



2019-2020 Florida Job Growth Grant Fund Workforce Training Grant Proposal

Proposal Instructions: The Florida Job Growth Grant Fund Proposal (this document) must be completed and signed by an authorized representative of the entity applying for the grant. Please read the proposal carefully as some questions may require a separate narrative to be completed. If additional space is needed, attach a word document with your entire answer.

Entity Information

Name of Entity: Board of Trustees of St. Petersburg College

Federal Employer Identification Number (if applicable): [REDACTED]

Primary Contact Name: Michael Ramsey

Title: Dean, Workforce Insititute

Mailing Address: 13805 58th St N.
Clearwater, FL 33760

Phone Number: 727-614-7073

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Secondary Contact Name: Katie Shultz

Title: Executive Director, Grants Development

Phone Number: 727-341-3002

Workforce Training Grant Eligibility

Pursuant to 288.101, F.S., the Florida Job Growth Grant Fund was created to promote economic opportunity by improving public infrastructure and enhancing workforce training. This includes workforce training grants to support programs offered at state colleges and state technical centers.

Eligible entities must submit proposals that:

- Support programs and associated equipment at state colleges and state technical centers.
- Provide participants with transferable and sustainable workforce skills applicable to more than a single employer.
- Are offered to the public.
- Are based on criteria established by the state colleges and state technical centers.
- Prohibit the exclusion of applicants who are unemployed or underemployed.

1. Program Requirements:

(If additional space is needed, attach a word document with your entire answer.)

Each proposal must include the following information describing how the program satisfies the eligibility requirements listed on page 1.

- A. Provide the title and a detailed description of the proposed workforce training.

See attached description.

- B. Describe how this proposal supports programs at state colleges or state technical centers.

See attached description.

- C. Describe how this proposal provides participants transferable, sustainable workforce skills applicable to more than a single employer.

See attached description.

- D. Describe how this proposal supports a program(s) that is offered to the public?

See attached description.

- E. Describe how this proposal is based on criteria established by the state colleges and state technical centers.

See attached description

- F. Does this proposal support a program(s) that will not exclude unemployed or underemployed individuals?

Yes

No

See attached description.

- G. Describe how this proposal will promote economic opportunity by enhancing workforce training. Please include the number of program completers anticipated to be created from the proposed training. Further, please include the economic impact on the community, region, or state and the associated metrics used to measure the success of the proposed training.

See attached description.

2. Additional Information:

(If additional space is needed, attach a word document with your entire answer.)

- A. Is this an expansion of an existing training program? Yes No
If yes, please provide an explanation for how the funds from this grant will be used to enhance the existing program.

See attached description.

- B. Does the proposal align with Florida's Targeted Industries? Yes No
(View Florida's Targeted Industries here.)
If yes, please indicate the specific targeted industries with which the proposal aligns.
If no, with which industries does the proposal align?

See attached description.

- C. Does the proposal align with an occupation(s) on the Statewide Demand Occupations List and/or the Regional Demand Occupations List? (View Florida's Demand Occupations List here.)

Yes No

If yes, please indicate the specific occupation(s) with which the proposal aligns.
If no, with which occupation does the proposal align?

See attached description.

- D. Indicate how the training will be delivered (e.g., classroom-based, computer-based, other).
 If in-person, identify the location(s) (e.g., city, campus, etc.) where the training will be available.
 If computer-based, identify the targeted location(s) (e.g. city, county, statewide) where the training will be available.

See attached description.

- E. Indicate the number of anticipated annual enrolled students and completers in the proposed program.

See attached description.

- F. Indicate the length of program (e.g., quarters, semesters, weeks, etc.), including anticipated beginning and ending dates.

Begin Date: 7/1/2020

End Date: 6/30/2024

See attached description.

- G. Describe the plan to support the sustainability of the program after grant completion.

See attached description.

- H. Identify any certifications, degrees, etc. that will result from the completion of the program. Please include the Classification of Instructional Programs (CIP) code and the percent of completer in each code, corresponding with Section E.

See attached description.

- I. Does this project have a local match amount?

Yes No

If yes, please describe the entity providing the match and the amount (Do not include in-kind).

n/a

J. Provide any additional information or attachments to be considered for the proposal.

See attached Letters of Commitment--Attachment A.

3. Program Budget

(If additional space is needed, attach a word document with your entire answer.)

Estimated Costs and Sources of Funding: Include all applicable workforce training costs and other funding sources available to support the proposal.

1.) Total Amount Requested \$ 3,000,000
 Florida Job Growth Grant Fund

2.) Other Workforce Training Project Funding Sources:

City/County \$ n/a
 Private Sources \$ n/a

Other (grants, etc.) \$ n/a
 Total Other Funding \$ n/a

Please Specify: _____

3.) Workforce Training Project Costs:

Equipment \$ 450,000
 Personnel \$ 1,287,955
 Facilities \$ 800,000
 Tuition \$ 0.00
 Training Materials \$ 100,000

Other \$ 362,045
Total Project Costs \$ 3,000,000

Please Specify: Indirect also

Note: The total amount of the project should equal the total amount requested plus the total other funding.

- 4.) Provide a detailed budget narrative, including the timing and steps necessary to obtain the funding, how equipment purchases will be associated with the training program, if applicable, and any other pertinent budget-related information.

See attached budget narrative.

4. Approvals and Authority

(If additional space is needed, attach a word document with your entire answer.)

- A. If entity is awarded grant funds based on this proposal, what approvals must be obtained before it can execute a grant agreement with the Florida Department of Economic Opportunity (e.g., approval of a board, commission or council)?

See attached description.

- B. If approval of a board, commission, council or other group is needed prior to execution of an agreement between the entity and the Florida Department of Economic Opportunity:

- i. Provide the schedule of upcoming meetings for the group for a period of at least six months.
- ii. State whether entity is willing and able to hold special meetings, and if so, upon how many days' notice.

See attached description.

- C. Attach evidence that the undersigned has all necessary authority to execute this proposal on behalf of the entity. This evidence may take a variety of forms, including but not limited to: a delegation of authority, citation to relevant laws or codes, policy documents, etc.

See attached documented evidence of signing authority--Attachment B.

WORKFORCE TRAINING GRANT PROPOSAL

I, the undersigned, do hereby certify that I have express authority to sign this proposal on behalf of the above-described entity and to the best of my knowledge, that all data and information submitted in proposal is truthful and accurate and no material fact has been omitted.

Name of Entity: Board of Trustees of St. Petersburg College

Name and Title of Authorized Representative: Dr. Tonjua Williams, President

Representative Signature: Tonjua Williams

Signature Date: 2/7/2020

A. Provide the title and a detailed description of the proposed workforce training.

Title: Workforce Training Incubator at Midtown

In collaboration with local businesses and industry partners, St. Petersburg College (SPC) proposes the **SPC Workforce Training Incubator at Midtown**, as a direct response to the national, state, and local needs for professionals trained in **Information Technology** and related sectors. This industry is growing exponentially in the Tampa Bay region, and the need for well-trained personnel has become even more imperative to meet rising job demand and upskill the current workforce in emerging technologies.

A skilled workforce trained in Computer and Information Technology is needed in every industry including Finance, Business Services, Homeland Security, Health, and Manufacturing. Nationally, Computer and Information Technology occupations are ranked third for the largest projected growth.¹ This growth is even more prominent in the Tampa Bay region, which was identified by CompTIA, a nonprofit technology trade association, to be one of the top 20 best cities for IT jobs in the U.S. With an influx of technology companies relocating to this area, both start-up and well established companies, Tampa Bay is facing a training crisis. According to Burning Glass, Tampa had 43,151 tech openings last year. The issue of lacking skilled talent in IT is exacerbated by the need to further upskill the current workforce in order to stay competitive in this ever changing market.² These jobs represent a **multi-billion dollar** economic generator in the Tampa Bay Metropolitan Statistical Area (MSA). From computer program and app developers to IT analysts and equipment repair technicians, this region is ripe with high-wage, high-skilled employment opportunities.

According to a survey conducted by Hays US, “Seventy percent of the IT employers in Tampa Bay say there’s a moderate-to-extreme skills shortage in the area.”³ This shortage is attributed to four key factors: 1) a lack of formal training programs; 2) an ever changing industry landscape; 3) lack of candidates with solid experience; and 4) candidates with minimal educational background in STEM. Responding to the causes of these staffing shortages, SPC will utilize an innovative concept that drives collaboration between industry and training providers. SPC will develop the *Workforce Training Incubator at Midtown*, designed to address the needs of employers. The incubator will offer an adaptable training facility that is responsive to and can accommodate the training and certification needs of local and regional businesses. This *Workforce Training Incubator* represents a coordinated effort to provide multiple avenues for accelerated job training—from short-term certificates to associate and baccalaureate degrees—that will close the talent gap.

