

Future/Makers Coalition

Community Impact Evaluation

2018 Outcomes Report



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Abbreviation List

CCTC - Cape Coral Technical College

CNA - Certified Nursing Assistant

EMSI - Economic Modeling Specialists International

FAFSA - Free 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.

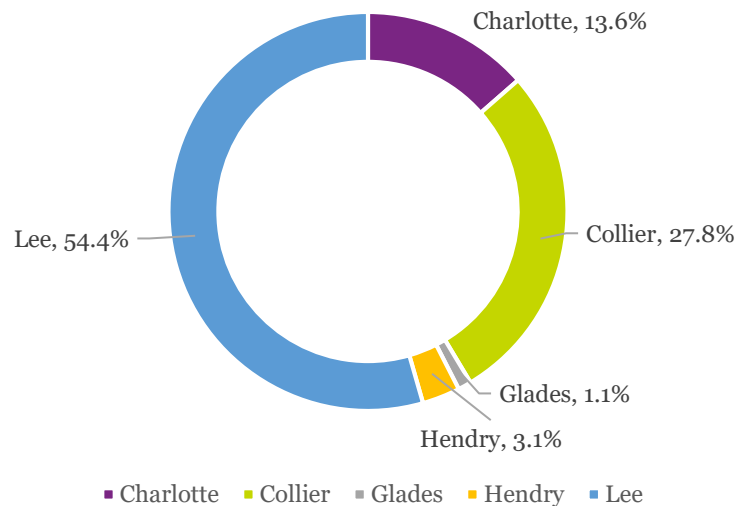
The information contained here reports on the progress made toward FMC outcomes based on the agreed upon metrics and data sources. Post-2013 secondary data is presented here, based on availability. For some metrics, 2016 is the latest available data. As a result, the regional population data is updated to 2016. 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 in 2014, 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. 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 1,250,644, with a working population (ages 25-64) of 582,832 (US Census Bureau, 2016). Figure 1 shows the population proportions of SWFL by county according to 2016 US Census data.

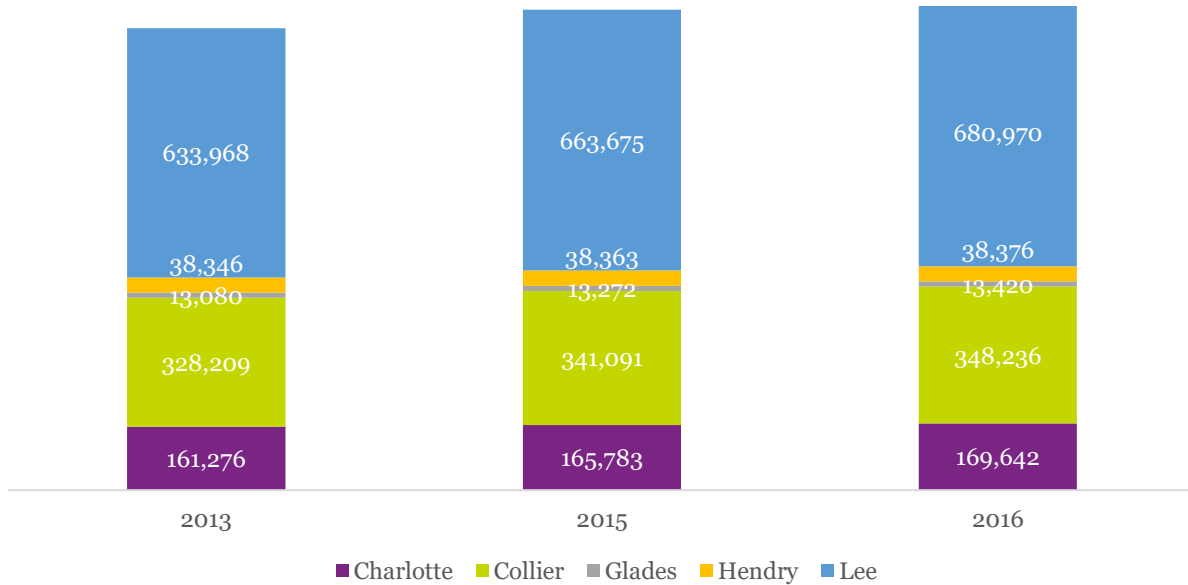
Figure 1 – 2016 County proportion of Southwest Florida's total population



Source: US Census Bureau

Since 2013, the regional population in Southwest Florida has grown to 1,250,644 in 2016, up more than 6%. Figure 2 shows the total population per county across Southwest Florida.

Figure 2 - 2016 Southwest Florida population by county

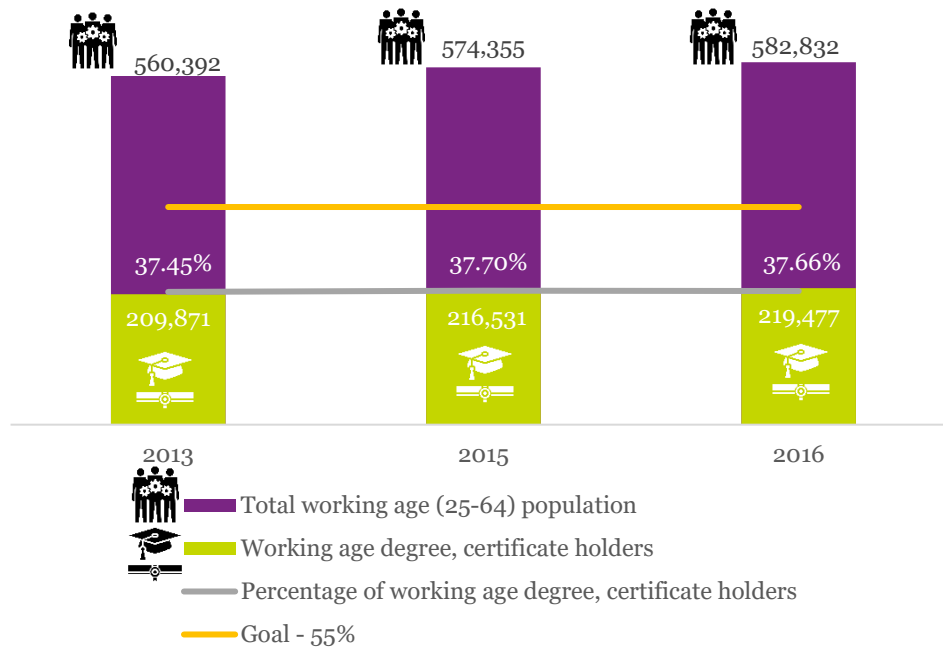


Source: US Census Bureau

FutureMakers Coalition Regional Shared Outcomes Our Attainment Goal

Based on 2016 figures the region has 582,832 people of working age population (US Census Bureau). Figure 3 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%. This calculation is based on Census data on degree attainment along with an estimation of high-quality post-secondary credentials holders based on similar work by the Georgetown Center on Education and the Workforce. High-quality credential holders are estimated to be individuals that identify on the Census as having “some college” and are making 20% more than the median income of a high school graduate in their county. Figure 3 shows the breakdown of the skilled workforce since the beginning of the FutureMakers Coalition.

Figure 3 – Skilled workforce in SWFL



Source: US Census Bureau, Georgetown Center on Education and the Workforce

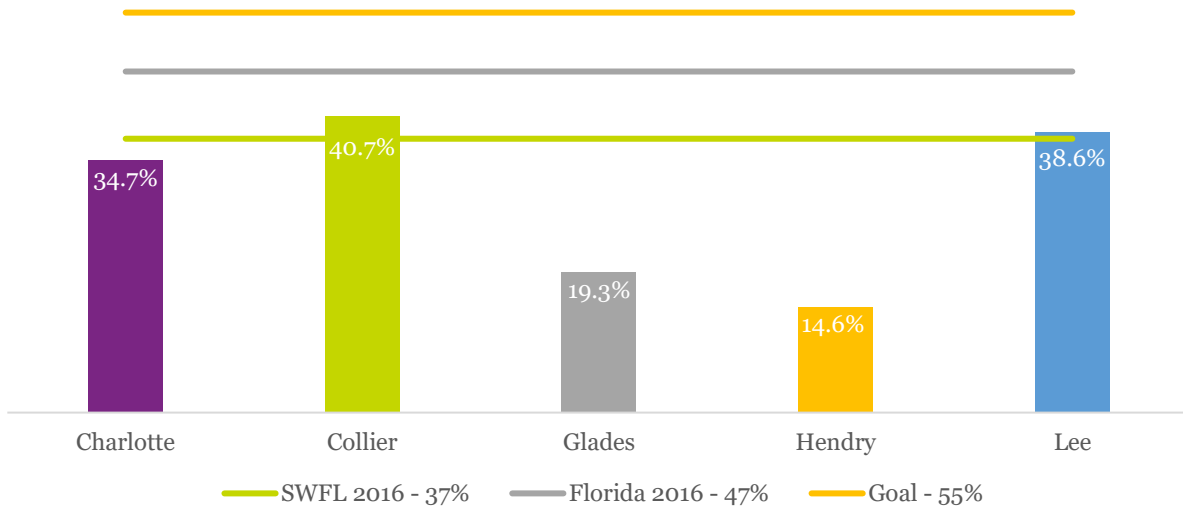
Although the percentage of the working age population with a post-secondary degree or certification has remained steady since 2013, the total number of degree and certificate holders has grown. 9,606 more degree and certificate holders were added to the working age population between 2013 and 2016.

