

Future//Makers Coalition



2013

BASELINE REPORT

SPECIAL THANKS SPONSORS

Investors

Those who have made a financial commitment to the FutureMakers Coalition



Suppliers

Those who give their services or products in-kind to help the work of the FutureMakers Coalition



Experts

Those who give their expertise to help the FutureMakers Coalition



FORWARD

Dear Friends and FutureMakers

Four years ago, a group of inspired stakeholders in our region took an important first step in planning for Southwest Florida's future workforce. The early days of the FutureMakers Coalition was shaped by data and dialogue between partners from business, education, government, and economic development. These conversations led to a national partnership and guiding charter with Lumina Foundation.

Today's Coalition includes over 230 self-proclaimed FutureMakers working toward the collective goal of transforming the workforce by increasing the number of post-secondary degrees, certificates and other high quality credentials by 2025.

Data continues to be a cornerstone of the FutureMakers Coalition's work and is used as a flashlight to point each of us toward the opportunities we seek for the region. The power of working collectively happens when we identify an area for improvement and take responsibility to design solutions, and when we reach an important milestone we celebrate together as well.

As you read this report, if you feel a bit like you are heading "back to the future", you are right. The pages ahead include data points from the FutureMakers Coalition's start in 2013, as well as the results of the work from our partnership with Lumina Foundation, which ended in December of 2016. The great news about looking back is we already know where we have made progress and where more work needs to be accomplished. However, in instances where we gathered data firsthand, the baseline year may not be 2013, because the data was not readily available from a specific source.

Developed alongside FutureMakers from throughout Southwest Florida, this report serves as a baseline to measure progress and a framework for continuous improvement in our initiative going forward. Remember as you review the pages ahead that the report encompasses the scope of the FutureMakers Coalition. It provides an opportunity to review the full picture of the cradle-to-career pathway. It illustrates where we were when stakeholders from across the region agreed that transforming the workforce was something we had to do and that making a real impact required collective effort.

A big thank you to everyone traveling the FutureMakers journey, and to the team of FutureMakers who helped guide the development of the regional outcomes, indicators, data collection and analysis of this baseline report for the FutureMakers Coalition. Remember this is a work in progress and we are on the road to continuous improvement. We are better together.

Here we go,

Sarah Owen, FutureMaker

AUTHOR BIO

Dr. Cindy Banyai is the Principal Consultant of Banyai Evaluation and Consulting, LLC. She also teaches Global Studies for the Department of Political Science and Public Administration at Florida Gulf Coast University. Dr. Banyai received her Master's and Ph.D. from Ritsumeikan Asia Pacific University in Japan where her research focused on community development, public administration, evaluation, and governance. Her works have been published in peer-reviewed journals such as *Rural Society* and *Asia Pacific World*. She also edited and contributed to the books *The Public Administration Handbook of Japan* and *Global Movements of the Asia Pacific*. Dr. Banyai's first solo book, *Community Capacity and Development - New Approaches to Governance and Evaluation*, was published in 2011. Her latest publication, focusing on her work in Southwest Florida, was published in 2016 in the *Journal of Community Development*. Dr. Banyai has worked in the field of community development since 2000, including 2 years with Michigan State University Community Outreach and 10 years as a consultant (clients such as JICA, IREX, and the Southwest Florida Community Foundation). She received the Donald W. Littrell New Professional Award in 2015 from the Community Development Society for her work on regional initiatives at the Southwest Florida Community Foundation and for her commitment to community-based advocacy organizations such as BikeWalkLee.

© 2016 FutureMakers Coalition/Southwest Florida Community Foundation

Visit us: 8771 College Parkway

Building 2, Suite 201, Fort Myers, FL 33919

Telephone: 239-274-5900; Internet: www.floridacommunity.com

Some rights reserved

This work is a product of the staff of FutureMakers Coalition backbone organization, the Southwest Florida Community Foundation with external contributions. The findings, interpretations, and conclusions expressed in this work do not necessarily reflect the views of the Southwest Florida Community Foundation, its Board of Trustees, or the interests they represent. The Southwest Florida Community Foundation does not guarantee the accuracy of the data included in this work. Nothing herein shall constitute or be considered to be a limitation upon or waiver of the privileges and immunities of the Southwest Florida Community Foundation, all of which are specifically reserved.

Rights and Permissions

This work is available under the Creative Commons Attribution 3.0 IGO license (CC BY 3.0 IGO)

<http://creativecommons.org/licenses/by/3.0/igo>. Under the Creative Commons Attribution license, you are free to copy, distribute, transmit, and adapt this work, including for commercial purposes, under the following conditions:

Attribution—Please cite the work as follows: FutureMakers Coalition. 2017. FutureMakers Coalition 2016 Baseline Report. Ft. Myers, FL: Southwest Florida Community Foundation. License: Creative Commons Attribution CC BY 3.0 IGO

Translations—If you create a translation of this work, please add the following disclaimer along with the attribution: This translation was not created by the Southwest Florida Community Foundation and should not be considered an official translation. The Southwest Florida Community Foundation shall not be liable for any content or error in this translation.

Adaptations—If you create an adaptation of this work, please add the following disclaimer along with the attribution: This is an adaptation of an original work by the Southwest Florida Community Foundation. Views and opinions expressed in the adaptation are the sole responsibility of the author or authors of the adaptation and are not endorsed by the FutureMakers Coalition or the Southwest Florida Community Foundation.

Third-party content—The Southwest Florida Community Foundation does not necessarily own each component of the content contained within the work. The Southwest Florida Community Foundation therefore does not warrant that the use of any third party-owned individual component or part contained in the work will not infringe on the rights of those third parties. The risk of claims resulting from such infringement rests solely with you. If you wish to re-use a component of the work, it is your responsibility to determine whether permission is needed for that re-use and to obtain permission from the copyright owner. Examples of components can include, but are not limited to, tables, figures, or images.

All queries on rights and licenses should be addressed to the FutureMakers Coalition c/o Southwest Florida Community Foundation, 8771 College Parkway, Building 2, Suite 201, Fort Myers, FL 33919, USA; fax: 239-274-5930; e-mail: info@futuremakerscoalition.com.

TABLE OF CONTENTS

Introduction	9
History and development.....	10
FutureMakers Coalition Regional Shared Outcomes.....	13
1. Aspiration and Preparation.....	14
1.1 Increase percentage of students ready to enter kindergarten.....	14
1.2 Target 62% of third grade public school students meet or exceed reading proficiency.....	15
1.3 Increase high school graduation rates in SWFL toward 90%.....	16
2. Access and Entry.....	18
2.1 Increased post-secondary enrollment in education programs aligned with local economic/.....	
workforce needs.....	18
2.2 Increase enrollment in technical education.....	19
2.3 Increase FAFSA completion rate.....	19
3. Persistence and Progress.....	20
3.1 Increase percentage of students completing certificateds and certifications in 2 years or less.....	20
3.2 Increase year to year retention rates at SWFL post-secondary institutions.....	20
3.3 Increase business-education partnerships.....	21
4. Completion.....	22
4.1 Increase number of businesses providing support for returning adults and credentialed workforce .	
training.....	22
4.2 Increase percentage of local post-secondary graduates employed with living wages locally.....	22
4.3 Increase number of local post-secondary graduates placed in jobs in SWFL.....	23
5. Data.....	23
5.1 Increased accuracy of enhanced enrollment and placement tracking for certificates and	
certifications.....	24
5.2 Current and future (ongoing) understanding of niche professional and consumer service industry ...	
needs from panel of industry professionals (i.e. lawyer, insurance, engineer, etc).....	24
5.3 Better understanding of legacy attrition (between now and 2025) compared to inflow of new.....	
workforce.....	25
FutureMakers Coalition System Alignment Projects.....	25
Certified Nursing Assistant System Alignment Pilot Project.....	26
FAFSA First:FAFSA Completion Campaign	26
Foudation Skills Training.....	26
Collier County Public Schools Internship Program.....	27

TABLE OF CONTENTS

Lumina Foundation Community Partnership for Attainment Charter Performance28

Education=Workforce alignment.....	29
Technical education perception, credential counts, and enrollment.....	30
Technical education perception project.....	32
Post-secondary enrollment, persistence and progress, and completion.....	33
Student engagement.....	35
Mentoring and internships.....	37
Glades AVID Program.....	37
Asset map of regional attainment strategies.....	37
Regional data collection for attainment metrics.....	38
Returning adults and access to post-secondary resources.....	38

What We've Learned39

Challenges to Achieving Our Goals.....	39
--	----

Next Steps.....48

References.....50

Included Figures

Figure 1 - Southwest Florida map.....	9
Figure 2 - Total population, working age population, 2013.....	10
Figure 3 - FutureMakers Coalition Timeline.....	11
Figure 4 - FutureMakers Coalition structure.....	12
Figure 5 - FutureMakers Coalition 2016 Prioritized Outcomes.....	13
Figure 6 - VPK kindergarten readiness.....	15
Figure 7 - SWFL third grade reading levels stable.....	15
Figure 8 - High school graduation rates trending up.....	16
Figure 9 -Economically disadvantaged students are twice as likely to not graduate on time in SWFL..	17
Figure 10 - Economically disadvantaged students in SWFL have lower graduation rate, twice as many ... drop-outs.....	17
Figure 11 - Technical education enrollment.....	19
Figure 12 - FAFSA completion between 35-36% in SWFL.....	19
Figure 13 - Timely technical education completion rate trending upwards of 60%.....	20
Figure 14 - SWFL year to year retention rate.....	21
Figure 15- SWFL businesses partner with education on recruiting, internships most often.....	21
Figure 16 - Tuition reimbursement, class flex-time top SWFL business educational support.....	22
Figure 17 - SWFL average wages behind state average.....	23
Figure 18 - Top valued certificates, associates, baccalaureate degrees by SWFL businesses.....	24
Figure 19 - Highest area of retirement skill loss in leadership	25
Figure 20 - 2013 SWFL Lumina Community Partnership for Attainment Charter Goals and Objectives.....	28

TABLE OF CONTENTS

Figure 21 - Education-workforce alignment shows major employment gap in business.....	29
Figure 22 - SWFL degree/certification talent surplus over job demand (2013).....	30
Figure 23 - SWFL fall technical education enrollment 2012-2014.....	31
Figure 24 - SWFL post-secondary education fall enrollment 2012-2014.....	33
Figure 25 - SWFL 2/4-year degree program fall enrollment 2013-2014 by school.....	34
Figure 26 - Year to year retention rate for 2 to 4-year post-secondary institutions.....	34
Figure 27 - SWFL post-secondary institution completion rate at 150% of time school year ending 2013-2014.....	35
Figure 28 - SWFL poverty rates.....	40
Figure 29 - SWFL percentage adult population with high school degree or higher.....	41
Figure 30 - Working age post-secondary attainment.....	42
Figure 31 - SWFL black, African American population percentages.....	43
Figure 32 - Black, African American high school graduation across region.....	44
Figure 33 - SWFL Hispanic, Latino population percentages.....	44
Figure 34 - Hispanic, Latino graduation rates.....	45
Figure 35 - Home language diversity rates.....	46
Figure 36 - SWFL foreign-born population rates.....	47
Figure 37 - Native American population percentages in SWFL.....	48



Lightbulbs indicate opportunities for continuous improvement

INTRODUCTION

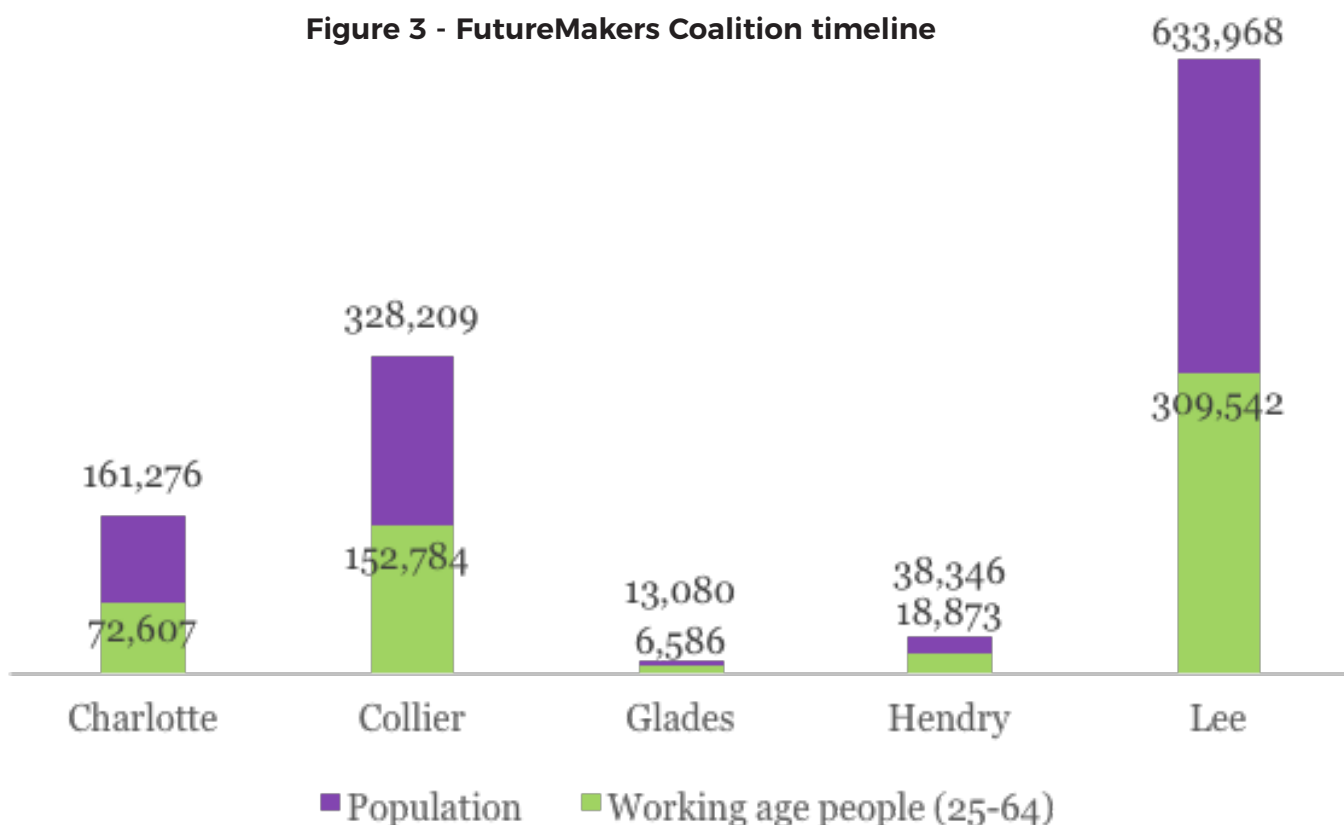
This report serves as an introduction to Southwest Florida (SWFL) as a region and the preliminary work of the FutureMakers Coalition (FMC). This introduction and preliminary analysis of the coalition outcomes are the baseline for progress. The baseline year for analysis is 2013, the year before the FMC work started to take shape. When reporting on the FMC outcomes, data analysis moves forward from 2013 to the most currently available data. The data available data varies between sources and has been confirmed and reviewed by FMC stakeholders.

This report also updates the closing work on the regional charter established for Lumina Foundation's Community Partnership for Attainment. Dates for this analysis generally try to start with 2013 as well, with the exception of reports on enrollment which are noted as 2012 because they embark on the 2012-2013 school year. Unlike the data for the FMC outcomes, the data for the charter includes baseline and the most current data reflecting the change resulting from the partnership that ended on December 31, 2016.

Figure 1 - Southwest Florida map



SWFL includes the five counties of Charlotte, Collier, Glades, Hendry, and Lee. The region is home to more than one million people residing in diverse settings, from beaches to urban centers to sparsely populated rural areas. The five-county SWFL region has a population of 1,174,879, with a working population (ages 25-64) of 560,392 (US Census Bureau, 2013). The region has experienced 7% population growth between 2009 and 2014 (Florida Department of Health) (US Census Bureau). Based on 2013 figures, the region produces approximately 9,568 post-secondary degrees (National Center for Education Statistics) and 1,870 technical certificates (Florida Department of Education, 2013) annually. Figure 2 shows the regional population by county. Totals at the top of the blue portion show the county's total population, where the figures below, or in the orange section indicate the working age population ages 25-64.

Figure 3 - FutureMakers Coalition timeline

Source: Early Learning Coalition of SWFL, Early Learning Coalition of Charlotte County

This report includes a brief history of the FMC and the current work of the FMC is then introduced along with an analysis of the baseline data on the regionally shared FMC outcomes. Then, an update on the progress of the charter and the important related community metrics is presented. Finally, this report concludes with a discussion on the challenges the region faces to reaching its goals and potential next steps and opportunities to use this information to reach the FMC's goals.

HISTORY AND DEVELOPMENT

The FMC is a regional initiative with a goal to transform the workforce by increasing the number of SWFL residents with degrees, certificates and other high-quality credentials by the year 2025. Progress toward this goal is being pursued through the development of a cradle to career pathway made up of teams and networks and a strategic communications plan aimed at creating a "FutureMakers culture" in the region, where collaboration across sectors is fostered to drive systemic change.

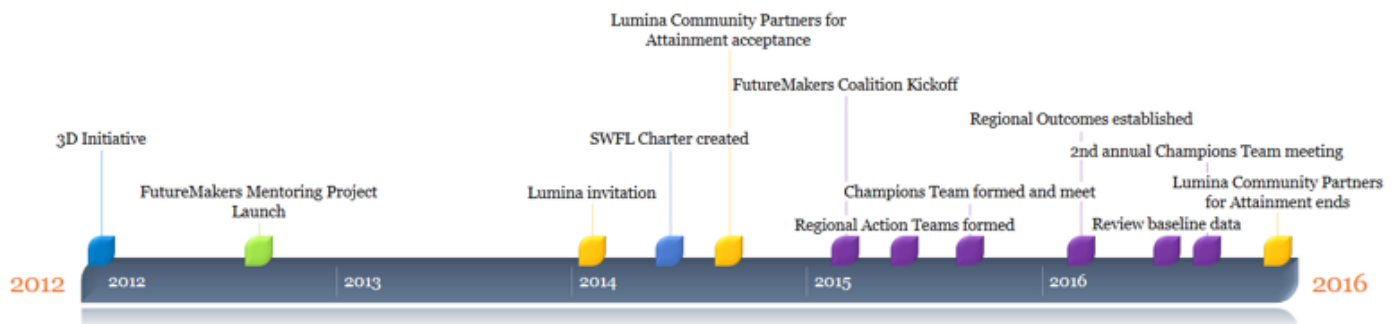
The Southwest Florida Community Foundation is a medium-sized community foundation with a mission of cultivating regional change for the common good in SWFL. Since 2014, the Foundation has served as the FMC backbone organization for the collective impact initiative (Kania & Kramer, Collective Impact, 2011). Based on principles of regionalism (Katz & Bradley, 2014), the FMC seeks to create an innovative, asset-based system to catapult SWFL forward, together. Helping to network this region to better leverage assets and to develop a robust economy and workforce are at the heart of the work of the FMC.

