



2018-2019 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: Hodges University

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

Primary Contact Name: Dr. John D. Meyer

Title: President

Mailing Address: 2647 Professional Circle
Naples, FL 34119

Phone Number: 239-598-6232

Email: jmeyer@hodges.edu

Secondary Contact Name: Erica Vogt

Title: Executive Vice President of Administrative Operations

Phone Number: 239-598-6221

Workforce Training Grant Eligibility

Pursuant to 228.101, 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.

Please see attached narrative.

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

Please see attached narrative.

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

Please see attached narrative.

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

Please see attached narrative.

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

Please see attached narrative.

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

Yes No

Please see attached narrative.

- 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.

Please see attached narrative.

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.

Please see attached narrative.

- 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?

Medical Device Manufacturing, Banking, Finance, Accounting, (Please see attached narrative.)

- 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?

Since this program is designed to address foundational skills deficiency, it reasonably applies to all 110 occupations currently on the Demand Occupations List for Region 24: Charlotte, Collier, Glades, Hendry, and Lee Counties)

- 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.

Please see attached narrative.

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

Please see attached narrative.

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

Begin Date: 1/2/2019

End Date: Ongoing

Please see attached narrative.

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

Please see attached narrative.

- 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.

Please see attached narrative.

- 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).

Please see attached narrative.

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

Please see attached Appendix A, B, and C.

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** \$ 3,670,000
 Florida Job Growth Grant Fund

2.) **Other Workforce Training Project Funding Sources:**

City/County	<u>\$ 0.00</u>
Private Sources	<u>\$ 25,000</u>
Other (grants, etc.)	<u>\$ 80,000</u>
Total Other Funding	<u>\$ 105,000</u>

Please Specify: Hodges Univ

3.) **Workforce Training Project Costs:**

Equipment	<u>\$ 25,000</u>
Personnel	<u>\$ 845,000</u>
Facilities	<u>\$ in kind</u>
Tuition	<u>\$ 2,609,250</u>
Training Materials	<u>\$ 93,750</u>
Other	<u>\$ 202,000</u>
Total Project Costs	<u>\$ 3,775,000</u>

Please Specify: LMS/Websit

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.

Please see attached 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)?

Approval of President or other Corporate Officer. Approval of Board of Trustees. See attached Appendix C, Hodges University Contract Signing Authority Policy

- 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.

The Hodges University Board of Trustees has its next two scheduled meetings as follows: October 19th, 2018 and February 15th, 2019. However, the Board can convene a special meeting to review any agreement that may result from this proposal, typically within a week.

- 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.

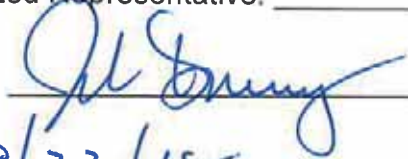
Please see attached Appendix C.

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: Hodges University

Name and Title of Authorized Representative: Dr. John D. Meyer, President

Representative Signature: 

Signature Date: 10/22/18

2018-19 Florida Job Growth Grant Fund Workforce Training Grant Proposal

Narrative Attachment

A. Program Requirements:

A. Title and Detailed Description

Hodges University's *Professional Effectiveness Certificate Program*

The Professional Effectiveness Certificate Program at Hodges University is designed to prepare students for the workforce and to further *develop the soft/foundational skills in high demand by regional employers*. The coursework has been specifically designed to directly address the skills gaps identified by employers of workers in both entry-level and more experienced positions. Completers gain proficiency in the following 9 Key Competencies: Adaptability, Business Understanding, Communication Skills, Computer/Technical Skills, Customer Service, Judgment, Organization, Proactivity, and Teamwork. The program is available in a traditional classroom format, a blended (hybrid) model, or completely online. This micro-credentialing program is comprised of 5 courses and the program requires a minimum of 200 hours to complete, resulting in students earning 9 Digital Skills Badges. Students also create an e-Portfolio as part of the program. It is designed to be delivered to cohorts of between 15 and 20 students at a time. Lastly, it was developed in conjunction with a group of businesses, the Workforce Board, and community leaders to be sure the curriculum exactly meets the need in the region.

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

This program will be offered in collaboration with several public education partners, including through Florida SouthWestern State College's Corporate Training and Services division, Hendry County District Schools, and the Immokalee Foundation's Post-Secondary and Career Success program. We also intend to open the program to students attending programs at the region's 5 technical colleges (Charlotte Technical College, Cape Coral Technical College, Fort Myers Technical College, Immokalee Technical College, and Lorenzo Walker Technical College).

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

The lack of foundational skills in both the existing and potential workforce in Southwest Florida is a problem that began to get a serious look starting in 2012, with the Market Watch summit in 2012 and the creation of Workforce Now, a collaborative effort among Florida Gulf Coast University, Florida SouthWestern State College, and Hodges University. This research group conducted primary research among the regions employers, both small and large, in key sectors of the economy and has published 9 papers to date [papers are available at <https://www2.fgcu.edu/CoB/Reri/wfn.html>]. One inescapable conclusion is that the lack of foundational skills has been a major impediment for regional employers who have positions to fill, but find that potential

applicants lack these basic skills. This lack of foundational skills was also supported by a 2014 survey commissioned by the Lee County Economic Development Office that received responses from just over 100 employers in Lee County to identify the top 5 foundational skills deficiencies. In rank order, they were as follows:

Entry Level	Experienced Positions
Work Ethic	Critical Thinking & Problem Solving
Communication	Work Ethic
Teamwork	Communication
Interpersonal Skills	Teamwork
Active Listening	Interpersonal Skills

From the research conducted at the local level, it is clear that the deficiency in foundational skills is both acute and nearly universal.

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

This program makes an excellent add-on to build upon the employability skills component in many of the secondary, PSAV, and College-credit (CCC and AS degree) workforce programs offered by public institutions in the region. It is designed to improve placement prospects for program completers and graduates from across the spectrum of CTE and other workforce-focused secondary and post-secondary programs.

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

While this program is not specifically based on criteria established by the FCS or the technical colleges, it absolutely supports existing training programs and addresses a current and significant training need.

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

Yes. This program actively includes unemployed and underemployed individuals by helping to provide them with a skill that local employers continue to advise is in very short supply. This proposal seeks funding to make the program available to those most likely to be unemployed or underemployed: those in workforce training programs, those seeking services from CareerSource Southwest Florida, and high school seniors.

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.

The economy in southwest Florida is arguably among the least economically diversified in the state and is heavily dominated by retail, construction and related services,

tourism, and health care. According to DEO data as of summer 2018, the top 5 employment gaps in Region 24 total 1,416 positions with a weighted average wage of \$15.62 per hour (~\$32,500 per year). The positions are, in descending order, First-Line Supervisors of Retail Sales Workers, Retail Salespersons, General Maintenance and Repair Workers, First-Line Supervisors of Food Preparation and Serving Workers, and Landscaping and Groundskeeping Workers. None of these positions requires educational attainment beyond the Post-Secondary Adult Vocational Level (PSAV) and all arguably require proficiency, if not mastery, in foundational skills.