As indicated in a recent Tampa Bay Works report focused on identifying and addressing the regional talent pipeline challenges, emphasize the increase in digital skills required in most jobs elevating the need for higher levels of digital literacy across the workforce.⁴ These largescale, cross-industry needs of employers require responses that are commensurate in size. Understanding that Computer and Information Technology is the basis for all industry, this *Training Incubator* will begin with the development of a start-

¹ Brian Wallins, “IT Jobs Projected among Fastest-Growing Occupation Groups over 10- Year Period,” Staffing Industry Analysts, October 1, 2019.

² Brendan Ward, “Tampa among Best Tech Cities for IT Jobs in the Nation,” bizjournals.com, December 4, 2019, <https://www.bizjournals.com/tampabay/news/2019/12/04/report-tampa-among-best-tech-cities-for-it-jobs-in.html>)

³ Margie Manning, “3 Ideas to Overcome the Skills Shortage in Tampa Bay’s Tech Sector,” St Pete Catalyst, May 24, 2019, <https://stpetecatalyst.com/3-ideas-to-overcome-the-skills-shortage-in-tampa-bays-tech-sector/>)

⁴ “Tampa Bay Works - An Employer-Led Regional Workforce Initiative.” Tampa Bay Partnership, 2018.

of-the-art technology training center to strengthen the targeted industries of **Information Technology** in Pinellas County, Tampa Bay and across Florida.

The nexus of industry, education, community, and government, SPC's *Workforce Training Incubator* will be designed to address the training needs of the community for an in-demand industry that offers high-wage jobs. Not only will this incubator address the digital literacy and IT training needed for today's workforce, it will also bring this training to a community that is often considered a digital desert – Midtown St. Petersburg.

Midtown Campus

In 2015, SPC opened its newest campus at the epicenter of the most impoverished part of the county, a federally designated *Opportunity Zone* in south St. Petersburg.⁵ The campus location addresses chronic barriers to post-secondary education and workforce training, including lack of transportation and a shortage of higher education and training options in the area. The community that surrounds SPC's Downtown/Midtown Campus (DTMT) is unique with large, thriving Fortune 500 Companies are surrounded by staggering rates of unemployment and underemployment. Responding to local industry needs, SPC's Midtown Campus offers access to higher education and workforce training in the center of the community as a way to end generational poverty.

The overarching goal of the *Workforce Training Incubator* initiative is to increase the number of individuals pursuing an IT certificate or degree to meet the workforce needs of employers in the Tampa Bay region and beyond. The development of this *Training Incubator* will go a long way toward offering short-term technology training to prepare students for current in-demand, high-wage jobs, fulfilling employers' needs while contributing to local economic mobility and stability.

Further supporting the community, the *Training Incubator* will be located in the former Midtown Community Center/Gymnasium. The redevelopment of this location, which was purchased by the College to preserve this important building, is another investment in this high need community. For the first phase of the *Incubator*, SPC will renovate the former childcare center side to create the Computer and Information Technology training hub. This section of the *Incubator* will be inclusive of state-of-the-art technology, but designed in a way to accommodate the training and certificate needs of various employers and programming.

Bringing this incubator to South St. Petersburg not only provides critical workforce training to a community that has traditionally lacked access, but it is in a location that allows for key employer partnerships to thrive. In addition to its proximity to Downtown St. Petersburg, a hub for business and industry, the *Training Incubator* will further build on the College's partnership with the St. Petersburg Innovation District, charged with cultivating business and industry in the area. Leveraging this partnership will further increase SPC's ability to rapidly respond to the IT employment and training needs of these companies. Understanding that the needs of employers are immediate, SPC has identified current classroom space at the existing Midtown Center to be used temporarily for the related IT workforce training, while renovations are underway.

Call from Industry

Once the renovations are completed, SPC's *Workforce Training Incubator* will have the capacity to answer the call of employer partners such as IBM, KnowBe4, Raymond James, TrioOrb Solutions, and TechData

⁵ "Designated Qualified Opportunity Zones under Internal Revenue Code § 1400Z-2," (2018).

to facilitate short-term certificate programming and long-term degree programs in a field that is ever growing and expanding. Aligned with the incubator design, this space will be a place that “convene and facilitate the work of leaders to amplify career relevance for displaced workers, career-changes, and students from high school through college.”⁶ This concept responds to the fact that IT employees must not only understand the nature of the job, but also remain flexible and keep their training up to speed in a rapidly-evolving field. Responding first to industries’ highest demand, IT professionals, the Incubator will focus on computer related training with the following goals:

- Develop a highly-skilled workforce to satisfy increasingly sophisticated industry functions and heightened requirements for innovation and productivity.
- Meet the demand for growth in high-value job classifications.
- Realize enhanced community standing through positive corporate citizenship by developing a training facility in South St. Petersburg

Information Technology

According to Pinellas County Economic Development (PCED), Information Technology (IT) companies are on the rise in the local community. Currently there are approximately 11,500 employees working for 1,000 IT Companies, a number that is growing rapidly. These essential jobs include software development, telecommunications, data processing, graphic & web design, computer & device machine repair, computer equipment and software wholesalers, electronics, internet publishing, broadcasting & web search portals, programming services, system design services, and computer facility management services. The needs go beyond those companies identified as IT, as these professions are affiliated with nearly all industry sectors, such as Financial, Technology, Defense & Homeland Security, Logistics & Distribution, Advanced Manufacturing, Aviation and Aerospace.

The workforce outlook for the IT industry and related occupations is extremely competitive in Florida. An analysis of just one of the occupations within this industry, Computer Programmers for example, shows that an area the size of the Tampa-St. Petersburg-Clearwater MSA would have roughly 2,159 employees, while in this area there are currently only 1,766.⁷ This lower than expected supply makes it more difficult to find strong qualified candidates. The current gaps related to employment in this industry are not likely to diminish anytime soon, with industry growth expected to exacerbate the problem. Figure 1 below demonstrates the anticipate growth in the next 5 years for computer occupations for this area, and an overall growth of almost 33% over 10 years. This figure clearly shows that **the current gap experienced in this industry will continue to increase.**⁸

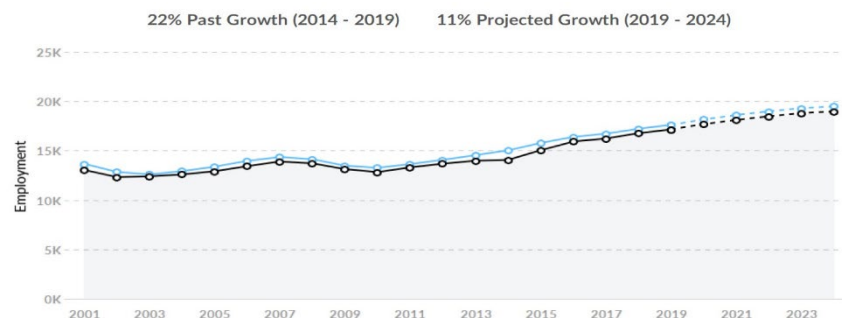


Figure 1

*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and Tampa-St. Petersburg-Clearwater, FL. In other words, the values represent the national average adjusted for region size.

⁶“Workforce Incubator,” Workforce Incubator, accessed February 5, 2020, <http://www.workforceincubator.org/>).

⁷ “Computer Programmers in Tampa-St. Petersburg-Clearwater, FL” (EMSI, 2020).

⁸ “Computer and Mathematical Occupations in Tampa-St. Petersburg-Clearwater, FL” (EMSI, 2020).

The influx and growth of IT companies in Tampa Bay and advancement in the field has created a distinctive uptick in the number of jobs available, as well as a broadening of talent pool needs. Approximately **2,921 employers** in Tampa Bay posted related positions in the last 12-months, with **22,858 unique job postings** during the same period.⁹ Figure 1 shows the demand trend over the last three years.

Further emphasizing the lack of qualified talent, Figure 2 show number of hires per month remaining considerably lower than the need. Significant to consider is that the top two companies tied to these postings come from staffing agencies/recruiters.¹⁰ These companies represent a higher cost to the employer who secures their services when they are unable to fill their employee needs without outside help. Providing targeted training that is directly responsive to employer needs, SPC will provide a strong pipeline to fill these openings, saving businesses thousands of dollars by removing the middleman.

