

## **Business and Economic Development Committee**

**College of Central Florida  
Enterprise Center, Suite 206  
Ocala, FL**

<http://careersourceclm.adobeconnect.com/business11-7-17>

**Audio Dial-In: 1-866 848-2216 – after prompt, enter code 5355193397#**

**November 7, 2017 – 9 a.m.**

### **AGENDA**

- A. CALL TO ORDER
- B. ROLL CALL
- C. APPROVAL OF MINUTES – Aug. 8, 2017, Pages 2-3
- D. ACTION ITEMS
  - 1. Sector Strategies Grant, Pages 4-5
- E. DISCUSSION ITEMS
  - Lawmaker seeks alternate routes to graduation, Sunday, Oct. 29, 2017, Citrus County Chronicle, Pages 6-7
  - Bill could boost young people’s opportunities, Wednesday, Nov. 1, 2017, Citrus County Chronicle, Pages 8-9
- F. STATUS REPORTS
  - Event Report, Page 10
  - TMPA Business Services Changes, Pages 11-14
  - Citrus Youth Expo
  - Akken Cloud Update
- G. MATTERS FROM THE FLOOR
- H. ADJOURNMENT

**CAREERSOURCE CITRUS LEVY MARION  
BUSINESS & ECONOMIC DEVELOPMENT COMMITTEE MEETING**

**MINUTES**

DATE: August 8, 2017  
PLACE: Enterprise Center, Ocala, FL  
TIME: 9 a.m.

**MEMBERS PRESENT**

Mike Melfi, CHAMPS Software  
Mark Paugh, College of Central Florida  
Pete Beasley, Rasmussen College  
Rachel Riley, Citrus Memorial  
Phil Geist, SBDC  
Kevin Sheilley, Ocala-Marion CEP

**MEMBERS ABSENT**

Don Taylor, Citrus EDC  
Mark Vianello, Marion County Schools  
Debra Stanley, Citrus County Schools  
Diana Hammond, Taylor College  
Carol Jones, Levy County School Board  
David Pieklik, Nature Coast EDC  
Amy Meek, United Way Citrus

**OTHER ATTENDEES**

Peter Shepis, Vocational Rehabilitation  
Rusty Skinner, CSCLM  
Laura Isaacs, CSCLM

Dale French, CSCLM  
Brenda Chrisman, CSCLM

**CALL TO ORDER**

The meeting was called to order by Mike Melfi, Chair, at 9:03 a.m.

**ROLL CALL**

Laura Isaacs called roll and a quorum declared present.

**APPROVAL OF MINUTES**

Rachel Riley made a **motion** to approve the minutes from the Feb. 14, 2017, meeting. Phil Geist **seconded** the motion. **Motion carried.**

**ACTION ITEMS**

There were no action items on the agenda.

**DISCUSSION ITEMS**

Rusty Skinner presented information about 2017-18 business and economic development goals, including:

- Expand Talent Pipeline series
  - Add 20 businesses (Citrus and Levy; IT)
  - Improving Talent Center’s software
  - Begin Educational element in Citrus (Duke Grant)
  - Use Marion Soft Skills Survey to plan soft skills series
- Promote Apprenticeship/Pre-Apprenticeship (MRMA; Construction)
- Improve Business Services in Levy County

Kevin Sheilley noted that the Ocala – Marion CEP, CareerSource CLLM and local schools are all aligned on goals and strategies, especially related to soft skills and sector strategy. He also suggested that partners present a structured program to businesses when discussing OJTs and recruiting for internships.

Phil Geist suggested that CSCLM and apprentice programs explore associated certifications.

Pete Shipley from Vocational Rehabilitation shared information about on-the-job training and supported employment for youth.

Brenda Chrisman shared that Marion County Public Schools, CareerSource CLM, MRMA, and the Ocala-Marion CEP have partnered to apply for a Florida job growth grant to purchase a CDL simulator with intentions to train 24 CDL drivers during the first year of the program.