Looking ahead through 2025, the top 5 long-term growth occupations according to DEO data are as follows: Retail Salespersons, Waiters and Waitresses, Cashiers, Combined Food Preparation and Serving Workers, including Fast Food, and Landscaping and Groundskeeping Workers with a total employment projected to total 15,552 positions, none of which requires educational attainment above high school diploma/GED. All will require proficiency in the foundational skills.

This proposal seeks to train up to 2500 individuals who will span a broader cross-section of the economy than just the top 5 occupational gaps. The top 50 gaps total 4389 positions at a weighted average of \$20.58 per hour (~\$42806.40 per year). Using that figure and assuming that only 10-20% of 2500 students in the program gain and retain employment because of the program, the economic impact is significant as shown below:

# employed (10-20% of project)	Weighted average annual wage	Total annual earnings	Total economic impact (3 times earnings)
250	\$42,806.40	\$10,701,600	\$32,104,800
500	\$42,806.40	\$21,403,200	\$64,209,600

It is important to note that 46.4% - 2038 positions at \$19.09 per hour or ~\$39,707.20 per year - of the top 50 gaps in southwest Florida (Region 24) require education at the PSAV level. Following the same projections for the top 50 gaps above, the impact of just those in occupations requiring vocational training is as follows:

# employed (10-20% of PSAV gap)	Weighted average annual wage	Total annual earnings	Total economic impact (3 times earnings)
203	\$39,707.20	\$8,060,561.60	\$24,181,684.80
407	\$39,707.20	\$16,160,830.40	\$48,482,491.20

Based on the above, the ROI ranges from 6.59 times investment to 17.5 times investment. These are conservative investments.

The success of the program is based on success rates in the embedded assessments, the number of participants earning micro-credentialing badges, and the number successfully completing the e-Portfolio. Students who do not successfully complete these key

milestones will not be considered to have completed the program. In addition, the cohort is proposed to be followed for some period of time in a follow-up longitudinal study to ascertain the effectiveness of the program; the likelihood of gaining an employment interview (or other measure of workforce success); and feedback from employers as to the usefulness, reliability, and validity of program completion as a predictor of success on the job.

2. Additional Information:

A. Is this an expansion of an existing training program? Y/N If yes, please provide an explanation for how the funds from this grant will be used to enhance the existing program.

No. This is not an expansion of an existing workforce program.

B. Does this proposal align with Florida Targeted Industries? Y/N If yes, please indicate the specific targeted industries with which the proposal aligns. If no, with which industries does the proposal align?

Yes, the proposal aligns with the targeted industries present in Region 24: Medical Device Manufacturing, Banking, Finance, and Accounting. By definition, the proposal also aligns with most other industries as it addresses a fundamental skill.

C. Does the proposal align with an occupation(s) on the Statewide Demand Occupations List or the Regional Demand Occupations List? Y/N If yes, please indicate the specific occupations with which the proposal aligns. If no, with which occupation does the proposal align?

Since this program is designed to address foundational skills deficiency, it reasonably applies to all 110 occupations currently on the Demand Occupations List for Region 24: Charlotte, Collier, Glades, Hendry, and Lee Counties).

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 program is designed to be deliverable in a variety of modalities, including 100% classroom-based, blended (hybrid), and 100% online. The program would follow a train-the-trainer model for site based and hybrid locations other than the Naples or Ft. Myers campuses of Hodges University. Classes delivered through FSW's Corporate Training division, Hendry County District Schools, The Immokalee Foundation, area Technical Colleges, and area employer sites could be delivered in any of the three modalities (alone or in combination) and would be taught by instructors prepared through the train-the-trainer model and accessing standardized curriculum and assessments through Hodges University's Learning Management System.

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

The proposal anticipates a maximum of 2500 students enrolled in 125-150 cohort groups.

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

The program will begin on January 2, 2019 and remain ongoing until all 2500 participants have enrolled and been served or through 6/30/2020, whichever occurs first. The follow up study will occur on this initial population of up to 2500 participants.

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

The costs of supporting the program will shift to the participants themselves via a tuition or subscription based model.

- 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 program is designed to impart foundational skills that employers in most industries in the region have indicated are in acute need. In addition, the program itself is not a CTE program and does not train for specific core workforce skills. Therefore, an individual CIP code or grouping of codes is not applicable to this proposal.

- I. Does the project have a local match amount? Y/N If yes, please describe the entity providing the match and amount (do not include in-kind).**

Yes. The Southwest Florida Community Foundation provided \$25,000 of funding to offset curriculum development costs and Hodges University, a private, non-profit, regionally accredited institution of higher education, provided \$80,000 for instructional support and the cost of delivering 4 pilots of the program.

- J. Please provide any additional information or attachments to be considered for the proposal.**

Please see attached Appendix A, Workforce Now study excerpts and Appendix B, Letters of Support.

Appendix A
Workforce Now Excerpts

**Workforce Now
A Regional Research Initiative**

**Three Major Employers in SW Florida:
Identification of Critical Position/Skill Gaps**



Immersion Report

April 5, 2013

Executive Summary

Three major employers in Southwest Florida were interviewed to better understand their critical employment gaps and help identify skill sets that are needed for those positions. The companies interviewed are:

- Arthrex, a medical device and supply company which designs and manufactures innovative surgical devices and implants to help surgeons treat their patients better and advance minimally invasive orthopedics;
- Chico's FAS, a vertically-integrated women's fashion specialty retailer that manages four brands including Chico's, White House Black Market, Soma, and Boston Proper; and
- Lee Memorial Health System (LMHS), an integrated health system consisting of four acute care, a children's and rehabilitation hospital. LMHS provides services through physician offices, outpatient facilities, a regional cancer center, a skilled nursing facility and home health agency and is the fifth largest non-tax supported health system in the United States.

Some common study findings across the three organizations were identified:

- A. The organizations have to recruit from outside the region to fill critical positions;
- B. It is expensive to recruit from outside the region given the travel and relocation costs. Each of the organizations expressed a desire to work more closely with the region's educational institutions;
- C. Many of the recruits from outside the region have "trailing" spouses. This makes it difficult to recruit a prospective employee if there are no positions available for the spouse;
- D. Each organization offers in-house training and internships. Some are offering in-house training, residencies, or apprenticeships as a way to close the critical employment gaps;
- E. The companies want to work more closely with the educational systems and institutions to develop the needed workforce and skills. There is a sense of urgency and impatience;
- F. There is a desire to help students at a young age see the benefits of learning science, technology, engineering, and mathematics (STEM);

- G. All three organizations identified their culture as requiring employees to be able to operate at a very fast speed or pace. Bringing new products or services to market before the competition does provides a competitive advantage;
- H. Arthrex and Lee Memorial Health System are highly-regulated organizations and employees with a knowledge of FDA, ISO 9000, H.I.P.P.A, clinical licensure health regulations, and quality assurance are highly desirable;
- I. A common theme was the need for supply-chain management knowledge and experience;
- J. The general feeling is that technology is driving change in each organization and each will need employees with basic business knowledge that can adapt to change;
- K. Information technology positions were identified as one of the top employment gaps. Arthrex needs IT Business Analysts with experience in a wide range of applications including those provided by Oracle and SAP. Chico's needs business analysts and Infrastructure Technicians with certifications in applications provided by Microsoft, Oracle, and Cisco. Lee Memorial Health System has a critical need for Business System Analysts with knowledge of Microsoft Project and Office, electronic medical record systems (EPIC), and business, financial and clinical systems building and interface knowledge.
- L. The common workforce skills that needed strengthening include:
 - Active listening
 - Critical thinking
 - Interpersonal skills
 - Teamwork
 - Problem solving
 - Reading comprehension
 - Finance and basic business mathematics

Details of each company are provided in this report. Here are the positions these companies identified as central and very difficult to fill.