Building a region with a cohesive sense of self and a robust workforce is no small undertaking. It requires commitment and collaborative effort across a multitude of stakeholders to foster systemic change. This is the arena in which the FMC was born. Sprung from a regional study initiated by the Southwest Florida Community Foundation (Foundation) in 2012 called 3D: Data, Dialogue, and Decisions, the need to collaborate and focus on education, economic development, and youth development were identified.

The result was a pilot FutureMakers project in SWFL, focused on mentoring for high school students, digitally connecting students to resources, and Free Application for Federal Student Aid (FAFSA) completion. The project succeeded in increasing FAFSA completion rates and matching students with adult role models.

The results and the regional, collaborative approach, along with a close affiliation with the Florida College Access Network (FCAN), caught the attention of the national education funder, Lumina Foundation. The Foundation was invited to submit an application to become part of the national effort, Goal 2025, to increase the post-secondary attainment rate to 60% by the year 2025.

Figure 3 - FutureMakers Coalition timeline



As part of Lumina Foundation's Community Partnership for Attainment application process, the Foundation led over 100 stakeholder participants in creating a charter reflecting the pressing issues and desires of SWFL when it came to post-secondary attainment. The FMC was officially formed in March 2015 as part of SWFL's inclusion in Lumina Foundation's Community Partnership for Attainment, a program of 75 community cohorts throughout the country dedicated to significantly increasing the percent of residents with college degrees and post-secondary certifications and credentials.

The FMC has been designed using the framework of collective impact (CI) to improve the area through the development and support of regional initiatives. This effort is guided by the five conditions of collective impact: 1) common agenda, 2) shared measurement systems, 3) mutually reinforcing activities, 4) continuous communication, and 5) backbone support organization (Kania & Kramer, 2011).

It is well understood that CI initiatives need a broad spectrum of support across a community and rely heavily on a well-organized backbone. Trends and practices in CI are moving away from relying solely on one backbone support organization (Turner, Merchant, Kania, & Martin, 2012). The nine basic backbone functions are: 1) fiscal agent, 2) housing the partnership, 3) staffing, 4) engaging partners and community, 5) communication, 6) fundraising and development, 7) data support, 8) convening networks, and 9) advocacy and policy change (Roach, 2014). For the FMC, the Foundation is responsible for the backbone functions, but is looking to share the responsibilities among stakeholders as they progress and capacity for CI is built among the partners.

The first major concerted messaging effort came in conjunction with the FMC kickoff event in March 2015. This is when the original 40% goal and its associated branding, as well as the FMC, were unveiled. Further communication efforts around sharing information related to post-secondary attainment and the regional work toward the goal are being shared among FMC partners and the broader regional community through the specially designed FMC website and social media pages. Special efforts are also underway to share relevant stories and information and connect with local media outlets to promote continued understanding of and identification with the FMC.

Soon after the FMC kickoff in spring 2015, the Foundation started designing its systemic infrastructure. Working groups (Regional Action Teams), and a leadership group (Champions Team) were created to guide the FMC. This system of regional partners is currently guided by the Foundation. At the same time, the Foundation is exploring opportunities to identify and stand-up a sustainable support system to continue the work of the FMC toward the mission of increasing post-secondary attainment and regional economic viability over the long-term.

The teams span the spectrum of post-secondary attainment, from cradle to career, and provide practical support for the initiative. The networks include aspiration and preparation, access and entry, persistence and progress, completion, and data. They are responsible for establishing the shared outcomes and measurements related to their area of work in the spectrum moving toward the region-wide post-secondary attainment goal, as well as aligning their areas of work to those outcomes, exploring best practices, and potentially designing and implementing complementary co-designed programming. Initial meetings included review of the national initiative and local goal, and highlighted the asset based and collaborative process needed to align efforts and design new programming to reach the local goal.

Figure 4 shows the structure of the FMC. These teams have been meeting regularly since 2015 to identify and share assets and best practices, prioritize regional outcomes, and review impact-level data for interpretation ahead of the baseline report. Additionally, subsets of these teams, called mini-teams, have spun off to rapid-cycle test promising activities and further develop projects and programs related to the prioritized outcomes. Seven mini-teams formed to focus on projects and programs related to high school mentoring, internships, technical education, closing pathway gaps for those enrolled in Certified Nursing Assistant (CNA) programs, student voice and engagement in the FMC, FAFSA completion, and foundational career skills. As of December 2016, 236 regional stakeholders from nonprofits, education, business, and government have participated in the FMC.

Figure 4 - FutureMakers Coalition structure



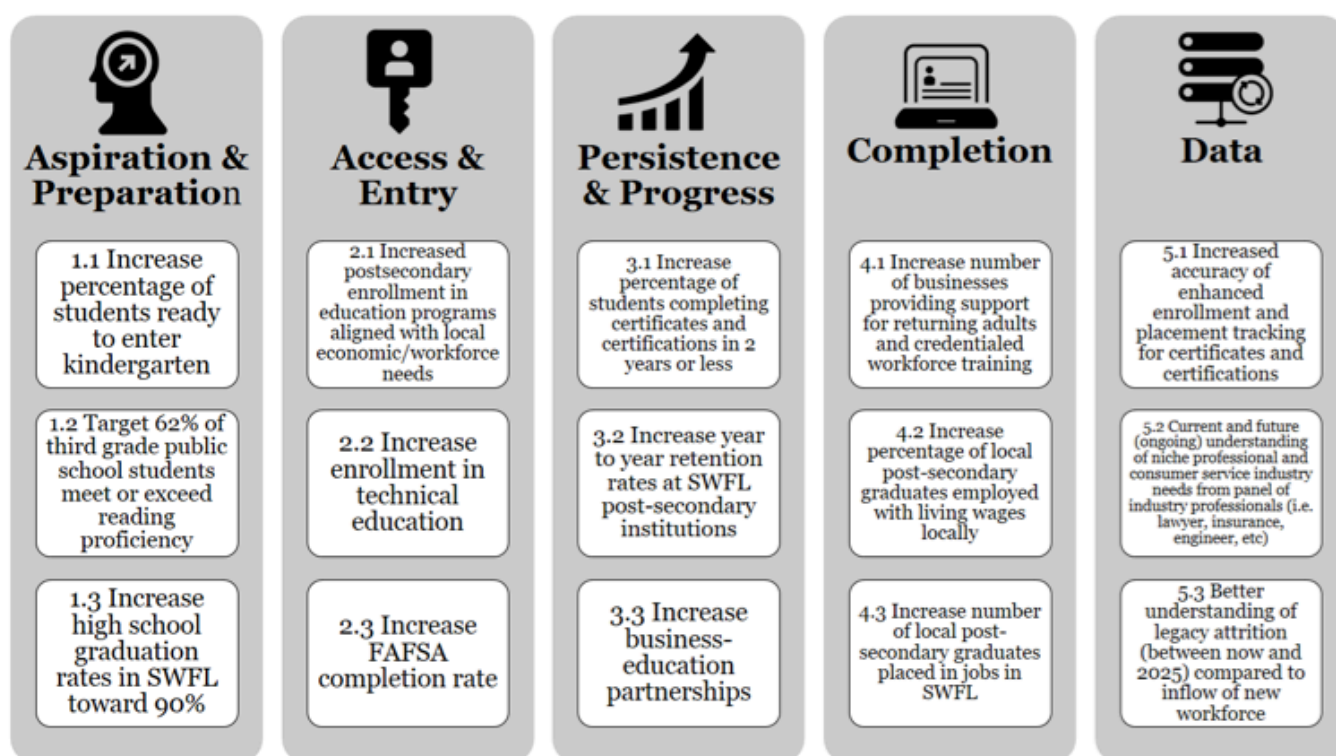
The FMC is not only a regional initiative on post-secondary attainment and workforce development, but is connected to the national Goal 2025 effort and now to the community sustainability metrics established by the STAR (Sustainability Tools for Assessing and Rating Communities) Community Rating System (STAR Communities, 2016). The backbone organization worked alongside STAR for the inclusion of Goal 2025 into the STAR Community Rating System 2.0 to further promote the nesting concept of collective impact and the connectivity between post-secondary attainment, workforce, and overall community sustainability.

The work of the FMC also links up with global efforts to create sustainable communities, connecting to the Sustainable Development Goals (SDGs) (United Nations, 2016). In particular, the overall goal and outcomes of the FMC link to SDG goals of Quality Education and Decent Work and Economic Growth. This demonstrates connectivity of the work of the FMC to broader international collective impact goals around education and economic development, and ultimately sustainable communities. The connectivity of the work of the FMC with STAR and the SDGs shows the broad implications of this local work on a national and international scale.

FUTUREMAKERS COALITION REGIONAL SHARED OUTCOMES

After two years of coalition-building, the work of the FMC is increasingly focused on moving the needle in the areas related to 15 prioritized regional outcomes (Figure 5).

Figure 5 - FutureMakers Coalition 2016 Prioritized Outcomes



Regional outcomes were established through a participatory process with FMC partners. A broad list of outcomes covering the cradle to career pathway was proffered based on nationally recognized outcomes used by Strive Together communities and STAR Communities, as well as locally important outcomes derived from the initial FMC meetings. This menu of outcomes was discussed at FMC meetings and in online forums for the FMC. Members were then asked via digital survey to prioritize outcomes in their team area. The list of top outcomes was further discussed and refined with key stakeholders in each Regional Action Team. The result of this process was a final list of prioritized shared outcomes for the FMC.

For this first round of prioritization of regional outcomes, data availability was a major decision-making factor. As a result, most of the regional outcomes and indicators have associated data collection through the school districts and the state. This means that desk research and data analysis were used to assess most of the outcomes. In a few cases, original data collection was undertaken, particularly on outcomes related to local economic development and business engagement. Surveys were designed to gather the local data not otherwise available in other databases. This report serves as the baseline data report for the FMC on these shared outcomes. The baseline data year is 2013 because it is the year that the work of the regional FMC partners began to take shape and provides an understanding of the situation prior to the collective work of the FMC. Post-2013 secondary data is presented here, based on availability. Primary data collection on behalf of the FMC was conducted when there was no secondary data source available for the outcome. Primary data is presented from the year it was collected.

The intention of presenting this baseline data is to craft a regional picture of the state of these shared outcomes before the work of the FMC began, and to compare progress moving forward. Data is presented at the regional level to demonstrate the shared ownership we must take of the current situation and to inspire collaboration for positive change. No single area or entity bears the sole responsibility for the current or future state of these outcomes, it is all our responsibility.

Analysis of the data related to these outcomes took place through the summer and fall of 2016 and involved the FutureMakers Regional Action Teams and the Champions Team. The Regional Action Teams engaged in a data interpretation process, data placemats (Pankaj & Emery, 2016), where they looked at a basic analysis and provided feedback and interpretation for the story presented here. That data story was then presented by the Regional Action Team members to the Champions Team, and through a data poster gallery walk (Bowman, 2005). This allowed space for continued dialogue on the progress and growth of the FMC, as well as reflection on the current state of these outcomes in the region.

The baseline data included herein will allow FMC partners to engage in a process of creating targets to measure the progress in each outcome area. Impact evaluation of each of the outcomes will then be reported each year, vis a vis the baseline and established targets.

The FMC will also employ program evaluation for any large-scale associated program, and rapid-cycle testing of small-scale and innovative ideas related to the regional outcomes.

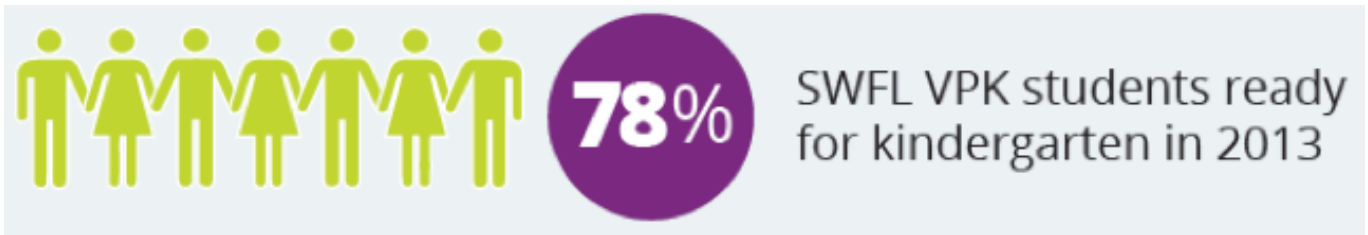


1. ASPIRATION AND PREPARATION

Aspiration and preparation outcomes measure the impact of regional efforts aimed at getting ready for post-secondary attainment. This spans from birth to high school graduation.

1.1 Increase percentage of students ready to enter kindergarten

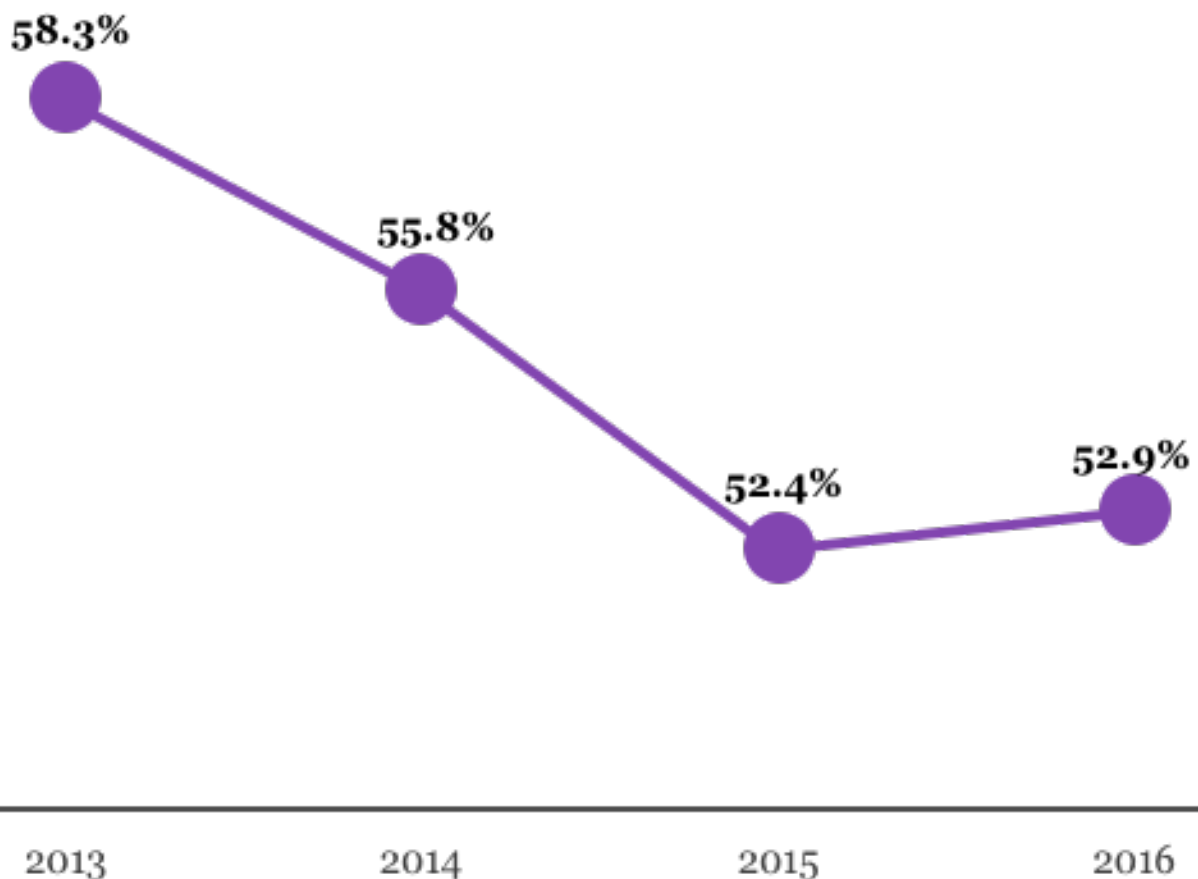
Early learning lays the groundwork for lifelong learning, post-secondary attainment, and workforce development. It plays a crucial role in helping students along their education paths, as well as being a draw and a factor in workforce talent retention. Although the State of Florida is currently in transition regarding its assessment of Voluntary Pre-Kindergarten (VPK) students and providers, data from the baseline year of 2013 shows that 78% of VPK students (does not include readiness of students who did not attend VPK) in the five-county region were ready for kindergarten. VPK readiness scores were chosen as the indicator for this outcome because it is the only universally available metric on kindergarten readiness available across the region.

Figure 6 - VPK kindergarten readiness

Source: Early Learning Coalition of SWFL, Early Learning Coalition of Charlotte County

1.2 Target 62% of third grade public school students meet or exceed reading proficiency

This aspiration and preparation outcome targets a 62% rate of reading proficiency because that is the level necessary for a school to receive an “A” rating from the Florida Department of Education. However, using this metric is somewhat challenging because from time to time the State changes the Grade 3 reading assessment, as well as the cut-score used to determine “proficiency” (i.e. Achievement Level 3 or higher). In most cases, when a change is made, the State assessment becomes more rigorous and the proficiency cut-score is increased (essentially raising the bar). At any rate, with the Florida Standards Assessment (FSA)ⁱⁱ currently in place, approximately 53% of our region’s third graders score at the desired Achievement Level 3 or higher (deemed “satisfactory” by the Florida Department of Education).

