FutureMakers Coalition

Community Impact and Engagement Review

2017 Outcomes Report

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Foreword

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. In the early days of the FutureMakers Coalition, the focus of the work 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 260 self-proclaimed FutureMakers working toward the collective goal of transforming the workforce by increasing the number of degrees, certificates and other high quality credentials to 55% by 2025.

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

This report marks a milestone in our work together. We have reached the point that allows us to measure the impact of our efforts since 2013, the year prior to the formation of the Coalition and to share our progress with the community.

We have created a report card which offers a quick glance at the changes in the 15 regional outcomes created by the Coalition partners and a more in-depth report for a deeper dive into the results.

As a proud and committed FutureMaker's partner, I was energized and encouraged to see that progress has been made or maintained in all but one of the shared outcomes in which data was available. Technical college enrollment has trended down which is expected when the economy is in recovery so those results are to be expected.

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I also must acknowledge an area that deserves our attention and dedication as we move forward together. The work of the FutureMakers Coalition requires a close look at equity if we hope to meet our goal of transforming the workforce. Our region is experiencing black/African American and Latinx population growth, yet gaps in high school and post-secondary completion for these populations persist when compared to their white counterparts. It is essential to identify and address the system barriers causing these equity gaps in achievement as we look at the work of the FMC moving forward. In particular, we should aim to set equitable attainment goals, and seek to provide interventions to alleviate these barriers. Equity is vital to our region as it increases social mobility and quality of life, and it is what will create a more sustainable workforce and economy- which is what we are all working so hard to create in Southwest Florida.

A big thank you to everyone traveling the FutureMakers journey. Remember this is a work in progress and we are on the road to continuous improvement.

Here we go,

Sarah Owen, FutureMaker

Author Bio

Dr. Cindy Banyai is the Principal Consultant of Banyai Evaluation and Consulting, LLC. She 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 *Community Development*. Dr. Banyai has worked in the field of community development since 2000, including 2 years with Michigan State University Community Outreach and 12 years as a consultant. 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.

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Abbreviation List

CCTC - Cape Coral Technical College

CNA - Certified Nursing Assistant

EMSI - Economic Modeling Specialists International

FAFSA - Federal Application for Federal Student Aid

FL - Florida

FSA - Florida Standards Assessment

FMTC - Fort Myers Technical College

FMC - FutureMakers Coalition

GED - General Education Developments

iTech - Immokalee Technical College

MA - Medical Assistant

PSAV - post-secondary adult vocations

SWFL -Southwest Florida

VPK - Voluntary Pre-Kindergarten

Introduction

Changing systems for the common good is a challenging task. It's the task afforded the FutureMakers Coalition (FMC), a cradle-to-career initiative in Southwest Florida (SWFL). The FMC has the goal of transforming the workforce by increasing the number of working age adults with degrees, certifications, and other high-quality credentials to 55% by 2025.

This report provides an update on work of the FMC from the baseline report released in early 2017. The baseline report provided the data on the outcomes and indicators of the shared work of the coalition before the coalition was formed in 2014. The information contained here reports on the progress made toward FMC outcomes based on the agreed upon metrics and data sources. Post-2013 secondary data is presented here, based on availability. For some metrics 2015 is the latest available data. As a result, the regional population data is updated to 2015. This way a clearer picture of the coalition's progress can be seen in comparison to the outcomes being measured on lagging indicators. 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 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. Outcome data is presented at the regional level to demonstrate the shared ownership of the coalition goals and to inspire collaboration for positive change. This report looks at the current work of the FMC, along with an analysis of the progress on the regionally shared coalition outcomes. Then, a special analysis on equity gaps. Finally, the report concludes with potential next steps and ways that the information contained here within can be further harnessed.

Background

SWFL includes the five counties of Hendry, Glades, Charlotte, Lee and Collier. The region is home to people residing in diverse settings, from beaches to urban centers to sparsely populated rural areas. The five-county SWFL region has a population of 1,222,184, with a working population (ages 25-64) of 574,355 (US Census Bureau, 2015). Figure 1 shows the population proportions of SWFL by county according to 2015 US Census data.

Figure 1 - Southwest Florida population by county

Source: US Census Bureau

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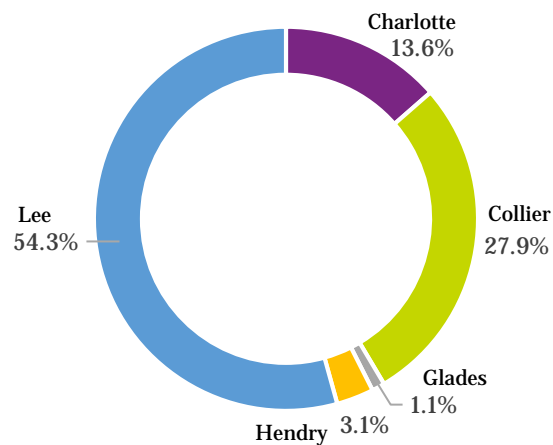
Based on 2015 figures[1] the region has 216,531 people, 37.7% of the working age population, with some sort of high quality post-secondary certification or higher (US Census Bureau).

The FMC is a regional collective impact initiative with a goal to transform the workforce by increasing the number of SWFL residents with degrees, certificates and other high-quality credentials to 55% 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 FMC regional action 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.

Figure 2 shows the structure of the FMC. These teams have been meeting regularly since 2015. Subsets of these teams, called mini-teams, have spun off to rapid-cycle test promising ideas 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) and Medical Assistant (MA) programs, student voice and engagement in the FMC, Federal Application for Federal Student Aid (FAFSA) completion, and foundational career skills.

Figure 2 – FutureMakers Coalition structure

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[1] Most recent figures available for Glades, 2013, used here.

As of September 2017, the FMC included 268 individuals across 165 organizations and institutions from diverse areas across the cradle-to-career pathway. Figure 3 shows how individual coalition stakeholders' affiliations breakdown across these sectors. The overall diversity of coalition participation, as well as a healthy portion of businesses helps keep the FMC relevant as a workforce and education driver.

Figure 3 - FutureMakers Coalition stakeholders
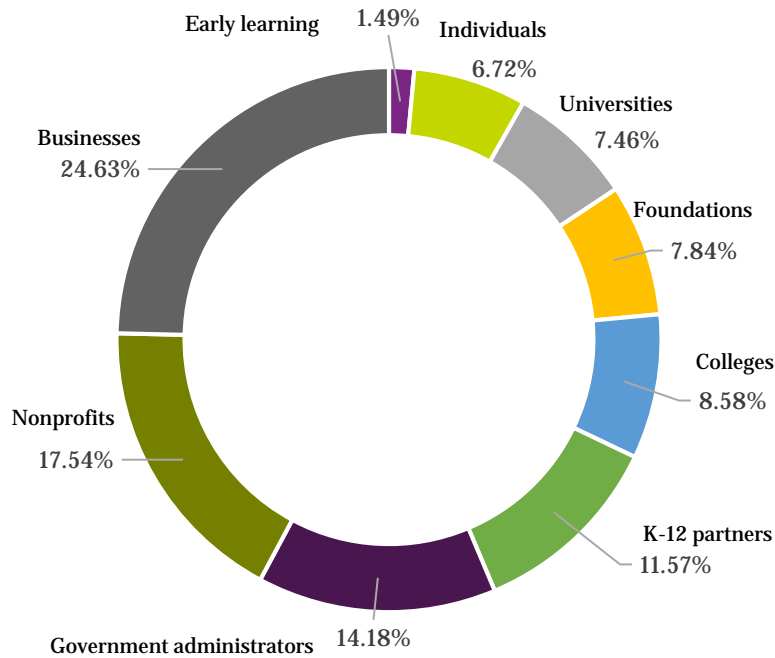
Further analyzing the coalition health through participation by county, there is participation from across SWFL. Figure 4[2] shows this breakdown of FMC participation by county as of September 2017.

Figure 4 - FutureMakers Coalition participation county portions
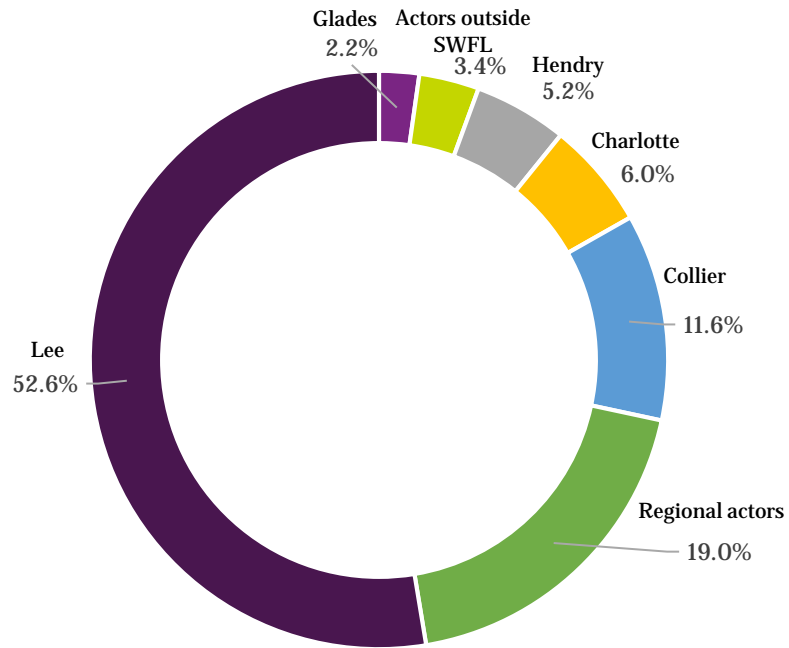
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FutureMakers Coalition Regional Shared Outcomes

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

Figure 5 - FutureMakers regional outcomes

Aspiration & Preparation	Access & Entry	Persistence & Progress	Completion	Data
1.1 Increase percentage of students ready to enter kindergarten	2.1 Increased postsecondary enrollment in education programs aligned with local economic/workforce needs	3.1 Increase percentage of students completing certificates and certifications in 2 years or less	4.1 Increase number of businesses providing support for returning adults and credentialed workforce training	5.1 Increased accuracy of enhanced enrollment and placement tracking for certificates and certifications
1.2 Target 62% of third grade public school students meet or exceed reading proficiency	2.2 Increase enrollment in technical education	3.2 Increase year to year retention rates at SWFL post-secondary institutions	4.2 Increase percentage of local post-secondary graduates employed with living wages locally	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)
1.3 Increase high school graduation rates in SWFL toward 90%	2.3 Increase FAFSA completion rate	3.3 Increase business-education partnerships	4.3 Increase number of local post-secondary graduates placed in jobs in SWFL	5.3 Better understanding of legacy attrition (between now and 2025) compared to inflow of new workforce

Regional outcomes were established through a participatory process with FMC partners. Data availability was a major decision-making factor in the prioritization of the regional outcomes. 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.

Analysis of the data related to these outcomes took place through the summer of 2017 and involved the FutureMakers Regional Action Teams. 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.

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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. Its plays a crucial role in helping students along their education paths, as well as being a draw and a factor in workforce talent retention. The State of Florida is currently in a transition regarding its assessment of Voluntary Pre-Kindergarten (VPK) students and providers. Since there was no consistent assessment across the five counties since 2013, measurement related to this metric is currently on hold. It is hoped that once the State of Florida has established VPK reporting requirements, it will be possible to get consistent data on this outcome. In the meantime, the FMC continues to work with school districts and VPK providers to better understand progress in this area.

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) currently in place, approximately 57% of our region's third graders score at the desired Achievement Level 3 or higher (deemed "satisfactory" by the Florida Department of Education).

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Figure 6 shows the third-grade reading proficiencies in SWFL compared to the statewide rate. Moving forward from the baseline year of 2013, SWFL reading proficiency rates have been trending upward toward the 62% goal, but still lag slightly behind state rates.

Figure 6 - Comparing SWFL and FL third grade reading proficiency rates
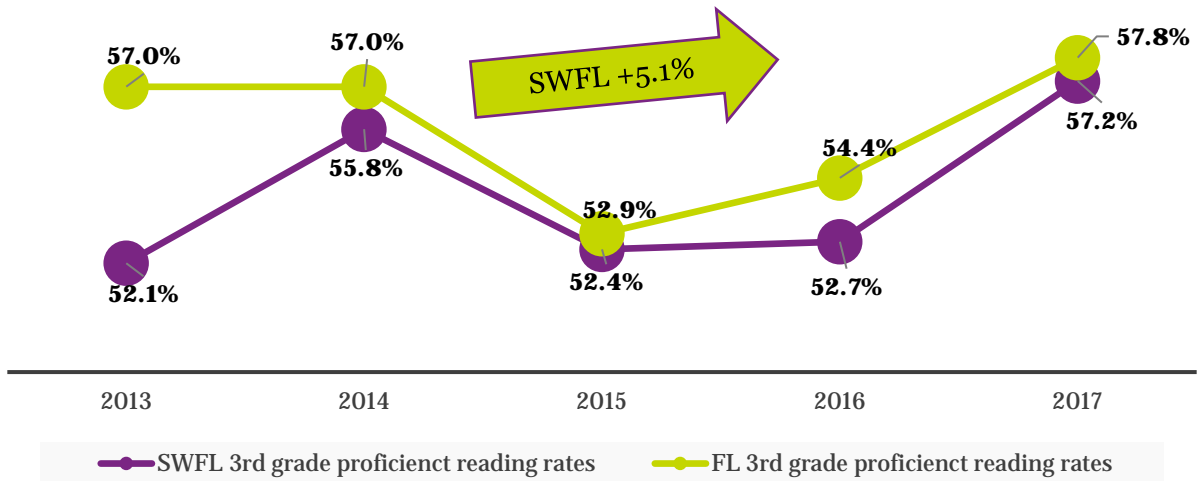
Source: Florida Department of Education

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%.