Arthrex:

1. **CNC Machine Operator I.** The skilled trades include CNC Machine Operator I, a technical machinist who runs state-of-the-art computer-controlled machines making medical devices and implants. It requires a high school diploma or equivalent, mechanical aptitude, and the ability to use measuring tools and read

A Regional Research Initiative

Identification of Critical Position and Skill Gaps for:

Financial/Insurance/Banking

Construction/Manufacturing

Tourism/Hospitality



May 14, 2013

Executive Summary

This study looked at three key business sectors including finance/insurance/banking, construction/manufacturing, and tourism/hospitality. Thirteen firms volunteered their time to assist the research team in identifying their workforce gaps and skill requirements.

The common themes were that regulation and technology are changing the way companies do business and requiring workers to acquire new skills and knowledge to be competitive in the workplace. Information technology applications are becoming much more common, combining old world craftsmanship with 21st century technology. All the employers indicated a need for continuous learning and good written and oral communication skills, basic computer and business mathematics skills, critical thinking, problem solving, and teamwork.

The key findings for the Finance/Insurance/Banking business sector are that technology has changed the way customers interface with the bank, including PC-based and mobile-device activity. This business sector is under increased government regulation, the tax codes are changing, and the housing industry remains in recovery. The study found few employment gaps at the present time but there is increasing demand for compliance and regulatory professionals due to the increasing regulatory requirements. Another growth area is for information technology positions including social media, as well as computer engineering. Some positions, such as financial planners and insurance advisors, are more entrepreneurial, so the incumbent must be self-reliant and a self-starter. Current downsizing and realignments have limited the number of individuals training for this business sector.

The necessary skills to be successful in the finance/insurance/banking business sector include:

1. Ability to complete business or personal financial analysis.
2. Ability to make decisions.
3. Accurate written and oral communication skills.
4. Comprehensive knowledge of finance and accounting rules and principles.
5. Critical thinking.
6. Ethical.
7. Persuasiveness.
8. Time management.
9. Working knowledge of tax laws.

Workforce Now Forum II

The key findings for the Construction/Manufacturing business sector are that new information technology is increasingly important, including the use of PCs and smart devices to communicate, schedule, manage, order, look up specifications, and track projects. Computerized machines such as robotic and CNC machines are becoming more widely used across various manufacturing businesses. Sustainable construction practices are requiring changes in design. The companies want "old world craftsmanship" with 21st century technologies.

Building Integrated Modeling (BIM) software knowledge and experience are becoming more important. Companies need employees who can move from Computer-Aided Drafting (CAD) design to Computer-Aided Manufacturing (CAM). The expected trend is to more sophisticated computerized controls for buildings that will require advanced technical computer skills installation and service personnel. There is a concern among the construction executives about a potential shortage of skilled trade workers, such as plumbers and carpenters, when housing construction activity returns to more normal levels.

The hard-to-fill or critical positions for construction/manufacturing identified by the executives included:

1. Drafter/engineer in cabinet construction and installation and technically competent in AutoCAD, Microsoft Windows, Office, and Adobe.
2. Certified welders for piping systems.
3. Service and control technicians with basic principles of refrigeration, hydronic pumping, air distribution, centrifugal refrigeration, and boiler systems and digital controls.
4. CAD designers with basic knowledge of architectural, structural electrical, plumbing, and mechanical systems.
5. Engineers and computer-aided manufacturing (CAM) positions that can use Unigraphics or similar software.
6. CNC 5-axis Mill Operators who are able to combine PC skills with production skills.
7. Sales engineers with strong technical skills in HVAC and energy systems matched with sales and presentation skills.
8. Production supervisors who are able to manage people, read CAD drawings, and are experienced in construction and manufacturing.
9. Controller or other high-level positions, which have experience in manufacturing and an MBA degree or equivalent.

Workforce Now Forum II

Independent of the position, the construction/manufacturing group indicated that employees need stronger skills in:

1. Ability to read 2D or 3D CAD.
2. CNC education.
3. Critical thinking.
4. Engineering.
5. Hand tool skills including the use of tape measures.
6. Mathematics.
7. Problem solving.
8. Work ready skills.
9. Wood shop or carpentry.
10. Written and verbal communication skills.

The key findings for the Tourism/Hospitality business sector are communication technology including websites and applications for social media are changing the way that customers and companies communicate. There is concern that costs might rise due to healthcare and immigration legislation and other regulations. Many of the jobs are entry-level that are taken to gain experience and to provide income support while pursuing an education or another career. Many of the resorts fill management positions and a college degree is preferred. Hard-to-fill or critical positions identified by the Tourism/Hospitality companies included the following:

1. Entry-level employees including room attendants, food servers, guest service agents.
2. Front-House staff including hosts/hostesses and food servers.
3. Back-House staff including cooks and food preparation.
4. Graphic artists.
5. Boat Captains with U.S. Coast Guard Certificates.
6. Marketing staff.
7. Mid-level managers who directly supervise the front-office employees and manage guest experience.
8. Management responsibilities include customer safety, fiscal or budget knowledge, oversight of mid-level managers, training, guest experience, food quality, ads and promotions, and employee scheduling.

Independent of the position, the tourism/hospitality group of employers indicated that employees need stronger skills in:

1. Ability to organize work and delegate tasks.
2. Ability to read social clues.
3. Communication skills.

Workforce Now Forum II

4. Conflict resolution.
5. Creative thinking.
6. Money mathematics.
7. Problem solving.
8. Reading and understanding financial data and statements.

Workforce Now A Regional Research Initiative

Study Three Key Stakeholders Interviews: Educational Institutions



PREPARED BY:
WORKFORCE NOW STUDY TEAM



*School of Business &
Technology*



*Regional Economic
Research Institute
Lutgert College of Business*



*Johnson School of
Business*

EXECUTIVE SUMMARY

Workforce Now is a regional research initiative to identify current and future talent requirements for the five counties of Southwest Florida. The initiative was created in October 2012 as an outcome of the Education Summits produced by The News-Press Media Group. The initiative is designed as a systematic, multi-year program designed to provide better information on workforce gaps including skills and characteristics desired by regional employers, and to understand and meet the critical workforce needs in the Southwest Florida region.

As part of this initiative, three studies have been conducted to date. The first study assessed the Workforce Methodology and the needs of three major employers, Arthrex, Chicos FAS, and Lee Memorial Health System; the second assessed the needs of three business sectors, Finance, Construction/ Manufacturing, and Tourism/Hospitality. In this third study of the Workforce Now initiatives, the study team conducted interviews with key stakeholders from public and private educational institutions representing universities, colleges, technical schools, and K-12 school systems in the region. The study was started in the middle of April and was completed in September 2013.