Figure 4 - Total number of post-secondary degrees and certificates added 2013-2016



Looking at the differences in attainment rate across Southwest Florida by county helps to better understand the nuances across the region. Figure 5 shows the county by county breakdown.

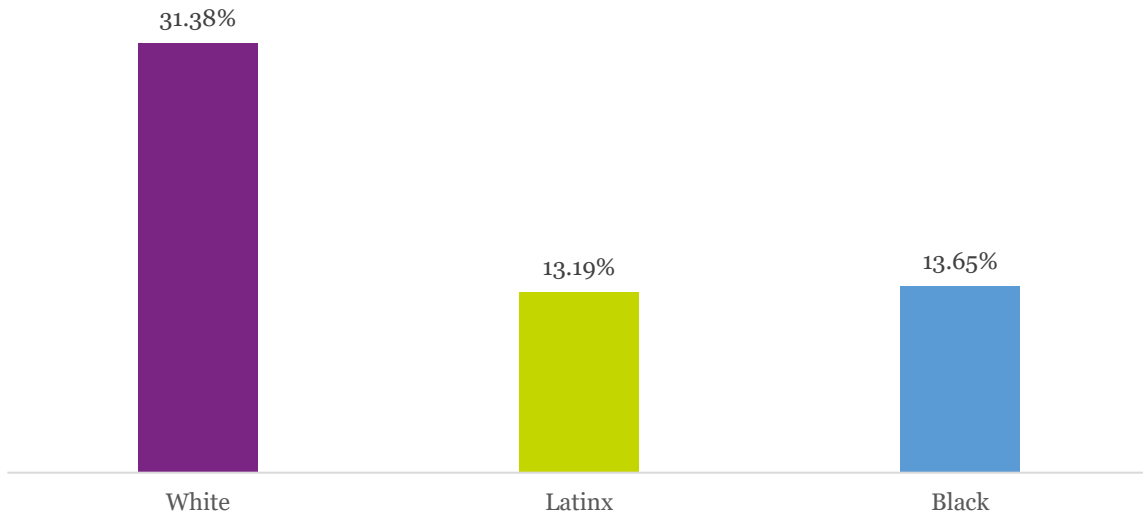
Figure 5 - SWFL percent of working age population (25-64) with post-secondary degree, certificate by county 2016



Source: US Census Bureau, Georgetown Center on Education and the Workforce

Figure 6 shows the percentage of the Southwest Florida adult population with a four-year degree or higher disaggregated by race/ethnicity. Although this is a limited look, it is currently the only way to analyze achievement gaps in post-secondary attainment from existing sources.

Figure 6 - SWFL people (18+) with bachelors or higher 2016

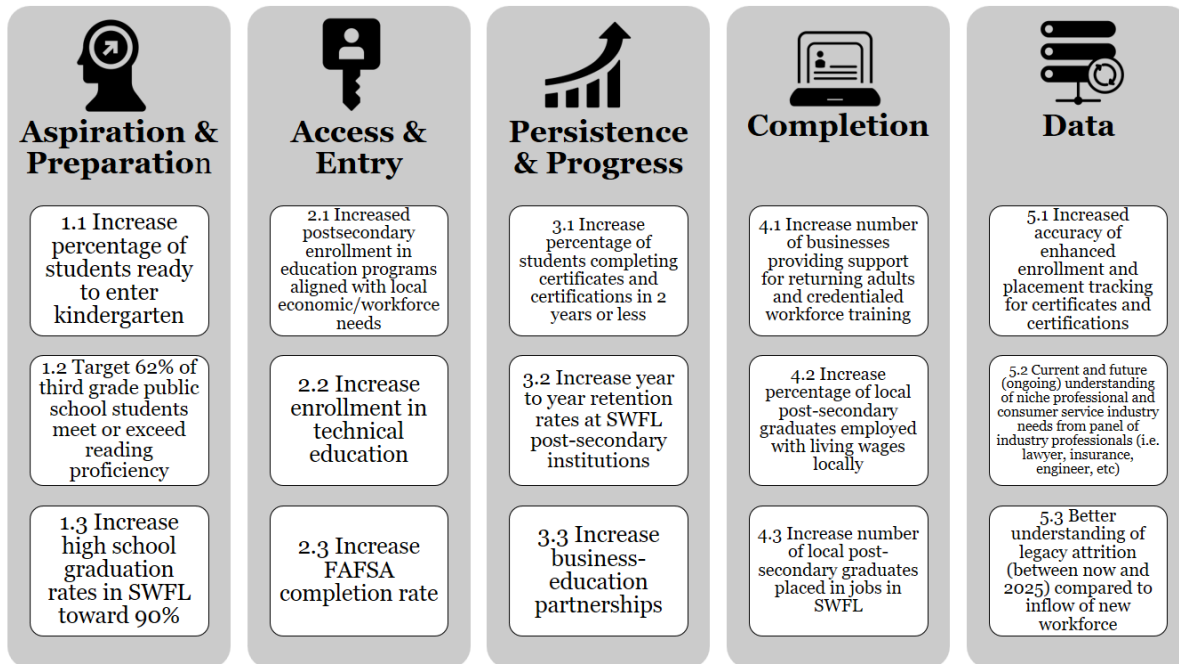


Source: US Census Bureau

FutureMakers 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 7).

Figure 7 - FutureMakers regional outcomes



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 2018 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.

In addition to the charts and on discussion on each outcome, there is an icon indicating the trend on that metric for 2018. Plus sign icons show an outcome is making progress. Minus sign icons mean there is negative trend for that outcome. Equal icons indicate no change.



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. Kindergarten readiness - Increase percentage of students ready to enter kindergarten

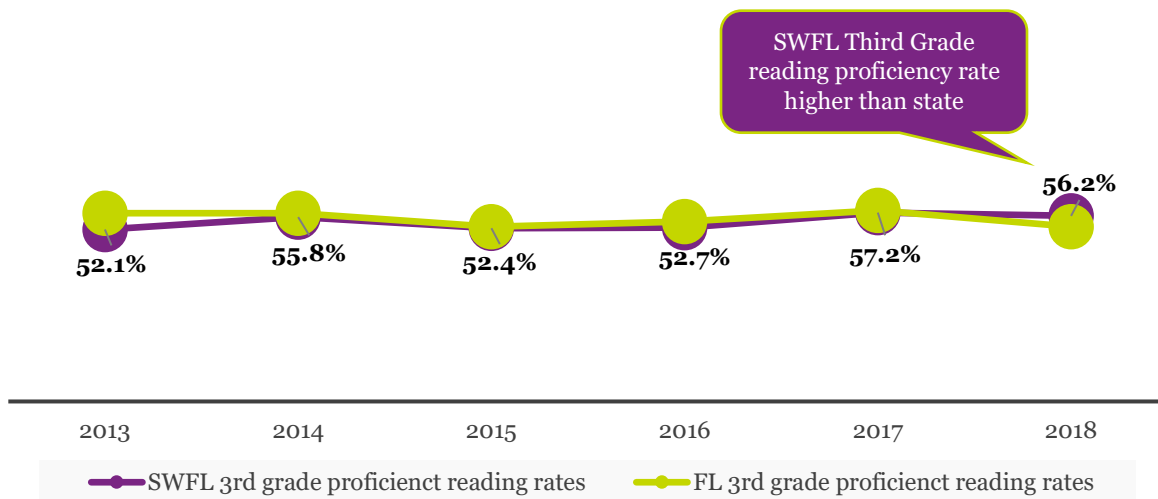
Early learning lays the groundwork for lifelong learning, post-secondary attainment, and workforce development. It plays a crucial role in helping students along their education paths, as well as being a draw and a factor in workforce talent retention. The State of Florida is currently in a transition 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.



Third grade reading - 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 56.2% of our region’s third graders score at the desired Achievement Level 3 or higher (deemed “satisfactory” by the Florida Department of Education) in 2018. This is the first time since 2013 that the Southwest Florida third grade reading proficiency rate was higher than the state’s overall rate. Figure 8 shows the third-grade reading proficiencies in SWFL compared to the statewide rate.