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Figure 7 shows the upward trend toward the 90% graduation rate from 2013-2016. Across the region, there has been a 4.1% increase in on time high school graduation rates since 2013. It should be noted that these figures are standardized across the State of Florida and do not include special diplomas, General Education Developments (GED), completion certificates, or students who are still enrolled beyond the traditional term.

Figure 7 – SWFL high school graduation rates
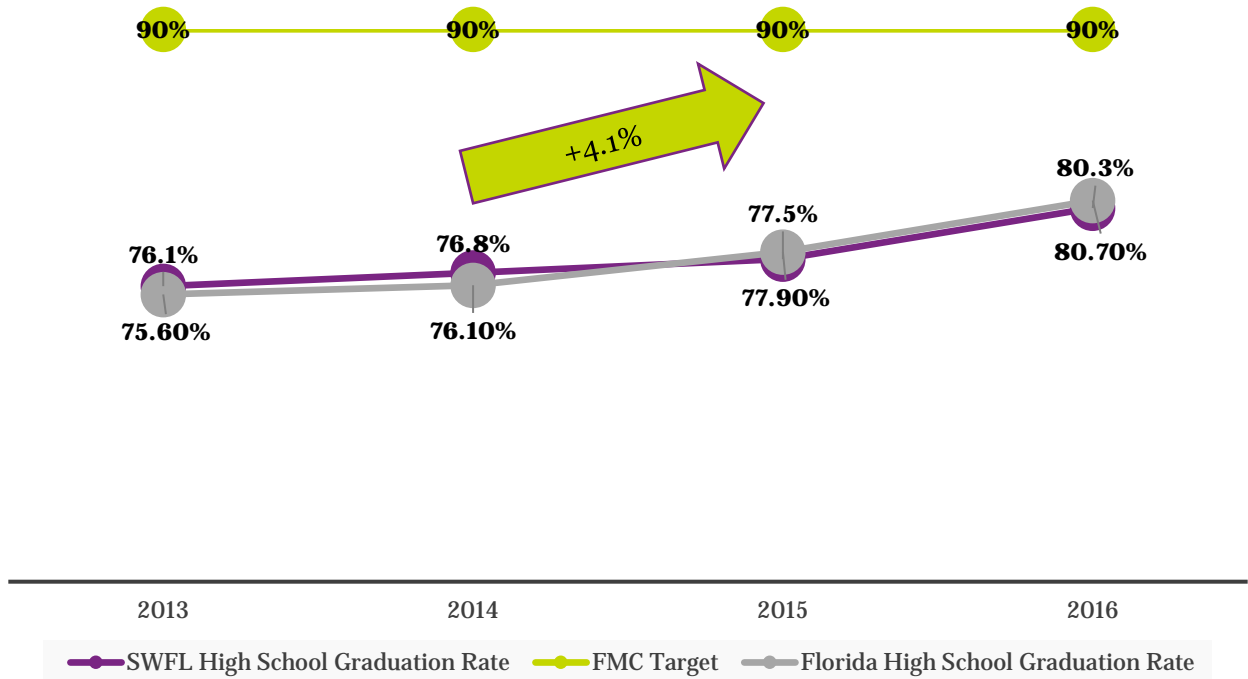
Source: Florida Department of Education

2. Access and Entry

Access and entry outcomes focus on getting into post-secondary education programs. 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.

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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. Based on an analysis of data aggregated from national economic data analyst organization EMSI, Figure 8 shows the gaps between post-secondary completions and local corresponding job openings in industries with 40 or more openings per year. This demonstrates where the gaps in the education-workforce pipeline exist, specifically where the workforce demand exceeds the available trained individuals.

Figure 8 – SWFL annual occupation openings vs related post-secondary completions

■ Regional Completions (2015)   ■ Annual Openings
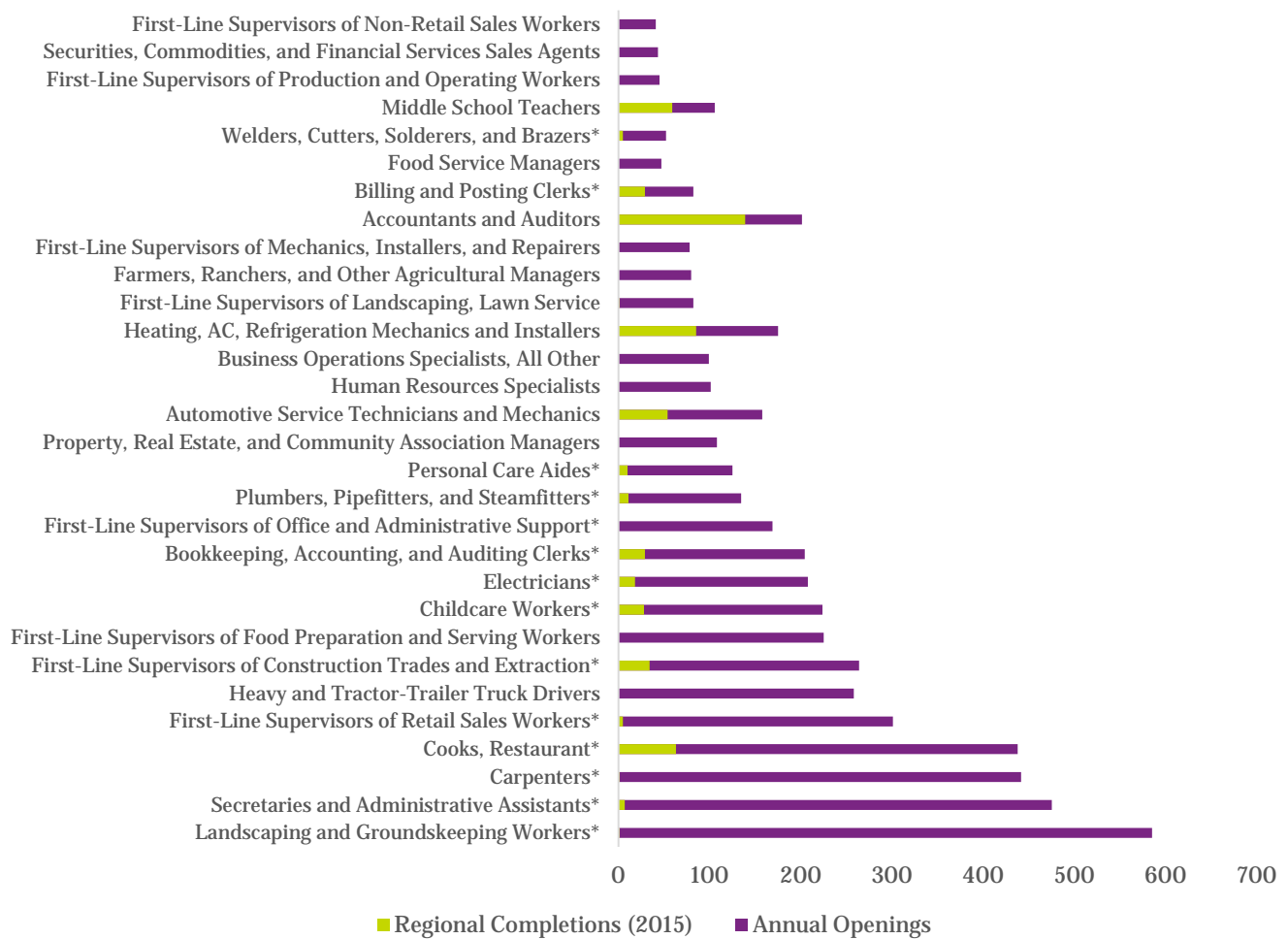
Source: EMSI
*Reported post-secondary completions
although occupation does not
necessarily require one

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Tracking post-secondary program enrollment data is a challenge because it is not reported out by the state. In order to understand progress toward this outcome, it is necessary to gather the information directly from local institutions. For this report, not all SWFL post-secondary institutions have agreed to share their enrollment data, but three technical colleges have shared their fall enrollment data for the purposes of calculating progress toward this outcome. Fort Myers Technical College (FMTC), Cape Coral Technical College (CCTC), and Immokalee Technical College (iTech) shared their fall enrollment data by program dating back the FMC baseline year of 2013. This enrollment data was then compared to occupation categories that have the most annual openings per year in SWFL. Figure 9 displays this comparison.

Figure 9 - Annual unfilled openings by occupation group vs. related technical college fall enrollments
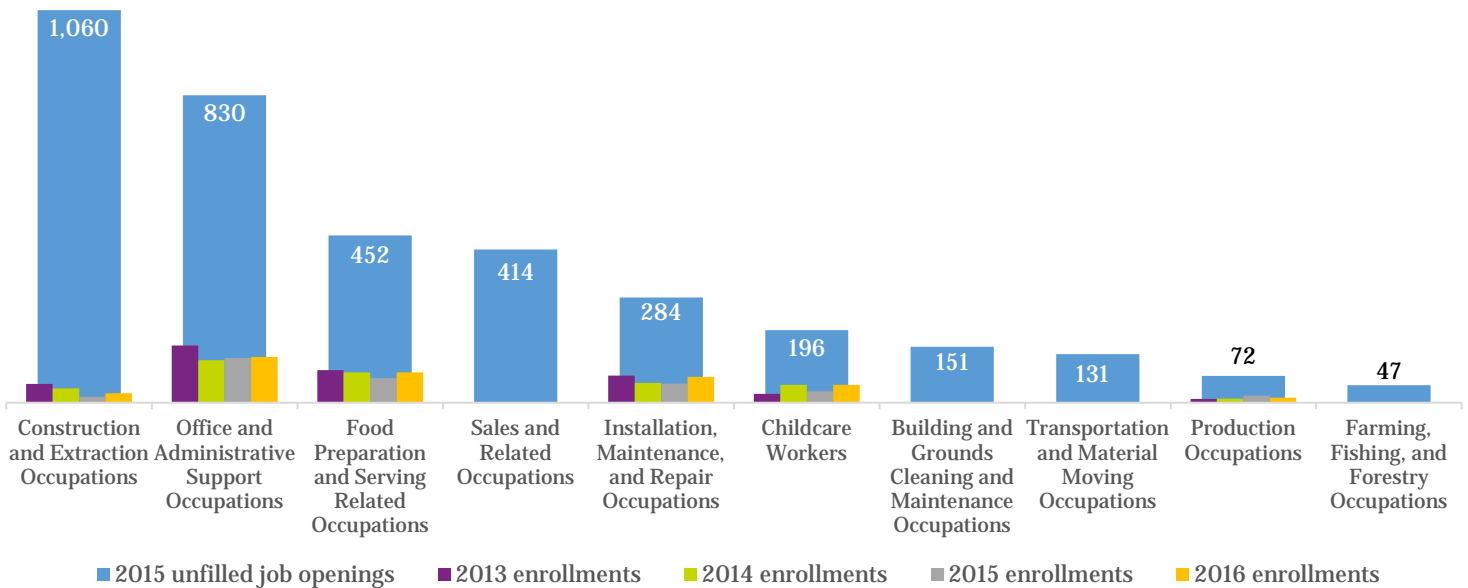
Source: Analyzed data from EMSI, FMTC, CCTC, iTech

2.2.   Increase enrollment in technical education

The second priority outcome for access and entry is to increase the enrollment in technical education in SWFL. Figure 10 shows the technical education fall enrollment for all SWFL technical education programs that report to the state, including public and private institutions. Overall technical college enrollments have been trending down. According to content experts in the area of technical education as part of the FMC Access and Entry Team, this trend can be attributed to improvements in the economy, particularly growth and hiring in retail, hospitality, and construction. These FMC stakeholders note that when these types of jobs are more readily available, there is often less of an incentive to start or complete higher education programs. Conversely, representatives from FMTC report enrollment is up despite the state of the economy as of 2017, and attribute this inconsistent trend to the impact of the FMC technical education perception pilot program.