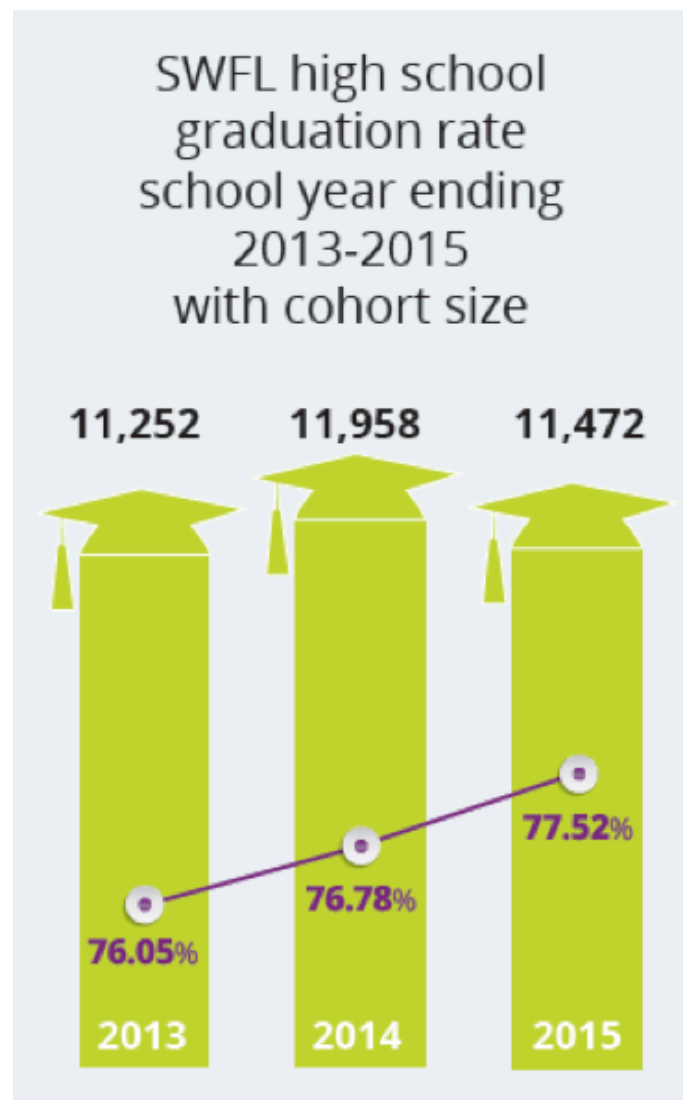
Figure 7 - SWFL third grade reading levels stable

Source: Florida Department of Education

1.3 Increase high school graduation rates in SWFL toward 90%

Students graduating from high school is a significant milestone on the cradle to career pathway, making it an important outcome for aspiration and preparation. The goal of the FMC is to keep high school graduation rates at all regional public high schools progressing toward 90%. Figure 8 shows the upward trend toward the 90% graduation rate from 2013-2015. It should be noted that these figures are standardized across the State of Florida and do not include special diplomas, GEDs, completion certificates, or students who are still enrolled beyond the traditional term.

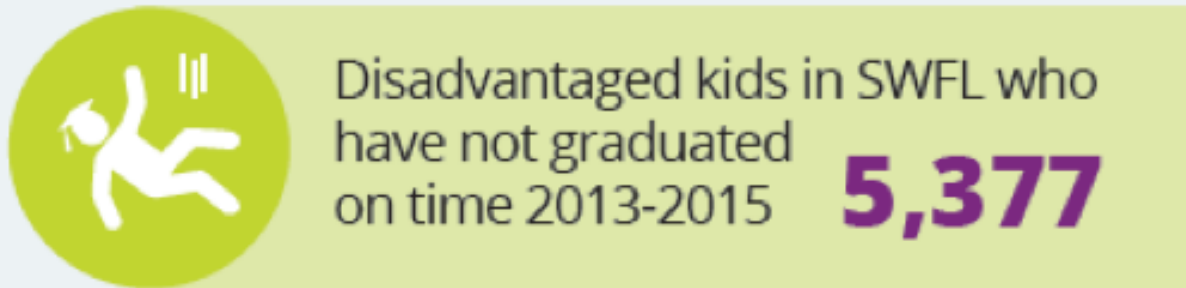
Figure 8 - High school graduation rates trending up



Source: Florida Department of Education

When graduation rates are disaggregated by economics, an important trend among economically disadvantagedⁱⁱⁱ students emerges. From 2013-2015 in SWFL, 5,377 disadvantaged students have not graduated on time, compared with 2,447 students who are not considered economically disadvantaged^{iv}. This means that more than twice as many economically disadvantaged students have not completed high school on time as compared to students with no economic disadvantage.

Figure 9 - Economically disadvantaged students are twice as likely to not graduate on time in SWFL



Source: Florida Department of Education

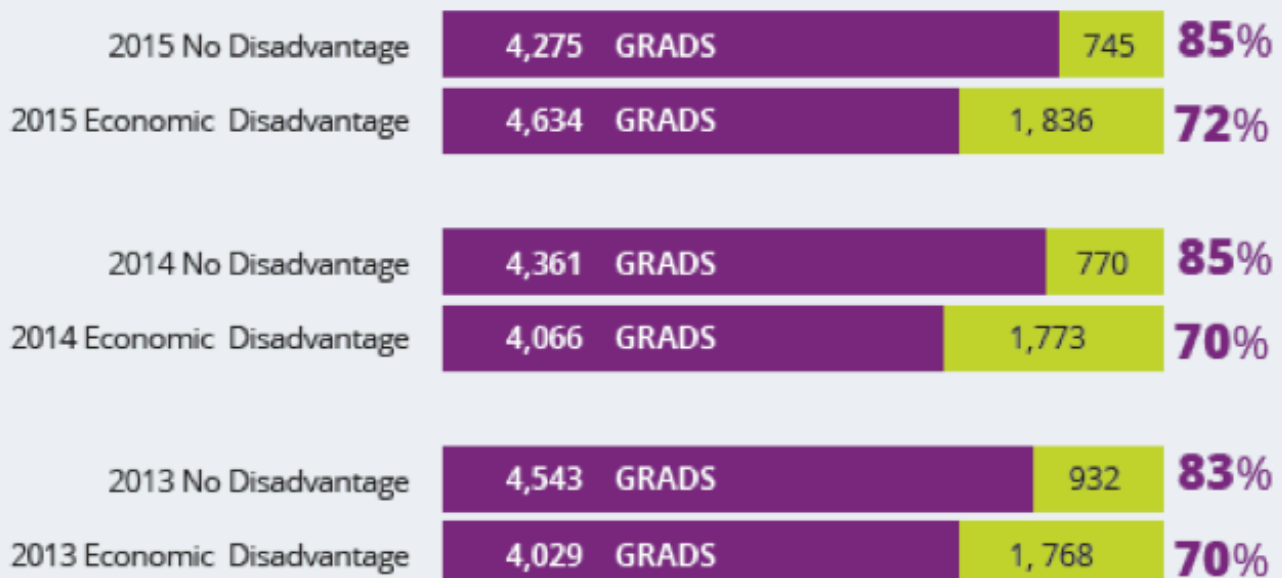
Figure 10 shows this situation broken down by year and compared by economics. Data shows that economically disadvantaged students graduate 13-15% less than students with no disadvantage, but because their cohort sizes are similar, this leads to nearly twice as many economically disadvantaged students per year not graduating when compared to students with no disadvantage. .



Prioritizing equity is one way the FMC could get closer to a 90% high school graduation rate.

Figure 10 - Economically disadvantaged students in SWFL have lower graduation rate, twice as many drop-outs

SWFL high school graduation rate 2013-2015 by economics with cohort size



Source: Florida Department of Education



2. ACCESS AND ENTRY

Access and entry outcomes focus on getting in to post-secondary school. These include outcomes aimed at measuring efforts to ensure students pursue programs that align with their interests and support opportunities to become part of a skilled workforce in SWFL.

2.1 Increased post-secondary enrollment in education programs aligned with local economic/workforce needs

The first prioritized outcome in access and entry is enrollment in education programs aligned with local economic and workforce needs. An analysis conducted by the FMC and the 2016 Workforce Now report discusses the programs in SWFL with a surplus of graduates related to locally available jobs (see latter discussion and Figure 23). The focus on technical education is built, in part, off this information – the SWFL economy already has a talent advantage in bachelor degree holders, but unfilled vacancies in many areas earlier in the career ladder that can be filled through technical education.

As part of the charter commitment, the FMC analyzed the alignment between particular degrees and certificates and local employment opportunities (see Figure 22). Noticeable gaps arose from that analysis. Enrollment in the programs with largest gaps will be tracked for this outcome including the following:

- Business administration and support
- Carpentry/Carpenter
- Culinary Arts/Chef Training
- Home Health Aide/Home Attendant
- Maintenance work
- Accounting Technology/Technician and Bookkeeping
- Family and General Practitioners
- Childcare
- Pharmacists
- Registered Nursing/Registered Nurse
- Speech-Language Pathologists
- Physical Therapy/Therapist
- Accounting
- Secondary Education and Teaching
- Elementary Education and Teaching



Data sharing agreements between the FMC and post-secondary institutions will help improve tracking of education programs aligned with SWFL workforce needs

However, post-secondary program enrollment data is not readily available. Data-sharing agreements between the FMC and SWFL post-secondary institutions will be important to provide further and on-going insight on this goal.

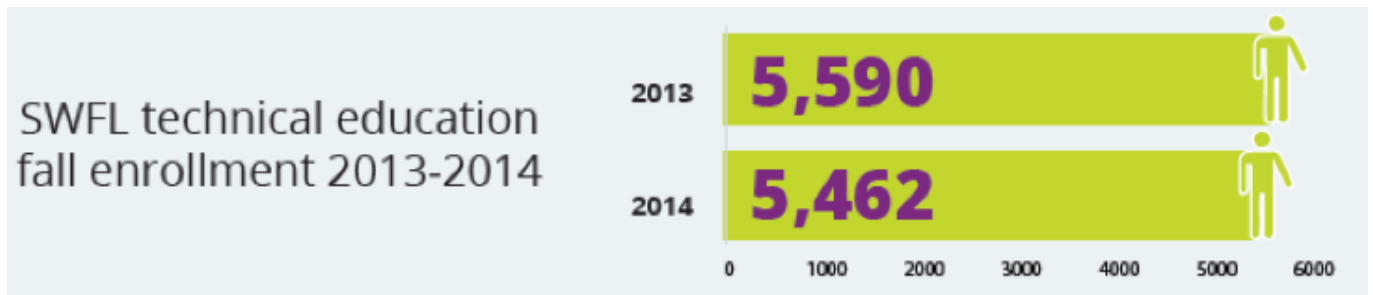


Exposing students to careers in Southwest Florida, particularly those with significant workforce needs, is one way to increase enrollment in programs aligned with employment demand.

2.2 Increase enrollment in technical education

Based on data provided by FCAN, from 2013 and 2016, the regional summer completion rate for the FAFSA was between 35-36%. Understanding that the FAFSA is the gateway to financial aid for post-secondary education, this outcome has been a focus since the early days of the FMC work in SWFL. The 2017 goal for the region is 40.3%, a 5% increase from the 2016 rate.

Figure 11 - Technical education enrollment



Source: National Center for Education Statistics

2.3 Increase FAFSA completion rate

Based on data provided by FCAN, from 2013 and 2016, the regional summer completion rate for the FAFSA was between 35-36%. Understanding that the FAFSA is the gateway to financial aid for post-secondary education, this outcome has been a focus since the early days of regional work in SWFL. The 2017 goal for the region is 40.3%, a 5% increase from the 2016 rate.

Figure 12 - FAFSA completion between 35-36% in SWFL



Source: Florida College Access Network



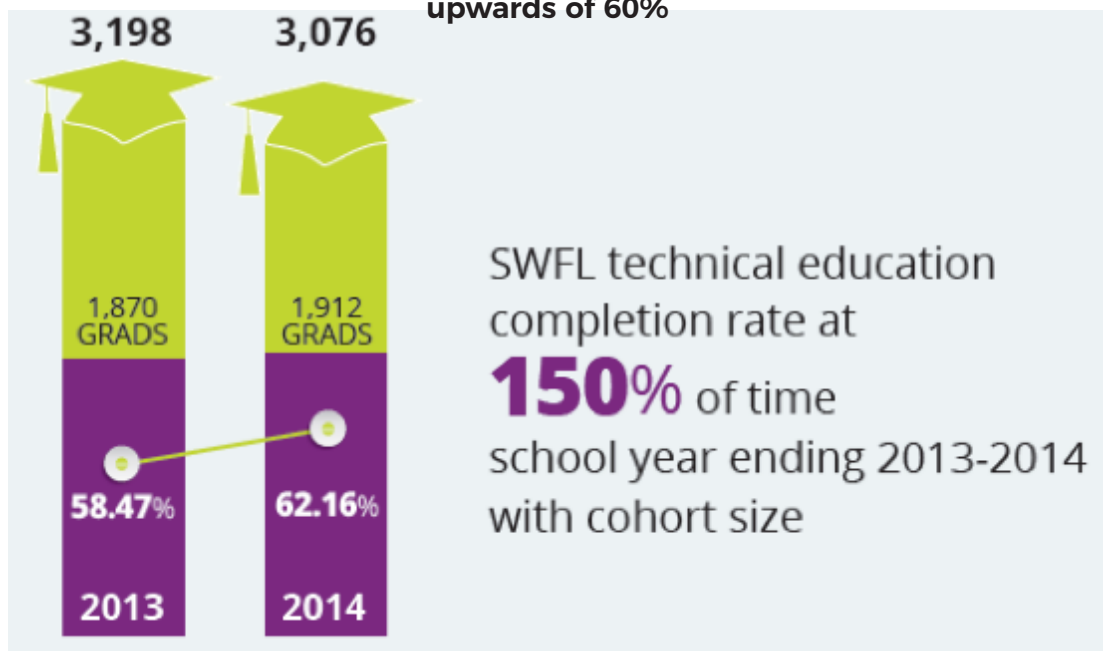
3. PERSISTENCE AND PROGRESS

Persistence and progress outcomes were identified to help the region measure post-secondary retention and the number of students completing a chosen degree and certificate program. Earning a credential is key to meeting the FMC's attainment goals.

3.1 Increase percentage of students completing certificates and certifications in 2 years or less

According to the National Center for Education Statistics, the percentage of technical education students completing their certificate or certification in 150% of the scheduled time or less for their program edged up slightly in SWFL between 2013 and 2014. In 2013, 58.47% of students completed their certificate or certification on time and 62.16% in 2014 (National Center for Education Statistics).

Figure 13 - Timely technical education completion rate trending upwards of 60%



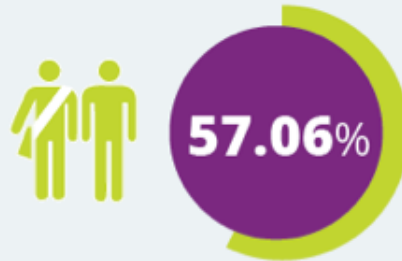
Source: National Center for Education Statistics

3.2 Increase year to year retention rates at SWFL post-secondary institutions

For the baseline year of 2013, 57.06% of students at two and four-year post-secondary institutions in SWFL were retained – meaning they continued their course of study from one year to the next.

Figure 14 - SWFL year to year retention rate

Year to year retention rate for SWFL 2 and 4-year post-secondary institutions 2013

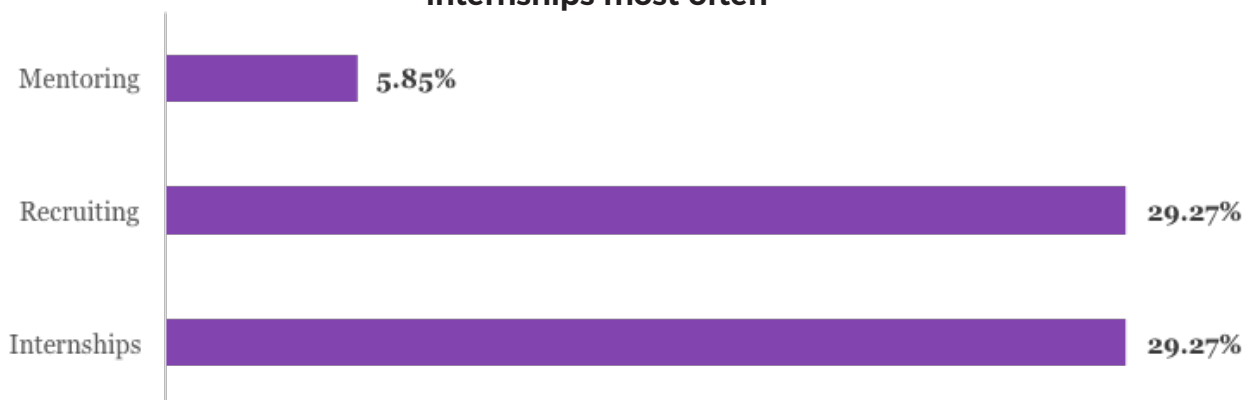


Source: National Student Clearinghouse Research Center

3.3 Increase business-education partnerships

Acknowledging that there is a gap between local employment demands and post-secondary institutions, the Persistence and Progress Regional Action Team prioritized building relationships between business and education to bridge the gap for mutual benefit. In the summer of 2016, the FMC distributed a survey to regional business partners to gather information from them in areas related to their strategic goals. Sixty-eight businesses responded to this question and 40% indicated that they partner with local post-secondary institutions.

Figure 15 shows that among the SWFL employers that responded to the survey and indicated that they engage in partnership with education providers, recruiting and internships are most common. Far fewer local businesses engage in mentoring, which could be a focal point for the further development of programs and projects of the FMC related to strategies around mentoring.

Figure 15 - SWFL businesses partner with education on recruiting, internships most often

Source: 2016 FutureMakers Coalition Workforce Survey



Creating opportunities for employers and their employees to engage in mentoring could help increase business-education partnerships

4. COMPLETION

The FMC's goal of transforming the region's workforce requires improved capacity to grow and retain a skilled workforce. The completion outcomes strive to measure efforts aimed at transforming the workforce in SWFL by looking at whether students who complete a degree or certificate are getting connected to jobs in the region.

4.1 Increase number of businesses providing support for returning adults and credentialed workforce training

From the 2016 FMC Workforce Survey, 47.96% of the 98 responding businesses noted that they provide incentives to attract and retain their workforce. Of those offering incentives, 64.4% (39% of all responding businesses) offer education incentives. When it comes specifically to educational support, in-house training is most prevalent, but 50% of businesses offering education support provide tuition reimbursement, 27% offer flex time to attend classes, and 8.1% provide their employees scholarships.