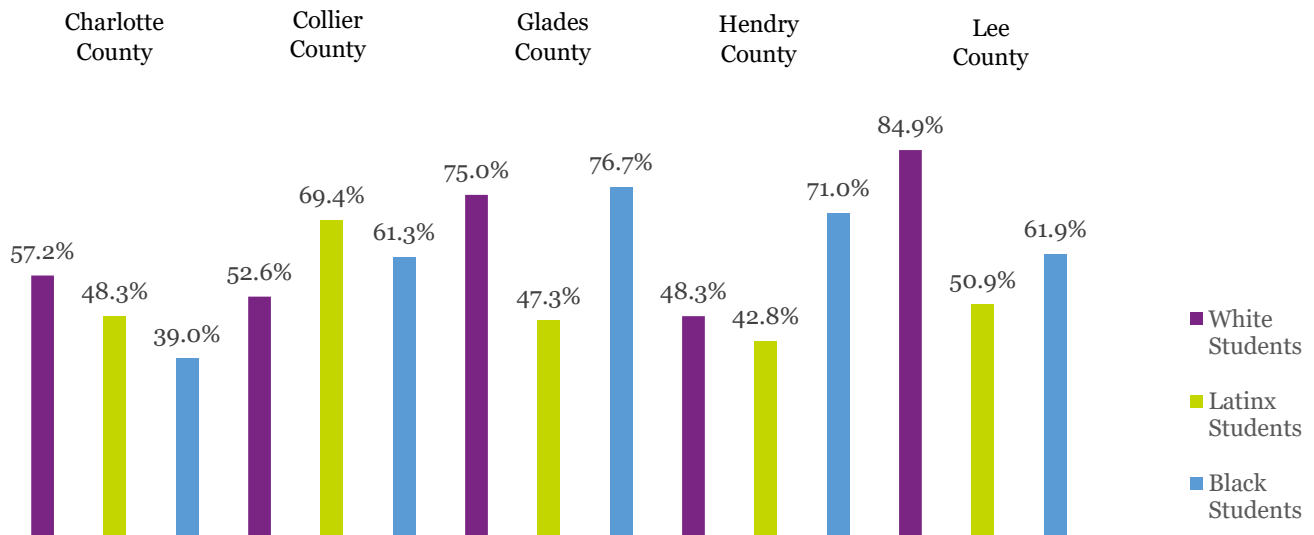
Figure 8 - Comparing SWFL and FL third grade reading proficiency rates



Source: Florida Department of Education

In order to better understand achievement gaps, Figure 9 shows third grade reading proficiency by county and by race/ethnicity. These are shown as percentages of total test-taking cohorts (i.e. percentage of total students in each race/ethnicity group taking the test that year scoring an Achievement Level 3 or higher). This nuance of the data also means that it can only be displayed by county (district) and not at the regional level.

Figure 9 - Third Grade Reading Proficiency by Race/Ethnicity 2017-2018



Source: Florida Department of Education

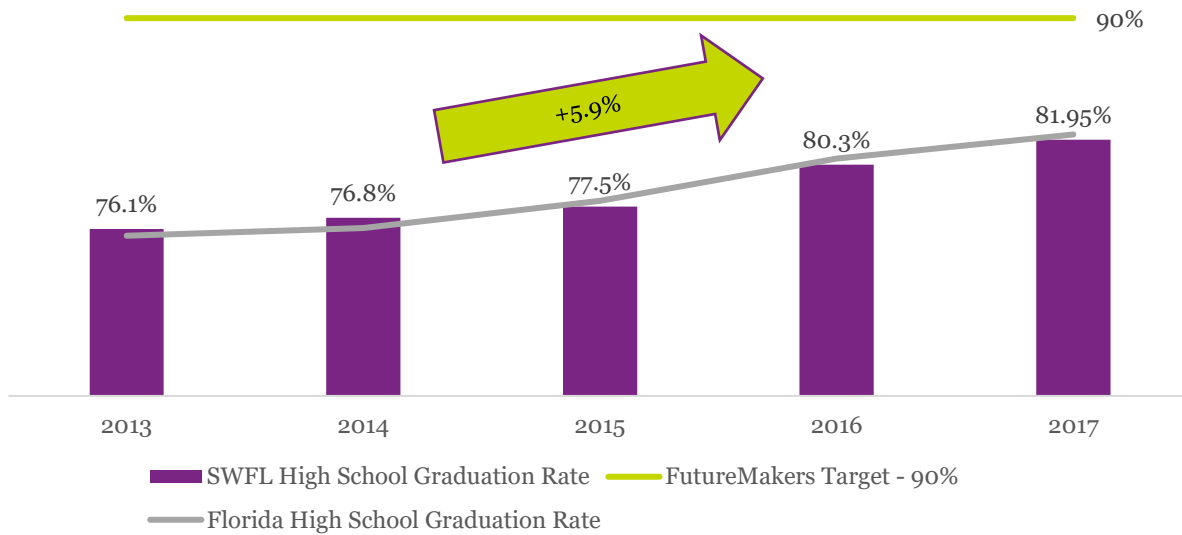


1.2. High school graduation - Increase high school graduation rates in SWFL toward 90%

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 10 shows the upward trend toward the 90% graduation rate from 2013-2017. Across the region, there has been a 5.9% 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.

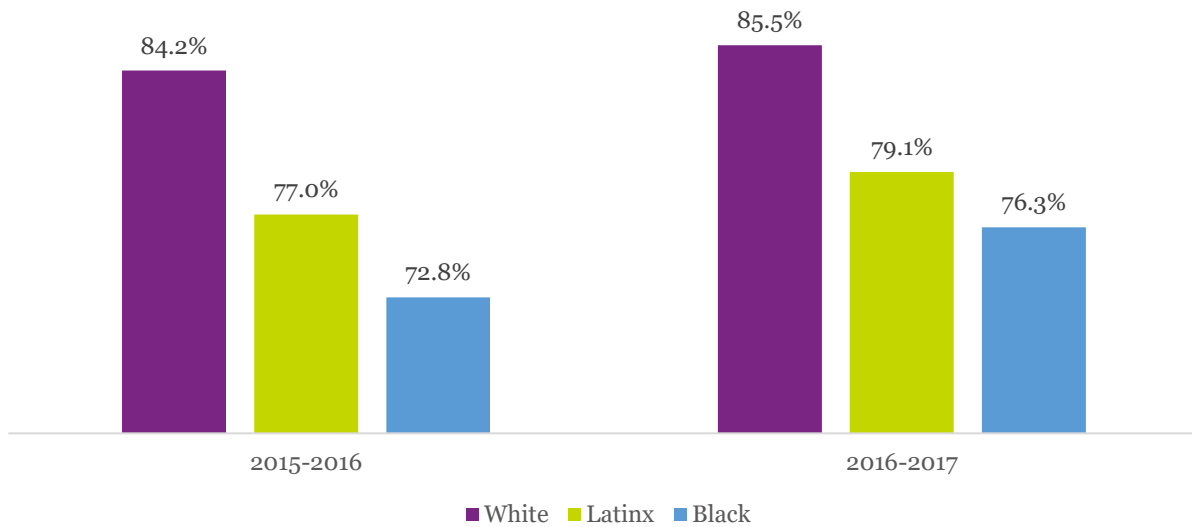
Figure 10 – SWFL high school graduation rates



Source: Florida Department of Education

Looking further into high school graduation rates, Figure 11 shows the years 2015-2016 and 2016-2017 disaggregated by race/ethnicity. The percentages are calculated by same race cohorts, meaning the number of students graduating on time is divided by the total number of same race/ethnicity students starting ninth grade at the same time. The chart shows that there is an achievement gap between White students and their Black and Latinx counterparts.

Figure 11 - SWFL high school graduation rates by race/ethnicity



Source: Florida Department of Education



2. Access and Entry

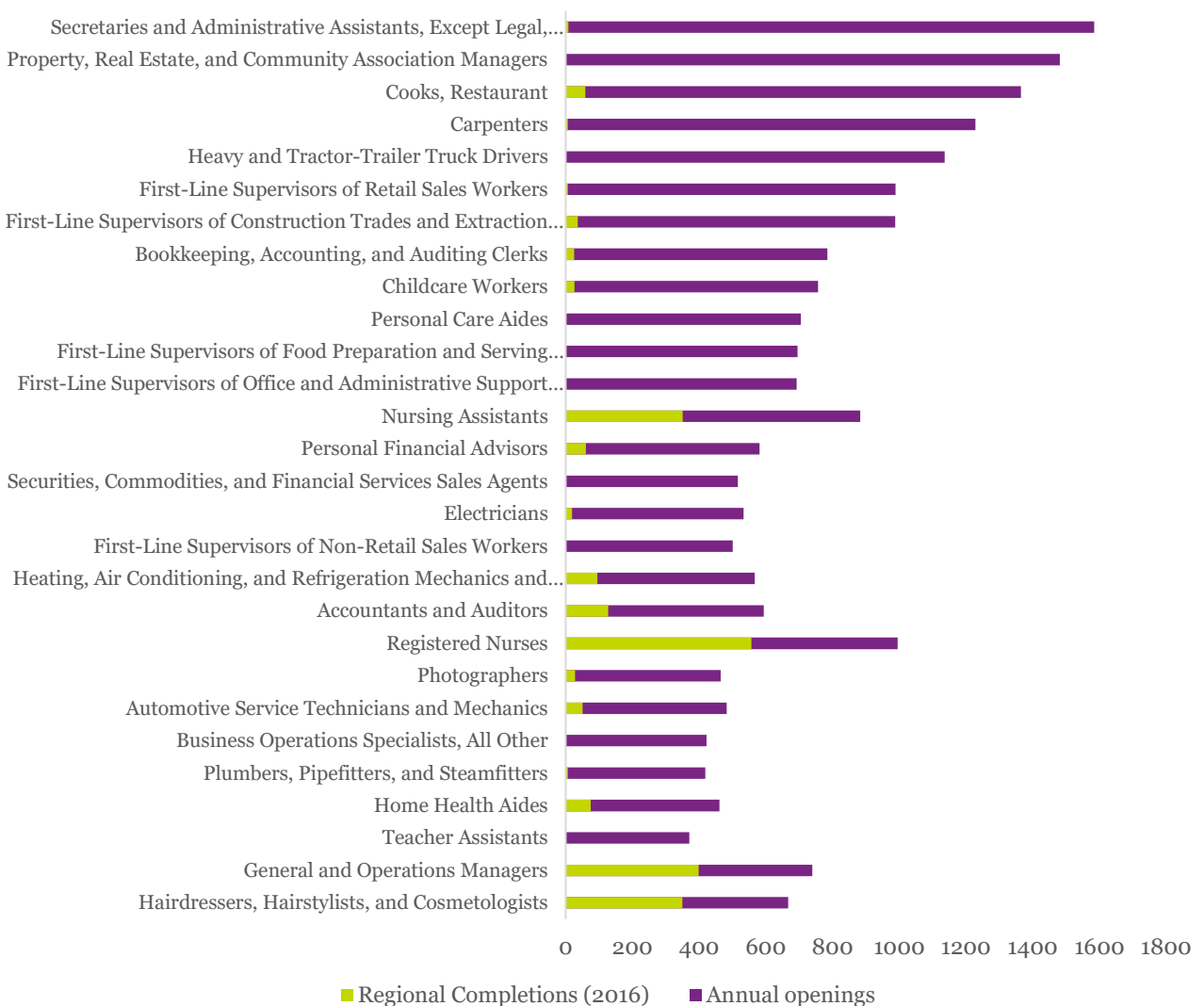
Access and entry outcomes focus on getting into post-secondary education programs. These include outcomes aimed at measuring efforts to ensure students pursue programs that align with their interests and support opportunities to become part of a skilled workforce in SWFL.