### **STATUS REPORTS**

- Talent Pipeline Video Project – Rusty Skinner shared information about the Career Awareness Talent Pipeline Video Project. He stated that the business portion of the project should be finished by mid-September.

### **MATTERS FROM THE FLOOR**

None

### **ADJOURNMENT**

There being no further business, the meeting was adjourned at 9:30 a.m.

### **APPROVED:**

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## **RECORD OF ACTION/APPROVAL**

Business and Economic Development Committee  
11/06/2017

### **TOPIC/ISSUE:**

Approval to accept funding from CareerSource Florida for the Sector Strategies Grant

### **BACKGROUND:**

Summary of the grant is attached.

### **POINTS OF CONSIDERATION:**

We have been notified that we have received funding for year 1 of our proposal. We have not received the actual dollar amount, but the first year request was for \$543,442.

### **STAFF RECOMMENDATIONS:**

Approval to move forward with Sector Strategies Grant

### **COMMITTEE ACTION:**

### **BOARD ACTION:**

## CareerSource Florida Sector Initiative Grant

This sector grant is going to focus on talent pool development in three occupational sectors that are showing rapid growth in this area as the economy continues to strengthen. The training to occur in the grant will span over 24 months. Funding will be provided on a year to year basis.

- Commercial Truck Driving
- Construction
- Advanced Manufacturing

Commercial Truck Driving (CDL A) will produce 24 (12 each year) commercial truck drivers with Airbrake endorsement. This licensing will allow the drivers to drive essentially any road legal tractor trailer in the United States. We will work closely with public and private training providers to facilitate this training.

Both Construction and Advanced Manufacturing training will offer a 'Bridge' component to the students. Students will be introduced to these occupations through an introductory course that will cover core competencies of each industry. Students will progress from the Bridge course into occupationally specific classroom training and then ultimately moved into employment that will be coupled with Paid Work Experience and On the Job Training (OJT) to complete the cycle of theoretical to practical, hands-on education. This grant will fund 24 students yearly in each career path for a total of 96 students receiving training in Construction and Advanced Manufacturing over a two year period.

The grant will also provide supportive services to students such as travel assistance to insure successful participation and completion of the training.

Duration: 24 Months

Total students to receive training: 120 total (Year one: 60 Year two: 60)

Total funding: Year one: \$543,442.00 Year two: \$543,442.00

Areas to be served: Citrus, Levy, and Marion Counties

Targeted population: Youth, Adults and Dislocated Workers

[http://www.chronicleonline.com/news/local/lawmaker-seeks-alternate-routes-to-graduation/article\\_8a418e9e-bc2a-11e7-9aad-47a02211dae7.html](http://www.chronicleonline.com/news/local/lawmaker-seeks-alternate-routes-to-graduation/article_8a418e9e-bc2a-11e7-9aad-47a02211dae7.html)

## Lawmaker seeks alternate routes to graduation

Carly Zervis Oct 28, 2017 Updated Oct 28, 2017



Ralph Massullo, state representative, R-Lecanto.

Special to the Chronicle

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State Rep. Ralph Massullo isn't a teacher, but that doesn't mean he doesn't understand what schools and students need.

Massullo, R-Lecanto, recently filed a bill, HB 311, that would create alternative paths to graduating with a standard high school diploma. Those paths would be designed to best fit students who don't score well on the two standardized tests necessary for graduation — the grade 10 English/Language Arts (ELA) assessment and the Algebra 1 end-of-course (EOC) exam — or who would prefer to pursue vocational or technical training instead of a college degree.

"Lately, as a business person, I've noticed that not everyone is ready for college right after high school," Massullo said. "And we need people with vocational training."

The bill creates two alternative pathways:

- A student can earn an industry-recognized credential or certification approved by the State Board of Education. That student must also earn 13 total points on the ACT WorkKeys assessments, which include Applied Mathematics, Locating Information, and Reading For Information tests.