Figure 10 - Technical education fall enrollment

Source: National Center for Education Statistics

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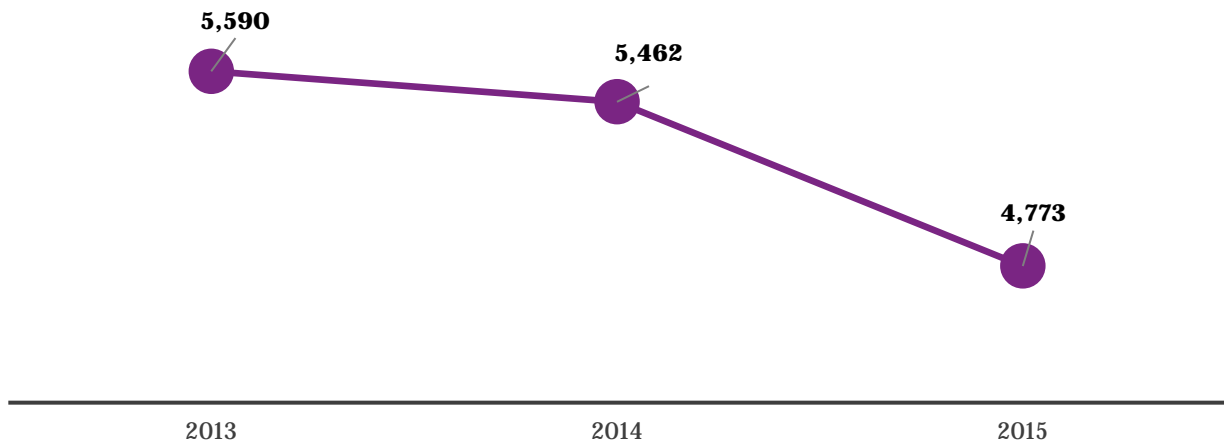
2.3.   Increase FAFSA completion rate

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 this area. The 2017 goal for the region was 40.3%, a 5% increase from the 2016 rate. This goal was met thanks to some changes in the process and the FAFSA First! and Lee and Collier County FAFSA completion campaigns that helped connect regional stakeholders with support materials.

Figure 11 – SWFL FAFSA completion rate

	2013 - 2014	2014 - 2015	2015- 2016	2016 - 2017
Total 12th grade population	11,119	11,353	11,391	11,846
FAFSA completion rate	35.9%	36.7%	35.2%	40.5%
FAFSA Completions through June 30	3,988	4,162	4,013	4,794
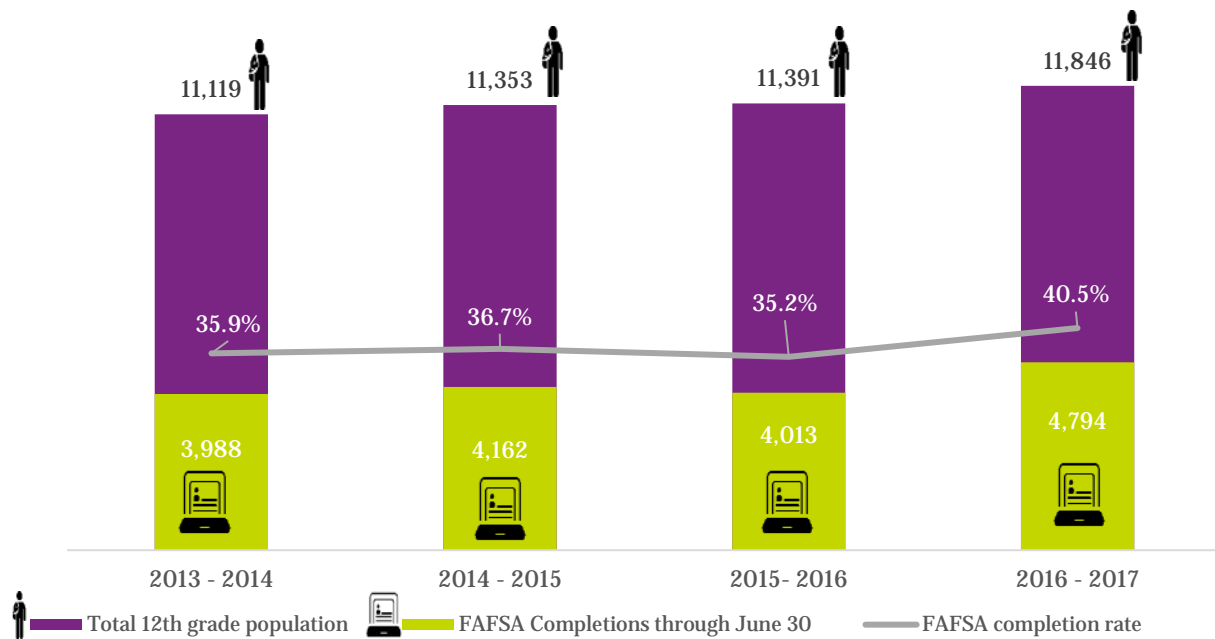
Source: Florida College Access Network (FCAN)
*Includes public, private, charter schools
**Does not include 19 year olds

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3. Persistence and Progress

Persistence and progress outcomes were identified to help the region measure post-secondary retention and the number of students getting done in chosen degree and certificate programs. 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 for their program or less edged up between 2013 and 2014 and down between 2014 and 2015.

Figure 12 - Timely technical education completion rate
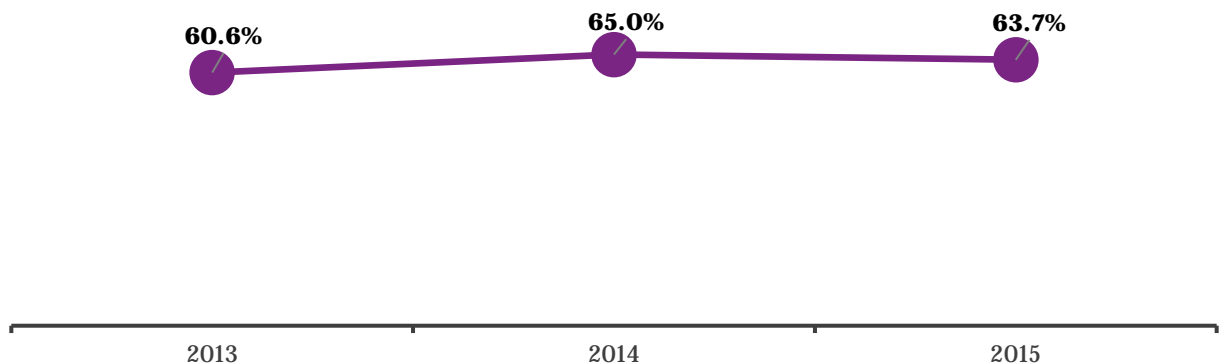
| 60.6% | 65.0% | 63.7% |

| 2013 | 2014 | 2015 |

Source: National Center for Education Statistics

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

From the baseline year of 2013 to 2015, there has been a steady increase in the year to year retention rates for full-time students for fall enrollments. This includes two and four-year institutions and technical colleges.

Figure 13 - SWFL year to year retention rate
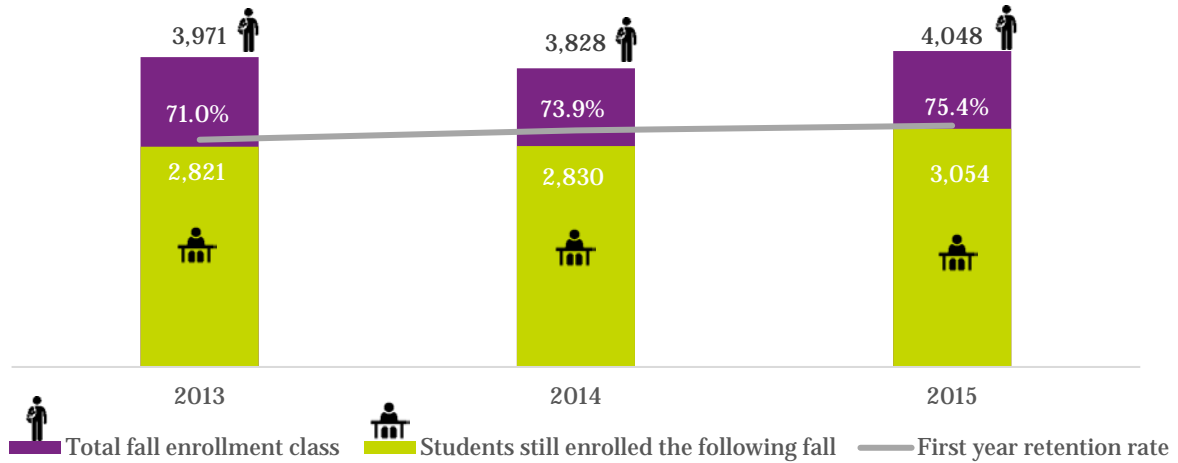
	Total fall enrollment class	Students still enrolled the following fall	First year retention rate

Source: National Center for Education Statistics

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3.3.   Increase business-education partnerships

Acknowledging that there is a gap between local employers 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. Figure 14 shows that among responding employers almost 3% more employers are partnering with post-secondary education institutions. Connecting on internships, recruiting, and conducting presentations are the most commonly reported areas of partnering in 2017.

Figure 14- SWFL businesses partnering with education

+2.5%

39.76%   42.24%

2016   2017

Source: FutureMakers Coalition Workforce Survey
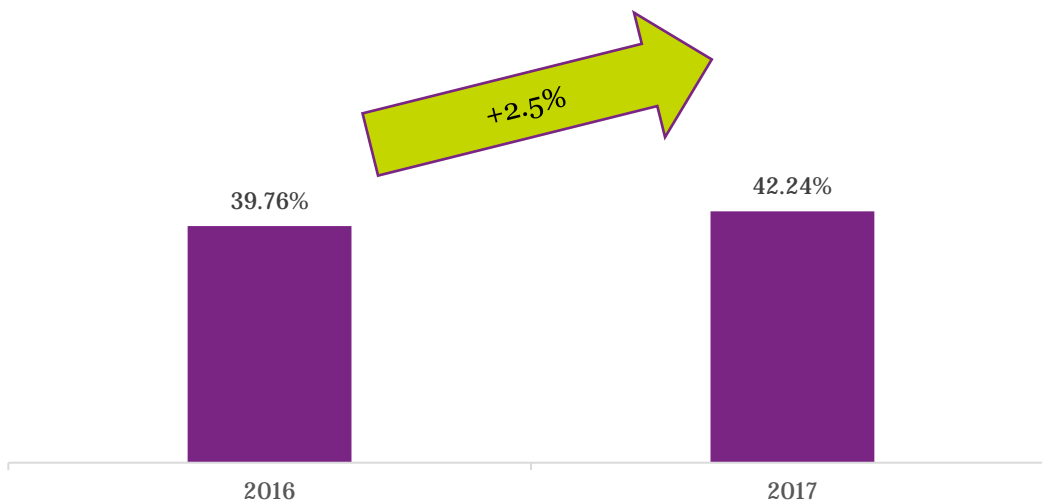
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4. Completion

The FMC's goal of transforming the region's workforce requires improved capacity to attract, train, 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 2017 FMC Workforce Survey, 73.2% of the 116 responding businesses noted that they offer education incentives. This is a 6% increase from 2016. In-house training is most prevalent, but tuition reimbursement, mentorship opportunities, and flex time to attend classes are also provided frequently. Figure 15 shows the frequency the types of educational support offered by SWFL businesses.

Figure 15 - Top areas of business educational support
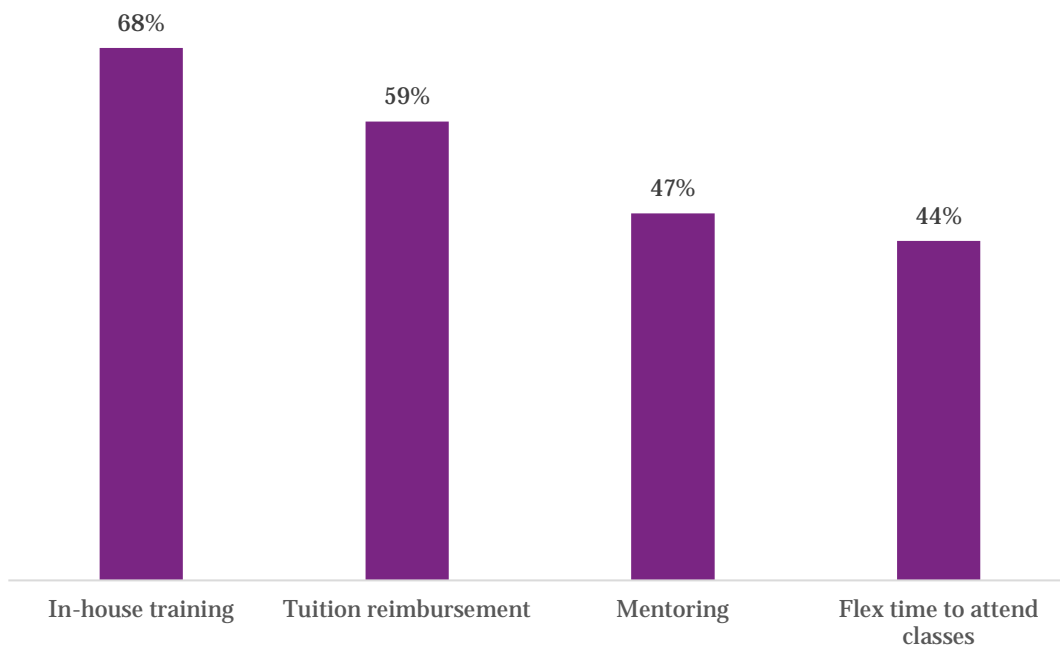
Source: 2016, 2017 FutureMakers Coalition Workforce Survey

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, FMC partners agreed to use the State of Florida metrics related to local real wages. Based on this metric, it can be seen in Figure 16 that, although SWFL average wages have been trending up, they still lag behind average wages for the state, remaining 14.8% lower in 2016.