2.1. Enrollment - 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 12 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.

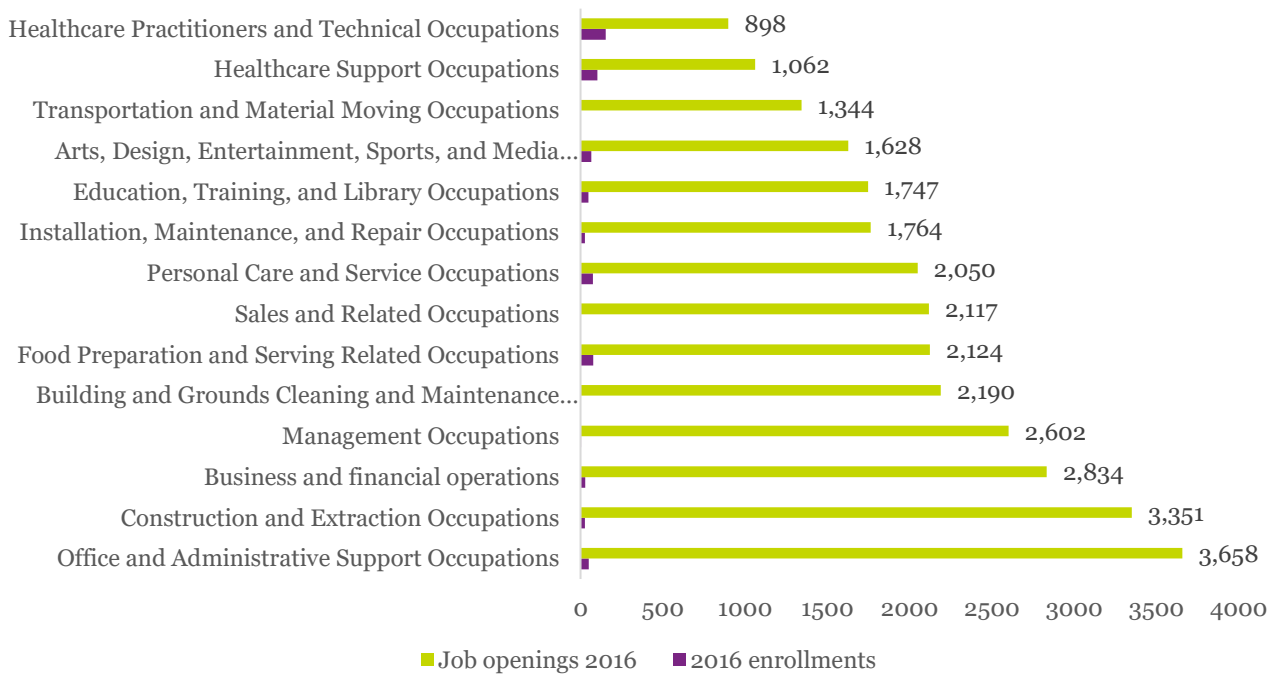
Figure 12 – SWFL annual occupation openings vs related post-secondary completions



Source: EMSI

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 for 2016. This enrollment data was then compared to occupation categories that have the most annual openings per year in SWFL. Figure 13 displays this comparison.

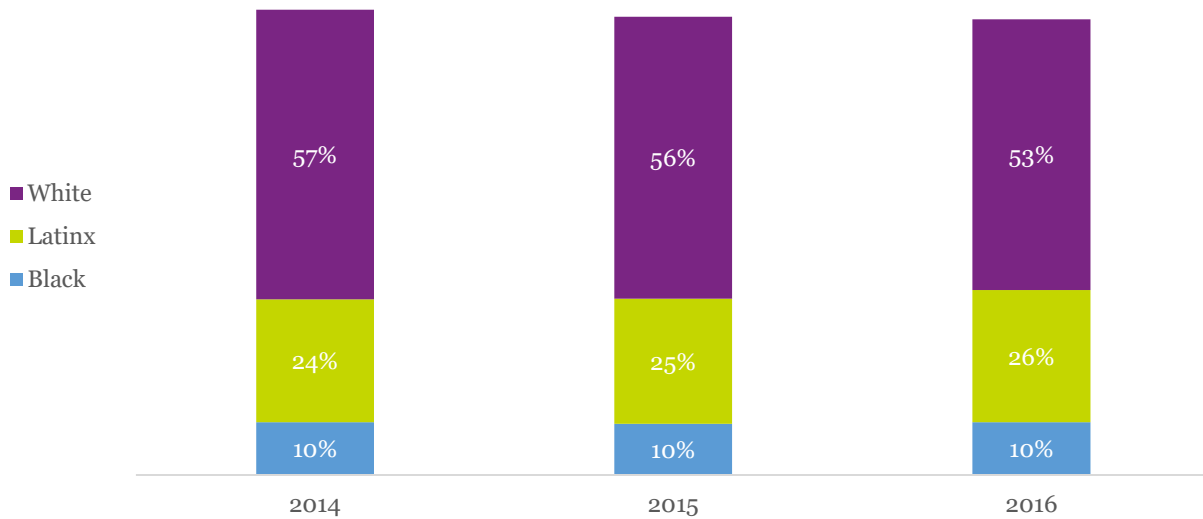
Figure 13 - Unfilled openings by occupation group vs. related technical college fall enrollments 2016



Source: Analyzed data from EMSI, FMTC, CCTC, iTech

With a lens on equity, Figure 14 shows annual post-secondary enrollments at Southwest Florida post-secondary institutions (including technical education) disaggregated by race/ethnicity.

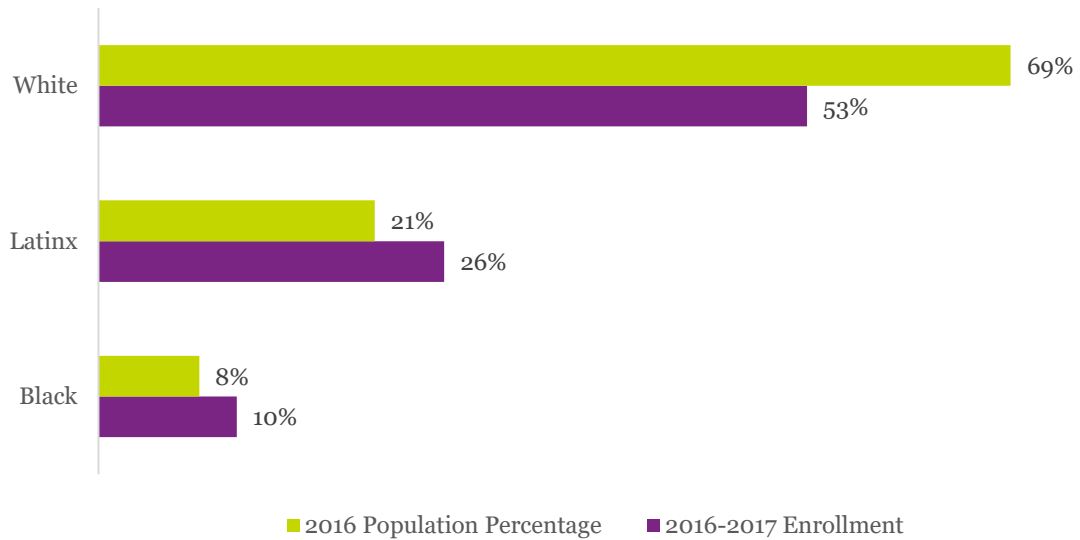
Figure 14 - SWFL post-secondary enrollment by race, ethnicity



Source: National Center for Education and Statistics

To illustrate further, enrollments for the year 2016-2017 are compared with the Southwest Florida proportional population by race and ethnicity for 2016 in Figure 15. This chart demonstrates that White students are enrolling in post-secondary institutions proportionally less than their Black and Latinx counterparts in relation to their regional demographic proportions.