Figure 16 - Tuition reimbursement, class flex-time top SWFL business educational support

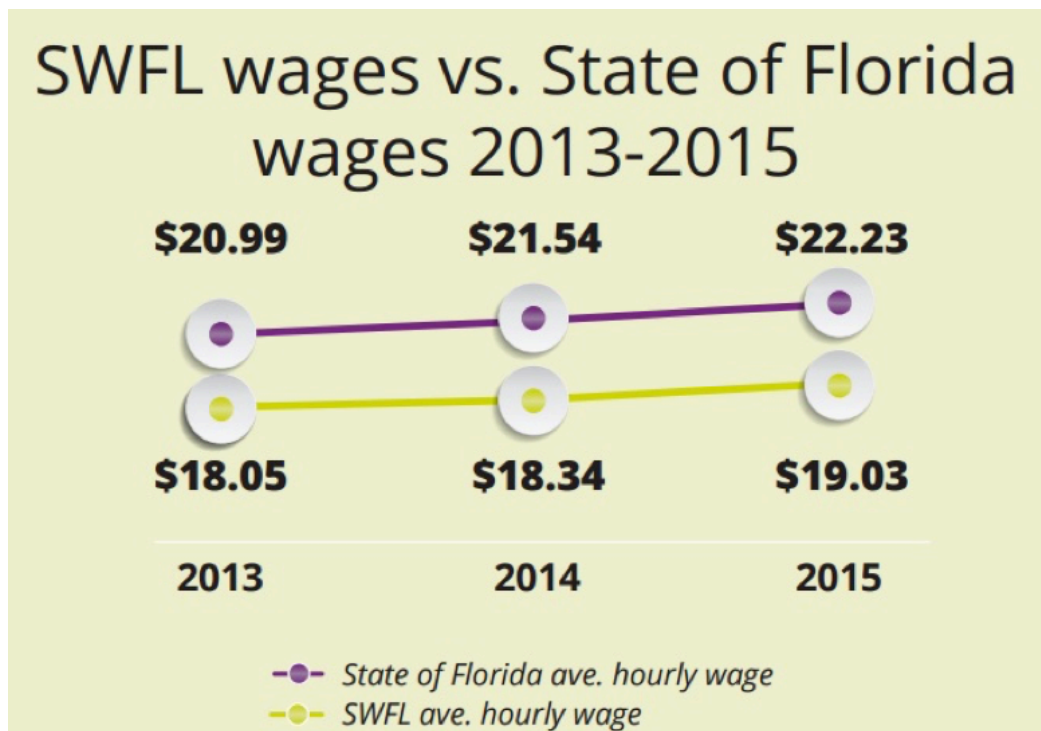


Source: 2016 FutureMakers Coalition Workforce Survey

4.2 Increase percentage of local post-secondary graduates employed with living wages locally

While the meaning and measurement of living wage is not universally agreed upon, for the purpose of establishing a baseline measure, FMC partners agreed to use the State of Florida metrics related to local real wages, as well as the lower living standard income wage. Based on this metric, it can be seen in Figure 17 that, although SWFL average wages have been trending up, they still lag behind average wages for the state, remaining 14-15% lower.

Figure 17 - SWFL average wages behind state average



Source: Florida Department of Economic Opportunity, Bureau of Labor Market Statistics

4.3 Increase number of local post-secondary graduates placed in jobs in SWFL

In the interest of local workforce retention and combating brain-drain (i.e. the loss of talent) the Completion Regional Action Team prioritized local placement of post-secondary graduates. However, there is no tracking system in place for this currently. Some institutions, particularly private institutions, track the career placement of their graduates, but do not track their location of placement. Discussion around collaborative work to add in location of placement questions to tracking systems is emerging, but does not have reportable results as of yet.

The Completion Regional Action Team did review the data in Figure 21 and Figure 22 related to local post-secondary completions and available employment. The team acknowledges the importance of aligning program enrollments in areas of local demand and supporting students toward completion and further connecting students to local jobs.



Post-secondary institutions could track career placement and location to help understand how many local graduates become employed in SWFL



5. DATA

The data outcomes are driven by a team that is highly focused on the questions the FMC needs answered to create a more sustainable cradle to career pathway.

5.1 Increased accuracy of enhanced enrollment and placement tracking for certificates and certifications

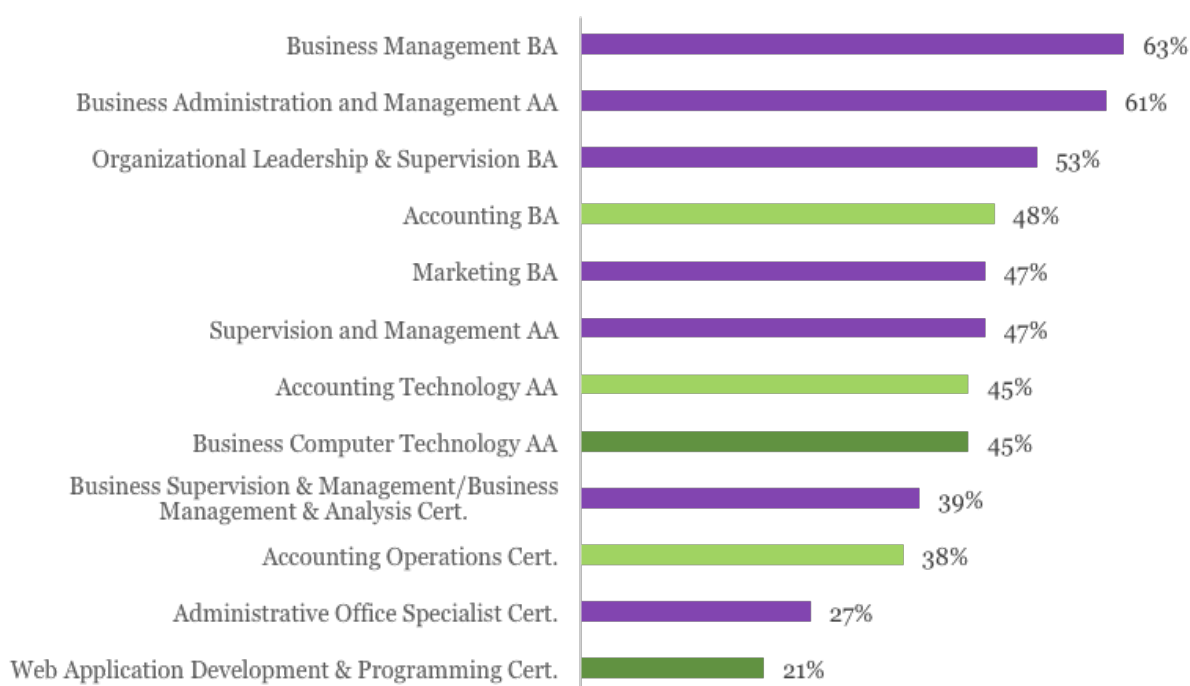
Regional stakeholders in technical education were convened to better understand the definition of high quality post-secondary certificates and certifications and to discuss opportunities and barriers in relation to tracking certification data. Due to the complexity of the issue and state compliance, it was determined that using the State of Florida tracking on post-secondary adult vocational certificates would be most appropriate while local tracking systems develop and the conversation on other forms of certifications continue.

Based on Census data, IPEDS data and analysis by labor market experts at the Center on Education and the Workforce at Georgetown University, it is estimated that 7% of the working age population in the State of Florida has a high quality post-secondary certificate (Lumina Foundation, 2016). Using the same methodology, the regional percentage of high quality technical certificate holders in Southwest Florida in 2013 is estimated to be 4.69%, 20,9871 people. The inclusive 2013 baseline figure for post-secondary attainment then rises from 27% to 37.45%.

5.2 Current and future (ongoing) understanding of niche professional and consumer service industry needs from panel of industry professionals (i.e. lawyer, insurance, engineer, etc)

According to the 2016 FMC Workforce Survey, the top valued certificates, associates, and bachelor's degrees by SWFL businesses can be put into three broad categories – 1) business management, leadership, and marketing, 2) accounting, and 3) web and computer technology. Business management bachelor's and associates degrees fill the top three most valued post-secondary degrees by local businesses. This sentiment by local employers echoes the gaps uncovered through the comparison of the program completion and jobs available data in Figure 22.

Figure 18 - Top valued certificates, associates, baccalaureate degrees by SWFL businesses



Source: 2016 FutureMakers Coalition Workforce Survey

5.3 Better understanding of legacy attrition (between now and 2025) compared to inflow of new workforce

In an effort to understand future employment needs and demands, the 2016 FMC Workforce Survey also asked local employers to reflect on their areas of biggest concern in relation to skill loss due to retirement, or legacy attrition. Two-thirds of responding businesses noted that they had considered future skill loss from retirement. Loss in leadership skills was the biggest concern, with 30% of responding businesses concerned. Critical thinking skills and highly specialized skills, those requiring special education and training in a particular industry, were also top concerns. Businesses expect the least amount of skill loss in communications, and low levels of loss in writing, mathematics, and reading (respectively) due to retirement.

Figure 19 - Highest area of retirement skill loss in leadership



Source: 2016 FMC Workforce Survey



Working with SWFL businesses to understand legacy attrition can help educators and students understand where to focus and obtain training to meet employment demand

FUTUREMAKERS COALITION SYSTEM ALIGNMENT PROJECTS

Though the early focus on the FMC has been on mapping assets, setting outcomes, and designing the FMC's system, innovative programs and projects have sprung from the group work and process. Some of these special projects fill systemic gaps, some were created to address pressing issues in the cradle to career pathway, while others are the continuation or expansion of work in areas that group participants have been already working. Based on an analysis of workforce needs, types and sizes of businesses in SWFL, and anticipated future demands, the four employment focus areas of trade skills/PSAV, healthcare, information technology (IT), and entrepreneurs/small business administration are pursued. These focus areas can be adapted as the local business environment changes. Funding for some of projects has been made possible through the generous support of the Richard M. Schulze Family Foundation and all are facilitated by the Foundation as the backbone organization. The following is an introduction to these projects and some of preliminary results.

Certified Nursing Assistant System Alignment Pilot Project

The CNA System Alignment Pilot Project was developed by local health employer Lee Health in partnership with the Persistence and Progress Regional Action Team and has been running through 2016. Taking an asset-based approach, Foundation staff recognized that there were unused scholarship funds designated for students studying in nursing, as well as funds available from CareerSource to support qualified low-income students. Additionally, Lee Health, was searching for innovative approaches to decrease its persistent vacancies in the area of CNAs. As a result, connections were made between these funding sources, interested students, CareerSource, CNA-providing institutions at Fort Myers Technical College and Cape Coral Technical College, and Lee Health.



Scaling and replicating the CNA System Alignment Pilot Project could reduce barriers to education and create pathways to employment across industries in SWFL

A group of FutureMakers partners from across several sectors identified populations of unemployed and underemployed individuals to fund, train and hire in Certified Nursing positions. The project aligns resources and partners to triage funding for individuals interested in launching a career in healthcare to complete Certified Nursing Assistant courses and exams at local technical colleges, and receive interviews and potentially employment at the largest local health care provider. The first series of system alignments have been implemented and tested and the group is collaborating further to address workforce gaps and needs while identifying barriers to certificate completion and access to gainful employment in the community.

FAFSA First: FAFSA Completion Campaign

The FAFSA Completion Campaign is a project that came out of the work of the Access and Entry Regional Action Team and is funded by the Richard M. Schulze Family Foundation. It is a collaborative effort across SWFL to increase FAFSA completion rates through a targeted behavioral change campaign to inform parents and students on the importance of completing the FAFSA for post-secondary access, as well as to inform them about recent changes to the application and process. To complement the campaign, the team compiled a practitioners' toolkit, based on local and national best practices, to assist high schools and local organizations in supporting high school students in FAFSA completion.



Sharing information and tools to remove financial barriers to post-secondary education is one way to increase FAFSA completion

Foundational Skills Training

The Persistence and Progress Regional Action Team has launched an effort to provide Foundational Skills Training. It sprung from research conducted by Workforce Now that demonstrated that many local employers are having difficulty hiring and retaining otherwise qualified employees because they lack necessary soft skills. With that in mind and based on work initiative by the former Workforce Task Force of the Horizon Council, the team designed a pilot project to develop a foundational skills course to be implemented with post-secondary students starting first at Florida Southwestern State College. Students completing the course would receive a certificate. A complementing suite of activities with

local employers would help to further align the course with local workforce needs, as well as train employers on best practices in interviewing, hiring, and applicant assessment, in addition to cultivating a sense of value around the foundational skills certificate. This project is in the early stages of development and FMC partners are currently exploring funding options.



Identifying foundational skills training opportunities that meet local employer expectations is one way to increase SWFL workforce employability and success

Collier County Public Schools Internship Program

The Collier County Public Schools Internship Program places high school students enrolled in the Career Academies programs supporting technical education in Collier County into internships. The program and evaluation design was facilitated by the FMC backbone support team at the Foundation and financially supported by the Richard M. Schulze Foundation. The outcomes of the program align with the FMC and the strategic plan of the Collier County Public Schools (CCPS) and include: increasing the number of local graduates employed locally (FutureMakers outcome), promoting college and career readiness for Collier County high school students (aligned with CCPS strategic plan), Collier County students preparing for next step after high school, and increasing the investment in local graduates by local businesses. The program began in the summer of 2016 and results are expected to continue through 2017.

Lumina Foundation Community Partnership for Attainment Charter Performance

The FMC's participation as part of Lumina Foundation's Community Partnership Attainment resulted in the development of a charter to support work along the cradle-to-career pathway and a communications hub to share that work. Much of the early FMC work focused on the charter activities and has been a catalyst for the development of the region's first collective impact initiative. Figure 20 depicts the FMC charter goals. This section discusses the data and progress related to the outcomes in the charter.

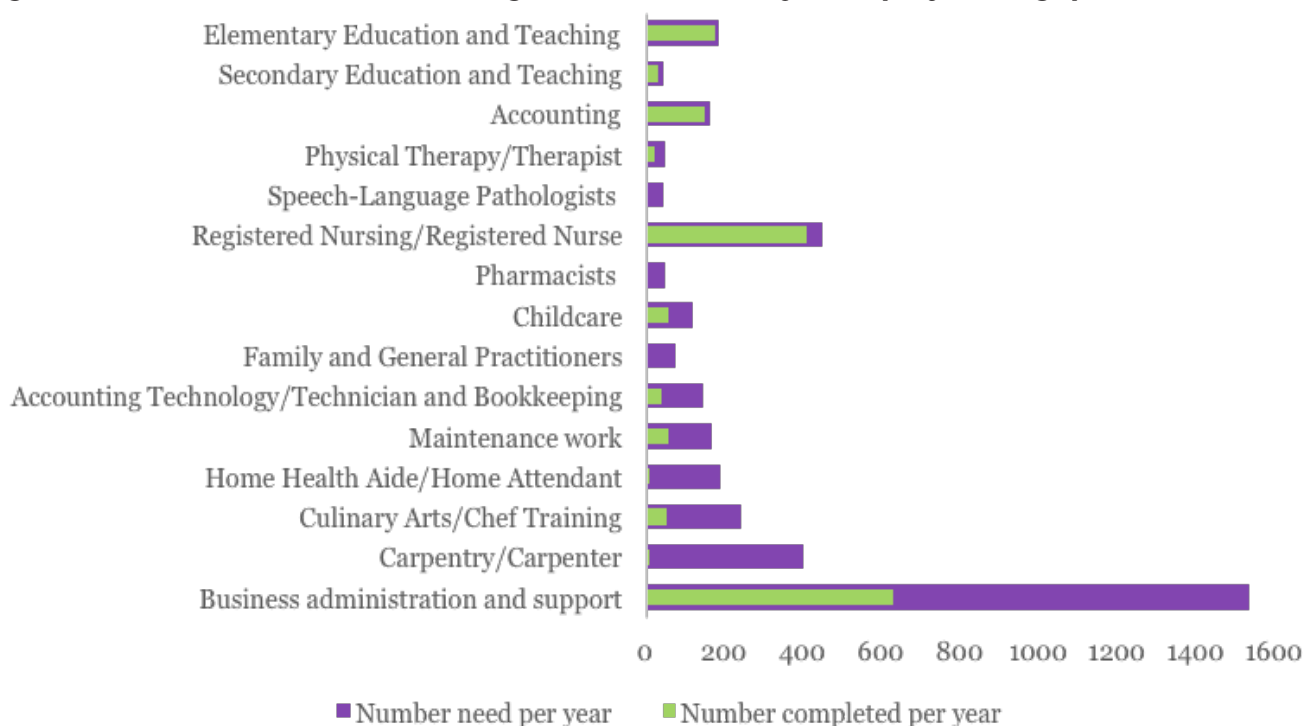
Figure 20 - 2013 SWFL Lumina Community Partnership for Attainment Charter Goals and Objectives



Education-Workforce alignment

In order to increase enrollment in programs aligned with local economic and workforce needs, it is first necessary to understand how education and workforce are currently aligned. The FMC commissioned research on this topic to match up post-secondary education program completions and SWFL employment opportunities. This research was then paired with the research conducted by FMC research partner, Workforce Now, to determine the places where workforce need and education are aligned and where there is a talent surplus in the local workforce. Figure 21 and Figure 22 illustrate the gaps and surpluses in SWFL's workforce. Notably in business administration, there is an employment gap of more than 900 unfilled positions, even when all certificate, associate, and bachelor degree holders are combined. Other areas where an employment-education gap occurs is in carpentry, culinary arts, home health workers, maintenance, accounting, family and general practitioners, childcare providers, pharmacists, and speech-language pathologists. There is more alignment between education and employment in nursing, physical therapy, and elementary and secondary education than anticipated, indicating challenges in meeting demand in these areas may be the result of other factors.