Figure 16 - SWFL average wages vs FL average wages

$20.99	**$21.54**	**$22.23**	**$22.63**
$18.05	**$18.34**	**$19.03**	**$19.27**
2013	2014	2015	2016

State of Florida average hourly wage   Regional average hourly wage
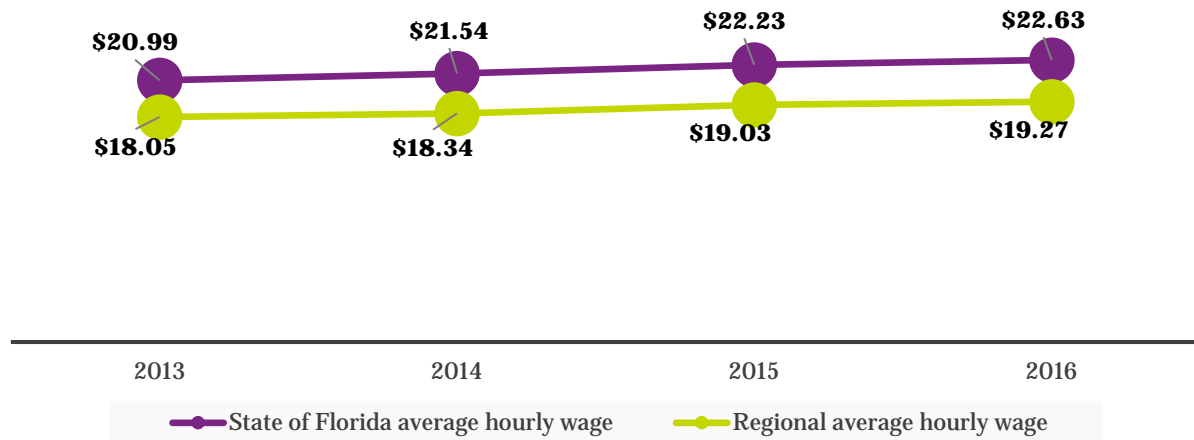
Source: United States Department of Labor – Bureau of Labor and Statistics

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

In the interest of local workforce retention and combatting brain-drain, 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. Furthermore, as part of state and federal required reporting, post-secondary institutions are now required to track placement of their graduates. However, this data is not yet publicly available.

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To support systemic actors working to align education and business needs in SWFL, research on the local supply of post-secondary degrees and certifications and the demand of local employers was conducted. Figure 17 shows the surplus in the supply side of this equation, SWFL's talent advantage. This graph charts the number of additional post-secondary degrees or certifications produced in 2015 in comparison to the related job. It should be noted that the data used in this analysis is based on lagging indicators, such as post-secondary completions by program. The year 2015 is used here because it is the most recent year that all related data is available. Furthermore, although this analysis is using an updated tool from EMSI that was not available during the baseline analysis, many of the same occupation areas are found in surplus in 2013 and 2015. This indicates that without evidence of significant shifts in the market on either the supply or demand side, this information is contemporaneously useful for guiding alignment decisions.

Figure 17 - SWFL Talent Advantage 2015

Occupation	Value
Writers and Authors	201
Ambulance Drivers and Attendants	204
Information Security Analysts	209
Hairdressers, Hairstylists, and Cosmetologists	212
Cost Estimators	245
Emergency Medical Technicians and Paramedics	254
Management Analysts	255
Medical Assistants	279
Orderlies	297
Medical Equipment Preparers	306
First-Line Supervisors of Police and Detectives	330
Industrial Production Managers	346
Makeup Artists, Theatrical and Performance	370
Chief Executives	378
Administrative Services Managers	394
Sales Managers	401
Transportation, Storage, and Distribution Managers	402
Social and Community Service Managers	402
Manicurists and Pedicurists	406
Skincare Specialists	478
First-Line Supervisors of Housekeeping, Janitorial	541
First-Line Supervisors of Personal Service Workers	549
Managers, All Other	574
Gaming Supervisors	578

*Source: EMSI*

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5. Data

The data outcomes are highly focused on the questions the FMC needs answered in order 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 data around the new definition. 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 and National Center for Education Statistics 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% and down slightly to 4.09% in 2015. As discussed in relation to the downward trend in technical education enrollment, post-secondary certificate attainment also trends downward when the economy is doing well and jobs are plentiful.

Figure 18 - SWFL post-secondary certificate attainment rate

| 2013 | 2015 |
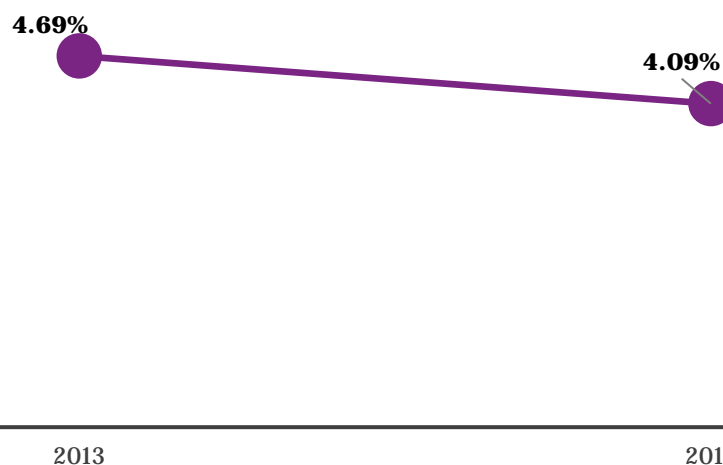
Source: Banyai, 2017 (based on data from US Census using process from Georgetown University Center on Education and Workforce)

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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 2017 FMC Workforce Survey, the top valued certificates (post-secondary adult vocations (PSAV) certificates offered at technical colleges), associate degrees, and bachelor's degrees by SWFL businesses can be put into three board categories – 1) business management, leadership, and marketing, 2) finance and accounting, and 3) web and computer technology. Similar to the 2016 findings, there were a few shifts in overall priority, but the same degrees and certificates were valued. The chart lists the top valued post-secondary attainments starting with the most desirable according to the 2017 survey. The 2016 responses are overlaid in green for comparison.

Figure 19 - Top valued certificates, associate degrees, baccalaureate degrees by SWFL businesses 2017 vs 2016
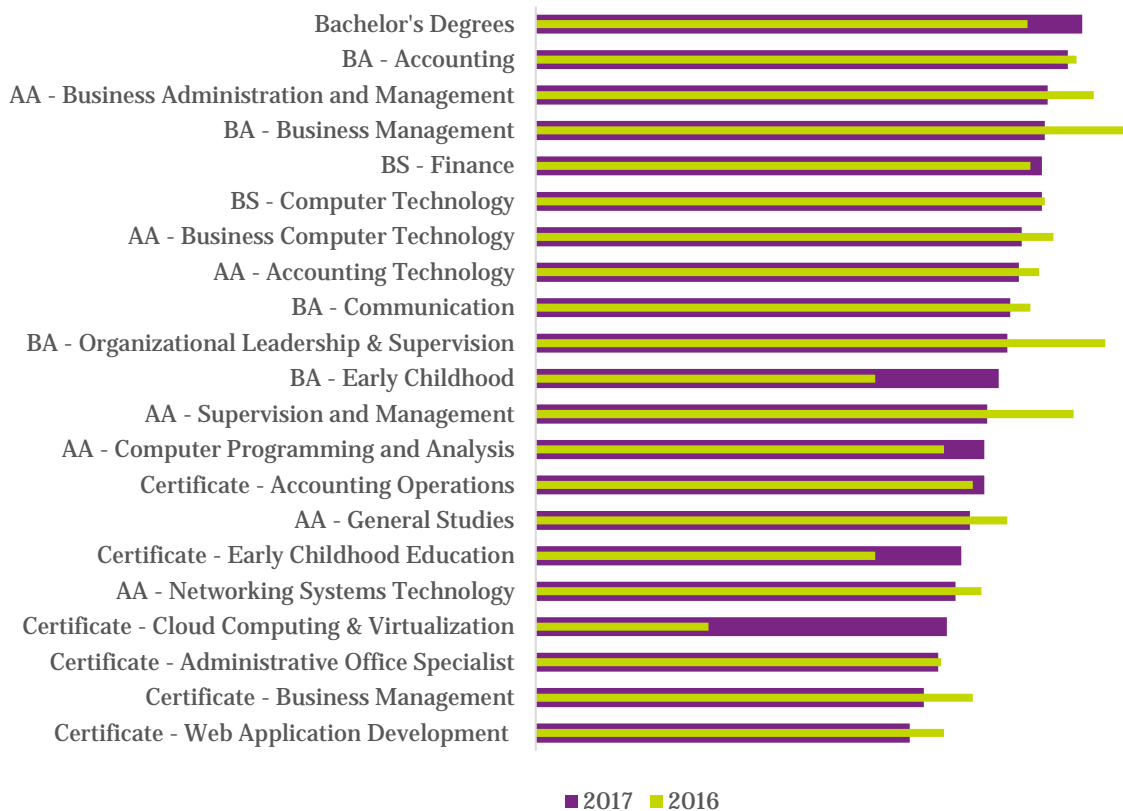
Source: FutureMakers Coalition Workforce Survey

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5.3. Better understanding of legacy attrition compared to inflow of new workforce

In an effort to understand future employment needs and demands, the 2017 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.

Figure 20 compares the thoughts of area businesses on skill loss due to retirement between 2016 and 2017. Compared to 2016, the concerns are similar, although the frequency of concern among top responses shifted. In 2016 loss in leadership skills was the biggest concern, but it was the second top concern in 2017. Critical thinking skills was the third most concerning area of skill loss from retirement. Highly specialized skills, those requiring special education and training in a particular industry, was the overall top concern in 2017.

Figure 20 - Areas of skill loss due to retirement

■2016 ■2017

Source: FutureMakers Coalition Workforce Survey
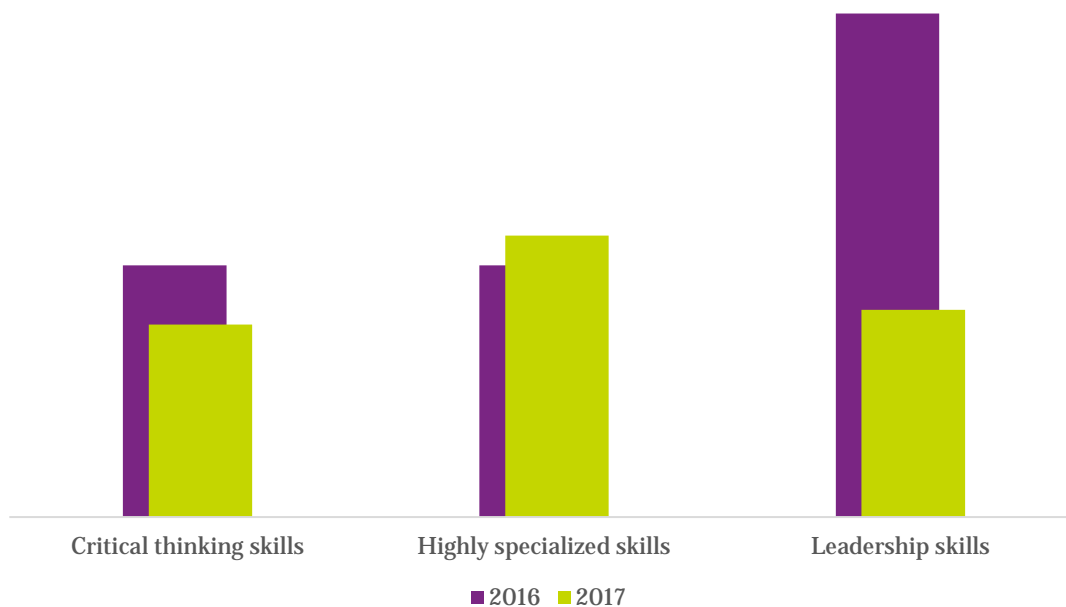
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Our Attainment Goal

Figure 21 below shows the figures for the big goal of the FutureMakers Coalition – to transform the workforce by increasing the number of post-secondary degrees, certificates, and other high quality credentials to 55% by 2025. Between 2013 and 2015 there was growth in the total number of degree and certificate holders in SWFL, with an uptick in the proportion to 37.7%.