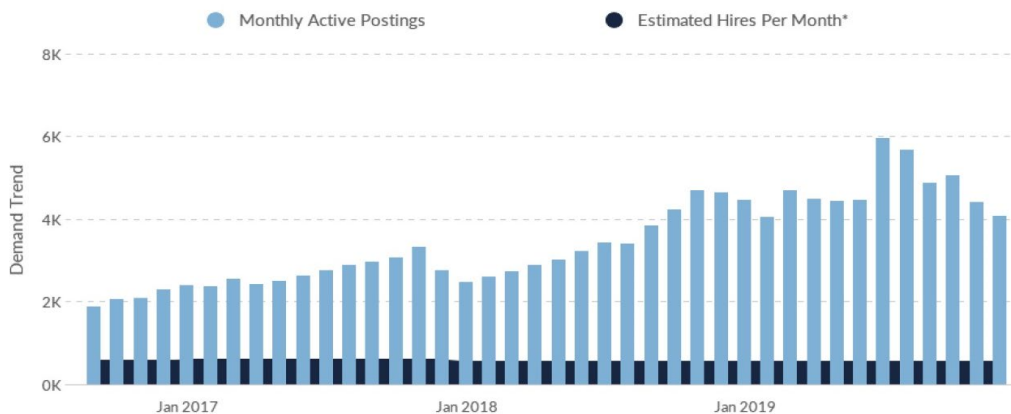


Figure 2

The concerted effort by area economic development organizations has resulted in a considerable influx of technology-focused companies coming to Tampa Bay in recent years, making it a hub for the industry. Experts expect this movement to continue to grow, seeing Tampa Bay as a sought after industry destination. "Because of workforce stresses and cost, companies are looking for that next great tech city," said Steve Morey, the senior vice president of economic development at the Tampa Bay Economic Development Council.¹¹ "Because of population growth, workforce and the companies already here, we're on the radar for a lot of expansion and relocations."¹² Beyond those companies that are categorized as IT, it's clear that, in this day and age, every company is becoming a technology dependent company. With today's IT needs growing rapidly, all industries need employees with the skills and knowledge that will be provided through the *SPC Workforce Training Incubator*.

⁹ Ibid

¹⁰ Ibid

¹¹ Lauren Coffey, Tampa Bay Business Journal, January 30, 2020, <https://www.bizjournals.com/tampabay/news/2020/01/30/edcs-startup-accelerators-are-behind-the-influx-of.html>

¹² Ibid

A report by Burning Glass listed Tampa 14th on a list of the top 15 cities in need of workers with in-demand technology skills around the country.¹³ Included among the top companies needing tech talent in the Tampa Bay Area are Raymond James Financial, Verizon Communications and JPMorgan Chase, all strong partners of SPC.

Coupling this need of employers in Tampa Bay with the needs of the residents of South St. Petersburg doubles the impact of *SPC's Workforce Training Incubator*. Targeting the Midtown community provides access and opportunity for those in desperate need for short-term training in high-wage, in-demand occupations. It also allows companies to take advantage of tax credits and incentives that support the training and hiring of individuals from surrounding communities. Further, SPC will leverage its partnership with CareerSource Pinellas to offer paid training through WIOA and other funding sources.

The goal of *SPC's Workforce Training Incubator* is to ensure educational and training opportunities exist “to diminish the inherent talent gap that goes with the growth [and specialization] of the sector.”¹⁴ Tampa Bay must have a well-trained and nimble talent pool ready to fill vacancies as well as attract additional competitors to the region. As one of Florida’s largest state colleges, SPC strives to remain on the forefront of cutting-edge curriculum and technology to meet these regional and global workforce needs. SPC currently offers a cadre of training options, including non-credit and for-credit industry certificates as well as A.S. Degrees in the field of Data Technology and Computer Programming and Analysis. These offerings also offer pathways to Bachelor’s degrees including a B.A.S in Technology Development and management and a B.A.S. in Cybersecurity, which is currently in the state approvals process. Upon approval, the program is anticipated to begin enrolling students in Fall 2020.

Student and employer demand has led to the need for multiple adjunct faculty hires and new course section offerings. The curriculum in the A.S. degree program aligns with entry-level industry certifications such as CompTIA A+, CompTIA Net+, CompTIA Sec+, CCNA Cyber Ops, and EC-Council’s Certified Ethical Hacking, which provide students a pathway of milestone opportunities and on-and-off ramps in the field. SPC was also recently designated this region’s only Two-Year Education National Center of Academic Excellence in Cyber Defense (NAEC2Y) by the Department of Homeland Security and National Security Agency. Centers of Academic Excellence in Cybersecurity institutions meet rigorous requirements and are determined to have robust degree programs and close alignment to salient cyber-security related knowledge units, validated by subject matter experts in the field.

SPC has a robust group of industry partners representing organizations at every level, from small start-ups to large multinational corporations (*see attached Letters of Commitment*). The College has worked with these partners and faculty to identify ongoing needs and best ways to fill IT training gaps, strengthen the talent pool, and maximize the economic impact of this industry within the state of Florida. The following themes have emerged:

- The need for **more on-campus classes and a physical site for simulation and hands-on training** for students in Computer and Information Technology;

¹³ Brian Womack and Brendan Ward, “Tampa Places among Cities Most in Need of Tech Talent, Report Shows,” Tampa Bay Business Journal, December 3, 2019, <https://www.bizjournals.com/tampabay/news/2019/12/03/tampa-places-among-cities-most-in-need-of-tech.html>

¹⁴ Coffey, L. (2019, Aug. 9), “Tampa Bay's Tech and Startup Sector Has Long Been in Search of an Identity,” Tampa Bay Business Journal, pp. 14-15.

- The need for **training expertise in Threat Management and Intelligence**, an emerging IT domain that takes a holistic approach to identifying, mitigating, and responding to technology threats; and
- The need for **improved skills, digital literacy, and experience recognition** to help identify individuals who have the aptitude and ability to succeed as IT professionals, going beyond the traditional emphasis on a baccalaureate degree and several years' experience.

By addressing these needs through *the Midtown Workforce Incubator*, SPC and its partners will be able to ensure a more robust pipeline of IT personnel.

Program Design

In order to address the region's trainings needs and meet workforce demand, *SPC's Workforce Training Incubator* will initially focus on training related to IT as it impacts all industries. This rollout will focus on two key areas:

- Expansion of academic pathways to provide robust short-term certificates and opportunities for advancement towards long-term degrees, including articulations and on-campus options;
- The creation of a community-based **Workforce Training Incubator** based in the underserved Midtown Community; and
- Strengthen IT programs, both credit and non-credit, across SPC to benefit all students.

Specifically, SPC will work with academic and industry partners as well as local, regional, and federal agencies to:

- **Create the Computer Technology Innovation Lab within the Incubator:** Currently, most of SPC's computer and information technology coursework are only offered in an online format. This format allows for flexibility for students who may be working full-time while earning their credential. However, both industry partners and students have noted that a physical, on-campus space would benefit students by providing the opportunity to train on state-of-the art equipment and software in a collaborative, hands-on environment that mimics the real-world workplace. This need becomes even more apparent in a community such as Midtown, where residents often lack the computers, internet speed, and related software essential to successfully take these courses online.

The training proposed at the incubator will serve the two key industry needs: 1) new employees to enter the pipeline; and 2) upskilling of current employees on emerging technology. The offerings will range in topic, casting a wide net that meets the plethora of industry needs, while also allowing the programming to be adjusted as new needs arise. Understanding the importance of career pathways in education, the *Training Incubator* will provide programming for individuals at different points in their career journey. The computer and information technology pathways at SPC include embedded industry certifications and certificates that directly feed industry needs. The competencies needed for these certifications show mastery of those skills required by employers. These imbedded certificates and certifications offer easy on- and off ramps along the way to completion. Students can personalize their pathway, learning hands-on job skills while earning college credit. Programming will range from short-term industry certificates, both credit and non-credit, to Community College Certificates (CCC), A.S. and B.A.S. offerings.

With an initial focus on IT, the *Training Incubator* will include current technology, dedicated virtual firewalls for secure networking and hacking training, and access to locally-installed and online software. The Incubator will allow IT students to take courses face-to-face with experienced faculty,

well versed in the needs of employers in this field. Additionally, the center will have space for students to complete assignments and receive academic support outside of the classroom. The *Training Incubator* will also be equipped with educational materials and supplies required for hands-on demonstrations and learning, including computers, cell phones, tablets, gaming systems, hard drives, and other electronic devices. In addition, computer simulations will be able to run cross-disciplinarily scenarios to highlight system and real-world situations.

- **Foster Employer Engagement, Community Partnership and Entrepreneurship:** As a *Training Incubator* this space will provide a location for industry, educational and community collaboration, as well as offer entrepreneurial and business development. The adaptability and location of the *Training Incubator* will be used to facilitate additional programming, workshops, and community engagement around workforce needs. Current partnerships with established organizations, such as Red Hat and Linux for Women, will be leveraged, as a way to expand the variety and depth of programming, networking, and industry engagement. This type of design offers students additional exposure to industry and employers providing real-world and timely instruction by experts who demonstrate best practice methods, techniques, and skills to students.

Targeting a low-income community, the delivery of digital literacy training will be key to providing foundational skills for the IT pathways offered at the *Training Incubator*. “For workers in low-income communities, access to digital training and skills could be a must to further pay equity, as workers with digital proficiencies can earn more than less-skilled candidates”.¹⁵ An increasing number of jobs require basic digital literacy in order to meet employers' current skill and growth demands. Yet, experts say even basic skills may not be enough to prepare workers for technological change. In addition to advance coursework, the *Training Incubator* space will allow for basic computer literacy programming to be offered both by SPC and community partners, from the K-12 system to social service agencies.