Figure 21 - Education-workforce alignment shows major employment gap in business



Source: 2016 Workforce Now Report, 2015 FutureMakers Coalition economic analysis

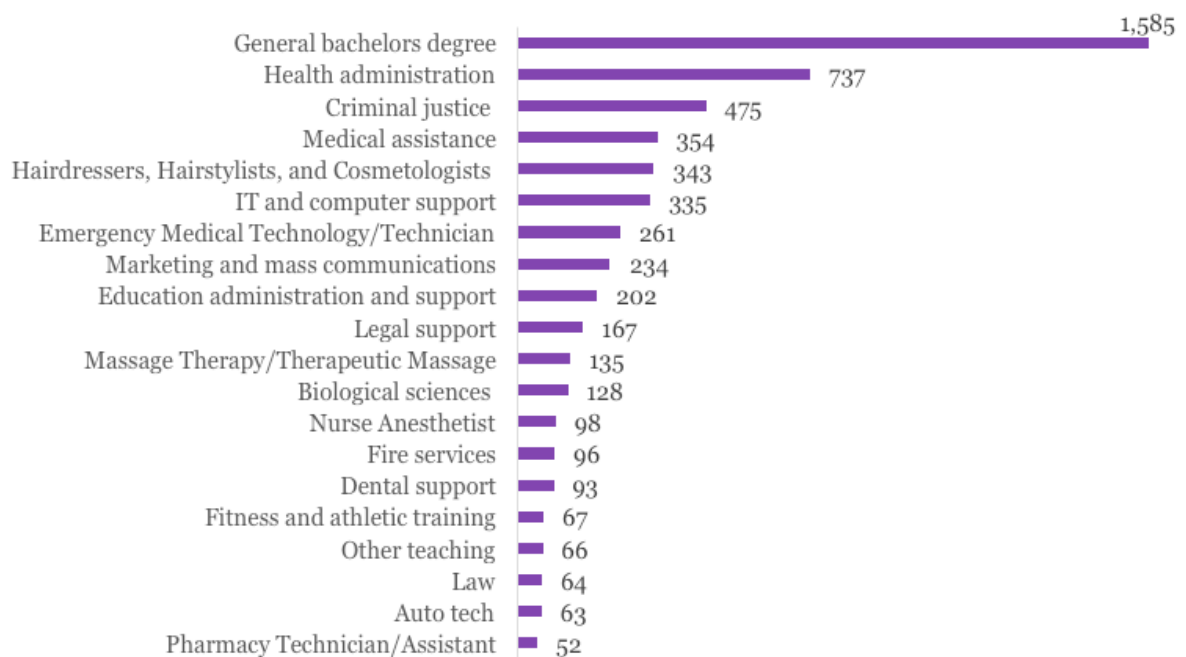


Understanding employment gaps can be used for education and career planning to find jobs in SWFL

Figure 22 shows the alignment between education and local workforce needs, indicating the talent advantage in SWFL in fields where more degrees or certificates are produced than jobs in those fields are available in SWFL. There are nearly 1,600 bachelor degree holders being produced each year that do not have an easily identifiable employment option in the region. Some of the fields shown in Figure 22 may be showing a talent surplus because there are simply more graduates than available positions locally, which may be the case for criminal justice, EMTs, legal support, education administration, fire services, and dental support because these occupations are part of larger institutions with a limited hiring capacity based on regional population and need. However, some of the other talent surplus fields, such as hairdressers, IT and computer support services, marketing, massage therapists, and fitness trainers, may indicate a robust freelance economy, where educated individuals start their own businesses, rather than find employment at other institutions.

This finding supports the FMC economic analysis that was conducted (based on US Census data), where it was demonstrated that 31% of regional businesses are small entrepreneurs, with one to 4 employees total. Additionally, 89-91% of businesses in each of the five SWFL counties are businesses with 20 employees or less, which further reinforces that concept that small businesses are what this talent surplus is supporting, given that the related employment data is from larger businesses. Yet other fields, such as health administration and medical assistance, may suffer from a lack of specificity in the education compared to local demand. It is anticipated that information contained in Figures 21 and 22 may require a need for additional and in-depth exploration, particularly where the gaps were much smaller than expected by regional stakeholders. The figures can also be used by regional partners to engage with students embarking on their post-secondary career path to make choices toward degrees and certificates that can help them find jobs in the local economy.

Figure 22 - SWFL degree/certification talent surplus over job demand (2013)



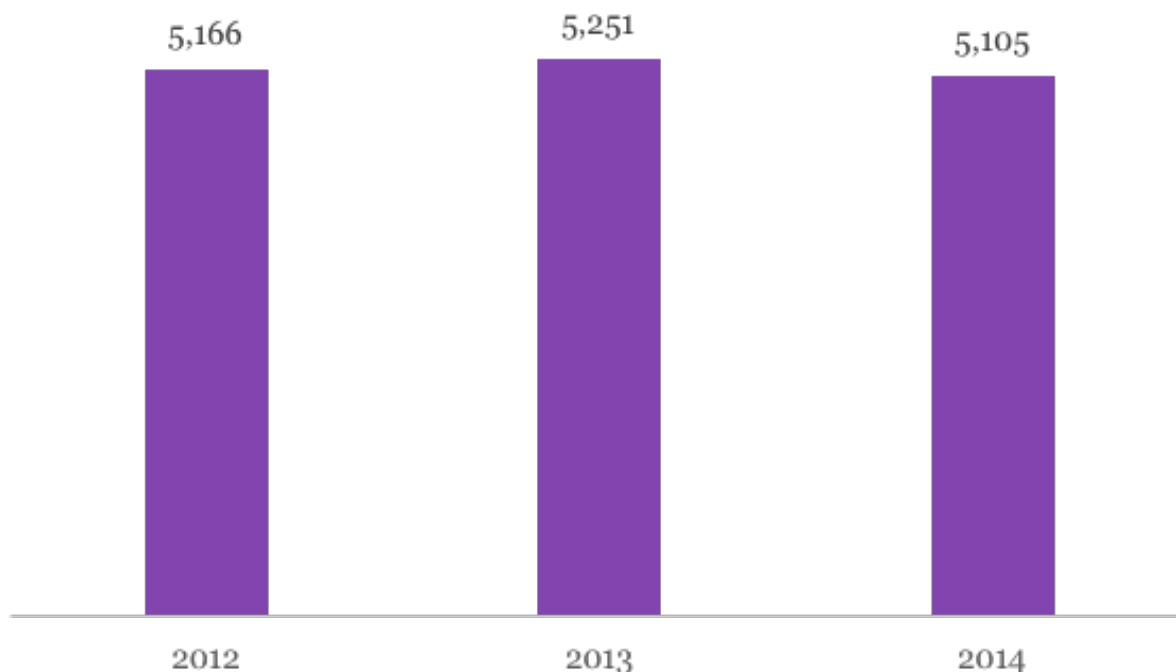
Source: 2016 Workforce Now Report, 2015 FutureMakers Coalition economic analysis



Talent surplus information can be used to engage students in planning for education and career goals and working with employers to understand how some of the surplus could meet demand

Technical education perception, credential counts, and enrollment

Between 2012 and 2014 the fall enrollment figures for SWFL technical education institutions has averaged 5,174. This is where the regional enrollment average has settled after a significant bump in technical education enrollment right after the economic downturn in 2008-2009. This lower average enrollment since the post-recession high could be attributed to growth in job opportunities and local economic expansion during the recovery. This regional average enrollment figure is where the progress on the charter work and related projects will be measured moving forward.

Figure 23 - SWFL fall technical education enrollment 2012-2014

Source: National Center for Education Statistics

These enrollment figures only include state-recognized technical education programs offered through state-regulated institutions. It does not include other, smaller certifications that may be part of larger programs or certificates and certifications earned online or out of state, or other certifications offered through non-regulated entities. Between that and the fact that the US does not specifically collect data related to post-secondary certificates and certifications, formulating a regional total of current certificate and certificate holders is a challenge.

However, when looking at the technical certificate completion rates at 150% of time (students that complete their program in less than one and a half times the prescribed time allotted for course study) from the National Center for Education Statistics, 1,870 technical certificate holders were added in 2013 and 1,912 were added in 2014.

One of the goals in the charter is to improve the perception of technical education around the region based on the FMC partners' hypothesis that increasing the positive perception of technical education will lead to increased enrollment.

In order to know the progress that is being made toward that goal, a baseline understanding of people's perception of technical education was needed. A survey conducted in 2015 serves as that baseline, providing the foundation for further discussion on the perception of technical education and guidance for future activities around it (see full report here).



Most people in SWFL agree that technical education is a viable education option that can lead to a livable income



Parents are agreeable to sending their children to technical school



Moms are more agreeable to technical education overall



Young women view technical education more favorably



But young men are slightly more willing to say they'll go

Technical education perception project

Based on the technical education perception survey report, regional stakeholders reviewed the data and suggested that the most suitable course for an intervention project to improve the perception of technical education and ultimately enrollment, would need to focus on winning the hearts and minds of students. With Fort Myers Technical College and Cape Coral Technical College taking the lead, a pilot program targeting high school juniors and seniors was designed. The program seeks to improve the perception of technical education of students by providing them with a guided group tour of the technical colleges, so they can see and experience the facilities and the programs firsthand. Additionally, touring students can connect with students already attending the technical colleges and share experiences over lunch. This serves the dual role of providing a peer connection to potential students, as well as to further gather information about the aspirations and challenges that potential technical college students have. The program is running through the 2016-2017 school year.

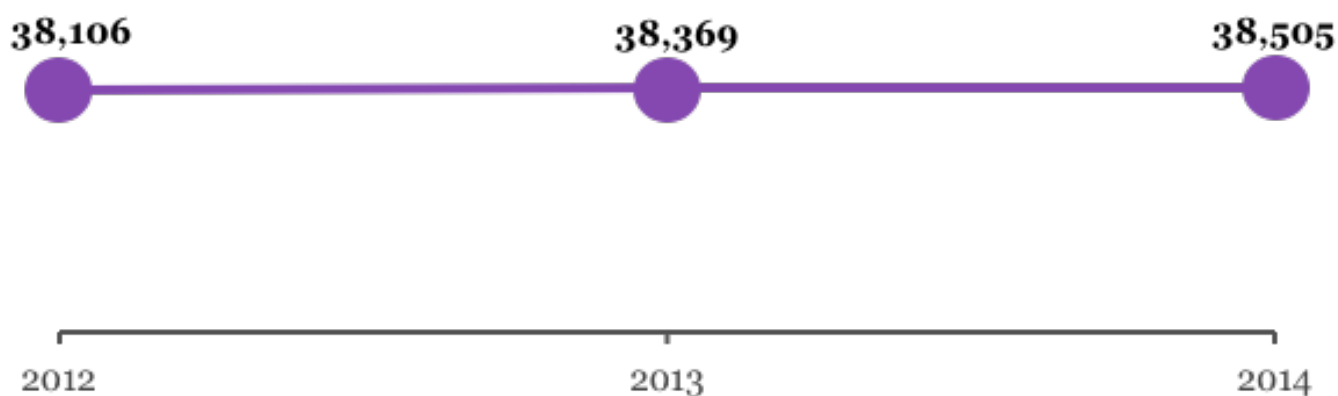


Exposing potential students to technical education programs is one way to improve technical education perception

Post-secondary enrollment, persistence and progress, and completion

To better understand the progress related to the charter and the areas of work for the FMC, a brief historical perspective on the post-secondary enrollment, persistence, and completion at SWFL institutions is offered. Figure 24 shows fall enrollment numbers for all SWFL post-secondary institutions offering two and four year degrees and technical certificates^v between 2012 and 2014. This demonstrates a positive trend upward through the early work of the charter and the FMC.

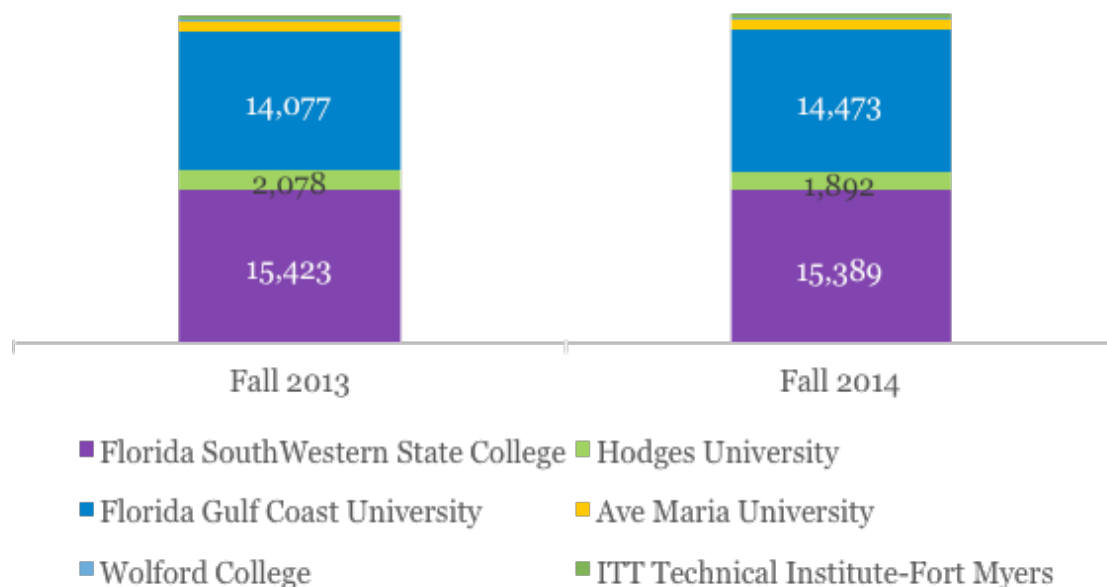
Figure 24 - SWFL post-secondary education fall enrollment 2012-2014



Source: National Center for Education Statistics

The previous discussion focused on technical education enrollments. This discussion is focused on enrollment data specific to SWFL two and four-year degree institutions. Figure 25 looks at fall enrollments at the locally-based post-secondary institutions of Florida SouthWestern State College, Florida Gulf Coast University, Wolford College, Hodges University, Ave Maria University, and ITT Technical Institute – Fort Myers^{VI}. Fall enrollment at these institutions has also been trending upward slightly, but is hovering around 33,000. Florida SouthWestern State College and Florida Gulf Coast University have the largest enrollment numbers in the region.

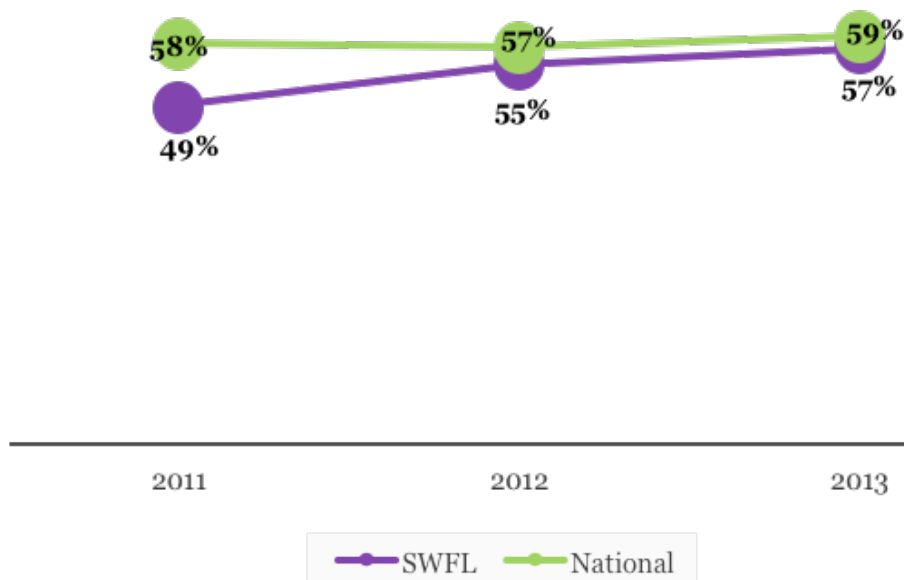
Figure 25 - SWFL 2/4-year degree program fall enrollment 2013-2014 by school



Source: National Center for Education Statistics

SWFL year-to-year retention rates at two and four-year post-secondary institutions has been trending upward, but still fall 2 percentage points below the national benchmark. Figure 26 shows this year to year retention rate.

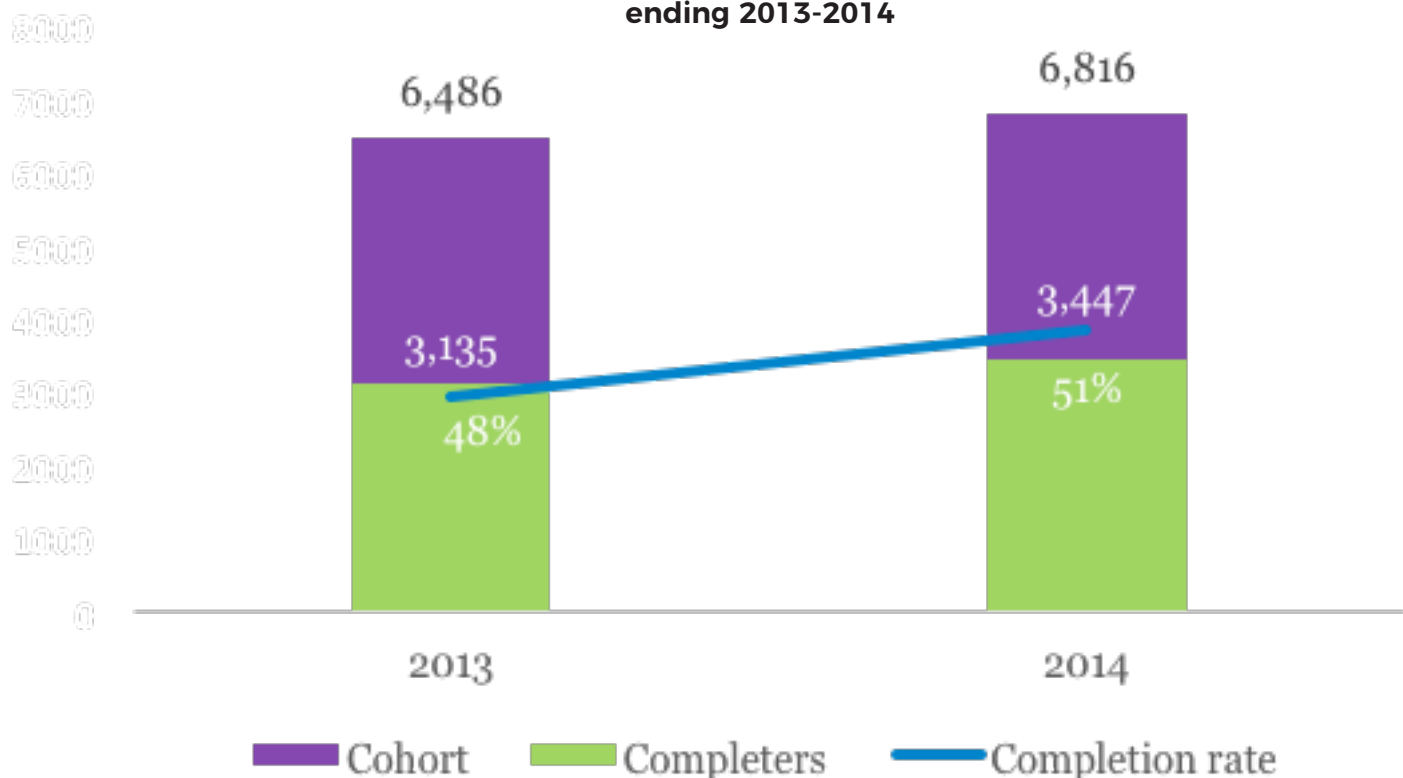
Figure 26- Year to year retention rate for 2 to 4-year post-secondary institutions



Source: National Center for Education Statistics

The completion rate at 150% of time (a statewide metric indicating timely completion) at all SWFL post-secondary institutions moved upward between 2013 and 2014. Forty-eight percent of students, 3,135 total, in 2013 completed their post-secondary degree or certificate, while 3,447, 51%, completed in 2014 (National Center for Education Statistics).