Figure 21 - Post-secondary attainment in SWFL
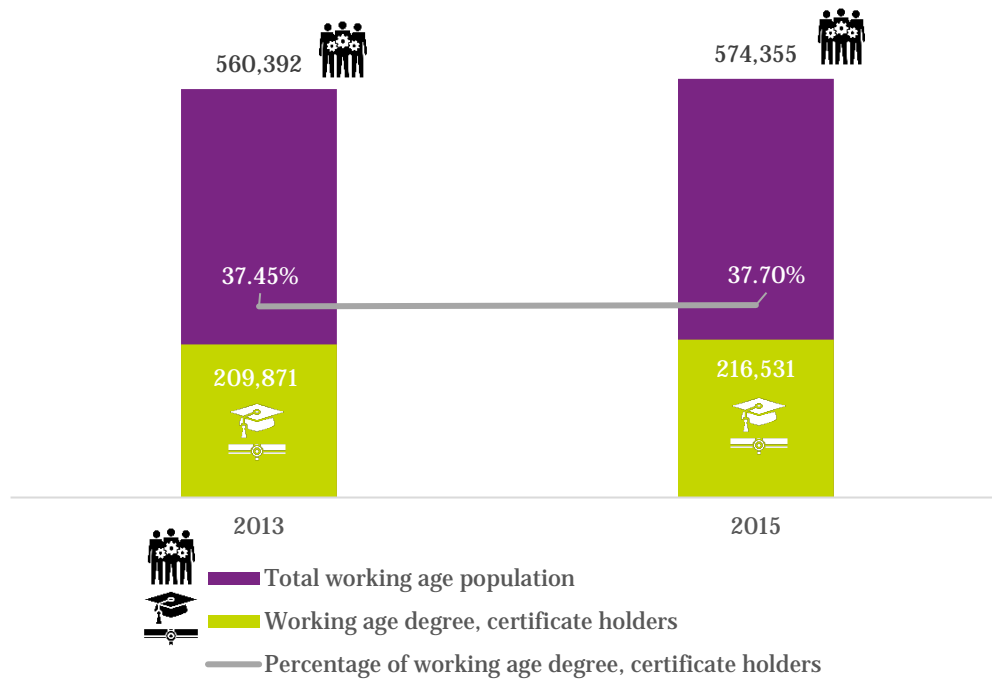
Source: US Census Bureau
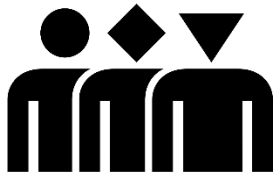
A Focus on Equity

National entities, such as Lumina Foundation, have invested in a variety of resources to increase post-secondary attainment. Through research, it has become increasingly evident that broad scale change will not occur, and goals will not be met without addressing equity gaps in achievement.

Updating from the baseline year of 2013 to 2015, the following provides some basic information about the demographics of SWFL counties that affect equity. First, Figure 22 looks at the poverty rate across the region. Between 2013 and 2015, the percentage of people below the poverty line in SWFL fell 2.4% to 13.1%, while the poverty rate for the State of Florida edged up 0.6% to 15.7%.

Figure 22 - SWFL poverty rates by county

Legend:
■ % of people below poverty level 2013 ■ % of people below poverty level 2015
— SWFL 2015 — Florida 2015

Data labels:
- Charlotte: 12.6%, 12.2%
- Collier: 14.1%, 9.1%
- Glades: 24.5%, 22.1%
- Hendry: 26.7%, 25.8%
- Lee: 15.4%, 15.9%

Source: US Census Bureau

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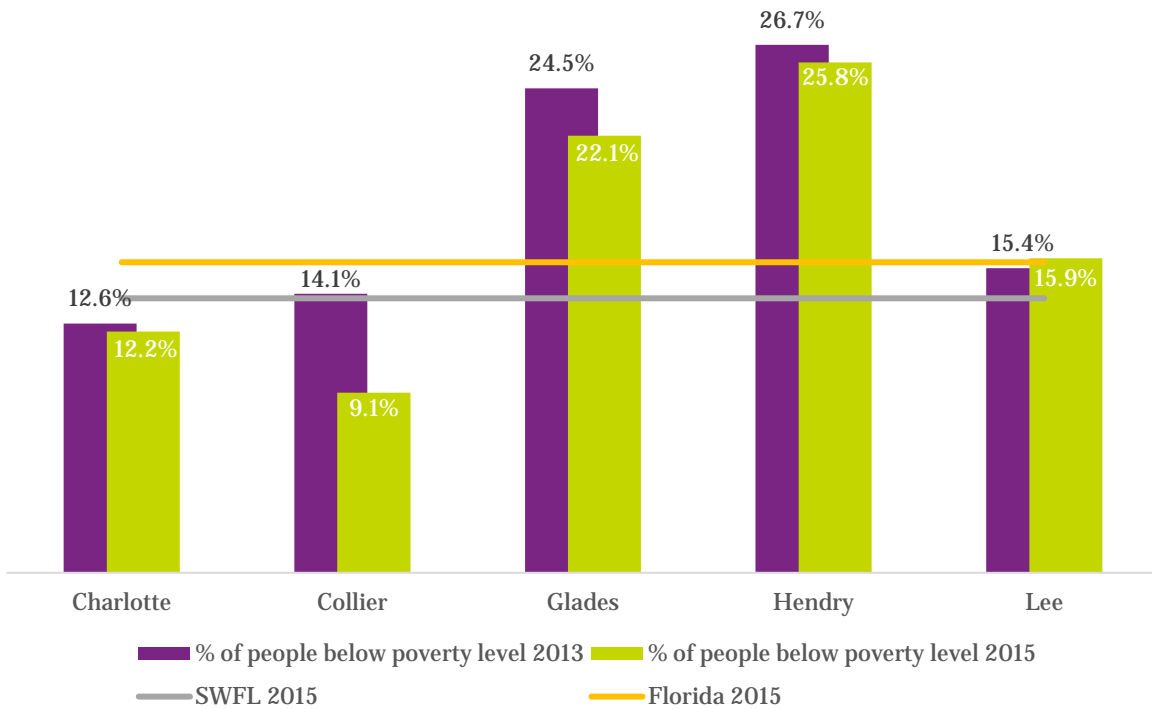
Figure 23 looks at the proportion of people in SWFL, across each of the five counties, that has at least a high school diploma or higher. As a region, SWFL trails behind the State of Florida, 88.9%, in high school or more attainment by 2.9%, at 86%.

Figure 23 – SWFL population over age 25 with at least a high school diploma by county
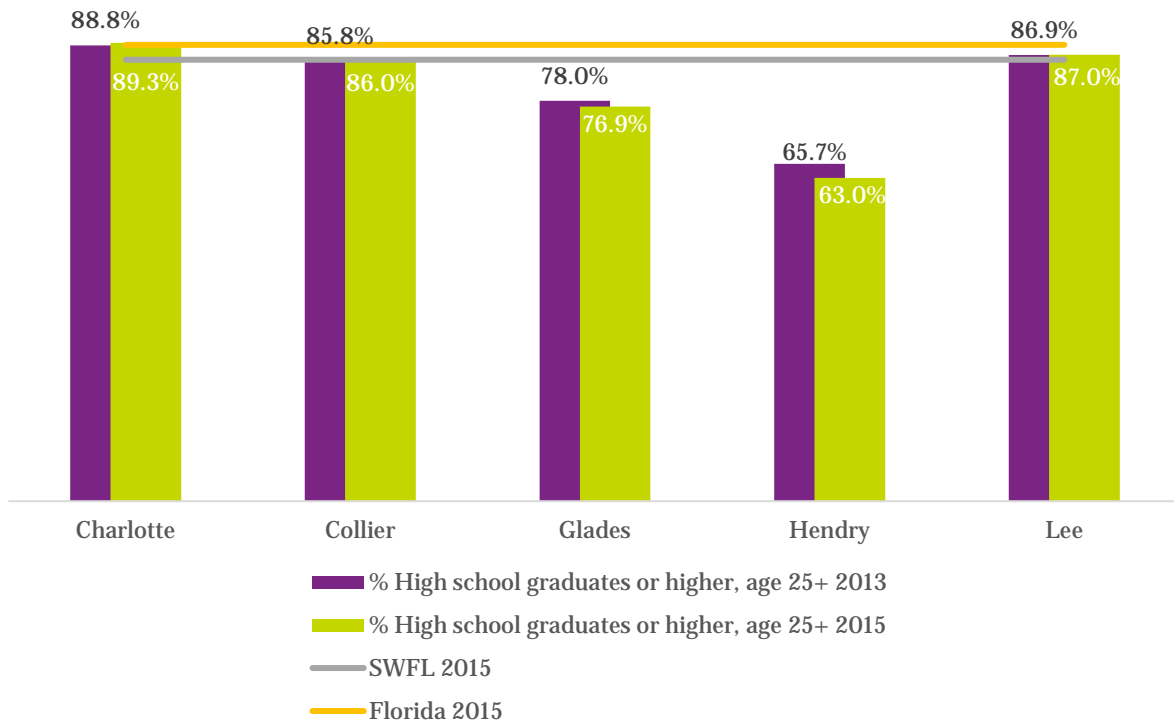
Source: US Census Bureau

Among the working age population (ages 25-64) post-secondary attainment (2 and 4-year degrees) trails behind the State of Florida by 6.3% for a 33.6% attainment rate (US Census Bureau). Figure 24 shows the county breakdown for post-secondary attainment comparing the baseline year of 2013 to the update year 2015.

Figure 24 - Working age post-secondary attainment by county

Source: US Census Bureau, FCAN
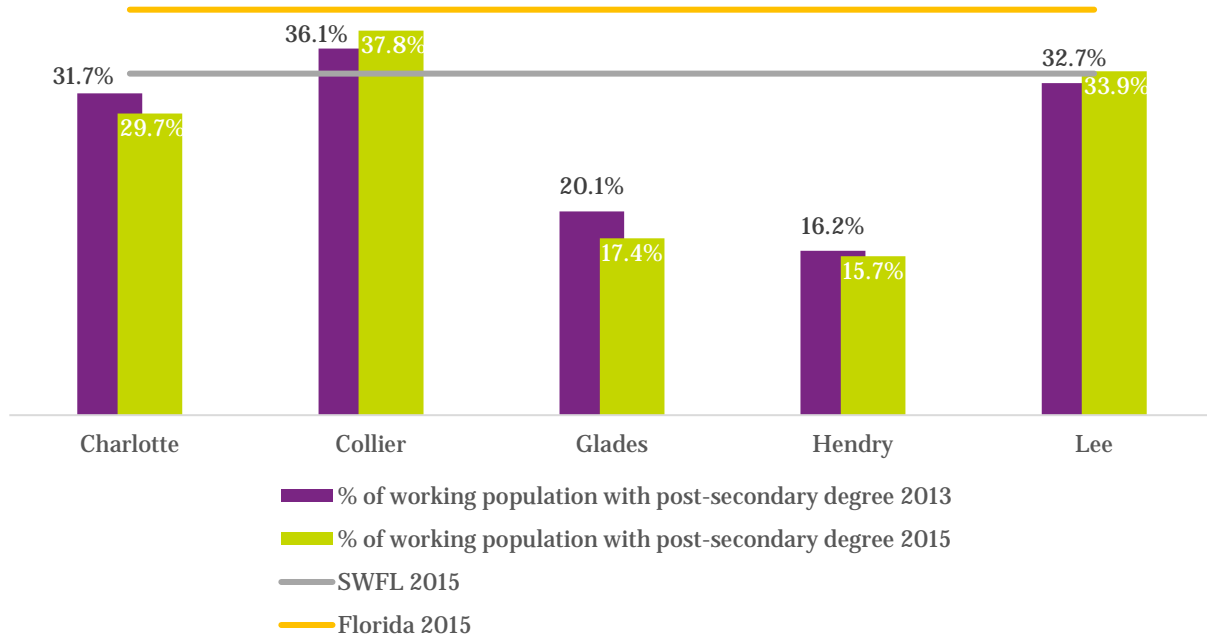
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Figure 25 looks at college degree holders in SWFL ages 25 and up. Between 2013 and 2015 the proportion of the population in each of the subgroups of white, black, and Latinx remain similar.