The study consisted of 16 interviews with Key Respondents from K-12 school systems, technical centers/schools, colleges, and universities in the Southwest Florida region.

	Educational Institutions	Plan for Interviews
Public Education: K-12		
1	Collier County Public Schools	Teams of two or three
2	*Lee County Public Schools	Teams of two or three
3	Charlotte County Public Schools	Teams of two or three
4	Hendry County Public Schools	Teams of one or two
5	Glades County Public Schools	Single interviewer
Tech Centers		
6	Fort Myers Institute of Technology	Single interviewer
7	Lorenzo Walker Technical School	Single interviewer
8	Charlotte County Technical School	Single interviewer
9	Immokalee Technical Center	Single interviewer
Colleges and Universities		
10	Florida Gulf Coast University	Teams of two or three
11	Edison State College	Teams of two or three
12	Hodges University	Teams of two or three
13	Nova Southeastern University	Single interviewer
14	Southwest Florida College	Single interviewer
15	Keiser University	Single interviewer
16	Rasmussen College	Single interviewer

*Two interviews were conducted ; one with former superintendent and one with current superintendent.

As part of the interviews, a 20-question survey instrument was developed. The instrument addressed three primary themes:

- Sources of Workforce Information
- Value of Workforce Initiative including forums and reports
- Limitations/Impediments to Changing Educational Programs.

The Key Respondents were contacted by phone and email regarding their interviews. Following initial contact, scheduled meetings were set up to interview the Key Respondents. Almost all of the Key Respondents' interviews were conducted in person, with a few having to be interviewed by phone due to scheduling conflicts. Below is summary of the key findings of the study:

Key Findings

Workforce Information

- The Key Respondents cited multiple ways that they receive information about the region's workforce. The most frequent sources for this information were Workforce Development Boards (Southwest Florida and Cape Coral); U.S. Bureau of Labor Statistics (BLS); Employer and Business Advisory Groups, Local Chambers of Commerce, and Economic Development Offices (EDOs). Universities, colleges, and, in particular, privately-owned schools and technical schools stated that this information is considered and used in planning and development of programs. Beyond the advisory groups and aforementioned sources and organizations, a number of other sources were used to obtain workforce information; e.g., Alliance of Educational Leaders, Bio Florida; Independent Colleges and Universities of Florida; state databases, etc.
- The Key Respondents stated that the most common type of information that they receive is employment vacancies, with some position and skills openings coming from the organization's advisory groups. Although the Key Respondents stated that vacancies can be viewed on a more regular basis, most workforce information is generally received on an annual or semi-annual basis.
- A majority of the universities, colleges, and technical schools reported that they do not conduct their own primary labor force research studies and rely on secondary data sources. Most use existing data from groups in the region; e.g., Workforce Board, Horizon Council, key employers, etc. or have an advisory group that provides feedback on existing and planned programs. A small number of higher educational institutions conduct labor studies, primarily through focus groups with employers and Alumni and Employer surveys.
- On the whole, most of the universities, colleges, and technical centers stated that they have advisory groups aligned with many of their programs and/or areas of discipline (K-12 School Systems have them primarily in their Technical Centers), and that these advisory groups provide them with workforce information and advice about positions and skills specific to the programs or disciplines.
- The Key Respondents indicated a number of areas about which they would like to receive additional workforce information. These include industry and occupational growth trends and projections; new ventures and existing companies' expansions; specific indicators of job skills; and needs of different sizes of business; e.g., small businesses. They further stated that ideally they would like to receive this workforce information at least quarterly. Receiving labor market information more regularly was especially important to private entities that can more readily create or modify programs to market demands.

Value of Workforce Now Initiative

- Most of the Key Respondents reported that they are familiar with the Workforce Now initiative and they have seen or read the reports from the previous two studies. For those who said they did not personally read the reports, they stated that they had given the reports to one of their key personnel to read and report to them on.
- From the earlier Workforce Now studies, a number of positions were identified that key employers said they would need in the future. Varied Key Respondents communicated that they have existing programs to develop training in several of the needed position groups; e.g., universities and colleges have programs in hospitality; technical schools have programs in construction management, etc. In addition, two of the educational institutions (private universities) said that the information contained in the previous Workforce Now studies led them to modify and create programs in IT to meet the needs for IT Analysts and IT Technicians. Although identified position types such as robotics and compliance officers were not generally part of current programs, one of the technical centers, with the help of corporate sponsorship, is creating a program in CNC/Robotics.
- The Key Respondents further stated that the “fundamental workforce skills,” as reported in the two earlier Workforce Now Reports, were of critical importance. The most often-cited skills that were of highest importance are critical thinking and active listening.
- Most of the Key Respondents stated that they intend to incorporate the Workforce Now report into their programs and curriculum strategic planning and development, with several private institutions stating that they had already made changes to their curriculum based on the Workforce Now Report.
- The Key Respondents had a number of suggestions and comments on ways to enhance the Workforce initiative. Some of the suggestions that they made were as follows:
 - More timely overviews of regional labor market trends
 - Provide a better understanding of skills, knowledge, and tasks of occupations
 - Add online forums for discussion of Workforce Now Findings
 - Emphasize current needs including the “needs of smaller employers”
 - Create links between hiring agents (employer HR) and Career Development Centers at schools
 - Provide contrast between online and classroom students (differences in the skills and learning ability)
 - Provide details on training program availability
 - Share Best Practices on using workforce information for program planning
 - Focus on specific needs of technical centers
 - Include parents and others to help guide students in their occupation choice.

Changing Educational Programs

**Future/Makers
Coalition**

Southwest Florida
Workforce Overview Study
2018



September 2018

Prepared by the Research Team:



School of Business & Technology



HODGES
UNIVERSITY

Johnson School of Business



**FLORIDA
GULF COAST
UNIVERSITY**

*Regional Economic
Research Institute
Lutgert College of Business*

APPENDIX: TOP 50 OCCUPATIONAL EMPLOYMENT GAPS

Below is a list of the top 50 occupational employment gaps identified in summer 2018.

Table 41: Top 25 Employment Gaps

Summer 2018

Occupation	Current Supply Gap	Current Employment	Median Wage	Minimum Education
First-Line Supervisors of Retail Sales Workers	-385	8,160	\$20.10	PS Adult Voc
Retail Salespersons	-379	24,294	\$11.15	HS/GED
Maintenance and Repair Workers, General	-262	5,694	\$17.27	PS Adult Voc
First-Line Supervisors of Food Preparation and Serving Workers	-223	4,565	\$16.31	PS Adult Voc
Landscaping and Groundskeeping Workers	-167	14,003	\$11.96	Less HS/GED
First-Line Supervisors of Construction Trades and Extraction Workers	-156	4,772	\$27.50	Some College
First-Line Supervisors of Office and Administrative Support Workers	-152	5,072	\$25.03	Some College
Customer Service Representatives	-120	9,073	\$14.41	PS Adult Voc
Maids and Housekeeping Cleaners	-105	5,833	\$11.08	Less HS/GED
Stock Clerks and Order Fillers	-98	7,917	\$12.12	HS/GED
Medical and Health Services Managers	-92	591	\$50.90	Bachelor's
Securities, Commodities, and Financial Services Sales Agents	-89	1,353	\$29.60	Bachelor's
Security Guards	-89	3,463	\$12.63	PS Adult Voc
Physical Therapists	-88	855	\$44.10	Doctorate
Accountants and Auditors	-86	3,538	\$30.59	Bachelor's
Hotel, Motel, and Resort Desk Clerks	-84	1,120	\$11.02	HS/GED
First-Line Supervisors of Mechanics, Installers, and Repairers	-81	1,726	\$28.18	PS Adult Voc
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	-77	4,626	\$22.91	PS Adult Voc
Carpenters	-76	7,417	\$18.45	PS Adult Voc
First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators	-71	466	\$27.49	PS Adult Voc
Insurance Sales Agents	-70	1,964	\$23.28	PS Adult Voc
Financial Managers	-67	864	\$57.47	Bachelor's
Combined Food Preparation and Serving Workers, Including Fast Food	-66	11,812	\$9.65	Less HS/GED
Executive Secretaries and Executive Administrative	-65	1,637	\$22.24	PS Adult Voc
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	-60	6,988	\$11.43	Less HS/GED