- **Launch NEW Threat Management and Intelligence Certificate:** As a field straining to constantly stay ahead of cyber threats, there are a wide range of competencies needed for well-trained personnel to anticipate potential issues and respond appropriately and effectively. One emerging field is known as threat intelligence. Simply defined, threat intelligence uses raw data as well as evidence-based practices and patterned behaviors to predict, prevent, and/or mitigate attacks. It takes a holistic, nuanced view at security using essential skills such as critical thinking, strategic threat identification and assessment, threat modeling, and open source intelligence development. In essence, those trained in this field know how to think like a sophisticated attacker—an essential skill when millions of dollars may be at stake. While currently incorporated into the Cybersecurity A.S. degree program, Threat Intelligence is quickly becoming its own employment subsector within the IT occupational field. Industry partners have noted a distinct need for further training in this area, particularly as businesses can't build successful threat intelligence programs without staff who are able to understand both sides of the fight and produce well-informed reports that support strategic decision-making and daily operational decisions throughout an organization.

¹⁵ Riia O'Donnell, “Comcast Funds Digital Literacy Training for Low-Income People with Disabilities,” HR Dive, September 17, 2019, <https://www.hrdiver.com/news/comcast-funds-digital-literacy-training-for-low-income-people-with-disabili/562913/>.

SPC will **deploy a series of Threat Management and Intelligence certificates** to align with industry standards and frameworks and position trainees for employment as intelligence analysts. These non-credit certificates, ranging from 5 to 40 hours, will then be cross-walked to for-credit associate and baccalaureate degree programs, allowing students to continue their education through stackable credentials. In addition, certificate training will also be used to train executives on how to develop a threat intelligence plan and identify appropriate threat assessment skills and competencies for future hires, connecting trainees' capabilities with the hiring needs of employers.

- **Develop NEW articulations and in-class training options:** As the IT workforce demand continues to broaden, a key market in the Tampa Bay region is currently military service personnel and veterans. Tampa Bay is home to the largest enclave of veterans in the state, with more than 221,000 vets calling the region home.¹⁶ According to the U.S. Department of Homeland Security, "With five distinct mission areas related to securing the homeland, the Department of Homeland Security is the ideal employer to maximize the skills and training veterans have acquired while serving our country, as well as the commitment to serve and protect our nation."¹⁷ Active military personnel and veterans have skills that readily transfer to the information technology industries, but often need additional education to support the transition to civilian employment or to pursue promotion within their branch of service. By using a competency-based assessment model and stackable certifications, veterans are able to translate skills and knowledge into a shorter time to a degree.

SPC has created a "one stop" model of advising and dedicated support that addresses the educational needs of veterans and their families. Recognizing prior learning of veterans and easing the transition to civilian life by shortening time to a degree and work will only serve to improve veteran success rates. Program staff will work with SPC's Academic Services and Veterans Affairs departments to crosswalk articulation credits from military service to IT programming, providing options for accelerated time to a degree. Program staff will also work with Veterans Affairs to ensure compliance with and eligibility for financial aid and GI Bill benefits.

Creation of an on-campus technology training space and integration of face-to-face coursework will also benefit veterans pursuing a degree in Information Technology. Currently, veterans in the Tampa Bay MSA enrolled in Exclusively Online Training receive just under \$900 in monthly housing allowance. Those enrolled in one or more on-campus courses receive an estimated \$1,900 in monthly housing allowance—a substantial increase that can be used in marketing the programs as an attractive and affordable option to veterans.

B. Describe how this proposal supports programs at state colleges or state technical centers.

Designed in partnership with IT and related employers, SPC's *Workforce Training Incubator* supports an array of educational and training programming focused on helping individuals and agencies overcome the gaps in knowledge, technical skills, and credentials necessary to fulfill Florida's growing need for IT and computer professionals. Pathways from technical certificates to baccalaureate degrees and articulations to master's programs will be supported and explored through this project, potentially aligning multiple education institutions across the region. Through the alignment of public and private partnerships, the program will offer access to enhanced and stackable, short-term certificates and pathways to degree

¹⁶ National Association of Veterans' Research and Education Foundations. www.naveref.org.

¹⁷ U.S. Department of Homeland Security (n.d.). *Homeland Security Careers and Veterans*.
<https://www.dhs.gov/homeland-security-careers/veterans>.

programs to address the skilled workforce shortage and strengthen the current workforce in a field that is ever-evolving.

Founded in 1927, St. Petersburg College (SPC) was the first two-year institution of higher education in the state of Florida and was the first community college to become a baccalaureate degree-granting institution in 2001. SPC now serves approximately 40,000 credit and non-credit students, and offers more than 100 degree and certificate programs. Students represent a broad base of individuals--from those unemployed seeking quick training in order to enter the job market, to those who are pursuing an undergraduate degree prior to moving into a career, to those needed continuing education to maintain credentials or seek promotion. By offering multi-level options in a variety of fields, students are provided the flexibility to achieve their goals within their own self-paced timeframe, anywhere from a few weeks in an online environment to a two-year degree based in the classroom. Regardless of the track or delivery model, SPC will be focused on training that addresses the immediate needs of employers in the region.

C. Describe how this proposal provides participants transferable, sustainable workforce skills applicable to more than a single employer.

The rapid pace of technological change and the digitalization of the workplace have led to evolving occupational skills. According to a recent study by the Brookings Institution, the percent of the national workforce in jobs that require a high degree of digital skills has increased from 5 percent in 2002 to 23 percent in 2016. At the same time, the percent of the national workforce in jobs that require low digital skills has declined from 56 percent in 2002 to 29 percent in 2016.¹⁸

Over the next 5 years, Tampa Bay is projected to add about 78,000 new jobs. Just over 60 percent of these new jobs will require some kind of work experience, postsecondary education, or on-the-job training. The industries that are the largest drivers of this demand rely heavily on a skilled computer and technology workforce, including healthcare and social assistance, corporate offices and business services, tourism and hospitality, retail trade, and construction. Together, these sectors account for 88 percent of all new jobs over the next 5 years.¹⁹

There is a mismatch between the fields of study that students are choosing and the demand for those fields. Tampa Bay produces enough degrees, but the choice of majors is not well-aligned with the job market, and the graduates do not necessarily stay in the region after graduation. For instance, there are more entry-level openings in finance, information technology, and marketing than there are completions or degrees awarded. Addressing these challenges related to the regional talent pipeline will be an essential step in strengthening the competitiveness of the Tampa Bay workforce and enhancing the region's prospects for shared prosperity.

As a state college, SPC is in the unique position to support the development and strengthening of Florida's workforce through the provision of a holistic educational and training model. The structure of SPC and *the Workforce Training Incubator* allows for rapid employment into high-wage, high-demand jobs through the attainment of a wide range of pertinent skills. The extensive list of occupations included in this project (see [Table 1](#)) reflects the growing need for workers skilled in IT and computer-focused occupations.

¹⁸ "Tampa Bay Works - An Employer-Led Regional Workforce Initiative." Tampa Bay Partnership, 2018.

¹⁹ Ibid

The design ultimately offers a series of interconnected, transferrable educational and training programs all along the pathway that result in industry recognized workforce certificates and certifications, certificates, Associate degrees (AS), and Bachelor Degrees (BAS), as identified in [Figure 3](#). The focus is to help students to receive both college credit and industry recognized credentials, which can be used to build upon as they advance up the career ladder. For example, a student may enter the cybersecurity training certificate program and, upon graduation, seek employment as an entry-level information analyst. That certificate will then allow them to pursue the A.S. degree in Information Technology while still employed, which could lead to an eventual Information Technology Management Degree. Training opportunities can also cross sectors.

As noted in the needs statement, employment in IT and its related fields spans across all sectors in the Tampa Bay region, from financial institutions to multi-national corporations to global positioning and healthcare. The *Workforce Training Incubator* has partnered with a wide range of companies and agencies who have pledged support of the initiative. These entities include IBM, TriOrb Solutions, Linux for Women, KnowBe4, and many others. Each employer has indicated a distinct need for ongoing new hires and incumbent trainings in their respective fields, and the ability for activities proposed under *Workforce Training Incubator* to sufficiently meet that need. Employers will be engaged throughout the program in industry advisement on training materials, career mentoring and job shadowing, internship opportunities, and hiring and career fairs.