- A student can demonstrate mastery of the standards usually measured by the two tests required for graduation through a portfolio, which would include “quantifiable evidence” of mastery. Such portfolios may include classwork, class assessments and projects.

As the alternative pathways would lead to a student attaining a standard high school diploma, the bill would also likely result in increased graduation rates, as students unable to pass the required tests are able to use those pathways to avoid them.

“We hope to lift graduation percentages, improve workforce readiness, and allow students to have a better path to a rewarding career,” said Massullo. “It’s a young, critical age in high school — it’s demoralizing to fail, it can lead to antisocial behavior. I’m not saying it’s going to keep people out of the system, but could improve the psyche of a lot of kids.”

Citrus County School Board member Thomas Kennedy agreed.

“The bottom line we hear all the time is ‘we need vocational options for our students.’ The only way to do that is to have multiple pathways in high school,” he said.

“The struggle is ... we can’t put them in the right courses to help them develop skills, because at the end of the day we can teach Algebra 1 any way we want — but unless they pass the (Florida Standards Assessments), they don’t graduate,” Kennedy said. “We now have to add remediation courses ... it means that most of the time, those kids aren’t taking vocational courses. The kids who would be taking and successful in those courses are in remediation courses (so they can pass the tests).”



Thomas Kennedy, Citrus  
County School Board  
Special to the Chronicle

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CARLY ZERVIS

Reporter



## 2018 Summer Debate Camps

Capitol Debate Offers World-Renowned Faculty and Staff. Sign Up Now and Save Up To \$600!

[http://www.chronicleonline.com/opinion/editorials/bill-could-boost-young-people-s-opportunities/article\\_b8018844-bf3f-11e7-b325-ff0116b425ea.html](http://www.chronicleonline.com/opinion/editorials/bill-could-boost-young-people-s-opportunities/article_b8018844-bf3f-11e7-b325-ff0116b425ea.html)

## Bill could boost young people's opportunities

Chronicle Editorial Board Nov 1, 2017 Updated 17 hrs ago

**THE ISSUE:** Massullo proposes alternative high school graduation requirements.

**OUR OPINION:** Idea has merit.

Graduating from high school is a big deal, whether the student plans to go to college or directly to work.

For a college-bound student, high school graduation is a necessity, since colleges generally won't accept non-graduates. But graduation is also important for people who plan to go directly to work, because access to job opportunities and earnings are severely limited for those who do not graduate from high school.

According to the Bureau of Labor Statistics, half of all workers with less than a high school diploma earned just over \$20,000 annually, while those with a high school diploma earned slightly over \$34,000 annually.

Unemployment for those with less than a high school diploma is also higher than those with a diploma, with 12.4 percent of non-high school graduates unemployed, while unemployment for those with diplomas was 8.3 percent.

Despite these statistics, the graduation rate for Florida students in 2016 was only 80.7 percent. While this percentage understates the actual percentage of students who get degrees since it only counts students who graduate within four years of entering high school and does not count GED recipients, it clearly underscores that there is a problem with high school graduation rates.

In an effort to increase the number of Florida students receiving high school diplomas, Rep. Ralph Massullo and Sen. Bill Montford have filed a bill (HB 311) aimed at giving students a better chance of receiving a high school diploma.

The legislation would allow students who have completed the minimum high school graduation requirements, but did not pass some standardized tests an alternative pathway to a standard high school diploma.

According to Massullo, this allows students who can demonstrate competence, but who are not good at test-taking, to receive a diploma.

This program makes sense for students who are not college bound, because some students simply do not test well, and this program takes this fact into account.



One of the valid goals of formal education is teaching students how to acquire knowledge, since this sets them up for lifelong learning, and there is more to learning than the ability to score well on tests.