Figure 25 - SWFL Associates degree and higher holders by race/ethnicity 2013-2015
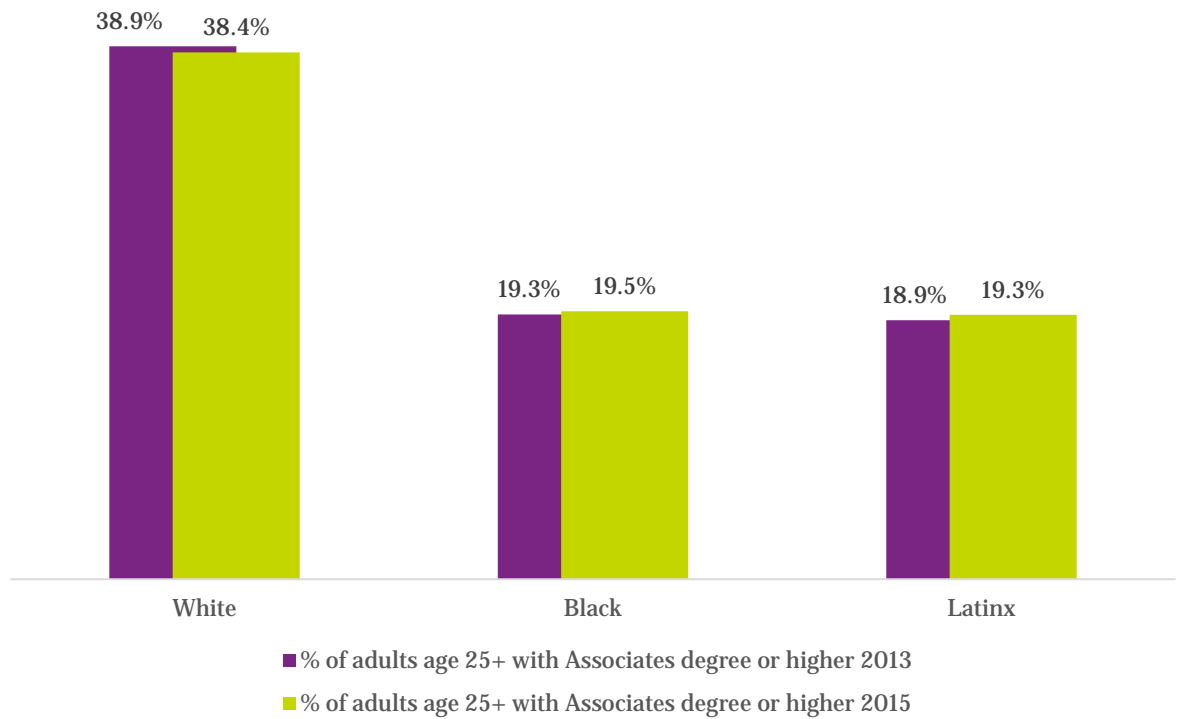
Source: EMSI, US Census Bureau

In SWFL, Figure 26 shows the proportion of the black[3] population in each county in SWFL. Proportionally, SWFL has less than half the black and African American population (7.9%) than the State of Florida (16.2%) (US Census Bureau). Between 2013 and 2015, the percentage of black people residing in SWFL edged down in all counties but one.

Figure 26 - Black population by county

	% of people who are black 2013	% of people who are black 2015
Charlotte	5.7%	5.6%
Collier	7.3%	6.8%
Glades	12.8%	13.0%
Hendry	13.6%	12.0%
Lee	9.1%	8.6%

SWFL 2015 — Florida 2015
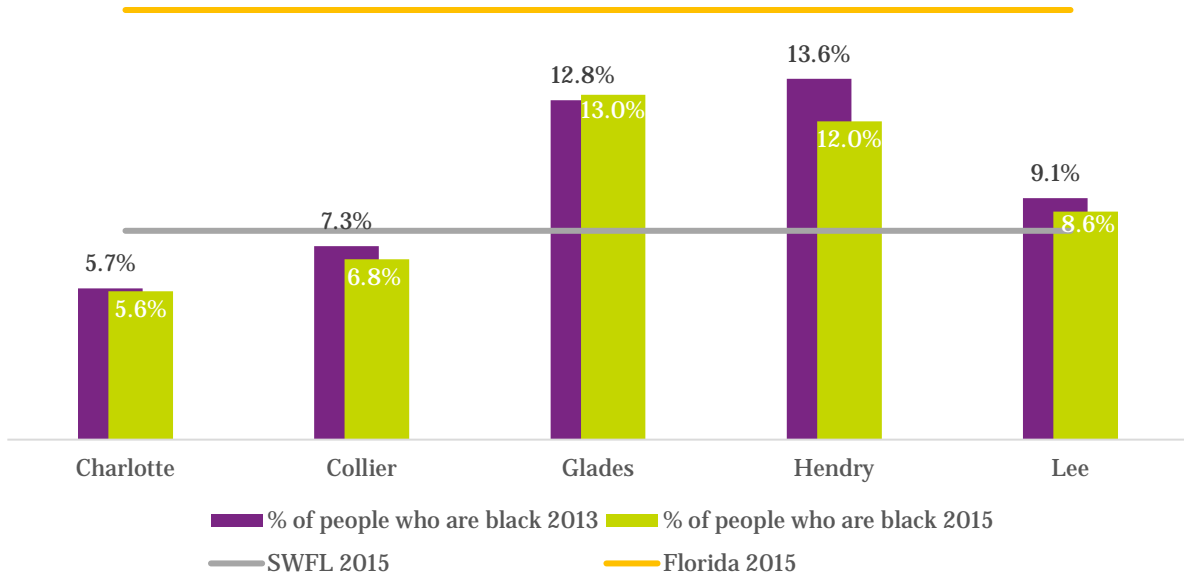
Source: US Census Bureau

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[3] Black is used here as a catchall phrase that includes people who identify as black, African American, or Caribbean American.

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In comparing SWFL high school graduation rates between black and white students, an achievement gap emerges. In 2013, black students in each SWFL county graduated less frequently than their white counterparts. In 2015, this gap remained for most counties, but improved in all counties but one. Figure 27 demonstrates this comparison.

Figure 27 - Black high school graduation rate by county

Source: *Florida Department of Education*
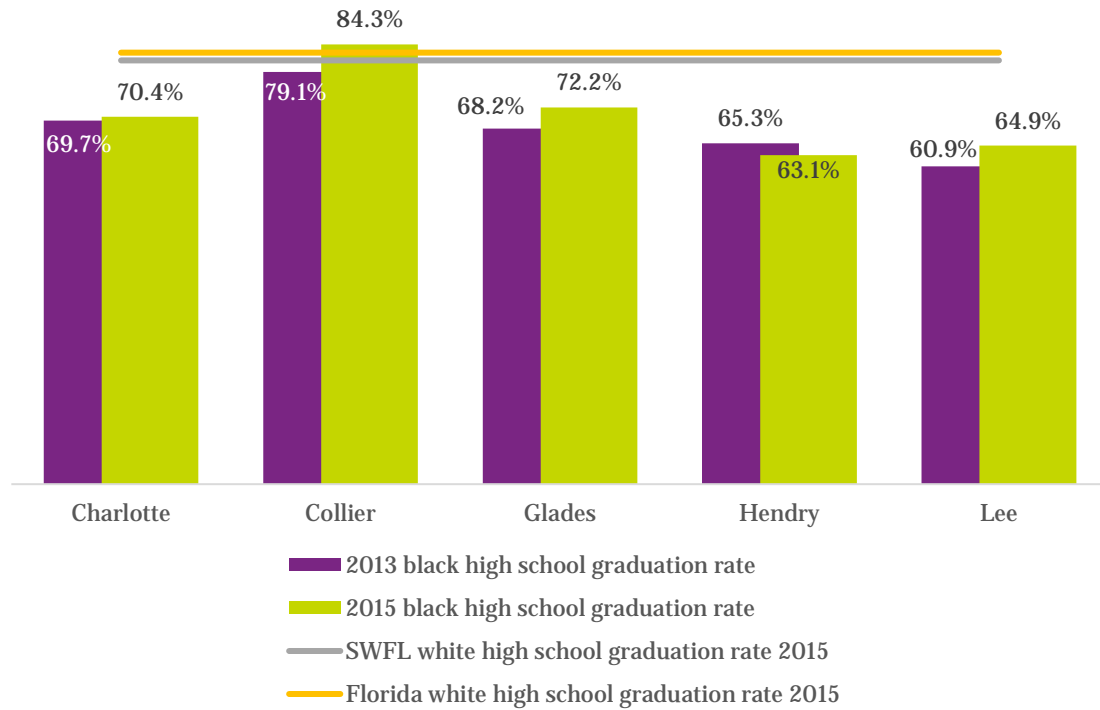
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Figure 28 disaggregates college degree holders to examine achievement gaps for black and African Americans in SWFL. In all five SWFL counties, the percentage of black adults, aged 25 and over, holding bachelors degrees is less than the percentage of white bachelor degree holders in SWFL and the State of Florida.

Figure 28 - Black college degree holders by county

Source: EMSI, US Census Bureau

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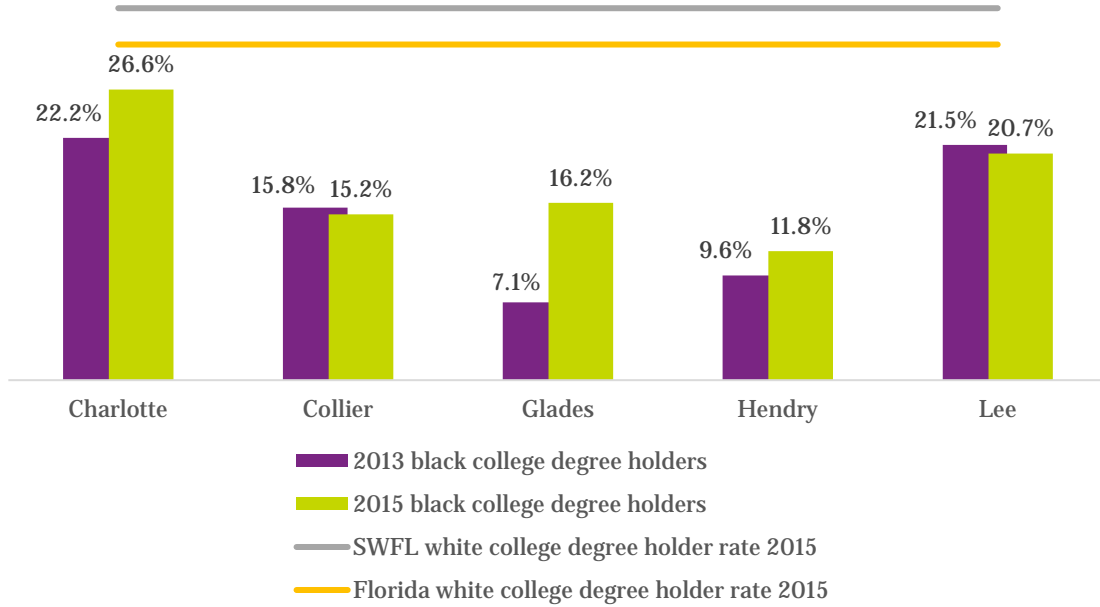
Compared to the greater State of Florida (24.5%), SWFL proportionally has a smaller Latinx[4] population (20.3%). Between 2013 and 2015, the SWFL Latinx population has grown slightly most counties (US Census Bureau). Figure 29 shows the Latinx population percentages across the counties.

Figure 29 - SWFL Latinx population
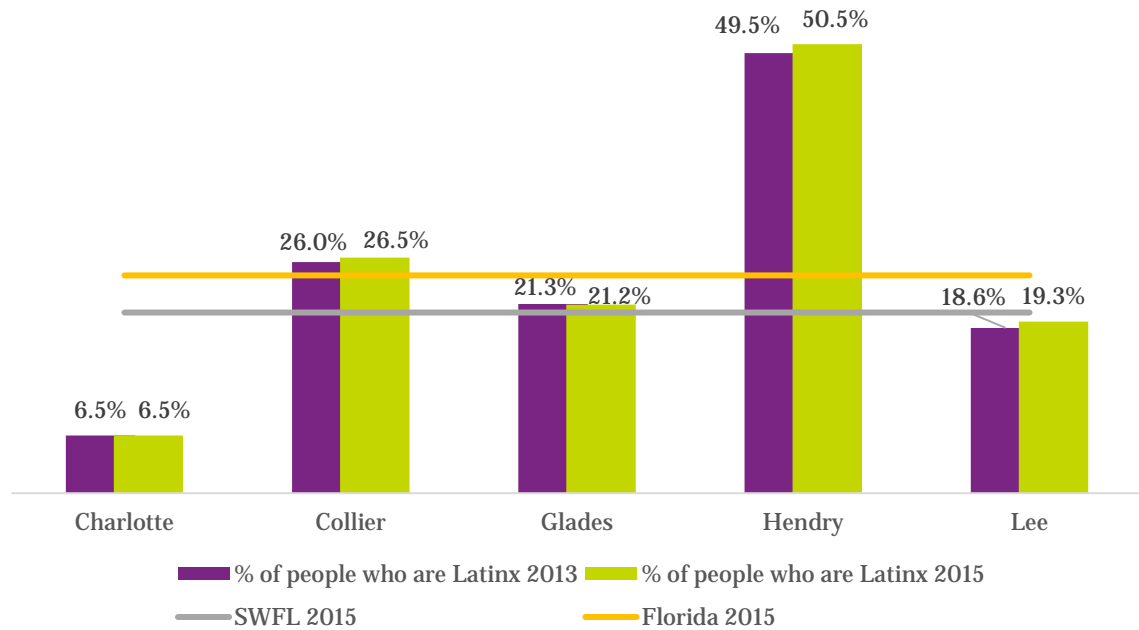
Source: US Census Bureau

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[4] Latinx is a gender-neutral catchall phrase to describe people who identify ethnically as Hispanic, Chicano, Latino, or any other Spanish-speaking ethnicity from North America or South America.