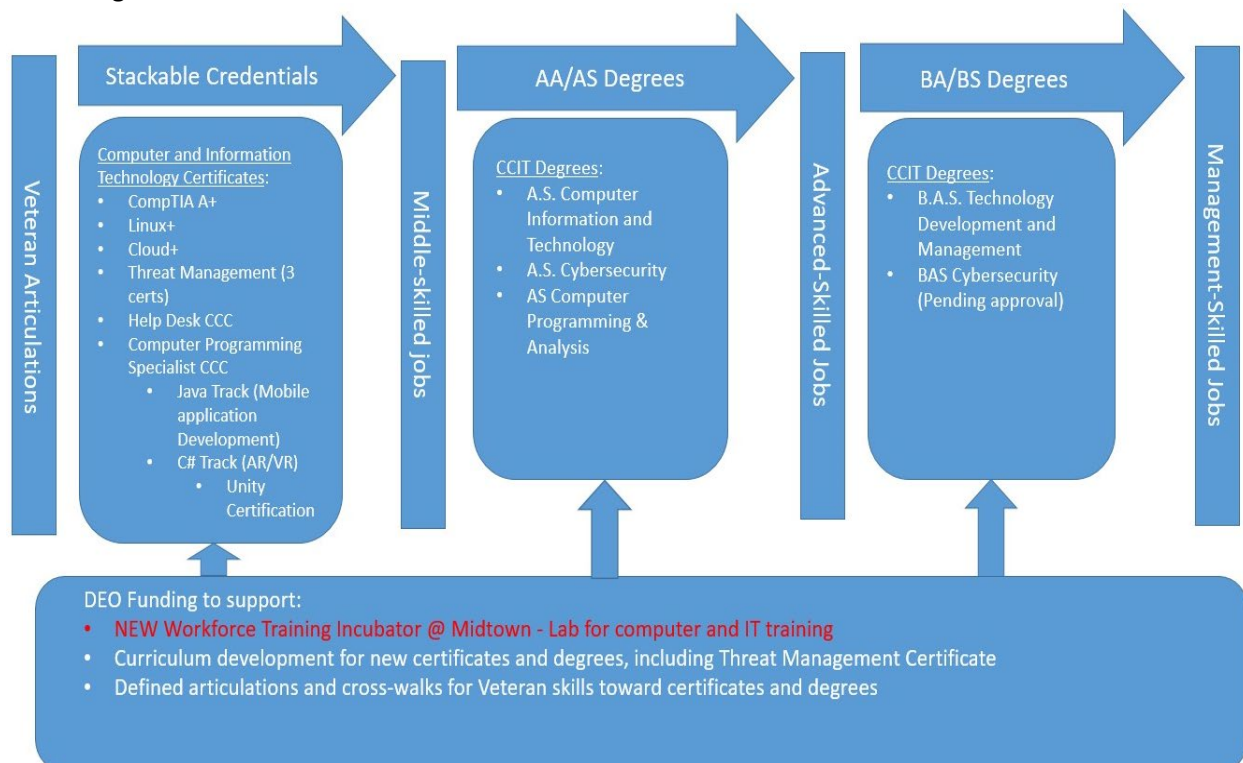


Figure 3

D. Does this proposal support a program(s) that is offered to the public? Yes No

All certificate and degree programs are open to the public, with eligibility for certain programs determined by completion of prerequisite courses or equivalency of training in another state.

E. Describe how this proposal is based on criteria established by the state colleges and state technical centers.

The Florida State College system is responsive to the needs of both the public and private sectors in the state of Florida, and strives to align programs with industry-recognized certifications and credentials. The Florida Department of Education coordinates all industry certification alignment and provides oversight on federal or state regulatory agency, industry, proprietary, and third-party developed assessments leading to certification. SPC follows these regulatory guidelines to ensure that academic programs are responsive to employer needs and demand, resulting in students appropriately trained for high-wage, high-demand employment. Based on employer demand and advisory board feedback, SPC integrates industry-driven competencies into college curricula to ensure that students can obtain credentials valued by the labor market.

Each of the certificates and degree programs supported and developed under the *Workforce Training Incubator* initiative are aligned to state curriculum frameworks determined by the Florida Department of Education and supported by the Florida College System. These frameworks define the content to be learned, clear standards and benchmarks for achievement, and assessments tied to those standards. Frameworks are assessed every three years to maintain compliance with industry standards and labor market needs. All programs of study within these frameworks must also include a pathway leading to a postsecondary credential (i.e. certificate, diploma, associate, or baccalaureate degree, industry certification, or licensure).

F. Does this proposal support a program(s) that will not exclude unemployed or underemployed individuals?

Yes No

SPC's Workforce Training Incubator supports individuals at all stages of employment, from incumbent workers needing additional certificates or degrees to advance in their career to unemployed individuals seeking training for job eligibility to new students seeking a first career path.

G. Describe how this proposal will promote economic opportunity by enhancing workforce training. Please include the number of program completers anticipated to be created from the proposed training. Further, please include the economic impact on the community, region, or state and the associated metrics used to measure the success of the proposed training.

Promoting Economic Opportunity

Computer and Information Technology are top priorities and top business for Florida and the Tampa Bay region – and for good reason. Economic impacts from this growing IT talent hub potentially number in the billions. According to PCED, the multiplier effect of one new information analyst or cybersecurity position is 2.6—that is, for each new job created, an additional 1.6 related jobs are created as well, resulting in a **net estimated impact of \$452,000 per job added, per year.**²⁰ *The Workforce Training Incubator* capitalizes on this multiplier effect by supporting the development of a robust talent pool comprised of skilled, credentialed employees at each level of occupational need.

²⁰ Pinellas County Economic Development Presentation, August 28, 2019.

By the year 2030, Florida is expected to add six million more residents and attract more than 150 million annual visitors²¹; Pinellas County accounts for upwards of 50,000 new residents each year. In addition to the influx of corporate headquarters as detailed in subsequent sections, Pinellas and Tampa Bay are major hubs for tourism, commerce, maritime activities, and defense centers. All of these additional employers, rely on a state-of-the-art IT infrastructure and the employees that keep in running. *The Workforce Training Incubator* will help to ensure a steady pipeline of workforce-ready individuals at all levels of economic entry, boosting individual and regional financial gains.

Based on partner response, as detailed in the attached letters of support, advisory board input, and job growth in targeted occupations, it is anticipated that programs related to this proposal will graduate approximately **980** individuals across multiple targeted sectors for employment over the four-year grant period, creating both a well-employed and well-prepared region. This is based on the program's ability to help businesses address their workforce shortage and support industry growth.

Success Metrics

The overarching mission of *SPC's Workforce Training Incubator* is to support economic development and prosperity in Florida by enhancing regional infrastructure and training opportunities to ensure a prepared and ready workforce in the constantly growing and changing field of Computer & Information Technology. In order to determine program efficacy and success of the proposed training, the following metrics will be tracked and analyzed:

Goal: Increase workforce opportunities and employment in Computer and Information Technology and related targeted occupations.

- Objective 1.1: Increase educational offerings through the development and enhancement of short-term certifications, CCC, and degree programs.
- Objective 1.2: Increase student preparedness through hands-on experiential learning and simulation centers, providing transferable and sustainable workforce skills.
- Objective 1.3: Increase educational pathways and skills transfer for military veterans.
- Objective 1.4: Increase student enrollment, retention, and persistence in targeted programs.
- Objective 1.5: Support employment in targeted sectors through industry connections and job placement assistance.

2. Additional Information:

A. Is this an expansion of an existing training program? Yes No

If yes, provide an explanation for how the funds from this grant will be used to enhance the existing program.

The *Workforce Training Incubator* initiative represents innovative expansion and enhancement of curriculum, facilities, and equipment affect multiple existing Computer and Information Technology offerings at St. Petersburg College. The certificates and degrees included in the *Workforce Training*

²¹ Lamback, S. (2017). Florida Jobs 2030: A Cornerstone Series Report for the Florida 2030 Initiative. Tallahassee, FL: Florida Chamber Foundation. Retrieved from flchamber.com/wp-content/uploads/2017/01/Florida-Jobs-2030-Report-012617_website.pdf

Incubator are part of an academic pathway that leads from short-term training certificates to B.A.S. degrees ([Figure 1](#)). In addition, funding will be used to support a project coordinator and administrative support that will oversee grant activities, data collection on student enrollment/completion, and fiscal reporting, ensuring that deliverables are met and compliant with all state reporting requirements.

The main aspect of the expansion is the development of a training center in the Midtown area of St. Petersburg, which will provide face-to-face training and simulation for programs typically offered online and access to state-of-the-art technology that is traditionally lacking for those in this community.

B. Does the proposal align with Florida’s Targeted Industries? (View Florida’s Targeted Industries here.)

Yes No

If yes, please indicate the targeted industries with which the proposal aligns. If no, with which industries does this proposal align?

The *Workforce Training Incubator* proposal aligns directly with the identified targeted industries of *Information Technology, Homeland Security, Financial and Professional Services, and Emerging Technologies*.

C. Does the proposal align with an occupation(s) on the Statewide Demand Occupations List and/or the Regional Demand Occupations List? (View Florida’s Demand Occupation Lists here.)

Yes No

If yes, please indicate the occupation(s) with which the proposal aligns. If no, with which occupation does the proposal align? *Workforce Training Incubator* will strengthen a seamless talent supply chain that encapsulates a wide number of occupations related to Computer and Information Technology. [Table 1](#) demonstrates the targeted occupations on the Florida Statewide Demand Occupations and/or the Regional Demand Occupations Lists that will be served through the program, including projected demand over the next seven years.