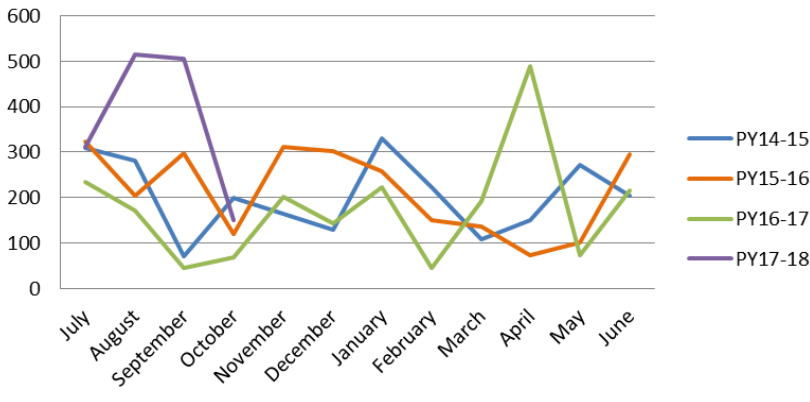
If this program allows people to capitalize on their own potential and not be stifled, it is worth serious consideration, because the facts are clear that obtaining a high school diploma is a critical factor in both job opportunities and earnings. To the extent this program helps more young people legitimately earn that diploma, it is worthy of being at least tried in our state's schools.



# Single Employer Hiring Events (Onsite & Offsite) 07/01/17 – 09/30/17

**Total Hiring Event Attendees By Month**

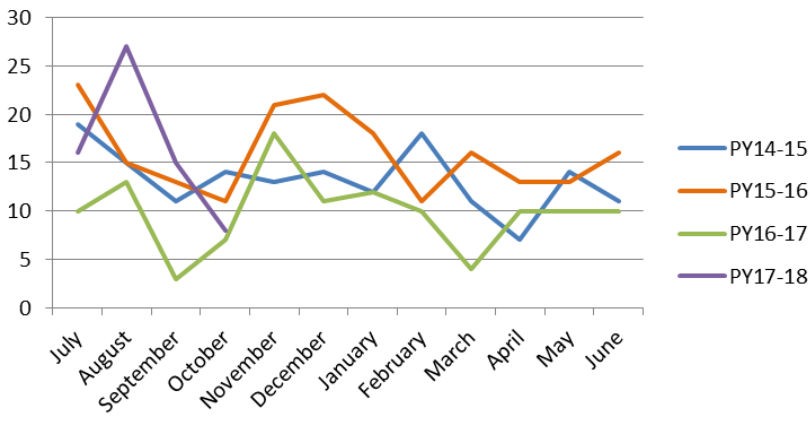
◆1,807 FedEx; July 2017 not included



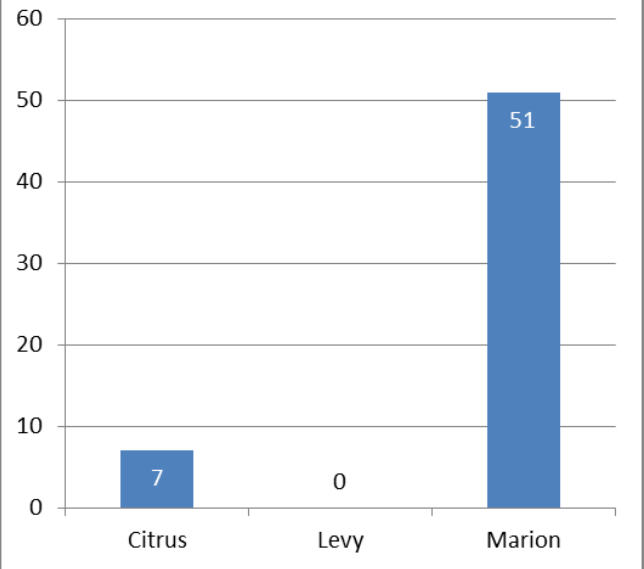
## PY17-18 To Date

Events: 58  
Attendees: 1332  
Reported Hires: 195

**Number of Hiring Events By Month**



**Employer Hiring Events by County  
PY17-18 YTD  
(7/1/17 - 9/30/17)**



## Other Events PYTD 17-18

Event Date	Event Name	Target Audience	Event Lead	Event Location	Staff Attending	County
8/31/2017	College and Career Expo	Future Students & Community	Jerry Flanders	College of Central Florida	Jerry Flanders	M
9/11/2017	College and Career Expo	Future Students & Community	Geri Phillips	College of Central Florida	Geri Phillips	C
9/11/2017	College and Career Expo	Future Students & Community	Geri Phillips	College of Central Florida	Geri Phillips	C