Source: Occupational Supply/Demand Report, Florida Department of Economic Opportunity

Table 42: Ranked 26-50 Employment Gaps

Summer 2018

Occupation	Current Supply Gap	Current Employment	Median Wage	Minimum Education
Merchandise Displayers and Window Trimmers	-59	613	\$14.41	HS/GED
Automotive Service Technicians and Mechanics	-57	3,380	\$18.78	PS Adult Voc
Computer Systems Analysts	-57	451	\$33.47	Some College
Bookkeeping, Accounting, and Auditing Clerks	-56	5,928	\$17.91	Some College
Loan Officers	-56	818	\$35.51	Some College
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	-54	11,212	\$15.92	PS Adult Voc
Demonstrators and Product Promoters	-52	N/R	\$11.28	HS/GED
Heavy and Tractor-Trailer Truck Drivers	-52	3,813	\$18.28	PS Adult Voc
Construction Laborers	-50	9,080	\$14.11	Less HS/GED
Roofers	-50	2,013	\$15.56	PS Adult Voc
Electricians	-49	3,049	\$21.18	PS Adult Voc
Bus and Truck Mechanics and Diesel Engine Specialists	-48	544	\$21.53	PS Adult Voc
Market Research Analysts and Marketing Specialists	-46	712	\$29.07	Bachelor's
Social and Human Service Assistants	-46	562	\$16.09	PS Adult Voc
Dishwashers	-45	2,594	\$10.39	Less HS/GED
First-Line Supervisors of Housekeeping and Janitorial Workers	-44	924	\$20.99	PS Adult Voc
Sales Representatives, Services, All Other	-44	3,962	\$22.96	HS/GED
Real Estate Sales Agents	-42	2,887	\$31.08	PS Adult Voc
First-Line Supervisors of Non-Retail Sales Workers	-41	1,656	\$30.61	Some College
Industrial Engineers	-41	191	\$31.04	Bachelor's
Civil Engineers	-39	737	\$40.52	Bachelor's
Tellers	-39	1,849	\$14.30	PS Adult Voc
Personal Care Aides	-38	2,616	\$10.84	PS Adult Voc
Recreation Workers	-38	1,206	\$11.88	Some College
Taxi Drivers and Chauffeurs	-38	948	\$11.27	Less HS/GED

Source: Occupational Supply/Demand Report, Florida Department of Economic Opportunity

APPENDIX: TOP 50 LONG-TERM AVERAGE ANNUAL EMPLOYMENT GROWTH BY OCCUPATION

Below is a list of the top 50 long-term employment growth occupations identified in summer 2018.

Table 43: Top 25 Long-Term Employment Growth Occupations

2017 to 2025

Occupation	Average Annual Growth	Current Employment	Median Wage	Minimum Education
Retail Salespersons	4,355	24,294	\$11.15	HS/GED
Waiters and Waitresses	3,477	17,102	\$9.88	Less HS/GED
Cashiers	3,154	15,635	\$9.38	HS/GED
Combined Food Preparation and Serving Workers, Including Fast Food	2,544	11,812	\$9.65	Less HS/GED
Landscaping and Groundskeeping Workers	2,022	14,003	\$11.96	Less HS/GED
Customer Service Representatives	1,376	9,073	\$14.41	PS Adult Voc
Office Clerks, General	1,351	10,290	\$13.76	HS/GED
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	1,348	11,212	\$15.92	PS Adult Voc
Cooks, Restaurant	1,302	7,460	\$13.31	PS Adult Voc
Construction Laborers	1,220	9,080	\$14.11	Less HS/GED
Stock Clerks and Order Fillers	1,194	7,917	\$12.12	HS/GED
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	1,084	6,988	\$11.43	Less HS/GED
First-Line Supervisors of Retail Sales Workers	1,022	8,160	\$20.10	PS Adult Voc
Nursing Assistants	1,019	6,538	\$13.24	PS Adult Voc
Food Preparation Workers	1,015	4,993	\$11.27	Less HS/GED
Maids and Housekeeping Cleaners	931	5,833	\$11.08	Less HS/GED
Laborers and Freight, Stock, and Material Movers, Hand	878	5,435	\$11.27	Less HS/GED
Carpenters	867	7,417	\$18.45	PS Adult Voc
Registered Nurses	866	10,434	\$31.18	Some College
Receptionists and Information Clerks	842	5,384	\$14.13	HS/GED
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	804	5,614	\$9.57	Less HS/GED
First-Line Supervisors of Food Preparation and Serving Workers	754	4,565	\$16.31	PS Adult Voc
Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	678	2,588	\$9.45	Less HS/GED
Amusement and Recreation Attendants	671	2,613	\$10.07	Less HS/GED
Bartenders	667	3,601	\$9.77	Less HS/GED

Table 44: Ranked 26-50 Long-Term Employment Growth Occupations

2017 to 2025

Occupation	Average Annual Growth	Current Employment	Median Wage	Minimum Education
Bookkeeping, Accounting, and Auditing Clerks	648	5,928	\$17.91	Some College
Maintenance and Repair Workers, General	634	5,694	\$17.27	PS Adult Voc
Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	628	2,427	\$9.91	Less HS/GED
First-Line Supervisors of Office and Administrative Support Workers	588	5,072	\$25.03	Some College
First-Line Supervisors of Construction Trades and Extraction Workers	568	4,772	\$27.50	Some College
Hairdressers, Hairstylists, and Cosmetologists	557	3,702	\$13.52	PS Adult Voc
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	555	4,626	\$22.91	PS Adult Voc
Sales Representatives, Services, All Other	553	3,962	\$22.96	HS/GED
Farmers, Ranchers, and Other Agricultural Managers	546	7,463	\$49.75	Some College
Dining Room and Cafeteria Attendants and Bartender	540	2,856	\$10.05	Less HS/GED
Childcare Workers	537	3,234	\$10.89	PS Adult Voc
Security Guards	536	3,463	\$12.63	PS Adult Voc
Personal Care Aides	529	2,616	\$10.84	PS Adult Voc
Medical Assistants	497	3,232	\$15.97	PS Adult Voc
Painters, Construction and Maintenance	486	3,945	\$14.82	PS Adult Voc
Heavy and Tractor-Trailer Truck Drivers	482	3,813	\$18.28	PS Adult Voc
Dishwashers	445	2,594	\$10.39	Less HS/GED
Cleaners of Vehicles and Equipment	433	2,460	\$10.32	Less HS/GED
General and Operations Managers	433	4,275	\$50.64	Some College
Light Truck or Delivery Services Drivers	429	3,387	\$14.42	PS Adult Voc
Counter and Rental Clerks	411	2,721	\$12.81	HS/GED
Elementary School Teachers, Except Special Education	405	4,142	\$29.71	Bachelor's
Accountants and Auditors	398	3,538	\$30.59	Bachelor's
Automotive Service Technicians and Mechanics	385	3,380	\$18.78	PS Adult Voc
Home Health Aides	365	2,059	\$12.28	PS Adult Voc