D. Indicate how the training will be delivered (e.g., classroom-based, computer-based, other). If in-person, identify the location(s) (e.g., city, campus, etc.) where the training will be available. If computer-based, identify the targeted location(s) (e.g., city, county, statewide) where the training will be available.

The home of the in-person Computer and Information Technology training and classes will be based at the **NEW Workforce Training Incubator at SPC’s Midtown Campus (South St. Petersburg)**. To ensure access across SPC’s current related offering will continue to be supported at other SPC campuses. These campuses provide regional coverage and easy access for potential students and trainees.

Select courses, certificates, and degree programs will also be available online. Programming will primarily target Pinellas County residents, but will be able to service the entire state through online access.

| Table 1. Target Industries and Occupations; Current and Future Demand | | Employment-- Pinellas | | % Growth | Total Job Openings | Employment-- Florida | | % Growth | Total Job Openings |
|--|--|--------------------------|-------|-------------|-----------------------|-------------------------|--------|-------------|-----------------------|
| SOC Code | SOC Occupational Title | 2019 | 2027 | Pinellas | Pinellas | 2019 | 2027 | Florida | Florida |
| 15-1122 | Information Security Analysts ^{*A} | 371 | 462 | 24.5% | 312 | 5,311 | 6,738 | 26.9% | 1,427 |
| 15-1121 | Computer Systems Analysts ^{*A} | 1,243 | 1,385 | 11.4% | 803 | 20,523 | 22,681 | 10.5% | 2,158 |
| 15-1152 | Computer Network Support Specialists ^{*A} | 843 | 967 | 14.3% | 641 | 11,191 | 12,580 | 12.4% | 1,389 |
| 15-1151 | Computer User Support Specialists | 2,969 | 3,390 | 14.2% | 421 | 38,667 | 43,991 | 13.8% | 5,324 |
| 15-1142 | Network and Computer Systems Administrators | 1,350 | 1,453 | 7.6% | 103 | 19,588 | 21,308 | 8.8% | 1,720 |
| 15-1143 | Computer Network Architects | 1,181 | 1,309 | 10.8% | 128 | 19,031 | 20,787 | 9.2% | 1,756 |
| 15-1132 | Software Developers, Applications | 2,642 | 3,303 | 25.0% | 2,154 | 39,205 | 49,627 | 26.6% | 10,422 |
| 49-2011 | Computer, Automated Teller, and Office Machine Repairers | 255 | 255 | 0.0% | 0 | 6,865 | 7,433 | 6.7% | 468 |
| 15-1141 | Database Administrators | 554 | 634 | 14.4% | 80 | 8,166 | 9,229 | 13.0% | 1,063 |
| 15-1132 | Software Developers, Applications | 2,642 | 3,303 | 25.0% | 661 | 39,205 | 49,627 | 26.6% | 10,422 |
| 11-3021 | Computer and Information Systems Managers | 851 | 954 | 12.1% | 103 | 13,032 | 14,774 | 13.4% | 1,742 |

Sources: Florida Department of Economic Opportunity Employment Projections Data - Statewide and WDA 14 Pinellas County (Jobs by Occupation); U.S. Department of Labor CareerOneStop

* Denotes a Florida Department of Economic Opportunity 2019-2020 Regional Demand Occupation - Statewide and/or WDA 14 Pinellas County

^ADenotes a High Skill, High Wage Job in Florida Department of Economic Opportunity 2018-2019 Regional Demand Occupation - Statewide and/or WDA 14 Pinellas County

E. Indicate the number of anticipated annual enrolled students and completers in the proposed program.

SPC is expected to enroll **980 students** across the targeted programs, which includes growth in new offerings, enrollment at *The Workforce Training Incubator*, articulations, and related programs. Of those enrolled it is estimated approximately **628** will complete during the four-year grant period. Understanding that student at community colleges, on average, take longer to complete due to going part-time, this completion rate is projected to increase over a 10-year period for the cohort. These students will be served in a range of degree, certificate courses identified in Table 2, which will prepare them for the targeted occupations included in Table 1.

| Table 2. Related Program Certificates and Degrees | | | |
|---|---|------------------------|----------------------------|
| CIP Code | Certificates and Degrees | # of Students Enrolled | # of Students Completing** |
| n/a | Threat Management Certificate | 80 | 50 |
| 11.0902 | Cloud Computing | 100 | 68 |
| 11.1003 | Cybersecurity Certificate (Includes CompTIA+, CompTIA Network+, CompTIA Security+, and Certified Ethical Hacker Certifications) | 150 | 100 |
| 11.0103 | | | |
| 47.0104 | Help Desk CCC | 150 | 60 |
| 11.0202 | Computer Programmer Specialist - Java (mobile apps) | 200 | 125 |
| 11.0804 | Computer Programmer Specialist - C# (AR/VR) | 200 | 125 |
| 49-2011 | Computer, Automated Teller, and Office Machine Repairers | 100 | 80 |
| TOTAL | | 980 | 608 |

**Enrollment and completion numbers may not align to the same students due to varying program lengths and completion times for state college students; i.e. students who enroll in an A.S. degree typically complete that degree in 4 years. BAS programs are not included as enrollees/completers since students typically complete in 4 years or longer.

F. Indicate the length of program (e.g., quarters, semesters, weeks, etc.), including anticipated beginning and ending dates.

The length of individual programs under the *Workforce Training Incubator* model vary depending on certificate or degree type. Program length ranges from one semester for certificates to two or more years for A.S. and B.A.S. degree programs.

Begin Date: July 1, 2020

End Date: June 30, 2024

G. Describe the plan to support the sustainability of the proposal.

The *Workforce Training Incubator* initiative is intended to be a long-term effort at St. Petersburg College. Project funding allows for the investment in renovating and remodeling a building, providing a permanent space to be for educational purposes well into the future. This equipment will be productive for many years, and ongoing maintenance and upkeep will be integrated into the College’s regular operating budget. As an innovative program meeting the needs of a wide range of local, regional, and state employers, the *Workforce Training Incubator* will attract broad base of new trainees and incumbent personnel. Support from enrollment, program offerings, and partnerships, will providing to the program from inception, allowing for a stream of financial support through tuition, income, and program fees.

H. Identify any certifications, degrees, etc. that will result from the completion of the program. Please include the Classification of Instructional Program (CIP) code and the percent of completer in each code, corresponding with Section E.

The *Workforce Training Incubator* targets occupations requiring credentials from entry level certifications, state licensure, and continuing education to college certificates and degrees. [Table 3](#) outlines the relevant certificate and degree programs that participants will be eligible to complete by participating in this initiative, along with the anticipated percent of completers.

| CIP Code | Certificates | %Students Completing |
|--------------------|---|-----------------------------|
| n/a | <i>Threat Management Certificate</i> | 63% |
| 11.0902 | <i>Cloud Computing</i> | 68% |
| 11.1003 | Cybersecurity Certificate (Includes CompTIA+, CompTIA Network+, CompTIA Security+, and Certified Ethical Hacker Certifications) | 67% |
| 11.0103 47.0104 | Help Desk CCC | 40% |
| 11.0202 | Computer Programmer Specialist - Java (mobile apps) | 63% |
| 11.0804 | Computer Programmer Specialist - C# (AR/VR) | 63% |
| 49-2011 | Computer, Automated Teller, and Office Machine Repairers | 80% |

I. Does this program have a local match amount?

Yes No

J. Provide any additional information or attachments to be considered for the proposal.

Please see Attachment A—Letters of Commitment, which demonstrate a broad base of support for *the Workforce Training Incubator* from community partners, industry, and government agencies, including:

- IBM
- Linux for Women
- Career Source Pinellas

3. Program Budget

SPC is requesting a total of **\$3,000,000** in grant funding over a four-year period. With an anticipated 980 participants four years, the estimated ROI for students that successfully complete related programs during the grant is \$3,061 per student. Table 4 details the estimated costs.