## Program Year 17 Quarter 1 Summary Report

### Activities Completed

- On-Site Project Launch – Completed  
*Held first on-site meetings to introduce team July 10-12, 2017. Met with staff in each center to discuss our role, answer questions, and outline center processes.*
- Memorandum of Understanding – In progress  
*Conducted preliminary research to understand how other local boards are dealing with infrastructure funding agreements, especially related to non-located partners. Most boards we spoke with are also struggling with this and haven't found a strong solution yet. We are available to do additional research as needed as the process moves forward and a response is received from the State regarding the initial ideas on the agreement between CSCLM and Adult Education.*
- Communication – Ongoing  
*Held multiple calls between on-site meetings to discuss MOUs/Infrastructure Agreements and business services.*
- Quarterly Site Visit – Q1 completed  
*In addition to the on-site project launch, we visited again on September 25-27, 2017 and met with the business services, administrative, and Talent Center teams, and spent one full day at the 14<sup>th</sup> Street Office speaking with staff and observing customer service and flow.*

### On-Site Summary/Observations

- The physical/structural customer flow at the 14<sup>th</sup> Street center seems to make sense and work well. With moving several of the kiosks to the front desk, it is clear where someone should go when they walk in the door, and staff have an easier time directing and assisting. It is clear to customers that there are plenty of resources, with computers being easily accessible and staff ready and available to help when needed. The only piece that doesn't seem to fit as well is the waiting area. With its location behind the front desk, it feels slightly isolated without access to the materials up front, or visibility of the informational tv screens.
- Staff in the resource room and others who rotated up front were all friendly, engaging, and eager to help. Some refining of talking points (do's and don'ts) could be helpful to ensure both clarity and consistency.
  - *What services are available?* How the options are described seems to be slightly different depending on the staff person. Asking whether someone is interested in "self-service" or "seeing a Job Readiness Coach" could be confusing to a new customer, and may be preventing individuals from requesting the services they really need since they aren't sure what those mean.

- *Language to avoid:* referring to CSCLM as a “government agency,” asking or telling someone that they have “barriers,” or using jargon like program names or funding streams.
- Currently there are a lot of cold hand-offs happening – e.g. scheduling an appointment for quick counsel and then having customers wait for the JRC to come find them, or a young adult who walked in and would be eligible for the youth program that was given a flyer and told he would receive a call. There should be more facilitation of those handoffs, actually introducing the customer to the next person that they will be talking to.
- The Quick Counsel option is a great addition, but seems to still be a work in progress. The JRCs aren’t excited about the opportunity and feel that there aren’t customers walking in who need it. Currently this opportunity is being used more for customers who have already been in the center and registered and have a short-term need. There is a need for a clearer definition of what should be referred to the quick counsel and what the assigned JRC should be doing when they don’t have an immediate customer. When there isn’t a customer with an immediate need, this should be an opportunity for the JRC to meet with any new customer that walks in the door and sell the services of JRCs.
- The best value isn’t being realized from the experience of working one on one with the Job Readiness Coaches. Often first meetings with JRCs are used to review the registration and forms that were already completed, and work on resumes or other job readiness aspects are discussed but done independently as “homework.” It seems that these one-on-one services are more process-driven than customer-driven, which is likely a remnant from higher-traffic times when more strict processes were necessary to manage volume. With the current environment, JRC services should be more customized and customer-focused. The contents of these meetings should be reviewed to ensure that customers are receiving added value if they engage in one-on-one services. JRCs also should be able to meet with more than 4 people a day – having a more focused and customized approach to these meetings could help move toward seeing more customers.
- Staff don’t have a clear definition of what “job ready” means. There is a general idea that includes targeting a resume, interviewing skills, and knowing how to job search, but there doesn’t seem to be as much flexibility with understanding how there can be different definitions for different people/positions, or that people can come in only needing pieces of those services. There is less clarity on what to do with someone who walks in already job ready, or very close.
- There are some communication silos within the center, and among staff in general. Different teams don’t have a clear idea of what each function does and, in some cases, don’t seem to see everyone in the center as working together as one entity (e.g. referring to the “Eckerd program” rather than providing any details). There were competing comments of too many meetings, as well as not enough communication, indicating that the current meetings aren’t always used in the most productive or informative way. Information dissemination also seems to be inconsistent among teams, due to different methods and styles of managers.
- Many Business Services staff are very focused on the administrative work related to job orders – entering, updating, maintaining – with other available services coming secondarily. While staff