Figure 27 - SWFL post-secondary institution completion rate at 150% of time school year ending 2013-2014



Source: National Center for Education Statistics

Student engagement

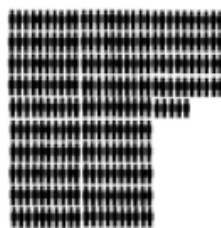
Based on a founding principle of “nothing about us, without us” the FMC values the input of students. Part of the charter commitments included hosting a student summit to bring out the student voice. The objectives of the student summit are to understand the educational and career aspirations and challenges from the student perspective, to share that information with the FMC and SWFL, and to develop student leaders to participate in the FMC.

The collaborative design and implementation of the summit process throughout the region made sure many students could be engaged in the process, heard from, and left activated for change. The full report can be downloaded from the FMC website. Here are the high-level takeaways from the process.

Convened SWFL students in
2015-2016



To listen to their
thoughts on
community and
education



**245 students in
County Summits**



**24 students at
Regional Summit**

Challenges



Students have mixed view of
their community



Testing, scheduling, workload
and stress prevailing
challenges in school



School activities are the
biggest thing going on, and
students are working hard!



Students trust schools, teachers to
make changes they want, and look
to guidance counselors for support
in education and career choices

Change



Students want better school
policies and experience, especially
more supportive teachers



Better community
relations are also a top
desired change



Financial aid biggest
higher education challenge



Students think personal
responsibility, motivation can lead
to changes they want for themselves



Clewiston High School's
"Power Hour" promising
regional practice



Students want more personal
exploration opportunities to
build strong personal identities



Based on student voice, recommendations for next steps include:

- Learn more about Clewiston High School's "Power Hour" and investigate how it might be implemented in other high schools
- Examine high school policies and practice on testing, scheduling, and workload, as well as teacher-student engagement, particularly as they relate to student stress. Test ideas to reduce student stress
- Support and develop projects and programs that build relationships between students and their broader community
- Support and develop initiatives, projects, and programs that increase access to financial aid for students
- Engage schools and teachers for interventions
- Focus on guidance counselors to improve higher education access and career path interventions
- Support projects and programs that help students to cultivate their passions and personal identities
- Align students interested in STEM-related careers to locally available jobs, develop supportive career pathways

Mentoring and Internships

According to data reported by FMC partners, there are 17 organizations that provide 24 various mentoring programs around SWFL. These organizations serve 1,240 middle and high school students and 1,152 post-secondary students. Among those middle and high school students who are mentored, 670 are first generation college hopefuls.

Glades AVID Program

The Advancement Via Individual Determination (AVID) Program is a research-based program that brings strategies and curriculum to classrooms to prepare students in grades 6-12 for success in middle and high school. A group within the FMC is adopting this program in rural Glades County in SWFL, heavily populated by first generation students. This initiative is focused on increasing mentoring opportunities and FAFSA completion rates among first generation students and will continue into the 2017-18 school year.



Increasing mentoring and internship programs that assist students of all ages in setting and achieving education and career goals is one way to increase SWFL's skilled workforce and meet employment demands

Asset map of regional attainment strategies

As part of the initial development of the FMC, all partners were asked to complete an asset profile that detailed the programs, personnel, facilities, networks, expertise, and tools that their organization has that could be shared and of benefit to the FMC work. Asset profiles were collected through the spring of 2016 and collated into an asset database. This database is being operationalized through the FMC SharePoint site with hopes that it can help provide better access to the assets related to the cradle to career pathway in SWFL. Notably, this has helped to identify 250 programs related to regional attainment and streamlining the cradle to career pathway.

Regional data collection for attainment metrics

The ability to streamline access to regional outcomes data is important to the sustainability of the FMC. Regional data collection for attainment metrics is being pursued through several avenues. First, a website for the FMC has been created where reports and news is shared with the public. These reports include the Technical Education Perception Survey Results Report, SWFL Regional Student Voice Report 2016, Southwest Florida Workforce Overview Studies, FutureMakers Coalition Regional Outcomes Set, and FutureMakers Coalition Outcomes Process.

Supporting the work of the FMC, a SharePoint site has been developed where teams can collaborate virtually on shared projects. This will also be the place where the asset database, mentoring and internship catalogue, and metrics related to FMC outcomes will be shared. The groundwork for this has been laid as outlined in the charter, and further exploration and operationalization is occurring. This will be the place where data related to each of the FMC outcomes will be updated and shared. Resources for that data include each of the 5 regional school districts, Florida Department of Education data, FETPIP, IPEDS, FCAN, National Student Clearinghouse, as well as the results of local and specialized surveys.

Returning adults and access to post-secondary resources

Targeting the top 50 businesses in SWFL, a project is underway to better understand the educational support resources currently available to adults with some post-secondary credits who are currently employed. The project also includes interfacing with local businesses on the data related to the status of educational support for returning adults in the region, as well as the introduction of national best practices. Pairing with the data and awareness component, a regional campaign is being developed to showcase local best practices on support for returning adults to create value around enhancing this aspect of the workforce.

WHAT WE'VE LEARNED

Working with FCAN and other colleagues, the FMC became part of a movement in the state to ensure that we are building a skilled workforce to create a sustainable economy. The work at the state level has resulted in an announcement by the Florida Higher Education Coordinating Council on November 29, 2016 to establish a state goal to increase the rate of post-secondary attainment in working adults, aged 25 to 64, to 55% by 2025. Given the state goal, the need and desire to align with our partners throughout the state, and the new attainment baseline that includes an estimate of post-secondary technical certificates, the FMC will adjust its goal. The new goal of the FMC is: to transform the workforce by increasing the number of degrees, certificates, and other high quality credentials to 55% by 2025.



In partnership with FCAN, the FMC also received a capacity assessment site visit, which provided insights to potential areas of improvement in capacity. Those recommendations included the following:

- Identify sufficient funding over a multi-year period to support the FMC's sustainability;
- Create an action plan that clearly specifies the activities FMC partners have committed to implementing;
- Transfer of ownership of FMC initiatives from the backbone organization to FMC partners and a clear plan detailing of roles and responsibilities of FMC members;
- Develop mechanisms for FMC partners to communicate and coordinate efforts regularly (with and independently of the backbone staff) and corresponding communications framework;
- Design an onboarding process for new FMC partners; and
- Construct an accessible asset database.

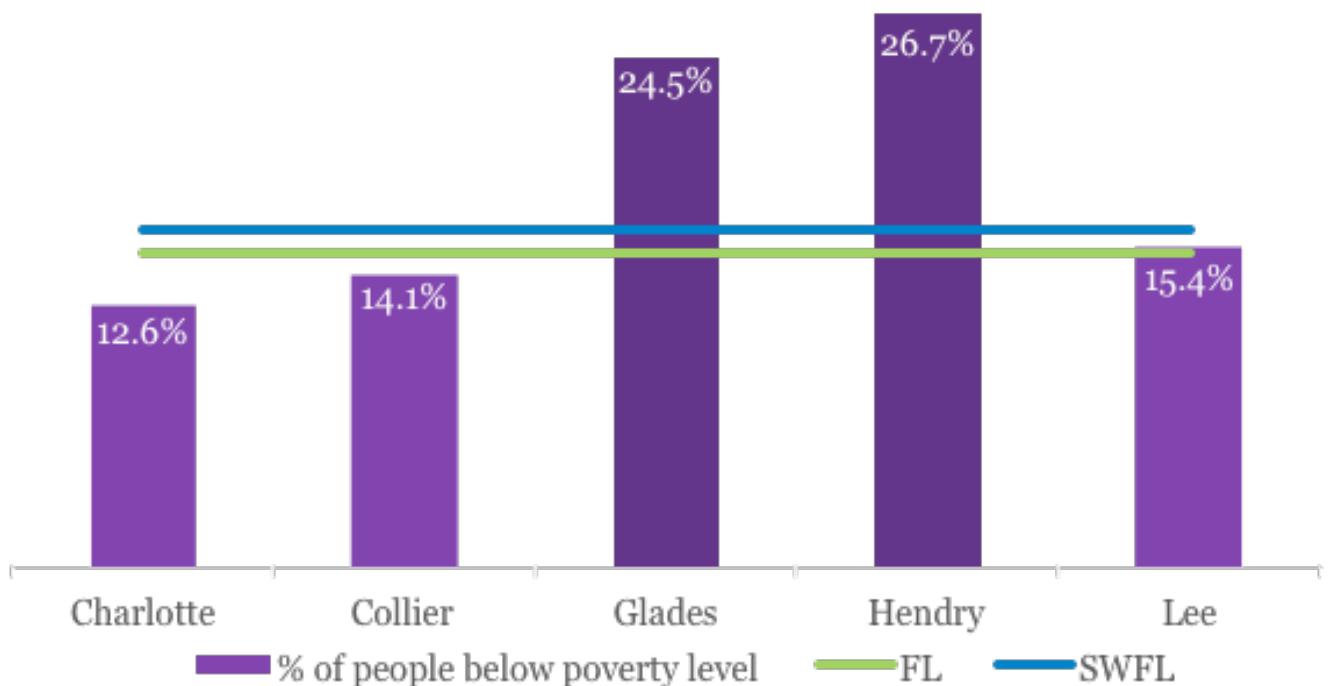
Challenges to Achieving Our Goals

In addition to the charter progress and outcomes baseline data already outlined, contextual information about SWFL as a region can shine a light on additional areas of challenge. Overall, poverty, high school graduation, and post-secondary attainment are areas of concern for the region. These contextual challenges are further highlighted when data are disaggregated by county and further considered across demographics.

This information can inform strategic development of next steps, particularly in alignment with Lumina Foundation's Equity Imperative, as outlined in their Strategic Plan for 2017 to 2020 (Lumina Foundation, 2016). This information is provided as a resource to the SWFL community, particularly those interested in developing programs and initiatives to address regionally identified challenges.

SWFL overall has a poverty rate of 15.1%, which is similar to the greater state of Florida, 15.6%, and slightly higher than the national poverty rate of 14.8% (DeNavas-Walt & D. Proctor, 2015), the inland communities have significantly higher rates. Glades County has a poverty rate of 24.5% and Hendry County's rate is 26.7% (US Census Bureau). Figure 28 demonstrates the county poverty rates versus the regional and state rates.

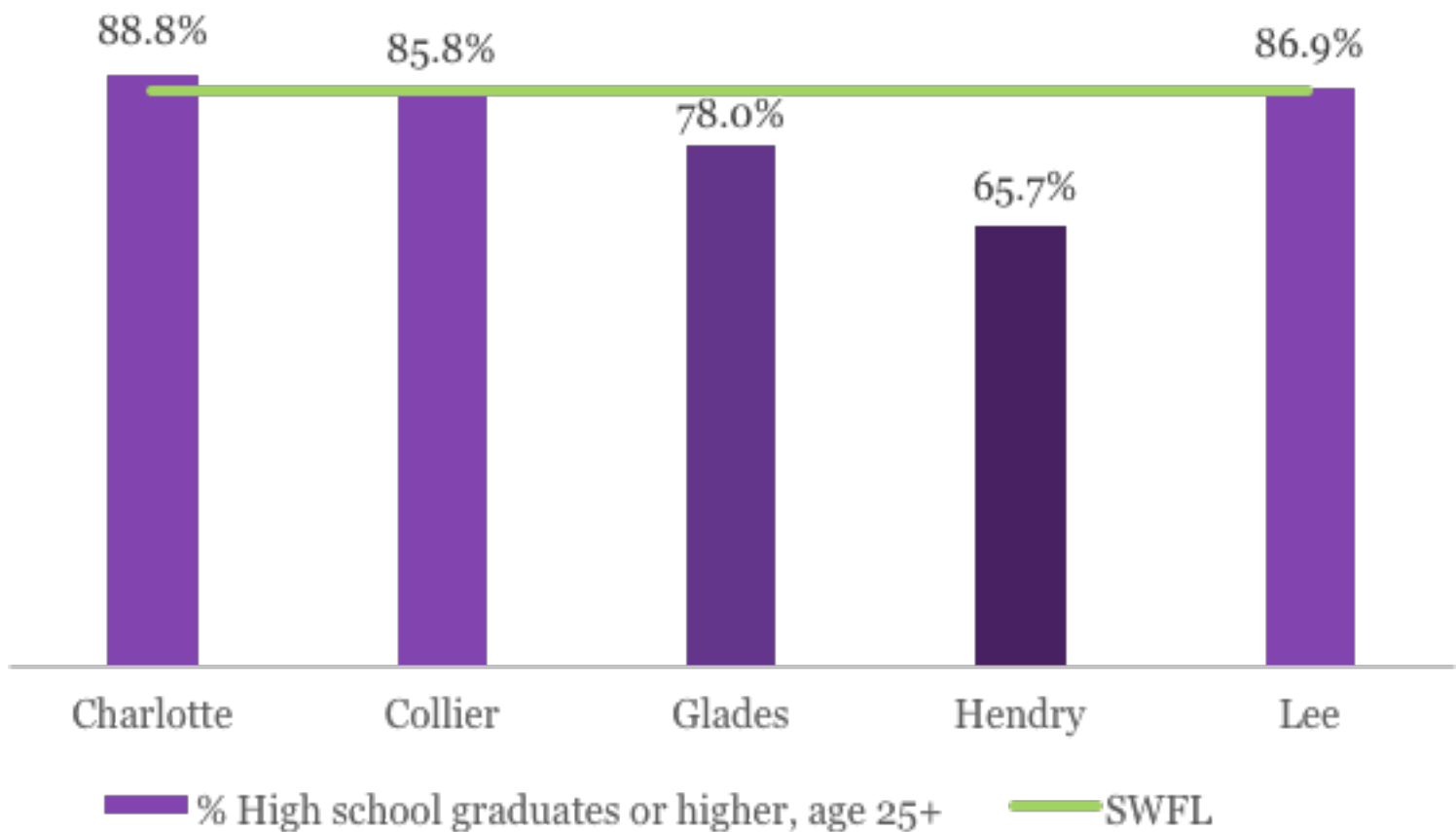
Figure 28 - SWFL poverty rates



Source: U.S. Census Bureau, American Fact Finder (2013)

The baseline percentage of adult population with a high school degree or higher for SWFL is 86.3% (Figure 29). This is 0.1% ahead of the State of Florida. When the data is broken down by county, the challenge facing the inland counties of Hendry and Glades when it comes to graduation and attainment becomes more apparent.

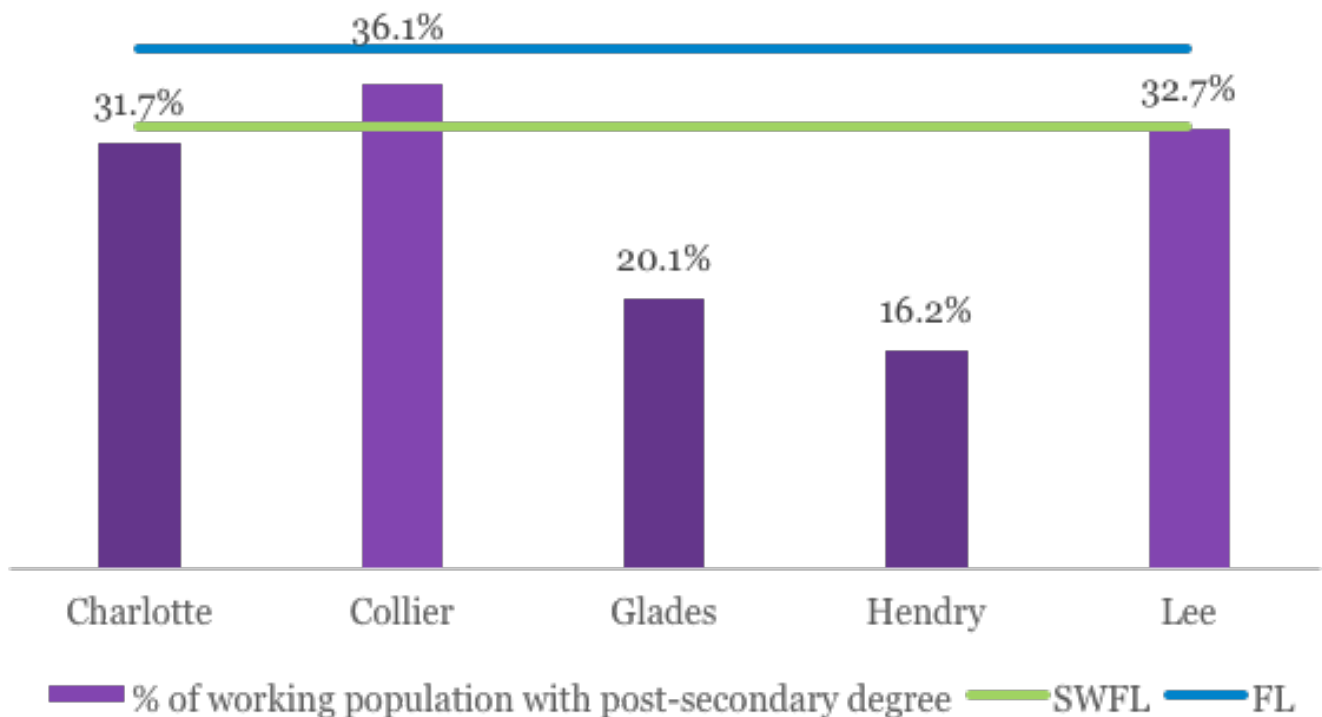
Figure 29 - SWFL percentage adult population with high school degree or higher



Source: U.S. Census Bureau, American Fact Finder (2013)

Initially, the FMC used the regional average of the county attainment average, 27%, to make the case for increased focus on the cradle to career pathway. Looking at the aggregate number of people in SWFL of working age (ages 25-64) in 2013, 32.8% had a two or four-year post-secondary degree (Florida College Access Network). Figure 30 shows that this is 5.8% below the State of Florida percentage of the working age population with a post-secondary degree (Florida College Access Network), demonstrating that Southwest Florida, as a region, is behind in this respect. Although all counties are below the state average, the inland counties of Hendry and Glades face the biggest challenge.