| Table 4: SPC Workforce Training Incubator at Midtown Program Budget | | | | | |
|--|---------------------|---------------------|---------------------|---------------------|--------------------|
| | 2020-2021 YEAR 1 | 2021-2022 YEAR 2 | 2022-2023 YEAR 3 | 2022-2023 YEAR 4 | TOTAL |
| EQUIPMENT - \$5,000+ unit cost | | | | | |
| Equipment: Estimating \$500,000 for computer and information technology equipment to develop the IT training lab, including towers, monitors, servers, cabling, workstations, smart boards, digital podium, projector, etc. | \$ 350,000 | \$ 100,000 | \$ - | \$ - | \$ 450,000 |
| TOTAL EQUIPMENT | \$ 350,000 | \$ 100,000 | \$ - | | \$ 450,000 |
| PERSONNEL | | | | | |
| Salaries/Stipends | | | | | |
| Workforce Incubator Project Director (New Hire) to assist program faculty and staff in oversight of day-to-day project implementation, responsible for monitoring program objectives and deliverables to ensure goals are met, collection of student data and metrics, equipment purchase, and reporting. Estimating full time salary @ \$53,7076 for Yr 1-4 (beginning 3rd month of projects 1st year; includes 3% COLA in Y2-4) | \$ 40,280 | \$ 55,297 | \$ 56,956 | \$ 58,665 | \$ 211,198 |
| Grant Accountant (New Hire) - to provide oversight of the administrative aspects of the renovations, including purchasing, procurement, contractors, regulations, etc. Estimating full time salary @ \$46,226 for Yr 1-4 (beginning 3rd month of projects 1st year; includes 3% COLA in Y2-4) | \$ 34,670 | \$ 47,613 | \$ 49,042 | \$ 50,513 | \$ 181,837 |
| Senior Administrative Services Specialist (New Hire) to assist in project deliverables and reporting. Estimating 40 hours per week @ \$15.58/hour = \$32,406 in Yr 1-4. (beginning 3rd month of projects 1st year; includes 3% COLA in Y2-4) | \$ 24,305 | \$ 33,378 | \$ 34,380 | \$ 35,411 | \$ 127,473 |
| Faculty(s) - for the delivery of face-to-face courses in Computer and Information Technology | \$ 70,000 | \$ 70,000 | \$ 70,000 | \$ 70,000 | \$ 280,000 |
| Other Personnel: Faculty Deliverables for faculty to assist in development of career pathways, articulation agreements, and curriculum for new certificates/offerings. Estimating 10 deliverables per year @ \$1,306 per year in Yr 1 and Y2= \$26,120 . Adjunct Faculty to deliver specialized certificate training and in-person coursework. Estimated at 6 ECH per faculty x 2 faculty x 3 semesters = 36 ECH x \$753 = \$27,108 in Yr 2-4. Academic Support Specialist(s) to provide 1:1 and group tutoring and monitor computer support lab @ @ \$10.45 per hour x 20 hours per week x estimated 32 weeks in Yr 2-4 = \$20,064 | \$ 13,060 | \$ 46,996 | \$ 33,996 | \$ 33,996 | \$ 128,048 |
| Fringe Benefits | | | | | |
| Fulltime Personnel: Estimated at 41% in Y1, 42% in Y2-Y4 for health insurance, retirement, FICA/SSA for fulltime personnel. | \$ 69,394 | \$ 86,641 | \$ 88,358 | \$90,127.07 | \$ 334,521 |
| Other Personnel: Estimated at 18% in Y1, 19% in Y2, and 20% in Y3-Y4 covering retirement and FICA/SS for other personnel. | \$ 2,351 | \$ 8,929 | \$ 6,799 | \$ 6,799 | \$ 24,878 |
| TOTAL PERSONNEL | \$ 254,060 | \$ 348,855 | \$ 339,530 | \$ 345,511 | \$1,287,955 |

| FACILITIES | | | | | |
|--|---------------------|-------------------|-------------------|-------------------|---------------------|
| Facilities: Renovations and Remodeling: Estimated costs for renovations to existing building including remodeling, architecture & engineer fees, pre construction services, surveys, owners contingency, landscape, furniture, technology, signage, etc. = \$800,000 . Renovations will support increased access and program capacity to meet regional training demands. Renovations and installation of purchased equipment will take place in Yr 1-2. Renovation estimates are based on price quotes and previous renovation costs at SPC. | \$ 500,000 | \$ 300,000 | \$ - | \$ - | \$ 800,000 |
| TOTAL FACILITIES | \$ 500,000 | \$ 300,000 | \$ - | \$ - | \$ 800,000 |
| TUITION | | | | | |
| N/A | | | | | |
| TOTAL TUITION | \$ - | \$ - | \$ - | \$ - | \$ - |
| TRAINING MATERIALS AND SUPPLIES | | | | | |
| Training Materials and Supplies: IT programming material and supplies, including classroom training manipulatives and software, for Lab estimated @ \$25,000 in Yr 1-4. | \$ 25,000 | \$ 25,000 | \$ 25,000 | \$ 25,000 | \$ 100,000 |
| TOTAL TRAINING MATERIALS | \$ 25,000 | \$ 25,000 | \$ 25,000 | \$ 25,000 | \$ 100,000 |
| OTHER DIRECT COSTS | | | | | |
| Student Supports: Estimated cost to support student academic success through test preparation courses, testing fees, etc. | \$ 10,000 | \$ 12,000 | \$ 15,000 | \$ 15,000 | \$ 52,000 |
| Other-Printing: Estimated costs for design, publication, and distribution of printed materials related to program outreach for new Cyber Innovation Lab and Allstate Simulation Center. Estimated @ 5,000 in Yr 1 to include design costs; \$4,000 in Yr 2-4. | \$ 5,000 | \$ 3,500 | \$ 3,500 | \$ 3,500 | \$ 15,500 |
| Other-Outreach: Estimated costs for marketing and outreach costs related to new certificates and current degree programs for targeted populations such as veterans. Program marketing will increase public awareness and enrollment in programs. Estimated @ \$6,000 per year for Yr 1-4. | \$ 6,000 | \$ 6,000 | \$ 6,000 | \$ 5,746 | \$ 23,746 |
| TOTAL OTHER | \$ 21,000 | \$ 21,500 | \$ 24,500 | \$ 24,246 | \$ 91,246 |
| Indirect Costs | | | | | |
| Requesting 25% of Modified Total Direct Costs for onsite direct costs less equipment, facilities, tuition and contracts >\$25k for indirect and administrative costs associated with the grant. | \$ 75,015 | \$ 98,839 | \$ 96,945 | \$ 98,377 | \$ 270,799 |
| TOTAL PROJECT COSTS | \$ 1,225,075 | \$ 894,193 | \$ 485,976 | \$ 493,133 | \$ 3,000,000 |

4. Approvals and Authority

A. If entity is awarded grant funds based on this proposal, what approvals must be obtained before it can execute a grant agreement with the Florida Department of Economic Opportunity (e.g., approval of a board, commission or council)?

All grant funds St. Petersburg College applies for are submitted for pre-approval by the President and the Board of Trustees (BOT). Therefore, they are pre-approved even before the College receives notification of an award or rejection. This approval affords the College to accept the funding, enter into any amendments, extensions or agreements as necessary, within the original intent and purpose of the grant. Applications also are reviewed by the College's General Counsel Office. A second or follow-up approval by the BOT is not needed if and when an award is made. These measures, part of the College's grant policy, will be followed for a Florida Department of Economic Opportunity agreement, should the agency fund the College's proposal.

B. If approval of a board, commission, council or other group is needed prior to execution of an agreement between the entity and the Florida Department of Economic Opportunity:

i. Provide the schedule of upcoming meetings for the group for a period of at least six months

The Board of Trustees meets every third Tuesday of the month. Upcoming meetings will be: March 17, 2020; April 21, 2020; May 19, 2020; and June 16, 2020.

ii. State whether that group can hold special meetings, and if so, upon how many days' notice.

The Board of Trustees can hold special meetings, but they are approved at the board's annual Organizational Meeting, held in August. All meetings require a seven-day notice.

C. Attach evidence that the undersigned has all necessary authority to execute this proposal on behalf of the entity. This evidence may take a variety of forms, including but not limited to: delegation of authority, citation to relevant laws or codes, policy documents, etc.

Please see attached documented evidence of signing authority, Attachment B.



*2020 FLDEO Job Growth Grant
Workforce Training: Workforce Incubator at Midtown
Submitted By: St. Petersburg College*

ATTACHMENT A: LETTERS OF SUPPORT

1. IBM
2. Career Source Pinellas
3. Women in Linux



February 6, 2020

Ken Lawson
Executive Director
Florida Department of Economic Opportunity
107 East Madison Street
Caldwell Building
Tallahassee, FL 32399-4120

IBM
600 14th St., N.W.
Washington, D.C. 20005

Re: Letter of Commitment for Florida Job Growth Grant Fund Workforce Training Grant Proposal

Dear Mr. Lawson:

International Business Machines Corporation (IBM) is honored to offer our support to St. Petersburg College (SPC) for their proposal, **Workforce Training Incubator**, in response to the Florida Job Growth Workforce Training Grant initiative. The focus on Information Technology, *Workforce Training Incubator* has the potential to develop IT talent pipelines that will have a positive impact on the State of Florida by strengthening the local workforce in the area of Information Technology.

IBM is a multinational technology and consulting corporation who manufactures and sells computer hardware and software and offers infrastructure, hosting and consulting services in areas ranging from mainframe computers to Artificial Intelligence. IBM is among the leaders in the creation, development and manufacture of the industry's most advanced information technologies, including computer systems, software, networking systems, storage devices and microelectronics. These strategic imperatives require a workforce that has the talent, skills, education and training required in an ever-changing IT world. To meet the IT skills challenges, academia and industry, working together, can address the skills gap in many of today's markets. IBM is committed to continuously improving the tools and resources needed to empower students and faculty with the technology required for skills development.