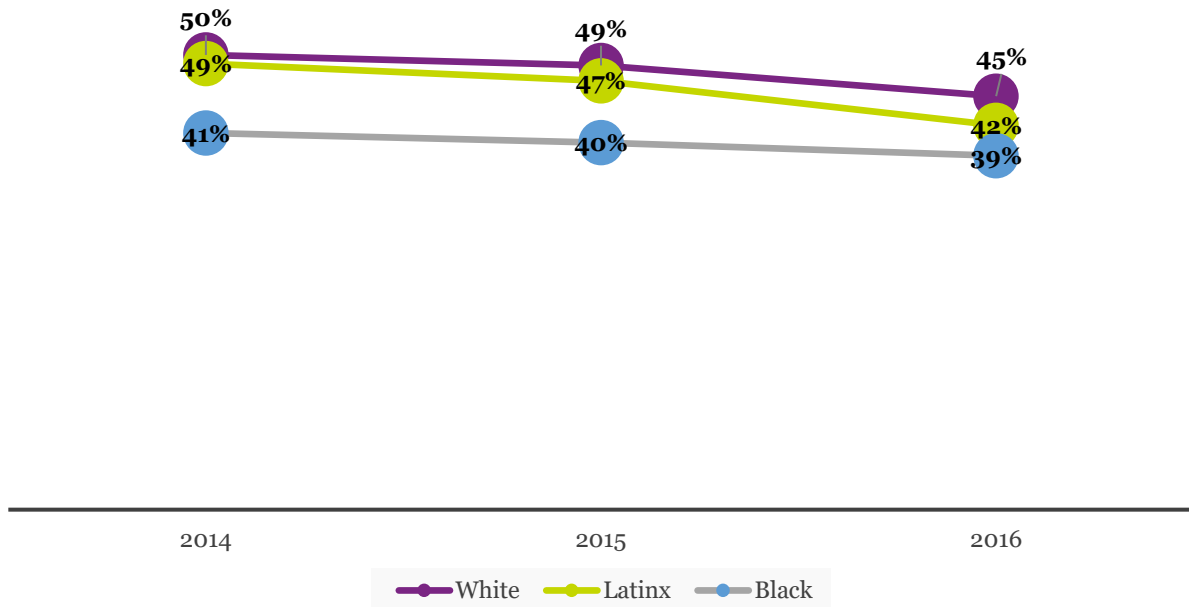
Figure 15 - SWFL post-secondary enrollment compared to SWFL Demographics



Source: National Center for Education and Statistic, US Census Bureaus

Figure 16 shows the post-secondary completion rate of students in Southwest Florida institutions disaggregated by race/ethnicity. This chart shows that White students consistently complete post-secondary education in Southwest Florida at higher rates than their Black and Latinx counterparts. Completion rates shown here include all SWFL post-secondary institutions, including technical education and 2 and 4-year, include all those enrolled and finish all required components in 150% of prescribed completion time (a common metric for understanding timely completion based on the Student Right to Know Act of 1990 as a normal time for degree completion).

Figure 16- SWFL post-secondary completion rates by race, ethnicity



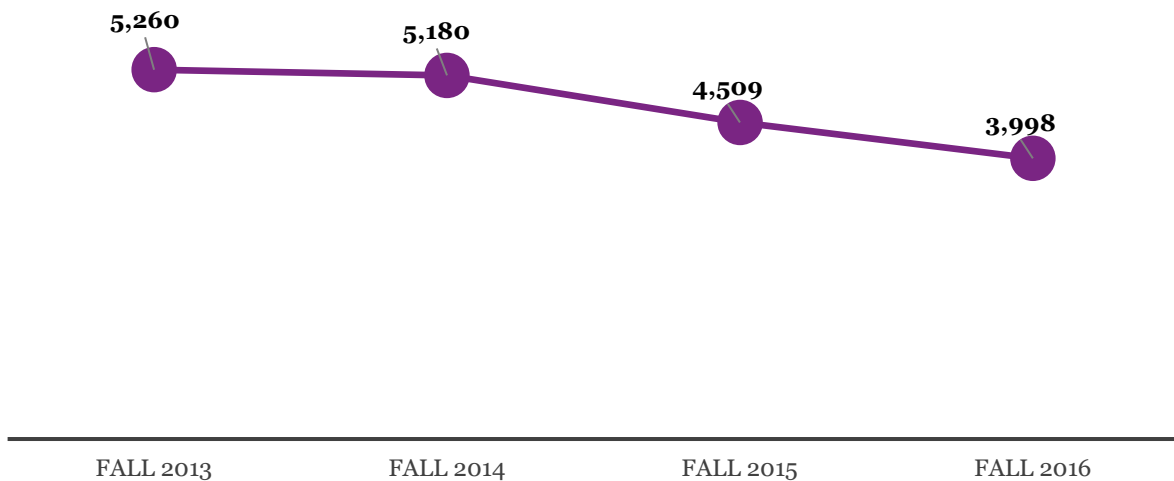
Source: National Center for Education and Statistics



2.2. Technical education - Increase enrollment in technical education

The second priority outcome for access and entry is to increase the enrollment in technical education in SWFL. Figure 17 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. It should also be noted that the overall technical enrollment availability in Southwest Florida was lower with the closing of institutions such as ITT Tech and Regency Beauty School.

Figure 17 – SWFL technical education fall enrollment



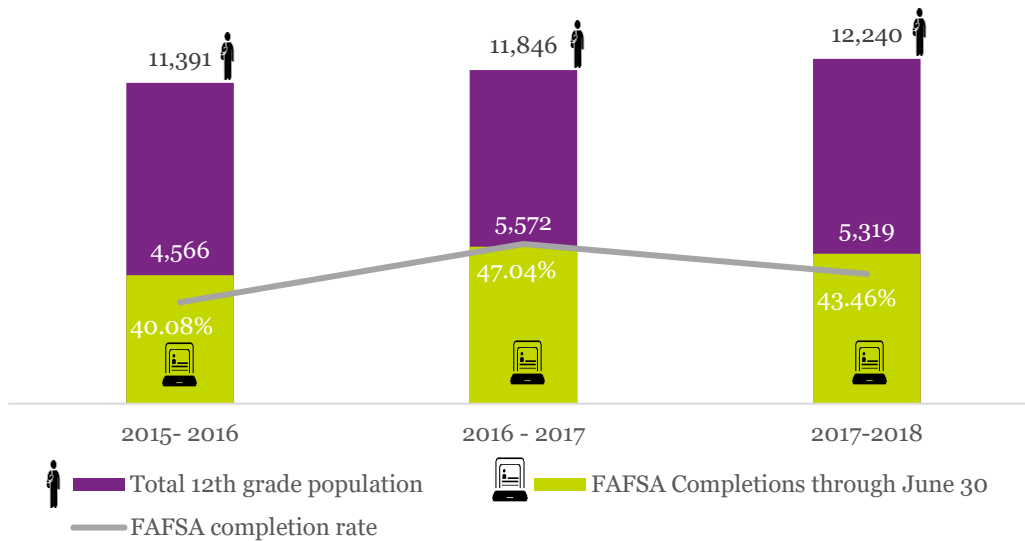
Source: National Center for Education Statistics



2.3. FAFSA - Increase FAFSA completion rate

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. FAFSA completion rates have been on the rise thanks in part to coordinated campaigns through the FMC and federal process improvements, such as the ability to current year tax returns. Figure 18 shows the FAFSA completion rates for Southwest Florida seniors through June 30. According to content experts on FAFSA as part of the FMC Access and Entry Team, the dip in completion rates for 2017-2018 can be attributed to challenges in the region resulting from Hurricane Irma in the fall of 2017.

Figure 18 – SWFL FAFSA completion rate



Source: Florida College Access Network (FCAN)
 *Includes public, private, charter schools
 ** Include 19 year olds and only compares years with 19 year olds included



3. Persistence and Progress

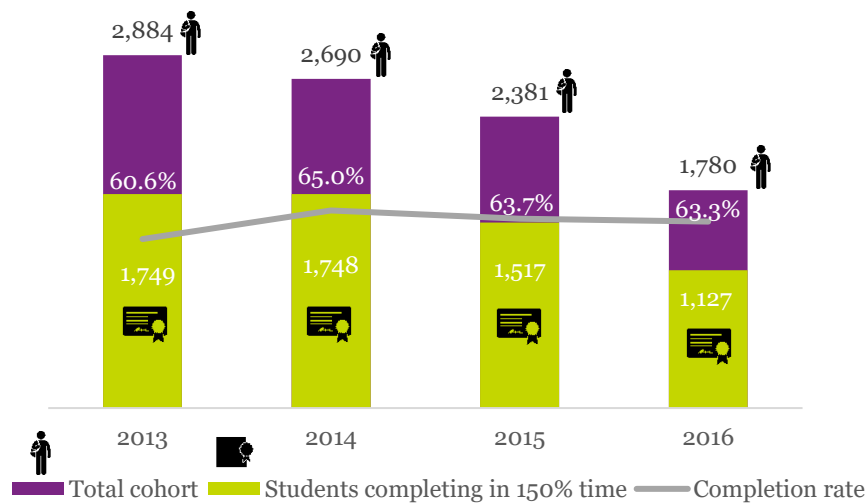
Persistence and progress outcomes were identified to help the region measure post-secondary retention and the number of students getting done in chosen degree and certificate programs. Earning a credential is key to meeting the FMC’s attainment goals.



3.1. One-time completion - 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 since 2013. Figure 19 shows the year to year trend in technical education completions.