Source: Occupational Supply/Demand Report, Florida Department of Economic Opportunity

Appendix B
Letters of Support



October 9, 2018

Florida Department of Economic Opportunity
Enterprise Florida

Re: Support Letter for Hodges University 2018-19 Florida Job Growth Grant Fund Proposal

I am pleased to write a letter of support for Hodges University's Workforce Training Grant Proposal. Hodges University, a regionally accredited, non-profit institution of higher education, has been actively involved with researching local employment needs, workforce gaps, and other economic indicators for some time. In fact, since 2013, it has been part of the Workforce Now initiative, a collaborative effort with Florida Gulf Coast University and Florida SouthWestern State College, to provide industry, education, chambers of commerce, and others in our 5-county region with actionable information regarding workforce gaps and trends. To date, this collaborative effort has produced 9 white papers and has been presented in countless forums, both locally and across the state.

One of the key findings that came from the earliest of these studies is that employers in the region almost universally cited a lack of what has come to be called foundational skills. In fact, employers identified the lack of these skills to be a key impediment to filling positions and stressed that, while they could generally provide training in the practical aspects of many positions, they simply could not reasonably expect to inculcate these more basic life skills into prospective employees in a cost effective way.

A rather comprehensive review of the literature revealed a lack of supporting data on any program or curriculum designed to impart these essential skills. Hodges University undertook a program to design and create a curriculum to address this key skills deficiency and thereby improve the talent pool for local business and industry. It also wanted the resulting curriculum to be supported by industry, so it actively sought the assistance of several regional employers and institutions including Lee Health, Arthrex, Chico's FAS, Career Source Southwest Florida, Lee County Public Schools, Florida SouthWestern State College, and the Southwest Florida Community Foundation.

The resulting 200 hour curriculum is comprised of 5 courses covering 9 categories of competencies and has been piloted and approved in 4 sites around the region. Hodges University is now seeking funding to make the program more broadly available across the region and seeks to offer it to seniors in the Hendry County District Schools through Corporate Training at Florida Southwestern State College, and more broadly to employers throughout the region.

Because of the documented and ongoing shortage of workers and the difficulty attached to hiring qualified people, having a pool of talent that presents with key foundational skills is invaluable. To that end, I support Hodges University's Florida Job Growth Grant Fund Workforce Training Grant Proposal.

Sincerely,


Michael Boose

Director Human Resources and Organizational Development
Arthrex Inc.



Judy L. N. Johnson
Director

Brian Byrnes, Ed.D.
Assistant Director

October 12, 2018

Florida Department of Economic Opportunity
Enterprise Florida

Re: Support Letter for Hodges University 2018-19 Florida Job Growth Grant Fund Proposal

I am pleased to write a letter of support for Hodges University's Workforce Training Grant Proposal. Hodges University, a regionally accredited, non-profit institution of higher education, has been actively involved with researching local employment needs, workforce gaps, and other economic indicators for some time. In fact, since 2013, it has been part of the Workforce Now initiative, a collaborative effort with Florida Gulf Coast University and Florida SouthWestern State College, to provide industry, education, chambers of commerce, and others in our 5-county region with actionable information regarding workforce gaps and trends. To date, this collaborative effort has produced 9 white papers and has been presented in countless forums, both locally and across the state.

One of the key findings that came from the earliest of these studies is that employers in the region almost universally cited a lack of what has come to be called foundational skills. In fact, employers identified the lack of these skills to be a key impediment to filling positions and stressed that, while they could generally provide training in the practical aspects of many positions, they simply could not reasonably expect to inculcate these more basic life skills into prospective employees in a cost effective way.

A rather comprehensive review of the literature revealed a lack of supporting data on any program or curriculum designed to impart these essential skills. Hodges University undertook a program to design and create a curriculum to address this key skills deficiency and thereby improve the talent pool for local business and industry. It also wanted the resulting curriculum to be supported by industry, so it actively sought the assistance of several regional employers and institutions including Lee Health, Arthrex, Chico's FAS, Career Source Southwest Florida, Lee County Public Schools, Florida SouthWestern State College, and the Southwest Florida Community Foundation.

The resulting 200 hour curriculum is comprised of 5 courses covering 9 categories of competencies and has been piloted and approved in 4 sites around the region. Hodges University is now seeking funding to make the program more broadly available across the region and seeks to offer it to seniors in the Hendry County District Schools through Corporate Training at Florida Southwestern State College, and more broadly to employers throughout the region.

Because of the documented and ongoing shortage of workers and the difficulty attached to hiring qualified people, having a pool of talent that presents with key foundational skills is invaluable. To that end, I support Hodges University's Florida Job Growth Grant Fund Workforce Training Grant Proposal.

Sincerely,

Brian Byrnes, Ed.D.
Assistant Director



360 Santa Barbara Blvd. North, Cape Coral, FL 33993 • Office: 239.574.4440 • Fax: 239.458.3721

www.CapeCoralTech.edu





careersourcesouthwestflorida.com

October 8, 2018

Florida Department of Economic Opportunity
Enterprise Florida

Re: Support Letter for Hodges University 2018-19 Florida Job Growth Grant Fund Proposal

CareerSource Southwest Florida supports Hodges University's Workforce Training Grant Proposal. Hodges University, a regionally accredited, non-profit institution of higher education, has been actively involved with researching local employment needs, workforce gaps, and other economic indicators for some time. Since 2013, it has been part of the Workforce Now initiative, a collaborative effort with Florida Gulf Coast University and Florida SouthWestern State College (FSW), to provide industry, education, chambers of commerce, and others in our five-county region with actionable information regarding workforce gaps and trends. To date, this collaborative effort has produced nine white papers and has been presented in countless forums, both locally and across the state.

One of the key findings is that employers almost universally cited a lack of foundational skills. In fact, employers identified this to be a key impediment to filling positions and stressed that, while they could generally provide training in the practical aspects of many positions, they simply could not reasonably expect to inculcate these more basic life skills into prospective employees in a cost effective way. Hodges University undertook a program to design and create a curriculum to address this key skills deficiency and thereby improve the talent pool for local business and industry. It also actively sought the assistance of several regional employers and institutions including Lee Health, Arthrex, Chico's FAS, Career Source Southwest Florida, Lee County Public Schools, FSW, and the Southwest Florida Community Foundation.