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Although not exclusive to the Latinx population, there is a part of the population that are foreign-born. Compared to the State of Florida, SWFL has 3% less of a foreign-born population (US Census Bureau). Most SWFL counties do not have a sizeable foreign-born population, but two counties have population with percentages higher than the region and state. Figure 30 displays the foreign-born population percentages across SWFL

Figure 30 - SWFL foreign-born population rates

Source: *US Census Bureau*

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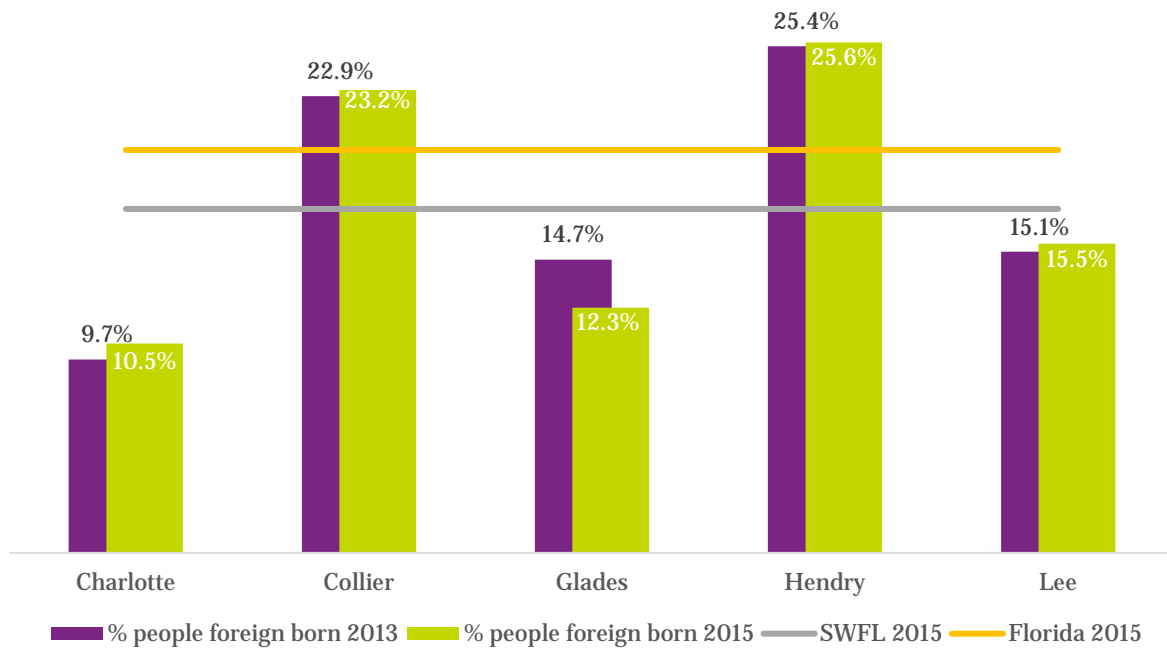
Figure 31 demonstrates another related factor, home language diversity rates. This chart shows the percentage of the population, ages five and up, that speak a language other than English at home. From 2013 to 2015, the home language diversity rates across the counties have not changed much. Most SWFL counties fall below the regional and state home language diversity rates of 23.5% and 29% respectively (US Census Bureau). However, there are two counties that have home language diversity rates above the regional and state rates.

Figure 31 SWFL home language diversity rates
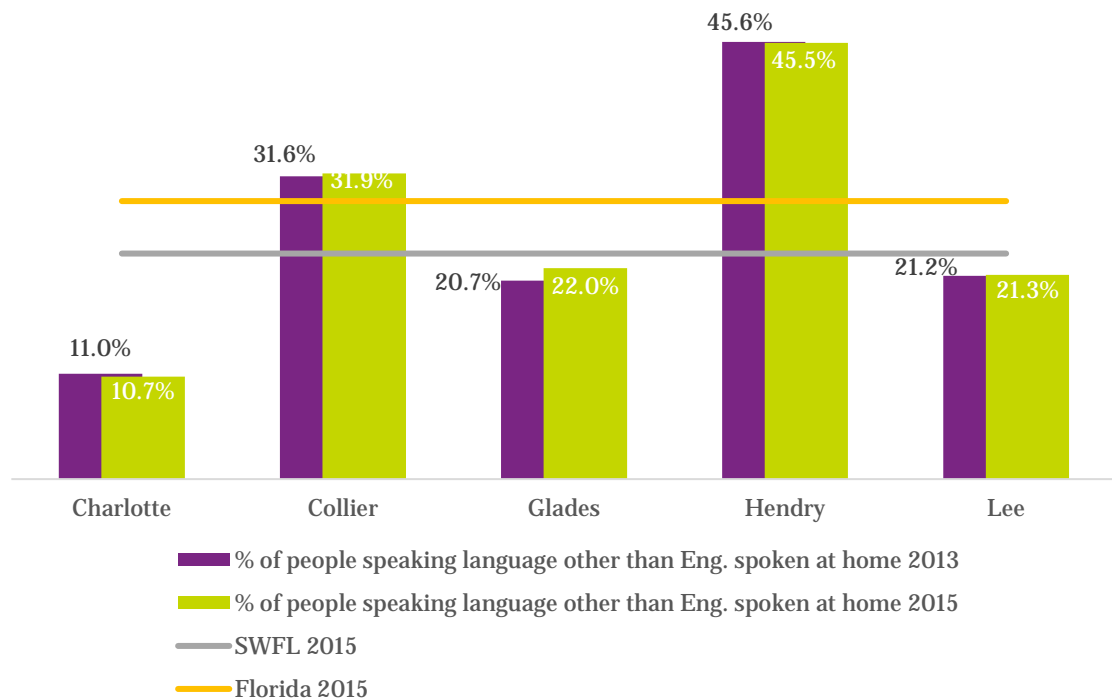
Source: US Census Bureau

For most SWFL counties there continues, to be an achievement gap for Latinx students as well. From 2013 to 2015, most SWFL counties narrowed the achievement gap between Latinx and white students in terms of high school graduation. Some counties also saw significant improvements in Latinx graduation rates. Figure 32 shows the breakdown by county.

Figure 32 - Latinx high school graduation rates by county
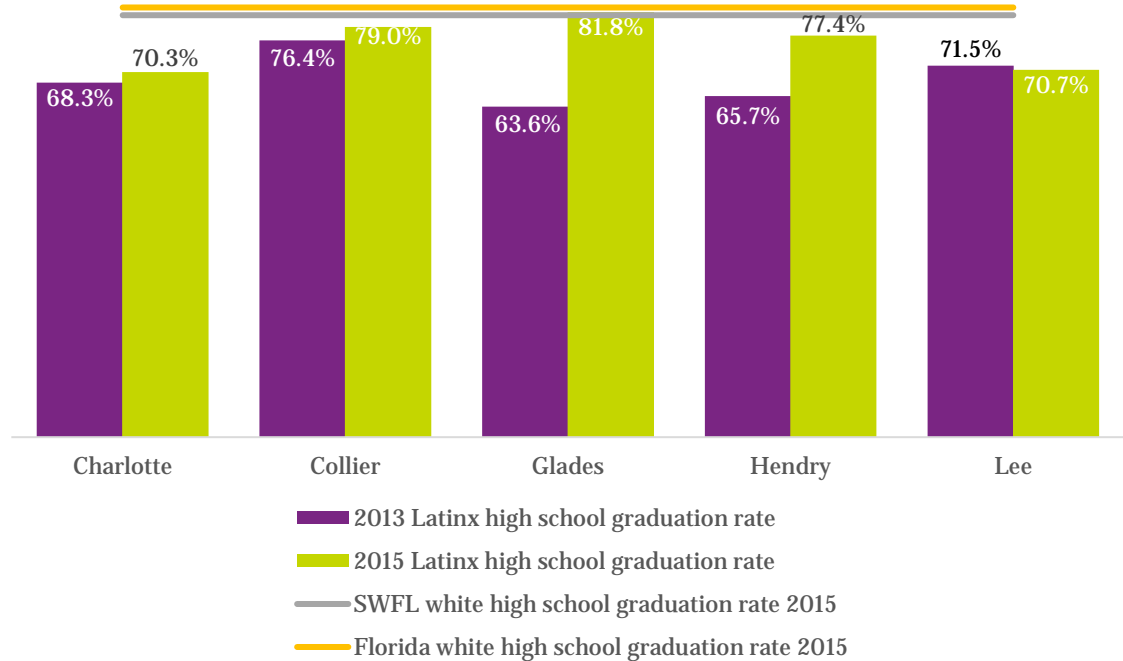
Source: Florida Department of Education

Figure 33 shows the percentage of the adult Latinx population (aged 25 and over) that has a bachelor's degree or higher in each SWFL county. Compared to the percentage of white adults holding a bachelor's degree in SWFL, 34%, and in the State of Florida, 30.7%, all five counties present an achievement gap for Latinx people (US Census Bureau). In several counties, the percentage of Latinx people with a college degree decreased in 2015 from the 2013 rate.

Figure 33 - Latinx college degree holder percentages by county
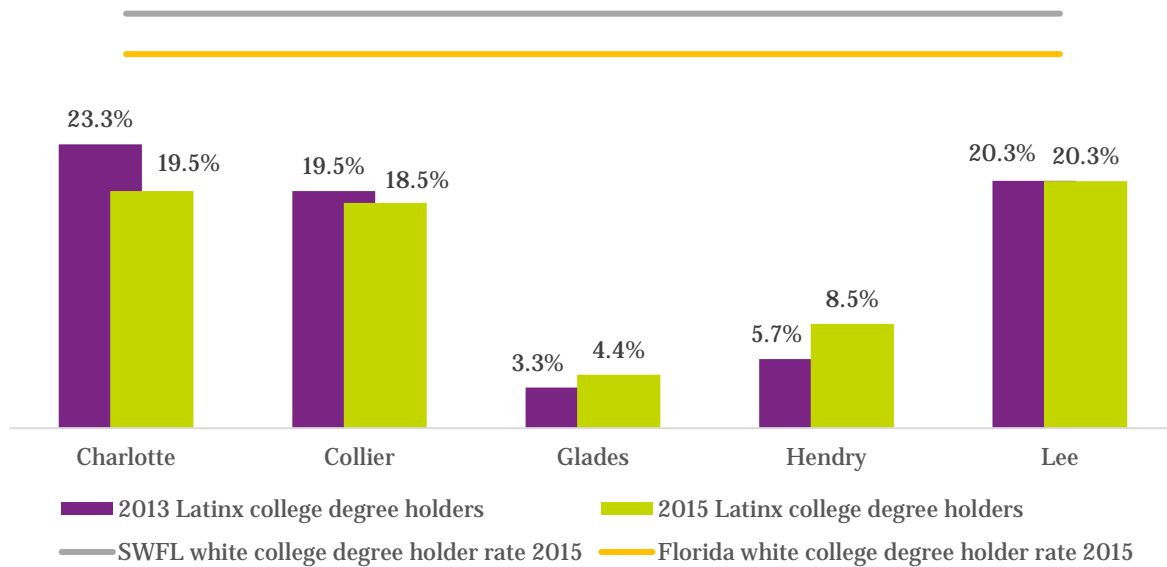
Source: EMSI, US Census Bureau

Though not large compared to the broader population, SWFL is home to proportionally more (0.4%) Native Americans than the State of Florida (0.2%) (US Census Bureau). Some SWFL counties have a larger Native American population proportionally than others. All counties saw the percentage of Native Americans in their population stay the same or drop between 2013 and 2015. Figure 34 shows this data across the SWFL counties.