Figure 30 - Working age post-secondary attainment

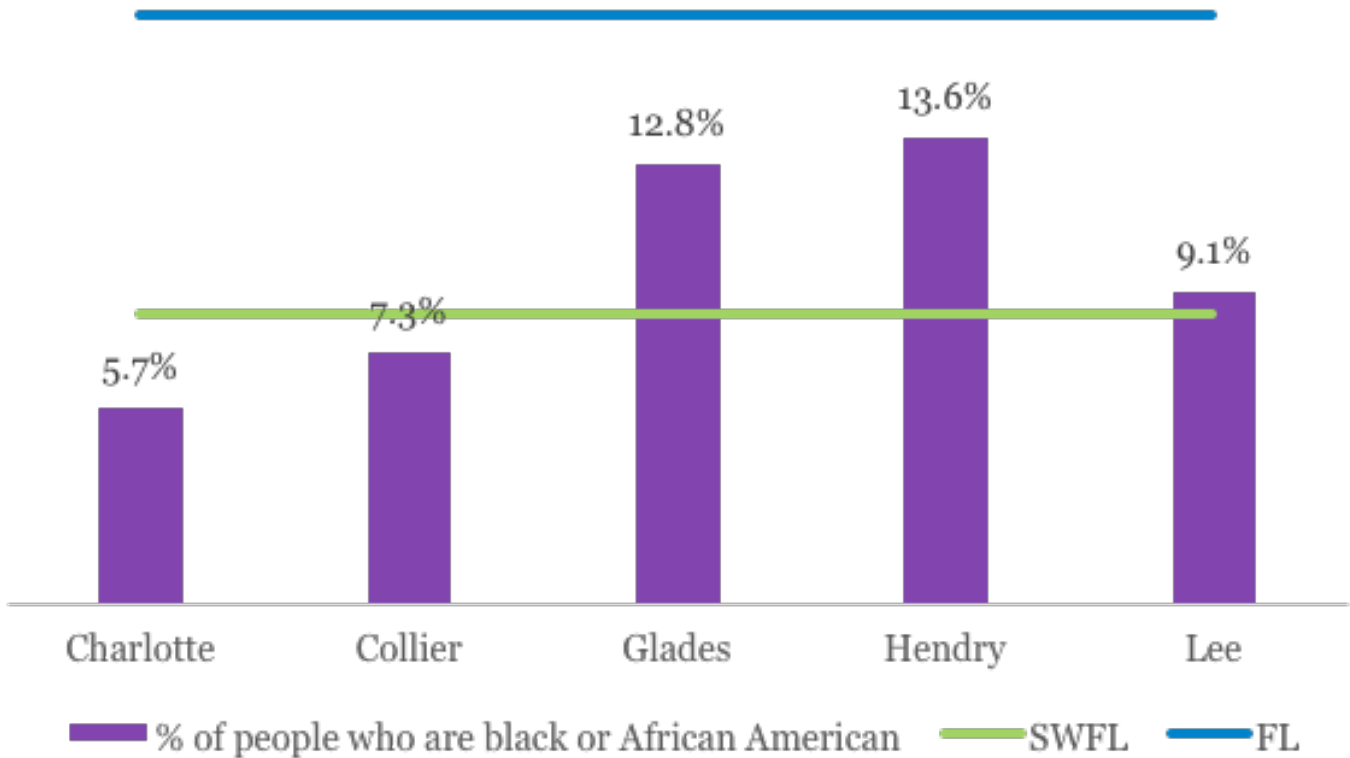


Source: U.S. Census Bureau, American Fact Finder (2013)

Using these attainment figures and a projected 5-year growth rate of 7% calculated (based on data from US Census Bureau and Centers for Disease Control and Prevention (US Census Bureau, n.d.; Centers for Disease Control and Prevention, n.d.)), it is estimated that an additional 85,658 post-secondary degrees and certificates are needed by 2025 to bring the regional attainment rate to the original 40% goal. Interestingly, if SWFL retains all the students receiving post-secondary degrees and certificates from local institutions there would be an additional 148,694 people with post-secondary credentials, bringing the regional attainment rate to 49.4%. Without an influx of people with post-secondary degrees and certificates, SWFL could reach its original attainment goal of 40% by 2025 by retaining 72.6% of its post-secondary graduates.

The region has a much smaller black and African American population than the greater State of Florida, as seen in Figure 31.

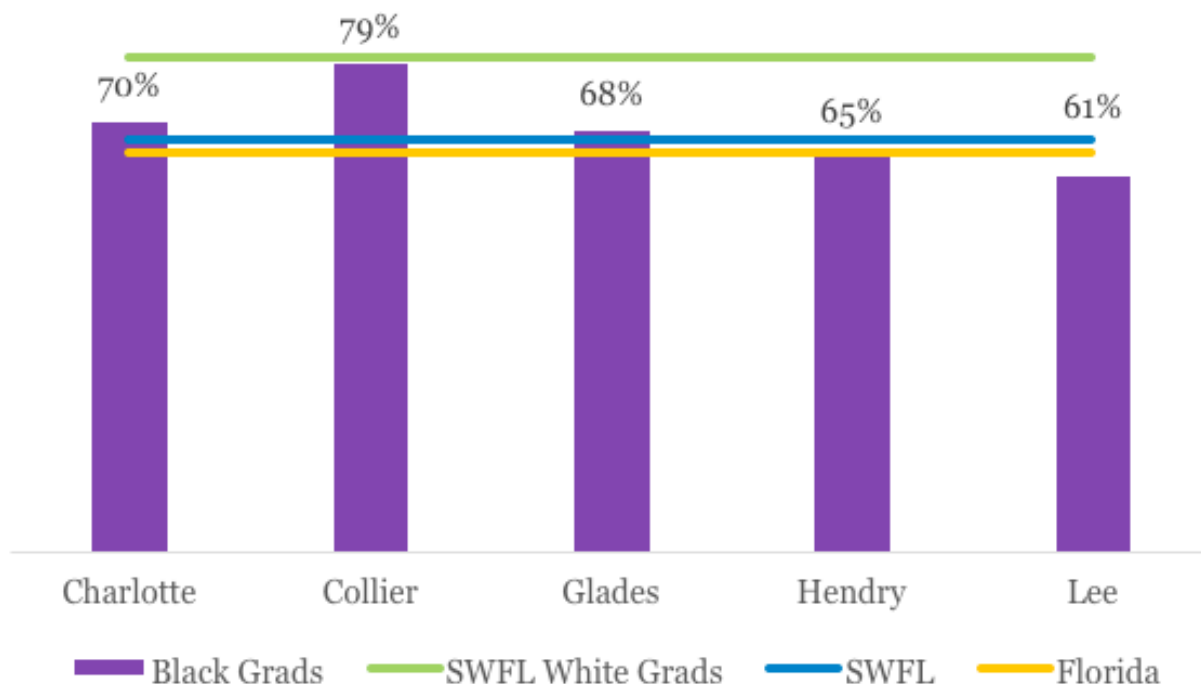
Figure 31 - SWFL black, African American population percentages



Source: U.S. Census Bureau, American Fact Finder (2013)

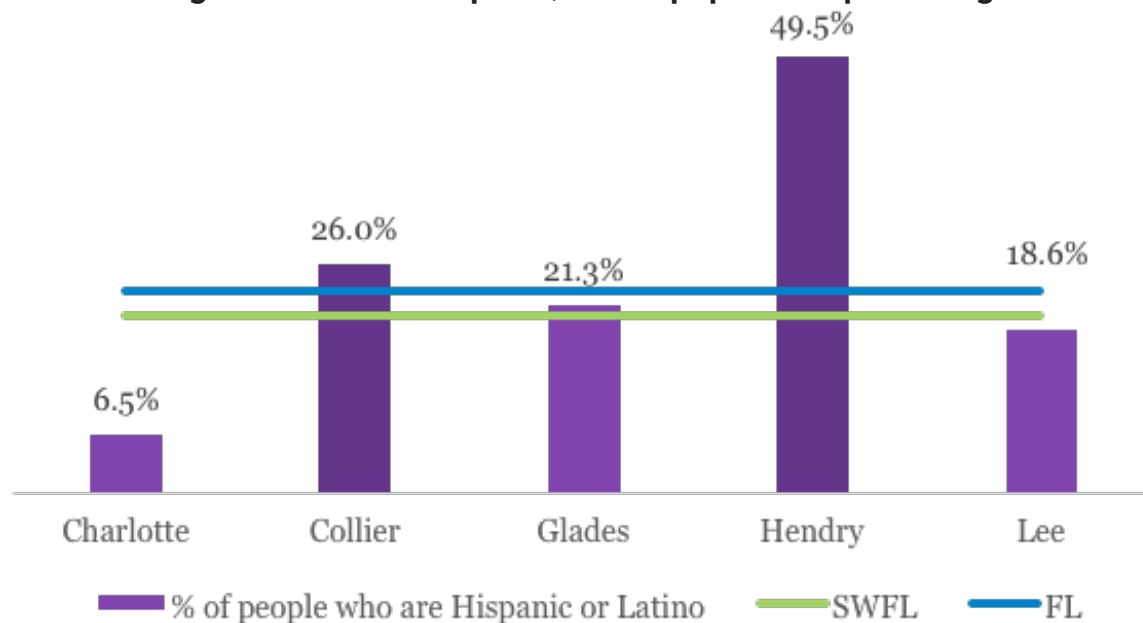
However, the rate of high school graduation rates for black and African American students in SWFL is lower than their student counterparts of other races and ethnicities, at 9.51% less frequently across the region. In 2013, 60.1% of black and African American students in Lee and 65.3% in Hendry County graduated (Florida Department of Education). For the same year, the State of Florida graduated 64.6% of black and African American students (Florida Department of Education).

The gap regionally widens from 9.51% to 13.57% less frequent graduation rate, if you compare black and African American students to white students (Florida Department of Education). This is lower than the rate at which economically disadvantaged students graduate, where poor kids in 2013 had a graduation gap of 6.55% versus the average and 13.47% versus non-economically disadvantaged students (Florida Department of Education), as shown in Figure 32.

Figure 32 - Black, African American high school graduation across region

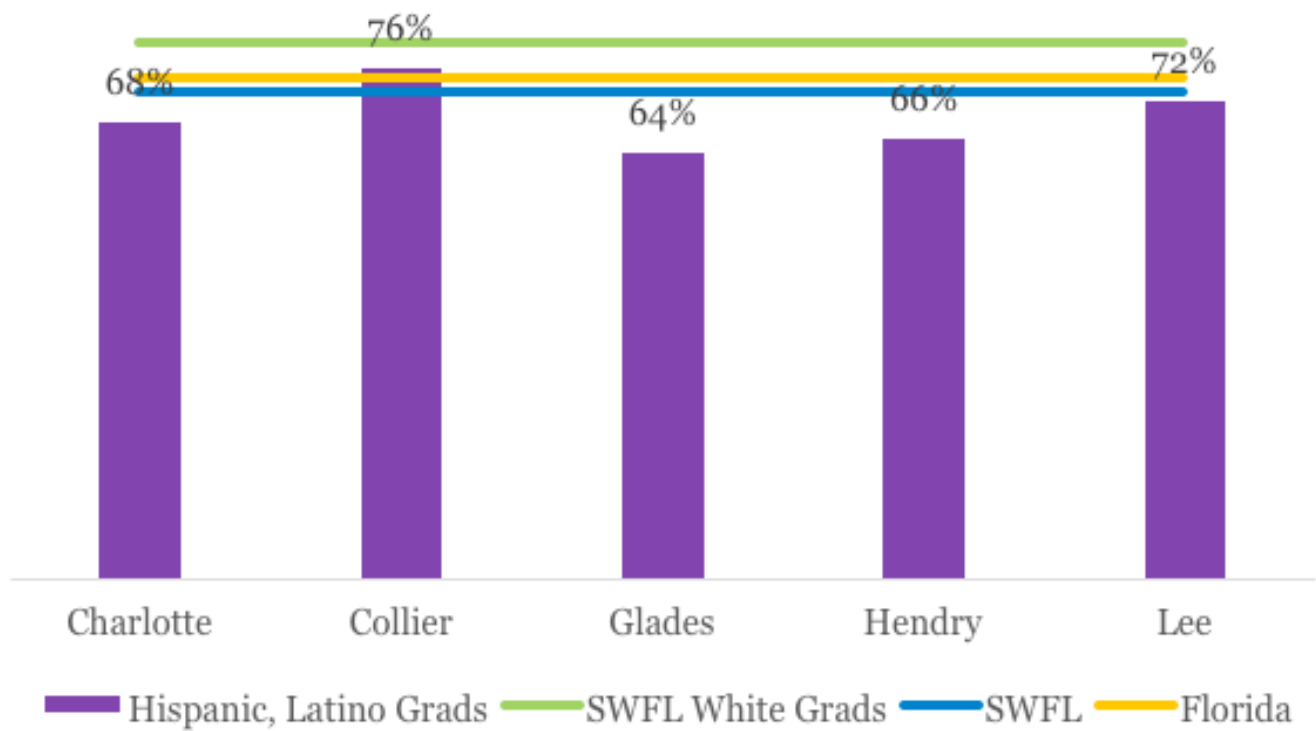
Source: Florida Department of Education (2013)

Similarly, SWFL has a less than state average proportion of Latino and Hispanic people (Figure 33). Charlotte, Glades, and Lee are below the regional and state average, while Collier is just above the state average and Hendry nearly doubling the state average (US Census Bureau).

Figure 33 - SWFL Hispanic, Latino population percentages

Source: U.S. Census Bureau, American Fact Finder (2013)

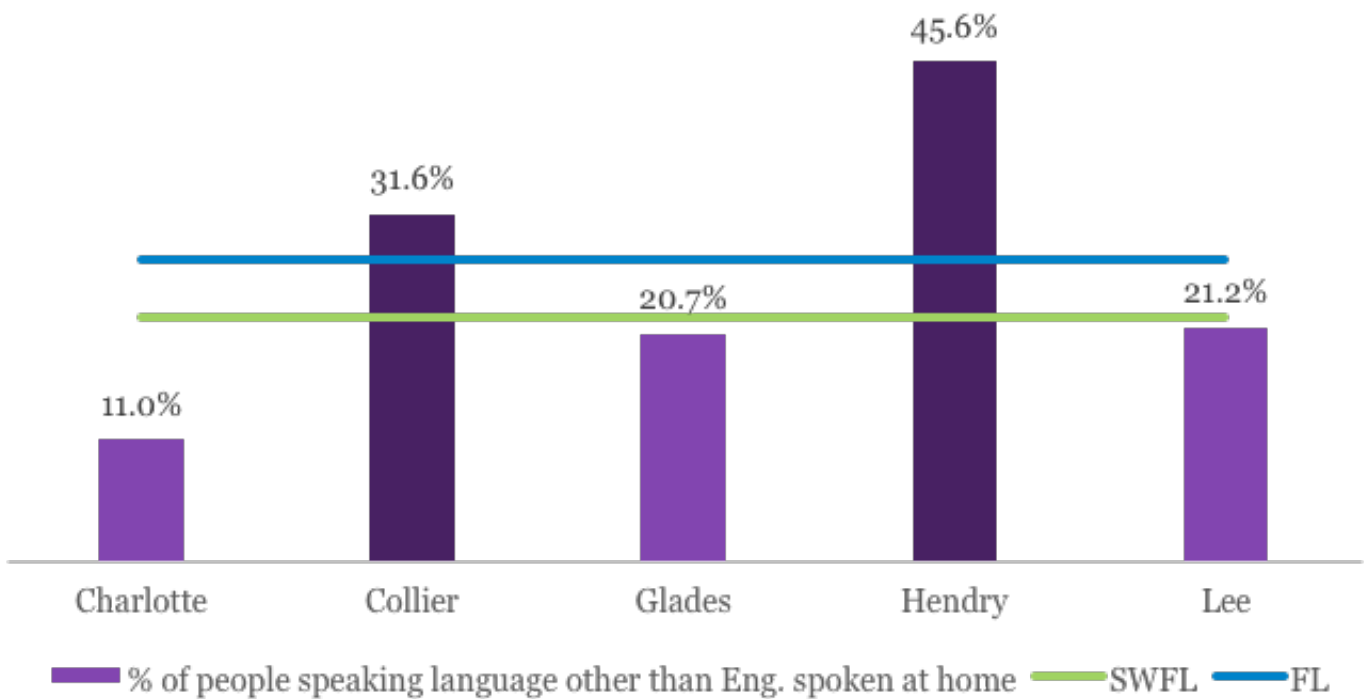
In 2013, 73% of Hispanic, Latino students in SWFL graduated on time from high school (Florida Department of Education). This is slightly less than the State of Florida overall in 2013 where 74.6% of Hispanic, Latino students graduated on time (Florida Department of Education). Collier County graduated slightly more than the state proportion, but the remaining four counties were below (Charlotte - 68.3%, Glades - 63.6%, Hendry - 65.7%, Lee 71.5%), and all counties graduate Hispanic and Latino students less frequently than white students (Figure 34).

Figure 34 - Hispanic, Latino graduation rates

Source: Florida Department of Education (2013)

Although the entire region of SWFL does have as many people who speak a language other than English at home as the average across the State of Florida, Collier and Hendry counties are well above both the regional and state average for home language diversity. Figure 35 gives the comparison.