The resulting 200-hour curriculum is comprised of five courses covering nine categories of competencies and has been piloted and approved in four sites around the region. Hodges University is now seeking funding to make the program more broadly available and seeks to offer it to seniors in the Hendry County District Schools through Corporate Training at FSW, and more broadly to employers throughout the region. Because of the documented and ongoing shortage of workers and the difficulty attached to hiring qualified people, having a pool of talent that presents with key foundational skills is invaluable. To that end, I support Hodges University's Florida Job Growth Grant Fund Workforce Training Grant Proposal.

If any additional information is needed, please feel free to contact me at jpaterno@sfwdb.org.

Sincerely,


Joe Paterno, Executive Director

Solutions that work for you
p: 239.225.2500
9530 Marketplace Road, Fort Myers, FL 33912





3200 Bailey Lane. Ste. 110. Naples. FL. 34105. www.cbiamet.net.

October 8, 2018

Florida Department of Economic Opportunity
Enterprise Florida

Re: Support Letter for Hodges University 2018-19 Florida Job Growth Grant Fund Proposal

On behalf of the over 450 companies representing the Collier Building Industry Association (CBIA), we are pleased to write a letter of support for Hodges University's Workforce Training Grant Proposal. Hodges University, a regionally accredited, non-profit institution of higher education, has been actively involved with researching employment needs, workforce gaps, and other economic indicators for some time in our community. Since 2013, it has been part of the Workforce Now initiative, a collaborative effort with Florida Gulf Coast University and Florida SouthWestern State College, to provide industry, education, chambers of commerce, and others in our 5-county region with actionable information regarding workforce gaps and trends. To date, this collaborative effort has produced nine exceptional white papers and has been presented in countless forums, both locally and across the state.

One of the key findings that came from the earliest of these studies is that employers in the region almost universally cited a lack of what has come to be called foundational skills. In fact, employers identified the lack of these skills to be a key impediment to filling positions and stressed that, while they could generally provide training in the practical aspects of many positions, they simply could not reasonably expect to inculcate these more basic life skills into prospective employees in a cost effective way.

A rather comprehensive review of the literature revealed a lack of supporting data on any program or curriculum designed to impart these essential skills. Hodges University undertook a program to design and create a curriculum to address this key skills deficiency and thereby improve the talent pool for local business and industry. It also wanted the resulting curriculum to be supported by industry, so it actively sought the assistance of several regional employers and institutions including Lee Health, Arthrex, Chico's FAS, Career Source Southwest Florida, Lee County Public Schools, Florida SouthWestern State College, and the Southwest Florida Community Foundation.

The resulting 200 hour curriculum is comprised of 5 courses covering 9 categories of competencies and has been piloted and approved in 4 sites around the region. Hodges University is now seeking funding to make the program more broadly available across the region and seeks to offer it to seniors in the Hendry County District Schools through Corporate Training at Florida Southwestern State College, and more broadly to employers throughout the region, including members of the Collier Building Industry Association.

Because of the documented and ongoing shortage of workers and the difficulty attached to hiring and retaining qualified people, we believe this curricular initiative is invaluable. To that end, on behalf of the CBIA, we support Hodges University's Florida Job Growth Grant Fund Workforce Training Grant Proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "Ryan Benson".

Ryan Benson
President
Collier Building Industry Association
Owner, A Vernon Allen

A handwritten signature in black ink, appearing to read "Kathleen Curatolo".

Kathleen Curatolo
Executive Vice President
Collier Building Industry Association

October 12, 2018

Florida Department of Economic Opportunity
Enterprise Florida

Re: Support Letter for Hodges University 2018-19 Florida Job Growth Grant Fund Proposal

I am pleased to write a letter of support for Hodges University's Workforce Training Grant Proposal. Hodges University, a regionally accredited, non-profit institution of higher education, has been actively involved with researching local employment needs, workforce gaps, and other economic indicators for some time. In fact, since 2013, it has been part of the Workforce Now initiative, a collaborative effort with Florida Gulf Coast University and Florida SouthWestern State College, to provide industry, education, chambers of commerce, and others in our 5-county region with actionable information regarding workforce gaps and trends. To date, this collaborative effort has produced 9 white papers and has been presented in countless forums, both locally and across the state.

One of the key findings that came from the earliest of these studies is that employers in the region almost universally cited a lack of what has come to be called foundational skills. In fact, employers identified the lack of these skills to be a key impediment to filling positions and stressed that, while they could generally provide training in the practical aspects of many positions, they simply could not reasonably expect to inculcate these more basic life skills into prospective employees in a cost effective way.

A rather comprehensive review of the literature revealed a lack of supporting data on any program or curriculum designed to impart these essential skills. Hodges University undertook a program to design and create a curriculum to address this key skills deficiency and thereby improve the talent pool for local business and industry. It also wanted the resulting curriculum to be supported by industry, so it actively sought the assistance of several regional employers and institutions including Lee Health, Arthrex, Chico's FAS, Career Source Southwest Florida, Lee County Public Schools, Florida SouthWestern State College, and the Southwest Florida Community Foundation.

The resulting 200-hour curriculum is comprised of 5 courses covering 9 categories of competencies and has been piloted and approved in 4 sites around the region. Hodges University is now seeking funding to make the program more broadly available across the region and seeks to offer it to seniors in the Hendry County District Schools through Corporate Training at Florida Southwestern State College, and more broadly to employers throughout the region.

Because of the documented and ongoing shortage of workers and the difficulty attached to hiring qualified people, having a pool of talent that presents with key foundational skills is invaluable. To that end, I support Hodges University's Florida Job Growth Grant Fund Workforce Training Grant Proposal.

Sincerely,



Dr. Robert R. Jones
Vice President, Economic Development and External Affairs

7505 Grand Lely Drive
Naples, Florida 34113

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www.FSW.edu

FutureMakers Coalition

October 15, 2018

Florida Department of Economic Opportunity
Enterprise Florida

Re: Support Letter for Hodges University 2018-19 Florida Job Growth Grant Fund Proposal

To Whom it May Concern:

Hodges University, a regionally accredited, non-profit institution of higher education, has been actively involved with researching local employment needs, workforce gaps, and other economic indicators. Hodges University is also an active partner in the FutureMakers Coalition, a regional, education, collective impact initiative with a goal to transform the workforce by increasing the number of working age adults with post-secondary degrees, certificates, and other credentials by 2025, for which the Southwest Florida Community Foundation is the backbone organization.

Since 2013, Hodges University has been part of the Workforce Now initiative, a collaborative effort with Florida Gulf Coast University and Florida SouthWestern State College, both of which are also FutureMakers partners, to provide industry, education, chambers of commerce, and others in our 5-county region with actionable information regarding workforce gaps and trends. To date, this collaborative effort has produced 9 white papers and has been presented in countless forums, both locally and across the state.

One of the key findings that came from the earliest of these studies is that employers in the region almost universally cited a lack of what has come to be called foundational skills. In fact, employers identified the lack of these skills to be a key impediment to filling positions and stressed that, while they could generally provide training in the practical aspects of many positions, they simply could not reasonably expect to train these more basic life skills into prospective employees in a cost effective way.