Figure 19 - Timely technical education completion rate

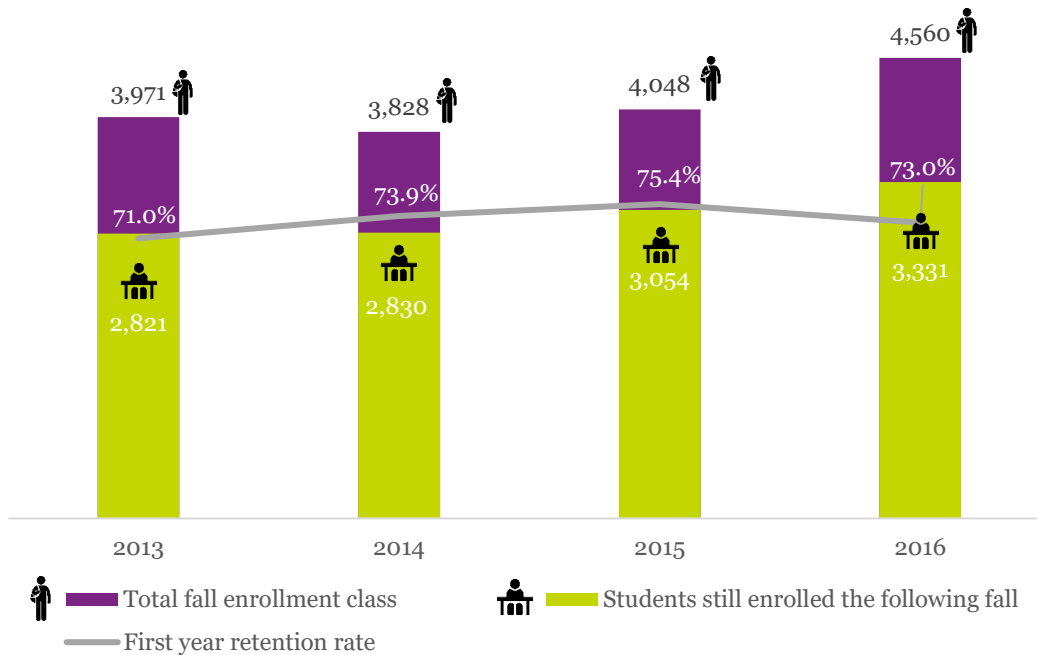


Source: National Center for Education Statistics

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

From the baseline year of 2013 to 2016, there has been an 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 20 provides additional details on retention.

Figure 20 - SWFL first year retention rate



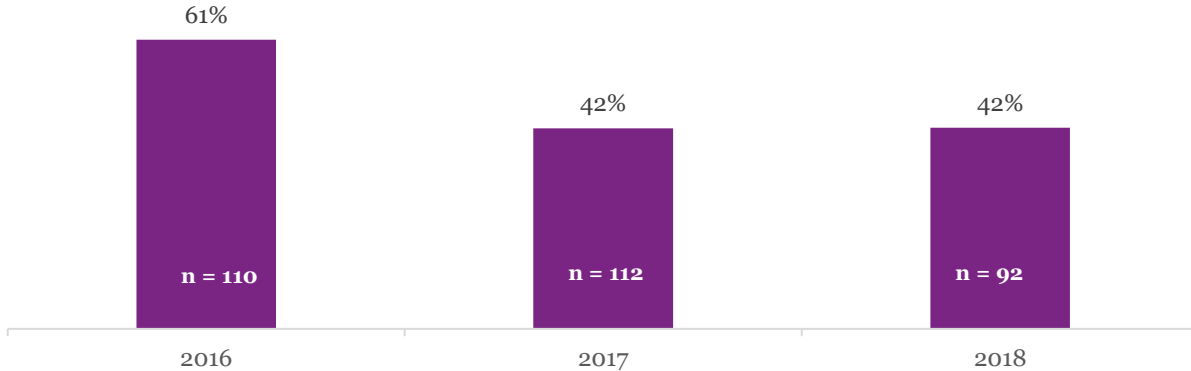
Source: National Center for Education Statistics



3.3. Business partnership - 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. Since the summer of 2016, the FMC distributed a survey to regional employers to gather information from them in areas related to coalition outcomes goals. Figure 21 shows that among responding employers the same percentage report partnering with post-secondary education institutions in 2017 and 2018.

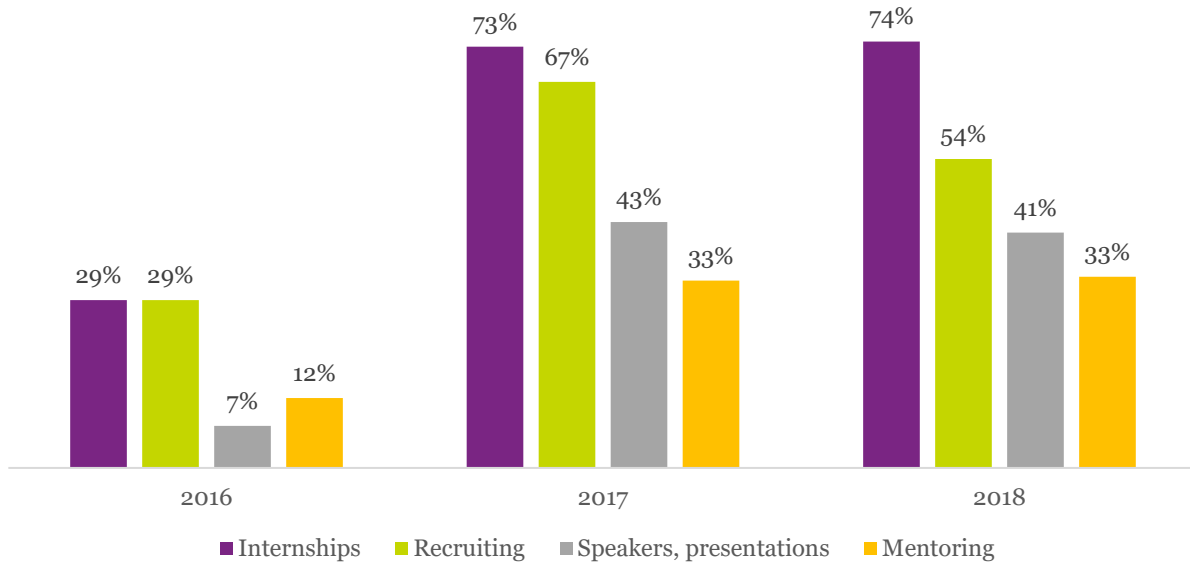
Figure 21 - SWFL businesses partnering with education



Source: FutureMakers Coalition Workforce Survey

Connecting on internships, recruiting, conducting presentations, and mentoring are the most commonly reported areas of partnering in 2018, which is like past years. More information on business-education partnerships can be found in Figure 22.

Figure 22 - Business-education partnership activities



Source: FutureMakers Coalition Workforce Survey

4. Completion



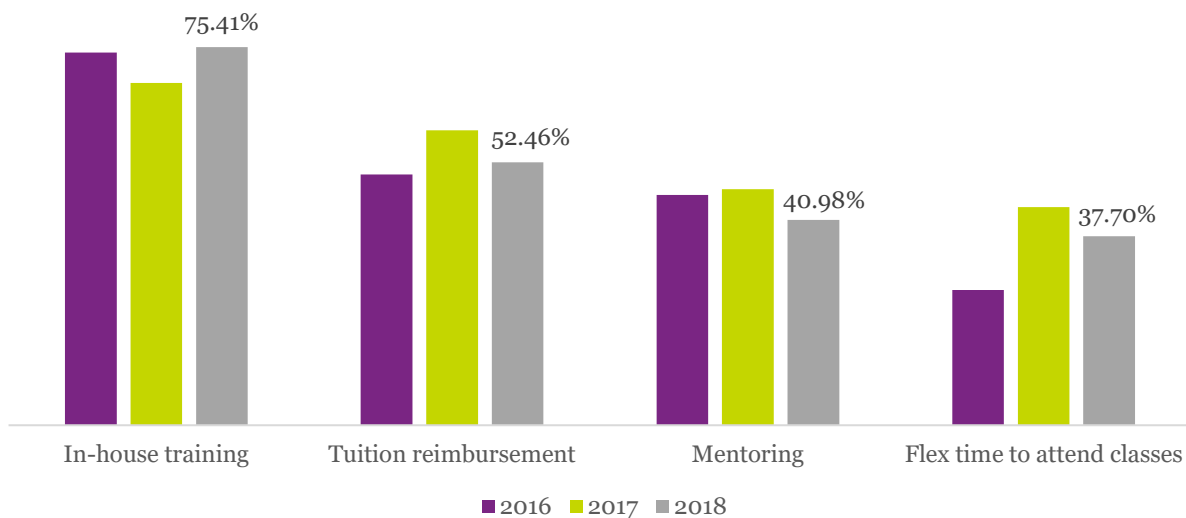
The FMC’s goal of transforming the region’s workforce requires improved capacity to attract, train, and retain a skilled workforce. The completion outcomes strive to measure efforts aimed at transforming the workforce in SWFL by looking at whether students who complete a degree or certificate are getting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



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

From the 2018 FMC Workforce Survey, 66.3% of the 92 responding employers offer some kind of education incentives. In-house training is most prevalent, but tuition reimbursement, mentorship opportunities, and flex time to attend classes are also provided frequently, which has been the consistent response over the past three years. Figure 23 shows the frequency the types of educational support offered by SWFL businesses.