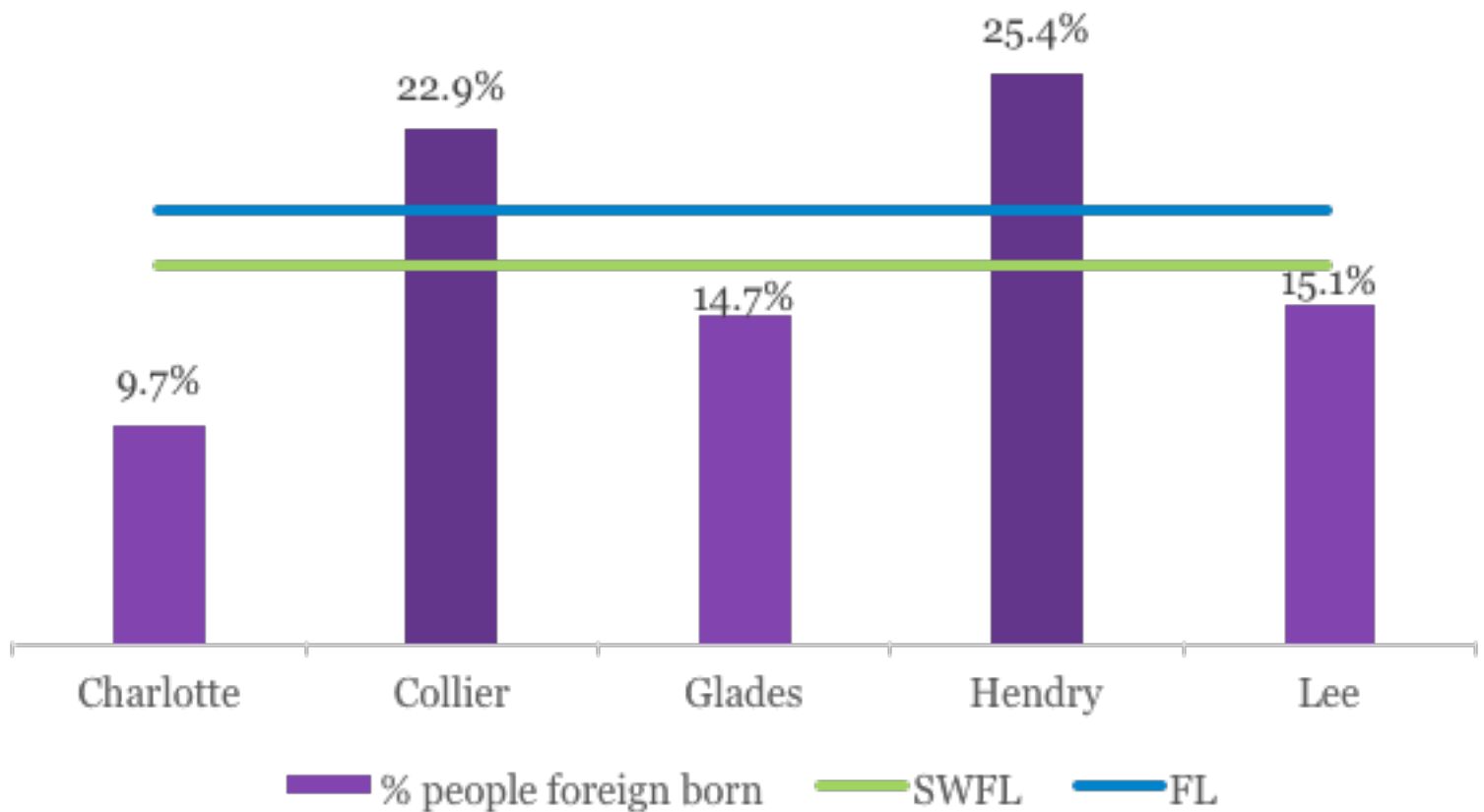
Figure 35 - Home language diversity rates



Source: U.S. Census Bureau, American Fact Finder (2013)

Similar to the situation with home language diversity, Collier and Hendry counties are above the regional and state average in having a foreign-born population. Figure 36 looks at the foreign-born population rates across the region.

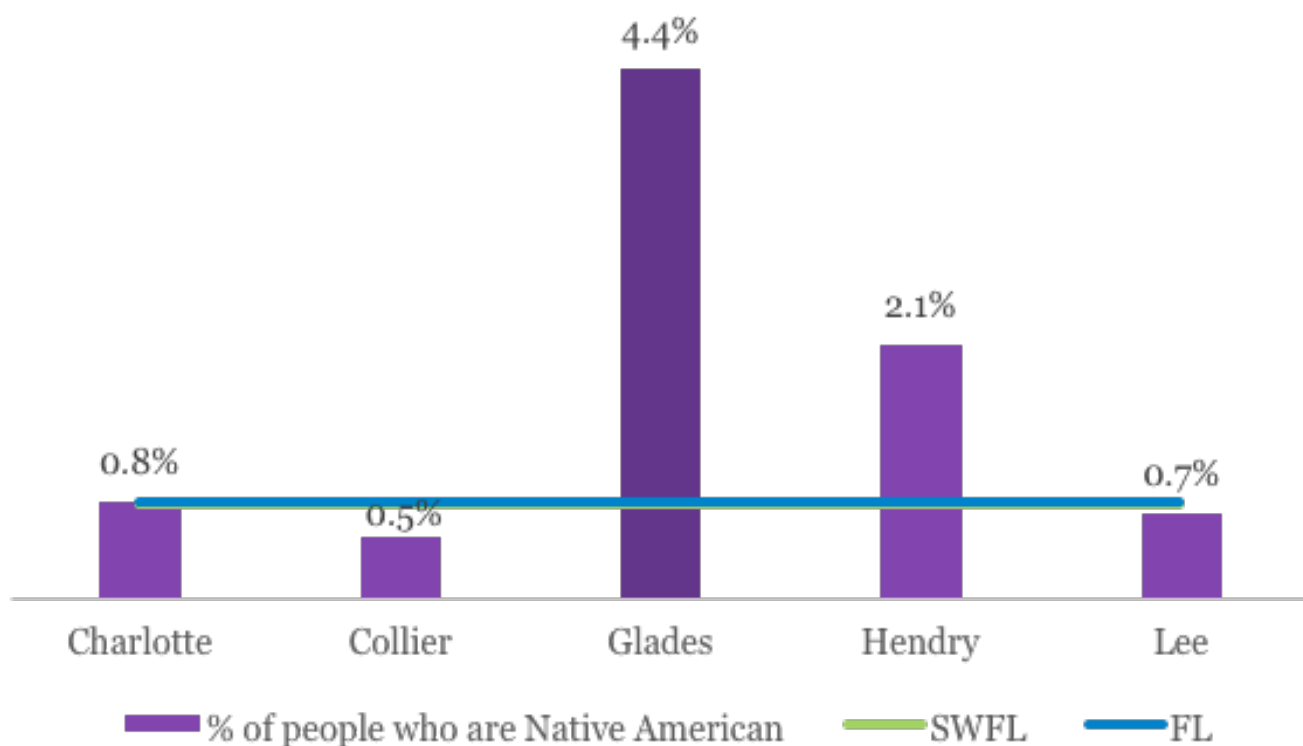
Figure 36 - SWFL foreign-born population rates



Source: U.S. Census Bureau, American Fact Finder (2013)

Figure 37 shows that the coastal counties of SWFL have roughly the same proportion of Native Americans as the state average and while their populations are still small, inland Glades and Hendry counties have a far greater proportion of Native American people (US Census Bureau). Florida Department of Education is missing some data related to the graduation rates for Native American students for 2013 and the cohorts for the reporting counties were very small; however, the reporting counties of Charlotte and Lee had Native American graduation rates of 60% and 64.7% (Florida Department of Education), respectively. This, based on the previous discussion here, is lower than the regional graduation average and the graduation rate for white students.

Figure 37 - Native American population percentages in SWFL



Source: U.S. Census Bureau, American Fact Finder (2013)

NEXT STEPS

This report serves as the baseline report for the FMC and reinforces the concept that the development of a cradle to career pathway and a robust workforce is important to the region and is the responsibility of the region.

The work of the FMC continues. The preliminary years of coalition-building and outcome setting are complete and the next phase of collective impact focusing on co-design of outcome-related programs and systems alignment is underway. Data from the preliminary projects and programs outlined in this report will be provided to the FMC for the development of new programs and used in the corresponding dialogue on systems alignment.

The FMC and its related teams will continue to grow and reach out to systemic stakeholders that are necessary to streamline and align the cradle to career pathway, while honing in on the activities that provide the most promising efforts to transform the workforce in SWFL. The everyday work of these stakeholder is necessary to support students and improve the workforce, and the collective leadership of the FMC is critical to reaching the shared goal of 55% post-secondary attainment.

Referring to the discussion from the FutureMakers Champions Breakfast in the Fall of 2016, possible strategies to attain the FMC's goal can be found. Linking education and workforce is a good strategy because talent is the new draw for businesses. Champion Eric Berglund, President of the Southwest Florida Economic Development Alliance commented, "Is the area sticky? Do people want to stay?". Conversation on this topic at the breakfast noted that creating a robust cradle to career pathway was important not only for talent development, but talent retention. Talented young professionals, particularly those with families or looking to start one, are not inclined to stay in an area that does not have a strong education system, particularly in early childhood education. The same is true at the other end of the pathway where those completing degrees or certificates need to get connected to well-paying jobs, which requires economic diversity and that employers have confidence in and commitment to SWFL's workforce pipeline. The strength of the pathway will determine the long-term success of the region.

Sarah Owen, Foundation CEO and FutureMakers Champion reminded the Champions of the need to lead collectively to realize real change. The commitment of all stakeholders along the cradle to career pathway is needed to meet the shared goal of transforming the workforce by improving and aligning the system together while doing what they do best in their own organizations.

In addition to continuing the work around the regional outcomes, the following are additional areas of growth and next steps to further advance the goal of the FMC:

- A focus on promoting the sustainability of the FMC
 - o Sustainability will be promoted through the seeking of financial support to be put in an endowment fund for the purpose of ongoing FMC development and initiatives. Collective ownership will also promote the sustainability of the FMC and its initiatives.
- Capacity building
 - o The FMC will utilize the recommendations provided by FCAN to build capacity. In particular, the FMC will focus on clear roles and responsibilities, effective communications (internal and external), and as set and data sharing.
- Program expansion and replication
 - o The FMC will focus on areas of need from this baseline report and those advocated for by FMC partners to continue to pilot and rapid-cycle test programs that lead to successes for the regional outcomes and the overall goal. The FMC will analyze which programs have had successful results and look at expansion to other sectors and/or other parts of the region.
- Ownership to the partners
 - o The FMC will strategically work to implement action plans that create levels within the existing structure with clear roles and responsibilities for members to encourage ownership of initiatives. The FMC will work towards transitioning the backbone team from conducting the work to facilitating the collective work of the FMC.
- Linking businesses and education
 - o The FMC will continue to investigate methods to integrate business partners with education partners to promote successful workforce pipelines.
- Communication around new goal
 - o In an effort to promote continuous and regular communication with FMC members and the community, and to align with state partners, the FMC will communicate around the new shared goal – to transform the workforce by increasing the number of post-secondary degrees, certificates, and other high quality credentials to 55% by 2025.
- Retain talent here
 - o If SWFL retains all the students receiving post-secondary degrees and certificates from local institutions there would be an additional 148,694 people with post-secondary credentials, bringing the regional attainment rate to 49.4%. The FMC should focus on strategies to retain students in the area.

REFERENCES

- Banyai, C. (2016). Women's Legacy Fund 2016 Summary Report. Southwest Florida Community Foundation.
- Banyai, C., & Fleming, D. (2016). Collective impact capacity building: Finding gold in Southwest Florida. *Community Development*, 47(2), 259-273.
- Bowman, S. (2005). *The Ten-Minute Trainer*. San Francisco: Pfeiffer.
- Centers for Disease Control and Prevention. (2014). Coverage with Individual Vaccines and Vaccination Series. Retrieved from <http://www.cdc.gov/vaccines/imz-managers/coverage/nis/child/data/tables-2014.html#overall>
- Centers for Disease Control and Prevention. (n.d.). National Center for Health Statistics. Retrieved November 23, 2016, from Life Stages and Populations: <http://www.cdc.gov/nchs/fastats/life-stages-and-populations.htm>
- DeNavas-Walt, C., & D. Proctor, B. (2015). *Income and Poverty in the United States: 2014*. United States Census Bureau.
- Florida College Access Network. (n.d.). The BIG GOAL: Degree Attainment in Florida. Retrieved November 30, 2016, from <https://public.tableau.com/views/FloridaCollegeAccessNetworkCoreMetrics/DegreeAttainment?:embed=y&showVizHome=no>
- Florida Department of Education. (2013). Florida Education & Training Placement Information Program (FETPIP). Retrieved from <http://www.fldoe.org/accountability/fl-edu-training-placement-info-program>
- Florida Department of Education. (2016, September 10). Welcome to the Voluntary Prekindergarten (VPK) Program Provider Kindergarten Readiness Rate Website. Retrieved from <https://vpk.fldoe.org/Default2.aspx>
- Florida Department of Education. (n.d.). PK-20 Education Information Portal. Retrieved from <https://edstats.fldoe.org/SASPortal/main.do>
- Florida Department of Health. (n.d.). Florida Charts.
- Florida Department of Health. (n.d.). Pregnancy and Young Child Profile. Retrieved from Florida Charts: <http://www.floridacharts.com/charts/SpecReport.aspx?RepID=1013450&tn=30>
- FutureMakers Coalition. (2016). 2016 Community Partners for Attainment Narrative Interim Report. Southwest Florida Community Foundation.
- Harwood, R. C. (2014). *Putting Community in Collective Impact*. Seattle: Collective Impact Forum. Retrieved 03 18, 2015, from <http://www.theharwoodinstitute.org/wp-content/uploads/2015/02/PuttingCommunityinCollectiveImpact.pdf>
- Heron, J., & Reason, P. (2006). The Practice of Co-operative Inquiry: research 'with' people rather. In P. Reason, & H. Bradbury, *Handbook of Action Research* (pp. 144-154). London: Sage Publications Ltd.
- Kania, J., & Kramer, M. (2011, Winter). Collective Impact. *Stanford Social Innovation Review*. Retrieved January 2015, from *Stanford Social Innovation Review*: http://www.ssireview.org/articles/entry/collective_impact
- Katz, B., & Bradley, J. (2014). *The Metropolitan Revolution: How Cities and Metros Are Fixing Our Broken Politics and Fragile Economy*. Washington, D.C.: The Brookings Institution.
- Lumina Foundation. (2016). *A Stronger Nation: Postsecondary learning builds the talent that helps us rise*. Indianapolis: Lumina Foundation.
- Lumina Foundation. (2016). *Lumina Foundation Strategic Plan for 2017 to 2020*. Indianapolis : Lumina Foundations.
- National Center for Education Statistics. (n.d.). Retrieved from <http://nces.ed.gov/>

OECD. (Education at a Glance 2015). 2015. OECD.

Paleo, L. (2012). Adhesive Formats for Data Collection - Practice Validity of Dots, Stickers, and Labels. Conference Presentation, American Evaluation Association. Retrieved January 2015, from <http://comm.eval.org/communities/resources/viewdocument/?DocumentKey=809c0b29-8d9e-438e-98a6-c1bf203ecaaa>

Pankaj, V., & Emery, A. K. (2016). Data Placemats: A Facilitative Technique Designed to Enhance Stakeholder Understanding of Data. *New Directions for Evaluation*, 2016(149), 81-93.

Patton, M. Q. (2002). *Qualitative Research & Evaluation Methods*. Thousand Oaks: Sage Publications, Inc.

Saldana, J. (2013). *The Coding Manual for Qualitative Researchers - Second Edition*. London: Sage Publications, Ltd.

Samuels, A. (2016, April 6). Why Do Some Poor Kids Thrive? The Atlantic. Retrieved May 10, 2016, from <http://www.theatlantic.com/business/archive/2016/04/kids-poverty-baltimore/476808/>

Small, S. A. (1995). Action-Oriented Research: Models and Methods. *Journal of Marriage and*, 941-955.

STAR Communities. (2016, November 15). Retrieved from <http://www.starcommunities.org/rating-system/>

United Nations. (2016, November 15). Sustainable Development Goals: 17 Goals to Transform Our World. Retrieved from <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

US Census Bureau. (n.d.). American Community Survey. Retrieved from <https://www.census.gov/programs-surveys/acs/>

US Census Bureau. (n.d.). American Fact Finder. Retrieved August 26, 2016, from <https://factfinder.census.gov>

Wiseman, S., Chinman, M., Ebener, P. A., Hunter, S., Imm, P., & Wandersman, A. (2007). *Getting To Outcomes™ - 10 Steps for Achieving Results-Based Accountability*. Santa Monica: Rand .

Workforce Now. (2016). *Southwest Florida Workforce Overview Study 2015*. Fort Myers.

¹Excerpts from section on collective impact adapted from published peer-reviewed journal article of the FutureMakers Coalition "Collective impact capacity building: Finding gold in Southwest Florida" (Banyai & Fleming, Collective impact capacity building: Finding gold in Southwest Florida, 2016).

²It should also be noted that in 2015 the FSA replaced FCAT 2.0 and the Level 3 cut-score was set at a more rigorous level.

³Economically disadvantaged students are students determined to be eligible for free and reduced price meals (less than or equal to 185% of Federal Poverty Guidelines) under the National School Lunch Program (Florida Department of Education).

⁴Non-economically disadvantaged students are those who are not eligible or who have not applied for participation in the Free, Reduced or Full Price Lunch Program. (Florida Department of Education)

⁵Institutions included in enrollment calculation: Charlotte Technical Center, Lorenzo Walker Institute of Technology, Florida SouthWestern State College, Heritage Institute-Ft Myers, Fort Myers Institute of Technology, Sunstate Academy, Southern Technical College, Hodges University, Cape Coral Institute of Technology, Florida Gulf Coast University, Ave Maria University, Wolford College, Cozmo Beauty School, ITT Technical Institute-Fort Myers, Regency Beauty, Institute-Fort Myers, Immokalee Technical Center, The Salon Professional Academy-Ft Myers, Florida Academy, Paul Mitchell the School-Fort Myers, Lee Professional Institute.

⁶ITT- Technical Institute - Fort Myers closed in 2016 and will not be included in analyses from that point. Additionally, it should be noted that other Southwest Florida post-secondary institutions, such as Keiser and Rasmussen, are not included in analyses because their data cannot be disaggregated to local campuses.



2013

BASELINE
REPORT

FutureMakers Coalition