A rather comprehensive review of the literature revealed a lack of supporting data on any program or curriculum designed to impart these essential skills. Through funding from the FutureMakers Coalition, Hodges University undertook a program to design and create a curriculum to address this key skills deficiency and thereby improve the talent pool for local business and industry. It also wanted the resulting curriculum to be supported by industry, so it actively sought the assistance of several regional employers and institutions including Lee Health, Arthrex, Chico's FAS, Career Source Southwest Florida, Lee County Public Schools, Florida SouthWestern State College, and the Southwest Florida Community Foundation.

The resulting 200 hour curriculum is comprised of 5 courses covering 9 categories of competencies and has been piloted and approved in 4 sites around the region. Hodges University is now seeking funding to make the program more broadly available across the region and seeks to offer it to seniors in the Hendry County District Schools through Corporate Training at Florida Southwestern State College, and more broadly to employers throughout the region.

Because of the documented and ongoing shortage of workers and the difficulty attached to hiring qualified people, having a pool of talent that presents with key foundational skills is invaluable. To that end, I am pleased to write a letter of support for Hodges University's Florida Job Growth Grant Fund Workforce Training Grant Proposal on behalf of the FutureMakers Coalition.

Sincerely,



Tessa LeSage
Director, Social Innovation and Sustainability
Southwest Florida Community Foundation



Hendry County District School Board

Paul K. Puletti

Superintendent

District Office

Hendry County Court House
P.O. Box 1980
LaBelle, Florida 33975-1980
(863)674-4642 FAX (863)674-4090

Sub-Office

475 East Osceola Ave.
Clewiston, Florida 33440-3140
(863)902-4244
FAX (863)902-4247

October 12, 2018

Florida Department of Economic Opportunity
Enterprise Florida

Re: Support Letter for Hodges University 2018-19 Florida Job Growth Grant Fund Proposal

I am pleased to write a letter of support for Hodges University's Workforce Training Grant Proposal. Hodges University, a regionally accredited, non-profit institution of higher education, has been actively involved with researching local employment needs, workforce gaps, and other economic indicators for some time. In fact, since 2013, it has been part of the Workforce Now initiative, a collaborative effort with Florida Gulf Coast University and Florida SouthWestern State College, to provide industry, education, chambers of commerce, and others in our 5-county region with actionable information regarding workforce gaps and trends. To date, this collaborative effort has produced 9 white papers and has been presented in countless forums, both locally and across the state.

One of the key findings that came from the earliest of these studies is that employers in the region almost universally cited a lack of what has come to be called foundational skills. In fact, employers identified the lack of these skills to be a key impediment to filling positions and stressed that, while they could generally provide training in the practical aspects of many positions, they simply could not reasonably expect to inculcate these more basic life skills into prospective employees in a cost effective way.

A rather comprehensive review of the literature revealed a lack of supporting data on any program or curriculum designed to impart these essential skills. Hodges University undertook a program to design and create a curriculum to address this key skills deficiency and thereby improve the talent pool for local business and industry. It also wanted the resulting curriculum to be supported by industry, so it actively sought the assistance of several regional employers and institutions including Lee Health, Arthrex, Chico's FAS, Career Source Southwest Florida, Lee County Public Schools, Florida SouthWestern State College, and the Southwest Florida Community Foundation.

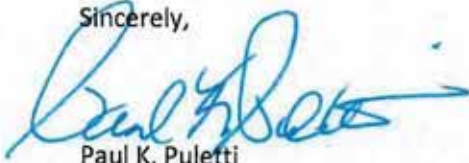
The resulting 200 hour curriculum is comprised of 5 courses covering 9 categories of competencies and has been piloted and approved in 4 sites around the region. Hodges University is now seeking funding to make the program more broadly available across the region and seeks to offer it to seniors in the Hendry County District Schools through Corporate Training at Florida Southwestern State College, and more broadly to employers throughout the region.

Hendry County Schools...our future starts here.

HENDRY SCHOOL DISTRICT IS AN EQUAL OPPORTUNITY FOR EDUCATION AND EMPLOYMENT.

Because of the documented and ongoing shortage of workers and the difficulty attached to hiring qualified people, having a pool of talent that presents with key foundational skills is invaluable. To that end, I support Hodges University's Florida Job Growth Grant Fund Workforce Training Grant Proposal.

Sincerely,

A handwritten signature in blue ink, appearing to read "Paul K. Puletti", with a long horizontal flourish extending to the right.

Paul K. Puletti
Superintendent

/t



October 12, 2018

Florida Department of Economic Opportunity
Enterprise Florida

Re: Support Letter for Hodges University 2018-19 Florida Job Growth Grant Fund Proposal

I am pleased to write a letter of support for Hodges University's Workforce Training Grant Proposal. Hodges University, a regionally accredited, non-profit institution of higher education, has been actively involved with researching local employment needs, workforce gaps, and other economic indicators for some time. In fact, since 2013, it has been part of the Workforce Now initiative, a collaborative effort with Florida Gulf Coast University and Florida SouthWestern State College, to provide industry, education, chambers of commerce, and others in our 5-county region with actionable information regarding workforce gaps and trends. To date, this collaborative effort has produced 9 white papers and has been presented in countless forums, both locally and across the state.

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2201 Second Street, 5th Floor
Fort Myers, FL 33901

*Support Letter for Hodges University 2018-19
Florida Job Growth Grant Fund Proposal
October 12, 2018
Page 2*

As a member of the Lee County Horizon Council and President of the Council for 2018, I personally have over five years of time and effort invested in this program. As an employer, I have jobs that I can-not fill due to a lack of basic foundational skills in the local candidate pool. Because of the documented and ongoing shortage of workers and the difficulty attached to hiring qualified people, having a pool of talent that presents with key foundational skills is invaluable. To that end, I support Hodges University's Florida Job Growth Grant Fund Workforce Training Grant Proposal.

Sincerely,



Gray G. Davis, MBA
President
Horizon Council

2201 Second Street, 5th Floor
Fort Myers, FL 33901



October 3, 2018

Florida Department of Economic Opportunity
Enterprise Florida

Re: Support Letter for Hodges University 2018-19 Florida Job Growth Grant Fund Proposal

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Sincerely,

Building Pathways to Success
for the Children of Immokalee
Since 1991

Learn more at immokaleefoundation.org

Naples Office

2275 Tamiami Trail N.
Suite 1029
Naples, FL 34103

T (239) 438-0000
F (239) 462-7701

Immokalee Office

209 Roberts Avenue West
Immokalee, FL 34142

T (239) 657-2461
F (239) 657-2462

Appendix C
Contract Signing Authority Policy

POLICY

Only currently serving corporate officers (as elected by the Board of Trustees) have the authority to approve and execute contracts or agreements that in any way legally bind the University.

As deemed necessary and appropriate by the corporate officers, some contracts may be reviewed by the appropriate Board of Trustees Committee prior to signing. In the case of contracts or agreements exceeding \$50,000 in value, approval of the Board of Trustees is required prior to being executed by a corporate officer.

No person who is not a corporate officer may enter into a binding contract or approve or execute a contract on behalf of the University without explicit written permission from a currently serving corporate officer. Those signing without such authority may incur personal liability and/or may be subject to discipline by the University up to and including dismissal.