Figure 23 - Top areas of business support for existing employee education



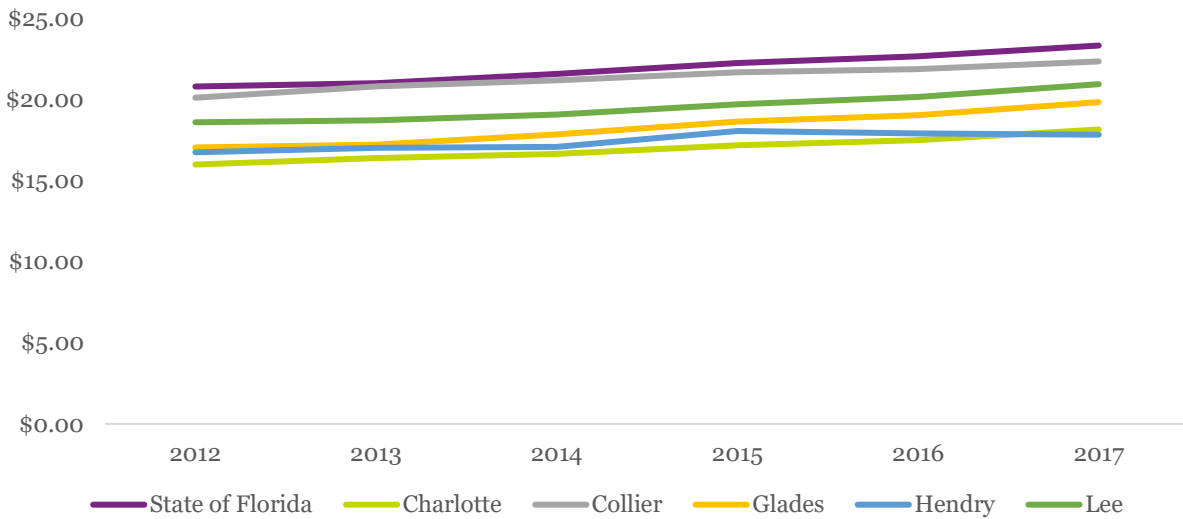
Source: FutureMakers Coalition Workforce Survey



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

Since 2013, FMC partners agreed to use the State of Florida metrics related to local real wages to monitor living wage in SWFL. Based on this metric, it can be seen in Figure 24 that, although SWFL average wages have been trending up, they still lag behind average wages for the state.

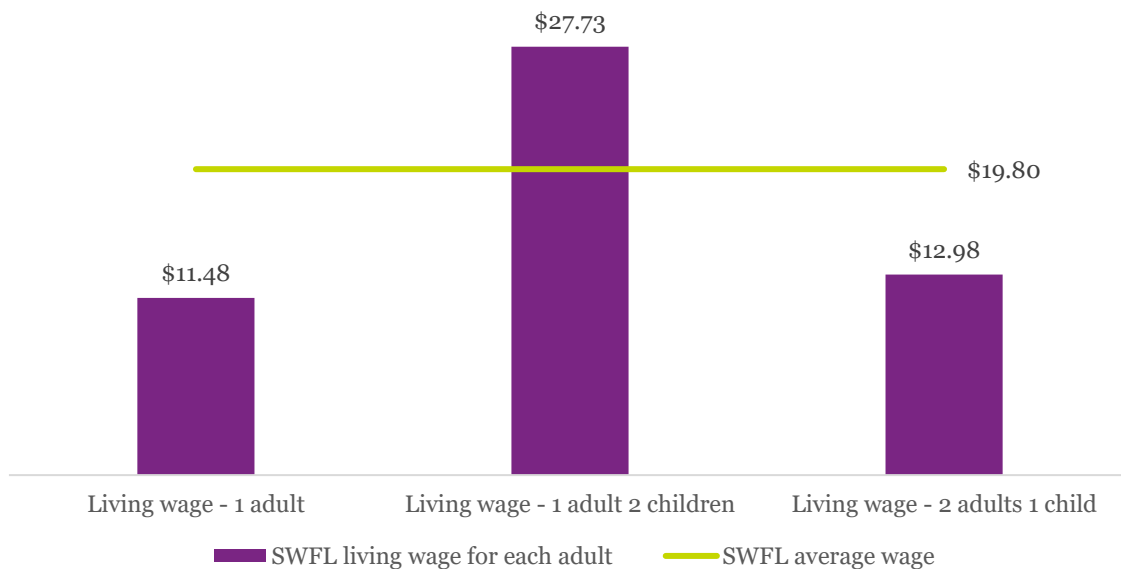
Figure 24 – SWFL average wage by county



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

Expanding the conversation on living wage, the FMC Data Team and Completion Team agreed to also look at living wage using the Massachusetts Institute of Technology (MIT) Living Wage Calculator. The calculator uses local wages and prices to estimate the actual costs needed to get by, including housing and transportation costs. It also calculates the living wage based on family structure and working adults in a household. Figure 25 shows what the estimated hourly living wage is for SWFL for a single adult, a single adult with two children, and two adults with one child. These figures can give a glimpse for what the living wage is for the average 2.1-person household in SWFL (US Census Bureau). Additionally, Figure 25 compares the weighted (by county) regional average wage of \$19.80 for 2017 (Florida Department of Economic Opportunity, 2017) with each of the household scenarios. The comparison shows that for singletons and dual-earner household, the average wage in Southwest Florida exceeds the minimum needed living wage. However, for a single-earning household with more than one child, average wages in the region are not enough.

Figure 25 - SWFL wage needed to meet costs (living wage) vs. weighted average wage



Source: Florida Department of Economic Opportunity, Bureau of Labor and Statistics, MIT Living Wage Calculator



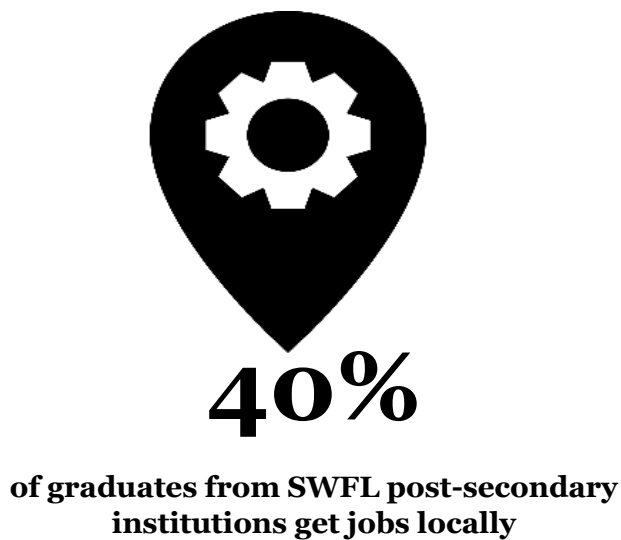
4.3. Local jobs - Increase number of local post-secondary graduates placed in jobs in SWFL

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.

As a proxy to this direct data, the location where post-secondary graduates work, as reported through their online employment profiles, such as LinkedIn and Indeed, can be analyzed through the propriety tools available from Economic Modeling Systems International (EMSI). EMSI calculates that 40% of graduates from SWFL post-secondary institutions, including technical education providers, work in SWFL. This is based on what those reporting to have graduated from SWFL institutions have included in their current jobs on those online platforms. It includes anyone who has updated a profile from 2000 and is not limited to any particular years of graduation. Although not a perfect metric for this outcome, it is a reasonable proxy and tells the story of long-term workforce retention in the region.

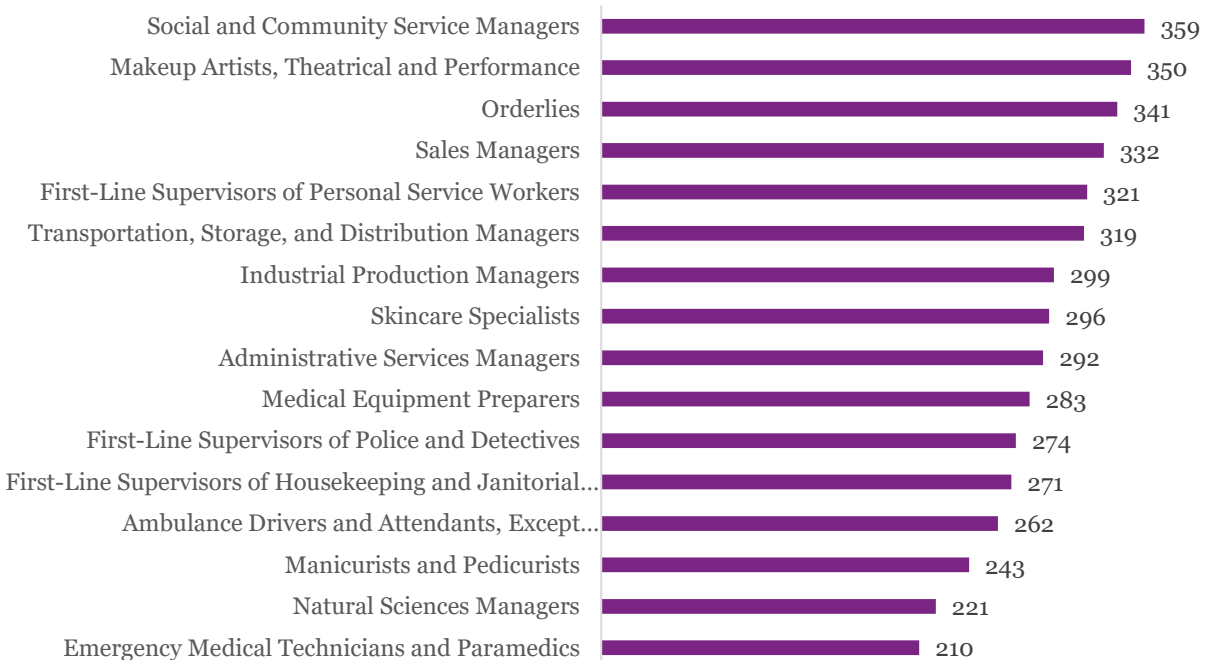
Figure 26 - SWFL trained workforce retention rate