understand the other services that are available to offer to businesses, the focus on filling jobs and placement seems to take precedence. The Business Services team also seems to have some similar challenges with consistent communication, especially with some staff being located in different offices.

- There was confusion among the business services team about placement goals. Because of the way the metric is calculated, it could discourage business services staff from working together with career services staff since only one side gets “credit” for a placement. This could be partially alleviated by the goal becoming a team goal for business services, but could continue to be a discussion if it does promote competition or further create siloes.

## Recommendations

1. **Redefine the role of the Quick Counsel to ensure that all customers who come in the door for the first time speak with a JRC.** This offers an opportunity to “sell” the services of the JRCs, giving customers a clearer picture of what is available. The personal connection also gives them the opportunity to explain more clearly what they need and a reason to come back.
2. **Add “Recruiters” to the Business Services team to focus on sourcing candidates for job orders.** This will allow other business services staff to focus more on other resources that can be offered to employers. It also provides a clearer place to send customers when they enter the center already “job ready” or have completed training or services with a JRC and can move into placement.
3. **Consider centralizing Business services staff at the 14<sup>th</sup> street office.** Centralizing staff will help to alleviate some of the communication challenges, and promote consistency across the team.
4. **Focus on improving warm hand-offs when moving customers on to next steps.** This is likely a culture change as much as a process change, so will require a change of customer service philosophy. Ensure staff provide face to face introductions and hand offs to the next staff member when possible.
5. **Redefine the role of the Job Readiness Coaches.** Individualized career services should be more customer-focused and incorporate less standard process. The first meeting should be about helping to identify skills, interests, and barriers; setting goals; and starting an individualized service plan to show clear next steps.
6. **Repurpose “Infobits” meetings to have clear agendas aimed at addressing some of the communication issues.** The idea of short meetings several times a week is great, but seems to have not been used to its full potential. Creating a standard agenda, including recent staff-wide announcements, accomplishments, issues encountered and addressed, etc. will help staff to know what is expected. To help with buy-in different staff members could be in charge of leading this discussion each time, and responsible for keeping meetings to the time limit and alerting management if topics are brought up that require further follow up.

## Next Steps

- MOU/Cost Sharing  
*Upon hearing a response from the State on the draft cost-sharing agreement with Adult Education, we can conduct further research as needed to help facilitate how best to allocate*

costs. We will continue to stay in contact with other areas who are also in the process of creating agreements to recognize any innovative solutions.

- Best Practices Research

*Between on-site meetings we will continue to conduct best practices research related to the strengths and challenges observed and recommendations made. If there are specific topics that are of interest, we can add additional topics for research.*

- CSCLM Board Meeting

*We discussed being available to participate in the next Board meeting by phone, in order to discuss the work we've been doing and some of the observations we've made with board members.*

- Q2 On Site Visit

*We will be aiming to schedule our on-site visit to the centers in early December. During that visit, we'd like to spend time at the 14<sup>th</sup> Street Office again, as well as visiting the offices in Chiefland and Lecanto.*