Figure 34 - SWFL Native American population
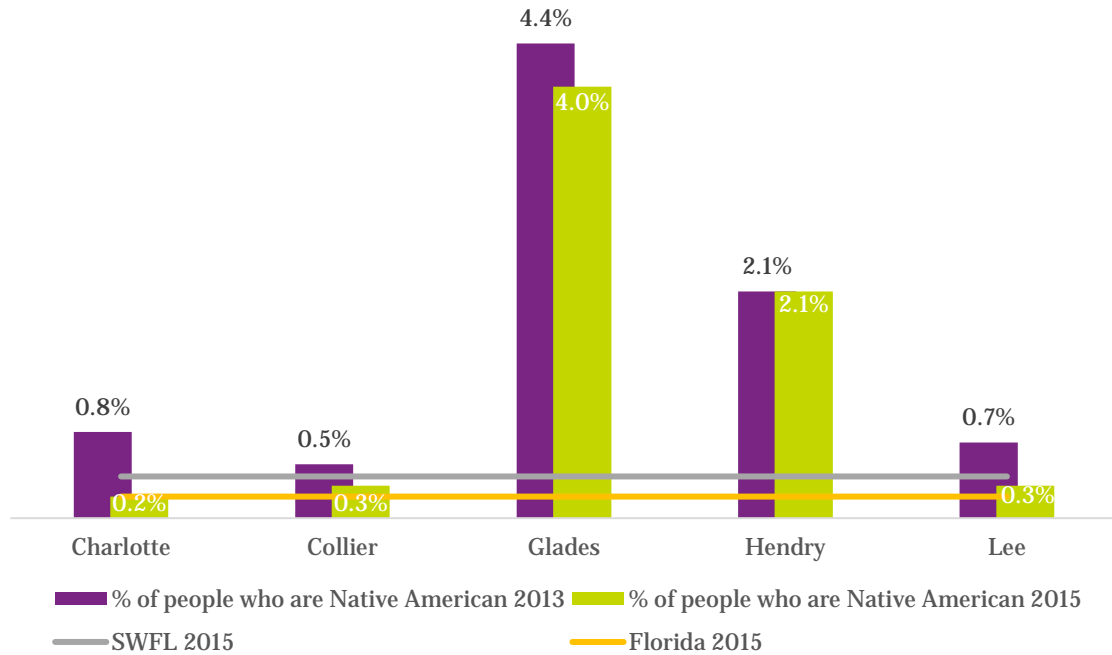
Source: US Census Bureau

Figure 35 compares on-time high school graduation rates in SWFL. In 2016, 1,268 students of color[5] did not graduate on time compared to 887 white students. That means one point four (1.4) times more students of color did not graduate on time than their white classmates that year.

Figure 35 – 2015-2016 SWFL high school graduation rate by race/ethnicity

5,616 White Students

5,243 Students of Color

75.8% graduate

84.2% graduate

1,268 don't graduate

887 don't graduate

■ Total students of color   ■ Total white students
■ Non-graduating students of color ■ Non-graduating white students
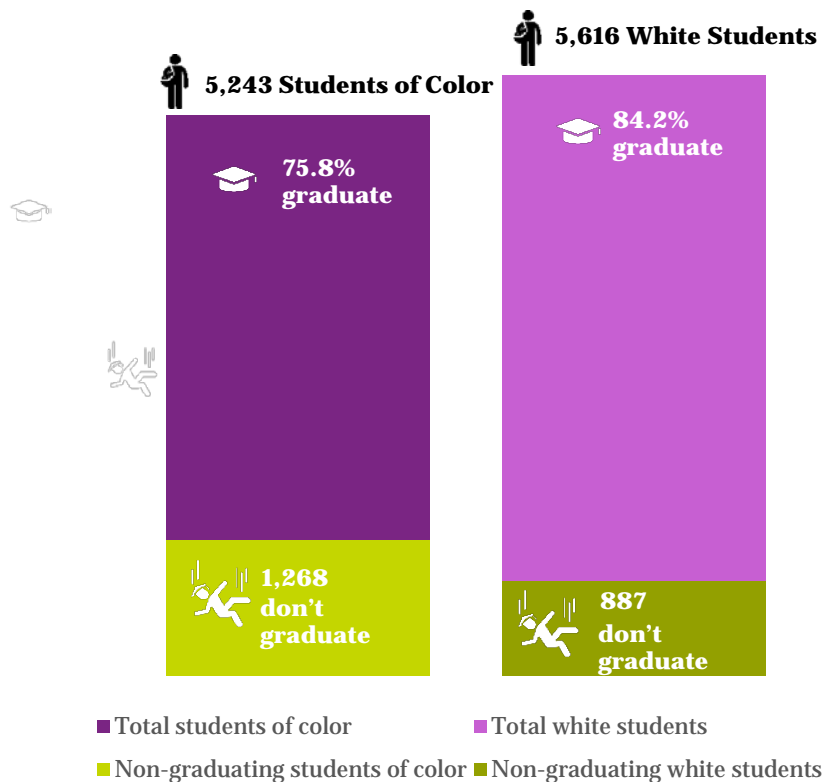
Source: Florida Department of Education
**Includes regular public school students only

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[5] Students of color are comprised of black and Latinx populations.

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Conversely, students of color are enrolling at post-secondary education at higher rates than their white counterparts, as can be seen in Figure 36.

Figure 36 - Post-secondary enrollment compared to SWFL demographics
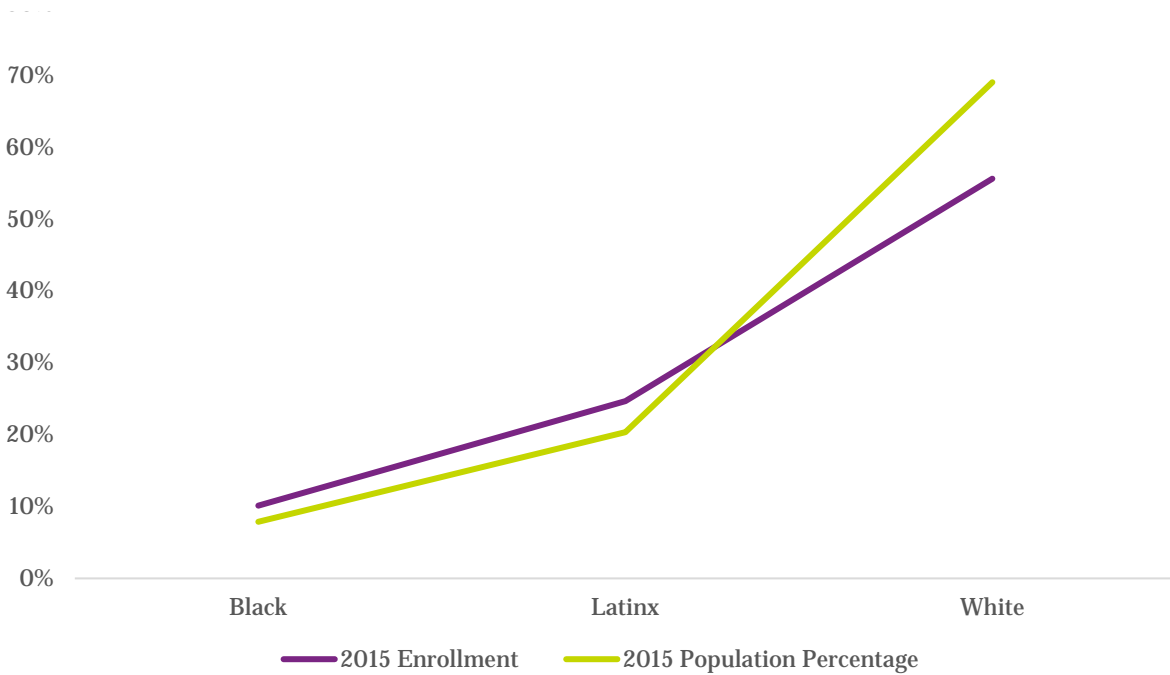
Source: National Center for Education Statistics, US Census Bureau

However, students of color also face equity gaps in post-secondary education. The achievement gap can be seen when it comes to on-time completion rates at post-secondary institutions. White students have on-time completion rates of 49%-50%, whereas Latinx students are slightly behind completing 47%-49% of the time, and black students lag further with post-secondary completions at 40%-41%. Figure 37 shows this comparison.

Figure 37 - Post-secondary completions compared by race/ethnicity
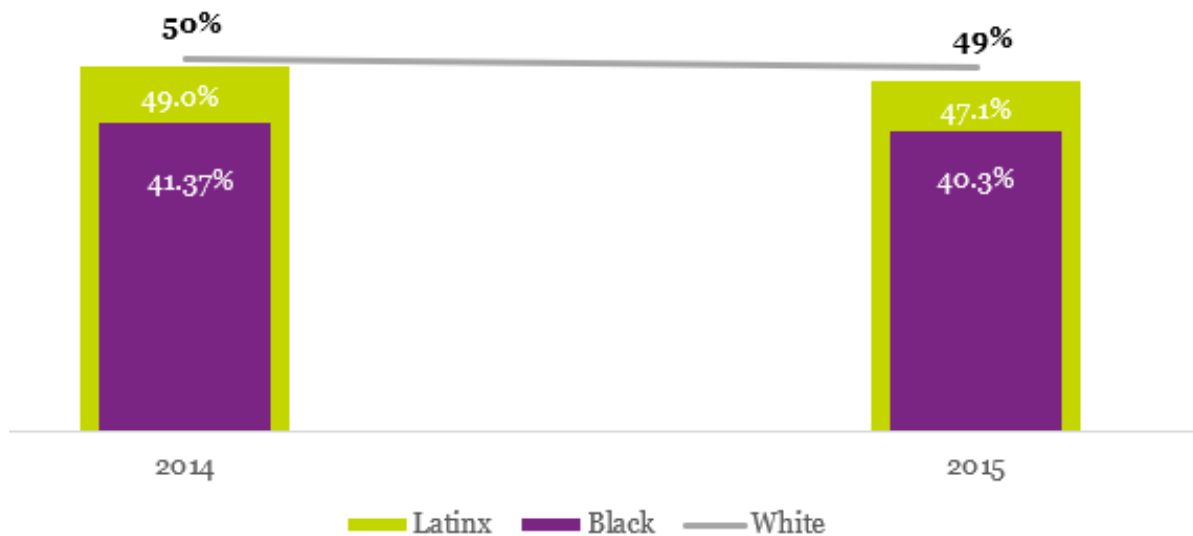
Source: *National Center for Education Statistics*

Conclusion

This report updates the information presented in 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 data contained in this report can be used by FMC partners and other regional stakeholders to develop their own projects, apply for grants, and continue to strategically align with progress toward our shared goal.

Throughout the report, it is seen that SWFL is growing and progressing in many ways. Progress has been made or maintained in each of the FMC shared outcomes except technical education enrollment, which trends down when the economy is good and in outcomes where no data source has been identified.

FMC projects such as the Certified Nursing Assistant (CNA) System Alignment Program, the FAFSA! First Campaign, and the Early Learning System Alignment Project continue. The CNA System Alignment Program serves as an example of bringing partners together to bridge gaps for post-secondary completion. The local FAFSA completion campaigns exceeded their goal of increasing regional FAFSA completion by 5%, with 40.5% of SWFL seniors completing their FAFSA by the end of the 2017 school year. This is important progress because FAFSA completion is a leading indicator for post-secondary completion. The Early Learning System Alignment

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project is connecting preschool providers and elementary schools to smooth the transition to kindergarten.

The work of the FutureMakers Coalition requires a close look at equity if we hope to meet our goal of transforming the workforce. Our region is experiencing black/African American and Latinx population growth across Southwest Florida, yet gaps in high school and post-secondary completion for these populations persist when compared to their white counterparts. It is essential to identify and address the system barriers causing these equity gaps in achievement as we look at the work of the FMC moving forward. In particular, we should aim to set equitable attainment goals, and seek to provide interventions to alleviate these barriers.

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 projects and systems alignment is underway. 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 in SWFL while honing the activities that provide the most promise in efforts to transform the workforce in SWFL.

The everyday work of these stakeholders is necessary to support students and improve the workforce, and the everyday work of the FMC and its backbone support is necessary to support them. Moving through 2018, coalition partners will engage in an evaluative reflection process to build capacity in the coalition and relationships between partners. The information contained in this report will continue to guide the development of shared activities of FMC partners and help to shine a light on areas the need focused attention. The FMC is moving forward from here toward 55% post-secondary attainment and beyond.

Glossary

Access and Entry – Work on the cradle-to-career pathway that focus on getting into post-secondary education programs

Aspiration and Preparation – Work on the cradle-to-career pathway that spans from birth to high school graduation

Attainment – Achievement of a high quality post-secondary certificate (PSAV) or degree (AA, BA/BS)

Black – General term for people identifying as black, African America, or Caribbean American

Cradle-to-career pathway – System of preparing people for education and employment that is connected from birth through job placement

Collective impact – When organizations from different sectors agree to solve a specific social problem using a common agenda, shared measurement systems, mutually reinforcing activities, continuous communication, and backbone support organization

Completion – Work on the cradle-to-career pathway that focuses on the completion of a degree or certificate and connecting those people to jobs in the region

FutureMakers Coalition (FMC) - Cradle-to-career initiative in Southwest Florida (SWFL) with the goal of transforming the workforce by increasing the number of working age adults with degrees, certifications, and other high-quality credentials to 55% by 2025

Latinx – Gender-neutral term for people of Latino, Hispanic, Chicano descent

Outcome – Specified desired change in community or target group

Persistence and progress – Work on the cradle-to-career pathway that supports post-secondary retention and the number of students moving toward completion in their chosen degree or certificate program

Rapid-cycle test – Quick trial implementations of systemic changes in policy or procedure to gather data around effectiveness of proposed changes to inform larger scale system changes and programming

Regional Action Teams - FMC teams that 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.

Southwest Florida (SWFL) – Diverse region of beaches, urban centers, and sparsely populated rural areas with a population of 1,222,184 (2015) encompassing the five counties of Charlotte, Collier, Glades, Hendry, and Lee on the southern western coast of Florida

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