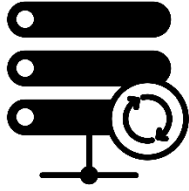
Source: EMSI

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 27 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 2016 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 2016 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, 2015, and 2016. The notable exception to this is Cosmetologists falling off the list in 2016. This can be attributed to the closing of several technical education institutions that produced a high volume of those certifications each year, which swung this field from low to high demand. Overall though, the year to year consistency 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 27 - SWFL qualified applicant surplus



Source: EMSI



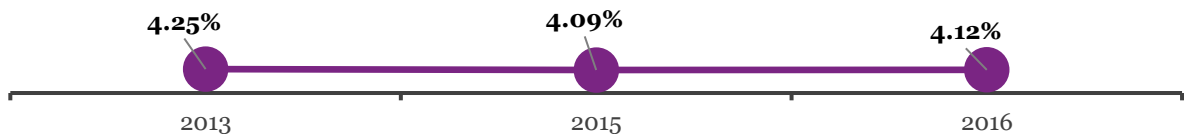
5. Data

The data outcomes are 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

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 just over 4%¹. Figure 28 shows the year to year trend in technical certificate holders in SWFL.

Figure 28 - SWFL post-secondary certificate attainment rate



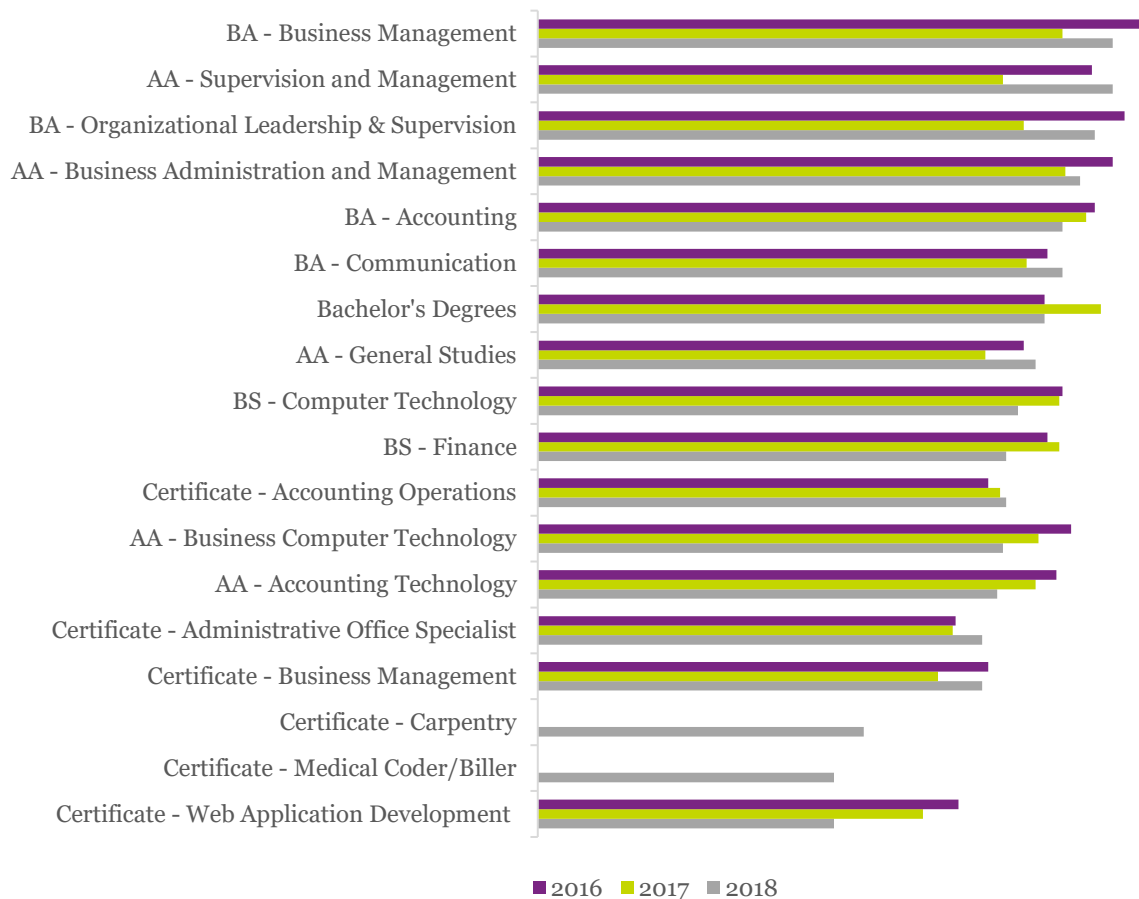
Source: Banyai, 2018 (based on data from US Census using calculation from Georgetown University Center on Education and Workforce)

¹ 2013 figure was updated from previous reports to use the exact same calculation as the subsequent years.

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 2018 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 broad categories – 1) business management, leadership, and marketing, 2) finance and accounting, and 3) web and computer technology. Similar to the findings of previous years, there were a few shifts in overall priority, but the same degrees and certificates were valued. Figure 29 shows the results from the survey in this area. The chart lists the top valued post-secondary attainments starting with the most desirable according to the 2018 survey displayed in purple. The 2016 and 2017 responses are underneath the priorities from 2018.

Figure 29 - Top valued certificates, associate degrees, baccalaureate degrees by SWFL businesses 2016-2018



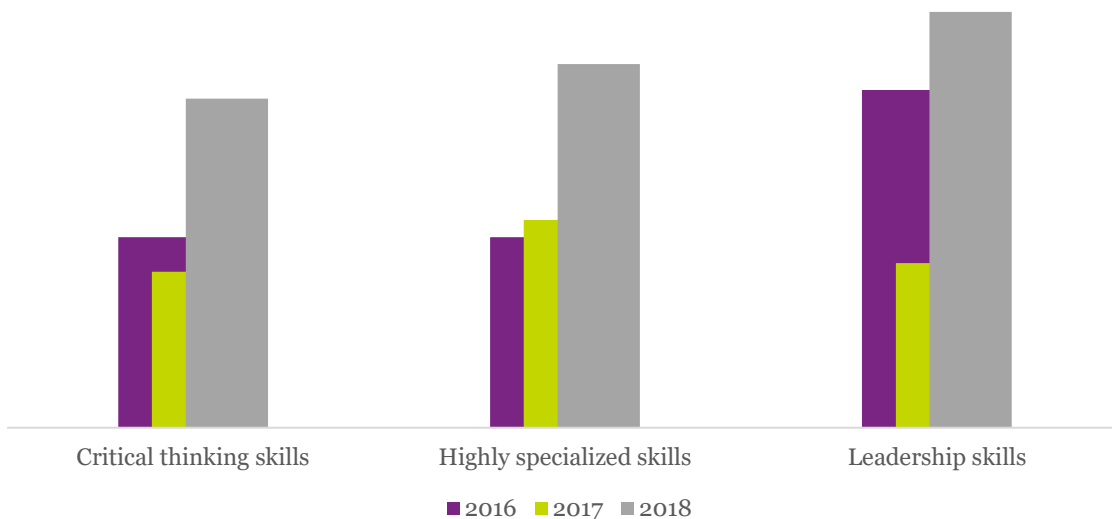
Source: FutureMakers Coalition Workforce Survey

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

In an effort to understand future employment needs and demands, the 2018 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. Nearly two-thirds of responding employers noted that they had considered future skill loss from retirement, which has been consistent year to year.

Figure 30 compares the thoughts of area employers on skill loss due to retirement between 2016 and 2018. Compared to previous years, the concerns are similar, although the frequency of concern among top responses shifted. Like 2016, in 2018 a 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 in 2018, but more highly emphasized than in past years. Highly specialized skills, those requiring special education and training in a particular industry fell in the top middle for concern in 2018.

Figure 30 - Areas of skill loss due to retirement at SWFL businesses



Source: FutureMakers Coalition Workforce Survey

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.

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.

Based on the findings of this report, the FutureMakers Guiding Team offers the following recommendations for action:

1. Focus on post-secondary persistence, completion, and workforce retention to meet 55% attainment goal.
2. Continue to work with early learning coalitions and the state to ensure there are appropriate, accessible, and available assessments for kindergarten readiness.
3. Strive to know more about equity gaps in third grade reading and the overall calculation of FSA scores.
4. Design systemic strategies that close high school achievement gaps.
5. Continue working to align education to career pipelines to reduce talent gaps and surplus. Consider strategies to capture misaligned talent in needed workforce areas.
6. Continue to foster business-education partnerships to promote student persistence and completion.
7. Promote continuing education toward post-secondary attainment concepts with SWFL employers large and small.
8. Work with employers to better understand talent acquisition, retention, and planning, focusing on aligning applicant credentials with actual job needs.

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. The FMC Guiding Team believes that making progress on the shared outcomes and the big attainment goal will require work in these recommended areas. This is the next big step for the FutureMakers Coalition.

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 American, 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

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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