide jobs in 2025?”

We see that there is less unpredictable change than one might imagine while jobs titles do change a lot. This boils down to tasks and activities versus underlying competencies.

Fortran versus algorithmic thinking.
There are critical time-lags in the relationship between labor market requirements and education production.

- Average BA takes 6 years
- Average AA takes 3 years
- New internet coding languages seem to appear and disappear like teen romance

- Occupational competency models give some insight about how to think about the balance between workplace requirements and formal education.
The constant is increasing education requirements validated by increasing wages.

Wages are our proxy for productivity and increasing wages are one way to measure increasing or unmet demand.
Not even traditional ‘hands-on’ sectors are immune

Percent of Major Occupation Group Obtaining Post Secondary Schooling

*From Megan worksheet farming_production_other.xls
EXHIBIT A  Distribution of education among auto mechanics in three eras.²

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>High school dropouts</td>
<td>58%</td>
<td>29%</td>
<td>19%</td>
</tr>
<tr>
<td>High school graduates</td>
<td>34%</td>
<td>52%</td>
<td>47%</td>
</tr>
<tr>
<td>Some college/Associate’s degree</td>
<td>6%</td>
<td>16%</td>
<td>30%</td>
</tr>
<tr>
<td>Bachelor’s degree or better</td>
<td>1%</td>
<td>3%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Author’s analysis of March CPS data, various years
Implementation of education goals
The Devil and the Details

Sub BA awards, certificates, certifications, licensing, and apprenticeships

What to do with goals aimed at 25-64 year old populations with education affecting 25-35 year olds??’

What is ‘value’? We use a labor market standard of 20% above gender specific HS median.
Implementation

Is a theoretical 60% goal for the state reasonable?
Here it looks far. (long term growth AA+ has been .7% per year)

Tracking the trend
Percentage of the state’s working-age population (25-64) with a quality postsecondary credential

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>36.8%</td>
</tr>
<tr>
<td>2009</td>
<td>36.4%</td>
</tr>
<tr>
<td>2010</td>
<td>36.5%</td>
</tr>
<tr>
<td>2011</td>
<td>37.0%</td>
</tr>
<tr>
<td>2012</td>
<td>38.1%</td>
</tr>
<tr>
<td>2013</td>
<td>38.6%</td>
</tr>
<tr>
<td>2014</td>
<td>45.9%</td>
</tr>
</tbody>
</table>

*Note:* For years prior to 2014, this graph denotes attainment of associate degrees and higher. For 2014, it also includes the estimated percentage of state residents who have earned high-value postsecondary certificates. This percentage — again, an estimate — was derived from Census and IPEDS data by labor market experts at the Center on Education and the Workforce at Georgetown University.
Here it looks close. (total PSE including some college no degree is 59.9%)

Levels of education for Florida residents, ages 25-64

- Less than ninth grade: 425,577 (4.15%)
- Ninth to 12th grade, no diploma: 735,728 (7.18%)
- High school graduate (including equivalency): 2,949,024 (28.77%)
- Some college, no degree: 2,157,188 (21.05%)
- Associate degree: 1,123,597 (10.96%)
- Bachelor’s degree: 1,896,547 (18.50%)
- Graduate or professional degree: 962,581 (9.39%)

**Estimated attainment of certificates:** 7%

*Note: The accompanying pie chart does not account for residents who have earned high value postsecondary certificates. The percentage above — admittedly, an estimate — aims to fill that gap. To calculate this percentage, labor market experts at the Georgetown University Center on Education and the Workforce used Survey of Income Program Participation 2008 Wave 12 data (2012) and data from the Integrated Postsecondary Education Data System (IPEDS) 2014.*

*Source: U.S. Census Bureau, 2014 American Community Survey*
## JOB OPENINGS BY OCCUPATION AND EDUCATION LEVEL (IN THOUSANDS)

<table>
<thead>
<tr>
<th>OCCUPATION</th>
<th>Less than high school</th>
<th>High school diploma</th>
<th>Some college/no degree</th>
<th>Associate's degree</th>
<th>Bachelor's degree</th>
<th>Master's degree or better</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managerial and Professional Office</td>
<td>7</td>
<td>57</td>
<td>85</td>
<td>51</td>
<td>159</td>
<td>89</td>
</tr>
<tr>
<td>STEM</td>
<td>1</td>
<td>10</td>
<td>18</td>
<td>13</td>
<td>48</td>
<td>23</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Community Services and Arts</td>
<td>2</td>
<td>14</td>
<td>21</td>
<td>13</td>
<td>57</td>
<td>23</td>
</tr>
<tr>
<td>Education</td>
<td>1</td>
<td>10</td>
<td>13</td>
<td>8</td>
<td>68</td>
<td>52</td>
</tr>
<tr>
<td>Healthcare Professional and Technical</td>
<td>1</td>
<td>12</td>
<td>25</td>
<td>38</td>
<td>41</td>
<td>43</td>
</tr>
<tr>
<td>Healthcare Support</td>
<td>8</td>
<td>31</td>
<td>29</td>
<td>15</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Food and Personal Services</td>
<td>118</td>
<td>228</td>
<td>153</td>
<td>58</td>
<td>63</td>
<td>13</td>
</tr>
<tr>
<td>Sales and Office Support</td>
<td>53</td>
<td>290</td>
<td>280</td>
<td>117</td>
<td>193</td>
<td>39</td>
</tr>
<tr>
<td>Blue Collar</td>
<td>99</td>
<td>235</td>
<td>101</td>
<td>38</td>
<td>37</td>
<td>7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>290</strong></td>
<td><strong>887</strong></td>
<td><strong>726</strong></td>
<td><strong>352</strong></td>
<td><strong>678</strong></td>
<td><strong>300</strong></td>
</tr>
</tbody>
</table>
Policy and changes in economic development strategy change the value of projections and move us to more simulation space. (software example)

This takes us back to the earlier slide: Preparing with flexibility versus picking winners.
Questions that need addressed.

• How to include certifications? Hard to measure but commonly linked to licenses. Little evidence they act as stand alone education and training awards but they add significant value to all levels of education.

• What to do with non-credit education? In many cases it develops productivity but doesn’t fall in our common buckets of ‘education’
Want more data?

http://www.floridacollegeaccess.org/research-and-data/
Join us for our Twitter Chat on equity in higher education 10/12 at 2PM ET! #CEWedchat

@GeorgetownCEW

Twitter Chat from Georgetown CEW Up Next!
Find archived webinar slides and recordings at:
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