One innovative approach to address the IT skills shortage is the development and implementation of an IT Registered Apprenticeship program at IBM. Apprenticeship is a new workforce and training strategy that is customized to meet the needs of different business units and provides a pipeline of new talent or a career pathway to reskill or upskill existing employees. IBM's apprenticeship program has grown from a first cohort of ten in October of 2017 to more than 425 today with plans to significantly scale in each of the next four years. IBM has Registered with the USDOL Office of Apprenticeships over 25 apprenticeship programs such as Software Engineering, Mainframe System Administrator, Data Scientist and Network Administrator, to name just a few.

To support student development in information technology, IBM is proud to partner with SPC on our IBM Skills Academy. Through this program, students can earn digital badges demonstrating technical skills that can be conveyed on a resume, social and professional networking sites, and as a digital signature. IBM credentials are valued and recognized by the global IT industry and can shorten the time to skilled employment. We also see where the *Workforce Training Incubator* program could be a pathway to IT apprenticeship programs in the region providing foundational IT skills that are required for successful completion of IT apprenticeship programs. We are excited to see SPC focusing on the IT industry as part of the *Workforce Training Incubator* initiative and will continue to support these efforts through partnership and provision of subject matter expertise in all related information technology sectors.

Sincerely,


Stephen P. Dodd
IBM Project Executive

February 5, 2020

Ken Lawson
Executive Director
Florida Department of Economic Opportunity
107 East Madison Street - Caldwell Building
Tallahassee, FL 32399-4120

Letter of Commitment: Florida Job Growth Grant Fund Workforce Training Grant Proposal

Dear Mr. Lawson:

CareerSource Pinellas is pleased to extend our partnership and support to St. Petersburg College (SPC) for their *Workforce Training Incubator* proposal, in response to the Florida Job Growth Grant Fund Workforce Training Grant initiative. By focusing on Information Technology, this innovative proposal will have an overwhelmingly positive impact on the unemployed and underemployed residents of Pinellas County.

With locations across Pinellas County, Florida, CareerSource Pinellas strives to foster the economic development of our county by connecting businesses with qualified, skilled talent and career seekers with employment and career development opportunities. We provide a wide range of professional services, including: employee referral and recruitment, training and retraining, employability skills workshops, labor market statistics, targeted career fairs, downsizing and retention support strategies, tax credit information and other customized support for a well trained work force. We design workforce solutions that meet the needs of both businesses and job seekers in Pinellas County.

At CareerSource Pinellas, we recognize the importance of individuals being trained in the area of computer and information technology, not only for technology related jobs, but for employment across all industries. In today's ever-changing landscape, there is an overwhelming need for both training of new employees, as well as the upskilling of the current workforce. This proposal directly aligns with our agency's offerings including free basic computer skills workshops, as well as paid training for low-income residents in high-demand fields, including CompTIA A+, Network+, and Security+ certifications. This proposal will further our commitment to underserved and underrepresented individuals in our communities by bringing quality training in high-wage, in-demand industries.

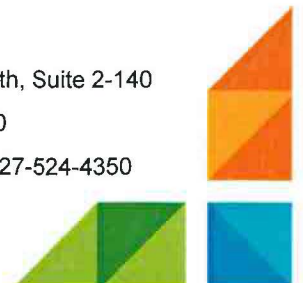
Thank you for your review of this letter and SPC's proposal. We are excited to continue our partnership with SPC to ensure that the residents of our community are prepared with the skills to succeed in the workforce and beyond.

Sincerely,

A handwritten signature in blue ink that reads "Jennifer Brackney".

Jennifer Brackney
Chief Executive Officer
CareerSource Pinellas

13805 58th Street North, Suite 2-140
Clearwater, FL, 33760
p: 727-524-4344 | f: 727-524-4350





February 5, 2020

Ken Lawson
Executive Director
Florida Department of Economic Opportunity
107 East Madison Street
Caldwell Building
Tallahassee, FL 32399-4120

Re: Letter of Commitment for Florida Job Growth Grant Fund Workforce Training Grant Proposal

Dear Mr. Lawson:

Women in Linux is pleased to offer support and commitment to St. Petersburg College (SPC) for their proposal, **Workforce Training Incubator**, in response to the Florida Job Growth Grant Fund Workforce Training Grant initiative. We are pleased that SPC is designing programming that seeks to continuously educate underrepresented students, and in turn, improving and innovating the processes to optimize workforce readiness today's digital world.

Founded in 2015, Women in Linux is a Florida based non-profit organization dedicated to encouraging women to pursue infrastructure focused careers. Our mission is to create solutions to bridge the gaps in tech diversity by exposing women to tech careers, as well as being a resource for obtaining and sustaining a career in technology.

Over the past several years, Florida has become a hotspot for the technological sector. With the growth in the tech industry grows the need for a diverse and skilled tech workforce. Currently, we are facing a shortage of skilled workers in the industry, as well as a need to upskill the current workforce. SPC's proposed *Workforce Training Incubator* will serve as a bridge to ease the talent gap within our state by providing quality training in high wage, in-demand industries.

SPC's commitment to serve underrepresented individuals aligns directly with our commitment to increase diversity within the technological sector. We believe that by exposing underrepresented individuals to tech careers will increase the diversity and vitality of the tech industry in the state of Florida.

We truly appreciate your review and consideration of SPC's *Workforce Training Incubator* proposal. These educational and career opportunities are critically important to increasing diversity in the world of information technology.

Sincerely,

A handwritten signature in black ink, appearing to read "De Parler", with a long, sweeping underline that extends to the right.

De Parler, Co-Founder

Women In Linux

ATTACHMENT B: 4.C. Evidence of Authority to Execute Proposal

1. Board of Trustees of St. Petersburg College Rules and College Procedures: 6Hx23-1.06 – Responsibility and Authority of the President



ATTACHMENT B: 4.C. Evidence of Authority to Execute Proposal

1. Board of Trustees of St. Petersburg College Rules and College Procedures: 6Hx23-1.06 – Responsibility and Authority of the President

RULE

| SUBJECT | RESPONSIBILITY AND AUTHORITY OF THE PRESIDENT | PAGE |
|-----------------|---|-----------------------------|
| | | 1.06-1 |
| LEGAL AUTHORITY | 6Hx23-1.06 | 10/13/15 Revision #15-10 |

6Hx23-1.06 RESPONSIBILITY AND AUTHORITY OF THE PRESIDENT

- I. The Board of Trustees delegates to the President administrative authority over the College and holds the President responsible for the efficient direction and operation of the College pursuant to federal and state law, the rules of the State Board of Education, and the rules adopted by the Board of Trustees.
- II. The President may delegate authority to the staff to perform administrative functions necessary to the efficient operation of the College. The responsibility for the performance of these functions shall remain with the President.
- III. The President shall provide to the Board each year, for their review and approval, a legislative package with all attending materials and information in support of the College's written plan and requests for the upcoming Florida legislative session at least 120 days prior to the beginning of the session.
- IV. The President is hereby authorized to sign, on behalf of the Board, all contracts and other documents reflecting action previously approved or authorized by the Board. In addition, all contracts including those involving expenditures not exceeding the amount as specified in Section 287.017, Florida Statutes, for Category Five may be approved and signed by the President or designee. Contracts involving expenditures will be listed in an informational report to the Board quarterly.
- V. Alternatively, at the discretion of the President, a Request for Contract may be:
 - A. Considered by the President's Executive Committee prior to final approval; or
 - B. Considered by the President in consultation with the Board Chair prior to final approval; or
 - C. Presented to the Board for approval.

RULE

| SUBJECT | RESPONSIBILITY AND AUTHORITY OF THE PRESIDENT | PAGE |
|-----------------|---|-----------------------------|
| | | 1.06-2 |
| LEGAL AUTHORITY | 6Hx23-1.06 | 10/13/15 Revision #15-10 |

- VI. The President is hereby authorized to designate an individual to serve in place of the President during his or her temporary absence, incapacity or in emergencies when the President is unavailable. In the event that the President has not so designated, the chief academic officer, and if the chief academic officer is not available to serve, the chief administrative officer, shall temporarily serve in the President's place until such time as the Board can designate an acting president, if necessary.
- VII. It shall be the responsibility of the President or a committee appointed by the President, where he deems such to be necessary, to ensure that all elections held within the College, except those held pursuant to Chapter 447, Florida Statutes, which are supervised by the public employees relations commission, are carried out in a fair and equitable manner.

Specific Authority: 1001.64(2) & (4), F.S.

Law Implemented: 1001.64, 1001.65, F.S.; Rule 6A-14.026, F.A.C.

History: This history reflects changes to the rule and procedure which were formerly combined. Formerly - 6Hx23-2.201; Adopted - 7/2/68; Readopted - 7/15/71, 10/25/77; Amended - 9/25/73, 2/27/77, 5/17/79, 11/20/79, 9/17/81, 3/3/82, 8/19/82; Filed - 8/19/82; Effective - 10/1/82; 11/21/00. Filed - 11/21/00. Proposed Date To Become Effective - January 1, 2001; 8/16/11. Filed - 8/16/11. Effective - 8/16/11; 10/13/15. Filed - 10/13/15. Effective - 10/13/15.